MI-AIMH ENDORSEMENT FOR CULTURALLY SENSITIVE, RELATIONSHIP-FOCUSED PRACTICE PROMOTING INFANT MENTAL HEALTH®

COMPETENCY GUIDELINES

MI-AIMH ENDORSEMENT®
INTRODUCTION

The Michigan Association for Infant mental Health (MI-AIMH) is an interdisciplinary, professional organization established to nurture and promote the optimal development of infants, toddlers, and families through relationship-based training and advocacy efforts. Incorporated in 1977, MI-AIMH has offered infant mental health training opportunities to individuals and groups for over 25 years. Over 500 professionals attend the MI-AIMH Annual Conference each year; hundreds of service providers have participated in local or regional trainings designed to build a more skillful and confident work force; thousands of professionals benefit from publications like the Infant mental Health Journal and The Infant Crier; all members have access to up-to-date training videos which feature nationally and internationally known experts through the MI-AIMH library. With an annual membership of over 600 infant and family professionals and 13 affiliate chapters, MI-AIMH is indeed proud of its role as an infant mental health training association!

This year, MI-AIMH is proud to announce that it is expanding its professional activities to include the newly developed MI-AIMH Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health. The MI-AIMH Endorsement is competency-based. These competencies have been identified and agreed upon by hundreds of service providers and professionals as crucial for effective, relationship-based practice.

The intent of the MI-AIMH Endorsement is to recognize the professional development of infant and family service providers within the diverse and rapidly expanding infant and family field. Endorsement by the Michigan Association for Infant Mental Health will verify that an applicant has attained a specified level of functioning and understanding based on a set of competencies that have been identified and agreed upon by hundreds of professionals, service providers, faculty members and policy makers in the infant and family field.

The MI-AIMH Endorsement will offer individuals in the infant and family field a professional development plan that focuses on knowledge, best practice skills, and supervised work experiences that lead to increased confidence and credibility within the infant and family field. Of additional importance, the MI-AIMH Endorsement will inform prospective employers, agencies and peers about culturally sensitive, relationship-based practice promoting infant mental health. Those who earn the MI-AIMH Endorsement will be recognized for their education, training, leadership roles and work experiences within a rapidly growing field.

A Brief Overview

There are four levels of competency within the MI-AIMH Endorsement:

1. Infant Family Associate
2. Infant Family Specialist
3. Infant Mental Health Specialist
4. Infant Mental Health Mentor

Each level recognizes the educational experiences, in-service training experiences, and work experiences appropriate for best service outcomes for infants, toddlers, and families.

1. Inquiry
2. Application
3. Preparation of a Portfolio
4. Documentation of Competencies
5. Endorsement

The process begins when a potential candidate calls or emails the Central Office to inquire about Endorsement. The office will send a general Endorsement brochure and a Preliminary Application. The candidate then returns the Application, along with the application fee, to the MI-AIMH Central Office. Upon review of the application, the

Copyright © 2002 MI-AIMH

Central Office confirms at which level the candidate is qualified to apply and forwards the informational packet to the candidate, including Competency Guidelines for that level. The candidate will then create his/her professional portfolio and arrange (if applying at Level 3 or 4) to take the written examination.

The portfolio consists of a list of all educational experience accompanied by official transcripts for all college courses, degrees and/or certificates; a list of all in-service training experiences (relevant to culturally sensitive, relationship-based practice promoting infant mental health); a list of all paid work experiences with/related to infants, toddlers, caregivers and families; reflective supervision experiences (as appropriate); three professional reference ratings; and a signed Code of Ethics.

The written exam is a 3-hour exam offered twice a year and is based on the identified competencies at Levels 3 & 4.

Following completion of the written exam, a three-member panel will review the exam and professional portfolio. The panel then makes recommendations to the Committee regarding endorsement.

MI-AIMH encourages continuing professional growth and development for all members. The Association requires providers who have successfully completed the MI-AIMH Endorsement at all levels to continue membership in MI-AIM and to participate annually in 15 hours of culturally sensitive, relationship-based training experiences that promote infant mental health practice.

Prerequisite Requirements:
(1) Membership in MI-AIMH or an infant mental health association in another state;
(2) Training/Education as specified and related to infants, toddlers, parents, other caregivers and families; and,
(3) Experience working with infants, toddlers, parents, or other caregivers and families.

MI-AIMH ENDORSEMENT COMMITTEE
Sheryl Goldberg, MSW, ACSW, Chairperson
Kathleen Baltman, MA
Brooke Foulds, MA
Melissa Kaplan-Estrin, Ph.D.
Judith Fry McComish, Ph.D.
Carol Oleksiak, MSW, ACSW
Julie Ribaudo, MSW
Sally Stinson, MA
Betty Tableman, MPA
Deborah Weatherston, Ph.D.

ACKNOWLEDGEMENTS
Valerie Brown, Consultant
Triad Performance Technologies, Inc.

W.K. Kellogg Foundation
For generous support towards the
completion of the MI-AIMH Endorsement

Copyright © 2002 MI-AIMH

MI-AIMH ENDORSEMENT®
INTRODUCTION

The Michigan Association for Infant mental Health (MI-AIMH) is an interdisciplinary, professional organization established to nurture and promote the optimal development of infants, toddlers, and families through relationship-based training and advocacy efforts. Incorporated in 1977, MI-AIMH has offered infant mental health training opportunities to individuals and groups for over 25 years. Over 500 professionals attend the MI-AIMH Annual Conference each year; hundreds of service providers have participated in local or regional trainings designed to build a more skillful and confident work force; thousands of professionals benefit from publications like the Infant mental Health Journal and The Infant Crier; all members have access to up-to-date training videos which feature nationally and internationally known experts through the MI-AIMH library. With an annual membership of over 600 infant and family professionals and 13 affiliate chapters, MI-AIMH is indeed proud of its role as an infant mental health training association!

This year, MI-AIMH is proud to announce that it is expanding its professional activities to include the newly developed MI-AIMH Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health. The MI-AIMH Endorsement is competency-based. These competencies have been identified and agreed upon by hundreds of service providers and professionals as crucial for effective, relationship-based practice.

The intent of the MI-AIMH Endorsement is to recognize the professional development of infant and family service providers within the diverse and rapidly expanding infant and family field. Endorsement by the Michigan Association for Infant Mental Health will verify that an applicant has attained a specified level of functioning and understanding based on a set of competencies that have been identified and agreed upon by hundreds of professionals, service providers, faculty members and policy makers in the infant and family field.

The MI-AIMH Endorsement will offer individuals in the infant and family field a professional development plan that focuses on knowledge, best practice skills, and supervised work experiences that lead to increased confidence and credibility within the infant and family field. Of additional importance, the MI-AIMH Endorsement will inform prospective employers, agencies and peers about culturally sensitive, relationship-based practice promoting infant mental health. Those who earn the MI-AIMH Endorsement will be recognized for their education, training, leadership roles and work experiences within a rapidly growing field.

A Brief Overview

There are four levels of competency within the MI-AIMH Endorsement:

1. Infant Family Associate
2. Infant Family Specialist
3. Infant Mental Health Specialist
4. Infant Mental Health Mentor

Each level recognizes the educational experiences, in-service training experiences, and work experiences appropriate for best service outcomes for infants, toddlers, and families.

1. Inquiry
2. Application
3. Preparation of a Portfolio
4. Documentation of Competencies
5. Endorsement

The process begins when a potential candidate calls or emails the Central Office to inquire about Endorsement. The office will send a general Endorsement brochure and a Preliminary Application. The candidate then returns the Application, along with the application fee, to the MI-AIMH Central Office. Upon review of the application, the

Copyright © 2002 MI-AIMH

Central Office confirms at which level the candidate is qualified to apply and forwards the informational packet to the candidate, including Competency Guidelines for that level. The candidate will then create his/her professional portfolio and arrange (if applying at Level 3 or 4) to take the written examination.

The portfolio consists of a list of all educational experience accompanied by official transcripts for all college courses, degrees and/or certificates; a list of all in-service training experiences (relevant to culturally sensitive, relationship-based practice promoting infant mental health); a list of all paid work experiences with/related to infants, toddlers, caregivers and families; reflective supervision experiences (as appropriate); three professional reference ratings; and a signed Code of Ethics.

