

International Training School for Infancy and Early Years

Anna Freud Centre

Yale Child Study Center

The Tavistock and Portman NHS Foundation Trust

## Course Information

2012-13

Commencing January 2012 (UK)



## What is the International Training School for Infancy and Early Years (ITSIEY)

The Anna Freud Centre, Yale University Child Study Center and The Tavistock and Portman NHS Foundation Trust jointly deliver training through the International Training School for Infancy and Early Years.

The three organisations are internationally acclaimed contributors to the clinical, academic, research knowledge and skills of practitioners in the field of infant and young children's mental health. ITSIEY draws on the expertise of these Centres of Excellence to set evidenced, expert-agreed standards of knowledge and skills that a broad range of professionals and practitioners need in order to work competently with infants, young children and their families.

## Curriculum Development

The curriculum, structure and innovative teaching methods at ITSIEY have been developed to reach a broad range of practitioners, offering cutting edge research and clinical developments within a multidisciplinary context.

ITSIEY training curricula and training materials are underpinned by a new Competence Framework for Infant Mental Health practitioners. This is in line with other frameworks for defining competencies for therapists and other health professionals.

The Infant Mental Health (IMH) framework will be used as a basis for assuring the quality of ITSIEY courses.



## Teaching Principles

- Teaching will reflect current theoretical, clinical and research knowledge drawing on neurobiological, psychoanalytic, attachment and family systems ideas.
- Teaching has been designed to ensure the ideas and skills, scaffolded by this knowledge base, are relevant and applicable to students' work contexts.
- Students will be encouraged to develop an enquiring observational and reflective stance in relation to knowledge and clinical practice, through critical analysis and debate.
- ITSIEY will capitalise on the teaching environment and the student group to facilitate an experience of multidisciplinary and multi-agency working that creates a shared culture in relation to the domain of early years' mental health.

## Teaching Methods

A range of teaching methods will be adopted to enhance student participation and personal learning styles and the application of theory to practice. These include the use of video material, role play and case discussion. There will be a concise, relevant reading list grounding each seminar.



## Learning Trajectories

The ITSIEY will offer three learning pathways.

### Pathway 1: Continuing Professional Development/ Continuing Education Units/Continuing Medical Education



Practitioners will be able to select any number/combination of the six modules offered in the foundation year for CPD purposes. The introductory module will be compulsory for all, and modules can be added to this according to area of interest and/or relevance to practice.

**Selection Criteria:** None

**Accreditation:** ITSIEY is currently seeking professional accreditation by the relevant organisations.

### Pathway 2: Foundation in Infancy and Early Years Mental Health



There are six modules that constitute the foundation year, which total 16 days. Together these are considered the basic knowledge and skills for practice in the field of mental health of infants and young children. The introductory module (module 1) will be compulsory and conditional for attending all other ITSIEY modules (modules 2-6).

**Selection Criteria:** To receive a foundation level accreditation by the School, practitioners will need to have been accredited by a professional body (core profession) and/or work within a publicly recognised and regulated organisation involved in work with infants, young children and their families.

**Accreditation:** Practitioners who elect to complete all the modules as a Foundation level will have to successfully pass ITSIEY appraisal/endorsement criteria. Successful completion will lead to the award of an ITSIEY Certificate.

### Pathway 3: Specialist Level: Year 2 (not available in 2012)



This level will offer a broader and in-depth range of knowledge and skills through focused seminars and will have a strong emphasis on practice-related discussion groups. It will be aiming to attract practitioners who have specialist clinical and/or management responsibilities for services for young children and/or supervisory responsibilities for other staff working with young children and their families. Specialist modules will focus on some of the challenging areas of work with 0-3 children and their families.

For more information about the three learning pathways, please contact the ITSIEY administrator, Mamito Kukwikila  
email: [mkukwikila@tavi-port.nhs.uk](mailto:mkukwikila@tavi-port.nhs.uk)  
Course Administrator, Department of Training and Education,  
The Tavistock Centre, 120 Belsize Lane, London NW3 5BA.

## Module 1: Introduction to Infant and Early Years Mental Health *(compulsory\*)*

Module 1 introduces the field of Infant and Early Years' Mental Health. It draws on neurobiology and developmental research, attachment, systems, psychodynamic theory and clinical work, to give students a cutting edge knowledge-base about early development of the infant and young child. Normative development and disturbance in the development of the baby/young child are addressed, taking into account the family, cultural and legislative contexts in which the child is raised. There is a focus on areas of development, including the brain, that are affected by trauma and disruptions in attachment relationships.

The module will also consider practitioners' roles in working with the parent infant/toddler relationship, within different contexts and cultures, and the use of observation skills and reflective practice to underpin evidence based practice.

