

Annual Survey for MA students

13 responses

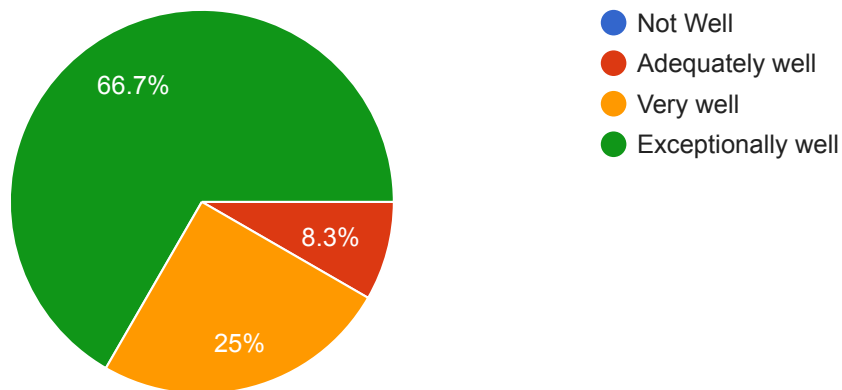
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Environmental Supports

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1. How well do you believe the program promotes an inclusive and diverse learning environment?

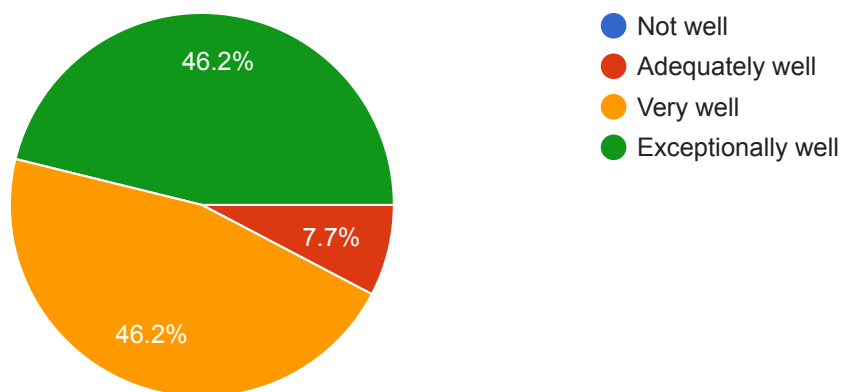
12 responses



2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

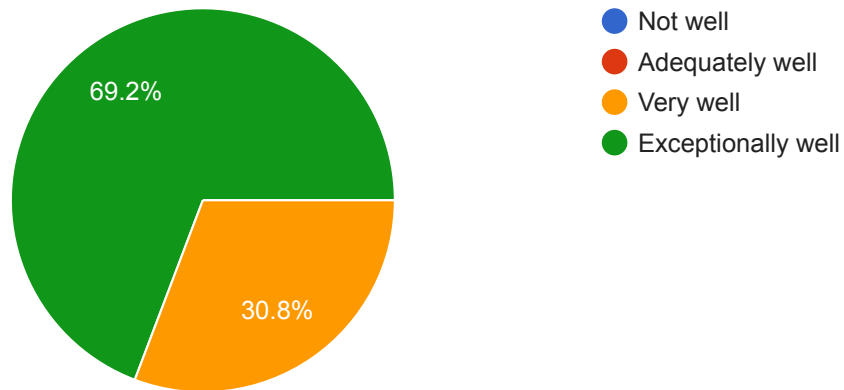
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13 responses



3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

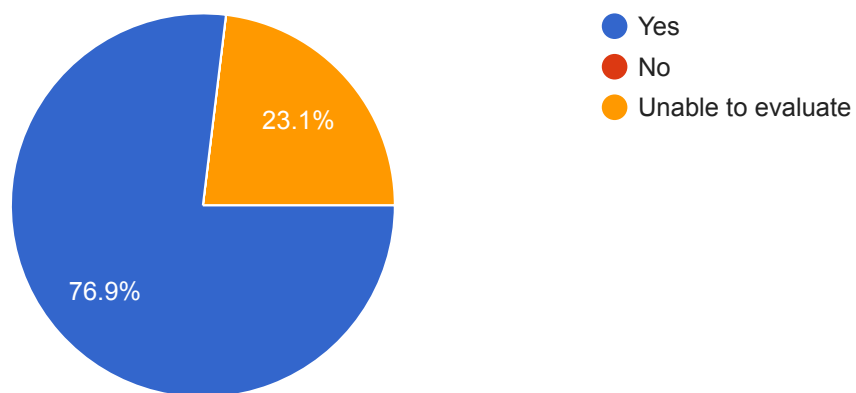
13 responses



Fiscal and Physical Resources

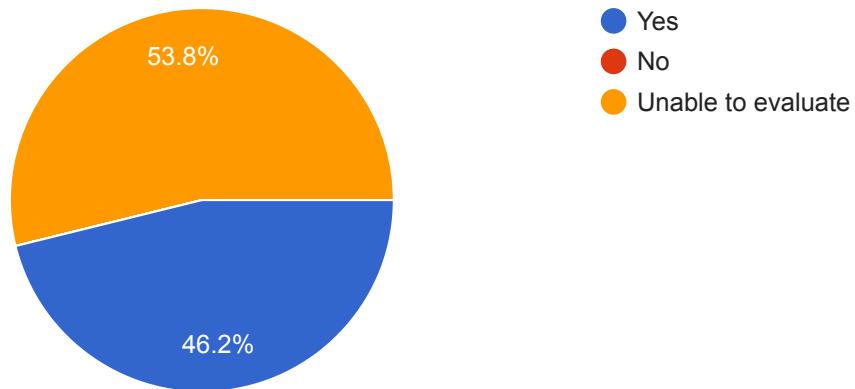
4. Are the classroom facilities sufficient for your academic success?

13 responses



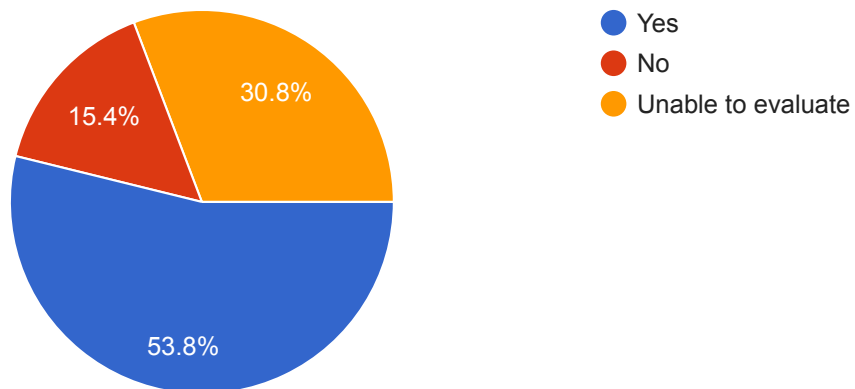
5. Are the computer facilities sufficient for your academic success?

13 responses



6. Are the fiscal resources sufficient for your academic success?

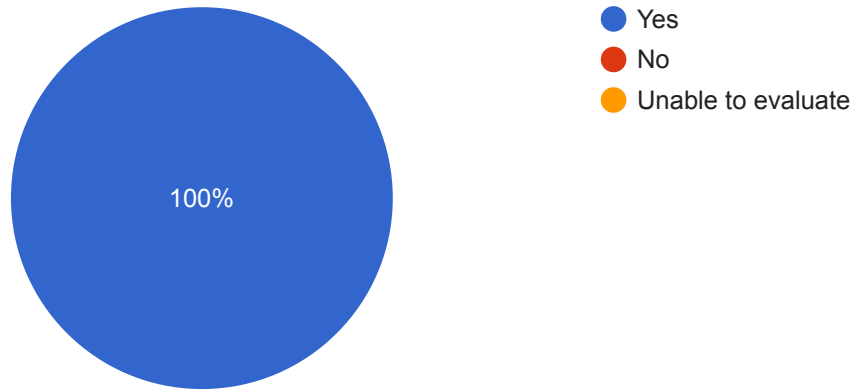
13 responses



Technological resources

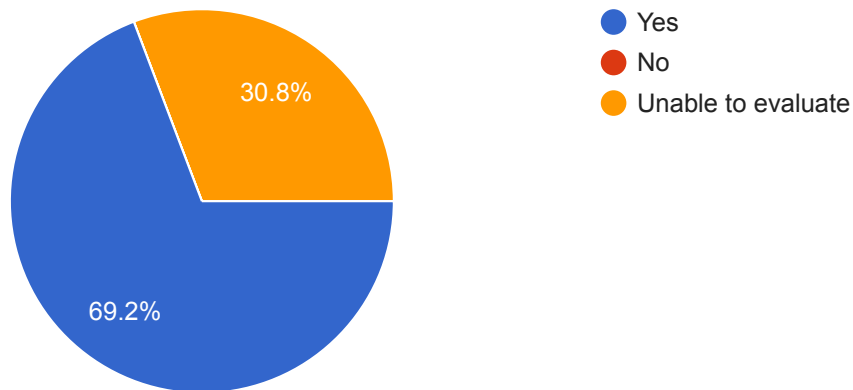
7. Are the technological resources such as Populi sufficient for your academic success?

13 responses



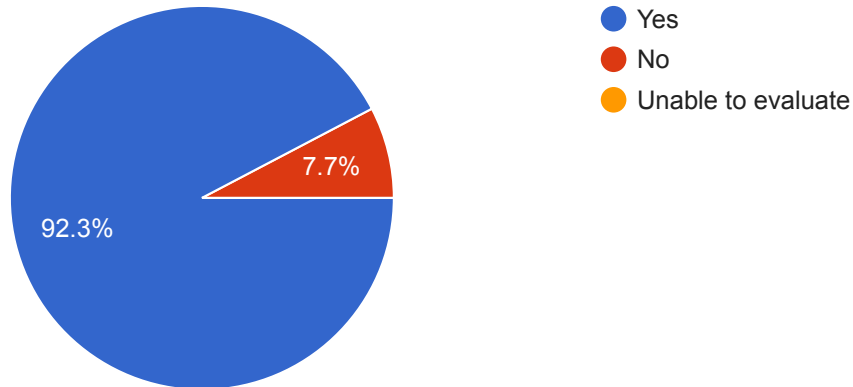
8. Are the technological resources in the on-site clinic sufficient for your academic success?

13 responses



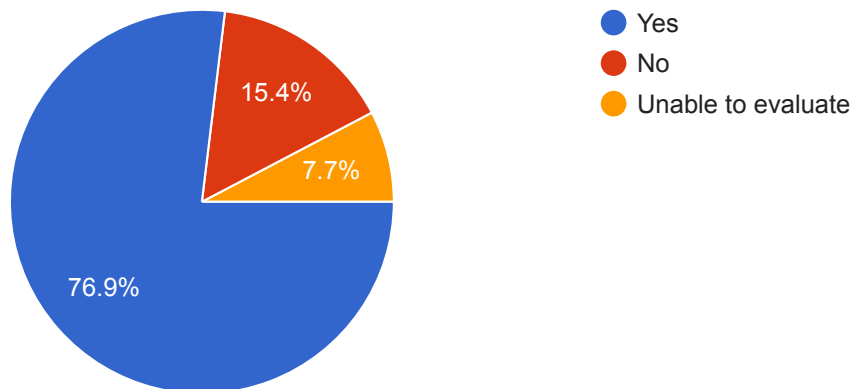
9. Does the program have sufficient staff for your academic success?

13 responses



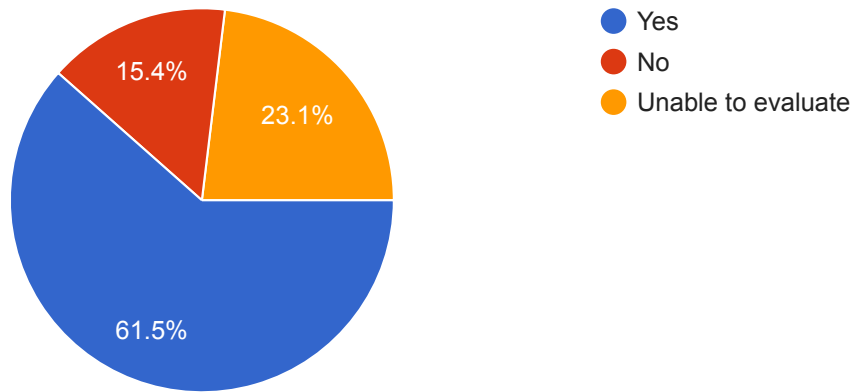
10. Are there sufficient faculty for you to succeed academically?

13 responses



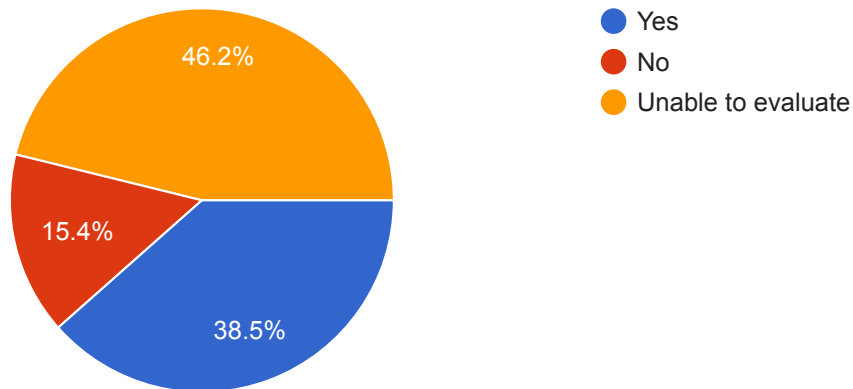
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

13 responses



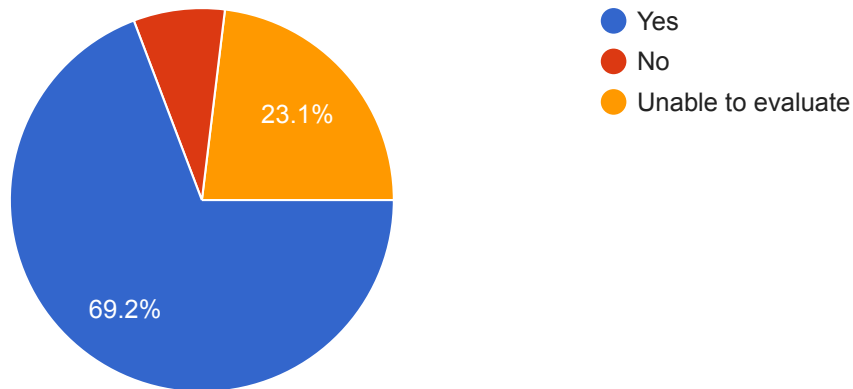
12. Are the resources with the on-site clinic sufficient for your clinical success?

13 responses



13. Are the library resources sufficient for your academic success

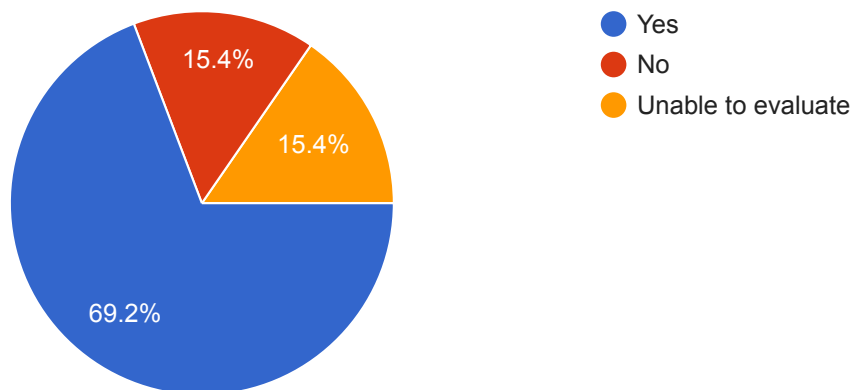
13 responses



Academic Resources and Student Support Services

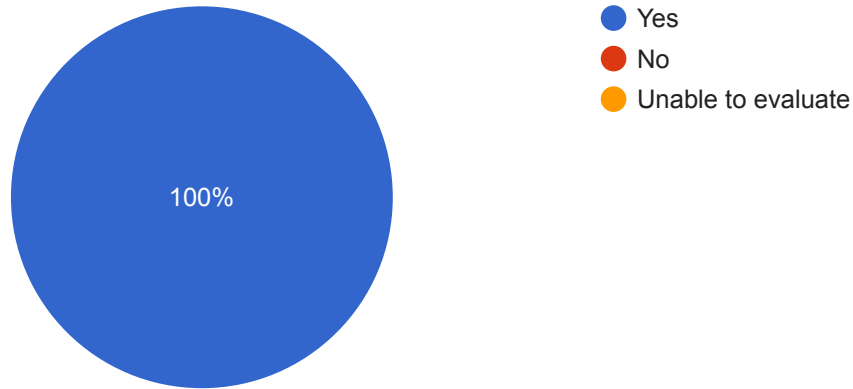
14. Are the student counseling resources sufficient?

13 responses



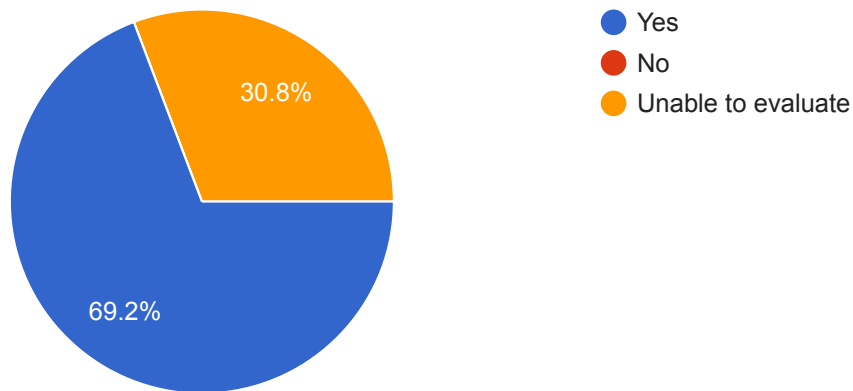
15. Are academic advising services sufficient for your academic success?

13 responses



16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

13 responses



17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

10 responses

Would like if more courses were offered in English, although what is offered seems sufficient to complete the degree.

Various courses are adequately provided, and training in the clinical field is gaining a lot of benefits through the assistance of excellent supervisors.

Very good

Excellent

I hope there are more options for courses to choose from.

Would like to have more classes to chose from

Classes are well structured and, Professors are supportive and knowledgeable.

The curriculum is great.

A) The passionate teachings of professors with abundant experience and professional knowledge help me learn more than just the academic curiosity I initially expected.

B) N/A

LMFT

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing,

and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

The program's mission, goals and learning outcomes are laudable and I feel the course I took reflects the program's efforts to fulfill them.

What I experienced at DBU exceeded the expectations I had when I first entered this school in every aspect. The good professors, the system, and the seriousness of the research and clinical atmosphere are really satisfying. In all areas of the program's goals, including 'Knowledge, Practice, Diversity, Ethics, Research,' I feel that I have fulfilled what I desired.

Good. I would ideally like to see sessions being given before starting clinical training, or have the chance to see professionals working live

Excellent

All good

Program meets the excellence academic criteria

I feel that the program is well on its way to achieving its goals.

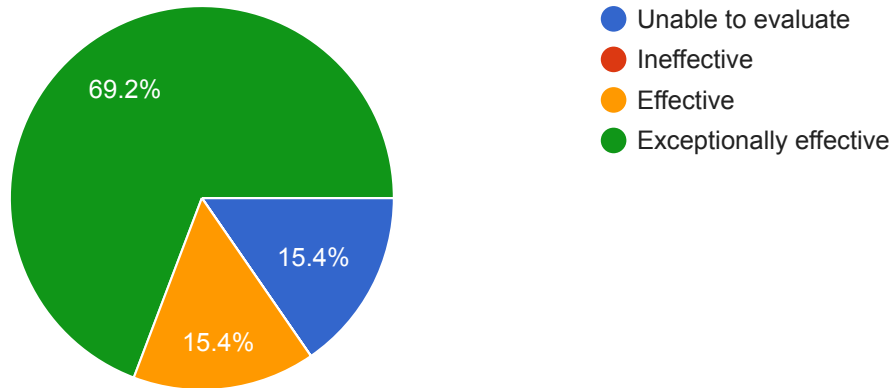
Daybreak University provides classes and teaching methods that are faithful to the mission and goals of the program. In class, I can receive systematic education and practice on various theories of marriage and family, understanding of diversity and various cultures, clinical research and evaluation, and ethics education, and each class is taught by professors with extensive field experience. There is an advantage in learning practical content that can be applied as a professional therapist in the counseling field. It is beneficial to learn all of these things comprehensively in each class: education as a professional therapist with academic knowledge, sensitivity to diversity and ethics, and critical thinking training for various research. In addition, I am grateful that we have a good system in which students can grow as individuals and improve their qualifications as professional therapist by having time for self-reflection during each class.

PROGRAM GOALS&STUDENT LEARNING OUTCOMES are Exceptionally well.

Faculty Effectiveness

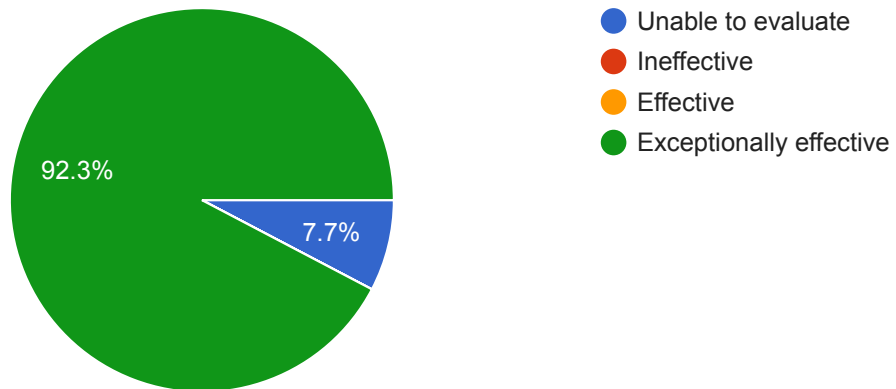
Effectiveness as Instructor

13 responses



Contributions to the program quality

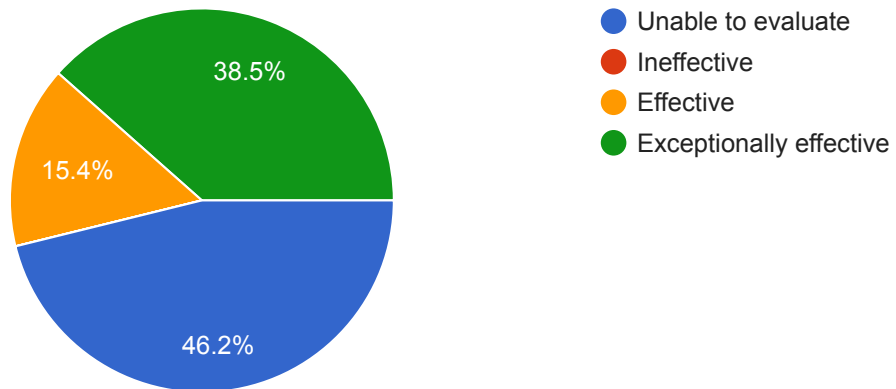
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Jay Oh, Ph.D.

