



UNIVERSITY OF
SAN FRANCISCO

School of Education

USF MFT/PCC Self-Study

Spring 2017

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A. Mission and Values

University Vision and Mission

The University of San Francisco is a Jesuit Catholic university in the heart of San Francisco. The university, which embodies Jesuit values, is guided by the following vision:

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

Informed by this vision, the university approaches education using the following mission statement as its compass:

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.

School of Education Vision, Mission and Goals

The School of Education (SOE) mission is to act collectively and leverage our resources in ways that are driven by our Jesuit mission and responsive to our constituents' needs in order to have measurable impact in schools and communities, particularly for those most affected by injustice. [A.1, SOE Strategic Plan and Mission]

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 SOE 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 SOE's master's and credential programs are also offered at our Branch campuses. Currently the SOE has branch locations in Pleasanton, Sacramento, San Jose, and Santa Rosa.

The SOE 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 diverse populations of the greater San Francisco Bay Area. The School prides itself on its commitment to address social inequities at the local and state levels, as well as those impacting the nation and international communities. This commitment is reflected in programs that prepare students to assume leadership roles in a variety of settings, including public, private and independent schools, colleges and universities, mental health and counseling centers, human services and government agencies, and even 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 (CPY) emphasizes intellectual discipline and respect for individuals in providing professional services to the community.

Grounded in values of justice and equity with a commitment to culturally competent care and application of evidence-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/Professional Clinical Counselor (MFT/PCC) and School Counseling/Pupil Personnel Services (SCP/PPS), teach evidenced-based approaches to counseling, with particular emphasis on culturally competent, family systems techniques in the context of lifespan development and social justice awareness. Our goal is to train competent, humane practitioners who are familiar with the latest evidence-based 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, couples, and other relationship constellations.

Program Mission Statement

The MFT/PCC program has undergone a number of significant changes in the past several years. At the heart of these changes is a notable shift in the faculty membership of the program. The retirement of a number of established faculty members created opportunities for junior faculty members to take on leadership roles. As new faculty members joined the program, conversations emerged regarding the guiding values of the department and program. Using the SOE's strategic plan as a compass, in 2014 the MFT/PCC program developed a mission statement from which all other program activities are rooted. The mission statement was originally developed by the MFT/PCC Program Coordinator and later revised at a CPY department meeting. After a consensus was reached about the wording of the statement, it was instituted on the program website. The resulting mission statement of the MFT/PCC program is as follows:

The Master's in Counseling Psychology program with a concentration in Marriage and Family Therapy (MFT) prepares students to be socially and culturally responsive relationship and family therapists and mental health counselors. At its core, the MFT's clinical training program upholds values of equity, social justice, community and cultural wealth, and collaborative problem solving. We are committed to embracing diversity, academic excellence, and to the compassionate service of children, adults, and families.

The MFT/PCC mission statement is prominently displayed on the university's website at <https://www.usfca.edu/education/programs/masters-credential-programs/marriage-family-therapy>. In continually striving to uphold and embrace this mission statement, the MFT/PCC program at USF embodies values of equity, justice, and empowerment by:

- Expanding traditional notions of family
- Recognizing the diversity in relationships and identity
- Striving to use inclusive language in our instruction
- Creating goals to diversify our student body and teaching faculty
- Working from a strengths-based perspective that honors community wealth
- Adapting professional trends as needed to meet community needs

The pages that follow will outline the ways in which every aspect of our educational program strives towards meeting the high standards of education, training, and practice set forth by our mission statement. The MFT/PCC mission reflects the vision of the university to “educate leaders who will fashion a more humane and just world” In addition, the program seeks to embody Jesuit values that are rooted in social justice by drawing from the wisdom of the surrounding communities in which our educational program is embedded and committing ourselves to being socially responsible instructors, mentors, and practitioners. Furthermore, the mission statement of the MFT/PCC program mirrors the overarching goals of the SOE by confirming our commitment to educate social change agents dedicated to serving marginalized communities most affected by injustice

B. Contribution to the Strategic Plan

The School of Education at the University of San Francisco is dedicated to meeting the goals set forth by its Strategic Plan [A.1, SOE Strategic Plan and Mission]. The vision of the strategic plan is as follows:

Vision: The School of Education acts collectively and leverages our resources in ways that are driven by our Jesuit mission and responsive to our constituents’ needs in order to have measurable impact in schools and communities, particularly for those most affected by injustice.

As stated in the previous section, the MFT/PCC program works towards this vision by training and educating future therapists and counselors who are dedicated to serving marginalized, under-represented, and underserved communities. The infrastructure and practices of the MFT/PCC program contribute to the strategic plan in numerous ways, which are outlined in detail in the following paragraphs. Four primary goals are emphasized in the School’s strategic plan and for each of these overarching goals, the MFT/PCC program engages in activities to meet its objectives.

The first goal of the strategic plan reads:

Goal I: To provide our target student population with the highest quality academic experience and professional preparation that are in the service of social justice, particularly regarding student services and support.

The focus of this goal is on the quality of student services. The MFT/PCC program holds highly individualized guidance and support for the students in their program. Even though the MFT/PCC program is the largest program in the SOE, making the logistics of carrying out individualized attention to the students a challenging feat, the MFT/PCC program prides itself in the personalized guidance offered to all MFT/PCC students. Each student is assigned a faculty advisor, and as outlined by the MFT/PCC Handbook [B.1 MFT Program Handbook, p.14], every student in the MFT/PCC program is expected to meet with their advisor once every semester. These meetings ensure that students are receiving adequate academic and professional guidance, are appropriately meeting academic milestones, and are feeling personally supported as students in the program (additional information about academic advising is providing in section J, Students). In addition to individualized academic advising, there are also a number of student services available to all USF students, such as use of the Writing and Learning Center and Student Disability Services. In addition, the MFT/PCC Program has a unique relationship with USF's Counseling and Psychological Services (CAPS), in that students enrolled in the MFT/PCC program are also welcomed to MFT/PCC support groups that are facilitated by the counseling professionals at USF CAPS.

The second goal of the strategic plan reads:

Goal II: To prepare professionals (researchers, educators, leaders, counselors, advocates) to work effectively with underserved groups.

Regarding the second goal of the strategic plan, the MFT/PCC program is specifically designed to meet the educational needs of students aspiring to work with underserved populations as therapists and counselors. As a program dedicated to addressing systems of

injustice and inequity, the values underpinning the course sequence are aimed at centering the needs of historically oppressed populations. One of the courses offered to students in their first semester in the program is Counseling Across Cultures [D.1, Syllabi, 677.01], which is a multicultural counseling course aimed at providing students with a framework for working in diverse multicultural settings as a therapist or counselor. In this class, students are encouraged to engage introspectively about the complexities of their own identity, where they may hold privilege and social power, and how their own worldviews may interact with future clients from diverse backgrounds. The focus on identity, navigating power and privilege, and inclusivity positions the students to work with a number of under-represented communities from a stance of humility and respectful accountability. In addition to Counseling Across Cultures, a number of the newer courses to be offered by the MFT/PCC program are designed to focus on historically marginalized populations. For example, our Relationship Therapy (formally Couples Therapy) course has been revised to include polyamorous relationships; Sexuality and Gender Issues in Therapy focuses the experiences of sexual minorities and those with non-binary gender identities; and Adult Development and Geropsychology examines the experiences unique to older adulthood.

To recognize students' efforts to influence positive social change and to support students in financial need, the program offers a number of Social Justice scholarships to students in the program who are actively engaged in humanitarian efforts while enrolled in the MFT/PCC program. These modest scholarships not only celebrate the social justice efforts of the students, but support the retention of students who embody the mission of the program. Social Justice scholarships are awarded at two different times during the academic year, and students must apply to be considered for this award.

The SOE exit survey [B.2 SOE Exit Survey Spring 2016] provides one measure of our effectiveness in this area. The most recent results, from the Spring 2016 survey, indicate that 97% of our graduates responded yes to the question, "Were your beliefs challenged, or did you experience personal growth, related to your work as a social justice educator or counselor." In response to the question, "As a result of your program, do you feel better prepared to work with underserved groups?" 51% of students answered "Much Better" and 43% answered "Somewhat."

Goal III: To collaborate and work in solidarity with partners to build a stronger movement for social justice in education.

At the heart of Goal III is the spirit of community collaboration. A major way in which the MFT/PCC program connects with the surrounding community is through the therapy services offered by MFT/PCC students working as trainees during their final year in the program. The program has developed hundreds of formal training partnerships with community mental health agencies throughout the San Francisco Bay Area and beyond. [B.3 Agency Agreements MFT] Our partner organizations agree to provide our students with quality clinical supervision and training, and in return, our students offer therapy and counseling services to largely underserved and historically marginalized communities. MFT/PCC students, in engaging in an education focused on cultural competency, are trained to work in a variety of diverse settings and communities.

The USF Center for Child and Family Development CCFD was founded in 1983 by Dr. Brian Gerrard, Ph.D., an emeritus of the USF MFT program, and Dr. Emily Girault and is an living example of the program's commitment to social justice efforts (<https://www.usfca.edu/education/centers-institutes/child-family-development>). The center is currently overseen by Executive Director, Dr. Judy Goodell, an Associate Professor in the MFT/PCC program. CCFD provides school-based family therapy in a variety of private and public schools in San Francisco's Mission District. Stated in the mission of CCFD is "to provide children and families (particularly under-served children and families) with a variety of culturally sensitive family counseling services." CCFD is an example of the program's commitment to meet the needs of diverse families and children. In addition to the psychotherapy services CCFD offers to the San Francisco community, it is also one of the program's major training sites, providing training and supervision for a number of MFT/PCC students.

Goal IV: To function effectively and ethically both individually in and collectively as School of Education.

In Goal IV, the MFT/PCC program upholds the ethical practice of Marriage and Family Therapists and Professional Clinical Counseling. As a program, we approach multiple aspects of program functioning as a team. A number of the tasks that are central to the functioning of the

program are done in shared manner with the MFT coordinator facilitating the manner in which such responsibilities are upheld. The collaborative efforts of the MFT/PCC faculty and staff are evident throughout this report and will be specifically highlighted in the governance section.

C. History

HISTORY OF THE MFT/PCC PROGRAM

The Counseling Psychology Department first began offering the MFT program in 1980. The program consisted of 30 units of coursework and 6 units of field work for a 36 - unit program. Fifteen of the 30 units were held in common with the three Master's level emphases: Educational Counseling, Life Transitions Counseling, and Marriage and Family Therapy. The remaining 15 units emphasized Marriage Family Therapy specifically. This program emphasized a family systems and cognitive-behavioral approach to counseling. Graduates of the program met educational requirements (for that time) for applying for licensure as a Marriage, Family, and Child Counselor (MFCC) in California. During the 1980s the program expanded to three USF branch campuses, Sacramento, Santa Rosa, and Cupertino.

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 incorporate a greater emphasis on skills, in order to more clearly approximate the American Association for Marriage and Family Therapy (AAMFT) national standards. 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 fulfilled the educational BBS requirements for MFT licensure.

In Fall 2001 the CPY faculty began an extensive discussion of the MFT Program. The discussion focused on facilitation of marketing, consolidation of programs where appropriate, coordination of scheduling, and other goals. The outcome of these discussions resulted in a single 48-unit MFT Program based on a unique educational approach to the preparation of marriage and family therapists congruent with the current and emerging mental health needs of

children, adults, and their families at that time. The faculty anticipated that with the Baby Boomer cohort entering retirement and extended life spans one major trend that would affect the services needed from MFTs was related to the second half of life. A second trend was the increasing of ethnic and cultural diversity of California and the need for a program emphasizing culturally sensitive approaches and intervention strategies to mental health for diverse populations. A third trend was the need to broaden the use of family systems approaches to include new configurations of “family” and diverse definitions of “couples.” A fourth trend was the increasing use of empirically based treatment approaches and short-term therapies.

The CPY faculty voted to broaden the platform of the MFT Program, to reflect changing mental health service needs and to bring the entire curriculum into greater alignment with changing population demographics. The CPY faculty defined an expanded theoretical and applied focus on the *integration* of four perspectives through all program offerings: multicultural, developmental, family systems, problem-solving and goal-oriented methodologies.

This new revised MFT Program was developed in Fall 2001 and finalized in Spring 2002, with revised course descriptions approved by the School of Education Curriculum Committee. The first students admitted to the revised MFT Program began in Fall 2002. Earlier 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 of these students chose the new program. The three branch 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 PROGRAM

Implementing the revised program was a significant and challenging task facing the MFT Coordinator and faculty in Spring 2002. In addition to managing the two programs offered at that time, the infrastructure for the new program was developed. This involved faculty revising all written materials, as well as delivering open house presentations. Prospective student interviews were changed to reflect the new program perspectives.

As part of that ongoing change, regular meetings among full time faculty, adjuncts and branch campus faculty helped to create congruence and consistency among the faculty delivering the new program. These meetings continued past the implementation period because they were found to be helpful in general for continued coordination between the campuses.

Another major implementation challenge involved traineeship. Written materials were sent to placement sites; meetings were held and contracts updated all in an effort to achieve congruence between the program and the field sites. Beginning in 2002 and continuing for several years, enrollment increased significantly, resulting in the need for added sections and increased faculty to maintain small class sizes as advertised. The next step involved evaluation of how well the revised curriculum reflected the program perspectives. Faculty began to develop core competencies for each class, with a goal of establishing learning outcomes to follow.

The revised MFT program implemented in 2002 underwent a program review in 2006 when the program was in its fourth year and had graduated four hilltop campus entry groups, two in 2004 and two in 2005. The branch campuses graduated their first entry group in 2005; an extra year was needed to implement the new program at these sites. The external review committee rated the quality of the MFT program as “very good to excellent” based on program strengths in curriculum, faculty, program design and administration, and student enrollment and satisfaction [C.1, CPY Program Review Executive Summary S06]. The main recommendations from the previous academic program review were:

- a) strengthen the Lifespan, Multicultural, and Family Systems emphasis within the curriculum, develop core competencies, and ensure greater consistency across courses
- b) hire an additional tenure track faculty MFT position and convert two term positions to faculty lines
- c) establish a protocol for stronger and consistent connection between field sites and the program.

All three of these recommendations were subsequently addressed as described in the next section of this narrative.

PROGRAM CHANGES SINCE 2007

From 2007 to 2010 the focus of the MFT faculty was the implementation and delivery of the 49-unit program devised just prior to the 2006 review. During this time the Board of Behavioral Sciences (BBS) identified that by January 2012 all MFT programs in California would be required to move to 60 units and integrate some new state standards; the faculty began preparing for this transition in 2010.

The new 60-unit three-year program matriculated its first cohort in the Fall 2012. In the two preceding years, new courses were developed that maintained the program's four perspectives and incorporated a strong community mental health recovery and wellness perspective. While the lifespan developmental and family systems perspective was well integrated, and the cognitive behavioral perspective was central in courses, the program focused on developing the multicultural perspective. Workshops were held with all core and adjunct faculty on integrating multicultural learning objectives and relevant content throughout the courses. A new course sequence was agreed upon, Curriculum Committee approval was obtained, and new advertising materials and presentations were created. All of this was a major undertaking of faculty time, while the old program continued to be delivered. All cohorts beginning Fall 2012, both hilltop and branch campuses, made this shift. On the hilltop and branch campuses, the delivery format shifted from two years to three years (three semesters per year) with the third year devoted to the traineeship field placement experience. The Department continued to offer the 49-unit program while we graduated out the cohorts that began prior to Fall 2012.