	Seminars
1.	What is Infant Mental Health?
2.	The Interface of Adult and Child Mental Health
3.	Neurobiology of Early Development and Attachment
4.	Pregnancy as a Developmental Phase
5.	The Developmental Trajectory: Inner & Outer Worlds in Infancy
6.	The Developmental Trajectory: Inner & Outer Worlds in Toddlers
7.	Observation and Inference: Theory and Technique of Direct Observation and its Relation to Evidence Based Practice
8.	Reflective Practice: Principles and Implementation

**Date:** 30 April to 3 May 2012

**Duration:** 4 days

**Fee:** £800

**Venue:** Anna Freud Centre

## Module 2: The Developing Infant, the Couple and the Family: Understanding Relationships within a Social and Cultural Context

The infant exists within, influences and is influenced by its family and broader social and cultural context. This module expands the systemic idea that the well-being of the infant and the mother-infant dyad cannot be considered in isolation from its social and cultural ecology.

Students will become familiar with current theory and research regarding the life cycle of the family and to the diversity of systems into which babies are born. Evidence regarding how to effectively support families in the transition to parenthood and beyond will be presented.

The course will explore how the practitioners own experience links to their practice. Practical exercises will enable students to identify how to integrate a 'think family' approach into their daily practice.

	Seminars
1.	The Infant in Context: a Biopsychosocial Approach
2.	The Family Life Cycle: Change, Risk and Resilience
3.	Fathers, Siblings and Extended Family: How Infants Shape and are Shaped by their Family
4.	Infant Mental Health and the Multiplicity of Family Forms

**Date:** 20-21 March 2012

**Duration:** 2 days

**Fee:** £400

**Venue:** Tavistock Centre

**Prerequisite:** Module 1

### Module 3: Assessment of Strength and Risks for the Infant/ Young Child in their Developmental Context

This module will consider central issues in evaluating risk in the young child's relational and cultural context. These include knowledge about the continuum of risk, approaches to evaluation, assessment and intervention in high risk families, resilience in the context of risk, understanding how increased self-reflection can assist the practitioner in assessing risk, and how practitioners can best manage the personal stress of working with traumatised populations.

Students will be presented with material drawn from clinical cases and have an opportunity to discuss degrees of risk as well as possible interventions. Participants will also have the opportunity to introduce material from their own work for discussion, and to reflect on their personal reactions to difficult situations. Course leaders will work to create an environment for safe, reflective discussion of challenging issues.

Seminars	
1.	What is Risk: Epidemiologic and Attachment Risk Factors
2.	Who is at Risk? The Individual, the Family, the Dad?
3.	Child Protection: Definition and Intervention
4.	Trauma and Risk
5.	The Practitioner Assessing Risk
6.	Assessment: Process and Tools
7.	High Risk Population Groups - Who are they, Why?
8.	Reaching the Hard to Reach: Skill Building

**Date:** 11-14 June 2012  
**Duration:** 4 days  
**Fee:** £800  
**Venue:** Anna Freud Centre  
**Prerequisite:** Module 1

### Module 4: Parent-Infant and Systemic Observation Skills: the Role of Observation in Clinical Practice

This is a largely skills-based module, which will be run in the style of a workshop. The module aims to enhance practitioner skills in observation of infants and toddlers in the work place, as well as within a family and social context. Students will be invited to undertake a brief toddler observation for discussion in a small group setting, to enhance their understanding of young children's emotional, social and cognitive development. Students will explore how the insights gained through discussion of the observation material can be applied to practice in their work setting. Theory and practice based reading and video material is included in the workshop to offer a framework for thinking about the value of observation as a practice skill in early years' work.

Seminars	
1.	Observation: Stance, Technique and Setting
2.	Infant Observation: Theory and Practice (including discussion of students' own toddler observation material)
3.	Observation and its Application to Professional Practice
4.	Family Observation Workshop

**Date:** 5-6 July 2012  
**Duration:** 2 days  
**Fee:** £400  
**Venue:** Tavistock Centre  
**Prerequisite:** Module 1

## Module 5: The Practitioner-Client Relationship as a Vehicle for Change

This module offers a theoretical framework for addressing the relationship between the young child, parent and practitioner. It addresses the mental stance of the practitioner and the emotional climate of the engagement, and highlights these as the primary vehicle for change in the parent-infant relationship. The module also focuses on practitioner skills ('toolbox') to take a reflective approach as a clinician and to increase reflective capacity in the parents.

Seminars	
1.	The Practitioner-Client Relationship as a Vehicle for Change
2.	The Practitioner's Skills Toolbox to Increase Reflectiveness in the Parents
3.	Modalities of Intervention used to Support Reflective Capacity in Parents
4.	Group Discussion and Application of Techniques.