The written exam is a 3-hour exam offered twice a year and is based on the identified competencies at Levels 3 & 4.

Following completion of the written exam, a three-member panel will review the exam and professional portfolio. The panel then makes recommendations to the Committee regarding endorsement.

MI-AIMH encourages continuing professional growth and development for all members. The Association requires providers who have successfully completed the MI-AIMH Endorsement at all levels to continue membership in MI-AIM and to participate annually in 15 hours of culturally sensitive, relationship-based training experiences that promote infant mental health practice.

Prerequisite Requirements:
(1) Membership in MI-AIMH or an infant mental health association in another state;
(2) Training/Education as specified and related to infants, toddlers, parents, other caregivers and families; and,
(3) Experience working with infants, toddlers, parents, or other caregivers and families.

MI-AIMH ENDORSEMENT COMMITTEE
Sheryl Goldberg, MSW, ACSW, Chairperson
Kathleen Baltman, MA
Brooke Foulds, MA
Melissa Kaplan-Estrin, Ph.D.
Judith Fry McComish, Ph.D.
Carol Oleksiak, MSW, ACSW
Julie Ribaudo, MSW
Sally Stinson, MA
Betty Tableman, MPA
Deborah Weatherston, Ph.D.

ACKNOWLEDGEMENTS
Valerie Brown, Consultant
Triad Performance Technologies, Inc.

W.K. Kellogg Foundation
For generous support towards the
completion of the MI-AIMH Endorsement

Copyright © 2002 MI-AIMH

Table of Contents

LEVEL 1, INFANT FAMILY ASSOCIATE

Introduction 1
Theoretical Foundations 2
Law, Regulation & Agency Policy 2
Systems Expertise 3
Direct Service Skills 3
Working with Others 4
Communicating 4
Thinking 4
Reflection 5
Level 1 Impact Map 6

LEVEL 2, INFANT FAMILY SPECIALIST

Introduction 7
Theoretical Foundations 8
Law, Regulation & Agency Policy 8
Systems Expertise 9
Direct Service Skills 9
Working with Others 10
Communicating 10
Thinking 11
Reflection 11
Level 2 Impact Map 12

LEVEL 3, INFANT MENTAL HEALTH SPECIALIST

Introduction 13
Theoretical Foundations 14
Law, Regulation & Agency Policy 15
Systems Expertise 15
Direct Service Skills 16
Working with Others 17
Communicating 17
Thinking 18
Reflection 18
Level 3 Impact Map 19

LEVEL 4, INFANT MENTAL HEALTH MENTOR

Introduction 21
Theoretical Foundations 22
Law, Regulation & Agency Policy 22
Systems Expertise 23
Direct Service Skills 24
Working with Others 24
Leading People 25
Communicating 25
Thinking 25
Reflection 26
Administration 26
Research and Evaluation 27
Level 4 Impact Map 28

GLOSSARY 29

Michigan Association for Infant Mental Health

Competency Guidelines

LEVEL I, INFANT FAMILY ASSOCIATE

INTRODUCTION

The Level I Competency Guidelines were developed by the Michigan Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and behaviors that demonstrate competency at this level.

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Theoretical Foundations Knowledge Areas *pregnancy & early parenthood* *infant & young child development & behavior* *Infant/young child & family-centered practice* *relationship-based practice* *family relationships & dynamics* *attachment, separation, trauma & loss* *cultural competence*	*For infants, young children, and families referred and enrolled for services:* • Informally (and in some cases, formally) observes and assesses the infant/young child, parent, and parent-infant/young child relationship to identify landmarks of typical child development behavior and healthy, secure relationships • Supports and reinforces parent's ability to seek appropriate care during pregnancy • Supports and reinforces parent strengths, emerging parenting competencies, and positive parent-infant/young child interactions • Demonstrates awareness of conditions that optimize early infant brain development • Recognizes conditions which require the assistance of other service providers; refers these situations to the supervisor • Shares with families an understanding of infant and family relationship development • Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture

Law, Regulation & Agency Policy
Knowledge Areas
ethical practice
government, law & regulation
agency policy
	• Exchanges complete and unbiased information in a supportive manner with families and other team members
	• Practices confidentiality of each family's information in all contexts, with exception only when making necessary reports to protect the safety of a family member (*e.g.*, Children's Protective Services, Duty to Warn, etc.)
	• Maintains appropriate personal boundaries with infants/young children and families served, as established by the employing agency
	• Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Protective Services after discussion with supervisor.
	• Accurately and clearly explains the provisions and requirements of federal, state and local laws affecting infants/young children and families (*e.g.*, Part C of IDEA, child protection, child care licensing rules and regulations) to families
	• Shares information with non-citizen families and service agencies about the rights of citizen children of non-citizen parents
	• Personally works within the requirements of :
	  ○ Federal and state law
	  ○ Agency policies and practices
	  ○ Agency code of conduct

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Systems Expertise Knowledge Areas *service delivery systems* *community resources*	• Assists families to anticipate and obtain the basic requirements of living & other needed services from public agencies and community resources • Collaborates and communicates with other service agencies to ensure that the child(ren) and family receives services for which they are eligible and that the services are coordinated • Helps parents build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community • Makes families and service providers/agencies aware of community resources available to families during pregnancy and the child's early years

Direct Service Skills
Knowledge Areas
observation & listening
screening & assessment
responding with empathy
advocacy
life skills
safety
	For infants, young children, and families referred and enrolled for services:
	• Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other, and that facilitates needed change
	• Uses example, encouragement, and own life experience to:
	  ○ Empower families to becomes socially and emotionally self-sufficient
	  ○ Create nurturing, stable infant/young child-caregiver relationships
	• Provides direct care and teaching/developmental activities to children and families with multiple, complex risk factors to help ensure healthy pregnancy outcomes and the optimal development of the child in all domains (physical, emotional, cognitive)
	• Participates in formal and informal assessments of the infant's/young child's development, in accordance with standard practice
	• Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change
	• Provides information and assistance to parents or caregivers to help them:
	  ○ Understand their role in the social and emotional development of infants/young children
	  ○ Understand what they can do to promote health, language and cognitive development in infancy and early childhood
	  ○ Find pleasure in caring for their infants/young children
	• Promotes parental competence in:
	  ○ Facing challenges
	  ○ Resolving crises and reducing the likelihood of future crises
	  ○ Solving problems of basic needs and familial conflict
	  Note: In some agencies, this may be the responsibility of the supervisor/Level 2 practitioner.
	• Advocates for services needed by child(ren) and families with the supervisor, agencies, and programs
	• Recognizes environmental and care giving risks to the health and safety of the infant/young child and parents, and takes appropriate action

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Working with Others	
Skill Areas *building & maintaining relationships* *supporting others* *collaborating* *resolving conflict* *empathy & compassion*	• Builds and maintains effective interpersonal relationships with families and professional colleagues by: ○ Respecting and promoting the decision-making authority of families ○ Understanding and respecting the beliefs and practices of the family's culture ○ Following the parents' lead ○ Following through consistently on commitments and promises ○ Providing regular communications and updates • Works with and responds to families and colleagues in a tactful and understanding manner • Collaborates and shares information with other service providers and agencies to ensure the safety of the infant/young child and effective, coordinated services, and to promote awareness of relationship-based approaches to working with children • Works constructively to find "win-win" solutions to conflicts with colleagues (*e.g.*, interagency, peer-peer, and/or supervisor-supervisee conflicts)
Communicating	
Skill Areas *listening* *speaking* *writing*	• Actively listens to others; asks questions for clarification • Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior • Communicates honestly, sensitively, and empathically with families, using non-technical language • Obtains translation services as necessary to ensure effective communication with families who do not speak English • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating notes, reports, and correspondence
Thinking	
Skill Areas *analyzing information* *solving problems* *exercising sound judgment* *maintaining perspective* *planning & organizing*	• Sees and can explain the "big picture" when analyzing situations • Sees and can explain the interactions of various factors • Assigns priorities to needs, goals, and actions • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and consults with others when making important decisions • Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care • Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families • Employs effective systems for tracking individual progress, for assuring follow up, and for monitoring the effectiveness of service delivery as a whole

