

# Boosting Your Expertise: Infant Mental Health Endorsement<sup>®</sup> in Nebraska Sami Bradley, LIMHP



Nebraska Association  
for Infant Mental Health



Alliance for the Advancement of  
Infant Mental Health



# Welcome and Learning Objectives

1. Connect the Nebraska Association for Infant Mental Health's (NAIMH) mission and activities to your work
2. Explain how the IMH Endorsement<sup>®</sup> is relevant to the infant and early childhood workforce
3. Identify the steps necessary to begin the IMH Endorsement<sup>®</sup> application process

# WHAT IS NAIMH?

Promoting the mental well-being and health of  
infant and young children across Nebraska

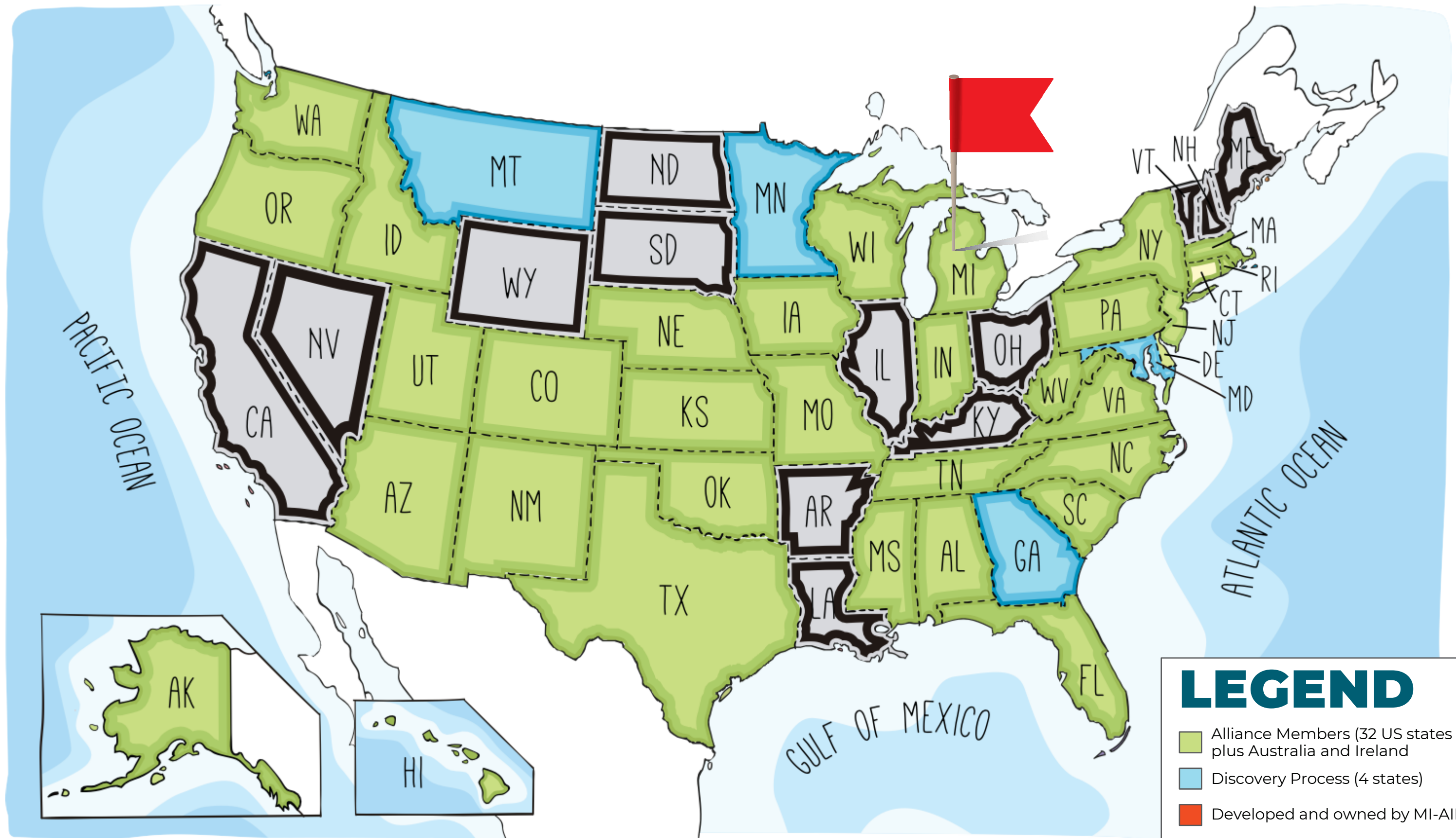
Currently 115 members across the state

Cross-disciplines

Neutral entity focusing on Infant/Early Childhood  
Mental Health



Nebraska Association  
for Infant Mental Health



## LEGEND

- Alliance Members (32 US states plus Australia and Ireland)
- Discovery Process (4 states)
- Developed and owned by MI-AIMH

# Infant Mental Health Endorsement®

## Why Nebraska?

Professionals focusing more specifically on issues of infant and early childhood mental health

Cross-disciplinary relevance of infant and early childhood mental health

Provides credibility for professionals engaged in the critical work of supporting young children's social-emotional health and well-being

Formally recognizes infant and early childhood mental health expertise across the state



# IMH-E®

An addition to a professional's background that recognizes achievement of knowledge and training in the area of infant and early childhood mental health

Work specific to pregnant women, infants, and toddlers (ages 0 up to 3) and their caregivers

One of the first and most comprehensive efforts in the country to identify best practice competencies at multiple levels and across disciplines and to offer a pathway for professional development in the infant, early childhood and family field

Endorsement® is not a license or certification

Administered by NAIMH in Nebraska

“

**But I'm not a mental  
health provider!**

