

CENTRAL UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Marriage and Family Therapist (MFT)	Classification: Classified Supervisory FLSA: Exempt
Reports to: Educational Services/Student Services	Range: Classified Supervisory Salary Schedule

LCAP GOAL #3 – Connect every student to school

Page 41, Actions/Services: 1.3.5.3 - Identify and provide services of a district support team/social worker to assess and provide services to high need students and families.

EDUCATION AND EXPERIENCE

Valid State License as an LCSW, MFT, or Licensed Educational/Clinical Psychologist
PPS Credential preferred
Master’s degree from an accredited university in job-related area preferred
Minimum of 2 years of post-licensure job-related experience within specialized field
Bilingual Spanish (preferred)

Other:

Valid California driver’s license and proof of automobile insurance

SUMMARY

The Marriage and Family Therapist (MFT) is a mental health professional under the direction of the Educational Services Department. Incumbent is expected to manage student/family supports requiring intensive individualized supports at the highest level. Carry out oral and written directions; demonstrate leadership ability; build and maintain positive working relationships while providing support and intervention services to students and families.

This position was established for the purpose of providing a variety of mental health services to children and youth within a tiered intervention framework. Services provided by the MFT will include support of safe and caring learning environments for all students and partnerships between home, school, and the community; team planning to coordinate screening and referral process, early identification of students who may be at risk for mental health concerns due to specific risk factors, group and individual groups, staff, and family training to support skill development across settings; provide intensive student and family supports for students with and without educationally related disabilities and oversee systems to monitor student progress. The job may require some evening and weekend work within and out of county travel.

May perform a variety of social services case management functions involved in early identification of students in need, assessment of needs, nature and degree of severity, intervention, including referral to appropriate sources of assistance and evaluation of program effectiveness; counseling support for students and families.

Specific Responsibilities

1. Collaborates with school teams to address social, emotional, and behavioral health supports in school improvement plans.
2. Supports mental health skill development for students, staff, families, and communities.
3. Provides input to district/schools on social emotional learning curricula for all students.
4. Supports a safe and caring learning environment consistent with school sites positive expectations.

5. Establishes partnerships between school, home, and the community to support the well-being of students.
6. Coordinates decision making framework used to guide and implement best practices that consider strengths and challenges of each school/student/family.
7. Works with team/s within a coordinated system to support a consistent referral process, decision rules, and progress monitoring for assessing the impact of treatment interventions.
8. Participates in the team approach by providing school based mental health to qualifying students for the purpose of ensuring that services are available to students in schools.
9. Follows a systematic screening process to identify, assess, and implement evidence-based intervention strategies for the purpose of providing effective mental health services.
10. Participate in a system for early identification of students who may be at risk for mental health concerns due to specific risk factors.
11. Skill-building at the individual and group level as well as support groups.
12. Consults/communicates with staff, families, and community for the purpose of ensuring that mental health plans and requirements are understood and procedures followed to effectively implement the mental health plans for children and youth.
13. Collaborate with individual teams and implements evidence-based interventions to support students displaying significant behavior concerns.
14. Complies with all policies and procedures for the purpose of following guidelines to ensure mental health plans are implemented.
15. Coordinates clinical mental health services staff for the purpose of reviewing client progress and to assure quality treatment planning.
16. Maintains a caseload of clients for the purpose of providing mental health services and meeting the needs from one to multiple life domains.
17. Documents/Monitors mental health services to meet all clinical program and state requirements, including Short Doyle Medi-Cal requirements for the purpose of noting significant intervention and progress toward development and attainment of treatment plan.
18. Prepares case histories and diagnostic service plans for the purpose of evaluating cases to ensure the most effective treatment plans will be implemented.
19. Provide continuous progress evaluation consistent with established school, home intervention goals, objectives and policies for the purpose of advising staff and providing mental health services.
20. Monitors/Supervises overall structure of treatment program for the purpose of ensuring that clients are provided the most effective mental health plans according to individual needs in conjunction with state requirements.
21. Reviews/Finalizes entries on client files with all appropriate staff for the purpose of quality assurance.
22. Travels from site-to-site and/or performs necessary home visits for the purpose of providing direct treatment, consultation and collaboration for students, family and the community.
23. Travels on district business for the purpose of providing mental health services to students, student crisis, and training for staff and other participants.
24. Provides a variety of mental health services, such as consultation and guidance to staff/families and advice concerning student status, diagnosis, and treatment for the purpose of ensuring that all mental health providers have the information needed to provide the most effective mental health services possible for clients.

