



Center for Family Development
Perinatal, Infant and Early Childhood Mental Health Practicum
<https://www.c-f-d.org/perinatal-support>

Externship Summary: Details below

Client population:	Pregnant people, parents, infants – 5 years old
Client hours per week:	Minimum 4 – maximum determined by student and supervisor
Training type:	Intervention and assessment (combined)
Intervention modalities:	Adult individual – CBT, IPT, CPT; Dyadic Intervention – CPP, VIPP; Group – Pregnancy (Munoz, et al., 2011) and Parenting (Zero to Three Positive Parenting and Positive Solutions for Parenting 3-6 year olds)
Assessment Focus:	0-5 child assessment
Assessment Report:	Integrative and simple
Supervision format & frequency:	Weekly 1-hour individual supervision & as needed; weekly 2-hour group supervision/didactics; bi-weekly 1-hour perinatal group consultation
Supervisor licensure:	Licensed psychologist and LCSW
Hiring period:	Open until filled
Hiring contact person:	Jen Ablow, PhD – jablow@c-f-d.org or jcablow@uoregon.edu
Applicant qualifications:	1 year clinical experience preferred
Minimum commitment:	1 year preferred, 9 mos required (program continuation upon request and evaluation); 2 years required if choose to complete CPP training (when offered)
Additional Information:	This is a paid internship; opportunity to conduct intervention in Spanish

The Perinatal, Infant and Early Childhood Mental Health Practicum

The Perinatal, Infant and Early Childhood Mental Health External Practicum is a unique opportunity to work with a diverse clientele at CFD and receive training in evidence-based assessment and treatment practices appropriate for the perinatal period, including prenatal mental health, infants, toddlers, preschoolers, and their caregivers. This is a paid internship, with weekly individual supervision provided by Jen Ablow (licensed psychologist) and Megan Post, LCSW. Interns will join a growing perinatal team, with twice monthly case consultation meetings. Externship and clinical experience can be shaped to externs' interest.

Training Opportunities

1. **Individual Adult Intervention:** Training in treatment for perinatal depression, anxiety and other mental health concerns that arise during the perinatal period, using evidence-based models for the peripartum period, such as IPT and CBT.
2. **Dyadic Intervention:** Training in treatment for parent-infant challenges
 - **Child Parent Psychotherapy (CPP):** CPP (Lieberman et al., 2015) was developed at the [Child Trauma Research Program](#) at University of California San Francisco's CPP is widely used intervention model (level one in the California clearing house) for children aged 0-5 who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems, including posttraumatic stress disorder. The treatment is based in attachment theory but also integrates, developmental, trauma, social learning, and cognitive behavioral theories. Therapeutic sessions include the child and parent or primary caregiver. The primary goal of CPP is to support and strengthen the relationship between a child and his or her caregiver as a vehicle for restoring the child's cognitive, behavioral, and social functioning. ***Externs interested in learning CPP have the opportunity to join a learning collaborative that will begin Spring, 2023 (CPP training could commence before officially***

onboarding at CFD). **Completion of the training (18 months) will lead to being a rostered and certified therapist in CPP.**

- **Video Intervention for Positive Parenting (VIPP):** VIPP (Juffer, Bakermans-Kranenburg, & van Ijzendoorn, 2008) is highly evidenced Video-Feedback intervention for parents. Developed by some of the world's leading attachment researchers from Leiden University in the Netherlands, VIPP is a strength-based intervention that utilizes the review of segments of videotaped parental behavior during daily activities to enhance parents' sensitivity to their children's signals.
3. **Group Intervention:** Opportunities to co-facilitate groups.
- **Pregnancy Group:** Empirically supported prenatal preparation for parenting group designed to decrease risk for post-partum depression. The Mothers and Babies Group is a six-week course beginning in the pregnant individual's second or third trimester of pregnancy and continuing through their transition to parenthood with the birth of baby. This evidence-based group was designed for women with a history of depression and has been used successfully with pregnant individuals typically treated within this practicum. The course is based on cognitive behavioral therapy principles, but also incorporates mindfulness and stress reduction activities (Munoz, Le, Ghosh-Ippen, Diaz, Urizar & Lieberman, 2011; Urizar, G & G Munoz, R.F., 2011).
 - **Positive Parenting Group:** This is an evidence-based group intervention developed by the Zero-to-Three organization to provide parent support for parents of 6 mos-3 year olds. It is a Parent café style intervention to address positive parenting practices, and focus on themes of mindfulness (parent self-regulation) and reflection (how a parent's history can shape-but doesn't need to define-their own approach to parenting).
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 - **Positive Solutions Parenting Group:** This is an evidence-based group, based on the work of the Center on the Social and emotional foundations for Early Learning (CSEFEL) and the National center for Pyramid Model Innovations (NCPMI) – two national centers of early childhood evidenced based practices. The group targets parents of 3-6 year olds to learn effective parenting skills to promote the social and emotional development of their children.
4. **Assessment:** Training in infant neurodevelopmental, cognitive and socioemotional assessment. Students/externs learn the administration, coding and interpretation of selected standardized evidence-based assessment tools (e.g., Mullen Scales of Early Learning; Ages & Stages Questionnaire [ASQ and ASQ-SE]) and to integrate results with other vital measurements of the infant (e.g., structured infant parent interaction observations, such as the Marschak Interaction Method [MIM]; Crowell structured observations for a comprehensive assessment). Students then learn to integrate this information into their case conceptualization, generate a comprehensive integrated assessment report, present assessment results and discuss treatment implications with clients.

Practicum didactics: In addition to training, didactics focus on core competencies set by Oregon Infant Mental Health Association and set up students toward their *Infant Mental Health Endorsement*, if desired.

Competencies include:

- 1. Strengths, Risk Factors, and Disturbance in Infants, Toddlers, and Their Families:
 - Identify relevant strengths and resiliency factors for infants, toddlers, and their families;
 - Understand developmentally relevant risk factors, especially parental mental health issues, and their potential impact on infants, toddlers and their families; and
 - Gain knowledge of major forms of psychopathology within infant/toddler mental health.
- 2. Assessment Methods and Classifications in Infant and Early Childhood Mental Health
- 3. Consultation and Feedback
- 4. Prevention and Intervention in Perinatal and Infant Mental Health
- 5. Professional Development in Perinatal and Infant Mental Health

For more information or to express interest in the practicum, please contact any of the following:

Jen Ablow: jcablow@uoregon.edu

To learn more about the intern experience, please contact:

Katherine Hagan: khagan@uoregon.edu

Andrea Imhof: aimhof@uoregon.edu

Kellyn Blaisdell: kblaisd2@uoregon.edu

Aakanksha Lahoti: alahoti@uoregon.edu