

Seminar in Infant and Child Mental Health Syllabus

Class Hours:	TBD
Class Location:	TBD
Course Website	TBD
Course Leader	Barry Lester, Ph.D.

Course Description

The Seminar is about the science of infant mental health and includes the history, theory, research and practice in this field. Models of development include understanding the infant in context with an emphasis on parent-child relationships, family history and dynamics as well as social, economic, and cultural factors. The emerging neurobiology of infant mental health includes genetic, epigenetic and neural mechanisms. Developmental psychopathology provides a basis for understanding the role of risk and protective factors and processes that lead to maladaptive developmental trajectories. Behavioral disorders of infancy and early childhood are discussed in terms of diagnosis and classification. This leads to assessment, intervention and prevention including the evidence base for these programs. The importance of parents in their children's lives will be explored from a developmental perspective. How to involve parents in clinical work with their children, address parental concerns, and the impact of parental and family factors on child psychological well-being will be addressed. Legal, ethical and social policy issues are also discussed.

Course Objectives

By the end of this course, students will:

- Understand the theoretical underpinnings and research base in the field of infant mental health
- Understand the assessment, diagnosis and evidence based treatments in the field of infant mental health
- Understand the role of parenting, family, community and cultural factors that impact the delivery of infant mental health services
- Understand the legal, ethical and policy issues in the field of infant mental health

Course Requirements and Evaluation

The general format is a lecture seminar during which all students are expected to participate actively in discussion. The seminar meets once a week for two hours. Before each lecture, students are expected to read the required texts and articles. There will be approximately 75-100 pages or 2 hours of required reading for each lecture. Seminar lectures are provided by the faculty listed below. In addition, one “renown” speaker from outside of the Brown community will provide a lecture during each semester. These experts in the field of Infant and Child Mental Health will also present a public lecture for the Brown community. The combination of Brown and “outside” faculty members will provide a wide range of disciplines, academic and clinical backgrounds, research expertise, and theoretical approaches. See Schedule of Topics and Speakers below for a complete list. Students will be graded A, B, C/NC based on the following four criteria:

1. Class participation. The student will be evaluated by the course leader using the following criteria:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved. (25% of grade)

2. Written paper. Each student will write two 8-10 page papers during each semester demonstrating competence in the field of infant mental health based on the course objectives listed above. The student will select a “hot topic” or issue in the field and describe what we know and don’t know about the issue based on theory, research, assessment, diagnosis, treatment, parenting, family, community, and cultural factors and the legal, ethical and policy issues. The papers will end with a “where do we go from here” statement about the issue. (50% of grade)

3. Small group presentation. The students will divide into groups of 3-4 and make an oral “team” presentation to the class each semester. The purpose of the team presentation is to underscore the interdisciplinary collaborative team approach to infant mental health. Choice of topic is open-ended. It could be a hypothetical clinical case study, a diagnostic issue, theoretical issue, research problem, discussion of a treatment etc. Each team will have 20 minutes to present. The requirement is that the presentation highlights interdisciplinary collaboration. (25% of grade)

Course evaluation. At the end of each semester students will evaluate the course using the **Course Evaluation** form in order to assess whether the course objectives are achieved.

Schedule of Topics and Speakers

CEPH 1001A

Session	Topic	Speaker
1	Introduction to the Brown Infant /Child Mental Health Program	Lester
2	Overview of the field of Infant Mental Health (IMH)	Lester
3	Models of development	Seifer
4	Developmental psychopathology	Sheinkopf
5	Risk and protective factors	Sullivan
6	<i>Guest Speaker</i>	<i>TBA</i>
7	Research in IMH	Lagasse
8	Evidenced based IMH treatment	Andreozzi
9	Diagnosis and classification of IMH disorders	Sheinkopf, Twomey, Loncar
10	Student presentations	Lester and faculty
11	Student presentations and wrap	Lester and faculty
12	Final Paper due	Lester

CEPH 1001B

Session	Topic	Speaker
1	Fetal development and neurobehavior	Salisbury
2	Neonatal neurobehavior	Andreozzi
3	Social-emotional development	Sheinkopf
4	Relationship disorders	Dickstein
5	Crying and colic	High, Twomey,
6	<i>Guest Speaker</i>	TBA
7	Feeding problems	Bigsby
8	Regulatory disorders	Andreozzi
9	Maternal depression	Salisbury, Howard
10	Student presentations	Lester and faculty
11	Student presentations and wrap	Lester and faculty
12	Final Paper due	Lester