At the same time, in 2010 California became the final state to legislate the presence of the Licensed Professional Clinical Counselor. Once the new MFT program was in place and operating during 2012-2013 academic year, faculty turned greater attention to the issue of PCC licensing and began the discussion of whether to develop a complementary program for the purpose of offering PCC licensing. An ultimate decision was made to provide a 60-unit program which met the educational requirements for both LMFT and LPCC license. Program requirements differed only at the traineeship level, therefore a student would obtain the degree and educational preparation for LMFT and LPCC, and depending on their needs and willingness to complete fieldwork requirements for both during their traineeship year could elect to meet licensure requirements for both or only for the MFT. The plan to integrate the PCC with the MFT was adopted for three reasons: 1) to provide as many options to students as possible, 2) to

be responsive to the needs of numerous students who, upon graduation, return back to states where the LPCC license is most prevalent, and 3) to remain competitive in the market place, given that many universities appeared to be developing dual programs similar to what USF chose to develop. Thus, beginning Fall 2013 all cohorts have been enrolled in a BBS approved integrated MFT/PCC master's program that meets the educational requirements for both the LMFT and LPCC licenses. [C.2, LPCC Guidelines 13-14] The program graduated the first entry group for the 60-unit integrated MFT/PCC program in May 2016 from the hilltop and branches.

Starting in 2007 there were also many changes in program administration. In 2007, Dr. Cori Bussolari as term faculty replaced Dr. Avis as MFT Program Coordinator for the hilltop and branch campuses. Dr. Judy Goodell was serving as Fieldwork Coordinator. At the branches, there were field consultants who were responsible for the program management at each specific campus. In 2013, Dr. Bussolari was converted to a tenure track faculty position. In Fall 2014 she stepped out of the Program Coordinator position and was replaced by Dr. Tamba-Kui Bailey. Dr. Lou Felipe was hired as the overall faculty Program Coordinator of the branch campus MFT/PCC programs to work collaboratively with the field consultants on each branch site. This additional faculty position in the branches was established to bring more consistent communication and implementation of the curriculum across the branches and between hilltop and branches. There was also a fulltime staff program coordinator for the branches, Carmen Pacheco-Cueba, who served to manage the program across all branch campuses. In Spring 2015, Dr. Felipe moved to assume the role of MFT Program Coordinator for hilltop only. Dr. Lisa de la Rue was hired to assume the position of Fieldwork Coordinator replacing Dr. Goodell who moved to direct the Center for Child and Family Development for the school. In 2015 Dr. Lillian Chiang was hired as the new overall Program Coordinator of the branch campus programs to work along with Carmen, the staff Program Coordinator, creating a team approach to branch management. Consequently, in the summer of 2015, the field consultant positions at each branch site, formerly filled by Steve Pomerantz (Sacramento), Kim Kaiser (Santa Rosa), and Faith Otis (San Jose), were dissolved. (For more information about current staff roles, please see section N, Staff)

Dr. Chiang left her role as branch Program Coordinator after one year. This departure allowed the program to reflect on the challenges of managing the branch campuses and coordination with the hilltop program. Thus, the administration supported establishing a structure

that builds on the strengths of previous program delivery models. It was determined to assign a Program Coordinator for each branch and maintain a portion of a faculty position for overall coordination of branch programs. This entailed administration support for the addition of two new term faculty for the branch campuses. Beginning January 2016, Carmen Pacheco-Cueba was assigned to coordinate the Sacramento program, Dr. Daniela Dominguez to coordinate the Santa Rosa program, and Dr. Belinda Hernandez-Arriaga to coordinate the San Jose program. It is expected that this new structure will be an important, efficient way to support and resource the branch campus programs, especially as enrollment has recently been growing on some of the branches and their needs for support have grown as well.

The Counseling Psychology department is one of five departments in the School of Education. Along with the MFT/PCC master's program the department offers a master's degree in School Counseling/PPS Credential, which has a dual concentration track for the PCC. Some department faculty teach in both programs. Since 2013 the department has experienced several changes among faculty. At the same time the School went through a major shift in administration leadership with a new Dean and two new Associate Deans. Dr. Flores left the department and moved to the Dean's office to serve for a three-and-a-half-year period as Associate Dean. In May 2015, three of the eight MFT faculty members retired; all had been faculty for approximately 30 years. Three new faculty were hired, two for the MFT/PCC program, Dr. De La Rue and Dr. Cheng, and one for the School Counseling program, Dr. Henfield. Then in the summer of 2016 two additional faculty resigned, Dr. Bailey and Dr. Chiang. These positions were replaced with the recent hires of the new branch faculty program coordinators mentioned earlier. Finally, the Dean of the School resigned in January 2017 and Dr. Flores returned to the faculty, creating another shift in the administration. Currently there is a new interim Dean of the School and two new Associate Deans. While the program has experienced recent faculty changes and leadership transitions, it has endured these shifts with the strength of the current faculty and staff working collectively to maintain a quality educational experience for the students. Faculty and staff are unified around a program mission that resides in the principles of social justice and strives to serve marginalized and underserved people in diverse communities to bring about a greater quality of life for all.

D. Curriculum

Program Description

The Department of Counseling Psychology is located within the School of Education; it is one of five departments within the School of Education. Students in the Counseling Psychology Department are enrolled in one of the following two programs:

- M.A. in Counseling Psychology with a Concentration in School Counseling with California Pupil Personnel Services Credential or a dual concentration in School Counseling and Professional Clinical Counselor.
- M.A. in Counseling Psychology with a Concentration in Marriage and Family Therapy (MFT) and eligibility as a Professional Clinical Counselor (PCC).

Students enrolled in the M.A. in Counseling Psychology with a concentration in Marriage and Family Therapy (MFT) and eligibility as a Professional Clinical Counselor (PCC) maintain a two-year full-time course sequence, with a third-year clinical placement, as outlined in the traineeship manual. Students go through the program together and are encouraged to form study groups, to take advantage of the knowledge and experience of their classmates, and to enjoy these interactions as much as possible. The groups can become powerful positive forces in students' academic and professional experiences during the course of the degree program. Friendships from such shared experiences often lead to later professional opportunities, including special support and tangible resources when preparing for licensing examinations. The program emphasizes the importance of integrating theory with practice and the curriculum strives to reflect the central theoretical perspectives across all courses and instructors. The first year of the program focuses on foundational courses and begins to develop specific counseling skills, such as counseling theory and practice, multicultural counseling, family systems therapy, legal and ethical issues in MFT and PCC practice, assessment, psychopathology, counseling methods and pragmatic techniques, and trauma and crisis counseling.

The second year builds upon the first year and includes more advanced skills-based coursework to help solidify assessment and intervention skills. During this year, students are

exposed to further treatment approaches such as group counseling, relationship therapy, child and adolescent development, and adult development and geropsychology; and training in other essential clinical areas including addictions counseling, sexuality and gender issues in counseling, psychopharmacology, and research methods. A central focus of the second year is to promote healing and prevention through a model of *mental health recovery*, expressed in the course on Community Mental Health. Students are taught the concepts of recovery, wellness, systems of care and advocacy, and exposed to practitioners who are implementing this work in many community mental health settings in the bay area through speakers in the classroom, as well as structured field immersion experiences to the existing systems of community mental health care.

In the third year, students will further their community and clinical expertise by working in supervised clinical placements called Traineeships. During the fall and spring semesters students are enrolled in a Traineeship course. These are their actual first experiences gaining hours towards licensure as therapists. Each student will carry a client caseload, provide therapy, develop treatment plans, and receive weekly clinical supervision at their sites. The Traineeship classes meet on-campus and complement the clinical experience and training students receive at an approved agency site or other approved clinical setting. Information pertaining to the Traineeship requirements is provided in a separate manual and covered in a separate program meeting. (See a description of the fieldwork process below). Before starting Traineeship, students cannot have an incomplete (INC) grade in any class nor can they have any outstanding grades lower than a B-. It is important that all students review the traineeship manual prior to starting their traineeship experience. The purpose of the MFT/PCC Traineeship Manual is to assist students in meeting requirements and understanding policies and procedures relating to a student's participation in the Traineeship component of the MFT/PCC Program.

Program Delivery

The MFT/PCC program is designed as a 60-credit, two-and-a half or three-year, full-time program with classes in the fall, spring, and summer semesters. Entry into the program is based on a cohort model with fall (8 semesters) and spring (7 semesters) entry times. For the Hilltop

(main campus) campus, 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 7:20 P.M. and end at 9:50 P.M. 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. Students typically take three courses or 9 units across the academic semesters and summer sessions for the first two years, and mostly traineeship courses in the third year.

For the branch campuses (Sacramento, San Jose, and Santa Rosa), all classes are typically held on one designated day a week from 4pm to 10pm with some all-day (9 to 4, 5, or 6, depending on the class) Saturday sessions during the fall, spring, and summer sessions. Cohorts are assigned specific days of the week to receive their classes, which distinguishes the different cohorts at the branch. For example, the first-year cohort may be taking classes on Tuesday and the second-year cohort on Thursdays. At the branches, for each session students take the three courses sequentially for a 6-7 week period. This is possible because fall courses at the branches start earlier in August before hilltop courses begin later in August, and spring courses start early in January during intersession.

The MFT/PCC 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, role play, demonstrations of skills, 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 7 students. Skill-based classes have a maximum of 14–16. Lecture classes have a maximum of approximately 25.

The MFT/PCC program emphasizes and integrates a multicultural perspective; a family systems perspective; a lifespan development perspective; and a social justice perspective.

Multicultural Perspective: The program provides education and training in Multicultural Counseling and Therapy and Diversity Issues. 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. Multicultural perspectives are 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). 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.

Family Systems Perspective: A family systems perspective is central to the 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. Students are encouraged to take this perspective whether they are counseling individuals or several family members conjointly. The program incorporates a strong emphasis on a family systems perspective that explicitly focuses on interpersonal relationships in a family context. Students learn family systems models such as structural, strategic, behavioral, and solution-focused in several courses throughout the curriculum, as well as pragmatic therapy techniques. For example, students learn family systems models that explain "individual" dysfunction in a family context and they learn a variety of family systems assessment approaches for assessing family, parent, parent-child, and couple functioning.

Lifespan Development Perspective: The program has prepared students for the demographic trends and the changing needs of the client population, especially because we are in a time when the majority of potential clients will be middle-aged and older. Thus, therapists increasingly need skills for counseling adults and families across the lifespan. The program incorporates the

lifespan developmental perspective in two ways: a) the inclusion of two required courses that cover the lifespan from birth to late adulthood, and b) instructors are asked to include a developmental perspective in *all* of their classes. Students learn developmental theory and processes and research on the psychological, biological, and social aspects of human development across the lifespan, with attention to family development and dynamics. They learn adult development and life transitions theories and apply them to counseling adults and their families. There is a focus 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.). In addition, 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.

Social Justice Perspective: The program's commitment to social justice, reflects the larger USF mission of service, "to change the world from here" to achieve social justice for all people. While the University's mission has always been the overarching context for what we do, as a program we are also aligned with the School of Education mission to act collectively as social change agents that strive to improve the mental health of schools and communities, especially for those populations most affected by injustice. The program actively has articulated the social justice perspective through our mission statement and through our student recruitment meetings, new student orientation meetings, and in our classes. This perspective informs what we teach and discuss in the classroom, how we frame their work in traineeships and volunteer activities, as well as what our MFT/PCC graduates do in their internships and work post-licensure. We strive for our students to become therapists and practitioners who are social change agents and advocates for justice in providing mental health care and wellness programs for diverse communities, and especially to be of service to our most vulnerable, marginalized communities. This service begins in our program with our students in their traineeship providing countless hours of volunteer counseling services for community mental health programs to diverse clients who for the most part would not be able to afford mental health counseling in the San Francisco Bay Area.

These perspectives have guided the MFT/PCC curriculum for many years. Many were developed by longtime faculty members, most of whom have now left the program. The new MFT/PCC faculty looks forward to reviewing these perspectives in the 2017/2018 academic year. The new program learning outcomes, as described in section E. Assessment, will help to guide this review.

Course Sequence for Hilltop (Main campus)

Fall Entrance

1. Fall (9 credits)

657 Individual and Family Lifespan Development (3)

677 Counseling Across Cultures (3)

631 Theories of Counseling and Psychotherapy (3) *

2. Spring (9 credits)

634 Ethical, Legal, and Professional Issues (3)

639 Individual and Family Psychopathology (3) 677

642 Counseling Methods (3)

3. Summer (9 credits)

630 Individual and Systems Assessment (3)

650 Trauma and Crisis Counseling (3)

687 Family Systems Therapy (3)

4. Fall (10 credits)

629 Alcohol and Substance Abuse (1)

647 Group Work in Clinical Settings

684 Couples Therapy (3)

690 Research Methods (3)

5. Spring (9 credits)

628 Child and Parent Therapy (3)

646 Community Mental Health: Concepts of Recovery,
Wellness, Systems of Care and Advocacy (3)

661 Adult Life Transitions Therapy (3)

6. Summer (6 credits)

626 Therapy for Addictions and Co-occurring Disorders (2)

635 Human Sexuality (1)

683 Clinical Psychopharmacology (3)

7. Fall (5 credits)

637 Traineeship 1 (3)

644 Child, Elder, and Adult Abuse Issues (2)

8. Spring (3 credits)

638 Traineeship II (3)

Spring Entrance

1. Spring (9 credits)

657 Individual and Family Lifespan Development (3)

677 Counseling Across Cultures (3)

631 Theories of Counseling and Psychotherapy (3)

2. Summer (9 credits)

634 Ethical, Legal, and Professional Issues (3)

642 Counseling Methods (3)

687 Family Systems Therapy (3)

3. Fall (10 credits)

629 Alcohol and Substance Abuse (1)

650 Trauma and Crisis Counseling (3)

684 Couples Therapy (3)

690 Research Methods (3)

4. Spring (9 credits)

628 Child and Parent Therapy (3)

639 Individual and Family Psychopathology (3)

646 Community Mental Health: Concepts of Recovery,
Wellness, Systems of Care and Advocacy (3)

5. Summer (9 credits)

626 Therapy for Addictions and Co-occurring Disorders (2)

630 Individual and Systems Assessment (3)

635 Human Sexuality (1)

683 Clinical Psychopharmacology (3)

6. Fall (8 credits)

637 Traineeship 1 (3)

644 Child, Elder, and Adult Abuse Issues (2)

647 Group Work in Clinical Settings (3)

7. Spring (6 credits)

638 Traineeship II (3)

661 Adult Life Transitions Therapy (3)

**For Fall 2016 only, the course number for this class is 698 and is a Special Topics course.*

Course Sequence for Branch Campuses (Sacramento, San Jose, and Santa Rosa campuses)

Fall entrance

(This is a typical course sequence for fall entry. Students entering during the spring term may have a slightly different course sequence.)

1. Fall | 9 credits

CPSY 657 - Individual and Family Lifespan Development (3)

CPSY 677 - Counseling Across Cultures (3)

CPSY 631 – Theories of Counseling and Psychotherapy (3)

2. Spring 1 | 9 credits

CPSY 634 - Ethical, Legal, and Professional Issues (3)

CPSY 647 - Group Work in Clinical Settings (3)

CPSY 642 - Counseling Methods (3)

3. Summer 1 | 9 credits

CPSY 630 - Individual and Systems Assessment (3)

CPSY 650 - Trauma and Crisis Counseling (3)

CPSY 687 - Family Systems Therapy (3)

4. Fall 2 | 9 credits

CPSY 639 - Individual and Family Psychopathology (3)

CPSY 646 - Community Mental Health: Concepts of Recovery, Wellness, Systems of Care and Advocacy (3)

CPSY 684 - Couples Therapy (3)

5. Spring 2 | 9 credits

CPSY 628 - Child and Parent Therapy (3)

CPSY 661 - Adult Life Transitions Therapy (3)

CPSY 690 - Research Methods (3)

6. Summer 2 | 7 credits

CPSY 644 - Child, Elder and Abuse Issues (2)

CPSY 626- Therapy for Addictions and Co-occurring Disorders (2)

CPSY 683 - Clinical Psychopharmacology (3)

7. Fall 3 | 7 credits

CPSY 637 - Traineeship I (3)

CPSY 629 - Alcohol and Substance Abuse (1)

8. Spring 3 | 4 credits

CPSY 638 - Traineeship II (3)

CPSY 635 - Human Sexuality (1)

Course Descriptions [Full syllabi can be found in D.1, Syllabi]

CPSY 630– *Individual and Systems Assessment* (3) 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.

