

Workforce Domain

The Workforce domain consists of action steps program leadership can take to recruit, hire, train, and maintain a qualified and diverse staff of Infant and Early Childhood Mental Health (IECMH) Consultants. Completing this module will help program teams better determine their program's progress in hiring, supporting, and maintaining high-quality consultants.

Resources for this domain: iecmhc.org/resources-for-workforce

Instructions

It is best to complete the PPRT as a program team, rather than working through it independently. The PPRT is designed to foster collaborative discussion and reflection that will lead to strategic action.

Users are advised to use the “opt out” rating sparingly, if at all.

If the volume of tasks feels overwhelming, please remember to prioritize action steps and pursue them incrementally according to your program's needs and resources.

Ratings

- **Completed (C).** Use this rating if the program has completed this action step.
- **In progress (I).** Use this rating if the program has started to work on this action step but has not finished yet.
- **Assistance needed (A).** Use this rating if the program is unclear as to how to complete this action step or needs more resources or support to complete it.
- **Not yet begun (N).** Use this rating if the program has not yet started to work on this action step but is interested in doing so in the future.
- **Opt out (O).** Use this rating if the program is not planning to pursue this action step.

Sub-domain 1: Recruiting and Hiring

Objective: Build a qualified team of consultants

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
1.1 Take steps to recruit a diverse workforce.	Recruit and/or post job announcements in places that serve and/or are accessed by BIPOC and immigrant communities, as well as people with disabilities. For example: • Graduate schools at historically black colleges and universities; Hispanic-serving Institutions; and tribal colleges and universities • Culturally diverse social work associations such as NABSW, ALLSWE, NAPRHSW • National Pan-Hellenic Council • Community-based organizations and religious organizations. historically black colleges and universities: sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/ Hispanic-serving Institutions: www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=1%2C5 social work associations such as NABSW: www.nabsw.org/ ALLSWE: www.allswe.com/ NAPRHSW: www.naprhs.com/ National Pan-Hellenic Council: nphcq.com	C I A N O
1.2 Recruit consultants with master's degrees, who are license-eligible, and who have experience in early childhood settings and/or IECMH.	Sample profiles of qualified mental health providers: • Licensed Professional Counselor (LPC), working toward license, experience includes directing a child care center • Licensed Clinical Social Worker (LCSW), licensed, working toward infant mental health (IMH) endorsement • Marriage and Family Therapist (MFT), Registered Nurse (RN), working toward licensure, experience as a pediatric nurse.	C I A N O
1.3 Create a consultant job description that aligns with the Consultant Competencies and community needs assessment.	For examples, see the Center of Excellence's IECMHC Hiring Guidance e-learning module and Consultant Competencies. Consultant Competencies: www.iecmhc.org/files/2024/05/IECMHC-competencies_w-copyright-updated.pdf IECMHC Hiring Guidance: www.iecmhc.org/resources/hiring-guidance	C I A N O

Notes: Use this space to identify which areas are In progress (I) and Assistance needed (A). With your team, develop a plan, discuss the challenges, and decide how you will address them.

Sub-domain 2: Initial Training

Objective: Prepare staff to provide consultation

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
2.1 Provide standard, thorough training to new hires before they begin providing consultation.	Training may include: readings about IECMHC, materials about program design and the onboarding resource: IECMH Consultant Training and Support Guide. IECMH Consultant Training and Support Guide: www.iecmhc.org/resources/training-and-support-guide	C I A N O
SUBSECTION A: PRE-SERVICE TRAINING		
2A.1 Pre-service training topic: Program-specific information.	Some examples of what to include are: Policy and procedure manual, service-delivery process, program design, and consultation approach.	C I A N O
2A.2 Pre-service training topic: Core consultant competencies	Eight core consultation competencies can be found at IECMHC Consultant Competencies. Note that the CoE has created a set of foundational modules and a consultant assessment based on the competencies. IECMHC Consultant Competencies: www.iecmhc.org/files/2024/05/IECMHC-competencies_w-copyright-updated.pdf foundational modules: www.iecmhc.org/for-consultants consultant assessment: www.iecmhc.org/assessment	C I A N O
2A.3 Pre-service training topic: Program evaluation	Some examples of what to include are: 1) the importance and benefits of program evaluation and 2) consultant duties in the program-evaluation process (including review of assessment measures and data collection protocol).	C I A N O

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
2A.4 Pre-service training topic: Diversity, equity, and inclusion	Some examples of what to include are: • How to advance equity through IECMHC • Deepening understanding of strategies to ensure meaningful and full inclusion of infants and young children with disabilities. • Implicit bias and its effects on the perceptions of behavior, expectations, and decision-making. See the CoE's Beyond the 101: Equity, Disparity & Bias. • Cultural norms in child-rearing Explore the CoE's Equity webpage for resources, including the Equity in IECMHC Webinar Series and the Racial Equity Toolkit. Beyond the 101: Equity, Disparity & Bias: www.iecmhc.org/resources/beyond-the-101-equity Equity webpage: www.iecmhc.org/resources/equity Equity in IECMHC Webinar Series: www.iecmhc.org/resources/sets/2020-equity-in-iecmhc-webinar-series Racial Equity Toolkit: www.iecmhc.org/resources/coe-equity-toolkit	C I A N O
2A.5 Pre-service training element: Shadowing	Provide new consultants with the opportunity to shadow more experienced consultants before building up and managing their own caseload. To prepare for shadowing and service initiation, new consultants can also review the CoE's A Day in the Life of a Mental Health Consultant. A Day in the Life of a Mental Health Consultant: www.iecmhc.org/files/Day_in_the_Life_MH_Consultant.pdf	C I A N O

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Sub-domain 3: Ongoing Professional Development

