Application Packet for the Napa Program January 2015 - April 2016

The Napa Infant-Parent Mental Health Fellowship (NIPMHF) in Napa, CA is extremely pleased to announce both its 2015-2016 application release and a new affiliation with the University of California, Davis Extension. This remarkable program is unlike any in the U.S., and provides working professionals the opportunity to engage in an outstanding 15-month specialty training program through classes offered on weekends in California's Napa Valley. This state and national award winning program was developed in Napa, CA in 2002 where it has operated continuously since its inception.

The 2015-2016 Fellowship year marks the start of a newly forged partnership with the University of California, Davis Extension and the ability for Fellows to receive 23 academic quarter units in the graduate professional series upon completion of the program. UC Davis is ranked in the top 40 universities in the United States, is in the top 20 U.S. universities in research funding, and twenty-four of UCD's undergraduate programs are rated in the top 10 in the nation.

Since 2002, the NIPMHF has enrolled psychologists, nurses, physicians, OTs, PTs, speech-language professionals, educators, marriage-family therapists, social workers, administrators, attorneys, early interventionists, and many other disciplines. Fellows have attended the program from 32 California counties and 18 states including Alaska, Hawaii, Arizona, Florida, Idaho, Illinois, Kansas, Massachusetts, North Carolina, New Mexico, Nevada, Oregon, Utah, Vermont, Washington, Wisconsin, and Wyoming. Enrolled Fellows have also come from 9 countries including Canada, Italy, Mexico, New Zealand, El Salvador, Switzerland, England, Israel, and Thailand. Program graduates have provided services internationally from Africa to the Philippines, Mexico, Central & South America, Europe, China, New Zealand, Canada, India, Israel, Australia, Palau, Myanmar, Scandinavia, United Kingdom, and Vietnam. They teach and train in universities and other settings across the country and around the world, present in national and international forums, and provide services to thousands of children and families worldwide. You are invited to join them and apply to UC Davis Extension's 2015-2016 Napa Infant-Parent Mental Health Fellowship!

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General Program Description

The Napa Infant-Parent Mental Health Fellowship is designed for professionals working with children age 0-5 and their families, and consists of 13 intensive 3-day weekends of training in Napa that are primarily interactive and dynamic didactic (classroom) hours with reflective facilitation sessions scheduled throughout the series of meetings. Each weekend addresses a larger topic area within the field of Infant-Parent Mental Health and includes theoretical foundations and research, assessment, and video observation with a strong emphasis on clinical application of the material. Theoretical frameworks for the program focus heavily on the work of Drs. T. Berry Brazelton, Bruce Perry, Kristie Brandt, Ed Tronick (program co-developer with Dr. Brandt), Peter Fonagy, Connie Lillas, the late Louis Sander, and other neurorelational and neurodevelopmental models presented by the program’s esteemed faculty.

The goal of the NIPMHF is to support professionals in enhancing their understanding of infant-parent mental health concepts and developing skills, relevant to their scope of practice, that support infants, children and their families in optimal social-emotional development through: a) programs to promote optimal infant-parent and early childhood mental health and provide preventive interventions; b) surveillance, early detection, and early intervention; c) direct therapeutic work; d) interdisciplinary collaboration; e) research; f) consultation to providers and caregivers serving children; and, g) advancement of public policy related to all aspects of infant-parent health. The NIPMHF was constructed on a primary public health preventive and intervention model that recognizes the association between the functionality and health of early relationships and lifelong health and well-being for the child, the parent, and the community.

Throughout the NIPMHF, the principal focus will be on infant-parent relationships and factors impacting these relationships. Learning will focus on the primary, emergence, and development of dyadic relationships, and optimizing their functionality and resilience through preventive interventions, assessment, monitoring, support, and treatment, ideally before dysfunctional patterns emerge and/or become entrenched. Fellows will gain experience in diagnosing and treating social-emotional, developmental, attachment, and regulatory conditions in infants, young children, and their caregivers, and in screening for conditions in the parent and child that may require referral for specialized assessment or treatment beyond the scope of the primary or index clinician. The NIPMHF includes training on mental health, the neurobiology of mental health challenges, and prevention and treatment of mental illness. The following are a sampling of other topics that will be covered in this program, representing a balance of theory, assessment, clinical practice, research, and intervention:

- Neurorelational Models of Development
- Therapeutic Use of Video
- Developmental Risk and Resilience
- Effects of Trauma and Maltreatment
- Sensory Processing Challenges
- Dyadic Infant-Parent Psychotherapy
- Neonatal Assessment
- Epigenetics
- Regulatory Disorders of Infancy (Sleeping, Feeding, Crying)
- Disorders of Relating & Communicating
- Parental Depression and Mental Illness
- The Meaning and Influence of Culture
- Family Systems Theory and Interventions
- Diagnostic Classification Systems
- Reflective Practice
- Neuroscience