## **INFANT MENTAL HEALTH**

The developing capacity from birth to 3 to:

Experience, regulate,  
and express emotions

Form close relationships

Explore the environment, and  
learn...all in the context of family,  
community, and cultural  
expectations for young children.

**CHILD-FOCUSED**



**FAMILY-FOCUSED**



**RELATIONSHIP-BASED**

*(ZERO TO THREE Infant Mental Health Task Force, 2011)*



## **Why is Endorsement® Important for Babies, Young Children and Families?**

“I think it maximizes my capacity to be fully present with them.”

“I’m a more ‘well-rounded’ clinician due to requirements for RS and continuing education.

“My knowledge & studies make me a better therapist.”

“I am a better advocate in court.”

“Increased breadth of knowledge and treatment approaches.”



# WHY IS ENDORSEMENT<sup>®</sup> IMPORTANT FOR ME?

"I have a better understanding of the importance of this work."

"The time spent preparing my application helped increase my understanding of IMH work."

"The material for the exam deepened my understanding."

"Increased my credibility."

"I obtained more relevant training and supervision than I would have otherwise."

"[I am] well-prepared for work with families."

"From some of the trainings I received - a shift in my focus. I had more knowledge about infants and their development, their social-emotional development, infant mental health and attachment."



# CATEGORIES OF ENDORSEMENT® SCOPE OF WORK

## **PROMOTION**

Infant Family Associate (IFA)

## **PREVENTION**

Infant Family Specialist (IFS)

**PREVENTION/EARLY INTERVENTION  
MACRO** Infant Family Reflective Supervisor (IFRS)

## **INTERVENTION**

Infant Mental Health Specialist (IMHS)

## **MACRO**

Infant Mental Health Mentor (IMHM)  
*Clinical OR Research/Faculty OR Policy*

# COMPETENCY GUIDELINES®

- Provide a foundation for knowledge, skills and best practices
- Give shared standards across disciplines and service delivery systems
- Strengthen the scholarship in promoting IECMH
- Invite dialogue for collaborative practice, training, evaluation, and professional growth
- Promote systems growth and change
- Lay the foundation for Endorsement®



