Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name
Infant, Early Childhood and Family Mental Health Capstone Certificate Program

Term of First Enrollments
Fall Semester 2014

Check-In Completed By
Roseanne Clark, PhD, Linda Tuchman-Ginsberg, PhD, & Sarah Strong, LCSW

Date Completed
October 29, 2017

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

Changes to Curriculum & Learning Outcomes: The curriculum and learning outcomes for the Infant, Early Childhood and Family Mental Health Capstone Certificate Program have remained as originally approved. Prior to becoming a Capstone Certificate, this Program experienced 4 years of success as a Certificate Program with Continuing Studies that informed the basic structure/content of this Capstone. (See Figure 1, the Curriculum Map for this Capstone Certificate Program.)
Typical Course Modalities: All of the Capstone requirements are taken in residence, face-to-face at UW-Madison. Courses are held once a month for 3 days, September through May during Fall Semester (PSYCHIAT 712 & PSYCHIAT 713) and Spring Semester (PSYCHIAT 715 & PSYCHIAT 716) of each academic year at the Department of Psychiatry, 6001 Research Park Blvd. Accommodations are provided for students to access up to 2 missed class session by viewing video recordings of classes that are stored on UW BOX. Also, students have the option to join their Reflective Mentoring Group (PSYCHIAT 713 & PSYCHIAT 716) by Zoom video/teleconferencing if needed due to extenuating circumstances. With enrolled students residing throughout Wisconsin, these are invaluable tools, especially during inclement weather, illness and/or other family commitments that working professionals with families must attend to.

Course Evolution Based on Feedback: Based on feedback from students, the Program Review and Planning Committee and Program Directors as well as review of new research and resources in the field of parent-infant/early childhood mental health, clarifications and revisions have been made to strengthen the curriculum in addressing the program’s core principles—Cultural Sensitivity and Responsiveness, Ethical Decision-Making, Trauma-Informed Practices,
Relationship Based Practices and Reflective Practices. For example, the course content was restructured to more deeply integrate content related to cultural sensitivity and responsiveness throughout all aspects of the curriculum to better reflect the diversity of families served by the members of the class and the growing diversity of the class members. (See Appendix A: Growing Our Reflective Capacities for an illustration of the foundational curriculum concepts.)

2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.

Learning Outcome Assessment Plan and Evaluation of Student Learning: The Capstone proposal included an extensive Assessment and Review Plan which has been carried out over the first 3 years of implementing this Capstone Certificate Program. There are multiple means for assessing student learning through course assignments. This includes a Pre- and Post-Assessment of Competencies that has been administered each year prior to Fall Semester and at the end of the Program in June. The preliminary analysis of the Pre- and Post-Assessment changes in summarized in Appendix B. This includes data from the Pre- and Post-Assessment of Knowledge and student’s retrospective perceptions about their growth in: a) use of Reflective Practices and Strategies, and b) use of Mindfulness strategies and practices into their work as a result of participating in the Capstone Certificate Program. There is strong evidence of an increase in knowledge Pre-to Post-Assessment with all p-values .002 or less.

Other course assignments including written Assessment and Intervention Reports, an Infant/Family Observation Experience, completion of 5 Newborn Behavior Observation Assessments, and a Final Integrative Project Poster demonstrate students’ applications of course content. When students earn their grades for this Capstone Certificate Program courses, it documents that they have completed their applied assignments and demonstrated evidence of their learning in this Capstone Certificate Program. To capture the stories heard by Program Directors about the numerous ways that graduates have used the new knowledge, skills and experiences that they gained from participating in this Capstone Certificate Program, a long-term follow along survey will be sent to the students from each of the first 3 classes during the winter of 2018. This survey will continue to be sent to future graduates on a rolling basis at least one year after graduation.
3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

**Balance teaching loads and responsibilities:** The key faculty/staff for this Capstone have a portion of their FTE committed to carrying out responsibilities for this Capstone Certificate Program. This includes .20 FTE for Roseanne Clark, PhD, Faculty Director, .25 FTE for Linda Tuchman-Ginsberg, Co-Director, PhD, .50 FTE for Sarah Strong, LCSW, Associate Director, and .50 FTE for Lynn Sankey, BS, Program Coordinator. With the hiring of the New Associate Director, Dr. Clark is able to provide leadership to this Capstone Certificate Program and balance her teaching, research, outreach and clinical consultation service to the community as well as other administrative responsibilities. All staff have additional responsibilities on other Departmental projects. However, the activities of this Capstone are cyclical over the year. Knowledge of these cycles is useful in balancing the work load of faculty/staff around responsibilities for other Programs. The Reflective Mentors/Consultants assist in ensuring adequate staffing. Advance notice and coordinated planning, minimizes challenges in workload balance.