Objective: Develop and maintain a skilled consultation team

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
3.1 Provide regularly scheduled professional development training and activities for consultants.	Some examples include: offer annual training retreats; schedule monthly book discussions; provide financial support to attend conferences; and regularly schedule reflective supervision that includes sharing and discussing equity issues.	C I A N O

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
3.2 Assess consultant training needs and provide training to meet those needs.	Some examples include: Discuss training needs at staff meetings or in supervision and poll supervisors for training recommendations. The CoE's Consultant Assessment can help consultants determine areas for further professional development. Consultant Assessment: www.iecmhc.org/assessment	☐ C ☐ I ☐ A ☐ N ☐ O
3.3 Provide ongoing training on diversity and equity topics and ensure that diversity and equity are infused throughout all training.	Consider requiring consultants to read and/or view select equity training modules and resources from the CoE's collection. Particularly recommended are the Equity in IECMHC Webinar Series, the Equity Chat Series and the Racial Equity Toolkit. Create a space and process for reading and discussing books addressing racial disparity issues as a group. equity training modules and resource: www.iecmhc.org/resources/equity Equity in IECMHC Webinar Series: www.iecmhc.org/resources/sets/2021-equity-in-iecmhc-webinar-series Equity Chat Series: www.iecmhc.org/resources/sets/equity-chat-series Racial Equity Toolkit: www.iecmhc.org/resources/coe-equity-toolkit	☐ C ☐ I ☐ A ☐ N ☐ O
3.4 Create an annual consultant evaluation to assess consultants' performance and provide constructive feedback.	Information to evaluate consultants should include: responses from consultee surveys, consultant performance on administrative tasks, and formal observation.	☐ C ☐ I ☐ A ☐ N ☐ O

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Sub-domain 4: Clinical/Reflective Supervision and Supports

Objective: Ensure consultant quality and competence

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
4.1 Provide consultants with regular reflective supervision, separate from administrative supervision.	This can be done through weekly or bimonthly individual reflective supervision, group reflective supervision, and reflective activities during training.	☐ C ☐ I ☐ A ☐ N ☐ O

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
4.2 Hire reflective supervisors who are licensed MH providers with experience in consultation and training in providing reflective supervision.	Some examples include: a program director who has received reflective supervision and attended regional trainings on providing reflective supervision, or a reflective supervision consultant in another state who has been a MH consultant in a home visiting program and is endorsed in IMH*. *IMH providers can receive endorsement through the Alliance for the Advancement of Infant Mental Health or in some cases through their state's IMH endorsement system (e.g., Ohio, California, Illinois). To provide reflective supervision, the provider needs to be endorsed at a certain level or specifically in reflective supervision, depending upon the endorsement system being used.	C I A N O
4.3 Support formal and informal mechanisms for consultants to connect with one another.	For example: book or journal clubs, virtual or in-person coffee or lunch hours, and/or private team Facebook page. For additional suggestions, see the CoE's Sustaining IECMH Consultants in Their Jobs. Sustaining IECMH Consultants in Their Jobs: www.iecmhc.org/files/2024/05/CoE_Resource_SustainingIECMHC-fixed_w-copyright.pdf	C I A N O
4.4 Provide clinical supervision to consultants working toward licensure.	This should include: regular clinical supervision with a supervisor licensed in the same discipline and also reflective supervision.	C I A N O

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Sub-domain 5: Service-Delivery Support

Objective: Strengthen consultants' direct service skills

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
5.1 Support consultants' continuous exploration of new and different delivery strategies to meet the varying needs of consultees.	For example: - In a setting using a social-emotional curriculum, infuse that curriculum's language and ideas into the work the consultant does with teachers. - In a pediatric setting, use caregiver-child interaction therapy strategies to help caregivers with challenging behavior.	C I A N O

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
5.2 Identify and provide opportunities for consultants to build and update their resource materials.	For example: • Provide peer-networking opportunities. • Provide resource materials. • Offer specialized development sessions that include a focus on equity.	☐ C ☐ I ☐ A ☐ N ☐ O
5.3 Train consultants in the use of standardized screening measures.	Refer to the PPRT Domain on Program Evaluation or the guidelines on screening measure selection. For more information on measures and measure selection, check out the CoE's Outcome Measures for IECMHC. Outcome Measures for IECMHC: www.iecmhc.org/resources/choose-and-use-tools	☐ C ☐ I ☐ A ☐ N ☐ O
5.4 Support consultants in building and maintaining relationships with community agencies that serve and support the same population.	For example, create time for consultants to participate in director network meetings, engage with technical assistance personnel, and connect with state early intervention programs (i.e., Part C).	☐ C ☐ I ☐ A ☐ N ☐ O

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Sub-domain 6: Workforce Retention

Objective: Support consultant job satisfaction and prevent burnout

ACTION STEP	SUPPLEMENTAL GUIDANCE	RATING
6.1 Provide emotional support for consultants.	Some examples include: promote a work-life balance, support use of stress-management techniques, and provide reflective supervision. For more ideas and resources, check out the CoE's Sustaining IECMH Consultants in Their Jobs. Sustaining IECMH Consultants in Their Jobs: www.iecmhc.org/files/2024/05/CoE_Resource_SustainingIECMHC-fixed_w-copyright.pdf	☐ C ☐ I ☐ A ☐ N ☐ O
6.2 Provide professional support for consultants.	Allow time for consultants to prepare for licensure requirements, receive professional education support, participate in peer mentoring, and engage in reflective supervision.	☐ C ☐ I ☐ A ☐ N ☐ O
6.3 Seek better ways to compensate consultants for their expertise.	Some examples include: work to change policies impacting consultant compensation, and seek additional funding to increase consultant compensation or benefits (e.g., covering continuing education training or conference fees and travel costs).	☐ C ☐ I ☐ A ☐ N ☐ O

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