



Program Review of the Marriage and Family Therapy Program

**University of San Francisco
School of Education**

2006

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MISSION AND GOALS OF MFT PROGRAM IN CONTEXT OF UNIVERSITY, SCHOOL OF EDUCATION, AND COUNSELING PSYCHOLOGY DEPARTMENT

UNIVERSITY MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- learning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making; diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;
- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;
- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others; and
- a culture of service that respects and promotes the dignity of every person.

SCHOOL OF EDUCATION MISSION & GOALS

The School believes that one criterion for its evaluation should be its ability to improve the quality of education and services provided by schools and cooperating agencies. The School is further committed to the proposition that learning is a lifelong experience that includes personal, moral, and social domains, as well as academic ones.

The School provides new initiatives in K-12 teacher credential and academic degree programs, community college and higher education personnel development, master's and doctoral programs, and cross-cultural and international education master's and doctoral programs. These initiatives complement additional opportunities for students to participate in school- and community-based service and applied research activities.

The School offers certificate, master's and doctoral programs in six major areas: Counseling Psychology, International and Multicultural Education, Learning and Instruction, Organization and Leadership, Catholic Educational Leadership, and Teacher Education. Many of the School's master's and credential programs are also offered at a number of Regional Campuses throughout the greater Bay area.

The School of Education at the University of San Francisco is committed to supporting academic and professional programs, and applied research and community activities which seek to improve the quality of education and psychological and support services provided to children, youth, and adults.

All activities of the School seek to link instruction, research, and service in a manner which reflects the intellectual, ethical, and service traditions of a Jesuit institution: to honor education as an instrument for the full growth of individuals, and to commit to further standards of excellence in academic and service programs. The pervading philosophy implicit in the School's planning and developing efforts affirms hope in the human effort to achieve a better society and demonstrate a commitment to ameliorate social conditions that are obstacles to justice for all.

The School is particularly committed to providing programs responsive to the needs of the racially, ethnically, and linguistically diverse population of the San Francisco Bay area, though its interest extends beyond this region. The School prides itself on its commitment to addressing state and national problems and problems of other nations that transcend boundaries. This commitment is reflected in programs that prepare students to assume leadership roles in public, private and independent schools, colleges and universities, mental health and counseling centers, human services and government agencies, and corporations.

The School seeks to realize its mission through offering academic degree and credential programs at the graduate level, and through collaborative and dual degree programs with other colleges and schools of the University. Academic and professional programs are complemented by programs of research and service sponsored by centers and institutes of the School.

COUNSELING PSYCHOLOGY DEPARTMENT MISSION AND GOALS

Just as the University distinguishes itself as a diverse, socially responsible learning community of high-quality scholarship and academic rigor, and just as the Jesuit Catholic tradition views faith and reason as complementary resources in the search for truth and authentic human development, so too the Counseling Psychology Department emphasizes intellectual discipline and respect for individuals in providing professional services to the community.

Grounded in research-based counseling skills, the faculty prepares counselors to serve in schools, health and mental health agencies, and other community and private organizations. The faculty impart not only academic precision and professional skill, but also concern for the development of individuals who will be able to provide high-quality, socially responsive mental health services in diverse communities. Personalized attention to students reflects and models the care that USF counseling graduates provide to individuals, families, groups, and organizations based on sound, pragmatic theoretical foundations.

Both master's programs in the Department of Counseling Psychology—Marriage and Family Therapy (MFT) and Educational Counseling/Pupil Personnel Services (PPS)—teach evidenced-based, problem-solving approaches to counseling, with particular emphasis on cognitive-behavioral and family systems techniques in the context of lifespan development and multicultural awareness. While other approaches, such as psychodynamic, are covered in foundation courses, our goal is to train competent, humane practitioners who are familiar with the latest empirically supported practices. Our programs embrace the University's commitment to social justice and community service. We are committed to training practitioners with the skills to work respectfully and effectively in multicultural community agencies (such as schools, clinics, and hospitals) or as private practitioners in diverse communities. Students learn to provide counseling not only to individuals, but also to families, groups, and couples.

MARRIAGE AND FAMILY THERAPY PROGRAM: MISSION AND GOALS

The primary mission of the MFT Program is the educational preparation of Marriage and Family Therapists who will be competent to address the current and emerging mental health needs of children, adults, and families in diverse communities. This mission dovetails with those of the University, the School of Education, and the Counseling Psychology (CPY) Department. In 2001 the CPY faculty defined four perspectives that provide an integrated framework for conducting marriage and family therapy: a lifespan developmental perspective; a problem-solving, goal-oriented perspective; a family systems perspective; and a multicultural perspective. A fifth perspective, on social justice, was explicitly added in fall 2004. Our outcome goals for masters candidates in the MFT Program are to prepare graduates who

- understand human lifespan development and can apply lifespan development concepts to their work with clients;
- understand useful problem-solving and goal-oriented skills (and interventions) and can apply them to their work with clients;

- understand family systems theory and practice and can apply their knowledge to their work with clients;
- understand the counseling theories and approaches to working with diverse, multicultural, and/or underserved populations and apply those approaches to their work with clients; and
- are committed to social justice and social responsibility in their personal lives and in their professional work.

In addition to outcome goals for our graduates, the MFT Program is committed to delivering the highest quality educational program by

- promoting excellence in teaching now and into the future through full-time faculty;
- improving the traineeship system and expanding services to students in this area;
- strengthening relations between on-campus and off-campus programs and ensuring consistency in program delivery;
- translating major curricular goals into explicit curriculum delivery across course sections and among on- and off-campus courses (i.e., developing clearly articulated core content and competencies);
- recruiting talented, diverse, and committed students to our program in a competitive environment (i.e., there are 17 MFT Programs in the greater Bay area); and
- creating a staffing structure that supports goal attainment based on collaboration and mutual respect.

The student goals and program goals were originally developed in 2001–2002, during the most recent revision of the MFT Program. Prioritized objectives and tasks to reach these goals were developed in 2002–2003 and have been revised as needed. As will be described in later sections of the report, the MFT Program has been very successful over the past four years,

both educationally and financially. Significant progress has been made toward achieving our goals, but more remains to be done.

HISTORY OF THE MFT PROGRAM

In 1980 the Educational Psychology/Counseling Department began offering the Master of Arts in Counseling with an emphasis in Marriage and Family Therapy. Students completed a 36-unit program consisting of 30 units of coursework (including 15 units of core courses held in common with the three Master's level emphases: Educational Counseling, Life Transitions Counseling, and Marriage and Family Therapy, (15 units of coursework specializing in Marriage and Family Therapy and 6 units of fieldwork). This program emphasized a family systems and cognitive-behavioral approach to counseling. Graduates of the program met the educational requirements for applying for licensure as a Marriage, Family, and Child Counselor (MFCC) in California.

In 1991 the MFT Program expanded to 48 units to meet the new requirements of the California State Board of Behavioral Sciences (BBS). In 1996 the MFT Program was revised to more clearly approximate American Association for Marriage and Family Therapy (AAMFT) national standards, with a greater emphasis on skills and fieldwork. In 2000 the non-licensure program that led to the M.A. in Counseling Psychology with an emphasis in Life Transitions Counseling (36 units) was expanded to 52 units, renamed "with an emphasis in Adult Development and Counseling," and also became eligible to offer educational training that fulfilled the educational BBS requirements for MFT licensure

In spring 2001, personnel changes resulted in the coordinator of the MFT Program, Dr. Dan McPherson, accepting a position in the Dean's Office. The faculty asked Dr. Joan Avis, then coordinator of the MFT Program in Adult Development and Counseling (ADC), to coordinate the MFT Program as well. In fall 2001 the CPY faculty began an extensive revision of the MFT Program that culminated in combining the strengths of both MFT Programs. The original programmatic rationale for combining the two was to facilitate focused marketing,

consolidate the smaller program into a larger one, coordinate scheduling and more effectively distribute students across classes, eliminate confusion about differences in units, and introduce ADC courses as electives for the other MFT students. The initial discussions in October 2001 yielded a proposed core curriculum with two emphases: one in family systems and one in adult development and counseling.

Extensive discussion of the initial proposal resulted in a far superior decision—to design and offer *one* 48-unit MFT Program based on a unique educational approach to the preparation of marriage and family therapists based on the current and emerging mental health needs of children, adults, and their families. One major trend that will affect the services needed from MFTs is related to the second half of life (e.g., the large Baby Boomer cohort entering retirement, the extended life span, middle-age couples, families with aging parents, etc.). Another trend that will affect mental health services is the increasing ethnic and cultural diversity of California; to respond effectively to a multicultural population, MFTs need to learn culturally sensitive approaches and intervention strategies. A third trend is the emerging need to extend family systems approaches beyond their application to traditional couples and families to include new configurations of “family” and diverse definitions of “couples.” A fourth trend is the increasing use of empirically-based treatment approaches and short-term therapies; MFTs must have these skills to work effectively in a managed-care, results-oriented environment.

The CPY faculty voted to (a) broaden the platform of the MFT Program (and the profession) to reflect changing mental health service needs and (b) bring the entire curriculum into greater alignment with changing demographics that *all* our students need to be prepared to address. The CPY faculty defined an expanded theoretical and applied focus on the *integration* of four perspectives through all program offerings: multicultural, developmental, family systems, and problem-solving, goal-oriented methodologies. Implementing these decisions involved revising all Main Campus courses, changing the number of units assigned to courses, and developing new courses.

In summary, the MFT Program described and reviewed in this report was developed in fall 2001 and finalized in spring 2002. Revised course descriptions were developed and approved by the School of Education Curriculum Committee and new program descriptive materials were created. The first students admitted to the revised MFT Program began in fall 2002 and graduated in August 2004. The spring 2002 admits to the old MFT Program and to the MFT/ADC program had the option of changing into the newly revised MFT Program. All chose to do so. The three regional campuses in Cupertino, Santa Rosa, and Sacramento admitted their first students into the new MFT Program in fall 2003 in order to allow sufficient time for staff and faculty preparation. In 2004 the MFT Program expanded to 49 units with the addition of 1 unit of coursework on Spouse and Partner Abuse.

IMPLEMENTATION OF THE REVISED MFT PRGORAM

Implementing the revised program was the most significant and challenging task facing the MFT Coordinator and faculty assistant in Spring 2002. In addition to managing the two current programs, they needed to create the infrastructure for the new program. This involved revising all written materials—the *Viewbook*, open house fliers, MFT manuals, program flyers, web information, etc.—to bring them into alignment with new courses and requirements so the program could be represented correctly. Presentations at open houses and all prospective student interviews changed to reflect the new program perspectives. All current students eligible to transfer into the new program were contacted and all who were already accepted into the former MFT and ADC programs were informed of the revisions.

CPY faculty had prepared revised syllabi for the SOE Curriculum Committee's review and approval, but adjunct faculty needed guidance in modifying their courses. In addition, the three regional campus MFT Regional Campus Consultants and their adjunct faculties had to learn about the new program. As a result, we scheduled several on campus/regional faculty meetings for all to learn about and discuss the new program. Thereafter we structured a series

of small-group meetings related to specific courses so that on- and off-campus faculty could share best practices and align their syllabi with the new program.

At the first meeting, the Regional Campus Consultants all expressed appreciation for the opportunity to meet together for the first time. In response to their feedback, we have continued to meet each semester with them, with their faculty program advisors, and with both groups together to discuss common concerns, suggestions, policy issues, and other topics of mutual interest. Inspired by a new spirit of collaboration and cooperation, the Regional Campus Consultants now communicate more among themselves and became more active in their roles.

Another major implementation area involved traineeship. We first needed to educate traineeship site directors about the new program. We sent written materials to all agencies where students had been placed over the last 15 years and used this communication as an opportunity to request updated traineeship contracts from them. This major effort is nearing completion, thanks to the much-needed assistance of our new CPY Programs Coordinator, who works closely with Dr. Goodell on all aspects of traineeship. All MFT Manuals are now revised yearly to improve their usefulness to students. Each year the number and quality of pre-traineeship meetings has increased, and resource materials have been revised and strengthened.

Enrollment has doubled since 2002, the first year of the new program, and the numbers have been maintained for the last three years. We added class sections and faculty to ensure appropriate class sizes for optimal learning. We added new courses, revised others, and developed a plan for next steps. While we have considerably strengthened the traineeship program, more work is needed, and while we have modified the curriculum in the majority of our classes, more remains to be done. The next step is to evaluate how well the curriculum reflects the program's perspectives. The current student assessment for the report has provided useful feedback. We plan to implement an idea generated by the MFT coordinating faculty and the regional faculty advisors: to develop core competencies for each course in the curriculum. We

plan to bring together all on- and off-campus faculty to work on a common set of desired outcomes for all students in each of our courses, whether they are on the Main Campus or at a regional site.

While USF has had an MFT Program since 1980, the current MFT Program that we are presenting to the Board of Trustees to review is only in its fourth year on the Main Campus and has graduated four entry groups, two in 2004 and two in 2005. The regional campuses graduated their first entry group in 2005; an extra year was needed to implement the new program at these sites.

The road to achieving our goals has been a steep climb, and we look forward to a period of greater stability. The responsibilities of MFT coordination (one faculty and one assistant) have expanded greatly as the program has expanded; one course equivalence per semester does not adequately reflect the amount of time and energy invested. Before 2001 the MFT Coordinator was responsible for only the Main Campus program. Since 2001, responsibility for the academic programs at the regional sites and San Ramon site development became increasingly time-consuming for the coordinator. The addition in 2003 of a third faculty assistant helped, but the *administrative* responsibilities continued to increase and impeded our capacity to achieve our academic goals as quickly as we had planned. The timing of the initial implementation, unfortunately, coincided with the departure of our long-term program assistant. His replacement subsequently was released after four long months. Our current program assistant, Donna Sellers, helped tremendously in restoring a climate of competence and efficiency to the CPY office. The most recent addition, Maggie Krier, who joined us in summer 2005 as CPY Programs' Coordinator, brought the administrative assistance that we so badly needed to provide the program support we wanted for our students. She has developed much-needed systems for tracking student progress, assists in course scheduling and registration, provides daily service and support to students, handles program certifications, and assists with other administrative matters in consultation with the MFT Program coordinating team.

The remaining issue we face is the need for additional full-time tenure-track faculty.

While progress has been made with the hiring of a new CPY faculty member for next year, our data on the use of adjuncts and term appointments clearly points to the need for additional MFT faculty.

Many chapters in the history of the MFT Program have been written since 1980, and we are currently writing a new one. We are proud of our accomplishments to date and are well aware of what remains to be refined, strengthened, and changed to fully realize the ambitious 2001 vision of the CPY faculty. It has been a busy, productive, challenging, and exciting time for the MFT faculty and staff. The following sections of the report provide a more detailed and substantive accounting of the work briefly described in this overview. It also provides a description of the MFT Program, our faculty, our students, our regional programs, and our self-assessment of where we are now and where we plan to go.

MFT PROGRAM DESCRIPTION AND FEATURES

The MFT Program is offered on the Main Campus in San Francisco as well as off-campus at USF's regional campuses in the North Bay (Santa Rosa), Sacramento, San Ramon, and the South Bay (Cupertino). This report focuses primarily on the Main Campus MFT Program, although most of what follows applies to the regional campuses as well. A section of the report describes the unique features of the regional campus programs.

PROGRAM DESCRIPTION

The 49-unit MFT Program provides education and training consistent with the California Board of Behavioral Sciences' educational requirements for state licensure as a Marriage and Family Therapist. The program also meets the general educational requirements for certification by the National Board of Certified Counselors and conforms with the broad standard of training within the field.

The Marriage and Family Therapy program emphasizes and integrates

- a lifespan development perspective;
- a problem-solving, goal-oriented perspective;
- a family systems perspective; and
- a multicultural perspective.

Students learn theories and effective practices for working with individuals (children, adolescents, young adults, mid-life adults, and older adults) and their families in a variety of community mental health, school, and work settings. The MFT Program continues to emphasize the importance of integrating practice with theory and continues to make progress toward implementing the major curriculum shift to reflect the perspectives across all courses and instructors, both on the Main Campus and at the regional sites.

The curriculum is designed sequentially. (See Appendix A) The first year focuses on counseling theory and practice, legal and ethical issues in family counseling, multicultural counseling, assessment, psychopathology, and pragmatic theories and techniques. A

partnership of fieldwork and classroom learning forms the core of the second year, with an emphasis on pragmatic, family systems, multicultural, and life transitions counseling interventions. Students take specialized coursework and apply their learning to individuals and families in supervised community social service settings.

PROGRAM DELIVERY

The program is designed as a two-year, full-time program with groups entering in fall and spring semesters. Since most students are working professionals, classes are offered in the late afternoons and evenings on weekdays. Afternoon classes begin at 3:45 P.M. and end at 6:15 P.M. Evening classes begin at 7:00 or 7:15 P.M. and end at 9:30 or 9:45 P.M., respectively. Summer session classes are held within the same general time frames, but are offered over a shorter period of time and may involve some Friday night and Saturday day classes.

One of the advantages of the MFT Program is that our students go through it together, forming various study groups and building on each other's knowledge and life experiences. We believe that such collaborative learning is a powerful force in shaping each individual's academic and professional experience. As a result, the relationships formed in the program often lead to support and resources when approaching the licensing examinations and to professional opportunities post-licensure.

The MFT Program faculty are experienced educators and practitioners who employ diverse instructional methods to maximize positive learning outcomes for adult learners. Classes include lectures, small group activities, dyadic activities, demonstrations, collaborative projects, and other approaches interweave personal experience with classroom content. Faculty also offer personal attention and concern for the individual student. Class sizes are curriculum-driven, capped to maximize opportunities for learning and personal feedback. Traineeship sections have a maximum of 8 students. Skill-based classes have a maximum of 14–16. Lecture classes have a maximum of approximately 25.

PROGRAM PERSPECTIVES

Multicultural Perspective

The MFT Program provides education and training in Multicultural Counseling and Therapy and Diversity Issues. Preparation and practice integrates multicultural, culture-specific, and diversity awareness, knowledge, and skills into counseling interactions. The United States is a pluralistic, multicultural society in which all individuals are ethnic, racial, and cultural beings. Therefore, it is critical that training focus on counseling and clinical preparation and application for the five major ethno-cultural groups in the U.S: Native Americans, Latinos/Hispanics, African Americans, Asian Americans, and Caucasian/European Americans. At the same time our diversity also includes differences in age, gender, sexual orientation, religion, and physical ability or disability. Counselor training includes an understanding of the intersections of multicultural and diversity experiences for individuals, families, and communities as well as culturally relevant clinical practices.

Consistent with the Multicultural Counseling Competencies developed by the Association for Multicultural Counseling and Development, the department strives to (a) develop students' awareness of their own cultural beliefs, values, biases, and prejudices; (b) develop students' knowledge of the socio-historical background, cultural heritage, and worldviews of the major ethno-cultural groups in the United States; and (c) develop students' skills in providing culturally appropriate counseling approaches and intervention strategies. In the program, students are required to take the Counseling Across Cultures course, where they receive education and training in multicultural counseling competency areas. This overview course provides essential exposure to various multicultural counseling theories and perspectives and culturally relevant counseling practices for different ethno-cultural groups. Multicultural perspectives are then integrated into other program courses, where students can receive specific information and training relevant to the topic (e.g., developmental issues for specific

ethno-cultural groups, multicultural assessment practices, multicultural group practices, and ethno-cultural issues in diagnosis of mood or anxiety disorders).

While lectures are used in some classes, the main pedagogical approach is interactive and experiential, with students working in small groups, in dyads, and independently, depending on the exercise or activity. To develop self-awareness and sensitivity to their own cultural heritage and identity, students are expected to reflect on their cultural background and worldview, their biases and prejudices, their own experiences with different forms of oppression and discrimination, and their racial and cultural identity through personal journal exercises as well as small group exercises in class. This domain provides many challenges to students as they confront difficult and often uncomfortable issues such as colonialism, racism, white privilege, class, personal prejudices, communication differences, sexism, ageism, homophobia, and biracial or multiple-identity issues. Students are supported through the self-awareness process by faculty modeling and by the creation of a safe, open, inclusive classroom environment where all perspectives, experiences, and identities can be shared and learned.

Students obtain comprehensive knowledge concerning the socio-historical background, cultural values and worldviews, family structures, gender roles, parenting styles, and interpersonal relationships of the major ethno-cultural groups in the U.S. In addition, the class explores gender, sexual orientation, ageism, and disability and the counseling issues associated with these issues. In other program courses, students continue their cross-cultural and diversity education, focusing, for example, on couples counseling with Latinos or depression among the elderly. Finally, students learn culturally relevant counseling approaches in clinical practice with the major ethno-cultural groups, as well as specific intervention strategies based on gender, sexual orientation, or disability. Students practice culturally effective ways to engage diverse clients, recognize cultural styles and communication differences, apply appropriate direct or indirect interventions, apply diverse counseling modalities, engage in advocacy for clients, recognize their ethno-cultural limitations, and seek consultation from clinical supervision in

working with multicultural issues in clinical practice. Students present multicultural issues in traineeship during individual and group supervision and receive further guidance and direction from faculty and supervisors.

The MFT Program strives to improve our clinical training with multicultural and diversity issues and practices. Specifically, faculty teaching the core course, Counseling Across Cultures, on the Main Campus and regional campuses have met to discuss course content, pedagogy, and course materials. Dr. Flores, who teaches the core course on campus, has mentored other adjunct faculty to teach the course in the regional campuses. All faculty members integrate multicultural issues into the curriculum, however, it is difficult to cover all areas, and it takes time to develop a well-integrated curriculum. Recently, two faculty members, Dr. Flores and Dr. Bussolari, obtained a curriculum diversification mini-grant to integrate multicultural issues into the Individual and Family Psychopathology course. They will share the revised syllabus, curriculum resources, and reading materials with other faculty teaching sections of this course. In addition, they will share relevant curriculum materials with their colleagues. Over the long term, the department plans to focus on each course in the curriculum, assess the integration of multicultural issues, and provide faculty with support to diversity their courses with multicultural perspectives.

Lifespan Development Perspective

The second of five perspectives central to the MFT Program is lifespan development. As the largest age cohort ever, the Baby Boomers, are turning 60 this year, we are entering a time when the majority of potential clients will be middle-aged and older. The faculty wanted the MFT Program to prepare students for these demographic trends and the changing needs of the client population. While previously MFTs worked largely with children, adolescents, and their families, therapists increasingly need skills for counseling adults and families across the life span.

The MFT Program incorporates the lifespan developmental perspective in two ways: a) required courses cover the lifespan from birth to death, and b) instructors are asked to include a developmental perspective in *all* of their classes. Students take the first of three required courses on developmental theory and process in their first semester. Individual and Family Development Across the Lifespan, a three-unit class, covers theory and research on the psychological, biological, and social aspects of human development across the life span, with attention to family development and dynamics. In the second year, Individual and Family Life Transitions Counseling is a three-unit class in which students learn adult development and life transitions theories and apply them to counseling adults and their families. It focuses on strategies and techniques for assessing and assisting adults and their families in initiating, understanding, coping with, and resolving major life transitions (i.e., loss, illness, career change, relationship change, marriage, childbirth, divorce, retirement, relocation, and bereavement, etc.). Finally, all students take a one-unit course in Later Life Counseling, which presents an overview of the psychological, social, economic, and cultural dimensions of later life and the impact of cultural attitudes on individuals and their families. It includes strategies for promoting healthy aging, for counseling elders with serious psychological and emotional needs, and for counseling families with aging relatives. Attention is given also to the needs of caregivers.

