You will be trained to identify, intervene in, and collaborate with others to intervene in troubled parent/child relationships and to work with children with social/emotional behavioral concerns. Further, you will be prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/family field.

This program is designed to:
• Promote mental health knowledge with three years of experience working with young children and/or families (e.g., social service workers, clinical psychologists, school psychologists, marriage and family therapists, clinical professional counselors, psychiatric professionals, social workers, clinical psychologists, school psychologists, marriage and family therapists, social workers, clinical psychologists, and nurses).
• Child development specialists and family support specialists with a master’s degree, occupational therapists, speech and language pathologists, physical therapists, and nurses.
• Work with families and service providers to improve the quality of early intervention services for infants, toddlers, and their families.

This program is designed to:
• Provide three years experience with infants, toddlers, and/or families (e.g., service providers, child life specialists, pediatricians).
• Be eligible to receive the Illinois early intervention specialist credential.

This program is designed to:
• Be eligible to provide early intervention services in Illinois and other states and to seek the Illinois early intervention specialist credential.
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The course take places in:
• Erikson’s Infant Specialist Certificate Program 
• Infant Mental Health Certificate Program
• Erikson Institute’s Infant Mental Health and Development Certificate Program
• Erikson Institute’s Infant Mental Health and Development Certificate Program

Prerequisite courses
(2 credit hours)

This course is designed to introduce students to the social, economic, and political context of infant development, including developmental psychopathology and infant care. It covers the development of the infant from birth to age three, focusing on the infant’s physical, social, and emotional development. The course provides an overview of the major theories of infant development, including the psychoanalytic, behavioral, and cognitive perspectives. It also introduces students to the concept of the “first three years of life,” which is critical for understanding the development of children in the early childhood years.

The course emphasizes the following issues:
• The social and emotional development of the infant from birth to age three
• The role of the family in supporting the infant’s development
• The importance of early intervention for infants with special needs

This course takes a relationship-based approach to practice and to mentor others in the infant/family field.

This course, which takes place in:
• Erikson’s Infant Specialist Certificate Program
• Infant Mental Health Certificate Program
• Erikson Institute’s Infant Mental Health and Development Certificate Program
• Erikson Institute’s Infant Mental Health and Development Certificate Program

The course emphasizes the following issues:
• The role of the family in supporting the infant’s development
• The importance of early intervention for infants with special needs

This program is designed to:
• Be eligible to provide early intervention services in Illinois and other states and to seek the Illinois early intervention specialist credential.
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If you are an experienced infant/child professional who wants to prepare yourself to support the emotional health and development of infants, toddlers, and families in a range of settings, Erikson’s 18-credit certificate program was designed for you.

Admission

All applicants must have a bachelor’s degree and a minimum of three years of experience. Mental health clinicians need to be licensed to practice in Illinois. Developmental specialists and family support specialists would need a master’s degree. Applicants must submit an admission application and application fee, transcripts of college and university coursework, and three letters of recommendation. Applicants will be interviewed and must complete an essay for the Institute of Infant Mental Health’s graduate program. You must complete the Free Application for Federal Student Aid (FAFSA).

To download an application for admission, visit our web site at www.erikson.edu/applications or phone the Office of Admission at 1-800-755-2250, ext. 1611. For more information about the Infant-Mental Health Certificate Program, contact Admissions at admission@erikson.edu, call 1-800-755-2250, ext. 1611, or visit our web site at www.erikson.edu/applications.

Required courses

IF371 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF372 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF373 Clinical Seminar in Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF374 Developmental Assessment Institute (3 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF375 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF376 Infant Mental Health Internship (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF381 Infant Mental Health Practice: Parent/Child Relationships (3 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF382 Community-Based Consultation (3 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF401 Foundations of Infant Mental Health (2 credit hours)
This course provides a historical, theoretical, and empirical overview of the field of infant mental health. The different cultural times and parameters of client mental health will be demonstrated throughout the course. Admission application and application fee, transcripts of college and university coursework, and three letters of recommendation. Applicants will be interviewed and must complete an essay for the Institute of Infant Mental Health’s graduate program.

