University of Saint Joseph
The Department of Counseling and Family Therapy
2012-2013 Annual Report
A Note from the Department Chair

“Summertime and the living is easy . . .” or so the song goes. Not so for the Department of Counseling and Family Therapy. As we have moved to have a comprehensive year around program, we are as busy now with summer classes and other work activities as we are during the traditional academic year. This reality provides an excellent reason to pause for a bit and take stock of our accomplishments over the last year and reflect on our work in advancing the Mercy Mission of the University. This document will serve as an overview of how the CMHC, School Counseling, and Marriage and Family Therapy programs to help fulfill USJ’s mission to improve the lives of those in need. The specific mission of the Department is as follows:

The Master of Arts programs in Clinical Mental Health Counseling, Marriage and Family Therapy, and School Counseling are committed to educating counselors and therapists who will provide effective growth oriented interventions, advocacy, and leadership when serving the needs of individuals in the many diverse communities in which they work and reside.

It is very clear that students, faculty, and alumni embrace this mission and each year advance it through their learning, work, and service to their respective communities. In the pages that follow, the reader will be provided with information about our programs and the members of our learning community who have worked hard to help them thrive.

Respectfully,

R. Halstead

Rick Halstead, Ph.D.
Professor and Chair
I. 2012-2013 Department goals:

The goals for our Department followed closely those from the previous year. The reason for this is each of the goals reflects both the short term (semester to semester) and longer term (year to year) needs that have trended toward consistency. The goals were as follows:

1. Continue work to keep enrollment levels such that they will financially support the programs as viable revenue centers within the University;
2. Continue to establish for our students’ a “sense of place” or belongingness within the Department so as to continue to build a strong relationally-based learning community and support our “word of mouth” recruitment tradition;
3. Increase our Programs’ visibility and professional footprint within the region among members of the helping professions;
4. Engage members of the Department in a process of continuous quality improvement as it relates to various elements of departmental function;
5. Work toward further articulation of housing the Counseling, MFT, and now the A/ABA programs within one academic department;
6. Review Core Competencies and Learning Objectives for the programs and modify curricula based on data generate by our assessment model;
7. Fill full-time faculty position in the School Counseling program;
8. Continue preparation for Renewal of COAMFTE Accreditation for the MFT and CACREP accreditation for the School Counseling and Clinical Mental Health programs.

Progress on this year’s goals:

Goal #1: Continue to maintain enrollment that will financially support the A/ABA, Counseling, and MFT Programs as viable revenue centers within the University.

Autism/Applied Behavior Analysis Program

At this point in time it has not been possible to monitor financial data for this program in a manner that is comparable to other programs in the Department. The reason for this is the interdisciplinary delivery model that complicates cost out classroom instruction. In the coming academic year, we will be working with the Business Office to build a system that is sensitive to the fiscal complexities of this interdisciplinary program.
Clinical Mental Health Counseling and School Counseling

This academic year (12-13) the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs saw a decrease of 248 enrolled credits year over year (2577 vs. 2825). Despite this reduction in enrolled credits the program has maintained its fiscal stability and remains a profit center for the University. When compared to previous years, the numbers posted for the counseling programs in FY13 were much more in line with performance posted for FY10 and FY11. It is important to note that the rapid growth in credits issue, as related to staffing issues, were to a degree mitigated by this pullback. Thus we have made some headway regarding the CACREP requirements for a) 10:1 FTE Student/Faculty ratio and b) not less than 50% of the courses are being taught by core faculty.

Marriage and Family Therapy

The Marriage and Family Therapy (MFT) program also experienced a small dip in enrolled credits from the previous year (788 in FY13 vs. 838 credits in FY12). The drop in credits in FY13 was in part due to applying more rigorous selective criteria in response to an extended record of students’ struggling academically and not completing the program. This was an issue addressed by the COAMFTE site team.

Goal #2: Continued focus on our students’ sense of “place” or sense of belonging within the Department and at the University

Although we cannot say with any certainty that efforts to enhance students’ experience in the learning community makes a major difference, the fact that we continue to receive admissions inquiries motivated by word of mouth referrals suggests our efforts in this area continue to pay off. Almost every student interviewed continues to comment that they have heard good things about the programs offered at USJ and our enrollments, depending on program, either increased or remained stable over time. Our belief is that our current students and graduates are excellent recruiters for the programs and, based on student reports, once prospective students make contact with the Graduate Office, the individualized attention sets USJ apart from many other programs in the area.