CEPH 1001C

Session	Topic	Speaker
1	Autism	Sheinkopf, Levine
2	Obesity	Gaskins
3	Developmental support of high risk infants and their families	Bigsby
4	Psychosocial intervention in the NICU	Hawes, Salisbury
5	In patient hospitalization	Boekamp
6	<i>Guest Speaker</i>	<i>TBA</i>
7	Differential diagnosis of early childhood disorders	Loncar
8	Motivational Interviewing	Gaskins
9	Sleep problems	Stone
10	Student presentations	Lester and faculty
11	Student presentations and wrap	Lester and faculty
12	Final Paper due	Lester

CEPH 1001D

Session	Topic	Speaker
1	Resilience	Lagasse
2	Dyadic therapy	Dickstein
3	Outcome of children with prenatal drug exposure	Lagasse
4	Ethics	Twomey
5	Use of diagnostic codes (DC:30), DSM-IV and ICLD	Loncar
6	<i>Guest Speaker</i>	<i>TBA</i>
7	Interface with medicine (child psychiatry and pediatrics)	Levine
8	Culture and community	Gaskins
9	Management of maternal psychotropic medication	Romero-Bosch
10	Student presentations	Lester and faculty
11	Student presentations and wrap	Lester and faculty
12	Final Paper due	Lester

Reading List

Readings for each lecture will be selected by the faculty member presenting the lecture from the following list:

Anders, T., Goodlin-Jones, B. & Sadeh, A. (2000). Sleep Disorders. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental health* (2nd ed., pp. 326-338). New York: Guilford Press.

Arokiasamy, V., Holsti, L., Albershalm, S. (2007). *Father's experiences in the Neonatal Intensive Care Unit: a search for control*. *Pediatrics*, 121, (2), 215-222.

Aucott, S., Donohue, P.K., Atkins, E., Allen, M.C. (2002). Neurodevelopmental care in the NICU. *Mental Retardation & Developmental Disabilities Research Reviews*, 8, 298-308.

Barr, R.G. (2008) What is All That Crying About? *The Signal* 2008. 15;(4): 8.

Beaver, B.R. (2008). *A Positive Approach to Children's Internalizing Problems*. *Professional Psychology: Research and practice*, 39, 129-136. Skillman, NJ: Johnson & Johnson Pediatric Institute.

Bowlby, J. (1982). *Attachment*. Perseus Books: UK. ISBN-13: 9780465005437

Brazelton, T.B. (1989). *Infants & Mothers: Differences in Development*. Dell; ISBN-13: 9780440506850

Brazelton, T.B. & Sparrow, J. (2001). *Touchpoints: 3 to 6*. Cambridge, MA: Perseus Publishing. ISBN 0-7382-0678-4

Brinkmeyer, M., & Eyberg, S.M. (2003). Parent-child interaction therapy for oppositional children. In A.E. Kazdin & J.R. Weisz (Eds.). *Evidence-based psychotherapies for children and adolescents* (pp. 204-223). New York: Guilford.

Browne, J.V., Talmi, A. (2005). Family-based intervention to enhance infant-parent relationships in the neonatal intensive care unit. *Journal of Pediatric Psychology*, 30, 8, 667-677.

Boukydis, C.F.Z., Bigsby, R., Lester, B. M. (2004). Clinical use of the Neonatal Intensive Care Unit Network Neurobehavioral Scale. *Pediatrics*, 113, 3, 679-689.

Cassidy, J. (1999). *Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: Guilford Press. ISBN 1-57230-826-5.

DeGangi, G.A. (2000). *Pediatric Disorders of Regulation in Affect and Behavior*. San Diego: Elsevier; ISBN-13: 9780122087707