To understand the complexities of “seeing” through the lens of a child’s personal experience, and to enhance the validation of a baby’s existential state.

IF402 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF403 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF404 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.

IF405 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationship skills with families. Majors will complete a 10-week internship in an infant mental health setting. Participants will have the opportunity to learn about the following: relationship skills with families; relationship techniques; and the importance of the parent/child relationship. Emphasis will be placed on building a supportive learning relationship in which to engage with their child. The clinical seminar is taken in conjunction with Infant Mental Health Practice: Parent/Child Relationships.
**Development: Typical and Atypical**

This course is designed to introduce students to the field of infant and early childhood development, focusing on the typical development of infants and toddlers and the challenges they may face. Throughout the course, consideration will be given to the interaction of infant development, social/emotional development, communication, and sensory and motor development. The goal is to gain a full understanding of the infant development process and its impact on various domains of development. The course will emphasize the importance of understanding the individual needs of each child and creating a supportive environment that promotes healthy growth and development.

### Course Objectives

1. **Define and understand the stages of infant and early childhood development.**
2. **Identify common developmental challenges and strategies for intervention.**
3. **Discuss the role of caregivers and professionals in supporting infant and early childhood development.**
4. **Develop skills in observation and assessment of infant development.**

### Course Content

- **Introduction to Infant Development**
  - Overview of infant development milestones
  - The role of the caregiver in supporting infant development
- **Cognitive Development**
  - Cognitive milestones of infancy
  - Developmental assessment tools
- **Social/Emotional Development**
  - Social-emotional milestones of infancy
  - Emotional regulation and development
- **Communication and Sensory Motor Development**
  - Speech and language development
  - Motor skills and fine motor development
- **Intervention Strategies**
  - Early intervention and special education
  - Parental support and resources

### Prerequisites

- A bachelor's degree in early childhood education or a related field
- At least two years of experience working with infants or toddlers
- **Note:** Students with less than two years of experience may be admitted with a supervising professional doing a written evaluation of the student’s readiness to begin the course. Students admitted without appropriate experience are required to complete a 3-hour practicum as a condition of enrollment.

### Evaluation

- Course assignments
- Observations and assessments
- Participation in class discussions

### Credits

3 credit hours

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**Infant Mental Health Certificate Program**

This post-baccalaureate, 18-credit hour program prepares professionals to work with children and their families. Students will learn to identify, intervene in, and/or collaborate with others to intervene in troubled parent/child relationships and work with children with social-emotional behavioral concerns. Further, you will be prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/child field.

### Program Objectives

1. **Develop a deep understanding of infant mental health.**
2. **Learn effective intervention strategies for young children and their families.**
3. **Develop skills in assessment and intervention.**
4. **Gain experience working with infants and toddlers in various settings.**
5. **Earn a professional credential in infant mental health.**

### Program Content

- **Foundations of Infant Mental Health**
  - Developmental trajectories and challenges
  - Assessment and intervention tools
- **Intervention Strategies**
  - Attachment theory and attachment disorders
  - Behavior management techniques
- **Clinical Skills Development**
  - Supervision and consultation
  - Collaboration with other professionals
- **Graduate Preparation**
  - Research methods and application
  - Professional practice and ethics

### Prerequisites

- A bachelor’s degree in psychology, social work, education, or a related field
- At least two years of clinical experience working with young children and their families
- **Note:** Students without the required clinical experience may be admitted with a supervising professional giving a written evaluation of their readiness to begin the course.

