

# **SUMMARY OF ENDORSEMENT CATEGORIES AND THE RELATED KNOWLEDGE, TRAINING, CLINICAL EXPERIENCE, AND REFLECTIVE PRACTICE FACILITATION REQUIREMENTS**

**CALIFORNIA TRAINING GUIDELINES AND PERSONNEL COMPETENCIES FOR INFANT-FAMILY AND EARLY CHILDHOOD MENTAL HEALTH (IFECMH), REVISED**

SUMMARY OF ENDORSEMENT CATEGORIES AND RELATED KNOWLEDGE, TRAINING, CLINICAL EXPERIENCE,  
AND REFLECTIVE PRACTICE FACILITATION REQUIREMENTS

	<b>TRANSDISCIPLINARY MENTAL HEALTH PRACTITIONER</b>	<b>MENTAL HEALTH SPECIALIST</b>	<b>REFLECTIVE PRACTICE FACILITATOR (RPF)</b>		
<b>Definition</b>	Professionals from multiple human development and education disciplines, including early intervention, mental health, nursing, occupational therapy, human development, audiology, physical therapy, speech and language pathology, special education, social work, and pediatrics, who work with pregnant women, infants, toddlers, and preschoolers and their families, and who have achieved the Transdisciplinary Mental Health Practitioner mental health competencies described in this manual.	Individuals from relevant professional practice disciplines who have a master's degree or higher and a professional license or credential from a state regulatory agency and who have achieved the Mental Health Specialist competencies described in this manual. Infant-family and early childhood Mental Health Specialists include, but are not limited to, professionals in the mental health fields. They provide prenatal, infant-family, and early childhood mental health services within their scope of practice in the areas of promotion, preventive intervention, and treatment.	Those who support the reflective practice of individuals working with infants, toddlers, young children, and their families and who themselves have training and experience as Transdisciplinary Mental Health Practitioners or Mental Health Specialists, as well as an additional set of trainings and competencies focusing on the reflective practice facilitation process. This role is similar to that of a clinical supervisor, but does not necessarily involve the same set of responsibilities, as discussed in the final section of this document.		
<b>Degree Minimum</b>	BA/BS in field related to infant-family and early childhood mental health	Master's degree or higher in field related to infant-family and early childhood mental health	<b>DESIGNATION</b>	<b>RPF-I</b>	<b>RPF-II</b>
<b>Professional License or Credential</b>	None Required	Required in field related to infant-family and early childhood mental health	<b>Endorsement at time of application to become an RPF</b>	IFECMH Core Provider or Specialist	IFECMH Specialist
<b>DOMAIN 1 - KNOWLEDGE &amp; TRAINING</b> A: Parenting, Caregiving, Family Functioning, and Parent-Child Relationships	<b>20</b>	<b>32</b>	<b>Experience in endorsed area at time of application to become an RPF</b>	Equivalent of 1 year of full-time work	Equivalent of 1 year of full-time work
B. Infant, Toddler, and Preschool Development	<b>24</b>	<b>36</b>	<b>Basic training workshop</b>	9 hours	9 hours
C. Biological and Psychosocial Factors Impacting Outcomes	<b>12</b>	<b>24</b>	<b>Reading component</b>	18 hours	18 hours
D. Risk and Resiliency	<b>30</b>	<b>36</b>	<b>Video/DVD viewing</b>	2 hours	2 hours
E. Observation, Screening, and Assessment	<b>12</b>	<b>60</b>	<b>Reflective facilitation with an RPF</b>	>48 hours <sup>1,2</sup>	>48 hours <sup>2,3</sup>
F. Diagnosis and Intervention	<b>12</b>	<b>60</b>	<b>Practice observation</b>	> 1 session <sup>4</sup>	> 1 session <sup>4</sup>
G. Interdisciplinary/ Multidisciplinary Collaboration	<b>6</b>	<b>8</b>	<b>Can provide qualifying reflective facilitation hours</b>	Transdisciplinary Mental Health Practitioners only	Transdisciplinary Mental Health Practitioners and Mental Health Specialists
H. Ethics	<b>4</b>	<b>4</b>	<sup>1</sup> Reflective facilitation must be provided by a qualified Reflective Practice Facilitator (see <i>Guidelines</i> for recommended competencies). After 2015, all reflective facilitation must be provided by an endorsed RPF I, II, or Mentor. Reflective facilitation may be provided 1:1 or in groups of 1:<8. <sup>2</sup> Reflective facilitation by the RPF Mentor can be provided 1:1 or in a group of 1:<8 over at least 9 months with at least monthly contact (weekly contact encouraged). Reflective facilitation hours can be		

completed face-to-face, by phone, Skype, or other “real-time” electronic technologies.

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<b>TOTAL DIDACTIC TRAINING</b>	<b>120</b>			<b>260</b>			<sup>3</sup> Reflective facilitation must be provided by a qualified Reflective Practice Facilitator (see <i>Guidelines</i> for recommended competencies). After 2015, all reflective facilitation must be provided by an endorsed RPF II or Mentor. Of the reflective facilitation hours, at least 10 must be 1:1 reflective facilitation and another 10 hours of group 1:<8. <sup>4</sup> Practice observation may be documented by audiotape, videotape, or direct observation in the session.
<b>Endorsement Category</b>	<b>Prenatal –35 mos</b>	<b>36–60 mos</b>	<b>Prenatal–60 mos</b>	<b>Prenatal–35 mos</b>	<b>36–60 mos</b>	<b>Prenatal–60 mos</b>	
<b>Clinical Hours</b>	60	60	120	500	500	1,000	
<b>Reflective Facilitation</b>	9 <sup>5</sup>	9 <sup>5</sup>	9 <sup>5</sup>	9 <sup>6</sup>	9 <sup>6</sup>	9 <sup>6</sup>	
<b>Endorsement Designation</b>	TIF-MHP	TEC-MHP	TIFEC-MHP	IF-MHS	EC-MHS	IFEC-MHS	
	<sup>5</sup> Reflective facilitation must be provided by a qualified Reflective Practice Facilitator (see <i>Guidelines</i> for recommended competencies). After 2015, all reflective facilitation must be provided by an endorsed RPF I, II, or Mentor. Reflective facilitation may be provided 1:1 or in groups of 1:<8.			<sup>6</sup> Reflective facilitation must be provided by a qualified Reflective Practice Facilitator (see <i>Guidelines</i> for recommended competencies). After 2015, all reflective facilitation must be provided by an endorsed RPF II or Mentor. Of the reflective facilitation hours, at least 10 must be 1:1 reflective facilitation and another 10 hours of group 1:<8.			