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I. INTRODUCTION

The T. Denny Sanford School of Social and Family Dynamics offers a Master of Advanced Studies in Infant-Family Practice. This terminal degree provides high-quality coursework, supervised internship experiences, and reflective practice designed to train professionals to work in prevention and intervention programs serving families with infants, toddlers, and preschool age children.

The program targets training for several key professional groups: child abuse prevention specialists, infant mental health specialists, early intervention child development specialists, family support specialists, and child care administrators and teachers. It is intended to help develop professionals who practice in ways that are relationship based, developmentally appropriate and culturally sensitive to the needs of very young children and their families with a particular emphasis on early childhood mental health. The program prepares students for professional endorsement by the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

This Graduate Handbook supplements the Graduate Catalog and the Graduate Policies and Procedures distributed by the Graduate College at ASU. Graduate students should be familiar with and observe all requirements and procedures as defined in those publications.
II. Master of Advanced Studies in Infant Family Practice (MAS IFP)

Offered at ASU’s Tempe Campus, the MAS in Infant-Family Practice requires successful completion of 30 semester hours comprised of required core courses and supervised internships. It is generally expected that all courses are to be completed during fall, spring, and summer semesters of the same academic year. This program only admits students for the Fall semester.

A. Admission Procedures:

1. Admission to Graduate Study
Admission to graduate study in Infant Family Practice requires the submission of all application materials cited in the Graduate Catalog and the program in Infant Family Practice. At a minimum, applicants to the MAS program are expected to meet GPA requirements established by the Graduate College. Students who wish to work toward a Master of Advanced Studies in Infant-Family Practice may apply for entry after completing either a Bachelor's or Master's degree in such areas as child development, family and human development, psychology, social work, sociology, psychology in education, or a related area.

2. To Apply
Use the On-line Graduate College (GC) Application available at: http://graduate.asu.edu/

As part of the online application, applicants will be asked to upload the following documents:

a) Personal statement describing your educational and relevant professional experience including practica and internships, career objectives and the reasons for your interest in this graduate program.

b) Current vitae or resume. Please include your educational history, academic honors, awards/scholarships/fellowships, publications, membership in professional organizations, volunteer activities, and employment history.

c) The names and email address of three recommenders. At least one recommender must be from an instructor at the applicant’s institution where their undergraduate or graduate work was completed. These letters should be from people who know you as a student or in a professional capacity. Letters from family members or friends do not meet this criterion.

3. After Submitting Your Graduate Application
Request official collegiate transcripts from all institutions you attended, to be sent to the Graduate College.

Students whose native language is not English will need to submit proof of English proficiency to the Graduate College.

Arizona State University
4. **Interview**
Following an initial review of application materials candidates for admission may be contacted for a personal interview. Not all candidates will be interviewed.

5. **Processing of Applications**
Credentials submitted by the applicant are evaluated by the Graduate College and by the MAS IFP Committee. Applications are considered in the spring for admission in the following academic year. **Applicants are encouraged to contact faculty members with any questions prior to completing their application (see C. below or thesanfordschool.asu.edu).**

6. **Admission and Denial Criteria**
No single criterion will serve as a basis for admission or denial to the MAS program. Criteria for admission will include:

   a) Admission to ASU’s Graduate College, including the minimum GPA requirement.

   b) Evidence of outstanding scholarship and interest in working with infants and families from previous academic record, work/internship experience, and as addressed in the applicant’s personal statement.

   c) Professional goals which are compatible with the MAS IFP program.

   d) Ability to pass the background check to obtain a fingerprint card, required for all student interns. Students are responsible for any accompanying fees.

7. **The Decision of the Committee will be one of the Following:**
   a) **Regular admission** is granted when the applicant meets the criteria of adequate area preparation, satisfactory grade point average, favorable letters of recommendation, Resume and Personal Statement, and when enrollment limits have not been met.

   b) **Provisional admission** is granted either when the applicant has less than a satisfactory academic record but shows potential for high achievement as a graduate student as evidenced by strong letters of recommendation, or the applicant meets the criteria for regular admission but has had insufficient preparation for the designated area for the graduate study. In such cases, the conditions for admission are stated on the letter of acceptance. The student must meet these stated conditions prior to advancement to regular status. **Students who meet their provision will be allowed to continue to enroll. The Graduate College will automatically withdraw students who have not met their provision.**
c) Admission is denied when either the student does not meet the requirements necessary for admission, the student does not rank sufficiently high to be selected for available slots, or it is deemed that the graduate program fails to match applicant’s needs, goals, and interests.