This year our department newsletter, Connections, was officially retired. This decision was the result of feedback that, although quality product, students and others took little time to review its contents. In its place we intended to make the shift toward the use of social media in the form of our department’s Facebook page. The thinking was that the Facebook format was much more in line with what is now being encourage by the Graduate Office as a way to provide information to current students and alumni in a more efficient and effective manner. Although this endeavor was delayed largely due to the need to focus on accreditation activities, we will actively ramp up this effort over the summer so that the program will have a constant presence in the social media world.

The 11th Annual Nancy Lund Graduate Celebration and Awards Dinner saw the largest number of graduates in one year, 33, in the history of our programs. As usual this event was a great way for graduates to gather prior to graduation and spend time recounting their experiences at the University. New this year we piloted a hooding ceremony as a formal recognition of our graduates entering that world of practitioner scholars.
Goal #3: Increase the Programs’ visibility and professional footprint within the region as well as nationally among members of the helping professions.

Sponsored and Co-Sponsored Events

Again this year we have worked with the CT School Counseling Association to co-sponsor events that bring counselors form around the state to meetings at USJ.

Individual Accomplishments

Publications

Journal Articles


* - Indicate work with students

Professional Presentations - Regional/National/International:


Carlson, V., Barrett, K., Routhier, A.*, & Williams, K.* (2012, October). Giving voice to the little ones: Bullying assessment, prevention and intervention in the early grades. Presented at the International Bullying Prevention Association Annual Conference, Kansas City, MO.


Invited Address in the Professional Development Series for the Student Committee, Panel presentation at the Annual Meeting of the Association for Behavior Analysis International, Minneapolis, MN.


Lile, J. (accepted proposal). *Fostering a counselor identity: How the identity style paradigm informs counselor training*. Association for Counselor Education and Supervision (ACES) bi-annual conference (1 hr. education session).


* Indicates work with students.

**State Presentations**


**Research Projects**

**Barrett, K.** – Bullying climate study in elementary schools – year three of a three year longitudinal study.

**Lile, J.** – Counselor identity development

**Parker, M. L.** *Adolescents in Family Therapy.*

**Parker, M. L.** & Filloramo, L. *Adolescents in Group Therapy.*

**Parker, M. L.** & Wold, K. K. *Paternal Attachment of Young Women.*

**Parker, M. L.** & Campbell, K. *Infidelity and Attachment.*

**Other Professional Activities**

**Fitzgerald, D.** – Dissertation committee member


**Halstead, R.** – Wrote and, subsequently, received a summer mini-grant to partially fund travel to Montego Bay, Jamaica W.I. for the purpose of making initial contacts to set up a cultural immersion experience for Counseling and MFT students. The four working days in country resulted in successful connections with two primary sites that will serve to provide students with what is expected to be a fruitful experience. The first site was a NGO non-profit organization known as the Committee for the Upliftment of the Mentally Ill. This agency runs a day treatment center that serves as the primary after care program for patients treated at Cornwall Regional Hospital Psychiatric Center. Along with serving individuals with psychiatric disorders, this site also provides basic services to the homeless of Montego Bay. The second site that implied a good possibility for involvement with our students was Sam Sharpe Teachers’ College. In speaking with the President of the College, he was clear that hosting students from USJ would be very easy.Contacts for student food and lodging as well as transportation services while in country were also made.
Goal #5: Work toward further articulation of housing the A/ABA, Counseling and MFT programs in one academic department.

This year saw some wonderful developments and successes, most notably with the MFT program. This was the first year of Michele Parker’s tenure as Director of the MFT Program with her appointment beginning in July 2012. Very quickly there was a noted change in the level of attention to the structure and administration of that program. With the mid-year resignation of Patricia Gorman the hiring of a new assistant professor, Pei-Fen Li, and a six-year reaccreditation handed down by COAMFTE in June 2013, there is nothing now to keep this program from growing and moving forward successfully.

Given that this year was taken up with two accreditation visits there was little time to attend to the needs of the A/ABA program. Given the number of students with which the Director of this program, Deirdre Fitzgerald, must deal, more time and attention will be directed toward this program in the coming year.

Goal #6: Review Core Competencies and Learning Objectives for the programs and modify curricula based on data generate by our assessment model.

