ELE 7025 Infant Mental Health: Theory to Practice
Across Early Childhood Settings

Course Syllabus

Division: Teacher Education
Course: ELE 7025 Infant Mental Health; Theory to Practice Across Early Childhood Settings
Credit: 2-credit, semester hours
Location: Merrill Palmer Skillman Institute Room TBA
Time: Wednesdays 4:30-8:30
Instructor: Ann Stacks, Ph.D.
Office Hours: Contact Information: amstacks@wayne.edu; 313.664.2516

Course Description: Theories and research-based information on infant mental health practices applied to various early childhood settings. Emphasis on interdisciplinary, relationship-based interventions aimed to promote development and learning in infants and young children.

Course Objectives and Outcomes: Course readings, activities, and assignments are designed to meet the following outcome objectives aligned with the Standards for the Preparation of Teachers of Early Childhood Education (ZA; Michigan State Board of Education, September 9, 2008) and competency guidelines outlined by the Michigan Association for Infant Mental Health's Endorsement for Culturally Sensitive, Relationship-Focused Practice

students will:
1. Examine and describe research literature on the theoretical foundations (e.g., attachment, family-systems, transactional, developmental psychopathology, psychoanalytic, ecological/ecocultural) of infant mental health/relationship-based practices across early childhood prevention and intervention settings.
2. Identify and describe the connections between parents’ representations of their childhood relationships and their current parenting feelings and behaviors.
3. Examine and apply principles of relationship-based practices in multidisciplinary fields
4. Examine and describe the use of self in observation, assessment, and intervention
5. Identify relationship-based professional roles and functions, teaming models, and family-centered practices across early childhood settings.
6. Describe and apply theories to identify resources and strengths in the infant/young child (i.e., student), family, and community for intervention planning across early childhood prevention and intervention settings.

Required Readings:

Textbooks:

Textbooks will be required and used throughout all core courses of the IMH Dual Title Program. For students who are not part of the dual title program, textbooks are available at the reserve desk at the library.

**Articles available on Blackboard**

A list of articles will be available shortly after the semester begins. Most articles will be posted prior to the beginning of the semester


**Assignments:**

1. **Case formulations**: 2 case studies will be assigned throughout the semester. Read the assigned case study and write a brief formulation of the case as it relates to the principles of infant mental health. Include the following; (a) the developmental status of the infant/child, (b) information about the parent, (c) a description of the parent-child relationship, (d) description of the intervention design and implementation and outcomes, and (e) personal reflections on the impact of the intervention on the parent-infant relationship. Case formulations should be 2-3 pages. Each case formulation paper will be worth 20 points.

2. **Integrative papers**: *Observe an infant* (age birth – 15 months) and parent or primary caregiver (one-hour observation). Address the following in your paper: (a) direct observations of adult-child interactions, (b) assessment of observation data with theoretical basis, (c) reflection on observation and assessment data, (d) recommendations and considerations for the design of interventions. The integrative paper will be worth ** points. *Observe child* (age 16-32 months) and parent or primary caregiver (one-hour observation). Address the following in your paper: (a) direct observations of adult-child interactions, (b) assessment of observation data with theoretical basis, (c) reflection on observation and assessment data, (d) recommendations and considerations for the design of interventions. The integrative paper will be worth 20 points.

