ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: School of Theology and Ministry
Name of department/program: Couples and Family Therapy
Date: June 2, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

There are two core faculty in the MACFT program. Christie Eppler serves as the program director (2 course release) and Rebecca Cobb serves as the clinical coordinator (3 course release). Our students are placed at off-site agencies to accrue 500 face-to-face clinical hours. In AY15-16 we had contracted with 15 sites to provide over 5,300 hours of clinical services. Additionally, we have to meet strict accreditation standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

In addition to the required teaching, scholarship, and service, the program director's duties include:

- Develop and enhance a curriculum that offers a high-quality couples and family therapy degree that is interfaith, spiritually-integrated, and intercultural. Revise program mission as needed.
- Meet accreditation standards set forth by COAMFTE
    - Monitor and manage COAMFTE accreditation standards, including the writing and submitting of the annual reports and self-study cycles
    - Establish and monitor integration of couples and family therapy standards that include the program (core competencies, AAMFT Code of Ethics, state licensure criteria)
- Set goals for program, students, and faculty that related to the mission of Seattle University (SU) and the School of Theology and Ministry (STM).
- Contribute to the MACFT program effectiveness by implementing and reviewing assessment cycles (e.g., writing and revising student learning outcomes, setting benchmarks, coordinating reviewing benchmarks)
    - Publish a clear assessment plan (how data is collected, by whom).
    - Aggregate and analyze assessment data to promote program improvement.
    - Review and revise program's outcome-based education framework and assessment plan.
- Support STM administration. Submit all requested reports including University Assessment Report and Annual Program Review
- Collaborate with STM's marketing team to attract a diverse student body. Monitor and revise program's publishable materials, webpage, and external documents (e.g., letter to prospective duties)
- Establish and maintain a CFT training program that values diversity
    - Write and revise a MACFT definition of diversity
    - Link program's definition to MACFT mission, goals, and learning outcomes.
    - Publish diversity composition of students, faculty, supervisors
    - Link intercultural-informed course offerings, didactic and clinical teaching/learning practices to MACFT program goals and outcomes
    - Identify and assess policies and procedures for supporting a climate of safety, respect and appreciation for all learners
    - Provide examples of how the program has responded to the climate safety
    - feedback
- Collaborate with the STM's Admissions team to admit a diverse student body
    - Attend Graduate Program's Open House Night at least once per academic year
    - Interview all MACFT applicants
- Manage and lead MACFT Candidacy process

- Supervise the assistant clinical professor in her work as clinical coordinator. Assist clinical coordinator to meet COAMFTE requirements for clinical placements (e.g., setting qualifications for off-site supervisor, ratios)
- Supervise the program's academic specialist
- Supervise the program's graduate assistant
- Lead MACFT faculty (core and adjunct faculty) and MACFT staff (program director, clinical coordinator, and academic specialist) meetings
- Supervise adjunct faculty in meeting program and accreditation standards (e.g., mentoring in syllabus construction, rubric development, forming classes that integrate interfaith spirituality and interculturalism into all facets of a course)
- Maintain LMFT-WA licensure and AAMFT Approved Supervisor status
- Assess and advocate for facilities and services that maintain and enhance program's quality and learning goals (e.g., meet with dean, associate dean, program directors from Counselor Education and Psychology, and University's centers)
- Advise all MACFT students.
- Provide documentation and regulatory requirements for entry-level practice in WA. Mentor students and graduates in obtaining LMFT(A)
- Assess student, graduates, and employers. Learn about areas of growth that influence program development and curriculum
- Provide and publish data related to student achievement (program completion, employment rate, licensure pass rate)
- Assess and publish data related to student recruitment, anti-discrimination, admission, retention, graduation, complaints and grievances, remediation and dismissal, grading/assessment, codes of conduct, portability of degree, technology requirements, authenticity of student work, technical training for students, faculty, and supervisors (with collaboration from STM's administration team)
- Identify Communities of Interest (COI). Assess and review their feedback to facilitate the program's mission, outcomes, and improvement

The clinical coordinator's duties include:

Site Placements & Clinical Concerns

1. Find, develop, and maintain clinical sites that align with program outcomes (e.g., sites with Approved Supervisors, open to therapists infusing clients' spirituality)
    a. Attend networking events sponsored by the Washington Association for Marriage and Family Therapy
    b. Meet with potential clinical sites to review expectations and procedures
    c. Maintaining database/rubric for assessing each clinical site
    d. Visit each new clinical site.
    e. Maintain contact with clinical sites with the expectation of direct contact (email or site visit) during Clinical I and Clinical III. Additional communication/visits as needed.
2. Work with students to match with clinical site placements that are fitting in terms of clinical interests and location
    a. Coordinate an Internship Fair in which students will have the opportunity to meet with representatives from each potential site placement in order to facilitate the matching of intern to site placement
3. Be the first person-of-contact for students and site supervisors with clinical concerns

    a. Be the liaison between program and site to resolve concerns; refer to program director as necessary
    b. List name/number for emergency contact in all clinical sequence syllabi.

Paperwork / Documentation

1. Review/Revise Clinical Handbook each year (due October)
2. Work with program's academic specialist and all students before and during first clinical to understand program paperwork (e.g., reporting of clinical hours, supervision hours)
3. Coordinate with program's academic specialist regarding keeping paperwork updated. Publish procedures.
4. Work with adjunct clinical faculty so they are up-to-date on policy and procedures
5. At the end of each quarter, review all clinical evaluations/rubrics
    a. Make sure appropriate rubrics are submitted to assessment file
    b. Coordinate transitions between clinical supervisors regarding information found in the review
    c. Coordinate any remediation plans for clinical students
6. Check MACFT web page yearly (due October) and submit any changes regarding clinical experience to program director

Presentations

1. Plan and Lead Clinical Orientations (early November) and 2nd Clinical Orientation (Spring)
2. Connect site supervisors with training opportunities (e.g., AAMFT Approved Supervisor or State Supervision Courses)
    a. Coordinate at least one group training (Seattle University's STM will host)
    b. Provide additional information/training, as necessary

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:

We need a dedicated recruitment person for our school/program. Face to face interaction to recruit a diverse student body is critical to the health and financial stability of our program. It is critical that we maintain our current level of support (e.g., academic specialist and graduate assistant). Additionally, our students would be well served by having a training clinic on campus.

What particular constraints or challenges does the department/program face?

Response:

Our workload, as evidenced above, is immense. We need a third faculty member to teach, supervise, and support the administrative duties of a COAMFTE-accredited program. Additionally, there needs to be collaboration among SU's three counseling programs. We need to share resources to recruit a diverse student body.

Is there anything else you would like to put on the record?

Response:

No, thank you for supporting our programs.