

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

**Institution Submitting Request:** University of Utah

**Proposed Program Title:** Undergraduate Certificate in Infant and Early Childhood Mental Health

**Sponsoring School, College, or Division:** College of Social and Behavioral Sciences

**Sponsoring Academic Department(s) or Unit(s):** Psychology

**Classification of Instructional Program Code<sup>1</sup> :** 19.0711

**Min/Max Credit Hours Required of Full Program:** 24 / 24

**Proposed Beginning Term<sup>2</sup>:** Fall 2020

**Institutional Board of Trustees' Approval Date:**

**Program Type:**

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	<b>NEW</b> Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:</i> <b>Min Cr Hr</b> / <b>Max Cr Hr</b> <i>Current Major CIP:</i> <b>6 - Digit CIP</b> <i>Current Program Title:</i> <i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education  
Program Description - Abbreviated Template**

**Section I: The Request**

University of Utah requests approval to offer the following Certificate of Proficiency: Undergraduate Certificate in Infant and Early Childhood Mental Health effective Fall 2020. This program was approved by the institutional Board of Trustees on .

**Section II: Program Proposal/Needs Assessment**

**Program Description/Rationale**

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

The state of Utah has the highest birth rate in the country, yet there are no programs in the state that train students to become competent specialists in the field of infant and early childhood mental health (IECMH). Thus there is a critical gap in the workforce across the United States and in Utah for providers with training in IECMH. IECMH programs produce large returns on investment. As Nobel laureate James Heckman states, “The best investment is in quality early childhood development from birth to five for disadvantaged children and their families” (Heckman, 2012). In fact, investing in quality early childhood education results in a 13% return on investment (Luis, Heckman, Leaf, & Prados, 2016). However, these programs cannot be developed or sustained without professionals with training in IECMH.

IECMH is, “the developing capacity of the child from birth to 5 years old to form close and secure adult and peer relationships; experience, manage, and express a full range of emotions; and explore the environment and learn --all in the context of family, community, and culture. Experts from a range of disciplines consider IECMH to be the foundation of healthy, lifelong development. IECMH is also a term used to describe the full continuum of services and supports (i.e., promotion, prevention, and treatment) necessary to promote healthy development, prevent mental health problems, and treat mental health disorders.” ([Zero To Three, 2017](#)).

Representatives from the statewide Babywatch Early Intervention Program, early care and education, and early childhood treatment centers in the Salt Lake City area have expressed to us a need to hire and work with competent IECMH professionals. However, there are no training programs for students interested in specializing in IECMH. We have the expertise, community partners, and resources to provide this important training to students interested in these fields.

This interdisciplinary certificate program will prepare students to become expert consultants in IECMH and will provide them with a strong background to complete further training in this area. The faculty at the university are uniquely poised to provide training in the critical aspects that comprise the majority of early childhood mental health certificate programs: prenatal development, preterm birth, prenatal substance exposure, parental mental health, development and psychopathology, early life stress, early childhood social, emotional, and cognitive

development, cultural perspectives, parenting, developmental assessment, and evidence-based early childhood intervention. Based on our review of other programs, we expect graduates to be competitive for positions as early intervention specialists, special education teachers, early childhood mental health consultants, child life specialists, behavioral support specialists, home visitors, and preschool educators. The interdisciplinary nature of the certificate program will provide students with diverse perspectives and a broad knowledge-base from which to apply their knowledge to the field.

Undergraduate students on the psychology and family and consumer studies listservs completed a survey so that we could get a sense of undergraduate interest in the certificate program. Data are appended to this proposal. In brief, 70% of the respondents (N = 56) in psychology and 87% of respondents (N = 52) in family and consumer studies said they were “very interested” in participating in this certificate program.

All current undergraduates as well as nontraditional students and transfer students are welcome to apply to this certificate program. If a student transfers from another institution they can complete the certificate in 2 years. To ensure that they are aware of the certificate opportunity we will work together in the advising office in Family and Consumer Studies and Psychology (see letter of support, Bobbi Davis), and we will connect with advisors at Salt Lake Community College. There will also be courses that they can take at Salt Lake Community College for which they can receive credit (e.g., FCS 2400; FCS 2600; FCS 2610; FCS 2620).

For the first 2-3 years of this certificate program we need to ensure adequate supervision and training of our students while developing and refining the materials and infrastructure. We will therefore be limiting the initial class size. We would like to expand our certificate in the future, and allow continuing education students the chance to earn this certificate, assuming we have the resources necessary for expansion.

## **Educational Objectives**

We have reviewed similar infant and early childhood mental health certificate programs from top universities in the country such as the University of Minnesota, the University of Portland, and the University of Pittsburgh. The vast majority of these are at post-graduate levels of education, which satisfies a need for licensed clinical mental health providers who specialize in IECMH and can offer specialized assessment and treatment. However, the vast majority of professionals working with infants and young children are not clinical mental health providers. For instance, those working in child protective services, early childcare and education, home visiting programs, early intervention programs, and in medical settings with infants and young children.

In recent years, there has been an exponential growth of interest in IECMH across multiple levels and fields. Organizations such as the Harvard Center on the Developing Child, Zero To Three, and numerous Infant Mental Health Associations work on enhancing IECMH for all infants and young children. But even though there is a lot of general information, education and training are rarely integrated into undergraduate programs. Therefore, we need more programs

that train students at the Bachelor's or post-Bachelor's level.

Initiated by the Michigan Association for Infant Mental Health and now continued by the international [Alliance for the Advancement of Infant Mental Health](#)<sup>®</sup>, a set of IECMH competencies has been developed, based on extensive review of the current science and practice of IECMH. The Utah Association for Infant Mental Health ([www.uaimh.org](http://www.uaimh.org)) is in the process of adopting these Competencies for IECMH professionals. In approximately three years, this will lead to a professional endorsement practice in Utah, so that professionals on various levels of functioning can earn the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting IECMH<sup>®</sup>. Currently, 32 states and countries are licensed to use this Competencies and Endorsement process, and several more are interested. A total of 2,640 professionals have earned Endorsement. Our certificate is designed with this Endorsement process in mind, so that our course offerings will help the student in their future IECMH Endorsement Application, if they so desire.

Based on this background, we propose to train students in the following competency areas:

1. Foundations in infant and early childhood mental health: including a strong foundation in attachment theory; a review of typical cognitive, language, perceptual, social, and emotional development in early childhood within the United States and across cultures. Students will have a firm knowledge of typical infant and early childhood development so that they can be more aware of deviations from the “norm.”
2. Development and psychopathology in infancy and early childhood: which includes a review of parental psychopathology, early life stress effects on infant brain, physiological, emotional, and cognitive development. Students will be able to articulate how early life stress and exposure to parental psychopathology “get under the skin” to affect behavioral and mental health outcomes.
3. Caregiver-Infant observation: Integrated in many courses is an infant observation component. Infant mental health professionals must be able to identify and describe typical and atypical behavior in infancy and early childhood in many different contexts, from a school to a home setting. Students wishing to receive their Babywatch Early Intervention credential will complete a 20 observations in the field with an early intervention provider.
4. Education, Prevention and intervention in infancy and early childhood: Students will be able to articulate the important elements of evidence-based prevention and interventions in infancy and early childhood.
5. Children and relationships across cultures: Students will be able to observe, assess, and understand how relationships form across cultures. Students will appreciate the importance of diversity, broadly defined, that consists of infant and child development across race, ethnicity, and socioeconomic contexts.

These outcomes will be assessed via the following: (1) an exam administered during the first semester and again during the last semester of the program; (2) successful completion of the capstone project and oral presentation

### **Impact on Existing Programs**

We expect positive effects on existing programs in terms of attracting additional students to courses and making CSBS majors more attractive in terms of career prospects.

6. Communication: Students will learn to screen for developmental delays in infancy and early childhood, read and interpret assessment reports, communicate with parents the findings of assessment reports, and consult with parents, day care providers, and teachers for avenues of intervention and prevention; Students will receive training in both written and oral communication to prepare them for writing clinical notes and reports and for communicating with therapeutic team members (e.g., social workers, pediatricians, and psychologists). Students will also learn to collaborate with community partners to promote infant and early childhood mental health.
7. Capstone project/Field Experience: Over the course of one year, students will work and train with an agency that serves the developmental needs of infants or young children. They will identify, along with the agency, a problem and develop a solution. This final project will require them to integrate across the education objectives of foundations in infant and early childhood mental health, development and psychopathology in infancy and early childhood, infant observation, diversity, prevention and intervention in infancy and early childhood, and communication. This experience is required for students to receive this certificate.

Students will be supervised by clinicians at the organization, as well as by the capstone instructor. The capstone instructor will be in biweekly contact with the supervisor (see example supervision form).

The core I/ECMH faculty in FCS (n = 4) and Psychology (n = 4) will meet once per year to decide which faculty will teach the core and capstone courses. They will also meet to decide on curricular changes (e.g., including additional electives for example in Social Work).

Psychology and FCS faculty voted in August, 2019 and the certificate was unanimously approved in both departments.

## **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

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## **Consistency with Institutional Mission/Impact on Other USHE Institutions**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/).*

One core mission of the University of Utah is to "foster student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens." This certificate fulfills this mission given that its goal is to prepare students to become infant and early childhood mental health professionals who are more competitive for positions in early intervention, early childhood mental health, and child care. We have already engaged local community members and organizations to serve as training sites for our students. Indeed, it was community members who originally asked whether we could provide this training to our undergraduates.

## **Finances**

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

See Appendix

### Section III: Curriculum

#### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
<b>General Education Credit Hour Sub-Total</b>			
Required Courses			
		Core Courses (1 Course)	3
Anth 4133		Maternal and child health	
ANTH 4450		The Biology of human growth and development	
FCS 2600		Introduction to early childhood education	
FCS 2610		Understanding children's behavior	
FCS 3215		Beginnings: Development during infancy & childhood	
FCS 5940		Attachment theory across the lifespan	
PSY 3215		Development in infancy	
PSY 3260		Social development	
		Development and psychopathology in infancy and early childhood	6
PSY 3XXX	×	Foundation in I/ECMH I	
PSY 3XXX	×	Foundation in I/ECMH II	
		Capstone/Field Experience	6
PSY 4XXX	×	Capstone in I/ECMH I	
PSY 4XXX	×	Capstone in I/ECMH II	
Add Another Required Course			
<b>Required Course Credit Hour Sub-Total</b>			15
Elective Courses			
		Infant and early childhood observation (1 Course)	3
PSY 4890		Internships	
FCS 2216		Interacting with infants and toddlers	
FCS 2620		Child development practicum	
FCS 5170		Creativity in Young Children	
		Children and relationships across cultures (1 Course)	3
ANTH 4133		Maternal and child health	
FCS 3370		Parenting across cultures	



Course Number	NEW Course	Course Title	Credit Hours
PSY 3215		Development in infancy	
PSY 3260		Social development	
FCS 3270		Parenting	
		Communication (1 course required):	3
FCS 5250		Theories of Human Development	
PSY 3010		Research Methods in Psychology	
WRTG 3012		Writing in the Social Sciences	
WRTG 3014		Writing in the Sciences	
WRTG 3015		Professional/Technical Writing	
Add Another Elective Course			
Elective Credit Hour Sub-Total			9
Core Curriculum Credit Hour Sub-Total			24

Propose a NEW Emphasis to an existing Regent approved program

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

This certificate requires 8 courses (24 credits) as described below. Two, year-long courses are required. The first is a core course which will allow students to discuss issues related to practicum placement as a class, fill in gaps of the IECMH certificate that are not covered in other classes (e.g., more specific lectures focused on the development of risk for mental health problems from birth to 5), and lectures to fulfill the early childhood mental health credential so that students could become employed in the early intervention field after receiving the certificate. The second, year-long required course is the capstone course (described in part 7, below).

Students must complete requirements in each of seven different components, matching the educational objectives. It is anticipated that the degree requirements of the Family and Consumer Studies and Psychology departments in the College of Social and Behavioral Sciences will partially meet the requirements for this certificate. We will need to add one class per year that is specific to certificate program participants. This class will be held in the evening and will not be offered online.

- 1) Foundations in infant and early childhood mental health (1 course required): These courses cover foundational topics, including theoretical and empirical foundations of infant and early childhood development; parenting; pre- and perinatal development; and cultural considerations.

Ranges from 2000-level to 5000 level class



ANTH 4133: Maternal and child health  
ANTH 4450: The Biology of human growth and development  
FCS 2600: Introduction to early childhood education  
FCS 2610: Understanding children's behavior  
FCS 3215: Beginnings: Development during infancy & childhood  
FCS 5940: Attachment theory across the lifespan  
PSY 3215: Development in infancy  
PSY 3260: Social development

2) Development and psychopathology in infancy and early childhood (1 course required): This course requirement will be met through the first year IECMH required core course. Once students have learned about typical development in infancy and early childhood they will start to learn more about how to understand when development goes awry. This course will allow students to uncover developmentally relevant risk factors, learn more about how early life stress and trauma can impact development in infancy and early childhood, and be able to understand how early life stress may manifest behaviorally in infancy and early childhood.

3) Infant and early childhood observation (1 course): Students will apply what they have learned in the first two core content areas to their observations of young children in their “natural” environments, at home, day care, and/or preschool. They will learn how to observe infants using structured observation, as well as how to document their findings and impressions

PSY 4890: Internships  
FCS 2216: Interacting with infants and toddlers  
FCS 2620: Child development practicum  
FCS 5170: Creativity in Young Children

4) Education, Prevention and intervention in infancy and early childhood: This course requirement will be met through the first year IECMH required core course.

5) Children and relationships across cultures (1 course required): These courses are focused on understanding relationships across cultures and appreciating how diversity within and across cultures is related to development in early childhood.

ANTH 4133: Maternal and child health  
FCS 3370: Parenting across cultures  
PSY 3215: Development in infancy  
PSY 3260: Social development  
FCS 3270: Parenting

6) Communication (1 course required): These courses contribute to the written or oral expression of clinical and scientific material. Courses are required to include a significant writing or oral presentation related to the results of a data collection and/or analysis.

FCS 5250: Theories of Human Development

PSY 3010: Research Methods in Psychology

WRTG 3012: Writing in the Social Sciences

WRTG 3014: Writing in the Sciences

WRTG 3015: Professional/Technical Writing

7) Capstone/Field Experience (1, year-long course required): Over the course of one year, students will work and train with an agency that serves the developmental needs of young children. This capstone experience will demonstrate integration of infant and early childhood observation, clinical case conceptualization, and communication skills. The instructor will work with students to identify a relevant community with whom the capstone project can be developed. Together with the student and community agency, the instructor will develop training goals and a capstone training plan. The instructor is responsible for supervision of the student and ensuring that the capstone experience meets the educational needs of the student. The instructor is responsible for additional training relevant to early childhood mental health and ethics.

#### Capstone Requirements:

- 1) Has the student shown that he/she can collect relevant data via observation of the infant, toddler, or preschooler in multiple settings (e.g., with the primary caregiver(s), at school/day care)?
- 2) Has the student communicated the results of their work, either in a written document or a presentation?

#### Examples of Possible Capstone Experiences:

- I) Internship requiring a case presentation. For example, if an agency has identified a family in particular need the student will develop a case conceptualization and identify resources in the community to help the family
- II) Identify a training need the agency has; for example, further training on the effects of early childhood trauma on behavior
- III) Building bridges between the agency and the parents and families they serve

#### Possible capstone placements/partnerships:

1. Jennifer Mitchell at The Children's Center has informed us that she would accept certificate students as interns
2. Lisa Davenport at Babywatch Early Intervention has informed us that our students could get credentialed through Early Intervention and that interested students could start working at Early Intervention upon graduation
3. Primary Children's Hospital: Child life specialists
4. Head Start and Early Head Start programs
5. Early care and education
6. Help me Grow Utah

#### **Pathway for Transfer Students**

If a student transfers from another institution they can complete the certificate in 2 years. To ensure that they are aware of the certificate opportunity we will work together in the advising office in Family and Consumer Studies and Psychology (see letter of support, Bobbi Davis), and we will connect with advisors at Salt Lake Community College. There will also be courses that they can take at Salt Lake Community College for which they can receive credit (e.g., FCS 2400; FCS 2600; FCS 2610; FCS 2620). FCS has an articulation agreement with Salt Lake Community College that enables all of the 2000-level courses listed here to transfer to the University of Utah. Thus, students will be able to transfer from SLCC with two areas of competency complete.

### **IECMH Certificate Timeline**

#### **Course Fall Year 1 Spring Year 1 Fall year 2 Spring Year 2**

Core course (3 credits each semester = 6 credits total)

Foundations in IECMH (3 credits)

Children and relationships across cultures (3 credits)

Infant and early childhood observation (3 credits)

Communication (3 credits)

Capstone experience (3 credits each semester = 6 credits total)

### **Criteria for selecting students**

Given students' initial interest and community need, we expect that demand will exceed capacity. Our goal is to keep the initial class sizes small (approximately 15 students) so we can ensure that each student is matched to a relevant organization, and so we can continue to grow our community partners. We will therefore select students who meet the minimum qualifying criteria:

- Can pass a criminal background check
- Have prior experience working with infants and toddlers in a daycare setting, as a babysitter, or nanny
- Have a GPA of at least 3.5

Students who meet these criteria will be chosen for the program on the basis of:

- A 1–2 page personal statement and rationale for why they want additional training in infant and early childhood mental health
- A letter of recommendation from a supervisor who has observed the student interacting with infants
- An unofficial transcript
- A resume highlighting skills and experiences relevant to the certificate

The Infant and Early Childhood Mental Health Admissions and Curriculum Committee, consisting of 3 faculty from psychology and family and consumer studies, will review

applications and will make decisions concerning acceptance.

### **Advising**

Current FCS and Psychology majors will take 2 additional classes to obtain this certificate: The first year core course and the capstone course. Advising will be conducted by the current CSBS advisors (psychology and FCS). While departmental level advising is likely to be valuable for completion of much of this certificate, advisors with familiarity across college departments will be essential in navigating completion of courses outside of one's home department, particular those with prerequisites. Students will also require advising to ensure that a capstone experience is selected that will meet the requirements of the certificate program. Because the majority of the courses available for the certificate are regularly and frequently offered within CSBS as parts of CSBS majors, advising staff are familiar with most of the classes, with the exception of a 1<sup>st</sup> year core course and a 2<sup>nd</sup> year capstone course (which is an extension of the 1<sup>st</sup> year core course). The faculty or faculty members who teach this course, and who monitor the progress of certificate students will require at least one course release.

**Degree Map**

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

See Appendix