

DAYBREAK
UNIVERSITY



Marriage and Family Therapy Program Handbook 2023

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CFTC Homepage: [Daybreak University Couples and Family Therapy Center](#)

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DISCLAIMER

Although every effort has been made to ensure the accuracy of the information in the Daybreak University Handbook, students and others who use the Handbook should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Directors of Daybreak University, or by the President or designee. More current or complete information may be obtained from the appropriate department, school, or administrative office.

The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Handbook may change without notice.

The Handbook is updated regularly. Students are subject to the provisions of the most recent Handbook; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Handbook.

As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding the Handbook that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/> telephone number (916) 574-8900 or by fax (916) 263-1897.

The institution does not provide visa services or vouch for students and their spouses who want to study and need to change their visa status to F-1. Students and spouses must utilize the services of an attorney to change their status. Students must recognize that the application of a change of status does not guarantee approval of the change of status. The institution is not responsible for SEVIS's final decision.

AUTHORIZATION

Daybreak University is a private institution approved to operate as an accredited institution by the California Bureau for Private Postsecondary Education (BPPE). “Approved to operate” or “approved” means that an institution has received authorization, pursuant to the California Private Postsecondary Education Act, to offer the public and to provide postsecondary educational programs.

The graduation of this institution does not guarantee or imply any possible future employment.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 574-8900 or by fax (916) 263-1897.

Daybreak University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category IV institution by the TRACS Accreditation Commission on October 27, 2020. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

PRESIDENT'S GREETING

Dear Daybreak Community,

I would like to first welcome and thank you for the opportunity to serve as your president. Our time together will offer us many opportunities to engage, dream, and deliver on the many opportunities that lie in front of us.

Daybreak University strives to cultivate a professional, compassionate, and excellent learning community. It offers high quality academic programs, impressive academic facilities, and a very dedicated, well-qualified faculty who truly care for our students.

Daybreak University offers graduate programs in Counseling, emphasizing specialized education within the scientist-practitioner model. We are committed to building a community that is devoted to student success and values individual learning, growth, and service.

Engagement will be a key ingredient as we seek to position Daybreak as a truly excellent place to learn and work. Through heightened communication, a spirit of collaboration, and a fierce commitment to our mission, we will help you learn, enhancing the overall student-centered learning experience, and executing necessary strategies that will position Daybreak University for generations to come.

Thank you and best wishes for a productive academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jay Oh', with a stylized flourish extending to the right.

Jay Oh, Ph.D.
President

GENERAL INFORMATION

Mission Statement

The mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires healing and change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Institutional Objectives

In pursuing its mission, Daybreak University seeks to achieve these four university wide objectives:

1. Achieve excellence in education and research.
2. Develop innovative and effective practitioners.
3. Develop a lifelong commitment to service and reflect spirituality of love and compassion into learning and practice.
4. Promote cultural and individual diversity and attitudes of respect for all.

Philosophy of Education

In order to achieve the institutional objectives, Daybreak University utilizes the scientist-practitioner educational learning model while also valuing the praxis-oriented, student-centered, and self-reflective models of learning.

Scientist-Practitioner Model

The scientist-practitioner model urges clinicians to allow empirical research to influence their applied practice; while simultaneously, allowing their experiences during applied practice to shape their future research questions. Daybreak students are encouraged to continuously advance and refine their clinical competence while integrating theory, field work, and research.

Praxis-Oriented Learning

“Praxis” is the process by which a theory, lesson, or skill is enacted, embodied, or realized. Praxis is also the act of engaging, applying, exercising, realizing, or practicing ideas, which is always entwined with communication. The Praxis-oriented learning allows Daybreak students to reflect on and revise their clinical work as they develop their understanding. The Praxis-oriented model will promote students' learning as an ongoing process through communication.

Student-Centered Learning

“Student-centered” learning puts students' interests first, acknowledging student voice as central to the learning experience. The student-centered learning will give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study.

Self-Reflective Approach

The “person-centered” approaches (by Dr. Carl Rogers) emphasize increasing self-awareness, identifying personal issues, and implementing the self of the therapist as an effective therapeutic tool. This learning model allows student trainees to achieve a greater mastery of self for a more active, conscious and purposeful use of self in the clinical practice.

Ethical Values and Standards

Daybreak University’s ethical values and standards define the character of the institution and are active ingredients in all that the University does. Through our commitment to these values and standards the University can better serve and be more responsive to its students, staff, and community:

Community

Building a community of scholars and students where we encourage each other to grow academically and spiritually.

Leadership

Serving the community with integrity, respect and cultural sensitivity.

Teamwork

Working together to encourage input and dialogue in a collegial manner befitting higher education.

Accountability

Continuously assessing where we are as a Christian institution and to assume responsibility for all that we do.

Participation

Fostering and encouraging faculty, staff and students in various university decision-making processes and practicing shared governance.

Excellence

Seeking high standards for teaching, scholarship, and performance with a commitment to continual development.

About Daybreak University

Daybreak University is a not-for-profit university located in Anaheim, California. Daybreak is dawn: the time of day when sunlight first begins to appear. As our great teacher of Systemic Thinking, Dr. Gregory Bateson, said, "The major problems in the world are the result of the difference between how nature works and the way people think." Everyone has a dark side in their lives, whether it is small or big. Throughout our life journey, sometimes we lose our way to a dark night. However, what we are supposed to remember is how nature works. Dr. Bateson pointed out that no matter how dark the night is, the dawn will always come. The crack of dawn will brighten up even our darkest night.

This is what Daybreak University always wants to be.

Location and Facilities

Daybreak University is located at 321 South State College Blvd. Anaheim, CA 92806. All class sessions are held at the above addresses and through distance education. The facilities include classrooms, library, conference room, and administrative and faculty offices. All students have access to computers, campus wireless network, printers and copiers, and audio/visual gear including digital recorders and projectors. Daybreak University does not acknowledge Ability-to-Benefit policy, student's prior experiential learning, challenge exams or achievement tests. The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C Sec. 1101 et seq.).

Approval and Accreditation



Bureau for Private Postsecondary Education approves Daybreak University to offer the following programs: Master of Arts in Counseling & Ph.D. in Counseling. The institution is a private institution, that it is approved to operate by the bureau, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR.



The Board of Behavioral Sciences (BBS) has determined that Daybreak University's MA and Ph.D. in Counseling programs with a Specialization in Marriage and Family Therapy (MFT) meet the statutory requirements for Licensed Marriage and Family Therapist in California. Daybreak University is listed on the BBS website as an MFT program which meets the MFT licensure requirements, pursuant to California Business and Professions Code (BPC) §4980.36.



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The Department of Education of the U.S. Government publishes a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit. 400 Maryland Ave. SW., Washington DC 20202 <http://www.ed.gov> 800-872-5327 | answers.ed.gov

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The Council for Higher Education Accreditation (CHEA) is a U.S. association of degree-granting colleges and universities and recognizes institutional and programmatic accrediting organizations. CHEA is the only national organization focused exclusively on higher education accreditation and quality assurance. For more information about accreditation processes, contact CHEA. One Dupont Circle NW, Suite 510 • Washington, DC 20036 <http://www.chea.org> 202-955-6126 | chea@chea.org



Daybreak University is an Organizational Provider approved by AASECT (American Association of Sexuality Educators, Counselors and Therapists) and committed to providing education that meets AASECT standards for helping individuals earn or maintain AASECT Certification. <https://www.aasect.org>



Imago International Training Institute (IITI) and Daybreak University are officially affiliated and the two institutes develop academic, clinical and research collaboration in the field of Imago Relationship Therapy. <https://www.imagorelationships.org>



SEVP CERTIFICATION

Daybreak University is authorized under federal law to enroll nonimmigrant alien students. Anaheim Campus: SEVIS School Code LOS214F58351000

The Department of Education of the U.S. Government no longer uses the terms “regional” or “national” to refer to an accrediting agency and does not make distinctions between regional and national accrediting agencies as of July 1, 2020.

ADMISSIONS INFORMATION

General Admissions Policies

Admission is open to an individual who has earned a qualifying degree from an accredited institution. An applicant is expected to carefully review admission requirements outlined in this Handbook. An applicant to the Master of Arts and Doctor of Philosophy program in Counseling at Daybreak University is required to submit a completed application, application fee, and all official transcripts from institutions listed on the application.

- Transcripts should be delivered in their official, sealed envelopes. An official transcript can also be sent electronically directly from an institution.
- An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling a minimum TOEFL score of 550 for paper-based test (PBT) or a score of 79 on their IBT. Exceptions can be made for an individual who has earned a Bachelor's degree from an accredited institution in the U.S. and Canada.

Application materials submitted to Daybreak University become the property of the University and will not be returned to the applicant, irrespective of application outcome. Materials will be retained on file for one year from the time of application. Upon successful application, official transcripts, test scores, and acceptance letters will be kept in the Registrar's Office.

Non-Discrimination Policy

Daybreak University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Daybreak University views, evaluates, and treats all persons in any university related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics. Daybreak University prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The university will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Daybreak's Equal Opportunity, Equal Access and Affirmative Action Policy, which provides specific contractual rights and remedies.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Program Director for final determination.

Master of Arts in Counseling with a Specialization in Marriage and Family Therapy Program Admissions

MA in Counseling with the Specialization in Marriage and Family Therapy program are limited to the residents of United States and Canada. Applications for admission to the MA in Counseling with a Specialization in Marriage and Family Therapy program must provide the following information:

- Baccalaureate degree from an accredited college or university
- A completed admission application form
- Official transcripts of all undergraduate schools from state-approved or accredited institutions
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Purpose Statement: Submit a 3-page essay (double-spaced).
- Two letters of reference
- An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling a minimum TOEFL score of 550 for paper-based test (PBT) or a score of 79 on the IBT. Exceptions can be made for an individual who has earned a Bachelor's degree from an accredited institution in the U.S. and Canada.
- Pay the non-refundable application process fee: \$100.00
- Submit a proof of ID (Driver's License or Passport)

The Admissions procedure is as follows.

- Daybreak University Admission Committee Reviews a completed application form.
- Applicants who are selected from the Reviewers will be scheduled for the admission interview.
- The final Acceptance Letter from the Admission Committee will be sent to the applicant.

Doctor of Philosophy in Counseling with a Specialization in Marriage and Family Therapy Program Admissions

Applications for admission to the Ph.D. in Counseling with a Specialization in Marriage and Family Therapy program must provide the following information:

- Master's degree in COAMFTE-accredited MFT programs or Counseling or closely related

- field from an accredited College or University
- A completed admission application form
 - Official transcripts of all undergraduate and graduate school from state-approved or accredited institutions
 - Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
 - Research plan: Submit a 3-page essay (double-spaced)
 - Two letters of reference
 - An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling a minimum TOEFL score of 550 for paper-based test (PBT) or a score of 79 on the IBT. Exceptions can be made for an individual who has earned a Bachelor's degree from an accredited institution in the U.S. and Canada.
 - Pay the non-refundable application process fee: \$100.00
 - Submit a proof of ID (Driver's License or Passport)

The Admissions procedure is as follows.

- Daybreak University Admission Committee Reviews a completed application form.
- Applicants who are selected from the Reviewers will be scheduled for the admission interview.
- The final Acceptance Letter from the Admission Committee will be sent to the applicant.

Transfer Students and Transfer of Credits

Daybreak University accepts graduate-level transfer credit. However, students should not assume that credits will automatically transfer to or from any educational institution. Before signing an enrollment agreement, all students are advised to verify with the Admissions office any requested transfer of credits and to determine whether or not the University will accept any credits earned at another educational institution. Credits completed at the graduate level with a grade of B or better at an accredited institution may be accepted up to 25 percent of the total credits required for the student's program. The University may accept credit from non-U.S. institutions for transfer provided that official transcripts demonstrate that these institutions and their courses are equivalent to Daybreak requirements. Daybreak University does not award credit for prior experiential learning.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Daybreak University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek

to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at the institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Daybreak University to determine if your credits or degree will transfer.

Daybreak University has no articulation agreement with any other college or university, and credits completed in the student's program at the University may not be accepted by any other college or university for transfer. Also, the degree earned from the University may not be accepted by any other college or university as a basis for admission to a graduate-level program.

FINANCIAL INFORMATION

Application Fee

An application fee of \$100 must accompany each application. This fee is non-refundable. A matriculation fee of \$400 is a one-time fee charged to newly admitted students upon enrollment and must be paid upon acceptance to the University. This fee is non-refundable.

Tuition and Fees

Tuition and fees, set annually by the board of directors of Daybreak University, are subject to change without notice. The information below indicates the cost per quarter for the academic years.

Tuition

- Master of Arts in Counseling: \$300 per credit
- Doctor of Philosophy in Counseling: \$430 per credit

Master of Arts in Counseling with a Specialization in Marriage and Family Therapy

Total charge for a quarter for taking 2 classes (Full Time):

Tuition	\$ 2,700
Books and Supplies	\$ 300
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total per Quarter	\$ 3,050

An estimated total charge for the entire program.

Total Tuition and Fees: \$ 30,500

NOTE: Approximate Annual Cost of Room, Board, Tuition, etc. per Student is \$21,300.

Doctor of Philosophy in Counseling with a Specialization in Marriage and Family Therapy

Total charge for a quarter for taking 2 classes (Full Time):

Tuition	\$ 3,870
Books and Supplies	\$ 300
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 4,220

An estimated total charge for the entire program

Total Tuition and Fees: \$50,640

NOTE: Approximate Annual Cost of Room, Board, Tuition, etc. per Student is \$25,600.

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by students in educational programs who are California residents, or are enrolled in a residency program, attending certain schools regulated by the Bureau, for Private Postsecondary Education.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225

Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Aid/Scholarships

Daybreak University does not participate in federal or state financial aid programs. However, the University offers a limited number of scholarships to help qualified students of every race, ethnicity, gender, and creed meet the financial requirements of attending the University. All current students who maintain an overall GPA of 3.0 or higher and are enrolled full-time are eligible to apply for scholarships. A scholarship application must be submitted to the Program Director during the registration period. The faculty scholarship committee determines the recipients in light of students' academic achievement and financial needs. Scholarships are awarded at the beginning of each quarter and will apply toward the student's tuition.

Loans and Responsibility

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Payment Information

A student's account must be paid in full prior to re-enrollment in subsequent terms. Transcripts are withheld if a student has an outstanding obligation to the university or is in default on any government-based loan.

Rights to Cancel

Students have the right to cancel enrollment and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. Daybreak University reserves the right to terminate the student for unsatisfactory progress, non-payment of tuition, or failure to conform to the University's standards of conduct.

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

Refund Policy

Cancellation, Withdrawal, and Refund Policy

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

In compliance with the California Education Code, the refund policy for students who have completed 60 percent or less of the course of instruction is pro rata. The effective date of cancellation or withdrawal will be the date on which the student submits his or her notice to the Office of Admissions and Registrar. Tuition refunds are paid or credited to a student within 30 days of filing the withdrawal form.

A refund of 100% of institutional charges, without penalty or obligation, shall be made of the amount paid, less a \$100.00 application fee for those students, who meet the following criteria:

1. Those whose class or classes were canceled by the University.
2. Those who were not officially added by the instructor from a waiting list, and
3. A student has the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later.

Tuition Refund Schedule

The student will not get a refund after more than 60% of the instruction has been presented. For students who have completed 60% or less of the instruction period, the refund shall be on a pro rata basis. The exact amount of prorated refund will be based on the formula listed below. The following table provides the estimated amount of refund at each point of withdrawal:

Percent of Attendance	10%	20%	30%	40%	50%	60%	Over 60%
Tuition Refund	90%	80%	70%	60%	50%	40%	0%

In calculating the refund, the University will:

- (1) Deduct the registration fee from the total tuition charge.
- (2) Divide this figure by the number of hours of the program.
- (3) The quotient is the hourly charge for the program.
- (4) The amount owed by the student for the purpose of calculating the refund due is derived by multiplying the total hours attended by the hourly charge for instruction calculated in (3), plus the amount of the registration fee specified in (1); and
- (5) The refund shall be any amount in excess of the figure derived from (4) that was paid by the student to Daybreak University.

For example: if a student withdraws from a course after 18 hours out of 45 hours (4.5 credits x 10 weeks) and its tuition is \$900, the refund will be: $\$900 - \$900 \times 18/45 \text{ credit hours} = \540 .

NOTE: Students must follow the withdrawal procedure to be officially withdrawn from a course. Failure to do so could result in the student being charged and receiving a failing grade in the class.

Questions and Complaints

Any questions a student may have regarding enrollment at Daybreak University that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 574-8900.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

A member may also contact TRACS Accrediting Agency by completing the TRACS Complaint Form found on https://tracs.org/documents/3.TRACSComplaintForm-AgainstInstitution_000.pdf and submitting it to the President of the TRACS.

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

ACADEMIC POLICIES AND PROCEDURES

Credit Hour Policy

Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at least 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period.

Academic Advising

All incoming students will be assigned a faculty member as academic advisor. This advisor will offer counseling in course choice and scheduling, maintain GPA, and other academic issues.

Registration

All students are expected to maintain continuous enrollment during the full academic year, and to register for courses prior to the start of the related term. Any student who does not register in any courses will be administratively withdrawn from the University by the registration/add deadline as published on the academic calendar in this Handbook.

There are four registration periods for the fall, spring, summer, and winter sessions. Open registration is for students who are unable to register early and for students who may need to adjust their schedules. Late registration is held during the first week of classes (special schedule for intensive courses) to allow students to make section and class changes. A penalty fee is charged to students who enroll during this period.

Add/Drop

Students may add courses during the first two weeks of the term by submitting a completed add/drop card to the Office of the Registrar. The signatures of both the academic advisor and instructor of the class being added are required during the second week of the term.

- Week 1: approval not required.
- Week 2: approval of academic advisor and instructor.
- Week 3-10: not permitted.

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten weeks fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record.
- Week 3-6, W grade recorded on academic record.
- Week 7-10, Withdrawals are not allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer, or winter session.

Class Attendance

Academic credit for a course requires regular class attendance and is not just a matter of completing the assignments. Attendance means being present in the class for the entire scheduled class meeting, not just some part of it. In the event of absence for any reason, students are responsible for any class content or information missed.

- Absence: Absence will be considered excused under the following circumstances: illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the class instructor or program director, as is appropriate. All other absences will be considered unexcused.
- Tardiness: Tardiness is a disruption of a good learning environment and is to be discouraged. Tardiness without legitimate reason on two occasions in one class will be considered as one unexcused absence.
- Make-Up Work: Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance.

This class attendance policy is predicated on the belief that enrollment in the University assumes maturity, seriousness of purpose and self-discipline. A student will be placed on attendance probation if he or she is below 85% attendance in any given subject/class. Frequent tardiness and/or unexcused absences will result in placing the student on probationary status.

Grading and Assessment

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The

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grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent +
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory +
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	Below 60	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawal
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

The MFT Program Committee shall review all education courses, even if the curriculum is largely

derived from existing campus-based courses and shall continue to ensure that the educational program offered through distance education is appropriate for delivery through distance education methods.

The academic review process by the committee shall be used to evaluate the educational effectiveness of education courses including assessments of students based on learning outcomes, student retention, and student satisfaction. This process shall also be used to assure the conformity of distance education courses to prevailing quality standards in the field of distance education.

The University shall maintain clear standards for satisfactory academic progress. The University shall ensure the completion of student evaluation of learning outcomes by duly qualified faculty, which are appropriate for use with the distance education methods used and evaluated by duly qualified faculty.

Grade Requirements

To maintain academic standing as a graduate student, all graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses. Any course with a B- or lower earned grade must be retaken until a B or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned. A GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades – regardless of the GPA – is considered unsatisfactory. The Program Director may drop the student from the University, thus terminating the student's degree program.

Withdrawal/Leave of Absence

A student who wishes to officially withdraw from Daybreak University must submit a withdrawal request to the Office of Registrar and Program Director. A student's official withdrawal date will be the date on which the withdrawal request form is submitted. A student will be unofficially withdrawn from the University if a student does not register for courses by the registration/add deadline or if a student does not return from an approved leave of absence as scheduled. The withdrawal date will be the last day of the last term attended.

Any Students may request to take a leave of absence from enrollment in classes for up to one academic year. Requests should be made to the Office of the Registrar and require Program Director's approval. A leave of absence is granted only for extenuating circumstances such as medical, job, or family issues.

