

Preparing Competency-Based Learning for Infant and Early Childhood Mental Health Endorsement®: Training Guide and Self-Assessment



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FORWARD

Deborah J. Weatherston, PhD

Welcome to *Preparing Competency-Based Learning for Infant and Early Childhood Mental Health Endorsement®: Training Guide and Self-Assessment*

A Little History

This training guide and self-assessment were written in celebration of relationship centered, diversity-informed, reflective practice within the world of infant and early childhood mental health (IECMH). Inspired by the work of Selma Fraiberg and her colleagues who challenged practitioners to recognize the social and emotional needs of babies and their families (1980), the guide reflects a longstanding commitment to competency, as agreed upon over many years by professionals working with or on behalf of people during pregnancy, children under six and their families. Beginning with the work of the Michigan Association for Infant Mental Health (1986), the National Center for Infants, Toddlers and Families/ZERO TO THREE (1990), federal legislation under the Individuals with Disabilities Education Act, Part H (1994), now known as IDEA - Part C, and the completion of the *MI-AIMH Competency Guidelines (MI-AIMH Copyright © 2017)*, the field of infant mental health promotes the development and recognition of competency through a professional endorsement, the *MI-AIMH Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health® (2002)*. Since then and in partnership with 33 associations for infant mental health, the Alliance for the Advancement of Infant Mental Health, Inc. (Alliance), a national and international organization, has supported the recognition of competency in the infant and early childhood field through the Endorsement process. The Alliance, recognized for its expert leadership in the field, has endorsed over 3,600 professionals to date with an equal number working toward recognition by their associations.

Knowledge, Skills and Reflective Experiences

What specialized knowledge, skills and reflective experiences lead to competency and in turn to Endorsement? The answer is complex. A theoretical framework includes knowledge about pregnancy and early parenthood; early development and behavior; family relationship and dynamics; and attachment, separation, trauma, grief and loss; with attention to diversity, equity and inclusion throughout. Of additional importance is understanding laws that govern practice, ethics and agency policies. Systems expertise and direct service skills extend the base from which professionals work to promote infant and early childhood mental health and develop competency. Developing a deeper understanding of ourselves and others, particularly on topics of bias and privilege are essential for normalizing and supporting brave spaces. How one builds meaningful relationships, empathy and compassion when working with others is equally essential. Active listening, honest communication and sensitive response are important skills to develop competent functioning. Analyzing information, exercising sound judgment and maintaining perspective reflects skillful thinking that is a bedrock for competency. Finally, self-reflection where one regularly and critically examines one's own behaviors, thoughts, feelings, bias and privilege, is a prerequisite for competency. Such practice underscores the power of purposeful reflection that is fundamental to infant and early childhood mental health.

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Developing a Guide

Ever mindful of the importance of the power of relationship and reflection to strengthen infant and early childhood mental health practices, the authors*, trainers, educators and learners themselves, provide a framework to promote successful transmission of knowledge and skills through reflective practice experiences. Referencing the *Competency Guidelines* and the Endorsement requirements, the authors recognize that the pathway required for Endorsement is complex and requires commitment over time to training, education and experiences that invite curiosity, critical thinking, self-reflection and the assessment of strengths and vulnerabilities when working from an infant and early childhood mental health perspective. As reflected in this guide, the authors encourage those training or educating others in the infant and family field to make a parallel commitment to knowledge, skills and reflective practice experiences, emphasizing self-reflection and the examination of personal and professional strengths, bias, privilege and vulnerabilities as trainers or educators when promoting competency and Endorsement in the infant and early childhood mental health field. From a diversity, equity and inclusion lens, the importance of critical thinking is inclusive of this guide which was developed within IECMH's cultural framework founded on Western scientific methods and having its own cultural assumptions and biases. All sources, including this guide, are developed from the perspective of their authors and should be questioned and challenged.

An Extraordinary Contribution

In summary, the identification of core elements to consider when preparing for and engaging in training and education that leads to Endorsement is an extraordinary contribution to the infant and family field. Unique to this guide is the invitation to each trainer or educator to explore personal and cultural beliefs, values and behaviors as they affect their own capacity to enter into and sustain meaningful relationships with all infants, young children, families and professionals with whom they work. This training guide and self-assessment is a treasure for those planning to create a learning environment that holds diversity, equity and inclusion in mind; invites personal and professional reflection; and is competency informed. Finally, this training guide and self-assessment is a living and breathing document, as there is recognition that shared learning through relationships shapes practice.

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**SECTION I
INTRODUCTION**

Preparing Competency-Based Learning for Infant and Early Childhood Mental Health Endorsement®: Training Guide and Self-Assessment

BACKGROUND

A skilled and supported infant and early childhood mental health (IECMH) workforce is critical to meeting the specialized needs of infants and their families. Providing educational opportunities and support for IECMH professionals has been at the forefront of the development of the IECMH field. Pioneering organizations, including the Michigan Association for Infant Mental Health (MI-AIMH), ZERO TO THREE, and later organizations, including the Alliance for the Advancement of Infant Mental Health (Alliance), recognized that to meet the unique needs of infants and their families, there was a need for a specialized workforce. Of equal importance, they recognized that the quality of care for infants and families is directly impacted by the care taken in growing this workforce. An initial step in creating an IECMH workforce was to define core competencies. Thus, MI-AIMH published the *Competency Guidelines* and Infant Mental Health Endorsement® in 2000 and added the Early Childhood Mental Health Endorsement® in 2017. These guidelines provide “a flexible framework for identifying knowledge, skills, and reflective practice approaches that best support the development of competency across disciplines and in multiple practice settings” (MI-AIMH, 2017).

RATIONALE

As the multidisciplinary IECMH field grows, it seems important to consider the ways in which we share knowledge and build skills in the workforce. This framework explores ways to incorporate all aspects of IECMH practice, (knowing, being and doing), in education and training. The therapeutic relationship is the mechanism of change in the caregiver-child relationship. As such, interventionist qualities, who they are and how they practice, are as important as the knowledge they have. *Preparing Competency Based Learning for Infant and Early Childhood Mental Health Endorsement®: Training Guide and Self-Assessment* (herein referred to as *Training Guide and Self-Assessment*) serves as a companion to the *Competency Guidelines* and aims to offer a framework for self-assessment to support the development and delivery of culturally-sensitive, relationship-focused training in IECMH.

PURPOSE

The *Training Guide and Self-Assessment* offers recommendations that support professionals to translate IECMH knowledge into their practice and way of being with families, ensure that the professional development opportunities align with the infant and early mental health competencies and create a training environment that exemplifies the parallel process inherent in IECMH work so that professionals are effective in their work with vulnerable infants and families.