In addition to the three required courses, all instructors have been asked to incorporate a lifespan development perspective into their classes as another broad framework for conceptualizing counseling and therapy with clients of all ages. Some use individual and family developmental theory while teaching new content; others highlight the developmental aspects and implications of case studies for students to consider, and others teach students developmentally appropriate counseling interventions for individuals and families. Recognizing that instructors need to stay up-to-date on new developmental information in the counseling

psychology field, the MFT faculty has included this perspective as part of the ongoing review and cohesive planning for delivery of each program course.

Family Systems Perspective

A family systems perspective is central to the MFT Program. The idea that the family is an interconnected system and that change in one part of the family can effect change in other parts of the family is a fundamental concept in the field of family therapy. MFT students are encouraged to take this perspective whether they are counseling individuals or several family members conjointly.

The MFT Program is designed to meet the educational requirements of the State of California Board of Behavioral Sciences (BBS). The BBS defines the scope of practice of MFTs as “that service performed with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments.” The word “relationship” occurs three times in the BBS MFT scope of practice definition (B&P 4980.02). The MFT Program therefore incorporates a strong emphasis on a family systems perspective that explicitly focuses on interpersonal relationships in a family context.

The perspective is emphasized in the required course Pragmatic Family Systems Therapy, which covers family systems models, such as Bowen Theory, and concepts such as triangulation, intergenerational transmission of neurosis, and family projection process. The genogram is taught as a core diagnostic tool for formulating hypotheses about intergenerational family patterns. Students learn how to relate the “presenting problem” and the “identified patient” to overall family functioning. In addition, family systems diagnostic models, such as the Circumplex Model or Minuchin diagrams, are introduced. These family systems models are included in other required courses, such as Brief Interactional Therapy (couple counseling). Students have the opportunity to view videotapes of master therapists, such as Salvador Minuchin, Peggy Papp, Jay Haley, Cloe Madanes, Richard Stuart, and others doing conjoint

family therapy. Some of the family systems approaches covered are Structural, Strategic, Behavioral, and Solution-Focused. In addition, pragmatic therapy techniques, from a variety of other family systems approaches, are taught. Instructors frequently use role-playing in class to help MFT students build skills in conjoint family counseling. In the course Individual and Family Psychopathology, students learn both traditional approaches to psychopathology, such as DSM, and family systems models that explain “individual” dysfunction in a family context. In Diagnostic Appraisal, MFT students learn not only traditional methods of individual psychological assessment, but also a variety of family systems assessment approaches for assessing family, parent, parent-child, and couple functioning.

In the MFT traineeship courses, students give case presentations on clients they see in their fieldwork. As part of their presentations, students describe their client's family system and relate their counseling interventions to family systems change goals.

Problem Solving, Goal-oriented Perspective

The CPY faculty, while holding differing theoretical orientations and treatment styles, have achieved consensus and commitment to a theoretical orientation for the MFT Program that is based on short term, problem solving, pragmatic, and goal-oriented therapies. A strong understanding of CBT theory and solid skills in CBT techniques are a significant and important component of the problem solving, goal-oriented perspective. Cognitive-behavioral methodologies have evolved in recent decades to be among the most widely used and empirically supported approaches in the field. Characterized by the development of treatment strategies based upon experimental research, it has been demonstrated to be highly effective in treating a variety of client issues and concerns, including anxiety disorders, depression, eating disorders, and substance abuse.

All of the faculty identify with and use CBT theory and techniques, although to varying degrees, in their teaching and clinical work. As with the developmental and multicultural perspectives, we are continuing to weave the CBT thread throughout the fabric of the

curriculum. This thread is visible in many courses and is in the process of being more fully integrated into others.

Theories of Counseling and Psychotherapy is the first arena where short term, problem solving, goal-oriented approaches are introduced. These become the focus of Problem-Solving Therapy and Counseling, a second semester course that covers cognitive, behavioral, and interactional counseling models. Primary emphasis is on individual counseling within a broader systemic context and includes the integration of skills and techniques from the models covered. Individual and Family Psychopathology and Individual and Systems Assessment include exposure to behavioral treatment and assessment and the use of empirically-validated models. The couples course, Brief Interactional Systems, and the family therapy course, Pragmatic Family Systems, both cover behavioral therapy models, along with other time-limited approaches.

Both behavioral and interactional strategies are part of Child and Parent Therapy and Counseling, where social-cognitive learning theory and how to eliminate dysfunctional behavior and develop adaptive behavioral repertoires are addressed. Group Leadership and Systems Consultation emphasizes the applications of cognitive-behavioral, problem solving, and psychoeducational approaches to group counseling, consultation, and workshops. Individual and Life transitions Counseling, as well as Later Life Counseling, include sections on coping and the application of short term methodologies to the treatment of transitional issues. Finally, the problem solving goal oriented perspective is incorporated into the Traineeship sequence to students' cases.

The hallmarks of the problem solving, goal-oriented perspective include the acquisition and maintenance of skills necessary for the client to function in the environment under study (e.g., groups, parenting, relationships, etc), as well as the elimination of the many dysfunctional behaviors associated with DSM disorders, such as anxiety, depression, food, etc.), Therefore,

coursework includes attention to the effective management of these and related issues as well as providing exposure to appropriate research on state of the art treatment modalities.

The combined perspectives of the MFT Program, which includes the emphasis on short term, problem solving cognitive behavioral methods, has in large part contributed to our perception in the community as a program that turns out competent, common sense graduates, who are able to function well in a variety of settings. Due to our orientation, we are unique in the Bay Area at large, where practitioners are often characterized as treating clients from psychodynamic and other non-cognitive behavior approaches.

The faculty are committed to a curriculum that integrates all four program perspectives in our course content, including problem solving, goal-oriented theory and practice. An ongoing process of assessment is underway in which core and adjunct faculty consider curriculum elements that are successful and those needing revision. Future plans are to identify core competencies for each of the four perspectives and to determine how each course facilitates their attainment.

Social Justice Perspective

The addition of a fifth perspective, social justice, reflects the larger USF mission of service, “educating hearts and minds to change the world” to achieve social justice for all people. While the University’s mission has always been the overarching context for what we do, the MFT Program actively has articulated the social justice perspective at student recruitment meetings, new student MFT orientation meetings, and in our classes since 2004–2005. This perspective informs what we teach and discuss in the classroom as well as what USF MFT graduates do in their internships and work post-licensure. As such, it provides an immediate context for students to frame their work in traineeships and volunteer activities as well as a broader framework for conceptualizing future professional careers.

Service to others is a significant aspect of our program. The traineeship component requires students to provide a minimum of 400 volunteer hours of counseling service prior to

graduation. Second-year students—of which there are currently 55 on the Main Campus—provide a minimum of 22,000 hours to clients who for the most part would not be able to afford mental health counseling in the San Francisco Bay Area. A number of students give additional volunteer service throughout their program, while others volunteer at mental health agencies, in schools, for nonprofit service organizations, and on crisis hotlines during the first year prior to traineeship.

MFT students and faculty collaborate in international aspects of social justice work. Dr. Brian Gerrard has facilitated four Oxford Symposia, one held each of the last four summers at Oxford University. These symposia bring together international presenters who share research and information on the field of school-based family counseling in their respective countries. In 2005 two MFT graduate students attended the symposium.

MFT faculty, students and staff also contribute to the University's mission by developing programs to increase educational opportunities for underserved, marginalized, and economically challenged groups. In 2005 Dr. Joan Avis launched Siyan Ka'an in Tekit, Yucatan, Mexico, to provide educational enrichment opportunities and scholarships to 20 youth with high potential who could not continue their education without financial support. It included a three-week academic and creative arts summer program that will continue in 2006. Project staff also established internet Café Ukum with reclaimed computers from the USF Information Technology Services Department as an educational resource for students who had no computer access or literacy. Dr. Judy Goodell and three MFT graduate students—Amy Jones, Jessica Herrold, and Susan Nuttel-Howe--assisted in the 2005 summer program, along with other USF faculty and staff, including Dr. Jude Elliot, Dr. Pamela Redmond, Janet Snyder, and Ernie Franic. The Program has expanded into a year-long program of academic and psychological support for the 20 students. The program will identify a second group after three years when the initial group graduates.

A second example involves sharing information and teaching counseling skills to individuals working with at-risk indigenous youth in India. In January 2006 Dr. Elena Flores and Dr. Judy Goodell assisted USF graduate Fr. George Palamattathil, SDB, in the delivery of a workshop for Youth Workers in Northeast India, in Shillong, India. We expect that there will be increased opportunities for our MFT graduates to work closely with our faculty on international projects relating to social justice issues in the future.

PROGRAM TRAINEESHIP EXPERIENCE

Placements, Standards, Evaluation, and Monitoring of Traineeships

All MFT students are in a fieldwork placement during the second year of their program. During this experience they practice as a counselor in training while receiving extensive supervision. Students select a site with an agency that has a legal agreement with USF designating that agency as a training site. (See Appendix B) Students then provide up to 20 hours per week of volunteer work at that site, functioning as an agency-based counselor. They receive one hour of individual supervision per week for every five hours spent counseling, and two hours of group supervision from a Counseling Psychology Faculty member in the fieldwork seminar. Students are encouraged to seek this initial placement site in accordance with their interests and skills; they know they will also need to seek training with other populations prior to state licensing, which requires 3,000 hours of supervised training to sit for the licensing exam.

Students must obtain 400 hours of counseling experience prior to graduation. While engaged in this service, they also are concurrently enrolled in Traineeship I during the fall semester and Traineeship II during the spring semester. These USF classes meet weekly to review cases with their USF traineeship instructor providing further supervision.

Standards for approval as a USF training site are identified initially in the written USF/Agency legal agreement signed between the site and the University, as well as in the MFT Program traineeship manuals. (See Appendix C). MFT Program Coordinators work with new interested sites to assure “goodness of fit” between the agency and the MFT Program.

Students interviewing with sites are directed to ask questions to insure that a site can provide clients, working space, and supervision within the philosophical and theoretical orientation of the MFT Program. Site clinical directors are encouraged to communicate with the MFT Program staff to discuss issues related to the standards needed for goodness of fit.

Evaluation of students during their traineeship occurs through several formal evaluation procedures. Each traineeship site supervisor provides a mid-term standardized written evaluation, which goes to the USF instructor/supervisor. (See Appendix D). Both supervisors sign the evaluation, and it becomes part of the student's MFT Program file. A final-term standardized written evaluation is provided at the end of the spring semester. (See Appendix D). On the basis of these evaluations and traineeship class attendance and performance, the USF traineeship instructor assigns each student an end-of-semester traineeship grade. The USF traineeship instructor and the site supervisor communicate as necessary and work together to resolve any problems that might arise. Grades for Traineeship I and II become part of the student academic record. The evaluations from the site supervisors become part of the student's file, maintained for purposes of future licensing by the Board of Behavioral Sciences along with the student's academic transcripts. Informal evaluations of student progress occur weekly through the one-hour individual supervision sessions, two hours of group supervision, and the weekly 2.5-hour traineeship class.

Traineeship III is optional for students during their sixth and final semester in the summer of their second year. This traineeship is for all students who have initially signed a one-year rather than nine-month traineeship site contract, since USF procedure requires that a student must be enrolled in a traineeship class in order to be placed on a training site. Additionally, students who have completed Traineeship I and II but who lack the required 400 hours of fieldwork must enroll in Traineeship III, locate an appropriate site for continuing their training, and complete their required hours.

Students are asked to complete an informal personal evaluation of their specific traineeship one time per semester, reflecting on the overall experience, the supervision, the facilities, and the client load. (See Appendix E). These handwritten evaluations are maintained in a binder and kept available for review by the following year's students seeking traineeships, who benefit from the impressions and advice of previous students placed on sites of potential interest.

Monitoring the traineeship program involves tracking the student placement process, the student evaluation process, the maintenance of records, and the evaluation of the appropriateness of sites. Within the last three years significant progress has been made in supporting students seeking traineeship sites. We post information on the MFT group website and arranges forums to introduce students to various agencies and train students in the use of manuals and required forms. Students also benefit from previous students' site evaluations, revised manuals and procedures, and current recruitment information from placement sites on file in the CPY office.

With the addition in fall 2005 of an administrative assistant position, major progress is being made to develop and refine the management of paperwork and documentation of the program; comprehensive database, now in development, will assist in tracking all aspects.

In fall 2004 we began a major project to upgrade contracted agreements with sites, update traineeship site information, and clarify agency site capacity to meet USF traineeship requirements. Many agreements have been renewed, and some sites have requested that they no longer be considered a USF site, due to changes in their structure or organizational style. At present, plans include a continued sequence of site development, which will include regular inspections of the sites by appropriate faculty, phone contacts with those most frequently used sites to discuss agency impressions of goodness of fit and success of the program, and the development of numerical rating forms that will allow student trainees and faculty to evaluate individual sites.

Diversity of Placements and Link to USF Mission

Students are guided in the selection of a traineeship site that is a good match with their interests, skills, and abilities. During any given year, placement sites range across the developmental life span, across the greater Bay Area, and across a wide range of human concerns. Currently in the 2005–2006 year, 44 Main Campus students are working in approximately 33 agencies serving infants, children, youth, adults, couples, families, and seniors. In addition to San Francisco, Main Campus students serve agencies in Marin County, Oakland, and the Peninsula. Examples of current placement sites include Asian Perinatal Advocates, Balboa Teen Health Center of the SF Department of Public Health, Haight Ashbury Psychological Services, Women's Recovery Association, Jewish Family and Children's Services, Psychological Services (College of San Mateo), Marin Treatment Center, and Berkeley Creative Living Center. In addition to working with clients involved in life transitions, students might also gain supervised experience working with clients with severe mental illness, youth involved in juvenile justice centers, clients in alcohol and drug treatment, methadone maintenance program clients, the homeless, HIV clients, and families struggling with poverty. An additional 66 first-year students are currently in the interview and selection process; they will begin their traineeships in fall 2006. Students compete for placements with master's and doctoral students from a variety of Bay Area training programs.

The MFT Program has a collaborative relationship with the USF Center for Child and Family Development. CPY faculty member Dr. Brian Gerrard is the center's executive director. This center provides services to children and families through a school-based family counseling approach. Over thirty public and parochial schools are in a contracted relationship with the center, and a significant number of USF MFT students interested in working with elementary, middle, and high school students access this placement opportunity. These student-trainees work at a specific school site as a counselor in training. They gain experience in school-based

family counseling and receive supervision through the licensed counselors operating as supervisors at the center.

Occasionally, bilingual students seek and obtain a traineeship placement that utilizes their linguistic skills. In recent years, specific placement sites have sought the services of students able to use Mandarin, Vietnamese, and Spanish, among other languages, while serving clients.

Approximately 370 total sites in the greater Bay Area and the four regional campus areas have completed legal agreements with USF authorizing them as potential traineeship sites. The Main Campus offers 129 sites, with a similar number in Sacramento, 50 in Santa Rosa, and 44 in Cupertino. The San Ramon regional program began in fall 2005 and is currently developing sites for its first cohort.

While serving student needs for supervised training, traineeship also provides an outstanding experience in social responsibility, congruent with the University's mission to create, communicate, and apply knowledge to a world shared by all people and held in trust for future generations. Students sincerely dedicate their efforts toward the full, integral development of each person and all persons; no persons or groups of people are given greater access or considered more deserving of what MFT student trainees have to offer. Their volunteer service promotes the common good of the entire Bay Area and is entirely congruent with the principles of Ignatian philosophy and spirituality.

While the examples and description above have been primarily of the core MFT Program on the USF Main Campus, all four regional campuses have a similar required traineeship program component. Students at the Sacramento, Santa Rosa, San Ramon, and Cupertino campuses engage in a similar selection process and engage in at least 400 hours of trainee experience prior to graduation.

Contributions to Mental Health in the Bay Area

The large number of volunteer counseling hours our MFT students provide to clients on numerous sites contributes to the mental health of hundreds of Bay Area residents of all ages. Many of the students' clients come from underserved populations; without training programs such as ours, the majority of these clients would have limited or no access to mental health services.

Many of the training sites have limited budgets and overwhelming client needs. MFT training programs provide reciprocal benefits: students develop skills under supervision and the agencies' clients receive services. Supervision of cases takes place not only at traineeship sites but also through USF traineeship classes, enhancing both the students' learning and the quality of counseling their agencies' clients receive.

MFT faculty and staff also participate in implementation of community mental health initiatives that will benefit the underserved. A current example is through the Northern California MFT Consortium. Most recently, the consortium is in the process of developing a proposal to address the community mental health training needs described in Proposition 65. Prop. 65 provides funding for public mental health agencies serving underserved populations and also provides funding to students, as well as their training institutions, who meet identified criteria and intend to work with these populations. Dr. Joan Avis, MFT Program Coordinator, and Maggie Krier, CPY Programs Coordinator, participate regularly in these monthly meetings.

A major contribution to mental health is the USF Center for Family and Child Development founded in 1983 by Dr. Brian Gerrard, CPY faculty member, and Dr. Emily Girault, emeritus faculty, in San Francisco's Mission District. Originally called the Catholic Schools Family Counseling Program, the first fourteen trainees were part of a new form of counseling called school-based family counseling in which the counselor helps children in schools with problems by working with the entire family. The trainees receive individual and group supervision from USF. The Mission Possible Program benefits families and children who would

not normally use family counseling services. In 1987 the program was expanded to include public schools and in 1990 the name was changed to the Center for Child and Family Development.

The Mission Possible Program currently is in thirty private and public schools in San Francisco and is the largest and longest running school-based family counseling Program in the U.S. Principals universally praise the program; twenty subsequently have hired their school-based family counselors from among USF graduates. Administered by School of Education Dean Walter Gmelch and Executive Director Dr. Gerrard, the Center has a staff of twelve including six licensed mental health practitioners. The Center's Board of Directors is chaired by Sister Mary Peter Traviss, O.P., and the Honorary Advisory Board is directed by Fr. John Lo Schiavo, S.J., Chancellor of USF. With approximately fifty active interns and trainees, four group supervisors, and fifteen individual supervisors, the Center for Child and Family Development has roughly 1 FTE of administrative staff, well below that of neighboring institutes, and thrives through the strong commitment of all counselors and staff.

In sum, the MFT Program has been involved in social justice activities in the Bay Area for many years. CPY faculty and MFT students contribute time, energy, and skills in order to create a better world for children and their families.

MFT PROGRAM RECRUITMENT, ENROLLMENT, RETENTION, AND GRADUATION

Admission to the MFT Program

To be considered for admission, applicants to the Marriage and Family Therapy Program must meet the following prerequisites:

1. Bachelor's degree with a 2.7 minimum grade point average from an accredited institution;
2. Two sealed official copies of transcripts from each university or college attended;
3. Two original, signed letters of recommendation in sealed envelopes from professional persons qualified to judge the applicant's suitability for the program;

4. Résumé; and
5. A brief, typewritten statement outlining the applicant's areas of interest and career goals, including purpose for seeking admission to the program.

In addition, students must conform to the policies and regulations included in the University of San Francisco catalog (See Appendix F). Individual in-person interviews and telephone interviews are encouraged, but not required. We also schedule interviews with applicants if we have questions about their suitability for the program or if their statement of purpose does not reflect knowledge and understanding of our program or the University.

The MFT Program on the Main Campus accepts applicants in the fall and in the spring. Deadlines for receipt of completed applications are July 1 for fall entry and December 1 for spring entry. The fall admits complete the program in six semesters, including summer, and the spring applicants complete the same program in five semesters.

Program Recruitment

The Marriage and Family Therapy Program Coordinator and assistant coordinators actively recruit qualified students. The most common reasons prospective students apply to the program are the reputation of the department, personal contact with a program graduate or current student, and the MFT website (<http://www.soe.usfca.edu/departments/counpsych/index.html>). The website presents information about program features, curriculum, course sequence, and benefits as well as information about the faculty's academic and professional interests.

In addition to attending the general USF open houses for graduate programs during the fall and spring semesters, prospective students are invited to two yearly open houses at the School of Education, where they meet the Dean and MFT Program Coordinators and have the opportunity to see our facilities. At both SOE Open Houses, prospective students receive information about the MFT Program and ask questions; they also get contact information for faculty and staff so that they can email or call as other questions arise. Prospective students are encouraged to meet individually with the Program Coordinators and to attend an MFT forum

and/or visit a class, if this is requested, to learn more about our program and meet current students. We provide an atmosphere where prospective students feel comfortable asking questions, contacting faculty, and contacting current students, particularly our MFT Graduate Student Liaison, so they can make an informed decision before selecting the MFT Program.

Enrollment

As shown in the table below, enrollment in the on-campus program has grown steadily since 2001. Groups begin in both the fall and spring semesters, with the fall class typically larger. In comparison to MFT enrollments from previous years, the number of on-campus students has increased by approximately 45%.

Newly Enrolled MFT Students, Main Campus, by Academic Year

Fall 2001 – 18 Spring 2002 – 14 = 32	Fall 2003 – 42 Spring 2004 – 18 = 60	Fall 2005 – 40 Spring 2006 – 19 = 59
Fall 2002 – 30 Spring 2003 – 16= 46	Fall 2004 – 35 Spring 2005 – 15 = 50	

Retention and Graduation

The MFT Program has a fairly low attrition rate. The spring-entry attrition rate is slightly higher because the program is more demanding and intensive; students complete the same program as the fall enrollment group in 5 rather than 6 semesters. Those who do not complete the program within the suggested two-year time frame usually postpone their traineeship until the third year and then graduate. Most of our students are adult learners who are employed, and many have family responsibilities. Some therefore find it difficult to complete the program in two years and either take a leave of absence, returning later to graduate, or progress through the program at a steady but slower pace. A few leave the program because of illness, job requirements, financial considerations, or recognition that the MFT career path is not what they want.

Retention and Graduation

Fall '01: 17% drop out (18 enrolled, 3 dropped)	Spring '02: 31% drop out (13 enrolled, 4 dropped) 68% graduated in 2 years
Fall '02: 10% drop out (30 enrolled, 3 dropped)	Spring '03: 5% drop out (18 enrolled, 1 dropped) 79% graduated in 2 years
Fall '03: 5% drop out (40 enrolled, 2 dropped)	Spring '04: 25% drop out (16 enrolled, 4 dropped) 71% graduated in 2 years
Fall '04: 5% drop out (39 enrolled, 2 dropped)	Spring '05: 12% drop out (16 enrolled, 2 dropped)
Fall '05: 10% drop out (40 enrolled, 4 dropped)	Spring '06: 5% drop out (19 enrolled, 1 dropped)

Fall and spring entrance students graduate in August of their second year, even though the spring entrance group starts a semester later. In August 2003, 21 out of 31 fall students (68%) graduated in two years. In August 2004, 38 out of 48 students (79%) graduated in two years; these were the first graduates of the revised MFT Program. In summer 2005, 40 of 58 students graduated within two years of starting the MFT Program.