Effectiveness as Instructor:

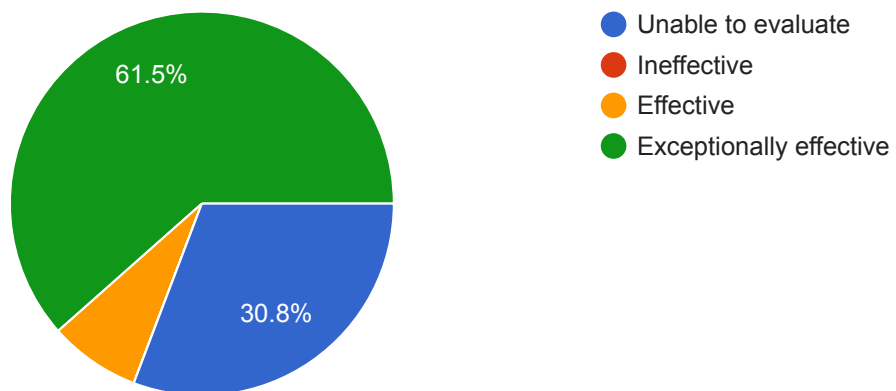
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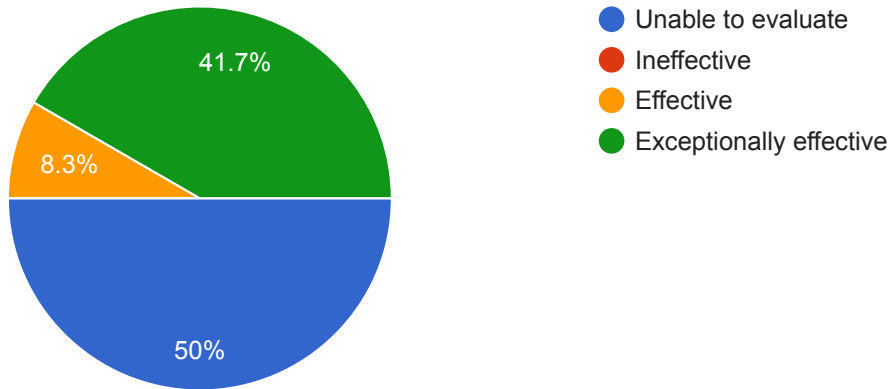
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Tammy Nelson, Ph.D., LPC

Effectiveness as Instructor:

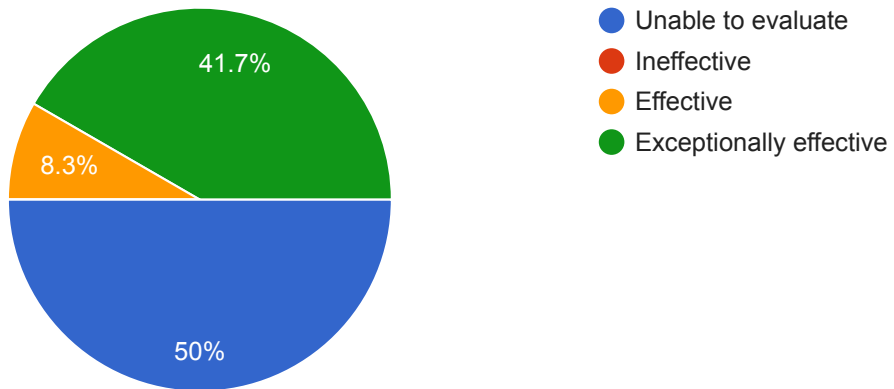
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Tammy Nelson, Ph.D., LPC

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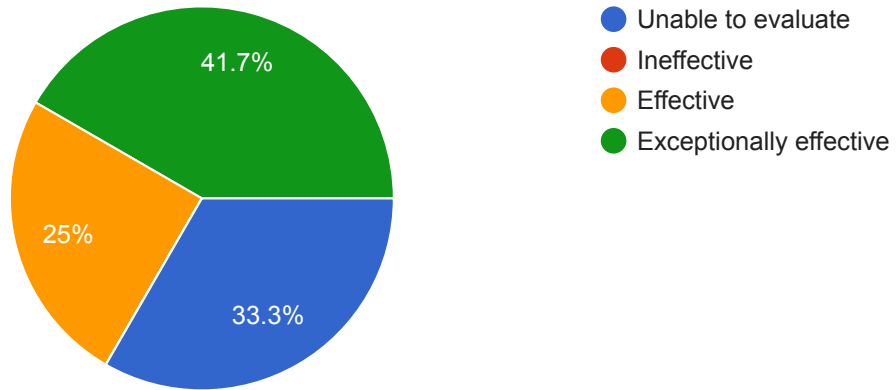
12 responses



Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

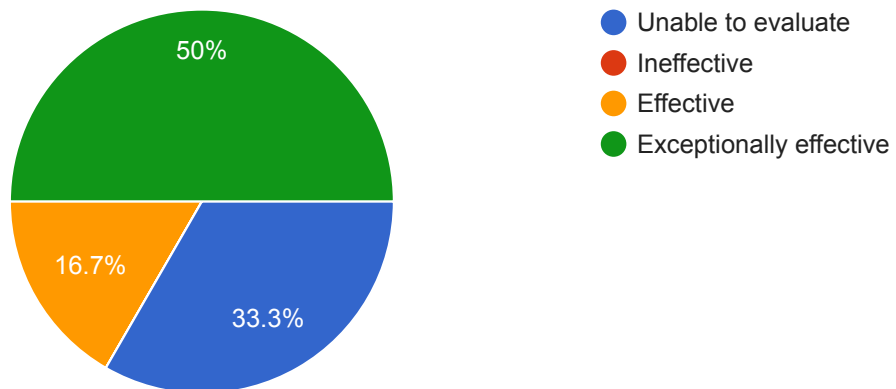
12 responses



Fred P. Piercy, Ph.D., LMFT

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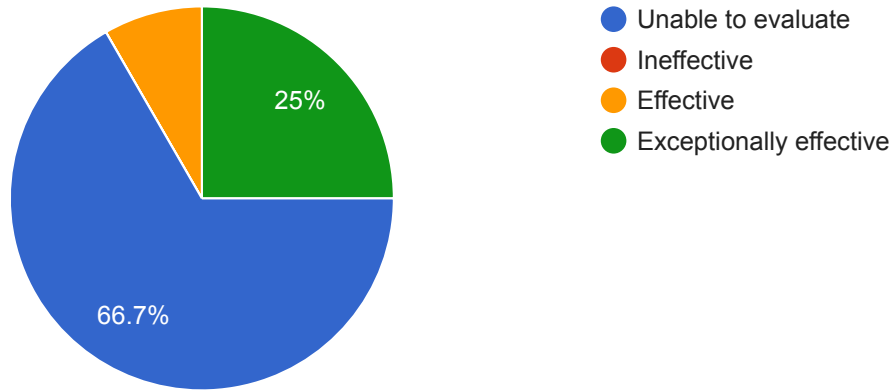
12 responses



Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

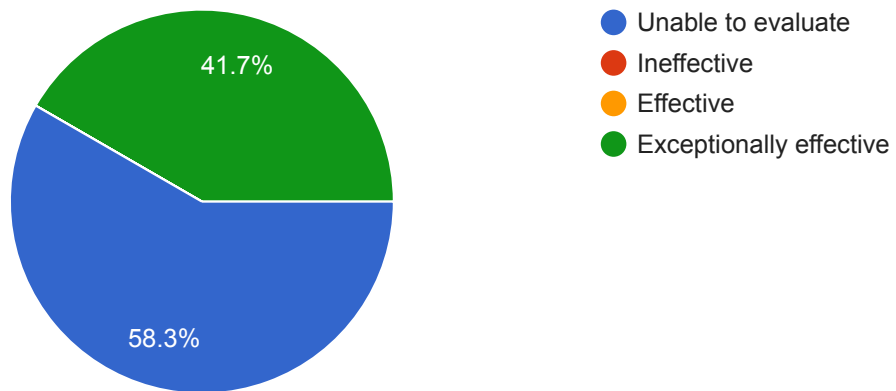
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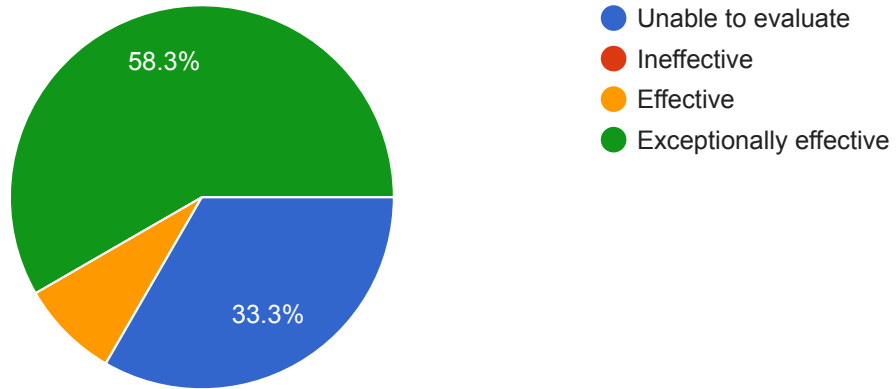
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Deanna Linville, Ph.D., LMFT

Effectiveness as Instructor

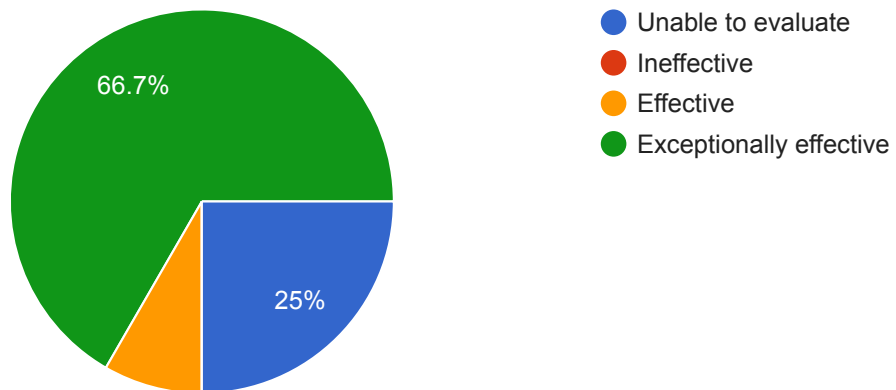
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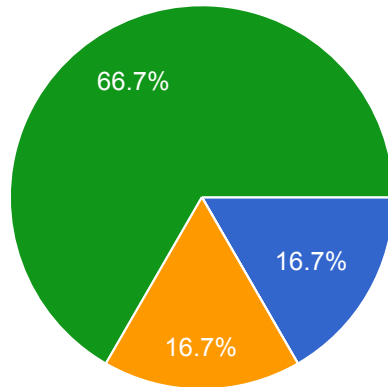
12 responses







Nichole Hydaryacil, Psy.D.

Effectiveness as Instructor:

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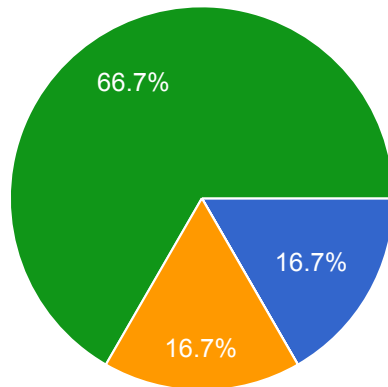






-  Unable to evaluate
-  Ineffective
-  Effective
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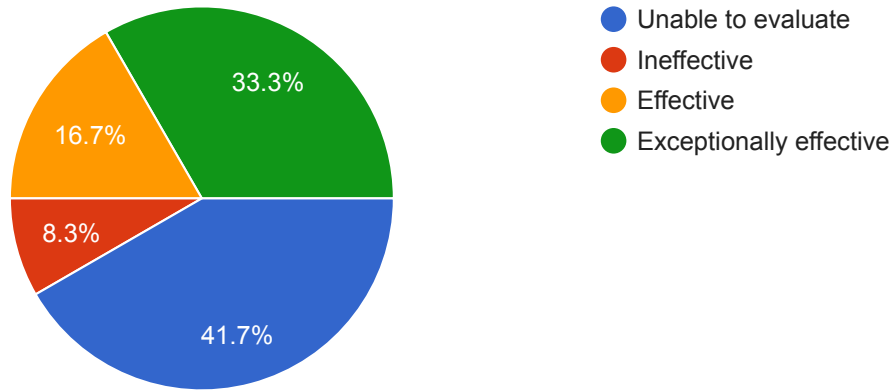


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Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

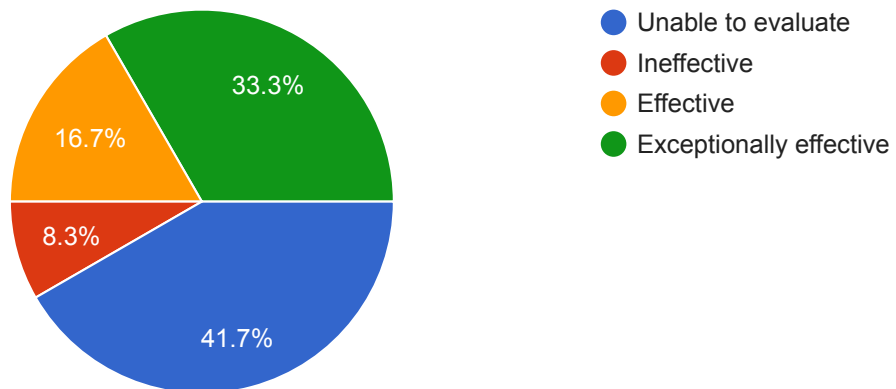
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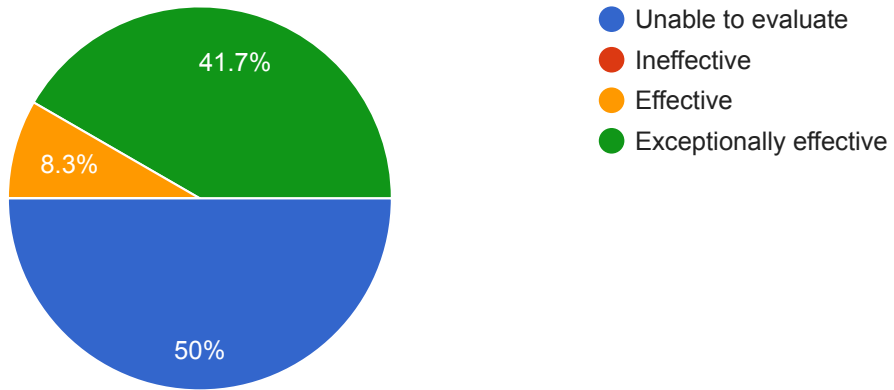
12 responses



Jane Goldberg, Ph.D.

Effectiveness as Instructor

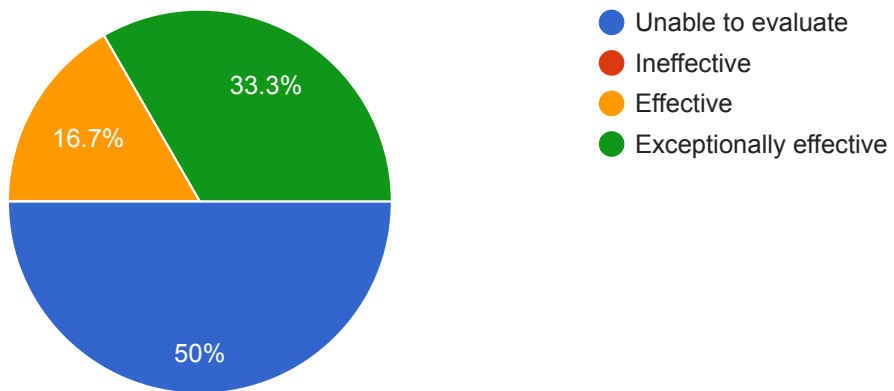
12 responses



Jane Goldberg, Ph.D.

Contributions to the program quality:

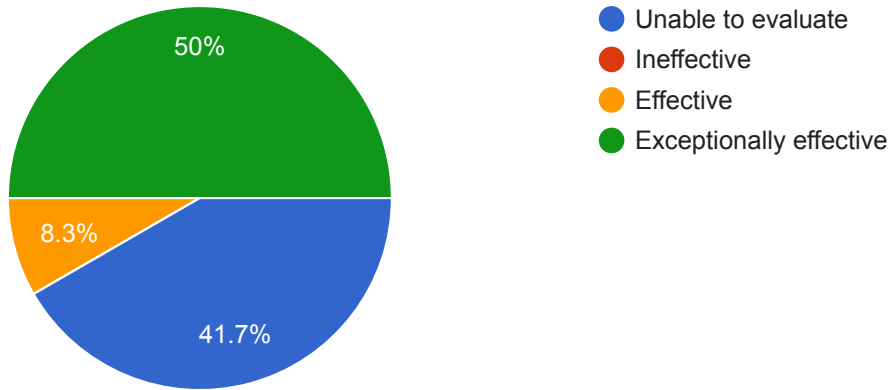
12 responses



Program Clinical Supervisor Effectiveness

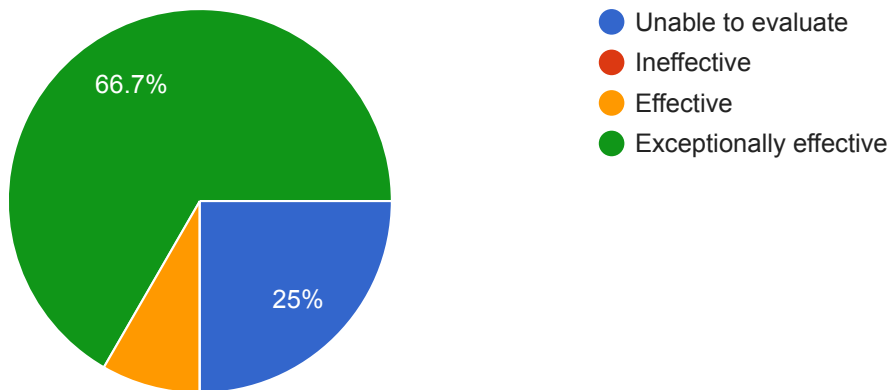
Effectiveness as a Clinical Supervisor

12 responses



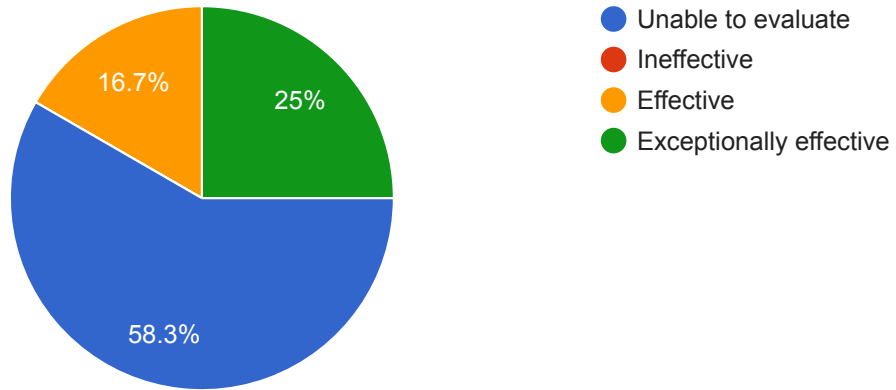
Contributions to program quality

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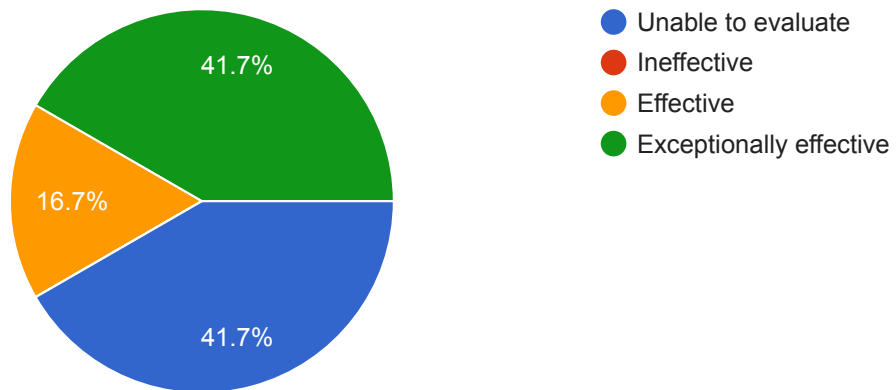
Effectiveness as a Clinical Supervisor

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Contributions to program quality

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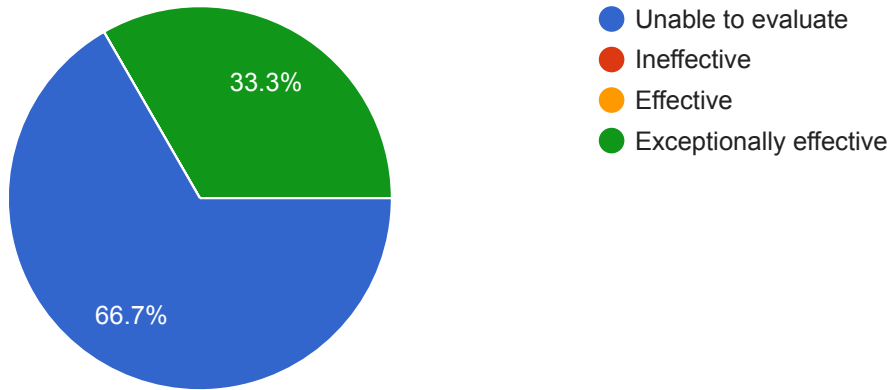


Lorna Hecker, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

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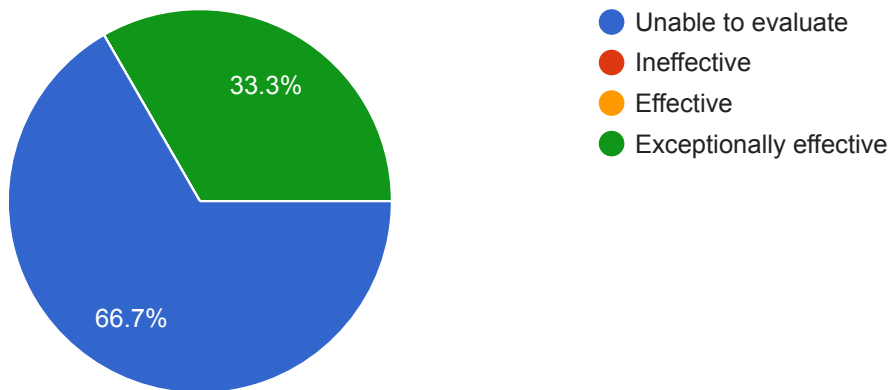


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Contributions to program quality

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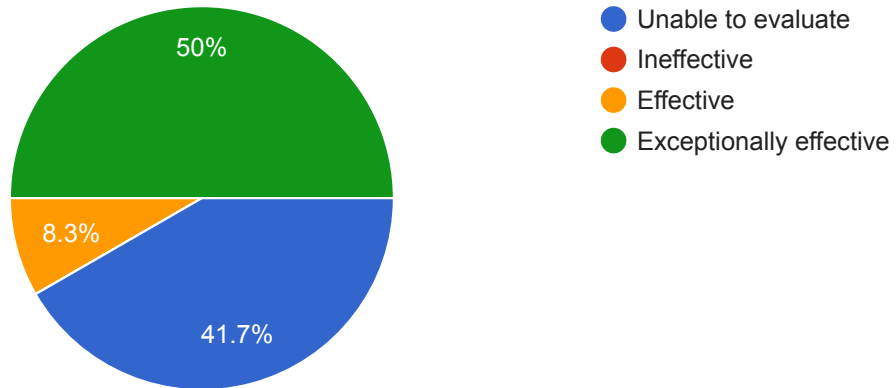


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Effectiveness as a Clinical Supervisor

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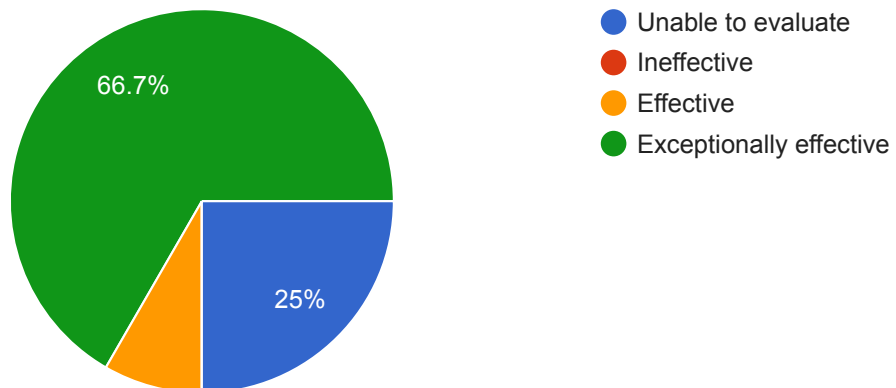


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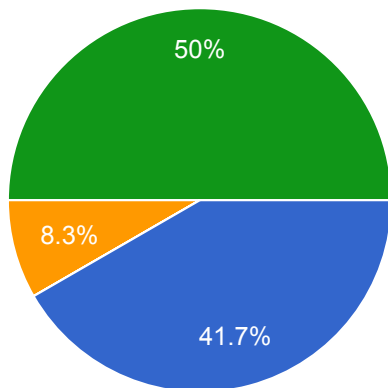


Deanna Linville, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

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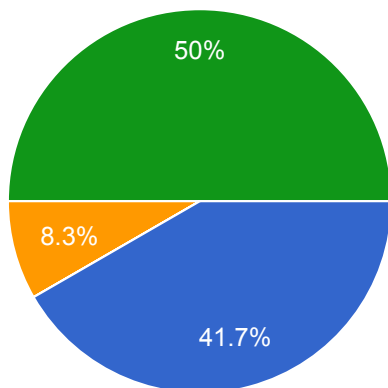
- Unable to evaluate
- Ineffective
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Deanna Linville, Ph.D., LMFT

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Contributions to program quality

12 responses



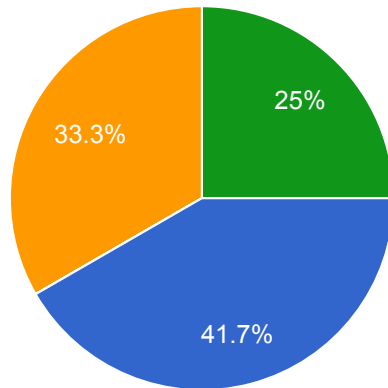
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Monica Lee, Ph.D.

