



The Georgetown Infant and Early Childhood Mental Health Certificate Program Crosswalk to Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®

Deepen your clinical knowledge and develop the skills to deliver culturally competent care



GEORGETOWN UNIVERSITY
Center for Child and
Human Development



MedStar Georgetown
University Hospital



GEORGETOWN UNIVERSITY
School of Continuing Studies



Alliance for the Advancement of
Infant Mental Health

Georgetown University School of Continuing Studies & Alliance for the Advancement of Infant Mental Health

The Online Certificate in Infant & Early Childhood Mental Health is a comprehensive program for professionals seeking to deepen their clinical knowledge and experience working with parents and young children. Participants will have the opportunity to review, discuss, and synthesize cutting-edge materials and learn from luminaries in the infant mental health field.

With a combination of monthly live presentations, reflective dialogue, small group interactions and asynchronous learning, participants will engage in dynamic discussions with thought leaders and peers from around the country. Central to the program is an anti-racist approach when working with families and children. Additionally, the program intentionally integrates diversity, equity, and culture throughout the program. Networking opportunities are facilitated by leveraging connections that have been built among the faculty with infant and early childhood mental health professionals across the country and in the Washington, D.C., area.

Upon successful completion of the certificate, you will be able to:

- Analyze the history, theory, and critical concepts in infant and early childhood mental health.
- Understand child development from birth to five, symptoms that emerge during this time period, and risk factors for atypical development.
- Identify assessments and screeners available to use during early childhood; learn the diagnostic categories for 0-5-year-olds and how to apply them through case discussion and real-world experience.
- Identify opportunities for prevention of mental and neurodevelopmental disorders and interventions that are used in early childhood to mitigate outcomes with an emphasis on the early effects of trauma.
- Recognize areas of need and how to deliver culturally competent care, and gain insight into multiple systems that interact with infants and young children.
- Recognize how parent-child interactions and ecological systems shape brain development.



Georgetown University School of Continuing Studies & Alliance for the Advancement of Infant Mental Health

Endorsement for Culturally–Sensitive, Relationship–Focused Practice Promoting Infant & Early Childhood Mental Health (Endorsement) is an international credential supported by the Alliance for the Advancement of Infant Mental Health (Alliance). The credential is built upon multiple knowledge and skill areas that are unique to the infant/early childhood mental health (IECMH) workforce (examples: attachment, relationship–focused practice, infant development & behavior), as identified in the Competency Guidelines (MI–AIMH 2017©).

The mission of the Alliance is to build and sustain a diverse workforce, informed by infant and early childhood mental health principles, that strengthen early relationships. We accomplish our mission through advancing social and economic justice and becoming an antiracist organization, supporting professional development and research, and engaging Associations for Infant Mental Health (AIMHs) as partners. We partner with AIMHs so that AIMHs can support, grow, diversify, and advocate for their local IECMH–informed workforces. A primary way of doing this is through the Endorsement process. Growing evidence indicates that endorsed professionals are better prepared to support the foundational early development of babies and young children in the context of their caregiving relationships.

Infant and Early Childhood Mental Health Endorsement (IMH–E®/ECMH–E®) requires that professionals within this specialized workforce demonstrate knowledge, skills, and reflective experiences. As such, Endorsement offers an opportunity to recognize the specialized skill set required to work with pregnant people, infants, young children, and families, as well as an acknowledgement that the professional appreciates and implements best practice when working with this population.

Individuals can earn Endorsement¹ in the category that is the best fit for one’s scope of practice

- Promotion: Infant Family Associate (IFA) & Early Childhood Family Associate (ECFA)
- Prevention/Early Intervention: Infant Family Specialist (IFS) & Early Childhood Family Specialist (ECFS)
- Treatment/Intervention: Infant Mental Health Specialist (IMHS) & Early Childhood Mental Health Specialist (ECMHS)
- Leadership: Infant Mental Health Mentor (IMHM) & Early Childhood Mental Health Mentor (ECMHM) – Clinical, Policy, & Research/Faculty

¹ All member AIMHs of the Alliance have licensed the use of the IMH–E®. The ECMH–E® was released in 2019; not all AIMHs have licensed it. Please contact your own AIMH to find out whether the AIMH has licensed the ECMH–E®

Georgetown University School of Continuing Studies & Alliance for the Advancement of Infant Mental Health

This crosswalk was produced by two organizations who have a shared commitment to workforce development for the IECMH field: Georgetown School of Continuing Studies and the Alliance. This crosswalk is designed to allow Endorsement applicants and endorsees to document how training in the Georgetown University Infant and Early Childhood Mental Health Certificate supported their professional learning journey.