Copyright © 2002 MI-AIMH

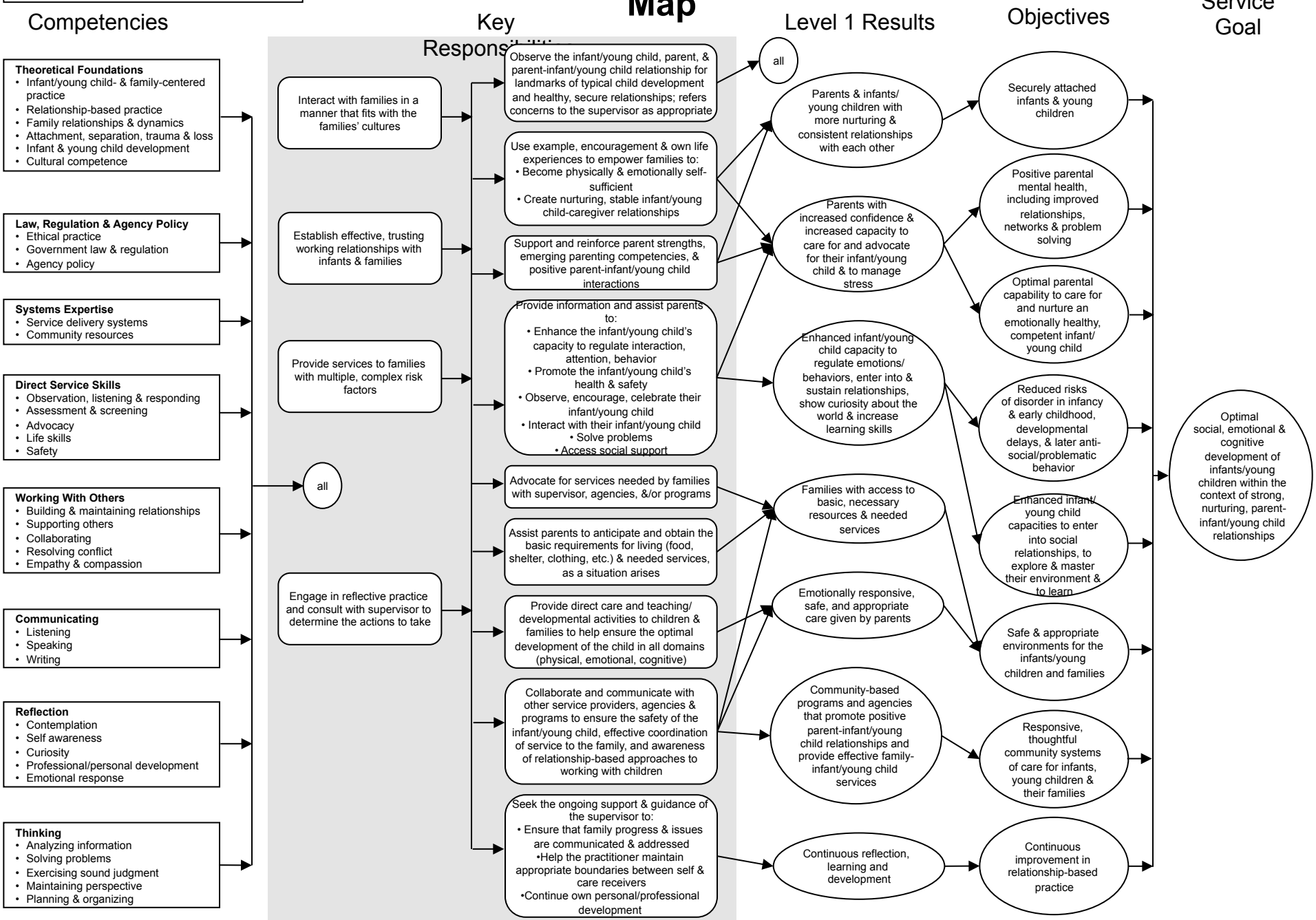
COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Reflection Skill Areas *contemplation* *self awareness* *curiosity* *professional/personal development* *emotional response*	• Regularly examines own thoughts, feelings, strengths, and growth areas • Seeks the ongoing support and guidance of the supervisor to: ○ Ensure that family progress and issues are communicated and addressed ○ Determine actions to take ○ Help maintain appropriate boundaries between self and families • Seeks a high degree of agreement between self-perceptions and the way others perceive him/her • Remains open and curious • Identifies and participates in appropriate learning activities • Keeps up-to-date on current and future trends in child development and relationship-based practice • Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work • Understands capacity of families to change. • Recognizes areas for professional and/or personal development

Copyright © 2002 MI-AIMH

Infant Family Associate (Level 1) Impact Map

Note: Mi-AIMH recognizes that some Level 1 practitioners have rather limited contact with parents/caregivers. For these practitioners, key responsibilities involving interactions with parents/caregivers are still expected, but should be demonstrated within the limits of their parent/caregiver contact.



Michigan Association for Infant Mental Health

Competency Guidelines

LEVEL II, INFANT FAMILY SPECIALIST

INTRODUCTION

The Level II Competency Guidelines were developed by the Michigan Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and behaviors that can demonstrate competency at this level.

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By

Theoretical Foundations
Knowledge Areas
pregnancy & early parenthood
infant & young child development and behavior
Infant/young child & family-centered practice
relationship-based, therapeutic practice
family relationships & dynamics
attachment, separation, trauma & loss
disorders of infancy/early childhood
cultural competence
	For infants, young children, and families referred and enrolled for services:
	• During observations and assessments, identifies emerging competencies of the infant and young child within a relationship context
	• Supports and reinforces parent's capacity to seek appropriate care during pregnancy
	• Supports and reinforces each parent's strengths, emerging parenting competencies, and positive parent-infant/young child interactions and relationships
	• Helps parents to:
	  o "See" the infant/young child as a person, as well as all the factors (playing, holding, teaching, etc.) that constitute effective parenting of that child
	  o Derive pleasure from daily activities with their children
	• Shares with families realistic expectations for the development of their infants/young children and strategies that support those expectations
	• Demonstrates familiarity with conditions that optimize early infant brain development
	• Recognizes risks and disorders of infancy/early childhood conditions which require the assistance of other professionals from health, mental health, education, and child welfare systems
	• Shares with families an understanding and appreciation of family relationship development
	• Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture

Law, Regulation & Agency Policy
Knowledge Areas
ethical practice
government, law & regulation
agency policy
	• Exchanges complete and unbiased information in a supportive manner with families and other team members
	• Practices confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member (*e.g.*, Children's Protective Services, Duty to Warn, etc.)
	• Maintains appropriate personal boundaries with infants/young children and families served, as established by the employing agency
	• Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Protective Services
	• Accurately and clearly explains the provisions and requirements of federal, state and local laws affecting infants/young children and families (*e.g.* Part C of IDEA, child protection, child care licensing rules and regulations) to families, child or foster care staff, community-based programs
	• Shares information with non-citizen families and service agencies about the rights of citizen children of non-citizen parents
	• Personally works within the requirements of:
	  o Federal and state law
	  o Agency policies and practices
	  o Professional code of conduct

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Systems Expertise Knowledge Areas *service delivery systems* *community resources*	• Assists families to anticipate, obtain, and advocate for concrete needs & other services from public agencies and community resources • Actively seeks resources to address child and family needs • Works collaboratively with and makes referrals to other service agencies to ensure that the child(ren) and family receives services for which they are eligible and that the services are coordinated • Helps parents build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community • Makes families and service providers/agencies aware of community resources available to families

Direct Service Skills
Knowledge Areas
observation & listening
screening & assessment
responding with empathy
advocacy
life skills
safety
	For infants, young children, and families referred and enrolled for services:
	• Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other, and that facilitates needed change
	• Provides services to children and families with multiple, complex risk factors
	• Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change
	• Conducts formal and informal assessments of infant/young child development, in accordance with established practice
	• Effectively implements relationship-based, therapeutic parent-infant/young child interventions that enhance the capacities of parents and infants/young children
	• Provides information and assistance to parents/or caregivers to help them:
	  o Understand their role in the social and emotional development of infants/young children
	  o Understand what they can do to promote health, language and cognitive development in infancy and early childhood
	  o Find pleasure in caring for their infants/young children
	• Nurtures the parents' relationship with each other, if one exists; alternatively, helps the custodial parent manage appropriate contact with the non-custodial parent
	• Promotes parental competence in:
	  o Facing challenges
	  o Advocating on behalf of themselves and their children
	  o Resolving crises and reducing the likelihood of future crises
	  o Solving problems of basic needs and familial conflict
	• Advocates for services needed by children and families with the supervisor, agencies, and programs
	• Recognizes environmental and care giving risks to the health and safety of the infant/young child and parents, and takes appropriate action

Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Working with Others	
Skill Areas *building & maintaining relationships* *supporting others/mentoring* *collaborating* *resolving conflict* *empathy & compassion*	• Builds and maintains effective interpersonal relationships with families and professional colleagues by: ○ Respecting and promoting the decision-making authority of families ○ Understanding and respecting the beliefs and practices of the family's culture ○ Following the parents' lead ○ Following through consistently on commitments and promises ○ Providing regular communications and updates • Works with and responds to families & colleagues in a tactful and understanding manner • Provides positive, specific feedback to encourage and reinforce desired behaviors and interactions in families • Assists families to develop the skills they need to become their own advocates • Models appropriate behavior and interventions for new staff as they observe home visits • Encourages parents to share with other parents (*e.g*. through nurturing programs, parent-child interaction groups, etc.) • Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective, coordinated services • Works constructively to find "win-win" solutions to conflicts with colleagues (*e.g*., interagency, peer-peer, and/or supervisor-supervisee conflicts) • Provides emotional support to parents/caregivers and children when sad, distressed, etc.
Communicating	
Skill Areas *listening* *speaking* *writing*	• Actively listens to others; asks questions for clarification • Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior • Communicates honestly, sensitively, and empathetically with families, using non-technical language • Obtains translation services as necessary to ensure effective communication with families who do not speak English • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating notes, reports and correspondence

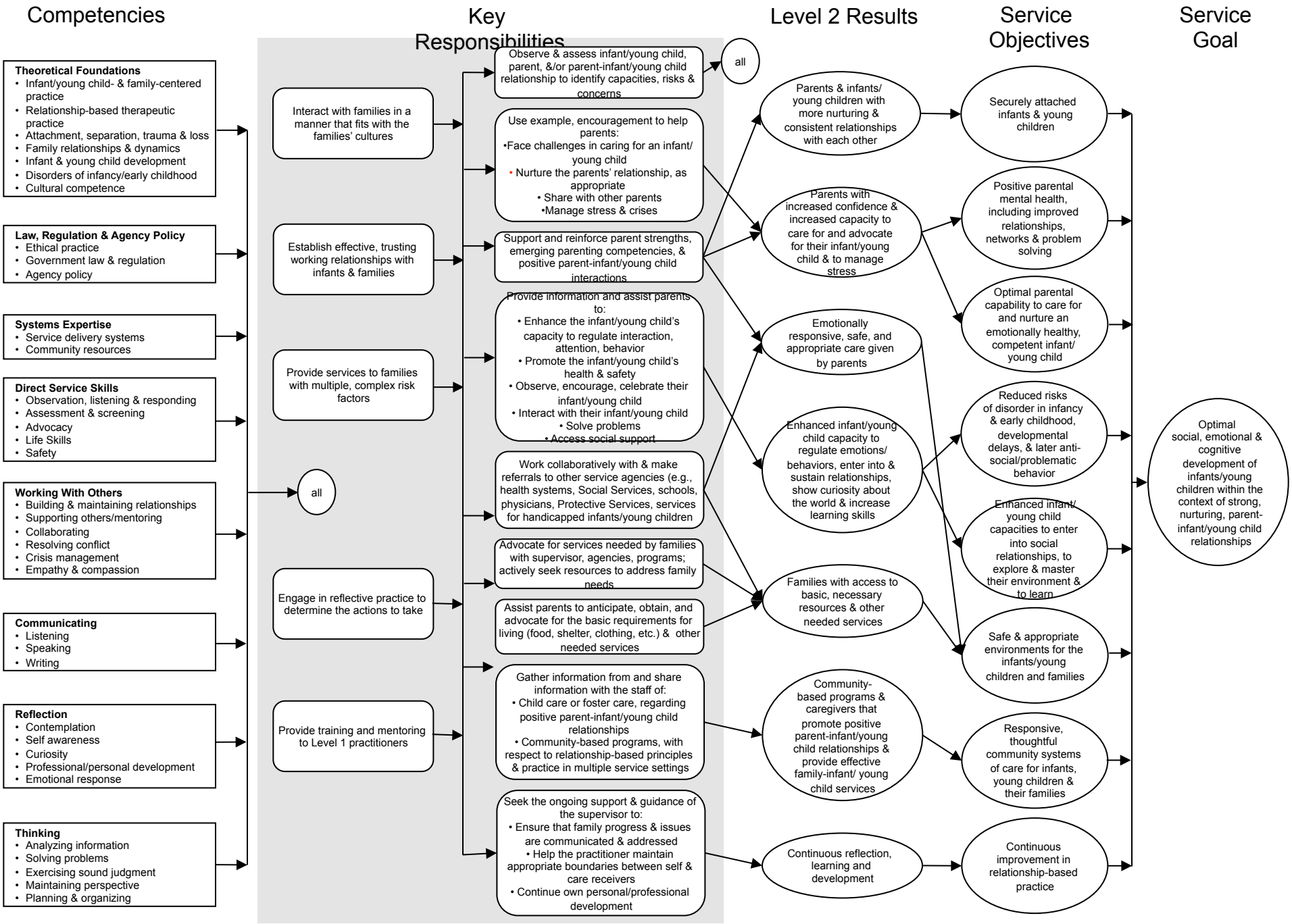
Copyright © 2002 MI-AIMH

COMPETENCY DETAIL

Area of Expertise	As Demonstrated By
Thinking	
Skill Areas *analyzing information* *solving problems* *exercising sound judgment* *maintaining perspective* *planning & organizing*	• Sees and can explain the "big picture" when analyzing situations • Sees and can explain the interactions of various factors • Assigns priorities to needs, goals, and actions • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and consults with others when making important decisions • Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care • Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families • Employs effective systems for tracking individual progress, for assuring follow up, and for monitoring the effectiveness of service delivery as a whole
Reflection	
Skill Areas *contemplation* *self awareness* *curiosity* *professional/personal development* *emotional response*	• Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants or peers • Consults regularly with supervisor, consultants, peers to understand own capacities and needs, as well as the capacities and needs of families • Seeks a high degree of agreement between self-perceptions and the way others perceive him/her • Remains open and curious • Identifies and participates in learning activities related to the promotion of infant mental health • Keeps up-to-date on current and future trends in child development and relationship-based practice • Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and to recognize areas for professional and/or personal development

Copyright © 2002 MI-AIMH

Infant Family Specialist (Level 2) Impact Map



Michigan Association for Infant Mental Health

Competency Guidelines

LEVEL III, INFANT MENTAL HEALTH SPECIALIST

INTRODUCTION

The Level III Competency Guidelines were developed by the Michigan Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and behaviors that demonstrate competency at this level.

