

Department: Counseling Psychology Department

Program: Marriage and Family Therapy/Professional Clinical Counselor Program

Program Review Action Plan

Date: September 1, 2017

1) **Key Issue:** Developing a cohesive strategy for marking and branding the MFT/PCC program at USF.

a) **Recommendations.** In their formal report, the reviewers gave the MFT/PCC program the following recommendations:

- Clarifying the brand of the program. Address “Why choose the USF MFT/PCC program” despite its relatively high tuition.
- Marking the program through social media
- Developing “expertise” as an educational institution that is known by its clinical work and research as foremost in the field of social justice and diversity-based models of mental health services. Provide education and training to national audiences reflecting this expertise.

i) Proposed Action: All program literature and media is consistent with branding our program as an “MFT AND PCC” Program.

(1) *Responsible parties:* MFT Program faculty

(2) *Priority (high, medium or low):* High priority

(3) *Resource Implications:* Funds directed towards advertising costs; allocated service time for MFT faculty and staff; service time for OAO staff

(4) *Time frame:* <1 years

(5) *Success Metrics:* 1) Review of all existing materials will have consistent MFT/PCC wording used. 2) All new materials and advertisements will use MFT and PCC in describing the program.

(6) The program will have an observable presence in online and print advertisements, and we will maintain current outreach efforts in the form of open houses and information sessions. 2) We will examine the reasons applicants and incoming students give for choosing to apply and enroll in the MFT/PCC program at USF. 3) We will continue to examine enrollment numbers to determine whether our efforts in branding our program results in higher applications and/or yield of new students.

ii) Proposed Action: Brand identity as a social justice-oriented program. All media advertisements (print and digital) and newsletters will highlight specific work that the USF/PCC program is doing, including trainings, community outreach, outside lectures, consultations, guest speaker events, partnering with community

organizations, and drawing attention to the talent and work of students that underscore the values stated in the program's mission. We will update fliers, brochures and website (with videos), what is stated in information sessions, social media is attended to

- (1) *Responsible parties:* Program faculty, Office of Admissions and Outreach in conjunction with dean's office.
- (2) *Priority (high, medium or low):* High
- (3) *Resource Implications:* Funding for increased presence online and in print, use of graduate assistant hours, faculty time to develop publications based on their work
- (4) *Time frame:* 1-2 years
- (5) *Success Metrics:* 1) All social media accounts belonging to the program will be current. 2) There will be consistent management of accounts. 3) The program will have an updated website that is more interactive. 4) We will highlight the work of all MFT/PCC programs (across campuses) and ensure that guest speakers and other MFT events are offered across all campuses where the MFT/PCC program is offered. 5) We will have an increased MFT presence in SOE and University newsletters.

There is value to rethinking the brand identity of the MFT/PCC program and identifying new ways to communicate USF MFT as leading experts in clinical and research-based work as well as the actualization of a social justice mission. Providing numerous examples on-line, in marketing materials and on social media of programming, coursework/field experience and community work to show faculty/students' engagement with equity and justice issues.

2) **Key Issue:** Enhancing the MFT/PCC curriculum to be in line with current trends of the field and is relevant to the MFT/PCC mission statement.

a) **Recommendations:** In their formal report, the reviewers gave the MFT/PCC program the following recommendations:

- Refining existing curriculum and continuing to operationalize the vision of the program
- Appreciating that the program is transitioning from an individualistic theoretical orientation towards a more contextualized rendition of mental health problems, it will be necessary to refine the congruence between theory, assessment, clinical practice and appropriate course content.
- Increasing standardization of course syllabi across campuses, more clearly reflecting program learning objectives. Enhance the assessment process of the program learning objectives and implement the information from the assessments.
- Maintaining a reliable schedule of advisement for students. This will hopefully improve the retention of students in the program.

- i) Proposed Action: Update MFT/PCC curriculum.
 - (1) *Responsible party:* Program faculty and staff, under the leadership of Lou Felipe, Lisa De La Rue, and Estella Pabonan
 - (2) *Priority (high, medium or low):* Medium (as it is already in process)
 - (3) *Resource Implications:* Faculty and staff service release time to ensure the thorough implementation of the new courses.
 - (4) *Time frame:* 1 year
 - (5) *Success Metrics:* 1) Fully establishing a new course sequence 2) Standardizing course syllabi with learning objectives that specifically relate to program learning outcomes (PLOs)