CPSY 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 MFT's in California, and legal mandates pertaining to children in schools.

CPSY 639– *Individual and Family Psychopathology* (3) Course includes an understanding of individuals and family psychopathology through the examination of a variety of models, with a focus on the interaction of culture, economics and diagnosis. Basic knowledge of the diagnostic process and criteria associated with diagnostic categories in the DSM-5 are explored. Students are provided with opportunities to interact with mental health consumers.

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

CPSY 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.

CPSY 631 – *Theories of Counseling and Psychotherapy* (3) This course provides an overview of the theories in counseling and psychotherapy and the elements of effective interventions associated with these theories.

CPSY 642 - *Counseling Methods* (3) This course provides an overview of foundational counseling skills and interventions used across theories of counseling and psychotherapy.

CPSY 650 – *Trauma and Crisis Counseling* (3) This course provides an overview of trauma and crisis theories as well as training in the use of necessary skills and interventions used to address trauma and crises in diverse populations.

CPSY 687– *Family Systems Therapy* (3) The course features the understanding and application of evidence-based family systems models, such as strategic, structural, cognitive and behavioral. Practice includes the integration and demonstration of skills and techniques from each model.

The impact of major family system disruptions, such as chronic mental illness, chemical dependence, dual diagnosis, trauma, and loss are also explored.

CPSY 629– *Alcohol 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.

CPSY 647– *Group Work in Clinical Settings* (3) An overview of the theories and practice of group counseling and consultation, with emphasis on evidence-based group therapy models, such as cognitive-behavioral, problem solving, and psychoeducation and their application to a variety of populations. Students will conduct in-class group therapy, participate in or observe mental-health consumer groups, design a community workshop or therapeutic group.

CPSY 684– *Couples Therapy* (3) This course is an overview of systems theory as applied to intimate dyadic interactions. Although primarily based upon a behavioral model, the major theories of family therapy will be referred to, and multicultural and developmental models will be highlighted. Special emphasis will be placed on practical approaches that are accessible and useful in contemporary settings. Committed couples in all forms will be included such as gay, transgender, married and unmarried.

CPSY 690– *Research Methods* (3) An introduction to the process, methods, and research literature pertaining to counseling individuals and families. Application of basic research concepts through literature critique, literature review, and mini-proposal development. Students will learn to become professional consumers of research regarding the relationship

between research and treatment. Course will focus upon evidence-based treatment and outcome research.

CPSY 628– Child and Parent Therapy and Counseling (3) Counseling children and parents through client assessments, case conceptualization, goal setting, data collection, and behavioral and interactional strategies. Emphasis on systems methods and evidence-based treatment strategies. Consultation with parents, teachers, and other professionals in a variety of settings.

CPSY 646– Community Mental Health: Concepts of Recovery, Wellness, Systems of Care, and Advocacy (3) This course helps students understand the model of community mental health recovery and the skills needed for mental health practice. Students will participate in hands-on experiences through a community mental health immersion experience, in addition to learning about strength and evidence-based therapeutic interventions aimed at mental health consumers of community mental health care.

CPSY 661– Adult Life Transitions Therapy (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, as well as the psychological and health implications of life events, such as loss, economic change, trauma, illness, substance abuse and relationship changes.

CPSY 626– Addictions Counseling (2) This course presents theoretical and practical explorations of the causes of and treatments for addictions and substance abuse. Students enrolled in this course will learn how to assess and intervene with client systems affected by substance use, abuse, and various behavioral addictions, drawing from a range of theories for understanding and models of intervention. Students will gain knowledge regarding multicultural approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, including populations at risk and the role of support systems.

CPSY 635– Human Sexuality (1) This course will provide the basic understanding of human sexuality, including the study of physiological, psychological, and sociocultural variables associated with sexual behavior, sexual orientation, gender identity, and the assessment and

treatment of psychosexual dysfunction. The course will review these concepts through a family systems and developmental lens over the life cycle.

CPSY 683– *Clinical Psychopharmacology* (3) This 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. The historical, social, economic, political and cultural influences on the use of psychiatric medication are also explored.

CPSY 637– *Traineeship I* (3) A Level 1 supervised experience in marriage and family therapy in an institutional setting under professional supervision. Course focus will be on case conceptualization of fieldwork experiences and development of clinical skills, specifically assessment, treatment planning and intervention strategies. Case management and client centered advocacy strategies, such as accessing community resources will be addressed.

CPSY 638– *Traineeship II* (3) A Level II supervised experience in marriage and family therapy in an institutional setting under professional supervision. This course is a continuation of Traineeship I, expanding upon each student’s knowledge, goals and clinical growth.

CPSY 644– *Child, Elder, and Adult Abuse Issues* (2) This course covers a broad range of domestic violence issues, including assessment, detection, reporting, and intervention strategies in intimate partner abuse, child abuse, and elder abuse for marriage and family therapists. Includes knowledge of community and governmental resources, cultural factors, mandated reporting, and same gender abuse dynamics. Course analyses patterns of emotional, physical, sexual, and economic or fiduciary abuse along with prevention strategies for changing systemic cycles.

We strive to keep the program current on the trends of the mental health field and are open to continually evolving to meet the needs of a changing society. In the upcoming academic year (2017-2018), the program will welcome a new course sequence, where a number of new courses will be added to the curriculum. [D.3 MFT Course Sequence Changes AY17-18] The MFT/PCC team decided upon a number of new courses, as a way to remain relevant in an ever-changing profession and to become increasingly inclusive of commonly under-represented communities. The new courses continue to integrate a systemic perspective, multicultural competence, developmental issues, and, of course, social justice values, but the courses better

meet the requirements for the LPCC (i.e. the inclusion of a separate Career Counseling course), streamlines the curriculum (i.e. the combination of Alcohol and Substance Abuse with Therapy for Addictions and Co-occurring Disorders into a single Addictions Counseling course), and is inclusive of more under-represented communities (i.e. Sexuality and Gender Issues in Therapy).
[D.4 Course descriptions for new courses]

DEPARTMENTAL PROCESS FOR CURRICULUM CHANGES

The curriculum of the program is developed in three steps:

1. The Program Coordinators develop a proposal for curriculum changes in consultation with other faculty members. These changes are typically related to changing national or state licensing standards (i.e., BBS) or to shifts in the marketplace as described earlier.
2. The program 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 program faculty meet to review, modify, and/or approve the proposed changes.
4. The proposed changes are brought to the entire department for review and discussion. Once approved by the department faculty, 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, once a semester the Program Coordinators schedule a large group meeting with on-campus and off-campus faculty, including adjuncts, to provide program information, updates, and explain any new program changes. Additional meetings for individual courses occur with course liaisons and instructors teaching the same course to share best practices and to develop collaborative relationships. We have just revised our course liaison structure with new faculty in the program whereby each core faculty member is the course liaison for 2 to 3 courses. The role of the course liaison is to meet with full-time and part-time faculty teaching the course to ensure instructors are using a common core syllabus that has the same course description, learning outcomes, required readings, and signature assignments. This common core syllabus establishes what every

instructor must cover in a given course, and there is room for individual instructor expertise and creativity.

During the past several years of leadership and faculty transition, this process has been somewhat obscured. Currently, the faculty is re-building this process. Course liaisons were re-assigned during the Fall 2016 semester. Now that course liaisons have been re-assigned, the faculty is currently developing the new procedure by which they ensure that the common syllabus is being used.

Academic Advising

Academic advising and support are consistently provided to all MFT/PCC students. The MFT/PCC 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. Faculty advisors also take initiative to scheduling advising meetings with their students. We want students to build lasting relationships with their assigned advisor as well as with their instructors.

The MFT/PCC program provides an Advisor Checklist [D.2, Advisor Checklist Spring 2017] for each full-time faculty member as a guide to plan and implement the advising process. Faculty members are instructed to meet with every student assigned to them in the beginning of every semester to go over course registration, “check in” with students, and provide information and support to student concerns should they arise. As part of the advising process, MFT/PCC faculty invite students to meet with them as often as needed in addition to the initial meeting at the beginning of the semester. Students are also encouraged to approach faculty with similar interests as a resource and for supervision, in addition to connecting with their assigned faculty advisors.

Student Community

The Counseling Psychology Department makes every attempt to build community, solidarity, and collaboration among the students. MFT/PCC Forums and MFTGA (Marriage and Family Therapy Graduate Association) provide open spaces where students and faculty can gather together as a community to address relevant issues and to socialize. The MFT Forums and MFTGA have hosted events to address 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/PCC group site on Canvas 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. 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/PCC students are encouraged to receive counseling during their tenure at USF. The University's Counseling and Psychological Services (CAPS) provides free, brief, confidential counseling (individual, couples, and group) for current students. At student orientation, incoming students are also informed that CAPS provides 12 free sessions to students each year. In addition, CAPS has been offering MFT/PCC student support groups in a confidential group counseling format for current MFT/PCC students. The support

offered at CAPS not only assists students' adjustment and personal life but also familiarizes students with the helping profession in an experiential way.

Student Financial Support.

MFT/PCC students have opportunities to obtain financial support, both through Graduate Assistantships and specific scholarships. The School of Education awards a number of Graduate Assistantships each academic year, allowing students to work with a Faculty Mentor in the areas of research, teaching or professional development, or administrative assignments for qualified students. Selected students are paid an hourly rate for up to 200 hours per fiscal year (hours must be utilized by May 20). Each fulltime faculty in the department selects a student with whom they would like to have work on their research or program projects. Approximately eight Graduate Assistantships are assigned to the department faculty each year. Two fulltime and one part-time Graduate Assistantships are assigned to the Center for Child and Family Development; all three students provide administrative assistance to the center. Another Graduate Assistantship is for the MFT/PCC Graduate Student Liaison (GSL); this person organizes forums and serves as a spokesperson for issues that arise for students. Additionally, students may apply for Social Justice Scholarships, which is awarded to deserving students who demonstrate: (a) previous and/or current experience in community service and engagement; (b) commitment to developing partnerships with marginalized youth, schools and/or communities; (c) personal and professional background related to issues of marginalization and social justice; and (c) demonstrated financial need. The number of Social Justice Scholarships awarded each year varies based on the number of applications received and the funds available in that given year. The program also offers the Elizabeth Bigelow Scholarship awarded to a student each year who demonstrates a commitment to adult development and women's issues. (<https://www.usfca.edu/education/admission-aid/financial-resource>)

E. Assessment

The primary methods by which the MFT/PCC program has assessed whether individual courses are meeting learning outcomes and student learning is through student evaluations of faculty and through student performance evaluations by faculty.

Faculty teaching evaluations:

At the end of each semester, the university provides students with a formal, standard evaluation form to assess faculty teaching for each course taken. In the spring of 2015, the paper-based Summa form was replaced with an online measure of teaching effectiveness (BLUE) with focus on four related constructs of Instructional Design, Instructional Practices, Student Engagement, and Student Learning in all courses. The new instrument provides both quantitative and qualitative feedback. [E.1 Fall 2016 Department Report_Blue] The Associate Dean provides MFT/PCC hilltop and branch program coordinators and the department chair with a summary of teaching evaluations for adjunct faculty each semester. In addition, the program has sent students a separate qualitative survey for each course to solicit more anonymous open ended feedback. The Program Coordinator and Department Chair review all teaching evaluations and meet with adjunct faculty with low evaluations to discuss the student feedback. This occurs once a semester when the teaching evaluation summaries are sent from the Associate Dean's office. The Program Coordinator and Department Chair determine a plan for mentoring any adjunct faculty with low evaluations. This may include mentorship by the course liaison or Program Coordinator. It also may include mentorship by a veteran adjunct faculty member as appropriate. Adjunct faculty are provided an opportunity to improve their teaching with mentorship and using teaching resources at the university. However, adjunct faculty with continuous low evaluations and who receive considerable negative feedback from students are not rehired for teaching. For full-time faculty, the Associate Dean and/or the Dean meet with any faculty member obtaining low teaching evaluations for pedagogical mentorship as well.

It is important to note that the majority of our adjunct faculty are excellent instructors receiving consistently high evaluations from students. The new teaching evaluation survey provides the School of Education with a department report for each semester indicating how the teaching for the department average compares to the School and university average. The department average (which includes the MFT/PCC program) has consistently been high in

comparison to school and university-wide averages. [E.2 Adjunct Faculty Evaluations 2013 to 2016]

Student performance evaluation:

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, problem solving, and to develop a plan of action. At the end of each semester, the MFT/PCC program coordinator sends a Student Performance Evaluation Form [E.3 First Year Student Performance Review and Second Year Student Performance Review] for first and second year students to all faculty teaching at the hilltop and branches asking them to only fill it out for the students in their classes that they have concerns about. Ratings are given on personal attributes and work habits, academic performance, and clinical potential for both first and second year students with added ratings in clinical skills for second year students to determine readiness for entering clinical traineeship. Instructors use a five-point scale to rate the student on characteristics such as dependability, self-awareness, cultural sensitivity, class performance, empathy, and case conceptualization skill. The instructor then makes a recommendation to continue the student in the program, to continue contingent upon meeting specific requirements, or to recommend an alternative path such as a temporary leave or to be terminated from the program. Instructors suggest needed interventions such as seeking assistance from the Writing Center, seeking personal counseling, or a plan for completing course requirements and improving academic performance. In addition, the program coordinator convenes a Student Performance Review meeting for faculty teaching that semester who have submitted concerns about specific students regarding their academic and professional development. Students for whom a specific academic or behavioral problem is identified a remediation plan is developed by the program coordinator, faculty teaching the student, and the advisor. The remediation plan involves the instructor and/or the advisor contacting and meeting with the student to discuss and/or develop an intervention plan that addresses the concerns and that helps them to succeed. A remediation plan is written

with attainable goals and clear consequences, and the plan is signed by the student and program coordinator, and department chair as needed.

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/PCC 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 program procedure is for the faculty who identified the concern, the advisor, the MFT/PCC Program Coordinator, and the department Chair to meet to discuss the situation. The student then meets with this ad hoc committee to discuss the concerns; at that time the student may be encouraged to participate in a new remediation plan, take a leave of absence, or withdraw.

Students are informed at the initial orientation that they are conditionally admitted and will be evaluated throughout the program every semester on a number of academic and professional areas, including through the field placement. These areas of evaluation are also described in the student conduct section of the program student handbook. In addition, this information is placed in the MFT/PCC group site on canvas. Students are informed if there are any concerns in these areas, they will be addressed by the student's professor, advisor, and/or clinical supervisor. Should there be particular concerns, the program coordinator and advisor will meet with the student to develop a formal remediation plan. Students are informed that significant weaknesses in any of the areas listed above can lead to probationary standing and, potentially, dismissal from the program. At the initial orientation students are asked to read and sign a student conduct agreement. In general, expectations are communicated to potential students at open houses and information meetings, and then full expectations are given at new student orientation. The program coordinators continue to communicate essential information and updates with students during the program at student forums, written email announcements,

and sending student information through the program canvas group site, which is viewed by all students at the hilltop and branches.

