



The Parent-Infant Study Center

. . . because babies can't wait

Competency-based* Professional Development Seminar Topic Examples

Relationships between practitioners and families that focus on parents'/primary caregivers' ability to engage in nurturing relationships with their infants and young children are key to positive outcomes in many service settings. Tailored to the desired outcomes of the agency requesting the training service, many of the professional development seminars offered focus on concepts that support participants to ground their practice in a strong theoretical framework while enhancing their skills applying relationship-based practices in their unique work settings. Seminars typically address competencies*/areas of expertise as defined by the New Mexico Association for Infant Mental Health's *Culturally Sensitive, Relationship-based Practice Promoting Infant Mental Health Competency Guidelines* (portions copyright © MI-AIMH 2002). Training participants will be provided with documentation that can assist them in the preparation of an endorsement portfolio or to demonstrate continuing endorsement requirements.

Seminar Topics Include but are Not Limited to:

- *Relationship-based Practice Principles*
- *Infant & Toddler Development: Through the Lens of Earliest Relationships*
- *Observation & Assessment: Understanding What we Are Observing & Why it Matters as We Pay Close Attention to Early Interactions*
- *Supporting Teens and Their Babies through Relationships*
- *Supporting Emerging Relationships During Pregnancy*
- *Use of Videotaping to Support Nurturing Interactions*
- *Use of Self in Relationship-based Practice*
- *Families Under Stress: Applying Infant Mental Health Principles to Support Resiliency in Children, Families and Workers*
- *Understanding the Role of Reflection in the Development of Children, Caregivers, Workers, and Program Quality*
- *Home Visiting When there is No Home*
- *Attuned Interactions – Pre- Literacy Foundations*

Training seminars are designed to meet the needs of the group requesting the training.

NOTE:

It is important to keep in mind that relationships strongly influence both learning and how one applies what one learns to his or her practice. For these reasons, it is strongly recommended that supervisors actively engage in all training a learners with their staff and that whenever possible, training requests be designed to allow for learning over time rather than single training "events".