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	**As Demonstrated By**
Theoretical Foundations Knowledge Areas *pregnancy & early parenthood* *infant & young child development & behavior* *Infant/young child & family-centered practice* *relationship-based, therapeutic practice* *family relationships & dynamics* *attachment, separation, trauma & loss* *psychotherapeutic & behavioral theories of change* *disorders of infancy/early childhood* *mental and behavioral disorders in adults* *cultural competence*	*For infants, young children, and families referred and enrolled for services:* • Supports and reinforces parent's capacity to seek appropriate care during pregnancy • Identifies both typical and atypical development during pregnancy, infancy and early childhood, through formal observation, assessment, and in day-to-day interactions with the infant/young child and family • Provides information, guidance and support to families related to the development and care of infants/young children to further develop their parenting capabilities and the parent-infant/young child relationship; ensures that the information is provided in the family's language • Develops service plans that take into account each infant's/young child's and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community and priorities • During observations and assessments, identifies emerging competencies of the infant and young child within a relationship context • Supports and reinforces each parent's strengths, emerging parenting competencies, and positive parent-infant/young child interactions and relationships • Helps parents to: • "See" the infant/young child as a person, as well as all the factors (playing, holding, teaching, etc.) that constitute effective parenting of that child • Derive pleasure from daily activities with their children • Shares with families realistic expectations for the development of their infants/young children and strategies that support those expectations • Demonstrates familiarity with conditions that optimize early infant brain development • Recognizes risks and disorders of infancy/early childhood conditions which require treatment and/or the assistance of other professionals from health, mental health, education, and child welfare systems • Shares with families an understanding and appreciation of family relationship development • Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture • Accurately interprets information from informal and formal observations and assessments to identify capacities and strengths, as well as developmental delays and/or emotional disturbance in infants and young children served • Accurately interprets information from informal and formal observations and assessments to identify capacities and strengths, as well as relationship disturbances, disorders, and risks in early childhood families • Develops service plans that take into account each infant's/young child's and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities • Provides services that reinforce and nurture the caregiver-infant/young child relationship • Engages in parent-infant/young child psychotherapy to explore issues (including attachment, separation, loss) that affect the development and care of the infant/young child.

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	As Demonstrated By
Law, Regulation & Agency Policy Knowledge Areas *ethical practice* *government, law & regulation* *agency policy*	• Exchanges complete and unbiased information in a supportive manner with families and other team members • Practices confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member (*e.g.*, Children's Protective Services, Duty to Warn, etc.) • Maintains appropriate personal boundaries with infants/young children and families served, as established by the employing agency • Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Protective Services • Accurately and clearly explains the provisions and requirements of federal, state and local laws affecting infants/young children and families (*e.g.*, Part C of IDEA, child protection, child care licensing rules and regulations) to families, child or foster care staff, community-based programs • Shares information with non-citizen families and service agencies about the rights of citizen children of non-citizen parents • Personally works within the requirements of: • Federal and state law • Agency policies and practices • Professional code of conduct

Systems Expertise Knowledge Areas *service delivery systems* *community resources*	• Assists families to anticipate, obtain, and advocate for concrete needs & other services from public agencies and community resources • Actively seeks resources to address child and family needs • Works collaboratively with and makes referrals to other service agencies to ensure that the child(ren) and family receives services for which they are eligible and that the services are coordinated • Helps parents build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community • Makes families and service providers/agencies aware of community resources available to families

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	**As Demonstrated By**
Direct Service Skills Knowledge Areas *observation & listening* *screening & assessment* *responding with empathy* *treatment planning* *developmental guidance* *supportive counseling* *parent-infant/toddler psychotherapy* *advocacy* *life skills* *safety*	*For infants, young children, and families referred and enrolled for services:* • Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other and facilitates change • Works with the parent(s) and the infant/young child together, often in the home, in accordance with accepted practice • Observes the parent(s) or caregiver(s) and infant/young child together to understand the nature of their relationship, developmental strengths, and capacities for change • Conducts observations, discussions, and formal and informal assessments of infant/young child development, in accordance with established practice • Observes and articulates the infant's and parent's perspectives within a relationship context • Recognizes and holds multiple viewpoints, *e.g.*, the infant, the parent, the service provider • Interprets and synthesizes information (including family perceptions and priorities) from observations, discussions, and formal and informal assessments to: • Identify and feed back to the parent(s) or caregiver(s) the strengths, capacities, needs, and progress of the infant/young child and family/caregiver(s) • Develop mutually agreed upon service plans incorporating explicit objectives and goals • Formulate clinical recommendations that guide best practice • Effectively implements relationship-based, therapeutic parent-infant/young child interventions that enhance the capacities of parents and infants/young children • Helps parents identify goals and activities that encourage interaction and that can be woven into the infant's/young child's and family's daily routines • Uses multiple strategies to help parents or caregivers: • Understand their role in the social and emotional development of infants/young children • Understand what they can do to promote health, language and cognitive development in infancy and early childhood • Find pleasure in caring for their infants/young children • Promotes parental competence in: • Facing challenges • Resolving crises and reducing the likelihood of future crises • Solving problems of basic needs and familial conflict • Uses toys, books, media, etc., as appropriate to support developmental guidance • Diagnoses disturbances or disorders of infancy and mental illness in family members, as appropriate, using available diagnostic tools (*e.g.*, *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) , *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood* (DC-0 to 3R) • Attends and responds to parental histories of loss as they affect the care of the infant/young child, the parent's development, the emotional health of the infant/young child, and the developing relationship • Recognizes environmental and care giving threats to the health and safety of the infant/young child and parents, and takes appropriate action • Secures literature/brochures in families' language(s)

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	As Demonstrated By
Working with Others Skill Areas *building & maintaining relationships* *supporting others/mentoring* *collaborating* *resolving conflict* *empathy & compassion*	• Builds and maintains effective interpersonal relationships with families and professional colleagues by: • Respecting and promoting the decision-making authority of families • Understanding and respecting the beliefs and practices of the family's culture • Following the parents' lead • Following through consistently on commitments and promises • Providing regular communications and updates • Works with and responds to families & colleagues in a tactful and understanding manner • Provides positive, specific feedback to encourage and reinforce desired behaviors and interactions in families • Encourages parents to share with other parents (*e.g.*, through nurturing programs, parent-child interaction groups, etc.) • Provides emotional support to parents/caregivers and children when sad, distressed, etc. • Assists families to develop the skills they need to become their own advocates • Models appropriate behavior and interventions for new staff as they observe home visits • Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective, coordinated services • Works constructively to find "win-win" solutions to conflicts with colleagues (*e.g.*, interagency, peer-peer, and/or supervisor-supervisee conflicts)

Communicating Skill Areas *listening* *speaking* *writing*	• Actively listens to others; asks questions for clarification • Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior • Communicates honestly, sensitively, and empathetically with families, using non-technical language • Obtains translation services as necessary to ensure effective communication with families who do not speak English • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating notes, reports and correspondence