Direct Assessment of Program Learning Outcomes:

As a unit, the School of Education has struggled to sustain processes for direct assessment of program learning outcomes. A number of factors have contributed to this, such as turnover and lack of staff positions dedicated to assessment support. Since 2012 the MFT/PCC program has experienced significant changes in the curriculum and transitions in leadership and faculty, which has impacted the program's ability to assess the extent to which we are meeting program learning outcomes. Due to the California Board of Behavioral Sciences (BBS) changes in licensing requirements and new standards for the MFT, the program had to revise the curriculum. Then BBS adopted licensure requirements for the Professional Clinical Counselor (PCC) and we once again revised the curriculum to integrate the PCC standards beginning in 2013. In adapting to these BBS changes the program experienced the loss of four senior faculty who had been teaching in the program for several years. At the same time, faculty leadership coordinating the program on the hilltop and branches shifted between different faculty during the 2013 - 2015 period. Faculty remaining to deliver the program were either junior non-tenured or new.

During this time period faculty workload was focused on strengthening the integrated MFT/PCC curriculum and fieldwork requirements through ensuring the syllabi and course learning outcomes were consistent across courses in the hilltop and branches. This has enabled new faculty to contribute their expertise into the curriculum, especially with infusing new perspectives on multicultural, social justice, and community engagement issues. While the program developed program learning outcomes in 2015, due to the changes mentioned earlier, we were not able to assess them. However, now that the program has finalized a curriculum that reflects the solid core of full-time faculty dedicated to the program, we have developed new program learning outcomes. [E.4 MFT Program Learning Outcomes]

In January 2016, a Director of Assessment was hired to lead assessment processes across the school. Currently, all programs are in the process of editing or developing three key components of the assessment process: program learning outcomes, a curriculum map, and an

assessment plan for direct assessment of each PLO. This work will be completed by the end of the spring 2017 semester. To be clear, all programs have had learning outcomes and curriculum maps in the past. This work is focused on ensuring these components are up- to-date and compliant with accepted best-practices in assessment. The MFT/PCC program has been focused on completing program review this year and will take up completing this assessment work in the fall of 2017.

A consistent indirect measurement of program effectiveness used by the program has been the school-wide exit surveys. The survey is distributed by the Director of Assessment to all graduating students. [B.2 SOE Exit Survey Spring 2016]. The survey results are sent to the Department Chair and Program Coordinator, who review the results and share findings with faculty and staff as appropriate. The most recent exit survey was distributed to the first cohort of the new MFT/PCC program. The feedback from the survey reflected the difficult transition this cohort experienced. For example, the survey indicated that 80% of students met with advisors less than once a year and 47% either disagreed or strongly disagreed with the statement “I knew how often to meet with my advisor.” While the program was disappointed by these results, it was not a surprise. Faculty and staff were aware that the simultaneous leadership and curriculum transition left the advising procedure weaker for this cohort. The program responded in several ways including updating the Academic Advising Checklist and holding an advising re-training session for the faculty. [D.2 Advisor Checklist Spring 2017] The program is confident that most, if not all, current students are meeting with their advisors at least once a semester.

F. Traineeship

Placements, Standards, Evaluation, and Monitoring of Traineeships

All MFT/PCC students are in a fieldwork placement during their third 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. [F.1 USF Affiliation Agreement for Placement]

Standards for approval as a USF training site are identified in the written USF/Agency affiliation agreement signed between the site and the University, as well as in the MFT/PCC Student Traineeship Manual [F.2, Student Traineeship Manual_2017-2018]. Additional information on the roles and responsibilities of the agency and student are also available in the Responsibilities of Student and Agency Manual [F.3 Responsibilities of Student and Agency Manual]

Students provide approximately 20 - 30 hours per week work at that site, functioning as an agency-based counselor. The agency is responsible for providing supervision to the student. Supervision must meet a 1:5 ratio, with one unit of supervision for every 5 hours of direct client contact. A unit of supervision includes one hour of individual supervision or two hours of group supervision. The 1:5 ratio of supervision to client contact must be met every week, in other words “banking” of supervision is not allowed.

In order to successfully complete the fieldwork experience, students must obtain 425 hours of experience prior to graduation. The 425 hours includes a combination of direct client contact and other services. Students must complete at minimum 225 hours of client contact, but for those students who are seeking the PCC licensure they are required to complete 280 hours of direct client contact before graduating. The remaining hours to reach 425 include other clinical duties, like supervision, documentation, trainings, etc.

While students are in their fieldwork placement they are also concurrently enrolled in Traineeship I during the fall semester and Traineeship II during the spring semester. An option Traineeship III course is also available during the summer semester. Traineeship III is for 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 425 hours of experience required to graduate must enroll in Traineeship III, locate an appropriate site for continuing their training, and complete their required hours. These USF classes meet once a week, and include didactic training and case review. The USF course instructor for the Traineeship course is responsible for monitoring progress in fieldwork, and to support students in managing documentation requirements.

The MFT/PCC Fieldwork Coordinator and Program Coordinators at each campus work with new interested sites to assure “goodness of fit” between the agency and the MFT/PCC Program. Students interviewing with sites are directed to ask questions to ensure that a site can

provide clients working space and supervision within the philosophical and theoretical orientation of the MFT/PCC Program.

Evaluation of students during their traineeship occurs through several formal evaluation procedures. Each traineeship site supervisor provides a standardized written evaluation, which goes to the USF Traineeship instructor [F.4 Supervisor Evaluation of Trainee 2016-2017]. The evaluation is completed at the midpoint of the fall and spring semesters, and at the end of the fall and spring semesters. For students who are enrolled in Traineeship III during the summer, there is an additional evaluation. The supervisor and student review and sign the evaluation, and it becomes part of the student's MFT/PCC Program file. 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 concerns that might arise. Grades for Traineeship I and II (and if applicable Traineeship III), become part of the student academic record.

Students are asked to complete an evaluation of their traineeship at the end of the fieldwork year, reflecting on the overall experience, the supervision, the facilities, and the client load. [F.5 Traineeship-Assessment of Agency]. These evaluations are maintained by the MFT/PCC program 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. To support students in this progress the program provides two Traineeship Forums and a Traineeship Fair. The two Forums are held during student's 2nd year of the program, and serve to introduce students to the Traineeship process, including helping them understand what to expect and expectations and requirements. The Traineeship Fair is held during the spring of student's 2nd year. Partner agencies are invited to the respective campus, and provide information to students about their fieldwork site. This provides students with an opportunity to learn more about the fieldwork sites that are available.

Currently all paperwork forms and documentation are submitted electronically via Canvas. Traineeship instructors are responsible for checking their students' paperwork for

accuracy. The electronic submission process has aided students in submitting required paperwork in a timely manner, and helps all parties quickly identify what items may be missing.

G. Students

Admission

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

1. Bachelor's degree with a 2.75 minimum grade point average from an accredited institution;
2. A sealed official copy of transcripts from each university or college attended;
3. Two original, signed letters of recommendation from professional persons qualified to judge the applicant's suitability for the program;
4. Résumé; and
5. A typewritten statement outlining the applicant's areas of interest, relevant experience, and purpose for seeking admission to the program, including how their full-time values and career goals fit into the University of San Francisco's missions.
6. For international applicants, copy of passing scores for one of the following tests--TOEFL, IELTS or Pearson Test of English Academic (PTE)--is required, in addition to the aforementioned documents.

Application materials are first reviewed by two faculty or staff members before in-person group interviews are conducted. Specifically, applicants are screened based on the following considerations: (a) psychology (or related field such as sociology, education, etc.,) course work or major; (b) clinical, counseling, mental health, or community-based work or volunteer experience; (c) Graduate level writing skills; and (d) strong personal statement that articulates knowledge and interest in the field, connection to USF's social justice mission, and a rationale for wanting to attend the USF MFT/PCC program.

Individuals who meet our criteria during the screening process are invited for an in-person group interview. Telephone or online interviews are conducted when applicants cannot

attend in-person interviews. The group interview (or alternatively, telephone/online interview) is facilitated by at least one MFT/PCC faculty member and participants are evaluated based on the following: (a) dedication to our social justice mission; (b) multicultural awareness and worldview; (c) ability to interact appropriately in a group; (d) professionalism; (e) fit with the field and the mission of the MFT/PCC program; (f) clear professional goals; (g) knowledge of the MFT/PCC program and USF.

The MFT/PCC Program on the hilltop campus accepts applicants in the Fall and in the Spring. For the three branches, applicants are admitted in the Fall. The Sacramento branch also admits a cohort in the spring. Priority deadlines for receipt of completed applications are February 1 for Fall entry and October 15 for Spring entry. In addition to these priority deadlines, complete applications are reviewed on a rolling basis. The MFT/PCC faculty make every effort to inform candidates if they have an interview within 1-2 weeks of receiving a complete application. The Fall admits complete the program in eight semesters, including summer, and the Spring admits complete the same program in seven semesters, including summer. Regardless of Fall or Spring entry, the MFT/PCC program is a 60-credit program that requires students to maintain a two-year full-time course sequence, with a third year clinical placement of traineeship.

Program Recruitment

The Marriage and Family Therapy/Professional Clinical Counselor Program Coordinators, staff Program Coordinators, and full-time faculty 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/PCC website. 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/PCC Program Coordinators (and/or full-time faculty members) and have the opportunity to see our facilities. At both SOE Open

Houses, prospective students receive information about the 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/PCC forum and/or visit a class 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 program Graduate Student Liaison, so they can make an informed decision before selecting the MFT/PCC Program. [See G.1 MFT/PCC Flier]

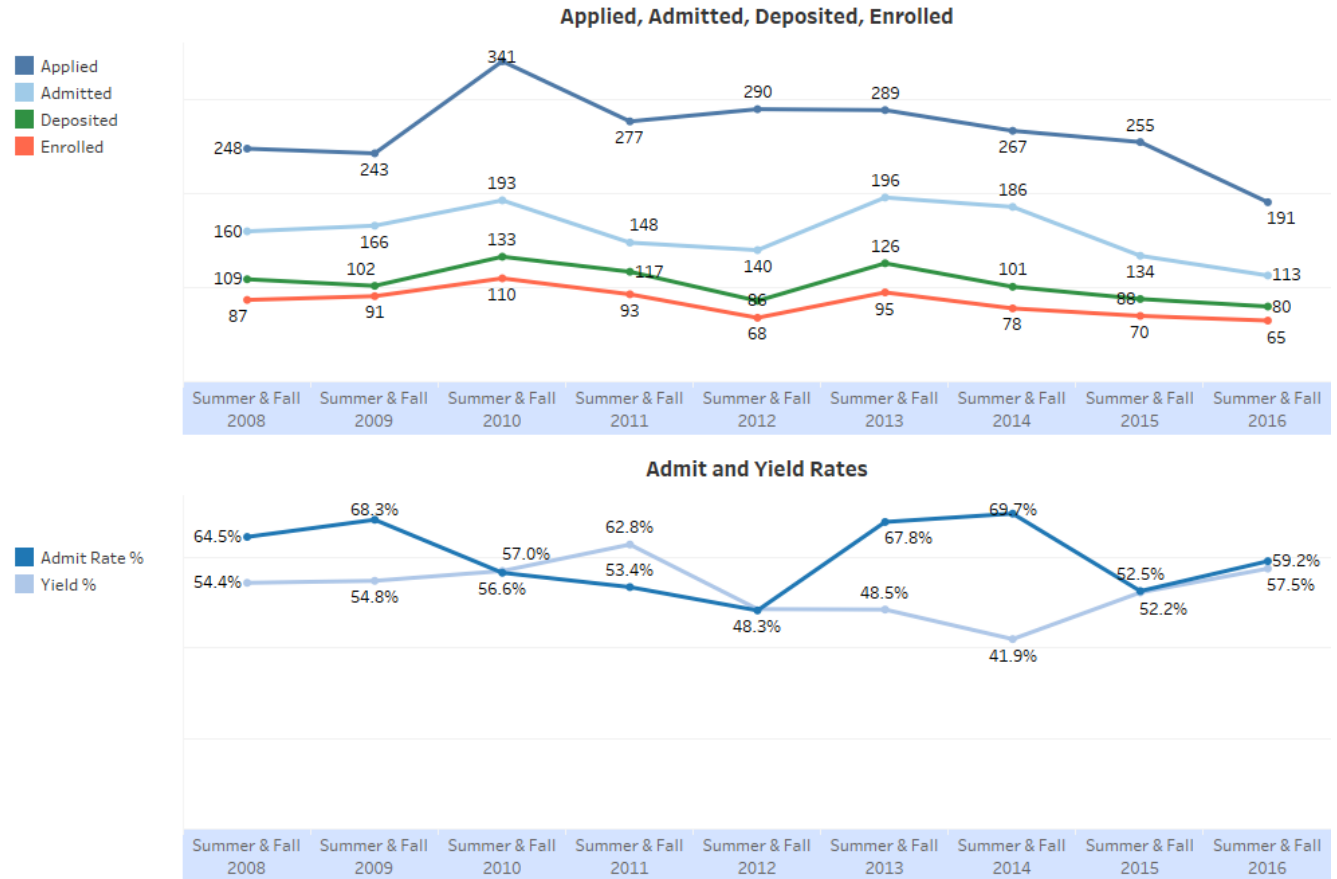
At each of the branch campuses there is an Assistant Director of Enrollment and Recruitment who is responsible for outreach and marketing of the program to the local communities. These branch staff also hold monthly information meetings about the program and once a semester the branch has an Open House for all SOE programs. In addition, the branch MFT/PCC Program Coordinators reach out to prospective students to answer questions about the program, and may invite them to a program forum or event at the branch.

