**Syllabus: Course on Infant and Preschool Psychiatry**

COURSE OF INFANT AND PRESCHOOL PSYCHIATRY

Academic year 1999-2000

Instructors. Martin Maldonado, M.D., Charles Milhuff, D.O., Linda Helmig, Ph D and other invited clinicians .

The course will take place on Tuesdays, from 1:00 PM to 2:20 PM. Conference Room

Site. Community Service Office, Menninger Clinic.

234 Kansas Avenue. Topeka. Tel. 232 7214


WHAT IS INFANT PSYCHIATRY?

EDUCATIONAL OBJECTIVES

1) To identify the distinctive features of infant psychiatry from general psychiatry
2) Conceptualize the interactive nature of symptoms in infancy
3) Identify the main disturbances encompassed by infant psychiatry

Suggested Reading:


or


Or


Session 2. September 14 1999

CLINICAL EVALUATION OF INFANTS

Educational Objectives.

1) Participants will identify components of the evaluation: of child, of parent, of relationship, culture and psychosocial stressors
2) Participants will assess clinical phenomena in their developmental and social context.
3) Understand the interdisciplinary nature of evaluations.

Suggested references:

Flehmig, Inge. Normal Infant Development and Borderline Deviations. Early Diagnosis and Therapy. 1992. Georg Thieme Verlag. (describes development from one to 18 months, emphasizing techniques of assessment of motor development, language, posture, sensory functions, etc. month by month. An easy reference to have at hand)


THE DIAGNOSTIC CLASSIFICATION FOR INFANT MENTAL DISORDERS. ZERO TO THREE CLASSIFICATION.

Educational objectives
1) To understand the multiaxial nature of the classification, and what is encompassed by each axis
2) To conceptualize the diagnostic hierarchy in the classification
3) To become familiar with the assessment of relationships with the PIR GAS scale

Suggested Reading.
Zero to Three Diagnostic Classification. 1994. National Center for Clinical Infant Programs.

Session 4. September 28, 1999
ASSESSMENT OF THE PRESCHOOL AGE CHILD.

Educational objectives.
1) To enumerate the components of assessment of the individual child (language, relatedness, fine motor skills, gross motor skills, play patterns, emotionality)
2) To become familiar with the main manifestations of disorders in preschool children
3) To describe some clinical assessment tools and methods

Suggested Reading:

Egan, D. The Miniature Toys Test. Chapter 10 in Developmental Examination of Infants and Preschool
SESSION 5. October 5, 1999

OVERVIEW OF MENTAL AND BEHAVIORAL DISORDERS IN PRESCHOOL CHILDREN.

Emotional Disturbances, Externalization Disorders, Developmental Disorders. Epidemiological Studies and correlations

EDUCATIONAL OBJECTIVES
1) Identify the prevalence of behavioral/emotional disturbances in preschoolers
2) Recognize the long lasting nature of behavioral difficulties in preschool children
3) Identify the main factors correlated with behavioral disturbances in this age group

Suggested reading.


or


or


SESSION 6. October 12, 1999

THERAPEUTIC USE OF PLAY

Educational objectives.

1) To understand the normal function of play in the young child
2) To conceptualize the use of play in helping emotional problems in early childhood
3) Understand the technique of floor time in improving parent/child relationships.
Suggested reading.


Session 7. October 19, 1999
INTRODUCTION TO PARENT INFANT PSYCHOTHERAPY
Description of the main components of parent/infant psychotherapy.

Educational objectives.
1) Understand the theoretical concepts behind the Geneva School of parent infant psychotherapy
2) Become familiar with the concept of fantasmatic interaction
3) Understand the use of interpretations in this therapeutic modality

Suggested Reading.

Or

Session 8. October 26, 1999
INTRODUCTION TO INFANT PARENT PSYCHOTHERAPY.

Educational objectives.
1) To understand the indications for this type of therapy
2) To become familiar with the therapeutic tools of this therapy
3) To identify the situations where this modality should be used.

Suggested reading.

or
ORGANIC BRAIN CONDITIONS IN INFANTS AND PRESCHOOL CHILDREN

EDUCATIONAL OBJECTIVES
1) Identify the main conditions that affect infants/preschool children and cause behavioral disturbances
2) Conceptualize the relationship between brain dysfunction and behavior
3) Clarify the risk of misidentifying an organic condition with reactions to stress

Suggested Reading:


or


or


DISORDERS OF RELATING AND COMMUNICATING. MULTISYSTEM DEVELOPMENTAL DISORDER AND PERVERSIVE DEVELOPMENTAL DISORDERS. EARLY DIAGNOSIS AND INTERVENTION.

