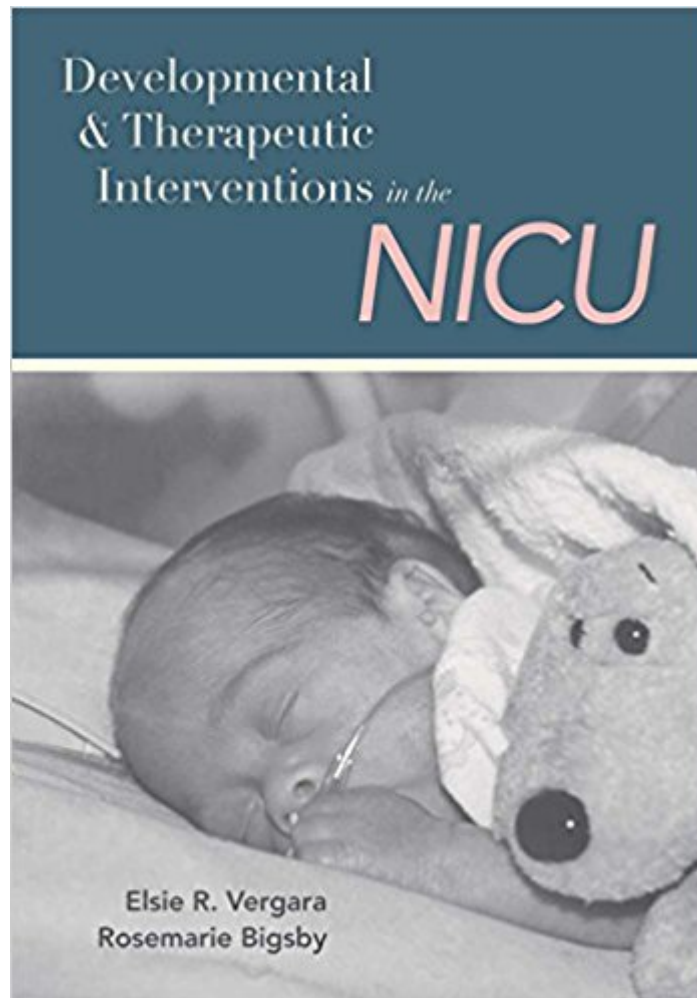




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Developmental And Therapeutic Interventions In The NICU



Synopsis

The most comprehensive book available on neonatal intervention, this in-depth resource gives professionals the strong foundation of clinical knowledge they'll need to work with high-risk newborns. With a unique developmental and therapeutic perspective that sets it apart from other texts on the subject, the book is filled with research findings and practical guidelines clinicians will use to promote the well-being of infants in the NICU and to involve and support their families. In-service and preservice professionals will benefit from an exploration of different developmental models for neonatal intervention an overview of medical conditions of newborns and commonly used interventions a synopsis of the functional abilities of premature infants discussion of crucial elements within the NICU environment, including teamwork, equipment, and sources of support detailed guidelines for positioning and feeding a model for family-centered care guidance on assessing behavior and development suggestions for working with infants with prolonged NICU stays tips on easing the transition from hospital to home information on following up with high-risk infants The overviews, learning objectives, and case stories in each chapter make this an ideal textbook for new and future clinicians, and the guidelines for everyday practice make it a reference professionals will use again and again as they work with high-risk infants and their families.

Book Information

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Customer Reviews

"Outstanding--redefines the occupation of the therapist in terms of infant occupations."--Barry Lester, Ph.D. "Professor of Psychiatry and Pediatrics, Brown Medical School" (01/01/2012) "This

carefully crafted text keeps the infant and his or her caregivers in the foreground, always reminding readers that there is a tiny person and a family at the center of the NICU."--Wendy Coster, Ph.D., OTR/L, FAOTA"Program in Occupational Therapy, Boston University" (01/01/2012)"Novice and seasoned neonatal therapy clinicians can enhance their knowledge base by reflecting on the past and developing perspectives this book explores." --Susan Strzyzewski, M.Ed., OTR/L

