

This form is an optional self-study to help assess your professional infant mental health experiences thus far and possibly determine what additional specialized training might be necessary to meet the competencies and earn NCIMHA Endorsement®. No two applicants are going to have an identical path/journey to Endorsement. However, once endorsed everyone has accomplished the same requirements and has achieved the necessary competencies based on the category of Endorsement.

1. **Read the Competency Guidelines**®, paying special attention to your scope of work practice and how that aligns with the category of Endorsement for which you are applying. You will also want to note the specific requirement for that category.
2. **Review** your resume/vita, a copy 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 (RSC) experience that has contributed to your knowledge or skill in a particular competency. For now, place a check mark in the appropriate box (or write short notes about the experience). These check marks will help you identify the competency areas once you begin work in your EASy Application. 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 (IFA), Infant Family Specialist (IFS), Infant Mental Health Specialist (IMHS), or Infant Mental Health Mentor (IMHM). None of your professional experience expire, this is a chance to reflect on everything you have done until this point.
4. **Keep in mind** that during a formal Application review, at least one trained Application Reviewer will comprehensively examine your materials and determine whether or not you have met the requirements and the competencies. All of the knowledge and skill areas are required (as specified for each category of Endorsement), but an Application Reviewer will pay closest attention to those listed under **Theoretical Foundations** and **Direct Service Skills**. In general, when considering whether or not a competency 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”** or 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 training opportunities will be available on NCIMHA’s website: [www.ncimha.org](http://www.ncimha.org) or you may also email the Endorsement Coordinator at [endorsement@ncimha.org](mailto:endorsement@ncimha.org).

<b>Theoretical Foundations</b>	Education	Work	In-service training(s)
pregnancy and early parenthood <i>(IFA, IFS, IMHS, IMHM)</i>			
infant/young child development and behavior <i>(IFA, IFS, IMHS, IMHM)</i>			
infant/young child & family-centered practice <i>(IFA, IFS, IMHS, IMHM)</i>			
relationship-based, therapeutic practice <i>(IFA, IFS, IMHS, IMHM)</i>			
family relationships & dynamics <i>(IFA, IFS, IMHS, IMHM)</i>			
attachment, separation, trauma & loss <i>(IFA, IFS, IMHS, IMHM)</i>			
psychotherapeutic & behavioral theories of change <i>(IMHS &amp; IMHM)</i>			
disorders of infancy/early childhood <i>(IFS, IMHS, IMHM)</i>			
mental & behavioral disorders-adults <i>(IMHS &amp; IMHM)</i>			
cultural competence <i>(IFA, IFS, IMHS, IMHM)</i>			
adult learning theory & practice <i>(IMHM)</i>			
statistics <i>(IMHM)</i>			
research & evaluation <i>(IMHM)</i>			

<b>Law, Regulation &amp; Policy</b>	Education	Work	In-service training(s)
ethical practice <i>(IFA, IFS, IMHS, IMHM)</i>			
government, law & regulation <i>(IFA, IFS, IMHS, IMHM)</i>			
agency policy <i>(IFA, IFS, IMHS, IMHM)</i>			

<b>Systems Expertise</b>	Education	Work	In-service training(s)
service delivery systems (IFA, IFS, IMHS, IMHM)			
community resources (IFA, IFS, IMHS, IMHM)			

<b>Direct Service Skills</b>	Education	Work	In-service training(s)
observation & listening (IFA, IFS, IMHS, IMHM)			
screening & assessment (IFA, IFS, IMHS, IMHM)			
responding with empathy (IFA, IFS, IMHS, IMHM)			
intervention/treatment planning (IMHS & IMHM)			
developmental guidance (IMHS & IMHM)			
supportive counseling (IMHS & IMHM)			
parent-infant/very young child relationship-based therapies & practices (IMHS & IMHM)			
advocacy (IFA, IFS, IMHS, IMHM)			
life skills (IFA, IFS, IMHS, IMHM)			
safety (IFA, IFS, IMHS, IMHM)			
reflective clinical supervision (IMHM-C)			

<b>Working with Others</b>	Education	Work	In-service training(s)	RSC
building & maintaining relationships (IFA, IFS, IMHS, IMHM)				
supporting others (IFA, IFS, IMHS, IMHM)				
mentoring (IFS, IMHS, IMHM)				

coaching & mentoring (IMHM)				
collaborating (IFA, IFS, IMHS, IMHM)				
resolving conflict (IFA, IFS, IMHS, IMHM)				
crisis management (IMHM)				
empathy & compassion (IFA, IFS, IMHS, IMHM)				
consulting (IMHM)				

<b>Communicating</b>	Education	Work	In-service training(s)	RSC
listening (IFA, IFS, IMHS, IMHM)				
speaking (IFA, IFS, IMHS, IMHM)				
writing (IFA, IFS, IMHS, IMHM)				
group process (IMHM)				

<b>Thinking</b>	Education	Work	In-service training(s)	RSC
analyzing information (IFA, IFS, IMHS, IMHM)				
solving problems (IFA, IFS, IMHS, IMHM)				
exercising sound judgment (IFA, IFS, IMHS, IMHM)				
maintaining perspective (IFA, IFS, IMHS, IMHM)				
planning & organizing (IFA, IFS, IMHS, IMHM)				

<b>Reflection</b>	Education	Work	In-service training(s)	RSC
contemplation <i>(IFA, IFS, IMHS, IMHM)</i>				
self-awareness <i>(IFA, IFS, IMHS, IMHM)</i>				
curiosity <i>(IFA, IFS, IMHS, IMHM)</i>				
professional/personal development <i>(IFA, IFS, IMHS, IMHM)</i>				
emotional response <i>(IFA, IFS, IMHS, IMHM)</i>				
parallel process <i>(IMHS &amp; IMHM)</i>				

**Infant Mental Health Mentor only:**

<b>Leading People</b>	Education	Work	In-service training(s)
motivating (IMHM)			
advocacy (IMHM)			
developing talent (IMHM)			

<b>Administration</b>	Education	Work	In-service training(s)
program management (IMHM-P)			
program development (IMHM-P)			
program evaluation (IMHM-P)			
program funding (IMHM-P)			

<b>Research &amp; Evaluation</b>	Education	Work	In-service training(s)
study of infant relationships & attachment (IMHM-R/F)			
study of infant development & behavior (IMHM-R/F)			
study of families (IMHM-R/F)			