While this *Training Guide and Self-Assessment* is offered as a framework, in the spirit of IECMH, it is meant to be used to promote reflection and intentionality. Any attempt at operationalizing relationship-based practices will, by definition, fall short as there are nonverbal ways “of being” and infinite experiences and cultural influences that are not possible to articulate. These guidelines address core training competencies including training from relationship-based, reflective and culturally-sensitive/diversity-informed perspectives. While it is not possible to separate one from the other (e.g. it is not possible to be culturally aware and diversity-informed,

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if you are not also reflective and relationship-based), the artificial differentiation of core elements presented here is necessary to offer guidelines to inform practice.

The *Training Guide and Self-Assessment* may be used as a tool to:

1. Support instructors in developing, delivering and evaluating relationship-based IECMH-informed learning opportunities
2. Recognize and select high quality training consistent with IECMH Endorsement competencies

INTRODUCTION OF THE *TRAINING GUIDE AND SELF-ASSESSMENT* IN PRACTICE

An interventionist's way of being with a family is central to relationship-based work with infants and families. The *Training Guide and Self-Assessment* considers the instructor's way of being as central to conveying knowledge and transforming practice. There are several things an instructor must keep in mind when preparing and delivering training; both practical considerations, like instructor qualifications, training modality, content, materials, pacing and process considerations, like setting the stage, creating holding spaces and inviting learners into brave spaces.

HOLDING SPACE

The term "holding space" is akin to Donald Winnicott's (1960) "the holding environment" – a developmental supportive environment of nurturing and caring that results in a sense of trust and safety. The Holding Space is fostered by the unconditional learning environment itself that makes it amenable to exploring new ideas, allowing for the integration of thoughts and the emotions that may be evoked and reflections on application of the training content into current practice.

BRAVE SPACE

The term "brave space," as originally discussed by Arao and Clemens (2013) in the context of conversations about diversity and social justice in educational settings, asserts that when addressing topics such as oppression, power and privilege, comfort cannot and should not be assumed. Rather, the discussion of social injustice will bring associated feelings of discomfort, and any assumption of comfort reflects a privileged stance. Thus, as the field works to address issues of social and racial injustice, this holding space described above provides an invitation for participants to engage in a "brave space" marked by discussions in which participants "interact authentically with one another in challenging dialogues" (Arao & Clemens, 2013; p. 149). Brave spaces account for cognitive disequilibrium (Piaget, 1971) that is required for new learning and change to occur. However, in training diverse individuals who vary in social location, access to power and experience of oppression, the experience of safety or discomfort in a learning environment will differ.

TRAINING MODALITY

As we consider each core element, we will also consider different training formats (e.g. half-day awareness trainings, full-day trainings, a single series over several months or year-long intensive trainings) that incorporate knowledge, skills and reflective practice experiences and delivery methods (e.g. in-person trainings, trainings

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using distance technology with either synchronous allowing for live interaction with instructor and/or participants or asynchronous participation). No matter the format or method used, Alliance experts herein have recommendations for training, with attention to both content and process. Integrated throughout the document is the key skill (competency) of reflection for professionals from every sector working with or on behalf of infants, young children, pregnant people, and their families: behavioral health, child welfare, early childhood education, early intervention, higher education, home visiting, nursing, pediatrics/primary care, policy, etc.

INSTRUCTOR QUALIFICATIONS

Instructors in IECMH must possess the knowledge necessary to teach others and the ability to engage learners in integrating content into their own practice. Carrying out successful training for adult learners requires both flexibility and structure. The instructor will need to allow space for exploration, simulation and reflection while also ensuring knowledge from important content areas. This ability to balance these tasks comes from experience, trust in oneself as an instructor and trust in the relationship built with the participants in the process. Self-awareness and reflection are also necessary skills for instructors that can be shared with learners as the instructor narrates the training process, thus supporting the skill of “observing oneself in relationship”.

SETTING THE STAGE

In order to successfully create a meaningful training experience and share knowledge with the audience, instructors must adhere to a relationship-based lens. They must prepare ahead of time, paying careful attention to who will be in the learning space and what their specific training needs might be. Additionally, consideration can be given to agency and/or program culture, historical trauma & community culture, current cultural events or stressors, the presence of supervisors & supervisees together in the space and group size & composition. Communication with site managers about details such as financial support, room size, room setup and professional roles will enhance the learning experience.

MATERIALS, CONTENT, AND PACING

Consideration and preparation of materials, content and pacing to support “goodness of fit” is essential. Once the preparation has been done and the participants arrive, it is the responsibility of the instructor to welcome the group and invite them to co-create a shared learning space that allows for exploration while emphasizing the importance of confidentiality and non-judgment. However, because confidentiality and non-judgment cannot always be ensured, participants are invited to share and participate as they feel able. If the training material has the potential to be evocative, the instructor might prepare participants and remind them to engage in self-care and introduce the concept of a “brave space” in which participants openly explore the material even when the topic may be difficult and uncomfortable. It will be important for the instructor to connect with the group and to listen to their needs.

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Please note:

*Because the guidelines are so comprehensive, adopting all of these practices will be a process. Readers are encouraged to use the self-assessment and focus on one core element at a time. These guidelines can be incorporated into a community of practice or learning collaborative to generate ideas about how to implement them into a specific training, course planning or other learning events.

CORE ELEMENTS

Core Element 1 - Prepared, Responsive, Ready

Core Element 2 - Diversity, Equity and Inclusion Considerations

Core Element 3 - Multiple Lenses

Core Element 4 - Relationship-Focused

Core Element 5 - Adult Learning

Core Element 6 - Reflection

**SECTION II
CORE ELEMENTS**

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CORE ELEMENT 1 Prepared, Responsive, Ready	
RATIONALE	<p>Professional development in the field of IECMH includes the examination and exploration of difficult content areas and personal examination. To become endorsed requires the demonstration of competencies as well as reflective skills and capacity. Professionals are seeking and expecting training and education that can help them prepare for the attainment and maintenance of Endorsement. Intentional planning is important.</p> <p>There is also an experiential component that requires self-examination and recognition that the quality of preparation for the next generation of IECMH providers directly impacts the quality of services received by children and families. Being prepared, responsive and ready includes the ability to support/hold the learner (when content is evocative) and awareness and use of the parallel process (the way the trainer/educator is with learners, impacts how learners do their work).</p>
GOAL	To align professional training and education opportunities with <i>Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health (IECMH-E®)</i> competencies.
PROCESS CONSIDERATIONS	<p>Instructor</p> <ul style="list-style-type: none"> • Review and become familiar with <i>Competency Guidelines</i>, Infant Mental Health Endorsement (IMH-E®) and Early Childhood Mental Health Endorsement (ECMH-E®) • Be aware of your own level of reflection and one’s commitment to developing self as a change agent (Who am I and what do I bring?) • Identify and obtain own professional and personal development • Reflect upon self and the training offered within cultural contexts, diversity, equity and inclusion (What is happening around me in my culture/community/country that is influencing how I am with others in this learning experience?) • Consider and acknowledge that discussions may not always be comfortable (How will I facilitate through this? How do I promote confidentiality, tolerance, respect, bravery?) <p>Modality-Delivery of Training</p> <ul style="list-style-type: none"> • What modality best fits the topic and particular needs of audience or program? In-person trainings, workshops, semester for credit • On-line trainings or trainings using distance technology (e.g. McCormick, Eidson, & Harrison, 2020). • Learning collaboratives (e.g. Markiewicz et al, 2006)