Remediation and Dismissal

Any student who fails to maintain a minimum cumulative grade point average (GPA) of 3.0 will be placed on academic probation. Academic probation is designed to help the student to cope with academic difficulty. The Program Director will provide assistance to improve the student's academic proficiency. Any student who fails to maintain a minimum cumulative GPA of 3.0 for one academic year may be academically dismissed. A student dismissed for academic reasons may appeal to the Program Director for reinstatement. Such an appeal should be made in writing and include an account of the student's circumstances and a reasonable plan for successful completion of course work if reinstatement is granted.

To retain good standing as a student, the Department faculty will determine if an individual is, on a continuing basis, making satisfactory progress toward completion of degree requirements. Each student's progress is formally reviewed by the faculty yearly to assess satisfactory progress.

The MFT program faculty takes responsibility to ensure the quality and competence of graduates to practice as marriage and family therapists and have developed a formal screening process for admission into the clinical practicum. Each quarter clinical supervisors conduct a Practicum evaluation of each student in the different areas of clinical competency. Clinical supervisors can conclude that the clinical proficiency of a student is not progressing at the rate needed for the student to continue practicum experiences at that time. Should a student's behavior be deemed detrimental to clients' welfare, the student may be required to discontinue practicum until a remediation plan is developed and implemented. As part of the remediation plan, personal therapy may be required along with a specified training program. A student may also be deemed clinically not proficient and will not be allowed to complete the clinical contact hours required for graduation. The student will be apprised of this possibility as early as possible and will work closely with program faculty and clinical supervisors to correct deficiencies.

Graduation Requirements and Procedures

Graduation Requirements for the Master of Arts in Counseling (MAC) Program:

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of comprehensive exam
- Practicum and internship work
- A settlement of all financial obligations with the University

Graduation Requirements for the Doctor of Philosophy in Counseling (Ph.D.) Program:

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of Comprehensive Portfolio
- A satisfactory of Advanced Practical Experience
- A satisfactory completion of dissertation
- A satisfactory pass of oral defense dissertation
- A settlement of all financial obligations with the University

All students desiring to graduate in each quarter must file a graduation application with the Office of Registrar in the quarter prior to their expected graduation. Students on academic probation will not be allowed to graduate.

Methods of Instruction Delivery

Daybreak University offers the M.A. and Ph.D. program through the three different delivery methods of instruction as follows: traditional (face-to-face) format, online format, and hybrid (face-to-face and online combined) format.

Traditional (Face-to-Face) Format

This delivery method allows learners and faculty to meet in person or as a group for regularly scheduled class sessions on campus. Face-to-face format can bring about synchronous student-instructor and student-student interaction.

Online Learning Format

Instruction is provided via the Internet and no face-to-face instruction is required. This format is a virtual classroom where course instruction, course content, and external resources such as academic links are provided to learners who are physically separated from the instructor. Instructions are provided electronically and asynchronously. Students in online courses watch and listen to lectures and complete assignments sent to them electronically. Students can always attend by participating in discussion boards or chat sessions and turning in their work on time.

Regarding distance education, Daybreak University follows the regulation and guideline by the U.S. Department of Education as follows:

“An institution which offers Distance Education (DE) must be able to provide documentation that it has approval to offer its DE programs/courses in each state and/or location where it has enrolled students. The institution must identify the states and/or locations where it has been approved to offer the programs/courses or has been exempted from such approval. This requirement is based on 34 CFR §600.9. The U.S. Department of Education has provided guidance to institutions regarding compliance with the regulation.”

Hybrid Format

The hybrid format incorporates both face-to-face delivery and online delivery formats. The hybrid format incorporates both face-to-face delivery and online delivery formats. Students can freely choose between traditional classes and online courses for each term. This hybrid format offers advantages both from traditional classes and from online learning; namely, person to person instruction and convenient electronic learning environment.

Distance Education:

Education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if used in a course in conjunction with any of the technologies listed above.

Correspondence Education:

Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; correspondence courses are typically self-paced; and correspondence education is not distance education.

NOTE: This definition for Correspondence Education is provided to ensure that the institution's distance education meets the definition of distance education and does not fall to the level of correspondence education. Correspondence education is not reviewed by TRACS and is not included in an institution's scope of recognition with TRACS.

Distance Education Policy

Distance education at Daybreak University is defined as a formal educational process in which most of the instructional interaction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education includes computer technologies. This policy shall apply to all credit-bearing courses and programs offered through distance education by Daybreak University.

The following basic principles have been articulated:

1. While the Daybreak University ensures academic freedom and wishes to encourage innovation in instruction, the faculty also has a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This

responsibility extends to those courses and programs offered through distance education.

2. Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.
3. Distance education programs and courses shall be consistent with the educational mission of the University.
4. Courses, which are offered as distance education, shall provide the opportunity for substantial, personal, and timely interactions between faculty and students.
5. Students in the distance education program shall have adequate access to library and student services.
6. The University shall provide appropriate support services to faculty who teach distance education courses.
7. Distance education program in the University is an optional mode of instruction. Nothing in this policy shall imply that distance education is a preferred or required mode of instruction in the school curriculum.

Curriculum and Instruction

In the curricular review process, distance education programs shall demonstrate that they provide the opportunity for substantial, personal, and timely interactions between faculty and enrolled students.

The director of the distance education program assumes responsibility for and exercises oversight over the program, ensuring both the rigor of the courses and the quality of instruction. This includes:

- The selection and evaluation of formally approved adjunct and/or part-time faculty.
- Ensuring that the technology used suits the nature and objectives of the distance education program.
- Ensuring the currency of materials, courses, and programs.
- Ensuring the integrity of student work and the credibility of the degrees and credits the University awards. It is the responsibility of the director to ensure that reasonable safeguards are in place to prevent academic dishonesty.
- Ownership of materials, faculty compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a course.
- No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior approval from the university.

Evaluation and Assessment

The Curriculum Committee shall review all distance education courses, even if the curriculum is largely derived from existing campus-based courses and shall continue to ensure that the educational program offered through distance education is appropriate for delivery through distance education

methods.

The method of delivery for new courses shall become part of each curriculum proposal, to be reviewed under the normal curricular process.

Any significant change in the method of delivery for existing courses or programs shall be submitted as a course change proposal, to be reviewed by the director of distance education.

The curriculum review process by the committee shall be used to evaluate the educational effectiveness of distance education courses (including assessments of student-based learning outcomes, student retention, and student satisfaction), and when appropriate, determine comparability to campus-based programs. This process shall also be used to assure the conformity of distance education courses to prevailing quality standards in the field of distance education.

A review and approval of all distance education courses, including those initially approved by the Program Director, shall begin immediately and conclude within two years of the implementation of this policy. This review shall follow the normal process specified in the policy file.

The University shall maintain clear standards for satisfactory academic progress.

The University shall ensure the completion of student evaluation of learning outcomes by duly qualified faculty, which are appropriate for use with the distance education methods used and evaluated by duly qualified faculty.

Facilities and Finances

The program administrators shall provide evidence in the curricular proposal that:

- The University standards are followed in setting course loads per instructor and/or academic unit.
- The program possesses or has access to the equipment and technical expertise required to deliver distance education courses and programs.
- Any distance education program has received resource approval prior to commencing operation.

Calendar and Course Credits

Distance education courses will be offered according to the general University academic calendar. Courses are offered on a quarter calendar, however, if appropriate, shorter cycles are permitted with the permission of the Program Director.

Final examinations will be scheduled according to the designated examination period for the quarter or cycle, unless otherwise approved by the Program Director.

Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at least 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period.

As with any transfer coursework, academic credit may be transferred from a distance education course offered by other colleges or universities that are accredited by recognized agencies.

Course Integrity

Distance education courses will comply with all related the University policies, including but not limited to academic integrity, code of ethics, student code of conduct, discipline policy and policy on discrimination and harassment.

Courses will reflect good practices relating to: Well-articulated learning goals and expectations, Course procedures (e.g., communication, assignment submission), student assessment, program and course assessment, University disciplinary policy, University policy on discrimination and harassment, and the inclusion of well-articulated learning goals, course expectations and requirements, and methods of communication with instructor, on the course syllabus.

Transcripts

Student transcript for distance education courses will be handled as a traditional face-to-face course. Transcripts will not reflect the modality of courses.

The Family Educational Rights and Privacy Act (FERPA)

References to personal traits such as race, ethnicity, disabilities, age, and gender may be made public in accordance with the FERPA regulations.

Instructor’s Responsibility

Instructors in distance education programs have responsibility for the quality of all program curricula. Ultimately, it is the instructor who is responsible for ensuring the integrity of the distance education offerings.

Faculty Support Policy

The program administrators shall ensure that:

The Daybreak University shall employ enough faculty to assure that (A) the institution’s response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and (B) the institution’s response to, or evaluation of, each student project or dissertation is returned to the student within the time disclosed in the handbook.

The University shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student.

The University shall ensure that the materials and programs are current, well organized, designed by faculty competent in distance education technique and delivered using readily available, reliable technology.

The University standards are followed in assigning course loads to instructors and awarding incentives to instructors teaching courses in distance education programs.

The Program Director possesses or has access to equipment, software, technical/ design/ production expertise, training, and technical/administrative support for effective and proficient delivery of distance education courses and programs, including potential changes in the technology or course structure.

The University ensures its long-range planning, budgeting, and policy development processes reflect the staffing, equipment, facilities, and other resources essential for the viability and effectiveness of distance education courses and programs.

Library and Learning Resources

The program administrators shall ensure that:

1. Students have adequate access to and support in the use of appropriate library resources.
2. Students have access to laboratories, facilities, and equipment appropriate to the courses.
3. Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
4. Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.

Student Services

The program administrators shall ensure that:

1. Students are provided with accurate and timely information about the University, its distance education courses and programs, costs, and related policies and requirements.
2. Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
3. Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.

4. Students are provided with adequate access to the range of student services including enrollment/registration, academic advising, tutoring, career counseling and placement, personal counseling, and disability services.
5. Students are provided with an adequate means for resolving student complaints and grievances.
6. Students are provided with meaningful interaction with faculty who are qualified to teach using distance education methods.

Student Technology Requirements and Support

In terms of technology requirements, to be successful in the program, students will need to utilize the following:

1. Computer with
 - Internet Access
 - Office Software (e.g., Microsoft Word, PowerPoint, Excel)
 - Email Access (Daybreak University provides school google email)
2. Printer
3. Populi (Learning Management Service): Instructions for using Populi are available on the Populi website. In-person Populi training is also available. Also, we provide the Populi Guideline to all students.

Some classes may require that students purchase statistical software packages (e.g., SPSS, LISREL), usually at a discounted student rate. Assistantship supervisors may also request that students utilize specific technological resources (e.g., Qualtrics, Google Docs, etc.). Questions about these requirements, or information about how to use these programs, should be directed to the relevant course instructor or assistantship supervisor.

Daybreak University makes sure about technology requirement and support as follows:

1. The University assesses each student, prior to admission, to determine whether each student has the skills and competencies to succeed in a distance education environment.
2. The University shall provide adequate support services for the instructor and students participating in distance education courses, including necessary equipment, personnel and training.
3. The University designates the Program Director for technology support regarding the distance education program.
4. The Program Director handles administrative systems, equipment maintenance and general user support.
5. The Program Director also handles faculty support including instructional application and pedagogical issues involving technology.

6. The Program Director shall provide guidance and manuals for student training for the program.
7. Personal technology support is provided via zoom telephone or email (zoom room and/or Populi in addition)

Intellectual Property Rights

Ownership of materials, instructor compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a distance education course. Unless otherwise agreed by the University and the instructor and specified in writing, the University claims the intellectual property rights on the educational contents and materials in the course so that the University can use the intellectual property and its future potential for the University.

Faculty Duties and Responsibilities

We make sure about faculty duty and responsibility as follows:

1. A faculty of distance education must participate in distance education orientation. He or she also must participate in a regular distance education workshop or seminar to learn to use a distance education platform and be familiar with distance education policy and procedures.
2. A faculty of distance education must create and submit a syllabus that is feasible for distance education including elements such as title, course description, education objectives, sequence and frequency of lesson or class sessions, length of the class, complete citations of textbook and other required written materials, sequential and detailed outline of subject matter and list of learning outcomes and skills, instructional modes, or methods, etc.
3. A faculty of distance education must be able to use the distance education platform that is adopted by the University.
4. A faculty of distance education must participate in faculty meetings and share input and feedback to improve the quality of distance education programs, teaching effectiveness, and student success.
5. A faculty of distance education must collaborate with the director of the distance education or the one who is qualified to supervise distance education in conducting distance education class and collaborate with the director of institutional research to collect student evaluation of the class.
6. A faculty of distance education must be able to verify a student's identification in conducting distance education class. A faculty must communicate meaningfully and timely with students in commenting on their work or assignment. This can be done through verifying student's login and password, their regular access to the class through the platform and communicating with them through email and message. A faculty must collaborate with the director of distance education to verify their login and password if needed.
7. A faculty of distance education must verify and ensure that a student participates in distance education orientation and can use an online platform to take the class.
8. A faculty of distance education must design a distance education course that contains

meaningful interaction between faculty and student. Meaningful interaction between faculty and students can be stated in the course planner through syllabus reading, textbook reading, lecture note reading, lecture watching, quiz taking, essay writing and comment, faculty responding to the questions and essay, forum participation, and threaded discussion and giving grading. And meaningful interaction must be appropriate and in a timely manner. For instance, when the students submit course assignment or homework, a faculty must comment and respond within 10 business days.

9. A faculty of distance education must employ threaded discussion between faculty and students and/or among students whereby students and/or faculty can exchange review, research, and opinion through threaded discussion that is available in class, session and assignment. A faculty must create a forum in which students can make comments on the debate and discussion subject that is assigned by the faculty to share their input. Multiple students must be able to respond to each subject and students can share their opinions in a threaded manner.
10. A faculty of distance education must continue to develop and improve distance education capacity and effectiveness by learning to expand knowledge of online technology and subject matter. Such effort must include but is not limited to taking online webinar class, reading of books that are related to online training and teaching guide, and being thoroughly familiar with the Populi program manual.
11. A faculty of distance education must be able to use educational resources and technology that is available to faculty on campus and on-line.
12. A faculty of distance education must continually monitor student's progress by evaluating their work, assignment and grade by using scoring rubrics in a timely manner.

Verification of Student Identification

An institution offering distance education as stated in Federal definitions must have a process to verify that the student who registers for a distance education course is the same student who participates in, completes, and receives credit. Methods to verify the student include but are not limited to a secure login or passcode, proctored examinations, or new or other technologies and practices that are effective in verifying the identity of the student. University must notify the student at the time of registration of any additional charges associated with the verification of student identity.

Student Privacy

Daybreak University is committed to protecting student privacy for students enrolled in all courses. All the University policies regarding student privacy and information security apply to distance

education courses. Faculty teaching distance education courses are expected to uphold these policies and follow these procedures:

- Teach distance education courses using Populi, the University's learning management system, to ensure security of student work and grades.
- Use the University's secure student management system site to report student grades.
- Use Populi or the University's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores, or grades confidential. Students on the course should not have access to other students' work or grades.
- Keep your Populi or email account information secure. Do not share your login information with anyone, give anyone unauthorized access to the Populi course or assign a student the role of instructor or graduate assistant in Populi.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents, or others outside the University.

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Graduate Achievement Data Table

The institution's assessment of student achievement includes retention rates, course completion rates, graduation rates, job placement rates, and state or other licensing examinations. Student achievement information is made available to the public.

Graduate Achievement Data Disclosure

Graduate Achievement Data for [MA in Counseling with a Specialization in Marriage and Family Therapy] Accredited: [N/A] Advertised Program Length*: [2.5 years]										
Cohort Year Students Entered Program	# of Students in Program		Graduation Rate in Advertised Time (%) *		Job Placement Rate (%) **		Licensure Rate (%) ***		# of Internation al Students in Program	Internation al Licensure Rate (%) ***
	FT	PT	FT	PT	FT	PT	FT	PT		
2015 - 2016	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student
2016 - 2017	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student
2017 - 2018	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student	No Student
2018 - 2019	8	No Student	87%	No Student	87%	No Student	IP	No Student	6	100%
2019 - 2020	1	1	100%	IP	100%	IP	No Student	IP	1	100%
2020 - 2021	5	5	IP	IP	IP	IP	IP	IP	No Student	No Student
2021 - 2022	15	No Student	IP	No Student	IP	No Student	IP	No Student	3	IP
2022 - 2023	8	No Student	IP	No Student	IP	No Student	IP	No Student	1	IP

FT=Full-time

PT=Part-time

IP=In Process: Students from the cohort listed have yet to graduate from the cohort year listed.

Programs are only required to provide data on the past 7 years/cohort or since the program was initially accredited, whichever is shorter.

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job Placement Rate is the percentage of graduates from the cohort year that are employed utilizing skills learned in the COAMFTE accredited program.

*** Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure.

For Master's programs only, COAMFTE has established a benchmark of 70% licensure rate for each cohort.

**** The International licensure rate is calculated from the international students' license achieved from their own countries. The international license should be similar or equivalent to the US LMFT.

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Graduate Achievement Data Disclosure

Graduate Achievement Data for [Ph.D. in Counseling with a Specialization in Marriage and Family Therapy] Accredited: [N/A] Advertised Program Length*: [4 years]						
Cohort Year Students Entered Program	# of Students in Program		Graduation Rate in Advertised Time (%) *		Job Placement Rate (%) **	
	FT	PT	FT	PT	FT	PT
2015 - 2016	No Student	No Student	No Student	No Student	No Student	No Student
2016 - 2017	No Student	No Student	No Student	No Student	No Student	No Student
2017 - 2018	No Student	No Student	No Student	No Student	No Student	No Student
2018 - 2019	1	No Student	100%	No Student	100%	No Student
2019 - 2020	1	No Student	IP	No Student	IP	No Student
2020 - 2021	2	No Student	IP	No Student	IP	No Student
2021 - 2022	3	No Student	IP	No Student	IP	No Student
2022 - 2023	No Student	No Student	No Student	No Student	No Student	No Student

FT=Full-time

PT=Part-time

IP=In Process: Students from the cohort listed have yet to graduate from the cohort year listed.

Programs are only required to provide data on the past 7 years/cohort or since the program was initially accredited, whichever is shorter.

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job Placement Rate is the percentage of graduates from the cohort year that are employed utilizing skills learned in the COAMFTE accredited program.

License Requirements

The California Board of Behavioral Sciences (BBS) has determined that our university's MAC program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist. The program is designed to lead to positions in a profession, occupation, trade, or career field requiring Licensure in Marriage and Family Therapist (LMFT) in California. MA in Counseling with a Specialization in Marriage and Family Therapy programs are limited to the residents of United States and Canada.

Eligibility for Licensure as Licensed Marriage and Family Therapist (LMFT):

1. Obtain a Qualifying Master's Degree
2. Register as an AMFT
3. Live Scan
4. Pass Criminal Background Check
5. Take and Pass the California Law and Ethics Exam
6. Accrue Supervised Experience
7. Take and Pass the LMFT Clinical Exam
8. Obtain official LMFT license

The BBS's website (<https://www.bbs.ca.gov/applicants/lmft.html>) provides additional information regarding all requirements for students to be eligible for licensure in this state.

STUDENT LIFE

Student Government

All students are eligible for membership in the Student Council of Daybreak University. The Student Council is responsible for matters of general student concern. Under the supervision of the Office of Student Services, the Council coordinates interactions between campus organizations, student body, faculty, and administration.

Academic Freedom

In pursuit of its mission, Daybreak University strives to promote an environment of full academic freedom in which to pursue teaching, learning, and scholarly activity. All faculty members and students are expected to exercise academic freedom in a manner consistent with the professional standards of one's discipline. All instructors have the right to freedom regarding the specific material to be covered, the pedagogical methods to be employed in a course, and individual student grades, if the materials, methods and grades are consistent with the learning objectives and academic policies. In their academic coursework, students are entitled to full freedom of learning. Faculty engaged in scholarly activity have the freedom to choose their subject matter and methods of inquiry. Scholars are entitled to full freedom in publication and presentation of their work. Students who engage in scholarly activity under the direction of a faculty member have academic freedom subject to the supervision of the faculty member.