Graduates of our program use their MFT experience to engage in many different employment opportunities involving children, adults, couples, and families across the lifespan. After graduation and completion of licensing requirements, our graduates take jobs in private practice or managed care, community/public agencies, and other institutional environments (e.g., schools, higher education, health-care facilities, business). Some pursue a doctoral degree. Many of our alumni who completed the revised MFT Program and graduated in August 2004 have not been out of school long enough to complete their internships and licensing examinations. Those who are in process or are preparing for their examinations are typically employed as case managers in community mental health, early childhood mental health consultants, family therapy interns, addiction counselors, or private school counselors.

ACADEMIC ADVISING AND STUDENT SUPPORT

Academic Advising

Academic advising and support are consistently provided to all MFT students. The MFT faculty are very involved with students throughout their enrollment at USF. Upon admission, students are assigned a faculty advisor and are encouraged to make appointments with their advisor at least once a semester or more often if needed. Academic advisors assist students in academic and career exploration. Given the relatively low student to faculty ratio, instructors are available to assist students with questions or class concerns. Students are encouraged to talk with their advisor as needed throughout their academic program. We want students to build lasting relationships with their assigned advisor as well as with their instructors.

The Counseling Psychology Department makes every attempt to build community, solidarity, and collaboration among the students. MFT Community Forums bring students and faculty together as a community to address relevant issues and to socialize. (See Appendix G). These hour-long meetings take place three or more times each semester and cover important topics such as traineeship and internship issues, setting up a private practice, specific counseling skills, working with various populations, multicultural issues, etc. Similarly, the MFT Student Website provides an online resource for students and faculty to communicate and disseminate information swiftly and efficiently.

Student Support

The University's Writing Center helps students develop their skills in rhetoric, style, and correctness through one-on-one interactive conferences with Rhetoric and Composition faculty who have been chosen to work as consultants.

The Priscilla A. Scotlan Career Services Center (CSC) assists students and alumni in developing, evaluating, and effectively implementing their ongoing career plans through career counseling, job search preparation, résumé writing, videotaping of mock interviews, and self-presenting strategies. CSC's services are suitable not only to graduate students seeking a first

job, but also to those who are changing careers. The CSC staff meets with faculty and students, conducts seminars, presents poster sessions, and provides information at SOE Open House events. CSC's evening hours and occasional Saturdays accommodate graduate students' scheduling needs.

The Student Disability Services Office promotes a fully integrated university experience by ensuring that all students have equal access to all areas of University life. The office provides academic accommodations if needed.

While not a program requirement, all MFT students are encouraged to receive counseling during their tenure at USF. The University Counseling Center provides free, brief, confidential psychotherapy (individual, couples, and group) for current students. After meeting with the CPY faculty, the University Counseling Center representatives recently proposed two ongoing counseling groups targeted to the needs of MFT students; these groups will begin in fall 2006.

Mentoring of Students

As part of the advising process, MFT faculty invite students to meet with them as often as needed. Additionally, students are encouraged to approach faculty with similar interests as a resource and for supervision. During their first semester, first-year students are paired with a second-year student for support and guidance during their transition into graduate school. Often these relationships flourish; students help each other succeed in the program and navigate the traineeship selection process. Many of these relationships continue past graduation.

Student Financial Support.

MFT students have opportunities to obtain financial support, both through the CPY and the University. The School of Education provides assistantships in the form of Graduate Merit Scholarships. A limited number of Graduate Merit Scholarships are allocated to the School of Education each academic year to support research, teaching, or administrative assignments for

qualified students. Graduate Merit Scholars obtain a tuition remission of three units of coursework per year. Approximately eight Graduate Merit Scholarships are assigned to the CPY Department each year. Two of these positions are for the Center for Child and Family Development; one person is the coordinator of research and the other is the coordinator of school outreach programs. Another graduate scholar is the MFT Graduate Student Liaison (GSL); this person organizes forums and serves as spokesperson for issues that arise for students. Other positions are assigned to various faculty members if they need research assistants or have special projects. Additionally, the MFT Program has the Elizabeth D. Bigelow Scholarship, which is awarded to a deserving student whose professional interests and personal qualities demonstrate a deep commitment to helping adults in life transitions, to women's issues, and/or to later-life development.

ASSESSMENT OF STUDENT PROGRESS

Student progress in academic classes is carefully monitored from the time students enter the program. All students are assigned an academic advisor and are asked to meet personally with that advisor at least once per semester. The advisor-student relationship is key to evaluating a student's progress; if problems arise with grades and performance, with relationships, or with any other aspect of the student's life, they are referred initially to the advisor for review and problem solving. Numerous campus resources are available to assist students with their program; the advisor assumes responsibility for assuring that students are aware of them.

Students receive feedback on their progress consistent with the style of each individual instructor and get a formal grade for each class at the end of the semester. An ongoing record of academic progress is maintained on the computerized Student Information System and in a departmental database using Filemaker Pro.

At the end of the first semester, all three first-semester professors must write an evaluation of each entering student's performance in their specific class. (See Appendix H.)

Ratings are given in academic performance and other areas important for success. Instructors use a five-point scale to rate each student on characteristics such as responsibility, professionalism, and dependability. The professor then makes a recommendation to continue the student in the program, to continue with reservation, or to recommend an alternative path. Professors may suggest needed interventions such as seeking assistance from the Writing Center or seeking personal counseling. The MFT Program Coordinator, assistant coordinators, and first semester instructors review these ratings.

Students are informed at the initial orientation of the evaluations; they know that if they are doing well they will soon receive a letter acknowledging the removal of the “conditional admit” status under which all students begin and congratulating them on their initial success. Students for whom a problem is identified are referred to their advisor for assistance in developing an intervention plan to help them succeed.

On occasion, an individual student may be identified as having an ongoing issue preventing success. These issues may involve a specific learning style, inappropriate behaviors, or environmental factors in the student’s life that inhibit success. If initial efforts by the student and the advisor have failed to resolve the identified issue, further meetings may occur with the student, the MFT Program Coordinator, and the CPY Department Chair. Interventions may be recommended to modify the student’s program, such as individualizing the pace of progressing through the program. On rare occasions, a student is advised to take a temporary leave of absence to access a needed service before continuing their studies. Infrequently a significant issue arises with a student that does not involve his or her academic performance, but involves issues related to suitability for the profession. The MFT Program procedure is for the faculty who identified the concern, the Chair, and the MFT Coordinator to meet to discuss the situation. The student then meets with the ad hoc committee to discuss the concerns; at that time the student may be encouraged to take a leave of absence, withdraw, or participate in a remediation plan.

COMPARISON OF MFT PROGRAM TUITION AND OTHER SOE PROGRAMS

Tuition rates for School of Education programs, 2005-06, are \$650.00/unit for Credential programs, \$790.00/unit for MA programs at regional campus sites, and \$830.00/unit for MA programs. If the MA program includes fulfilling credential requirements, the credential rate applies. Since Main Campus MFT students are in a program leading to licensure rather than a credential, they pay the highest rate of \$830.00/unit. They are also ineligible for reduced tuition rates through special programs designed to prepare future educators.

Total cost per student to complete the 49-unit MFT Program on the Main Campus is \$41,650. With 109 students enrolled, this represents a contribution to the School of Education and the University of \$4,539,850. As shown in the table below, the MFT Program is the most expensive of the MA and credential programs in the School of Education. The MFT Programs at the regional campuses are also significant contributors to the University. With 106 students currently enrolled (North Bay = 15, Sacramento = 59, San Ramon = 12, South Bay = 20), the regional programs contribute an additional \$4,103,260. The total financial contribution of graduating 215 students over a two-year period is \$8,643,110. Clearly the MFT Programs are a major source of revenue for the School of Education and the University.

Cost per Student for SOE Programs

MFT: 49 units	\$41,650.00
MFT: 49 units (Regional Campus)	\$38,710.00
PPS: 48 units	\$31,200.00
SpEd: 31 units for credential 36 units for MA	\$20,150.00 \$24,050.00
IME: 33 units	\$21,450.00
CEL: 30 units	\$19,500.00
TED: 34 to 36 units for credential 6 to 21 more units for MA	\$22,100.00 to 23,400.00 <u>\$ 3,900.00 to 13, 650.00</u> <u>\$26,000.00 to 37,050.00</u>

In light of our significant contribution to the University and the School of Education, we hope that the MFT Program will receive the support needed to maintain gains already in place and to achieve outcome goals faster than would be possible under current conditions.

MFT CURRICULUM

DEGREE OFFERED

Master of Arts in Counseling Psychology.

LICENSING

The process, procedures, and regulations relating to the granting of a Marriage and Family Therapy license are determined by the Board of Behavioral Sciences (BBS). Therefore, we have used their most current framework to develop our program so that our graduates will be eligible for licensure in the future. Specifically, we have included and supplemented all coursework, trainings, and semester hour requirements and consistently track any changes so that our program is current and in compliance with BBS educational requirements.

BBS Requirements:

- 150 hrs marriage, family & child counseling & marital & family systems approach to treatment (12 semester units minimum)
- 15 hrs Alcoholism & drug dependency
- 10 hrs Human sexuality
- 7 hrs Child abuse
- 15 hrs Spousal / partner abuse
- 10 hrs Aging & long-term care
- 24 hrs Law and ethics (2 semester units)
- 24 hrs Psychopharmacology (2 semester units)
- 24 hrs Psychological testing (2 semester units)
- 75 hrs Supervised practicum (6 semester units)

Our program also meets the requirements of the National Board for Certified Counselors through the following course requirements: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) Helping Relationships, (d) Group Work, (e) Career and Lifestyle

Development, (f) Appraisal, (g) Research and Program Evaluation, (h) Professional Orientation to Counseling, and (i) Fieldwork Experience.

COURSE DESCRIPTIONS

0702-657– Individual and Family Lifespan Development (3 units) Overview of theory and research on the psychological, biological, and social aspects of human growth and development across the life span, with attention to family development and dynamics. Relationship of developmental concepts to counseling strategies in school and family counseling.

0702-677– Counseling Across Cultures (3) Course features an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes in American society. Emphasis is on developing cultural sensitivity to one's own cultural value system and the values and attitudes of diverse groups in cross-cultural counseling settings; increasing awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on human development and the counseling process; and on learning effective counseling strategies and generic counseling methods that accommodate a diversity of cultures.

0702-678– Theory and Practice of Counseling and Psychotherapy (3) Course features an overview of major theories and approaches to psychological and counseling treatments. Course covers basic skills for interviewing, establishing a therapeutic relationship, and case conceptualization.

0702-634– Ethical, Legal, and Professional Issues (3) Course features the roles and responsibilities of Marriage and Family Therapists according to the laws and ethical principles governing practice. Particular emphasis will be given to the ethics codes of major professional associations, family law and statutes covering mental health practice for MFTs in California, and legal mandates pertaining to children in schools.

0702-639– Individual and Family Psychopathology (3) Course includes an understanding of individuals and family psychopathology through examination of a variety of models. Basic knowledge of the diagnostic process and criteria associated with diagnostic categories in the DSM-IV are explored, including use of the Global Assessment of Relational Functioning (GARF-AXIS IV of DSM-IV)

0702-645– Problem Solving Therapy and Counseling (3) Course features counseling models on multimodal levels, such as cognitive, behavioral, and interactional. Primary emphasis in individual counseling within a broader systemic context, with secondary emphasis on couple's therapy. Course integrates two or more time-limited, problem-solving therapies. Practice includes the integration and demonstration of skills and techniques from the models explored.

0702-628– Child and Parent Therapy and Counseling (3) Counseling children and parents through client assessments, case conceptualization and goal setting, data collection, and behavioral and interactional strategies. Emphasis on systems methods and social-cognitive learning theory, eliminating dysfunctional behavior, and developing adaptive behavioral repertoires. Consultation with parents, teachers, and other professionals.

0702-630– Individual and Systems Assessment (2) Course includes exposure to a variety of assessment procedures including structured interviews, standardized and non-standardized

tests, and behavioral assessment. Special emphasis will be on assessment of couples, family, and parent-child interaction using empirically- validated models.

0702-684– Brief Interactional Systems Therapy and Counseling: Theory and Practice (2)

Course features the application of a range of brief systems therapy models, such as brief strategic, time-limited, behavioral, solution-focused, and narrative. Primary emphasis on couples counseling with secondary emphasis in individual counseling within a broader systemic context. Practice includes the integration and demonstration of skills and techniques from the models explored.

0702-629– Alcoholism and Substance Abuse (1) Study of the interactional patterns, dynamics, etiology, types, legal and medical aspects, and the treatment of alcoholism and other kinds of chemical substance dependency.

0702-637– Traineeship I (3) A Level 1 supervised experience in marriage and family therapy in an institutional setting under professional supervision.

0702-687– Pragmatic Family Systems Therapy and Counseling: Theory and Practice (3)

Course features the application of pragmatic family therapies, such as strategic, structural, behavioral, and communication models to families. Practice includes the integration and demonstration of skills and techniques from the models explored.

0702-661– Individual and Family Life Transitions Counseling (3) Application of adult development and life transitions theories to the practice of counseling adults and their families. Strategies and techniques for assessing and assisting adults and their families in initiating, understanding, coping with, and resolving major life transitions (i.e. loss, illness, career change, relationship change, etc.).

0702-638– Traineeship II (3) A Level II supervised experience in marriage and family therapy in an institutional setting under professional supervision. Prerequisite 0702-637.

0702-647– Group Leadership and Systems Consultation (3) An overview of the theories and practice of group counseling and consultation, with emphasis on cognitive-behavioral, problem solving, and psycho educational approaches. Students will conduct and critique group counseling sessions and design a workshop or therapeutic group for individuals or families. Course includes the application of group consultation and leadership skills within organizational settings, including schools and the workplace.

0702-690– Individual and Family Therapy and Counseling Research (2) An introduction to the process, methods, and research literature pertaining to counseling individuals and families. Application of basic research concepts (e.g. hypotheses, research questions, research design, sampling, instrumentation, data collection, and analysis) to individuals and family systems.

0702-683– Clinical Psychopharmacology (2) Course explores basic principles and applications of psychopharmacology in the mental health field. Students will survey principles of drug action and neurotransmitter systems in the nervous system and various classes of psychiatric drugs. Students also will investigate ethical and clinical issues facing Marriage and Family Therapists when psychopharmacological interventions are part of treatment.

0702-643– Career Counseling: Theory and Practice (2) Career counseling theory and applications. Focus on career planning, interest assessment, employment counseling,

vocational information resources, and use of technology, current trends, and implications for individual and family development.

0702-663– Later Life Counseling: Theory and Practice (1) An examination of the psychological, social, economic, and cultural dimensions of later life and the impact of cultural attitudes on individuals and their families. Includes counseling strategies for use with later life clients and their families.

0702-644– Spousal and Partner Abuse Assessment, Detection, and Intervention (1) A basic course to meet Board of Behavior Science requirements in spousal or partner abuse assessment, detection, and intervention strategies, including knowledge of community resources, cultural factors, and same gender abuse dynamics. Course covers analyses of patterns of emotional, physical, sexual and economic abuse and strategies for changing the cycle of violence.

DEPARTMENTAL PROCESS FOR DEFINING THE MFT CURRICULUM

The curriculum of the MFT Program is developed in three steps:

1. The MFT Program Coordinator develops a proposal for curriculum changes in consultation with other faculty. These changes are typically related to changing national or state licensing standards (i.e., BBS and NBCC) or to shifts in the marketplace as described earlier.
2. The CPY faculty reviews the proposal and suggests changes. Consultation with the Dean's office also occurs at this stage with respect to administrative changes that may be associated with the proposed change.
3. The entire CPY faculty meet to review, modify, and/or approve the proposed changes. The curriculum change is then brought before the School of Education Curriculum Committee for review and formal approval.

The process of curriculum *review* is ongoing. Faculty are expected to review and revise their syllabus for each course that they teach and to keep it updated. In addition, because we initiated a major curriculum revision, the MFT Program coordinating team scheduled a large group meeting with on-campus and off-campus faculty, including adjuncts, to explain the new program and to describe the changes that would be needed. The second half of the meeting involved small-group meetings with instructors teaching the same course. Additional meetings

for individual courses enabled instructors teaching the same course to share best practices and begin to develop collaborative relationships. The results of these meetings have varied—some course instructors have begun to work collaboratively, while others have not done so to the extent that we would like or have not participated at all. The next step in the process is to call these groups together again to develop a common core syllabus that is competency-based and sets down what every instructor must cover in a given course.

Curriculum review and strengthening is at the heart of what faculty should be doing. Now that some increased support for the MFT Program has been allocated in the form of the CPY Programs Coordinator position that was staffed last summer, we expect that many of the time-consuming administrative tasks performed by the MFT coordinating team on the Main Campus can be shifted and others can be shared.

FACULTY

PROFILES

COUNSELING PSYCHOLOGY FACULTY



Joan Avis, Ph.D.
Counseling psychology; adult development, life transitions counseling; life planning and consultation; personality; psychology of women.

Dr. Joan Avis, Professor, received her doctorate in Counseling Psychology from the University of California, Berkeley. She is a licensed psychologist and Coordinator of the MFT Program since Fall 2001. Prior to that she coordinated the Adult Development and Counseling Program (MFT) and the Life Transitions Counseling emphasis. Dr. Avis specializes in adult life transitions, women's development, life planning, and healthy aging. She conducts research, writes, and does public speaking and workshops in these areas. She is the co-author (with Dr. Susan Evans) of the book, *The women who broke all the rules: How the choices of a generation changed our lives*. She has two other books in process — one on young women and planning with Dr. Evans and the other on life transitions with Dr. Goodell. She has served on numerous School of Education, University, and Community committees during her tenure at USF.

Dr. Avis is the Director of the Siyan Ka'an Program that provides educational support (e.g., a yearly three-week summer program) and financial support (e.g., scholarships) to economically disadvantaged and marginalized Mayan youth with high potential in Tekit, Yucatan, Mexico. She also established Internet Café Ukum that provides computer literacy training and access to students in the community. Dr. Avis and Dr. Goodell are researching the impact of program interventions on the students' identity development and ability to formulate dreams and plans to achieve them.



Cori Bussolari, Psy.D.
Pediatric health psychology; bereavement; the relationship between chronic/terminal illness and family coping; the human-animal bond; complexity science as a framework for counseling.

Cori Bussolari, Psy.D. Doctorate in Counseling Psychology, USF. Cori's interests are pediatric health psychology; bereavement; the relationship between chronic/terminal illness and family coping; the human-animal bond; and complexity science as a framework for counseling. Cori is currently working on two research papers on a meta-analysis of research regarding adult coping and HIV, and the other is about stress-related growth factors and coping of parents caring for a child with chronic illness. She also assisted in designing and implementing an assessment instrument that measures student's treatment efficacy.



Elena Flores, Ph.D.
Latino Adolescent sexuality; family functioning and adolescent health risk behaviors; counseling Latino families; Latino family relations.

Elena Flores, Ph.D. Doctorate in Clinical Psychology from Wright Institute, Secondary Teaching Credential and MA in Sociology. Dr. Flores serves on the following USF committees: Chair, Joint Faculty Development Committee; Peer Review Committee (tenure and promotion); Administrative Services Credential Task Force; Search Committee, International and Multicultural Education Department; USF Committee on Children and Youth; Honorary Degree Committee. She was a speaker at the 3rd annual Dia de la Mujer Latina Banquet at USF on "Discovering Our Power: A Personal Latina Journey," Finally, involved in Ethnic Minority Faculty activities such as luncheons, workshops, and writing retreats.

In the community she serves as President of the Board of Directors for Instituto Familiar de la Raza in San Francisco, a community-based Latino mental health agency serving the Mission community. In addition, she consults with community based organizations on mental

health issues concerning the Latino community. For example, Dr. Flores recently conducted focus group questions and a community survey concerning domestic violence among Latino/a immigrants, analysis of data, written report and recommendations as part of a needs assessment for Legal Aid Society in San Jose, Research activity and publications. She serves as Co-investigator of a study on Relationship Dynamics and Condom Use to Prevent STD's Among Latino Adolescents funded by the National Institute of Health, Washington, D.C. Major publications are Marital Conflict and Acculturation Among Mexican American Husbands and Wives in Cultural Diversity and Ethnic Minority Psychology; Latina Adolescents: Predicting Intentions To Have Sex in Adolescence; Emotional distress, alcohol use, and peer violence among Mexican American and European American Adolescents in Journal of Adolescent Health; and Interparental Conflict and Risk Behaviors among Mexican American Adolescents: A Cognitive-Emotional Model in Journal of Abnormal Child Psychology.



Brian Gerrard, Ph.D.
Marital and family therapy; school-based family counseling;
cognitive-behavioral therapy; research methods; psychological
type; grief counseling; health psychology.

Dr. Brian Gerrard is Executive Director of the USF Center for Child and Family Development which sponsors a school outreach program called Mission Possible. Mission Possible places MFT trainees and interns in Bay area schools where they provide School-Based Family Counseling. Since 1984, Mission Possible has served more than 100 schools and 10,000 at-risk children and their families. The Center for Child and Family Development also serves the San Francisco community through its Family Counseling Center. Since 2003, the Center for Child and Family Development has co-sponsored the Oxford Symposium in School-Based Family Counseling, an invited residential international conference held each year at Oxford University.



Judy Goodell, Ed.D.

Adult development; life transitions and how people adapt to change; aging and eldership; the relationship between positive psychology and counseling/therapy; spiritual development across the life span; the application of indigenous wisdoms and cross-cultural methods to modern mental health and personal growth.

Judy Goodell, Ed.D. Dr. Goodell received her Ed.D. in Counseling Psychology from the University of San Francisco. She is a licensed MFT as well as a PPS credentialed school psychologist. At USF, she is a member of the following committees: GEAC, Curriculum Committee, USF Committee on Aging, and the USF Jesuit Commitment to Justice campus follow up group. Community service organizations include the Ed. Fund Board in West Contra Costa County (Board Member), Pachamama Alliance, and the Many Hands Program. She is a national facilitator for the Courage to Teach/Courage to Lead program and a member of the California Courage to Teach development team. Dr. Goodell was involved in community service with the Youth Workers in Northeast India project in January 2006, and also with the Real Choices San Quentin/community program for at risk youth in January and February of 2005. She is involved as an ongoing faculty participant in the Siyan Ka'an project for underserved Mayan youth in the Yucatan. She currently has a paper in press on Chaos Theory as a Framework for Counseling Clients in Life Transition. She is currently involved with colleagues in writing on the topic of spirituality in education. She and Dr. Avis are investigating the impact of Siyan Ka'an upon the acquisition of life dreams of Mayan youth. Further research and writing interests include life transitions, positive aging, and the continued application of chaos theory to life transitions processes.



Terence Patterson, Ed.D.

Ethical and professional issues in psychology; assessment and documentation of couples therapy; choice of theoretical orientation and clinical decision-making by practitioners; use of multimedia in professional activities.