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	<p>Time</p> <ul style="list-style-type: none">• Consider the value of training over time (How will knowledge acquired be integrated into practice?)• One time only (e.g. workshops) or over time (modules or courses spread out over weeks, months, years)• Will “coaching in” to practice opportunities (e.g. consultation calls to process implementation efforts) be included? <p>Instructional Readiness</p> <ul style="list-style-type: none">• Consider learner’s level of ability to integrate/knowledge of IECMH• Purpose of attendance• Gauge one’s ability <i>“To cultivate reflective spaces to engage in ongoing dialogue in regards to oppression, power, privilege, bias, white supremacy and racism that allows for a culturally reparative parallel process to unfold that reaches systems, professionals, communities, families and children”</i> Centering Equity Committee, Michigan Association for Infant Mental Health <p>Administrative</p> <ul style="list-style-type: none">• Roles (Who is doing what pieces, such as registration, copying, etc.?) <p>Site Readiness</p> <ul style="list-style-type: none">• Group size• Space/room size/set up/seating• Equipment, AV, location, tech support• Building rules/policies/expectations of venue, parking <p>Integration</p> <ul style="list-style-type: none">• Reflection• Culture (individual, family, agency, system)• Multigenerational experiences• Different family structures• Multi-perspectives• Flexibility (Allow for “in the moment processing,” opportunities for discussion and exploration)• Build on same case vignettes over time• If one-time training, encourage ongoing contact for cohort over time <p>Material</p> <ul style="list-style-type: none">• Define content (one or more identified competency areas, e.g. a theoretical foundation, a direct service skill, a communication skill)
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	<ul style="list-style-type: none"> • Gather information in preparation for training. (What are participants baseline exposure to this content? Is this new to them? How do I ensure that they are prepared to discuss these things?) • Preparation of materials (copying, purchase of textbooks, equipment such as projector, speakers, computer) • What might content elicit in the learners? • Be proactive, aware of current events and cultural stressors • Identify resources, choosing resources inclusive of multiple cultural perspectives (Western and non-Western) and value multiple types of knowledge (e.g., peer reviewed journal articles and readings and media from popular culture) <p>Participants/Audience</p> <ul style="list-style-type: none"> • Needs of participants: pre-survey/assessment/prerequisites • Consider group composition such as disciplines, education level, safety, background experiences and diversity of participants (What are the relationships? Are supervisors in the room? Are there other important relationships?) • Group size • Pacing • Participant readiness - knowledge of audience • Consider greater sociopolitical and historical contexts (Have I considered ecological contexts? Disparities? Inclusion?) <p>Setting the stage</p> <ul style="list-style-type: none"> • Invite participants to join together in a learning environment to think, explore, challenge and reflect together • Set agreement (consideration of boundaries, confidentiality and honoring multiple perspectives). Does this warrant a verbal or signed agreement (e.g., Arao & Clemmens, 2013; Singleton & Hayes, 2008)? • Prepare people for listening to difficult stories, having their own ghosts (history of unresolved trauma or loss) evoked, what to do if struggling, and how to “touch in” or “tap out” • Create holding environment that facilitates authentic participation
<p>APPLICATION OF STRATEGIES</p>	<p>Content Delivery</p> <ul style="list-style-type: none"> • Getting started (What are we here to do together? Roles, what are we asking you to bring as a participant?) • Provide learning objectives and expectations • Lecture • Discussion • Online

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	<ul style="list-style-type: none">• Writing/journals• Assignments• In-vivo/observation/interactions with others• Arts• Activities• Send an email ahead of time welcoming to the learning environment• Invite learners to complete pre-learning surveys, etc.

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CORE ELEMENT 2 Diversity, Equity and Inclusion Considerations	
RATIONALE	<p>The field of IECMH recognizes that infants and young children must be understood in the context of their race, cultures, family structures and communities. Similarly, those who teach and learn cannot be separated from the realities of their race, cultures, family structures and all socially constructed realities.</p> <p>We are all part of and identify with multiple races and cultures. Our racial-cultural identity shapes the lenses by which we view, interpret, understand and conceptualize the world. This is not a stand-alone element, rather it is an important concept that should be considered and woven throughout the entire learning experience and all interactions. Understanding our own and others’ racial/cultural identity is complex. By holding space for a shared understanding that each of us has had unique racial/cultural experiences, we can in turn, be open to learn and relate to others.</p> <p>Diversity, equity and inclusion is focused on racism, culturism, colorism and ethnocentrism, gender differences, sexual identity and disability. Additionally, the different ways in which one is brought into and through the world (i.e., kinship care, Invitro Fertilization, adoption, surrogate parents) influences cultural identity. Family structure differences and parent/caregiver arrangements makeup is everchanging.</p> <p>When instructors and students become aware of their own racial and cultural identity, they can better identify their own biases and privileges, they can work to provide diversity-informed, culturally attuned, inclusive and equitable services to children and families and strive to combat systemic racism and other systemic biases that cause harm. This work should be guided by the first and central principle for diversity-informed practice, <i>Self-Awareness Leads to Better Services for Families</i> that calls upon us to “reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services”. (Irving Harris Foundation, 2018).</p>
GOAL	<p>To assist learners in:</p> <ol style="list-style-type: none"> 1) recognizing that we are all part of, and identify with, multiple cultures and that those groups with which we identify can change 2) exploring similarities and differences, equity and disparities 3) understanding how cultural experiences, family structures and relationships shape an individual’s worldview and influence values, beliefs and practices 4) examining and developing a commitment to anti-oppressive practices 5) understanding that privilege is not primarily based on whiteness, but can be experienced through race, ethnicity, gender, sexuality, ability, SES, geography, family structure, education, etc.