4. **Annotated Bibliography**: Students will be responsible for in depth readings on a topic being discussed in weeks 4 through 10 (topics listed below). After choosing a topic, students will: 1) read 5-8 empirical articles on that topic, 2 of which must come from the Infant Mental Health Journal, 2) complete an annotated bibliography for each article and 3) use the articles to construct a coherent and integrated 10-minute presentation on the topic, including implications for practice or future research. The annotated bibliography will be provided to each member of the class. Up to 2 presentations per class period, on different topics, will be allowed. Students may choose from the following topics:
   - **Week 2**: the impact of attachment (parent or child) on social emotional development; parenting and social-emotional development, the impact of caregiver depression on social emotional development, the impact of parent or child maltreatment on social emotional development, the impact of intimate partner violence on social emotional development
   - **Week 4**: parent experience of trauma or PTSD on the parent-child relationship, parenting, or infant outcomes; developmental outcomes associated with the experience of trauma in infancy
   - **Week 6**: One disorder of infancy, including prenatal exposure (FAS or ARNDs), infant depression, failure to thrive, sensory processing disorder, sleep disorders or the impact of diagnosis on parents
Grading:
Final grades will be calculated by summing points earned for assignments. All grades are entered on blackboard so that students have access to grades almost immediately. Grades will not be curved or rounded up at the end of the semester. Please do not email the professor after the final asking to round up your grade – if you do, your email will not be returned. If you are having trouble in the class please see the instructor early.

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<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
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<tbody>
<tr>
<td>2 Case formulations @ 20 points each</td>
<td>40</td>
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<tr>
<td>2 Integrative paper 20 points</td>
<td>40</td>
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<tr>
<td>1 annotated bibliography @ 20 points each</td>
<td>20</td>
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<thead>
<tr>
<th>Letter grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>86-89.9</td>
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<td>B</td>
<td>83-85.9</td>
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<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<td>C</td>
<td>73-76.9</td>
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<td>F</td>
<td>59 or less</td>
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POLICIES:

Attendance
Attendance is not taken in class however material that is not covered in the book or assigned readings, but is discussed in class is needed for case studies and assigned papers. Students who are not in class will not be allowed to make up assignments late. Students are expected to attend all lectures and to participate in class discussions. **Students who are absent from class are responsible for obtaining all missed information.** Do not contact the instructor when you will be absent except for religious observances and University approved activities.

Students should arrive to class on time, remain in class until the period is over, and be prepared for class by completing the assigned readings. Please limit personal conversation, telephone conversations, text messaging and newspaper reading to the periods before and after class.

Assignments
Assignments are due on their assigned due date. A 10% deduction will be taken for each day that an assignment is late.

Policy on Withdrawal
The last day to withdraw from this class without it appearing on your academic record is [insert date]. After this date, anyone who withdraws with total points that equal 60% or less of the total points possible on that date will receive a grade of WF. Those with 61% or higher will receive a grade of WP. A withdrawal grade does not affect your GPA but does appear on your official transcript. Students may withdraw from the class WITHOUT it appearing on their transcript if they withdraw prior to [insert date].

Academic Honesty:
Students are expected to follow the Academic Honesty Policy as outlined in the Wayne State University Undergraduate Bulletin. All instances of academic dishonesty will be reported. Some examples of academic dishonesty include, but are not limited to:
- Cheating - using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication - falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism - representing the words or ideas of another as one’s own in any academic exercise (taking sentences & paragraphs directly from a book or article)

An act of academic dishonesty in this course will automatically result in a grade of F for that exam/assignment.

**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty.

**Accommodations for Disabilities:**
If you have disabilities and are registered at WSU's Educational Accessibility Services (EAS), this is an accommodations-friendly class. Please see me in the first week of class so that I can make accommodations.

**Religious Observance:**
It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

**Tape Recording Policy:**
Students are not authorized to make recordings during class without permission from the instructor.

**Cell Phones**
The use of cell phones is not allowed in class. Cell phones must be turned off and put out of sight during class.

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
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<tbody>
<tr>
<td>5/9</td>
<td><em>Choose annotated bibliography topics</em></td>
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<tr>
<td>Week 3</td>
<td>5/23</td>
<td>No Class – field observations</td>
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<tr>
<td>Week 4</td>
<td>5/30</td>
<td>Caregiving Relationships and Social-Emotional Development (continued), Importance of direct observations, Infant and Parent Trauma <strong>Due: 1st integrative paper</strong></td>
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<td>Week 5</td>
<td>6/6</td>
<td>No class – field observations</td>
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<td>Week 6</td>
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<td>IMH Assessment using the DC:03 Other disorders of infancy <strong>Due: 2nd Integrative Paper</strong></td>
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