Copyright © 2002 MI-AIMH

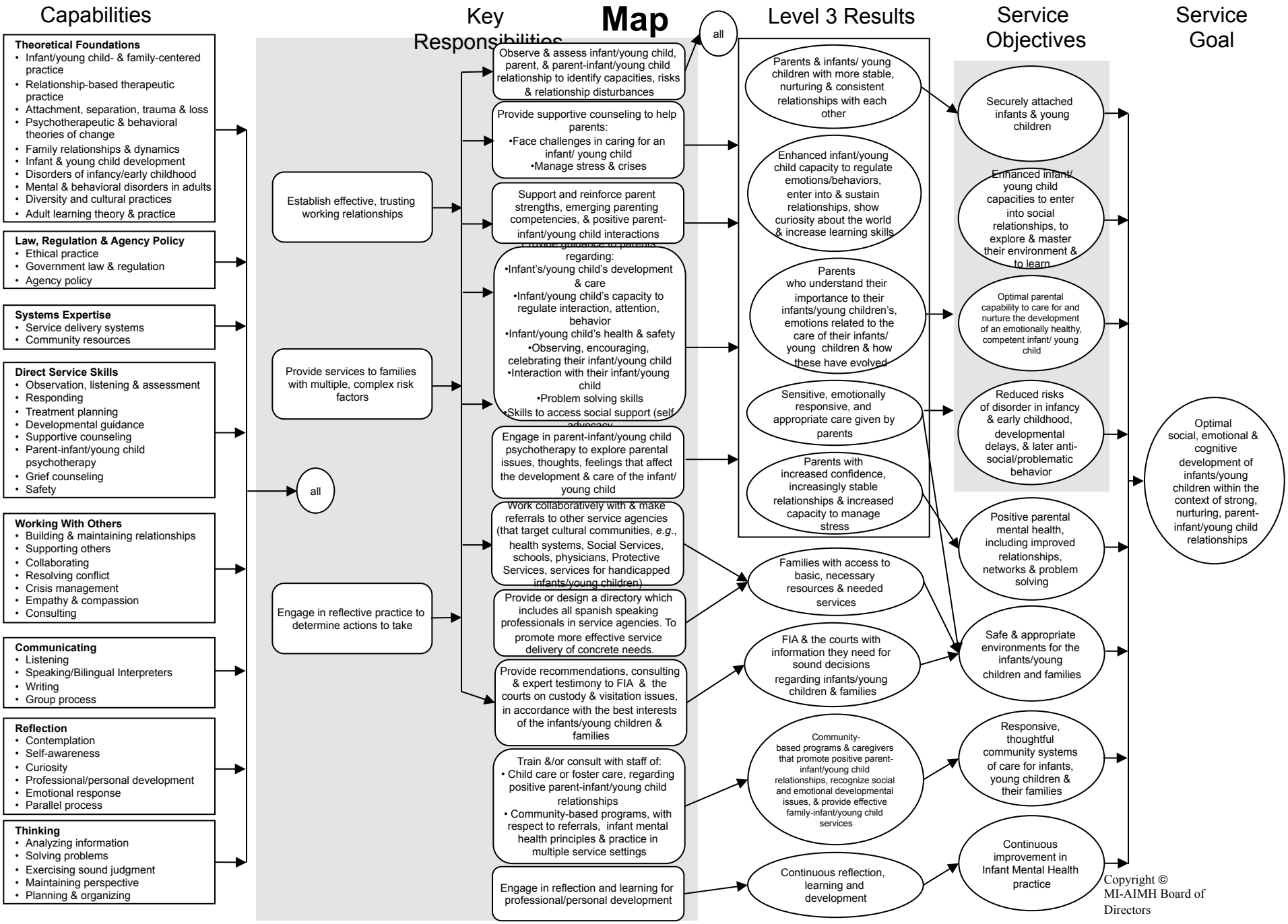
Competency Detail

Area of Expertise	**As Demonstrated By**
Thinking Skill Areas *analyzing information* *solving problems* *exercising sound judgment* *maintaining perspective* *planning & organizing*	• Sees and can explain the "big picture" when analyzing situations • Sees and can explain the interactions of various factors • Assigns priorities to needs, goals, and actions • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and consults with others when making important decisions • Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care • Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families • Employs effective systems for tracking individual progress, for assuring follow up, and for monitoring the effectiveness of service delivery as a whole

Reflection Skill Areas *contemplation* *self awareness* *curiosity* *professional/personal development* *emotional response* *parallel process*	• Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants or peers • Consults regularly with supervisor, consultants, peers to understand own capacities and needs, as well as the capacities and needs of families • Seeks a high degree of agreement between self-perceptions and the way others perceive him/her • Remains open and curious • Identifies and participates in learning activities related to the promotion of infant mental health • Keeps up-to-date on current and future trends in child development and relationship-based practice • Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and to recognize areas for professional and/or personal development

Copyright © 2002 MI-AIMH

Infant Mental Health Specialist (Level 3) Impact Map



Copyright © MI-AIMH Board of Directors

Michigan Association for Infant Mental Health

Competency Guidelines

LEVEL IV, INFANT MENTAL HEALTH MENTOR

INTRODUCTION

The Level IV Competency Guidelines were developed by the Michigan Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and the behaviors that demonstrate competency.

In both the Impact Map and the Competency Detail, you'll notice alphabetic codes in parentheses besides certain Competencies. These codes indicate the specific area(s) of responsibility that the competency most directly impacts, as follows:

C Core Responsibilities
S Clinical Supervision, Consultation & Training
T Teaching, Research & Evaluation
P Policy/Program Administration

For example, the code "C" beside "Working with Others" indicates that this competency group directly impacts the Core Responsibilities area.

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	As Demonstrated By
Theoretical Foundations Knowledge Areas *pregnancy & early parenthood* *infant & young child development and behavior* *Infant/young child- & family-centered practice* *relationship-based, therapeutic practice* *family relationships & dynamics* *attachment, separation, trauma & loss* *psychotherapeutic & behavioral theories of changes* *disorders of infancy/early childhood* *mental & behavioral disorders in adults* *cultural competence* *adult learning theory & practice* *statistics* *research & evaluation*	*May practice each of the following oneself, but more importantly nurtures these skills in novice practitioners, students, clients and other colleagues. All are **C** and/or **S**:* • Identifies both typical and atypical development during pregnancy, infancy and early childhood, through formal observation, assessment, and in day-to-day interactions with the infant/young child and family • Provides information, guidance, and support to families related to the development and care of infants and young children to further develop their parenting capabilities and the attachment relationship • Demonstrates expertise regarding the conditions that optimize early infant brain development • Provides interpreters and literature in languages that meets community's needs • Accurately interprets information from informal and formal observations and assessments to identify capacities and strengths, as well as developmental delays and/or emotional disturbance in infants and young children served • Accurately interprets information from informal and formal observations and assessments to identify capacities and strengths, as well as relationship disturbance, disorders, and risks in early childhood families • Develops service plans that take into account each infant's/young child's and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities • Provides services that reinforce and nurture the caregiver-infant/young child relationship • Engages in parent-infant/young child psychotherapy to explore issues (including attachment, separation, loss) that affect the development and care of the infant/young child. • Recognizes conditions which require the assistance of other professionals from health, mental health , education, and child welfare systems • Shares with families an understanding of family relationship development, with sensitivity to cultural differences *Typically demonstrates these skills oneself:* • Applies understanding of cultural competence to communicate effectively and establish positive relationships with a wide range of people and organizations, and demonstrate respect for the uniqueness of each family's culture and practices **(C)** • Writes articles, books, manuals on infant mental health principles and practice **(T)** • Designs, develops, and delivers effective learning interventions as part of conferences, workshops, university courses and other opportunities to educate on effective infant mental health principle and practice **(T)** • Monitors or evaluates service process and outcomes **(S, T)** • Designs, leads, and manages research projects intended to increase the body of knowledge on infant mental health, early development, and effective interventions **(T)** • Develops or impacts policy and practice intended to increase the extent or effectiveness of infant mental health interventions **(P)**

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise	As Demonstrated By
Law, Regulation & Agency Policy Knowledge Areas *ethical practice* *government, law & regulation* *agency policy*	*All are **C**, **S**, **T** and **P**:* • Models the exchange of complete and unbiased information in a supportive manner with families, colleagues, other practitioners, students, agency representatives, legislators and others • Models and coaches the maintenance of confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member (*e.g.*, Children's Protective Services, Duty to Warn) • Models and coaches colleagues regarding the maintenance of appropriate personal boundaries with infants/young children and families served • Models and provides coaching to novice service providers in the negotiation of the dual roles of family advocate and infant/young child advocate in situations in which an infant's/young child's health and safety may be at risk • Models and coaches respect and advocacy for, and the upholding of, the rights of infants, young children, and families • Accurately and clearly explains the provisions and requirements of federal, state, and local laws affecting infants/young children and families (early intervention, child protection) to families, students, practitioners, infant mental health programs, community groups, etc., including the rights of citizen children of non-citizen parents • When consulting/providing expert testimony to agencies, programs, legislative bodies, and service systems, develops conclusions and recommendations that reflect the needs and best interests of the infant/young child within the context of the family • In all activities, personally models working within the letter and spirit of: • Federal, state, and local law • Agency policies and practices • Professional code of conduct

Systems Expertise Knowledge Areas *service delivery systems* *community resources*	*All are **C**, **S**, **T** and **P**:* Provides advice and referral information to colleagues, practitioners, agencies, community organizations, and families on the services available through the formal service delivery systems (Protective Services, Department of Education, Community Mental Health, etc.) and through other community resources (*e.g.*, churches, food banks, day care centers, family members, friends, other families) Bases consulting advice and recommendations on an expert knowledge

	of the formal service delivery systems and community resources Receives on-going in-service training on cultural competence in regards to service delivery

Competency Detail

Area of Expertise	As Demonstrated By
Direct Service Skills Knowledge Areas *observation & listening* *screening & assessment* *responding with empathy* *treatment planning* *developmental guidance* *supportive counseling* *parent-infant/toddler psychotherapy* *advocacy* *safety* *reflective clinical supervision*	*For Level 4 professionals focused on Clinical Supervision and/or Training-* *models, coaches and otherwise instructs in the following competencies (**S**, **T**)*: • Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other, and facilitates change • Works with the parent(s) and infant/young child together, primarily in the home, in accordance with accepted practice • Observes the parent(s) or caregiver(s) and infant/young child together to understand the nature of their relationship, culture, developmental strengths, and capacities for change • Conducts observations, discussions, and formal and informal assessments of infant/young child development, in accordance with established practice • Interprets information (including family perceptions and priorities) from observations, discussions, and formal and informal assessments to: • Identify and feed back to the parent(s) or caregiver(s) the strengths, capacities, needs and progress of the infant/young child and family/caregivers • Develop mutually agreed upon service plans incorporating explicit objectives and goals • Effectively implements relationship-based, therapeutic parent-infant/young child interventions that enhance the capacities of parents and infants/young children • Helps parents identify goals and activities that encourage interaction and that can be woven into the infant's/ young child's and family's daily routines • Uses multiple strategies to help parents/caregivers: • Understand their role in the social and emotional development of infants and young children • Understand what they can do to promote health, language and cognitive development in infancy and early childhood • Find pleasure in caring for their infants/young children • Promotes parental competence in: • Facing challenges • Resolving crises and reducing the likelihood of future crises • Solving problems of basic needs and familial conflict • Uses toys, books, media, etc., as appropriate to support developmental guidance • Diagnoses disturbances or disorders of infancy and mental illness in family members, as appropriate, using available diagnostic tools (*e.g.*, *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) , *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood* (DC-0 to 3R) • Attends and responds to parental histories of loss as they affect the care of the infant/young child, the parent's development, the emotional health of the infant/young child, and the developing relationship • Recognizes environmental and care giving threats to the health and safety of the infant/young child and parents, and takes appropriate action • Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families, including: • Observation of own feelings and thoughts regarding the selection and use of clinical interventions in various settings • Effects of treatment relationships and of specific interventions

Competency Detail

Area of Expertise	**As Demonstrated By**
Working with Others Skill Areas *building & maintaining relationships* *supporting others* *coaching & mentoring* *collaborating* *resolving conflict* *crisis management* *empathy & compassion* *consulting*	All are Core Responsibilities **(C)**: • Builds and maintains effective interpersonal relationships with a broad range of people: families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: • Being proactive in establishing connections • Sharing information • Partnering on projects (*e.g.*, research, publication, program development, legislation, education initiatives) • Identifying and reaching out to cultural families not being served or being under-served • Deals with all people in a tactful and understanding manner • Provides a safe and supportive supervisory relationship in which the supervisee can explore ideas, reflect about cases, and grow • Actively participates and works cooperatively with interagency teams, planning committees, and ongoing work groups • As an expert resource, provides guidance and feedback, often in one-on-one mentoring relationships, to novice practitioners, graduate students, and other colleagues as requested • Models and coaches strategies for identifying "win-win" solutions to conflicts and for improving families' ability to resolve conflicts themselves, with sensitivity to cultural differences • Models and coaches sensitive, caring approach to families served • Provides expert advice, testimony, and/or recommendations to programs, agencies, legislative bodies, service systems, taking into account needs, goals, context, and constraints to: • Help develop policy & procedure that support relationship-based work • Advocate for policy, program, and/or system improvements • Obtain funding

Leading People Skill Areas *motivating* *advocacy* *developing talent*	*All are **S**, **T** and **P**:* • Models personal commitment and empathy in all aspects of the practice of infant mental health • Uses influencing and persuading skills, backed by own and others expert knowledge, to promote effective infant mental health principles, practice, and programs • Coaches novice practitioners, students, colleagues, reporting employees, clients in a range of skills to help them become: • Highly effective infant mental health practitioners/professionals • Positively contributing human beings • Culturally aware individuals

Copyright © 2002 MI-AIMH

Competency Detail

Area of Expertise As Demonstrated By

Communicating Skill Areas *listening* *speaking* *writing* *group process*	*All are **S**, **T** and **P**:* • Actively listens to others; clarifies others' statements to ensure understanding • Appropriately uses and interprets non-verbal behavior • Communicates honestly, professionally, sensitively, and empathetically with any audience • Demonstrates clarity, focus, accuracy, and diplomacy when speaking at workshops, meetings, conferences, legislative sessions, committee meetings • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating books, articles, research, Web content, grant applications, instructional and meeting materials, reports, and correspondence • Effectively facilitates small groups (*e.g.*, interdisciplinary or interagency teams)

Thinking Skill Areas *analyzing information* *solving problems* *exercising sound judgment* *maintaining perspective* *planning & organizing*	*Practices each of the following oneself, but also nurtures these skills in novice practitioners, students, clients, and other colleagues (**S**, **T** and **P**) :* • Sees and can explain the "big picture" when analyzing situations • Sees and can explain the interactions of various factors • Assigns priorities to needs, goals, and actions • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and own expertise in making decisions • Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care • Defines, creates a sequence for, and prioritizes tasks necessary to perform role and achieve goals (especially goals related to complex, organizational initiatives) • Employs effective systems for tracking progress and assuring follow-up

Reflection Skill Areas *contemplation* *self awareness* *curiosity* *professional/personal development* *emotional response* *parallel process*	*Practices each of the following oneself, but also nurtures these skills in novice practitioners, students, clients, and other colleagues. All are **C** and **S**:* • Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns with supervisor or mentor • Seeks a high degree of congruence between self-perceptions and the way others perceive him/her • Consults regularly with others to understand own capacities and needs, as well as the capacities and needs of families • Encourages others (peers, supervisees, et al.) to examine their own thoughts, feelings, and experiences in determining actions to take • Remains open and curious • Uses results of reflection to identify areas for personal development; identifies and participates in value-added learning activities • Keeps up-to-date on current and future trends in infant/young child development and infant mental health practice

Competency Detail

Area of Expertise	**As Demonstrated By**
Administration Skill Areas *program management* *program development* *program evaluation* *program funding*	*For Level 4 professionals focused on Policy/Program Administration (all are **P**):* • Manages one's organization from the perspective of relationship-based service and infant/young child- and family-centered practice • Identifies opportunities and needs for program improvements, expanded services, and new services • Partners with agencies, programs, legislative bodies, and/or service systems to develop new programs and/or achieve program improvements • May take the lead in realizing new programs/improvements • Establishes and monitors process and outcomes measures for continuous quality improvement; feeds information back to staff • Assists agencies, programs, legislative bodies, and service systems in obtaining funding, including grant development and preparation • Advocates for funds/programming for effective service delivery to families outside of the dominant culture • Promotes research for program improvements in regards to multi-cultural service delivery

Research and Evaluation Skill Areas *study of infant relationships & attachment* *study of infant development and behavior* *study of families*	*For Level 4 professionals focused on Teaching, Research and Evaluation (all are **T**):* • Generates research questions that promote infant mental health • Generates new knowledge and understanding of infants, parents, caregivers and relationship-based practice based on sound research • Assists programs and agencies in measuring outcomes related to the optimal well-being of infants, toddlers, families and their caregiving communities • Generates research that reflects cultural competence in the infant-family field • Applies research findings to culturally sensitive, relationship-based practice promoting infant mental health • Shares his/her generated knowledge with other via publication and/or presentations in/at infant-family related books, journals, and conferences

Copyright © 2002 MI-AIMH

Infant Mental Health Mentor (Level 4) Impact Map

NOTE: Level 4 candidates will all perform the Core Responsibilities & have a Primary Responsibility in 1 of the other 3 areas. In addition, they may perform responsibilities from the remaining two areas.

Capabilities

Working With Others (C)
- Building & maintaining relationships
- Supporting others
- Coaching & mentoring
- Collaborating
- Resolving conflict
- Crisis management
- Empathy & compassion
- Consulting

Reflection (C, S)
- Contemplation
- Self-awareness
- Curiosity
- Professional and personal development
- Emotional response
- Parallel process

Theoretical Foundations
- Infant/young child- and family-centered practice
- Relationship-based therapeutic practice
- Attachment, separation, trauma & loss
- Psychotherapeutic & behavioral theories of change
- Family relationships and dynamics
- Infant & young child development
- Disorders of infancy/early childhood
- Mental & behavioral disorders in adults
- Diversity
- Adult learning theory & practice
- Statistics, research & evaluation
- Research & evaluation

Law, Regulation & Agency Policy
- Ethical practice
- Government law & regulation
- Agency policy

Systems Expertise
- Service delivery systems
- Community resources

Direct Service Skills
- Observation, listening & assessment
- Responding
- Treatment planning
- Developmental guidance
- Supportive counseling
- Parent-infant/young child psychotherapy
- Grief counseling
- Safety
- Reflective clinical supervision

Leading People
- Motivating
- Advocacy
- Developing talent

Communicating
- Listening
- Speaking
- Writing
- Group process

Thinking
- Analyzing information
- Solving problems
- Exercising sound judgment
- Maintaining perspective
- Planning & organizing

Administration (P)
- Program management
- Program development
- Program evaluation
- Program funding

all

Key Responsibilities

Core Responsibilities (C)
- Model effective, trusting working relationships
- Develop relationships with agencies, programs & systems to ensure alignment of activities with infant mental health principles
- Engage in reflective practice to identify own strengths & areas for growth; engage in learning & development for professional and/or personal improvement
- Educate &/or mentor students, staff, colleagues, and decision makers on Infant Mental Health principles and practice

Clinical Supervision, Consultation & Training (S)
- Provide reflective supervision, training, feedback & guidance to Infant Mental Health practitioners to help them:
  - Become more effective practitioners
  - Develop as human beings
- Communicate effective infant mental health principles and practice to colleagues & staff in:
  - Observations & assessments
  - Supportive counseling & developmental guidance to parents
  - Parent-infant/young child psychotherapy
- Provide case & program consultation to staff of other agencies to enhance social and emotional development of infants and young children

Teaching, Research & Evaluation (T)
- Teach, speak publicly, *and/or* publish written works
- Conduct research that increases the body of knowledge on infant mental health and effective interventions
- Conduct process & outcome evaluations

Policy/Program Administration (P)
- Run one's organization from a relationship-based, outcome-oriented perspective
- Participate in interagency planning & service implementation
- Provide consulting, recommendations, & expert testimony to local & state programs, agencies, service systems & legislative bodies to:
  - Help develop policy & procedure that support relationship-based work
  - Advocate for policy/program/system improvements
  - Obtain funding

all

all

Level 4 Results

- High quality, highly effective services to infants/young children & parents – by IMH staff & staff of other agencies
- Timely & effective resolution of performance & service problems
- Highly motivated & satisfied practitioners and reporting staff
- Increased number of highly effective infant mental health (IMH) & other practitioners at all levels
- Increased body of knowledge of effective IMH principles & practice
- Continuously improved:
  - Public/agency policy & procedure
  - IMH services
  - Collaborative interagency systems of care

Service Objectives

- Securely attached infants & young children
- Enhanced infant/young child capacities to enter into social relationships, to explore & master their environment & to learn
- Optimal parent capability to care for and nurture an emotionally healthy, competent infant/young child
- Reduced risks of disorder in infancy & early childhood, developmental delays, & later anti-social/problematic behavior
- Positive parental mental health, including improved relationships, networks & problem solving
- Safe & appropriate environments for the infant/young child
- Continuous improvement in Infant Mental Health practice
- Responsive, thoughtful community systems of care for infants, young children & their families

Service Goal

Optimal social, emotional & cognitive development of infants/young children within the context of strong, nurturing, parent-infant/young child relationships

Copyright © MI-AIMH Board of Directors

GLOSSARY

Attachment: An emotional bond between a parent/primary caregiver and infant that develops over time and as a result of positive careseeking behaviors (*e.g.*, crying, smiling, vocalizing, grasping, reaching, calling, following) and responsive caregiving (*e.g.*, smiling, talking, holding, comforting, caressing).

Candidate: a professional/service provider who has applied for the MI-AIMH Endorsement at Levels 1, 2, 3, or 4.

Candidate's Waiver: an agreement signed by an endorsement candidate waiving the right to review professional reference forms.

Children's Protective Services: a state-wide system to prevent or treat the abuse and neglect of children within the Family Independence Agency.

Collaborate: Work willingly with other direct service providers, parents, community agencies, faculty, and other professionals to obtain, coordinate, and research services that effectively nurture infants and families.

Competency Guidelines: Describe specific areas of expertise, responsibilities and behaviors that are required to earn the MI-AIMH Endorsement at Level 1 (Infant Family Associate), Level 2 (Infant Family Specialist), Level 3 (Infant Mental Health Specialist), and Level 4 (Infant Mental Health Mentor). Areas of expertise, very generally described here, include theoretical foundations; law, regulation and policy; service systems; direct service skills; working with others; communicating; reflection; and thinking.

Consultation: an opportunity for professionals/service providers to meet regularly with an experienced infant mental health professional to examine thoughts and feelings in relationship to work with infants, toddlers, and families.

Cultural Competence: The ability to observe, understand and respond, appreciating individual capacities and needs of infants, toddlers and families with respect for their culture, including race, ethnicity, values, behaviors and traditions.

Cultural Sensitivity: The ability to respect and acknowledge differences in beliefs, attitudes and traditions related to the care and raising of young children, remaining open to different points of view and approaching families with respect for their cultural values.

Early Childhood-Related Professional: a professional/service provider who works with infants and very young children (birth to five years). Examples include a child care provider, an early head start teacher, a family support specialist, a home visitor, a maternal support specialist, and an infant mental health specialist.

Endorsement: Recognition and documentation of competency within the infant and family field.

Family-Centered Practice: the infant and family professional/service provider's ability to focus on the infant or toddler within the context of the family and to respect the family's strengths and needs as primary.

Infant Family Associate: a professional/service provider who meets the requirements for MI-AIMH Endorsement at Level 1.

Infant Family Specialist: A professional/service provider who meets the requirements for MI-AIMH Endorsement at Level 2.

Infant Mental Health: An interdisciplinary field dedicated to promoting the social and emotional well-being of all infants, toddlers, and families within the context of secure and nurturing relationships. Infant mental health services support the growth of healthy attachment relationships in early infancy, reducing the risk of delays or disorders and enhancing enduring strengths.

Infant Mental Health Mentor: a professional/service provider who meets the requirements for MI-AIMH Endorsement at Level 4.

Infant mental health specialist: a professional/service provider who meets the requirements for MI-AIMH Endorsement at Level 3.

Intensive In-Service Training: training experiences that offer opportunities for discussion and reflection about the development, behavior or treatment of infants and toddlers within the context of the family; full day training experiences or training over time, e.g., 6 hours monthly for 6 months; 3 hours monthly for 12 months.

Mentor: an experienced infant mental health professional who offers guidance, support and learning opportunities to professionals/service providers within the infant and family field. An Infant Mental Health Mentor meets the requirements for MI-AIMH Endorsement at the highest level, Level 4.

MI-AIMH Endorsement Advisor: a professional/service provider who meets the requirements for endorsement at Levels 2, 3, or t, is a member of MI-AIMH, and who agrees to guide an endorsement candidate through the MI-AIMH Endorsement process.

MI-AIMH Endorsement Committee: members identified by the MI-AIMH President and Executive Board to develop the endorsement for infant and family professionals/service providers for the association.

Observation: the infant and family professional/service provider's ability to describe what he/she sees when working with infants and families and to examine and reflect on the meaning of those observations with a colleague or supervisor/consultant.

Professional Development Plan: an individual approach to professional growth within the infant and family field that encourages the fulfillment of requirements for the MI-AIMH Endorsement through education, training, and supervised work experiences.

Reflective: Self aware, able to examine one's professional and personal thoughts and feelings in response to work within the infant and family field.

Reflective practice: Able to examine one's thoughts and feelings related to professional and personal responses within the infant and family field.

Relationship-based practice: Values early developing relationships between parents and young children as the foundation for optimal growth and change; directs all services to nurture early developing relationships within families; values the working relationship between parents and professionals as the instrument for therapeutic change; values all relationship experiences, pas and present, as significant to one's capacity to nurture and support others.

Service Plan: a plan for family guidance, support and intervention that is discussed and mutually agreed upon by a professional/service provider and parent(s).

Supervision: a learning experience in which a professional/service provider meets regularly with an experienced infant mental health professional to examine professional and personal thoughts and feelings in relationship to work in the infant and family field.