- ii) Proposed Action: Develop and implement an advising process that will give students more consistent support and feedback
 - (1) *Responsible party:* Program faculty and staff
 - (2) *Priority (high, medium or low):* Medium (as it is already in process)
 - (3) *Resource Implications:* Service releases for program faculty and staff to allow for increased attention offered to students
 - (4) *Time frame:* 1 year
 - (5) *Success Metrics:* 1) Increased number of advising appointments as reported by students and advisors 2) decreased number of student issues by the 3rd year of enrollment

- iii) Proposed Action: Improve the MFT licensing pass rates for graduates of the USF MFT/PCC program
 - (1) *Responsible party:* Faculty Course Leads; Licensing exam subcommittee (Lisa De La Rue, Carmen Pacheco-Cueba, Estella Pabonan)
 - (2) *Priority (high, medium or low):* Medium (as it is already in process)
 - (3) *Resource Implications:* Funds allocated for exam materials and to attend exam workshops; service releases for program staff and faculty.
 - (4) *Time frame:* 1 year
 - (5) *Success Metrics:* 1) Improved licensing exam rates for graduates, 2) incorporation of pass rates into program advertisements

- iv) Proposed Action: Ensuring greater consistency of syllabi of all sections of each course across all campuses
 - (1) *Responsible party:* Faculty Course Leads,
 - (2) *Priority (high, medium or low):* High
 - (3) *Resource Implications:* Service releases for program faculty
 - (4) *Time frame:* 1 year
 - (5) *Success Metrics:* 1) All courses will have a “master syllabus” created by the faculty course leads, 2) All syllabi for a single course will have consistent course descriptions and learning objectives, 3) increased communication between course leads and instructors of other sections

An updated curricular sequence was implemented in 2016-17 that responded to new directions in the field and continues an emphasis on multiculturalism and equity. While the course sequence has been updated core faculty will need to work with part-time faculty across branch campuses during the roll out. The alignment of course syllabi, course learning objective and program learning outcomes is critical, as is, the collaborative development of assessment tools.

The transition to a new course sequence, new course scheduling and changes in coordination of MFT has raised many questions and some concerns for students. Attention to the advising process and increased contact with students should provide necessary supports (but additional faculty releases for advising are not feasible).

- 3) **Key Issue:** Offering specialized clinical training opportunities for our students and other practitioners.
- a) **Recommendations.** In their formal report, the reviewers gave the MFT/PCC program the following recommendations:
- Develop specialized education and training “tracks” of bilingual, bicultural therapists. This effort will attract more prospective students and will certainly enhance employment opportunities for program graduates.
 - Developing specialized education and training of bilingual, bicultural clinical supervisors
 - Providing continuing education to clinical supervisors, both at the fieldwork sites and elsewhere, reflecting the values and principles of social justice and contextualized models of mental health counseling, thus enhancing the quality of fieldwork sites and promoting the quality of the MFT/PCC program.
- i) Proposed Action: Develop and implement a bilingual clinical supervision program for current students and practicing counselors and therapists.
- (1) *Responsible parties:* MFT/PCC faculty under the leadership of Daniela Dominguez
 - (2) *Priority (high, medium or low):* High priority
 - (3) *Resource Implications:* Service releases for faculty (specifically for Danny Dominguez) to develop program; coordination with OAO (office provides funding for efforts); Dedicated rooms and physical space to hold classes and lectures; administrative support
 - (4) *Time frame:* 1 year
 - (5) *Success Metrics:* 1) pilot program started within 1 year
- ii) Proposed Action: Develop and implement a pipeline program or partnership with the USF PsyD program
- (1) *Responsible parties:* MFT faculty under the leadership of Lou Felipe
 - (2) *Priority (high, medium or low):* High

- (3) *Resource Implications:* Service releases for faculty members; funding allocated to advertisements and other publications; coordinated efforts between MFT/PCC and PsyD programs
- (4) *Time frame:* 1 year
- (5) *Success Metrics:* 1) clearly defined pathway for MFT/PCC graduates to enter PsyD program, 2) Pipeline program advertised in both MFT/PCC and PsyD publications

A comprehensive proposal for the bilingual/bi-cultural certificate has been approved by the SOE curriculum committee. This certificate has the potential to draw student from MFT and SCP as well as PSyD programs. CPYS alum may return for the certificate as a way to improve their training and increase professional opportunities. Classroom space, administrative support and funds for marketing will be allocated to support the launch of the certificate program. Dean's office will need to be involved in financial planning and logistics for the immersion portion of the certificate. The pilot program will need to be assessed and re-evaluated after year 1.

De-prioritized Issues: Were there any recommendations from the External Review team that you will not address? If so, why?

All recommendations made by the external committee have been addressed in the plan above.

Progress: Progress on each action item will be required two years after the action plan is approved.