B. Program of Study

1. Coursework:
This is a self-contained 12-month program. Classes outside this program cannot be used to meet the requirements for this degree, i.e. there are no elective courses, and courses taken elsewhere, either within ASU or at another institution, cannot be substituted for any of the courses required for this degree. Only students admitted to the MAS IFP can enroll for these classes. Courses must be taken in the semester listed below. Classes meet once a week for three hours on Tuesday afternoons and six hours on Wednesday afternoons in Fall and Spring semester. The summer courses are online in the 8-week semester.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Child Development for Infant-Family Practice</td>
<td>CDE 570</td>
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<tr>
<td>Observation and Reflection Seminar I</td>
<td>CDE 572</td>
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<tr>
<td>Infant-Family Assessment</td>
<td>CDE 574</td>
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<tr>
<td>Internship</td>
<td>CDE 584</td>
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<td><strong>Spring</strong></td>
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<td>Infant Mental Health for Infant-Family Practice</td>
<td>CDE 571</td>
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<tr>
<td>Cultural Competence for Infant-Family Practice</td>
<td>CDE 573</td>
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<tr>
<td>Observation and Reflection Seminar II</td>
<td>CDE 575</td>
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<tr>
<td>Internship</td>
<td>CDE 584</td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>Applied Research Methods and Evidence-based Practice</td>
<td>CDE 576</td>
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<tr>
<td>Internship</td>
<td>CDE 584</td>
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<td><strong>Total</strong></td>
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</table>

2. Program Requirements
a) Assigned Advisor. Each student will be assigned an Advisor to assist in completing required internships and the Portfolio for Infant Mental Health Endorsement.

b) Advisor Responsibilities. The Advisor approves the student’s program of study and supervises evaluations and the completion of the Endorsement Portfolio.

c) Community-based internship. Students are required to participate in CDE 584 – Internship, in a community-based internship(s) for a minimum of 10 hours per week (20 hours/week during the summer session) throughout the 12 months of the program. The program will assist students to find an internship(s). In some cases, the student’s employment may qualify as the internship placement. Students will develop individualized Learning Objectives for each internship and for each semester in conjunction with their Program Advisor and the placement preceptor. Students are responsible for transportation needed to participate in internship. Students will write a
weekly journal reflecting on the internship experiences. Journals include a record of hours worked for the internship and are submitted online.

d) **Internship Evaluation.** Each student’s growing competence in infant mental health will be documented by the internship placement preceptor using the program’s evaluation form which is based on the Infant Mental Health Endorsement Competencies at Level III, Infant Mental Health Specialist. Additionally, the student completes a personal evaluation of the internship placement/experience each semester.

e) **Infant Observations.** Students are required to observe a baby for a minimum of 12 visits over the course of the program, ideally documenting the first year of life of the baby. Students are required to keep a written journal of their observations, and will be provided video cameras to film home visits, all of which will be discussed with a supervisor and other students in the reflective practice sessions. Parent permission to observe and video the baby and parents will be obtained in writing.

f) **Portfolio.** As a final project, each student will complete the Portfolio for Infant Mental Health Endorsement at least at Level II, Infant Family Specialist. Completion of the Portfolio fulfills a number of purposes. On one level, this Portfolio documents the student’s training and experience and demonstrates the breadth and depth of their knowledge in infant and early childhood mental health. The completion of the Portfolio is intended to challenge the student to develop a plan for professional growth into the early years of their career. In addition, becoming Infant Mental Health Endorsed provides professional recognition of the student’s ability to provide high quality care to families with very young children. The Portfolio may be started as early as the Fall semester. It details all the training and course work completed by the student. It describes the student’s experience with reflective supervision. A completed Portfolio must be submitted prior to the end of the 8-week summer session. The MAS IFP faculty has a choice of two outcomes: (a) approve the student’s Portfolio, or (b) request the student to provide additional detail on the Portfolio. Portfolios must be approved to successfully complete the MAS IFP program. Students are required to complete the Endorsement Portfolio, but are not required to apply for Endorsement. If the student chooses to apply for IMH Endorsement, the Portfolio is submitted to the ITMHCA Endorsement Committee.