Terence Patterson, Ed.D. Dr. Patterson received his doctorate in Counseling

Psychology at USF He is a Professor, licensed psychologist, and Diplomat of the American Board of Professional Psychology (family specialty). He is currently a member of the governing council of the Association for Family Therapy of Northern California and a past president of the Division of Family Psychology of the American Psychological Association. He is consulting editor of the *Family Psychologist*, a member of the editorial board of the *American Journal of Family Therapy*, and a regular reviewer for the *Journal of Family Psychology* and *Professional Psychology, Research & Practice*. He also consults and presents locally on ethics in family therapy, and is scheduled to present at conferences this year at the Center for Medical Investigation in Havana, Cuba on *Families and Adolescence*, and the American Psychological Association in New Orleans and the Association for Behavioral & Cognitive Therapy in Chicago on *Relational Diagnosis*. Selected recent publications include:

Patterson, T.E. (2006). Families in context: an essential aspect of school counseling in Yeh, Christine. *Handbook of School Counseling*.

Patterson, T.E. & Kaslow, F.W. (2006-in press). Relational diagnosis: A brief historical overview. *Journal of Family Psychology*.

Horseley, H., & Patterson, T. (2006) The Effects of a Parent Guidance Intervention on Communication among Adolescents who have Experienced the Sudden Death of a Sibling. *The American Journal of Family Therapy*. New York: Taylor & Francis.

Patterson, T.E. (2005). Guest Editor, Special Issue on Ethics. *The Family Psychologist*. Washington, DC: Division of Family Psychology, American Psychological Association.

Patterson, T.E. (2005). Cognitive-behavioral couple therapy in Harway, M. *Handbook of Couple Therapy*. New York: John Wiley & Sons.



Steven Zlutnick, Ph.D.

Behavioral therapy and behavioral health/medicine; single subject experimental research; accountable mental health systems; iatrogenic issues in education, psychology and medicine.

Dr. Zlutnick received his doctorate in Clinical Psychology at the University of Utah in 1972. He joined the faculty at USF in 1979 after serving as a tenured Associate Professor of Psychiatry and Family and Community Medicine, and Adjunct Associate Professor of Psychology at the University of Utah. He is currently Professor and Chairperson of the CPY Department, a position he has held for the past five years. He will relinquish that position at the end of the current semester. He is also an Allied Health Staff member of the Department of Psychiatry at California Pacific Medical Center in San Francisco.

Dr. Zlutnick is President of the Board of Directors of Children's Learning Center, and Director of the Behavior Therapy Center in San Francisco. The Children's Learning Center is a private, state of the art school for seriously emotionally disturbed children in Alameda, CA, and is a major referral source for most school districts in the East Bay.

Dr. Zlutnick spends much of his time writing, and has recently finished a book entitled, "Fathers and Sons: Creating Intimacy Between Men." He is currently working on a textbook in Clinical Behavioral Analysis, and a "how to" book on living as a single person. He was the coauthor, with Roger Katz, Ph.D., of the first book on behavioral medicine in 1975.

He is also a training consultant in behavior modification and therapy to individuals, institutions, schools and treatment centers. He maintains a small private practice in San Francisco as well.

Full curricula vitae for all CPY faculty members can be found in Appendix J.

DESCRIPTION AND RECENT HISTORY

Currently there are seven full-time positions in the department, five of which are tenure track. Three of the five tenure-track positions (Drs. Avis, Patterson, and Zlutnick) are held by full professors and two (Drs. Flores and Gerrard) by associate professors. One of the five tenure-track faculty members is Hispanic and next year an Asian faculty member will join the CPY department. The remaining two positions are faculty term appointments. Term appointees typically perform the roles of regular faculty, but teach more courses and are not expected to fulfill a research/professional writing agenda. They participate and vote in CPY faculty meetings. They have neither the job security nor the full benefits afforded by the tenure system, but are eligible to receive benefits.

One term position was added in 2001–2002 when Dr. Judith Goodell accepted the position previously held by Dr. Dan McPherson, now in the Associate Dean position of the SOE. Dr. Goodell has taught on the Main Campus since 1998; before that she taught in the Sacramento MFT Program. When Dr. Avis was on sabbatical in spring 2001, Dr. Goodell assumed coordinator responsibilities for the Adult Development and Counseling Program. She assisted the MFT Coordinator with the MFT Program in 2001-2002 and coordinated the Educational Counseling/PPS Program while Dr. Flores was on sabbatical in 2002-2003. Dr. Goodell returned to the MFT Program in 2003-2004. She has primary responsibility for traineeship as part of her teaching load and assists the coordinator with other MFT Program responsibilities.

The second faculty term position, to teach in and work with the MFT Program, was advertised in spring 2004. After a national search, Dr. Cori Bussolari was selected to fill that position through May 2006. She had previously been hired half-time in 2002-2003 to assist in the delivery of the MFT Program while Dr. Goodell filled in for Dr. Flores.

After a national search conducted in fall 2005, Dr. Christine Yeh was hired for the full-time, tenure-track position in CPY scheduled to begin in Fall 2006. The addition of Dr. Yeh will

bring the total number of full-time tenure-track faculty on the Main Campus to six and the total of full-time faculty to eight with the term appointments included. Dr. Yeh will be teaching two 2-unit research courses in the MFT Program in 2006–2007. Since Dr. Yeh comes to us with a research grant that buys out the majority of her teaching load for the next two years, the Dean has approved a two-year faculty term position to assist the MFT Program with teaching for the next two years; this position will replace one of the term positions we have currently.

ADJUNCT FACULTY

In addition to full-time tenured faculty and full-time term appointments, the MFT Program in San Francisco uses well-qualified adjunct faculty to teach courses. All adjunct faculty members must apply before they are hired and supply a letter of intent, a résumé, and three letters of recommendation. All new adjunct faculty attend the SOE Orientation for part-time faculty offered each year. Program Coordinators or other faculty members mentor adjunct faculty during their first semester at USF. If the student evaluations administered each semester at the end of their first course are not at an acceptable level, the adjunct faculty member may be given feedback and support to strengthen his or her teaching or may not be rehired.

Adjunct faculty who have taught courses effectively over a period of time may apply to become members of the Preferred Hiring Pool, which gives them the right of first refusal for available courses that they have taught as well as access to other benefits such as health and tuition remission. Dr. Maureen Adams is a member of the Preferred Hiring Pool and another adjunct has applied for inclusion this spring. The curricula vitae of a sample of our adjunct faculty members can be found in Appendix K.

The number of courses taught by adjuncts varies over each semester and depends on sabbatical leaves, full-time tenure-track faculty loads, and the number of courses taught by two-term faculty. In summer 2002 adjuncts taught eight MFT courses; in fall and spring 2002–2003 adjuncts taught two courses each semester. Adjuncts taught four courses in fall 2003; nine in spring 2004, 10 in summer 2004, six in fall 2004, 14 in spring 2005 (while two faculty members

were on sabbatical), 15 in summer 2005, six in fall 2005, and seven in spring 2006. The projected number of adjuncts needed to staff summer courses in 2006 is 15.

Our adjunct faculty are excellent teachers who bring a breath of professional experience to the program. Most are practicing therapists, many direct community mental health agencies or programs in the area, and some are engaged in research and professional writing as well.

FACULTY TEACHING LOAD

Teaching load is determined by contract, with specific responsibilities for each academic year decided in an individual meeting between each faculty member and the SOE Deans. Prior to that meeting, each faculty member prepares an Academic Contract Plan (ACP) in which he or she describes past accomplishments and future goals. Faculty have the responsibility to teach five courses or their equivalent each semester. With course release time for advising (one course per semester), research (one course per semester), and some form of administrative role such as Department Chair or Program Coordinator (one course per semester), the course load usually involves two to three courses per semester for each faculty member.

Term appointments typically teach three or four courses per semester. They are also eligible to receive course equivalence for advising, assisting in program delivery, or carrying out specifically defined program tasks. Reductions in load are also given to new faculty as a way to help integrate them into the department, and on occasion, faculty who are up for promotion and have been active in service, etc., are given a reduction in teaching load to assist and support them while they prepare.

Because the MFT Program provides an integrated education designed to prepare MA-level marriage and family therapists, CPY faculty and adjuncts are expected to devote significant attention to their teaching. In addition, full-time tenure-track faculty are expected to be engaged as scholars in a program of research and professional writing. Finally, full-time faculty are expected to provide service to the CPY Department, the School of Education, the University, and the community. CPY faculty members' curricula vitae are in Appendix J. University

guidelines for promotion and tenure are described in the University-Faculty Association contract (see Appendix L).

TEACHING EFFECTIVENESS.

The most recent results of student ratings of faculty in the CPY, School of Education, University of San Francisco, and average national rankings are shown below. According to the Survey of Student Opinion of Instruction conducted by SUMMA Information Systems, Inc. (see Appendix M), the CPY faculty performed better on all but one item than every other department in the School of Education and the University as a whole. Further, the CPY Department scored higher than the overall national score on each of the items. Ratings are made on a Likert scale of 1–5, with 5 the highest score possible.

Student Responses for the SUMMA Survey

5 point scale, 5=Strongly Agree, 1=strongly disagree	CPY	SOE	USF	National
The clarity and audibility of the instructor's speech are excellent	4.62	4.68	4.53	4.45
The content of the assignments contributes to my understanding of the subject	4.58	4.48	4.36	4.31
The requirements of the course, (project, papers, exams, etc) were explained adequately	4.53	4.37	4.32	4.32
The instructor's presentation often causes me to think in depth about this subject	4.48	4.35	4.19	4.09
The instructor has adequate means for evaluating my learning	4.52	4.43	4.27	4.22
The methods being used for evaluating my work (such as tests, projects etc.) are reasonable	4.52	4.42	4.27	4.24
Adequate opportunities are provided by the instructor for me to ask questions	4.64	4.62	4.54	4.48
The instructor is teaching the course material or skills clearly.	4.54	4.45	4.32	4.27
The instructor seems to be well prepared	4.62	4.57	4.51	4.42
The instructor seems to care about my learning	4.63	4.61	4.44	4.37
The course appears to have been carefully planned	4.54	4.48	4.41	4.30
Course objectives are being achieved	4.53	4.47	4.36	4.31
During the term, I looked forward to attending the class	4.31	4.15	3.91	3.83
Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses	4.42	4.29	4.13	4.11

Course objectives have been expressed clearly	4.55	4.45	4.33	4.30
The instructor demonstrates a personal commitment to high standards of professional competence	4.64	4.61	4.49	4.40
The instructor provides useful feedback on student progress (identifying strengths & weaknesses)	4.33	4.30	4.13	4.06
In this course, I am learning much	4.49	4.37	4.28	4.18
The out-of-class assignments are challenging	4.41	4.39	4.25	4.12
The instructor supervises and helps in new experiences without taking over	4.43	4.37	4.24	4.16
The instructor relates underlying theory to practice	4.54	4.45	4.34	4.25
Overall, I rate this instructor a good teacher	4.53	4.49	4.40	4.38

The high evaluations of faculty teaching indicate that we have realized our goal of excellence in teaching. Faculty members consider effective teaching their primary responsibility in a graduate program that emphasizes both theory and practical skill acquisition. The majority of our full-time and adjunct faculty are practicing psychologists and/or marriage and family therapists, so they have strong skills in integrating academic learning with applied material. We are justifiably proud of this accomplishment and will seek to maintain excellence in the future.

DEPARTMENTAL GOVERNANCE

THE MFT PROGRAM IN THE CONTEXT OF CPY

The CPY Department offers two programs that lead to the M.A. in Counseling Psychology: the Marriage and Family Therapy (MFT) emphasis and the Educational Psychology emphasis with a Pupil Personnel Services (PPS) credential. All faculty teach in the MFT Program, and a few teach in both. The MFT degree and curriculum is defined broadly by guidelines set forth by the State of California Board of Behavioral Examiners. Similarly, the PPS credential criteria are defined by the California Commission on Teacher Credentialing.

Programs are headed by a faculty member designated as the Program Coordinator. The MFT Program is currently coordinated by Dr. Joan Avis and the PPS Program is coordinated by Dr. Terence Patterson. The new CPY Programs Coordinator position is currently filled by Maggie Krier, M.A. In addition, two other faculty members, Dr. Judith Goodell and Dr. Cori Bussolari, receive units to assist in coordinating the MFT Program. The CPY Department also has a chairperson.

The Program Coordinators are responsible for the academic and administrative management of their programs, with assistance from other faculty as needed or as defined by load agreements with the Dean's Office. The MFT Program Coordinator is also responsible for the academic delivery of the MFT Programs at the regional campuses. Since summer 2005, the MFT and Educational Counseling Programs are supported by the addition of the CPY Programs Coordinator, whose description of duties is included under Staff Resources. Both Main Campus programs have student liaisons who receive partial tuition credit through the Graduate Merit Program.

Department meetings address both short- and long-term issues involving both programs, including current and future course offerings, sabbatical leaves, transitions in departmental leadership, allocation of merit scholars, and other CPY, SOE, or University issues. The CPY faculty as a whole makes major curriculum and programmatic decisions. The MFT Program

Coordinators make decisions on all other matters in consultation with the Associate Dean and CPY faculty as needed. The entire faculty meets at least once a month, with smaller ad hoc committees meeting as needed. The MFT Coordinators and assistants meet more frequently—usually weekly or biweekly, or as needed.

The USF Faculty Association is unionized and operates according to a collective bargaining agreement. Because of this structure, department chairpersons do not operate in the traditional manner. Chairpersons have considerable responsibility, but their authority is limited by contractual arrangements. They provide input at bimonthly Chairs' meetings with the Deans of the SOE. The bulk of the Chair's role is overseeing the day-to-day management of the department, such as transmitting information among the faculty and staff, dealing with crises involving students, faculty, or the administration, reviewing budgetary decisions (such as funds available for films, special speakers, etc.), heading faculty searches, chairing faculty meetings, and serving as liaison/mediator when difficulties arise. The position of Chair normally rotates alphabetically through the CPY faculty every two years. Dr. Zlutnick is currently finishing his fifth year as Chair. In June 2006, Dr. Brian Gerrard will assume the duties of Chairperson.

PROGRAM MANAGEMENT AND COORDINATOR RESPONSIBILITIES

Three faculty members perform coordination tasks in the MFT Program. Dr. Joan Avis is the coordinator, and Dr. Judy Goodell and Dr. Cori Bussolari are assistant coordinators. Each has a one course equivalent waived from their teaching load per semester for coordination. The coordinators work collaboratively and meet regularly around overall program issues; additional meetings occur individually and collectively with the administrative assistant to the program and the Graduate Student Liaison (GSL). All three coordinators participate in personal and telephone interviews with prospective students and in multiple University and School of Education open houses designed to market the program. Other tasks are assigned individually and the assistant coordinators manage their specific areas of responsibility in consultation with Dr. Avis; many responsibilities are shared among them.

Dr. Avis is responsible for the overall coordination of the MFT Program, which includes decision making and problem solving in consultation with coordinators and staff. She has responsibility for the academic aspects of program delivery at the four Regional MFT Program sites, serves as the primary representative and advocate for the program to the SOE administration, and represents the MFT Program externally. She is responsible for a) preparing recruitment materials and descriptions of the program for USF publications, b) first readings of prospective student applications and final admissions decisions, c) addressing and resolving MFT issues between and among faculty, adjunct faculty, and students, d) reviewing prospective adjuncts' materials and recommendations for teaching, e) developing and implementing plans for program development, and f) responding to requests for information from external agencies.

Dr. Goodell is responsible for second readings and interviews of prospective students. Her primary area of responsibility is for traineeship. Traineeship responsibilities essentially fall into three categories: a) assisting students in identifying and securing traineeship sites and troubleshooting existing problems involving students, supervisors, and agencies, b) regularly updating all manuals and procedures for monitoring traineeship information , c) facilitating meetings with students to guide them in the use of manuals, papers and forms, as well as to prepare them for finding a traineeship placement, and d) interfacing with community agency site directors to develop, maintain, and evaluate training sites. Dr. Goodell actively participates in program planning and implementation for both Main Campus and Regional campuses.

Dr. Bussolari also is responsible for second readings and interviews of prospective students as requested. She has responsibility, with Dr. Avis and Maggie Krier, for developing fall, spring, and summer schedules and securing faculty to teach courses. She also works closely with the Graduate Student Liaison to plan and deliver Forums and with the MFT student and faculty websites. In addition, Dr. Bussolari assists Dr. Avis with overflow and specific projects in the areas of her responsibility as outlined above and participates in program planning and implementation for both the Main Campus and the Regional campuses.

FUTURE FACULTY RECRUITMENT

Like many other departments in the School of Education, the CPY full-time faculty consists mostly of full and associate professors. All five of the tenured faculty members are between 50 and 60 years old. Thus, the MFT Program likely will be affected by faculty retirement within the next three to six years. This is a serious concern that has major implications for the MFT Program and must be addressed by transition planning in the CPY Department. The tenure track position filled this spring is at the assistant professor level, so one faculty member will be in this category next year. Additional full-time tenure track faculty are needed to invigorate the department and to ensure continuity in the delivery of the MFT Program as responsibilities change and faculty leave for sabbaticals or retirement.

Currently there are no guarantees that positions within a department will be retained after attrition; a position made vacant by retirement, death, or other life transition could be reallocated to another department or college within the University. If the University allocates the position to the Dean of the SOE, the position will not necessarily go back to the department it came from. While the decision is ultimately an administrative one, last year the Dean requested input from the SOE Department Chairs and allocated an available position to one department based on the vote of the Chairs. How this new process will work out is unknown. Concerns are that departments could gain faculty by a variety of factors unrelated to program growth or program maintenance. Under any circumstances, this uncertainty affects department and program planning.

As shown in the table below, the MFT Program has relied heavily on term appointments and adjunct faculty; five tenure-track faculty are not sufficient to teach the number of courses and sections needed to insure a quality educational experience for our students. While enrollment has doubled since the new program started, the need for additional faculty has continued. Of greater concern, the number of courses taught by non-tenure-track faculty has increased since we began requesting additional support in 2002. Fortunately, our faculty

members in the two term positions currently allocated have provided outstanding service and leadership in both teaching and assisting in MFT Program coordination. Unfortunately, term positions are not secure positions, and creative solutions are needed to provide greater stability.

Adjunct & Term Appointment Teaching Load	Semester	Adjunct	Judy Goodell	Cori Bussolari
Summer 2002 - 11 non-tenure track faculty classes taught		8	2	1
Fall 2002 - 6 non-tenure track faculty classes taught		2	2	2
Spring 2003 - 5 non-tenure track faculty classes taught		2	1	2
Summer 2003 - 11 non-tenure track faculty classes taught		8	1	2
Fall 2003 - 7 non-tenure track faculty classes taught		4	3	
Spring 2004 - 12 non-tenure track faculty classes taught		9	3	
Summer 2004 - 14 non-tenure track faculty classes taught		10	3	1
Fall 2004 - 14 non-tenure track faculty classes taught		6	3	5
Spring 2005 - 20 non-tenure track faculty classes taught		14	3	3
Summer 2005 - 18 non-tenure track faculty classes taught		15	1	2
Fall 2005 - 13 non-tenure track faculty classes taught		6	3	4
Spring 2006 - 14 non-tenure track faculty classes taught		7	3	4

The projected needs for summer 2006, fall 2006, and spring 2007 are as follows:

Semester	Adjunct	Goodell	Bussolari
Summer 2006	15	2	1
Fall 2006	7	3	3
Spring 2007	7	3	4

The addition of a new faculty member will decrease the number of adjunct faculty needed for spring by either one or two, depending on when she will teach two of the three 2-unit research course sections that we offer (2 in spring, 1 in summer). Of note, also, is the number of courses projected to be taught by the two term faculty. Clearly there is an ongoing need for additional faculty members in the MFT Program alone, based on the adjunct faculty and term appointment data. Efforts will continue to secure at least one additional assistant professor-level faculty position for a candidate with teaching and clinical experience in marriage and family therapy.

STUDENTS

DEMOGRAPHIC INFORMATION

Gender

As shown in the table below (MFT Student Demographics), approximately 80% of our students are female, which is consistent with gender trends in the field.

Ethnicity

Nearly half of the currently enrolled students are persons of color, and the rest are Caucasian. In keeping with the University's mission of building and sustaining a diverse student body as well as impacting inequities through education, the MFT Program Coordinators have worked hard to recruit and retain an ethnically diverse student population who will contribute to serving the mental health needs of an increasingly diverse society. The percentages reflect our substantial success in this area: 42% of the students are persons of color. Future efforts will be targeted toward attracting more qualified African American students to our program, as their current number is low relative to their presence in the general population.

Age

The average age of our students is 29. Forty-two of our students, or 36%, are over the age of 30. The MFT Program describes itself as strong in teaching adult learners, as welcoming to second-career professionals who want to make a career shift to a service-oriented profession, and as committed to incorporating students of all ages with diverse life experiences in the classroom environment. Several years ago we graduated a 91-year-old student who went on to work with later-life adults before she passed away. Graduating adult learners with strong service interests is an important aspect of our MFT Program and consonant with the University's mission.

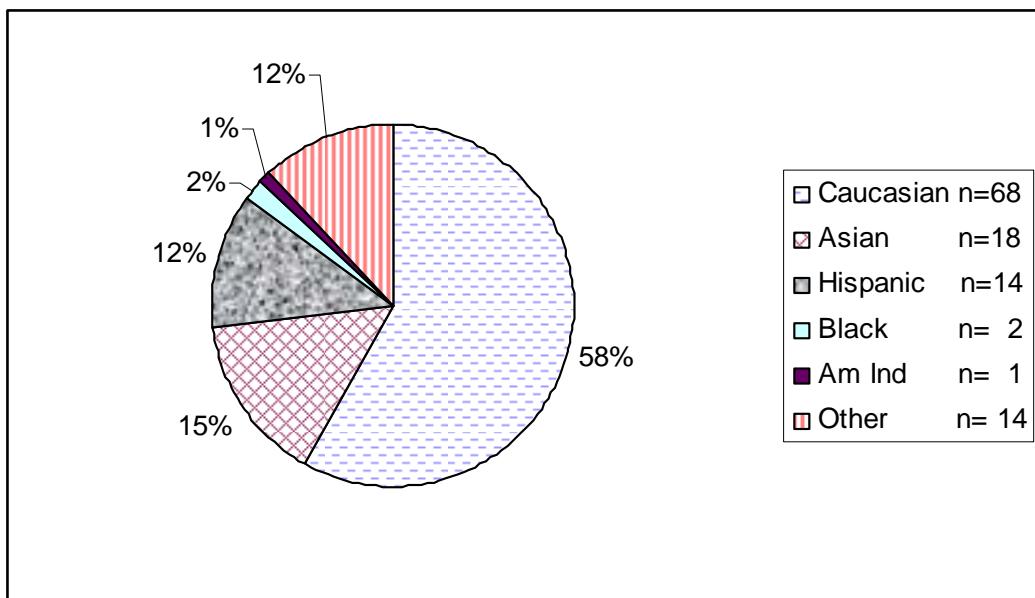
MFT Student Demographics

Main Campus (n=117)		
Gender		
Male	24	21%
Female	93	79%
Ethnicity*		
Caucasian	68	58%
Asian	18	42%
Hispanic	14	
Black	2	
American Indian	1	
Other	14	
Age Range		
24 & younger	33	Average age 29
25-29	42	
30-34	23	
35-39	11	
40-44	1	
45-49	2	
50 and above	5	

* While the University uses many different designations, the Student Information System categories are used here as the data were obtained from this source.