Codes of Conduct and Discipline Policies

Daybreak University expects its students to be of high moral character, and to behave accordingly. Daybreak University Code of Conduct governs student behavior on- and off-campus, and its Academic Integrity policies govern classroom behavior and maintenance of grade point averages. Penalties for violation of academic integrity, academic discipline, and/or Code of Conduct policies range from warnings to permanent expulsion from Daybreak University. All students are required to sign a document attesting to the fact that they have read, understood, and will abide by the Code of Conduct. Any questions regarding these policies should be directed to the Program Director.

Academic Standards and Discipline

Students who fail to meet Daybreak University's academic expectations and rules (including

attendance) may be warned, placed on probation, suspended, or dismissed. The length of suspension is subject to determination by the Program Director (in consultation with the student's academic advisor). Decisions regarding lengths of suspension may not be appealed. Students on academic suspension or dismissal status are not eligible for refunds of tuition or fees.

Satisfactory Academic Progress (SAP)

It is in the best interests of both students and institution that students maintain good academic standing at Daybreak University. Students may do this demonstrating that they are making Satisfactory Academic Progress (SAP); in other words, that they are working to the standard expected of them as evidenced by their Grade Point Average (GPA). Students are required to maintain a minimum cumulative GPA of 3.0 (equivalent to a "B" Average) to meet Daybreak University standards of SAP.

Students who fail to meet SAP standards will be automatically placed on academic probation and will be required to meet with their academic advisor in order to work out a plan of action to remedy the situation.

Authenticity of Student Work & Academic Integrity

All students are expected to follow the Academic Standards and Discipline and abide by the Code of Conduct. As per the Code of Conduct, the Student Conduct system's purpose is "to help create a fair, just, and disciplined university community. The university conduct system supports the educational mission of the university by educating students about appropriate behavior and by fostering a community where academic success can occur."

These policies concern topics such as university responses to plagiarism, harassment, violence, criminal behavior, and failure to comply, among many others.

All members of the Daybreak community are expected to be truthful in all their work. Failure to represent one's work truthfully undermines one's character and the integrity of our community. Students are responsible for knowing what constitutes dishonesty, plagiarism, collusion, and others in academic work.

- **Dishonesty:** A student exhibits through lying, cheating, or deceiving. Its examples include copying from the examination papers of other students and submitting as one's own work papers obtained from another person or from the Internet.
- **Plagiarism:** A student plagiarizes if he or she misrepresents another person's work as one's own, involving other persons' ideas, articles, books and other intellectual property without proper citation. It ranges from a failure to acknowledge one's indebtedness to another for an idea or ideas to using words or sentences from others' work without proper citation.
- **Collusion:** A student colludes when he or she works without the permission of the instructor with another person or persons to produce work which is then presented as work completed independently by the student.

- **Other:** A student commits an act of academic misconduct when he or she inhibits or prevents other people from legitimate learning or teaching.

Any member of the University who violates the academic integrity policy will be subject to discipline. Academic integrity is under the supervision of the faculty, acting through the Program Director.

Conduct on Campus

Harassment

All students, staff, and faculty members of Daybreak University should be able to work in an atmosphere free of discriminatory intimidation based on sex, race, color, age, national origin, disability, religion, or any other factor. Such intimidation is considered harassment, is a violation of the victim's civil rights, and is against Daybreak University policy. All such behavior is expressly forbidden and will not be tolerated by Daybreak University. Any member of the Daybreak University community who threatens, upsets, irritates, persecutes, or in any other way disturbs others; or who creates or attempts to create a hostile environment or the perception of a hostile environment on university premises is subject to disciplinary action under this policy, up to and including dismissal from the University. This includes physical threats, intimidation, teasing, bullying, etc. If you feel that you have been a victim of any kind of harassment, please report it to the Director of Student Services or another member of Daybreak University administration.

Sexual Harassment

Sexual harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment of students, staff, or faculty members by any member of the University community is against university policies and may be considered illegal in some cases. Sexual harassment includes any repeated or unwanted verbal or sexual advances, sexually explicit derogatory remarks, or offensive statements made by someone in the workplace or university environment when.

- Submission to the conduct is either explicitly or implicitly a condition of employment, grades, or good will.
- Submission to or rejection of the conduct is used as a basis for grading or relational decisions affecting any person; or
- The conduct has the purpose or effect of substantially interfering with student, staff, or faculty performance of duties, or of creating an intimidating hostile, or offensive work or learning environment.

The above are examples of behavior that constitutes sexual harassment, but other behavior of a sexual nature may be considered harassment as well. Sexual harassment on Daybreak University premises will not be tolerated under any circumstances, and will be severely punished, up to and including

dismissal from the University and, if applicable, legal actions against the harasser. Anyone experiencing or observing sexual harassment as described in any of the above categories should report the incident immediately to the Director of Student Services or another member of Daybreak University administration. For complete details regarding harassment of any sort and the disciplinary actions that may be taken, please refer to the Daybreak University Policies and Procedures Manual.

Campus Health and Safety

Drug and Alcohol-Free Campus Policy

Alcohol and drug consumption cause changes in behavior, ranging from impaired judgment and coordination to inhibiting a person's ability to learn and use higher mental functions. Repeated use may lead to dependence, and long-term use can cause permanent damage to the brain, liver, and other vital organs. This is inconsistent with Daybreak University's desire for all its constituents to be healthy and sound as possible, in mind and body. As mandated by federal regulations (Drug-Free School and Community Act Amendments of 1989), Daybreak University maintains certain policies regarding a drug- and alcohol-free campus. These policies are outlined below.

General Policy on Possession of Controlled Substances

The unlawful possession, use, or distribution of controlled substances is prohibited on Daybreak University property or as part of any University activity. Employees or students found to be in violation of this drug- and alcohol-free environment policy will be subject to appropriate action, including but not limited to termination or dismissal. Any employee or student who becomes aware of a violation of this policy should report it immediately to the Director of Student Services, or any administrators so that the matter can be investigated. Daybreak University will report any illegal activities to relevant local, state, or federal authorities, and will cooperate to the best of its ability with such authorities in investigations of violations of this policy.

Drugs and Medications

Unlawful manufacturing, distribution, dispensing, possession, or use of controlled substances is prohibited by state law under the California Uniform Controlled Substances Act (California Health & Safety Code). Any Daybreak University constituent who violates the above policy is therefore subject not only to disciplinary action under the Daybreak University Code of Conduct, but to possible criminal prosecution. The only exception to this policy is for medications that have been legally and properly prescribed by a physician. Those in possession of such medications and related paraphernalia (e.g., insulin needles) must keep these items on or near their persons at all times and should only use or take such medication when necessary and as privately as possible. Used medical paraphernalia must be removed from campus and disposed of properly. Daybreak University waste receptacles are not for medical waste, and disposal of medical waste in these receptacles constitutes a biohazard. This policy does not apply to legal, over-the-counter, non-controlled medications, such

as aspirin, acetaminophen, cold remedies, etc., although such medications should also be used privately and only when necessary.

Alcohol

Daybreak University abides by all state and local laws regarding the possession, consumption, sale, or distribution of alcoholic beverages. No alcoholic beverages of any kind are to be brought onto Daybreak University campuses or properties without authorization. The legal drinking age in California is 21. Any Daybreak University student or employee under the age of 21 who purchases, attempts to purchase, or knowingly possesses an alcoholic beverage, on-campus or off-campus; or a student or employee over 21 who purchases, attempts to purchase, or otherwise furnishes alcoholic beverages for a person under the age of 21, is in violation of state law and of University policy, and subject to discipline under the Daybreak University Code of Conduct and to possible criminal prosecution.

Tobacco

Tobacco use (including cigarettes, cigars, pipes, e-cigarettes or vaping devices, chewing tobacco, snuff, dip, snus, gutka and paan), is prohibited in all Daybreak University buildings and on all Daybreak University premises, except in designated outdoor areas. These areas contain fireproof ashcans for disposal of cigarette butts. Tobacco-related rubbish, such as cigarette butts, empty cigarette, or tobacco packets, etc. must be disposed of properly so as to avoid litter and the risk of fire. Students or employees not properly disposing of used smoke or other tobacco materials are subject to disciplinary action.

Weapons

Weapons of any kind or facsimiles thereof are prohibited on Daybreak University property. This includes but is not limited to firearms, explosives, fireworks, incendiary devices, pellet guns, and non-utility knives or other sharp blades. Those found to be in possession of such items on Daybreak University property are subject to disciplinary action up to and including dismissal from the University and legal action where appropriate.

Communicable Disease Policy

Daybreak University follows the health and safety guidelines set forth by the California Department of Public Health (CDPH) and by the US Centers for Disease Control and Prevention (CDC) as they relate to communicable diseases. Communicable diseases prevalent in the US and Canada include influenza, infectious mononucleosis, hepatitis A and B, measles, meningitis, mumps, chickenpox, tuberculosis, acquired immune deficiency syndrome (AIDS, including ARC and HIV), other immunodeficiency-related viral infections such as Human T-cell lymphotropic virus types I and II (HTLV-I and II), and sexually transmitted diseases such as Chlamydia, herpes, syphilis, and gonorrhea. These diseases pose primary risks to the infected person and secondary risks to those who encounter the infected person.

Cases of communicable diseases at Daybreak University will be handled with concern for the individual as well as for the University community. Any student, staff, or faculty member who is aware he or she has a communicable disease, either through diagnosis or because of obvious symptoms, should report this immediately to the Program Director and to the Director of Student Services. All information thus reported shall be strictly confidential. The individual's right to privacy shall be protected in all reported incidents. Only communicable diseases that are required by law to be reported to local health agencies shall be reported.

In all cases of communicable disease, Daybreak University reserves the right to impose restriction of campus activities on the infected individual, based on all available relevant information. Such decisions will generally be made by the Program Director and the Director of Student Services.

Children on Campus

Daybreak University cannot be responsible for children on campus. Therefore, for reasons of safety and insurance, children are not allowed on the Daybreak University campus (apart from those accompanying short-term visitors). Students may not bring their children to the campus while classes are in session. All children brought by visitors must be always under adult supervision.

Animals on Campus

No pets or animals of any other kind are allowed on Daybreak University property without prior authorization from Daybreak University Administration. Service animals are permitted on the Daybreak University campus with the prior authorization of Daybreak University Administration. If you have a service animal, please contact the Main Office for details on obtaining authorization.

Visitors to the Campus

Visitors are welcome at Daybreak University. Visitors are responsible for any children that accompany them. All visitors (i.e., anyone who is not a student, faculty member, or staff member of Daybreak University) must sign in at the front desk. Visitors who have not signed in may be asked to leave the premises. Daybreak University is a private business, and therefore reserves the right to refuse entry to anyone for any reason.

Parking on Campus

Students are welcome to park their vehicles on campus during classes. Parking spaces immediately in front of the campus building are reserved for faculty and staff. Marked handicapped spaces are reserved for the use of handicapped drivers. Anyone parking in faculty or handicapped spaces without suitable tags on their vehicle is liable to be towed, at the owner's expense.

No vehicles may be left in the parking lot overnight. Cars are to be locked when on campus. Daybreak University accepts no liability for any damages incurred by parking in campus parking lots.

Hazardous Chemicals and Machinery

Under no circumstances are students or unauthorized faculty and staff to handle or use any materials, such as cleaners, paints, etc. or any machinery such as vacuums, floor cleaners, etc. or any machinery or devices not directly related to their job or work. No student or staff member without such permission is to handle these.

Campus Emergency Plan

The Daybreak University Campus Emergency Plan is a comprehensive plan covering actions to be taken in most emergencies. Full text of the Plan may be found at the end of this Handbook or in the Daybreak University Student Handbook.

Complaints and Grievances

Members of the Daybreak University MFT Program community may bring complaints or concerns about harassing or discriminatory behavior to the Director of MFT Program. The University may seek informal resolution when it receives allegations of unlawful discrimination or harassment. If an informal resolution does not result, a formal process may be initiated by submitting a complaint or grievance to the program director. Initially, concerns may be communicated orally; however, they should be submitted in writing before any formal review takes place. The written complaint should specify the University policy violated and all relevant factual details.

1. The Program Director shall read the complaint, and if it warrants further investigation, then a copy of the complaint should be forwarded to the person against whom the complaint is made (“respondent”). If the allegations would not constitute a violation of a policy, then the program director should inform the grievor in writing that the allegations are not subject to further investigation.
2. The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the program director, who then shall initiate a reasonable investigation into the matter. The investigation may include meeting with the parties, talking with witnesses, and reviewing any supporting documents. A grievor may elect to withdraw a formal complaint at any time; however, the university reserves the right to investigate all complaints to protect the interests of the University and its community.
3. Within a reasonable time, the Program Director shall decide based on the formal complaint, response, and any other relevant information. This decision shall be in writing and shall consist of factual findings, conclusions, and a remedy if one is appropriate. All parties shall receive a copy of the decision.
4. Any party may submit a written request for appeal of the decision to the President of the University within 14 calendar days from receipt of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the

opportunity to respond in writing to the request for appeal. Within a reasonable time, the president shall decide based on the complaint, response, decision, request for appeal, any response to the appeal, and any meeting the president held in regard to the appeal. The decision of the president shall be final. All parties shall receive a copy of the president's decision.

5. All written decisions made, and materials produced in a grievance conducted under this procedure shall be retained by the Program Director for at least two years from the date that the final decision was issued.
6. Students can file a complaint about the institution to the Bureau any time, independently of the institutional grievance process by contacting them at the address:

Bureau for Private Postsecondary Education (BPPE)

1747 North Market, Suite 225

Sacramento, CA 95834

Phone: (916) 574-8900

Fax: (916) 263-1897

<https://www.bppe.ca.gov/enforcement/complaint.shtml>

Accessibility Accommodations

Daybreak University is committed to providing all students with equal access to academic courses, programs, and school activities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University will facilitate reasonable accommodations for a student with a disability that substantially affects a major life activity. The University will meet the needs of the student to the extent that the student is able to perform the essential portions of the classwork and that the accommodations will not impose an undue burden on the school and/or fundamentally alter the nature of the course, program, or activity at issue. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures.

Student Records under the Family Educational Rights and Privacy Act (FERPA)

FERPA, shorthand for the Family Educational Rights and Privacy Act of 1974 [20 U.S.C. 1232g] is a federal regulation that protects the privacy of student education records. It applies to all schools that may receive funds from the U.S. Department of Education. In accordance with FERPA, certain information designated as “directory information” may be released without prior consent of the student, unless the student has forbidden its disclosure, in writing, to the Office of Registrar. Typically, “directory information” includes information such as name, id number, gender, date and

city of birth, address, telephone listing, participation in officially recognized activities and sports, and dates of attendance. major field of study, awards, honors (includes Dean/Director's List), degree(s) conferred.

The written request must be submitted no fewer than two weeks prior to the beginning of any academic term. It will stay in effect until rescinded in writing by the student. The University will assume that a student does not object to the release of Directory Information unless the student files this written notification. Students may waive their rights under FERPA by completing a Waiver Form, available in the Office of Registrar.

Library Services

Library hours are from 9:30 a.m. to 4:30 p.m. Monday through Friday. Library is closed on the following national holidays:

- New Year's Day
- Martin Luther King's Day
- President's Day
- Cesar Chavez Day
- Memorial Day
- Juneteenth Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Christmas Day

Daybreak University has a librarian professionally experienced in the electronic retrieval of information, who shall provide support for faculty in curriculum matters and actively serve as a resource guide for students. The librarian is given the responsibility of managing the library and ensuring that policies for library operation are effectively developed and implemented. Librarian assures that faculty and students have access to the library collections and resources of another institution, organization, or library. The librarian provides individual and group instruction that helps our students develop information competence skills.

Description of Library Service and Holdings

The library assists students, faculty, and staff attain their educational and informational goals in a supportive library environment. They have access to resources in the library.

- Total Number of Volumes: about 5,000
- Volumes on counseling and psychology: about 3,500
- Volumes on general education: about 1,500

- **Online Database Systems**

- EBSCO is a single, authoritative source for interdisciplinary research, PsycINFO unlocks vital behavioral and social science linkages to a vast array of fields of study.
- Quickly locate trusted peer-reviewed research, with the help of professional indexing by APA experts
- Shorten the amount of time spent searching by easily identifying:
- Document types, such as journal articles, book chapters, book reviews, and editorials
- Specific research methodologies, such as clinical case reports, empirical studies, and literature reviews
- Documents that have tests or assessment instruments appended
- Research from a specific grant or funding source

Student Services

New Student Orientation

A new student orientation is offered during the two weeks prior to Spring and Fall terms. Students attending the orientation will have an opportunity to get important information about academic and administrative policies and procedures. They will meet with their academic advisors and complete final registration.

Academic and Career Advising

Daybreak University provides support for students through the appointment of a faculty advisor. The goal of faculty advising is to provide each student a one-to-one relationship with a member of the faculty. The faculty advising relationship has several purposes:

- Academic advising regarding degree requirements
- Career guidance and job placement services
- Personal and spiritual counsel as needed.

The Center for Career & Professional of Student Services is available to provide advice for current students regarding career goals and planning, job search, resume writing, and interview skills. The director is normally available for advising during regular office hours. The director and faculty members offer career and placement consultations but there is no guarantee of employment.

Student Development

Daybreak University promotes personal and social development of students by encouraging them to establish and facilitate clubs that provide outlets for their special interests. All clubs must be supervised by the Director of Student Services to receive funds, conduct fund-raising, or advertise events on the campus. The general requirements of the club are that.

- it must have accountability (faculty/staff advisor).
- it must build unity (membership is open to all applicable persons); and
- it must serve the greater community (one community event per year).

Technology

Daybreak University is committed to promoting an environment of learning that encourages students to use modern technology to enhance their experience. Wireless internet can be accessed throughout the campus. Students are encouraged to use a laptop/notebook computer that complies with the minimum system requirements. Students will be oriented to the IT use policies during student orientation.

Student Housing

Daybreak University is non-residential and does not maintain dormitory facilities. Students are responsible for securing their own housing while attending the University. Since the University is in the vicinity of Anaheim, rental units, ranging from \$400 to \$1,300, are available in studio or apartment complexes, studios, and rooms in private homes. Students who need assistance in finding housing near the University may contact the Director of Student Services for general information, but the University does not assume the responsibility for finding or securing housing.

Health Insurance

Daybreak University highly recommends that every student have health insurance. Daybreak University does not offer a student health plan but provides students with related health information.

MASTER OF ARTS IN COUNSELING WITH A SPECIALIZATION IN MARRIAGE AND FAMILY THERAPY PROGRAM

Program Mission

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy 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):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The 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.

Degree Completion Timelines

Students are required to complete 90 quarter credits of coursework normally in 2.5 years. Students receive at least 100 practicum hours with systemic supervision from approved supervisors. Students should take the comprehensive exam in their last term of the master's program. Students must complete their study within 5 years, beginning on the date of their first registration for the program. Students must earn at least 75% of the credit hours required for the degree through Daybreak University.

Degree Completion Requirements

1. Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade need to be retaken. Total of 90 credits
3. A satisfactory pass of comprehensive exam
4. Practicum and internship work
5. A settlement of all financial obligations with the University

Comprehensive Examination (Appendix A)

All MAC Students must pass a comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area.

A. Eligibility of MAC Comprehensive Exam

- Students completed at least 75% (67.5 units) of the MAC coursework.
- Students completed at least 4 core courses. Yet it is recommended for them to take all five core courses for the preparation of this exam.
- Only two retakes of the examination are permitted.
- Comprehensive examinations may be taken in their last term of the master's program.

B. MAC Comprehensive Exam Procedure

The comprehensive exam is offered twice a year.

I. April Exam

1. Submit MAC Comprehensive Exam application (on Populi): March 31st
2. Given the exam questions to students: April 10th
3. Submit the exam report on Populi: April 30th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in May)

II. October Exam

1. Submit MAC Comprehensive Exam application (on Populi): October 17th

2. Given the exam questions to students: October 20th
3. Submit the exam report on Populi: November 10th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in November)

III. Exam Criteria

1. Part I: Theory of Change, Family Systems Theory, and Relational Paradigm
2. Part II: IPCST & Self of the Therapist
3. Part III: Clinical & Systemic Assessment
4. Part IV: Empirical Research

IV. Exam Result: provided at the end of an interview with results in Pass, Revision, or Fail

1. When the student receives Revision as a result, students can submit within two weeks after the interview day.
2. When the student receives Fail as a result, students need to retake the Exam at the next term.