3. **Performance Reviews.**
Master’s students are required to maintain a minimum of 3.0 cumulative GPA in graduate school. If the cumulative GPA falls below 3.0, the student will receive a deficiency notice from the Graduate Committee and be required to raise the cumulative GPA to a minimum of a 3.0 the following semester. If the student fails to raise the cumulative GPA to a minimum of a 3.0 within the allotted time, the student may be dropped from the program. In addition, a student cannot accumulate more than 2 incompletes at any given time while completing a graduate program of study.
All graduate students admitted to a master’s program are subject to the general standards of academic good standing of the university. However, academic standards do not necessarily guarantee that a student will graduate from the program. Because students obtaining a master’s degree from the program are often placed in positions of dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including sound mental health, interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences. Graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession will be reviewed by the MAS IFP Faculty and the Graduate Committee. The Faculty/Committee’s review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted (e.g. probation). Students who wish to appeal the decision of the Faculty/Graduate Committee may do so in writing to the dean of the college. Any exceptions to the retention/disqualification policies and procedures must be approved by the Faculty/Graduate Committee.

4. **Non-Registration**
According to the Graduate College, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program. Master’s students may request a Leave of Absence from the Graduate College not to exceed two consecutive semesters, including summer.

5. **Program Completion**
Students are expected to adhere to the prescribed course schedule to complete the program. If circumstances arise necessitating the student to drop out of the program because of a documented emergency, the student will be allowed to rejoin the program the following year in order to complete the requirements. This extension will be granted only under circumstances of a dire emergency which make it impossible for the student to continue, and which meet the university requirements for a complete withdrawal. Students who are unable to rejoin the program the following year will need to reapply and start the program from the beginning. Program fees are not refundable, either in part or in whole. Tuition refunds or partial refunds are subject to University policy and timelines.

6. **Master's Thesis**
There is no Thesis. Completion of the Infant Mental Health Endorsement Portfolio is required as a final project.

7. **GRE Scores**
GRE scores are waived for this program.

C. **Faculty**
Faculty for the MAS IFP is experienced in child development, screening and assessment, infant mental health, cultural studies, and early childhood research and policy. Guest lecturers may be invited from among the various multidisciplinary practitioners who work with families with very young children, including physicians, physical/occupational/speech therapists, mental health clinicians, child care teachers/administrators, researchers, and others.
D. **Infant Mental Health Endorsement**

Coursework, supervised community-based internships, and reflective practice seminars combine to qualify students earning the MAS IFP to apply for professional endorsement by the newly established *Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health*. Infant Mental Health Endorsement (IMH-E) is recognized by a growing number of states participating in the Michigan Association for Infant Mental Health Endorsement system. For more information see [www.itmhca.org](http://www.itmhca.org).

III. **FINANCIAL AID**

**General Information for Financial Support for MAS IFP Students**

There are various sources of financial aid through the University. Students contact the university’s student financial aid office for specific information. In addition, the T. Denny Sanford School of Social and Family Dynamics sometimes has a limited number of teaching and research assistantships available. A limited number of paid internships and student-hourly positions are available at the School’s Child Development Laboratory. The number of internships and scholarships vary from year to year depending upon the number of current and entering graduate students who are eligible for support, and the financial support available to the school.

IV. **Frequently Asked Questions**

**Can I take some of the MAS-IFP courses as a non-degree student?**

Enrollment is limited to students who have been formally admitted to the MAS-IFP program.

**Can I attend this program part time? Can I keep my job while I’m in school?**

The student must take courses according to the class schedule provided in the Program Description. In addition to on campus classes Fall and Spring semesters and online classes for the 8-week summer session, the student will be engaged for at least 10 hours per week (20 hours in summer) in a community-based internship, generally during work hours.

**Are assistantships available?**

Some TA and RA positions are available through the T. Denny Sanford School of Social and Family Dynamics. They are limited and availability varies from semester to semester. Limited paid internships are available at the CDL. Community-based internships are usually unpaid. Students are free to independently pursue scholarships or other forms of financial aid.

**When are classes offered?**

Classes are generally held Tuesday and Wednesday afternoons each week on the Tempe campus Fall and Spring semesters (days may vary from semester to semester depending on classroom availability). Evening and weekend classes are not offered. The summer courses are online in the 8-week summer session.

Revised: 10/2012
Can I transfer credits from another IFP program into this program?
All of the courses in this self-contained program must be taken as prescribed in the course schedule.