The graphic representation below shows the specific breakdown of students by ethnicity.

MFT Student Distribution by Ethnicity



SURVEY INFORMATION FOR CURRENT STUDENT AND ALUMNI SURVEYS

Survey Descriptions

Two surveys were developed in four general sections to obtain information from current students and from alumni. The first section asked for demographic information: year of entering program, gender, age, and ethnicity. The Current Student Survey also asked why the students chose to enter the MFT Program and where they were doing their traineeships, if applicable. The Alumni Survey asked where the respondents had done their traineeships, where they had done (or were doing) their internships, whether they were currently employed, and if they were enrolled in a doctoral program. (See Appendix N)

The second survey section consisted of four open-ended questions designed to assess (a) perceived strengths of the MFT Program, (b) perceived areas for improvement, (c) most *professionally* beneficial aspects of the MFT Program, and (d) most *personally* beneficial aspects. The Alumni Survey included three additional open-ended questions. The first stated: "The CPY Program is committed to graduating students who will fashion a more humane and just world. Please provide a brief example from work or some activity of how you have made such a difference." The second asked if they were members of the USF Alumni Association and, if not, why not. The third asked graduates to compare their training at USF to that of other professionals in the field.

The third survey section asked respondents to rate the extent to which MFT Program goals are being (or were) achieved on a 5-point Likert scale with points labeled as Excellent, Very good/Above average, Average, Below average, and Poor. The section includes the overall goal of program preparation to address current and emergent mental health needs of children, adults, and families. The remaining five items rated the extent to which the five perspectives—lifespan development; problem-solving, goal-oriented perspective; multicultural perspective; family systems perspective, and social justice perspective—are being (or were) addressed in their MFT Program. Current students were asked to use the same scale to rate the quality of

their interactions with staff and administrators as well as the SOE facilities and food services.

Alumni additionally were asked to rate their overall satisfaction with the program.

The fourth survey section asked respondents to rate the extent to which they agreed or disagreed with a list of statements about the MFT Program. There were 31 statements for current students and 40 statements for alumni. General categories for both the Current Student Survey and the Alumni Survey included faculty, courses and content, program features, traineeship, and overall program assessment. In addition, alumni survey respondents were given statements in an additional category, professional self-assessment. The Current Student Survey and the Alumni Survey can be found in Appendix N.

Survey Preparation, Populations, and Data Collection

Dr. Zlutnick and Dr. Avis wrote new survey items and reviewed and adapted survey items from previous assessments. The surveys were prepared and distributed by Maggie Krier. Ms. Krier compiled data from the returned surveys in consultation with faculty.

The Current Student Surveys were completed by three groups: first-semester students who entered the program in fall 2005, second-year students who entered the program in fall 2004, and second-year students who entered the program in spring 2005. Because of the dates when the surveys were administered, students recently admitted to the MFT Program in spring 2006 did not complete surveys. Since they had just started the program, it was decided that they did not have sufficient experience with the program to answer the questions.

The Current Student Surveys were distributed to current students in their classes shortly before the end of the semester in December 2005. Students who were absent from their classes or did not complete surveys for other reasons were not contacted a second time. Because the surveys were anonymous, there was no way to determine who had returned one and who had not.

The Alumni Surveys were mailed to all students who had completed the MFT Program within the last two years (2004 and 2005. i.e., those who began their studies in spring and fall of

2002 and 2003). A new policy for the protection of student information with USF Advancement Services created an initial challenge in sending out the alumni surveys. Instead of directly mailing the surveys from the CPY Department, we had to give Advancement Services the surveys to mail out. As a result, Ms. Krier did not know who was on the initial mailing list. Further, she had no way of tracking from whom we received information because the surveys were anonymous. Consequently, Advancement Services had to send out the second round of surveys to everyone on the list, and we had to inform the recipients to discard the survey if they had already returned one. While it may have been possible for individuals to complete and submit a second survey, it is highly unlikely that they would have had sufficient motivation to do so.

Two additional survey challenges emerged once the surveys were returned. First, the item assessing the extent to which the family systems perspective was realized was omitted inadvertently from the survey. A related item, however, can assist us in assessing the extent to which the program has been effective in this area. The first item relating to the current and emergent mental health needs of children, adults, and families seemed a reasonable, although not perfect, substitute for assessing the missing item. Second, the alumni survey respondents included large number of individuals who graduated prior to the implementation of the new program. In addition, some respondents began the many program years before, but actually graduated in the years we had targeted for the survey. Clearly our lack of control over defining the actual population to whom the survey was sent affected the data we received. That said, we present those data with these reservations and cautions in mind.

CURRENT STUDENT SURVEY

The Current Student Survey was completed and returned by 74 students on the Main Campus. (See Appendix O). Thirty five first year students completed the survey and thirty six second year students completed the survey (fall 2004 admits =22 and spring 2005 admits=14). Spring 2006 were not given the opportunity to complete the surveys as they had just begun the

program. About half of the students who completed the survey were in the first semester of the program.

Demographics

Of those who completed the survey, 59 were females and 15 were males. Their average age was 29, with the largest groups between 25 and 29 (n=26), 21 and 24 (n=22), and 30 to 34 (n=11). Their ethnicity was primarily white non-Hispanic (n=44), with 12 Asians, 11 Latino/Hispanics, 1 Black Non Hispanic, and 1 Pacific Islander, 1 Filipino, and two multiethnic students participating in the survey. They indicated that their most important reasons for choosing to attend the MFT Program were, in order of frequency, its geographic location, the program's reputation, its presence in a Jesuit institution, and course scheduling.

Assessment of Program Goals

The majority of the current students who completed the survey (85%, n=63) indicated that the goal of preparing them to address current and emergent mental health needs of children, adults, and families was being met; 86% felt the lifespan development goal was being met; 82%, the problem solving, goal-oriented, cognitive-behavioral skills goal was being met; and 78% felt the multicultural perspective was being met. Fifty-one of the current students (78%) felt the social justice perspective was being met. Since half of the students were in their first semester, it may be that they have not had sufficient exposure to courses to fully assess whether the goals are being met, as future courses add sequentially to learning in earlier courses. In sum, the program goals results show that the program is achieving its goals to date in that more than two-thirds of the current students rated the program as very good or excellent on all five items.

Assessment of Program Goals

Survey Item: The MFT Program is.....	Excellent*	Neutral	Poor**	Total Item N
Preparing me to address the current and emergent mental health needs of children, adults and families.	85% (63)	14% (10)	1% (1)	74
Giving me the ability to apply lifespan development to my work with clients.	86% (63)	13% (9)	1% (1)	73
Teaching me useful cognitive-behavioral therapy, problem-solving, and goal-oriented skills.	82% (60)	18% (13)	0% (0)	73
Preparing me to work with diverse, multicultural and/or underserved populations.	78% (58)	12% (9)	10% (7)	74
Strengthening my commitment to social justice and social responsibility.	67% (51)	26% (18)	7% (5)	74

* Excellent = combined responses ranked 5 or 4 on 5-point scale.

**Poor = combined responses ranked 1 or 2 on 5-point scale.

Overall program assessment

A very high percentage of the students surveyed (92%, n=66) indicate that they would recommend the program to others and 86% rated their overall experience as very good to excellent. The majority (86%, n=63) felt the program was stimulating them to gain further education and 79% reported that it was stimulating their interest in working with underserved populations. From these data we conclude that our students perceive their experiences in the program as beneficial and positive.

Overall Program Assessment

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Rate your overall experience at USF	86% (64)	14% (10)	0% (0)	74
Would recommend the program at USF to someone else.	92% (66)	7% (5)	1% (1)	72
Program stimulated interest in furthering my education.	87% (63)	12% (8)	1% (1)	72
Program stimulated interest in working with underserved populations.	79% (58)	14% (10)	7% (5)	73

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Faculty

The highest ratings in the current student survey were in response to the items directly assessing the MFT faculty. All of the students (97%, n=71), with the exception of two who marked neutral, indicated that the MFT faculty were interested in their welfare and professional development. A very high percentage (95%, n=70) said that they strongly agreed or agreed that the faculty were helpful and supportive. Further, the student's assessments of the faculty's

encouragement of different points of view, (93%), support for them (93%), quality of teaching (92%), and respect for them (95%) were uniformly high. Faculty advising was rated as somewhat lower than the other items (79%, n=56), but still with the majority viewing this in the strongly agree-agree range; this may be associated with half of the students in their first semester who may not have had sufficient opportunities to seek advice. In sum, the contribution of the faculty to creating a learning climate conducive to student learning and growth are clearly demonstrated. The other items relating to faculty performance also consistently support these conclusions.

Faculty

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Faculty are helpful and sensitive to student needs.	95% (70)	4% (3)	1% (1)	74
Faculty provide feedback about my progress in courses.	84% (61)	13% (10)	3% (2)	73
Faculty encourage different points of view in class.	93% (69)	5% (4)	1% (1)	74
Faculty provide constructive feedback.	89% (65)	11% (8)	0% (0)	73
Faculty are supportive.	95% (70)	5% (4)	0% (0)	74
The quality of teaching is high.	92% (68)	8% (6)	0% (0)	74
Faculty advising is sufficient for my needs.	79% (56)	17% (12)	4% (3)	71
Faculty are easily accessible.	89% (66)	7% (5)	4% (3)	74
Faculty and students are mutually respectful.	95% (69)	5% (4)	0% (0)	73
Faculty are interested in student welfare and professional development.	97% (72)	3% (2)	0% (0)	74
Faculty are knowledgeable about current practices.	97% (71)	3% (2)	0% (0)	73
Faculty use a variety of teaching techniques.	88% (65)	12% (9)	0% (0)	74

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Students

Consistent with the results related to the faculty items, the students strongly agree that a climate to promote student learning has been created in the MFT Program. They feel it has promoted their personal growth (91%. N=67) and their professional growth, (92%, n=67). They feel their needs, concerns, and suggestions are respected (91%), that students respect each others

views (93%), and that the MFT student community is supportive (82%). These high percentages reflect very favorably on both the quality of our MFT faculty and the quality of the students admitted into the program.

Students

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Student needs, concerns & suggestions are respected.	91% (67)	4% (3)	5% (4)	74
The Program has contributed to my personal growth.	91% (67)	6% (5)	3% (2)	74
The Program has a supportive student community.	82% (60)	16% (12)	1% (1)	73
The Program has contributed to my professional growth.	92% (67)	3% (2)	5% (4)	73
Students are respectful of each other's opinions.	93% (68)	7% (5)	0% (0)	73

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Curriculum

Current student assessments of the curriculum also are highly rated. Students perceive the material as current (88%, n=65), as presented in depth (82%, n=61), as relevant to program goals (91%, n=67), as stimulating (81%, n=60), and as preparing them for their future profession (89%, n=66). Since half of these assessments were made by students in their first semester and half in their second year, it appears that the positive views of the curriculum overall are sustained across the program. While strengthening of the curriculum is an ongoing program objective, it is particularly encouraging to see that current students perceive the curriculum as very related to what we say we want our students to learn.

Curriculum

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Courses present up-to-date material.	88% (65)	11% (8)	1% (1)	82%/7 4
Course subject matter is presented in depth.	82% (61)	15% (11)	3% (2)	74
Coursework is relevant to meeting program goals.	91% (67)	8% (6)	1% (1)	74
The intellectual climate of classes is stimulating.	81% (60)	16% (12)	3% (2)	74
The current curriculum is preparing me to become a competent professional.	89% (66)	7% (5)	4% (3)	74

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Traineeship

The traineeship items were completed only by the second year students (n=39). Three of the four items refer to the traineeship sites where these students are completing their field experience. A vast majority felt that their traineeship experience was a good learning experience, with 87% stating that they agreed or strong agreed with this statement. They evaluated their site supervision as good (87%) and their on-campus supervision similarly (80%). On the other hand, while 28 of the 39 students agreed or strongly agreed that their traineeship was congruent with their coursework, the other respondents were neutral or disagreed. Given the assumption of diverse theoretical orientations of therapists and traineeship sites, it is encouraging that most of our students perceive congruence and feel that their learning and supervision is valuable and positive. Over time, our expectation is that the number of students who perceive a good fit between their coursework and traineeship will increase as our process of identifying sites supportive of our program goals proceeds.

Traineeship

Survey Item	Agree*	Neutral	Disagree**	Total *** Item N
My traineeship is a good learning experience.	87% (34)	5% (2)	8% (3)	39
My traineeship site supervision is effective.	82% (32)	10% (4)	8% (3)	39
My on-campus traineeship supervision is effective.	80% (31)	10% (4)	10% (4)	39
My traineeship experience is congruent with my coursework.	72% (28)	13% (5)	15% (6)	39

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

**** Total number responses lower because only second year students are in traineeships.

The students' assessments of the physical learning environment matches our own. While more "smart classrooms" are needed from the faculty's perspective, two-thirds of the students view the classroom facilities as above average or excellent (67%, n=50). Food services is the only item on the entire survey that falls below 50% in terms of perceiving the services as above average or excellent. Fifty-three percent feel that the places for students to meet are adequate. While it not known what they may want, the only space available for

students to gather is Club Ed, where the food services concession is located; it can be noisy and it is not set up as a lounge environment. In addition, the only large-enough space to hold our MFT Forums (Rm 119), is too small to accommodate all of our students at the same time. The space is located in the middle of office space, the acoustics are bad, it is difficult to bring equipment into the area, and there are not enough chairs.

FACILITIES

Survey Item	Excellent*	Neutral	Poor**	Total Item N
Classroom facilities are adequate.	67% (50)	22% (16)	11% (8)	74
Food services are adequate.	46% (34)	35% (26)	19% (14)	74
Places for students to meet are adequate.	53% (39)	30% (22)	17% (13)	74

* Excellent = combined responses ranked 5 or 4 on 5-point scale.

**Poor = combined responses ranked 1 or 2 on 5-point scale.

In terms of the administration of the program, 52 students felt they had received adequate assessment of their progress (70%). The result may reflect the fact that half of the students were in their first semester, had not received their final grades, and had not yet been reviewed by their first semester faculty for removal of their conditional status to unconditional. Most students felt that their interactions with staff and administration were positive (88%) and that the program was sufficiently flexible to meet their needs (85%). We interpret these percentages as high. Given that most students make special requests of staff and administrators when they need exceptions to policies or have special needs, this suggests that our students are treated respectfully when such are expressed, whether they can be accommodated or not.

Administration

Survey Item	Agree*	Neutral	Disagree**	Total Item N
The Program provides assessment of my progress.	70% (52)	19% (14)	11% (8)	74
The Program has adequate flexibility to meet student needs.	85% (62)	7% (5)	8% (6)	73
My interactions with University staff and administration have been positive.	88% (65)	11% (8)	1% (1)	74

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

In addition to the scaled items on the survey, four open-ended questions were asked. The first related to current students perceptions of program strengths. The main strengths noted are small class sizes, opportunity to be a part of a cohort, the quality of instruction, and scheduling flexibility to meet students' needs. The students said that they value having the opportunity to work while going to school during the first year. They appreciate not having to worry about getting the classes they need and knowing they can complete the program in two years. The students also feel the faculty are knowledgeable, personable, supportive, and accessible. For a complete review of the comments, see Appendix O.

In terms of the question on the most beneficial aspects of the program for the students *professionally*, they mentioned most frequently having the opportunity to learn theory and to practice techniques "hand on" in classes and in their traineeships. Also frequently mentioned was the help and support they are receiving from faculty and staff related to traineeship. They feel that having faculty contact and support, access to resources, networks, and connections with alumni through the forums, along with USF's reputation, will all serve them well in the future. Having the opportunity to share their own life experiences and integrate them into their education was considered beneficial, as well as knowing that what they are learning in their classes will help them understand theory and practice and also help them to become competent professionals. Finally, some mentioned the value of understanding how to work with diversity—from age to gender, to ethnicity—as important.

The most significant and frequently mentioned response to the *personal* benefits of the program is the opportunity to explore their personal development and challenge themselves to grow further through reflection and self exploration. Many mentioned their satisfaction with being in a graduate program that will enable them to reach their life goals. Many commented on the support, availability, and interaction with faculty as particularly beneficial to them personally. They also mentioned their interactions with their peers, their appreciation of the diversity present in their group, and the support they were receiving from peers as significant. Finally, many

commented on the benefits of the program itself—its design, its theoretical perspectives, and the structure of the schedule---that were facilitating their being able to get the educational experience that they wanted for themselves.

Finally, the survey queried their open-ended responses of the areas in need of improvement. Some students wanted more schedule flexibility (i.e., more day classes, more night classes) and indicated they would prefer to not attend school in the summer. Some students feel the forums should not be mandatory and should be more stimulating or helpful. In the area of curriculum others said they want to learn a greater variety of theoretical perspectives, while others would like a more challenging course of study and more on cross-cultural counseling. A few mentioned the need for more diversity in faculty, staff and students, as well as more multicultural information in general. The students want progress reports more often. Many feel they need more help in finding a traineeship or getting advice. Not surprisingly, some mentioned that the tuition is too high and parking was difficult. Cleaner bathrooms was mentioned by some. Finally, several indicated that they would like to have electives and also wished that we had a doctoral program so they could continue at USF.

In sum, the comments to the open-ended questions were very positive and consistent with the goals of the MFT Program. In some instances, what was perceived as a strength or benefit by some students was perceived as an area for improvement by others, such as support for traineeship, value of forum speakers, and scheduling. Areas mentioned for strengthening were ones we also have identified or are ones over which the program has no control.

ALUMNI SURVEY (MAIN CAMPUS)

The alumni survey was completed and returned by 36 students from the Main Campus who initially entered the MFT Program between 1995 and 2004. (See Appendix P.) We intended to survey only those students who entered the MFT Program in or after fall 2002, when our new program went into effect. Only 22 of the 36 alumni participating in the survey started the revised program after fall 2002; therefore, 38% of the respondents were part of the former

MFT Program rather than the one reviewed in this report. Thus, responses to the survey do not reflect the separate effects of participation in the revised program.

Alumni respondents were primarily female (80%), ranging in age from 24 to 44 (mean age was 31). Alumni also described themselves as White Non-Hispanic (66.7%), Latino/Hispanic (13.9%), Asian (11.1%), Black Non-Hispanic (5.6%), and Other (2.8%). Alumni had done their traineeship and internships in a variety of placements, including community mental health agencies, school-based centers, forensic facilities, in- or out-patient rehabilitation centers, homeless programs, private practice, hospitals, and older-adult facilities. Sixty-two percent of respondents indicated that they were employed, and 77.8% were registered MFT interns. We are not able to discern how many are both employed *and* interns or employed as interns. Another 16.2% of the alumni were pursuing a doctoral degree.

The tables below show the summary data from the Main Campus Alumni Survey.

Program Goals

MFT Program faculty work hard to integrate social justice, developmental lifespan, multicultural, family systems, and cognitive-behavioral problem-solving and goal-oriented perspectives into the curriculum, as reflected in the table below.

Alumni responses show that our commitment to achieving our goals in these areas has a positive impact. Specifically, out of 36 respondents, 29 to 32 felt that they are very well prepared to use these perspectives in their clinical work. Given the department's dedication, it is gratifying to know that 75% of the alumni respondents felt they were well prepared to address the mental health needs of children, adults, and families, with only one reporting differently.

Assessment of Program Goals

Survey Item	Excellent*	Neutral	Poor**	Total Item N
The MFT Program has prepared me to address the current and emergent mental health needs of children, adults and families.	75% (27)	22% (8)	3% (1)	36
The MFT Program has given me the ability to apply lifespan development to my work with clients.	81% (30)	19% (7)	0% (0)	37
The MFT Program has taught me useful cognitive-behavioral therapy, problem-solving, and goal-oriented skills.	86% (32)	11% (4)	3% (1)	37
The MFT Program has prepared me to work with diverse, multicultural and/or underserved populations.	78% (29)	14% (5)	8% (3)	37
The MFT Program has strengthened my commitment to social justice and social responsibility.	66% (24)	14% (5)	20% (7)	36

* Excellent = combined responses ranked 5 or 4 on 5-point scale.

**Poor = combined responses ranked 1 or 2 on 5-point scale.

Faculty and Program Features

MFT alumni responded to general programmatic statements concerning faculty, courses and content, program features, traineeship, overall program assessment, as well as professional self-assessment. Alumni rated their faculty experiences and relationships very positively. Over 90% of the respondents felt that faculty were respectful and supportive of students. Likewise, over 80% believed that faculty were easily accessible, provided constructive feedback, and encouraged varying classroom points of view. Faculty continuously attempt to receive feedback from students and alumni regarding ways to increase availability and open communication through informal end of semester evaluations and feedback. Faculty also are diverse clinicians with collective and relevant field experiences which help them supervise students and bring academic concepts to life. At the same time, alumni felt their needs (78%) and opinions (86%) were respected, and that the program contributed to their professional (86%) and personal (84%) growth.

Faculty

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Faculty were helpful and sensitive to student needs.	89% (33)	5% (2)	6% (2)	37
Faculty provided feedback about my progress in courses.	81% (30)	11% (4)	8% (3)	37
Faculty encouraged different points of view in class.	81% (30)	14% (5)	5% (2)	37
Faculty provided constructive feedback.	84% (31)	14% (5)	3% (1)	37
Faculty were supportive.	94% (35)	3% (1)	3% (1)	37
The quality of teaching was high.	73% (27)	24% (9)	3% (1)	37
Faculty advising was sufficient for my needs.	71% (26)	11% (4)	19% (7)	37
Faculty were easily accessible.	86% (32)	5% (2)	9% (3)	37
Faculty and students were mutually respectful.	92% (34)	5% (2)	3% (1)	37
Faculty were interested in student welfare and professional development.	73% (26)	19% (7)	8% (3)	36
Faculty were knowledgeable about current practices and research.	86% (32)	14% (5)	0% (0)	37
Faculty used a variety of teaching techniques.	79% (29)	16% (6)	5% (2)	37

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Students

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Student needs, concerns & suggestions were respected.	78% (29)	8% (3)	14% (5)	37
The Program contributed to my personal growth.	84% (31)	8% (3)	8% (3)	37
The Program had a supportive student community.	73% (27)	16% (6)	11% (4)	37
The Program contributed to my professional growth.	86% (31)	6% (2)	8% (3)	36
Students were respectful of each other's opinions.	86% (32)	8% (3)	6% (2)	37

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Curriculum and Traineeship

Alumni responded positively to statements about curriculum and traineeship issues (see tables below) such as having foundational skill knowledge (83%), feeling like they received information necessary for competence as a therapist (79%), and that their traineeship was a good learning experience (84%) with good supervision (86%). These sections, however, also showed the greatest variability in experiences, specifically around classroom curriculum and

perception of challenging coursework. Unfortunately, it is not possible to separate how the alumni from the old or new MFT Programs responded. In fact, these particular issues would be most sensitive to the changes that we have recently incorporated and are currently reviewing. Thus, we speculate that alumni graduating under the new program perhaps would assess the depth of course subject matter higher. Under the new program, the curriculum has been adapted to meet the changing needs of MFT professionals and to incorporate foundational skills. Additionally, the results indicate that the majority of the alumni viewed their traineeship experiences as positive (84%), although their assessment of their site supervision showed more variability. On campus supervision was assessed as effective by 86% of the respondents.