Clinical Internship

Students begin the clinical hours in their third term and complete required clinical hours with supervision following.

1. 300 Clinical hours (100 Hours of Relational Cases)
2. 100 Supervision hours
 - 50 hours: Raw data at least (e.g., audio, video, etc.)
 - Group Supervision: Up to 8 people.
 - Individual Supervision: Up to 2 people.
 - Must be enrolled for at least 12 months.

Curriculum

MA in Counseling with a Specialization in Marriage and Family Therapy

<p>Required Quarter Credits: 90 (Equivalent to 60 Semester Credits)</p>

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Course Titles	Credits
MAC Program Core Courses	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6300: Diversity and Multicultural Counseling	4.5
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MFT Required Courses	
HST 6000: Human Sexuality Education I	4.5
CFT 6020: Advanced Marriage and Family Therapy	4.5
CFT 6030: Couples Relationship Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6070: Psychopharmacology	4.5
CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
CFT 6090: Human Growth and Family Development Across the Lifespan	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
Clinical Requirement	
CFT 7900B: Practicum in Couples and Family Therapy	18 (5)

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CFT 7900A: Advanced Practicum in Couples and Family Therapy *If 300 Clinical hours are fulfilled, students could take the CFT 7900A or an Elective course. **If 300 Clinical hours are not fulfilled, students should take the CFT 7900B in order to accrue the required clinical hours.	4.5 (1)
1. 300 Clinical hours (100 hours of Relational Cases) 2. 100 Supervision hours * 50 hours: Raw data at least (e.g., audio, video, etc.) * Group Supervision: Up to 8 people. * Individual Supervision: Up to 2 people. * Must be enrolled for at least 12 months.	
Total Credits	90

MAC General Electives

No.	Course Titles	Credits
1	HST 6100: Human Sexuality Education II	4.5
2	CFT 9300: Spirituality and Psychotherapy	4.5
3	CFT 9450: Carl Rogers Seminar	4.5
4	IRT 9400: Advanced Imago Relationship Therapy Training II	4.5

Student Monitoring & Progress Report

MA Program

Student Name:

ID:

Date of Review:

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Foundational Curriculum Areas (FCA): Coursework

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models ¹ (2 courses min.)	In Progress (Date)	Completed (Date)	Grade
CFT 6010: Foundations of Marriage and Family Therapy			
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST			
FCA 2: Clinical Treatment with Individuals, Couples and Families (2 courses min.)			
CFT 6030: Couples Relationship Therapy			
CFT 6040: Group Therapy Process and Techniques			
HST 6000: Human Sexuality Education I and Sex Therapy or HST Course			
FCA 3: Diverse, Multicultural and/or Underserved Communities ³ (1 course min.)			
CFT 6300: Diversity and Multicultural Counseling			
FCA 4: Research & Evaluation ⁵ (1 course min.)			
CFT 6050: Clinical Research and Evaluation			
FCA 5: Professional Identity, Law, Ethics & Social Responsibility & Teletherapy ⁴ (1 course min.)			
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy			
FCA 6: Biopsychosocial Health & Development Across the Lifespan			
CFT 6090: Human Growth and Family Development Across the Lifespan			
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (1 course min.)			
CFT 6060: Psychopathology: Principles of the Diagnostic Process			
FCA 8: Contemporary Issues (within courses at course min.)			
CFT 6300: Diversity and Multicultural Counseling			

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FCA 9: Community Intersections & Collaboration (within courses at course min.)			
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy			
FCA 10: Preparation for Teletherapy Practice (within courses at course min.)			
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy			
Required Courses			
CFT 6020: Advanced Marriage and Family Therapy			
CFT 6070: Psychopharmacology			
CFT 6080: Assessment, Appraisal, and Psychological Testing			
CFT 6500: Chemical Dependency and Addiction Counseling			
CFT 6700: Abuse, Trauma, and Collaborative Care			
			15 courses =67.5 credits

Foundational Practice Component ²

	In Progress (Date)	Completed (Date)	Grade
CFT 7900B: Practicum in Couples and Family Therapy			
CFT 7900B: Practicum in Couples and Family Therapy			
CFT 7900B: Practicum in Couples and Family Therapy			
CFT 7900B: Practicum in Couples and Family Therapy			
<u>CFT 7900B</u> : Practicum in Couples and Family Therapy, Or <u>CFT 7900A</u> : Advanced Practicum in Couples and Family Therapy, Or <u>an Elective course</u>			
			5 courses = 22.5 credits

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Additional Clinical Requirements			
300 Client Contact hours			
100 Relational hours *			
100 Supervision hours (Group supervision = 8 students or less, Individual = 2 students or less)			
50 Hours of observable data **			
Must be enrolled for at least 12 months			

Student Experience with Diverse, Marginalized, and/or Underserved Communities
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Professional activities:	Description (if needed)	Date(s)
Therapy		
Research		
MFT relational/systemic supervision		
Consultation		
Teaching		
Other types of activities: <i>(directly related to MFT activities, and students are in interaction with members of these communities)</i>		
Projects		
Service		
Interviews		
Workshops		
Other		

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Capstone Experience

	In Progress (Date)	Completed (Date)	Grade
Comprehensive Exam			

MFT Developmental Competency Components
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1. Completion indicates a student is competent in knowledge of the profession.
2. Completion indicates a student is competent in the practice of therapy.
3. Completion indicates a student is competent in human diversity and social structures.
4. Completion indicates a student is competent in professional identity, ethics, and law.
5. Completion indicates a student is competent in research and evidence-based practice.

Individual Student Learning Outcome Achievement:

	Level of Achievement: (Did not meet, met, exceeded target)
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.	

Comments regarding additional monitoring:

Overall Academic Progress:

No	Requirement	In Progress (Date)	Completed (Date)
1	A completion of all required coursework with a minimum grade point average (GPA) of 3.0.		
2	Courses with B- or below grade needs to be retaken.		
3	Total of 90 credits		
4	A satisfactory pass of comprehensive exam		
5	Practicum and internship work		
6	A settlement of all financial obligations with the University		

***Relational hours:** Direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

****Observable Data:** Includes audio, video recordings, as well as live (behind the mirror, in the room, co-therapy, reflecting teams, etc.).

*****Direct Clinical Contact Hours** are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage in the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, training, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Reviewer's Printed name:	Date:
Reviewer' Signature:	Date:
Student's Signature:	Date:

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MA Degree Completion Timeline (2.5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	<p>CFT 6010: Foundations of Marriage and Family Therapy</p> <p>CFT 6060: Psychopathology: Principles of the Diagnostic Process</p>	<p>CFT 6030: Couples Relationship Therapy</p> <p>CFT 6070: Psychopharmacology</p>	<p>CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST</p> <p>CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy</p>	<p>CFT 6020: Advanced Marriage and Family Therapy</p> <p>CFT 6080: Assessment, Appraisal, and Psychological Testing</p>
Year 2	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>CFT 6300: Diversity and Multicultural Counseling</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>CFT 6700: Abuse, Trauma, and Collaborative Care</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>CFT 6050: Clinical Research and Evaluation</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>HST 6000: Human Sexuality Education I</p>
Year 3	<p>CFT 6500: Chemical Dependency and Addiction Counseling</p> <p>CFT 7900A: Advanced Practicum in Couples and Family Therapy <i>Or</i> an Elective course <i>Or</i> CFT 7900B Practicum in Couples and Family Therapy</p>	<p>CFT 6040: Group Therapy Process and Techniques</p> <p>CFT 6090: Human Growth and Family Development Across the Lifespan</p>		

MA Degree Completion Timeline (5 years)

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	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6010: Foundations of Marriage and Family Therapy	CFT 6060: Psychopathology: Principles of the Diagnostic Process	CFT 6030: Couples Relationship Therapy	CFT 6070: Psychopharmacology
Year 2	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	CFT 6020: Advanced Marriage and Family Therapy	CFT 6080: Assessment, Appraisal, and Psychological Testing
Year 3	CFT 6300: Diversity and Multicultural Counseling	CFT 6700: Abuse, Trauma, and Collaborative Care	CFT 6050: Clinical Research and Evaluation	HST 6000: Human Sexuality Education I
Year 4	CFT 6500: Chemical Dependency and Addiction Counseling	CFT 7900B: Practicum in Couples and Family Therapy	CFT 7900B: Practicum in Couples and Family Therapy	CFT 7900B: Practicum in Couples and Family Therapy
Year 5	CFT 7900B: Practicum in Couples and Family Therapy	CFT 7900A: Advanced Practicum in Couples and Family Therapy <i>Or</i> an Elective course <i>Or</i> CFT 7900B Practicum in Couples and Family Therapy	CFT 6040: Group Therapy Process and Techniques	CFT 6090: Human Growth and Family Development Across the Lifespan

Course Descriptions

CFT 6010: Foundations of Marriage and Family Therapy

Students learn the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family Therapy field. Topics include family systems theories and communication theories.

CFT 6020: Advanced Marriage and Family Therapy

Students integrate theories, concepts, and techniques of marriage and family therapy. This course provides a detailed introduction and comparative study of each of the major family therapy theoretical orientations and the process of theory integration.

CFT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT 6040: Group Process and Techniques in Family Counseling

The ability to work with groups is increasingly becoming an essential skill for family therapists. Students will learn principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

CFT 6050: Clinical Research and Evaluation

Students will learn the basic concepts and processes of research methodology; data analysis and evaluation of research is covered along with a significant review of counseling research.

Students will understand research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

CFT 6060: Psychopathology: Principles of the Diagnostic Process

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis. Students will learn differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

CFT 6070: Psychopharmacology

This course summarizes the use of medications for the treatment of mental disorders. Beginning with a summary of relevant information on the nervous system, and fundamentals of pharmacology, we will discuss medications for depression, bipolar illness, anxiety and related disorders, psychosis, and sleep: how they are believed to work and common side effects. We will explore applications of psychopharmacology in key patient populations, such as adults, children, women, various ethnic groups, and the elderly. We will take a practical approach, addressing questions like: How do I know

when my client might benefit from medications? What information should I give to medical professionals? What should I understand about the medications my clients take – such as their positive effects and side effects? How can I help educate my clients and their families?

CFT 6080: Assessment, Appraisal, and Psychological Testing

Students will learn basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals, couples, families, and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.

CFT 6090: Human Growth and Family Development Across the Lifespan

A life-span approach to the major theoretical perspectives, conceptual debates, and methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and socio-emotional competencies show stability/change with age. This course includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Students also learn normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

CFT 6300: Diversity and Multicultural Counseling

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status, and other individual and group differences in the context of providing systems-based interventions. Students will learn therapists' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

CFT 6500: Chemical Dependency and Addiction Counseling

Students will learn substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy

This course will cover principles and issues of professionalism and ethics in counseling. The course will follow a seminar format with special emphasis on the student's thorough preparation for, and active participation in, class discussions. A main goal of this course is to introduce students to ethical principles, professional guidelines, and issues pertaining to special groups. Students are expected to

challenge themselves to consider how their own values and backgrounds will influence their own personal sets of ethics. It is hoped that this course will assist students in their future daily work as professional counselors and will facilitate decision-making and consultation skills when faced with ethical dilemmas.

CFT 6700: Abuse, Trauma, and Collaborative Care

This course covers trauma theory and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis and traumatic stress. Also, this course focuses on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self-reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how counselors in their clinical practice can assess and treat families experiencing violence and abuse.

CFT 7000: Counseling Psychotherapeutic Theories and Techniques: IPCST

This course covers the integrative therapy model, IPCST: Internal Parent-Child systems Therapy. This therapy model is consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to family, couples, and individual therapy.

CFT 7900A: Advanced Practicum in Couples and Family Therapy

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

CFT 7900B: Practicum in Couples and Family Therapy

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

HST 6000: Human Sexuality Education I

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to alternate forms of sexual expression,

creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

CFT 9300: Spirituality and Psychotherapy

This course is designed to provide information on spirituality and provides students with a holistic approach to understanding self and community through a spiritual focus. This course is designed about the following themes: spiritual self-care and spiritual research and health. Students will engage in a variety of activities that will foster critical thinking skills and personal exploration. Students will be exposed to spiritual development models, spirituality and health research, and contemplative practices.

CFT 9450: Carl Rogers Seminar

The person-centered therapy of Carl Rogers is the focus of this seminar. Rogers' major theories and techniques and current modifications, as they evolved, are explored via readings, tapes, and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads students work on individual issues and therapy promotes their personal growth and counseling skills.

HST 6100: Human Sexuality Education II

The advanced study of the physiological, developmental, psychological, and social aspects of gender and human sexual behavior. Examines the bio-psycho-social context within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity.

IRT 9400: Advanced Imago Relationship Therapy Training II

This course covers Imago Relationship therapy regarding affairs, crisis couples, and neurobiology. Using the principles of interpersonal attunement and intrapersonal attunement provide a map of the terrain that needs to be covered when working with couples in crisis.

DOCTOR OF PHILOSOPHY IN COUNSELING WITH A SPECIALIZATION IN MARRIAGE AND FAMILY THERAPY PROGRAM

Program Mission

The mission of the Ph.D. Program in Counseling with a Specialization in Marriage and Family Therapy 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 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.

Degree Completion Timelines

The program is a 93-quarter unit program including 18 units of dissertation. The course of study usually spans a period of 4 years. Students can expect to complete their coursework and dissertation in 4 years. Students must complete their study within seven years, beginning on the date of their first registration for Ph.D. courses. A Ph.D. student must carry 9 (7.5 as needed) or more units to be considered a full-time student. Those carrying fewer than nine (7.5 as needed) units are considered part-time students.

Degree Completion Requirements

1. Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade need to be retaken.
3. Total of 93 credits minimum
4. A satisfactory pass of a comprehensive portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Comprehensive Portfolio (Appendix B)

All Ph.D. in Counseling students must submit a comprehensive portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major.

The Comprehensive Portfolio Submission Procedure:

1. Prerequisite courses:
 - CFT 9000: PhD Research Methods I: Quantitative Research
 - CFT 9100: PhD Research Methods II: Qualitative Research
 - CFT 9800: Fundamentals of Supervision (Supervisor Training)
 - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
2. The comprehensive submission is allowed twice a year: Spring and Fall Terms.

3. Submit the comprehensive portfolio review application by 2nd weeks of the Spring or Fall term (on Populi)
4. Submit the portfolio by the 6th week of the Spring or Fall term (on Populi)
5. Oral interview with faculty and results: Each student will be informed for the interview day.
6. Portfolio Result: Pass, Revision, or Fail
7. Only two comprehensive portfolio evaluations are permitted.

Advanced Practical Experience Competencies

In accordance with the program's educational outcomes, and to complete the requirements of the Advanced Practical Experience, MFT doctoral students must demonstrate competence in at least two of the following areas: students must receive mentoring by a full-time faculty during the advanced practical experience components for the duration of at least 9 months.

1. Research & Scholarship: Application of qualitative or quantitative research methods and writing skills to produce presentations and publications. This includes dissertation research.
2. MFT Supervision: Supervise trainees and receive supervision mentoring to become an AAMFT Approved Supervisor.
3. Teaching: Take major responsibility for teaching MA graduate students in courses related to marriage and family therapy.

*If students enter the Doctoral MFT Program without completing the Master's in Counseling with a specialization in Marriage and Family Therapy courses, they must additionally complete the MA in Counseling with a specialization in Marriage and Family Therapy required fundamental courses and clinical hours (300 clinical hours with 100 supervision hours).

Dissertation

Students gain knowledge and insights from class lectures to integrate them into their course papers and dissertation research issues. Each student is provided with a primary advisor for their dissertation. The primary advisor supervises his or her student to specify and deepen their research focus. Three dissertation committee members including a primary advisor guides a student's dissertation. The program fosters an ethos of mutual learning so that students will develop constructive and collaborative habits of collegiality as they work together on their degrees. Students must earn at least 75% of the credit hours required for the degree through Daybreak University.

The Ph.D. dissertation is the bulk of the doctoral program. Doctoral students have two options to complete their dissertation: (1) A Ph.D. dissertation which is between 100 to 200 pages in length (2) An article type dissertation. The article type dissertation includes one full-length article that is publishable quality in a peer-reviewed journal. This article must be empirical in nature; that is, the

student should conduct original data analyses of some kind (e.g., quantitative, qualitative, historical, program development).

All dissertations should adhere to regulations and requirements from Daybreak University. Students who are considering this format are strongly encouraged to confer with their dissertation chair as early as possible, since an article-style dissertation may not be the best approach for all students and dissertation topics.

An Oral Defense of a Dissertation

The dissertation is prepared, submitted, and defended in an oral examination. Students can do this oral defense only after they have successfully completed course work, comprehensive examination, and a submission of dissertation.

Outcome Based Education Framework

Daybreak University's Ph.D. and MA Programs in Counseling with a Specialization in Marriage and Family Therapy utilizes an Outcome Based Education Framework. Accordingly, all the courses in the curriculum contain assessment methods for evaluating the course learning objectives, or the goals, of a course. The course learning objectives and associated assessment measures assist the faculty in determining if students have met various competencies. The coursework is organized so that students build skills by achieving competencies for success in their experiential components such as practicum and for success in higher levels of academic assessment such as comprehensive exams, comprehensive portfolio, and/or dissertations. The curriculum is logically organized in a sequential format where courses on a more basic level are taught earlier in the curriculum and as students advance in the program, mastering the initial courses, they are enrolled in more advanced and rigorous coursework. Some courses are offered earlier in the curriculum so students obtain a baseline in the content area which will assist them in succeeding in the more advanced courses.

Curriculum

Ph.D. in Counseling with a Specialization in Marriage and Family Therapy

Required Quarter Credits: 93 (Equivalent to 62 Semester Credits)	
Course Titles	Credits
Prerequisite courses <i>Courses may be transferred from another graduate program once evaluated and accepted by the Program Director. Alternatively, courses can be taken from the MA Program concurrently prior to starting Practicum and Dissertation.</i>	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
HST 6000/8000: Human Sexuality Education I	4.5
Foundational Requirements: Coursework - <i>Courses and clinical requirements may be transferred from another graduate program once evaluated and accepted by the Program Director. Alternatively, courses can be taken from the MA Program concurrently prior to starting Practicum and Dissertation.</i>	
CFT 6090/8090: Human Growth and Family Development Across the Lifespan	4.5
CFT 6700/8900: Abuse, Trauma, and Collaborative Care	4.5
CFT 6300/8300: Diversity and Multicultural Counseling	4.5
CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6500/8050: Chemical Dependency and Addiction Counseling	4.5
CFT 6030/8030: Couples Relationship Therapy	4.5
CFT 6600/8600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6070/8070: Psychopharmacology	4.5
ACA 1: Advanced Research	
CFT 9000: PhD Research Methods I: Quantitative Research	4.5
CFT 9100: PhD Research Methods II: Qualitative Research	4.5
CFT 9200: PhD Research Publication Writing	4.5

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ACA 2: Advanced Relational/Systemic Clinical Theory	
CFT 8700: Advanced Marriage and Family Therapy	4.5
ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges	
CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges	4.5
ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation &/or Leadership	
CFT 9800: Fundamentals of Supervision (Supervisor Training)	4.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
Advanced Practical Experience Component: <i>Must have at least 2 experiences for at least 9 months total</i>	
CFT 9600: Ph.D. Dissertation I	4.5
CFT 9600: Ph.D. Dissertation II	4.5
CFT 9600: Ph.D. Dissertation III	4.5
CFT 9600: Ph.D. Dissertation IV	4.5
CFT 9810: Supervision Practicum	4.5
CFT 9550: Teaching Practicum	3
Clinical Foundational Requirements <i>*Students who have not met the Foundational Clinical Component prior to entering the Ph.D. program must register for CFT 7900B continuously until the requirements have been met.</i>	
CFT 7900B: Practicum in Couples and Family Therapy	18
CFT 7900A: Practicum in Couples and Family Therapy <i>*If 300 Clinical hours are fulfilled, students could take the CFT 7900A or an Elective course.</i> <i>**If 300 Clinical hours are not fulfilled, students should take the CFT 7900B in order to accrue the required clinical hours.</i>	4.5 (1)
1. 300 Clinical hours (100 hours of Relational Cases) 2. 100 Supervision hours • 50 hours: Raw data at least (e.g., audio, video, etc.) • Group Supervision: Up to 8 people, Individual Supervision: Up to 2 people <i>*Must be enrolled at least 12 months.</i>	
Total Credits	93 (21)

Student Monitoring & Progress Report Ph.D. Program

Student Name:
ID:
Date of Review:

*After transferring credits, students must take at least 16 courses at Daybreak University.