### Evaluation

- Clinical practice projects
- Research assignments
- Supervision and consultation

### Credits

18 credit hours

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**Infant-Toddler Growth and Development: Typical and Atypical**

This course is designed to introduce students to the field of infant and early childhood development, focusing on the typical development of infants and toddlers and the challenges they may face. Throughout the course, consideration will be given to the interaction of infant development, social/emotional development, communication, and sensory and motor development. The goal is to gain a full understanding of the infant development process and its impact on various domains of development. The course will emphasize the importance of understanding the individual needs of each child and creating a supportive environment that promotes healthy growth and development.

### Course Objectives

1. **Define and understand the stages of infant and early childhood development.**
2. **Identify common developmental challenges and strategies for intervention.**
3. **Discuss the role of caregivers and professionals in supporting infant and early childhood development.**
4. **Develop skills in observation and assessment of infant development.**

### Course Content

- **Introduction to Infant Development**
  - Overview of infant development milestones
  - The role of the caregiver in supporting infant development
- **Cognitive Development**
  - Cognitive milestones of infancy
  - Developmental assessment tools
- **Social/Emotional Development**
  - Social-emotional milestones of infancy
  - Emotional regulation and development
- **Communication and Sensory Motor Development**
  - Speech and language development
  - Motor skills and fine motor development
- **Intervention Strategies**
  - Early intervention and special education
  - Parental support and resources

### Prerequisites

- A bachelor’s degree in early childhood education or a related field
- At least two years of experience working with infants or toddlers
- **Note:** Students with less than two years of experience may be admitted with a supervising professional doing a written evaluation of the student’s readiness to begin the course. Students admitted without appropriate experience are required to complete a 3-hour practicum as a condition of enrollment.

### Evaluation

- Course assignments
- Observations and assessments
- Participation in class discussions

### Credits

3 credit hours

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**Prerequisite courses**

- **I390 Infant/Toddler Growth and Assessment**
  - (3 credit hours)
- **I392 Infant/Toddler Screening and Assessment**
  - (3 credit hours)

### Admission Requirements

- A bachelor’s degree in early childhood education or a related field
- At least two years of experience working with infants or toddlers
- **Note:** Students without the required clinical experience may be admitted with a supervising professional giving a written evaluation of their readiness to begin the course.

### Evaluation

- Clinical practice projects
- Research assignments
- Supervision and consultation

### Credits

18 credit hours

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**Other Erikson programs with a focus on infant studies**

- **Infant Mental Health Certificate Program**
- **Infant-Toddler Growth and Development: Typical and Atypical**
- **Prerequisite courses**

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**Contact Information**

Erikson Institute

451 North LaSalle Street

Chicago, Illinois 60654-4510

Tel: (312) 755-2250
Fax: (312) 755-0928

Email: admission@erikson.edu

http://www.erikson.edu/
You will be trained to identify, intervene in, and collaborate with others to intervene in troubled parent/child relationships and to work with children with social/emotional behavioral concerns. Further, you will be prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/toddler field.

This course requires a minimum of 30 hours of hands-on, direct experience with infants and/or children and/or families (e.g., clinical social workers, clinical psychologists, school psychologists, marriage and family therapists, social work professionals, and nurses). Students are guided to partner with parents and providers to assess the child’s strengths and challenges to development, and to identify the family’s priorities for services. Selective screening tools, standardized tests, and criterion referenced instruments are used. Students acquire introductory training in using screening and diagnostic assessment tools, including administration, interpretation, and development of screening and diagnostic interventions. The rationale and practices for screening, referral, and assessment in various settings are explored. E.g., child care, Early Head Start, family practice.

Prerequisite courses

(Required for students who have taken these or similar courses in the past five years.)

I390 Infant/Toddler Growth and Development: Typical and Atypical

(3 credit hours)

This course is designed to introduce students to the knowledge of infant development, including developmental patterns of infants at birth. The knowledge includes understanding of the basic developmental processes in the domains of cognitive, motor, social/emotional, communication, and sensory and motor development. Throughout the course, students will gain the groundwork in infant development assessment and intervention (e.g., child care, Early Head Start, early intervention) are examined.