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Effectiveness as a Clinical Supervisor

12 responses



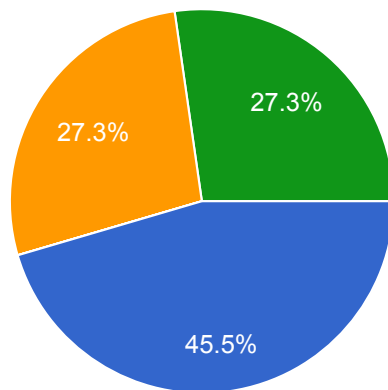
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Monica Lee, Ph.D.

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Contributions to program quality

11 responses



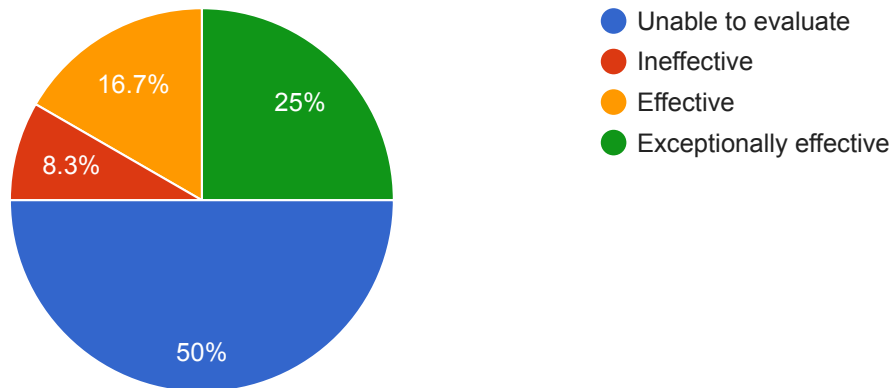
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Kenneth Silvestri, Ed.D., LMFT

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Effectiveness as a Clinical Supervisor

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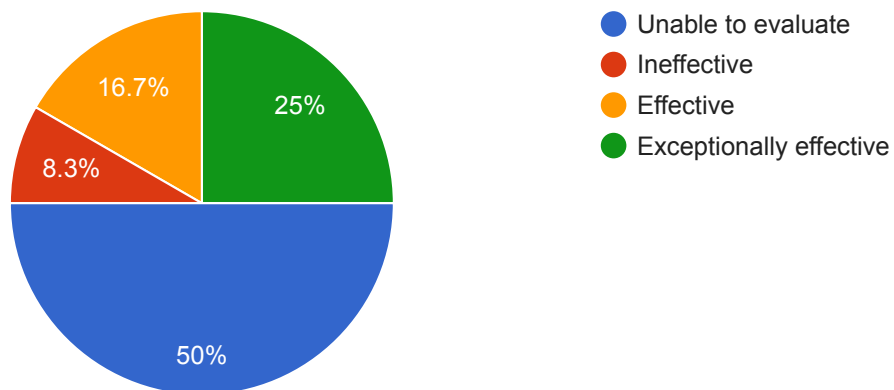


Kenneth Silvestri, Ed.D., LMFT

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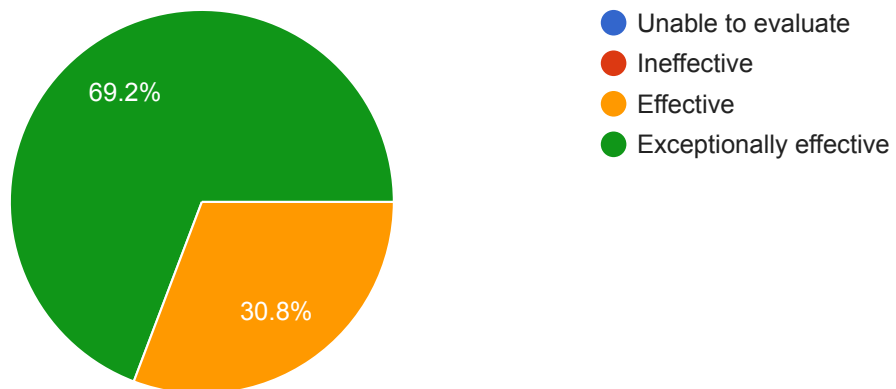
12 responses



Program Director Effectiveness

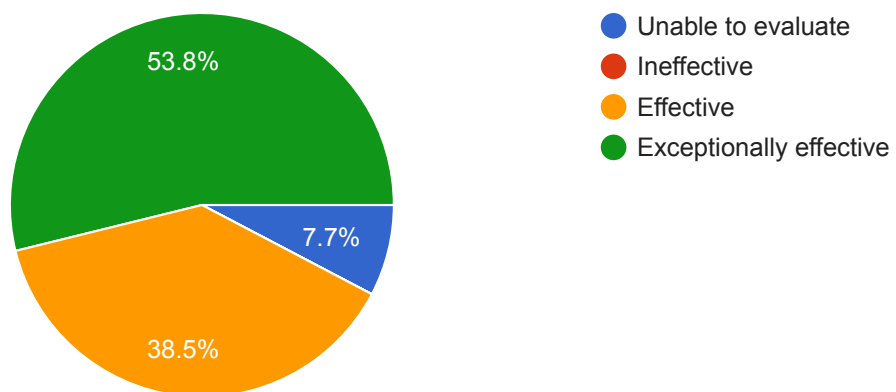
Level of effective leadership as the MA Program Director.

13 responses



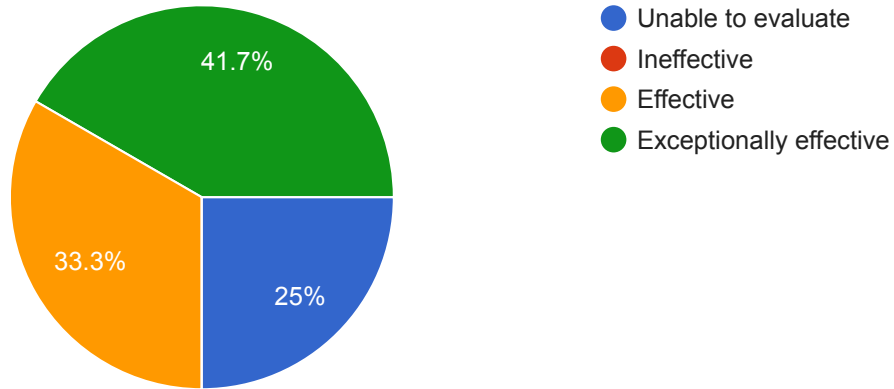
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

13 responses



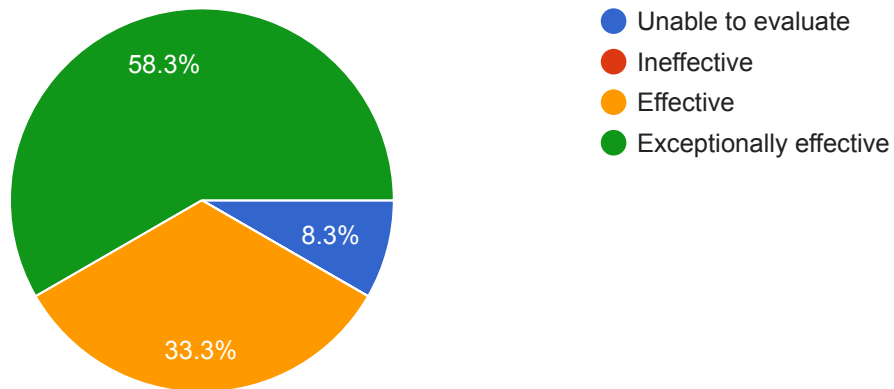
Level of effective oversight of the clinical training program facilities, and services.

12 responses



Level of effective oversight of the maintenance and enhancement of the program's quality.

12 responses



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Annual Survey for Ph.D. students

6 responses

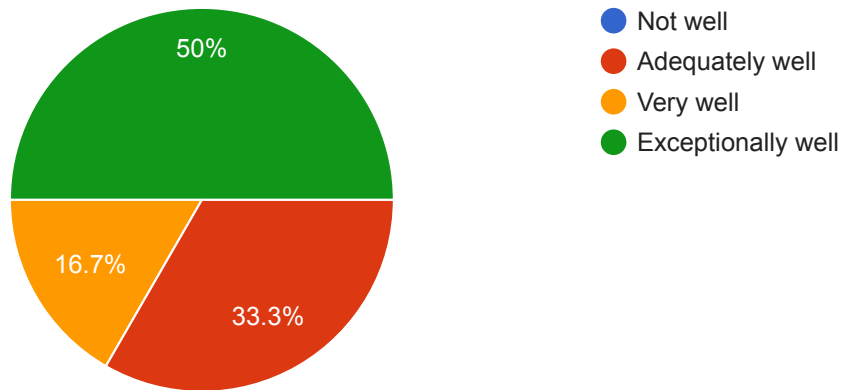
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Environmental Supports

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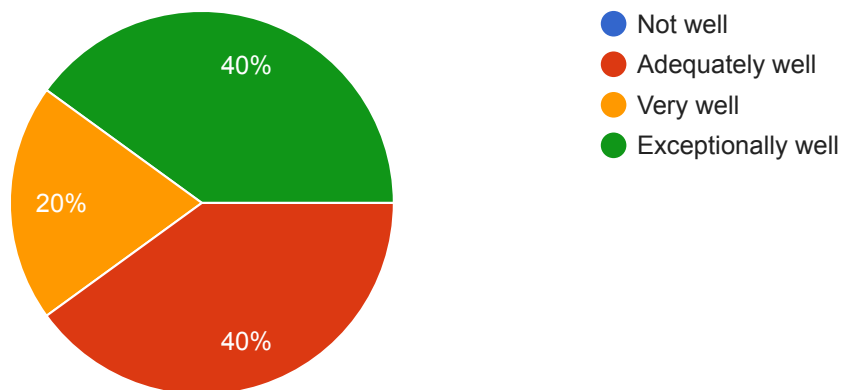
6 responses



2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

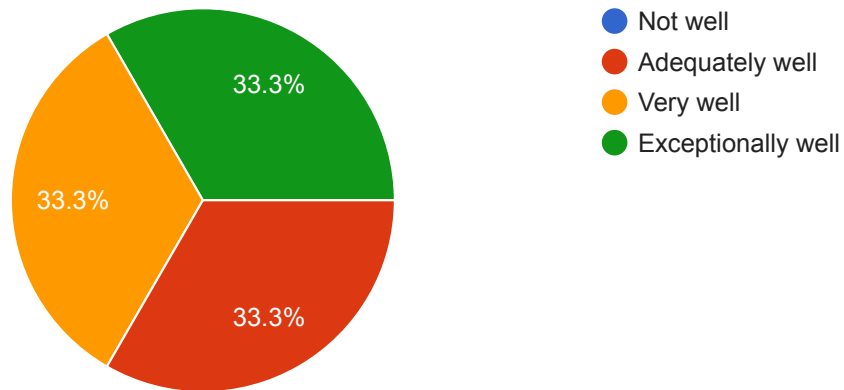
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5 responses



3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

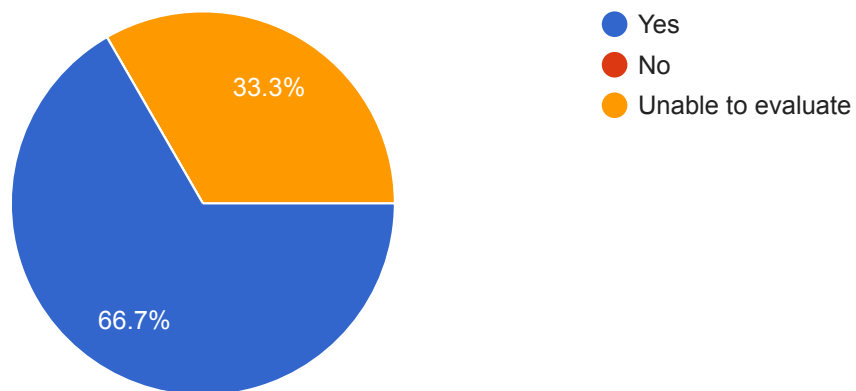
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Fiscal and Physical resources

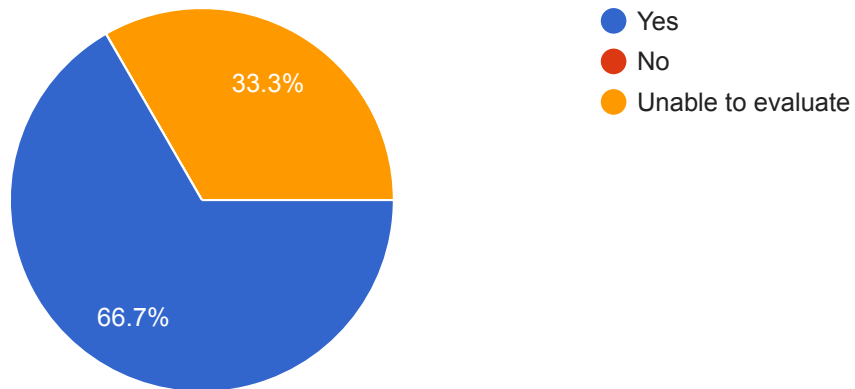
4. Are the classroom facilities sufficient for your academic success?

6 responses



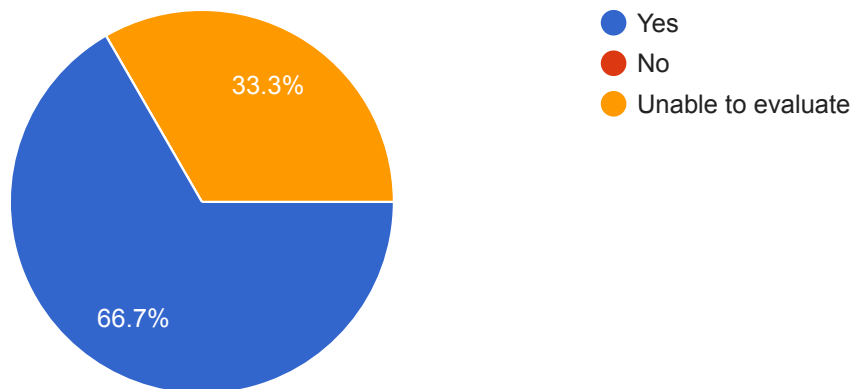
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6. Are the fiscal resources sufficient for your academic success?

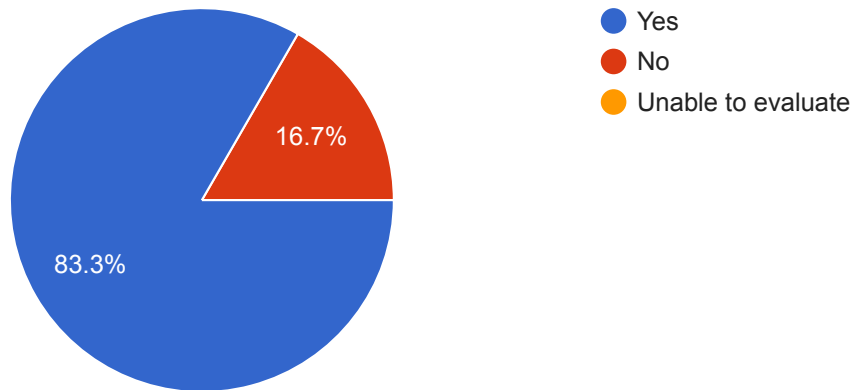
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Technological resources

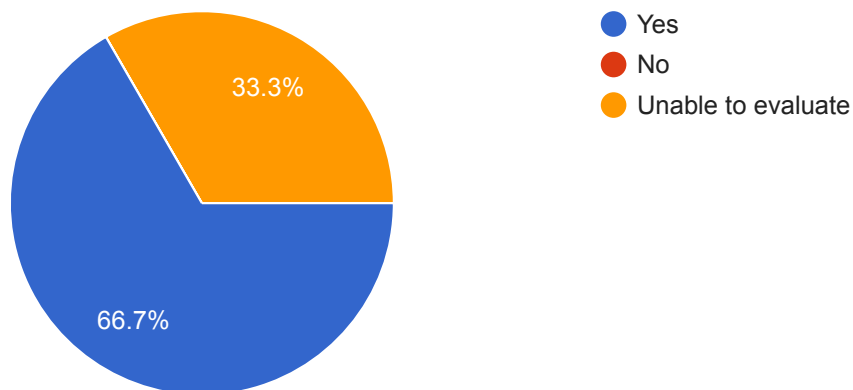
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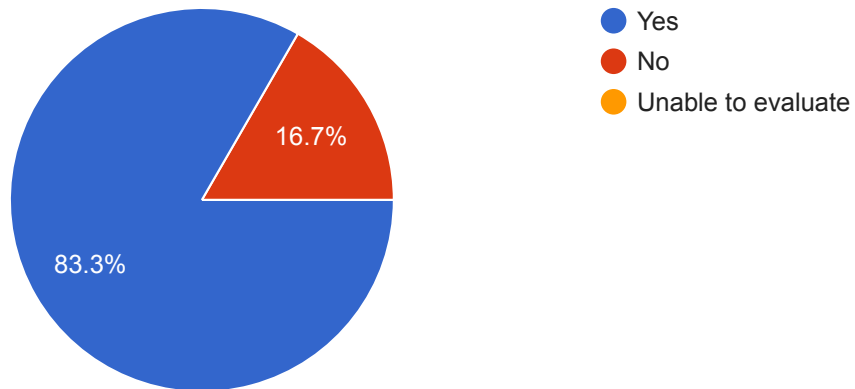
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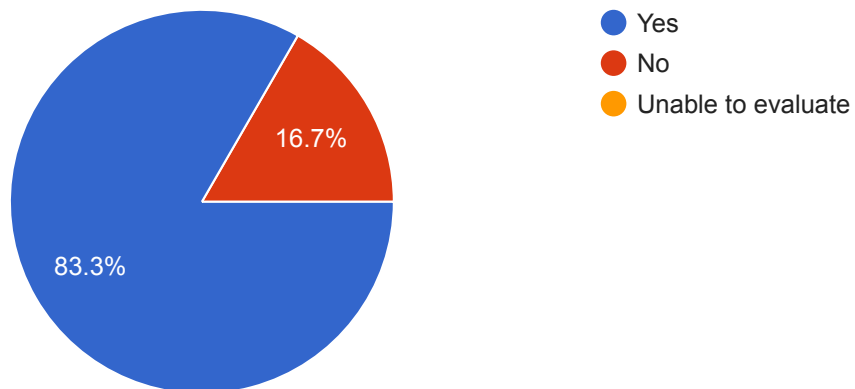
9. Does the program have sufficient staff for your academic success?

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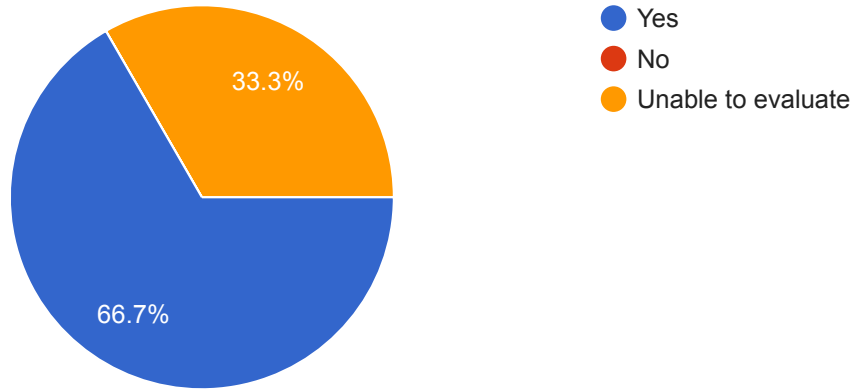
10. Are there sufficient faculty for you to succeed academically?