This process was a long one but very successful as evidenced by the accreditation reports issued by the COAMFTE and CACREP Site-Teams. Three of the four programs are now using standardized practicum syllabi. This year also saw the implementation of the program outcome assessment rubrics that were developed the previous year. For the first time assessment data was able to be aggregated and used to assess multiple aspects of the program.

In late May, the faculty members conducted a day-long retreat to engage in presenting program evaluation data, discussing the results that emerged from the data, and solidifying changes that will be made to the curriculum. Because the MFT and Counseling Programs have differing accrediting bodies the program assessment and review results are reported differently and therefore each is presented below separately.

Counseling Programs

Members of the Department met on May 20th 2013 to review the analysis of program evaluation data that had been collected across the various domains consistent with our program assessment model.

This retreat was broken into three different sessions. Session one involved individual faculty members presenting their analysis of aggregated data pertaining to the areas of assessment for which they were responsible. Each faculty member was also responsible for identifying issues that most need to be addressed. Session two involved a group discussion of the identified issues and the generation of strategic interventions that may serve to address most troubling issues that emerged from the data. Session three was devoted to prioritizing action items for implementation during the coming academic year.

Presentation 1: Counselor Preparation Comprehensive (CPCE) Exam - Data Synopsis
• Overall group performance was consistently better (student cohorts consistently scoring above the national mean) between 2007 and 2010 than it was from 2010 forward. The data trend lines more recently have been consistent with national averages. In this regard it was thought that the program could seek improvement across all CPCE content domains.
• The variability in USJ data relative to national data in the following content areas, Human Development, Ethics, Research, Career, Helping Relationship, and Group Work, seems to be largely due to the strength or weaknesses in student cohorts.
• Lower performance seems to be most notable in the content domains of Social and Cultural Foundation and Appraisal.

Presentation 2: Program Rubrics - Data Synopsis

• Aggregated rubric data suggests that students’ performance, overall, is quite good across all five core assessment rubrics used.
• The small percentage of cases in each category where students who have not met the basic skills. Poor performance may be reflected in lower grades but, heretofore, has not resulted in a failing grade in courses. This situation allows students who have demonstrated poor skill acquisition to continue with their studies without the problem being fully addressed with the implementation of a remediation plan.
• The program may be enhanced by identifying students who perform poorly on this rubric, impose a remediation plan, and carefully track students especially during the early stages of the program.
• The developmental nature of some evaluation domains contained in the Presentation and Technology rubric (e.g. software applications & audio visual) present an evaluation skew (positive) and thus revision to this rubric should be considered.
• The Writing and Critical Thinking rubric based on Bloom’s Taxonomy is somewhat problematic. Bloom’s Taxonomy categories for cognitive complexity include: Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation. These are thought to be hierarchical in nature but we have treated them as discrete categories which bear little relationship to each other. Another problem is that Application and Analysis have been collapsed into one category which in not consistent with Bloom’s model or its use in this rubric. It is therefore suggested that one critical thinking category be created for this Writing and Critical Thinking rubric that contains the following ratings:

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<td>Synthesis</td>
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Doing so will allow us to more easily track students in their development and likely enhance inter-rater reliability when applying the use of this rubric.
Presentation 2: Site Supervisors' Evaluations and Faculty Evaluations - Data Synopsis

There were a total of 216 evaluations (142 from faculty and 74 from site supervisors) available which spanned the 2012 – 2013 academic year.

The specific individual content sections contained within the evaluation were broken out for analysis.

- The total number of evaluations returned indicates that some additional attention needs to be given to assure that all site supervisors are submitting the evaluations in a timely manner so that there is ample time to conduct data analysis.
- Site supervisors over the period noted above fell into the following categories: LPC 20%; LMFT 25%; Psychologist 13%; LCSW 8%; and LADC 3% with remaining 31% identifying as certified school counselors.
- General trends across all categories were flat to minor increases as students moved from Practicum to Internship I; and another minor increase to Internship II. This may have to do with higher level initial ratings established in Practicum along with the fact that a four point Likert-type scale has been employed for this assessment tool. The results could be an artifact of a ceiling effect. This situation will certainly be worth noting in future semesters.
- Data was evaluated by looking at multiple sections of the same course (e.g. 568.01, 568.02, and 568.03). There was an indication that some degree of variability existed across individual supervisor ratings. Thus a concern was raised about inter-rater reliability and this will also be tracked going forward.