Enrollment

G.2 Admission Trends

Education Admissions Trends

Term: Summer & Fall
 Major: CPSY
 Major - First Concentration: CPSY - MFT



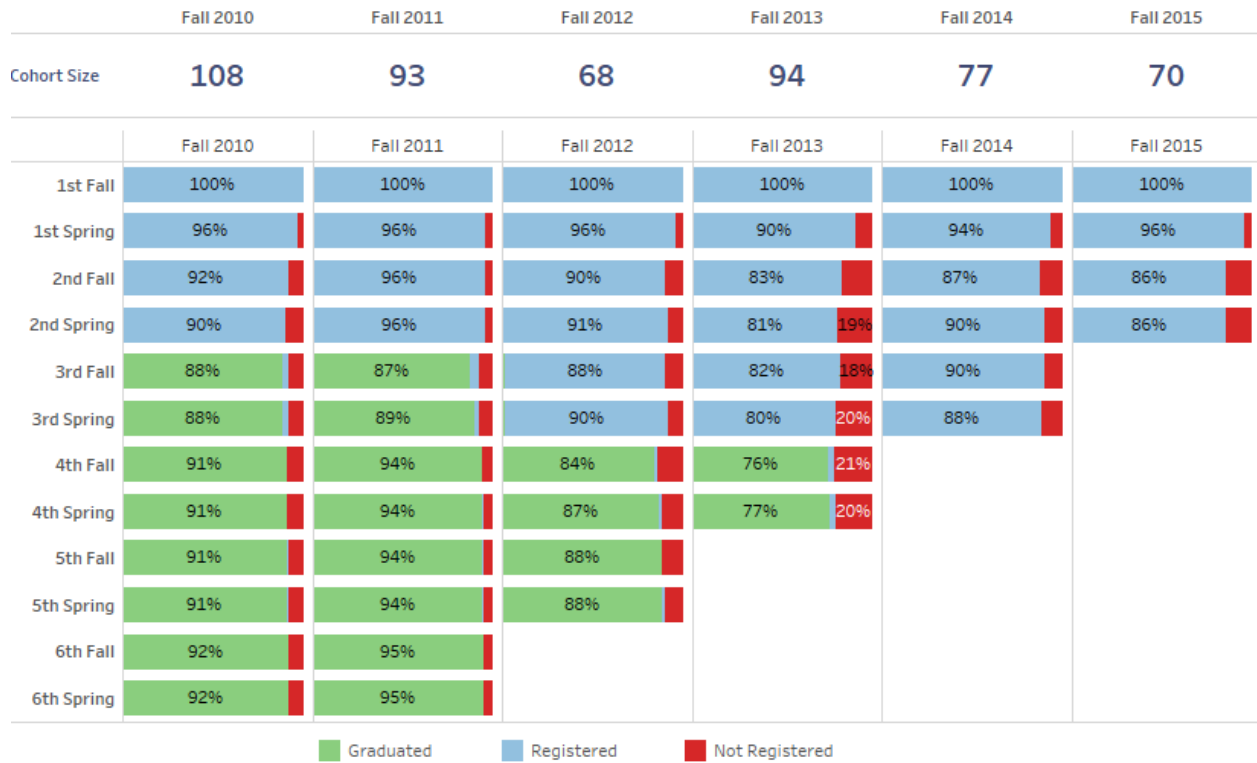
As shown above in the figure G.2 Admission Trends, enrollment in the program has had some notable changes since Fall 2012. At that time, the program began accepting cohorts in both the Fall and Spring semesters, with the Fall class typically larger. As seen in the figure, the number of enrolled students decreased significantly from Fall 2011 to Fall 2012, but increased dramatically to a similar number again in Fall 2013. Enrollment dropped from Fall 2013 to Fall 2014 by approximately 18%, and from Fall 2014 to Fall 2015 by about 10%. Similarly, enrollment in Spring semesters also has seen some changes across the years. These changes in enrollment could be related to the fact that in the Fall semester of 2012 the program duration requirement changed from a 2-year program to a 3-year commitment. Additionally, both the admit and yield rate were particularly low in Fall 2012. The general trend of declining enrollment is likely due to a number of factors. For example, USF tuition is high compared to

other MFT/PCC programs in the Bay Area. In addition, there seems to be a trend across all MFT/PCC preparation programs in the Bay Area reporting decreases in enrollments. Thus, a combination of interest in those wanting to enter the field, the length of our program, and our tuition rate may interface to affect our enrollment rates. How and whether the change in program duration requirement influence enrollment is an important area for continual data comparison and investigation.

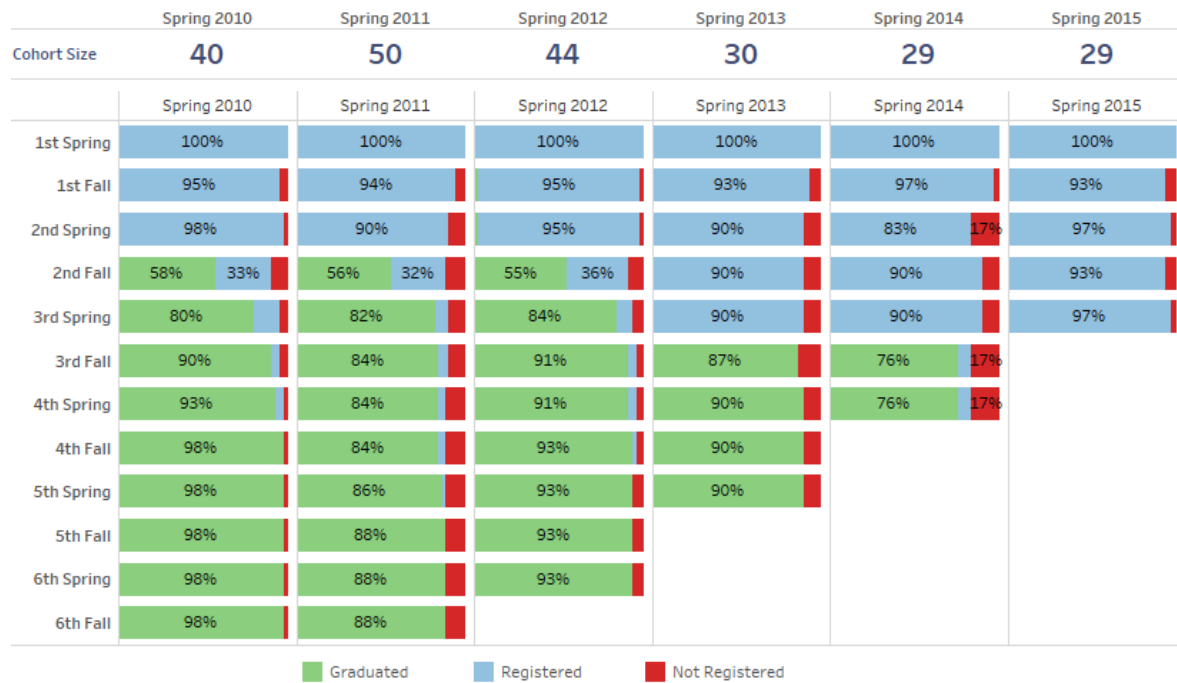
A major factor affecting all of these trends is that in 2010 California allowed for the licensure of Professional Clinical Counselors, rivaling the MFT license. In following the state and national trends of the mental health field and to retain the program's relevance in this changing professional landscape, the MFT program expanded the program to meet the educational requirements for PCC licensure. When the program moved from a 49-unit MFT program to a 60-unit MFT/PCC program, there was a brief increase in the application rate. Since that time, our program, as well as other programs in the area, have experienced a decline in admissions applications. Despite the decrease in applications, our program's yield has been strengthened with more admitted applicants choosing to enroll in our program. The reasons for the strengthened yield, we believe, is, in part, due to our rigorous application process. Prior to 2014, the application process typically involved a single faculty member, usually the Program Coordinator, and all applicants, even those who may have marginally met admissions criteria, were admitted into the program. Now, with two faculty members combing through each application and an interview team vetting applicants for their commitment to social justice and marginalized communities, the applicants to our program are much more dedicated to their education and success in this field.

Retention and Graduation

G.3 MFT/PCC Graduation and Retention Fall Cohorts



G.4 MFT/PCC Graduation and Retention Spring Cohorts



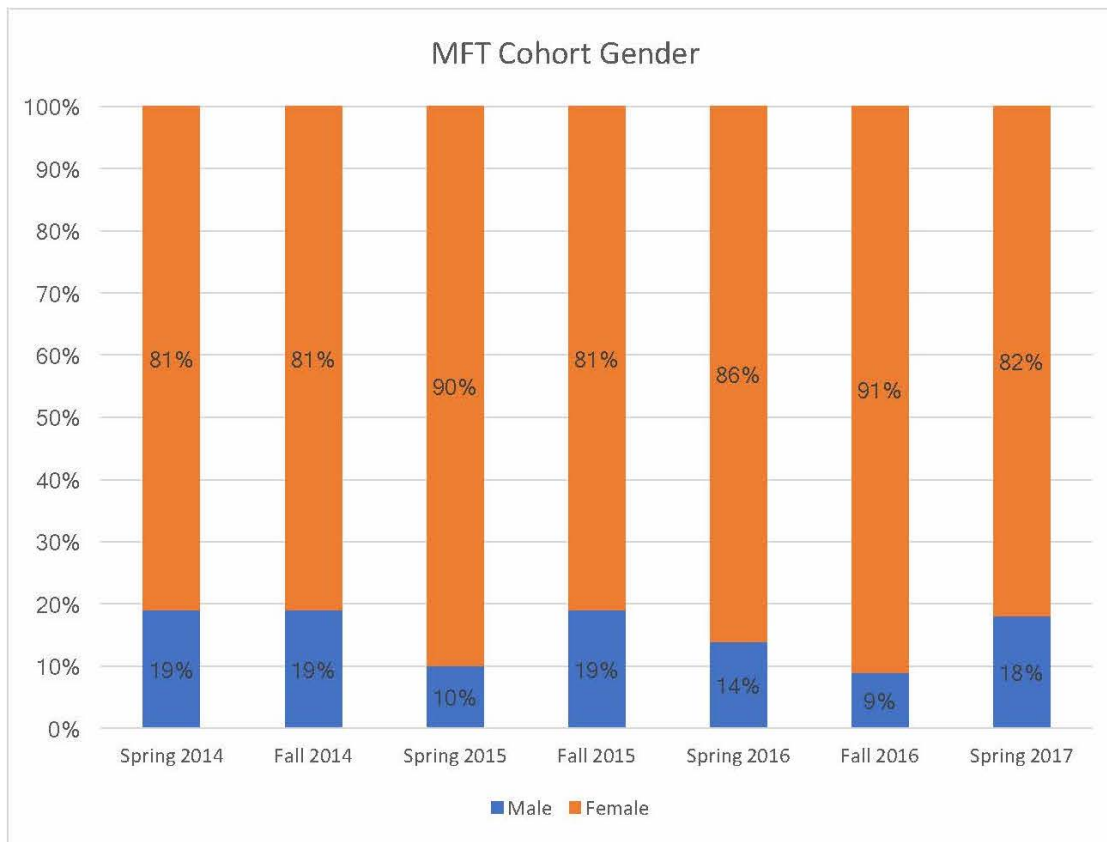
Figures G.3 MFT/PCC Graduation and Retention Fall Cohorts and G.4 MFT/PCC Graduation and Retention Spring Cohorts summarize the retention numbers of the MFT/PCC program since 2010. It should be noted that because the program changed its expected time to graduation from two years to three years in Fall 2012, the numbers retained at the third year for the Fall 2011 and Spring 2012 cohorts denote the numbers of students still in the program after most of their cohorts have graduated in their expected two-year frame. Starting from Fall 2012, the retention rates for the second year following enrollment in the MFT/PCC Program have ranged from 83% to 97%, while the retention rates for the third year following enrollment have maintained mostly around 90%. Those students who do not complete the program within the suggested time frame usually postpone their traineeship and then graduate later. 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 the suggested time frame and either take a leave of absence, returning later to complete the program and 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/PCC career path is not what they want.

In terms of graduation rates, the figures above show that for the cohorts from Fall 2011 to Spring 2013, most students (85% to 95%) were able to graduate in three years or less. However, the Fall 2013 cohort and the Spring 2014 cohort have an unusually low three-year graduation rate of about 76%. There are a number of reasons that could potentially explain this unusually low rate of graduation for the Fall 2013 and Spring 2014 cohorts. These students entered in the academic year of 2013-2014, which was the first year of the fully integrated MFT/PCC 60-unit program. In moving to 60 units, many of the students were unaware of the financial aid limit that could be applied to their tuition. Once students entered the summer semesters, many students realized that they could not borrow enough to cover their full tuition costs for the summer and were forced to pay out-of-pocket for the remaining tuition. Without the finances to cover the difference, many students discontinued the program. Furthermore, there was a large turnover of faculty members that year, and as the faculty team transitioned, academic advising was inconsistent, perhaps leaving students uninformed and feeling unsupported. However, once the team transitioned and advising and other procedures improved, so did the retention rates.

Graduates of our program use their MFT/PCC 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 3-year MFT/PCC Program and graduated in August 2016 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.

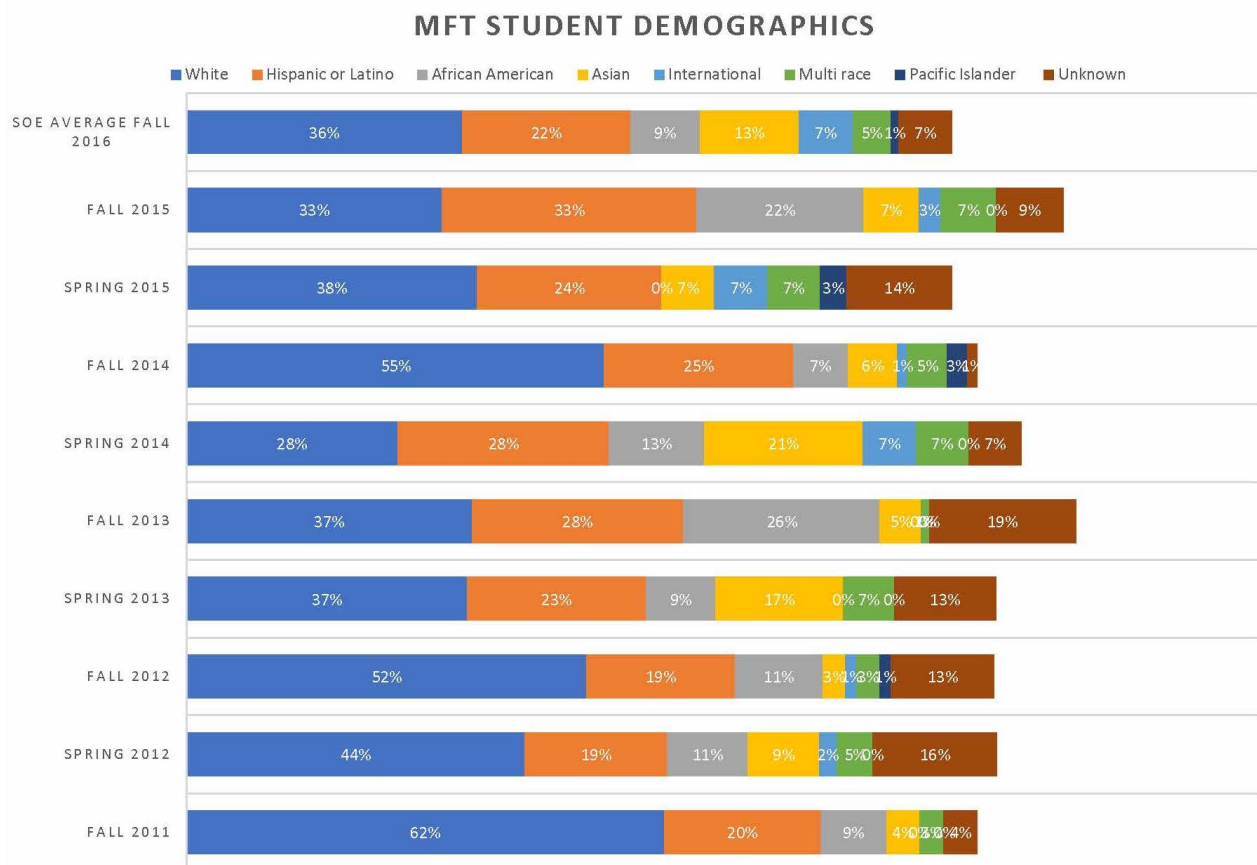
STUDENT DEMOGRAPHIC INFORMATION

Gender



As shown in figure J.4 MFT/PCC Cohort Gender above approximately 80% of our students are female, which is consistent with gender trends in the field. While we make efforts to increase the visibility of our male students in our advertisements and outreach materials, the entire mental health field tends to attract more females than other genders. As such, our program does not differ greatly from other mental health oriented fields. We are, however, proud of the male representation that we have had in recent years. In San Francisco, in particular, the last cohort that was welcomed into the program (Spring 2017) was 1/3 male.