EDUCATIONAL OBJECTIVES
1) Identify the importance of early diagnosis of these disorders
2) Clarify the main signs and behavioral manifestations of these developmental deviations
3) Conceptualize the main ingredients in their treatment

Readings.

Zero to Three Classification of Mental Health and Developmental Disorders Of Infancy and Early Childhood. 1994. National Center for Clinical Infant Programs. Section on Disorders of Relating and...
Communicating. pp. 40-45

or


or


or


Session 11. November 16, 1999
REGULATORY DISORDERS.

EDUCATIONAL OBJECTIVES
1) Learn the main diagnostic features of regulatory disturbances
2) Identify their correlation with temperamental and physiological variables
3) Puntualize the elements involved in their treatment

Suggested Reading.


or


or

Session 12. November 23, 1999
CLUMSINESS AND COORDINATION DISORDER
(In collaboration with Ms. Jill Glinka OT)

EDUCATIONAL OBJECTIVES
1) Identify the prevalence of these conditions in young children
2) Learn to identify the main manifestations of these conditions
3) Identify the principles involved with their treatment


or


or


Session 13. November 30, 1999
LANGUAGE DISORDERS. SPEECH DISORDERS

EDUCATIONAL OBJECTIVES
1) Identify the distinctions between receptive, expressive language and phonological, pragmatic and syntactic or semantic disturbances
2) Learn the main tools to diagnose language disorders
3) Identify situations where specialized therapy is necessary


or

Bishop, D., and Rosenbloom, L. Childhood Language Disorders. Classification and Overview. In Language
Session 14. December 7, 1999

OPPOSITIONAL DEFIANT DISORDER.

EDUCATIONAL OBJECTIVES
1) Identify the main clinical characteristics of oppositional disorders
2) Elucidate factors that have been found associated with its causation
3) Identify parenting strategies suitable to deal with oppositional behavior


or


or


Session 15. December 14, 1999

PARENTING OF INFANTS.

EDUCATIONAL OBJECTIVES
1) Identify the main components of adequate parenting
2) Conceptualize intuitive parenting

or


Or

3) Enumerate developmental tasks for the family with a new baby

Suggested Readings


or


or


December 21. No class
December 28 No class


PARENTING THE PRESCHOOL AGE CHILD.

EDUCATIONAL OBJECTIVES
1) Define the challenges of parenting preschool age children
2) Distinguish normal difficult behaviors from symptomatic ones
3) Describe features of parenting necessary to deal with preschool children

Suggested readings.


or


or
McAuley, R. Counselling Parents in Child Behavior Therapy. Archives of Disease in Childhood.

or


or


RELATIONSHIP DISORDERS IN INFANCY AND EARLY CHILDHOOD

EDUCATIONAL OBJECTIVES
1) Describe methods to assess the quality of parent / infant relationship
2) Identify main types of relationship disorders
3) Describe main elements in treatment of these situations


or


or


Session 18. January 18, 2000
REACTIVE ATTACHMENT DISORDERS. INHIBITED AND DISINHIBITED TYPES

EDUCATIONAL OBJECTIVES
1) Identify the main causal factors leading to disturbances in attachment
2) Describe additional types of attachment disturbances
3) Dilucidate main methods of prevention and treatment

Suggested Reading.

or


Session 19 January 25, 2000
NEGLECT AND ABUSE OF INFANTS.

EDUCATIONAL OBJECTIVES
1) Identify the main factors associated with neglect and abuse
2) Describe the effects on infants and young children
3) identify symptomatic behaviors leading to identification of the problem


or


Session. 20 . February 1, 2000
TRAUMATIC STRESS DISORDER

EDUCATIONAL OBJECTIVES
1) Enumerate features of the effects of trauma in the young child
2) Clarify the mimicking nature of this disorder vis a vis other disturbances
3) Identify elements of treatment strategies

Suggested Reading.

or

or


Session 21. February 8, 2000

ABNORMAL SHYNESS AND AVOIDANT DISORDER IN PRESCHOOLERS. SELECTIVE MUTISM.

EDUCATIONAL OBJECTIVES
1) Identify temperamental characteristics of slow to warm up children
2) Clarify nature of avoidant behavior and coping
3) Identify clinical features of abnormal shyness and social phobia


or


or


Session 22, February 15, 2000

MOOD DISORDERS IN INFANTS AND PRESCHOOL CHILDREN. DEPRESSION IN INFANTS AND PRESCHOOLERS. ( HYPOMANIA IN PRESCHOOL CHILDREN? )

EDUCATIONAL OBJECTIVES
1) Discuss controversies around depression in infants
2) Clarify concept of anality depression
3) Describe phenomenology of depression in infancy

Suggested readings.