* In order to take 16 courses, students may complete elective courses other than the Prerequisite courses and Foundational Requirements.

Prerequisite courses: <i>Courses may be transferred from another graduate program once evaluated and accepted by the Program Director. Alternatively, courses can be taken from the MA Program concurrently prior to starting Practicum and Dissertation.</i>	Credits	In Progress (Date)	Completed (Date)	Grade
CFT 6010: Foundations of Marriage and Family Therapy	4.5			
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5			
CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5			
CFT 6050: Clinical Research and Evaluation	4.5			
CFT 6040: Group Therapy Process and Techniques	4.5			
HST 6000: Human Sexuality Education I	4.5			

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Foundational Requirements: Coursework - *Courses and clinical requirements may be transferred from another graduate program once evaluated and accepted by the Program Director. Alternatively, courses can be taken from the MA Program concurrently prior to starting Practicum and Dissertation.*

	Credits	In Progress (Date)	Completed (Date)	Grade
CFT 6090/8090: Human Growth and Family Development Across the Lifespan	4.5			
CFT 6700/8900: Abuse, Trauma, and Collaborative Care	4.5			
CFT 6300/8300: Diversity and Multicultural Counseling ³	4.5			
CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5			
CFT 6500/8050: Chemical Dependency and Addiction Counseling	4.5			
CFT 6030/8030: Couples Relationship Therapy	4.5			
CFT 6600/8600: Law, Professional Ethics, and Community Practice & Teletherapy ⁴	4.5			
CFT 6070/8070: Psychopharmacology	4.5			
			8 courses = 36 credits	
Clinical Foundational Requirements ²				
300 Client Contact hours <i>*Students who have not met the Foundational Clinical Component prior to entering the Ph.D. program must register for CFT 7900B continuously until the requirements have been met.</i>				
100 Relational hours *				
100 Supervision hours (Group supervision = 8 students or less, Individual = 2 students or less)				
50 Hours of observable data **				
Must be enrolled at least 12 months.				

Advanced Curriculum Areas (ACA): Coursework

ACA 1: Research ⁵	Credits	In Progress (Date)	Completed (Date)	Grade
CFT 9000: PhD Research Methods I: Quantitative Research	4.5			
CFT 9100: PhD Research Methods II: Qualitative Research	4.5			
CFT 9200: PhD Research Publication Writing	4.5			
ACA 2: Advanced Relational/Systemic Clinical Theory ¹				
CFT 8700: Advanced Marriage and Family Therapy	4.5			
ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges				
CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges	4.5			
ACA 4: Foundations of Relational/Systemic Teaching, MFT Relational/Systemic Supervision, Consultation, Leadership				
CFT 9800: Fundamentals of Supervision (Supervisor Training)	4.5			
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5			
			7 courses = 31.5 credits	

Advanced Practical Experience Component: *Must have at least 2 experiences for at least 9 months total*

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	Credits	In Progress (Date)	Completed (Date)	Grade
CFT 9600: Ph.D. Dissertation I	4.5			
CFT 9600: Ph.D. Dissertation II	4.5			
CFT 9600: Ph.D. Dissertation III	4.5			
CFT 9600: Ph.D. Dissertation IV	4.5			
CFT 9810: Supervision Practicum	4.5			
CFT 9550: Teaching Practicum	3			
			6 courses = 25.5 credits	

Student Experience with Diverse, Marginalized, and/or Underserved Communities
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Professional activities:	Description (if needed)	Date(s)
Therapy		
Research		
MFT relational/systemic supervision		
Consultation		

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Teaching		
Other types of activities: <i>(directly related to MFT activities, and students are in interaction with members of these communities)</i>		
Projects		
Service		
Interviews		
Workshops		
Other		

Ph.D. in MFT Developmental Competency Components:

1. Completion indicates the student is competent in knowledge of the profession.
2. Completion indicates the student is competent in the practice of therapy.
3. Completion indicates students are competent in human diversity and social structures.
4. Completion indicates student has competent professional identity, ethics, and law.
5. Completion indicates a student is competent in research and evidence-based practice.

Comments regarding additional monitoring:

Individual Student Learning Outcome Achievement:

	Level of Achievement: (Did not meet, met, exceeded target)
SLO #1: (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.	

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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.	

Overall Academic Progress:

No	Requirement	In Progress (Date)	Completed (Date)
1	A completion of all required coursework with a minimum grade point average (GPA) of 3.0.		
2	Courses with B- or below grade needs to be retaken.		
3	Total of 93 credits minimum		
4	A satisfactory pass of comprehensive portfolio		
5	A satisfactory completion of dissertation		
6	A satisfactory pass of oral defense of a dissertation		
7	A settlement of all financial obligations with the University		
8	A satisfactory of Advanced Clinical Experience		

***Relational hours:** Direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

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****Observable data** Includes audio, video recordings, as well as live (behind the mirror, in the room, co-therapy, reflecting teams, etc.)

*****Direct Clinical Contact Hours** are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage in the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, training, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Reviewer's Printed name:	Date:
Reviewer' Signature:	Date:
Student's Signature:	Date:

PhD Degree Completion Timeline (4 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6090/8090: Human Growth and Family Development Across the Lifespan CFT 6300/8300: Diversity and Multicultural Counseling	CFT 6600/8600: Law, Professional Ethics, and Community Practice & Teletherapy CFT 6070/8070: Psychopharmacology	CFT 8700: Advanced Marriage and Family Therapy CFT 6700/8900: Abuse, Trauma, and Collaborative Care	
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 6500/8050: Chemical Dependency and Addiction Counseling	CFT 9100: PhD Research Methods II: Qualitative Research CFT 6030/8030: Couples Relationship Therapy	CFT 9200: PhD Research Publication Writing CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	

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Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges	CFT 9800: Fundamentals of Supervision (Supervisor Training) CFT 9550: Teaching Practicum	CFT 9810: Supervision Practicum CFT 9600: PhD Dissertation I	
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

PhD Degree Completion Timeline (7 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6090/8090: Human Growth and Family Development Across the Lifespan	CFT 6300/8300: Diversity and Multicultural Counseling	CFT 6600/8600: Law, Professional Ethics, and Community Practice & Teletherapy	
Year 2	CFT 8700: Advanced Marriage and Family Therapy	CFT 6070/8070: Psychopharmacology	CFT 6700/8900: Abuse, Trauma, and Collaborative Care	
Year 3	CFT 6500/8050: Chemical Dependency and Addiction Counseling	CFT 6030/8030: Couples Relationship Therapy	CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	
Year 4	CFT 9000: PhD Research Methods I: Quantitative Research	CFT 9100: PhD Research Methods II: Qualitative Research	CFT 9200: PhD Research Publication Writing	

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Year 5	CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges	CFT 9900: Fundamentals of Teaching and Professional Development Seminar	CFT 9550: Teaching Practicum	
Year 6	CFT 9800: Fundamentals of Supervision (Supervisor Training)	CFT 9810: Supervision Practicum	CFT 9600: PhD Dissertation I	
Year 7	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

COURSE DESCRIPTIONS

CFT 6030/8030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT 6070/8070: Psychopharmacology

This course summarizes the use of medications for the treatment of mental disorders. Beginning with a summary of relevant information on the nervous system, and fundamentals of pharmacology, we will discuss medications for depression, bipolar illness, anxiety and related disorders, psychosis, and sleep: how they are believed to work and common side effects. We will explore applications of psychopharmacology in key patient populations, such as adults, children, women, various ethnic groups, and the elderly. We will take a practical approach, addressing questions like: How do I know when my client might benefit from medications? What information should I give to medical professionals? What should I understand about the medications my clients take – such as their positive effects and side effects? How can I help educate my clients and their families?

CFT 6090/8090: Human Growth and Family Development Across the Lifespan

A life-span approach to the major theoretical perspectives, conceptual debates and methodological concerns in developmental psychology. Description and explanation of the degree to which

personality, cognitive abilities, and socio-emotional competencies show stability/change with age. This course includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Students also learn normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

CFT 6300/8300: Diversity and Multicultural Counseling

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status, and other individual and group differences in the context of providing systems-based interventions. Students will learn therapists' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

CFT 6500/8050: Chemical Dependency and Addiction Counseling

Students will learn substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

CFT 6600/8600: Laws, Professional Ethics, and Community Practice & Teletherapy

This course covers professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients. Also, students learn an examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California.

CFT 6700/8900: Abuse, Trauma, and Collaborative Care

This course covers crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Also, this course focuses on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course

will encourage self-reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage and family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

CFT 7000/9700: Counseling Psychotherapeutic Theories and Techniques: IPCST

This course covers the integrative therapy model, IPCST: Internal Parent-Child systems Therapy. This therapy model is consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to family, couples, and individual therapy.

CFT 8700: Advanced Marriage and Family Therapy

Students integrate theories, concepts, and techniques of marriage and family therapy. This course provides a detailed introduction and comparative study of each of the major family therapy theoretical orientations and the process of theory integration. This course satisfies the ACA 2: Advanced Relational/Systemic Clinical Theory.

CFT 9000: Ph.D. Research Methods I: Quantitative Research

This course is designed to provide a broad but rigorous, graduate-level overview of contemporary research methodology in Counseling. This is a course for students who have a serious interest in understanding the rationale for the use of different methods. The focus will be on planning, implementing, and analyzing interventions.

CFT 9100: Ph.D. Research Methods II: Qualitative Research

Focuses on qualitative and quantitative research methodologies specially related to counseling research. Students will gain practical experience applying research methods to their research with clinical populations and therapy. This course helps students develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

CFT 9200: Ph.D. Research Publication Writing

This course builds on the introduction to the dissertation process and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. This course is an introduction to academic publishing such as writing for research articles and grant proposals. The class is designed to give students the tools they need to get their work accepted by academic journals. Emphasis will be on skills development activities such as writing various sections of publishable paper and giving and receiving feedback on works in progress.

CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges

This course focuses on contemporary moral, ethical, social, legal, and clinical challenges that Marriage and Family Therapists may encounter with clients in the modern world. Lenses utilized to examine these contemporary issues include systemic/relational perspective, inclusivity and diversity, and social location of the therapist. Although topics are presented and reviewed in separate weekly meetings, the intersectionality of all contemporary challenges will be critically analyzed. Course topics should be regularly examined and updated as challenges in society change.

CFT 9800: Fundamentals of Supervision (Supervisor Training)

The purpose of this course is to prepare relational supervisors, so you are expected to meet the high standards for the course. A relational supervisor supervises trainees in the practice of systemic, relational therapy through a variety of means and methods.

CFT 9810: Supervision Practicum

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: Fundamentals of Supervision (Supervisor Training) course prior to taking CFT 9810.

CFT 9900: Fundamentals of Teaching and Professional Development Seminar

This course reviews and critiques of professional issues in the field of marriage and family therapy related to scholarship, pedagogy, and service.

CFT 9550: Teaching Practicum

Students registered in this course will apply systemic concepts to co-teaching a course with a faculty member. Responsibilities include embracing an inclusive and diverse lens while assisting in the preparation of the course syllabus, analysis of syllabus functionality, preparation of assignments related to course content, preparation and grading of assessments of course learning outcomes, and preparing weekly lectures and activities. Students will deliver lectures and/or facilitate class activities and will receive mentoring of their teaching practices. Approval is needed prior to registration for this course.

CFT 9600: Ph.D. Dissertation I, II, III, IV

The course helps students complete their dissertation. The course begins with the concept paper and culminates with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

HST 6000/8000: Human Sexuality Education I

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

CFT 6010: Foundations of Marriage and Family Therapy

Students learn the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family Therapy field. Topics include family systems theories and communication theories.

CFT 6040: Group Process and Techniques in Family Counseling

The ability to work with groups is increasingly becoming an essential skill for family therapists. Students will learn principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

CFT 6050: Clinical Research and Qualitative Evaluation

This course provides an overview of research writing, ethics, IRB, and methodology. There is an emphasis on developing knowledge necessary to understand the process of searching, identifying, engaging in critical analysis, and summarizing literature in a topic of research interest.

CFT 6060: Psychopathology: Principles of the Diagnostic Process

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis. Students will learn differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

CFT 6080: Assessment, Appraisal, and Psychological Testing

Students will learn basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals, couples, families, and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.

CFT 7900B: Practicum in Couples and Family Therapy

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

HST 6100/8100: Human Sexuality Education II

The advanced study of the physiological, developmental, psychological, and social aspects of gender and human sexual behavior. Examines the bio-psycho-social context within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity.

CFT 9300: Spirituality and Psychotherapy

This course is designed to provide information on spirituality and provides students with a holistic approach to understanding self and community through a spiritual focus. This course is designed about the following themes: spiritual self-care and spiritual research and health. Students will engage in a variety of activities that will foster critical thinking skills and personal exploration. Students will be exposed to spiritual development models, spirituality and health research, and contemplative practices.

CFT 9450: Carl Rogers Seminar

The person-centered therapy of Carl Rogers is the focus of this seminar. Rogers' major theories and techniques and current modifications, as they evolved, are explored via readings, tapes, and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads students work on individual issues and therapy promotes their personal growth and counseling skills.

UNIVERSITY PERSONNEL

Board of Directors

Board Chair

Rev. Kiok Chang Cho
Pastor of The United Methodist Church

Secretary

Sun-Ja Yoon, Ph.D.
Marriage and Family Therapist

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Marriage and Family Therapist

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Rev. Chang-Ho Kim, Ph.D.
Pastor of The Korean Presbyterian Church

Board Member

Monica Lee, Ph.D.
Licensed Professional Counselor

Board Member

Jay Oh, Ph.D.
CEO/President, Daybreak University

Chancellors

Harville Hendrix, Ph.D. and Helen LaKelly Hunt, Ph.D. are partners in life and work, and Co-Chancellors and Distinguished Professors of Imago Relationship Therapy at Daybreak University. Together, they have written over 10 books, including three New York Times bestsellers. Harville and Helen co-created Imago Relationship Therapy (IRT) to promote the transformation of couples and families by creating relational cultures that support universal equality.

Harville Hendrix, Ph.D.

Harville Hendrix, Ph.D. is the co-founder of Imago Relationships International (IRI) with Helen LaKelly Hunt, Ph.D., and Chancellor of the Imago International Training Institute (IITI). He is a New York Times bestselling author of the popularly acclaimed books: *Getting the Love You Want: A Guide for Couples*, *Keeping the Love You Find: A Guide for Singles*, *Giving the Love That Heals: A Guide*

for Parents, and *Receiving Love: Transform Your Relationship by Letting Yourself Be Loved*. He is an international speaker, and couple's therapist with more than 40 years' experience as an educator, clinical trainer and lecturer who has appeared on Oprah's television program 17 times. A former professor at Southern Methodist University, Dr. Hendrix holds an M.A. and a Ph.D. in Psychology and Religion from the University of Chicago. He is a Diplomat in the American Association of Pastoral Counselors and a clinical member of the American Group Psychotherapy Association and the International Transactional Analysis Association.

Helen LaKelly Hunt, Ph.D.

Helen LaKelly Hunt, Ph.D., is a New York Times bestselling author, speaker, and noted philanthropist. Her partnership with Dr. Harville Hendrix has led to the creation of 10 books on relationships and the widespread effectiveness of Imago Relationship Therapy (IRT). She holds a Ph.D. degree from Union Theological Seminary (NY). Dr. Hunt has been active within the women's movement for the past eighteen years. She is founder and president of The Sister Fund, a private women's fund dedicated to the social, political, economic, and spiritual empowerment of women and girls. Helen has helped to create several other women's funding institutions, including the Dallas Women's Foundation, the New York Women's Foundation, and the Women's Funding Network. Helen has served on the Boards of Directors of the Ms. Foundation for Women, Women and Foundations, and the New York City Women's Agenda. In 2004, shortly after completing a Doctoral degree at Union Theological Seminary in New York, she wrote *Faith and Feminism: A Holy Alliance*. For her distinguished contributions to the women's movement, Helen has received many awards including the LEAD Award, Gloria Steinem's Women of Vision Award, and has been inducted into the National Women's Hall of Fame.

Administrators

President

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England

Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto

Th.M. in Pastoral Counseling, Harvard University

COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy,
Council for Relationships (Formerly Penn Marriage Council), Philadelphia

AAMFT Approved Supervisor Candidate

Certified Imago Therapist, Certified Clinical Instructor and Faculty of Imago Relationship Therapy
at Imago International Training Institute (IITI)

Clinical Supervisors of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy
at Korean Association of Family Counseling (KAFC)

MFT Program Director

Hye Jin Kim, Ph.D., LMFT

Director and Clinical Supervisor of Marriage of Family Therapy Program, Daybreak University

Executive Director of Daybreak University Couples and Family Counseling Center (DBU CFCC)
Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
AAMFT Approved Supervisor and Clinical Fellow

Certified Imago Therapist by Imago International Training Institute (IITI)

Ad Hoc Reviewer of Journal of Marital and Family Therapy (JMFT)

Former Associate Clinical Director at the Couples and Family Therapy program at the University of Oregon

Former Assistant Professor of Marriage and Family Therapy program at Kean University

Ph.D. in Marriage and Family Therapy, Texas Tech University

M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,

Purdue University Calumet

B.A. in Psychology, SUNY Buffalo

MFT Program Clinical Director

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak University

Clinical Director of Daybreak University Couple and Family Therapy Center

AAMFT Approved Supervisor Candidate and Clinical Fellow

Licensed Marriage and Family Therapist (LMFT)

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Certified Imago Relationship Therapist (CIRT)

Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University

M.S. in Clinical Counseling, Loyola University Maryland

M.Ed. in Educational Psychology, George Mason University

B.A. in Family Study, Seoul National University

MFT Core Faculty

Hye Jin Kim, Ph.D., LMFT

Director and Clinical Supervisor of Marriage of Family Therapy Program, Daybreak University

Executive Director of Daybreak University Couples and Family Counseling Center (DBU CFCC)

Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
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B.A. in Psychology, SUNY Buffalo

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Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

Kenneth Silvestri, Ed.D., LMFT

Professor and Clinical Supervisor, Marriage and Family Therapy Program, Daybreak University
AAMFT Approved Supervisor and Clinical Fellow

Ed.D. in Family and Community Studies, Columbia University
M.A.T. in Social Science, Fairleigh Dickinson University
B.A. in History and Philosophy, Bloomfield College
Former President of New Jersey Association for Marriage and Family Therapy

Faculty (Non-Core)

Fred Piercy, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University
Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University
Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce
AAMFT Approved Supervisor and Clinical Fellow
Former Consultant, United Nations Office on Drugs and Crime
Past Editor of the Journal of Marital and Family Therapy (JMFT)
Ph.D. in Counselor Education, University of Florida
M.Ed. in Counseling, University of South Carolina
B.A. in Psychology, Wake Forest University

Lorna Hecker, Ph.D., LMFT

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B.S. in Psychology, Western Illinois University

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KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor
Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University

M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University (Northern Virginia Center)

B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Tammy Nelson, Ph.D., LPC

Director of Human Sexuality and Sex Therapy Specialization, Daybreak University
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational
Provider by American Association of Sexuality Educators, Counselors and Therapists
(AASECT)

Licensed Professional Counselor (LPC)

Licensed Alcohol and Drug Counselor

Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician
by Imago International Training Institute (IITI)

Board Certified Sexologist and Diplomate of the American Board of Sexology

Ph.D. in Sexology, American Academy of Clinical Sexology

M.S. in Art Therapy, College of New Rochelle

B.A. in Social Sciences/Psychology, University of Bridgeport

Jay Oh, Ph.D.

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Expressive Arts Therapy
Faculty/Mentor, International University of Professional Studies
Certified Expressive Therapist, C.E.T. National Expressive Therapy Association
Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association
Ph.D. in Transformational Psychology, International College, Los Angeles, California
MS in Counseling Psychology, California State University, Fullerton, California
BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

Clinical Supervisors

Fred Piercy, Ph.D., LMFT

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Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University
Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce
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M.Ed. in Counseling, University of South Carolina
B.A. in Psychology, Wake Forest University

Over 185 published journal articles and book chapters, five books, and 43 funded grants
Selected books: Research Methods in Family Therapy (with Douglas Sprenkle), Handbook for the
Clinical Treatment of Infidelity (with co-editors Katherine Hertlein, and Joseph Wetchler), & Family
Therapy Sourcebook (with Douglas Sprenkle, Joseph Wetchler, and Associates)
Recipient of the AAMFT's 2007 Outstanding Contribution to Marriage and Family Therapy Award,
2015 Lifetime Achievement Award of the American Family Therapy Academy, and Virginia Tech's
2007 Alumni Award for Outstanding Graduate Student Advising

Lorna Hecker, Ph.D., LMFT

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Licensed Marriage and Family Therapist (LMFT)

Licensed Professional Clinical Counselor (LPCC)

Faculty Associate of Imago International Training Institute (IITI)

Certified Imago Relationship Therapist (CIRT)

Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University

M.S. in Clinical Counseling, Loyola University Maryland

M.Ed. in Educational Psychology, George Mason University

B.A. in Family Study, Seoul National University

Deanna Linville, Ph.D., LMFT

Professor of Marriage and Family Therapy Program, Daybreak University

Research Associate Professor, University of Oregon's Center for Equity Promotion

Clinical Supervisor of MFT and Affiliated Research Faculty, International Institute for Couples
and Family and Relationships (IICFR)

American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor and
Clinical Fellow

KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor

Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University

M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University (Northern Virginia Center)

B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Kenneth Silvestri, Ed.D., LMFT

Professor and Clinical Supervisor, Marriage and Family Therapy Program, Daybreak University

AAMFT Approved Supervisor and Clinical Fellow

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M.A.T. in Social Science, Fairleigh Dickinson University

B.A. in History and Philosophy, Bloomfield College

Former President of New Jersey Association for Marriage and Family Therapy

Nichole Nahal Hydaryacil, PsyD, LMFT

Clinical Supervisor of Marriage and Family Therapy Program, Daybreak University

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MA in Counseling, National University

BS in Psychology, Cal State University, Long Beach

Jane Goldberg, Ph.D., LMFT

Clinical Supervisor, Daybreak University Marriage and Family Therapy Program

Licensed Marriage and Family Therapist (LMFT)

Director, Expressive Arts Training Institute Trainer of a National Certification Program in
Expressive Arts Therapy

Faculty/Mentor, International University of Professional Studies

Certified Expressive Therapist, C.E.T. National Expressive Therapy Association

Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association

Ph.D. in Transformational Psychology, International College, Los Angeles, California

MS in Counseling Psychology, California State University, Fullerton, California
BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

DAYBREAK UNIVERSITY COUPLES AND FAMILY THERAPY CENTER (DBU- CFTC)

Daybreak University Couples and Family Therapy Center (DBU-CFTC) provides professional therapy to couples, families, individuals, and children. DBU-CFTC specializes in treating and supporting people living in multicultural communities, helping to navigate through their psychological problems, marital conflict, family relationships, parenting, and various challenges. The DBU-CFTC is also the clinical training facility for MA and PhD students in the Couples and Family Therapy program at Daybreak University. DBU-CFTC provides clinical training including ethical and responsible conduct during students' practicum.

DBU-CFTC Supervisors

Hye Jin Kim, Ph.D., LMFT

Executive Director, Daybreak University Couples and Family Counseling Center (DBU CFCC)

Director and Clinical Supervisor of Marriage of Family Therapy Program, Daybreak University

Research Faculty, International Institute for Couples and Family and Relationships (IICFR)

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Ad Hoc Reviewer of Journal of Marital and Family Therapy (JMFT)

Former Associate Clinical Director at the Couples and Family Therapy program at the University of Oregon

Former Assistant Professor of Marriage and Family Therapy program at Kean University

Ph.D. in Marriage and Family Therapy, Texas Tech University

M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,

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B.A. in Psychology, SUNY Buffalo

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M.Ed. in Educational Psychology, George Mason University

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Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce

AAMFT Approved Supervisor and Clinical Fellow

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Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
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M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
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B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Tammy Nelson, Ph.D., LPC

Director of Human Sexuality and Sex Therapy Specialization, Daybreak University
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational
Provider by American Association of Sexuality Educators, Counselors and Therapists
(AASECT)
Licensed Professional Counselor (LPC)
Licensed Alcohol and Drug Counselor
Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician
by Imago International Training Institute (IITI)
Board Certified Sexologist and Diplomate of the American Board of Sexology
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M.S. in Art Therapy, College of New Rochelle
B.A. in Social Sciences/Psychology, University of Bridgeport

Jay Oh, Ph.D.

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Clinical Supervisors of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy
at Korean Association for Marriage and Family Therapy (KAMFT)
Ph.D. in Counseling, University of New England
Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto
Th.M. in Pastoral Counseling, Harvard University
COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy,
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BS in Psychology, Cal State University, Long Beach

CAMPUS EMERGENCY PLAN

IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY

General Emergencies

Daybreak University has an emergency plan that gives procedures to follow in case of fire, weather, earthquake, or lockdown emergencies. In the event of a medical emergency, the situation should be reported immediately to the University office, and 911 must be called. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

In an emergency, you should:

- Upon discovering an emergency, or potential emergency, immediately get to a safe place if possible and CALL 911; then call the Office at (310)-739-0132.
- Give the Office as much information as possible regarding the emergency.
- The Daybreak office will:
 - Identify the nature and scope of the emergency.
 - Establish priorities and coordinate crisis response efforts.
 - Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
 - Determine the times and means to report efforts and progress to the campus community.

Every effort is made to ensure a safe and hazard-free work and study place. Unforeseen circumstances may occur, however, and every contingency cannot be anticipated. Daybreak University Campus Emergency Policy, outlined below, gives information as to what to do in the event of an emergency, crime, or natural disaster.

In an emergency, disabled persons are to be given priority in the use of elevators.

EMERGENCY AND CRISIS PROCEDURES

The following procedures should be followed in the event of emergencies:

Fire

In all cases of fire, Daybreak University Administration must be notified as soon as possible. Fire alarm pulls are located throughout the building; pull the alarm and then call 911.

- During a fire alarm in any building, you are required to evacuate immediately.
- If you become trapped in the public area of a building during a fire, find a room, preferably with a window (keep window closed as much as possible), place an article of

clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.

- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If an emergency exists, notify Daybreak University Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a University Official.

Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. Only trained personnel should provide advanced first aid treatment or CPR.
- Keep the victim still and as comfortable as possible.
- Ask the victim, “Are you Ok?” and “What is wrong?” If the victim can speak, take note of what they say and report it to medical professionals when they arrive.
- Check breathing and give CPR if necessary and only if you are properly trained. Do not attempt CPR unless you have been trained.

- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the paramedics.
- In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the office.

Gas Leak

In the event of a gas leak:

- Call 911 and notify Daybreak University Administration.
- Evacuate the building if the safety of faculty, staff, and students is threatened.
- Open doors to promote cross-ventilation.
- Emergency services will establish a safe perimeter. Do not return to an evacuated building until instructed to do so by a University Official.

Severe Weather

The Anaheim area is not prone to a high number of tornadoes. However, it is necessary to have an organized method by which to provide ample warning of the possibility of a tornado and to respond in the event a tornado has been spotted or the campus is struck. In the event the Anaheim area comes under a tornado warning and the tornado is heading toward the campus, the Program Director will immediately notify the President. All classes will be immediately informed. General precautions should be followed:

- Remain indoors.
- Go to the safest area in your building (see list below).
- Stay away from windows. Windows need not be opened.
- Close and vacate all offices with outside windows.
- If your building is hit, lay flat on the floor and cover your head with your arms and hands.
- After the tornado hits, do not leave your building until word is given by proper authorities, unless your life is threatened by remaining in the damaged building.
- Remain in the safest areas: Stairwells and hallways on the first floor. If a tornado watch (meaning that weather conditions are right for a tornado, but no tornado has yet been spotted) is issued for the metro Anaheim area, the Program Director will notify the President, who will determine if further action should be taken.

In the event of severe weather:

- Shutdown all computers and electrical equipment that might be damaged by a lightning strike.
- The decision to evacuate a building will be announced by the Daybreak University

Administration. Evacuate the building if the safety of persons inside is threatened.

- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

If weather conditions become hazardous during normal business hours, a decision to close the campus early will be shared via email announcement, telephone calls to each department, and posting on the Daybreak University website. If weather conditions deteriorate overnight, then the administration will decide either to close the campus for the day or open later in the day. Announcements will be made via Daybreak University website, the main campus telephone number, and broadcast over major television and radio stations. If severe weather conditions arise while classes are in session, remember to be extremely careful when exiting the building.

Chemical Spill or Radiation Release

Daybreak University is located near Freeway 10, a major traffic route into and out of Anaheim. Dangerous substances are transported daily on this highway and are susceptible to accidental release in the aftermath of collisions or fire. These toxic substances can be carried in cloud form and, depending upon variable winds, could affect the Daybreak campus.

In the event of a chemical spill or radiation release:

- Immediately call 911 and give the location, material(s) involved, and the extent of any injuries, if known.
- Report the incident to Daybreak University Administration.
- Activate the building alarm.
- Evacuate the affected building or area and leave clear access for arriving emergency personnel.
- Always move uphill, upstream, or upwind to avoid contamination.
- Assist the disabled in exiting the building. Remember that elevators are reserved for the disabled person's use. Do not use elevators in case of fire.
- If requested, assist emergency crews as necessary.
- Do not return to an evacuated building until instructed to do so. In case of a spill of potentially hazardous chemicals in or near campus buildings, notify Daybreak University administration immediately. Do not touch or approach any potentially hazardous substance.

Bomb Threat

In the event of a bomb threat:

- Do not handle any suspicious object or package!
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cell phones until safely out of the building.

- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911 and contact Daybreak University Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by Daybreak University Administration or other proper authority.

If a bomb threat is received by phone, the recipient should ask:

- When is the bomb going to explode?
- Where is the bomb located?
- What kind of bomb is it?
- What does it look like?

If possible, keep talking to the caller and take note of the following for the authorities:

- Time of call.
- Gender and likely age of the caller.
- Speech patterns, accent, possible nationality, etc.
- Emotional state of the caller.

Violent or Criminal Behavior

In the event of violent or criminal acts, immediately dial 911 and report the following to the dispatch operator:

- Nature of the incident
- Location of the incident
- Description of person(s) involved.
- Description of property involved.
- Weapons involved if any
- Welfare of the victim

Daybreak University students or employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to Daybreak University Administration.

Active Shooter Situations

In the extremely unlikely event of an active shooter on the Daybreak University campus, take all

precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep it on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

Do not leave a safe space until you are instructed to do so by the police or a campus administrator.

If a shooter enters your classroom or office, try to remain calm. If it is possible to dial 911, do so, and leave the line open so the dispatcher can hear what is being said in the room. It may be possible to negotiate with the shooter, but direct confrontation should be avoided, and attempts to overpower the shooter should be made only as a last resort. If the shooter gives instructions, try to do exactly as they say. If the shooter leaves, move as quickly as possible to a safe area. Do not touch anything the shooter has handled or that was in the shooter's vicinity.

If you decide to flee, make certain you have an escape plan and route in mind. Do not take anything with you and always keep your hands in view. If you encounter a police officer, immediately follow their instructions, without question or hesitation. Do not attempt to move injured persons but notify authorities as to their location as soon as possible.

Understand that police officers are trained to react as quickly as possible to such situations. They may be dressed in protective gear and may be armed with automatic or other heavy weaponry. Regardless of how the police officers appear, remember that they are there to stop the shooter and ensure your safety. Do not be afraid of them but follow their instructions instantly and to the letter. Always keep your hands visible. The police may handcuff or otherwise detain you – remember that they may not know who the shooter is and must take every possible precaution. Do not argue with or question the police in such a situation. Do exactly as the police say.

Bear in mind that the entire campus will be designated as a crime scene, and you will likely not be allowed to leave the area. Do not attempt to do so until given the go-ahead by the police. The police will establish a safe zone and will generally order you to stay within it. Again, do exactly as the police say, without argument or hesitation.

Hostage Situations

Hostage situations are also extremely rare, but nonetheless, preparation is wise. If you are taken hostage:

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Always maintain eye contact with the captor, if possible, but do not stare.

- Be observant. You may be released or have the opportunity to escape. The personal safety of others may depend on your memory.
- Be prepared to answer questions from the police on the phone.

Evacuation Routes

Evacuation routes are posted around the campus buildings in various places. Each floor has evacuation maps posted on the wall.

Fire Extinguishers

Fire extinguishers are located throughout the building. They are regularly inspected and maintained. Do not operate or handle a fire extinguisher except in an emergency.

Campus Closings

Campus closings will be reported via email, social media, the Daybreak University website, and on local radio, TV, and internet. If there is any doubt regarding a school closing. Do not come to school until you have checked and verified that Daybreak University is open and operating.

2023-2024 ACADEMIC CALENDAR

The academic calendar consists of 10-week terms in fall, spring, winter, and summer. In addition, intensive classes are offered in summer and fall terms. Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at a minimum 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period. These dates are subject to change.

	Winter 2023	Spring 2023	Summer 2023	Summer 2023 (Intensive)	Fall 2023
Length of the term	10 weeks	10 weeks	10 weeks	2 weeks	10 weeks
Registration period	11/16-22	1/30-2/3	4/10-14	1/20-2/4	7/24-28
Classes begin	1/9	3/27	7/5	6/9	10/2
Drop w/o ‘W’ deadline	1/27	4/14	7/21	5/13	10/20

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Registration/Add deadline	1/27	4/14	7/21	5/13	10/13
Withdrawal deadline	2/17	5/5	8/11	5/20	11/10
Classes end	3/17	6/9	9/18	6/23	12/8
Grades due	3/24	6/23	9/22	7/7	12/22

	Winter 2024	Spring 2024	Summer 2024	Summer 2024 (Intensive)	Fall 2024
Length of the term	10 weeks	10 weeks	10 weeks	2 weeks	10 weeks
Registration period	11/6-10	2/5-9	4/22-26	4/22-26	7/22-26
Classes begin	1/8	4/1	7/8	6/17	9/23
Drop w/o 'W' deadline	1/26	4/19	7/26	5/10	10/11
Registration/Add deadline	1/26	4/12	7/26	5/10	10/11
Withdrawal deadline	2/16	5/10	8/16	5/17	11/1
Classes end	3/15	6/7	9/13	7/1	11/29
Grades due	3/22	6/21	9/20	7/12	12/13

Federal Holidays

- New Year's Day (1/1)
- Martin Luther King, Jr. Day (1/16)
- Presidents' Day (2/20)
- Cesar Chavez day (3/31)
- Memorial Day (5/29)
- Juneteenth Day (6/19)
- Independence Day (7/4)
- Labor Day (9/4)
- Columbus Day (10/9)
- Veterans Day (11/11)
- Thanksgiving Day (12/23)
- Christmas Day (12/25)

Calendar and Course Credits

Distance education courses will be offered according to the general University academic calendar. Courses are offered on a quarter calendar, however, if appropriate, shorter cycles are permitted with the permission of the Program Director.

Final examinations will be scheduled according to the designated examination period for the quarter or cycle, unless otherwise approved by the Program Director.

Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at least 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period.

As with any transfer coursework, academic credit may be transferred from a distance education course offered by other colleges or universities that are accredited by recognized agencies.

STUDENT POLICIES

Policies on Student Rights

Students at Daybreak University are entitled to and have the following rights:

- 1) The right to receive quality educational programs instructed by competent and qualified faculty.
- 2) The right to receive professional, prompt, and friendly services from the university’s administrative personnel and faculty concerning academic, financial, personal or any other matters that may require consultation by the students.
- 3) The right to receive informed factual and prompt responses to all questions related to the university and its educational programs.
- 4) The right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later.
- 5) The right to inspect and review his or her records during normal business hours and seek correction of errors in records through the established administrative procedures.

- 6) The right to participate in all the student activities, school sponsored meetings and seminars, and other co-curricular activities.
- 7) The right to call for a hearing in accordance with the procedures established for this purpose if student is subject to the university's disciplinary action; and
- 8) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.

Policies on the Retention of Student Records

CEC §94900

- (a) An institution shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.
- (b) An institution shall maintain, for each student granted a degree or certificate by that institution, permanent records of all the following:
 - (1) The degree or certificate granted and the date on which that degree or certificate was granted.
 - (2) The courses and units on which the certificate or degree was based.
 - (3) The grades earned by the student in each of those courses.

CCR §71920

- (a) The institution shall maintain a file for each student who enrolls in the institution whether the student completes the educational service.
- (b) In addition to the requirements of section 94900, the file shall contain all the following pertinent student records:
 - (1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
 - (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test.
 - (B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's

completion of an educational program.

(C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes.

(D) All of the documents evidence a student's prior experiential learning upon which the institution and the faculty base the award of any credit.

(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.

(3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.

(4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and

(5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:

(A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.

(B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit.

(C) Credit for courses earned at other institutions.

(D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes.

(E) The name, address, website address, and telephone number of the institution.

(6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course.

(7) The dissertations, theses, and other student projects submitted by graduate students.

(8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency.

(9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received.

(10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the

refund was made, and the name and address of the person or entity to which the refund was sent.

(11) Copies of any official advisory notices or warnings regarding the student's progress; and

(12) Complaints received from the student.

Diversity & Inclusion Policy

Respect for diversity is embedded in the nature of the MFT Programs at Daybreak University, and the Programs are committed to acknowledging and discussing issues of diversity. We employ a definition of diversity that addresses specific social dimensions of diversity while also recognizing the interconnections among these dimensions.

Our Program definition of diversity includes, but is not limited to, diversity in academic and professional background, race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, national origin, veteran status, and belief systems.

In addition, the Program embraces the university's diversity definition, which emphasizes the intersectionality of social dimensions making up diversity:

Daybreak University's definition of diversity encompasses multiple dimensions. We use the Daybreak Diversity Wheel to demonstrate the intersectionality of those dimensions. We believe diversity includes all aspects of one's identity including but not limited to internal dimensions such as gender, race, sexual orientation, ability, etc.; community dimensions like marital status, education, religion, language, etc.; life experience dimensions such as experiencing historical events, personal history of abuse or prosperity, various living or employment situations, etc.; and current Daybreak institutional dimensions such as roles (e.g., student, staff, faculty, governing board, administrators, and stakeholders), school or department association, organizational position, etc. We believe that all aspects make up one's diverse identity and enrich the university.

As reflected in the Daybreak Diversity Wheel, our definition of diversity incorporates the concept of intersectionality. An intersectionality lens involves seeing interactions among multiple social dimensions and recognizing that societal power structures influence the meaning attributed to social identities. An intersectionality lens means that advancing diversity is intertwined with advancing equity and inclusion. This definition presents the advancement of diversity as an explicit aim and something that enhances the university community.

Requirement for a Globally Trained Student Population:

Due to the diverse nature of our global population, it is imperative that our MFT programs train students to be prepared to work with and help diverse, and especially marginalized, populations. Therefore, we strongly encourage students to seek out and immerse themselves with diverse, marginalized, and underserved populations to learn about their experiences. Additionally, Daybreak University is dedicated to the endeavor of training students in diverse populations as seen not only in the academic coursework but also in the clinical training portions of the programs. Consequently, we also require that our students clinically work with as many diverse populations as possible. We believe this will lead to a better global environment and supports our mission to transform the world one relationship at a time.

Program's Demographic Composition

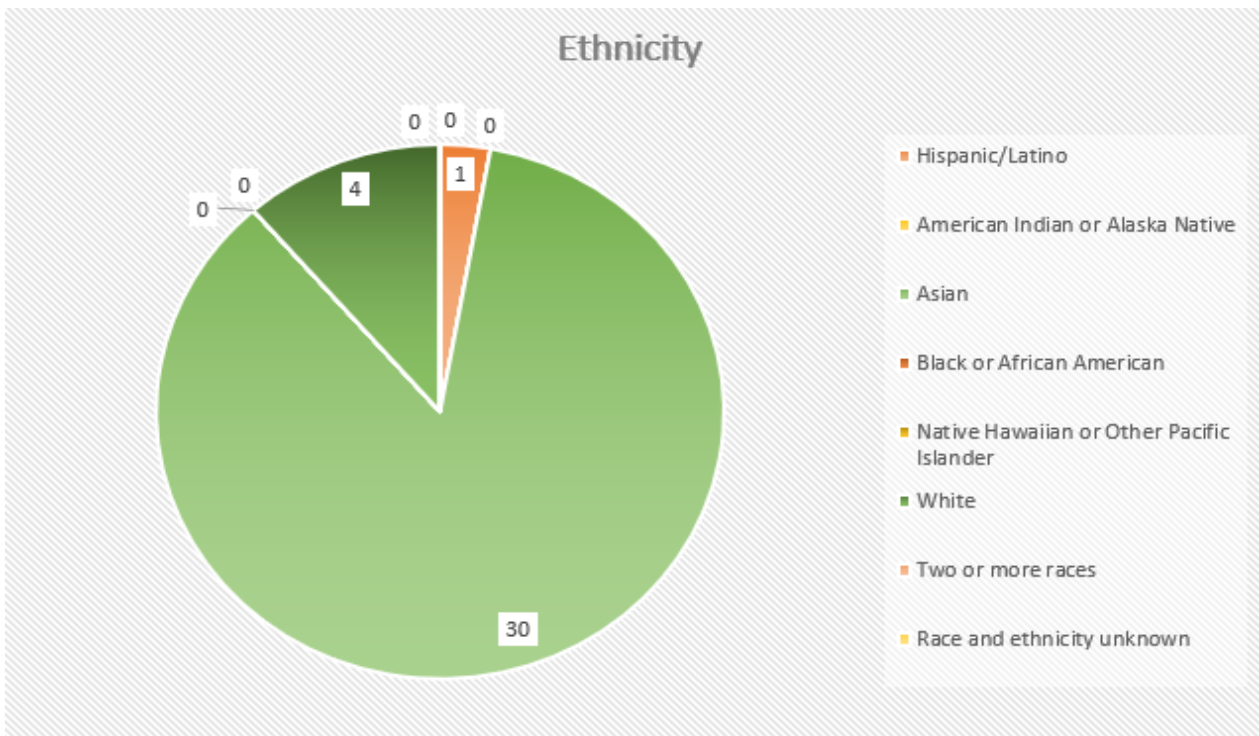
Respect for diversity is embedded in the nature of the MFT Programs at Daybreak University, and the Programs are committed to acknowledging and discussing issues of diversity. We employ a definition of diversity that addresses specific social dimensions of diversity while also recognizing the interconnections among these dimensions.

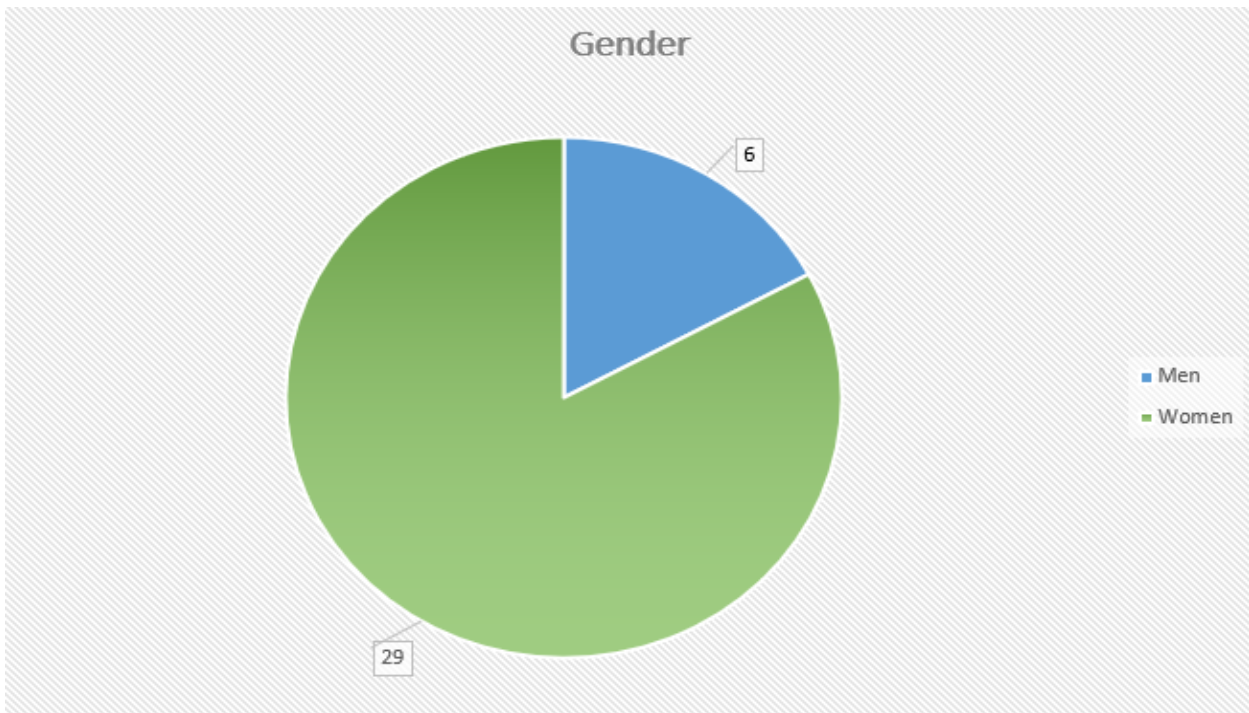
MA Students:

Ethnicity	Men	Women	Total
Hispanic/Latino		1	1
American Indian or Alaska Native			0
Asian	4	26	30
Black or African American			0

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Native Hawaiian or Other Pacific Islander			0
White	2	2	4
Two or more races			0
Race and ethnicity unknown			0
TOTAL AWARDS	6	29	35



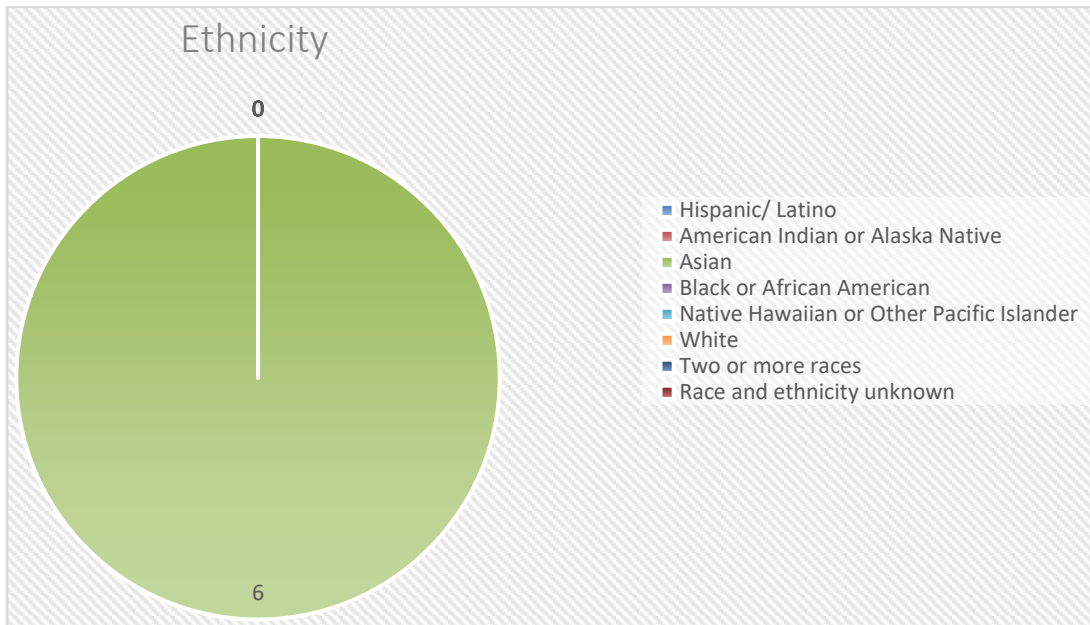


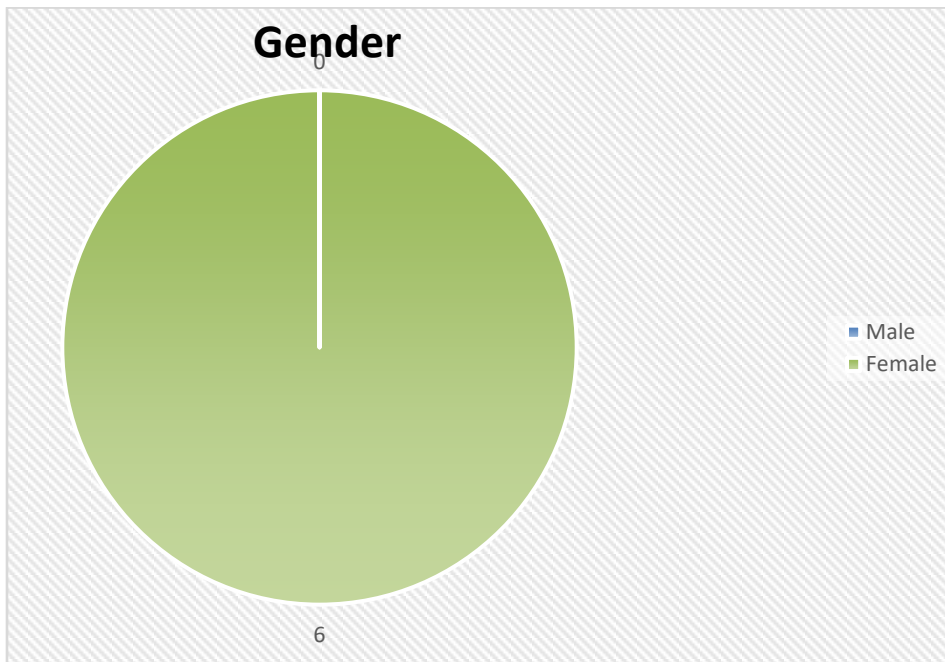
Ph.D. Students:

Ethnicity	Men	Women	Total
Hispanic/Latino			0
American Indian or Alaska Native			0
Asian		6	6
Black or African American			0

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Native Hawaiian or Other Pacific Islander			0
White			0
Two or more races			0
Race and ethnicity unknown			0
TOTAL AWARDS	0	6	6



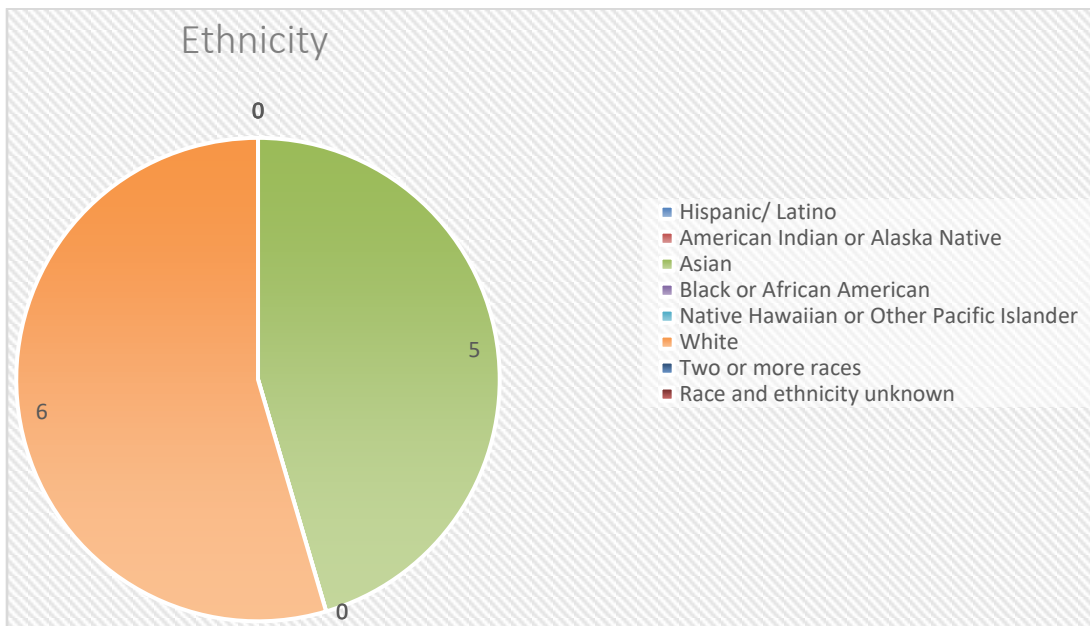


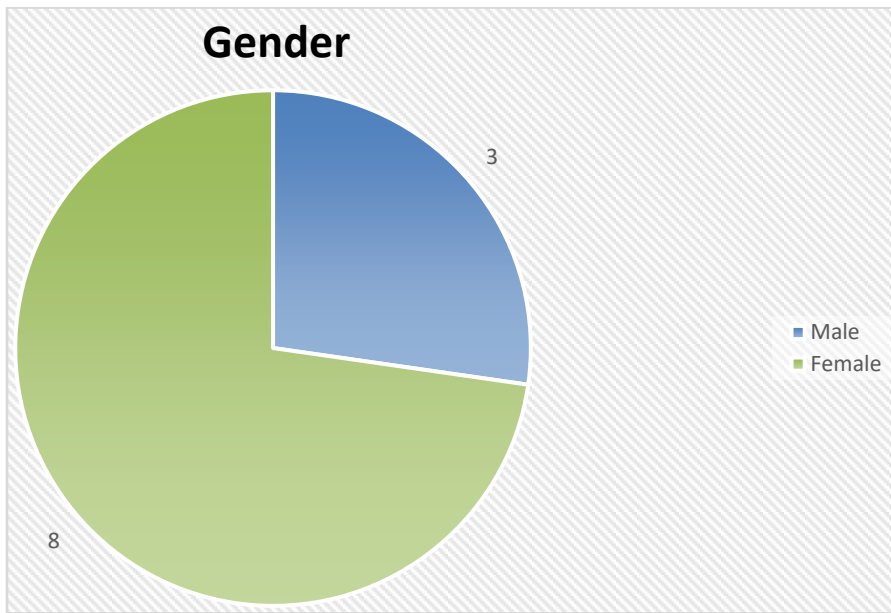
Faculty:

Ethnicity	Men	Women	Total
Hispanic/Latino			0
American Indian or Alaska Native			0
Asian	1	4	5
Black or African American			0
Native Hawaiian or Other Pacific Islander			0
White	2	4	6

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Two or more races			0
Race and ethnicity unknown			0
TOTAL AWARDS	3	8	11





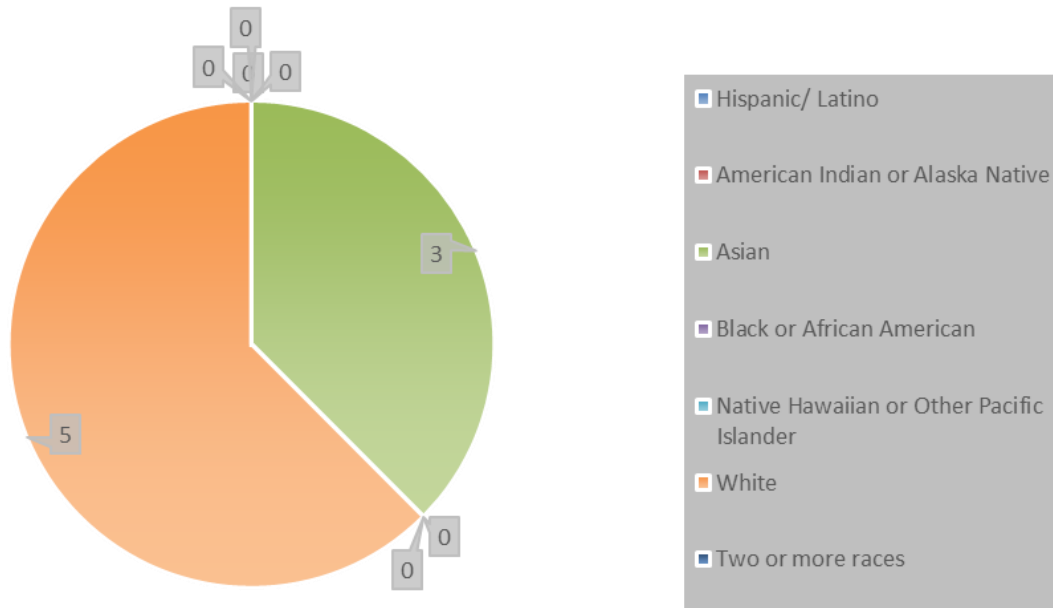
Supervisors:

Ethnicity	Men	Women	Total
Hispanic/Latino			0
American Indian or Alaska Native			0
Asian		3	3
Black or African American			0
			0

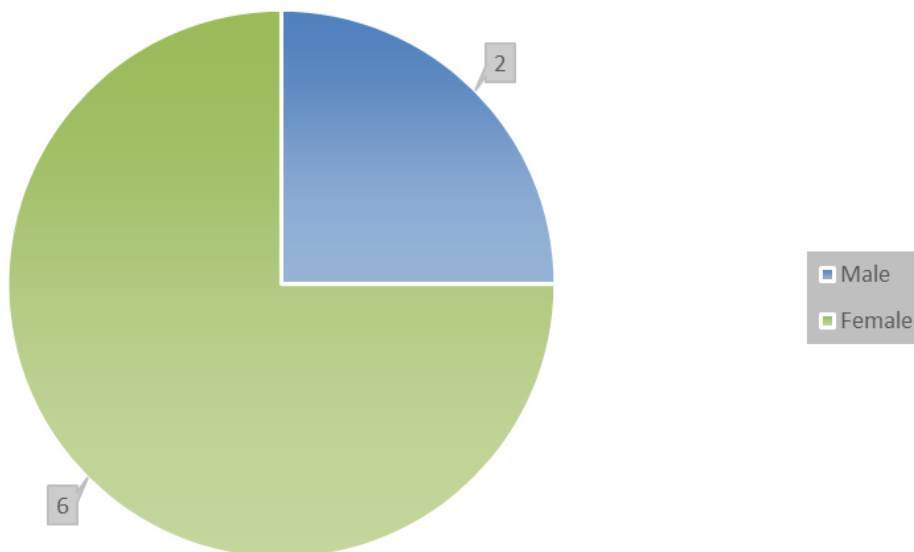
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Native Hawaiian or Other Pacific Islander			
White	2	3	5
Two or more races			0
Race and ethnicity unknown			0
TOTAL AWARDS	2	6	8

Ethnicity



Gender



TELETHERAPY AND VIRTUAL SUPERVISION COMPLIANCE POLICY

Student therapists agree to comply with the following concerning providing telehealth services and virtual supervision. Please initial each box, sign at the bottom, and submit it to the Program Director.

1. Abide by all Daybreak University and Program policies and procedures regarding use of technology.
2. Agree not to violate any university or program policy, state, nor federal law.
3. Abide by the HIPAA rules and regulations.
4. Agree not to use public wi-fi or hotspot to conduct telehealth sessions nor virtual supervision.
5. Obtain and maintain in working order all necessary electronic equipment for conducting teletherapy and virtual supervision. This may include a computer with a camera, internet, phone, and/or tablet.
6. Ensure that the electronic equipment used for teletherapy, and virtual supervision has anti-virus and up-to-date operating system installed.
7. Ensure the electronic equipment is charged and is located close to an electrical outlet.
8. Read and understand the portions of the most current AAMFT Code of Ethics https://aamft.org/Legal_Ethics/Code_of_Ethics.aspx pertaining to
9. Knowledge of regulatory standards (3.2)
10. Standard VI Technology Assisted Professional Services
11. Conduct teletherapy and virtual supervision ONLY in a secure location that is quiet, private, and free from distractions.
12. Conduct teletherapy and virtual supervision using ONLY the HIPAA compliant platform provided by DBU.
13. Read and understand AAMFT Best Practices in Online Practice of Couple and Family Therapy, available online through AAMFT (American Associated Marriage and Family Therapy) <https://networks.aamft.org/telehealth/resources2/new-item2>
14. Comply with teletherapy and virtual supervision standards of care including obtaining all informed consent and appropriate documents from clients PRIOR to commencing teletherapy and regularly confirming client and student therapist's identity and location.
15. Discuss with client and student therapist's risks and benefits of teletherapy and virtual supervision PRIOR to commencing teletherapy and virtual supervision.
16. Communicate to clients and student therapists that technical difficulties may arise during their session. If this occurs, the student therapist or clinical supervisor will call the client by phone to re-establish communication about the next session appointment.
17. Comply with emergency protocols which include but are not limited to obtaining emergency numbers for the client's location (such a police officer, fire rescue), having access to clinical supervisor's contact information during teletherapy and virtual supervision sessions, and

obtaining and having access to client's address where they are located at the time of the session.