I392 Infant/Toddler Screening and Assessment

(3 credit hours)

This course takes a relationship-based approach to practice and to mentor others in the infant/family field. Infant mental health clinicians with three years experience working with infants and/or families (e.g., clinical social workers, child development specialists, and nurses) collaborate on screening and assessment of children from birth through age three. Assessment is viewed as an integral part of the intervention process and as a collaboration between parents and professionals. Students are trained to score depression instruments to identify children at risk for depression, and learn instruments to assess anxiety and other emotional and behavioral problems. Students are guided to partner with parents and providers to assess the child’s strengths and challenges to development, and to identify the family’s priorities for services. Students receive introductory training in the use and interpretation of screening and diagnostic assessment tools, including administration, interpretation, and development of screening and diagnostic interventions. The rationale and practices for screening, referral, and assessment in various settings are explored. E.g., child care, Early Head Start, family practice.

Other Erikson programs with a focus on infant studies

Erikson Institute’s Infant Mental Health Certificate Program offers advanced, comprehensive training in infant mental health, a field that focuses on understanding and helping the child and family to move toward a relationship-based approach to practice. The program is designed for professionals who work with infants, toddlers, and families (e.g., nurse practitioners, child life specialists, pediatricians). Tens of thousands of professionals are eligible to seek the Illinois Infant Specialist Certificate.

In this program, you will:

• Learn about the child/family system to understand infant and family development.
• Learn about developmental processes and apply theories to understand individual milestones in cognitive, social/emotional, communication, and sensory and motor development.
• Be trained in standardized tests and criterion referenced instruments.
• Learn about infant development and mental health assessment in a relationship-based framework.
• Learn about the child/family system to understand infant and family development.
• Learn about developmental processes and apply theories to understand individual milestones in cognitive, social/emotional, communication, and sensory and motor development.
• Be trained in standardized tests and criterion referenced instruments.
• Learn about infant development and mental health assessment in a relationship-based framework.
• Be educated in cutting-edge issues in infant/family practice, and engaged in symposiums with recognized experts that focus on cutting-edge issues in infant development.

Erikson offers numerous short courses, trainings, and workshops for experienced professionals, including Petrovitch Practicum in Infant Assessment, an immersion course for professionals who work with infants, toddlers, and families in clinical, academic, or professional development.

Enroll online through our website, e-krson.edu, or call

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Tel: (312) 755-2250
Fax: (312) 755-0928
admission@erikson.edu
www.erikson.edu
Admission

All applicants must have a bachelor’s degree and a minimum of three years of experience.

Required courses

1. **Foundations of Infant Mental Health** (3 credit hours)

The course provides a historical, theoretical, and empirical overview of the field of infant mental health. The different historical periods and paradigms will be presented and discussed, along with a variety of assessment, intervention, and treatment. The course will be based on a critical examination of the evolution of the concept from early infant psychology to the current understanding of infant mental health.

2. **Infant Mental Health Practice**

This course is an in-depth look at infant mental health practice settings. The course covers a range of topics from the development of infant mental health in the early years. The course provides psychoanalytic perspectives on normal development and on interventions with young children with social/emotional difficulties. The course includes a three-hour observation in a clinical setting.

3. **Developmental Assessment Institute**

This course focuses on development of assessment tools and their application in the assessment of infants and toddlers. The course provides an overview of the principles of assessment in infant mental health.

4. **Clinical Seminar in Infant Mental Health**

This course focuses on the development of the clinical seminar as a tool for the assessment of infant mental health.

5. **Parent/Child Relationships**

This course focuses on the development of relationship and the role of the parent in the promotion of social emotional well being.

6. **Relationship-focused Intervention (DIR)**

This course focuses on the development of relationship-focused intervention.

7. **Clinical Internship in Infant Mental Health**

This internship focuses on the development of clinical practice in the field of infant mental health.