6 responses



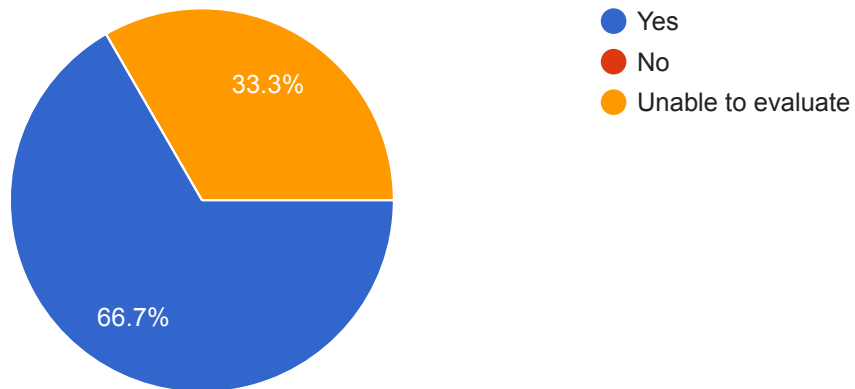
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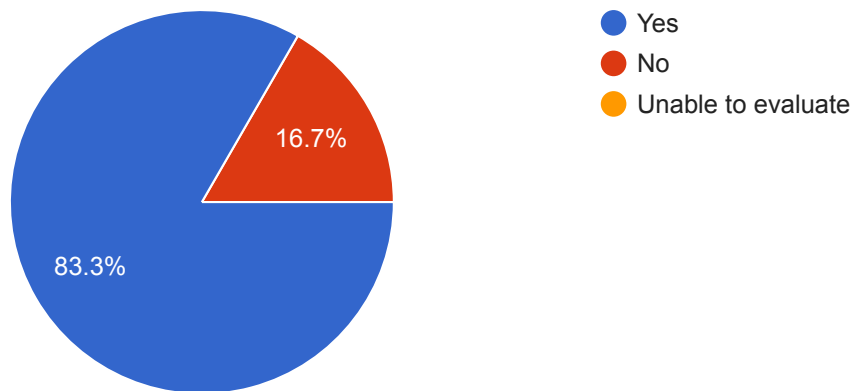
12. Are the resources with the on-site clinic sufficient for your clinical success?

6 responses



13. Are the library resources sufficient for your academic success?

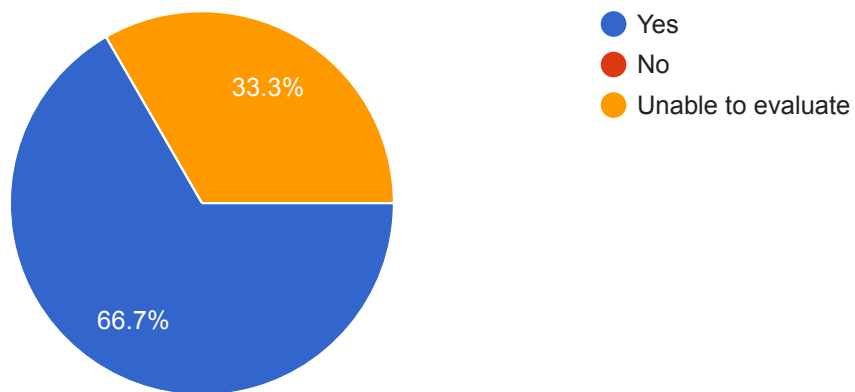
6 responses



Academic Resources and Student Support Services

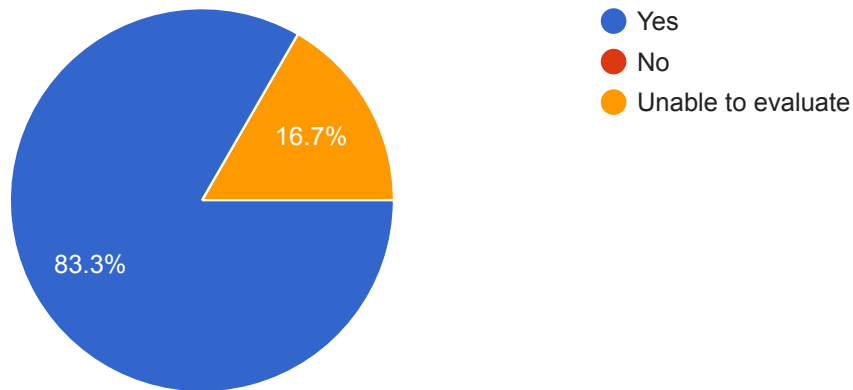
14. Are the student counseling resources sufficient?

6 responses



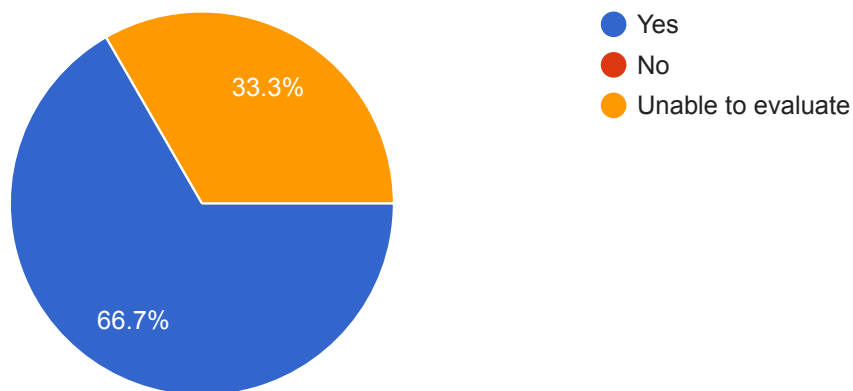
15. Are academic advising services sufficient for your academic success?

6 responses



16. Do you comply with the institutional policies and procedures concerning the use of technology, including policies on disaster planning?

6 responses



17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

4 responses

A,B,C

A: course are fine

All

A) The academic courses are very systematic and allows students to follow the necessary courses according to the road map, and qualified professors are invited to ensure that the academic process is appropriate to the level. B)The clinical components were able to be completed very safely and satisfactorily because of sufficient experience and application with sufficient practice and supervision. C) I believe that the advanced practical experience element was also provided in a variety of ways so that students could experience experiences befitting the quality of a professional counseling graduate school.

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an

ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

Program Goal #3 (Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

Program Goal #4 (Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

4 responses

Good

Goals and SLO are fine

All

Daybreak establishes school policies and educates students by designing the relationship

between programs and students in accordance with the established purpose and direction, with goals in knowledge, practice, diversity, ethics, and research. However, there are always areas that need to be revised and supplemented. I see that there is. There may be a relationship in which the school has a short history, but we are solving it by clearing away obstacles in the current process, so from the student's perspective, we wait and cooperate and see that the school and students are moving together toward a common goal, so I, as an individual, I think it's going well.

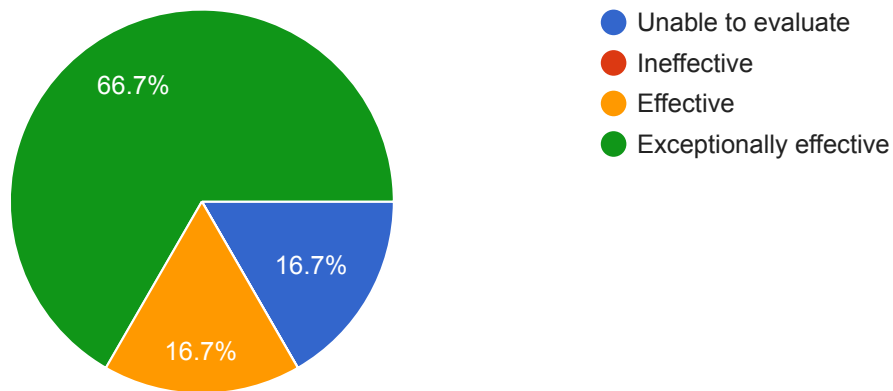
Faculty Effectiveness

Jin Kim, Ph.D., LMFT

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Effectiveness as Instructor

6 responses

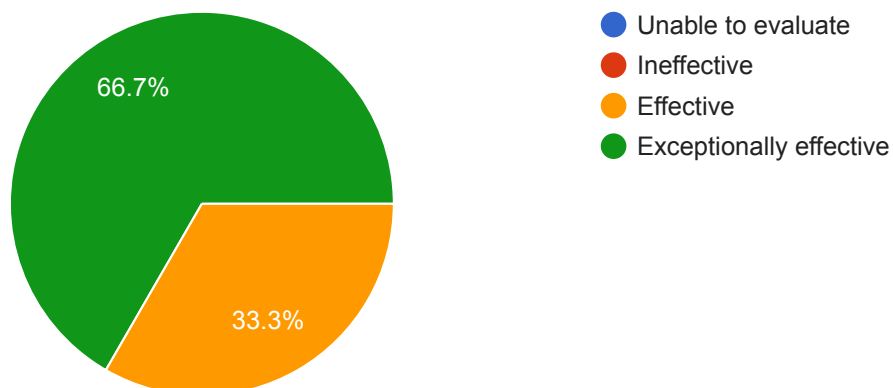


Jin Kim, Ph.D., LMFT

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Contributions to the program quality

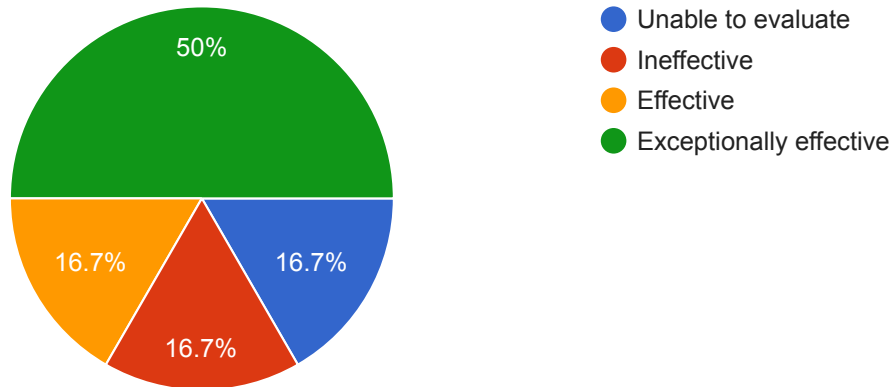
6 responses



Jay Oh, Ph.D.

Effectiveness as Instructor

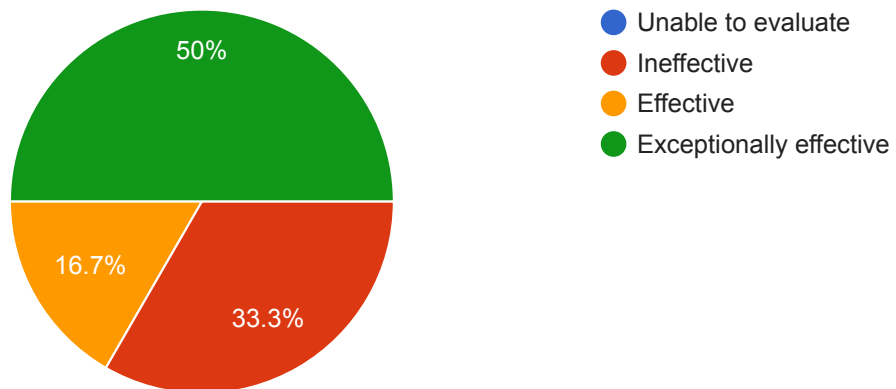
6 responses



Jay Oh, Ph.D.

Contributions to the program quality:

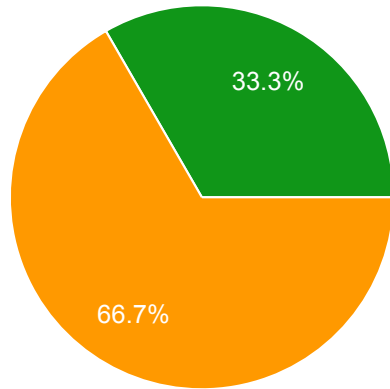
6 responses



Tammy Nelson, Ph.D., LPC

Effectiveness as Instructor

6 responses

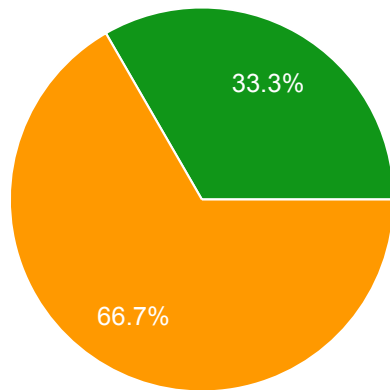


- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Tammy Nelson, Ph.D., LPC

Contributions to the program quality:

6 responses

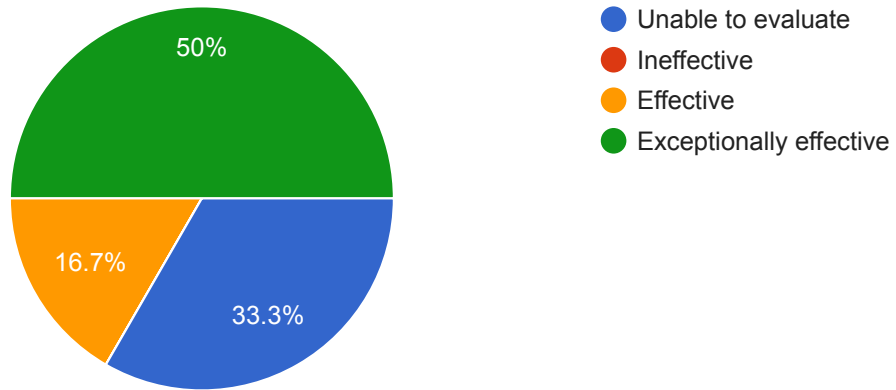


- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

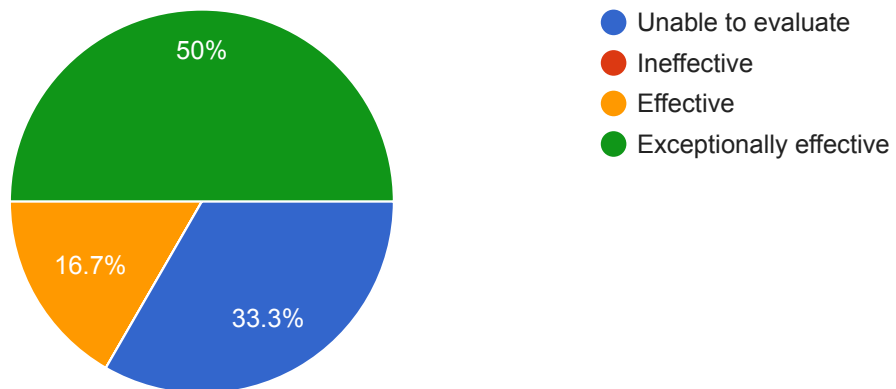
6 responses



Fred P. Piercy, Ph.D., LMFT

Contributions to the program quality:

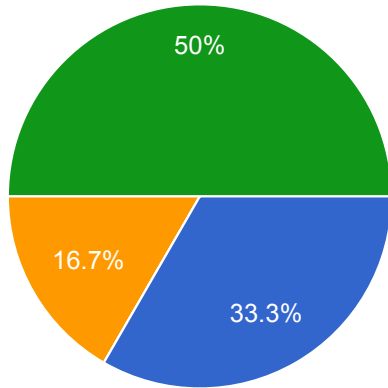
6 responses



Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

6 responses

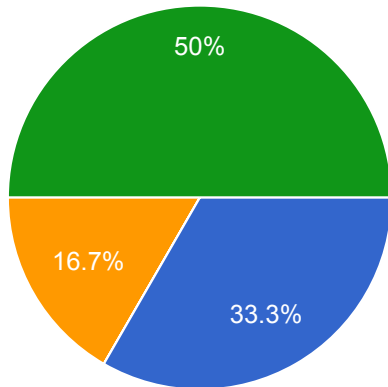


- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Lorna Hecker, Ph.D., LMFT

Contributions to the program quality:

6 responses

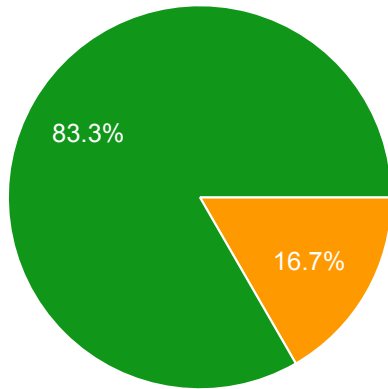






- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Deanna Linville, Ph.D., LMFT

Effectiveness as Instructor

6 responses

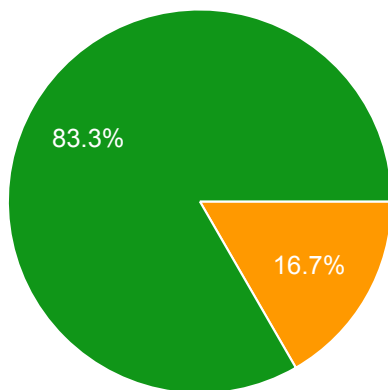






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Deanna Linville, Ph.D., LMFT

Contributions to the program quality:

6 responses

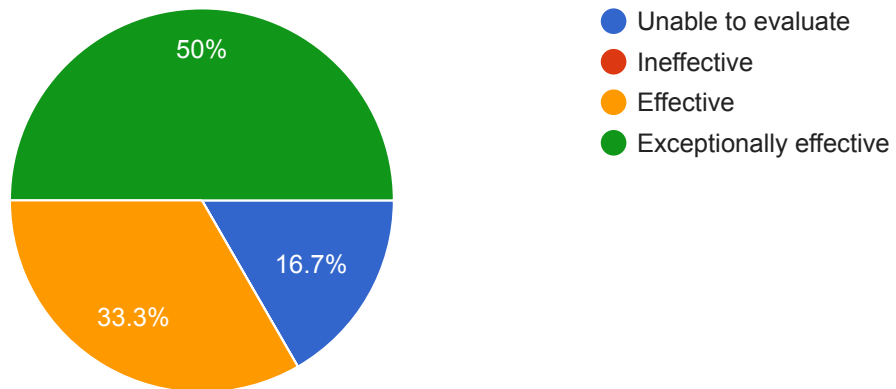


-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

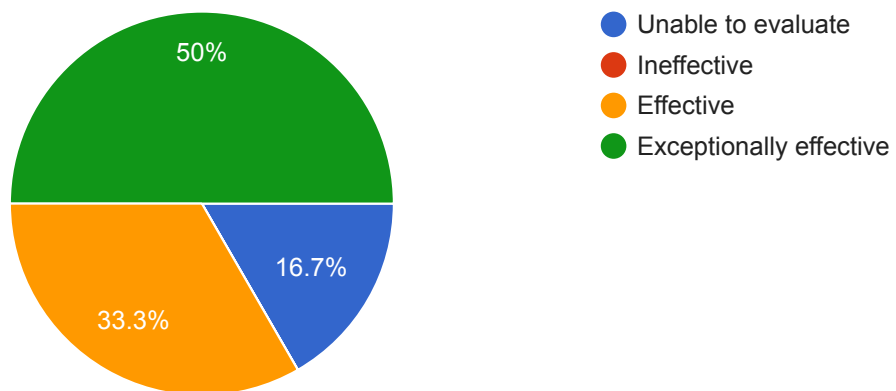
6 responses



Mei-Ju Ko, Ph.D.

Contributions to the program quality:

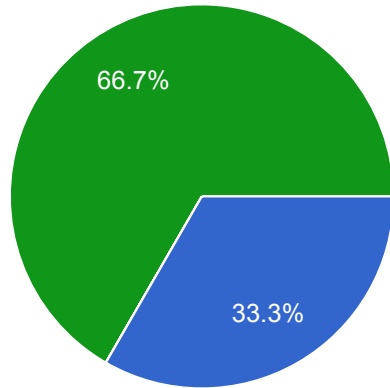
6 responses







Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

6 responses

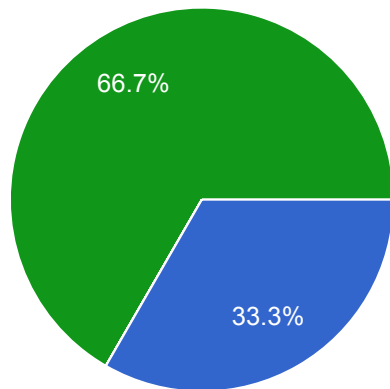






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Kenneth Silvestri, Ed.D., LMFT

Contributions to the program quality:

6 responses

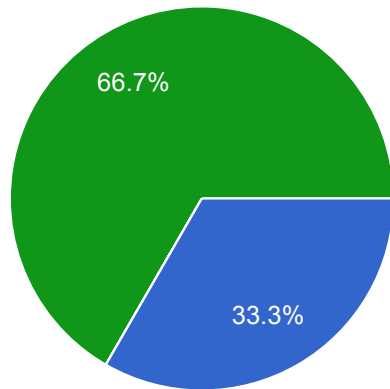






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Nichole Hydaryacil, Psy.D

Effectiveness as Instructor

6 responses

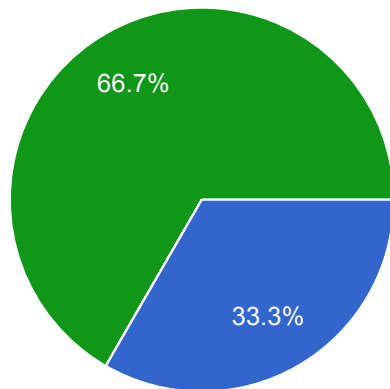






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Nichole Hydaryacil, Psy.D

Contributions to the program quality:

6 responses

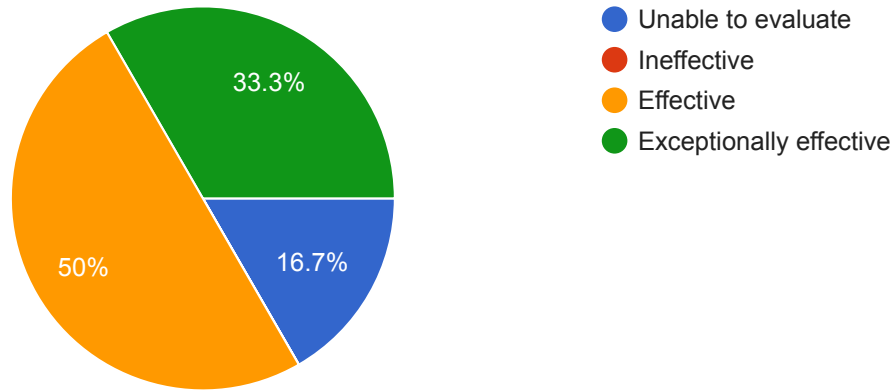


-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Jane Goldberg, Ph.D.