Ethnicity



As shown in Figure J.5, MFT/PCC Ethnicity by Cohort, in Fall 2011, about 62% of the students were non-Hispanic White, but the number of racial/ethnic minority students have increased during the past five years. Nearly two thirds (i.e., 67%) of the students in the Fall 2015 entrance cohort are racial/ethnic minorities, and the rest are White. In keeping with the University’s mission of building and sustaining a diverse student body as well as impacting inequities through education, the MFT/PCC Program Coordinators have worked hard to recruit

and retain a racially and ethnically diverse student population who will contribute to serving the mental health needs of an increasingly diverse society. The increase in racial/ethnic minority students in the MFT/PCC program reflects our substantial success in this area. 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.

H. Diversity

The inclusion of under-represented groups is at the heart of the MFT/PCC Program. As a graduate program that embraces values of social justice and equity, there is a strong emphasis on the needs and strengths of underserved and under-represented communities. Included in the mission of the program is a commitment to reflect the diversity represented in the communities we serve. The courses offered by USF's MFT/PCC program strives to recognize and celebrate the various dimensions of diversity, including ability, age, gender, sexual identity, religion, race, and ethnicity, among others. We are transparent in our efforts to be inclusive in our language and in the perspectives highlighted in the courses offered. The teaching faculty emphasize culturally competent and culturally accountable therapy and counseling.

Student Recruitment

The social justice focus of the program and our values based in battling discrimination, injustice, and social inequity has drawn increasingly diverse student populations. In regard to student admissions, the program engages in multiple efforts to recruit prospective students to the program. Every semester, the School of Education hosts open houses during which information sessions are held by program. Additional "Q&A" sessions are held approximately 5 times throughout the year, and 3 online chat sessions are also conducted. These information sessions offer an overview of the MFT/PCC program, emphasizing the program's mission and course sequence. The personal contact with prospective students appeal to those seeking a more personalized educational experience. In addition, those attending one of these information sessions are offered an application fee waiver to reduce the barriers to applying for the program.

The SOE Office of Admissions, Communications, and Outreach employs a number of strategies that are designed to attract applicants from under-represented groups. These strategies include: regularly attending the CA Forum for Diversity in Graduate Education and promoting opportunities for USF faculty to participate at the forum, targeting college fairs on diverse campuses, and creating media content promoting faculty of color.

Individuals who show serious interest in the MFT/PCC program have a number of avenues by which to learn more it. Student ambassadors often reach out to prospective students. As current students in the program, they offer a unique perspective about the educational experience at USF. In addition, the MFT Program Coordinators frequently answers phone calls and hold in-person meetings with prospective students to offer more information about the program that is more personalized than the information discussed at an information or Q&A session. Furthermore, prospective students can also visit a class or even take one of the program's courses for credit in order to get a better sense of the program fits their academic and professional objectives.

During the admissions process, the program's focus on culturally competent care and respect for diversity is continually emphasized. Every application for admissions is carefully reviewed by two members of the MFT/PCC team (faculty and staff). Only those applicants who show academic prowess, evidence of skills relevant to practice of psychotherapy, and a commitment to social justice work are invited to a group interview. In the group interview, applicants are offered another opportunity to discuss their interest in social justice-oriented practice.

All applicants have the opportunity to be awarded an admission scholarship. A number of scholarships, usually equating the cost of a single 3-unit course (sometimes a little more than this), is offered to applicants who indicate financial hardship somewhere within their graduate admissions application. Applicants need not state their interest in this award in order to be eligible for it. Faculty and staff identify applicants showing financial hardship throughout every step of the admissions process.

Once acceptance is offered, newly-accepted students who indicate their intention to enroll in the program are invited to an SOE welcome event prior. This event, which takes place at an

off-campus venue, allows admitted applicants the opportunity to meet other students, staff, and faculty in the program, as well as other SOE programs.

Student Retention

The cost of tuition relative to other similar graduate programs in the San Francisco Bay Area, compounded by the ever-increasing cost of living in San Francisco and surrounding areas has challenged the ability of the program to retain students of color and of other intersecting marginalized identities. The exorbitant standard of living also adds to the stresses experienced by the MFT/PCC teaching faculty, as the cost of living has quickly surpassed rate increases offered to professors by the university. Furthermore, there are relatively few student employment and scholarship opportunities available to graduate students. In addition, the cost of completing the MFT/PCC program requires a level of financial commitment that does not necessarily translate to a post-graduation professional salary that would allow students the capacity for a living wage in addition to paying back student loans.

The program would likely experience less attrition if the tuition was more comparable to other Masters-level graduate programs in counseling psychology in the Bay Area. In addition, recruitment of students from underserved, under-represented, and historically marginalized communities would likely be more successful if the university provided increased opportunities for student scholarships, tuition forgiveness, and student employment. Having on-campus options for room and board would also alleviate some of the stresses commonly experienced by our students.

For those students who remain committed to completing the program in spite of the financial burdens of pursuing such an education, the program does engage in efforts to support students' academic success. Each student is assigned a faculty member who serves as an academic advisor. The MFT Student Handbook sets the expectation for students to meet with their academic advisors once every fall and spring semester to discuss their experience in the program and to support academic planning. For many students from marginalized backgrounds, this individualized attention ensures that their needs not go undetected and that they feel supported.

In addition to advising, several special events throughout the academic year support student involvement. Every semester, the SOE hosts an Open House, as well as a Symposium for Engaged Scholarship. During this bi-annual event, all of the SOE programs offer presentations to prospective students. Following these information sessions are a series of poster presentations, workshops, and panel sessions that highlight student and faculty work. This event, which is open to the public, allows SOE scholars to share their work with the larger community.

Finally, the Marriage and Family Therapy Graduate Association (MFTGA) is a student leadership organization that operates under the supervision of a faculty advisor. This student-led group meets regularly and presents at every new student orientation. Throughout the year, MFTGA coordinates a number of speaking events for the program and holds other social events for the students in the program. Often times, the students of MFTGA work collaboratively with the MFT coordinator to discuss important changes in the program, as well as to plan MFT/PCC events, such as town hall meetings.

Recruitment of Diverse Faculty Members

Several new faculty members have been hired into the program over the past few years. With a goal of increasing diverse representation among the faculty, the announcements of new faculty positions were widely communicated. In addition to the usual postings advertised on the USF Human Resources website, the faculty and staff in the Counseling Psychology Department make efforts to publicize the positions among their professional networks. These announcements are forwarded to personal and professional contacts usually by email. Many of the faculty are members of ethnic minority organizations, such as National Latino Psychological Association (NLPA) and Asian American Psychological Association (AAPA). Others are members of other professional groups of marginalized communities, such as Queer Therapists of Color (QTOC) or Division 44 of the American Psychological Association (APA), which focuses on LGB issues.

Retention of Faculty of Diverse Backgrounds

There are a number of programs and resources within the school to support faculty of color to succeed in their positions. For one, the teaching faculty at USF are all part of a faculty union that advocates for the employment terms for the faculty. For new faculty members, knowing that they are part of a unionized group gives some encouragement that they are receiving wages and other benefits that are fairly negotiated between representatives of the union and the USF administration.

In addition, junior faculty members are encouraged by the dean's office to have regular meetings with a senior faculty mentor to support their development in research, scholarship, and teaching, as well as to discuss general issues related to their professional development. The dean's office supports junior faculty members in having designated mentors and requests feedback from the SOE faculty about their experiences with receiving mentoring.

Finally, the Faculty of Color Caucus (FoCC) is a unique group that exists only in the SOE. To support community building efforts among faculty of color, the FoCC plans half-day retreats for faculty of diverse racial and ethnic backgrounds. During these retreats, the caucus celebrate each other's work, problem solve issues in the school and university, as well as engage in reflective processes together. Many of the faculty also collaborate in teaching or research projects together, as well.

I. Faculty

Description of faculty

Currently there are twelve full-time positions in the Counseling Psychology department, nine of which are positions for the MFT/PCC program. In the program, there are two full professors (Dr. Flores and Dr. Patterson), one tenure-track associate professor (Dr. Bussolari), two tenure-track assistant professors (Dr. Cheng and Dr. De La Rue), one term associate professor (Dr. Goodell) and three term assistant professors (Dr. Felipe, Dr. Dominguez, and Hernandez-Arriaga). The other three department faculty focus their work in the School Counseling/PPS/ PCC program; Dr. Yeh is full professor, Dr. Henfield is a tenure-track associate professor, and Dr. Perez-Gualdron is a tenure-track assistant professor, who also teaches one

course in the MFT/PCC program. Term faculty positions are appointed for a specific contract period, typically from 1 to 3 years. Term faculty typically perform the roles and responsibilities of regular tenured and tenure track faculty, but tend to teach more courses and are not expected to fulfill a research/professional writing agenda. Term faculty are often placed in administrative positions within the department. The MFT/PCC program coordinators at the hilltop (Dr. Felipe) and at the Santa Rosa (Dr. Dominguez) and San Jose (Hernandez-Arriaga) branches are term faculty. Term faculty participate and vote in department faculty meetings. The USF Faculty Association, the faculty union, serves all full-time faculty, including term faculty. Term faculty receive benefits afforded regular faculty, however, they have neither the job security nor the full benefits afforded by the tenure system.

In the MFT/PCC program, five of the faculty (three term assistant professors, and two tenure-track assistant professors) have been with the program less than 4 years. There are four faculty who have been with the program 10 years or more, two full professors, a tenure-track associate professor, and a term associate professor. However, one of the full professors (Dr. Flores) has been out of the program for the past 3 ½ years in the Associate Dean position and has just returned. During the past three years, three veteran faculty core to the program have retired, and two of their replacements have recently left the department. These changes and shifts in fulltime faculty have enabled the department to recruit a more diverse faculty than in the past. The Deans in collaboration with the department Chair and a search committee intentionally advertised for faculty positions in the program that would attract a diverse applicant pool. We conducted extensive outreach to ethnic minority psychological associations at the local and national level, as well as outreach to our personal professional networks. This outreach and recruitment effort resulted in attracting more diverse faculty to the program. At the last program review, there was one faculty of color in the department and program; however, currently there are nine faculty of color in the department and six of them are focused on the MFT/PCC program. Currently, all but one of the program faculty are women. As we anticipate a couple of retirements within the next 3 to 5 years, we plan to focus our recruitment on attracting more men, especially men of color to the program. The current program faculty are trained as Counseling Psychologists or Clinical Psychologists with impressive clinical experience providing mental health services to diverse populations and professional service to the community. In addition, the faculty are engaged in research projects making an impact in the field of mental health with

specific populations and have had or currently have research grants. Finally, program faculty are actively involved in providing service to the department, school, and university. At the end of this section, we list faculty profiles for more specific information on their impressive background, training, clinical practice, research, service, and teaching in the program. [See I.1, Full-time Faculty CVs]

Adjunct Faculty

In addition to full-time tenured faculty and full-time term appointments, the MFT/PCC Program uses well-qualified adjunct faculty to teach courses at the hilltop and branches. The program maintains a position announcement for adjunct teaching at the hilltop and branches through the HR USF jobs site. Program Coordinators and program faculty participate in recruitment of new adjunct faculty by sending out position announcements to personal contacts, professional list serves, and websites to recruit a diverse pool of faculty. All potential adjunct faculty members must apply before they are hired and submit a letter of intent, a résumé, and three letters of recommendation. Program coordinators and/or the department Chair interviews the potential adjunct faculty candidate, and may have the individual demonstrate their teaching before a decision to hire is made. All new adjunct faculty are on boarded into the position through the Dean's office and HR. They receive an orientation to the program and campus by staff and program coordinators. Program coordinators, course liaisons or other faculty members mentor adjunct faculty during their first semester of teaching regarding the course syllabus and pedagogical practices. 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 for at least two years and for 32 units with excellent teaching evaluations are eligible to apply to become members of the Preferred Hiring Pool (PHP). PHP status affords the adjunct faculty member with seniority over other adjuncts for teaching specific courses, higher payment for teaching, and access to other benefits such as health and tuition remission. The program has 11 adjuncts with PHP status, more than any other department in the school. 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 term faculty. However, adjunct faculty are capped at teaching 24 units in a calendar year or no more than 8 units in a given session, fall, spring, or summer. Program coordinators can request approval from the Provost for an adjunct to teach more than 8 units in a semester, but they still must stay within the 24-unit cap for the year. Adjunct faculty teach a significant number of the courses in the program during the year. In the 2013 – 2014 academic year, adjuncts taught 22, 23, 27 courses for the fall, spring, and summer sessions, respectively. In the 2014 – 2015 academic year, adjuncts taught 38, 51, 38 courses for the fall, spring, and summer sessions, respectively. In the 2015 – 2016 academic year, adjuncts taught 48, 35, 36 courses for the fall, spring, and summer sessions, respectively. In fall 2016, adjuncts taught 47 courses.

Program adjunct faculty are excellent teachers who bring a wealth of professional experience and clinical practice to the program. Most are practicing therapists, especially LMFTs, some are licensed psychologists, 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 for fulltime faculty is determined by the 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 Career Prospectus (ACP) in which he or she describes past accomplishments and future goals. Faculty have the responsibility to teach five courses or their equivalent each fall and spring 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 or two courses 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, for program coordination, or carrying out specifically defined program tasks. Reductions in teaching load are also given to new tenure-track faculty as a way to help integrate them into the department, and to support them while they engage in their research and publication goals. Typically, new tenure-track faculty teach 2 and 2 for the first two years of their appointment, and then move to 3 and 3 in the third year. Because

the MFT/PCC Program provides an integrated professional education designed to prepare MA-level marriage and family therapists and professional clinical counselors, the fulltime faculty and adjuncts are expected to devote significant attention to their teaching. Faculty members consider effective teaching their primary responsibility in a graduate program that emphasizes both theory and practical skill acquisition. 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. University guidelines for promotion and tenure are described in the University-Faculty Association contract [I.2, USF CBA].

Professional Development

Since excellence in teaching is a serious expectation for all full-time and part-time faculty at the University of San Francisco, the administration has invested in developing the Center for Teaching Excellence (CTE). The CTE is a university-wide resource and mentoring center with programs for professional teaching development. The Center offers numerous programs to assist and support new faculty, mid-career faculty, and senior faculty through dynamic conversations and workshops about pedagogy and curriculum. MFT/PCC program full-time and adjunct faculty have taken advantage of the enriching programs to improve or enhance their teaching and the learning environment for their students. See the Center website for a description of activities such as teaching café's, open classrooms, teaching retreats, new faculty workshops, peer coaching, and teaching tools. (<http://usfcte.net>) In addition, to support and enhance faculty research and scholarship the university has recently developed the Center for Research, Artistic, and Scholarly Excellence (CRASE) to support, promote, and celebrate faculty research, artistic, and scholarly excellence. The Center provides writing support through various writing groups and events, statistical support workshops, and other research support events. [I.3 CRASE Description 2017] MFT/PCC program full-time faculty have been actively engaged in the Center activities, especially benefiting from the writing groups, as well as offering workshops such as statistical support. Finally, the School of Education Dean's office has developed a mentorship program for full-time faculty with respect to their teaching or research agenda. The Dean's office has developed a list of full professors and associate professors in the school who are interested in

mentoring junior faculty in teaching or research. The Associate Dean meets with junior faculty regarding their teaching and research goals, and then facilitates connecting the junior faculty mentee with a faculty mentor. The role of mentors and mentees are discussed with the faculty to facilitate the mentorship relationship, and they are encouraged to develop specific goals in an Individual Mentoring Plan for the academic year. [I.4 Faculty Mentoring Program] Each of the MFT/PCC tenure track faculty has mentors that are supporting them in their scholarship and academic advancement.