- de Vries, J. I., G. H. Visser, et al. (1982). The emergence of fetal behaviour. I. Qualitative aspects. *Early Hum Dev* 7(4): 301-22.
- de Vries, J. I., G. H. Visser, et al. (1985). The emergence of fetal behaviour. II. Quantitative aspects. *Early Hum Dev* 12(2): 99-120.
- DiPietro, J. A. (2005). Neurobehavioral assessment before birth. *Ment Retard Dev Disabil Res Rev* 11(1): 4-13.
- DiPietro, J. A., D. M. Hodgson, et al. (1996). Fetal neurobehavioral development. *Child Dev* 67(5): 2553-67.
- Eyberg, S.M., Edwards, D., Boggs, S., & Foote, R. (1998). Maintaining the treatment effects of parent training: The role of booster sessions and other maintenance strategies. *Clinical Psychology: Science and Practice*, 5, 544-554.
- Eyberg, S.M., & Pincus, D. (1999). *Eyberg Child Behavior Inventory and Sutter-Eyberg Fellow Behavior Inventory: Professional Manual*. Odessa, FL: Psychological Assessment Resources.
- Eyberg, S.M., Funderburk, B.W., Hembree-Kigin, T.L., McNeil, C.B., Querido, J.G., & Hood, K. (2001). Parent-child interaction therapy with behavior problem children: One and two year maintenance of treatment effects in the family. *Child & Family Behavior Therapy*, 23, 1-20.
- Eyberg, S.M., Nelson, M.M., Duke, M., & Boggs, S.R. (2005). *Manual for the dyadic parent-child interaction coding system (3rd ed.)*. Available on-line at www.PCIT.org.
- Eyberg, S.M., Nelson, M. M., & Boggs, S.R. (2008). Evidence-based treatments for child and adolescent disruptive behavior disorders. *Journal of Clinical Child and Adolescent Psychology*, 37, 213-235.
- Fonagy, P. Gyorgy, G. & Jurist, M. (2005). [*Affect Regulation, Mentalization, and the Development of the Self*](#), Other Press; ISBN-13: 9781590511619
- Forcada-Guex M, Pierrehumbert B, Borghini A, Moessinger A, Muller-Nix C. (2006). Early dyadic patterns of mother-infant interactions and outcomes of prematurity at 18 months. *Pediatrics*. 118(1):e107-14.
- Fraiberg, S. (1987). *The Magic Years*. Simon & Schuster; ISBN-13: 9780684825502
- Gopnik, A., Meltzoff, A.N. & Kuhl, P.K. (2001). *The Scientist in the Crib: What Early Learning Tells Us about the Mind*. New York: HarperCollins. ISBN-13: 9780688177881
- Green, B. L., Rockhill, A., & Furrer, C. (2006). Understanding patterns of substance abuse treatment for women involved with child welfare: The influence of the Adoption and Safe Families Act (ASFA). *The American Journal of Drug and Alcohol Abuse*, 32(4), 149-176.

Greenspan, Kalmanson, & Shahmoon-Shanok, (1997). *Assessing and Treating Infants and Young Children with Severe Difficulties in Relating and Communicating*. Washington D.C.: Zero to Three.

Greenspan, S. (2005). *ICDL Diagnostic Manual for Infancy & Early Childhood/ICDL-DMIC*. ICDL Publishing. ISBN 0-9767758-0-8

Groopman, J. (2007). *Crybabies*. New Yorker, September 17, 2007.

Grunau, R.E., Whitfield, M.F., Fay, T., Holsti, L., Oberlander, T., Rogers, M.L. (2006). Biobehavioural reactivity to pain in preterm infants: A marker of neuromotor development. *Developmental Medicine and Child Neurology*, 48, 6, 471-476.

Hans, S. L. (1999). Demographic and psychosocial characteristics of substance- abusing pregnant women. In B. M. Lester (Ed.), *Clinics in perinatology: Prenatal drug exposure and child outcome* (pp. 55-74). Philadelphia: W. B. Saunders Company.

Hembree-Kigin, T., & McNeil, C. (1995). *Parent-Child Interaction Therapy*. New York: Plenum.

Hofacker, N. & Papousek, M. (1998). Disorders of excessive crying, feeding, and sleeping: The Munich interdisciplinary research and intervention program. *Infant Mental Health Journal*, 19, 180-201.

Hood, K., & Eyberg, S.M. (2003). Outcomes of parent-child interaction therapy: Mothers' reports on maintenance three to six years after treatment. *Journal of Clinical Child and Adolescent Psychology*, 32, 419-429.

Keren, M., Feldman, R., Eidelman, A.I., Sirota, L., Lester, B. (2003). Clinical interview for high-risk parents of premature infants (CLIP) as a predictor of early disruptions in the mother-infant relationship at the nursery. *Infant Mental Health Journal*, 24 (2) 93-110.

