

Fall IMH Dual-Title Course Learning Goals, Key Assignments, Readings and Ideas for Helping Interns see the Clinical Relevance of Course Material

Infant/Family Mental Health Assessment: NUR 7880

Course Learning Objectives

1. Students critique research-based assessment or screening tools for use in both clinical work and parent-child research
 - Key Reading:
 - Smith Stover, C. & Berkowitz, S. (2005). Assessing violence exposure and trauma symptoms in young children: A critical review of measures. *Journal of Traumatic Stress* 18(6), 707-717.
 - Rosenblum, K. L. (2004). Defining infant mental health: A developmental relational perspective on assessment and diagnosis. In A.J. Sameroff, S. C. McDonough, & K. L. Rosenblum, Eds. *Treating Parent-Infant Relationship Problems: Strategies for Intervention*, pp 43-75. New York: The Guilford Press.
 - Key Assignment:
 - Students work in pairs and select an area of assessment. They then identify two or three assessment measures/strategies for the chosen area of assessment and find information about each measure and present to the class a comparison of the instruments strengths and weaknesses for research and clinical purposes
2. Students describe infant attachment in a clinical setting.
 - Key Assignment:
 - Students observe a parent-infant dyad interacting and write a process record that describes the dyad's behavior, specifically responsiveness to infant cues and attachment behavior.
3. Students are exposed to a variety of parent-infant interaction assessments, including the Alarm Distress Baby Scale, PICCOLO and NCAST teaching and feeding scale.
 - Key Readings:
 - Wheeler, R., Ludtke, M., Helmer, J., Barna, N., Wilson, K., & Oleksiak, C. (2013). Implementation of the PICCOLO in infant mental health practice: A case study. *Infant Mental Health Journal*, 34, 352-358.
 - Roggman, L., Good, G., Innocenti, M., Norman, V., & Christiansen, K. (2013). Parenting interactions with children: Checklist of observations linked to outcomes (PICCOLO) in diverse ethnic groups. *Infant Mental Health Journal*, 34, 290-306.
4. Students describe major caregiver psychological characteristics that influence the development of secure attachment.
 - Key Readings:

- Ordway, M., Webb, D., Sadler, L., & Slade, A. (2015). Parental reflective functioning: An approach to enhancing parent-child relationships in pediatric primary care. *Journal of Pediatric Health Care*, 29(4), 269-281.
- Key Assignments:
 - Interview the parent in the dyad that the student observed using standardized questions for assessing parental reflective functioning. They transcribe the interview and pull out indices of reflective functioning.

Ideas to Help Interns see the Clinical Relevance of Course Material

1. Allow the intern to observe video taped parent-infant interaction data and work with them to use the PICCOLO to assess the family. Encourage the intern to use the assessments they have learned in class with their clinical families.
2. In supervision ask the intern to describe secure base and haven of safety behaviors they see in clinical dyads as well as how parents respond to infants engagement and disengagement cues. When you review clinical video material encourage the intern to talk about infant behavior in terms of secure base and haven of safety, describe what you are seeing to support their ability to see attachment behavior.
3. Encourage students during clinical supervision to comment on what they hear parents saying about their internal experiences and discuss the parents reflective capacity.