

CENTRAL CALIFORNIA CHILDREN'S INSTITUTE

Two Year Summary Outcomes Report

Foundations of Infant Mental Health
Training Program



This document synthesizes two years of evaluation data for Year 1 (2012-2013) and Year 2 (2013 – 2014) of the Foundations of Infant Mental Health Program at Fresno State. This project was primarily supported by the MHSA/DDS funds and First 5 Fresno County funding awarded to the Central Valley Regional Center.

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Demographic Profile of Participants

Participants in the Foundations of Infant Mental Health Training Program for Year 1 (2012 – 2013) and Year 2 (2013 – 2014) consisted of 295 infant mental health practitioners (excluding 32 reflective practice facilitators and three project staff). The majority of participants were from Fresno County (n = 150, 51%) and Tulare County (n = 56, 19%) and identified themselves as Hispanic/Latino (n = 150, 51%) and Caucasian (n = 102, 35%). The participants represented approximately 70 organizations, with Local Planning Councils/Child Care agencies (n = 93, 32%) as the type of agency most represented. Other largely represented agency types were Office of Ed/School Districts (n = 61, 21%) and Local Public Health (n = 31, 11%). Table 1 provides a further breakdown of participant demographics of the remaining counties, race/ethnicities, and agency types represented.

Table 1. Combined Participant Demographics for Years 1 and 2

Characteristics	Year 1		Year 2		Total	
	Participants (N = 147)		Participants (N = 148)		Participants (N = 295)	
County						
Fresno	76	52%	74	50%	150	51%
Kings	9	6%	13	9%	22	7%
Madera & Mariposa	13	9%	10	7%	23	8%
Merced	17	12%	27	18%	44	15%
Tulare	32	22%	24	16%	56	19%
Race/Ethnicity						
Hispanic/Latino	70	48%	80	54%	150	51%
African American	7	5%	3	2%	10	3%
Caucasian	52	35%	50	34%	102	35%
Mixed Heritage	4	3%	4	3%	8	3%
Asian	9	6%	8	5%	17	6%
Other/Declined to State	5	3%	3	2%	8	3%
Agency Type						
CV Regional Center	14	10%	16	11%	30	10%
Offices of Ed/School Districts	27	18%	34	23%	61	21%
Local Public Health	23	16%	8	5%	31	11%
Dept. Social Services	7	5%	10	7%	17	6%
Dept. Behavioral/Mental Health	8	5%	11	7%	19	6%
Early Head Start/Head Start	7	5%	6	4%	13	4%
Local Planning Councils/Child Care	50	34%	43	29%	93	32%
Other Non-Profits/Providers	11	7%	20	14%	31	11%

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Session Topics and Presenters

A total of 17 training sessions were scheduled and 16 sessions were held, eight in the first year and eight in the second year. Nine sessions were originally scheduled during Year 2; however, one of the sessions was cancelled due to illness of the presenter. Please see below for session topics and presenters.

Year 1 (2012 – 2013)

Session 1: California IFMH Endorsement Process – Monica Mathur-Kalluri & Mary Claire Heffron

Session 2: Infant-Parent Relationship and Reflective Supervision – Mary Claire Heffron

Session 3: Influence of Maternal Depression on Early Relationships – Deborrah Bremond

Session 4: The Effect of Trauma – Chandra Ghosh-Ippen

Session 5: The Neurorelational Framework – Connie Lillas

Session 6: Awareness of Self as a Cultural Being – Valeria Batts

Session 7: Neurodiversity: Autistic Spectrum and Other Disorders – Joshua Feder

Session 8: Interdisciplinary/Multidisciplinary Collaboration – Kristie Brandt

Year 2 (2013 – 2014)

Session 1: Infant-Parent Relationships, Maternal Depression, and Reflective Supervision – Mary Claire Heffron

Session 2: Infant/Child Mental Health and the Neurorelational Framework – Connie Lillas

Session 3: Awareness of Self as a Cultural Being – Valerie Batts

Session 4: Cancelled

Session 5: Systems Change, Services Coordination and Advocacy – Connie Lillas

Session 6: Sensory Profiles and Impact on Relationships – Rosemary White

Session 7: Autism Spectrum Disorder and DIR Floortime – Ruby Salazar

Session 8: Interdisciplinary/Multidisciplinary Collaboration – Kristie Brandt

Session 9: How to Measure a Relationship – Barbara Stroud

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Pre-and Post-Test Results

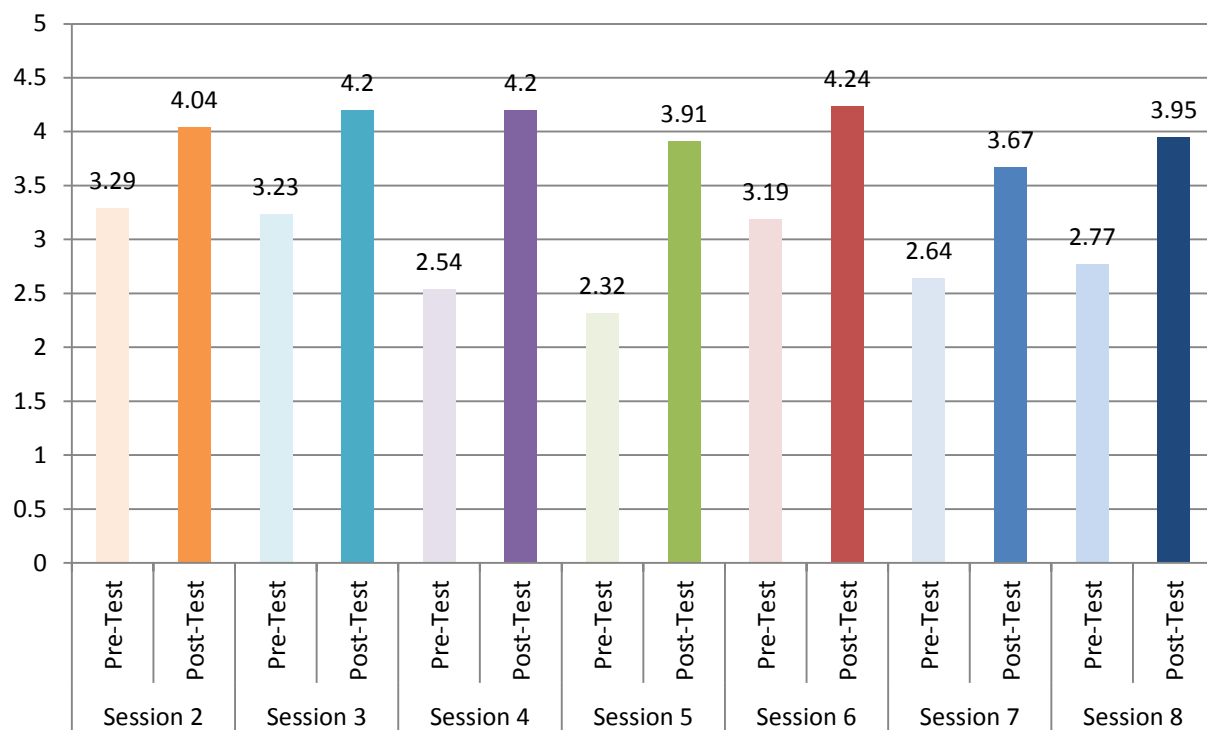
Year 1 (2012 – 2013)

Based on a Likert rating scale, participants did not perceive themselves to be fully knowledgeable in any of the session content areas as indicated by pre-test results of *Limited Knowledge or Neutral* across all sessions. As a result of attending the sessions, participants reported an increase in their perceived knowledge. All post-test results indicated that participants were *Knowledgeable* of more than half of the sessions. The remaining sessions, participants were *Neutral* in their perceived knowledge of the content. Figure 1 provides further detail of all ratings of perceived knowledge across all sessions.

Year 2 (2013 – 2014)

Participants did not perceive themselves to be *Knowledgeable* in any of the session content as indicated by pre-test results of *Limited Knowledge or Neutral* across all sessions. Although participants reported an increased in their perceived knowledge across all sessions, only one session was *Knowledgeable*. Post-test results indicated that participants were *Neutral* in their perceived knowledge of the content across all other sessions. Figure 2 provides further detail of all ratings of perceived knowledge across all sessions.

Figure 1. 2012-2013 Pre-and Post-Test Results



5-point Likert scale:

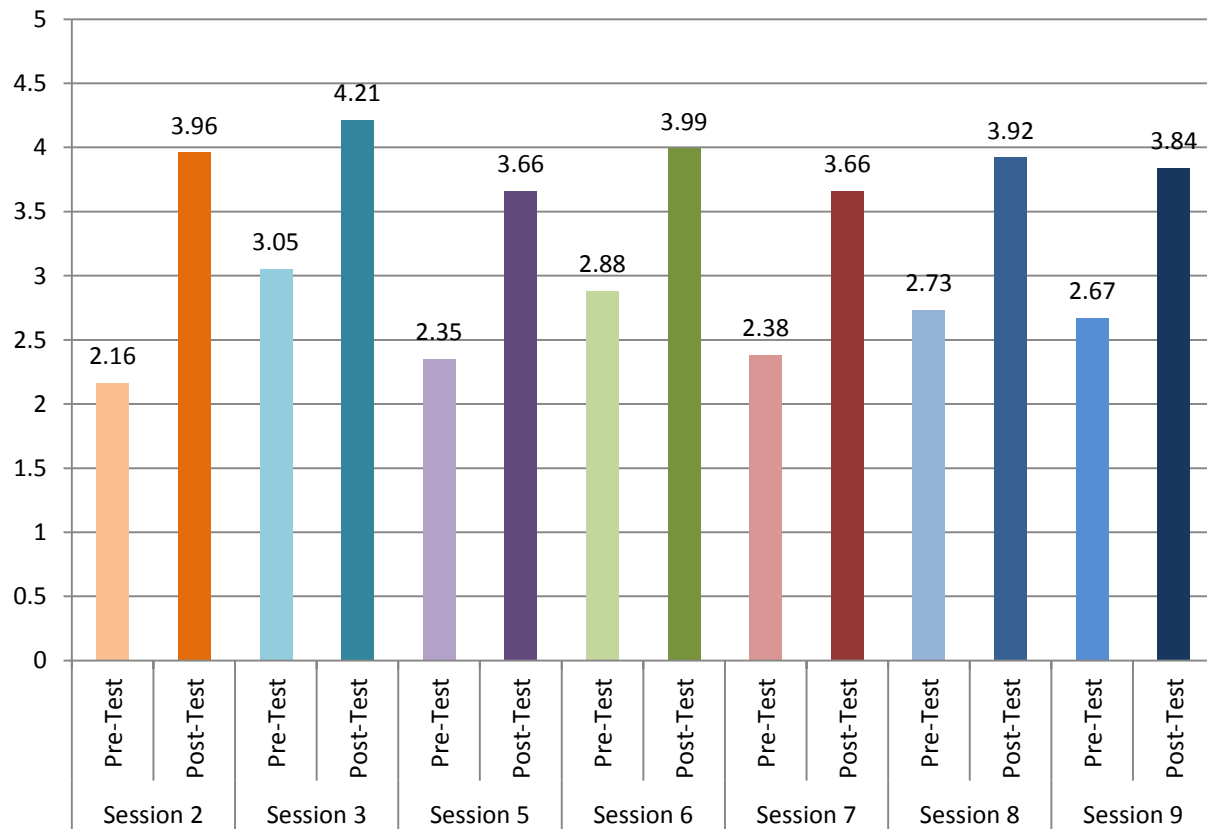
1 = No Knowledge, 2 = Limited Knowledge, 3 = Neutral, 4 = Knowledgeable, and 5 = Highly Knowledgeable

*No pre-and post-test were administered for Session 1.

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Figure 2. Pre-and Post-Test Results (2013-2014)



5-point Likert scale:

1 = No Knowledge, 2 = Limited Knowledge, 3 = Neutral, 4 = Knowledgeable, and 5 = Highly Knowledgeable

*No pre-and post-test were administered for Session 1. Session 4 not reported due to cancellation.

Session Evaluations

All sessions in Year 1 received session evaluations above 4.0 out of a possible score of 5.0 with the exception of one session. Table 2 provides a further breakdown of ratings across all feedback questions and summated means for Year 1. Similarly, all sessions in Year 2 received session evaluations above 4.0 with the exception of one session. Table 3 provides a further breakdown of ratings across all feedback questions and summated means for Year 2. Overall, across both years, participants felt that the sessions went well. Even those two sessions that received less than 4.0 rating, they were on the high end (3.92 and 3.96).

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Table 2. Overall Session Evaluations for 2012 – 2013

Feedback Questions	Session							
	1 Mathur- Kalluri & Heffron	2 Heffron	3 Bremond	4 Ghosh- Ippen	5 Lillias	6 Batts	7 Feder	8 Brandt
The objective(s) for this session were met.	3.97	4.10	4.17	4.73	4.26	4.53	3.80	4.30
The presentation was well organized and easy to follow.	3.96	4.06	4.08	4.80	4.17	4.58	3.78	4.36
The speaker(s) was knowledgeable, engaging and held my interest.	4.15	4.30	4.11	4.91	4.42	4.71	4.21	4.54
The presentation was appropriate for my level of education.	4.18	4.29	4.17	4.79	4.22	4.61	3.80	4.45
The presenter(s) responded well to participant's questions.	4.21	4.42	4.34	4.69	4.37	4.62	4.13	4.48
The session readings and/or materials were helpful.	3.79	4.06	4.01	4.59	4.37	4.47	3.83	4.19
The pacing of the presentation and the amount of material presented was appropriate for the time allocated.	3.93	3.52	3.94	4.56	3.86	4.56	3.69	4.38
The meeting facility provided an environment conducive to learning.	3.98	3.73	3.79	4.67	4.366	4.48	4.17	4.34
The reflective practice pod helped me gain a better understanding of the morning session content and its application to my work with young children and their families.	3.94	3.95	3.91	4.30	4.10	4.36	3.85	4.30
The information provided during today's session was valuable and relevant for my work with young children and their families.	4.10	4.38	4.32	4.82	4.40	4.59	3.97	4.45
Summated Means	4.02	4.08	4.09	4.69	4.25	4.55	3.92	4.38

5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

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Table 3. Overall Session Evaluations for 2013 – 2014

Feedback Questions	Session							
	1 Heffron	2 Lillas	3 Batts	5 Lillas	6 White	7 Salazar	8 Brandt	9 Stroud
The objective(s) for this session were met.	4.44	4.44	4.43	4	4.41	3.85	4.31	4.28
The presentation was well organized and easy to follow.	4.15	4.45	4.54	3.58	4.53	3.93	4.37	4.45
The speaker(s) was knowledgeable, engaging and held my interest.	4.49	4.7	4.66	4.07	4.66	4.18	4.48	4.59
The presentation was appropriate for my level of education.	4.43	4.5	4.57	4.01	4.53	4.21	4.43	4.46
The presenter(s) responded well to participant's questions.	4.48	4.54	4.53	4.24	4.48	4.32	4.4	4.57
The session readings and/or materials were helpful.	4.36	4.58	4.35	3.9	4.41	4.13	4.3	4.46
The pacing of the presentation and the amount of material presented was appropriate for the time allocated.	3.99	4.19	4.51	3.75	4.4	3.68	4.37	4.28
The meeting facility provided an environment conducive to learning.	4.22	4.3	4.28	3.78	4.32	4.05	4.19	4.18
The reflective practice pod helped me gain a better understanding of the morning session content and its application to my work with young children and their families.	4.2	4.11	4.41	4.04	4.21	4.06	4.2	3.86
The information provided during today's session was valuable and relevant for my work with young children and their families.	4.57	4.71	4.54	4.19	4.58	4.23	4.39	4.47
Summated Means	4.33	4.45	4.48	3.96	4.45	4.06	4.34	4.36

5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

Summary Themes from Open-Ended Evaluation Comments

Importance and value of reflective pods

“I really enjoyed the pod time. Our group really bonded and it was great to see things from another disciplines point of view.”

“I truly enjoyed the pods afterwards, it allowed all of the different disciplines to interact and to share out what works for them and what doesn't. I truly enjoyed the networking piece of it as well.”

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“Definitely the Pod groups. Gave us the opportunity to process the information for the day and apply it to real-life scenarios.”

“Important part of the training was the reflecting pods. Listening to others speak and getting different insight from what I learned was very beneficial.”

“The PODS really helped bring things home. Really enjoyed them.”

Some session content was harder to understand than others due to participant’s scope of practice, educational level, and/or learning styles.

“I wish we had more hands on experiences instead of sitting for long periods of time.”

“At times a bit over my head”

“Some of the content was not applicable to my scope of practice”

“I feel as some of the speakers were not able to put their clinician vocabulary into more day to day language for all of us to understand.”

“Some presentations were too clinical and didn't seem bring it down to using it in client terms.”

Practical applications of session content

“More real life scenarios of low income families that have received services.”

“More case studies, opportunities to discuss theory relevant to practice.”

“I would have liked to have experienced more depth in the reflective practice pod conversations relative to the practical applications of what we were learning.”

“More real-life case studies with successful outcomes...not working on theory only ideas.”

“More "how to" suggestions, resources and information. Basically how do I apply information in my work. There was some offered, but not enough.”

Directory/listing of local services

“More examples of practical use with children and a list of resources in the community.”

“Having people who we could refer to locally. The information was all wonderful but many of the things talked about pertained to services I could not refer my clients to because they were either out of state or out of county.”