

## Erikson Institute Infant and Early Childhood Mental Health Certificate Program and Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®

### Introduction

Erikson Institute's Infant and Early Childhood Mental Health (IECMH) Certificate Program is an academic program designed to support experienced professionals working with infants, young children, and families. Students in the IECMH Certificate Program come from a variety of backgrounds including social work, psychology, child development, early childhood education, early intervention, and other fields working with very young children. This online program prepares practitioners to address the social-emotional, relational, and mental health needs of infants, young children, and their caregivers by applying an IECMH-informed lens to practice in a variety of settings and across disciplines. As part of the program, students will learn to intervene within troubled caregiver/parent-child relationships and work with very young children with social and emotional behavioral concerns. Licensed mental health clinicians, credentialed early intervention (EI) providers, child development specialists, administrators, family support specialists, home visitors, and health professionals may benefit from this program.

The IECMH Certificate Program is 18 credit hours, completed over two academic years, and is fully online with a combination of synchronous and asynchronous classes. A minimum of a bachelor's degree with three to five years of experience is required for admission.

Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health® (Endorsement) is an international initiative, supported by the Alliance for the Advancement of Infant Mental Health (Alliance). The Alliance partners with associations for infant mental health (AIMH) so that AIMHs can support, grow, diversify, and advocate for their local IECMH-informed workforce. A primary way of doing this is through the Endorsement process.

Meant to raise the professional standards for the IECMH field, the Competency Guidelines (MI-AIMH Copyright © 2017) define the knowledge, skills, and reflective practice experiences across disciplines and service sectors that touch the



lives of pregnant people, infants, young children, and families. Endorsement is a credential that demonstrates an individual has specialized in IECMH by meeting the defined competencies through required experiences.

Individuals can earn Infant Mental Health Endorsement® (IMH-E®) or Early Childhood Mental Health Endorsement (ECMH-E®) in the category that is the best fit for one's scope of practice:

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

To simplify the Endorsement process for all professionals who complete the IECMH Certificate Program, the Alliance and Erikson Institute have partnered to develop a co-branded crosswalk across the IECMH Certificate Program curriculum and the Competency Guidelines. This crosswalk provides a guide that will allow professionals to apply for a category of Endorsement that most aligns with their scope of practice, in a manner that is streamlined and efficient.

Erikson Institute and the Alliance agree to promote their mutual commitment to workforce development across the infant-early childhood and family field through competency informed training and reflective practice experiences. The

co-branded crosswalk across the IECMH Certificate Program curriculum and the Competency Guidelines emphasizes this commitment.

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 IECMH Certificate Program curriculum. For members of the Alliance: this crosswalk has been approved as a Tier 4 co-branded crosswalk in accordance with the Alliance Crosswalk Policy.

The IECMH Certificate Program curriculum 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. Recommended supplemental training is also listed in Notes.

The IECMH Certificate Program curriculum satisfies a majority of the knowledge/skill areas, across all domains, for Infant/Early Childhood Family Associate and Infant/Early Childhood Family Specialist, with slightly less being covered for Infant/Early Childhood Mental Health Specialist and Infant/Early Childhood Mental Health Mentor. Infant/Early Childhood Mental Health Specialist and Infant/Early Childhood Mental Health Mentor



Endorsement applicants **may** need to seek out additional in-service training to fully meet the foundational competency areas. However, past in-service training and educational experiences can be identified to meet numerous knowledge/skill areas toward one's Endorsement application. Finally, there may also be additional courses at Erikson that an applicant could take to address these areas.

The IECMH Certificate program content will explore various definitions and parameters of IECMH, from promotion to prevention, and intervention/treatment. These may be different from how those same terms are thought about in the Endorsement process. The Endorsement process specifically thinks about and defines promotion, prevention, and intervention/treatment as scopes of practice. In the Certificate program it may be that intervention is used to discuss screening and/or assessment tools that can be used with families (e.g., DIR, ASQ, etc.). Additionally, while many interventions are explored and studied, it is different to learn about an intervention or screening tool within coursework as opposed to "being trained" in it. The IECMH Certificate Program offers students the opportunity to become certified in DIR at the 201 level, Facilitating Attuned interactions (FAN) level one, and participate in clinical training for DC 0-5. Students are introduced to assessment modalities such as PICCOLO, Crowell, WMCI and FEAS, and



intervention methods such as Circle of Security. It is likely that a student may need to seek out more in-depth professional development to be "trained" in a specific intervention/assessment/tool if the student desires.

