

Registration

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Mail/Fax Registration Form

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Name: _____

Credentials: _____

Affiliation (IAITMH): _____

Address: _____

City: _____ State: _____ Zip _____

Phone: _____

Email: _____

(*required to receive CME credit)

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Project # 05-624

Registration Fees:

IAITMH Member- \$75 Non-Member - \$100

Renew or Join + Registration = \$100

Parents, Family members, Consumer Scholarships: contact Tiffany Peek at 317-638-3501, Ext. 228 or tpeek@mhai.net.

Please make checks payable to "IAITMH"

Special Accommodations:

We want everyone to feel welcome at this and other CME events. If you have a disability and need an accommodation to participate in this program, we will try to provide it. Please contact Tiffany Peek at tpeek@mhai.net before you come to the event. At least 72 hours notice may be necessary.

Parking and Directions: www.rileyhospital.org

Sponsored by the Indiana University School of Medicine in collaboration with the following: Indiana Association for Infant and Toddler Mental Health; Indiana Department of Child Services; Indiana State Department of Health/Sunny Start; Indiana University Conscience Project; Riley Child Development Center LEND Program.



INDIANA ASSOCIATION FOR INFANT & TODDLER MENTAL HEALTH

13th Annual Conference on Infant Mental Health

Ethics in Early Childhood Fields: A Moral Psychological Approach



Friday August 12, 2011
Riley Outpatient Center
Ruth Lilly Auditorium
Indianapolis, IN

This conference aims to provide a conscience based approach to ethical and professional practices in early childhood fields.

Objectives:

At the conclusion of the program, participants should be able to:

- Identify established and emerging trends in moral developmental psychology
- Develop and use a conceptual framework for examination of personal conscience
- Recognize moral dilemmas and identify strategies to manage their resolution

Agenda

8:00 Registration

8:30 Keynotes

The Cultural Neurobiology of Moral Development

Darcia Narvaez, Ph.D.

Associate Professor,

Department of Psychology,

University of Notre Dame

Early experience plays a key role in development of body and brain, but also morality. Triune ethics theory describes the effects of early experience on neurobiology and moral functioning by identifying three moral mindsets that reside in evolved strata of the brain: Security, Engagement and Imagination. When children do not get what they need, they develop a more self-protective orientation (Security Ethic). When early care is good, children develop relational attunement (Engagement Ethic). When care is ideal, the prefrontal cortex and related systems for executive function are well developed (Imagination Ethic). Also discussed is how family and social cultures do and do not support moral development.

Landmarks of Moral Formation in Early Childhood

Daniel Lapsley, Ph.D.

ACE Collegiate Professor and Chair,

Department of Psychology,

University of Notre Dame

How and when do children come to understand norms, develop conscience, mobilize prosocial sentiments, feel empathy? What do they make of right and wrong, good and bad? The early foundations of the moral personality are constructed in early childhood, and there is increased attention by researchers, educators and parents to important developments during these formative years. My remarks will highlight important achievements revealed by developmental researchers.

10:30 Break

10:45 Break Out Sessions

Sessions are activities based on the work of the Indiana University School of Medicine affiliated Conscience Project and will be co-facilitated by Conscience Project and Riley Child Development Center staff and volunteers.

Participants will work in small groups to complete creative activities related to the domains of conscience development and tagged to specific intrinsic values. Facilitators will provide appropriate background that assists participants to connect the concepts with the activities.

12:30 Lunch on Your Own

1:30 Ethics Speaker

Conscience Sensitive Ethics in Early Childhood Fields

Margaret Gaffney, MD

Associate Clinical Professor,

Department of Medicine,

Indiana University School of Medicine

Early childhood professionals regularly encounter ethical challenges that do not lend themselves to easy resolutions. Traditional bioethical principles and theories provide helpful guidance but may be inadequate to completely address complicated issues related to moral connections, moral emotions, and the task of composing a moral life. Exploring one's personal conscience and its development into professional conscience may allow a richer examination and more satisfying resolution of the most poignant and troubling dilemmas providers face.

3:00 Break

3:15 Panel Presentation

Ethical dilemmas and situation specific to early childhood work with young children and families will be presented to participants and a panel of experts. The panel will lead participants in a discussion and facilitate the application of the moral psychological framework that has been presented throughout the day to real life situations.

4:30 Adjourn

Conference Accreditation



Accreditation Statement

Indiana University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Designation Statement

Indiana University School of Medicine designates this live activity for a maximum of **6.5 AMA PRA Category 1 Credits™**. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Other Credits

Social workers, marriage and family therapists and mental health counselors may receive 6.5 hours of continuing education; psychologists may receive 6.5 hours of Category 1; First Steps providers may receive 6.5 credit hours.

Faculty Disclosure Statement

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Note

While it offers CME credits, this activity is not intended to provide extensive training or certification in the field.