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	6) recognizing that developing diversity, equity, inclusion and anti-racist practices is an ongoing and evolving process
PROCESS CONSIDERATIONS	<p>Instructor</p> <ul style="list-style-type: none"> • Consider the process of how we come together to explore and share culture (How do I show up in my role? What cultural experiences do I bring?) • Facilitate discussion focusing on “brave spaces” versus “safe spaces” (Areo and Clemens, 2013) • Recognize power and level of privilege that comes with the role of instructor, particularly when there are learners in the group who may come from historically marginalized communities, different education levels or different SES from the instructor • Note differences of power and privileges among participants (How does power and privilege play out in the training space with regards to roles and diversity?) (Brown, 2018) • Consider how to invite diverse voices while simultaneously recognizing and respecting participants choice to speak or remain silent • Support each person’s self-awareness in recognizing the impact their words, assumptions and judgments have on each other (e.g. Furman, Coyne, & Negi, 2008) • Invite each person to explore the emotional responses they feel upon hearing the words, assumptions and judgments of others • Maintain a wondering stance consistent with the practice of cultural humility and in support of social justice • Model “being explicit” about self-identities as an instructor (How does that impact my own world view?) and how these self-identities influence one’s own understanding of a particular training topic (How can I create a space for others to understand? Are there practices I need to change that may have been leading to misunderstandings?) • Create space for repair (How will I notice and address ruptures?) • Reflect on, and engage in conversations about how you handle conflict • Understand that privilege and biases must be recognized for all; privileges that create inequality are based on socially constructed white power and white privileges although other types of privileges can be acquired via the social construct of “passing” (e.g., racial, ethnic, class and occupational). For example, being a light skinned, indigenous woman may afford certain privileges that a dark skinned, indigenous woman may not feel, experience or benefit from. • Reflecting on one’s own biases and privileges is a critical first step toward cultural humility and cultivating space for antiracism to prevail <p>Content</p>

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	<ul style="list-style-type: none"> • Share “Diversity-Informed Tenets for Work with Infants, Children, and Families; Tenet #1 “Self-awareness leads to better services for families” (Irving Harris Foundation, 2018) • Explore intersectionality, equity & health disparities, historical trauma, transmission of trauma throughout generations, institutional oppression, culture-specific caregiving and differences in family structures • Be aware of one’s own scope of work • Examine personal biases, implicit and explicit • Name and recognize biases and perspectives of content (e.g., if most of the readings or treatment modalities discussed are from a Western perspective) • Seek out readings/treatment modalities that honor “nondominant bodies of knowledge” • Name generalizations and extreme ways of thinking, such as “blanket statements”, and words such as “always” and “never” • Consider and explore what privilege is and different types of privilege. How does power impact “lived” experiences and cultural realities? • Inclusion of concrete tools and research
<p>APPLICATION OF STRATEGIES</p>	<p>Content Delivery</p> <ul style="list-style-type: none"> • Discussion to set up expectations that participants agree to “guardrails” to support dialogue content that can be uncomfortable (What happens when people make mistakes in this space? Can I recognize the difference between intent and impact?) (e.g. Singleton & Hayes, 2008) • Provide a framework in which participants can explore provocative content in materials such as videos, case studies and fish bowls • Note when there are systemic biases in research • Explicitly verbalizing WEIRD or “Western Educated from Industrialized Rich and Democratic Countries” research can help in promoting dialogue (Henrich, Heine, & Norenzayan, 2010) • Provide opportunities for reflection regarding research and theories • Encourage participants to explore their own identities through use of individual and group activities

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CORE ELEMENT 3	
Consideration and Integration of Multiple Lenses and Perspectives	
RATIONALE	<p>Just as IECMH implores us to understand the experience of the baby in the context of the relationships, cultures and communities in which the baby grows, learns and relates, it is also important to understand the full experience of those we teach, mentor and coach so they too can grow, learn, relate and subsequently pass on IECMH practices to new generations of professionals. Each learner’s “perspective” is multidimensional and includes but is not limited to personal and cultural experiences, beliefs, values, developmental and reflective capacities, internal working models and self-identity(ies).</p> <p>Through the parallel process, we are aware that our ways of being curious and holding space for others promote a climate in which learners integrate multiple theories (e.g. attachment, family systems and ecological), bodies of research (e.g. child development and neuroscience), and history and historical trends (e.g. historical trauma, multigenerational family dynamics, impact of politics and resulting policies, and economics - power, growth and status) into their role and scope of work (e.g. mental health provider, home visitor, nurse, early childhood education) and thinking about case formulation (Ghosh Ippen, & Lewis, 2011; Fitzgerald, Weatherston, & Mann, 2011; Weatherston, Kaplan-Estrin, & Goldberg, 2009; Weston, 2005).</p>
GOAL	To recognize, explore and integrate the multiple lenses and perspectives of self and others, while also balancing the “good of the group” with respect to flow of the learning environment and safety of participants.
PROCESS CONSIDERATIONS	<p>Instructor</p> <ul style="list-style-type: none"> • Take inventory of one’s own knowledge, practice and familiarity with bodies of research (e.g., the influence of culture, diversity, equity, inclusion, trauma-informed care, impact of politics and policy implementation, human development, attachment, health and social disparities, and grief, loss and separation) <p>Instructor Awareness</p> <ul style="list-style-type: none"> • Be aware of use of self and regard for others’ differences which result in power differentials • Be aware of possible psychodynamics inherent in the roles of instructor and student • Understand and adhere to one’s scope of work and credentials • Recognize any conversation is a point of entry • Be open to and willing to learn about other lenses • Maintain a stance in which “wondering about” and curiosity guide intentional interactions • Adapt to the changing needs of the group

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	<ul style="list-style-type: none"> • Acknowledge varying skill levels • Acknowledge one’s own knowledge, history and experiences • Watch for and support emotional responses
<p>APPLICATION OF STRATEGIES</p>	<ul style="list-style-type: none"> • Discussion • Use of open ended, reflective questions • Shared agreements for engagement (see Core Element #1) • Model curiosity, emotional regulation, cognitive flexibility, cultural humility • Invite learners to integrate multiple theories, cultural perspectives and bodies of research through case formulation • Activities that allow for exploration of learners’ scope of work as an important lens and how that lens may or may not align with personal experiences • In-vivo/observation/ interactions with others • Self-examination and reflection activities • Co-teaching provides the opportunity to explore and model discussions about multiple lenses of both trainers

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CORE ELEMENT 4 Relationship-Focused	
RATIONALE	All learning occurs within the context of relationships. Therefore, a central focus for learning opportunities should be on building effective relationships that foster curiosity and growth. Infants, toddlers and young children exist, learn and develop in the context of relationships. Therefore, all teaching in IECMH should include the relational context (Weatherston, 2005).
GOAL	To communicate and model relationships that promote healthy development, safety and long-term wellness.
PROCESS CONSIDERATIONS	<p>Instructor</p> <ul style="list-style-type: none"> • Self-reflect on relationship building experiences and skills. (Consider: How do I connect with training groups? What do I do with tolerance and intolerance? How can I explore relationships with others? How do I show up for people? How will I gently hold people responsible for their own journey in this space? How will I go deeper, get more information, reach out for more support? How do I maintain the relational lens as the training experience continues? Do I give sufficient time for pause and reflection?) • Provide opportunities for participants to form a relationship with the instructor(s) and with other learners through activities such as live demonstrations, small group or partner discussions • Share metaprocess by labeling and narrating (What am I doing, thinking, and feeling? How does it connect to the course process?) • Facilitate the exploration of past relationship and contextual experiences as a learner • Connect learner’s past relationship and contextual experiences to this present experience • Invite curiosity and wondering about all relationships • Adopt a formative process. (At choice points, invite group members to “weigh-in” on how to move forward with intentionality, while also considering the need for both knowledge acquisition and process experience. Respond to learner’s needs through regular “check-ins”) • Invite learners to consider who they are and what they bring to the group. (How do learners interact with the group? How do learners impact the group experience?) • Create a holding space for uncertainty/ambiguity. (Acknowledge when interactions or content are uncomfortable, outcomes are unknown, and/or there is more than one “right” answer or approach) • Attend to and explore race, culture and identity with respect to relationships • Create a collaborative learning community. (Connect and identify participants as resources and protective factors for each other. Set an expectation of accountability to each other.)