Eligibility: The NIPMHF is open to post-baccalaureate professionals at the graduate through post-doctoral level. One year of experience providing services for children age 0-5 years, their parents (including pregnant women), and/or other caregivers for children age 0-5 years is preferred, but not required. Eligibility is open but not limited to: psychologists, physicians, social workers, LCSWs, marriage-family therapists, educators, OTs, PTs, nurses, speech/language & communication therapists, dieticians, attorneys, and other professionals. All applicants must hold a minimum of a bachelor’s degree in a field related to infant-parent work. Non-clinicians (e.g. administrators, researchers, academics) may apply with the clear understanding that the NIPMHF does not train such individuals to become clinical professionals. Creating a Fellowship cohort that is diverse in multiple domains is highly desired and contributes substantially to the learning process.

Course Components: The 2015-2016 NIPMHF consists of: over 278 didactic/classroom hours, 100 practicum/integration hours; 100-200 independent Capstone Project hours; 50-60 reflective practice facilitation (RPF) group and individual hours; 24 hours of psychometrics; and, special targeted trainings, such as learning to assess neonates using the Newborn Behavioral Observation, and observing and coding child behavioral cues using the NCAST Parent-Child Interaction Feeding Scale. The general sections of the NIPMHF training are:

January 2015 - January 2016....Intensive Didactic & Experiential Coursework
February 2016 - April 2016......Independent Capstone Project Work & Presentation Preparation
April 2016..........................Spring Colloquium, Capstone Project Presentations & Graduation
**Course Objectives:** The NIPMHF intends to have an immediate and lasting impact on communities through an intense involvement of Fellows in programs serving children age 0-5. The course objectives are to train an interdisciplinary group of professionals to:

- Support and employ promotion, prevention, and early intervention strategies to optimize social-emotional and cognitive development, and the relationship of infants and their caregivers;
- Provide consultation and advocacy in a variety of settings, including schools, child care, pediatric practices, home visiting programs, etc.;
- Forward, support, and develop policies that address the primacy of early relationships as fundamental to lifelong individual and community health, well-being, and learning;
- Improve resource depth, capacity, and access within communities to a wider range of assessment and intervention modalities through professionals who are skilled and qualified to administer and interpret assessments, and plan and implement interventions;
- Increase awareness of the dynamics involved in comprehensive assessment of infants, children and their caregivers, including development, mutual and self-regulatory capacities, and attachment, and in the development of comprehensive service plans to address prevention, early intervention, and treatment needs;
- Promote reflective practice and interdisciplinary professional support;
- Comprehensively assess infants, children and their caregivers, including assessment of development, mutual and self-regulatory capacities, and attachment relationships, and develop comprehensive service plans to address prevention, early intervention, and treatment needs;
- Within the scope of the provider’s discipline and licensing, treat infants, young children and/or parents with a variety of emotional, social, and constitutional disorders;
- Use the Revised Diagnostic Codes for 0-3 (DC:03R), DSM-5, and ICLD diagnostic codes in the evaluation and diagnostic process, and understand and contribute to the IEP/IFSP processes;
- Develop community-based interdisciplinary teams able to provide preventive interventions, screening and comprehensive evaluation and assessment, develop and implement intervention plans for children 0-5 and their parents, and influence policy development related to IPMH.

**Learning Goals:** The NIPMH goals are to prepare individual professionals who:

- Are highly skilled and invested in infant-parent work;
- Have an integrated understanding of infant-parent relationship, regulatory, social-emotional, developmental, and mental health concepts and theories;
- Have an understanding of the major theorists, researchers, and clinicians in the area of social-emotional development, infant-parent mental health, and infant-caregiver relationships;
- Are invested in an interdisciplinary approach to promotion, prevention, screening, assessment, treatment, monitoring, and policy development; and,
- Are able, within their scope of practice, to provide promotion, prevention, screening, assessment, treatment, and/or monitoring of children age 0-5 (developmental), their parents and other caregivers.

**2015-2016 Training Dates:** Scheduled training dates and times are listed on page 9 of this packet. *All training dates and faculty are subject to change.* In the event that a session cannot be held due to circumstances beyond the control of the sponsors (e.g. natural disaster, strike, fire, severe weather, illness of the speaker, speaker cancellation, national emergency, acts of war, etc.), the dates will be rescheduled, if possible, or an alternate speaker chosen and scheduled. It is expected that Fellows will attend all the scheduled hours of each of the training sessions.

Select sessions of the NIPMHF will be opened for public registration. This is done in recognition of the contribution of the community and region to the success of this program, to increase IPEC MH expertise in the region, and to help offset the costs associated with the speaker’s fees and travel expenses.