**Shared Assets Between Programs and Benefits:** This Capstone Certificate Program has been instrumental in launching three new continuing education initiatives: The Wisconsin Child-Parent Psychotherapy Training Program, Wisconsin Parent-Infant/Early Childhood Mental Health Consultation Training Initiative, and DC:0-5 Training. These new programs help identify new students for the Capstone Program, bring in new resources and provide continuity in staffing by adding FTE to Capstone staff. These enhancements suggest benefits to adding programs that outweigh the challenges of managing multiple projects.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

**Faculty Commitment:** Roseanne Clark, PhD is committed to the continued success of this Program. Since the inception of this Certificate Program, a twelve-member Annual Review and Planning Committee Meeting has been held in July with the faculty and staff and key stakeholders, including the Program Directors as well as the Reflective Mentors, Reflective Clinical Consultants, Mindfulness teacher, UW Instructional Staff and the Executive Director of
the Wisconsin Alliance for Infant Mental Health. Six are graduates of the Certificate Program. At this meeting, the team is provided with information to respectfully and critically review in order to identify Program strengths and areas for improvement in the upcoming year’s program. Program Directors intend to continue this Annual Review and Planning Committee Meeting.

**Reflections from Faculty and Staff:** See Appendix C.

**Program Implementation Supports the Department/SMPH Strategic Goals:** This Capstone strategic goals by training leaders in the field through implementing, evaluating and disseminating an innovative professional development program that advances the integration of scientific developments with clinical care models, promotes public health policy and advocacy and aspires to social responsibility. This Program supports the Department’s mission of training, mental health and health professionals to recognize, diagnose and treat people with mental illness across health care settings by increasing the focus on the well-being of the youngest, most vulnerable children and their families. Drs. Clark and Tuchman-Ginsberg are seeking to illuminate the contributions of Mindfulness and other contemplative practices to growing the capacities of parent-infant/early childhood mental health professionals to be reflective and compassionate.

**Operations and Administration**

5. Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

**Enrollment of New Students:** The enrollment in this Capstone Certificate Program has remained steady over the first 4 years and meets or exceeds the number proposed in the Capstone proposal of 25-30 students. Below is the enrollment by year along with the percentage of students who have been awarded this Capstone Certificate. The Program has an impact in Wisconsin as supported by the Enrollment Map (See Appendix D) that shows the distribution of students in Wisconsin by county.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students Enrolled</th>
<th>Number of Students Awarded the Capstone</th>
<th>Percent (%) of Students who Have Completed the Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>29</td>
<td>25</td>
<td>86</td>
</tr>
<tr>
<td>2015-2016</td>
<td>31</td>
<td>26</td>
<td>84</td>
</tr>
<tr>
<td>2016-2017</td>
<td>31</td>
<td>8*</td>
<td>87 Projected by 8/2018**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28 Projected**</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>26</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

*10 additional students are eligible to be awarded the Capstone Certificate in December 2017 (i.e., have had grades submitted).
** 5 additional students are expected to complete their work by December 2017; and 3 more by August 2018, bringing the total to 28 (87%).

Faculty/staff provide ongoing support to students who need additional time to complete assignments during the year following course completion to assist them in earning the Capstone. Students report they have found the time useful for integrating and consolidating what they learned into their practice.

Program Directors anticipate that enrollment will continue to be steady over the next several years, while also exploring ways to increase enrollment. The Program Directors are aware that increased enrollment in non-pooled programs, including Capstone Certificate Programs is a priority for UW-Madison. One priority for new outreach is to continue to increase the diversity of the students enrolled in this Capstone Certificate Program. While there has been growth in the diversity of students enrolled in this Program over the first four classes, it is important to grow the workforce of parent-infant/early childhood professionals who reflect the diversity of families served in the field. This includes outreach to traditionally under-represented students by race, ethnicity, language, sexual orientation, socio-economic status and gender, including men who are underrepresented in these professions.

**Overlap with Other Programs:** The proposal for this Capstone Certificate Program indicated that there were no overlaps with other UW-Madison campus programs. That continues to be the case. The Directors have tracked that no new UW Programs address the uniquely focused niche of this Capstone Certificate Program in the field of Infant, Early Childhood and Family Mental Health.
6. Funding Considerations

a. For traditional/pooled programs – How is the program successfully funding its students? NA

b. For non-pooled programs – Provide a brief summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.

**Summary of Projected vs. Actual Revenue and Expenses:** Over the course of this Capstone Certificate Program, the projected and actual revenues and expenses have been stable. This has primarily been due to the stability in enrollment over the 4 first four classes and the Program’s success in generating funds to assist most students with tuition costs. However, Program Directors are concerned about the 10% fee assessed by the Division of Continuing Studies for the past 2 years, and even more so about the potential for that amount to increase. These reductions in revenues and potential increases in tuition may cause challenges to the fiscal sustainability of this program over time, unless new sources of revenue are generated.

**Sufficient Enrollment for Sustainability:** This capstone will continue to be sustainable with enrollments in the targeted range of 25-30.

**Market Outlook Compared to Original Study and Plans:** The market outlook continues to be positive given the number of applications received each of the first 4 years. The number of key stakeholders who assist with outreach and recruitment has increased to include:

- Wisconsin Department of Children and Families/Child Welfare
- Wisconsin Department of Health Services/Birth to 3 Program
- Milwaukee County Health and Human Services/Birth to 3 Program
- Wisconsin Office of Children’s Mental and the Infant/Toddler Policy Committee staffed by this State Office

**Plans to Grow or Change the Program to Become Sustainable:** It is a priority of the Program Directors to explore new sources of revenue so that the Program can accommodate the market of potentially interested students. The Program Directors are scheduled to meet with Katherine Duren, Associate Dean, Division of Continuing Studies before the end of 2017 to discuss strategies for growth and ongoing support, including outreach and marketing. A UW Foundation account has been established for this Capstone Certificate Program to generate scholarship funding. While some funds have been raised, there is a need to work with the UW Foundation to identify strategies to increase donations.
7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services. 
NA to date.

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?

This Capstone Certificate Program has been very successful to date. There are few programs across the national that fill this unique workforce need to prepare professionals in the field of Parent-Infant/Early Childhood Mental Health. Dr. Clark’s contributions to the field, including this Capstone Certificate Program are recognized nationally and even internationally. As long as faculty/staff continue to be successful in raising funding to assist students with tuition, we anticipate long-term sustainability of this Capstone Certificate Program that is dedicated to advancing the well being of people in Wisconsin and potentially beyond. It is very helpful that Capstone Certificate Program students will likely have access to Federal Financial Aid again in the near future.

Appendices:

Appendix A: Growing Our Reflective Capacities
Appendix B: Summary of Data Demonstrating Evidence of Student Learning
Appendix C: Reflective Comments from Reflective Mentors, Reflective Consultants and Instructional Staff
Appendix D: UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program: Enrollment by Wisconsin County - 2014-2018
Throughout your experience in the Capstone Certificate Program there will be many opportunities to develop your own reflective capacities.

Some aspects of the program and content may at times result in surprising emotional reactions in ourselves. This may occur throughout the Program including class lectures and discussions, Mindfulness class and practice, Infant/Family Observations, reflective parts of assignments, journaling, Motivational Interviewing, work with clients, case-based presentation and specific readings. Content or process may activate our own insecurities, traumatic experiences or distress about our own experiences of being parented OR concern about our parenting. This can result in a parallel process that may contribute to how we respond to parents and caregivers which then may affect how they respond to their infants/young children. We may encounter ethical dilemmas and cultural, racial or ethnic differences and/or unconscious biases that may evoke emotional responses in us that are important to become aware of.

As difficult or challenging moments occur for you throughout the year, allow yourself to experience and know what is emerging for you, feel free to bring these up in your Reflective Mentoring Group, in Mindfulness and/or come talk with one of us. We all have experienced intense moments of anxiety in this challenging and rewarding work.

Becoming more reflective about our own internal experiences allows us to experience with more clarity in working with the difficult and primitive emotions that may arise for parents/caregivers with infants and young children. It allows us to be more present and trauma-informed with the families with whom we work, to consider the meaning and context of their behavior, to truly hear and see them, and to witness, validate and hold in mind the adverse experiences they may have encountered.

Mindfulness provides space to manage difficult feelings without judgment and with great kindness and compassion for ourselves and others, not just a space to find calmness. In the course of the self-examination that is a part of this deeper exploration, you may experience some suffering in memories and/or emotions that surface, particularly related to our own experiences of being parented, in parenting our own children and/or wishing to become parents. This is expected and is an important and essential part of the journey.

We invite you to...
- Be fully present
- Embrace courageous self-reflection and compassionate self-awareness
- Engage in self-examination
- Sit with emotions that at times may feel "almost intolerable"
- With greater awareness of your own own experience, join with and choose how you might best respond to parents and caregivers with more openness and reflective exploration.

Finding your own supports in this work will be helpful. They may include...
- Your Reflective Mentor and Mentoring Group members as a safe place to hold and examine some of the responses
- Journaling
- The Program Directors and other fellows in this program
- Colleagues and your personal support system
- Therapeutic work to examine your own "ghosts in the nursery" and to further develop self-awareness and compassion for yourself

Resources
5 Practices from Thich Nhat Hanh, a Vietnamese Buddhist monk who has brought mindfulness practice to the west, on healing medicine and nurturing happiness: [http://www.lionsroar.com/5-practices-for-nurturing-happiness/](http://www.lionsroar.com/5-practices-for-nurturing-happiness/)
- Letting Go
- Inviting Positive Seeing
- Mindfulness-based Joy
- Concentration
- Insight
Growing Our Reflective Capacities

- Reflective Consultation
- Reflective Mentor
- Compassionate Self Awareness Practice
- Reflective Practice
- Relationship Based Practice
- Courageous Self Reflection
- Ethical Decision Making & Practice
- Reflective Mentoring Group
- Infant/Family Observation
- Trauma Informed Practices
- Course Content
- Mindfulness Class & Practice
- Readings/Assignments (eg, NBO, ERA)
- Parallel Process
- Motivational Interviewing
- Other Fellows
- Therapeutic Relationships
- Program Directors
- Colleagues
- Personal Support System
- Journaling

Developed for the UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program, 2017
Appendix B: Summary of Data Demonstrating Evidence of Student Learning

1. This table includes a summary of changes in student’s knowledge and competencies from Pre- to Post-Assessment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre &amp; Post</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>Pre</td>
<td>19</td>
<td>74.6%</td>
<td>4.2%</td>
<td>.010</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>26</td>
<td>83.1%</td>
<td>4.3%</td>
<td>.008</td>
</tr>
<tr>
<td>2015-16</td>
<td>Pre</td>
<td>39</td>
<td>70.4%</td>
<td>12.6%</td>
<td>.020</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>29</td>
<td>79.8%</td>
<td>6.8%</td>
<td>.013</td>
</tr>
<tr>
<td>2016-17</td>
<td>Pre</td>
<td>37</td>
<td>75.3%</td>
<td>6.5%</td>
<td>.011</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>26</td>
<td>80.3%</td>
<td>5.4%</td>
<td>.011</td>
</tr>
</tbody>
</table>

NOTE: Because the data was not paired, this test assumes independence, which may bias the variance; nevertheless, there is strong evidence of an increase in knowledge pre to post. (all p-values are .002 or less).
This section includes a summary of Pre- and Post-Assessment data on student’s retrospective perceptions about their growth in: use of Mindfulness strategies and practices (Table 2), and b) use of Reflective Practices and Strategies in their Work (Table 2) as a result of participating in the Capstone Certificate Program.

<table>
<thead>
<tr>
<th>Table 2: Retrospective Student Perception of Their Growth in Use of Mindfulness Practices and Strategies as a Result of Participating in the Capstone Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-Assessment Mean Score by Year</strong></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Mindfulness Strategies: Breathing and Dropping In</strong></td>
</tr>
<tr>
<td>Before</td>
</tr>
<tr>
<td>After</td>
</tr>
<tr>
<td><strong>Regular Mindfulness Meditation Practice</strong></td>
</tr>
<tr>
<td>Before</td>
</tr>
<tr>
<td>After</td>
</tr>
<tr>
<td><strong>Loving Kindness Practice</strong></td>
</tr>
<tr>
<td>Before</td>
</tr>
<tr>
<td>After</td>
</tr>
</tbody>
</table>
Table 3: Retrospective Student Perception of Their Growth in Use of Reflective Practices and Strategies as a Result of Participating in the Capstone Certificate Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in Engaging in Reflective Practice</td>
<td>Before 3.1</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>After 6.3</td>
<td>6.0</td>
<td>6.1</td>
</tr>
<tr>
<td>Use in Reflective Practices in Your Work Environment</td>
<td>Before 2.7</td>
<td>2.9</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>After 5.7</td>
<td>5.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Use of Reflective Practices with Families</td>
<td>Before 2.6</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>After 5.7</td>
<td>5.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Confidence in Providing Reflective Supervision and/or Consultation</td>
<td>Before 2.3</td>
<td>2.5</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>After 5.8</td>
<td>5.2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

All changes were significant at p < .005
Appendix C: Reflective Comments from Reflective Mentors, Reflective Consultants and Instructional Staff

Jen Perfetti, LPC, staff in Dr. Clark’s lab wrote the following about being a Reflective Mentor, Reflective Clinical Consultant, Instructor and Graduate of the Certificate Program in 2010. The Infant, Early Childhood and Family Mental Health Capstone Certificate Program has been an integral part of the advances made in addressing the mental health needs of families with young children throughout our state. The interdisciplinary nature of the program leads to conversation and engagement across fields, offering new perspectives and range of approaches in supporting families. Fellows of the Capstone program make incredible changes over the course of the year in relationship based assessments and interventions, understanding of critical contextual factors such as culture, poverty and history of relational trauma, and their own development as providers through reflective practice and mindfulness. Fellows are supported on many levels throughout this growth and learning, from the program directors, to their reflective group mentors, to individual consultants, to the peer support they develop with each other. From this foundation Fellows have gone on to integrate what they have learned to impact their workplaces and communities in better supporting the mental health needs of infants, young children and their families.

   Jen Perfetti, LPC, IMH-E® (IV)
   Clinical and Professional Development Coordinator
   Parent-Infant Mental Health Programs
   Department of Psychiatry
   UW School of Medicine and Public Health
   Madison, WI

Kathleen Hipke, PhD, Reflective Consultant, Instructor and Graduate of the Certificate Program in 2010 shared the following.

This Capstone Certificate Program has woven together various types of learning, including the experiential, to help fellows move from an intellectual understanding of infant mental health concepts in their work to application in ways that lead to better insight about complex families, collaboration and outcomes. They, in turn, report less burnout in what is extremely challenging yet important work with families often struggling with poverty, trauma and mental illness. Importantly, this energy for new learning is often brought back into their agencies where they initiate new projects and training for their co-workers, thus further contributing to the 'ripple effect' of the Capstone program for Wisconsin.

   Kathleen Hipke, PhD, IMH-E® (IV)
   Clinical Psychologist
   SSM Health Care Medical Group
   Madison, WI
Anne Heintzelman, MS, Reflective Consultant, Instructor and Graduate of the Certificate Program in 2010 wrote the following.

I believe that as a result of completing the Capstone Certificate Program, the individuals I have mentored are viewed quite differently in their workplaces and by the families with whom they work. Each of my mentees has shared with me that administrators and colleagues have commented that they have a new confidence in infant and early childhood development. As they put a relationship-based approach into their practice with families, they find that their work is much more satisfying and effective, and that families report that they are learning a great deal about their children and themselves as parents. Each of my mentees has become an advocate for providing a more relationship-based approach to service to families within their agencies, and several have extended their advocacy work into their communities through outreach. Many of our trainees have gone on after the capstone to pursue an enhanced clinical practice including infant mental health concepts, and presented their work at our state-wide conference.

Anne Heintzelman, MS, CCC-Sp, IMH-E® (III)
Waismann Center – Emeritus
Madison, WI

Janna Hack, LCSW, Reflective Consultant and Instructor noted the following.

I am continually amazed at the feedback I hear from students regarding how life changing this program has been for them, completely changing the way in which they work with infants, toddlers, young children and their families. The curriculum not only provides the most current research and practices in the field, but also provides multiple opportunities to deepen their learning through reflection, mindfulness, movement, and experiential learning. Students are also often commenting on the supportive environment that really allows them to be successful in their learning. At the end of the year, when we have the opportunity to hear the students integrative project it is clear the depth of which they have taken the content and applied it to their work and to their communities. This program has created a cadre of infant mental health professionals across settings and across the state.

Janna Hack, LCSW, IMH-E® (IV)
Infant Mental Health Consultant
Peaceful Beginnings
Madison, WI

Samantha Wilson, PhD, Reflective Consultant, Teaching Faculty and Graduate of the Infant, Early Childhood and Family Mental Health Certificate Program 2011, noted the following.

The Capstone Program fills a critical need within Wisconsin. From the well-curated content, to the professional interactions with established national experts, to the cultivation of interdisciplinary collaboration and integrated thinking, the Capstone Program provides vital, foundational experiences to promote the healthy development of Wisconsin’s youngest children and their families.

Samantha Wilson, PhD, IMH-E® (IV)
Associate Professor of Pediatrics
Division of Child Development at the Medical College of Wisconsin
Milwaukee, WI
Appendix D:
UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program: Enrollment by Wisconsin County 2014-2018

Number of Students Enrolled in the UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program by Year:

2014-2015: 29
2015-2016: 31
2016-2017: 31
2017-2018: 26

Total: 117 Students