



## Considering a Training Program?

### Some Questions You Might Ask

As a consumer of professional development services, you might have some questions that you'd like answered before investing your time and money. If your questions don't get answered below, or if you'd rather talk with someone, please send an e-mail message to [info@parent-infantstudycenter.com](mailto:info@parent-infantstudycenter.com) and include your telephone number so we can call you back.

#### **Who are the instructors and what are their qualifications?**

Supporting professional development in the area of infant mental health requires unique expertise that is gained through both study and, most importantly, direct relationship-based work with infants, toddlers and their parents. While there are some competency areas that can be addressed by instructors who have not had direct infant-family work experience (early brain development is a good example), in general competency-based instruction should be provided by instructors who have demonstrated competency in the field; that is, have worked directly with infants, toddlers and their parents/caregivers on behalf of the caregiving relationship.

At the **Parent-Infant Study Center** you can be certain that your instructors have demonstrated competency, are endorsed by the New Mexico Association for Infant Mental Health, and have worked with infants, toddlers and their families applying relationship-based practices. Learning facilitators' resumes are posted on the study center website [www.parent-infantstudycenter.com](http://www.parent-infantstudycenter.com) so that students and potential students know of their qualifications.

#### **What Can I Expect During My Studies?**

Some students describe somewhat of a rollercoaster ride. There is often excitement about joining with a group of colleagues with similar interests to learn something new. There is frequently a sense of affirmation when students recognize that they have been applying many infant mental health principles and using some relationship-based practices without "naming" them as such. Sometimes there is some discomfort with some of the new language, different perspectives, seemingly micro- or over-analyzing of interactions, or even of coming face-to-face with some of the intense sadness and suffering of some babies and their parents and not being able to look away. There is no getting around the added stress of taking a class while working and managing your family and personal life.

A common response from students is that they can never "go back" to seeing babies and parents the way they did before learning about infant mental health. Graduates consistently report that their ability to observe interactions in greater detail and apply infant mental health principles enriches their work with families.

#### **Who Benefits Most from Parent-Infant Studies?**

It might seem obvious, but to get the most out of the seminars and ongoing courses, it is best to be working directly with families with infants and toddlers or supervising staff who do this work. Those who work in preschool or group care settings with little parent contact have a harder time applying the content to their work settings. Those who work with adults without the presence of the infant or young child will have similar challenges.

## What Should I NOT Expect from the Parent-Infant Study Center?

- **Faculty from out of state.** We are doing our best to draw on New Mexico's pool of competent infant mental health experts and to keep professional development activities affordable. Study Center instructors will stay current in our own competencies by participating in ongoing professional development activities. We will also let our students know of upcoming events featuring nationally known trainers. We will support all efforts to bring nationally known trainers to our state and will take full advantage of their expertise. It is a need that will be addressed – just not through the Parent-Infant Study Center at this time.
- **Guarantees or assurances regarding endorsement.** The professional development activities provided at the Study Center are based on the NMAIMH competencies. They are designed so that if students choose to, the activities can be included as part of one's endorsement portfolio. The endorsement process, including portfolio review and acceptance is conducted by the New Mexico Association for Infant Mental Health. The Parent-Infant Study Center staff makes no guarantees or assurances regarding the NMAIMH's acceptance of Study Center activities as part of the endorsement process.
- **Clinical or case-specific supervision.** Reflective practice groups and reflective consultation are provided for purposes of professional development only. The Parent-Infant Study Center staff assumes no responsibility or liability for case supervision.