Curriculum

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Courses presented up-to-date material.	79% (29)	19% (7)	3% (1)	37
Course subject matter was presented in depth.	60% (22)	27% (10)	13% (5)	37
Coursework was relevant to meeting program goals.	81% (30)	16% (6)	3% (1)	37
The intellectual climate of classes was stimulating.	64% (24)	14% (5)	22% (8)	37
The current curriculum prepared me to become a competent professional.	79% (29)	16% (6)	5% (2)	37
I have foundational knowledge about theories of counseling.	83% (30)	11% (4)	6% (2)	36

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Traineeship

Survey Item	Agree*	Neutral	Disagree**	Total *** Item N
My traineeship was a good learning experience.	84% (31)	3% (1)	13% (5)	37
My traineeship site supervision was effective.	64% (23)	11% (4)	25% (9)	36
My on-campus traineeship supervision was effective.	86% (31)	6% (2)	8% (3)	36
My traineeship experience is congruent with my coursework.	79% (29)	5% (2)	16% (6)	37

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

*** Total number responses lower because only second year students are in traineeships.

Lastly, alumni responded to professional development statements. Again, USF alumni seem to be very much involved in increasing their knowledge base and developing professionally by reading journals and magazines (91%), attending workshops (77%) and

joining professional societies (82%). Most importantly, alumni believe that the theoretical framework of the MFT Program has significantly helped them in their work (97%) and they feel a sense of competence as they pursue their professional goals and dreams (83%).

Professional Development

Survey Item	Agree*	Neutral	Disagree**	Total Item N
I read professional journals and magazines	91% (31)	0% (0)	9% (3)	34
I can apply theory and research findings in counseling to issues in my field	86% (30)	11% (4)	3% (1)	35
I attend professional conferences and workshops in my field.	77% (27)	9% (3)	14% (5)	35
I am a member of professional societies in my field.	82% (28)	3% (1)	15% (5)	34
I closely follow current issues in my field	68% (23)	18% (6)	14% (5)	34
The theoretical orientation of the program has provided a useful framework for my professional work.	97% (34)	0% (0)	3% (1)	35
My degree from USF has been useful in obtaining an internship or employment.	71% (25)	23% (8)	6% (2)	35
I feel competent in the pursuit of my current professional interests.	83% (29)	14% (5)	3% (1)	35

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Overall, alumni rated our MFT Program and their experiences very positively as shown in the table below. Eighty-four percent indicated they will recommend the program to others and 73% indicated that they were satisfied with it. A high percentage (82%) felt that the program stimulated their interest in further education. Most alumni felt that the MFT Program both provided feedback of their on-going progress (68%) and was flexible enough to meet diverse student needs (69%). As noted earlier in this report, our intention was to only survey those alumni who graduated from the new and revised MFT Program. One-third of the respondents, however, were part of the older MFT Program, rather than the one currently being reviewed for this report. Thus, responses to the survey may not be an accurate reflection of the effects of the new program upon the first two graduating classes. (See Appendix P).

Overall Program Assessment

Survey Item	Agree*	Neutral	Disagree**	Total Item N
Please rate your overall satisfaction with the USF MFT Program.	73% (27)	19% (7)	8% (3)	37
I would recommend the program at USF to someone else.	84% (31)	8% (3)	8% (3)	37
The program stimulated interest in furthering my education.	82% (28)	9% (3)	9% (3)	34
The program stimulated my interest in working with underserved populations.	77% (27)	17% (6)	6% (2)	35

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Administration

Survey Item	Agree*	Neutral	Disagree**	Total Item N
The Program provided assessment of my progress.	68% (25)	24% (9)	8% (3)	37
The Program had adequate flexibility to meet student needs.	69% (24)	20% (7)	11% (4)	35

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale..

Open Ended Questions

The Alumni Survey also included questions about social justice work, strengths, challenges, and the perceived overall benefits of MFT Program. Clearly alumni continue to integrate a social justice perspective into their professional activities. In fact, 80% of respondents revealed an average to above-average commitment to social justice. Overall, our alumni work with a variety of challenged, underserved, and marginalized populations dealing with a variety of issues, such as cognitive impairment, mental illness, homelessness, divorce, abuse, bereavement, court systems, and developmental delays. Respondents commented that they feel as though they make a difference and that USF helped them learn to focus on clients' strengths, not just their pathology.

Alumni reported that the overall major strengths of the program were the availability and excellence of the faculty, small class sizes, hands-on learning, flexible schedules, treatment planning, practitioner-based model, emphasis on cognitive behavioral, multicultural, developmental and family-systems work, as well as the comradery of the students. Challenge areas include the need for clearer traineeship expectations, more emphasis on workforce

issues, increased consistency of content delivery among instructors teaching the same course, as well as the need to increase the difficulty of some classes. Alumni additionally indicated that the most beneficial aspects of the program, both professionally and personally, included many of the above-mentioned strengths as well as the ability to develop professional expectations, cultural awareness, personal growth, encouragement to seek personal therapy, and feelings of accomplishment.

In comparison to other professionals they have met in the field, USF alumni rate their MFT Program experiences quite favorably. Overall, alumni believed that their training surpassed that of other programs in the area. Specifically, their training in family systems was extremely beneficial, agencies appreciated their understanding of pragmatic and CBT treatment, and they felt well prepared to deal with school-based therapy issues. That MFT students do not practice psychodynamic treatment reflects a practical approach to assessment and therapy, one they perceive is increasingly valued by community agencies.

REGIONAL CAMPUSES

The Regional MFT Programs offered by the SOE are designed to provide the same quality of instruction, advisement, and other program services that are offered on the San Francisco campus. These programs are structured to deliver the MFT Program coursework in cohort groups. Students enroll, attend classes, and complete a course of study with the same group of peers. The cohort can become a powerful force in shaping an individual's academic and professional experience during the course of the degree program. Friendships based upon such shared experiences often lead to later professional opportunities.

The first off-campus offering of the MFT Program began in Palo Alto in 1984. There are currently 9 MFT cohorts completing the MFT Program at the regional campuses in North Bay (Santa Rosa), South Bay (Cupertino), Sacramento, and San Ramon.

STAFF

MFT Regional Campus Field Consultants create the course schedules by identifying instructors and scheduling meeting times with their respective regional campus. They recruit potential students and provide on-site support for the students on each campus as they go through the program; they also teach in the Program. The Regional campus field consultants serve as the liaison between the Regional MFT Programs and the Main Campus. Each campus has a faculty advisor as well. Dr. Steve Pomerantz is the Sacramento MFT Regional Campus Consultant and Dr. Brian Gerrard from the Main Campus serves as faculty advisor and teaches in the Program as well. In our South Bay campus Dr. Faith Otis is the MFT Consultant and Dr. Emily Girault, professor emeritus, is the faculty advisor. In Santa Rosa, Dr. Kim Kaiser is the Field Consultant and faculty advisor. In San Ramon, the MFT Campus Consultant is Robin Dalley and faculty input and support has been provided by Dr. Joan Avis and Dr. Judy Goodell. A description of their responsibilities can be found in Appendix Q.

RELATIONSHIP OF MAIN CAMPUS TO REGIONAL SITES

The Regional campuses follow the policies and procedures developed on the Main Campus. All policies, procedures, and academic aspects of the MFT Regional campus programs are defined and implemented collaboratively by the Associate Dean and Main Campus MFT Program Coordinator, in consultation with regional staff and faculty advisors as needed. In general, major academic policy and curriculum changes are approved by the CPY faculty and the SOE Curriculum Committee if curriculum modifications are involved. Recruitment materials and descriptive information, MFT Program Entrance Manuals, Traineeship Manuals, Exit Manuals and READ-ME files are designed and distributed to the Regional sites by the Main Campus. Regional campuses develop their own inserts for the Entrance Manuals to describe site-specific information.

Questions regarding policy interpretation, assistance in managing unique situations that arise, and academic issues are brought from the MFT Regional Campus Field Consultants to the Associate Dean (administrative) or to the Program Coordinator (academic), and most times to both. The addition of the CPY Programs Coordinator has assisted considerably in handling front-line questions and student administrative requests, in establishing electronic data bases for managing traineeship contracts, and in addressing scheduling/registration issues involving the Regional campus programs. She has begun to create electronic file systems for monitoring on-campus student progress that will be expanded to include off-campus student progress as well.

Since the program revision, the Regional Campus Field Consultants and their faculty advisors meet with faculty, staff, and administrators from the Main Campus, two times a year. In addition, they individually bring questions and issues to the attention of Main Campus administrative staff and the Program Coordinator as needed; when these are germane to all sites, the information is shared with the other consultants.

DESCRIPTIONS OF REGIONAL CAMPUSES

Sacramento Campus

The MFT Program in Sacramento began in 1983 under the coordination of Rich Coker and Dr. Larry Palmatier, Ph.D. They held classes in various locations (offices, churches, and hotels) and had two cohort groups. In 1992, Dr. Steven Pomerantz, was hired as the Field Consultant to work with Dr. Brian Gerrard as the faculty advisor to coordinate the MFT Program and operate four groups. The switch from two groups to four was accomplished within 12 months to two groups beginning each year -- one in the Fall and one in the Spring -- and all classes were held at the Sacramento Campus on University Avenue.

Dr. Pomerantz and Dr. Gerrard coordinated the Sacramento MFT Program for the past 14 years and have maintained an average of 14 to 16 students per group per year, a total of 55 to 60 students per year, which makes it the largest of the off-campus MFT Programs. The program attracts students as far north as Redding, Fresno to the south, Tahoe to the east, and Vacaville to the west. Within this large area, the Sacramento Campus has established contracts with over 120 agencies to provide traineeship experience for our students to provide counseling to real clients. The campus has moved twice during this time period, first to Response Road and about two years ago to the current location on Harvard Street. The Sacramento MFT Program has graduated over 350 students since 1992 and the program brings in more than \$1 million per year.

Cupertino Campus

The USF South Bay MFT Program began in 1981 in Palo Alto under the coordination of Dr. Faith Otis, and faculty advisor, Dr. Emily Girault. Classes were held at different sites. Churches and local schools were used until the program moved to the Cubberely Community Center in Palo Alto meeting there until 2000. In fall of that year, the Palo Alto MFT Program moved to the Cupertino Campus , began sharing facilities with the College Of Professional Studies, and became know as the South Bay Campus, Cupertino. The campus in

Palo Alto was closed and South Bay Campus began serving students from Morgan Hill, Gilroy, and Santa Cruz.

In the beginning years the P.A. MFT Program drew most of its students from the Palo Alto, Menlo Park, Mt. View area and had large Cohort Groups of 20-25 students. Frequently, two Cohort Groups started each fall. From the mid-nineties and continuing to the present, one Cohort group has started each fall, ranging in numbers from twelve to twenty one students. The program attracts students from as far south as Santa Cruz, from Walnut Creek, Hayward and Castro Valley in the east. From the north we serve students from Burlingame, San Mateo, and Pacifica as well as San Francisco.

The quality and maturity of students who attend our campus continues to be special. This is reflected in the consistent selection of our students for traineeship placements by some of the most respected social service agencies in the South bay . The diversity in our student population has been growing and truly reflects our treatment population. In the last two cohort groups between half and three quarters of our students were bilingual, and some trilingual.

Dr. Otis and Dr. Girault continue to support the South Bay MFT Program. Our students are providing counseling for parents and children at their agencies as well as elementary and middle schools throughout the South Bay.

San Ramon Campus

The USF San Ramon MFT Program began in 2005 under the coordination of Robin Dalley. The first and existing cohort consists of thirteen students who were recruited in the previous year. The group has enjoyed the expertise of several well seasoned faculty as well as new instructors selected by Ms. Dalley.

Currently, the cohort is preparing for their traineeship beginning in the Fall of 2006. At this time, the majority of students have procured sites and contract negotiations are complete or underway with fourteen local agencies. The cohort has had no attrition and continues to be

coordinated by Ms. Dalley with the able assistance of Maggie Krier, CPSY Programs' Coordinator. Tentative plans are for another cohort start in Fall 2007.

The campus is ideally situated in the heart of Contra Costa County and the Tri-Valley area. This campus is a complete University facility with a full administrative and advising staff, seven classrooms, a library, conference, and break room.

Santa Rosa Campus (North Bay)

The USF North Bay MFT Program is located in Santa Rosa and began one year after the inception of the MFT Program in San Francisco. It was started by Dr. Larry Palmatier, who was both faculty advisor and site administrator. Classes were held in many locations (offices, churches, hotels) until a permanent campus was started for the North Bay. This is the University's newest "state of the art" and full service regional campus. It is a complete University center that includes eight large classrooms, a conference room, library, and student lounge. Students have access to academic counseling, library and research support, computer and writing skills tutoring, technology support, and career services.

Dr. Kim Kaiser, worked as the regional consultant with Dr. Palmatier for 5 years and became Acting Faculty Advisor after Dr. Palmatier's untimely death.

The Santa Rosa MFT has an average of 14 to 16 students per group per year, a total of 28 to 32 students per year for the two cohorts which begin in the Fall semester each year. Plans are now being made to begin cohorts in the spring as well. The program has served students as far north as Willits, Marin to the south, and Napa to the east. After its many years of continuous operation, the North Bay MFT Program's many graduates make up a significant number of the practicing licensed mental health professionals in the North Bay.

STUDENT DEMOGRAPHIC INFORMATION.

The table below presents the data on gender, ethnicity, and age for the four off campus MFT Programs.

Gender

Except for the Sacramento program, the gender makeup of the classes is predominantly female, which reflects current trends in the field.

Ethnicity

The table shows that the student populations of the four campuses are ethnically diverse. In fact, in two of the four programs (South Bay and San Ramon), students of color are the majority. In Sacramento, the number of students of color is 42%.

Age

An examination of the age range of students reveals that, overall, 36% of the Regional campus students are ages 24-29, and 63% are 30 years or older. Of particular interest is that 41% of the Regional campus students are aged 40 to over 50 years old. Clearly a large number of these students are either beginning a career at midlife or have changed their career paths.

	Sacramento (59)	San Ramon (13)	North Bay (28)	South Bay (27)
Gender				
Male	15	2	4	3
Female	44	11	24	24
Ethnicity*				
Caucasian	34	5	17	12
Asian	5	1	0	5
Hispanic	7	5	4	7
Black	2	1	1	1
American Ind	1	0	0	0
Other	9	1	6	2
Age Range				
24 & younger	4	0	1	1
25-29	17	3	7	13
30-34	8	2	5	1
35-39	5	1	3	3
40-44	7	3	2	4
45-49	6	3	4	3
50 and above	12	1	6	2

* While the University uses many different designations, the Student Information System categories are used here as the data were obtained from this source.

In sum, the Regional Campus Field Consultants have been very effective in carrying out the University's mission of recruiting and supporting diverse students who will provide services to an aging population and an increasingly diverse one.

ENROLLMENT AND RETENTION

The Table below provides a summary of the enrollment and retention data for each of the regional campuses. Each campus demonstrates good retention rates, with some being excellent and the largest showing lower rates. In addition to the reasons why students leave the Main Campus, the Regional students also have somewhat different requirements for students that can contribute to attrition. Because the Regional programs are run as cohort groups which take all of the same classes together, a student does not have the option to delay taking a course such as traineeship for a year, as on the Main Campus, but must withdraw from the program and reapply to enter with a subsequent cohort group to complete the remainder of his or her classes in order to graduate.

Sacramento Campus

In Fall 2003, the first year of the revised MFT Program, 20 enrolled & 3 left; in Spring 2004, 12 enrolled and 3 left the program. In 2004-2005, 34 enrolled and 7 dropped out. In Fall 2005, all students continued to date and in Spring, one left. In comparison to the other Regional programs, the number of students admitted was larger, as Sacramento has two cohort groups per year, and the number who did not continue was also larger.

Sacramento Enrollment			
Sacramento	Enrolled	Dropped	Percentage Retained
Fall 2003	20	3	85%
Spring 2004	12	3	75%
Fall 2004	17	3	82%
Spring 2005	17	4	76%
Fall 2005	16	0	100%
Spring 2006	14	1	93%

Santa Rosa

In Fall 2002, 8 enrolled and 1 dropped; in Fall 2003, 20 enrolled and 2 left; in Fall 2004, 16 enrolled and 2 dropped; and in Fall 2005, 15 enrolled and all have continued.

Santa Rosa has a lower total enrollment than Sacramento because it, like the other regional campuses, only accepts students in the Fall. In 2002, 8 students were admitted and 1 did not continue. The Fall of 2003 showed a rise in enrollment to 20 students with all but 2 not completing with the group. In 2004, 16 students entered and 2 left the program, while all students who entered in Fall 2005 have continued.

Santa Rosa / North Bay Enrollment

North Bay	Enrolled	Dropped	Percentage Retained
Fall 2002	8	1	88%
Fall 2003	20	2	90%
Fall 2004	16	2	88%
Fall 2005	15	0	100%

South Bay

The Fall 2002 South Bay campus cohort graduated all 14 of its cohort group, while the Fall 2003 group had 21 students enrolled, only one of whom did not graduate with the group. In Fall 2004, 19 students enrolled and 2 left the program and in Fall 2005, 13 enrolled and 1 dropped.

Cupertino / South Bay Enrollment

South Bay	Enrolled	Dropped	Percentage Retained
Fall 2002	14	0	100%
Fall 2003	21	1	95%
Fall 2004	19	2	89%
Fall 2005	13	1	92%

San Ramon

San Ramon, the newest regional site, admitted its first cohort in Fall 2005 with a total of 13 students and all have continued to date. This campus will not admit a Fall 2006 entry group until a successful two-year program is completed for the first group. We anticipate that the next cohort group will be admitted in Fall 2007.

REGIONAL SURVEYS

The tables below show the summary of data from the survey of all current off-campus students from all four sites. Individual program survey summaries are available for inspection in Appendix R.

Program Goals

The table below shows the extent to which students agree that their program is preparing them to address current and emergent mental health needs of all client populations. On average, 86% of students rated this item as “strongly agree” (score of 4 or 5) with a range of 78-100% across all sites. If this is seen as an overall rating of the programs, students at all four sites are very satisfied with their program. The San Ramon group seems particularly pleased with the program. This was the first year for this program and this may have some bearing on the results. (i.e., perhaps more attention was paid to them because the program was new, etc.)

Most all of the students strongly agreed that they were gaining the ability to apply the lifespan development perspective to work with clients. The mean percentage of students who strongly agreed with this statement was 85%, with a range of 75-100% across all sites.

Similarly, a mean of 84% of students (with a range of 78-90%) across all sites strongly agreed that the program was providing them with CBT, problem solving, and goal-oriented skills. This is similar to the findings for the life span development perspective.

As to their preparation for work with diverse, multicultural and/or underserved populations, an average of 80% of students agreed with this statement, with a range of 72-90% across all sites. While these figures are also very positive, it has yet to be determined why the ratings are slightly lower for this program goal.

Of all the program goals, fewer students strongly agreed that the program was strengthening their commitment to social justice and responsibility. (Mean=71%, with a range of 67-78% across all sites). While 71% is fairly high, the specific reason for this slightly lower number who strongly agrees is unclear, although this goal is probably the most vague in terms

of implementation in the curriculum. It is also, however, a goal that is somewhat naturally imbedded in the profession, and this may be a typical finding for an implicit rather than an explicit goal.

The item that explicitly measures student perceptions about family systems was inadvertently left out, but we feel it was measured to some degree by the first item discussed above, i.e., preparation to deal with all populations.

Overall, the results of this section of the survey indicate that students feel very satisfied with the program in general, and that the program goals in specific are being met.

Assessment of Program Goals

Survey Item: The MFT Program is.....	Sacramento			North Bay			South Bay			San Ramon		
	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**
Preparing me to address the current and emergent mental health needs of children, adults and families.	79% (37)	17% (8)	4% (2) 47	85% (11)	15% (4)	0% (0) 15	78% (14)	16% (3)	6% (1) 18	100% (11)	0% (0)	0% (0) 11
Giving me the ability to apply lifespan development to my work with clients.	75% (36)	21% (10)	4% (2) 48	81% (21)	19% (5)	0% (0) 26	82% (14)	6% (1)	12% (2) 17	100% (11)	0% (0)	0% (0) 11
Teaching me useful cognitive-behavioral therapy, problem-solving, and goal-oriented skills.	83% (39)	11% (5)	6% (3) 47	84% (21)	8% (2)	8% (2) 25	78% (14)	16% (3)	6% (1) 18	90% (10)	10% (1)	0% (0) 11
Preparing me to work with diverse, multicultural and/or underserved populations.	75% (36)	15% (7)	10% (5) 48	85% (23)	15% (4)	0% (0) 27	72% (13)	6% (1)	22% (4) 18	90% (10)	10% (1)	0% (0) 11
Strengthening my commitment to social justice and social responsibility.	67% (31)	26% (12)	7% (3) 46	74% (20)	22% (6)	4% (1) 27	67% (12)	22% (4)	11% (2) 18	78% (7)	22% (2)	0% (0) 9

* Excellent = combined responses ranked 5 or 4 on 5-point scale.

**Poor = combined responses ranked 1 or 2 on 5-point scale.

Overall Program Assessment

The next table shows the results of survey items designed to evaluate the program in general. When rating the quality of the overall experience at USF, a mean of 93 % of all the off-campus students rated it as excellent, with a range of 78-100% across specific sites. Why the Cupertino program was rated somewhat lower than the other three programs is not clear, although the majority at the site stated they agreed or strongly agreed with the item.

On average, 88% (Range= 80-100% across sites) of all the off-campus students strongly agreed that they would recommend the program to someone else. This again reinforces the notion that satisfaction among the students with the programs is high.

As to whether the programs stimulated interest in further education, a mean of 87% of all students strongly agreed, with a range of 78-100%. What manner of education (e.g., doctoral, other graduate, or continuing education) was not assessed.

Finally, a mean of 82% of all off-campus students strongly agreed that the programs increased their interest in working with underserved populations. Again, the reasons are unclear, but may be motivated by the fact that so many students do their fieldwork placements in agencies that serve these populations.

Overall Program Assessment

Survey Item	Sacramento			North Bay			South Bay			San Ramon		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Rate your overall experience at USF	94% (44)	4% (2)	2% (1)	N= 47	98% (24)	11% (3)	0% (0)	N= 27	78% (14)	22% (4)	0% (0)	N= 18
I would recommend the program at USF to someone else.	82% (36)	9% (4)	9% (4)	N= 44	80% (20)	20% (5)	0% (0)	N= 25	88% (15)	12% (2)	0% (0)	N= 17
Program stimulated interest in furthering my education.	78% (36)	13% (6)	9% (4)	N= 46	83% (20)	13% (3)	4% (1)	N= 24	88% (15)	6% (1)	6% (1)	N= 17
Program stimulated interest in working with underserved populations.	76% (35)	20% (9)	4% (2)	N= 46	88% (21)	12% (3)	0% (0)	N= 24	83% (15)	11% (2)	6% (1)	N= 18

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Faculty

We have previously discussed specific faculty evaluations, but this section is a bit more precise in terms of what seems to be behind them. The table below shows that student ratings of faculty are quite high across all items in all programs. (i.e., a mean of 89% of all students strongly agreed positively with all items, with a range of 60-100%). The range, however, is skewed by two low ratings, 60 and 65%, both of which concerned faculty advising. Whether this is due to availability of faculty or quality of advising per se is unknown at this time, but with the exception of the San Ramon program, these were the lowest ratings of faculty at all sites.