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	<p>Content</p> <ul style="list-style-type: none"> • Content is anchored in the premise that “<i>There is no such thing as a baby, there is a baby and someone.</i>” (Winnicott, 1947). Furthermore, that the parallel of all relationships is important (e.g., the caregiver-child relationship, caregiver’s past relationships and the relationship between the professional caregiver and child) and that relationships exist within ecological contexts (Bronfenbrenner, 1992) • Relationships are recognized as vital protective factor for wellness • Reflecting on one’s own biases and privileges is a critical first step toward cultural humility and cultivating space for antiracism to prevail • Relationship building, including the ability to be responsive and emotionally available, is part of the parallel process • Attending to and naming “serve and return” interactions help the learner recognize relationship building in the moment • Seeking to understand the experience of others helps to build rapport and trust
<p>APPLICATION OF STRATEGIES</p>	<p>Content Delivery</p> <ul style="list-style-type: none"> • “Set the stage” discussion. (What are we here to do together? What are you bringing as a participant?) • Collaborative tasks. (Invite participants to set a collaborative shared agreement with guidance from instructor including shared responsibility, evaluating and shifting focus together) • Face-to-face group & paired discussion, reflection and learning opportunities (Utilize a varied approach to pairing, such as self-selected, “role-a likes”, agency groupings, etc.) • In-vivo/interactions with others (such as a live demonstration activity), activities with opportunities for reflection • On-line learning discussions that require responses to each other. (Small group discussion, training within cohorts) • Reflective practice journal that allows for building a relationship with instructor and space to reflect on one’s own responses • Observation of healthy relational interactions between caregivers and children using video options (e.g. Hingley-Jones, Parkinson, & Allain, 2016; Reid, 2013; Trowell & Rustin, 1991).

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CORE ELEMENT 5 Adult Learning	
RATIONALE	<p>A prepared workforce is essential to effective practice with infants, children and families. Professionals can be intrinsically and/or extrinsically motivated to attend training. Adults learn best when content is relevant, they have the opportunity to share their own knowledge and skills, practical application of knowledge gained is promoted and multi-sensory learning and teaching methodologies are utilized (Knowles, Swanson, & Holton, 2011).</p> <p>Critical to the field of IECMH, practitioners must possess skills that are not easily taught in a didactic format, including an awareness of parallel process, the ability to reflect on one’s own experiences, interpretation of emotional responses, intentionality, balance of perspectives, professional use of self and curiosity – all in the interest of keeping the baby in mind.</p>
GOAL	To ensure that content is delivered in a way that best meets adult learners’ needs and encourages self-reflection.
PROCESS CONSIDERATIONS	<p>Adult learning is self-directed/ autonomous Adults are actively involved in their learning. They set goals, plan their steps, seek out resources, seek expertise and support.</p> <p>Adult learning utilizes knowledge & life experiences Adult learners need support in integrating what they have experienced and learned in the past to the knowledge they are acquiring in the present so they can apply this knowledge into their practices in the future.</p> <p>Adult learning is goal-oriented When the adult learner understands the relevance of the content being taught, motivation to learn increases. For that reason, learning objectives should be clearly stated and linked to desired practice outcomes.</p> <p>Adult learning is relevancy-oriented Motivation is further increased when the learning objectives are related to their own learning goals. They will be inspired and energized to engage in learning and successfully meet the learning objectives and personal goals. Learning must be paced, so that adults can spend time integrating information more fully.</p> <p>Adult learning highlights practicality Adult learning is enhanced when educators provide practical application of knowledge to practice, i.e. communication of theory and research learned in the classroom to clear use of this information into real-life situations.</p>

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	<p>Adult learning encourages collaboration Adult learners appreciate a collegial learning environment. This respect from their instructors and peers augments their productivity.</p> <p>Adults learn through multiple modes <u>visual-spatial</u> (visual and spatial judgment) <u>linguistic-verbal</u> (words, language and writing) <u>logical-mathematical</u> (analyzing problems and mathematical operations) <u>bodily-kinesthetic</u> (physical movement, motor control) <u>musical</u> (rhythm and music) <u>interpersonal</u> (understanding and relating to other people) <u>intrapersonal</u> (introspection and self-reflection)</p>
<p>APPLICATION OF STRATEGIES</p>	<p>Content can be delivered in a variety of methods, including on-line trainings, one-time lectures, a series of trainings in the context of a learning community or an opportunity to observe and reflect on practice. Because IECMH professionals must have both content knowledge and skills, related to being with families, trainers should carefully consider the mechanism by which they deliver content (lecture, experiential, on-line self-paced) and how they interact with participants, thereby incorporating all aspects of IECMH practice, (knowing, being and doing).</p> <p>Across all methods, it is helpful to provide an agenda and learning objectives so that participants know what to expect and experience. Instructors can support deep learning to encourage the translation of knowledge into practice by incorporating observation, reflection and practice into trainings. This can be done with case studies, pair and practice activities and discussion of video observations.</p> <p>Content Delivery</p> <ul style="list-style-type: none"> • Provide Learning Objectives and Expectations • Lecture • Online • Discussion • Writing/Journals • Assignments • In-vivo/observation/interactions with others • Arts • Activities • Use of case studies, vignettes, work examples, videos • Exploration of race, culture, equity, disparities, ecological landscape • Self-reflective activities • Observation of live RSC demonstration

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	<ul style="list-style-type: none">• Provide an agenda, syllabus, course schedule• Collaborative tasks: Invite participants to set collaborative agenda with guidance from trainer, shared responsibility, ongoing “taking stock” together, evaluating and shifting together• Activity to gather info about the participants goals and willingness/degree of participation