SLEEP DISTURBANCES AND THEIR TREATMENT.

EDUCATIONAL OBJECTIVES
1) Identify the main types of sleep disturbance in young children
2) Describe the normal development of sleep patterns
3) Clarify main intervention strategies for these problems

Suggested Reading,


EXCESSIVE CRYING IN INFANTS. PRIMARY EXCESSIVE CRYING AND COLIC.

EDUCATIONAL OBJECTIVES
1) Conceptualize crying in developmental perspective
2) Describe the main causes of excessive and persistent crying
3) Identify intervention strategies

Suggested Readings:


Session 25. March 7, 2000
THE FEEDING RELATIONSHIP. ALTERATIONS IN FEEDING AND EATING.

EDUCATIONAL OBJECTIVES
1) Qualify nature of the feeding relationship in the context of parent/child relationship
2) Identify challenges of feeding for parents and infants
3) Distinguish ingredients that constitute a positive feeding relationship

Suggested Readings

FAILURE TO THRIVE AND OTHER FEEDING DISORDERS

EDUCATIONAL OBJECTIVES
1) Define the clinical characteristics of failure to thrive
2) Describe its epidemiological features
3) Identify approaches to treatment.

Suggested Reading.
( the best reference)

Routledge, 1989. pp 67-93

or


Session 27. March 21, 2000
MATERNAL SUBSTANCE ABUSE, EFFECTS ON INFANTS.

EDUCATIONAL OBJECTIVES
1) Identify epidemiological nature of this problem in the US
2) Define main effects of different substances in the short term
3) Describe consequences for the infant in the long term

Suggested Reading:


or


Session 28. April 4, 2000
PREMATURITY AND EXPERIENCE OF NEONATAL INTENSIVE CARE UNIT

EDUCATIONAL OBJECTIVES
1) Describe main adverse experiences for infants in the NICU
2) Identify risk factors for the parent and the staff
3) Describe intervention approaches for the infant and the parents.

Suggested Reading.


Session 29. April 11, 2000
INFANT MENTAL HEALTH INTERVENTIONS DURING PREGNANCY

Objectives

Suggested reading


Or


Session 30. April 1, 2000
POSTPARTUM DISORDERS AND PUERPERAL PSYCHOSIS
EDUCATIONAL OBJECTIVES
1) Describe epidemiological risk for postpartum depression
2) Identify effects of postpartum depression in infants and young children
3) Describe the features and effects of other conditions, e.g. postpartum psychosis

Suggested Reading


Session 31. April 25, 2000
GENDER DYSPHORIA IN PRESCHOOL CHILDREN

EDUCATIONAL OBJECTIVES
1) Describe the normal development of gender identity
2) Identify the factors associated with disturbance in identity
3) Clarify the clinical features of these disorders


or


or


Session 32. May 2, 2000

INFANT MENTAL HEALTH IN MULTIPROBLEM FAMILIES.

EDUCATIONAL OBJECTIVES
1) Define the nature of multiproblem families
2) Identify priorities in working with multiproblem families
3) Enumerate different intervention strategies with these families


Session 33. May 9, 2000

TEENAGE PARENTING

EDUCATIONAL OBJECTIVES
1) Describe epidemiological features of teenage pregnancy
2) Describe the positive and problematic features of teenage parenthood
3) Identify techniques or strategies to alleviate the risk situations

Suggested reading.


or


Session 34. May 16, 1999

TRANSCULTURAL INFANT MENTAL HEALTH

EDUCATIONAL OBJECTIVES
1) Identify main differences between traditional and modern cultures
2) Define folk beliefs about infants in the context of the culture
3) Describe methods of working with alternative health beliefs.


or


or


RESILIENCE IN INFANTS AND YOUNG CHILDREN. PATHWAYS FROM CHILDHOOD TO ADULTHOOD.

EDUCATIONAL OBJECTIVES
1) Identify main components of resilience in young children
2) Describe the empirical evidence for the existence of resilient children
3) Describe methods to enhance coping in the face of stress


PREVENTION OF DISTURBANCES FOR INFANTS AND YOUNG CHILDREN

EDUCATIONAL OBJECTIVES
1) Identify the need for prevention and early intervention as prevention
2) Describe studies that have studied its efficacy
3) Define situations where intervention has proved useful


or


or