A map that can show you where you have been so you know where you still need to go

# STRUCTURE OF THE COMPETENCY GUIDELINES®

Eight domains:

**Theoretical Foundations**

Law, Regulation & Agency Policy

Systems Expertise

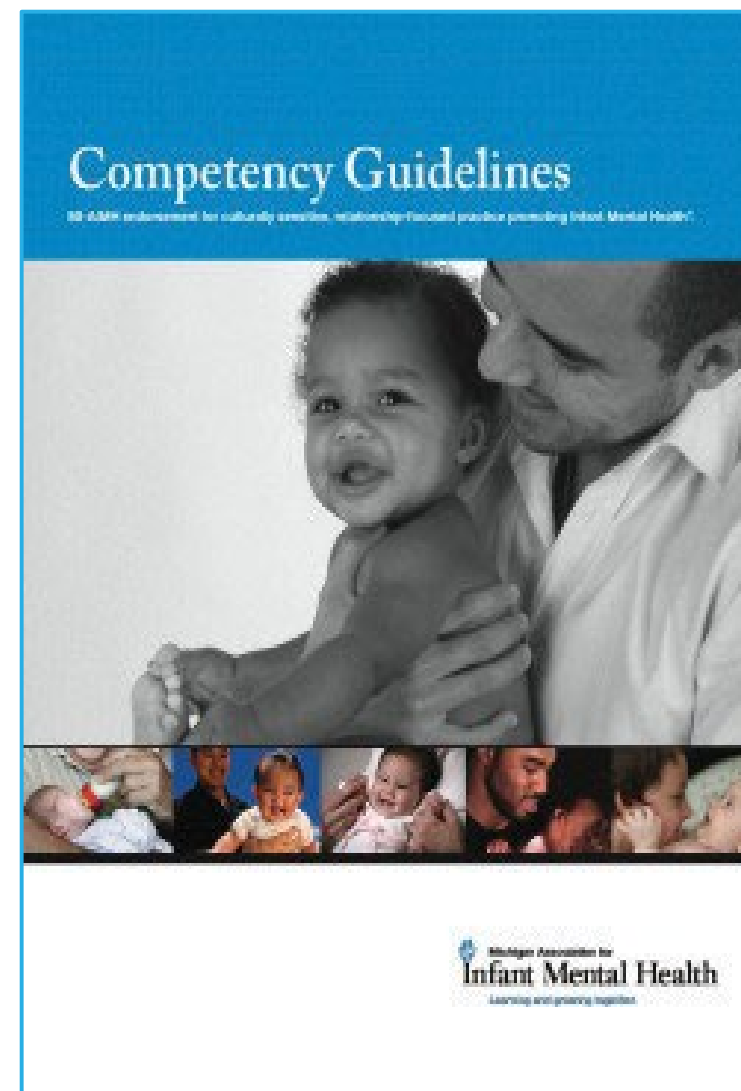
**Direct Service Skills**

Working with Others

Communicating

Thinking

**Reflection**



# THEORETICAL FOUNDATIONS

<b>COMPETENCY DOMAIN</b>	<b>KNOWLEDGE/SKILL AREA</b>
<b>Theoretical Foundations</b>	<p><b>Pregnancy &amp; early parenthood</b></p> <p><b>Infant/young child development &amp; behavior</b></p> <p><b>Infant/family-centered practice</b></p> <p><b>Relationship-based therapeutic practice</b></p> <p><b>Family relationships &amp; dynamics</b></p> <p><b>Attachment, separation, trauma, grief &amp; loss</b></p> <p><b>Disorders of infancy &amp; early childhood</b></p> <p><b>Cultural competence</b></p> <p>Psychotherapeutic &amp; behavioral theories of change</p> <p>Mental &amp; behavioral disorders in adults</p>

