



Getting Started Form for Category I - IFA

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 Florida IMH Endorsement®.

- 1. Read the Competency Guidelines®**, paying special attention to the specifics of the requirements for the category of Endorsement® for which you are applying.
- 2. Review your resume/vita**, obtain an official 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 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 (IFA).
- 4. Keep in mind** that during a formal application review, a minimum of two trained 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 for each category of Endorsement®), 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. You can find information about relevant training opportunities from your program director, local professional organizations, and the FAIMH website. FAIMH 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 <https://www.faimh.org/local-chapters>.

Self-Study Guide

| Theoretical Foundations | Education | Work | In-service training(s) |
|-----------------------------------------------|------------------|-------------|-------------------------------|
| pregnancy and early parenthood | | | |
| infant/young child development and behavior | | | |
| infant/young child & family-centered practice | | | |
| relationship-based, therapeutic practice | | | |
| family relationships & dynamics | | | |
| attachment, separation, trauma & loss | | | |
| cultural competence | | | |
| Law, Regulation & Policy | Education | Work | In-service training(s) |
| ethical practice | | | |
| government, law & regulation | | | |
| agency policy | | | |
| Systems Expertise | Education | Work | In-service training(s) |
| service delivery systems | | | |
| community resources | | | |

| Direct Service Skills | Education | Work | In-service training(s) |
|------------------------------|------------------|-------------|-------------------------------|
| observation & listening | | | |
| screening & assessment | | | |
| responding with empathy | | | |
| advocacy | | | |
| life skills | | | |
| safety | | | |

| Working with Others | Education | Work | In-service training(s) | Reflective supervision/consultation |
|--------------------------------------|------------------|-------------|-------------------------------|--------------------------------------------|
| building & maintaining relationships | | | | |
| supporting others | | | | |
| collaborating | | | | |
| resolving conflict | | | | |
| empathy & compassion | | | | |

| Communicating | Education | Work | In-service training(s) | Reflective supervision/consultation |
|---------------|-----------|------|------------------------|-------------------------------------|
| listening | | | | |
| speaking | | | | |
| writing | | | | |

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

| Reflection | Education | Work | In-service training(s) | Reflective supervision/consultation |
|-----------------------------------|-----------|------|------------------------|-------------------------------------|
| contemplation | | | | |
| self-awareness | | | | |
| curiosity | | | | |
| professional/personal development | | | | |
| emotional response | | | | |

The Florida Association of Infant Mental Health (FAIMH) has developed an Endorsement Journal™ to further assist in compiling the information needed for EASy for each Category. Please refer to our website (faimh.org) for access to this document.

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