Noted Elements for Specific Content Areas:

On the four-point Likert-type scale used for this evaluation, there were no students who received a rating of 1 (poor). Most students (81% – 97%) received ratings of 3 (good) or 4 (outstanding) across all categories. This suggests that students are well prepared prior to entering into their field placement experiences. The Faculty focused on the ratings of 2 (needs improvement) where percentages met or exceeded 7%.

Counseling Skills Domain – 16 specific practice areas assessed

- Ability to maintain structure in session - 10%
- Design a counseling plan - 7%
- Demonstrated knowledge on theory - individual practice – 7%
- Demonstrated knowledge on theory - group practice – 9%
- Theoretical application to own practice – 8%

Professional Role Behavior Domain - 10 specific practice areas assessed

- No issues indicated in this domain
Consultation and Referral Skills Domain - 5 specific practice areas assessed

- Ability to consult with family and parents when appropriate – 7%
- Ability to make appropriate referrals to community agencies – 8%
- Knowledge of resources in community for continued care – 8%

Preparation for Fieldwork Domain - 3 specific practice areas assessed

- No issues indicated in this domain

School Counseling Practice Domain - 10 specific practice areas assessed

- No issues indicated in this domain

The overall trend reported for these practicum and internship evaluations was that students were consistently well prepared and adept at providing counseling services. The Counseling Skills Domain and the Consultation Skills Domain were the two areas where at least 7% of the supervisors and faculty rated students at a level of 2 (needs improvement). What the Faculty could not determine was the degree to which the lower ratings were for Practicum students, which one might expect, versus Internship I and Internship II students which would be more alarming. Going forward the assessment committee will see to have these evaluations sorted by the different phases of the field placement experience.

Most noted by supervisors in the Counseling Skill Domain was the need for skill development in structuring the counseling session, developing a treatment plan, and becoming more adept at the skill of integrating theory into individual and group practice. Additionally, the Consultation and Referral Domain pointed up a few areas of improvement. The Faculty discussed the best ways to foster these elements and how best to implement them prior to students entering practicum. It was decided that a greater emphasis will be placed on these deficit areas across the curriculum where additional emphasis is appropriate (Counseling Skills, Group Counseling, Counseling Theories, Diagnosis and Treatment Planning, and Consultation in Counseling) and provide skill-based exercises that will serve to point out which students may be in most need for additional attention prior to filing their application of practicum.

Presentation 3 – Student Evaluation of Clinical and School Field Placement Sites and Site Supervisors.

For this section of our program assessment there were four domains of interest on which attention focused. These domains included:

- Differentiating practicum/internship sites based on reported strengths/challenges
- Site experiences across the student population
- Supervision experiences across the student population
- The organizational environment and provision of resources at sites
Sixty-five student evaluations of sites and supervisors were analyzed. Student rating were used to establish three categories (i.e. Problematic Sites, Site that Present Some Level of Concern, and Strong Sites) to rank the nature of the experience. There were 5 sites identified as problematic, 9 sites identified as presenting some level of concern, and 48 sites identified as strong. It was decided that without further data to refute sites classified as problematic (i.e. conflicting evaluations from multiple students at the same site), the Department would no longer place students in those locations. For the sites that present some level of concern, Program Coordinators will engage site supervisors in discussions to see what improvement can be made. Additionally, the Department Chairs will send a letter to each site thanking them for participation with our students and share the resulting aggregate data of student ratings as listed below.

**CMHC Site Experiences across the Student Population**

- 89.5% of sites scored Excellent or Good concerning their provision of additional training and learning opportunities
- 83% of sites scored Excellent or Good concerning orientation to the site’s policies, procedures, and protocols
- 83% of sites scored Excellent or Good concerning the professionalism of staff
- 71% of sites scored Excellent or Good on the encouragement and opportunity for networking and collaboration

**CMHC Supervision Experiences Across the Student Population**

- 93.5% of supervisors scored Excellent or Good for discussing and resolving problems in a supportive environment
- 93.5% of supervisors scored Excellent or Good for giving positive feedback
- 93.5% of supervisors scored Excellent or Good for giving constructive feedback
- 79% of supervisors scored Excellent or Good for observing and critiquing sessions
- 76.5% of supervisors scored Excellent or Good for availability for assistance in crises and emergencies (15% put N/A)
- 76.5% of supervisors scored Excellent or Good for treating supervisee fairly in comparison to other interns