Elsie R. Vergara, Sc.D., OTR, FAOTA, received a bachelor of science degree in physical and occupational therapy in 1968 and a master of public health degree in maternal and infant health in 1977 from the University of Puerto Rico. Her interest in neonatal care emerged during her clinical experiences in Puerto Rico. These experiences took place when major medical and technological advances in neonatal practice were occurring in the United States. Dr. Vergara moved to Boston to pursue a doctoral degree that would expand on the knowledge and skills in neonatal intervention that she had acquired through intensive self-study and her master's-level experiences. Dr. Vergara received training from respected neonatal care scholars such as Dr. Kevin Nugent and Dr. Heidelise Als, and in 1987 she earned a doctor of science degree from Boston University. Following the reauthorization of the Education of the Handicapped Act Amendments of 1986 (PL 99-457) as the Individuals with Disabilities Education Act Amendments of 1991 (PL 102-119), states began to develop educational resources and activities to prepare personnel to comply with the mandates of the law. Dr. Vergara obtained a 3-year grant from the state of Florida to design and establish a statewide training program to prepare neonatal and early intervention physical and occupational therapists. To accomplish this task, she created a series of self-study materials that the American Occupational Therapy Association published in 1993 as a two-volume set titled Foundations for Practice in the Neonatal Intensive Care Unit and Early Intervention: A Self-Guided Manual. In 1993, Dr. Vergara was inducted into the American Occupational Therapy Association's Roster of Fellows for her contributions to the enhancement of the profession through the development and promotion of educational programs in early intervention. Dr. Vergara's interest in infusing a family-centered, developmentally supportive perspective into the training and service delivery of neonatal personnel has challenged her to conduct similar training programs in countries such as Mexico and Honduras. She plans to establish two training centers in Mexico to provide ongoing preparation of neonatal personnel. Rosemarie Bigsby, Sc.D., OTR, FAOTA, earned a bachelor of science degree in occupational therapy from Western Michigan University in 1974, an advanced master of science degree in occupational therapy from Boston University in 1980, and a doctor of science degree from Boston University in 1994. She holds a Board Certification in Pediatrics from the American

Occupational Therapy Association and in 1993 was named a Fellow of the American Occupational Therapy Association for her contributions to the practice of occupational therapy with infants and children. Dr. Bigsby's experience as a pediatric occupational therapist spans three decades, during which she has worked in a variety of settings as a clinician, supervisor, and consultant. When she began her career, sensory integration and early intervention were emerging practice arenas. The potential for applying principles of sensory integrative theory to practice in early intervention captured her interest, prompting her to advance her education and to eventually engage in research with preterm infants and their families. In the 1980s, following her graduate studies, she became Chief Occupational Therapist at Meeting Street School (now called Meeting Street Center), a center in East Providence, Rhode Island, for school-age children with multiple disabilities. She participated on the multidisciplinary diagnostic team as well as the Parent Program for Developmental Management, one of the first early intervention programs in the country, which was founded by the late Dr. Eric Denhoff. In 1990, she began her doctoral research under the mentorship of Dr. Barry Lester, focusing on physiologic and behavioral indicators of self-regulation in preterm infants. Since that time, she has contributed to a number of grant-funded research studies as a trainer and consultant. Dr. Bigsby has practiced in the NICU at Women & Infants' Hospital since 1992 in the combined roles of therapist, educator, and researcher. She was instrumental in translating the model for psychosocial and developmental support to NICU infants and their familiesâ "first described by Dr. Elaine C. Meyer, Dr. Lester, and colleagues â " from a research protocol to a clinical service that is provided by the Infant Development Center team. Dr. Bigsby has authored numerous journal articles and book chapters and coauthored the American Occupational Therapy Association guidelines for NICU practice and the Posture and Fine Motor Assessment of Infants (The Psychological Corporation, 2000). She also has served as a contributor to the Neonatal Network Neurobehavioral Scale (NNNS) (Lester & Tronick, forthcoming from Paul H. Brookes Publishing Co.). Dr. Bigsby's research focuses on motor development, behavioral cues, physiologic regulation, and feeding in early infancy. She has been invited to speak both nationally and internationally, and each year, she teaches several 2-day multidisciplinary workshops on assessment and intervention in the NICU.

Great source to have

Great book

It's a good book for professionals working at NICU, with a lot of information about the children's medical conditions, the parents' point of view, but with only few specific information about intervention for an occupational therapist. I recommended for my colleagues.

This book was purchased for our early intervention department. It is filled with excellent information and techniques in working with babies born prematurely. Well written and easy to understand the terminology used in the NICU.

I liked this book and the material was relevant and essential for entering into the NICU. The book focused on many issues that are prevalent in the NICU such as stresses to the infants (ex. environmental) or issues that involve family-centered participation in the NICU.

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