# DIRECT SERVICE SKILLS

<b>COMPETENCY DOMAIN</b>	<b>KNOWLEDGE/SKILL AREA</b>
Direct Service Skills	<ul style="list-style-type: none"><li>Observation &amp; listening</li><li>Screening &amp; assessment</li><li>Responding with empathy</li><li>Advocacy</li><li>Life skills</li><li>Safety</li><li>Intervention/treatment planning</li><li>Developmental guidance</li><li>Supportive Counseling</li><li>Parent-infant/very young child relationship-based therapies &amp; practices</li></ul>

# REFLECTION

<b>COMPETENCY DOMAIN</b>	<b>KNOWLEDGE/SKILL AREA</b>
Reflection	<ul style="list-style-type: none"><li>Contemplation</li><li>Self awareness</li><li>Curiosity</li><li>Professional/personal development</li><li>Emotional response</li><li>Parallel process</li></ul>

# **EXAMPLES:**

## ***SCOPE OF PRACTICE & COMPETENCIES***

### **PROMOTION**

#### **Infant Family Associate**

Shares with families an understanding of infant/young child and family relationship development

### **PREVENTION/ EARLY INTERVENTION**

#### **Infant Family Specialist**

Supports and reinforces each caregivers' strengths, emerging capacities, and positive-infant/young child interactions and relationships



# **EXAMPLES:**

## ***SCOPE OF PRACTICE & COMPETENCIES***

### **INTERVENTION**

#### **Infant Mental Health Specialist**

Develops service plans that consider each infant's/very young child's and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, and priorities

### **MACRO/LEADERSHIP**

#### **Infant Mental Health Mentor**

Promotes an IECMH service delivery that includes screening, referral assessment, use of diagnostic tools, development of trusting relationships, service planning, interagency collaboration, etc.

# Reflective Supervision/Consultation (RSC)

Specific type of supervision that is the standard of practice in the infant-early childhood & family field.

Distinction due to the shared exploration of the parallel process.

- All of the relationships are important
- How do each of these relationships affects the others?
- Attends to the emotional content of the work and how reactions to the content affect the work.



# PROMOTION

# *INFANT FAMILY ASSOCIATE*

## **Education/ Work Experience**

Any academic degree OR  
Child Development Associate OR  
Associate's degree OR 2 years early  
childhood experience (including  
specific related volunteer experience)



# PREVENTION/EARLY INTERVENTION *INFANT FAMILY SPECIALIST*

## Education

None required

## Work Experience

*(minimum 2 years paid)*

Minimum of 10 families of children 0-36 months / 3 up to 6 years

- Primary focus of services is social-emotional needs
- Include attention to the relationships surrounding the child's mental health (must include primary caregiver)

## Reflective Supervision/ Consultation

- Minimum 24 clock hours within 1-2 year time frame while providing services to infants/young children and families
- RSC provider must meet requirements for Endorsement® at IFS (Masters), IMHS, or IMHM-Clinical or an approved vetted provider
- Ongoing RSC is required for annual renewal

# PREVENTION/EARLY INTERVENTION-MACRO INFANT FAMILY REFLECTIVE SUPERVISOR

## Education

None required

## Work Experience

*(minimum 2 years paid)*

Minimum of 10 families of children 0-36 months / 3 up to 6 years

- Primary focus of services is social-emotional needs
- Include attention to the relationships surrounding the child's mental health (must include primary caregiver)

## Reflective Supervision/ Consultation

- Minimum 24 clock hours within 1-2 year time frame while providing services to infants/young children and families. 12 hours about the RC that is provided
- RSC provider must meet requirements for Endorsement® at IFS (Masters), IMHS, or IMHM-Clinical or an approved vetted provider
- Ongoing RSC is required for annual renewal

## Leadership

Minimum 1 year leadership activities

# INTERVENTION/TREATMENT *INFANT MENTAL HEALTH SPECIALIST*

## Education

Masters or Above

## Specialized Work Experience

- 2 years post graduate, supervised; with infant/young child and their primary caregiver(s) on behalf of their relationship
- 1 year supervised graduate internship with direct IMH practice may be counted toward the 2 year paid work experience requirement