**The Organizational Environment and Provision of Resources at CMHC sites**

- 81% of sites scored Excellent or Good concerning their organizational climate and receptivity to students
- 81% of sites scored Excellent or Good concerning their counseling rooms and offices that assure privacy
- 68% of sites scored Excellent or Good concerning the provision of instruments for assessment and evaluation
- 70% of sites scored Excellent or Good concerning the provision of references, i.e. counseling books and videos
School Site Experiences across the Student Population

- 100% of sites scored Excellent or Good concerning communication of their mission statement and goals
- 100% of sites scored Excellent or Good concerning their provision of additional training and learning opportunities
- 100% of sites scored Excellent or Good concerning the professionalism of staff
- 78% of sites scored Excellent or Good concerning the availability of supervisor during crisis situations (22% put N/A)
- 78% of sites scored Excellent or Good concerning encouragement and provision of networking and collaboration opportunities

School Supervision Experiences across the Student Population

- 100% of supervisors scored Excellent or Good for encouraging and modeling professional behavior
- 100% of supervisors scored Excellent or Good for treating supervisors fairly in comparison to other interns
- 100% of supervisors scored Excellent or Good for maintaining confidentiality
- 72% of supervisors scored Excellent or Good for availability during crises/emergencies (22% said N/A)
- 72% of supervisors scored Excellent or Good for feedback on use of data, reports, and assessments
- 78% of supervisors scored Excellent or Good for helping to integrate new knowledge based on research and professional reading
- 79% of supervisors scored Excellent or Good for helping to refine a theoretically sound rationale for interventions.

Presentation 4 – Exit Interview and Alumni Data

Exit survey data for those students graduated in May 2013 was mailed shortly after graduation. Of the 33 students who graduated, 19 returned the survey for a 57% response rate. For each of the elements of the program assessed (e.g. admissions, advising, skill preparation, etc.) the evaluations came in between 70% - 88% positive. The areas for suggested improvement were as follows:

- Greater school/working with children focus across the curriculum. In response, the faculty have discussed various ways that skill-based classes could include attention to skills that focus on work with children.

- A call for advanced skills and group classes. In response the CMHC practicum now contains an advance skills practice component as a companion to work on site. The School Counseling faculty will address this issue once the new school counseling faculty member joins us in the fall.

- A request for clearer guidelines from faculty on obtaining an LPC. In response, a section of the
Professional Ethics course will place additional emphasis on credentialing.

- More attention to assisting students with clinical and school placements. In response, the Program Coordinators, beyond their practicum preview session, will monitor student placements as sites are secured then periodically contact those students who have not found a placement.

**Alumni Survey**

The next Alumni Survey has been scheduled by design for distribution every three years. The next distribution and collection of Alumni Survey Data is on schedule for distribution this coming October.

**Use of Program Assessment Data for the Purpose of Program Enhancement**

**CPCE and Course Content**

Analysis of CPCE data suggest that Multicultural Counseling (COUN 514) and Appraisal and Its Application to Counseling (550) need to be examined to help insure that the content covered is in line with what is being assessed in the CPCE. Although there was some concern voiced by faculty regarding “teaching to the test”, looking at the class content and learning activities in both these courses is warranted. Core faculty instructors will engage in this evaluation process over the summer and make any content adaptations that are appropriate for the fall semester.

**Core Assessment Domains and Evaluation Rubrics**

The fact that poorer performance as evaluated on core assessment rubrics may be reflected in lower grades but does not, necessarily, result in course failure presented a problem area that the Faculty believed must be addressed. This situation allows students who have demonstrated poor skill acquisition to continue on in the program without necessarily being more fully addressed with the implementation of a remediation plan. The agreed that at the end of each semester, a data report will be generated to better tie student progress review to rubrics as well as to course grades.

The Writing and Critical Thinking rubric will be revised to contain the following ratings

1 – Understanding
2 – Analysis
3 – Evaluation
4 – Synthesis

Doing so will allow us to more easily track students in their development and will likely enhance inter-rater reliability when applying the use of this rubric.

**Site Supervisors’ Surveys**

The overall trend reported for practicum and internship supervisor evaluations was that students in our programs are consistently well prepared and adept at providing counseling services over the course of their field placements. The Counseling Skills Domain and the
Consultation Skills Domain, however, were the two areas where at least 7% of the supervisors rated students at a level of 2 (needs improvement). What the Faculty could not determine was the degree to which the lower ratings were for Practicum students, which one might expect, versus Internship I and Internship II students, which would be more alarming. Going forward, the Assessment Committee will have these evaluations sorted by the different phases of the field placement experience to identify those students in need of further assistance.

