

# Infant Mental Health Mentor (Level 4) Impact Map

## Capabilities

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

## Key Responsibilities

## Level 4 Results

## Service Objectives

## Service Goal

**Working With Others (C)**

- Building & maintaining relationships
- Supporting others
- Coaching & mentoring
- Collaborating
- Resolving conflict
- Crisis management
- Empathy & compassion
- Consulting

**Reflection (C, S)**

- Contemplation
- Self-awareness
- Curiosity
- Professional and personal development
- Emotional response

**Theoretical Foundations**

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

**Law, Regulation & Agency Policy**

- Ethical practice
- Government law & regulation
- Agency policy

**Systems Expertise**

- Service delivery systems
- Community resources

**Direct Service Skills**

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

**Leading People**

- Motivating
- Advocacy
- Developing talent

**Communicating**

- Listening
- Speaking
- Writing
- Group process

**Thinking**

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

**Administration (P)**

- Program management
- Program development
- Program evaluation
- Program funding

**Core Responsibilities (C)**

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

**Clinical Supervision, Consultation & Training (S)**

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

**Teaching, Research & Evaluation (T)**

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

**Policy/Program Administration (P)**

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

all → High quality, highly effective services to infants/young children & parents – by IMH staff & staff of other agencies

all → Timely & effective resolution of performance & service problems

Highly motivated & satisfied practitioners and reporting staff

Increased number of highly effective infant mental health (IMH) & other practitioners at all levels

Increased body of knowledge of effective IMH principles & practice

Continuously improved:
 

- Public/agency policy & procedure
- IMH services
- Collaborative interagency systems of care

Securely attached infants & young children

Enhanced infant/young child capacities to enter into social relationships, to explore & master their environment & to learn

Optimal parent capability to care for and nurture an emotionally healthy, competent infant/young child

Reduced risks of disorder in infancy & early childhood, developmental delays, & later anti-social/problematic behavior

Positive parental mental health, including improved relationships, networks & problem solving

Safe & appropriate environments for the infant/young child

Continuous improvement in Infant Mental Health practice

Responsive, thoughtful community systems of care for infants, young children & their families

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