

What to know About the Endorsement® Exam

This document should be used in conjunction with the *Endorsement® Exam Prep Resource List*.

The exam has two parts and both are based on the *Competency Guidelines®*. The *Competency Guidelines®* is a critical reference in preparing for the exam. The competencies are divided into domains, which are referred to below.

Part One: Multiple Choice

- A majority of the multiple-choice questions are focused on the knowledge and skill areas found under the *Theoretical Foundations* and *Direct Service Skills* domains of the *Competency Guidelines®*; **these domains address your IMH knowledge specific to work with infants/young children (0-36 months) and their families**
- Within the *Theoretical Foundations* domain, there are more questions from the areas of pregnancy and early parenthood; infant/young child development & behavior; attachment, separation, trauma, grief & loss; and disorders of infancy/early childhood
- Within the *Direct Service Skills* domain, there are more questions from the areas of screening & assessment; parent-infant/young child relationship-based therapies & practices; and reflective supervision
- A majority of the questions will be related to direct service, however, there will be some questions related to reflective supervision/consultation (RSC), policy and research
- Knowledge gained through course work, specialized in-service training and self-study will be most useful in this section of the exam
- The multiple-choice section is the same for all exam respondents: Infant Mental Health Specialist (IMHS), Infant Mental Health Mentor-Clinical (IMHM-C), Infant Mental Health Mentor-Policy (IMHM-P) and Infant Mental Health Mentor-Research/Faculty (IMHM-R/F)

Part Two: Vignettes/Scenarios

- **This section is intended to measure your capacity to apply your knowledge of IMH principles and concepts into practice and to demonstrate a reflective, relationship-based approach**
 - This requires responses from an IMH-informed perspective, which is different from how one may respond to a clinical exam
 - It will be important to address issues related to attachment, separation, trauma and unresolved grief and loss as they affect the attachment relationship, development, behavior and/or care of the infant/young child
- While all of the knowledge and skill areas are important, the ones under the *Reflection, Thinking* and *Working with Others* domains are important to the qualitative section for IMHS and IMHM-C exam respondents
- Knowledge/skills gained through RSC about direct service experiences (for IMHS and IMHM-C exam respondents) and about the RSC provided to others (for IMHM-C exam respondents) will be most useful in this section of the exam

- The knowledge/skill areas found under the *Administration* domain will be the primary focus of the IMHM-P exam
- The knowledge/skill areas found under the *Research & Evaluation* domain will be the primary focus of the IMHM-R/F exam

Preparation

Please do not feel as though you need to wait to begin studying for the exam until you receive the results of your application review. We encourage you to begin studying as soon as you decide that you hope to sit for an upcoming exam.

Self-Reflection

Refer back to the *Getting Started Guide* (hard copy) and/or feedback received about your application to identify areas where additional study may be useful. When considering the specialized in-service trainings you have attended, it is important to note that training series that occur over time and include opportunities for reflective discussion offer better preparation for the qualitative section of the exam than “one and done” training sessions.

One’s disciplinary background may also provide guidance, i.e., applicants who come from a background that emphasizes development may find they require more studying related to mental health competencies like mental and behavioral disorders in adults, supportive counseling, intervention/treatment planning, etc. While those from a mental health background may need more studying in areas such as infant/young child development & behavior, developmental guidance, typically developing attachment, etc.

You are encouraged to find study partners in your geographic area to support you during your studies and reflection on your work.

Guidance from provider(s) of RSC for IMHS and IMHM-C

You are encouraged to engage your provider of RSC in conversations about your professional journey, capacity for reflection, and understanding of parallel process all in relation to readiness for the exam. The reference rating form can be used to solicit feedback related to the knowledge/skill areas of the *Competency Guidelines*[®]. PDF versions of reference rating items can be found at mi-aimh.org/endorsement/reflective-supervision-consultation/tips-regarding-reference-ratings/. If gaps in knowledge/skills are identified, you will want to study those areas first. If your provider of RSC expresses reservations related to your capacity to apply IMH principles and concepts into practice, you are encouraged to continue with RSC and on-going assessment of the skills in the domains of *Reflection*, *Thinking*, and *Working with Others*.

Study

In addition to the selection of readings from the *Endorsement*[®] *Exam Prep Resource List* you are encouraged to review the notes, slides, and materials from the specialized in-service trainings in which they have participated.

Detailed breakdown of each Endorsement[®] exam

Infant Mental Health Specialist

Part One – 90-minutes to answer to 60 multiple-choice questions

- Paper and pencil; questions read from a printed document, answers marked onto a separate answer sheet
- 80% or better is required to pass (no more than 12 incorrect answers)

Part Two – 90-minutes to respond to two of three vignettes

- Two of three direct service vignettes must be answered from the perspective of an IMH specialist/practitioner
- Vignettes are available as a hard copy and on a flash drive as a Word document
- Flash drive is inserted into a computer and responses are typed directly into the Word document, saved, and printed
- You will have 15-minutes to read the vignettes prior to the 90-minutes beginning

Infant Mental Health Mentor – Clinical

Part One – 90-minutes to answer to 60 multiple-choice questions

- Paper and pencil; questions read from a printed document, answers marked onto a separate answer sheet
- 80% or better is required to pass (no more than 12 incorrect answers)

Part Two – 90-minutes to respond to two of three vignettes

- One vignette is about the provision of RSC and must be answered from the perspective of the reflective supervisor/consultant
- One of two direct service vignettes must be answered from the perspective of an IMH specialist/practitioner
- Vignettes are available as a hard copy and on a flash drive as a Word document
- Flash drive is inserted into a computer and responses are typed directly into the Word document, saved, and printed
- You will have 15-minutes to read the vignettes prior to the 90-minutes beginning

Infant Mental Health Mentor – Policy

Part One – 90-minutes to answer to 60 multiple-choice questions

- Paper and pencil; questions read from a printed document, answers marked onto a separate answer sheet
- 80% or better is required to pass (no more than 12 incorrect answers)

Part Two – 90-minutes to respond to one of two scenarios

- Scenarios will ask for a demonstration of leadership in the infant, young child-family field ensuring the promotion and practice of IMH through knowledge of
 - Funding
 - Systems development
 - All that is required to promote change across systems
- Scenarios are available as a hard copy and on a flash drive as a Word document
- Flash drive is inserted into a computer and responses are typed directly into the Word document, saved and printed
- You will have 15-minutes to read the vignettes prior to the 90-minutes beginning

Infant Mental Health Mentor – Research/Faculty

Part One – 90-minutes to answer 60 multiple-choice questions

- Paper and pencil; questions read from a printed document, answers marked onto a separate answer sheet
- 80% or better is required to pass (no more than 12 incorrect answers)

Part Two – 90-minutes to respond to one of two scenarios

- One scenario will be related to the role of teaching
- The other scenario will be related to conducting research
- Topics may include the study of pregnancy, infancy, early childhood and early parenthood; attachment security and relationship needs; risk and resiliency in the early years; caregiving practices; early assessment and intervention strategies; and the mental health needs of infants and young children
- Scenarios are available as a hard copy and on a flash drive as a Word document
- Flash drive is inserted into a computer and responses are typed directly into the Word document, saved, and printed
- You will have 15-minutes to read the vignettes prior to the 90-minutes beginning