Most noted by supervisors in the Counseling Skill Domain was the need for skill development in structuring the counseling session, developing a treatment plan, and becoming more adept at the skill of integrating theory into individual and group practice. Additionally, the Consultation and Referral Domain pointed up a few areas of improvement. The Faculty discussed the best ways to foster these elements and how best to implement them prior to students entering practicum. It was decided that a greater emphasis will be placed on these deficit areas across the curriculum where additional emphasis is appropriate (Counseling Skills, Group Counseling, Counseling Theories, Diagnosis and Treatment Planning, and Consultation in Counseling) and provide skill-based exercises that will serve to point out which students may be in most need for additional attention prior to filing their application of practicum.

Finally, the Program Assessment Retreat concluded with a conversation around the suggested area for change or adaptation provided by the CACREP Site Team. Of particular note was the Team’s observation that the CMHC and School Counseling program seemed to exist as two separate degree program which can confuse a professional identity of belonging to one counseling profession within which there are six subspecialties. As a result of this discussion, the CMHC and School Counseling foundations courses have been combined as have the two professional ethics courses.

**Marriage and Family Therapy Program**

- Reviewed new processes for documenting faculty feedback regarding MFT program, including *Instructor Evaluation of Program From*. Instructors recommended that an item be added to the form to offer evaluation of Program Director effectiveness each semester. Director agreed this will be added beginning with fall 2013 evaluations.

- Introduced student review process for new adjuncts by reviewing the “Formative Feedback for Professional Development” form to be submitted by instructors to Program Director regarding any concerns about students’ academic and/or professional development. Concerns about students to date were discussed among instructors as examples in helping all understand the new program procedure for documenting concerns about students.

- Elicited ideas for Program Director evaluation was also addressed at this meeting. Wendy Haggerty suggested including site supervisor and other populations of interest to be included in Program Director evaluation. An item is to be included in the Site Supervisor Program Evaluation form. Danielle Greene recommended offering the MFT program’s strategic plan at the new student orientation in the fall. It is anticipated that the advancements to the
program to be implemented in fall 2013 will be presented at the orientation to be held in August, 2013.

- Reviewed Program of Study curricula for full- and part-time students. Danielle Greene and Wendy Haggerty offered observations that some students in MFTH 583 – Human Sexuality and MFTH 545 – Addictions in the Family were not yet familiar with constructing a genogram due to not having taken MFTH 560 – Communications and Systems Theory, where the genogram is taught. Wendy Haggerty also offered a recommendation to consider a summer “Advanced Therapy Skills” course for students beginning practicum in the fall semester. Aforementioned curriculum changes will be discussed with department chair for consideration.

- Program Director, Michele Parker, vetted the idea of moving to a “cohort” model for practicum section assignment based on students’ total hour accumulation. It was discussed that this change is in response to a marked discrepancy in beginning and advanced practicum student skill level in the same section of practicum. She explained that a cohort model of practicum would allow appropriate learning outcomes to be addressed to meet the needs of beginning and advanced students’ skill level. Kathy Magee noted that she has received feedback from beginning students that they appreciate the advanced students’ perspective. This will be further discussed for the revision of course curriculum to begin fall 2014.

**Goal #7:** Fill full time faculty positions in School Counseling and MFT.

Dr. Marte Osvtik-deWild will be joining the faculty as a member of the Core Faculty in counseling with a primary focus in the School Counseling program.

The unexpected mid-year resignation of Patricia Gorman in the MFT program created a need to do a search in the spring of 2013. That search concluded with the successful hire of Ms. Pei-Fen Li.

**Goal #8:** Continue preparation for accreditation review by participating in the COAMFTE, CACREP site visits.

This goal was completed successfully with the COAMFTE visit taking place in October 2013 and the CACREP visit occurring in January 2013.

The Marriage and Family Therapy program received a full six-year reaccreditation. The Clinical Mental Health Program and the School Counseling Program will learn of the CACREP Board’s decision on accreditation in the middle of July and the decision handed down by the board will be communicated to the community at that time.
II. Significant Department Achievements:

A. Faculty

Kathleen Barrett

- Received the *Thelma Ellis Dickerson Award for Progressive Leadership in Education* for her work with students at Jumoke Academy.

