

# DACUM Competency Profile for Marriage and Family Therapist

A Marriage and Family Therapist is a clinician who utilizes systemic and/or relational interventions to provide multiple systems.

Duties		Tasks				
<b>A</b>	<b>Complete Service Intake</b>	A-1 Verify eligibility criteria	A-2 Record brief description of substance abuse / mental health problem	A-3 Obtain provisional diagnosis	A-4 Determine financial status and ability to pay	A-5 Discuss and complete consent to treat forms
		<b>B</b>	<b>Conduct Bio-Psychosocial Assessment</b>	B-1 Determine appropriate participants	B-2 Review client related documentation	B-3 Establish presenting problem
<b>C</b>	<b>Provide Mental Health Treatment</b>	B-13 Determine current support services and resources	B-14 Establish level of care	B-15 Provide brief description of available services	B-16 Develop treatment plan recommendations	B-17 Determine the need for psychological testing
		C-1 Review assessment	C-2 Engage client in culturally and linguistically relevant treatment	C-3 Develop treatment plan with client driven goals	C-4 Establish measurable and observable outcomes with client	C-5 Determine evidence based treatment modality
		C-13 Provide supportive counseling	C-14 Implement motivational interviewing	C-15 Provide interventions with children that are cognitive and behavioral	C-16 Provide non-verbal therapies	C-17 Provide intensive therapeutic services
		C-25 Receive clinical supervision from clinical team	C-26 Arrange for on-going care	C-27 Administer client satisfaction surveys	C-28 Terminate treatment and discharge	
<b>D</b>	<b>Provide Case Management</b>	D-1 Develop a service plan for case management	D-2 Provide cultural facilitation (i.e. interpreting) for client and/or family members	D-3 Assist clients and family members to understand and navigate the mental health system	D-4 Assist in enrollment for financial entitlements	D-5 Provide benefits counseling
		D-13 Attend Individualized Education Plan and other school meetings	D-14 Refer clients and family members to self help and peer support services	D-15 Observe home living environment	D-16 Provide extended on-site services for employed consumers	D-17 Coordinate treatment and discharge planning in higher level treatment facilities
		D-25 Assist in obtaining and maintaining educational and vocational goals	D-26 Complete annual financial updates (UMDAPs)	D-27 Coordinate and participate in client celebratory events		

<b>E</b> <b>Provide Crisis Intervention Services</b>	E-1 Receive a crisis referral	E-2 Perform mental status evaluation	E-3 Perform lethality assessment	E-4 Complete duty to warn if indicated (Tarasoff)	E-5 Evaluate substance abuse status
	E-13 Report to supervisor	E-14 Determine appropriate level of care	E-15 Negotiate a no harm contract	E-16 Complete 5150 as required	E-17 Locate available hospital bed or crisis program
<b>F</b> <b>Coordinate Client Care</b>	F-1 Collaborate with psychiatrist to ensure continuity of care	F-2 Collaborate with case managers to ensure continuity of care	F-3 Collaborate with specialty mental health services to ensure continuity of care	F-4 Participate in case conferences or daily treatment team meetings	F-5 Identify and involve family members
<b>G</b> <b>Provide Education</b>	G-1 Provide education to clients about client rights	G-2 Educate client to advocate for self	G-3 Provide education to clients and family on mental illness and recovery	G-4 Refer to peer-facilitated support and education groups	G-5 Provide education to clients about medications
	G-13 Provide education to consumer providers about work in the mental health field	G-14 Provide education on parenting skills	G-15 Provide education to erase the stigma about mental illness	G-16 Provide education on foster parenting skills	G-17 Educate community about co-occurring and other mental illnesses and recovery
<b>H</b> <b>Perform Administrative Functions</b>	H-1 Adhere to agency policies and procedures	H-2 Participate in quality assurance	H-3 Attend staff meetings	H-4 Perform weekly supervision	H-5 Track productivity levels of staff
	H-13 Maintain all required documentation	H-14 Participate in staff performance evaluations	H-15 Monitor MediCal eligibility through MIS (Management Information Systems)	H-16 Participate in program development and design	H-17 Complete billing procedures and logs
<b>I</b> <b>Promote Professional Development</b>	I-1 Promote culturally competent, ethnically diverse professional services	I-2 Utilize clinical supervision	I-3 Practice self care to prevent compassion fatigue	I-4 Maintain CEU requirements	I-5 Participate in and promote mandatory trainings
	I-13 Participate in career development opportunities				

## **(Public or Community-Based Mental Health Services)**

mental health services including assessment, treatment, and referral for individuals, families, and children within