Who teaches the classes in the MAS IFP program?
All MAS IFP faculty are endorsed at Level IV of the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

Do I have to find my own internship?
The faculty has arranged several internship placements, most in the greater Phoenix area. Students may also use current employment as their internship, with approval of MAS IFP faculty. MAS IFP faculty will help students to arrange additional internships.

When do I start my internship?
Internships begin within the first 3 weeks of the start of the Fall semester. By the end of the third week, students should have met with the Placement Supervisor to develop individual Learning Objectives. Learning Objectives must be approved by the MAS IFP faculty advisor. Students may work at the same internship for the entire MAS IFP program, or they may switch to a different placement at the beginning of a semester.

When are internship hours?
Internship hours vary from agency to agency. Most placements supervise interns during normal working hours (8am – 5pm, M-F).

Do I need a car for my internship?
Although Phoenix has public transportation, it may not be adequate to get you to and from your internship. In addition, you may be providing services to clients in their home as part of your internship. Agencies providing home visits will require a valid Arizona driver’s license and proof of current automobile insurance, which must be maintained for the duration of the internship in accordance with Arizona law.

How is in-state residency determined?
Initial residency status is determined by the Graduate College. If you have questions regarding your residency status for tuition purposes, contact the Residency Classification Office at (480) 965-7712.

Do you admit students each semester?
No, students are admitted for the fall semester only.

How do I apply?
Click here for application information: On-line Graduate College (GC) Application - http://graduate.asu.edu/ See also the MAS IFP Application Requirements contained in this Handbook.

When will I know if I’ve been accepted?
After we review the pool of applications, some students will be selected for a personal interview, which is the next stage of the admission process. At the conclusion of the interviews, we will make admission
recommendations to the Graduate College. The Graduate College makes the final admission
determination and will notify students of the outcome of their application.

V. Master’s of Advanced Study in Infant Family Practice Internship

A. General Information

The Master of Advanced Study in Infant Family Practice (MAS IFP) requires a one calendar year
internship. Students enroll in CDE 584, Internship, for 3 credits for all three semesters of the program
(Fall, Spring, and 8 Week Summer Session). The internship must take place in a community
organization or agency serving families with children ages birth to five years. The organization can be
one that provides direct services or administers local, state or federal policy.

Students arrange the internship responsibilities and requirements (including specific hours and duties)
with the supervisor at their internship placement in consultation with their assigned MAS IFP Faculty
Supervisor. Students are required to spend 160 hours per semester for each of the three semesters they
are enrolled (approximately 10 hours per week during Fall and Spring semesters and approximately 20
hours per week during Summer Session). Under certain circumstances, with the approval of the faculty
supervisor, it is possible to be assigned to more than one organization for their internship.

B. Internship Procedures

1) Once notified of admission to the Master of Advanced Study in Infant-Family Practice, contact
Barbara Weigand (Barbara.weigand@asu.edu) to schedule an initial internship interview.
Professional interests and goals and potential internship placements will be discussed during this
meeting. Following the interview you will be assigned a faculty advisor who will be your MAS
IFP faculty supervisor for the internship course.

2) Meet with your faculty advisor to identify a community-based organization for approved as
your initial internship preference.

3) Contact the approved community organization to arrange an initial interview to discuss
your internship. You should be prepared to discuss your goals and the kinds of duties and
activities that will contribute toward realizing these goals. If it seems likely that the placement
will meet your educational goals you and your supervisor should determine your internship hours
and responsibilities. Complete the Internship Agreement Form with your internship supervisor.
Students should begin their internship by the end of the first week of classes.

4) Schedule a second meeting with your faculty advisor during the second or third week of
classes. Bring the signed Internship Agreement Form, including Learning Objectives. During
this meeting you and your faculty advisor will arrange a schedule of regular meetings for
supervision.

5) The following are due on the last day of classes of each semester:
   ❖ Student’s Internship Evaluation
Internship Supervisor’s Evaluation (your Supervisor’s evaluation of your performance as an intern)

C. Internship requirements

1) Paperwork and forms
   - Internship Agreement (every semester; due the end of Week 2 or 3)
   - Student Evaluation (every semester; last day of classes)
   - Supervisor’s Evaluation (every semester; last day of classes)

2) Work Component
   Satisfactory completion of the required amount of service to the placement organization. The requirement is 40-50 hours of work for each unit of credit. Final evaluation of your work and verification of completed hours will be submitted by your organization supervisor.