Judi Durham

- **Council for Accreditation of Counseling and Related Educational Programs (CACREP) Site Review Team Chair**, University of Montana Site Visit – November 2012. Evaluated the School and CMHC Counseling program for compliance with National Accreditation Standards, wrote and submitted Site Team Review report.

- **CACREP Team Member Training/Renewal Session**. Rocky Mountain Association for Counselor Education and Supervision (RMACES), Annual Conference. Park City Utah, Oct. 4, 2012.


Editorial Review Board appointments – Judi Durham:


*Journal for Social Action in Counseling and Psychology*. JSACP  
[http://jsacp.tumblr.com/about](http://jsacp.tumblr.com/about)

Deirdre Fitzgerald

Scientist, National Lab Day (NationalLabDay.org), (2010 - Present)

External Advisory Board Member, Southern Connecticut Center for Excellence in Autism Spectrum Disorders (2010- Present)

Member, Behavior Analyst Certification Board (BACB) Examination Development Committee, (2009 – Present)

Member, Legislative Action Committee, Connecticut Association for Behavior Analysis (2009 – Present)
Site Visitor, Association for Behavior Analysis International (ABAI) Accreditation Board, (2004 – Present)

Member, American Psychological Association Disaster Response Network, (2003 – Present)


Michele Parker

Faculty Fellowship for Evidence Based Practice: Awarded a fellowship through Wheeler clinic to become trained to teach a course in Evidence Based Practice (EBP) models of family therapy to USJ Marriage and Family Therapy students. Students who successfully complete the course are issued a certificate in EBP, making them more competitive for clinic positions in Connecticut following graduation. The course is being offered in Summer 2013.

*Graduate Student Organization (GSO) Sponsor.* Beginning spring 2013, sponsored the newly developed GSO in the MFT program. The organization was developed in response to COAMFTE feedback regarding students’ participation in program development. GSO facilitators are MFT students who volunteer to organize professional development training open to all students in the department.

Sally Swanson

- **Member** - Board of Directors of Safe Place to Grieve Foundation - an organization that provides individual and group counseling to those who are grieving and offers professional development to human services professionals.

- **Chairperson** - Scholarship Committee of Delta Kappa Gamma - an honorary education organization for women that annually provides scholarship money to young women entering the field of education.

**B. Students**

*Connecticut Counseling Association*

Nine Student had posters presentations accepted at this year’s Connecticut Counseling Association Annual Conference. Seven of the nine were from the University of Saint Joseph.


Kasprzak, H., & Sileo, J. (2013). The Therapeutic Advantages of Play Therapy and Video Games. CCA Conference. Mystic, CT.


University of Saint Joseph Faculty & Student Research Symposium
On the University level, our students were actively recruited and involved as participants at the USJ Faculty and Student Research Symposium. Two groups of students from our department provided presentations relating to their work in delivering a social emotional development curriculum as part of our collaborative initiative at Jumoke Academy. I was moved to see that in one case, the school’s principal attended with a cadre of students.

Hilary Kasporyzak and Jordan Sileo presented on their work with Second Step at Jumoke Elementary

Ania Poltora, Kristen Reber and James Gorss presented on use of Second Step at Jumoke Middle School level.

Ashley Routhier poster presentation on identity style as it relates to professional identity development.

Lindsay Kirol poster presentation on the effects of trauma.

Award for Excellence in Marriage and Family Therapy
- Rebecca Swan Sakl

Kay Britton Award for Excellence in Marriage and Family Therapy
- Kristen Wold

Francis J. Braceland Award for Excellence in Counseling
- Elizabeth Hoag
- Kristin Godwin

Marylouise Fennell Founders Award
- Sherry Palmer
- Amy Bourgoin
Current doctoral students from our programs

Susan Lester ’09 finished her third year of doctoral study in Counselor Education at Old Dominion University this year. Her dissertation research is underway and by most recent report progressing as planned.

Bryce Crapser ’09 finished his third year of doctoral study in Counselor Education at the University of Connecticut this year. Bryce successfully passed his comprehensive exam and is in the process of writing his dissertation proposal. He now is working as a clinician at ECSU Counseling Center.

Sarah Thaxton ’11 completed her second year of doctoral study with full financial support for doctoral study in Counselor Education at Syracuse University.

III. Curriculum

There were numerous content changes to the curriculum changes related to COAMFTE and CACREP accreditation program reviews. Evolution of the curricula in all programs is ongoing.

IV. Assessment

As stated above each of the programs has developed learning outcome rubrics and has begun to implement them across respective curricula.