## Reflective Supervision/ Consultation

- Minimum 50 clock hours in 1-2 year timeframe while providing specialized work
- RSC provider must meet requirements for Endorsement<sup>®</sup> at IMHS, or IMHM/Clinical or an approved vetted provider
- Ongoing RSC is required for annual renewal

**Successful completion of the written exam**

## LEADERSHIP

# *INFANT MENTAL HEALTH MENTOR*

## **Leadership**

- Demonstrates leadership/mentorship in the infant/young child and family field.

## **3 Designations**

- Clinical
- Research/Faculty
- Policy

# LEADERSHIP

# *INFANT MENTAL HEALTH MENTOR*

## Education

MA, MS, MSW, MEd, MSN, EdD, PsyD, PhD, MD, DO, or other specific to professional focus on Infant Mental Health

## Specialized Work Experience

**Clinical:** Meets IMHS/ECMHS requirements PLUS has served as a **provider of IMH/ECMH RSC for 3 years or more**

**Policy and Research/Faculty:** 3 years post-graduate experience as a leader in IMH/ECMH policy and/or program administration OR University teaching and/or published research

## Reflective Supervision/ Consultation

- Minimum 50 clock hours in 1-2 year timeframe
- Required for Clinical ONLY
- Ongoing RSC is required for annual renewal
- Optional for Policy, Research/Faculty

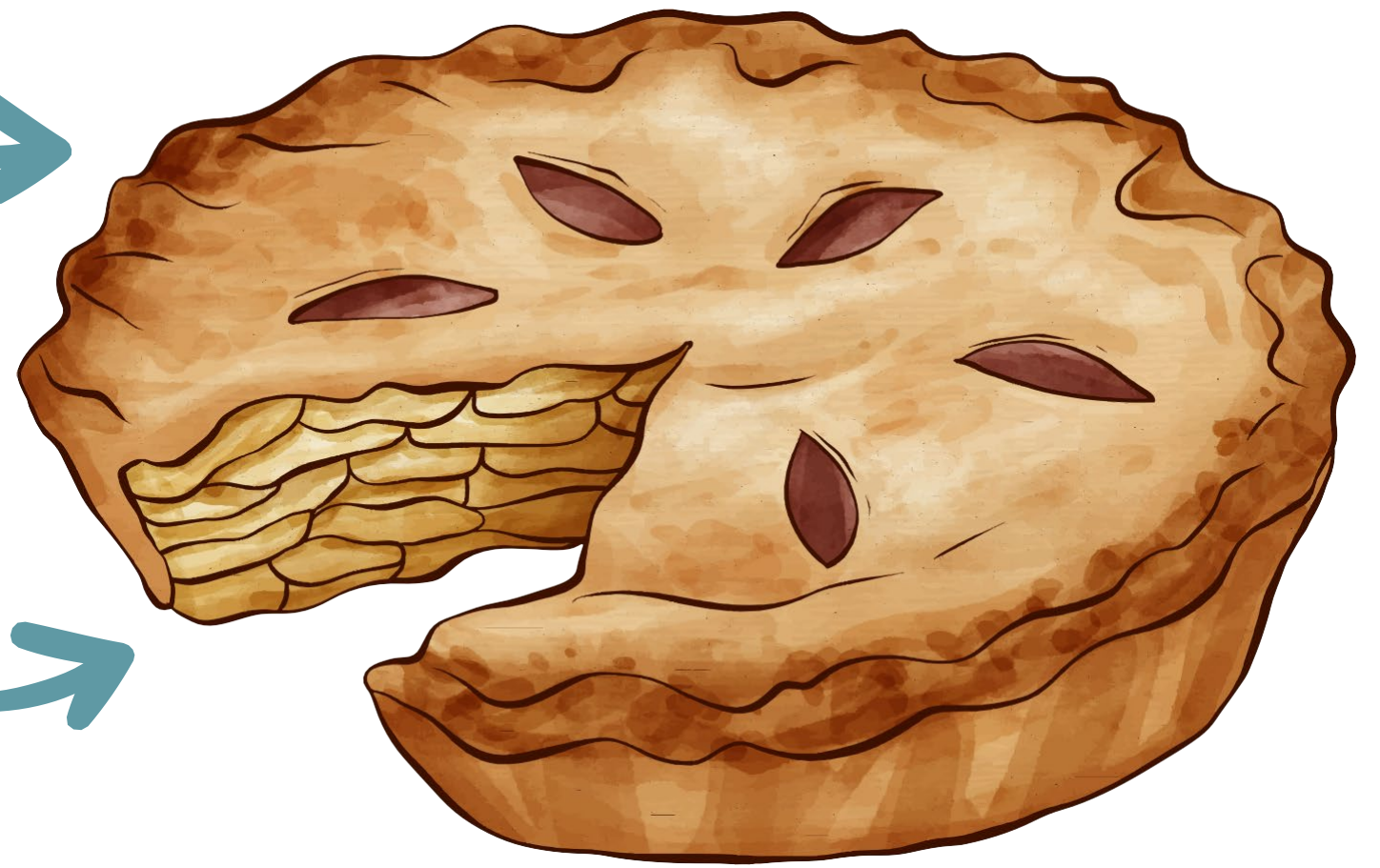
**Successful completion of the written exam**

