



New Mexico Association for Infant Mental Health

Endorsement Requirements Level 4, Infant Mental Health Mentor

Introduction

The Level 4 Competency Guidelines have been adopted by the New Mexico Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and the behaviors that demonstrate competency at this level. Level 4 practitioners have earned a minimum of a Master’s degree, may possess a Doctoral or Medical degree, and have met the competencies appropriate to their roles and responsibilities as defined below and in the Competency Detail for Level 4. Level 4 practitioners have a minimum of three years post-graduate experience as a policy and/or practice leader in infant mental health. Examples of practitioners for whom Level 4 competencies are appropriate include but are not limited to experienced Infant Mental Health Specialists (meet Level 3 requirements with minimum two years of Level 3 practice) who have gone on to become an infant-family program supervisor or administrator who provide or have provided reflective supervision/consultation for at least three years and engage in practice leadership activities specific to the field of infant mental health at Regional and/or State levels. Other examples include infant mental health researchers/faculty members or policy specialists. Each professional who works with families, infants and toddlers deserves and requires reflective supervision and/or consultation that enhances his/her ability to be self aware, and to examine his/her professional and personal thoughts and feelings in response to work within the infant and family field. Level 4 (Clinical) practitioners will receive a minimum of 25 hours of reflective supervision and/or consultation per year or 50 clock hours in a two-year time frame.

In both the Impact Map and the Competency Detail, you’ll notice alphabetic codes in parentheses besides certain Competencies. These codes indicate the specific area(s) of responsibility that the competency most directly impacts, as follows:

- C** Core Responsibilities
- S** Clinical Supervision, Consultation & Training
- T** Teaching, Research & Evaluation
- P** Policy/Program Administration

For example, the code “C” beside “Working with Others” indicates that this competency group directly impacts the Core Responsibilities area.

Core Responsibilities / **S** Clinical Supervision, Consultations & Training / Teaching, Research, Evaluation / Policy/Program Admin.



Infant Mental health Mentor Clinical, Policy, or Research/Faculty

Level 4 Endorsement Requirements

Requirements: Preparation of a Portfolio			
Education:	Master of Arts (MA), Master of Science (MS), Master of Education (MEd), Doctorate in Education (EdD), Master of Social Work (MSW), Master of Nursing (MSN), Doctor of Psychology (PsyD), Doctor of Philosophy (PhD), Doctor of Osteopathy (DO), Medical Degree (MD) or other degree specific to one's professional focus in infant mental health; post-graduate specialization or university certificate program; in accordance with NMAIMH Endorsement Competencies. Official transcript(s) required. Applicants may ask to use intensive in-service training to fulfill some of the recommended course work.		
Training:	Minimum 30 clock hours of relationship-based education and training pertaining to the promotion of social-emotional development and/or the practice of infant mental health. Applicants will include as many hours as necessary to document that competencies (as specified in Competency Guidelines) have been met.		
Specialized Work Experience in at least one of the three categories:	Clinical: Meets specialized work experience requirements as specified at Level 3 ¹ plus three years post-graduate experience providing infant mental health reflective supervision/consultation and engages in other leadership activities at the regional and/or state level	Policy: Three years post-graduate experience as a leader in policy and/or program administration related to the infant-family field and engages in other leadership activities at the regional or state level	Research/Faculty: Three years post-graduate experience as a leader in university-level teaching and/or published research related to the infant-family field and engages in other leadership activities at the regional and/or state level
Examples of leadership activities: <i>These lists are meant to demonstrate some of the activities in which leaders might engage. These are not comprehensive lists. Also, applicants would not need to engage in all the activities listed in order to earn Endorsement as an Infant Mental Health Mentor.</i>	Clinical: -Organize and facilitate reflective practice groups and/or IMH study groups -Provide reflective supervision or consultation to IMH practitioners -Participate in system of care planning initiatives -Participate in planning for regional, statewide, or national IMH-specific conferences -Represent IMH interests in planning for national early childhood, social service, child welfare, behavioral health and public health conferences -Work to increase the preference for Endorsed personnel in contracts for services, child care rating schemes -Work to address reimbursement issues for IMH services -Leadership in local/state IMH association	Policy: -Provide feedback to state agencies on current & proposed policies that promote IMH practices -Provide presentations on IMH, its importance, and its role in all early childhood disciplines/systems -Participate in planning groups promoting IMH within early childhood systems -Participate in regional-, state-, & national-level policy making groups, representing IMH principles -Publish policy briefs, white papers, or position statements addressing IMH -Provide analysis of the impact of proposed legislation or policy on the populations served through IMH service delivery systems -Work to address reimbursement issues for IMH services -Work to increase the preference for Endorsed personnel in contracts for services, child care rating schemes -Leadership in local/state IMH association	Research/Faculty: -Provide leadership in graduate certificate IMH programs -Participate in inter-departmental efforts to integrate IMH competencies into appropriate syllabi -Participate as member of doctoral applicant's committee when IMH-related topics are proposed -Participate in planning for regional, statewide, or national IMH-specific conferences -Present and/or publish on topics related to the promotion or practice of infant mental health -Leadership in local/state IMH association

