

Why is specialized training in Infant, Early Childhood and Family Mental Health important?

Infants and their caregivers together form the cornerstone of human relationships. Within these early attachment relationships, infants and young children have experiences that amplify or buffer the temperamental proclivities they bring to the world and that shape their feelings about themselves and others. Yet infants and their caregivers do not always form satisfying relationships that meet the needs of the young child, nor do young children necessarily outgrow developmental, emotional, or behavioral problems. However, young children and families do respond to early clinical evaluation and therapeutic intervention.

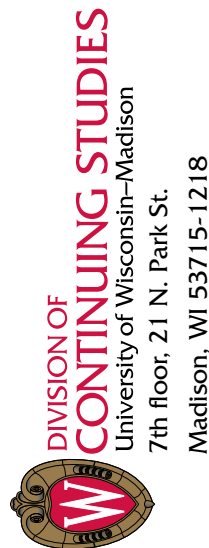
The past 20 years have brought an increased recognition of mental health disturbances in very young children including disturbances in mood; difficulties in regulation of feeding, sleep, or attention; sensory or relational difficulties; and withdrawn or aggressive behavior. Studies suggest that the prevalence rates of mental health problems in children ages birth through five range from 16 to 21% (Egger & Angold, 2006; Lavigne et al., 1996). Additionally, a growing number of preschoolers are expelled from child care settings each year due to challenging behaviors (Gilliam, 2005).

The field of Infant Mental Health has generated theory, numerous empirical studies, books, screening and assessment tools for early identification and evaluation, a widely used diagnostic criteria (Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood [DC:0-3R]), parent-infant treatment approaches, and practice guidelines (American Academy of Child and Adolescent Psychiatry).

With appropriate early intervention services, social and emotional disturbances that emerge early in life can be ameliorated before they become more serious disorders. Wisconsin has an imperative need for professionals with specialized training aimed at supporting the development of healthy parent-child relationships and at addressing disorders of infancy and early childhood.

We are proud to announce the new **Wisconsin Infant, Early Childhood and Family Mental Health Certificate Program**.

This program is grounded in the principles of Infant Mental Health and informed by current empirical knowledge from affective and behavioral neuroscience, research on early attachment relationships, and healthy social and emotional development.



A new Certificate Program in Infant Mental Health is coming to Wisconsin in Summer 2010!
www.dcs.wisc.edu/pda/mental-health/infant.htm



NEW!

Wisconsin Infant, Early Childhood, and Family Mental Health Certificate Program



Coming to Madison, Wisconsin
Summer 2010

Co-sponsored by:

Department of Psychiatry, University of Wisconsin School of Medicine and Public Health
Waisman Center, Center for Excellence in Developmental Disabilities (UCEDD), UW-Madison
Division of Continuing Studies, Department of Professional Development and Applied Studies, UW-Madison
Wisconsin Alliance for Infant Mental Health (WI-AIMH)

www.dcs.wisc.edu/pda/mental-health/infant.htm

The Wisconsin Infant, Early Childhood and Family Mental Health Certificate Program

What is it?

This is an intensive, interdisciplinary one- or two-year continuing education program for professionals who work with children ages birth to six and their families. The certificate program is designed with an appreciation of the strengths and contributions of all the professions that touch the lives of young children. The participants who complete this professional development program will gain an enhanced understanding of infant and early childhood mental health and new skills to support the social and emotional development and well-being of young children in the context of their family/caregiver relationships.

Following a cohort model, participants will earn a certificate from the University of Wisconsin–Madison, Division of Continuing Studies, Dept. of Professional Development and Applied Studies by completing one of two pathways:

- Infant Family Specialist**
- Infant Mental Health Specialist**

What will the Program provide?

Advanced learning experiences that will lead to:

- An increased specialized knowledge base and skill set;
- Confidence to provide appropriate assessment, diagnostic and therapeutic intervention services to this population;
- Extraordinary opportunities to learn from and with state and nationally recognized experts in the fields of infant, early childhood and family mental health;
- Reflective mentoring and supervision experiences necessary to provide direct clinical and/or consultation services; and
- A network of professionals with common goals and interests.

Co-sponsored by:



What are the Program pathways?

Infant Family Specialist

This pathway is for professionals from multiple disciplines who seek professional development in providing infant and family consultation, reflective practice, and relationship-based services to young children and their families. This includes professionals who provide direct services to young children and their families in preventive intervention, early education, and health care programs (e.g., Birth to 3, Early Childhood Special Education, Early Head Start, Head Start, Child Care, Child Protective Services, and Home Visiting). Disciplines may include but are not limited to: early childhood education (general and special education), child development, family studies, nursing, occupational therapy, physical therapy, social work, and speech and language therapy.

Infant Mental Health Specialist

This pathway is intended for professionals from multiple disciplines who seek professional development in providing clinical assessment, diagnosis, therapeutic intervention and consultation services with young children and their families. This includes but is not limited to mental health and health care professionals (e.g., clinical, counseling and school psychology, clinical social work, nursing, psychiatry, pediatrics, and clinical nursing) and others with the appropriate background.

What are the Program components?

- One- to two-day professional development courses held monthly over one or two years;
- Courses taught and facilitated by state and nationally recognized experts in the field of infant, early childhood and family mental health;
- Small-group sessions with mentors, including reflective, case-based discussions and clinical supervision for mental health professionals;
- Applied relationship-based experiences and assigned readings between sessions; and
- Individual portfolio development.

What will I receive?

Courses offer Continuing Education Units (CEU), which may be used toward licensure renewal for a variety of professions including, but not limited to, psychology, social work, counseling, and marriage and family therapy.

Those who complete this certificate program will have the knowledge base and competencies to pursue endorsement as an Infant Family Specialist or Infant Mental Health Specialist through the Wisconsin Infant Mental Health Endorsement (adopted by the Wisconsin Alliance for Infant Mental Health from the Michigan Association for Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health [MI-AIMH]).



Participation is by application; enrollment is limited.

Applications will be available Fall 2009.

For updates about the Certificate Program, visit:

www.dcs.wisc.edu/pda/mental-health/infant.htm

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