

Annual Survey for Core and Adjunct Faculty

7 responses

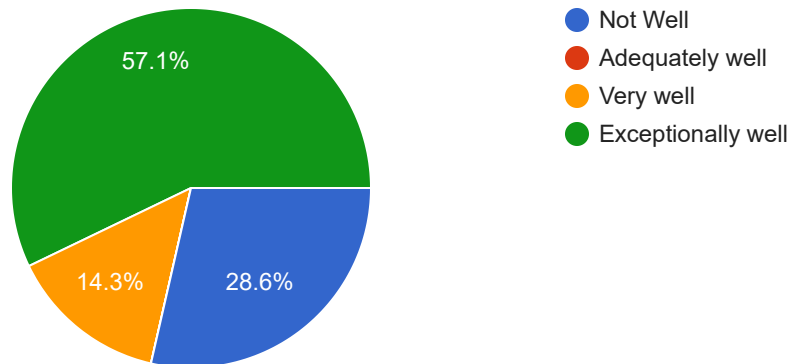
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Environmental Supports

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

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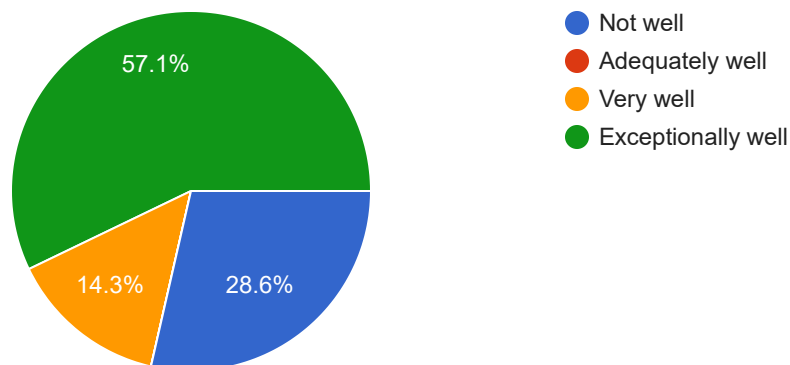
7 responses



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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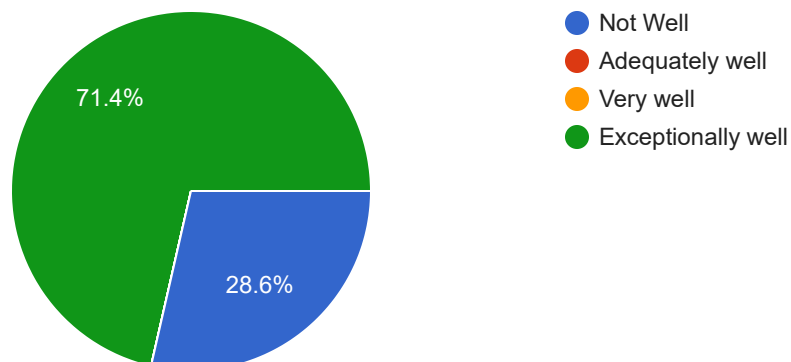
7 responses