In summary, the students are very satisfied with faculty in most all areas. These include being helpful, providing feedback, encouraging different points of view, quality of teaching, knowledge and experience, etc. The area with the lowest percentage of strong agreement (still reasonably good at 75%) was advising.

Faculty

Survey Item	Sacramento			North Bay			South Bay			San Ramon		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Faculty are helpful and sensitive to student needs.	81% (39)	13% (6)	6% N= (3) 48	100% (27)	0% (0)	0% N= (0) 27	83% (15)	17% (3)	0% N= (0) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty provide feedback about my progress in courses.	88% (42)	6% (3)	6% N= (3) 48	93% (17)	26% (7)	11% N= (3) 27	82% (14)	6% (1)	2% N= (2) 17	90% (10)	0% (0)	10% N= (1) 11
Faculty encourage different points of view in class.	92% (44)	2% (1)	6% N= (3) 48	93% (25)	7% (2)	0% N= (0) 27	94% (17)	6% (1)	0% N= (0) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty provide constructive feedback.	86% (41)	10% (5)	4% N= (2) 48	85% (23)	15% (4)	0% N= (0) 27	83% (15)	6% (1)	11% N= (2) 18	90% (10)	10% (1)	0% N= (0) 11
Faculty are supportive.	94% (45)	4% (2)	2% N= (1) 48	100% (27)	0% (0)	0% N= (0) 27	94% (17)	0% (0)	6% N= (1) 18	90% (10)	20% (1)	0% N= (0) 11
The quality of teaching is high.	86% (41)	10% (5)	4% N= (2) 48	78% (21)	22% (6)	0% N= (0) 27	88% (16)	6% (1)	6% N= (1) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty advising is sufficient for my needs.	76% (34)	17% (8)	7% N= (3) 45	65% (15)	17.5% (4)	17.5% N= (4) 23	60% (9)	20% (3)	20% N= (3) 15	100% (11)	0% (0)	0% N= (0) 11
Faculty are easily accessible.	78% (36)	11% (5)	11% N= (5) 46	80% (20)	20% (5)	0% N= (0) 25	77% (14)	17% (3)	6% N= (1) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty and students are mutually respectful.	88% (42)	10% (5)	2% N= (1) 48	92% (24)	8% (2)	0% N= (0) 26	78% (14)	22% (4)	0% N= (0) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty are interested in student welfare and professional development.	86% (41)	8% (4)	6% N= (3) 48	92% (24)	8% (2)	0% N= (0) 26	89% (16)	11% (2)	0% N= (0) 18	100% (11)	0% (0)	0% N= (0) 11
Faculty are knowledgeable about current practices and research.	89% (42)	9% (4)	2% N= (1) 47	100% (27)	0% (0)	0% N= (0) 27	82% (14)	18% (3)	10% N= (0) 17	100% (11)	0% (0)	0% N= (0) 11
Faculty use a variety of teaching techniques.	83% (39)	11% (5)	6% N= (3) 47	92% (25)	4% (1)	4% N= (1) 27	83% (15)	17% (3)	0% N= (0) 18	90% (10)	10% (1)	0% N= (0) 11

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Students

This section of the survey deals with student perceptions and comments about themselves and other students. The table below shows that the highest scored item in this section was personal growth, with an average of 92% (Range: 85-100% across sites) of students strongly agreeing that their program fostered it.

An average of 86% of all students strongly agreed that the program showed respect for their needs, concerns, and suggestions, with a range of 78-100% across sites. They similarly strongly agreed to the supportive nature of the student community, with a mean of 84%, and a range of 72-100%, as well as the Programs' contribution to professional growth at a mean of 88%, with a range of 83-92% across sites

Students were less in agreement that students were respectful of each other's opinions. Though still high, only an average of 80% gave such a rating, with a range of 72-90% across sites.

Thus it appears that students experience a very positive change in personal and professional growth, feel heard by faculty and supported by other students. There is not enough information at this time to understand why they feel that students are less respectful of each other's opinions, yet still supported, but again, 80% felt strongly that they were.

Students

Survey Item	Sacramento			North Bay			South Bay			San Ramon		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Student needs, concerns & suggestions are respected.	81% (39)	15% (7)	4% (2)	48	85% (23)	11% (3)	4% (1)	27	78% (14)	17% (3)	1% (1)	18
The Program has contributed to my personal growth.	88% (42)	10% (5)	2% (1)	48	85% (22)	7.5% (2)	7.5% (2)	26	94% (17)	0% (0)	6% (1)	18
The Program has a supportive student community.	80% (37)	11% (5)	9% (4)	46	85% (22)	11% (3)	4% (1)	26	72% (13)	22% (4)	6% (1)	18
The Program has contributed to my professional growth.	92% (43)	6% (3)	2% (1)	47	83% (20)	13% (3)	4% (1)	24	88% (15)	12% (2)	0% (0)	17
Students are respectful of each other's opinions.	75% (36)	19% (9)	6% (3)	48	85% (23)	11% (3)	4% (1)	27	72% (13)	17% (3)	11% (2)	18

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Curriculum

The next set of items concerns student views about the curriculum. The table below shows that most students across all sites strongly agreed that coursework contained up to date material (Mean=90%, with a range of 82-100% across sites), was relevant to meeting program goals (Mean=87%, with a range of 78-100% across sites), and was preparing them to become a competent professional (Mean=87%, with a range of 78-100% across sites).

Students agreed to a lesser extent that the intellectual climate of classes was stimulating (Mean=81%, with a range of 72-90% across sites). Again, a large majority of students did strongly agree with this item, but the number who were either neutral or strongly disagreed was higher than for other items.

Although no a priori criteria were set for judging the importance or concern for an item has been determined at this time, nonetheless the item measuring the depth to which subject matter was presented received the lowest number of strong agreements (Mean=71%, with a range of 59-90% across programs), and the highest number of strong disagreements of any item in the survey (Mean =15%, with a range of 0-28%). If the San Ramon data were removed,

since they highly skewed the results), the mean percentage of strong disagreements for this item was 20, with a range of 8-28).

Thus it appears that overall, students feel strongly that the curriculum is up to date, relevant to program goals, and preparing them to become a competent professional. They feel agree somewhat less that it is intellectually stimulating and of sufficient depth.

Curriculum

Survey Item	Sacramento			North Bay			South Bay			San Ramon						
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree				
Courses present up-to-date material.	87% (41)	11% (5)	2% (1)	N= 47	92% (24)	8% (2)	1% (0)	N= 26	82% (14)	6% (1)	12% (2)	N= 17	100% (11)	0% (0)	0% (0)	N= 11
Course subject matter is presented in depth.	71% (34)	21% (10)	8% (4)	N= 48	59% (16)	19% (5)	22% (6)	N= 27	72% (13)	0% (0)	28% (5)	N= 18	90% (10)	10% (1)	0% (0)	N= 11
Coursework is relevant to meeting program goals.	80% (38)	12% (6)	8% (4)	N= 48	78% (21)	22% (6)	0% (0)	N= 27	88% (14)	6% (1)	6% (1)	N= 16	100% (11)	0% (0)	0% (0)	N= 11
The intellectual climate of classes is stimulating.	74% (35)	15% (7)	11% (5)	N= 47	89% (24)	11% (3)	0% (0)	N= 27	72% (13)	11% (2)	17% (3)	N= 18	90% (10)	10% (1)	0% (0)	N= 11
The current curriculum is preparing me to become a competent professional.	84% (38)	11% (5)	5% (2)	N= 45	84% (21)	16% (4)	0% (0)	N= 25	78% (14)	17% (3)	5% (1)	N= 18	100% (10)	0% (0)	0% (0)	N= 10

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Traineeship

The table below shows that an average of 90% of all students strongly agree that their traineeship is a good experience (with a range of 79-100% across programs), and a mean of 88% strongly agree that their on-site supervision is effective (with a range of 79-100% across program sites); with only an average of 75% of all students strongly agreeing that their on-campus supervision is effective, the question arises as to the difference. Historically, students tend to prefer their on-campus supervision, and it will be interesting to see what contributes to the lower ratings in 2 of the 3 programs.

An average of 80% of all students strongly agree that their traineeship experience is congruent with their coursework (with a range of 77-84% across programs).

To summarize the ratings on traineeships, the vast majority of students are very satisfied with their traineeship experience, like the supervision that get on site, are less satisfied with their supervision on campus, and believe the curriculum is congruent with these experiences. In fact few if any students in any program strongly disagreed with any traineeship items.

Traineeship

Survey Item	Sacramento			North Bay			South Bay			San Ramon		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
My traineeship is a good learning experience.	92% (35)	8% (3)	0% N= (0) 38	79% (11)	21% (3)	0% N= (0) 14	100% (9)	0% (0)	0% N= (0) 9	0% (0)	0% (0)	0% N= (0) 0
My traineeship site supervision is effective.	79% (30)	18% (7)	3% N= (1) 38	85% (11)	15% (2)	0% N= (0) 13	100% (10)	0% (0)	0% N= (0) 10	0% (0)	0% (0)	0% N= (0) 0
My on-campus traineeship supervision is effective.	87% (32)	8% (3)	5% N= (2) 37	69% (9)	23% (3)	8% N= (1) 13	70% (7)	20% (2)	10% N= (1) 10	0% (0)	0% (0)	0% N= (0) 0
My traineeship experience is congruent with my coursework.	84% (31)	13% (5)	3% N= (1) 37	77% (10)	23% (3)	7% N= (0) 13	80% (8)	0% (0)	20% N= (2) 10	0% (0)	0% (0)	0% N= (0) 0

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

**** Total number responses lower because only second year students are in traineeships.

Facilities

As seen in the table below, facilities items generated a great deal more variability than any single area in the survey. Food services seem particularly unsatisfactory, with 63 %, of all students either strongly disagreeing or neutral with food services being adequate (with a range of 40-74% across programs). In fact, San Ramon was the program with the least number of complaints, with the remaining programs mostly dissatisfied.

Meeting places were rated highly by 64% of all students, with a range of 57-70% across all sites. The remaining students (36%) were either neutral or strongly dissatisfied with them.

Ninety percent of all students strongly agreed that the classroom facilities were adequate (with a range of 82-100%). The least satisfied groups were from the Cupertino and Santa Rosa programs. Overall, it appears that students are very satisfied with classroom facilities, fairly satisfied with meeting places, and strongly dissatisfied with food services.

FACILITIES

Survey Item	Sacramento			North Bay			South Bay			San Ramon		
	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**	Excel- -lent*	Neutral	Poor**
Classroom facilities are adequate.	92% (43)	6% (3)	2% N= (1) 47	85% (23)	15% (4)	0% N= (0) 27	82% (14)	18% (3)	0% N= (0) 17	100% (11)	0% (0)	0% N= (0) 11
Food services are adequate.	28% (12)	42% (18)	30% N= (13) 43	26% (6)	22% (5)	52% N= (12) 23	36% (5)	57% (8)	7% N= (1) 14	60% (6)	20% (2)	20% N= (2) 10
Places for students to meet are adequate.	57% (26)	28% (13)	15% N= (7) 46	67% (18)	22% (6)	11% N= (3) 27	61% (11)	33% (6)	6% N= (1) 18	70% (7)	10% (1)	20% N= (2) 10

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Administration

The table below shows that an average of 75% of students strongly agree that the program provides assessment of their progress, with a range of 60-90% across all sites. At the same time, an average of 89% of all students strongly agree that the program has adequate flexibility to meet their needs, (range= 82-100%) and 89% found their interactions with University staff and administration to be positive (range=86-90%). It appears that students are satisfied that the program and the administration is meeting their needs, but that assessment of progress could be improved.

Administration

Survey Item	Sacramento			North Bay			South Bay			San Ramon						
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree				
The Program provides assessment of my progress.	82% (39)	10% (5)	8% (4)	N= 48	69% (18)	27% (7)	4% (1)	N= 26	60% (11)	17% (3)	22% (4)	N= 18	90% (10)	10% (1)	0% (0)	N= 11
The Program has adequate flexibility to meet student needs.	84% (40)	8% (4)	8% (4)	N= 48	88% (23)	12% (3)	0% (0)	N= 26	82% (14)	12% (2)	6% (1)	N= 17	100% (11)	0% (0)	0% (0)	N= 11
My interactions with University staff and administration have been positive.	86% (41)	10% (5)	4% (2)	N= 48	89% (24)	7% (2)	4% (1)	N= 27	89% (16)	11% (2)	0% (0)	N= 18	90% (10)	10% (1)	0% (0)	N= 11

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Open-ended Questions

Four questions on the survey were open-ended ones, designed to address the issues of strengths and weaknesses of the program, and personal and professional benefits.

Three of these questions fall into the category of student perceptions of the strengths of the program. The most frequently noted strength mentioned by students across all programs was the faculty. These comments included references to caring and support as well as expertise. Faculty were described as available, supportive, highly competent, knowledgeable, and experienced. Many students commented on the fact that they were learning useful techniques that would benefit them in training placements and subsequent work situations.

Another strength mentioned was the cohort model, which was seen as a means of developing group cohesiveness, as well as the beginnings of a potential professional network. Also mentioned frequently was the fact that the M.A. at USF is a two-year program that is close

to home and from a reputable University, with a class schedule that allows students the opportunity to remain working.

Along with positive comments about the faculty, students frequently mentioned the amount of personal growth that they have experienced. While this is probably inherent to some degree in many professional training programs, the frequent positive comments concerning this aspect are no doubt due to the fact that many courses are designed to promote self-awareness. Further, the faculty in general will often provide individual feedback to students who are having personal difficulties or whose deficits are identified in the classroom setting.

Weaknesses of the program mentioned by students were varied and included a number of issues. Among the ones mentioned most frequently are too many student presentations (and concomitant lack of faculty lecture/presentations), a need for more role plays on the use of techniques, lack of efficient traineeship information and support, and the lack of continuity between courses and faculty.

Other weaknesses mentioned less frequently include too many schedule changes, poor library resources (San Ramon only), classes dismissed early, coursework that was not sufficiently challenging, and the sometimes extreme variability among students relative to their undergraduate experience with psychological topics.

In summary, we were struck by the uniformly high ratings of most aspects of the program by overwhelming majorities of students in all programs. We will present a more detailed examination of our own perceptions of strengths and weaknesses later in this review.

REGIONAL CAMPUS ALUMNI SURVEY DATA

Appendix S shows the results of the survey of off-campus alumni. Percentages of either "strongly agree" or "excellent" were averaged across each item for each site, and then an average of those percentages was used as the numbers presented below. Unfortunately the Office of Advancement Services at the University misunderstood our inquiry for statistics. Of the names and addresses that they provided us, nearly 50% were graduates of programs that

existed prior to the major program revision in 2002. This obviously biases the data and makes any conclusions from them of very questionable validity.

Nonetheless, we will briefly summarize the table below. Overall, the alumni ratings for all items across all programs are notably lower than for current off-campus students, having decreased from a mean of nearly 90% positive ratings (i.e., strongly agree or excellent), to a mean of 75%. Although a number of factors could account for these figures, it should also be noted that the ratings from the South Bay alumni are dramatically lower than from the other two programs, due primarily to some difficulties with faculty there. Subjective questions such as what "Were the weakness of the program?" confirm this both in content and quantity of complaints. When items are compared among the South Bay alumni, ratings for items other than onsite faculty (e.g., the traineeship experience), more closely match the ratings of other sites.

In fact, when the South Bay figures are removed from the data pool, the mean number of positive ratings for the other two programs increases to a mean of 81%. San Ramon is just beginning to produce alumni, thus no figures are available for that site.

Another factor to be considered is that the items for the two surveys (current students vs. alumni) are obviously different, and exact comparisons must be made with caution. Lastly, there may be some important differences between students who are currently in a program, (i.e., are being exposed to new information and experiences), and students who have graduated and find themselves in the competitive world of mental health in California.

Regional Campuses Alumni Survey

Assessment of Program Goals

Survey Item	Sacramento Excel- Neutral Poor** -lent*			North Bay Excel- Neutral Poor** -lent*			South Bay Excel- Neutral Poor** -lent*					
The MFT Program has prepared me to address the current and emergent mental health needs of children, adults and families.	77% (23)	20% (6)	3% (1)	N= 30	78% (14)	22% (4)	0% (0)	N= 18	41% (7)	41% (7)	18% (3)	N= 17
The MFT Program has given me the ability to apply lifespan development to my work with clients.	73% (22)	23% (7)	4% (1)	N= 30	83% (16)	17% (3)	0% (0)	N= 19	52% N= 9	23.5% (4)	23.5% (4)	N= 17
The MFT Program has taught me useful cognitive-behavioral therapy, problem-solving, and goal-oriented skills.	80% (24)	17% (5)	3% (1)	N= 30	78% (14)	11% (3)	11% (2)	N= 19	59% (10)	18% (3)	23% (4)	N= 17
The MFT Program has prepared me to work with diverse, multicultural and/or underserved populations.	77% (23)	23% (7)	0% (0)	N= 30	84% (16)	11% (2)	5% (1)	N= 19	59% (10)	23% (4)	18% (3)	N= 17
The MFT Program has strengthened my commitment to social justice and social responsibility.	66% (29)	31% (9)	3% (1)	N= 29	78% (14)	22% (5)	0% (0)	N= 19	59% (10)	12% (2)	29% (5)	N= 17

* Excellent = combined responses ranked 5 or 4 on 5-point scale.

**Poor = combined responses ranked 1 or 2 on 5-point scale.

Overall Program Assessment

Survey Item	Sacramento Agree Neutral Disagree			North Bay Agree Neutral Disagree			South Bay Agree Neutral Disagree					
Please rate your overall satisfaction with the USF MFT Program.	83% (25)	10% (3)	7% (2)	N= 30	83% (16)	11% (2)	6% (1)	N= 19	47% (8)	29% (5)	24% (4)	N= 17
I would recommend the program at USF to someone else.	83% (25)	10% (3)	7% (2)	N= 30	94% (18)	0% (0)	6% (1)	N= 19	47% (8)	29% (5)	24% (4)	N= 17
The program stimulated interest in furthering my education.	83% (24)	14% (4)	3% (1)	N= 29	94% (17)	6% (1)	0% (0)	N= 18	35% (6)	47% (8)	18% (3)	N= 17
The program stimulated my interest in working with underserved populations.	73% (22)	7% (2)	20% (6)	N= 30	89% (16)	11% (2)	0% (0)	N= 18	47% (8)	24% (4)	29% (5)	N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Students

Survey Item	Sacramento Agree Neutral Disagree			North Bay Agree Neutral Disagree			South Bay Agree Neutral Disagree					
Student needs, concerns & suggestions were respected.	76% (22)	13% (4)	11% (3)	N= 29	89% (17)	11% (2)	0% (0)	N= 19	35% (6)	6% (1)	59% (10)	N= 17
The Program contributed to my personal growth.	97% (29)	0% (0)	3% (1)	N= 30	94% (18)	6% (1)	0% (0)	N= 19	70% (12)	12% (2)	18% (3)	N= 17
The Program had a supportive student community.	66% (19)	24% (7)	10% (3)	N= 29	72% (14)	11% (2)	17% (3)	N= 19	59% (10)	29% (5)	12% (2)	N= 17
The Program contributed to my professional growth.	93% (28)	3.5% (1)	3.5% (1)	N= 30	94% (18)	0% (0)	6% (1)	N= 19	71% (12)	23% (4)	6% (1)	N= 17
Students were respectful of each other's opinions.	77% (23)	6% (2)	17% (5)	N= 30	67% (12)	22% (5)	11% (2)	N= 19	76% (13)	12% (2)	12% (2)	N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Faculty

Survey Item	Sacramento			North Bay			South Bay		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Faculty were helpful and sensitive to student needs.	90% (27)	0% (0)	10% (3) N= 30	100% (18)	0% (0)	0% (0) N= 18	52% (9)	23.5% (4)	23.5% (4) N= 17
Faculty provided feedback about my progress in courses.	90% (27)	10% (3)	0% (0) N= 30	83% (16)	17% (3)	0% (0) N= 19	47% (8)	29% (5)	24% (4) N= 17
Faculty encouraged different points of view in class.	93% (28)	7% (2)	0% (0) N= 30	89% (17)	11% (2)	0% (0) N= 19	70% (12)	18% (3)	12% (2) N= 17
Faculty provided constructive feedback.	93% (28)	3.5% (1)	3.5% (1) N= 30	83% (16)	17% (3)	0% (0) N= 19	53% (9)	29% (5)	18% (3) N= 17
Faculty were supportive.	83% (25)	10% (3)	7% (2) N= 30	100% (19)	0% (0)	0% (0) N= 19	65% (11)	23% (4)	12% (2) N= 17
The quality of teaching was high.	80% (24)	13% (4)	7% (2) N= 30	83% (16)	17% (3)	0% (0) N= 19	59% (10)	6% (1)	35% (6) N= 17
Faculty advising was sufficient for my needs.	62% (18)	24% (7)	14% (4) N= 29	68% (13)	11% (2)	21% (4) N= 19	47% (8)	18% (3)	35% (6) N= 17
Faculty were easily accessible.	77% (23)	10% (3)	13% (4) N= 30	72% (14)	22% (4)	6% (1) N= 19	59% (7)	29% (6)	12% (4) N= 17
Faculty and students were mutually respectful.	67% (20)	6% (2)	27% (8) N= 30	94% (18)	6% (1)	0% (0) N= 19	53% (9)	35% (6)	12% (2) N= 17
Faculty were interested in student welfare and professional development.	86% (25)	7% (2)	7% (2) N= 29	94% (17)	0% (0)	6% (1) N= 18	64% (11)	18% (3)	18% (3) N= 17
Faculty were knowledgeable about current practices and research.	93% (28)	3.5% (1)	3.5% (1) N= 30	83% (16)	17% (3)	0% (0) N= 19	59% (10)	23% (4)	18% (3) N= 17
Faculty used a variety of teaching techniques.	93% (28)	3.5% (1)	3.5% (1) N= 30	94% (18)	0% (0)	6% (1) N= 19	64% (11)	18% (3)	18% (3) N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Curriculum

Survey Item	Sacramento			North Bay			South Bay		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Courses presented up-to-date material.	93% (28)	3.5% (1)	3.5% (1) N= 30	88% (17)	6% (1)	6% (1) N= 19	65% (11)	23% (4)	12% (2) N= 17
Course subject matter was presented in depth.	70% (21)	17% (5)	13% (4) N= 30	56% (10)	33% (7)	10% (2) N= 19	47% (8)	18% (3)	35% (6) N= 17
Coursework was relevant to meeting program goals.	90% (27)	7% (2)	3% (1) N= 30	83% (16)	17% (3)	0% (0) N= 19	59% (10)	18% (3)	23% (4) N= 17
The intellectual climate of classes was stimulating.	83% (25)	3% (1)	14% (4) N= 30	94% (18)	6% (1)	0% (0) N= 19	50% (8)	19% (3)	31% (5) N= 16
The current curriculum prepared me to become a competent professional.	80% (24)	13% (4)	7% (2) N= 30	72% (14)	22% (4)	6% (1) N= 19	53% (9)	23.5% (4)	23.5% (4) N= 17
I have foundational knowledge about theories of counseling.	87% (26)	10% (3)	3% (1) N= 30	72% (13)	11% (3)	17% (3) N= 19	65% (11)	23% (4)	12% (2) N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Traineeship