¹ Two years, post-graduate, supervised work experiences providing culturally sensitive, relationship-focused, infant mental health services. This specialized work experience must be with **both** the infant/toddler and his/her biological, foster, or adoptive parent on behalf of the parent-infant relationship. Infant mental health services will include concrete assistance, advocacy, emotional support, developmental guidance, early relationship assessment, and parent-infant/very young child relationship-based therapies and practices. These therapies and practices may include but are not limited to parent-infant psychotherapy, interaction guidance, and child-parent psychotherapy. These therapies and practices are intended to explore issues related to attachment, separation, trauma and unresolved losses as they affect the development, behavior and care of the infant/very young child. Please see Level III requirements for additional details.

Core Responsibilities / S Clinical Supervision, Consultations & Training / Teaching, Research, Evaluation / Policy/Program Admin.



Infant Mental health Mentor Clinical, Policy, or Research/Faculty

Level 4 Endorsement Requirements - continued

Requirements, continued:			
Reflective Supervision/Consultation:	Relationship-focused, reflective supervision/consultation with an approved supervisor/consultant, individually or in a group. Minimum: 50 clock hours within a 1-year minimum to 2-year maximum time frame. <i>(Required for Clinical; optional for Policy or Research/Faculty).</i>		
Three Professional Reference Ratings:	Clinical: 1. One from current program supervisor/consultant, teacher, trainer, or colleague 2. One from person providing reflective supervision/consultation to the applicant 3. One from person receiving reflective supervision/consultation from the applicant	Policy: 1. One from current program supervisor, teacher, trainer or consultant, if applicable 2. One from person providing reflective supervision/consultation, if applicable 3. If no one available from first two categories, applicant may ask three colleagues	Research/Faculty: 1. One from current department supervisor or chair if he/she is familiar with IMH. If not, ask a colleague 2. One from person providing reflective supervision/consultation, if applicable. If not applicable, applicant may ask a colleague 3. One from a student taught and/or supervised by the applicant
Code of Ethics & Endorsement Agreement:	Signed		
Documentation of Competencies:	1. Professional portfolio will document that requirements and competencies have been adequately met through specialized education, in-service training, work, and, for Clinical applicants, through reflective supervision/consultation experiences. 2. Successful completion of the NMAIMH written examination.		
Professional Membership:	Membership in NMAIMH or another infant mental health association.		

Continuing Endorsement Requirements:	
Education and Training:	Minimum of 15 clock hours per year of relationship-based education and training, pertaining to the promotion of social-emotional development and/or the practice of infant mental health (e.g. regional training, related course work at colleges or universities, infant mental health conference attendance). For those who earn endorsement at Level IV-Clinical and provide reflective supervision or consultation to others, it is recommended that at least 3 of the hours of specialized training be about reflective supervision or consultation.
Professional Membership:	Annual renewal of membership in NMAIMH or another infant mental health association.
Reflective Supervision:	NMAIMH recommends that all Endorsed professionals seek reflective supervision or consultation. It is especially recommended that Endorsed professionals who provide reflective supervision/consultation participate in reflective experiences (individual or group) while providing reflective supervision/consultation to others.

Core Responsibilities / S Clinical Supervision, Consultations & Training / Teaching, Research, Evaluation / Policy/Program Admin.



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