The crosswalk identifies the knowledge/skill areas, as identified in the Competency Guidelines, that are addressed or met for each category of Endorsement, across the Georgetown Infant and Early Childhood Mental Health Certificate Program. One knowledge/skill area is listed per clock hour of training. For members of the Alliance: this crosswalk has been approved as a Tier 4 co-branded crosswalk.²

This certificate program content was reviewed specifically for the purpose of addressing competencies that professionals applying for or renewing Endorsement would require in their training record. Please see the Notes columns of the crosswalk for information about whether the identified knowledge/skill areas were met or partially met and for which Endorsement categories. Endorsement application.



² Member AIMHs of the Alliance will have access to the Crosswalk Policy which outlines the crosswalk tiers.

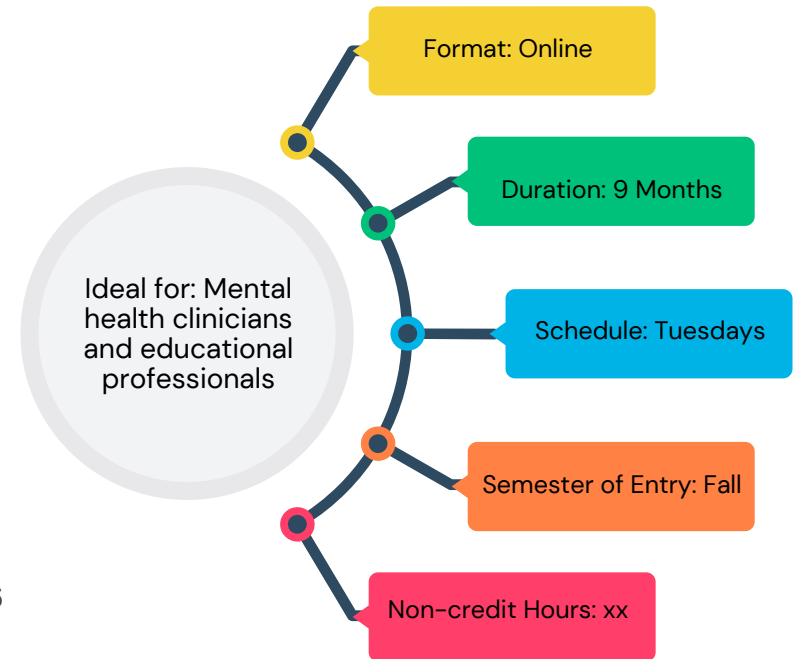
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For Endorsement Applicants:

Once you have completed the Georgetown University Infant and Early Childhood Mental Health Certificate, you can submit a copy of your crosswalk to your AIMH's Endorsement Coordinator. This will be uploaded to your Endorsement application.

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It is important to note that the knowledge/skill areas that make up the Competency Guidelines are the same for both IMH-E® and ECMH-E®; the competencies encompass a range of knowledge and skill areas that drive best practice with or on behalf of pregnant moms, children ages 0 up to 6 years old, and their caregivers/families. IMH-E® applicants are required to demonstrate competency from prenatal up to 36-months of age. Training experience specific to 3 up to 6-years old can be added to an IMH-E® application, however, the bulk of the training experience must be specific to prenatal up to 36-months of age. ECMH-E® applicants are required to demonstrate competency prenatal up to 6-years of age. This supports our core understanding that the first three years of life are the foundation for all subsequent development. Additionally, we believe that we come to better understand the needs of older children when we more fully understand infancy and toddlerhood.



Georgetown University School of Continuing Studies & Alliance for the Advancement of Infant Mental Health

Testimonial

"Everything has been very helpful in increasing my knowledge and awareness as to how I practice my profession with my students and their families."



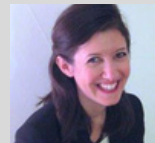
Testimonial

"Every encounter and engagement have been very relevant as I am contemplating switching my work/ service with the adolescents to infants/ toddlers. To see professionals in the field come together with their individual expertise and perspective and harmonize with each other to broaden understanding and deepen impact was very special to witness."



"This certificate program provides varied opportunities for learners to gain important insights and learn from leaders at Georgetown and their national partners. The program is in the vanguard of bringing together theory with an understanding of community partnerships and family engagement as well as real world practical applications to help young children and their families flourish."