**Program Director & Faculty Chief Description:** The NIPMHF Director and Chief Faculty, Kristie Brandt, CNM, DNP, is the founder of the Napa Infant-Parent Mental Health Fellowship and co-developer (with Dr. Ed Tronick) of the certificate program. Dr. Brandt has a substantial teaching and training role in the NIPMHF and works in partnership with: (1) Rachel Talamantez, EdD, MFT, Associate Director of Reflective Facilitation & Endorsement Support; (2) Mary Beth Steinfeld, MD, Associate Director of Academic Affiliation & Clinical Liaison; (3) Bruce Perry, MD, PhD, the Content Advisor & Curriculum Consultant; and, (4) the Napa Infant-Parent Mental Health Fellowship Foundation’s Board of Directors. Together the Directors and Board: (a) oversee the scheduling of faculty and facilities; (b) manage program operations and student and alumni relations; (c) provide academic counseling and guidance to Fellows throughout the program, as needed; (d) evaluate the Capstone project presentations and determine if all course components have been satisfactorily completed; (e) verify satisfactory course completion to both the
Fellow and the University of California Davis Extension; (f) submit course grading documentation; and (g) affirm that Certificates of Completion bearing the endorsement of the University of California Davis Extension can be issued.

**Evaluation & Academic Review:** A comprehensive evaluation and academic review of the NIPMHF is continuously conducted to determine the program’s quality, impact, and student satisfaction, and to demonstrate accountability to external constituencies. Specific course content objectives have been developed from qualitative work done to create the curriculum of the 2003-2004 NIPMHF and to revise the curriculum for subsequent programs. In addition, core competencies for infant-parent and early childhood mental health work have been developed nationally and within California, and participants will be asked at the conclusion of the course to rate the extent to which the program supported the Fellow in acquiring these core competencies. Acquisition of core competencies will also be evaluated through specific tools and measures. The evaluation component is overseen by the program director and by evaluation consultant, J. Michael Murphy, EdD, Assistant Professor of Psychiatry at Massachusetts General Hospital, Harvard Medical School. Review of the curriculum and core faculty is also conducted by the University of California, Davis Extension and its campus approving departments this program—i.e., the UC Davis MIND Institute and School of Medicine, Department of Pediatrics.

**Endorsement - FOR THOSE IN CALIFORNIA:** The California endorsement process for Infant-Family & Early Childhood Mental Health (IFECMH) providers is summarized in the “California Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health, 2009” is available at: [http://www.idaofcal.org/pdf/training-guidelines%20March%202012.pdf](http://www.idaofcal.org/pdf/training-guidelines%20March%202012.pdf). Fellows completing the NIPMHF will accrue 278 Course Hours which calculates to 417 Clock Hours (see page 13 of the California Training Guidelines) to satisfy the endorsement requirements in “Domain 1: Knowledge & Training Hours” for Trans-disciplinary Mental Health Practitioners (120 Clock Hours required) and for Mental Health Specialists (260 Clock Hours required), and will accrue 60 hours of the Reflective Practice Facilitation required for endorsement. In addition, Fellows will complete a 12-hour Reflective Practice Facilitation Basic Training Workshop that will fulfill the didactic requirement for those planning to complete other requirements to apply to be IFECMH Reflective Practice Facilitators I, II or III/Mentor in California.

**FOR THOSE IN FROM STATES IN THE "LEAGUE OF STATES":** Through the Michigan Association of Infant Mental Health (MI-AIMH) and the League of States, Michigan and 16 other states are either offering or preparing to offer endorsement in the Infant Mental Health field. The NIPMHF prepares participants to meet the requirements and competencies that must be documented in a Professional Portfolio as part of this endorsement process, and sit for the endorsement examination. More information on endorsement through the MI-IMH and the League of States is available at: [http://mi-aimh.org/endorsement](http://mi-aimh.org/endorsement).

**FOR THOSE IN OTHER STATES OR COUNTRIES:** Please consult your Association for Infant Mental Health or other relevant entity in your state or country to determine the status and requirements for endorsement in your jurisdiction.

**Scholarships:** PLEASE NOTE: THERE ARE NO SCHOLARSHIPS AVAILABLE FROM THE PROGRAM. California applicants can contact their county’s First 5 Commission and/or the Mental Health Services Act (MHSA) coordinator to determine if these entities offer any scholarships or tuition support for such training programs. Also, see “Frequently Asked Questions” #4 on page 8.

**Textbooks** *(A list of additional recommended reading will be provided to accepted fellows)*

**REQUIRED TEXTS**
- Diagnostic Classification of Mental Health and Developmental Disorders of Infancy & Early Childhood Revised (DC:0-3R) (2005); Zero to Three; ISBN: 9780943657905

**PROVIDED TEXTS**

**OTHER HIGHLY RECOMMENDED TEXTS**