

Competency Guidelines

MI-AIMH Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®.

03/18/2025

Endorsed Reflective Supervisor

The ENDORSED REFLECTIVE SUPERVISOR Competency Guidelines were developed by the Michigan Association for Infant Mental Health to clearly describe the areas of expertise, responsibilities, and behaviors that demonstrate competency for this category.

Guidelines

Direct Service Skills

Knowledge areas	As demonstrated by
Reflective Supervision	<ul style="list-style-type: none"> • Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families, including: <ul style="list-style-type: none"> ◦ Observation of own feelings and thoughts regarding the selection and use of interventions and professional use of self in various settings ◦ Effects of supportive relationships ◦ Awareness of treatment models and referral processes • Promotes reflective supervision/consultation

Working With Others

Knowledge areas	As demonstrated by
Supporting Others	<ul style="list-style-type: none"> • Assists families to develop the skills they need to become their own advocates • Models appropriate behavior and interventions for new staff as they observe home visits • Encourages parent/primary caregiver to share with other parent/primary caregiver (eg, through nurturing programs, parent-child interaction groups)

Knowledge areas	As demonstrated by
Coaching & Mentoring	<ul style="list-style-type: none"> • As an expert resource, provides guidance and feedback to novice staff, graduate students, and other colleagues as requested
Crisis Management	<ul style="list-style-type: none"> • Demonstrates ability to address urgent incidents quickly with the objective to eliminate the crisis and restore calm and order to the situation.
Consulting	<ul style="list-style-type: none"> • Training/coaching of caregivers and/or other professionals (e.g., early care and education teacher, foster parent, health, mental health, legal) • Provides expert advice, testimony, and/or recommendations to programs, agencies, legislative bodies, and service systems, taking into account needs, goals, context, and constraints to: <ul style="list-style-type: none"> ◦ Develop policy and procedure that support relationship-focused work ◦ Advocate for policy, program, and/or system improvements ◦ Obtain funding and other resources

Leading People

Knowledge areas	As demonstrated by
Motivating	<ul style="list-style-type: none"> • Models' personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health
Advocacy	<ul style="list-style-type: none"> • Promotes effective infant and early childhood mental health principles, practices, and programs
Developing Talent	<ul style="list-style-type: none"> • Supports professionals, students, colleagues, supervisors, supervisees, and systems of care leaders in a range of skills to help them become: <ul style="list-style-type: none"> ◦ Highly effective infant and early childhood mental health professionals/leaders ◦ Culturally curious in examining issues of justice, equity, diversity, ethnicity, and inclusion across all systems that interface with families and young children ◦ Culturally responsive individuals

Communicating

Knowledge areas	As demonstrated by
Group Process	<ul style="list-style-type: none"> • Demonstrates the ability to create an environment that allows for the co-creation of a group culture that includes, but is not limited by, cultural humility, shared boundaries, safety, and a brave space, all of which is supported by planning and organization.

Reflection

Knowledge areas	As demonstrated by
Contemplation	<ul style="list-style-type: none"> • Seeks a high degree of agreement between self-perceptions and the way others perceive them
Self Awareness	<ul style="list-style-type: none"> • Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants, or peers • Consults regularly with supervisor, consultants, and peers to understand own capacities and needs, as well as the capacities and needs of families
Curiosity	<ul style="list-style-type: none"> • Remains open and curious
Professional/Personal Development	<ul style="list-style-type: none"> • Identifies and participates in learning activities related to the promotion of infant mental health • Keeps up-to-date on current and future trends in child development and relationship-focused practice
Emotional Response	<ul style="list-style-type: none"> • Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development
Parallel Process	<ul style="list-style-type: none"> • Recognizes the way in which one relationship affects and is affected by other relationships.

Requirements

Documentation of Competencies

Application will document that competencies have been adequately met through course work, in-service training, work experience, leadership activities and reflective supervision/consultation experiences.

Professional Membership

Membership in an association for infant mental health

Endorsement Agreement

Signed

Code of Ethics

Signed

Education

No degree required

Training

15 hours on the provision of RSC (*2 hours can come from learning communities, books, articles, peer studies)

Emerging:

5 hours on the provision of RSC (*2 hours can come from learning communities, books, articles, peer studies)

To move from Emerging to Endorsed, you need an additional:

- *15 hours on reflective supervision (*2 hours can come from learning communities, books, articles, peer studies)*

Work Experience

One year of experience providing infant mental health reflective supervision/consultation.

If applicants have not yet begun providing infant mental health reflective supervision/consultation, applicants can indicate that they have not obtained that experience. These applications will be reviewed with the Emerging status in mind.

Reflective Supervision/Consultation

1 year of providing RSC to infant-family professionals **while** receiving 12 hours of RSC from a qualified provider about your provision of RSC to others.

Emerging: *Not required

Professional Reference Ratings

Total of two ratings:

1. One from your RSC Provider
2. One from your RSC supervisee

Emerging:

Total of two ratings:

1. One from your RSC Provider
2. One from a colleague, or a parent/recipient of services (paid or volunteer), teacher, CDA mentor, Board member

Renewal

Training

A minimum of 9 clock hours of didactic training is required over the 3-year cycle, focused on reflective supervision/consultation.

Endorsed Mid-Cycle Adjustment: Endorsed for 2 years at time renewal, complete 6 hours; Endorsed for 1 year at time of renewal, complete 3 hours; If not endorsed for 1 year exempt from renewal.

Professional Membership

Membership in an association for infant mental health.

Mid-Cycle Adjustment: No change – active membership applies regardless of years of Endorsement.

Reflective Supervision

A minimum of 36 clock hours of reflective supervision/consultation is required over the 3-year cycle (equivalent to 12 hours/year).

Endorsed Mid-Cycle Adjustment: Endorsed for 2 years at the time of renewal complete 24 hours; If endorsed for 1 year at the time of renewal complete 12 hours; If not endorsed for 1 year exempt from renewal.