Lecanuet, J. P., W. Fifer, et al., Eds. (1995). *Fetal Development: A Psychobiological Perspective*. Hillsdale, NJ, Lawrence Erlbaum Associates.

Lee, T-Y, Holditch-Davis, D., Miles, M.S. (2007). The influence of maternal and child characteristics and paternal support on interactions of mothers and their medically fragile infants. *Research in Nursing and Health*, 30, 17-30.

Lester, B. M., Boukydis, C. F. Z., Garcia-Coll, C. T., & Hole, W. T. (1990). Colic for developmentalists. *Infant Mental Health Journal*, 11, 321-333.

Lester, B. M., Boukydis, C. F. Z., & Twomey, J. E. (2000). Maternal Substance Abuse and Child Outcome. In: C. H. Zeanah, Jr. (Ed.) *Handbook of Infant Mental Health* (2nd ed., pp. 161-175). New York: Guilford Press.

- Lester, B. M., Andreozzi, L., & Appiah, L. (2004). Substance use during pregnancy: Time for policy to catch up with research. *Harm Reduction Journal*, 1(5).
- Lester, B.M. & O'Neill-Grace, C. (2006) *Why is My Baby Crying?: The Parent's Survival Guide for Coping with Crying Problems and Colic*. B.M. Lester, ed. HarperCollins, New York, NY
- Lester, B. M., & Twomey, J. E. (2008). Treatment of substance abuse during pregnancy. *Women's Health*, 4(1), 67-77.
- Lester, B. M., Twomey, J.E. & High, P. (2008). Crying and Colic: The Untold Story. *The Signal*, 15;(4):1-7.
- Lieberman, A.F. (1995). *Emotional Life of the Toddler*. New York: Simon & Schuster.
- Logsdon, M.C., Wisner, K.L., Pinto-Foltz, M.D. (2006). The impact of postpartum depression on mothering. *JOGNN*, 35, 652-658.
- Lucas-Thompson R, Townsend EL, Gunnar MR, Georgieff MK, Guiang SF, Ciffuentes RF, Lussky RC, Davis EP. (2008). Developmental changes in the responses of preterm infants to a painful stressor. *Infant Behav Dev*. Sep 6
- Mindell, J. A., & Owens, J. A. (2003). *A clinical guide to pediatric sleep: Diagnosis and management of sleep problems*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Mindell, J. A. (1997). *Sleeping through the night: How infants, toddlers and their parents can get a good night's sleep*. New York: HarperCollins.
- Moore, M., & Meltzer, L. (2008). The sleepy adolescent: Causes and consequences of sleepiness in teens. *Paeditric Respiratory Reviews*, 9, 114-121.
- Morrison, J. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. Guilford Publications, Inc. ISBN-13: 9780898625684
- NNNS Kit and Manual*. Baltimore: Brookes Publishing.
<http://www.brookespublishing.com/store/books/lester-7659/index.htm>
- Nystrom, K., Axelsson, K. (2002). Mothers' experience of being separated from their newborns. *JOGNN*, 31, 275-282.
- Parlakian, R. (2001). *Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work*. Washington, D.C.: Zero to Three; ISBN-13: 9780943657110
- Pawl, J. & St. John, M. (1998). *How You are is as Important as What You Do*. Washington DC: Zero to Three. ISBN-13: 9780943657394