Effectiveness as Instructor :

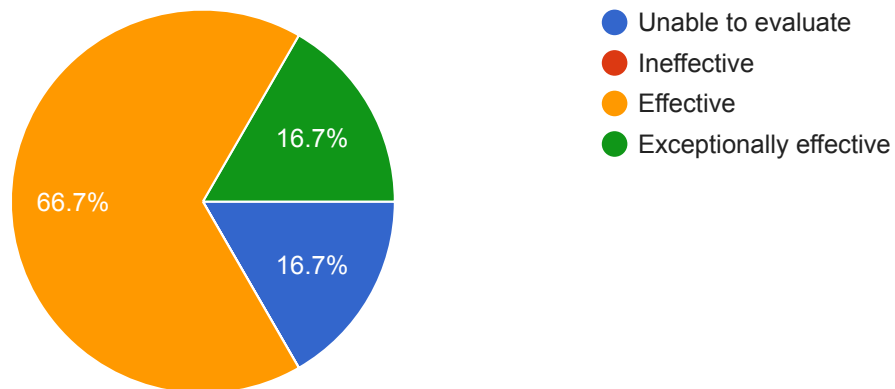
6 responses



Jane Goldberg, Ph.D.

Contributions to the program quality:

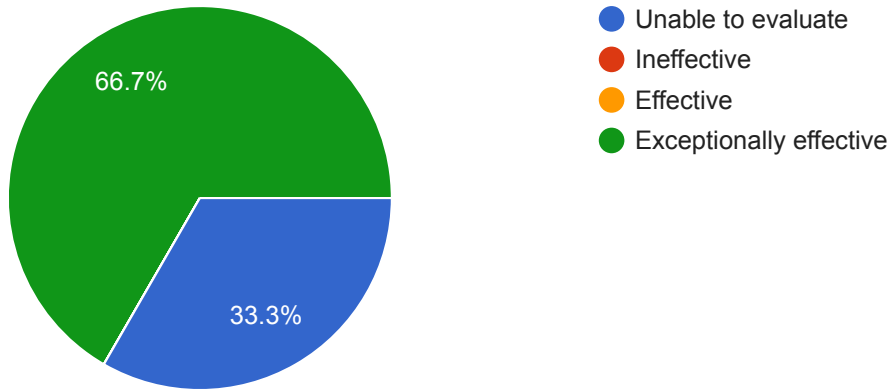
6 responses



Program Clinical Supervisor Effectiveness

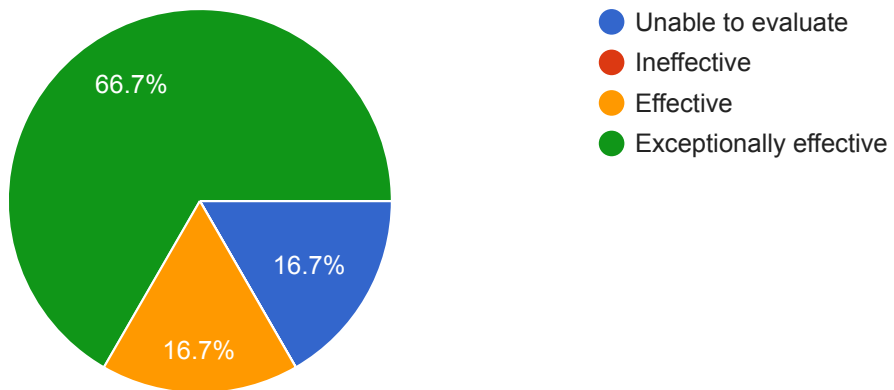
Effectiveness as a Clinical Supervisor

6 responses



Contributions to program quality

6 responses

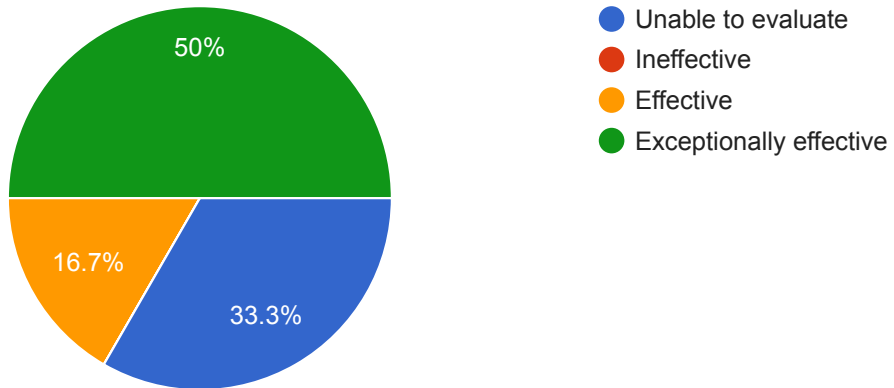


Fred P. Piercy, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

6 responses

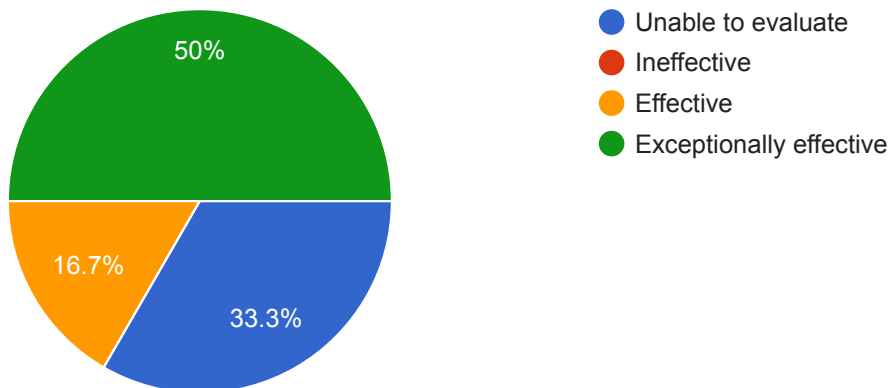


Fred P. Piercy, Ph.D., LMFT

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Contributions to program quality

6 responses

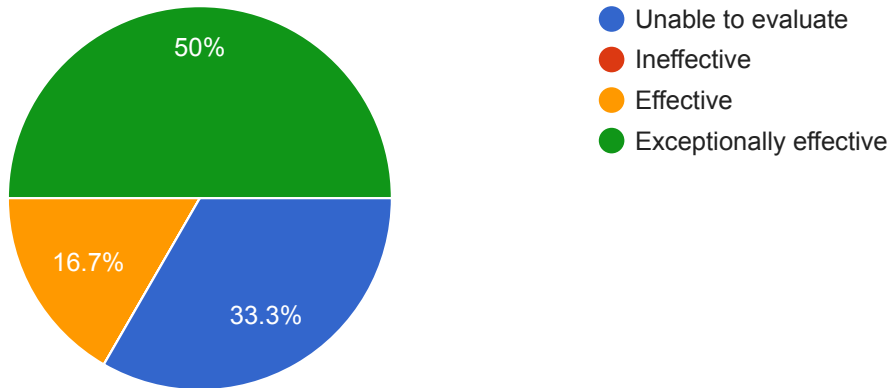


Lorna Hecker, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

6 responses

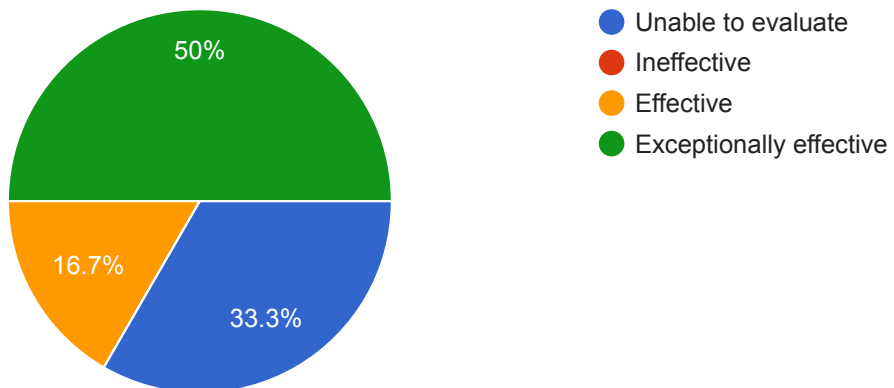


Lorna Hecker, Ph.D., LMFT

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Contributions to program quality

6 responses

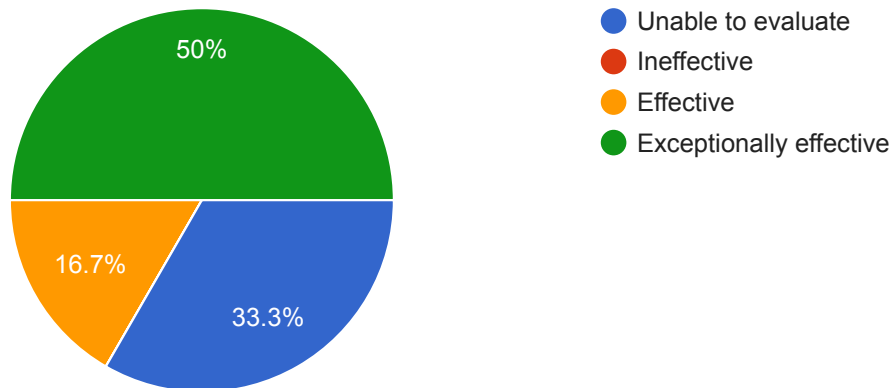


Deanna Linville, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

6 responses

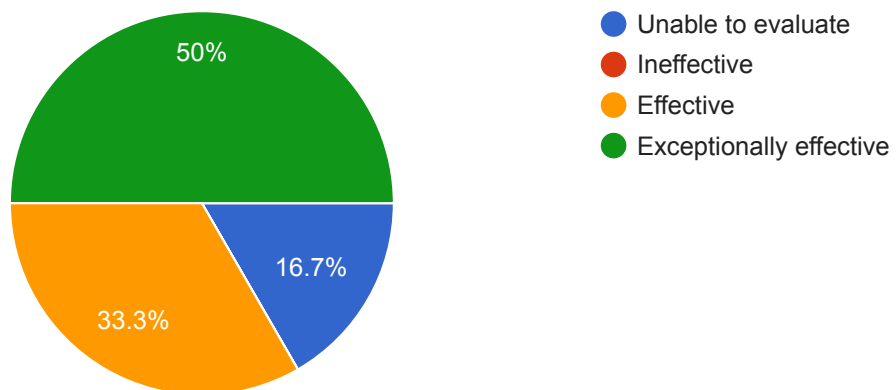


Deanna Linville, Ph.D., LMFT

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Contributions to program quality

6 responses

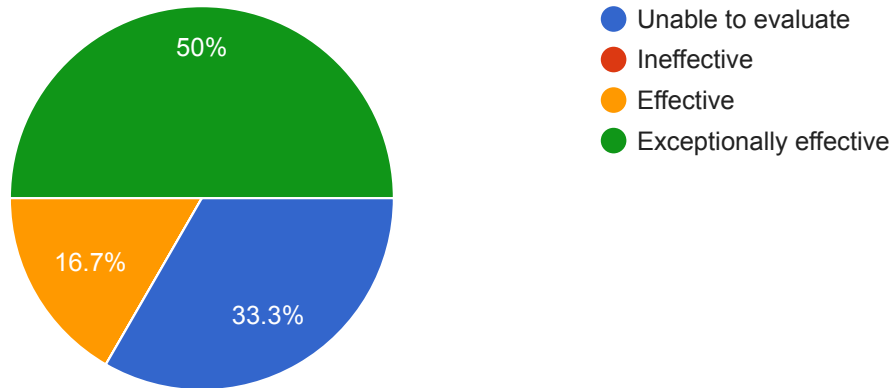


Monica Lee, Ph.D.

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Effectiveness as a Clinical Supervisor

6 responses

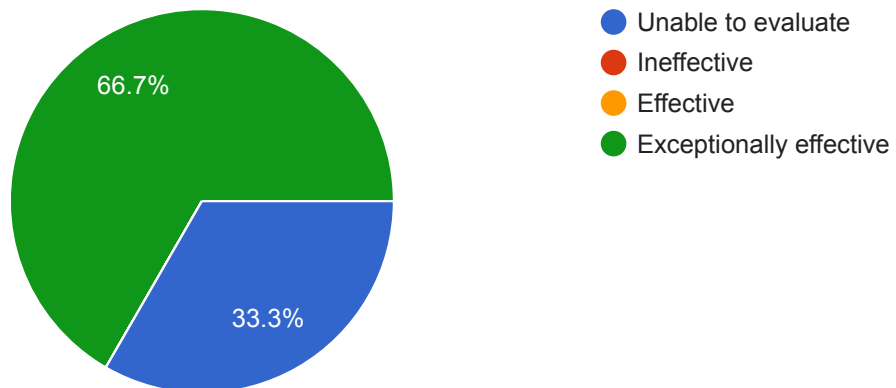


Monica Lee, Ph.D.

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Contributions to program quality

6 responses

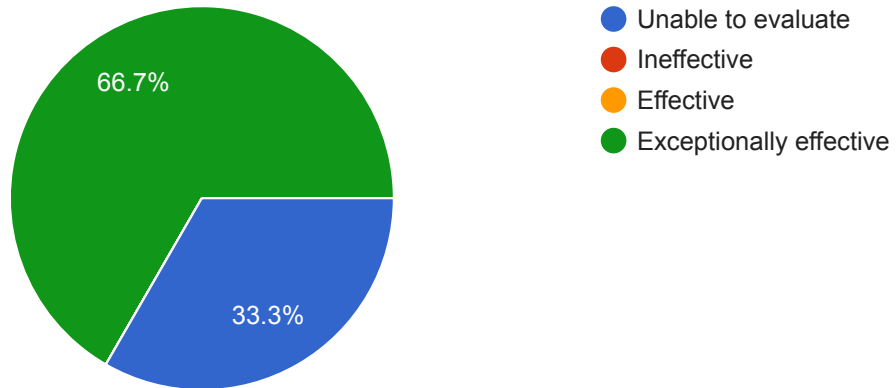


Nichole Hydaryacil, Psy.D.

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Effectiveness as a Clinical Supervisor

6 responses

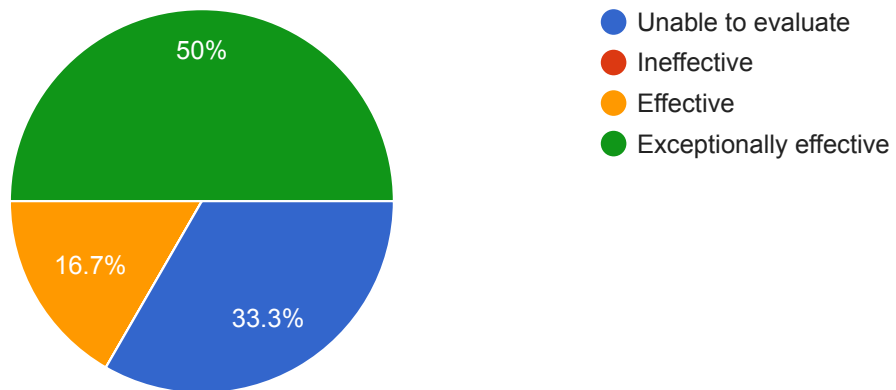


Nichole Hydaryacil, Psy.D.

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Contributions to program quality

6 responses

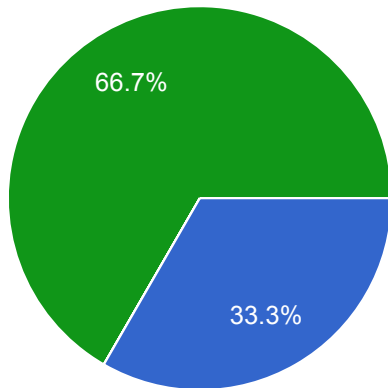






Kenneth Silvestri, Ed.D., LMFT

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Effectiveness as a Clinical Supervisor

6 responses



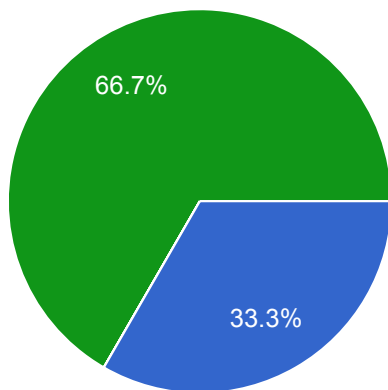
-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective





Kenneth Silvestri, Ed.D., LMFT

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Contributions to program quality

6 responses

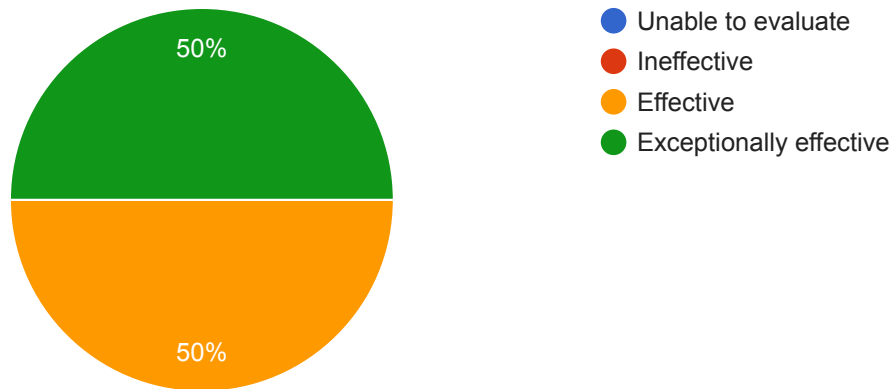


-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Program Director Effectiveness

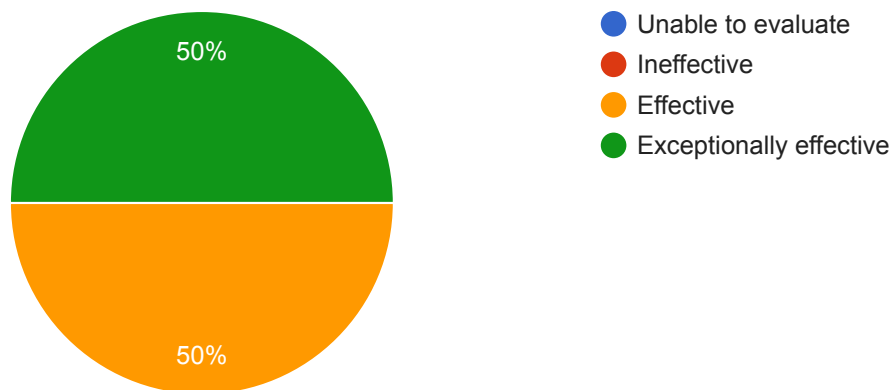
Level of effective leadership as the Ph.D. Program Director.

6 responses



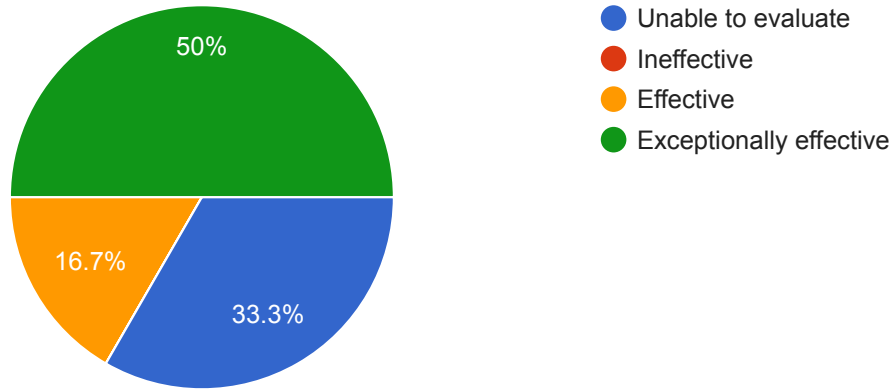
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

6 responses



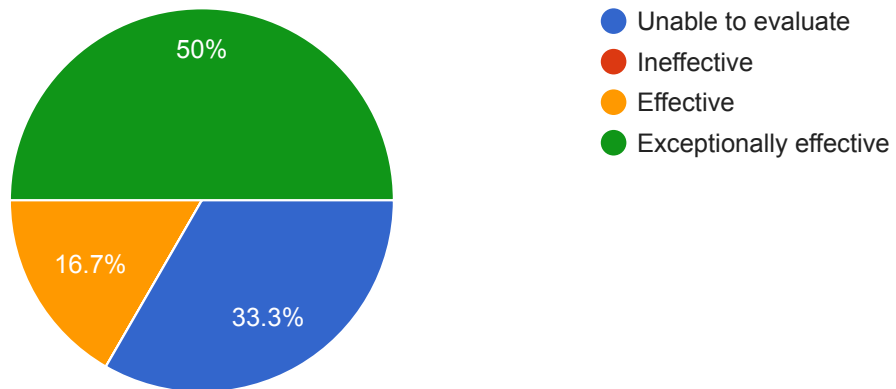
Level of effective oversight of the clinical training program facilities, and services.

6 responses



Level of effective oversight of the maintenance and enhancement of the program's quality.

6 responses



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Annual Alumni Survey (MA석사)

4 responses

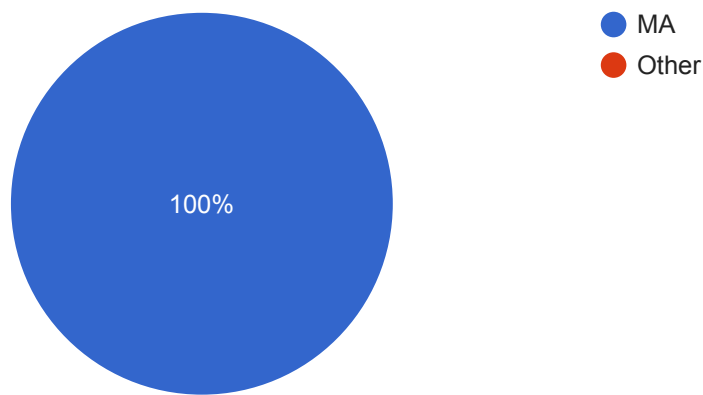
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1. Which program did you graduate from?

데이브레이크대학교에서 졸업한 학위가 무엇입니까?

4 responses

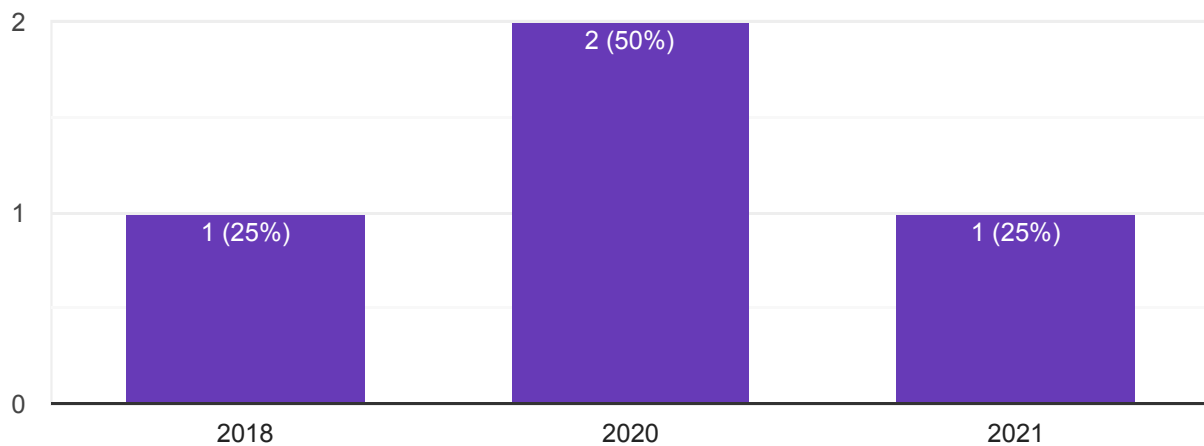


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2. What year did you enter the program?