A-6 Discuss and complete consent to release forms	A-7 Complete application form	A-8 Discuss and obtain signatures on HIPAA disclosure forms	A-9 Discuss limits of confidentiality	A-10 Refer to appropriate service		
B-6 Obtain medical, mental health, and substance abuse history	B-7 Obtain legal and criminal justice history	B-8 Evaluate for abuse	B-9 Conduct mental status exam	B-10 Establish the diagnosis	B-11 Assess independent living skills	B-12 Assess client and family strengths
C-6 Commence mental health treatment	C-7 Initiate discharge planning	C-8 Refer to appropriate resources	C-9 Provide individual therapy	C10 Provide family therapy	C-11 Provide behavioral therapy	C-12 Provide cognitive therapy
C-18 Provide milieu therapy	C-19 Facilitate skills based groups	C-20 Facilitate support groups	C-21 Facilitate therapy groups	C-22 Review progress with client toward stated goals	C-23 Chart progress toward objectives	C-24 Update treatment plan
D-6 Obtain required signatures from clients or family members on needed reports	D-7 Provide linkages to community services	D-8 Generate reports for schools and courts	D-9 Represent mental health in Lanteman, Petrus, Short conservatorship process [5250's]	D-10 Assist in obtaining and/or maintaining housing	D-11 Assist in accessing medical prescriptions	D-12 File Adult Protective Services and Child Protective Services reports
D-18 Refer and monitor clients w/ medical needs to appropriate treatment and resources	D-19 Assist in obtaining and maintaining financial resources	D-20 Arrange follow-up of 5150's	D-21 Respond to subpoenas	D-22 Provide legal testimonies in court	D-23 Provide support services for medical treatment	D-24 Provide client transportation

E-6 Obtain medical clearance	E-7 Request psychiatric consult for medication evaluation	E-8 Consult with treatment team	E-9 Provide crisis counseling	E-10 Determine relational resources	E-11 Assess family strengths, coping skills and resources	E-12 Determine need for family involvement while obtaining release
E-18 Arrange for admission	E-19 Provide directive to family to utilize resources	E-20 Provide necessary follow-up	E-21 Facilitate crisis debriefing	E-22 Provide on-call support as required		
F-6 Advocate for clients with other systems	F-7 Collaborate with schools to ensure continuity of care	F-8 Coordinate with point of authorization	F-9 Collaborate with other agencies involved in care			
G-6 Provide anger management education	G-7 Provide client education on life skills	G-8 Educate law enforcement workers about mental illness and recovery	G-9 Educate students & interns about adult and child systems of care and coordinated services	G-10 Educate clients and families about wellness / prevention and recovery	G-11 Provide domestic violence education	G-12 Provide education to clients, families, and staff about employment and vocational srvc
H-6 Gather performance outcome data	H-7 Review client service data reports	H-8 Monitor agency contracts	H-9 Handle consumer/family complaints and grievances	H-10 Supervise consumer staff volunteers	H-11 Triage new referrals / determine dispositions	H-12 Write clinical reports
H-18 Write grants and contracts	H-19 Participate in hiring panels	H-20 Outreach to find new clients	H-21 Develop referral and community resource manuals			
I-6 Maintain memberships in professional organizations	I-7 Enhance skills by learning new therapeutic techniques	I-8 Adopt strategies to maintain wellness	I-9 Mentor potential mental health workers	I-10 Promote development/use of systemic, relational interventions in public mental health systems	I-11 Develop community mental health training programs	I-12 Attend professional events.

# **DACUM Competency Profile for**

## **Marriage and Family Therapist (Public or Community-Based Mental Health Services)**

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## General Knowledge and Skills

Americans with Disabilities Act (ADA)  
Archetypes in dreams  
Child development and assessment  
Community resources including peer support  
Computer skills—electronic records/data reporting/access  
Criminal justice system (including juvenile justice and prison system)  
Cultural competence  
Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision published by the American Psychiatric Association (DSM IV TR)  
Differential diagnosis  
Domestic violence treatment programs  
Domestic violence shelters  
Dual Diagnosis/co-morbidity  
Evidence-based best practices  
Fair housing laws  
Family court system  
Family systems and their utilization  
Financial assist programs for MFT students  
General information on larger systems (SSI, Foster Care, DSS, Regional Center, Schools, Residential Care, etc)  
Generational issues—needs of children/elderly  
Genogram preparation  
Geriatric information & referrals  
Group process  
HIPAA regulations  
Homeless shelters  
Housing regulations and resources  
ICD-9-CM Codes  
Individual Educational Plan  
Lanternmann, Petrus, and Short (LPS) laws/codes  
Life span development  
Limits of confidentiality  
MediCal/MediCare regs and doc requirements  
Mental illnesses/how difficult clients can be  
Mental Health Service Act (Prop 63)  
Parenting Wisely Program  
Psychopharmacology  
Psychosis  
Psychosocial rehabilitation  
Recovery philosophy  
Recovery-oriented practice  
Reporting requirements  
Resiliency qualities in youth  
Schizophrenia  
Strengths-based engagement process  
Subsidized housing  
Substance abuse treatment programs  
System of care  
Systemic and relational theories of practice

Supported education  
Techniques for working with various population groups—children, older adults, etc  
Transition age youth  
Treatment modalities  
Aggression replacement therapy  
Anger management groups  
Art therapy  
Behavior modification  
Behavioral family therapy  
Cognitive behavioral therapy  
  
Crisis intervention  
Day treatment milieu therapy  
Dialectical behavioral therapy  
Domestic violence groups (victims/perpetrators)  
Dual diagnosis groups  
Incredible years  
Integrated behavioral therapy  
Family therapy  
Functional family therapy  
Grief counseling  
Matrix  
Motivational interviewing  
Multifamily therapy  
Multifunctional foster care  
Multisystemic family therapy  
Narrative therapy  
Parent child groups  
Parent child interactive therapy  
Peer support  
Play therapy  
Roadmap to recovery  
Sex offender groups  
Skills based groups (examples)  
Assertiveness  
Budgeting  
Communication  
Conflict Resolution  
Employment Interviewing  
Solution focused therapy  
Strategic family therapy  
Support groups (vocational, family, HIV, medication, etc)  
Supportive counseling  
Therapy groups (depression, anxiety, etc)  
Therapeutic behavioral services  
Wrap around services  
Triple P Parenting Program  
Vocational rehabilitation  
Welfare and institutions codes  
Working with clients in the field

## **Tools, Equipment, Supplies and Materials**

Art supplies	DC-03	Subscriptions / professional organizations
Beck; Duke Depression Inventory	Evidence Based Practices tool kits (E.B.P. Tool Kits)	Subscriptions / journals
Books on Psychopharm	Laptops	Substance Abuse and Mental Health Services Administration tool kits (SAMHSA Tool Kits)
Book: Adolescent Tx and their Families	Merck Manual	Testing instruments
Books: child therapy + play	One way mirror	Therapeutic and safe toys such as doll house, anatomically correct dolls, puppets, therapeutic games, wooden blocks, etc.
Car/van	PDR: physicians' desk reference	Therapeutic tools for children
Cell phone/pager	Resource manuals (paper/electronic)	Video camera
Client education materials	Rocking chair	
Computer/software templates/forms	Sand tray + figures	
Craft supplies	Scale (weight)	
Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision published by the American Psychiatric Association (DSM IV TR)	Secure email / electronic records	

## **Worker Characteristics/Behaviors**

Ability to convey & sustain a non-anxious presence	Flexibility	Resiliency
Ability to maintain appropriate boundaries	Good common sense/judgment	Respect others
Ability to tolerate governmental process	Good listening skills	Self awareness
Able to handle stress	Good range of life experiences	Self-disciplined
Absence of paternalism	Good sense of humor	Strong professional identity
Accepting of consumer staff/volunteers	Good writing skills	Team player
Analytical	Mature	Understanding essential role of multidisciplinary team
Bilingual skills preferred/not mandatory	Openness	Understands boundaries and respects them
Compassionate/empathetic	Organized	Willing to consult w/ others
Conscientious	Patience	Willing to speak up about agency problems
Creative	Perceptive	Willing to identify/adjust personal biases that impact ability to work with various populations
Culturally aware	Positive/hopeful	Willing to work "out of the office"
Detail oriented	Possess strong follow thru	
Energetic	Problem-solving	
	Public speaking skills a plus for community work (not mandatory)	

### **Future Trends and Concerns**

- Client-directed treatment plans
- Elderly population growing, increased pressure on various systems
- Evidence-based practice
- Expanding consumers and family member employment in the mental health workforce
- Increasing use of technology for communication and documentation
- Integrated systems of service provision
- Internet therapy and consultations
- Promoting the diversity and cultural competence of the workforce
- Recovery and resiliency as a guiding principle for the development and implementation of training and retraining programs
- “Whatever it takes” provision of the Mental Health Service Act
- Development of full partnership programs
- Parity for MH Insurance
- Simultaneous treatment for co-occurring disorders
- Increase in incidence of youth self mutilating (cutting)
- Development of Birth to Five programs for screening and assessment
- Increase in the number of children prescribed medication
- Integration of Primary Care, Mental Health and Substance Abuse
- Train staff to work with consumer staff at the agency
- Acknowledge increase in influence of the self help groups in the treatment plan
- Use of videoconferencing to increase treatment accessibility, especially interpreter’s services
- Move away from services provided at the agency to services in community locations or in the client’s home