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CORE ELEMENT 6	
Reflection	
RATIONALE	<p>Aside from demonstrated competencies, a unique feature of the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health (IECMH-E[®]) that sets it apart from other forms of professional endorsement is the use of reflective practice. Reflective supervision/consultation (RSC) practice is a process in which, practitioners, educators, researchers and leaders are able to “examine with a trusting supervisor/consultant the thoughts, feelings and reactions evoked in the course of working closely with pregnant women, infants, young children and their families.” (Alliance, 2018).</p> <p>Instructors may develop close relationships with adult learners who are likely to comprise the future of the infant- and young child-family workforce. Instructors who speak fluently about RSC, monitor and regulate their own reflective responses, and invite reflection from learners, will grant learners the opportunity to incorporate a process of consciously connecting their own lived experience and relationships with the lived experience and relationships of others. Given the personal and emotional nature of IECMH content, reflective practice is required to fully integrate both the cognitive and affective aspects of the competencies. Said another way, a focus on ways of being helps to more fully integrate ways of knowing and doing. Knowledge and skill taught with reflective practice is the defining feature of IECMH training. Learning is in the experience (Gatti, Watson, & Siegel, 2011; Tomlin, Weatherston, & Pavkov, 2014).</p>
GOAL	To model the value of protected time and space to thoughtfully consider IECMH by integrating reflective practice into learning opportunities.
PROCESS CONSIDERATIONS	<p>Instructor</p> <ul style="list-style-type: none"> • Balance and integrate the teaching of information with reflection • Recognize when one is going in and out of teaching and reflecting and note this process for the group (narrate the process) • Conscious use of “self” in teaching • Notice and name parallel processes, as they occur • Create space; allow for “in the moment” processing and resist the urge to “rush in” and “fix” • Build in opportunities for discussion and exploration • Continuous integration with explicit connection of “prior-to-current”. (Encourage reflection of prior experiences, lessons and relationships, and explore how thoughts, feelings and behaviors may have developed since, while simultaneously noting and assessing “current” thoughts, feelings and behaviors. For example, inviting learners to think about how they will integrate knowledge into professional interactions and how they imagine their behavior will change since learning the information)

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	<ul style="list-style-type: none"> • Consider and weave multiple perspectives (Reflect on and wonder about the experiences of self and others) • Provide support to apply the content of reflective activities (Questions to ask of learner: What do you do with this now? How does this translate to practice? How might you address this theme/struggle/bias that you keep experiencing? How can you take this new insight and apply it to your practice?) • Engage learner at their reflective level/readiness (How will I involve them? How will I create an inviting environment? How will I scaffold them? How will I invite them to explore?) • Continuously monitor and scan for what is happening in the room, with and between participants, giving words and space to the experience • Acknowledge barriers to presence (Questions to ask of learner: What are you missing or giving up to be here today? What is going on in the world that may be impacting how you/we understand this information? What is going on in this space that may be impacting how you/we understand this information?) • Explicitly differentiate--and connect--the objective (content) and the subjective (experience) • Recognize that having time and space for reflection is a privilege not available to all <p>Content</p> <ul style="list-style-type: none"> • Consideration of caregiver reflective capacity • Listening • Observing • Professional use of self (e.g. Heffron, Ivins, & Weston, 2005). • Parallel Process • Diversities – how they affect relationships • RIOS Essential Elements (Watson et al., 2016) • RIOS Collaborative tasks (Watson et al., 2016)
<p>APPLICATION OF STRATEGIES</p>	<p>Content Delivery</p> <ul style="list-style-type: none"> • Direct teaching • Discussion • Writing/journals • Observation: live RSC demonstration; In-vivo/interactions with others activity with opportunities for reflection; RSC video viewing • Activities that notice and promote body-based information about self • Pair and share: As you are listening to other, pay attention to yourself, your own thoughts and questions • Follow up individually when appropriate • Listening activities

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	<ul style="list-style-type: none">• Use of reflective questions• Use of case studies, vignettes• “I am...” exercise (Montgomery & Jetter, 2016)• Mindfulness - Breathing, guided meditation, guided imagery around safe space, reflective quiet, with the recognition that such activities may not feel safe and will not be mandatory• Use of experiential modes of transition to presentations (music, poetry, movement, etc.)• Monitor the value of growth over time through formative activities

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DEFINITIONS**

Bias

“Unreasonably hostile feelings or opinions about a social group” (<https://www.dictionary.com/browse/bias>).

Culture

- as a strength
- as identity: “A sense of belonging based on one’s ancestry, cultural heritage, values, traditions, rituals, and... language and religion” (<https://www.sciencedirect.com/topics/social-sciences/cultural-identity>).

Cultural humility

The “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]” (Hook, Davis, Owen, Worthington, & Utsey, 2013, p.2, doi:10.1037/a0032595).

Decolonization

Recognizing the negative effects of colonialism in all forms, and in response making long-term commitments and processes to dismantle these effects. It can look like bureaucratic, cultural, linguistic and psychological divesting of colonial power.

Decolonization engages with imperialism and colonialism at every level. It means challenging how higher education, research and publishing are complicit in and vital to the colonial oppression of Black, Indigenous and Racialized peoples around the globe.

Decolonization restores the Indigenous world view, culture and traditional ways. (Glossary-Sector Equity for Anti-Racism in the Arts, searafund.ca)

Diversity

“Various backgrounds and races that comprise a community, nation or other grouping”. This term may refer to the diversity of a variety of characteristics (e.g., race, gender, religion, sexual orientation) but also implies an appreciation of the referenced differences (Aspen Institute, <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>).

Equity

Including “the quality of being fair or impartial” (<https://www.dictionary.com/browse/equity>).

Health disparities

A term coined around 1990 to denoted that socially disadvantaged individuals, particularly those from disadvantaged racial, ethnic, and economically disadvantaged groups, tend to experience worse health outcomes (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3863701/>).

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Historical trauma:

“Multigenerational trauma experienced by a specific cultural, racial or ethnic group” that may be related to major events that oppressed a specific group (e.g., slavery; <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>) and that can result in cross-generational and cumulative emotional and psychological wounds (<https://extension.umn.edu/mental-health/historical-trauma-and-cultural-healing>).

Inclusion

Organizational effort and practices that accept and welcome, both culturally and socially, different individuals or groups from different backgrounds, with the goal of striving for each individual to receive equal treatment (<https://globaldiversitypractice.com/what-is-diversity-inclusion/>).

Intersectionality

“A framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages”, thereby underscoring that identities and experiences can overlap and that prejudices can be complex. In other words, multiple sources can impact an individual at once (<https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/>).

Institutional oppression

Policies and practices in institutions that result in the chronic favoring of one group while oppressing another group (Aspen Institute, <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>).

Misogyny

“Hatred, dislike, or mistrust of women” that may be manifested as “physical intimidation and abuse, sexual harassment and rape, social shunning and ostracism” (<https://www.dictionary.com/browse/misogyny>).

Privilege

- “Historical and contemporary advantages in access to quality education, decent jobs and livable wages, homeownership, retirement benefits, wealth and so on” (Aspen Institute, <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>).
- Privilege is a right or exemption from liability or duty granted as a special benefit or advantage. (MSW, USC, 2020). Power, in the context of privilege and identity, refers to the capacity to exercise control over others, deciding who will have access, deciding what is best for people. (UCD, 2021).