몇 년도에 입학하셨나요?

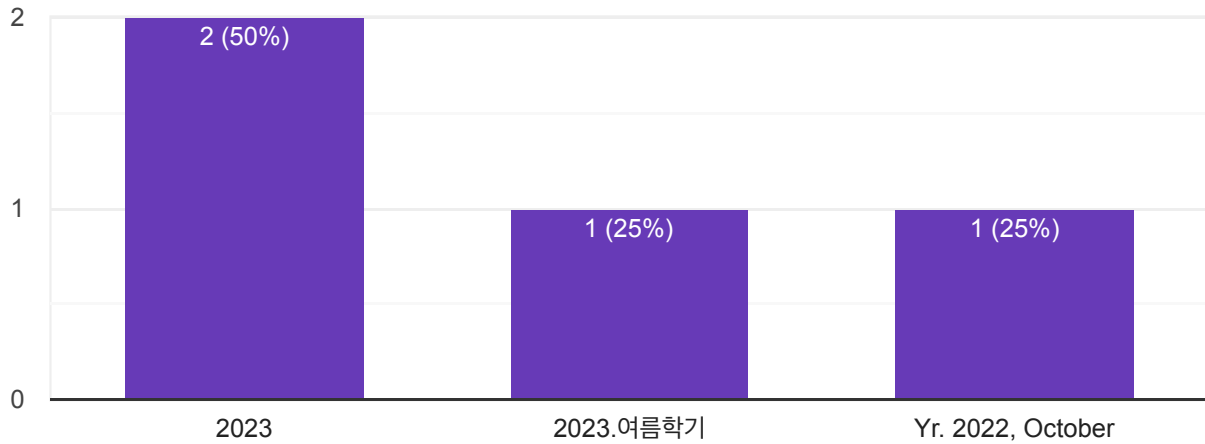
4 responses



3. What term and year did you graduate from the program?

몇 년도, 학기에 졸업하셨나요?

4 responses



4. Have you passed the AMFTRB Exam?

미국에서 실시하는 AMFTRB 결혼과가족치료 시험을 통과 하셨나요?

If yes, what year? 만약 그렇다면, 몇 년도에 하셨나요?

4 responses

2023

아직

No

I haven't taken the exam

5. Are you licensed in MFT? 가족치료사/가족상담사 자격을 취득하셨나요?

If yes, what country and year did you become licensed?

만약, 그렇다면, 이 자격을 취득한 국가명과 취득년도를 적어 주세요.

3 responses

뉴저지 LAMFT 2023

No

June 24, 2021, Virginia, USA

6. Are you licensed in another field? 가족치료사/가족상담사 외에 다른 상담관련 자격을 취득하셨나요?

If yes, what country and in what field? 만약 그렇다면, 취득한 국가명과 취득자격이 무엇인지 적어 주세요.

3 responses

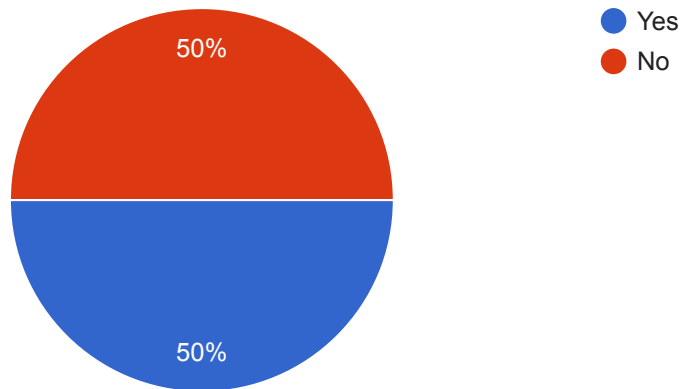
아니요

Yes, Marriage and Family Counseling in Turkey

Licensed Professional Counselor, USA (VA, MD, CA)

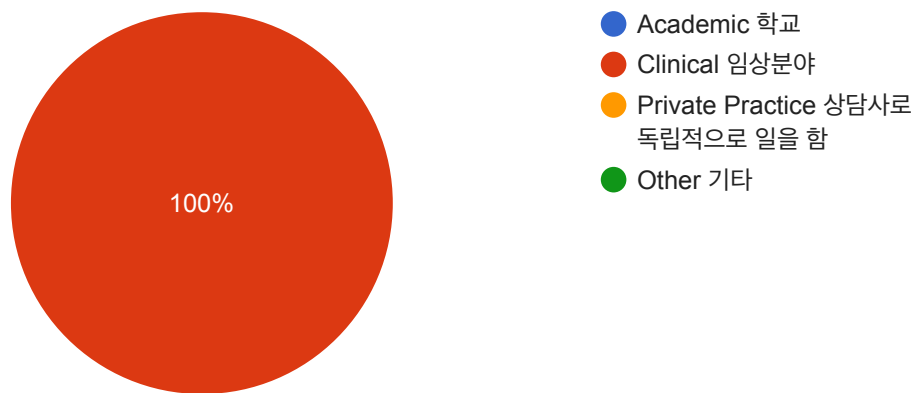
7. Are you currently employed? 현재 취업을 한 상태입니까?

4 responses



8. If yes, what type of employment setting do you work in? 만약, 취업을 하였다면, 어떤 분야에서 일을 하고 있습니까?

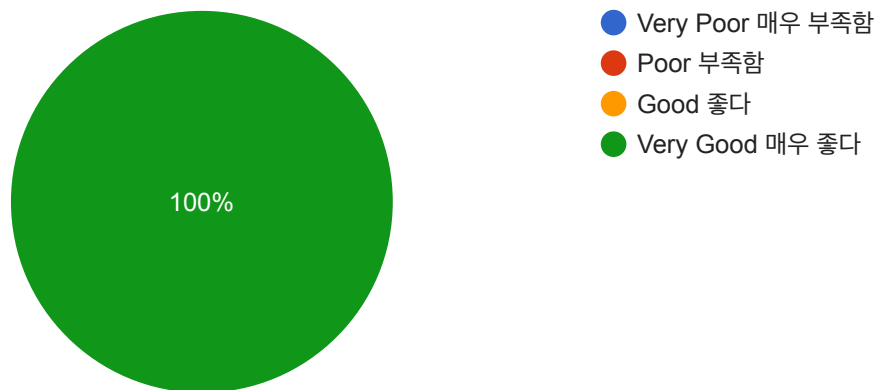
2 responses



9. Rate your experience while in the program with a diverse and inclusive learning environment

재학 중 결혼과가족치료 프로그램에서 경험한 다양성 존중과 형평성 있는 수용에 대해 평가해 주세요.

4 responses



10. How can we improve our program in terms of a diverse and inclusive learning environment?

다양성 존중과 형평성 있는 수용과 관련하여 우리 결혼과가족치료 프로그램이 어떻게 향상될 수 있을까요?

3 responses

지금도 충분하다.

많은 지식의 습득과 적용

To encourage students do learn each other cultures, religion, food, traditions etc

11. Please provide feedback about the curriculum while you were a student in the program. (re: Academic Courses, Clinical Component)

재학 중에 학생으로써 경험 한, 커리큘럼에 대해 피드백을 주세요.

3 responses

너무 만족하다.

좋아요

Every 2 years the school offer in-person summer intensive classes in June. I really enjoyed the rich diverse learning opportunities and experiences with classmates from many different counties, not only from different regions of US, but also Swiss, Israel, South Korea, South Africa, Denmark, etc. We did activities and gam together and learned about difference cultures.

12. Please provide feedback about the program mission, goals, and student learning outcomes while you were a student in the program.

재학생으로 있을 때 경험한, 결혼과가족치료 전공의 미션, 목표, 학생들의 학습성과에 대한 피드백을 주세요.

2 responses

만족한다.

재학생으로서 학교의 미션과 목표, 학업에 만족했습니다.

13. Please provide feedback about the following environmental supports during the time you were a student:

학생 시절에 아래 환경 지원에 대한 피드백을 주세요.

A) Fiscal and Physical resources 재정적이고 물리적 자원

B) Technological resources 기술적 자원

C) Instructional and Clinical resources 교육 및 임상 자원

D) Academic and Student Support Services 교육 및 학생지원 서비스

3 responses

C

All 만족

Overall, I felt supported. Academic and student support can be increased by meeting with students more regularly and provide more structural and indepth state licensure advise and create a road map to follow through the program.

Also, since classes were recorded, it could be an option to buy the classes whether as bulk or individually since not everyone would want whole classes.

Instructional and clinical resources, we had great resources but instructors and TA's were not trained well on the online platform so it created little delays.

14. Please provide any feedback you would like regarding the program.

프로그램과 관련하여 원하는 피드백을 제공해 주세요.

3 responses

만족합니다.

DBU 졸업생으로서 자랑스럽습니다!

Overall I really enjoyed the well balanced program,

Google Forms

Annual Alumni Survey (Ph.D)

2 responses

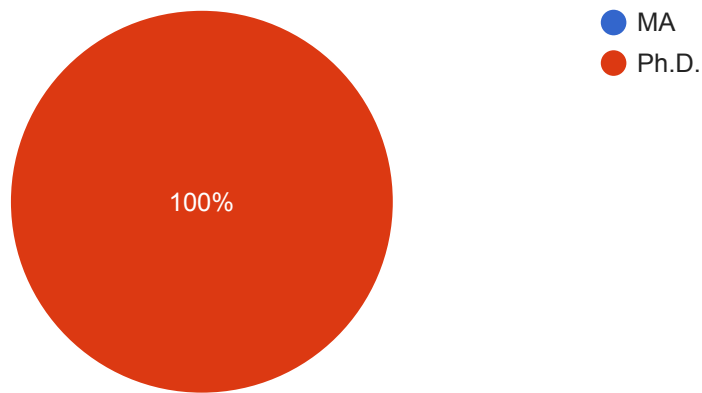
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1. Which program did you graduate from?

데이브레이크대학교에서 졸업한 학위가 무엇입니까?

2 responses



2. What year did you enter the program?

몇 년도에 입학하셨나요?

2 responses

2018

Yr. 2018

3. What year did you graduate from the program?

몇 년도에 졸업하셨나요?

2 responses

2023

Yr. 2022

4. Have you passed the AMFTRB Exam? 미국에서 실시하는 AMFTRB 결혼과가족치료 시험을 통과 하셨나요?

If yes, what year? 만약 그렇다면, 몇 년도에 하셨나요?

2 responses

No

No. I took NCE (National Counseling Exam) in 2011 to obtain LPC, and then obtained LMFT later (yr. 2021) without taking AMFTRB.

5. Are you licensed in MFT? 가족치료사/가족상담사 자격을 취득하셨나요?

If yes, what country and year did you become licensed? 만약, 그렇다면, 이 자격을 취득한 국가명과 취득년도를 적어 주세요.

2 responses

2023 / South Korea

Yes. June 2021

6. Are you licensed in another field? 가족치료사/가족상담사 외에 다른 상담관련 자격을 취득하셨나요?

If yes, what country and in what field? 만약 그렇다면, 취득한 국가명과 취득자격이 무엇인지 적어 주세요.

2 responses

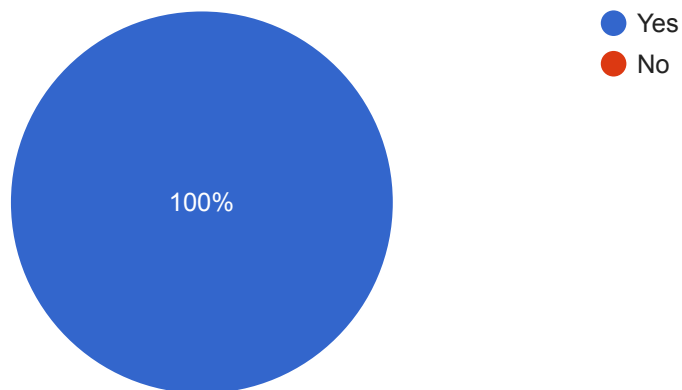
No

LCPC (Licensed Clinical Professional Counselor) in Maryland & LPCC (Licensed Professional Clinical Counselor) in CA

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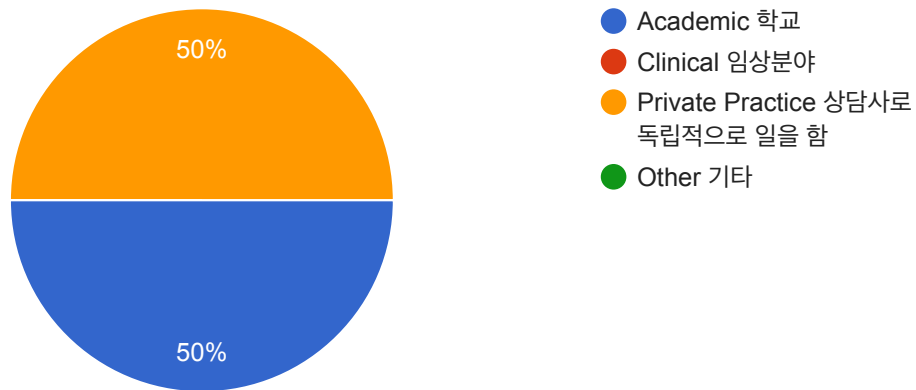
7. Are you currently employed? 현재 취업을 한 상태입니까?

2 responses



8. If yes, what type of employment setting do you work in? 만약, 취업을 하였다면, 어떤 분야에서 일을 하고 있습니까?

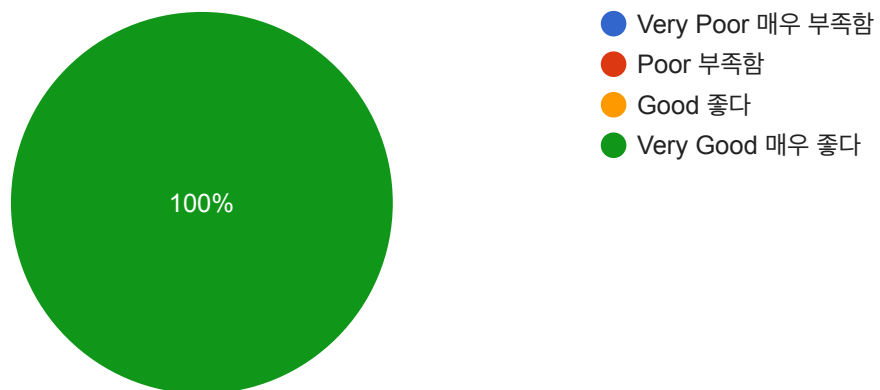
2 responses



9. Rate your experience while in the program with a diverse and inclusive learning environment

재학 중 결혼과가족치료 프로그램에서 경험한 다양성 존중과 형평성 있는 수용에 대해 평가해 주세요.

2 responses



10. How can we improve our program in terms of a diverse and inclusive learning environment?

다양성 존중과 형평성 있는 수용과 관련하여 우리 결혼과가족치료 프로그램이 어떻게 향상될 수 있을까요?

2 responses

diversity 수업 교수진의 전문성 확대

Promote and foster class exercises or projects allowing the students to identify their top 3-5 strengths, which they are encouraged to share with their peers in their team-working activities in classes. Then students are asked to reflect on the benefits of diversity within the team. During the exercises or presenting projects, leaders could ask the students to describe experiences and views, originating directly from their personal culture, ethnicity and background, which can contribute to the teamwork, and share it with their peers.

11. Please provide feedback about the curriculum while you were a student in the program. (re: Academic Courses, Clinical Component)

재학 중에 학생으로써 경험 한, 커리큘럼에 대해 피드백을 주세요.

2 responses

이론과 실습, 연구가 통합적으로 매우 유익한 커리큘럼으로 구성되어있습니다.

Students participated in feedback about curriculum formal and informally. The formal feedback was given through class/instructor evaluations when every class was over in every quarter. During classes, when syllabus were posted in Populi, students freely gave feedback to instructor during class or thru out class about curriculum, and most instructor modified the curriculum or class planning interactively.

12. Please provide feedback about the program mission, goals, and student learning outcomes while you were a student in the program.

재학생으로 있을 때 경험한, 결혼과가족치료 전공의 미션, 목표, 학생들의 학습성과에 대한 피드백을 주세요.

2 responses

무엇보다 실습이 강화되어있고, 최고의 교수진과 수퍼바이저로 부터 세계 최고수준의 강의와 수퍼비전을 받을 수 있었습니다.

When a class began, the syllabus contains program mission, goals, and student learning outcomes, and the instructor review them. I also participated in Annual Survey and gave feedback about program mission, goals, and students learning outcomes.

13. Please provide feedback about the following environmental supports during the time you were a student:

학생 시절에 아래 환경 지원에 대한 피드백을 주세요.

A) Fiscal and Physical resources 재정적이고 물리적 자원

B) Technological resources 기술적 자원

C) Instructional and Clinical resources 교육 및 임상 자원

D) Academic and Student Support Services 교육 및 학생지원 서비스

2 responses

모든 자원은 적절하게 제공되었고 학교에서 늘 학생의 요청을 적극적으로 반영하였습니다

I don't have much opinion or feedback about them

14. Please provide any feedback you would like regarding the program.

프로그램과 관련하여 원하는 피드백을 제공해 주세요.

1 response

늘 최고의 교육을 제공해주신 DBU에 감사드 드립니다.

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Annual Survey for Program Clinical Supervisors

3 responses

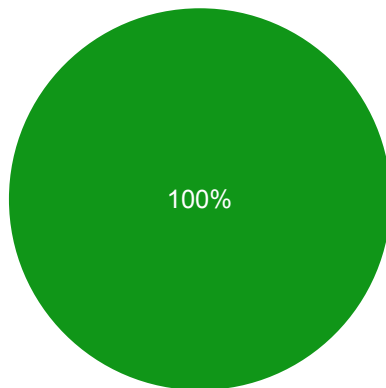
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Environmental Supports

 Copy

1. How well do you believe the program promotes an inclusive and diverse learning environment?

3 responses

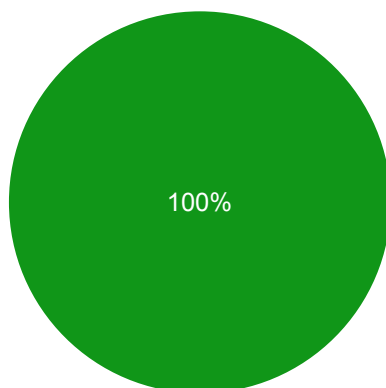


- Not well
- Adequately well
- Very well
- Exceptionally well

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2. To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

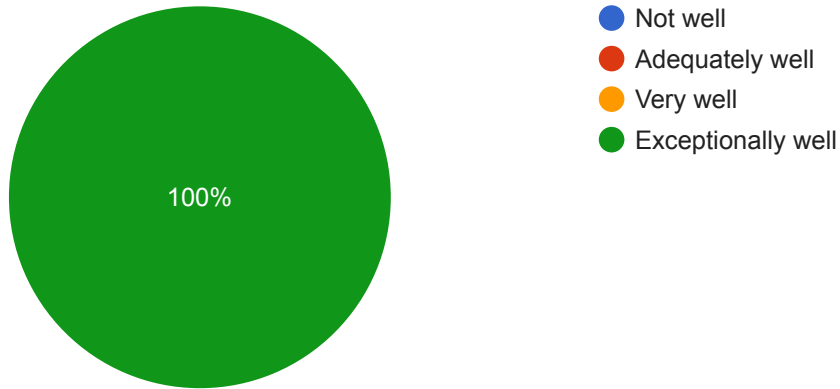
3 responses



- Not well
- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

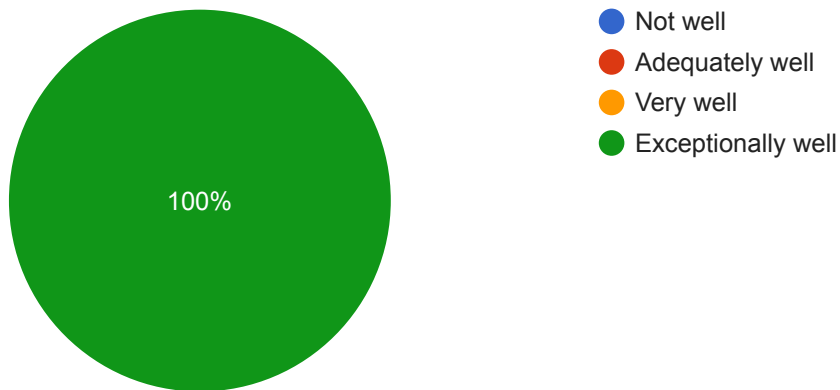
3 responses



Environmental Supports

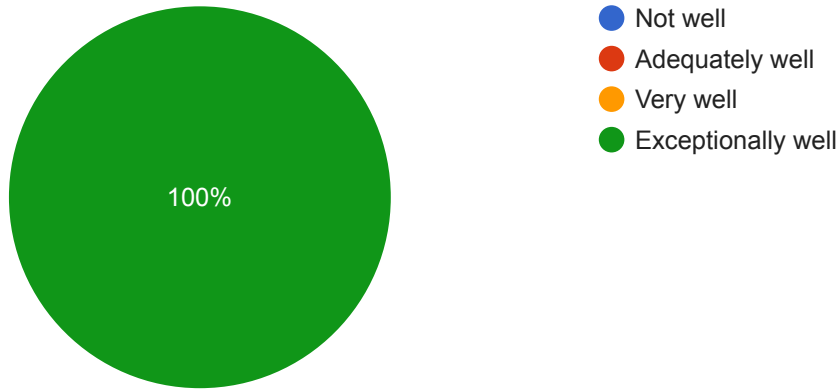
4. How well do you believe the program promotes an inclusive and diverse learning environment?