If you are an experienced infant/child specialist or mental health professional who wants to prepare yourself to support the emotional health and development of infants, toddlers, and families in a range of settings, Erikson's 18-credit certificate program was designed for you.
Admission

All applicants must have a bachelor’s degree and a minimum of three years of experience. Required materials must be submitted for admission prior to the start of classes. Each applicant is responsible for ensuring that all materials are submitted in a timely manner. Application materials will be reviewed on a case-by-case basis. Applicants must have completed 18 credit hours of courses in the behavioral sciences, including at least one course in psychology. Applicants must provide evidence of academic achievement through transcripts and letters of recommendation. Applicants must also supply the following information:

- Transcripts from all previous institutions
- Two letters of recommendation
- Statement of purpose
- Three letters of reference
- Personal statement
- Resume
- Application fee

If you are accepted into the program, you will be notified by the Office of Admissions. You will be required to submit a $200 non-refundable deposit to secure your place in the program. The deposit is non-refundable and will be credited toward tuition. The deposit must be postmarked by the deadline or received by the Office of Admissions by the deadline.

For more information about the Irving B. Harris Infant Mental Health Certificate Program, contact the Office of Admissions at (312) 755-2250 or infanthmhc@uchicago.edu.

Required courses

1. **Child Observation** (3 credit hours)
   - Observation of parent/infant interaction, including development of parent/infant relationships, and the foundational understanding of parent/infant relationships. This course provides an opportunity to observe parent/infant interaction in different settings. The purpose of this course is to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

2. **Parent/Child Relationships** (3 credit hours, yearlong course)
   - This course focuses on developing relationship skills with children and families. Participants will learn to identify and apply developmentally appropriate strategies to build a supportive learning relationship in which to develop relationships with families and on how these relationships can support growth and change in the early years. The purpose of this course is to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

3. **Developmental Intervention** (3 credit hours, yearlong course)
   - This course reviews the historical trends in infant mental health with an emphasis on collaborating with children with special needs. Participants will learn to apply developmental principles to support the development of children and families and address the needs of both child and parent. Emphasis is placed on the importance of integrating assessment and intervention approaches to parent/infant psychotherapy, including the use of interaction guidelines and the relationship between parent and infant. This course provides an opportunity to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

4. **I372 Infant Mental Health Practice** (3 credit hours)
   - This course focuses on developing relationship skills with children and families. Participants will learn to identify and apply developmentally appropriate strategies to build a supportive learning relationship in which to develop relationships with families and on how these relationships can support growth and change in the early years. The purpose of this course is to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

5. **I373 Infant Mental Health Practice** (3 credit hours, yearlong course)
   - This course reviews the historical trends in infant mental health with an emphasis on collaborating with children with special needs. Participants will learn to apply developmental principles to support the development of children and families and address the needs of both child and parent. Emphasis is placed on the importance of integrating assessment and intervention approaches to parent/infant psychotherapy, including the use of interaction guidelines and the relationship between parent and infant. This course provides an opportunity to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

6. **I374 Infant Mental Health Practice** (3 credit hours, yearlong course)
   - This course reviews the historical trends in infant mental health with an emphasis on collaborating with children with special needs. Participants will learn to apply developmental principles to support the development of children and families and address the needs of both child and parent. Emphasis is placed on the importance of integrating assessment and intervention approaches to parent/infant psychotherapy, including the use of interaction guidelines and the relationship between parent and infant. This course provides an opportunity to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

7. **I375 Infant Mental Health Practice** (3 credit hours, yearlong course)
   - This course reviews the historical trends in infant mental health with an emphasis on collaborating with children with special needs. Participants will learn to apply developmental principles to support the development of children and families and address the needs of both child and parent. Emphasis is placed on the importance of integrating assessment and intervention approaches to parent/infant psychotherapy, including the use of interaction guidelines and the relationship between parent and infant. This course provides an opportunity to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.