*This *Definitions* list will eventually be replaced by a formal *Glossary* which is currently under development by the Alliance for the Advancement of Infant Mental Health and the Michigan Association for Infant Mental Health's Centering Equity Committee.

**SECTION III
SELF-ASSESSMENT AND PLANNING TOOL**

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In preparation for use of *Preparing Competency-Based Learning for Infant and Early Childhood Mental Health Endorsement®: Training Guide and Self-Assessment*, please consider the following guiding premises:

- Knowledge is not owned by anyone; knowledge (and culture) is collectively produced
- Knowledge is inevitably marked by power relations
- There is always room for rethinking, reframing and reconstructing the current curriculum in order to make it more inclusive; creating spaces and resources for a dialogue among all members; understanding and embracing that any knowledge could and should be open to challenge and question
- There is no one-size-fits-all solution
- Students' and learners' experiences are important

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SELF-ASSESSMENT WORKSHEET

CORE ELEMENT 1 – Prepared, Responsive, Ready

Goal: To align professional training and education opportunities with *Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health (IECMH-E®)* competencies.

SELF-ASSESSMENT CHECKLIST	PLANNING NOTES
<p>Process Considerations</p> <p><input type="checkbox"/> Instructor Readiness (reviewed, guidelines, self-awareness)</p> <p><input type="checkbox"/> Modality Readiness (delivery, format)</p> <p><input type="checkbox"/> Time (in sessions, hours, months, semesters)</p> <p><input type="checkbox"/> Instructional Readiness (audience, ability, purpose)</p> <p><input type="checkbox"/> Administrative (support, logistics)</p> <p><input type="checkbox"/> Site Readiness (group size, space, equipment, building)</p> <p><input type="checkbox"/> Integration (time, flexibility, holding space)</p> <p><input type="checkbox"/> Material (define content, preparation, theory, research, practice, perspectives, current events)</p> <p><input type="checkbox"/> Participants/Audience (needs, group composition and size, pacing)</p> <p><input type="checkbox"/> Setting the Stage (confidentiality, self-care, guardrails, shared agreements)</p>	
<p>Application of Strategies</p> <p><input type="checkbox"/> Content Delivery (lecture, online,</p>	

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<p>discussion, writing/journals, assignments, in vivo/observation/interactions with others, arts, activities)</p> <p>___ Learning Objectives and Expectations (pre-training communication/surveys, agreements)</p>	
<p>Resources</p> <p>___ Familiar with related references for this core element</p> <p>___ Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p> <p>Videos:</p> <p>Other Resources:</p>
<p>Post-Training Reflection</p> <p>___ What worked?</p> <p>___ What didn't work?</p> <p>___ Feedback from participants</p> <p>___ This is what came up for me ...</p> <p>___ What surprised me about this experience?</p> <p>___ Identified area(s) of professional growth</p> <p>___ Who can I explore and consult with about my experience?</p> <p>___ What do I want to change next time?</p>	

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CORE ELEMENT 2 - Diversity, Equity, and Inclusion Considerations

GOAL: To assist learners in:

1. recognizing that we are all part of, and identify with, multiple cultures and that those groups by which we identify can change
2. exploring similarities and differences, equity and disparities
3. understanding how cultural experiences, diverse family structures, and relationships shape an individual’s world view and influence values, beliefs and practices

SELF-ASSESSMENT CHECKLIST	PLANNING NOTES
<p>Process Considerations</p> <p><input type="checkbox"/> The process of coming together</p> <p><input type="checkbox"/> Discussion on safe and brave spaces</p> <p><input type="checkbox"/> Recognize assumed power/privilege</p> <p><input type="checkbox"/> Support participants self-awareness</p> <p><input type="checkbox"/> Explore emotional responses</p> <p><input type="checkbox"/> Maintain a wondering stance</p> <p><input type="checkbox"/> Model “being explicit”</p> <p><input type="checkbox"/> Create space for repair</p> <p><input type="checkbox"/> Create a holding space</p> <p><input type="checkbox"/> Invite and integrate diverse voices</p>	
<p>Application of Strategies</p> <p><input type="checkbox"/> Content Delivery (preparation to collect base line information, set up expectations, group and paired discussions, provide a framework for discussions, collaborative tasks, reflective activities, videos, in-vivo practice and observation, case studies)</p> <p><input type="checkbox"/> Learning Objectives and Expectations (explore culture, diversity, equity and inclusion and implications for IECMH)</p>	

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<p>Resources</p> <p><input type="checkbox"/> Familiar with related references for this core element</p> <p><input type="checkbox"/> Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p> <p>Videos:</p> <p>Other Resources:</p>
<p>Post-Training Reflection</p> <p><input type="checkbox"/> What worked?</p> <p><input type="checkbox"/> What didn't work?</p> <p><input type="checkbox"/> Feedback from participants</p> <p><input type="checkbox"/> This is what came up for me ...</p> <p><input type="checkbox"/> What surprised me about this experience?</p> <p><input type="checkbox"/> Identified area(s) of professional growth</p> <p><input type="checkbox"/> Who can I explore and consult with about my experience?</p> <p><input type="checkbox"/> What do I want to change next time?</p>	

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CORE ELEMENT 3 - Consideration and Integration of Multiple Lenses and Perspectives

<p>GOAL: To recognize, explore and integrate the multiple lenses and perspectives of self and others, while also balancing the “good of the group” with respect to flow of the learning environment and safety of participants.</p>	
<p>SELF-ASSESSMENT CHECKLIST</p>	<p>PLANNING NOTES</p>
<p>Process Considerations</p> <p>Core Knowledge and Experience of Instructor; Inventory of knowledge</p> <ul style="list-style-type: none"> • ___ culture, diversity, equity and inclusion • ___ trauma informed care • ___ impact of politics/policies • ___ human development • ___ attachment • ___ health and social disparities • ___ grief, loss, separation • ___ other expertise <p>Instructor Awareness</p> <p>___ Use of self and power differentials</p> <p>___ Instructor/student psychodynamics</p> <p>___ Adhere to scope of work/credentials</p> <p>___ Recognize points of entry</p> <p>___ Maintain “wondering” stance</p> <p>___ Acknowledge varying skill levels</p> <p>___ Watch for/support emotional responses</p>	
<p>Application of Strategies</p> <p>___ Content Delivery (shared safety agreements, lecture, discussion, writing assignments, in vivo/observation/interactions with others, use of open ended, reflective questions, self-examination modeling, integrate theories and research through case formulation, activities related to scope of work, co-teaching)</p> <p>___ Learning Objectives/Expectations</p>	