3 responses



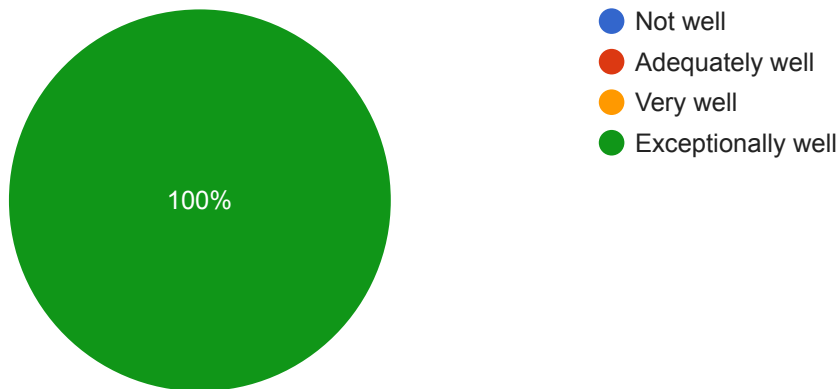
5. To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

3 responses



6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

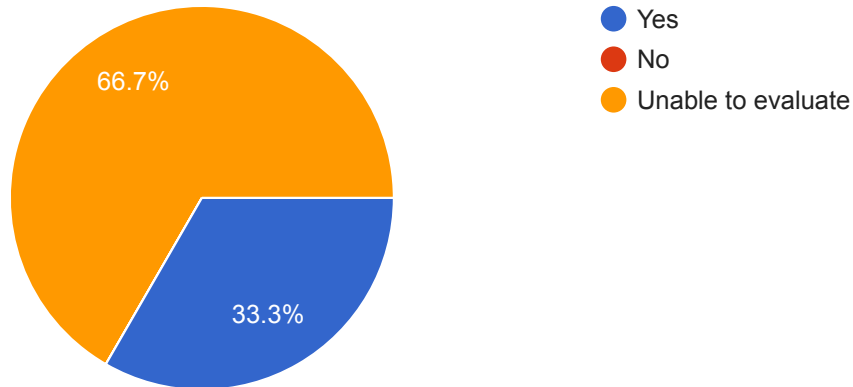
3 responses



Financial and Physical resources

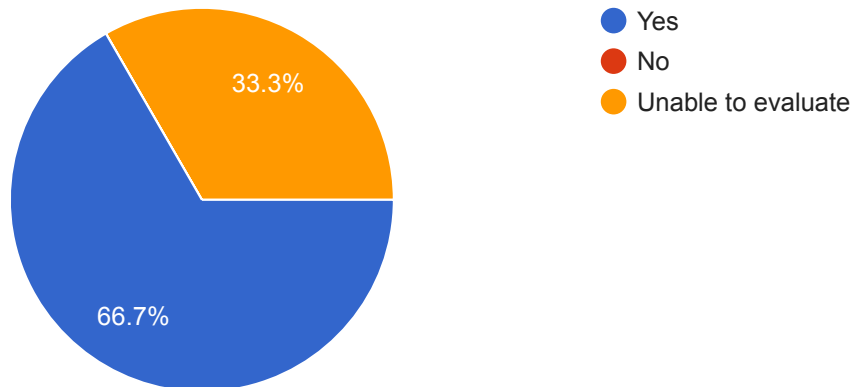
7. Are the clinic facilities sufficient for your supervisory success?

3 responses



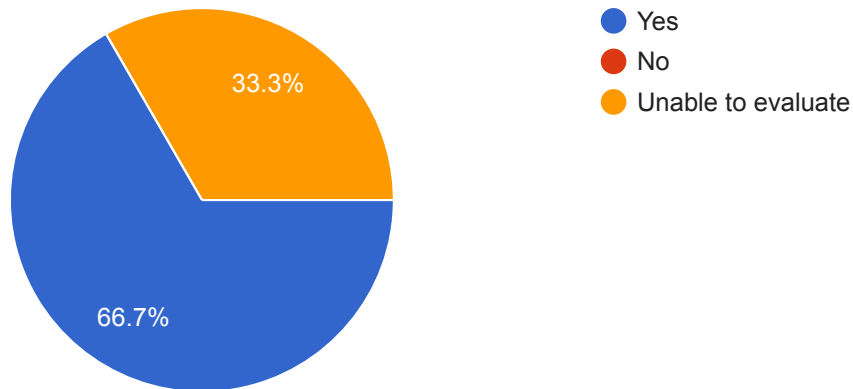
8. Are the computer facilities sufficient for your supervisory success?

3 responses



9. Are the financial resources sufficient for your supervisory success?

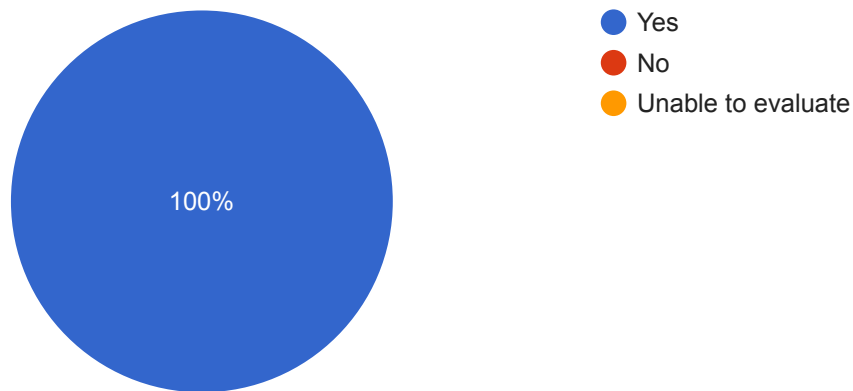
3 responses



Technological resources

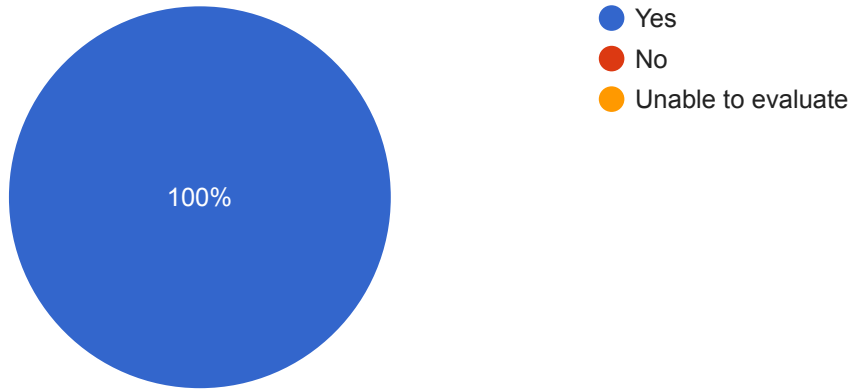
10. Are the technological resources sufficient to assist in your supervisory endeavors?

3 responses



11. Are the technological resources in the university sufficient to assist in your supervisory endeavors?

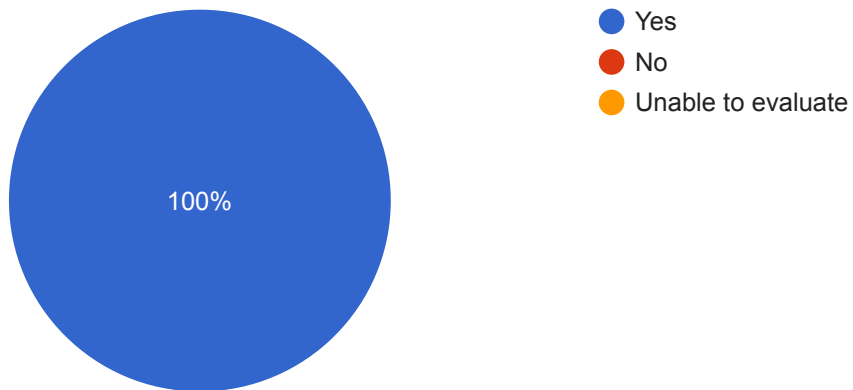
3 responses



Instructional and Clinical Resources

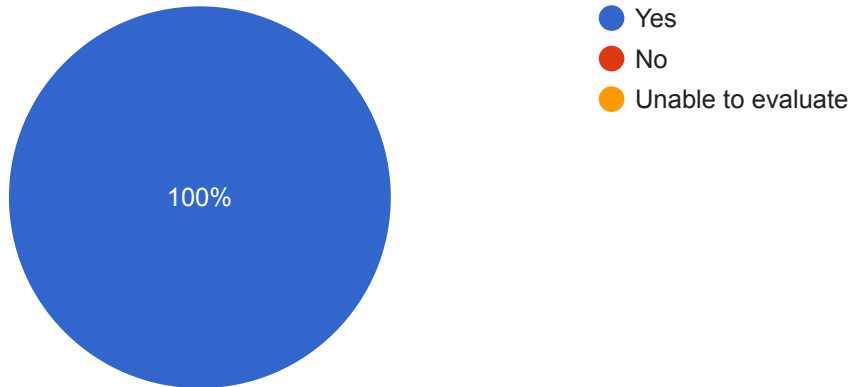
12. Does the program have sufficient staff to assist in your supervisory endeavors?

3 responses



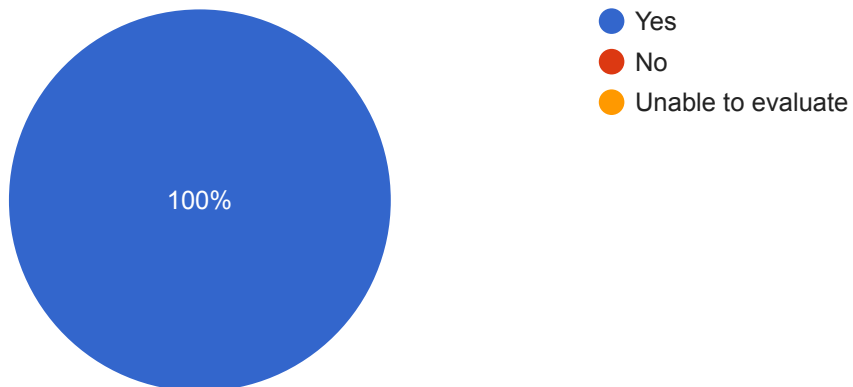
13. Do you believe there are sufficient faculty for the students to experience academic success?

3 responses



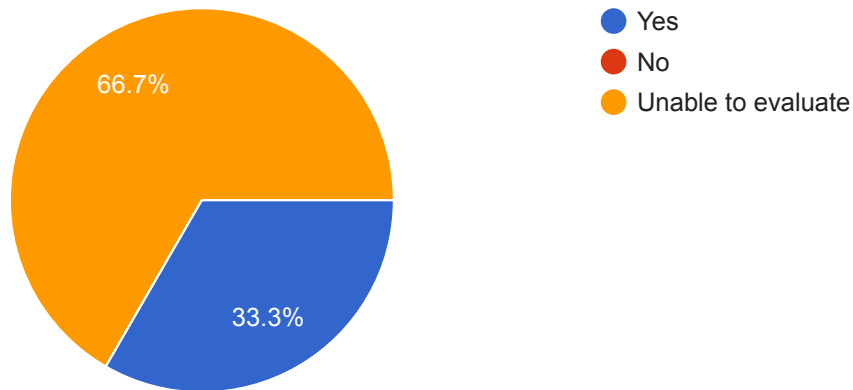
14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

3 responses



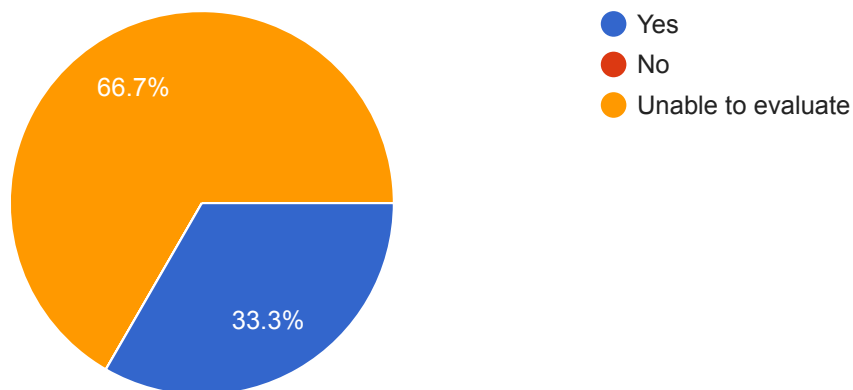
15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

3 responses



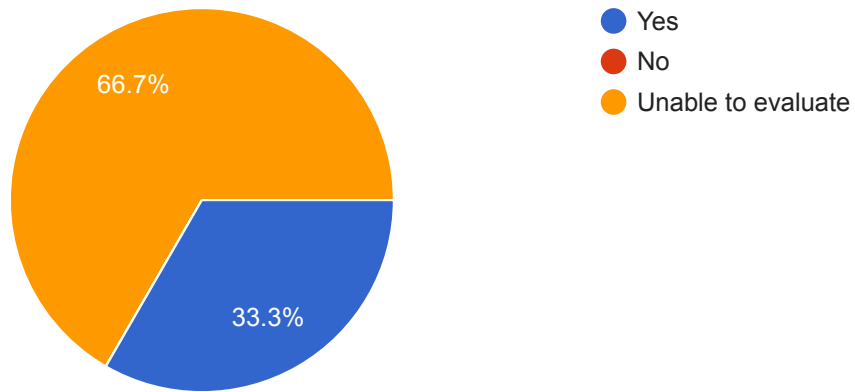
16. Are the library resources sufficient for your endeavors as supervisor?

3 responses



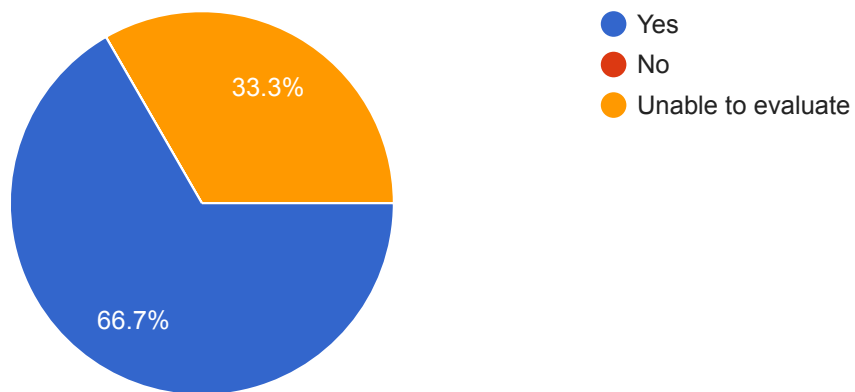
17. Do you think there are sufficient student support services for the students?

3 responses



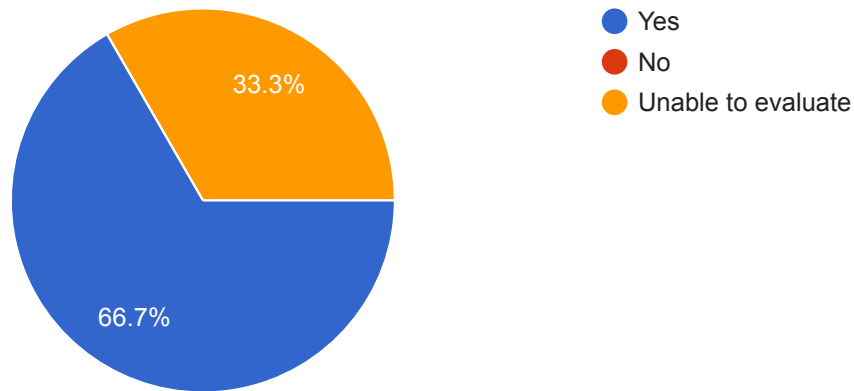
18. Do you think that the academic advising is sufficient for student success?

3 responses



19. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

3 responses



20. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

MA Program

Ph.D. Program

B) Clinical Components:

MA Program

Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

1 response

I have found that the Clinical Supervision Components of the Curriculum to be supportive and successful for student growth and expansion.

21. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

MA Program

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case

management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.

Ph.D. Program

PROGRAM MISSION

The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

Program Goal #3 (Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

Program Goal #4 (Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

2 responses

I have found the mission, goals and learning outcomes to be on purpose and assist the students in developing their expertise and success as practitioners.

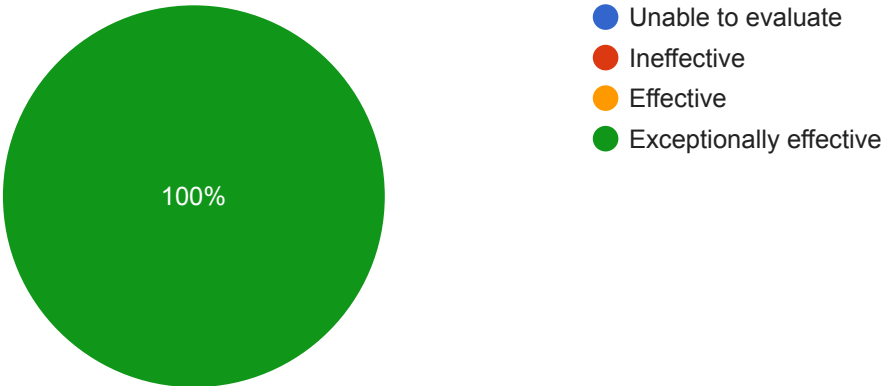
The mission, goals, and outcomes above are clear, appropriate, and measurable. In short, they are excellent.

Program Director Effectiveness

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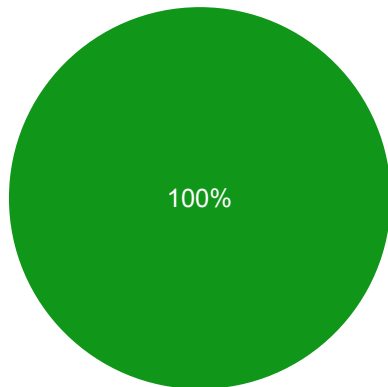
Level of effective leadership as the MA Program Director.

3 responses



Level of effective leadership as the Ph.D. Program Director.

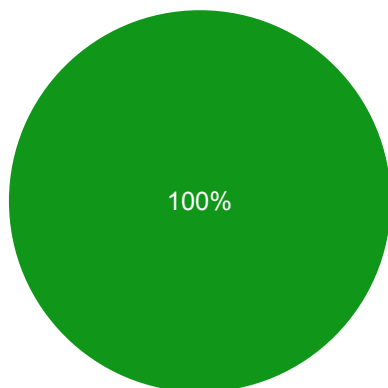
3 responses



- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum. (MA Program)

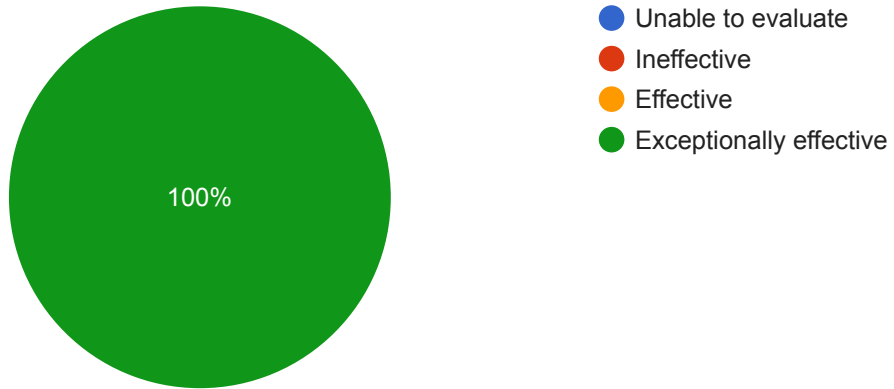
3 responses



- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

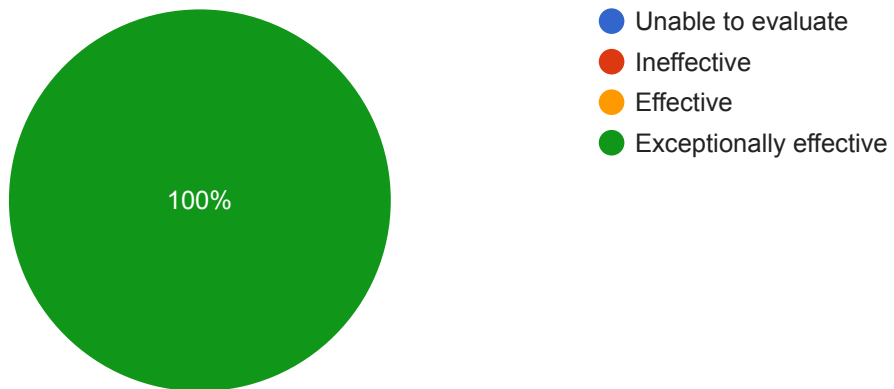
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum. (PhD program)

3 responses



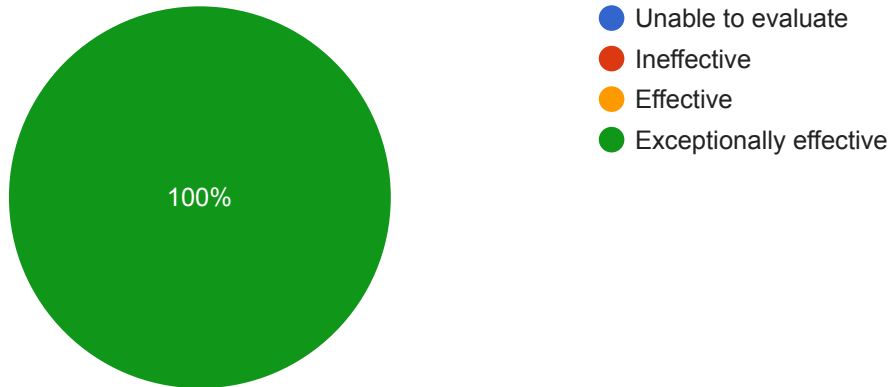
Level of effective oversight of the clinical training program facilities, and services. (MA Program)

3 responses



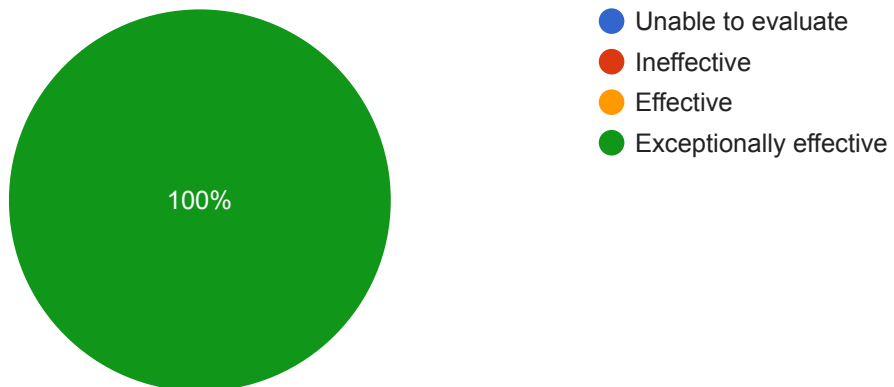
Level of effective oversight of the clinical training program facilities, and services. (PhD Program)

3 responses



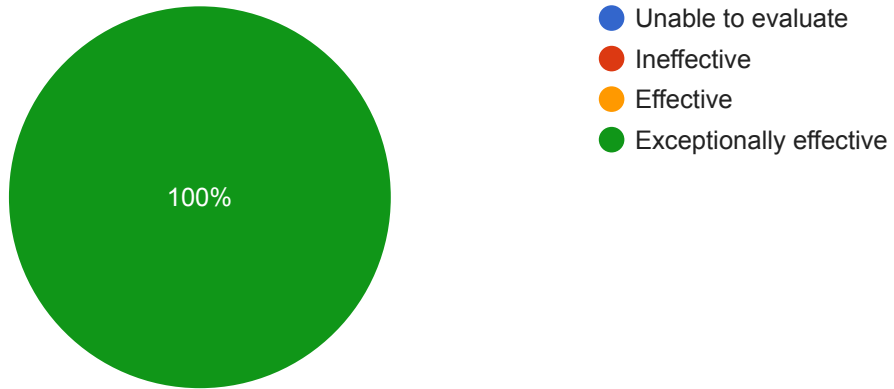
Level of effective oversight of the maintenance and enhancement of the program's quality. (MA Program)

3 responses



Level of effective oversight of the maintenance and enhancement of the program's quality. (PhD Program)

2 responses



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Annual Survey for Core and Adjunct Faculty

5 responses

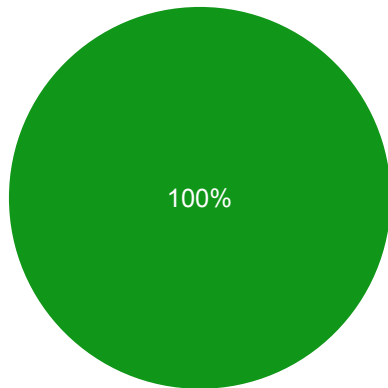
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UEnvironmental Supports

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1. How well do you believe the program promotes an inclusive and diverse learning environment?