Program Faculty Profiles

Cori Bussolari, Psy.D., Associate Professor, obtained her doctorate in Counseling Psychology from University of San Francisco. She has a PPS Credential and a Certificate of Advanced Graduate Study in School Psychology and M.Ed. in Counseling Psychology from the University of Massachusetts, Boston. She is a licensed psychologist in California who specializes in chronic illness and bereavement. Her research and publications have focused on Post traumatic growth and Pet Loss: A Cross Cultural Review, a Randomized Controlled Trial of a Positive Affect Intervention to Reduce Stress for People Newly Diagnosed with HIV- Intervention Protocol for Those Recently Informed of Seropositive Status (IRRISS), A Positive Affect Intervention for People Experiencing Health-Related Stress: Development and Non-Randomized Pilot Testing, What Works in Coping with HIV? A Meta-Analysis with Implications for Coping with Serious Illness, and Chaos Theory as a Model for Life Transitions Counseling. Dr. Bussolari serves on the Academic Affairs Committee of the Board of Trustees. She has also served on the following committees: SOE Faculty Association (Co-chair); Faculty Development Committee; Professional Development Committee (Co-chair); Research and Pedagogy Symposium Committee; Assessment Committee; Faculty Association Treasurer; General Education Advisory Council Committee; and Curriculum Committee. Dr. Bussolari also served as MFT program co-coordinator from 2004 to 2007 and program coordinator from 2007 until 2013. In the community, she has served as a board member for both Sterne School and Haight Ashbury Psychological Services, and currently facilitates a grief support group at the SFSPCA. She was also co-chair of the Bay Area MFT Educators' Consortium. She has taught Individual & Family

Psychopathology, Group Work in Clinical Settings, Adult Life Transitions Therapy, and Traineeship I and II.

Hsiu-Lan Cheng, Ph.D. Assistant Professor, obtained her doctorate in Counseling Psychology from the University of Missouri-Columbia. She is a licensed psychologist in the state of Michigan. Dr. Cheng's research focuses on multicultural issues and mental health, attachment and affect regulation, positive psychology, and help-seeking attitudes and behaviors among diverse populations. She is particularly interested in the contextualization of mental health and psychological wellbeing within the sociocultural milieu of racism, acculturative stress, and classism. Dr. Cheng's research on developing a measure to understand racial microaggressions in the healthcare setting for Latinos has been funded by the American Psychological Association. Her other current research projects include developing a measure for assessing experience with racial/ethnic teasing, understanding self-esteem and racial private regard, racial and sexual objectification of Asian and Asian American women, and positive psychology constructs. Dr. Cheng serves on the Social Justice Scholarship committee, Doctorate in Education (EDD) steering committee, and Joint Faculty Development Committee at the school level; and the Honorary Degree committee and the Asian Pacific American Studies Board at the university level at USF. She is an Editorial Board member of *The Counseling Psychologist* and the *Asian American Journal of Psychology*. She serves as Treasurer in the Prevention Section, as well as Membership Coordinator in the Section on Ethnic and Racial Diversity, of Division 17, American Psychological Association. Dr. Cheng teaches Research Methods, Theories of Counseling and Psychotherapy, Counseling Methods and Traineeship II.

Lisa De La Rue, Ph.D. is an Assistant Professor and also serves as the MFT/PCC Program Fieldwork Coordinator. She received her doctorate in Counseling Psychology from the University of Illinois, Urbana-Champaign. Dr. De La Rue's research is informed by ecological frameworks, and aims to delineate the gendered, cultural, and contextual associations between trauma, interpersonal violence, and adolescent risk behaviors. Her work advocates for the increased utilization of trauma-informed treatment and support services, and reductions in the use of harsh disciplinary practices in schools and justice systems. In another line of research Dr. De La Rue examines ways to reduce and prevent interpersonal violence in adolescent

relationships. She received a grant to conduct a systematic meta-analysis to explore the current state of school-based prevention and intervention efforts that aim to address dating violence in adolescent relationships. Dr. De La Rue is active in service and leadership both at the University level and nationally. She is also committed to service that aligns with her social justice principles, and works closely with community groups in the San Francisco Bay Area to promote access among traditionally marginalized groups to quality mental health services and supports. She teaches Lifespan Development, Research Methods and the Traineeship courses.

Daniela Dominguez, PsyD, Assistant Professor, obtained her doctorate in Counseling Psychology from Our Lady of the Lake University, San Antonio, Texas. She is a Licensed Psychologist (Texas), Licensed Professional Clinical Counselor (Texas), and has a special interest in human diversity, social justice, and multiculturalism. Dr. Dominguez has published a number of academic manuscripts detailing the social injustices that LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) immigrants suffer as a result of sexual stigma, heterosexism, sexual prejudice, and transphobia. Her publications have primarily focused on advocating for a strengths-based systemic approach to family counseling, and have highlighted the experiences of LGBTQ and immigrant families. In 2016, an entry was published in the SAGE Encyclopedia of LGBTQ studies where she explained the impact that DOMA's demise has had on same-sex binational families. She has also participated in a series of presentations at psychology conferences at the state and national level. She has a history of providing counseling and therapy services in a variety of settings, including a community clinic, a child guidance center, a detention facility, a crisis agency, a homeless shelter, two university counseling centers, as well as her own private practice. She has worked at a rape crisis center, assessing the safety and risk factors of sexual assault survivors and their families, and has provided family therapy to mixed-immigration-status families facing the threat of family separation. She is a full member of the American Psychological Association and the National Latino/a Psychological Association. Presently, she is the MFT/PCC Program Coordinator at the Santa Rosa campus and she is teaching Traineeship II (Hilltop campus) and Counseling Across Cultures (Sacramento campus).

Lou Felipe, Ph.D., Assistant Professor, obtained her doctorate in Clinical Psychology from Alliant International University in San Francisco. She is a licensed psychologist in the state of

California. She is the MFT/PCC Program Coordinator at the Hilltop (San Francisco) campus and has previously served as the MFT branch campus coordinator. Dr. Felipe's research interests focus on intersectional identity experiences, especially as it pertains to race, gender, and sexuality. Previous publications have focused on the experiences of racist sexism among Filipina Americans and of the treatment of foster youth, based on her personal experiences as a foster youth and as a clinician treating foster children. Dr. Felipe and her colleagues were awarded the Center for Research Artistic and Scholarly Excellence (CRASE) Interdisciplinary Action Group grant to investigate LGBTQ+ individuals' racial identity and connectedness to the community. In addition, she is developing a manuscript based on teaching strategies related to racial identity development of white and POC communities and of the exploration of privileged identities. In the School, she serves on the Professional Development Committee and chaired a faculty search. She is an Affiliate faculty member in the PsyD program at USF and has supported numerous PsyD program efforts, including support with admissions, recruitment of applicants to their diversity scholars program, acting as a reviewer on the Standardized Patient Evaluation Exam (SPEE), conducting guest lectures in courses, and serves on a dissertation committee. For the Counseling and Psychological Services Center (CAPS), she has provided in-service trainings for the CAPS trainees, as well as continuing education trainings for the entire center. She is a clinical supervisor for trainees at Women's Community Clinic and conducts trainings at the clinic. She teaches Counseling Across Cultures, Community Mental Health, Traineeship I and II, and Human Sexuality in the program.

Elena Flores, Ph.D., Professor, obtained her doctorate in Clinical Psychology at the Wright Institute in Berkeley, California. She has several years of experience providing mental health and human services to adolescents and families from diverse cultural backgrounds in the bay area. Her work in community health and mental health has involved direct assessments and psychotherapy, case management, program development and evaluation, developing policies and procedures for comprehensive services, and developing culturally specific psychological interventions. Dr. Flores has been a Co-investigator on two NIH funded studies; one examining parental influences on obesity among Mexican American children and the other examined Latino adolescent relationships and condom use. She has also been a Co-investigator on a Maternal and Child Health grant to examine Interparental Conflict and Adolescent Violence among Mexican

American and European American families. Her research and publications has focused on Mexican American family functioning and adolescent health risk behaviors, Latino adolescent sexual behavior, discrimination stress, and recently parental feeding practices and obesity. At the School of Education, she has recently served as Associate Dean of Academic Affairs, and previously as Chair of the Counseling Psychology Department, Program Coordinator of the School Counseling-Pupil Personnel Services Credential Program, and Chair of the Faculty Association. She has served on numerous other school-wide and university-wide committees. She teaches Counseling Across Cultures and Individual and Family Psychopathology in the program.

Judy Goodell, Ed.D, Associate Professor, received her doctorate in Counseling Psychology from the University of San Francisco. She is a Licensed Marriage and Family Therapist and has maintained a part time counseling practice across many years. Her first profession was as a public school psychologist in a diverse K-12 district; she has been full time faculty at USF since 2001. She served as Fieldwork Coordinator of the MFT/PCC program. Currently, she is the Executive Director of the USF Center for Child and Family Development; which serves as a placement and training center for trainees and interns using a school based family counseling model. The center currently serves 20 schools in the greater Bay area. At the university, she has served on the curriculum committee, professional development committee, Committee on Aging, and advisory committee to the university Counseling & Psychological Services. In the wider community, she serves as a nationally trained facilitator for the Courage and Renewal Program (previously known as Courage to Teach/Lead). Her research interests are in adult development, Chaos theory, and positive psychology. She has been involved in a decade of leadership and research with Project Yucatan in Mexico, providing education and self-growth and development opportunities to underserved Mayan youth. She presently teaches Adult Transitions Counseling, Group Work in Clinical Practice, Couples Therapy, and Traineeship I and II.

Belinda Hernandez Arriaga, LCSW, is a Doctorate Candidate in International and Multicultural Education in the School of Education at University of San Francisco. She has a Masters in Social Work and is a Licensed Clinical Social Worker with eighteen years of experience working in community mental health with a specialization in child trauma and Latino

Mental Health. Belinda has extensive experience in county mental health where she worked in Santa Clara County Juvenile Hall mental health and the San Mateo County Pre to Three High Risk Infant Mental health team. She also spent a significant time working at University of California Berkeley, Tang Social Services team where her focus was working with student families. Belinda has done extensive work on the coast working with farmworker families and their children, in her private practice with Latino families her focus is on immigration trauma, u-visas, asylum and has worked with refugee children of San Mateo County. She is Founder and Chief Executive Director of Ayudando Latinos A Soñar (www.alashmb.org), a Latino cultural arts, education and social justice program dedicated to working with rural Latino youth and families living in Half Moon Bay, CA. Her current research is focused on understanding cultural arts as a healing space for undocumented and mixed status youth. She spent eight years as adjunct faculty at Santa Clara University. She co-founded and is part of the Latino Advisory Council in Half Moon Bay, California. Belinda is committed to social justice advocacy and multicultural practices in counseling that gives voice to underground communities and expand indigenous cultural practices in the field of counseling. She is the MFT/PCC Program Coordinator at the San Jose Branch campus and she is teaching Individual and Family Lifespan Development and Counseling Methods (San Jose campus) and Community Mental Health: Recovery & Wellness (hilltop campus).

Terence Patterson, Ed.D., ABPP, Professor, received an MSW in community organization from the University of Pennsylvania and a doctorate in Counseling Psychology from the University of San Francisco, and has held LCSW and LMFT licenses in California. He is currently a licensed psychologist, and Board certified in Couple and Family Psychology with the American Board of Professional Psychology and a member of the of the ABCFP. He is currently active in clinical practice and in promoting ethical practice and competence in training and specialty areas in psychology. Scholarly activities include publications in professional ethics, clinical training, multicultural competence, and couple and family psychology. He has served as: Director of the SOE Center for Continuing Education, member of the San Francisco Mental Health Board, Director of Family Therapy training at Letterman Hospital, and Chief Psychologist of the US Immigration and Naturalization Service, Clinical faculty at the University of California, San Francisco, and currently chairs the USF Institutional Review Board for the Protection of Human Subjects. He also served on the Ethics Committee of the California

Psychological Association, as past President of the APA Society of Family Psychology and the Association of Family Therapists of Northern California. He regularly teaches courses in Couple Therapy, Family Therapy, Counseling Theories and Practice, Traineeship, and Professional Ethics.

Leyla Pérez-Gualdrón, Ph.D. Assistant Professor, obtained her doctorate in Counseling Psychology from Boston College. She obtained a licensure in psychology at Universidad Católica Andrés Bello, Caracas, Venezuela. During her training in Venezuela, she provided mental health services and counseling in a variety of settings, including inner city schools K-1. She has conducted group interventions in school settings such as a preventative acculturation stress intervention for immigrant children (CASA groups/Brookline Mental Health Center/Parks), career development programs for 9th graders (Tools For Tomorrow/Boston College), and racial identity development group for young African American and Latina girls (Jernigan Sankofa Program). She provided counseling and acute mental health services for diverse youth and adults at Cambridge Health Alliance/Harvard Medical School. Dr. Pérez-Gualdrón's research interests include social justice orientation, transformational resistance and civic/educational engagement among urban youth. She has served on the curriculum committee, academic integrity committee, diversity council, professional development committee and doctoral policies committee. She teaches Theories of Counseling and Psychotherapy in the MFT/PCC program.

J. Governance

The MFT/PCC Program is a single program housed in the Counseling Psychology Department. However, the program is offered at four geographically distinct USF campuses: San Francisco, Santa Rosa, San Jose, and Sacramento. There are four MFT Coordinators to oversee the general functioning of the program: Lou Felipe (San Francisco), Daniela Dominguez (Santa Rosa), Belinda Hernandez-Arriaga (San Jose) and Carmen Pacheco-Cueba (Sacramento). Currently, there is no term limit designated for the program coordinator or traineeship coordinator positions; however, the program intends to address term limits for all leadership

positions in the program. The CPY Chair position, currently held by Dr. Christine Yeh of the SCP Program, is a 3-year position reserved for tenured faculty in the department. However, because of the larger number of junior, untenured faculty members in the Counseling Psychology Department, the faculty are voting in a chair among faculty who are available to take on the position given their academic position.

MFT/PCC program meetings are held twice monthly in San Francisco, and all full-time core faculty members are expected to attend, as are MFT/PCC staff members, including the Programs' Coordinators (Estella Pabonan and Carmen Pacheco-Cueba), as well as the Program Assistant (Donna Sellers formerly filled the role of Program Assistant). Meetings are two hours in length and typically take place on Wednesdays, unless extenuating circumstances require us to meet on a different day. The hilltop MFT/PCC Coordinator currently facilitates these meetings, generating agenda items from the faculty and staff [J.1, Meeting Agenda]. Since the structure of having three branch Program Coordinators is relatively new, the hilltop Program Coordinator has continued to hold most of these responsibilities. However, in the future these responsibilities will be shared by the Program Coordinators. There are other meeting roles that are filled by the other attending members of the faculty and staff. A person is designated to take minutes, another person acts as timekeeper, and a third person is responsible for bringing snacks to encourage a sense of community. During these meetings, we discuss important program updates, specific student issues, issues pertaining to teaching and practice, significant events taking place at the University, as well as program planning.

In addition to program meetings, MFT/PCC faculty and staff take part in two other major monthly meetings: Counseling Psychology Department (CPY) meetings and Leadership Team meetings. All MFT/PCC faculty and staff meet on the second Wednesday of every month for the CPY department meeting. These meetings are facilitated by the CPY chair (currently Christine Yeh), and are attended by the SCP and MFT faculty, as well as CPY staff. On the fourth Wednesday of every month, the MFT/PCC faculty in leadership positions, as well as key staff members attend leadership team meetings. These meetings include the MFT Coordinators at all campuses (Lou Felipe, Daniela Dominguez, and Belinda Hernandez-Arriaga), the Traineeship Coordinator (Lisa De La Rue), as well as the Programs' Coordinators (Estella Pabonan and Carmen Pacheco-Cueba). During these meetings, tasks and responsibilities related to key aspects of program functioning are discussed, such as planning for major MFT/PCC events, scheduling

issues, and the development of program policies and procedures. At present, Leadership Team meetings have been postponed; with most of the MFT/PCC faculty serving in leadership positions, we are using the MFT/PCC program meetings to address topics related to the MFT/PCC leadership. Once our newer faculty members are integrated more fully into their positions, the program may go back to having Leadership Team meetings or may designate the second MFT/PCC meeting of the month to leadership issues only.