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

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7 responses

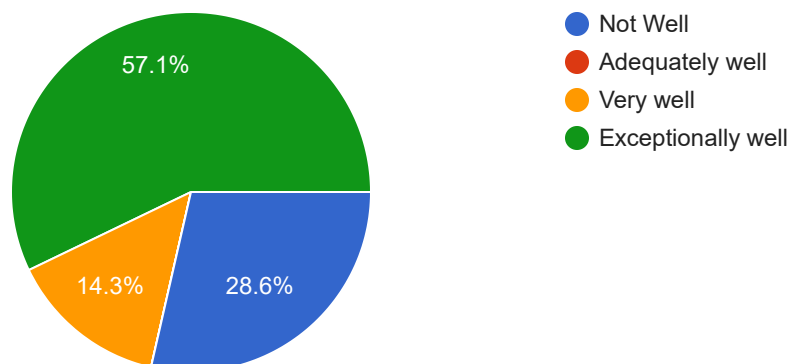


Environmental Supports

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

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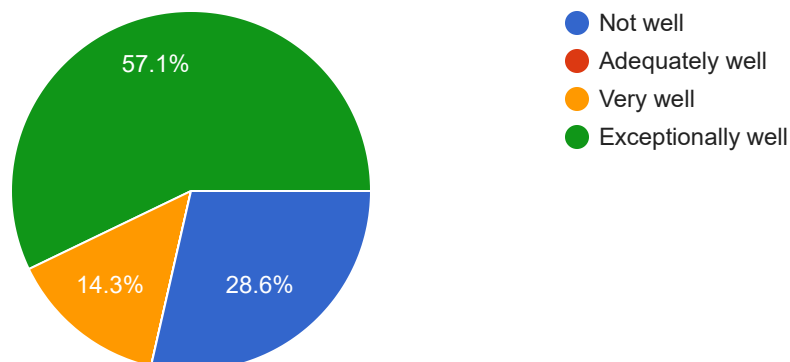
7 responses



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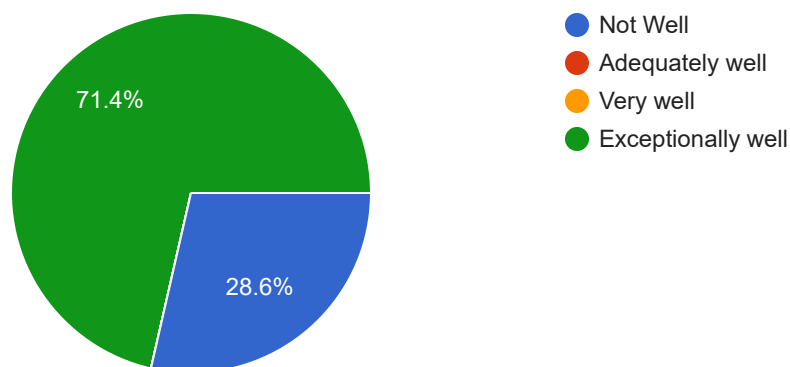
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6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

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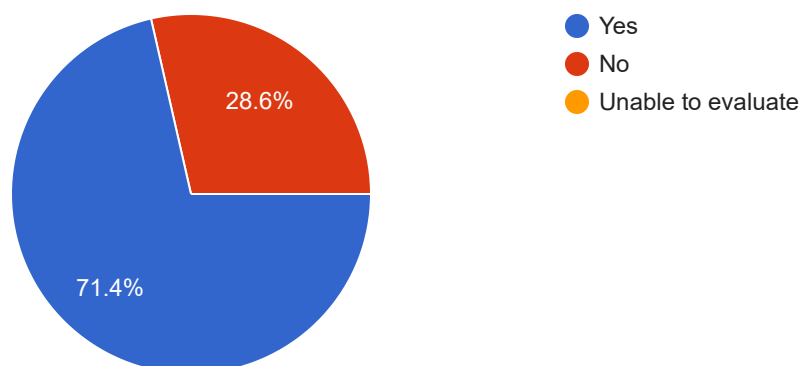


Fiscal and Physical Resources

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

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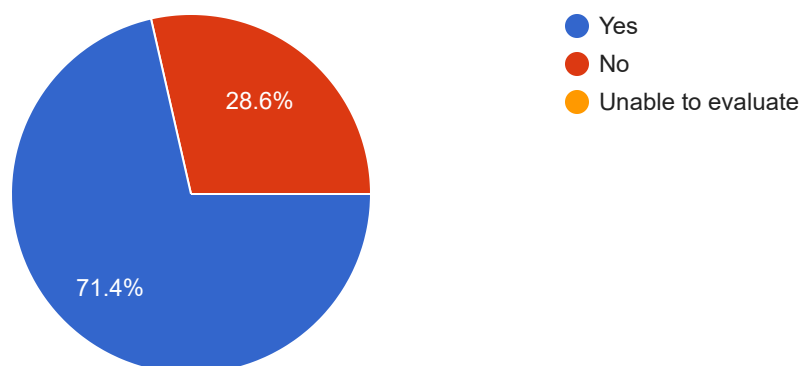
7 responses