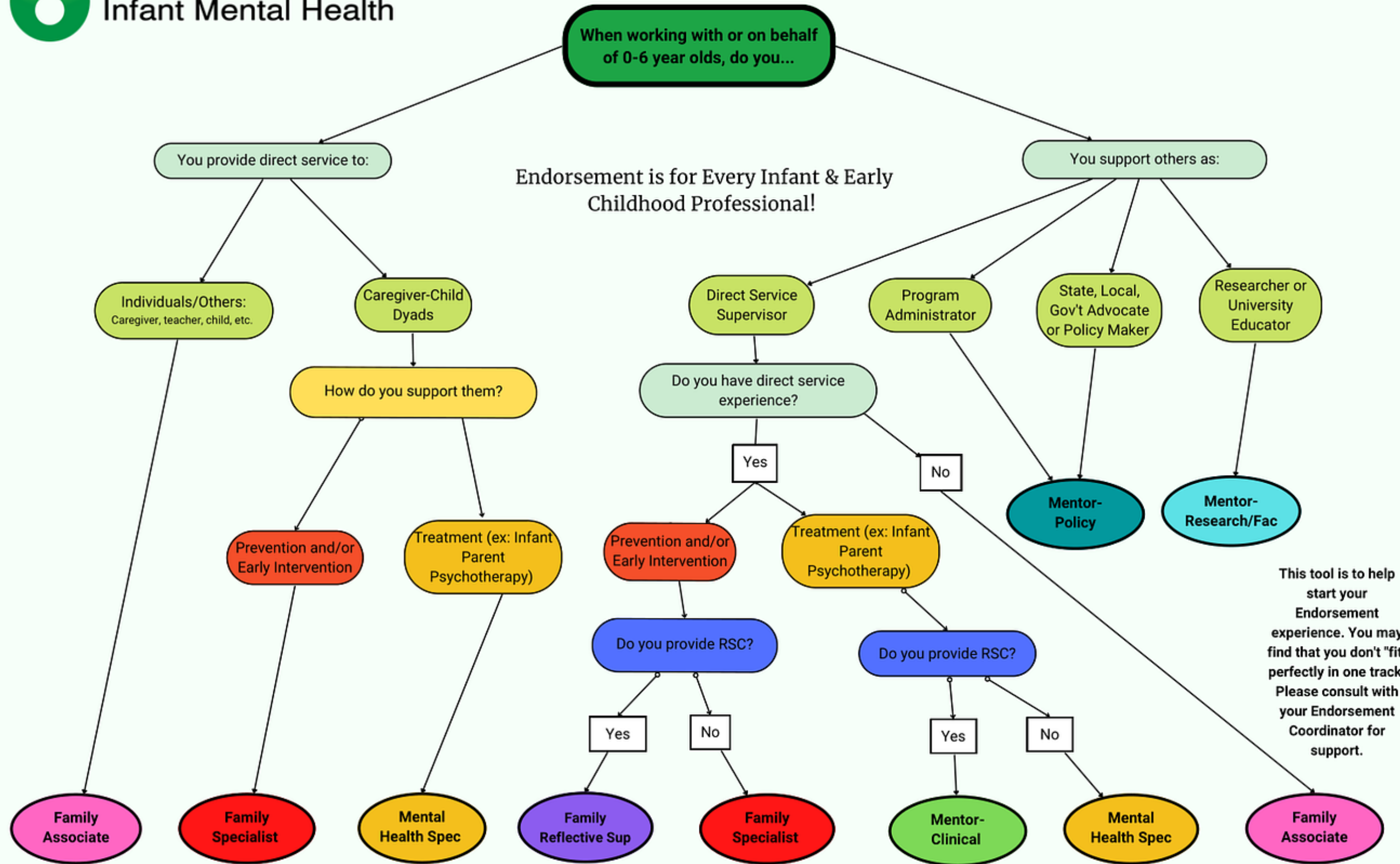


# REQUIREMENTS + COMPETENCIES = *ENDORSEMENT*<sup>®</sup>

**Crust:**  
Endorsement<sup>®</sup>  
Category Requirement

**Filling:**  
Endorsement<sup>®</sup>  
Competencies





# WHAT ARE MY NEXT STEPS?

1. **Register as a NAIMH member**
2. **Register on EASy**
3. **Endorsement Coordinator verifies** fees paid and reviews for appropriate category of application
  - Complete required fields re: education, work, and RSC history as relevant to the category at which you are applying
  - Upload CV/resume
  - Select Endorsement<sup>®</sup> Category
  - Pay Registration Fee
4. **EASy sends you your username and password**
5. **Endorsement Coordinator emails you next steps**

# WHAT ARE MY NEXT STEPS?

## 6. Application preparation

Endorsement Agreement, Code of Ethics, Education, Work, Training, Leadership, RSC, References, & Transcripts

## 7. Documentation of Competencies

Match competencies met in areas of education & training  
General Rule: 1 Competency = 1 Hour of Training