As a program with a focus on equity and social justice, meetings are conducted with an emphasis on fairness and transparency. While the MFT Coordinator facilitates the meetings, program policies are developed through a consensus. Issues are discussed openly and collegially. Many tasks central to the functioning of the program are dispersed among the faculty and staff. The graduate admissions process is an example of a program process which is held collectively by the faculty and staff. Each member of the MFT/PCC team plays some role in the admissions process, whether that is through conducting information sessions, reviewing applications, or interviewing applicants. Another example of the collaborative nature of program functioning is the selection of classes. While this process is new and a few issues related to course selection continue to emerge, the faculty have developed a set of agreements that drive our process for selecting courses to teach. These agreements take into account the faculty's different levels in the tenure and promotion process, areas of expertise, and also consider the needs of the program.

K. Staff

There are two primary full-time staff positions within the department which support the hilltop MFT/PCC program. The positions are a staff programs' coordinator and a program assistant. The current staff programs' coordinator was hired in Spring 2008. Prior to Spring 2013, the staff programs' coordinator supported the MFT/PCC program at the hilltop and branch campuses, as well as the School Counseling with the Pupil Personnel Services Credential (SCP/PPS) program at the hilltop campus. Staff consistently reported to the Associate Dean that attending to all the responsibilities of administrative support for the two programs at the hilltop and the three branches was unmanageable, resulting in the branches not getting the full support needed. Currently, the staff programs' coordinator supports the hilltop MFT/PCC program and

the hilltop School Counseling/PCC with the Pupil Personnel Services Credential (PPS) program. The general responsibilities of the staff programs' coordinator include planning and coordinating the operational activities of the hilltop programs; conducting recruitment efforts, such as information meetings and SOE open houses; conducting admissions interviews; coordinating student registration; creating course schedules; coordinating the adjunct faculty hiring process; and completing program certifications for graduated students. [K.1, CPY Programs' Coordinator Job Description]

Prior to Spring 2013, the Program Assistant supported the MFT program at the hilltop and branch campuses, as well as the School Counseling with the Pupil Personnel Services Credential (PPS) program at the hilltop campus. As mentioned above it became unmanageable for the program assistant to provide effective program administrative support across all programs at the hilltop and branches. Effective Spring 2013, the program assistant supported the hilltop MFT/PCC program and the hilltop School Counseling/PCC with the Pupil Personnel Services Credential (PPS) program. The general duties of the program assistant were the following: general administrative support for the programs, departmental support with meetings, minutes, events, and faculty support with courses and rooms. See attached position description. [K.2, PA CPY Job Description] Our program assistant, who had been with the department since May 2004, recently retired in January 2017. A new search has been completed for a new program assistant and the department has taken this opportunity to revise the position description to expand the position's responsibilities to include additional duties, such as maintaining and updating all CPY database files (faculty CVs, syllabi, faculty and student lists); gathering, inputting and filing all paperwork and records related to CPY student logs, supervisor reports, mentor counselor evaluations, pay orders, etc.; following up with prospective students from open houses and other events; and tracking admissions applications and coordinating/scheduling admission interviews. See attached position description. [K.3 New PA Job Description]

In Spring 2013, a staff branch campus program coordinator was hired to provide administrative support across the three branch campuses. The position's primary responsibilities were to support the then field consultants at each branch in assisting with recruitment, registration, admissions, new student orientations and schedules. In Spring 2015, this position was expanded to include administrative assistance related to class scheduling, holding academic advising sessions with students and monitoring student compliance with state standards and

requirements for MFT and PCC licensure, among other responsibilities. [K.4, Pacheco-Cueba Branch Coordinator Job Description] We had phased out the field consultants at each branch replacing them with a full-time faculty program coordinator to work with the staff program coordinator as a team across all three branches. This model proved to be difficult to manage in terms of the extensive travel necessary to work at all three sites. The faculty coordinator resigned her position leaving the staff member to cover the branches. Thus, in Spring 2017, this one staff position was replaced with three program coordinator positions with each assigned to a branch campus. The staff program coordinator position was assigned to the Sacramento branch due to this branch having more students and the staff member's expertise in serving at the branches. Previous responsibilities were maintained in addition to planning and development, directing, and coordinating both the academic and operational program activities; collaboration with branch staff in providing outreach and marketing activities to the local community for recruitment of diverse candidates into the program; creating and maintaining course schedules; participating in the selection and hiring of adjunct faculty to teach in the branch; and establishing traineeship relationships and partnerships with community agency sites matching our MFT/PCC program perspective and mission. [K.5, Pacheco-Cueba Program Coordinator Job Description 12.16]

The Program Assistant is a member of The Office and Professional Employees International Union. The staff Programs' Coordinator and the staff Branch Program Coordinator are not part of the union and have neither the job security nor the full benefits provided by the union system.

Promoting the professional development and training for the staff is an important goal for the School administration, especially by the Associate Deans who supervise the staff. The Associate Deans are responsible for evaluation and promotion, reclassification, and working with staff to identify development opportunities. Every April they hold yearly performance appraisals. The USF HR Department provides \$250 per year per staff member to pay for professional development opportunities. In recent years MFT/PCC staff have used these funds to attend conferences such as the California Association of Marriage and Family Therapists (CAMFT) and the American Counseling Association Conference and Expo. Additionally, the SOE has a staff-organized Professional Development Committee focused on providing professional development resources for the SOE staff.

L. Facilities, Resources, Technology, and
Library

Facilities

The MFT/PCC 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 department has a separate space where the staff and faculty offices are situated close to one another. All faculty have individual offices that provide sufficient private space for academic and advising activities.

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 and DVD use. Most 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.

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 School houses a Curriculum Resource Center that has specialized materials such as reference books, videos, and periodicals based on faculty requests and specific curriculum needs.

Resources

The Department's budget is allocated annually and is determined by the Dean and the Director of Budget and Operations of SOE in mid-July after the previous fiscal year has closed. Each program's budget is calculated by averaging the previous 3 years' fiscal year end totals in the following expenses: office & instructional supplies, duplicating, printing, copier base charge, postage, technology, water service, facilities, guest speakers, events/activities and is distributed to the Department Chair in August to relay to their faculty and staff at the beginning of the academic year. The Department Chair oversees the Program's budget and approves the spending and receives a monthly budget report to review its program's expenses. Mrs. Ramona D. Valencia, Director of Budget and Operations and Mrs. Kim Nguy, Office Assistant, both from the School of Education, oversee the budget in the Dean's office and process 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.

Technology

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 and faculty regularly make use of online platforms, including the University's course platform, Canvas. Class discussions, extracurricular events, professional meetings, social events, traineeships and internships and other information are regularly posted on the Canvas site and distributed via email. In addition, the School employs a web manager to ensure that department and program websites are updated with current information.

Technical computing skills are not required within the MFT field. Many students will be required to maintain medical and clinical notes in electronic formats, but this does not require advance computer or technical skills.

The program has increased its use of technology, with some faculty going to intensive summer training programs that support their ability to use more technology, including ipads, and live polling techniques in classes. In addition, faculty use Echo360 video technology to make videos for courses. All classrooms in the SOE have at the minimum a projector and a laptop to

use. While technology is an important part of improving the MFT/PCC program, many of the courses are skills based, and focus on building skills necessary in therapeutic relationships.

Library

The library has an expansive collection of in-print and online resources. 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.

M. Conclusions and Goals

Conclusions

The MFT/PCC Program in the Counseling Psychology Department is congruent with the University's mission and goals of being a "premier Jesuit Catholic urban University" that strives to educate and train mental health professionals who are passionate about serving diverse underserved communities and committed to social justice. The program contributes directly to the mission of the School of Education through our commitment to prepare students to be socially and culturally responsive relationship and family therapists and mental health counselors who uphold values of equity, social justice, community and cultural wealth, and collaborative problem solving in their practice. As an educational program committed to our mission, we strive to empower communities and promote positive social change by leveraging the strengths and experiences of our own community of practitioners, scholars, and students, and we see the growth potential and challenges of our program as opportunities for growth and development. We now summarize what we consider to be our program's strengths, specific challenges, and our future directions.

We take pride in our program's integrative model towards education that incorporates multicultural, systemic, and developmental approaches. In this integrative approach, we highlight

evidence-based practice and emphasize social justice values throughout the curriculum. Since 2013, our program has met the educational requirements for Marriage and Family Therapy (MFT) and Professional Clinical Counselor (PCC), and we are making progress towards being an integrated MFT/PCC program. In addition to the values underlying our program, an additional strength lies in the delivery of the curriculum. By offering late afternoon and evening courses and small class sizes, we support students from diverse backgrounds with various nonacademic responsibilities. Later class times give more options for students who work, and our small class sizes and individualized support provides opportunities for students to collaborate in learning, and promote ongoing faculty-student personal interaction, communication, and guidance.

As a program, we have also faced a number of challenges. One such challenge during the past three years has been the significant changes in leadership and faculty at all campuses. The significant turnover in faculty at all campuses creates natural challenges as the leadership roles within the program have shifted. In addition, the faculty is now represented by a large number of junior faculty, given the retirement of several tenured faculty members. Though this transition has inevitably created a number of challenges, there are some improvements that have been made, as well. The interface between hilltop and branch campuses have strengthened, as the campuses are no longer operating as separate programs, but as a single MFT/PCC program offered at four campuses. Program coordination at the campuses are improving to ensure consistency in the delivery of the curriculum among different instructors teaching the same specific course. We now have a core of 9 full-time faculty members to teach and serve in the program, as well as specific program coordinators for each branch. With more faculty members, we have revised our course liaisons structure such that each fulltime faculty have 2-3 courses for which they provide course guidance to other faculty members. Thus, we are poised to engage in a process where course liaisons can meet with faculty individually or in a group to review specific courses, maintain a common syllabus, and guide/mentor adjuncts and new faculty in delivery of the curriculum.

The major transitions in our program have brought a number of positive changes. One such positive change, and a major strength of the program, is our diverse faculty. We have increased the racial and ethnic diversity in our full-time and part-time faculty at the hilltop and branch campuses. We are proud of the teaching excellence of our instructors with the majority of

our faculty receiving excellent survey responses from students. Program Coordinators and faculty advisors often report that students express much praise of our faculty and of their experience in the program. However, it remains a challenge for us to recruit more racially and ethnically diverse part-time faculty, especially in the branch campuses. As a department, we have recently focused on updating and developing our processes for recruitment, selection, hiring, mentoring and guidance of adjunct faculty. In having dedicated program coordinators at the branch campuses, we have more faculty resources to increase our recruitment efforts to support the hiring of a more diverse faculty. Increasing the diversity among part-time faculty remains an important goal in the future.

During the past three years, we have increased the number of students of color into the program, which is a significant strength. We attribute this increase in part to our recruitment efforts, but also to our program's mission that emphasizes social justice-oriented practice with underserved and historically marginalized communities. In connection with the more intentional focus of the program, we have also strengthened our admissions process to include a more rigorous application review and the integration of group interviews with questions that support the selection of candidates that best fit our values and mission. While we have enjoyed the results of this improved process that has welcomed a more dedicated student population who value social equity and community empowerment, we continue to strive toward improving our overall enrollment numbers across all of the campuses. In welcoming a more diverse student body, we would like to place more emphasis around the retention of our diverse student population, as well as increase student diversity at particular branches. While we have recognized the importance of having a more racially and ethnically diverse student population, the cost of our program has been a barrier for many students. Also, in having more students of color represented, we are dedicated to exploring ways to be affirming of students from diverse cultural backgrounds.

As a faculty we have discussed ways in which we can improve upon our outreach and recruitment efforts in more targeted ways and continue to increase our student diversity. First of all, we plan to focus on more improved branding of the MFT/PCC program, emphasizing our eligibility for both licenses. Historically, we have been a MFT program that has recently integrated eligibility for the PCC. The faculty and staff plan on exploring ways in which we can

revise our program to better integrate the professional identity of the professional clinical counselor, and when such changes are made, we hope to update our materials and degree title to express this dual eligibility within our program. We plan to meet with SOE's Office of Outreach and Communications to develop an improved marketing plan for promoting the program. Second, we plan to improve our MFT/PCC program website, especially in how the site represents the branch campuses, so that our satellite campuses are being fully promoted online. Our faculty have creative ideas for redesigning the website to include videos that feature current students and alumni at the hilltop and at each branch, social justice initiatives created by faculty and students, and announcements of information sessions and particular campus activities (panels, speakers, fairs) for the purpose of attracting potential applicants and highlighting who we are. Third, we are committed to developing a plan to better connect with and engage our alumni. We currently have some contact with alumni who join us at information sessions, attend our traineeship fairs, speak on certain panels, and even serve as adjunct faculty. They are often the best promoters and recruiters for our program. Thus, we plan to increase our contact with alumni and engage them more thoughtfully in our programming, as well as outreach efforts. This is related to our final plan of building upon our community partnerships, which often includes alumni, for promoting our program to recruit potential students, strengthening our visibility in the community, and enhancing our programming. Our branch program coordinators are currently working on more community outreach with the branch campus recruitment staff.

As a faculty, we are very committed to being highly accessible to our students through advising sessions, office hours, student forums, speaker events, outreach efforts, and through electronic communication by email and Canvas. Yet, in the process of conducting this self-study, we were concerned to learn that our recent graduates did not believe they had sufficient advising. We suspect this may be due to the numerous faculty changes that have taken place, which has impacted the level of attention afforded to the students. We also think these program changes and insufficient advising for some students may have had an impact on student retention. Student retention is a challenge for many reasons, but we do feel that the financial investment of attending this program in this particular region highly impacts students' ability to successfully complete the program. The faculty view retention of students as a challenge because of the program's high tuition, along with the competing demands of work, combined with limited financial supports, such as scholarships for graduate students, can create barriers to graduation.

To improve student advising, we have worked hard to improve our academic advising protocols through the development of an advising checklist with an accompanying training on the advising process. The faculty have been made aware of the students' feedback on advising and are committed to improving our advising efforts. We plan to monitor this issue moving forward with faculty and students, especially through future student feedback. In addition, we plan to review our program resources concerning scholarships to examine how they are being used to support students, as well as seek other financial resources.

Finally, the program looks forward to strengthening its process for direct assessment of student learning. As described in the assessment section (section E of this report), the continuous curricular transitions of the past few years made direct assessment of program learning outcomes difficult. The program is proud of the revised program learning outcomes and looks forward to finalizing a new curriculum map, developing rubrics, and directly assessing one PLO in the 2017/2018 academic year.

In conclusion, for many years the MFT/PCC program has provided high quality professional education and training for mental health practitioners who are committed to serving diverse and underserved communities as social change agents and advocates for a more just and humane world. We have enjoyed a reputation in the professional mental health community of producing graduates who are respected as clinicians, as leaders contributing to the field and the community, and as advocates for social justice. Through our faculty expertise and community engagement, and our student's volunteer service in community mental health agencies, we contribute deeply to our university, school, department, and program mission. The MFT/PCC program faculty as a collective are committed to moving forward in ways that build upon our strengths and draw upon our cultural and community wealth to meet our challenges in creative ways that remain true to our identity and mission.