- Perlman, J. M. (2001). Neurobehavioral deficits in premature graduates of intensive care – Potential medical and neonatal environmental risk factors. *Pediatrics*, 108, 6, 1339-1348.
- Perry, B. (2006). *The Boy Who Was Raised as a Dog: and Other Stories from a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us about Loss, Love & Healing*. New York: Basic Books. ISBN-13: 9780465056521
- Pierangelo, R., Giuliani, G. (2007). *Understanding, Developing, and Writing Effective IEPs: A Step-by-Step Guide for Educators*. New York: SAGE Publications. ISBN-13: 9781412917865
- Rikli, J.M. (1996). Parenting the premature infant: potential iatrogenesis from the neonatal intensive care experience. *The Online Journal of Knowledge Synthesis for Nursing* , E3 (7).
- Robison, L.D. (2003). An organizational guide for an effective developmental program in the NICU. *J. Obst Gyn Neonatal Nursing*, 32, 3, 379-386.
- Sadeh, A. (2007). Consequences of sleep loss or sleep disruption in children. *Sleep Medicine Clinics*, 2,513-520.
- Salisbury, A. L., M. D. Fallone, et al. (2005). Neurobehavioral assessment from fetus to infant: The NICU network neurobehavioral scale and the fetal neurobehavior coding scale. *Ment Retard Dev Disabil Res Rev* 11(1): 14-20.
- Sameroff, A. J. (2000). Developmental systems and psychopathology. *Developmental Psychopathology*, 12, 3, 297-312.
- Schieche, M., Rupperecht, C. & Papousek, M. (2008). Sleep disorders: Current results and clinical experience. In M. Papousek, M. Schieche & H. Wurmser (Eds.), *Disorders of behavioral and emotional regulation in the first years of life: Early risks and intervention in the developing parent-infant relationship* (pp.117-140). Washington DC: Zero to Three.
- Schuhmann, E.M., Foote, R., Eyberg, S.M., Boggs, S., & Algina, J. (1998). Parent-child interaction therapy: Interim report of a randomized trial with short-term maintenance. *Journal of Clinical Child Psychology*, 27, 34-45.
- Shonkoff, J. (ed). (2000). *From Neurons to Neighborhoods*. National Academies Press; ISBN-13: 9780309069885.
- Shibley, H. L., Malcolm, R. J., & Veatch, L. M. (2008). Adolescents with insomnia and substance abuse: Consequences and comorbidities. *Journal of Psychiatric Practice*, 14, 146-153.
- Schore, A. (2003). *Affect Dysregulation & Disorders of the Self*. Norton: New York. ISBN-13: 9780393704068.

- Schore, A. (2003). *Affect Regulation & Repair of the Self*. Norton: New York. ISBN-13: 9780393704075.
- Siegel, D. (2007). [*The Mindful Brain : Reflection and Attunement in the Cultivation of Well-Being*](#). New York: Norton, W.W. & Company. ISBN-13: 9780393704709
- Stern, D.N. & Bruschweiler-Stern N. (1998). *The Birth of a Mother*. Basic Books: New York.
- Tronick, E. (2007). *The Neurobehavioral and Social Emotional Development of Infants & Children*. New York: Norton, W. W. & Company, Inc. ISBN-13: 9780393705171
- Twomey, J.E. (2007). Partners of perinatal substance users: Forgotten, failing, or fit to father? *American Journal of Orthopsychiatry*, 77, 563-572.
- Twomey, J. E. & Lester, B. M. (2007). How permanent is permanent placement for substance-exposed infants? *Zero to Three*, 27, 41-48.
- Vergara, E. & Bigsby, R. (2004). *Developmental & Therapeutic Interventions in the NICU*. Baltimore: Paul H. Brookes Publishing.
- Williamson, G & Anzalone, M. (2001). *Sensory Integration and Self-Regulation in Infants & Toddlers: Helping Very Young Children Interact with their Environment*. Publisher: Washington, D.C.: Zero To Three; ISBN-13: 9780943657066
- Woodruffe, I. (2006). Multiple losses in neonatal intensive care units. *Journal of Neonatal Nursing*, 12, 144-147.
- Zeanah, C. (ed). (2005). *Handbook of Infant Mental Health, 2nd Edition*. New York: Guilford Publications. ISBN-13: 9781593851712
- Zero to Three. (2005). *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy & Early Childhood Revised (DC:0-3R)*. Washington DC: Zero to Three. ISBN: 9780943657905

Course Evaluation

At the end of the semester the students will evaluate the seminar using the following form.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

The Course

- Goals of the course were made clear
- Activities and instruction were directed toward course's goals
- Overall, this course was well organized
- Course Materials (readings, etc.) were appropriate for course goals
- Materials could be understood with reasonable effort
- Materials were interesting
- Materials were challenging
- The amount of materials given was reasonable
- Materials were presented at a reasonable pace
- Assignments were reasonable in length
- Topics were relevant
- The course was stimulating
- The evaluation was appropriate for the course

Course Instructors

- The instructors were effective teaching the subject
- The instructor's lectures were well organized
- The instructors were effective discussion leaders
- The instructors were accessible
- The instructors made the course stimulating
- The instructors were consistently well prepared
- The instructors were well prepared for class
- The instructors were responsive to the needs of the students

The Instructors were interested in whether students learned

Course Overall

Environment Overall

My most favorite lectures were:

My least favorite lectures were:

Suggestions: