
Mental Health: A Report of the Surgeon General (U.S. Department of Health and Human Services, 1999)
The Multisystemic Therapy Process Scale (Schoenwald et al., 2000)
The President's New Freedom Commission on Mental Health's *Achieving the Promise: Transforming Mental Health Care in America*
Regulatory Bodies for Professional Psychologists in Canada (2001)
Substance Abuse and Mental Health Services Administration (SAMHSA, 2005)

APPENDIX B

Stakeholders Sent Copies of the Core Competencies for Review

American Counseling Association
American Managed Behavioral Healthcare Association
American Psychiatric Association
American Psychological Association
Annapolis Coalition on Behavioral Health Workforce Education
Association for Marital and Family Therapy Regulatory Boards
California Association for Marriage and Family Therapists (CAMFT)
California Board of Behavioral Health
California Department of Mental Health
Center for Mental Health Services (CMHS)
CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)
Clinical Social Work Federation
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
NAADAC, The Association for Addiction Professionals
NAMI
National Association of Social Workers
National Association of State Alcohol/Drug Abuse Directors
National Association of State Mental Health Program Directors
National Mental Health Association
Substance Abuse and Mental Health Services Administration (SAMHSA)

APPENDIX C

AAMFT Core Competencies, Draft E, May 2004

Number	Subdomain	Competence
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Domain 1: Admission to Treatment

1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy

1.1.3	Conceptual	Understand the behavioral healthcare delivery system, its impact on the services provided, and the barriers and disparities in the system
1.1.4	Conceptual	Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context)
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services)
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors
1.3.2	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources)
1.3.3	Executive	Facilitate therapeutic involvement of all necessary participants in treatment
1.3.4	Executive	Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian
1.3.5	Executive	Obtain consent to treatment from all responsible persons
1.3.6	Executive	Establish and maintain appropriate and productive therapeutic alliances with the clients
1.3.7	Executive	Solicit and use client feedback throughout the therapeutic process
1.3.8	Executive	Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers
1.3.9	Executive	Manage session interactions with individuals, couples, families, and groups
1.4.1	Evaluative	Evaluate case for appropriateness for treatment within professional scope of practice and competence
1.5.1	Professional	Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors)
1.5.2	Professional	Complete case documentation in a timely manner and in accordance with relevant laws and policies
1.5.3	Professional	Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality
<i>Domain 2: Clinical Assessment and Diagnosis</i>		
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics)
2.1.2	Conceptual	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis

2.1.3	Conceptual	Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression)
2.1.4	Conceptual	Comprehend individual, marital, couple, and family assessment instruments appropriate to presenting problem, practice setting, and cultural context
2.1.5	Conceptual	Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning
2.1.6	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups
2.1.7	Conceptual	Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making
2.2.1	Perceptual	Assess each client's engagement in the change process
2.2.2	Perceptual	Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process
2.2.3	Perceptual	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extratherapeutic factors on client systems
2.2.4	Perceptual	Consider the influence of treatment on extratherapeutic relationships
2.2.5	Perceptual	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms
2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually
2.3.2	Executive	Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs
2.3.3	Executive	Apply effective and systemic interviewing techniques and strategies
2.3.4	Executive	Administer and interpret results of assessment instruments
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems
2.3.8	Executive	Identify clients' strengths, resilience, and resources
2.3.9	Executive	Elucidate presenting problem from the perspective of each member of the therapeutic system
2.4.1	Evaluative	Evaluate assessment methods for relevance to clients' needs
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically
2.4.3	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses

2.4.4	Evaluative	Assess the therapist–client agreement of therapeutic goals and diagnosis
2.5.1	Professional	Utilize consultation and supervision effectively
<i>Domain 3: Treatment Planning and Case Management</i>		
3.1.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems
3.1.2	Conceptual	Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly
3.1.3	Conceptual	Understand the effects that psychotropic and other medications have on clients and the treatment process
3.1.4	Conceptual	Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment)
3.2.1	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and aftercare plans for clients utilizing a systemic perspective
3.3.2	Executive	Prioritize treatment goals
3.3.3	Executive	Develop a clear plan of how sessions will be conducted
3.3.4	Executive	Structure treatment to meet clients' needs and to facilitate systemic change
3.3.5	Executive	Manage progression of therapy toward treatment goals
3.3.6	Executive	Manage risks, crises, and emergencies
3.3.7	Executive	Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present
3.3.8	Executive	Assist clients in obtaining needed care while navigating complex systems of care
3.3.9	Executive	Develop termination and aftercare plans
3.4.1	Evaluative	Evaluate progress of sessions toward treatment goals
3.4.2	Evaluative	Recognize when treatment goals and plan require modification
3.4.3	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies
3.4.4	Evaluative	Assess session process for compliance with policies and procedures of practice setting
3.4.5	Evaluative	Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes
3.5.1	Professional	Advocate with clients in obtaining quality care, appropriate resources, and services in their community
3.5.2	Professional	Participate in case-related forensic and legal processes
3.5.3	Professional	Write plans and complete other case documentation in accordance with practice-setting policies, professional standards, and state/provincial laws
3.5.4	Professional	Utilize time management skills in therapy sessions and other professional meetings

Domain 4: Therapeutic Interventions

4.1.1	Conceptual	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
4.1.2	Conceptual	Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process
4.2.2	Perceptual	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes
4.3.1	Executive	Match treatment modalities and techniques to clients' needs, goals, and values
4.3.2	Executive	Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client)
4.3.3	Executive	Reframe problems and recursive interaction patterns
4.3.4	Executive	Generate relational questions and reflexive comments in the therapy room
4.3.5	Executive	Engage each family member in the treatment process as appropriate
4.3.6	Executive	Facilitate clients' developing and integrating solutions to problems
4.3.7	Executive	Defuse intense and chaotic situations to enhance the safety of all participants
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems
4.3.9	Executive	Provide psychoeducation to families whose members have serious mental illness or other disorders
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished
4.3.12	Executive	Integrate supervisor/team communications into treatment
4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively
4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses
4.4.4	Evaluative	Evaluate clients' reactions or responses to interventions
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy
4.4.6	Evaluative	Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes
4.5.1	Professional	Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case)

4.5.2	Professional	Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
4.5.3	Professional	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics
<i>Domain 5: Legal Issues, Ethics, and Standards</i>		
5.1.1	Conceptual	Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy
5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy
5.1.3	Conceptual	Know policies and procedures of the practice setting
5.1.4	Conceptual	Understand the process of making an ethical decision
5.2.1	Perceptual	Recognize situations in which ethics, laws, professional liability, and standards of practice apply
5.2.2	Perceptual	Recognize ethical dilemmas in practice setting
5.2.3	Perceptual	Recognize when a legal consultation is necessary
5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary
5.3.1	Executive	Monitor issues related to ethics, laws, regulations, and professional standards
5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations
5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting
5.3.4	Executive	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence
5.3.5	Executive	Take appropriate action when ethical and legal dilemmas emerge
5.3.6	Executive	Report information to appropriate authorities as required by law
5.3.7	Executive	Practice within defined scope of practice and competence
5.3.8	Executive	Obtain knowledge of advances and theory regarding effective clinical practice
5.3.9	Executive	Obtain license(s) and specialty credentials
5.3.10	Executive	Implement a personal program to maintain professional competence
5.4.1	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards
5.4.2	Evaluative	Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct
5.5.1	Professional	Maintain client records with timely and accurate notes
5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work
5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities
5.5.4	Professional	Bill clients and third-party payers in accordance with professional ethics and relevant laws and polices, and seek reimbursement only for covered services

Domain 6: Research and Program Evaluation

6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice
6.1.2	Conceptual	Understand research and program evaluation methodologies, quantitative and qualitative, relevant to MFT and mental health services
6.1.3	Conceptual	Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation
6.2.1	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research
6.3.1	Executive	Read current MFT and other professional literature
6.3.2	Executive	Use current MFT and other research to inform clinical practice
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature
6.3.4	Executive	Determine the effectiveness of clinical practice and techniques
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application
6.5.1	Professional	Contribute to the development of new knowledge