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

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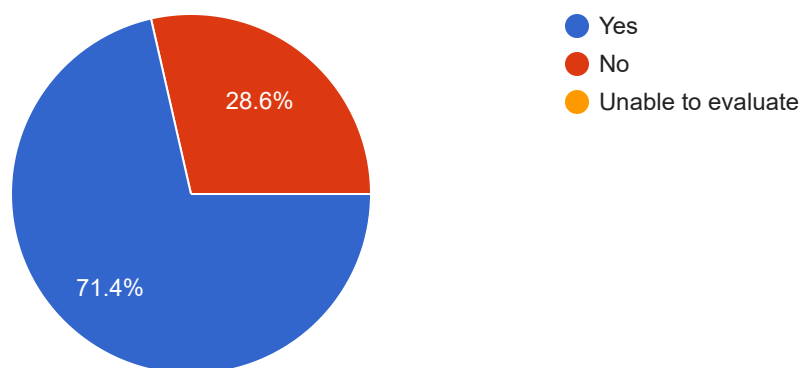
7 responses



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

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7 responses

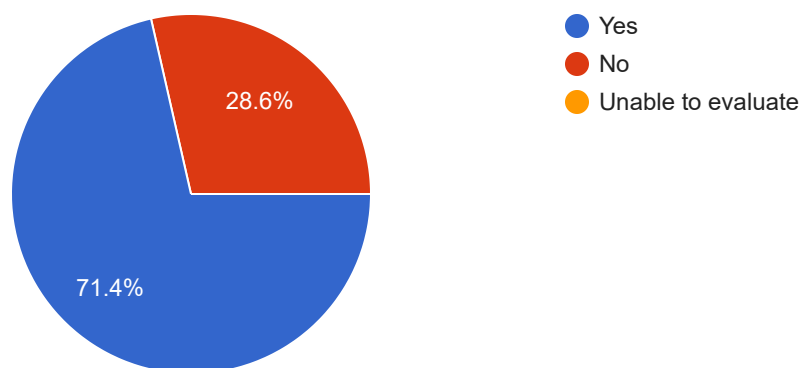


Technological resources

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

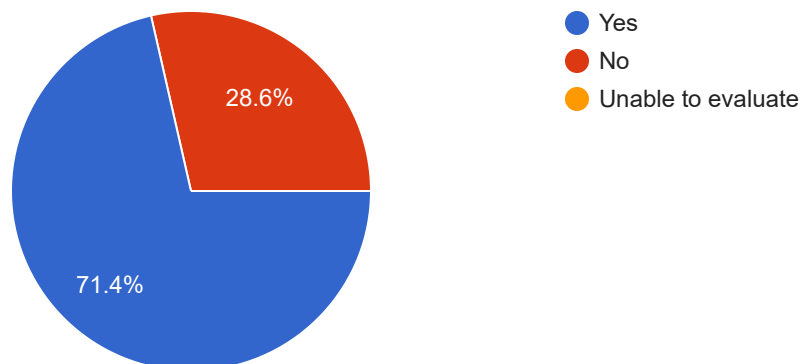
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7 responses



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

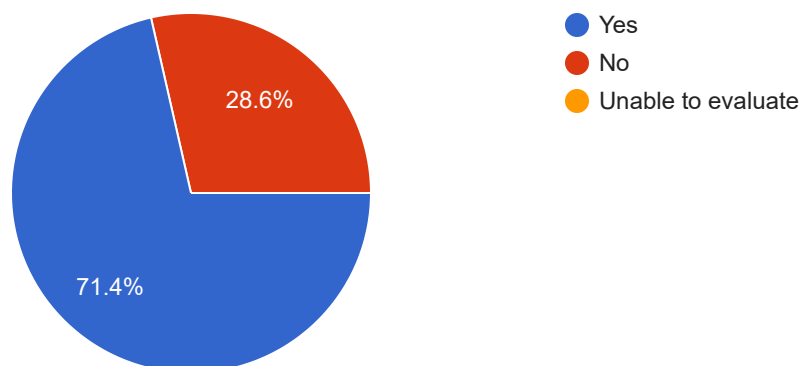
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Instructional and Clinical Resources