### **Reflective supervision/consultation**

Although the topics of reflective supervision/consultation (RSC) and reflective practice are woven throughout the Certificate program, specifically within the capstone project experience, participants cannot count the hours of RSC received toward the supervision requirements within their Endorsement application as the RSC received is about a project not about one's direct service work. The capstone project invites participants to experience a holding space, to learn about reflection and curiosity, and to explore emotions and feelings related to their experience.

### **The following courses were examined as part of this co-branded crosswalk**

- IMH I370 Foundations of Infant and Early Childhood Mental Health
- IMH I371 Infant Observation (yearlong course)
- IMH I372 Infant Mental Health Practice: Developmental Interventions
- IMH I373 Infant and Early Childhood Field Experience
- IMH I374 Parent-Child Relationship Assessment in Early Childhood
- IMH I375 Infant and Early Childhood Mental Health Intervention: Parent-Child Relationships (yearlong course)
- IMH I376 Capstone Project Seminar

### **Steps to using the crosswalk**

To see the AIMHs that are using the Endorsement credential, view the Members of the Alliance at [www.allianceaimh.org/members-of-the-alliance](http://www.allianceaimh.org/members-of-the-alliance). It is important to note that you **MUST** live in a place where the local AIMH has licensed the Endorsement from the Alliance in order to apply for the credential. Once you confirm that your local AIMH offers Endorsement, you will reach out to the AIMH's Endorsement Coordinator to begin the Endorsement process. In your conversation with the Endorsement Coordinator, inform them that you have the Erikson IECMH Certificate Program Crosswalk. They will outline next steps for you to follow regarding the crosswalk which will allow you to save time and streamline your Endorsement application!

# IECMH Certificate Program Course Work

## IMH I370 Foundations of Infant and Early Childhood Mental Health (3 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Pregnancy and early parenthood	Skill area met for IFA and IFS. Skill area partially met for IMHS and IMHM	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS and ECMHM
Infant/young child development and behavior	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Infant/young child family-centered practice	Skill area met for IFA and IFS. Skill area partially met for IMHS and IMHM	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS and ECMHM
Relationship-focused therapeutic practice	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Family relationships and dynamics	Skill area met for IFA and IFS. Skill area partially met for IMHS and IMHM	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS and ECMHM
Attachment, separation, trauma, grief, and loss	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Disorders of infancy/early childhood	Skill area is not required for IFA. Skill area partially met for IFS, IMHS, and IMHM	Skill area is not required for ECFA. Skill area partially met for ECFS, ECMHS, and ECMHM
Psychotherapeutic and behavioral theories of change	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Observation and listening	Skill area met for IFA and IFS. Skill area partially met for IMHS and IMHM	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS and ECMHM
Screening and assessment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Responding with empathy	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Advocacy	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Intervention/treatment planning	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Supportive counseling	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS, and ECMHM
Parent-infant/young child relationship-based therapies and practices	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS, and ECMHM
Reflective supervision	Skill area is not required for IFA, IFS or IMHS. Skill area partially met for IMHM	Skill area is not required for ECFA, ECFS, ECMHS. Skill area partially met for ECMHM
Building and maintaining relationships	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Empathy and compassion	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Contemplation	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Self-awareness	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Curiosity	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Professional/personal development	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Emotional response	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Parallel process	Skill area met for IFA and IFS. Skill area partially met for IMHS and IMHM	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS and ECMHM

## IMH I371 Infant Observation (yearlong course, 2 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Pregnancy and early parenthood	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Infant/young child development and behavior	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Family relationships and dynamics	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Observation and listening	Skill area met for IFA, IFS, IMHS, and IMHM	Skill area met for ECFA, ECFS, ECMHS, and ECMHM
Building and maintaining relationships	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Empathy and compassion	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Listening	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Speaking	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Writing	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Analyzing information	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Maintaining perspective	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Self-awareness	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

## IMH I372 Infant Mental Health Practice: Developmental Interventions (3 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Infant/young child development and behavior	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Infant/young child family-centered practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Relationship-focused therapeutic practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Disorders of infancy/early childhood	Skill area is not required for IFA. Skill area partially met for IFS, IMHS, and IMHM	Skill area is not required for ECFA. Skill area partially met for ECFS, ECMHS, and ECMHM
Observation and listening	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Screening and assessment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Intervention/treatment planning	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Developmental guidance	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Parent-infant/young child relationship-based therapies and practices	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Collaborating	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Analyzing information	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Exercising sound judgment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Maintaining perspective	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Planning and organizing	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM



## IMH I373 Infant and Early Childhood Field Experience (2 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Infant/young child development and behavior	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Disorders of infancy/early childhood	Skill area is not required for IFA. Skill area partially met for IFS, IMHS, and IMHM	Skill area is not required for ECFA. Skill area partially met for ECFS, ECMHS, and ECMHM
Psychotherapeutic and behavioral theories of change	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Observation and listening	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Intervention/treatment planning	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Parent-infant/young child relationship-based therapies and practices	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Speaking	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Analyzing information	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Exercising sound judgment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Self-awareness	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Emotional response	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

## IMH I374 Parent-Child Relationship Assessment in Early Childhood (2 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Pregnancy and early parenthood	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Infant/young child family-centered practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Relationship-focused therapeutic practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Family relationships and dynamics	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Disorders of infancy/early childhood	Skill area is not required for IFA. Skill area partially met for IFS, IMHS, and IMHM	Skill area is not required for ECFA. Skill area partially met for ECFS, ECMHS, and ECMHM
Psychotherapeutic and behavioral theories of change	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Mental and behavioral disorders in adults	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Observation and listening	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Screening and assessment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Intervention/treatment planning	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Parent-infant/young child relationship-based therapies and practices	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM

## IMH I375 Infant and Early Childhood Mental Health Intervention: Parent-Child Relationships (yearlong course, 4 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Pregnancy and early parenthood	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Infant/young child family-centered practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Relationship-focused therapeutic practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Family relationships and dynamics	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Attachment, separation, trauma, grief, and loss	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Cultural humility	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Psychotherapeutic and behavioral theories of change	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Mental and behavioral disorders in adults	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Screening and assessment	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Advocacy	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Safety	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Intervention/treatment planning	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Parent-infant/young child relationship-based therapies and practices	Skill area is not required for IFA or IFS. Skill area partially met for IMHS and IMHM	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS and ECMHM
Reflective supervision	Skill area is not required for IFA, IFS, or IMHS. Skill area partially met for IMHM	Skill area is not required for ECFA, ECFS, or ECMHS. Skill area partially met for ECMHM
Building and maintaining relationships	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Empathy and compassion	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Writing	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Group process	Skill area is not required for IFA or IFS, IMHS. Skill area partially met for IMHM	Skill area is not required for ECFA, ECFS, or ECMHS. Skill area partially met for ECMHM
Contemplation	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Self-awareness	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Emotional response	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

## IMH I376 Capstone Project Seminar (2 credit hours)

Knowledge/Skill Areas Addressed	Infant Mental Health Endorsement	Early Childhood Mental Health Endorsement
Infant/young child family-centered practice	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Family relationships and dynamics	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Attachment, separation, trauma, grief, and loss	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Cultural humility	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Responding with empathy	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Reflective supervision	Skill area is not required for IFA or IFS, IMHS. Skill area partially met for IMHM	Skill area is not required for ECFA, ECFS, ECMHS. Skill area partially met for ECMHM
Listening	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Speaking	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Analyzing information	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Planning and organizing	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Self-awareness	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Curiosity	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM
Emotional response	Skill area partially met for IFA, IFS, IMHS, and IMHM	Skill area partially met for ECFA, ECFS, ECMHS, and ECMHM

# IECMH Program/Competency Guidelines

**Key**

✓ = Competency area completed

● = Competency area addressed

	Infant Family Associate or Early Childhood Family Associate	Infant Family Specialist or Early Childhood Family Specialist	Infant Mental Health Specialist or Early Childhood Mental Health Specialist	Infant Mental Health Mentor or Early Childhood Mental Health Mentor (Clinical, Policy, Research)
<b>Theoretical Foundations</b>				
Pregnancy and early parenthood	✓	✓	● <i>Recommend additional training related to clinical implications of pregnancy (perinatal mood disorders) and early parenthood.</i>	● <i>Recommend additional training related to clinical implications of pregnancy (perinatal mood disorders) and early parenthood.</i>
Infant/young child development and behavior	✓	✓	● <i>Recommend additional training related to typical/atypical cognitive and physical development of 0–36 month olds.</i>	● <i>Recommend additional training related to typical/atypical development of 3- to 6-year-old children.</i>
Infant/young child and family-centered practice	✓	✓	✓	✓
Relationship-focused practice (IFA) Relationship-based therapeutic practice (IFS, IMHS, IMHM)	✓	✓	✓	✓
Family relationships and dynamics	✓	✓	✓	✓
Attachment, separation, trauma, grief, and loss	✓	✓	● <i>Recommend additional training related to forms of attachment, separation, trauma, grief, and loss in 0 to 3 population.</i>	● <i>Recommend additional training related to forms of attachment, separation, trauma, grief, and loss in 3- to 6-year-old children.</i>