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<p>(Explore different perspectives, model curiosity and regulation)</p>	
<p>Resources</p> <p>___ Familiar with related references for this core element</p> <p>___ Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p> <p>Videos:</p> <p>Other Resources:</p>
<p>Post-Training Reflection</p> <p>___ What worked?</p> <p>___ What didn't work?</p> <p>___ Feedback from participants</p> <p>___ This is what came up for me ...</p> <p>___ What surprised me about this experience?</p> <p>___ Identified area of professional growth</p> <p>___ Who can I explore and consult with about my experience?</p> <p>___ What do I want to change next time?</p>	

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SELF-ASSESSMENT WORKSHEET

CORE ELEMENT 4 - Relationship-Focused

GOAL: To communicate and model relationships that promote healthy development, safety and long-term wellness.	
SELF-ASSESSMENT CHECKLIST	PLANNING NOTES
<p>Process Considerations</p> <p><input type="checkbox"/> Relationship building opportunities</p> <p><input type="checkbox"/> Promotion of self-reflection</p> <p><input type="checkbox"/> Share, label, and narrate</p> <p><input type="checkbox"/> Explore past experiences as learner</p> <p><input type="checkbox"/> Connect past with present experiences</p> <p><input type="checkbox"/> Adopt a formative process</p> <p><input type="checkbox"/> Create a holding space</p> <p><input type="checkbox"/> Create a collaborative learning community</p>	
<p>Application of Strategies</p> <p><input type="checkbox"/> Content Delivery (Group and paired discussion, collaborative tasks, body-based awareness and reflective activities, videos, in-vivo practice and observation)</p> <p><input checked="" type="checkbox"/> Learning Objectives and Expectations (highlighting the promotion of healthy development, safety and long-term wellness)</p>	
<p>Resources</p> <p><input type="checkbox"/> Familiar with related references for this core element</p> <p><input type="checkbox"/> Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p>

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	Videos: Other Resources:
<p>Post-Training Reflection</p> <p>___ What worked?</p> <p>___ What didn't work?</p> <p>___ Feedback from participants</p> <p>___ This is what came up for me ...</p> <p>___ What surprised me about this experience?</p> <p>___ Identified area(s) of professional growth</p> <p>___ Who can I explore and consult with about my experience?</p> <p>___ What do I want to change next time?</p>	

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CORE ELEMENT 5 – Adult Learning

GOAL: Align professional training and education opportunities with <i>Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health (IECMH-E®)</i> competencies	
SELF-ASSESSMENT CHECKLIST	PLANNING NOTES
<p>Process Considerations</p> <p><input type="checkbox"/> Participants are actively involved</p> <p><input type="checkbox"/> Participants are supported to integrate new knowledge into existing knowledge</p> <p><input type="checkbox"/> Learning objectives are clearly stated and related to and include participants own learning goals</p> <p><input type="checkbox"/> Participants are supported in applying to real life and scope of work</p> <p><input type="checkbox"/> Learning is collaborative</p> <p><input type="checkbox"/> Consideration given to multiple modes of learning:</p> <ul style="list-style-type: none"> • <u>visual-spatial</u> (visual and spatial judgment) • <u>linguistic-verbal</u> (words, language, writing) • <u>logical-mathematical</u> (analyzing problems and mathematical operations) • <u>bodily-kinesthetic</u> (physical movement motor control) • <u>musical</u> (rhythm and music) • <u>interpersonal</u> (understanding, relating) • <u>intrapersonal</u> (introspection, self-reflection) 	
<p>Application of Strategies</p> <p><input type="checkbox"/> Content Delivery (lecture, online, discussion, writing/journals, assignments, in vivo/observation/interactions with others, arts, activities)</p> <p><input type="checkbox"/> Learning Objectives and Expectations (pre-training communication/surveys,</p>	

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<p>agreements)</p>	
<p>Resources</p> <p>___ Familiar with related references for this core element</p> <p>___ Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p> <p>Videos:</p> <p>Other Resources:</p>
<p>Post-Training Reflection</p> <p>___ What worked?</p> <p>___ What didn't work?</p> <p>___ Feedback from participants</p> <p>___ This is what came up for me ...</p> <p>___ What surprised me about this experience?</p> <p>___ Identified area(s) of professional Growth</p> <p>___ Who can I explore and consult with about my experience?</p> <p>___ What do I want to change next time?</p>	

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SELF-ASSESSMENT WORKSHEET

CORE ELEMENT 6 - Reflection

GOAL: To model the value of having protected time and space to thoughtfully consider IECMH by integrating reflective practice into learning opportunities. (Best Practices Guidelines for Reflective Supervision/Consultation, 2018).	
SELF-ASSESSMENT CHECKLIST	PLANNING NOTES
<p>Process Considerations</p> <p>Reflective Skills of Instructor</p> <p><input type="checkbox"/> Process is explicit</p> <p><input type="checkbox"/> Conscious “use of self” in teaching</p> <p><input type="checkbox"/> Balance content information with reflection</p> <p><input type="checkbox"/> Notice and “point out” parallel processes</p> <p><input type="checkbox"/> Create space</p> <p><input type="checkbox"/> Build in exploration throughout</p> <p><input type="checkbox"/> Continuous integration; explicitly</p> <p><input type="checkbox"/> Consider and weave multiple perspectives</p> <p><input type="checkbox"/> Provide support for addressing the content of reflective activities</p> <p><input type="checkbox"/> Engage learner at their level/ readiness</p> <p><input type="checkbox"/> Give words and space to the experience</p> <p><input type="checkbox"/> Acknowledge barriers to presence</p> <p><input type="checkbox"/> Differentiate the objective from the subjective</p> <p>Content</p> <p><input type="checkbox"/> Mentalization-caregiver reflective capacity</p>	

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<p>___ Listen and observe</p> <p>___ Professional use of self</p> <p>___ Parallel Process</p> <p>___ Differences; how they affect relationships</p> <p>___ Essential Elements and collaborative tasks</p> <p>___ All, while holding the baby in mind</p>	
<p>Application of Strategies</p> <p>___ Content Delivery (lecture, online, discussion, writing/journals, assignments, in vivo/observation/interactions with others, arts, listening and mindfulness activities, use of open ended, reflective questions, case studies, experiential modes of transition, self-examination and reflection activities)</p>	
<p>Resources</p> <p>___ Familiar with related references for this core element</p> <p>___ Identified instructional materials</p>	<p>Text Books:</p> <p>Articles and Briefs:</p> <p>Misc. Documents:</p> <p>Guidelines:</p> <p>Videos:</p> <p>Other Resources:</p>
<p>Post-Training Reflection</p> <p>___ What worked?</p> <p>___ What didn't work?</p> <p>___ Feedback from participants</p> <p>___ This is what came up for me ...</p>	

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<p>___ What surprised me about this experience?</p> <p>___ Identified area(s) of professional growth</p> <p>___ Who can I explore and consult with about my experience?</p> <p>___ What do I want to change next time?</p>	

SECTION IV
REFERENCES

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