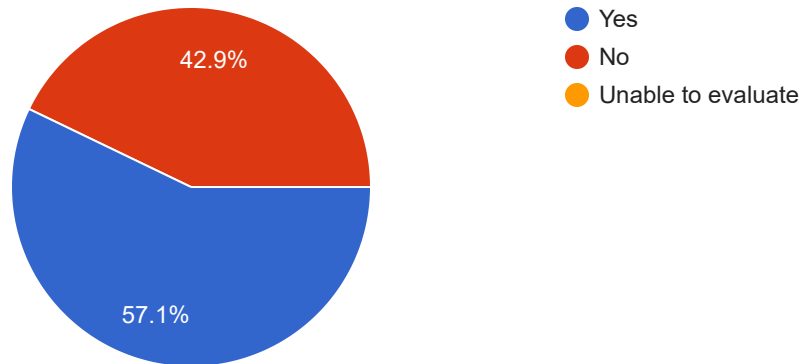
12. Does the program have sufficient staff to assist in your teaching endeavors?

7 responses



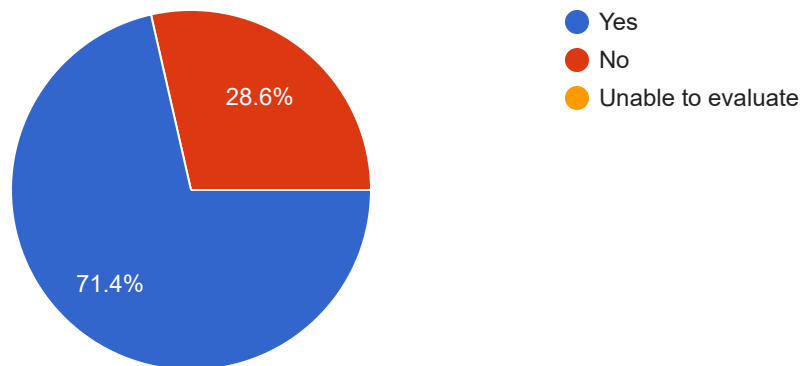
13. Do you believe there are sufficient faculty for the students to experience academic success?

7 responses



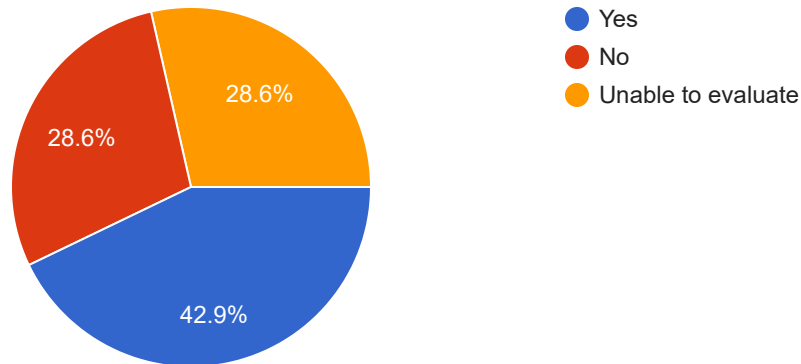
14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

7 responses



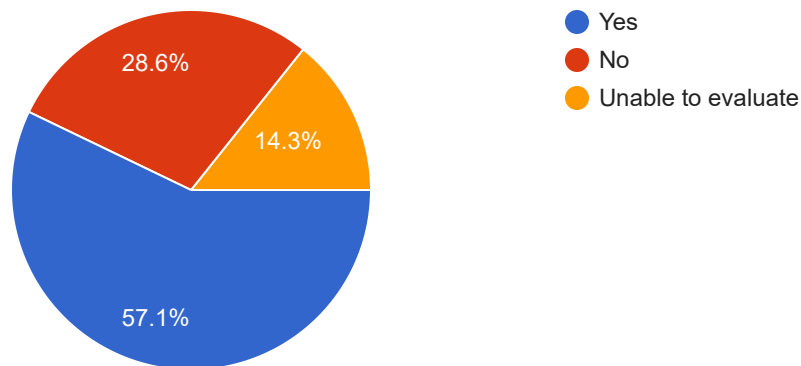
15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