**Endorsement® is a journey, not a race!**  
**If you have questions along the way contact**  
**the Endorsement Coordinator**

# WHAT ARE MY NEXT STEPS?

8. **Submit application** **Next Deadline:** 11/30/2022
9. **Pay processing fee**
  - Peer Review
  - IMHS and IMHM notified of eligibility to sit for exam or deferred based on application review
10. **Examination**
  - IMHS and IMHM only
  - Part I: Multiple (all categories)
  - Part 2: Essay response to vignettes – tailored re: category
11. **Endorsement® or Deferment**
  - Feedback given on strengths and areas for growth

# ENDORSEMENT EXAM RESOURCES



**Exam Preparation List**



**What to Know  
About the  
Endorsement Exam**



**Endorsement  
Examination  
Tip Sheets**



**QUESTIONS?**

# FOR MORE INFORMATION:

**[www.neinfantmentalhealth.org](http://www.neinfantmentalhealth.org)**

**Contact: NAIMH Co-Leads**

**Sami Bradley**

**[sbradley@nebraskachildren.org](mailto:sbradley@nebraskachildren.org)**

**Contact: Endorsement Coordinator**

**Melissa Villarreal**

**[Ne.imhendorsement@gmail.com](mailto:Ne.imhendorsement@gmail.com)**

**Holly Hatton-Bowers**

**[hattonb@unl.edu](mailto:hattonb@unl.edu)**