3) Supervision Meetings with Faculty Advisor
   Regular supervisory meetings between the student and his/her faculty advisor are required and will be scheduled throughout the semester.

4) Placement Supervision Meetings
   Students are required to meet with his/her placement supervisor at least four times during each semester.

5) Journal
   Students are required to keep a journal in which they reflect on, evaluate and record their internship experiences. The journal is intended to serve as a tool to help students develop their capacity for reflective practice and to develop the specific Infant Toddler Mental Health Coalition of Arizona Endorsement Competencies concerned with reflective practice and reflective supervision. The internship requirement is based on the premise that learning occurs through direct practice with children and families as well as through attendance at lectures and completion of required reading.

   Students are expected to record significant experiences, including emotions, attitudes, opinions and insights, and to record reflections on what they have learned as a result of these experiences. Journal entries should focus on: a) what the student learns about him/her self during episodes with children, parents, co-workers and supervisors; b) what the student learns about the children and families with whom he/she is working; c) what the student learns and about the nature and process of change (developmental and therapeutic); and d) what the student learns about the organization for which he/she worked and the efficacy of the services provided by that organization. Journals are submitted on Blackboard weekly.
D. INTERNSHIP AGREEMENT
   Master of Advanced Study in Infant Family Practice

I. Student's Name_____________________________________________________
   Student's ID Number________________________________________________
   Student's Local Address _____________________________________________
_________________________________________________________________
   Phone____________________________________________________________
   Email Address_____________________________________________________

II. Agency/Office of Internship_________________________________________
    Agency Supervisor of Intern_________________________________________
    Agency Address____________________________________________________
_________________________________________________________________
    Agency Phone_____________________________________________________

III. Date on which internship begins:_____________________________; and
   ends:___________________
    Internship Hours:
    Monday between ________ and __________
    Tuesday between ________ and __________
    Wednesday between _______ and __________
    Thursday between ________ and __________
    Friday between _________ and __________
    For a total of _________________ hours for the semester.

IV. Internship:
   A. Internship Description: (describe specific tasks, duties and responsibilities of intern. To be filled out by agency supervisor.)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
B. Learning Objectives (What): List three specific learning objectives of this internship (what do you as an intern want to learn/accomplish by the end of this internship?) How will you implement each Objective?

1. Learning Objective: 
   Implementation: 

2. Learning Objective: 
   Implementation: 

3. Learning Objective: 
   Implementation: 

_________________________________  ___________________________ 
Signature of Intern  Date

_________________________________  ___________________________ 
Signature of Agency Supervisor  Date

_________________________________  ___________________________ 
Signature of MAS-IFP Faculty Advisor  Date

Revised: 10/2012
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Master of Advanced Study in Infant Family Practice

E. STUDENT EVALUATION OF INTERNSHIP

Student Name___________________________________________Semester________________________

Agency Name___________________________________________________________________________

Direct Supervisor of Internship___________________________________________________________

The purpose of this form is to provide an evaluation of your experience as an intern. This provides valuable input to both the Department and to the sponsoring agency in determining whether your experience suggests that certain changes should be considered for future semesters.

1) Most desirable and challenging aspects of internship:

2) Least desirable and challenging aspects of internship:

3) Evaluate the contribution of this internship to your education.

4) Suggestions for improving this internship position in future semesters:

5) Circle your overall rating of this internship position:

   Outstanding       Very Good       Good       Fair       Poor

   ___________________________              ___________________________              ___________________________
   Intern Signature                     Date

Revised: 10/2012
MASTER OF ADVANCED STUDY IN INFANT FAMILY PRACTICE (MAS IFP)

INTERNSHIP SUPERVISOR EVALUATION

Student: __________________________________________________________

Semester ________________________________

Date Completed __________________________

To be completed by the person supervising the MAS IFP Student Intern:

Name of Supervisor:

Placement Organization:

Organization Address:

Supervisor’s Email address:

Supervisor’s Daytime Telephone (including area code):

Supervisor’s Professional Discipline/Education:

Signature of Agency Supervisor __________________________ Date _____________

Signature of Intern __________________________ Date _____________

Signature of MAS-IFP Faculty Advisor __________________________ Date _____________

Revised: 10/2012
The rating scale is:

**MAS-IFP Supervisor Evaluation Form**

0 – No Opportunity to Observe  
1 – Minimal Ability  
2 – Moderate Ability  
3 – Above Average Ability  
4 – Excellent Ability  
NA – Not applicable to this setting