<p><b>Key</b>                      ✓ = Competency area completed                      ● = Competency area addressed</p>	<p>Infant Family Associate or Early Childhood Family Associate</p>	<p>Infant Family Specialist or Early Childhood Family Specialist</p>	<p>Infant Mental Health Specialist or Early Childhood Mental Health Specialist</p>	<p>Infant Mental Health Mentor or Early Childhood Mental Health Mentor (Clinical, Policy, Research)</p>
<p>Cultural humility</p>	<p>✓</p>	<p>✓</p>	<p>● <i>Recommend additional training related to cultural humility, diversity, equity, and inclusion.</i></p>	<p>● <i>Recommend additional training related to cultural humility, diversity, equity, and inclusion.</i></p>
<p>Disorders of infancy/early childhood</p>		<p>✓</p>	<p>● <i>Recommend attending full DC: 0-5 and/or another training that covers this knowledge area fully.</i>  <i>Clinical training on the DC 0-5 is offered as an option to all students in the IECMH Certificate Program.</i></p>	<p>● <i>Recommend attending full DC: 0-5 and/or another training that covers this knowledge area fully.</i>  <i>Clinical training on the DC 0-5 is offered as an option to all students in the IECMH Certificate Program.</i></p>
<p>Psychotherapeutic and behavioral theories of change</p>			<p>●</p>	<p>●</p>
<p>Mental and behavioral disorders in adults</p>			<p>●</p>	<p>●</p>
<p>Adult learning theory and practice</p>				<p>●</p>
<p>Statistics</p>				<p>●</p>
<p>Research and evaluation</p>				<p>●</p>

**Key**

✓ = Competency area completed

● = Competency area addressed

	Infant Family Associate or Early Childhood Family Associate	Infant Family Specialist or Early Childhood Family Specialist	Infant Mental Health Specialist or Early Childhood Mental Health Specialist	Infant Mental Health Mentor or Early Childhood Mental Health Mentor (Clinical, Policy, Research)
<b>Law, Regulation, and Agency Policy</b>				
Ethical practice	●	●	●	●
Government, law, and regulation	●	●	●	●
Agency policy	●	●	●	●
<p><i>For all competencies in this domain applicants will look at other training experiences; specifically, experiences from when they started a new position or internship. Applicants may have received an ethics course, or an intro to agency policy, also many HIPAA, Grievance, Compliance trainings could cover these competencies.</i></p>				
<b>Systems Expertise</b>				
Service delivery systems	●	●	●	●
Community resources	●	●	●	●
<p><i>For all competencies in this domain applicants will look at other training experiences that increase their knowledge about the systems in which they support families (e.g., a new referral system training). These competencies might also be covered within an applicant's work experience (e.g., connect families to community resources).</i></p>				
<b>Direct Service Skills</b>				
Observation and listening	✓	✓	✓	✓
Screening and assessment	✓	✓	✓	✓
Responding with empathy	✓	✓	✓	✓
Advocacy	✓	✓	✓	✓
Life skills	●	●	●	●
Safety	●	●	●	●



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Intervention/treatment planning			●	●
Developmental guidance			●	●
Supportive counseling			●	●
Parent-infant/young child relationship-based therapies and practices			●	●
Reflective supervision				●
<b>Working with Others</b>				
Building and maintaining relationships	✓	✓	✓	✓
Collaborating	✓	✓	✓	✓
Empathy and compassion	✓	✓	✓	✓
Supporting others	●	●	●	●
Resolving conflict	●	●	●	●
Consulting			●	●
Coaching and mentoring				●
Crisis management				●
<b>Leading People</b>				
Motivating				●
Advocacy				●
Developing talent				●
Mentoring				●

<b>Key</b> ✓ = Competency area completed ● = Competency area addressed	Infant Family Associate or Early Childhood Family Associate	Infant Family Specialist or Early Childhood Family Specialist	Infant Mental Health Specialist or Early Childhood Mental Health Specialist	Infant Mental Health Mentor or Early Childhood Mental Health Mentor (Clinical, Policy, Research)
<b>Communicating</b>				
Listening	✓	✓	●	●
Speaking	✓	✓	●	●
Writing	✓	✓	●	●
Group process				●
<b>Thinking</b>				
Analyzing information	✓	✓	●	●
Solving problems	●	●	●	●
Exercising sound judgment	✓	✓	●	●
Maintaining perspective	✓	✓	●	●
Planning and organizing	✓	✓	●	●
<b>Reflection</b>				
Contemplation	✓	✓	●	●
Self-awareness	✓	✓	●	●
Curiosity	✓	✓	●	●
Professional/personal development	✓	✓	●	●
Emotional response	✓	✓	●	●
Parallel process				●