

Getting Started Form

This form is an optional (but strongly recommended) self-study to help assess your experiences and determine what additional specialized training might be necessary to meet the competencies and earn MI-AIMH Endorsement (IMH-E®).

1. **Read the Competency Guidelines**, paying special attention to the specifics of the requirements for the level at which you have applied
2. **Review** your resume/vita, a copy (unofficial is ok) of your transcripts, and gather your in-service training records
3. **Look at what you have done**, using the self-study grid below, and ask yourself if you have had a college/university course, an in-service training, a work experience or a reflective supervision/consultation experience that has contributed to your knowledge or skill in a particular area. For now, place a check mark in the appropriate box. Consider where your strengths lie and what you need to do to “fill in the gaps” to develop greater competency as an Infant Family Associate, Infant Family Specialist, Infant Mental Health Specialist or Infant Mental Health Mentor
4. **Keep in mind** that during a formal application review, a minimum of two reviewers will comprehensively examine your materials and come to agreement about whether or not you have met the requirements and the competencies. All of the knowledge and skill areas are required (as specified at each level), but application reviewers will be paying close attention to those listed under Theoretical Foundations and Direct Service Skills. In general, when considering whether or not a knowledge/skill area has been “met,” the most weight is given to college courses, then to intensive or series in-services, then to shorter in-services, then conferences, then reference ratings, then work experience
5. **Identify gaps** i.e., competency areas where you feel you have not yet had enough specialized education or in-service training
6. **Find in-service training opportunities** to help you fill in any identified gaps in the knowledge/skill areas. Information about relevant training opportunities can be found at <http://mi-aimh.org/events/> MI-AIMH members may find that their local chapter can be a resource for local, low or no cost training as well. Chapter information can be found at <http://mi-aimh.org/for-imh-professionals/membership/chapters/>

Theoretical Foundations	Education	Work	In-service training(s)
pregnancy and early parenthood (I, II, III & IV)			
infant/young child development and behavior (I, II, III & IV)			
infant/young child & family-centered practice (I, II, III & IV)			
relationship-based, therapeutic practice (I, II, III & IV)			
family relationships & dynamics (I, II, III & IV)			
attachment, separation, trauma & loss (I, II, III & IV)			
psychotherapeutic & behavioral theories of change (III & IV)			
disorders of infancy/early childhood (II, III & IV)			
mental & behavioral disorders-adults (III & IV)			
cultural competence (I, II, III & IV)			
adult learning theory & practice (IV - all)			
statistics (IV - all)			
research & evaluation (IV - all)			

Law, Regulation & Policy	Education	Work	In-service training(s)
ethical practice (I, II, III & IV)			
government, law & regulation (I, II, III & IV)			
agency policy (I, II, III & IV)			

Systems Expertise	Education	Work	In-service training(s)
service delivery systems (I, II, III & IV)			
community resources (I, II, III & IV)			

Direct Service Skills	Education	Work	In-service training(s)
observation & listening (I, II, III & IV)			
screening & assessment (I, II, III & IV)			
responding with empathy (I, II, III & IV)			
intervention/treatment planning (III & IV)			
developmental guidance (III & IV)			
supportive counseling (III & IV)			
parent-infant/very young child relationship-based therapies & practices (III & IV)			
advocacy (I, II, III & IV)			
life skills (I, II, III & IV)			
safety (I, II, III & IV)			
reflective clinical supervision (IV - clinical)			

Working with Others	Education	Work	In-service training(s)	Reflective supervision/consultation
building & maintaining relationships (I, II, III & IV)				
supporting others (I, II, III & IV)				
mentoring (II, III)				
coaching & mentoring (IV)				
collaborating (I, II, III & IV)				
resolving conflict (I, II, III & IV)				
crisis management (IV)				
empathy & compassion (I, II, III & IV)				
consulting (IV)				

Communicating	Education	Work	In-service training(s)	Reflective supervision/consultation
listening (I, II, III & IV)				
speaking (I, II, III & IV)				
writing (I, II, III & IV)				
group process (IV)				

Thinking	Education	Work	In-service training(s)	Reflective supervision/consultation
analyzing information (I, II, III & IV)				
solving problems (I, II, III & IV)				
exercising sound judgment (I, II, III & IV)				
maintaining perspective (I, II, III & IV)				
planning & organizing (I, II, III & IV)				

Reflection	Education	Work	In-service training(s)	Reflective supervision/consultation
contemplation (I, II, III & IV)				
self awareness (I, II, III & IV)				
curiosity (I, II, III & IV)				
professional/personal development (I, II, III & IV)				
emotional response (I, II, III & IV)				
parallel process (III & IV)				

Level IV only:

Leading People	Education	Work	In-service training(s)
motivating (IV)			
advocacy (IV)			
developing talent (IV)			

Administration	Education	Work	In-service training(s)
program management (IV - policy)			
program development (IV - policy)			
program evaluation (IV - policy)			
program funding (IV - policy)			

Research & Evaluation	Education	Work	In-service training(s)
study of infant relationships & attachment (IV – research/faculty)			
study of infant development & behavior (IV – research/faculty)			
study of families (IV – research/faculty)			