5 responses

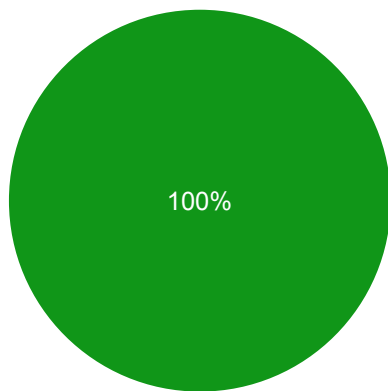


- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.

 Copy

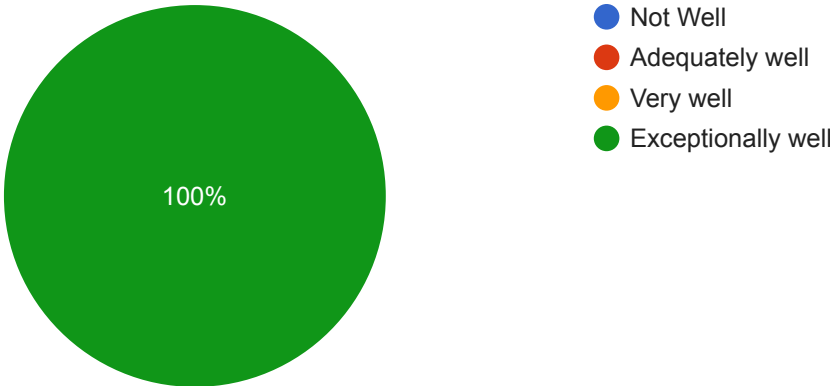
5 responses



- Not well
- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

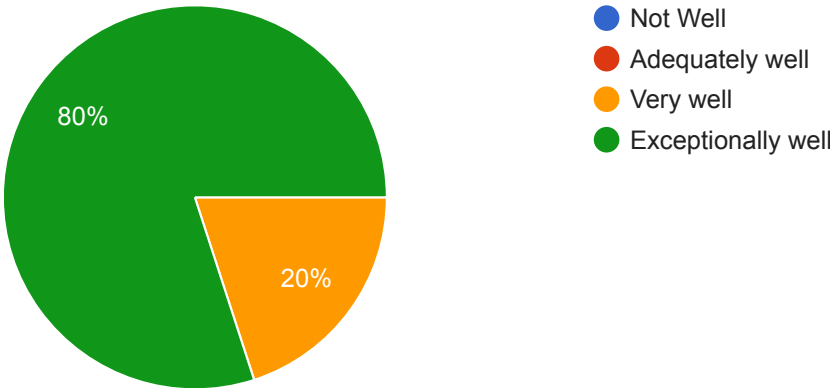
5 responses



Environmental Supports

4. How well do you believe the program promotes an inclusive and diverse learning environment?

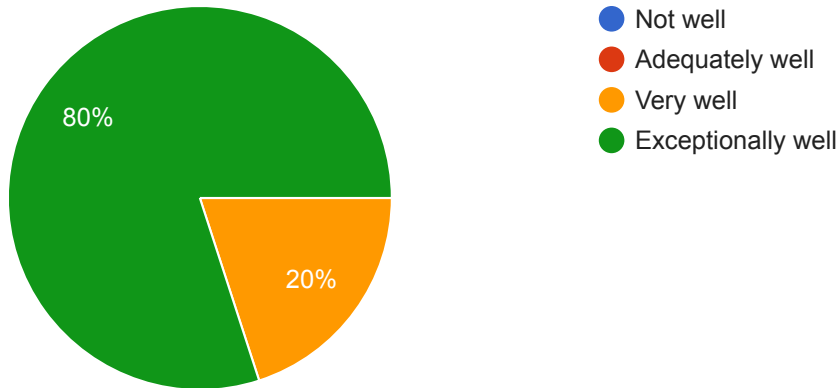
5 responses



5. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.

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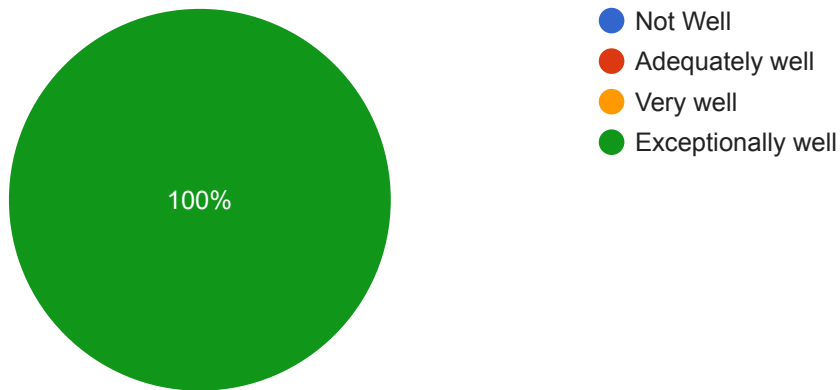
5 responses



6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

 Copy

5 responses

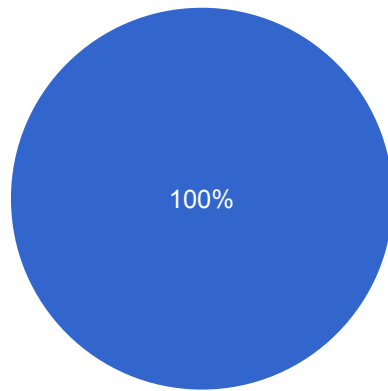





Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

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5 responses

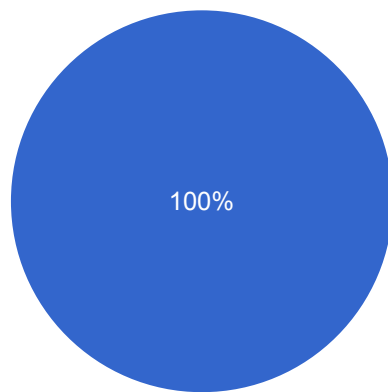





-  Yes
-  No
-  Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

 Copy

5 responses

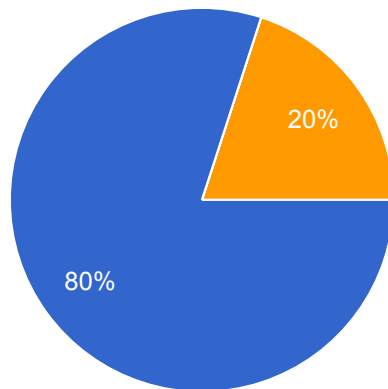





-  Yes
-  No
-  Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

 Copy

5 responses

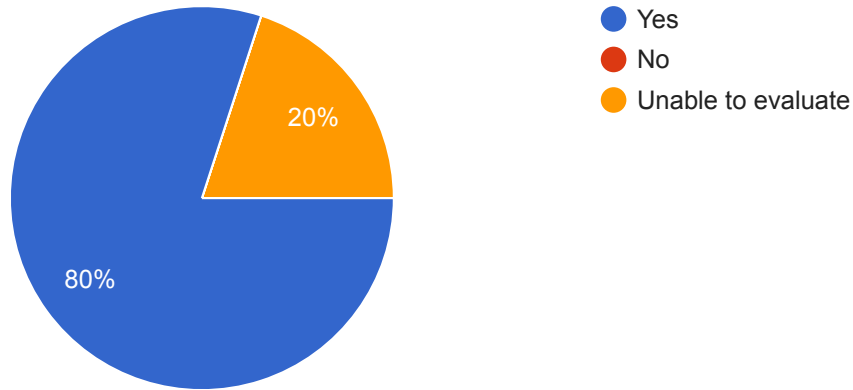


-  Yes
-  No
-  Unable to evaluate

Technological resources

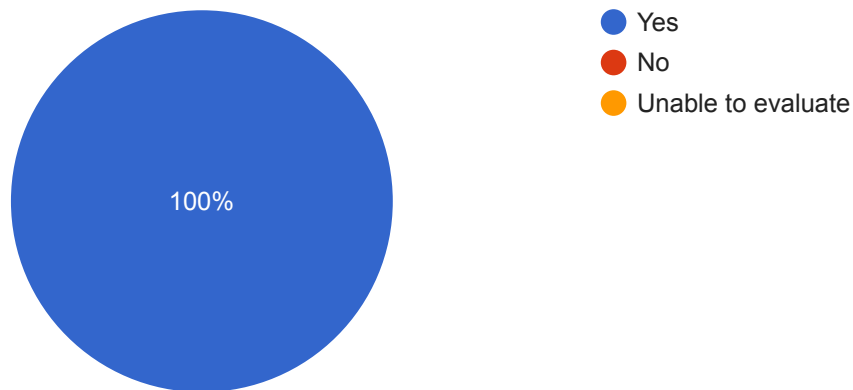
10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

5 responses



11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

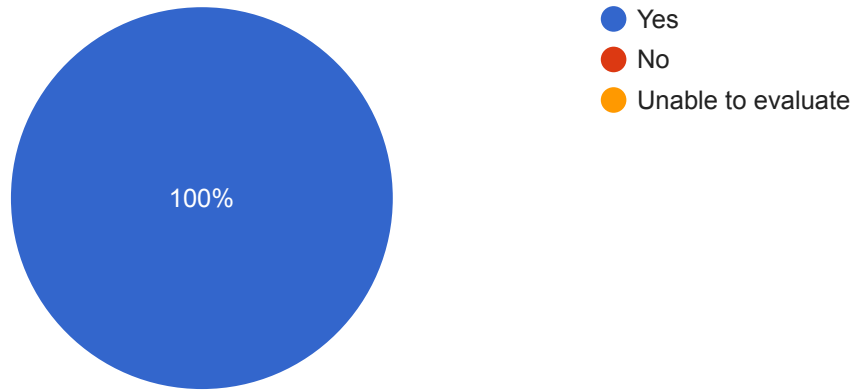
5 responses



Instructional and Clinical Resources

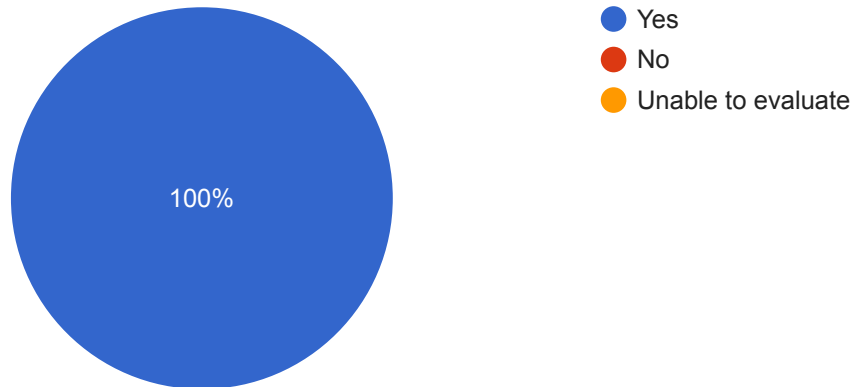
12. Does the program have sufficient staff to assist in your teaching endeavors?

5 responses



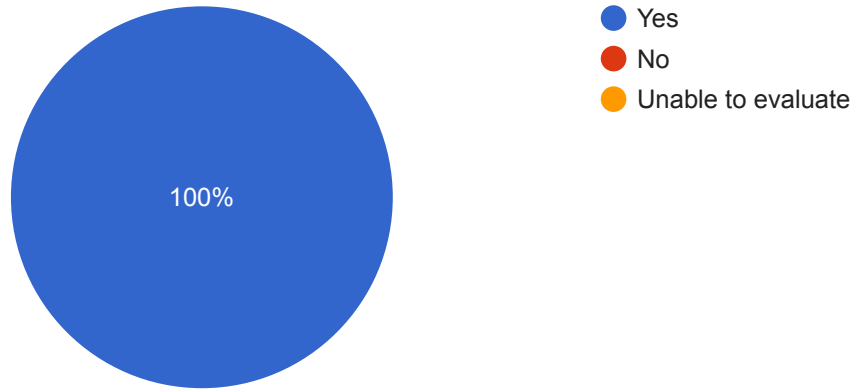
13. Do you believe there are sufficient faculty for the students to experience academic success?

5 responses



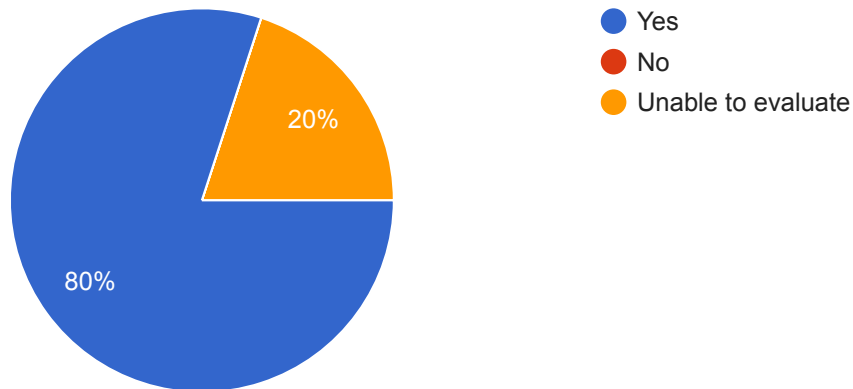
14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

5 responses



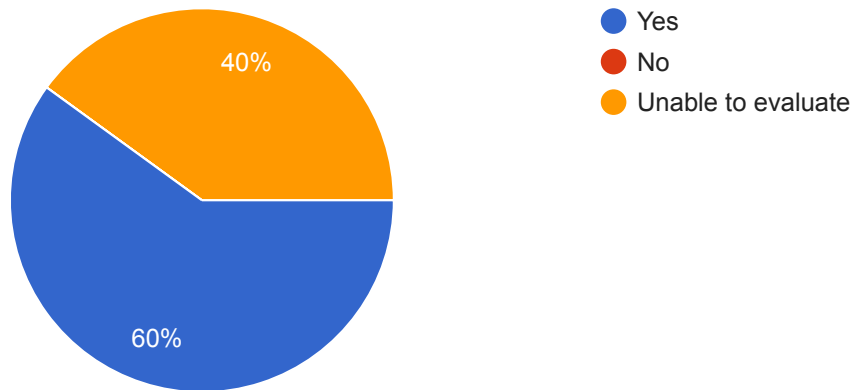
15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

5 responses



16. Are the library resources sufficient for your endeavors as an instructor?

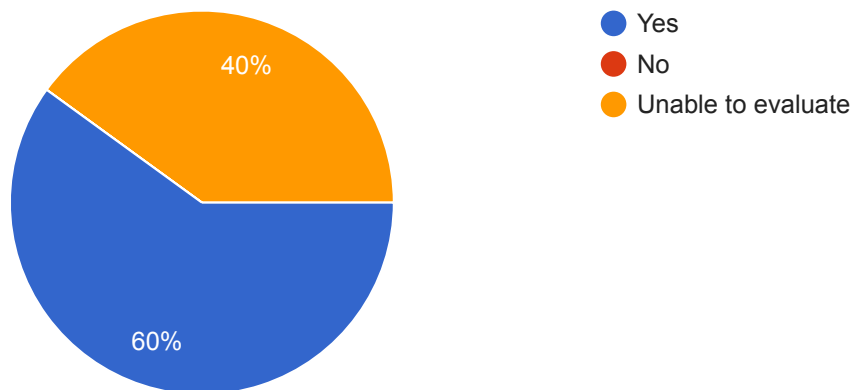
5 responses



Academic Resources and Student Support Services

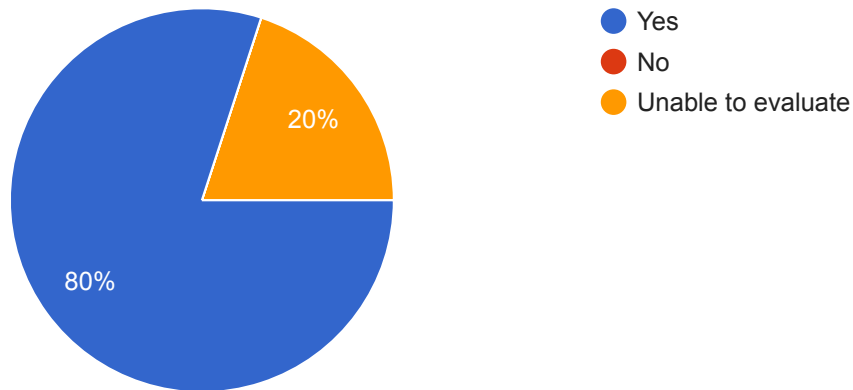
17. Do you think there are sufficient student support services for the students?

5 responses



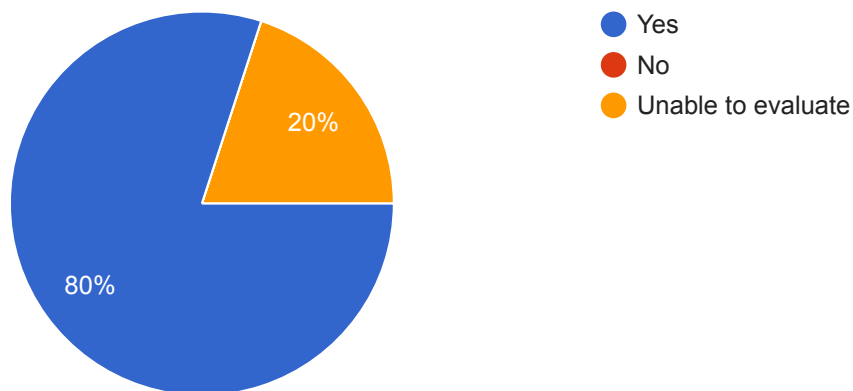
18. Do you think that the academic advising is sufficient for student success?

5 responses



19. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

5 responses



20. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

2 responses

Great

I feel the curriculum truly supports the student's competency and success in the field.

21. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

MA Program

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.

Ph.D. Program

PROGRAM MISSION

The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

Program Goal #3 (Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

Program Goal #4 (Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

Great

I am in alignment with the goals, mission, outcomes and philosophy of this University Program.

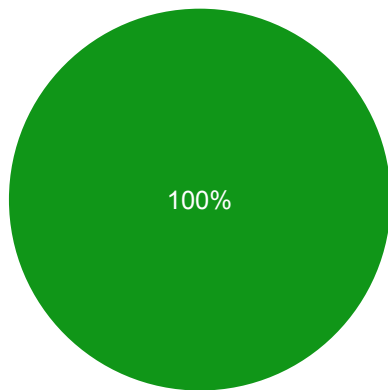
The mission, goals, and outcome statements seem appropriate, clear, and measurable. They are excellent.





Program Director Effectiveness

Level of effective leadership as the Program Director.

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5 responses

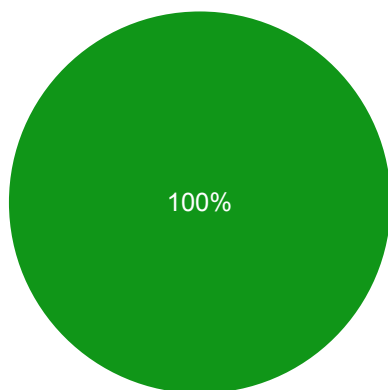






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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5 responses

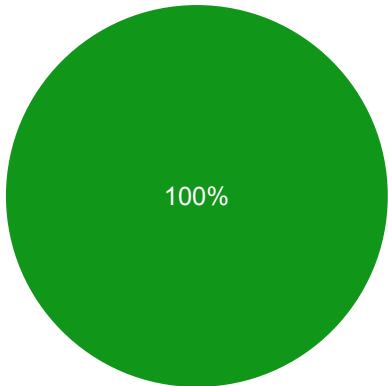






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

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5 responses

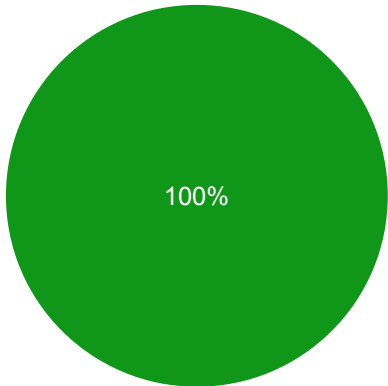






-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

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5 responses



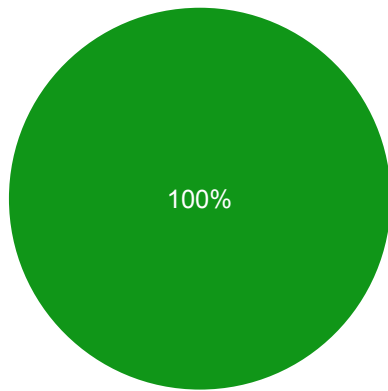
-  Unable to evaluate
-  Ineffective
-  Effective
-  Exceptionally effective





Program Director Effectiveness

Level of effective leadership as the Program Director.

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5 responses

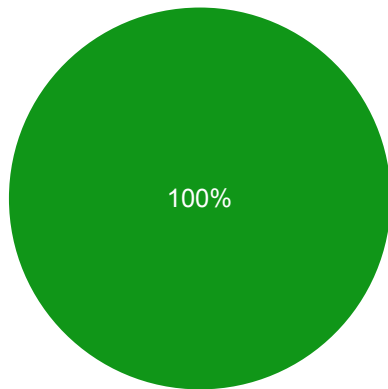






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5 responses

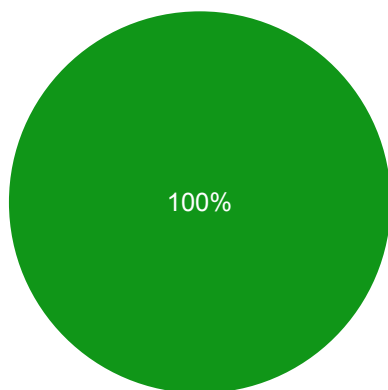






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-  Effective
-  Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

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5 responses

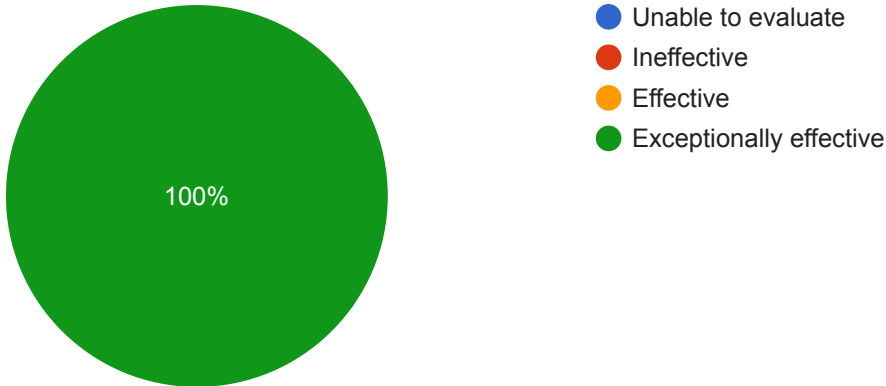


-  Unable to evaluate
-  Ineffective
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Level of effective oversight of the maintenance and enhancement of the program's quality.

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5 responses



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