7 responses



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

7 responses

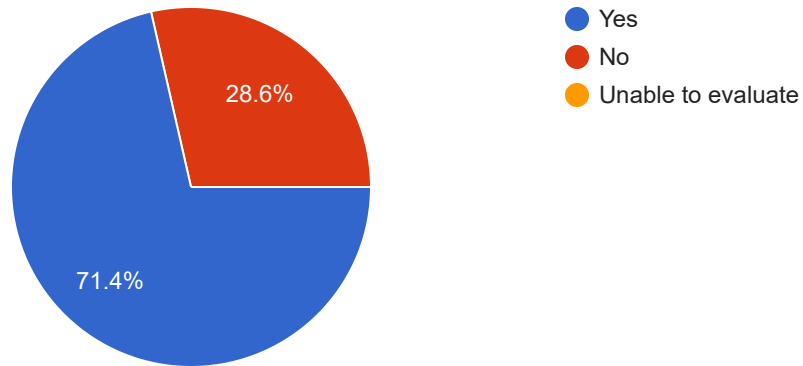


Academic Resources and Student Support Services



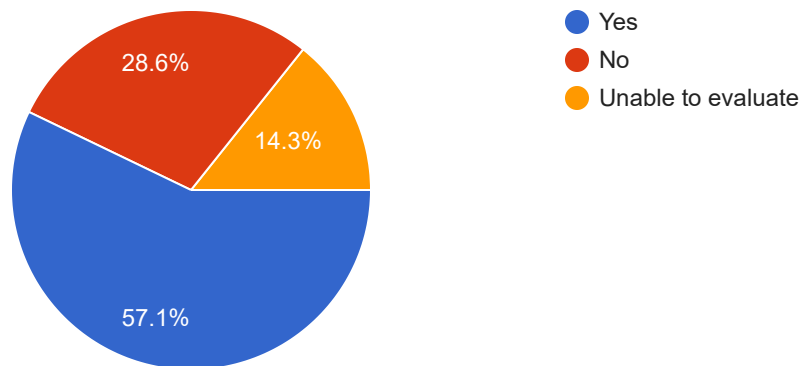
17. Do you think there are sufficient student support services for the students?

7 responses



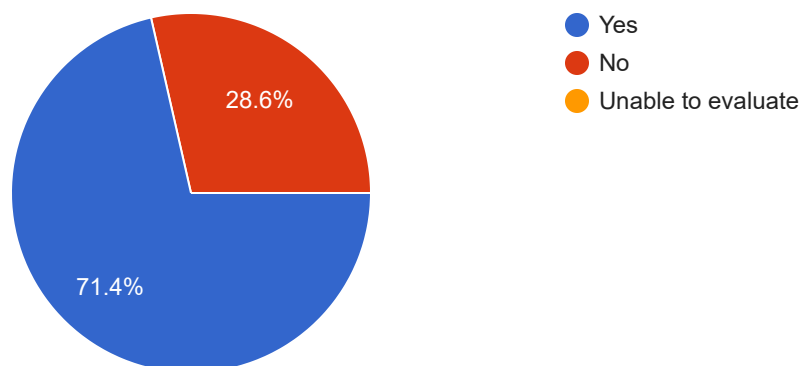
18. Do you think that the academic advising is sufficient for student success?

7 responses



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

7 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:

3 responses

I think that students need to be able to go through their practicum experience as a cohort so that there is less variability in clinical developmental levels and skills. The program needs to do more to ensure there are adequate clients for the student therapists to be able to fulfill their clinical experience hours while under faculty supervision. The program has improved their course sequencing but there is still more to be done in this area.

I am really comfortable with the classes I taught and the curriculum that we used. Thank you so much.

I believe the curriculum is well-equipped to meet the AAMFT standards for becoming an LMFT, tailored to the treatment models and clinical training required in the MFT 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.

4 responses

Still think these are solid!

I am completely satisfied with the program's missions, goals and the student learning outcomes.

I agree with the program goals and student learning outcomes

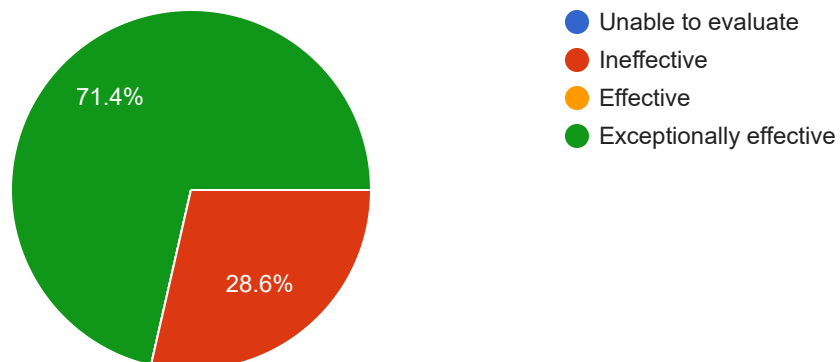
I am confident that this school's MFT Program's Mission, Program Goals, and Student Learning Outcomes will effectively apply the education, clinical practice, and research necessary to become an LMFT and achieve the best results.

Program Director Effectiveness

Level of effective leadership as the Program Director.

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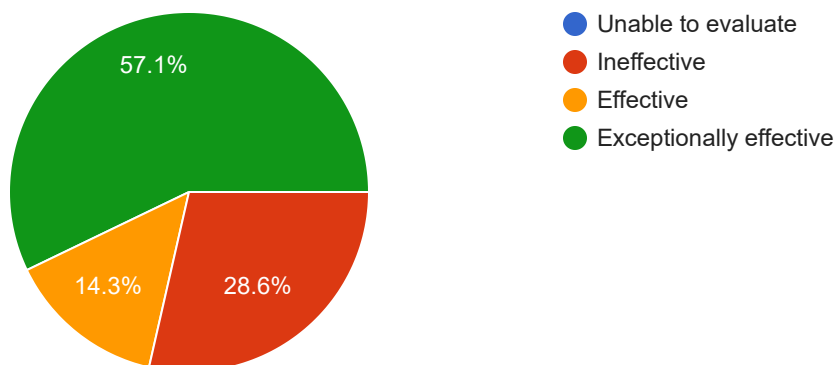
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Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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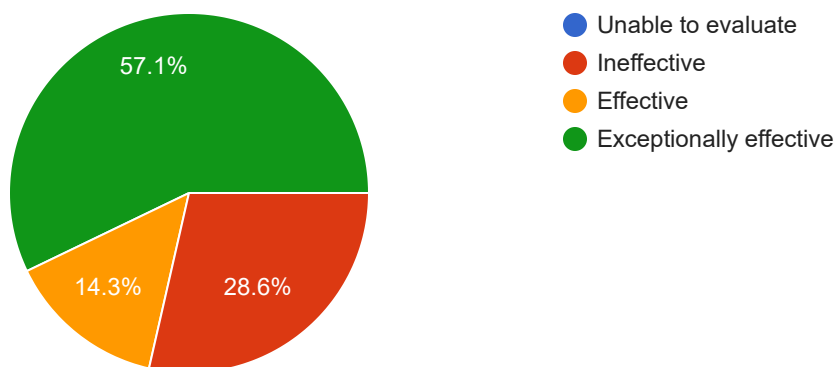
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Level of effective oversight of the clinical training program facilities, and services.

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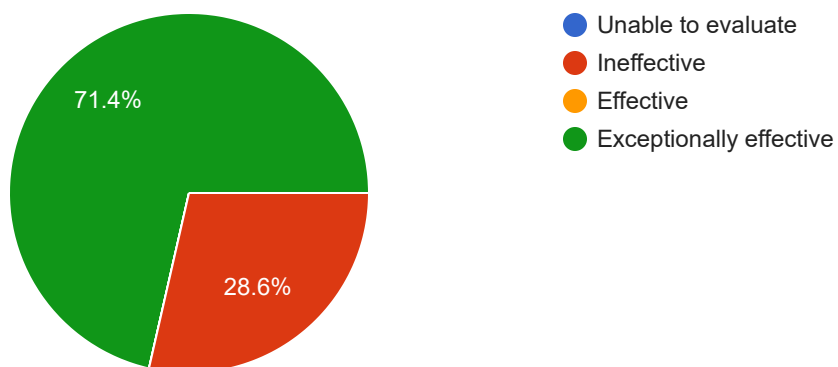
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Level of effective oversight of the maintenance and enhancement of the program's quality.

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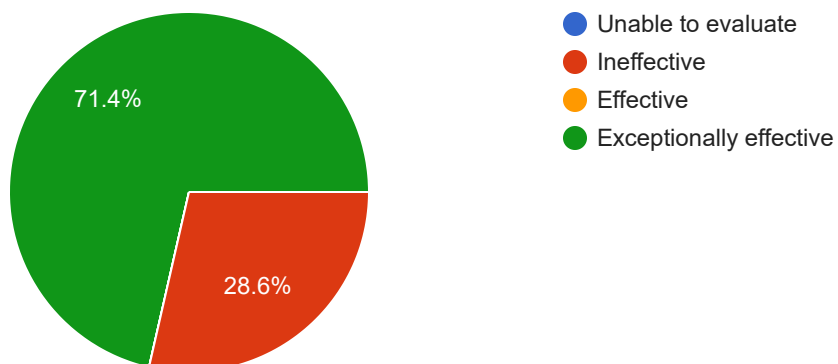
Program Director Effectiveness



Level of effective leadership as the Program Director.

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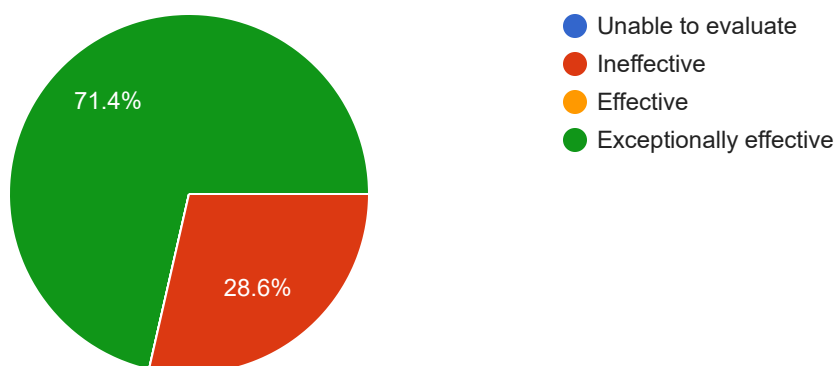
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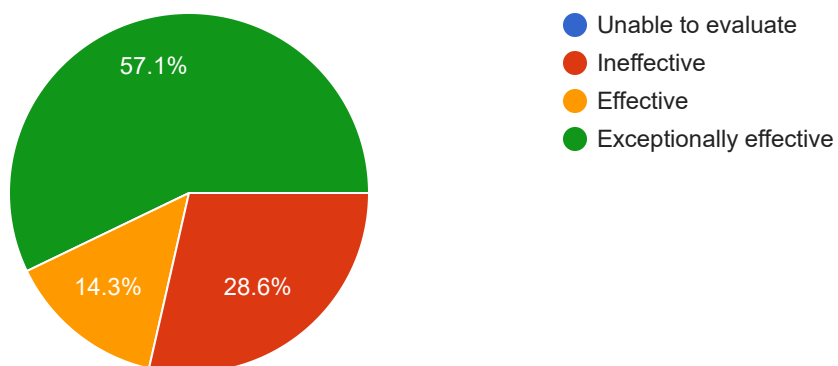
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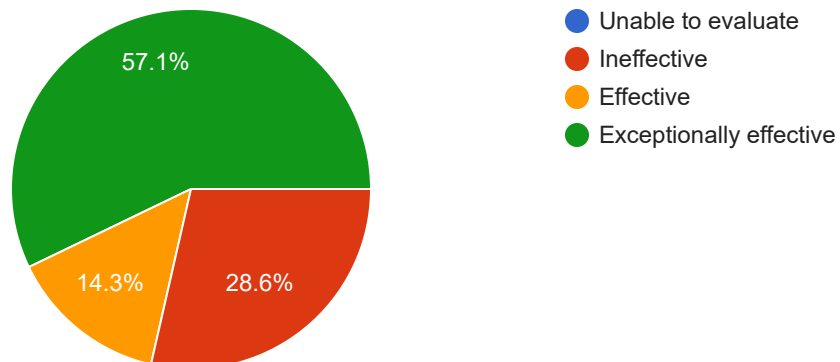
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Level of effective oversight of the maintenance and enhancement of the program's quality.

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7 responses



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