## I. Theoretical Foundations

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<tbody>
<tr>
<td>1. Demonstrate a solid knowledge of prenatal development including the impact of teratogens on the developing fetus.</td>
<td>Comments/examples:</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>2. Demonstrates an understanding of pregnancy and the transition to parenthood.</td>
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<td>3. *Demonstrates the ability to observe and assess infants/toddlers/young children within the context of parent/child interactions and relationships.</td>
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<td>4. *Demonstrates a solid knowledge of early development within a relationship context.</td>
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<td>5. *Demonstrates the capacity to nurture and promote early developing parent-child relationships.</td>
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<td>6. *Demonstrates the ability to identify, obtain and use available resources for young children and their families, <em>(i.e., food, housing, baby items, child care, medical care, and protection.)</em></td>
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<td>7. *Demonstrates the ability to identify and acknowledge child and/or parent (caregiver) strengths.</td>
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8. *Demonstrates the ability to identify risks and delays that threaten the emotional well being of the child and/or the caregiver.

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II Creating and Maintaining a Working Alliance with a Child and/or Caregiver.

9. Initiates interactions with children and/or caregivers in ways that are non-threatening and sensitive. Overall affective tone is positive, warm and respectful.

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10. Gathers family information in a manner that is non-threatening and supportive.

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11. *Actively listens to the child and/or the caregivers; accurately interprets and appropriately responds to the full range and intensity of the child and/or caregiver’s affective reactions and responses.

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12. Demonstrates the ability to develop reasonable hypotheses about an infant/toddler/young child’s behavior.

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13. Develops reasonable hypotheses about a caregiver's responsiveness to an young child’s cues and his/her representations of self, child, and provider as they affect the caregiver-child relationship.

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14. *Remains open and curious to new information that might refine or revise these initial hypotheses.

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15. Attends and responds to parental histories of trauma, loss, etc. as they affect the care of the infant/young child and the developing relationship.

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16. *Recognizes risks, conditions, and disorders of infancy/early childhood that require treatment and/or the assistance of other professionals from health, mental health, education and child welfare systems.

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<td><strong>17.</strong> Effectively implements relationship-based interventions working either directly with the child, directly with the primary caregiver on behalf of the child or with the caregiver/child conjointly to enhance the child's development.</td>
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### III. Working With Other Professionals and Professional Ethics

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<td><strong>18.</strong> Demonstrates the capacity to collaborate with other professionals and/or community service programs as needed for optimal services for infants/young children and their families.</td>
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**Comments/examples:**

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<td><strong>19.</strong> Demonstrates the capacity to work as a partner/team member with program and agency representatives.</td>
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<td><strong>20.</strong> Follows through on commitments and promises.</td>
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<td><strong>21.</strong> Demonstrates the ability to actively listen to others.</td>
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<td><strong>22.</strong> Demonstrates the ability to communicate clearly, honestly, sensitively, and diplomatically.</td>
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<td><strong>23.</strong> Demonstrates the ability to understand and respect ethnicity, culture, individuality, and diversity.</td>
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<td><strong>24.</strong> Demonstrates the capacity to work within the letter and spirit of federal and state law, agency policies and practices, and professional code of conduct (i.e. the ITMHCA Code of Ethics).</td>
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<td><strong>25.</strong> Understands and maintains appropriate personal boundaries with all infants and families served.</td>
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<td><strong>26.</strong> Understands the importance of and limits to confidentiality.</td>
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<td>27. Understands the mandate to promptly and appropriately report harm or threatened harm to a child’s health or welfare to protective services, and does so if necessary.</td>
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**IV. Reflection**

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<td>28. Understands the nature and importance of transference and countertransference in interactions with children and caregivers.</td>
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<td>29. Demonstrates the ability and willingness to examine one’s own emotional reactions to children’s and caregiver’s behaviors.</td>
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<td>30. Can connect one’s own emotional reactions to children and caregivers to one’s own experiences, both past and present.</td>
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<td>31. Demonstrates the ability and willingness to consider one’s own representations of self and relationship with others (inner working models) and the impact of these on work with children and their caregivers.</td>
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<td>32. *Demonstrates the ability to seek out and use reflective supervision/consultation.</td>
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*Starred items in the evaluation form are either taken directly from the ITMHCA Endorsement competencies or are similar to those competencies.

Additional Comments: