

Avenues to positively influence the size, diversity, quality, and accessibility of the IECMH clinical workforce

GUIDING PRINCIPLES

- DIVERSITY, EQUITY & INCLUSION
- **▶ MENTORSHIP**
- **▶ WELL-BEING**
- RELATIONSHIP-BASED PRACTICE

AWARENESS & ALIGNMENT

Advance awareness of

multidisciplinary

IECMH career

pathways



Cultivate

partners, allies,

and influencers

to recruit the next workforce

Educate early generation of



CLINICIAN PREPARATION & ONGOING EDUCATION

Increase diversity of identities, perspectives. and bodies of knowledge comprising the field to reflect all families served

Supply state-of-theart academic resources reflective of the evolving needs of the field

Provide highquality continuing education, training, and supports to strengthen clinical skills

Establish IECMH specializations

Adopt approaches to learning that are multifaceted and relationshipbased

Create a dynamic network that shares resources

Invest in research to deepen and expand the field

Define and

internally

align the field

Build data and measurement capacity









DRIVERS







Advocate for

and create

more jobs

Strengthen crosssystems IECMH infrastructure

at all levels

Promote culture of care and well-being

Ensure equitable financial security and means for upward mobility

across disciplines

Nurture and elevate diverse field leaders

Strengthen financing structures across the continuum of **IECMH**

CAREER & WORKFORCE

GROWTH & SUSTAINABILITY



IECMH WORKFORCE | Solution Pathways

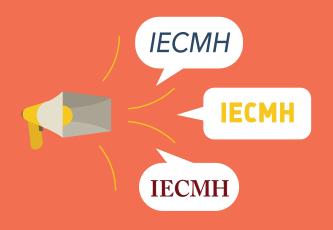
AWARENESS & ALIGNMENT



Define and internally align the field



Advance awareness of multidisciplinary IECMH career pathways



Cultivate partners, allies, and influencers



- Provide clear definitions, key concepts, and guiding principles
- Provide a set of competencies and best practices in and across clinical disciplines
- Incentivize alignment within education and government

- Adopt clear, consistent, and effective messaging
- Proactively message about value and work of IECMH
- Embed IECMH concepts throughout K-12 education
- Increase awareness of IECMH needs and practice within mental/behavioral health professional communities
- Elevate leaders and ambassadors to advocate IECMH to cross-sector audiences

- Think more broadly about recruitment and look beyond most common entry-points to diversify the field
- Engage unlikely partners and new channels in promoting IECMH concepts and careers
- Cultivate shared commitment to and engagement in ensuring an adequate workforce



CLINICIAN PREPARATION & ONGOING EDUCATION



Increase diversity of identities, perspectives, and bodies of knowledge comprising the field to reflect all families served



Supply state-of-the-art academic resources reflective of the evolving needs of the field



Provide high-quality continuing education, training, and supports to strengthen clinical skills



Adopt approaches to learning that are multifaceted and relationship-based



- Recruit racially, ethnically, linguistically, culturally diverse students and educators, supporting their distinct contributions and needs
- Identify and eliminate barriers to equitable career access in higher and continuing education
- Center the contributions of diverse and emerging leaders
- Embrace curricula design that is inclusive of diverse and nondominant spheres of knowledge

- Design and develop core curricula at undergraduate, graduate, and postgraduate levels which lead to specialization and/or IECMH degree programs
- Provide mentorship, intern, extern, and residency experiences focused on **IECMH**
- Promote robust IECMH research opportunities for students/faculty at academic institutions

- Create web-based (synchronous and asynchronous) information modules and curricula
- Assure access to continuing education credit hours for **IECMH** content across all clinical disciplines
- Tie continuing education requirements to licensing standards and mental/behavioral health workforce policies at the state level
- Design continuing education that is aligned with rigorous competency and/or endorsement systems

- Encourage cross-sector/ multidisciplinary training opportunities and form communities of practice
- Center families as partners and co-creators of practice





IECMH WORKFORCE | Solution Pathways

CAREER & WORKFORCE





Strengthen cross-systems IECMH infrastructure at all levels



Promote culture of care and well-being



Ensure equitable financial security and means for upward mobility



- Articulate IECMH career pathways at the state and national levels
- Tap into federal and state workforce development assets
- Incentivize health care payers, employers. and other key stakeholders to contribute to workforce development and to adopt best practice standards
- Ensure parity in coverage of IECMH services

- Ensure community-driven design, consumer participation, and diverse representation in policy and programmatic planning
- Utilize rigorous multidisciplinary competency and/or endorsement systems to increase consistency, quality, and coordination across clinical and allied IECMH workforces
- Adopt federal, state, and program policies to require and reinforce best practice in assessment, diagnosis, and treatment
- Diversify funding streams across systems to support clinical roles

- Support reflective practice for clinicians at all levels of clinical expertise
- Ensure access to benefits and support for healthy activities
- Assess, identify, and address barriers to equitable career longevity
- Adopt financing policy that reflect realities and demands of IECMH clinical best practice to ensure adequate compensation

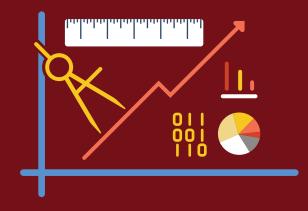


Create a dynamic network that shares resources

Invest in research to deepen and expand the field



Build data and measurement capacity



Nurture and elevate diverse field leaders



- Build a base of evidence by identifying strategic research opportunities
- Broaden scope of research funding to include IECMH-related topics such as clinical approaches, interventions, prevalence studies, and return on investment
- Focus on strategic grant-making to address pressing questions, elevate historically marginalized perspectives, and drive targeted change
- Translate research and empirical findings to inform policy, systems building, and best practice
- Create a community that actively shares and builds on research findings and methods

- Incorporate IECMH into state and national data systems
- Develop and adopt consistent metrics
- Collect and share disaggregated data on entry to and completion of clinical training; entry to and longevity in clinical career and utilize to target career disparities
- Gather and leverage programmatic and individual outcome data

- Increase the visibility of leaders' work
- Elevate leaders within their respective disciplines
- Cultivate field leaders to be advocates for IECMH specialization

Strengthen financing Strengthen financing structures across the continuum of IECMH supports and services



Contributors

Paola Andujar

Program Associate
Infant and Early Childhood
Mental Health Policy
Programmatic Assistance for
Tribal Home Visiting (PATH)
ZERO TO THREE

Lynette Aytch, PsyD

Director Leadership Development Institute ZERO TO THREE

Evelyn Blanck, LCSW

Associate Executive Director
New York Center for Child Development

Jennifer Boss, MSW

Director National Center on Early Childhood Development, Teaching, and Learning ZERO TO THREE

Jenifer Chacon, MSW

Content Specialist
Professional Development and
Workforce Innovations
ZERO TO THREE

Alison Chavez, MA

Graduate Student, Clinical Psychology University of Massachusetts Boston

Gerard Costa, PhD, DIR-C®, IMH-E®

Director Center for Autism and Early Childhood Mental Health Montclair State University

Myisha Driver, LMFT

Infant-Family and Early Childhood Specialist Clinical Supervisor Reflective Facilitator II Los Angeles Child Guidance Clinic

Danielle Forbes, PhD

Adjunct Professor Psychology University of Massachusetts Boston

Kim Gilsdorf, MBA

Program Officer Perigee Fund

Ivy Giserman-Kiss, PhD

Clinical Psychologist Research Fellow National Institute of Mental Health

Mary Margaret Gleason, MD

Pediatrician
Child and Adolescent Psychiatrist;
Director, Tulane Infant Mental
Health Services

Phyllis Glink, MPP

Executive Director
Irving Harris Foundation

Leandra Godoy, PhD

Clinical Psychologist
Early Childhood Mental Health
Children's National Health System

Katherine Guyon Harris, PhD

Postdoctoral Scholar Academic Pediatrics Children's Hospital of Pittsburgh University of Pittsburgh

Amy Heberle, PhD

Assistant Professor, Psychology Clark University

Neal Horen, PhD

Director
Early Childhood Division
Georgetown University
Center for Child and
Human Development

Janice Im, MS

Chief Program Officer ZERO TO THREE

Chandra Ghosh Ippen, PhD

Associate Director Child Trauma Research Program, University of California, San Francisco; Director, Dissemination and Implementation for Child-Parent Psychotherapy

Lee Johnson III, PhD, CHES®, IMH-E®

Senior Policy Analyst Infant and Early Childhood Mental Health ZERO TO THREE

Joaniko Kohchi, MPhil, LCSW, IMH-E®

Director, Institute for Parenting Adelphi University

Laura Krug, LCSW

Director Training/Technical Assistance HealthySteps ZERO TO THREE

Sarah LeMoine, MS

Senior Director Professional Development and Workforce Innovations ZERO TO THREE

Alicia Lieberman, PhD

Professor and Vice Chair Department of Psychiatry, University of California, San Francisco; Director, Child Trauma Research Program at San Francisco Hospital

Tammy Mann, PhD

President and CEO
The Campagna Center

Melissa Maye, PhD

Assistant Scientist, Bioscientific Staff Center for Health Policy and Health Services Research Henry Ford Health System

Kathleen McEnerny, MAT

Chief Development Officer ZERO TO THREE

Matthew Melmed, JD

Executive Director ZERO TO THREE

Lisa Mennet, PhD

Founder and Clinical Director Cooper House

Nicholas Mian, PhD

Assistant Professor, Psychology University of New Hampshire at Manchester

Catherine Monk, PhD

Professor, Medical Psychology Departments of Psychiatry and Obstetrics and Gynecology; Director of Research, the Women's Program, Columbia University Medical Center; Research Scientist VI, New York State Psychiatric Institute

Kathy Mulrooney, MA, LPC, IMH-E®

Program Director
Infant and Early Childhood Mental Health
Professional Development and
Workforce Innovations
ZERO TO THREE

Yesenia Ocon

Senior Program Associate
Professional Development and
Workforce Innovations
7FRO TO THRFF

Jennifer Oppenheim, PsyD

Senior Advisor, Early Childhood Substance Abuse Mental Health Services Administration (SAMHSA) US Department of Health and Human Services (HRSA)

Nichole Paradis, LMSW, IMH-E®

Executive Director
Alliance for the Advancement of
Infant Mental Health

Frances Marinez Pedraza, PhD

Postdoctoral Associate Florida International University

Dallas Rabig, MA, LPC, NCC, IMH-E®

State Coordinator
Infant and Early Childhood Mental Health
Alabama Department of Early
Childhood Education

Genevieve Skale, PsyD

Licensed Psychologist
University Center for Excellence in
Developmental Disabilities,
University of Southern California

Aditi Subramaniam, LMHC, R-DMT, ICMH-E®

Infant and Early Childhood
Mental Health Mentor- Clinical
Partnership Manager, IECMH
Massachusetts Society for the
Prevention of Cruelty to Children
MassAIMH Endorsement Coordinator

Myra Jones-Taylor, PhD

Chief Policy Officer ZERO TO THREE

Mary (Mimi) Toxel

Graduate Student, Clinical Psychology University of Massachusetts Boston

Lindsay Usry, MPH

Director
Infant and Early Childhood
Mental Health Strategy
ZERO TO THREE

Debra Waldron, MD, MPH, FAAP

Senior Vice President Healthy and Resilient Children, Youth and Families American Academy of Pediatrics Julia Yeary, LCSW
Director
Military Family Programs
ZERO TO THREE

Muhammad Zeshan, MD Assistant Professor, Psychiatry Rutgers University Ekaterina Zoubak, MA
Social Science Analyst
Health Resources and
Services Administration (HRSA)