Survey Item	Sacramento			North Bay			South Bay		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
My traineeship was a good learning experience.	90% (27)	3% (1)	7% (2) N= 30	83% (16)	0% (0)	17% (3) N= 19	82% (14)	12% (2)	6% (1) N= 17
My traineeship site supervision was effective.	77% (23)	20% (6)	3% (1) N= 30	68% (13)	11% (2)	21% (4) N= 19	82% (14)	12% (2)	6% (1) N= 17
My on-campus traineeship supervision was effective.	70% (19)	11% (3)	19% (5) N= 27	71% (12)	28% (5)	0% (0) N= 17	60% (9)	13% (2)	27% (4) N= 15
My traineeship experience is congruent with my coursework.	80% (24)	13% (4)	7% (2) N= 30	72% (14)	11% (2)	17% (3) N= 19	70% (12)	12% (2)	18% (3) N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

**** Total number responses lower because only second year students are in traineeships.

Professional Development

Survey Item	Sacramento			North Bay			South Bay		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
I read professional journals and magazines	90% (26)	10% (3)	0% (0) N= 29	72% (13)	17% (4)	11% (2) N= 19	76% (13)	18% (3)	6% (1) N= 17
I can apply theory and research findings in counseling to issues in my field	70% (21)	20% (6)	10% (3) N= 30	67% (12)	22% (5)	11% (2) N= 19	65% (11)	29% (5)	6% (1) N= 17
I attend professional conferences and workshops in my field.	80% (24)	17% (5)	3% (1) N= 30	83% (15)	11% (3)	6% (1) N= 19	82% (14)	18% (3)	0% (0) N= 17
I am a member of professional societies in my field.	86% (25)	7% (2)	7% (2) N= 29	82% (14)	12% (2)	6% (1) N= 17	76% (13)	18% (3)	6% (1) N= 17
I closely follow current issues in my field	76% (22)	20% (6)	4% (1) N= 29	67% (12)	22% (5)	11% (2) N= 19	76% (13)	18% (3)	6% (1) N= 17
The theoretical orientation of the program has provided a useful framework for my professional work.	83% (25)	4% (1)	13% (4) N= 30	61% (11)	22% (5)	17% (3) N= 19	50% (8)	19% (3)	31% (5) N= 16
My degree from USF has been useful in obtaining an internship or employment.	83% (25)	7% (2)	10% (3) N= 30	76% (13)	6% (1)	18% (3) N= 17	74% (11)	13% (2)	13% (2) N= 15
I feel competent in the pursuit of my current professional interests.	87% (26)	10% (3)	3% (1) N= 30	72% (13)	22% (4)	6% (1) N= 18	88% (15)	0% (0)	12% (2) N= 17

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

Administration

Survey Item	Sacramento			North Bay			South Bay		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
The Program provided assessment of my progress.	80% (24)	20% (6)	0% (0) N= 30	72% (14)	17% (3)	11% (2) N= 19	53% (9)	29% (5)	18% (3) N= 17
The Program had adequate flexibility to meet student needs.	77% (23)	17% (5)	6% (2) N= 30	94% (18)	0% (0)	6% (1) N= 19	56% (9)	25% (4)	19% (3) N= 16

*Combined responses to Strongly agree and Agree on 5-point scale.

**Combined responses to Strongly disagree and disagree on a 5-point scale.

RESOURCES

DEPARTMENT BUDGET

The Department's budget is determined by the Dean of the SOE and is allocated annually. Operating expenses and purchases for the department are reviewed by the Chair who receives a print out each month. Mr. Jim Brennan, Director of Budget Planning and Mrs. Kim Nguy, Office Assistant, Budget and Planning, both from the School of Education, oversee the budget in the Dean's office and approve expenditures. Salaries and benefits for full-time and adjunct faculty are included in the SOE budget, but only the Counseling Psychology operating budget is sent to the department. The Chair oversees the Department budget and spending on a monthly basis.

The tables below show the number of student credit hours (SCHs) generated by the on and off-campus CPY programs for the 2004-05 academic year, by term, as well as fall, 2006. For the Main Campus, the CPY Program generated approximately 20% of the SCHs generated by all programs in the SOE. During the summer, however, the CPY Program accounted for 45% of all SCHs generated by all programs in the School of Education.

In the off campus programs, the MFT Program accounts for approximately 67% of all SCH's generated by all programs in the School of Education. Thus, our contribution to the School and University in terms of SCHs is considerable. In the past, when we operated a doctoral program, the figures would have been higher.

Total SCH's for Academic Year from Fall 2004 to Fall 2005 (Main Campus)

Main Campus SCHs	Fall '04	Spring '05	Summer '05	Fall '05
Counseling Psychology	1205	1254	1057	1091
Teacher Education	2584	2351	416	1802
Educational Technology	118	121	53	87
General Education	576	498	111	540
Catholic Education Leadership	119	145	255	102
International & Multicultural	628	654	111	710
Organization and Leadership	489	607	159	512
Learning and Instruction	471	546	189	383
TOTAL:	6190	6176	2351	5227
CPY Percentage of Total:	20%	20%	45%	21%

* Spring '06 data not available at time of writing.

Total SCH's for Academic Year from Fall 2004 to Fall 2005 (Regional Campuses)

Regional Campus SCHs	Fall '04	Spring '05	Summer '05	Fall 05
Counseling Psychology	1117	1139	923	1080
General Education	45	66	0	45
International & Multicultural	0	0	0	54
Catholic Education Leadership	33	0	22	18
Teacher Education	530	568	402	379
Total:	1725	1773	1347	1576
CPY Percentage of Total Regionals:	65%	64%	68%	69%

* Spring '06 data not available at time of writing.

STAFF RESOURCES

There are two primary staff positions within the Counseling Psychology Department.

They are the Program Assistant and the CPY Programs' Coordinator.

Program Assistant Duties.

- Greet people who come to the office and facilitate any questions students have.
- Answer phones, email and questions about both programs from prospective students and maintain a log of prospective students files.
- Schedule appointments for professors during their office hours.
- Scan documents and maintain Blackboard classes.
- Pick up mail and distribute.
- Keep track of and order supplies.
- Various administrative duties for the USF Center for Child & Family Development and the Oxford Program.
- Administrative liaison with the Dean's office.
- Make copies for office and classes as needed.
- Assist Programs' Coordinator with any requests.
- File student papers.
- Input prospective student names and information in EMT (University database).
- Fax materials as needed.
- Troubleshoot computer problems.
- Facilitate contract signatures including to and from Provost office and help maintain contract files.
- Liaison between professors and the bookstore.
- Answer questions from the Regional campuses.
- Print letters of recommendation for current and past students.
- Collect IRBPHS papers for the research committee.
- Help maintain the bulletin board, group website and the student and contract databases.
- Serve the MFT and PPS Program Coordinators as needed.
- Serve as liaison with other University offices as needed, i.e., Plant Services, etc.

CPY Programs' Coordinator Duties.

In the past year, the Dean, recognizing the lack of personnel needed to assist the Program Coordinators, created the position of CPY Programs' Coordinator. This individual reports directly to the coordinators of the MFT and PPS programs and the duties are listed below:

- Provide administrative assistance related to scheduling, registration, data collection, and fieldwork.
- Assist in the coordination of fieldwork activities and monitor compliance with state standards and requirements.
- Assist faculty, students, applicants, and graduates with initial inquiries and/or special administrative needs, which includes evaluating and filling Program Completion forms for MFT licensure and PPS Credentials.
- Serve as administrative liaison between on and off-campus programs (may require travel).
- Create systems for monitoring and facilitating student progress through the programs.
- Maintain and update program and fieldwork manuals, fieldwork files, and databases.

FACILITIES

The CPY Department is located within the School of Education building. The department has a separate space where the staff and faculty offices are situated close to one other. All faculty have individual offices that provide sufficient private space for academic and advising activities. All courses are held in classrooms within the SOE building. Some classrooms are sufficient for course class sizes and the lecture format. A few classrooms are larger and provide more room for small group and dyadic activities with students. The majority of our departmental courses, however are skill-based requiring a large classroom and furniture that can be easily moved around. The building has a few smart classrooms and all the classrooms have video/VCR and overhead projectors. Club Ed, a small cafeteria, provides some food selections for lunch and dinner, as well as space with small tables and chairs for eating and socializing. Club Ed is not available during semester breaks or summer session.

The SOE building is in need of more smart classrooms and larger classrooms with easily movable furniture for diverse skill-based instructional activities. In particular, most department

courses need to be scheduled in large classrooms given the nature of counseling instruction, but this does not often happen. While there is one faculty meeting space (room #105), this room is shared with all departments and the Dean's office, thus there is a need for another faculty meeting area. In addition, there is a need for a large meeting room in the building with capacity for computers, overhead screen, etc. type technology. The department has a difficult time holding large meetings with all students in the current group meeting space (room #119). To utilize this space for visual presentations, the technology must be brought in which takes space away from the number who can comfortably participate. Further the students are interested in having a lounge area where they can gather, socialize, and meet informally.

BOOKS, PERIODICALS, FILMS, LIBRARY, TECHNOLOGY

The MFT Program is embedded in the CPY Department within the SOE, and as such, is able to take advantage of Departmental and College resources, as well as those available throughout USF, one of the premier Jesuit, Catholic universities in the United States.

The SOE houses the Center for Instructional Technology (CIT), and just down the hallway faculty and students are able to take classes and use classrooms and a full range of digital hardware and software for research, teaching, and community service. High-speed wireless internet access is available throughout the building, and classrooms are equipped for computer, VCR, and DVD use. Programs such as Blackboard, Turnitin, e-mail, and storage space are available on the School of Education server. Next door to the department offices, the Learning Resource Center houses specialized materials such as reference books, videos, and periodicals.

The University has a first-class print and digital library, which is free to all faculty and students on campus and online. Full-text databases are accessible at all times for research, including PsychBooks, PsychLit, MedLine, and ERIC. Inter-library loans of books and periodicals can be affected within a few days, and relevant periodicals in psychology and child and family therapy are updated regularly for use in the library. The library also maintains

hundreds of social science and psychology videos that can be readily borrowed, and a department liaison coordinates purchases and use of relevant MFT tapes on a regular basis. In addition, the department maintains a budget for purchase of tapes that are kept within the department for instructional use. Books are purchased regularly at faculty request, and faculty and students also benefit from numerous library books that are procured by the undergraduate psychology department.

Faculty members are provided with high-speed/high-capacity computers every three years on a rotating basis, and a full-time technology specialist is employed by the School to assist with hardware and software installation and use. Students regularly maintain contact with faculty and peers through the Internet, which features broadcast e-mail to class cohorts and a dedicated student and faculty group site. Class discussions, extra-curricular events, professional meetings, social events, traineeships and internships and other information are regularly posted these sites. In addition, the School employs a web manager to ensure that department and program web sites are updated with current information.

SELF ASSESSMENT OF MFT PROGRAM QUALITY

The MFT Program at the University of San has evolved over the years into one that is unique, pragmatic, and relevant to students, their clients, and the larger community. Surveys indicate that current students consistently rate the MFT Program above average to excellent. The MFT Program staff and faculty continually strive to improve the program to meet changing student and community needs and to integrate student learning with the mission of the university. The following sections outline the program strengths, ongoing challenges, and future directions.

STRENGTHS

A major strength of the program is the manner in which it is delivered, which involves high faculty accessibility, small class size, late afternoon and evening scheduling of courses, ongoing faculty-student personal interaction and communication, recruitment of students whose goals match the unique program structure, and attention to issues of diversity. These strengths provide students with maximum personal attention and guidance from faculty, high potential for collaborative peer relationships that foster learning, and broad initial exposure to the field of marriage and family therapy. This foundation allows students to have a successful first field experience and to further discern specialization and career directions for subsequent internships.

The delivery of the MFT Program through an integrative model is another major strength. Faculty infuse each of the four perspectives into their courses, as appropriate. A *life span developmental perspective* gives students a foundation in normal individual and family developmental patterns from birth to death and an introduction to assessing and treating clients from a lifespan developmental framework. The *problem-solving, goal-oriented perspective* requires students to learn effective skills for working with clients using short-term, problem-solving, cognitive-behavioral approaches. The *family systems perspective* enables students to serve the needs of individuals, couples, and families. Students are trained to view all individuals

in the context of their “systems” as well as to assist in facilitating changes in the larger systems. Finally, a *multicultural perspective* runs throughout the curriculum so that students learn assessment, diagnosis, and treatment skills appropriate to various populations.

Each of these perspectives contributes to the development of therapists who can work effectively with diverse clients. The lifespan developmental perspective trains future therapists to work with clients in life transitions and in later life. Cognitive-behavioral and other short-term, goal-oriented techniques remain central to the treatment of major mental health disorders that all students will likely encounter. Family systems training allows therapists to work with clients within their systems as well as with individuals. The mission and values of USF and the demographics of the local student and client population continue to point to the essential importance of multicultural understanding.

The ethno-cultural, gender, and sexual orientation diversity among our students strengthens classroom learning through spirited discussions and self-exploration. Two MFT faculty recently received a grant to revamp the psychopathology course to include greater attention to multicultural issues. They plan to expand the process to additional courses each semester. Our goal is to train competent practitioners committed to promoting tolerance and diversity and to serving multicultural and underserved populations.

The service delivery model of the MFT Program caters to adult learners who are eager to enter the workforce as soon as possible. With two start dates (fall and spring) and a sequential program structure, the program encourages most students to graduate in 5 or 6 semesters. Classes begin at 3:45 P.M., allowing students flexibility to work during their first year and to manage personal responsibilities. Fall and spring classes are consistently delivered Tuesday, Wednesday, and Thursday late afternoons and evenings; this consistency allows students to anticipate their schedules. While summer classes may occur on any evening or on Saturdays, students know that no classes will be scheduled in August. This structure facilitates

student planning and ensures that they can register for every class they need; no student is ever told to wait until a later semester because a class is full.

Accessibility of faculty is a significant program strength. Faculty are easily available through office hour appointments, phone and e-mail communication, and an open door drop-in policy. Students are encouraged to communicate with any faculty member, not just their advisor. The Graduate Student Liaison (GSL) serves as an additional conduit between students and faculty. The GSL, in conjunction with faculty, develops MFT Forums, or informational meetings for students, three to four times a semester. Forums disseminate information, encourage questions, provide guidance, help build a cohesive student-faculty community, and feature interactive presentations by MFT alumni, the BBS, and traineeship site personnel. The MFT student and faculty websites are another vehicle for disseminating information to students and promoting communication among students and faculty.

MFT faculty tailor recruitment procedures to assure a good fit between the prospective students' goals and the MFT Program. Faculty are visible at open houses and are available for conversation by phone and by appointment. Faculty encourage prospective students to visit classes, contact students or the GSL, attend a forum, and visit other MFT programs. When applications are reviewed, personal statements are evaluated partly by the extent to which they reflect an understanding of our program and the MFT licensing process. When questions arise about a potential applicant's fit with the program, the student is interviewed, and several faculty may review the application. Most new students indicate they have selected USF as their program of first choice.

Further strength in the program lies in the practical field experience students receive during the second year. Students are guided in the process of seeking a traineeship site that relates to their current interests. Freedom of choice in selecting a traineeship encourages students to consider their strengths, needs, and other personal factors in creating a successful traineeship experience.

Another outstanding strength lies in the excellence of teaching provided by core and adjunct faculty. Faculty have diverse and extensive clinical skills and experiences that enrich their teaching. Many faculty employ positive, strength-based clinical approaches as well as traditional medical-model approaches.

CHALLENGES

Challenges involve (a) the allocation of faculty and staff time and resources to meet the needs of a growing program, (b) the interface between the main campus and regional campus programs, (c) ongoing evaluation of the program, class content, and student performance, and (d) traineeship.

The primary challenge for MFT faculty and staff in recent years has been insufficient allocation of faculty and staff resources for our growing program. The CPY faculty is currently smaller than it was 15 years ago, while the MFT Program enrollment has doubled. Implementation of creative plans often gets placed on hold because of time-intensive administrative tasks.

A separate but related issue has been the instability and/or uncertainty about program staffing across the last four years. Changes in personnel every year require new training and redistribution of assigned tasks. While 2005-6 has seen the greatest amount of program support, it has also been marked by a faculty search process, uncertainty about full-time faculty for 2006-7, and a major program review. These personnel transitions, along with non-normative events such as the review, have consumed major amounts of time and delayed progress on planned program development.

While faculty and staff support has increased, it has not kept pace with the growing program and remains insufficient for fully addressing large issues such as the management of the regional campuses and the implementation of creative plans related to overall program development and traineeship. The presence of the administrative assistant has been invaluable, allowing the development of a comprehensive database and the presence of a full-

time “point” person. The administrative assistant frees coordinators to pursue other needed tasks; a significant number of the tasks, however, are collaborative and require faculty involvement and participation. The need for coordination time to focus on *academic* program work continues. Coordination time is projected to be reduced by one-third in 2006–7 across the two term appointments; at the same time, the MFT Program continues to grow.

Challenges also continue in the interface between the main campus program and the four regional campus programs, in part because delivery of the program follows two different models. The main campus schedule is a standard 15-week semester schedule during which students take three classes; the regional campuses operate on a six-week intensive single-class model. The differences in program delivery can complicate academic coordination and implementation of program curricular changes, as the regional campuses are staffed by part-time field consultants and adjunct faculty with other time commitments. The intent overall is to increase main campus centrality and still retain reasonable regional site differences. These issues currently are under discussion in regular meetings between the MFT coordinators and the regional directors.

A related challenge is the need for consistency in the delivery of classes among main campus instructors teaching a specific course and between main and regional campus programs offering specific courses. A student taking a particular course should receive essentially the same basic course content regardless of instructor. Yet instructors must also retain the freedom to exercise their own unique talents and creativity in teaching. To address these issues, we invited all groups of faculty teaching the same course to work toward the goal of a unified core syllabus that represents the catalog description and course objectives, and reflects the four program perspectives. This plan is in place, and several courses—beginning with Individual and Family Development across the Lifespan and the Traineeship sequence—have benefited from cooperative review. Once a prototype syllabus is designed, it is sent to all regional campuses and adjunct instructors teaching the class.

Ongoing challenges involve the review of additional classes, developing methods to gain compliance with the faculty groups' work, and getting all faculty to participate who currently teach the class. A future task is to continue to develop appropriate ongoing program, student, and traineeship evaluation methods and instruments for use by main campus and regional sites. While most courses currently appear appropriately related to the overall program goals, we also plan to develop a set of core competencies for students to achieve in each course.

Student evaluation is currently managed through a series of instructor and supervisor evaluations. A first semester evaluation by all three first semester instructors provides an initial overall impression of student performance; with satisfactory performance the "conditional admit" is removed. Continuing student evaluations and review each semester is the next step. A continuing challenge involves appropriate methods for working with a student who, because of personal stress or underlying issues, may not be able to move forward in the program.

Although student performance on traineeship sites is evaluated, the sites themselves currently are evaluated only by students at the end of their traineeship. Yet the structure, philosophy, and personnel at traineeship sites change over time, and these changes may affect the suitability of the site for our trainees. Further evaluation is needed to ensure that training sites provide an appropriate fit of theoretical orientation, required supervision time, sufficient clients, and confidential appropriate working space. Major fluctuations tend to occur when sites experience changes in personnel, funding, and client population. We developed a system of tracking site appropriateness and increasing communication with site personnel, but agency responses to requests for information have required follow-up.

To strengthen the traineeship area, the program has devised a multi-step plan to (a) update contracts, (b) eliminate from the list those agencies that are no longer suitable for our students, (c) improve personal relationships with agency directors, (d) conduct informal phone evaluations of perceived strengths and challenges, (e) improve mechanisms for obtaining students' evaluations of sites, (f) develop a written rating form to be completed periodically by

agency personnel, USF personnel, and USF students, and (g) site visits by MFT faculty to assess appropriateness based on specific evaluation criteria. These tasks are sequential. A two-year process of updating contacts going back to the early 1990s is in progress, during which we will weed from the list of over 300 sites those that do not belong. In addition, informal discussions between site and MFT personnel have begun, as have discussions on improving the student site evaluation materials and process. Our ultimate goal is to work through this sequence to develop a set of evaluation strategies that utilize input from students, sites, and MFT faculty to track ongoing appropriateness of training sites.

FUTURE

In addition to plans to improve the challenge areas discussed above, areas for future planning within the program include further development of resources and information for volunteer pre-traineeship services, increased services and information for interns and graduates, and further development of both the MFT student and faculty web groups to expand their usefulness to faculty and students.

We want to develop volunteer opportunities for pre-traineeship and expand our resources for pre-internship students. Many of our trainees have worked in mental health facilities in paid positions or as volunteers, but increasingly students come to the program from other fields and can be at a disadvantage when applying for traineeships or internships. Pre-traineeship volunteer opportunities (which would not need to be monitored as stringently as traineeship sites) would further foster the social justice perspective that USF and our CPY Department strive to incorporate into the curriculum. While we currently publicize available information on post-graduation internship opportunities, we would like to provide additional assistance to our graduating students in locating internship placements.

MFT faculty also have areas of interest that they hope to develop in the future. All are consistent with the desire to train qualified counselors to work effectively in a changing profession with diverse populations in a diverse geographic region. Issues include maintaining

an integrative model appropriate for the geographic region and changing demographics while increasing the opportunity for students to learn specialized skills. Future discussions may open up creative ways to tap faculty interests and resources to further enrich students and graduates' learning and training.

SUMMARY

Enrollment, retention, and graduation rates attest to the revised MFT Program's appeal in attracting qualified students, supporting and training them, and graduating them. Their diversity is a program strength. Current students' high regard for the program affirms its effectiveness in meeting their needs and delivering the educational opportunities we promise. We provide a climate of support for student professional and personal growth and learning. Feedback from agency sites, our graduates, and the professional community indicates that USF students and graduates are respected for their practical skills, clinical expertise, and leadership capabilities. Tuition generated by the program makes a significant contribution to the School of Education and the University of San Francisco. The larger community benefits through the extensive service hours trainees contribute during their second year and through the contributions of new professionals as many graduates subsequently find employment in the area.

The MFT Program is congruent with the University's mission. By its very nature, the program instills in its students caring and concern for others, service to diverse and underserved populations, and a commitment to social justice. Examination of the large number of training sites reveals that our students serve in schools, community mental health facilities, psychiatric facilities, substance abuse programs, and programs for abused women and children. The MFT Program faculty is exemplary in its teaching and scholarship. The university-wide Summa ratings are higher than any department in the School of Education, higher than the mean ratings for the University of San Francisco, and higher than the national mean.

In summary, we feel that the revised MFT Program is making a significant contribution to the university's goal of becoming a "premier Jesuit Catholic urban university". Our commitment to program strengthening and development has been clearly documented and we look forward to building on the foundation that has been created in the years to come.