**Date:** 8-9 October 2012  
**Duration:** 2 days  
**Fee:** £400  
**Venue:** Anna Freud Centre  
**Prerequisite:** Module 1

## Module 6: An Introduction to Planning for Evidence-Based Practice

The module will provide a basic understanding of service evaluation and methods for assessing intervention outcomes. A range of commonly employed methodological approaches will be introduced and discussed, and some of the ethical and methodological difficulties often encountered in evaluation research will be introduced. The aim is to equip practitioners with an informed appreciation of the purpose of evaluation, the differences between audit and research, basic research methodology, design and outcome measures. The module will also highlight some of the ethical issues that need to be considered in evaluation and research in this field.

Seminars	
1.	The Purpose of Evaluation and Research
2.	Preparation for Evaluating a Service
3.	Basic Research Methodology and Ethical Issues
4.	Outcome Measures: Understanding, Selecting, Critical Evaluation of Results

**Date:** 5 November 2012  
**Duration:** 1 day  
**Fee:** £200  
**Venue:** Anna Freud Centre  
**Prerequisite:** Module 1

### Additional Information

*Modules 1 and 3 have been provisionally booked to repeat in autumn 2012. Please contact us for details.*

*\* Module 1 is compulsory if participants wish to undertake any of the following 5 modules.*

## How to apply

Please complete and return your application form using one of the four options below. Each applicant must apply using their own application form.

Return the completed form and payment to:

1. By post: Course Administrator,  
Department of Training and Education  
The Tavistock Centre,  
120 Belsize Lane,  
London NW3 5BA
2. By fax: 020 7447 3837
3. By email: [ITSIEY@tavi-port.ac.uk](mailto:ITSIEY@tavi-port.ac.uk)
3. By phone: Please contact [Mamito Kukwikila](#) on [0208 938 2213](tel:02089382213) to book and pay over the phone.

## Payment Terms

- Payment must be made in full at the time of booking.
- Payment must be made in full before the course begins, or admittance will be refused. We reserve the right to reallocate the course place to another delegate if fees are not paid in time.
- Payment can be made by cheque or credit card, receipts will be issued.
- Payment can also be made by BACS transfer, please contact [Mamito Kukwikila](#) for details.
- Invoices can be issued to organisations for payment, on request and on receipt of an official purchase order. Invoices will not be issued without the appropriate paperwork.
- Invoices cannot be issued within 20 days of the course date. All bookings made in this time must be paid in full at the time of booking.

## Discounts

Discounts are available for students who book on more than one module:

<b>2-3 modules</b>	<b>5%</b>
<b>4-5 modules</b>	<b>10%</b>
<b>6 modules</b>	<b>15%</b>

## Confirmation

- Bookings will be confirmed on receipt of a completed application form and full payment of the conference fee.
- Joining instructions will be sent to you by email if an email address is given, otherwise will be sent in the post.

## Cancellation Policy

- The following charges will apply if you wish to cancel a course:  
**21+ working days prior to the event - 10%**  
**1-20 working days prior to the event - 100%**
- Cancellations must be received in writing or via email to [ITSIEY@tavi-port.ac.uk](mailto:ITSIEY@tavi-port.ac.uk) and must contain the full booking details including organisation name, booking and delegate contact details and invoice/receipt number.
- ITSIEY reserves the right to change the course or conference content, timing, speakers or venue without notice.

## Data Protection

ITSIEY does not make your details available to any external organisations. Your details will be added to our database to process your request and to keep you updated with relevant training and events. If you do not wish to receive this information, please tick the box

## Module Summary - London Site

Mod	Title	Date	Duration	Fee	Venue
1	Introduction to Infant and Early Years Mental Health (compulsory*)	30 April to 3 May 2012	4 days	£800	Anna Freud Centre
2	The Developing Infant, the Couple and the Family: Understanding Relationships within a Social and Cultural Context	20-21 March 2012	2 days	£400	Tavistock Centre
3	Assessment of Strength and Risks for the Infant/ Young Child in their Developmental Context	11-14 June 2012	4 days	£800	Anna Freud Centre
4	Parent-Infant and Systemic Observation Skills: the Role of Observation in Clinical Practice	5-6 July 2012	2 days	£400	Tavistock Centre
5	The Practioner-Client Relationship as a Vehicle for Change	8-9 October 2012	2 days	£400	Anna Freud Centre
6	An Introduction to Planning for Evidence-Based Practice	5 November 2012	1 day	£200	Anna Freud Centre

\*Prerequisite for Modules 2-6 is Module 1

## Co-Directors

**The Anna Freud Centre:** Tessa Baradon

**The Tavistock and Portman NHS Foundation Trust:** Ellie Kavner

**Yale University Child Study Center:** Nancy Close

## Venues (UK)

**The Anna Freud Centre**

12 Maresfield Gardens

Swiss Cottage

London NW3 5SD

**The Tavistock Centre**

120 Belsize Lane,

Swiss Cottage

London, NW3 5BA



For more information on the International Training School for Infancy and Early Years please contact the ITSIEY administrator,

Mamito Kukwikila

email: [mkukwikila@tavi-port.nhs.uk](mailto:mkukwikila@tavi-port.nhs.uk)

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