– Emily Aron, M.D., Co-Director



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Theoretical Foundations

As demonstrated by: May practice each of the following on his/her own but, more importantly, facilitates these skills in novice practitioners, students, clients, and other colleagues Applies to all designations (A):

- Understands both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and day-to-day interactions with the infant/young child and family
- Supports provision of information, guidance, and support to families related to the development and care of infants and young children to further develop parenting capabilities and the attachment relationship
- Understands the conditions that optimize early infant and young child brain development
- Supports communication in languages that meet the community's needs –Supports 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
- Supports the development of service plans that account for the unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities of each infant/young child and family

Typically demonstrates these skills on his/her own:

- Applies understanding of cultural competence to communicate effectively and establish positive relationships with a wide range of people and organizations (A)
- Writes articles and books on infant and early childhood mental health principles and practice (P, R/F)
- Promotes, develops, and delivers effective learning interventions as part of conferences, workshops, university courses, and other opportunities to educate on effective infant mental health principles and practices (P, R/F)
- Facilitates monitoring and evaluation of service process and outcomes (P, R/F)
- Promotes research projects intended to increase the body of knowledge about infant and early childhood mental health, early development, and effective interventions (P, R/F)
- Develops or impacts policy and practice intended to increase the extent or effectiveness of infant and early childhood mental health interventions (P)















Skill area
met



















Skill area
partially/not
met



Theoretical Foundations

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Pregnancy and Early Parenthood	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Infant/Young Child Development & Behavior	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Infant/Young Child Family-Centered Practice	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Relationship-Focused Therapeutic Practice	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Family Relationships and Dynamics	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Attachment, Separation, Trauma, Grief & Loss	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 

Theoretical Foundations

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Psychotherapeutic and Behavioral Theories of Change*	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Disorders of Infancy/Early Childhood	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Mental and Behavioral Disorders in Adults*	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM  	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  
Cultural Humility	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Adult Learning Theory and Practice*	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM  	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  
Statistics* Required for IMHM RF Only	Partially Met Only Required for IMHM-RF 	Partially Met Only Required for ECMHM-RF 

Theoretical Foundations

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Research and Evaluation* Required for IMHM RF Only	Skill area met Only Required for IMHM-RF 	Skill area met Only Required for ECMHM-RF 

Law, Regulation, and Agency Policy

As demonstrated by: Applies to all designations (A):

- Exchanges complete and unbiased information in a supportive manner with service recipients, colleagues, agency representatives, legislators, and others
- Promotes the maintenance of confidentiality of each family's information in all contexts with the exception being when making necessary reports to protect the safety of a family member (eg, Children's Protective Services, Duty to Warn)
- Respects and advocates for the rights of infants, young children, and families
- Understands, utilizes, and facilitates adherence to provisions and requirements of federal, state, and local laws affecting infants/young children and families (eg, early intervention, child protection) within infant and early childhood mental health programs, community groups, etc, including the rights of citizen children of non-citizen parents
- When consulting/providing expert testimony to agencies, service systems, legislative bodies, and programs, develops conclusions and recommendations that reflect the needs and best interests of the infant/young child within the context of the family
- Understands and makes effective use of federal, state, and agency funding, contracting, and reporting requirements to enhance service availability and effectiveness









Skill area met



Skill area partially/not met



Law, Regulation, and Agency Policy

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Ethical Practice	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Government, Law, & Regulation	Skill area not met 	Skill area not met 
Agency Policy	Skill area not met 	Skill area not met 

Systems Expertise

As demonstrated by – Applies to all designations (A):

- Understands the services available through formal service delivery systems (e.g., child welfare, education, mental health, health), through other community resources (e.g., churches, food banks, child care services), and through informal supports (e.g., family members, friends, other families)
- Utilizes expert knowledge of the formal service delivery systems and community resources to make decisions and recommendations







Skill area met



Skill area partially/not met



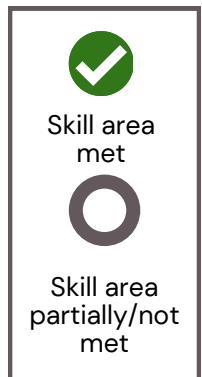
Systems Expertise

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Service Delivery Systems	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM 	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM 
Community Resources	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM 	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM 

Direct Service Skills

**As demonstrated by – Models, coaches, promotes, and otherwise instructs in the following competencies
Applies to all designations (A):**

- Establishes a 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 share feedback with 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-focused, 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 can be woven into the daily routines of the infant/young child and family
- 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 infants/young children



Direct Service Skills

As demonstrated by – Models, coaches, promotes, and otherwise instructs in the following competencies

Applies to all designations (A)(cont):

- 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
- Identifies/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-V], Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood [DC: 0-5™])
- 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 caregiving 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, and
 - Effects of treatment relationships and of specific interventions
- Promotes infant and young childhood mental health service system delivery that includes screening, referral assessment, use of diagnostic tools, development of trusting relationships, service planning, relationship-based therapeutic parent-infant/young child interventions, and interagency collaboration
- Promotes reflective supervision
- Encourages use of data to improve practice



Skill area
met



Skill area
partially/not
met













Direct Service Skills

As demonstrated by – Models, coaches, promotes, and otherwise instructs in the following competencies
Applies to all designations (A)(cont):

- Understands the services available through formal service delivery systems (e.g., child welfare, education, mental health, health), through other community resources (e.g., churches, food banks, child care services), and through informal supports (e.g., family members, friends, other families)
- Utilizes expert knowledge of the formal service delivery systems and community resources to make decisions and recommendations



Direct Service Skills

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Observation & Listening	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM 	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM 
Screening & Assessment	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM 	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM 
Responding with Empathy	Skill area met for IFA, IFS IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Intervention/Treatment Planning*	Skill Area Partially Met for IMHS, & IMHM 	Skill Area Partially met for ECMHS, & ECMHM 
Developmental Guidance*	Skill area met for IMHS, & IMHM 	Skill area met for ECMHS, & ECMHM 
Supportive Counseling*	Skill Area Partially Met for IMHS, & IMHM 	Skill Area Partially met for ECMHS, & ECMHM 

Direct Service Skills

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Parent-Infant/Young Child Relationship-Based Therapies and Practices*	Skill Area Partially Met for IMHS, & IMHM <input type="radio"/>	Skill Area Partially met for ECMHS, & ECMHM <input type="radio"/>
Advocacy	Skill area met for IFA, IFS IMHS, & IMHM <input checked="" type="checkbox"/>	Skill area met for ECFA, ECFS ECMHS, & ECMHM <input checked="" type="checkbox"/>
Reflective Supervision*	Skill Area Partially Met for IMHM <input type="radio"/>	Skill Area Partially met for ECMHM <input type="radio"/>
Safety	Not met <input type="radio"/>	Not met <input type="radio"/>

Working With Others

As demonstrated by: Applies to all designations (A):













- Builds and maintains effective interpersonal relationships with a broad range of people including 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 families of cultures not being served or being underserved
- Deals with all people in a tactful and understanding manner
- Promotes 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 to novice staff, graduate students, and other colleagues as requested
- Provides expert advice, testimony, and/or recommendations to programs, agencies, legislative bodies, and service systems, taking into account needs, goals, context, and constraints to:
 - Develop policy and procedure that support relationship-focused work
 - Advocate for policy, program, and/or system improvements
 - Obtain funding and other resources







Applies to Clinical designation (C):

- Training/coaching of caregivers and/or other professionals (e.g., child care teacher, foster parent, health, mental health, legal)

Working With Others

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Building and Maintaining Relationships	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Supporting Others	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Coaching and Mentoring*	Skill Area Partially Met for IMHM 	Skill Area Partially met for ECMHM 
Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Resolving Conflict	Not met 	Not met 
Crisis Management*	Not met 	Not met 

Working With Others

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Empathy and Compassion	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Consulting*	Skill area met for IMHS, & IMHM 	Skill area met for EECMHS, & ECMHM 







Leading People

As demonstrated by- Applies to all designations (A):

- Models personal commitment and empathy in the promotion of all aspects of the practice of infant and early childhood mental health
- Uses influencing and persuading skills, backed by own and others' expert knowledge, to promote effective infant and early childhood mental health principles, practices, and programs
- Coaches novice practitioners, students, colleagues, reporting employees, and clients in a range of skills to help them become:
 - Highly effective infant and early childhood mental health practitioners/professionals
 - Positively contributing human beings
 - Culturally sensitive individuals



Leading People

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Motivating*	Skill area not met 	Skill area not met 
Advocacy*	Skill area met for IMHM 	Skill area met for ECMHM 
Developing Talent*	Skill Area Partially Met for IMHM 	Skill Area Partially met for ECMHM 









Communicating

As demonstrated by – Applies to all designations (A):

- Actively listens to others and 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, and/or committee meetings
- Writes clearly, concisely, and with the appropriate style (e.g., business, conversational) in creating books, policy memoranda, contracts, articles, research, web content, grant applications, instructional and meeting materials, reports, and correspondence
- Effectively facilitates small groups (e.g., interdisciplinary or interagency teams)



Communicating

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Listening	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Speaking	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Writing	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS ECMHS, & ECMHM 
Group Process*	Not Met 	Not Met 

Thinking

As demonstrated by. – Practices each of the following on his/her own, but also nurtures these skills in novice practitioners, students, and other colleagues Applies to all designations (A):

- 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-focused, 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 ensuring follow-up













Skill area met



Skill area partially/not met



Thinking

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Analyzing Information	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Solving Problems	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Exercising Sound Judgment	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Maintaining Perspective	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Planning and Organizing	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 




















Reflection

As demonstrated by – Practices each of the following his/her own, but also nurtures these skills in novice practitioners, students, and other colleagues Applies to all designations (A):

- Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues and/or concerns with supervisor or mentor
- Seeks a high degree of congruence between self-perception 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 (e.g., peers, supervisees, etc.) to examine their own thoughts, feelings, and experiences in determining a course of action
- 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
- Regularly examines effectiveness of policies and procedures
- Utilizes statistics and other data to assess service effectiveness and appropriate use of resources
- Modifies policies and procedure to enhance service effectiveness and appropriate use of resources
- Utilizes training and research resources to enhance service effectiveness
- Recognizes and responds appropriately to parallel process



Reflection

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Contemplation	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Self-Awareness	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  
Curiosity	Skill area met for IFA, IFS, IMHS, & IMHM 	Skill area met for ECFA, ECFS, ECMHS, & ECMHM 
Professional/Personal Development	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM  	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  
Emotional Response	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM  	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  
Parallel Process	Skill area met for IFA, IFS Skill Area Partially Met for IMHS, & IMHM  	Skill area met for ECFA, ECFS Skill Area Partially met for ECMHS, & ECMHM  

Administration

As demonstrated by: Applies to Policy designation (P):

- Promotes relationship-focused service and infant/young child- and family-centered practice by identifying options and opportunities
- 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 services and/or achieve improvements
- May take the lead in facilitating new programs or improvements to existing programs
- Establishes and monitors process and outcomes measures for continuous quality improvement; feeds information back to agencies
- 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 and evaluation for program improvements
- Applies research findings to culturally sensitive, relationship-focused policies promoting infant and early childhood mental health
- Shares his/her generated knowledge with others via publication in infant/young child- family-related books, journals, and/or conference presentations











Skill area met



Skill area partially/not met



Administration

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Program Management	Not Met Only Required for IMHM-P 	Not Met Only Required for ECMHM-P 
Program Development	Partially Met Only Required for IMHM-P 	Partially Met Only Required for ECMHM-P 
Program Evaluation	Not Met Only Required for IMHM-P 	Not Met Only Required for ECMHM-P 
Program Funding	Not Met Only Required for IMHM-P 	Not Met Only Required for ECMHM-P 

Research and Evaluation

As demonstrated by: Applies to Research/Faculty (R/F):

- Generates research questions that promote infant and early childhood mental health
- Generates new knowledge and understanding of infants, young children, parents, caregivers, and relationship-focused practice based on sound research
- Assists programs and agencies in measuring outcomes related to the optimal well-being of infants, young children, families, and their caregiving communities
- Generates research that reflects cultural competence in the infant and early childhood-family field
- Applies research findings to culturally sensitive, relationship-focused policies promoting infant and early childhood mental health
- Shares his/her generated knowledge with others via publication in infant and early childhood-family-related books, journals, and/or conference presentations








Skill area met



Skill area partially/not met



Research and Evaluation

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®
Study of Infant and Early Childhood Relationships and Attachment	Skill area met Only Required for IMHM-RF 	Skill area met Only Required for ECMHM-R/F 
Study of Infant and Early Childhood Development and Behavior	Skill area met Only Required for IMHM-RF 	Skill area met Only Required for ECMHM-R/F 
Study of Families	Skill area met Only Required for IMHM-RF 	Skill area met Only Required for ECMHM-R/F 