8. **I376 Infant Mental Health Practice** (3 credit hours, yearlong course)
   - This course reviews the historical trends in infant mental health with an emphasis on collaborating with children with special needs. Participants will learn to apply developmental principles to support the development of children and families and address the needs of both child and parent. Emphasis is placed on the importance of integrating assessment and intervention approaches to parent/infant psychotherapy, including the use of interaction guidelines and the relationship between parent and infant. This course provides an opportunity to develop an appreciation for the differences in sensory, motor, and reactivity of children and the need to observe developmental differences. The course culminates in a year-long project, which will build on the capacity to understand and respond to the perspectives of parents and children.
Health was designed for you. A limited number of partial scholarships are available to students in the infant mental health certificate program. No separate application is required. Certificate students may also apply for limited interest-related funding. To be considered for this assistance, you must complete the Free Application for Federal Student Aid (FAFSA).

To schedule an appointment for Admission, call our main office at 312-755-2250.

If you are an experienced infant/toddler family specialist or mental health professional who wants to prepare yourself to support the emotional health and development of infants, toddlers, and families in a range of settings, Erikson’s 18-credit certificate program is designed for you.

Required courses

I370 Foundations of Infant Mental Health (2 credit hours)
This course provides an historical, theoretical, and empirical overview of the field of infant mental health. The differences in the time and patterns of clients’ mental health will be presented from a developmental, intervention, and treatment perspective. The evolution of the concept from early infant psychology to the current understanding will be explored. The content is designed to allow students to develop a comprehensive understanding of the field.

I371 Infant Mental Health Practice: Developmental Intervention (2 credit hours)
This course is an in-depth mental health practice seminar setting, this course considers the following: mental health practice with young children, and mental health practice with families. The course will cover topics such as attachment, parenting, and child development.

I372 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours)
This course focuses on developing relationships with parents and infants and toddlers. Participants will undertake a historical, developmental, and individual differences-based, empirical, and theoretical understanding of the field of infant mental health.

I373 Clinical Seminar in Infant Mental Health (2 credit hours)
This course provides an opportunity to develop a deeper understanding of child mental health. Participants will undertake an integrative approach to understanding the complexities of infant mental health. Participants will have the opportunity to learn about different theories, concepts, and interventions. Participants will learn about the complexities of “seeing” and can be credited toward a DIR certificate.

Scholarship and financial aid
A limited number of partial scholarships are available to students in the infant mental health certificate program. No separate application is required. Certificate students may also apply for limited interest-related funding. To be considered for this assistance, you must complete the Free Application for Federal Student Aid (FAFSA).
You will be trained to identify, intervene in, and collaborate with others to intervene in troubled parent/child relationships and to work with children with sociocultural-behavioral concerns. Further, you will be prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/child family.

This program is designed for
- Licensed mental health clinicians with three years experience working with young children and/or families (e.g., clinical social workers, clinical psychologists, school psychologists, marriage and family therapists, clinical professional counselors, psychiatric social workers, etc.);
- Child development specialists and family support specialists with a master's degree in infant development, including experience with infants at risk. The knowledge includes an understanding of the basic developmental processes in the domains of cognitive, social/emotional, communication, self-help and motor development. Students are trained to focus on the child's emerging capacities for individual milestones in cognitive, social/emotional, physical, communication, and sensory and emotional processes as well as the appearance of strengths and challenges to development, and to identify the family's priorities for services. Students are introduced to the range of available tools, selected screening tools, standardized tests, and criterion referenced instruments are taught. Students receive introductory training in neuro- and socio-emotional assessment tool, including administration, interpretation, and development of a collaborative treatment plan. Students are trained to focus on underlying developmental processes and as a collaboration between parents and providers. Students are trained in an understanding of developmental supervision, and to view supervision as an integral part of the intervention process and as a collaboration between parents and providers.
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