25. Follows/completes specific procedures in all specific work assignments and adheres to ethical obligations including client confidentiality for the purpose of providing effective mental health services.

Knowledge of:

1. Three tiered interconnected systems framework for school based mental health
2. Positive behavior supports and interventions and assessment strategies
3. Applicable treatment needs of children with specific disorders/disabilities
4. Basic principles and techniques of interviewing, counseling, cognitive behavior theory and treatment modalities
5. Diverse clients' level of acculturation and biculturalism
6. Language and cultural competency
7. Effective assessment techniques
8. Effective crisis intervention techniques
9. Effective techniques to analyze situations accurately and adopt an effective course of action
10. Effective techniques to maintain records and prepare reports
11. Effective techniques to work in teams with other mental health providers to support positive student growth
12. Effective techniques to work with diverse groups of students in varied socioeconomic and multi-cultural areas
13. Human behavior and development of students with special needs
14. Knowledge to conduct culturally proficient assessments and diagnose childhood disorders
15. Childhood abuse and trauma
16. Assessment of high-risk indicators in the children's and youth populations
17. Family systems theory and practice
18. Multicultural experience
19. The local community resources available to the client population and capability of strong collaboration/coordination with local providers of health and human services in the community
20. Laws and regulations as they pertain to clients' legal rights
21. Laws, rules and regulations affecting the work of mental health and public social services agencies
22. Local socioeconomic conditions affecting the use of public and private community resources
23. Mental illness and effective treatment approaches to mental disorders
24. Normal growth and development of children
25. Office equipment including computers and related software applications
26. Oral and written communication skills
27. Pertinent law and regulations regarding health and social service programs, public, and special and/or alternative education laws
28. Pharmacology of medications and drug treatment
29. Principles and methods of counseling and accepted techniques for assessing psycho-social behavior
30. Psychological and social aspects and characteristics of children with physical disabilities, emotional and social disturbances
31. Record keeping procedures related to client charts, and of the Board of Behavioral Sciences licensing requirements
32. Technical aspects of field or specialty

33. Techniques for evaluating and monitoring family situations and problems including psycho-social and health/medical issues sufficient to assist in the development and implementation of treatment plans
34. Understanding of psychopathology and traditional healing practices within the cultural context of the population served

Ability to:

1. Use of data for decision making to analyze situations accurately and adopt an effective course of action
2. Communicate effectively, orally, and in writing
3. Conduct effective assessments and develop/monitor behavior-based interventions
4. Establish and maintain positive working relationships with students, staff, parents and other professionals and relate to them in a professional manner
5. Establish workload priorities and meet guidelines
6. Maintain records and prepare reports
7. Operate standard office equipment including a personal computer and related software applications
8. Perform crisis intervention and/or assessment
9. Plan and organize workload
10. Promote student adjustment to schools and utilization of district/community services
11. Travel in and out of county using own vehicle
12. Use the equipment necessary to complete the responsibilities of the job
13. Work in teams with other mental health providers to support positive student growth
14. Work independently with little direction
15. Work with diverse groups of students in various socioeconomic and multi-cultural areas

WORKING CONDITIONS

Office environment

Classroom environment during observations

Occasional home visits to meet with families of students

Interruptions and potential crisis situations

Possible contact with hostile or abusive individuals with unpredictable behaviors, both students and adults