18. Ensure that both the teletherapy clients and student therapists are appropriate for teletherapy including but not limited to understanding technology, being able to utilize required technology, are able to be in a secure, private location, are not in danger of self-harm or harm to others and are not chemically compromised.
19. Continuously monitor client's symptoms to determine if a referral to an in-person therapy format is warranted.
20. Store and maintain all client and student therapist data in a confidential manner.
21. Abide by the local, state, and provincial requirements and regulations where the client, student therapist, and supervisor are located.
22. Conduct teletherapy and virtual supervision only in areas where qualified.
23. Abide by the specifications set forth by California
(https://bbs.ca.gov/pdf/agen_notice/2021/20210122_telehealth_v.pdf)
24. Abide by the BBS California Statutes and Regulations Relating to the Practices of Professional Clinical Counseling for Marriage and Family Therapy
(<https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>)
25. Fill out the form by the BBS California RESPONSIBILITY STATEMENT FOR SUPERVISORS OF A MARRIAGE AND FAMILY THERAPIST TRAINEE OR ASSOCIATE
(<https://www.bbs.ca.gov/pdf/forms/mft/mfrespon.pdf>)

Telehealth Technology Usage Policy:

1. Technology Use: MFT providers will use secure and encrypted software for telehealth sessions and will ensure that all equipment used is up to date and functioning correctly.
2. Zoom Sessions: Providers will ensure that Zoom sessions are conducted in private areas and will not be recorded or shared without the client's informed consent.
3. Recording Sessions: If recording sessions are necessary, providers will obtain the client's informed consent, ensure that the recording is stored securely, and will not be shared with unauthorized individuals.
4. Saving in Google Drive or Emails: Providers will ensure that all emails and documents containing clients' personal and sensitive information are sent through encrypted channels and stored securely in Google Drive or other secure platforms. Any sharing of these documents with unauthorized individuals is prohibited.

5. Informed Consent: Providers will obtain informed consent from clients before initiating any telehealth session and inform them of the risks and benefits of telehealth services.
6. Confidentiality: Providers will adhere to all state and federal confidentiality laws and regulations, and all client information will be kept strictly confidential.
7. Technical Issues: Providers will have a backup plan in place for technical issues that may arise during telehealth sessions, such as network interruptions or equipment malfunctions.
8. Termination of Services: Providers reserve the right to terminate telehealth services if they determine that telehealth is not clinically appropriate or if there is a breach of this policy.

Beginning Requirements

1. Obtained a trainee position at the Daybreak University Couples and Family Therapy Center (CFTC).
2. Submit a signed Affiliation Agreement to the Clinical Director if a trainee practices outside of the Daybreak University CFTC.
3. Complete the BBS MFT Supervisor Responsibility Statement.
4. Join TheraNest and set up your account. TheraNest is a professional online service used to track and report clinical training hours. TheraNest meets BBS regulations to assist the Trainee/Intern in viewing status, as well as providing required BBS forms.
5. Join Zoom and set up your account as Zoom Healthcare which is in compliance with HIPAA BAA and send the signed Agreement to the Clinical Director.
6. Contact clients using Daybreak University Couples and Family Therapy Center (CFTC) emails, which is in compliance with the regulations.

Ongoing Requirements

1. Attend and participate in your Supervised Practicum course each week via Zoom.
2. Comply with the current BBS Statutes and Regulations.
3. Comply with the policies and procedures set by the MFT program.
4. Comply with the policies and procedures set by your clinical training site.
5. Comply with all ethical and legal obligations during your clinical training.
6. Have your supervisor sign the BBS Weekly Summary of Hours of Experience log form each week.
7. Immediately report all changes and/or concerns at your site to the Clinical Training Director. These changes may include a. Supervisor changes b. Site location changes c. Changes to the four-way clinical training agreement (i.e., early termination or an extension of the terms of agreement)
8. If a student's malpractice insurance or AAMFT membership has expired, then the student will need to renew their policy and/or membership and submit the renewal documentation to show that the coverage is up to date.

9. The student is responsible for notifying the program in a timely manner of any professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities.

Upon Initiation of Telehealth Services

The regulations require the therapist to engage in four specific one-time actions upon initiation of telehealth services to a client. The four actions are as follows:

1. **Obtain Consent:** The therapist providing telehealth services must obtain consent from the client as required by the “telehealth statute” (Business and Professions Code Section 2290.5).⁴ The statute requires the therapist to 1) inform the client about the use of telehealth; 2) obtain from the client verbal or written consent for the use of telehealth as an acceptable mode of delivering psychotherapy services; and 3) document the consent obtained by the client in the client’s treatment record.
2. **Disclose Risks/Limitations:** The therapist must inform the client of the potential risks and limitations of receiving treatment via telehealth.⁵ This disclosure may be done verbally or in writing. Either way, documentation of the disclosure in the client’s record is recommended. Potential risks and limitations of telehealth may include: technical failures; interruption by unauthorized persons; unauthorized access to transmitted and/or stored confidential information; and decreased availability of the therapist in the event of a crisis. *CAMFT Code of Ethics* Section 1.4.2 also requires the therapist who is rendering telehealth services to “inform patients of the potential risks, consequences, and benefits, including but not limited to, issues of confidentiality, clinical limitations, transmission difficulties, and ability to respond to emergencies.”
3. **Disclose License/Registration:** The therapist must also provide the client with his or her license or registration number and the type of license or registration. This disclosure can be done verbally or in writing. Most therapists have this information on their Disclosure Statements or Informed Consent Forms.
4. **Provide Contact Information of Relevant Resources:** The therapist must document reasonable efforts to ascertain the contact information of relevant resources, including emergency services in the client’s geographic area.

For Each Telehealth Session

The regulations provide three actions the therapist must take each time he or she performs telehealth with a client. The three actions are as follows:

1. At the beginning of each telehealth session, the therapist must verbally obtain from the client the client's name and document such name and the address of the client's present location. According to the BBS, obtaining the client's full name and present location may lessen the possibility of impersonation of a client. Further, should an emergency arise, the therapist would be equipped with information regarding the client's location, which may change from session to session.
2. The therapist, during each telehealth session, must assess whether the client is appropriate for telehealth, including but not limited to, consideration of the client's psychosocial situation. The BBS is concerned that the client's mental health could change from session to session, hence the therapist should assess whether the rendering of psychotherapy via telehealth continues to be appropriate for the client.
3. The necessary documentation of this issue may vary, depending on the client and his or her circumstances. For example, in circumstances where the client is in significant distress, or has a chronic history of serious behavioral health problems, a therapist may determine that it is appropriate to document in considerable detail, his or her effort to carefully assess the suitability and appropriateness of telehealth services for the patient at that time. In other circumstances, it may be adequate to document that the therapist believes, based upon his or her discussion with the client, that the use of telehealth is appropriate to the client's needs.
4. For each session, the therapist must utilize industry best practices for telehealth to ensure both client confidentiality and the security of the communication medium. A key inquiry is whether the voice, video, and file transfers through the platform are secured or encrypted. In addition, consider researching if any video or voice data is stored on the platform's server(s) and if yes, whether the files on the server(s) are encrypted. Documentation of the therapist's due diligence in researching and verifying the security of the communication medium is essential. Therapists who utilize a videoconferencing platform for telehealth should take care to protect their computers from viruses that can not only damage the computer, but also collect private stored data by installing antivirus software and firewalls. The computer or mobile device used for videoconferencing should regularly receiving the most recent security updates. It is recommended to choose strong and unique passwords for both the computer and the platform's account. Providers who are HIPAA "covered entities" should ensure the technology used for telehealth services is compatible with HIPAA requirements.

Licensure Requirements

The California Board of Behavioral Sciences (BBS) has determined that our university's MA program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist in California once all application, post-degree clinical and supervisory experience, exams, and background check have been completed. Students who complete the Ph.D. program will also meet the statutory requirements for Licensed Marriage and Family Therapist in California either through course transfer or enrolling in and completing the course as well as post-degree requirements.

The following link offers more specific information about licensure in California which includes:

- Obtain a Qualifying Master's degree.
- Register as an AMFT
- Live Scan
- Criminal Background Check
- Take and pass the California Law and Ethics Exam
- Accrue Supervised Experience
- Take and Pass the LMFT Clinical Exam
- Obtain LMFT licensure

<https://www.bbs.ca.gov/applicants/lmft.html>

Applicants should be advised that there are potential differences in MFT licensure requirements across state/provincial regulatory bodies. MFT is held to strict licensure requirements, which include at least a Master's level of education as well as supervised clinical practicum hours and successful passing of exams. Licensure requirements vary by state to protect their residents in the states therefore each state has different requirements, regulations, and licensure exams.

Information found at the following link describes specific licensure requirements in all 50 states.

<https://amftrb.org/resources/state-licensure-comparison/>

<https://amftrb.org/state-requirements/>

https://www.aamft.org/AAMFT/BUILD_Your_Career/MFT_State_Provincial_Resources/Advocacy/State_Resources/MFT_State_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095

Applicants, students, and graduates should contact the regulatory body in the state or province they wish to practice PRIOR to enrolling in the Daybreak University programs. Applicants, students, and graduates are responsible for learning the requirements in the state they plan to practice and obtaining the necessary requirements prior to applying for licensure in that state. The MA and Ph.D. programs in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University MAY NOT sufficiently cover the MFT licensure requirements in other states or provinces.

Please note: *The California LMFT exam is not the same exam as the AMFTRB (Association for Marital & Family Regulatory Board) National Examination* used by all of the other US'S jurisdictions including the District of Columbia and Guam.

Portability of Degree

The Board of Behavioral Sciences (BBS) has determined that Daybreak University's MA in Counseling programs with a Specialization in Marriage and Family Therapy (MFT) and Ph.D. in Counseling programs with a Specialization in MFT meet the statutory requirements for Licensed Marriage and Family Therapist in California. Daybreak University is listed on the BBS website as an MFT program which meets the MFT licensure requirements, pursuant to California Business and Professions Code (BPC) §4980.36.

1. MFT COURSEWORK – Includes no less than 12 semester or 18 quarter units of coursework

[CFT 6010 Foundations of Marriage and Family Therapy; CFT 6020/8700 Advanced Marriage and Family Therapy; CFT 6030 Couples Relationship Therapy; CFT 6040 Group Therapy Process and Techniques; CFT 7000 Counseling and Psychotherapeutic Theories and Techniques]

2. PRACTICUM – Six semesters or nine quarter units – minimum 225 hours

[CFT 7900B Practicum in Couples and Family Therapy (18 quarter units)]

*A minimum of 300 clinical hours is required at Daybreak University.

3. Additional Requirement: there are no specific unit requirements for content listed below.

- **A. Diagnosis, assessment, prognosis, treatment, treatment planning; psychological testing; psychopharmacology** [CFT 6060 Psychopathology: Principles of the Diagnostic Process & Psychological Testing; CFT 6070/8070 Psychopharmacology; CFT 6050 Clinical Research and Evaluation]
- **B. Developmental issues infancy to old age** [CFT 6090/8090 Human Growth and Family Development Across the Lifespan]
- **C. California cultures including 7 hours of child abuse based on CA law** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care]
- **D. Cultural competencies California specific** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **E. Multicultural development** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **F. Socioeconomic status** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **G. Resilience** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care]
- **H. Human sexuality** [HST 6000 Human Sexuality Education I]
- **I. Substance use and co-occurring disorders and addiction** [CFT 6500/8500 Chemical Dependency and Addiction Counseling]
- **J. California law and professional ethics for Marriage and Family Therapists** [CFT 6600/8600 Law, Professional Ethics, and Community Practice & Teletherapy]
- **K. Case management, systems of care, community resources, disaster and trauma response, advocacy for the SMI** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care, CFT 7900B Practicum in Couples and Family Therapy]

Student Acknowledgement Policy and Confidentiality

Students are required to sign the Student Acknowledgement Form as part of the first course, acknowledging that they have read, understood, and have agreed to abide by all Student Acknowledgement and Confidentiality Policies required by the Program and they have reviewed this program handbook. Students are informed of potential differences in MFT licensure requirements across state/provincial regulatory bodies. Before a student begins the program of study, the student acknowledges, in writing, that they were provided information that licensing regulations may differ

across states and provinces. Students are received the acknowledgment policy and form demonstrating information about portability of the degree.

MFT Training at Daybreak University can be both personally and professionally challenging. Students seek to acquire the knowledge and develop the practical skills needed to be successful as a systematically trained mental health professional. In this process, students are expected to engage in a high level of self-reflection, personal application, and self-disclosure. As a general rule, students should only share what they are comfortable sharing about themselves. Faculty, staff and supervisors are expected to handle student disclosures with respect and will only share information with other Daybreak University MFT faculty, Daybreak University administrators, clinical supervisors, staff, or student employers for the purpose of assisting in the student's development as a clinician. In addition, faculty and local clinical supervisors work collaboratively for the benefit of the students and the MFT program. Therefore, the faculty, supervisors, and staff may discuss and disclose information concerning performance as a student and as a therapist-in-training. This information, including information a student may share in courses or in supervision, will only be disclosed to other clinical faculty, supervisors, and staff as needed (deemed pertinent for students' and/or the MFT program's benefit by faculty, supervisors, and staff). No information will be shared outside of those listed above without consent of the student or without prior notification to the student of the disclosure, except in cases of emergency or litigation.

Student Acknowledgement Form

Instructions

To complete the form simply read each statement and then sign the form according to the instructions provided. This form must be signed PRIOR to starting the program or taking any class at Daybreak University.

1. I agree to abide by all University requirements as outlined in the current Daybreak University Handbook and as updated throughout my time at Daybreak.
2. I understand that I must take full responsibility for ensuring that my degree program at Daybreak meets the licensing requirements of my local state and/or country licensing board (where applicable). I am required to sign the Student Acknowledgement Form as part of the first course, acknowledging that I have read, understood, and have agreed to abide by all Student Acknowledgement and Confidentiality Policies required by the Program, and I have reviewed this program handbook. I am informed acknowledgement of potential differences in MFT licensure requirements across state/provincial regulatory bodies. Before I began the program of study, I acknowledged, in writing, that I was provided information that licensing regulations may

differ across states and provinces. I have received the acknowledgment policy and form demonstrating information about portability of the degree.

3. I have read and understand the program policy statement that if I have been convicted of a felony or misdemeanor prior to or subsequent to admission into the MFT program, I am required to immediately inform the Program Director of the MFT Program. I understand that such a conviction may result in my dismissal from the program.
4. I understand that if I am diagnosed, treated, or admitted to a hospital or other facility for the treatment of any psychotic disorder (e.g. bipolar disorder, schizophrenia, paranoia, etc.); suicide attempt(s); substance abuse; or the illegal use of any controlled substance, habit-forming drug or prescription medication I am required to immediately inform the Program Director as this may interfere with my ability to competently and safely perform the essential functions of the MFT profession. I further understand that if this occurs, I will be required to provide a letter from my treating physician or licensed mental health professional indicating I am compliant with treatment and currently able to practice safely and competently.
5. I understand that a minimum cumulative GPA of 3.0 must be maintained throughout the program and is required for graduation and I must complete this program within the maximum years of the program.
6. I understand that I will be provided with information about the Practicum Preparation Process (PPP) after I have successfully completed three courses. I understand I am expected to complete the entire PPP within the expected time limit (by the end of my sixth course).
7. I understand that in the MFT program I will be evaluated, through the PPP, to determine my clinical readiness to work with clients after I have successfully completed a minimum of the first six courses and before I can enroll in my first practicum course.
8. I understand that I may be placed on probation or other corrective actions by the University or administrative MFT faculty for unsatisfactory academic progress or for unsatisfactory performance in other training domains, including, but not limited to, PPP elements, practicum placements, internship placements, professional or ethical violations or concerns. If I am placed on probation, I understand that a remediation plan will be developed which I am expected to follow, completing all required elements of the plan.
9. I understand that if I violate the University's student Code of Conduct and/or Academic Integrity policy I may be subject to immediate administrative dismissal and would not qualify for readmission to Daybreak University.
10. I understand that as a student in this program and as a student therapist I am required to conduct myself in accordance with the most current edition of the AAMFT Code of Ethics.
11. I understand it is my responsibility to secure an appropriate clinical training site and qualified

local supervisor (AAMFT Approved Supervisor or State-Approved supervisor) as outlined in the Program and Clinical Training Handbooks. As indicated in my application and in this acknowledgement form, I understand that failure to find a qualified site or supervisor will make completion of the program impossible.

12. I understand I am responsible for keeping an accurate record of all of my client contact and supervision hours for review by my local supervisor(s), the Daybreak MFT faculty, and for the purpose of applying to state (or other) licensing boards.
13. I understand that to complete some of the course requirements, including the online supervision process used during the practicum courses, I will be required to participate in periodic (weekly during clinical training) online video conferencing meetings throughout my time in the program. In addition, I understand I am required to record some of my therapy sessions with clients (using a digital video camera) to share during online supervision sessions, as well as have all my clients sign a standard informed consent document that discloses the video recording of sessions and requests permission for recording, transmission, and supervision of the sessions with the Daybreak MFT Faculty. I understand that the MFT faculty must approve any exceptions to this requirement.
14. I understand that I am required to complete 300 hours of direct client contact (at least 100 of these hours must be relational - working with couples, parents, and children together, or whole families together), and 100 hours of approved supervision received at the local site(s). I also understand that I am expected to review the relevant Program Handbook and Clinical Training Handbook for detailed information regarding these requirements.
15. I understand I am required to maintain weekly supervision at my local site and that I must participate in Daybreak faculty group supervision each week while I am actively seeing clients, or more frequently if required by my state rules and regulations or by my Daybreak Clinical Faculty.
16. I understand that prior to beginning any clinical experience, I am required to submit proof of professional liability insurance
17. I have read and agree to abide by the Confidentiality Statement in the Program Handbook and Clinical Handbook.
18. I understand that faculty and on-site supervisors work collaboratively for the benefit of the students and the MFT program. Therefore, I understand that the MFT faculty, supervisors, and staff may discuss and disclose information concerning my performance as a student and as a therapist-in-training. This information, including information that I may share in courses or in supervision, will only be disclosed to other MFT clinical faculty, supervisors, and staff as needed (deemed pertinent for my personal and/or the MFT program's benefit by faculty, supervisors,

and staff), except where otherwise outlined in the Program or Clinical Handbooks.

19. I have read the Marriage and Family Therapy (MFT) Program Handbook relevant to my program and understand all the information contained therein. I have been given an opportunity to ask questions about the Handbook and understand that if I have concerns about it or the contents of it, I may speak with the Program Director before signing this statement. Furthermore, I agree with the information provided in the MFT Program Handbook and agree to abide by the conditions stated therein.
20. I have reviewed the MFT Program's mission, goals and student learning outcomes in the Program Handbook and understand that I may directly contact the Program Director (jinkim@daybreak.edu) with any questions or feedback that I have.

HIPAA Rules and Regulations

HIPAA (Health Insurance Portability and Accountability Act) is a U.S. federal law that establishes rules and regulations to protect the privacy and security of individuals' health information. If you are taking an online class related to HIPAA requirements, here are some key things you should know:

1. HIPAA applies to "covered entities" and "business associates." Covered entities are healthcare providers, health plans, and healthcare clearinghouses. Business associates are individuals or organizations that provide services to covered entities and have access to protected health information (PHI). Both covered entities and business associates must comply with HIPAA rules.
2. HIPAA has two main components: the Privacy Rule and the Security Rule. The Privacy Rule establishes national standards for protecting the privacy of PHI. The Security Rule establishes national standards for protecting electronic PHI (ePHI) that is created, received, maintained, or transmitted by covered entities and business associates.
3. HIPAA requires covered entities and business associates to implement administrative, physical, and technical safeguards to protect PHI and ePHI. These safeguards include things like implementing access controls, encrypting ePHI, conducting regular risk assessments, and training employees on HIPAA policies and procedures.
4. HIPAA also requires covered entities and business associates to notify individuals if there is a breach of their unsecured PHI or ePHI. Notifications must be made without unreasonable delay and no later than 60 days after the discovery of the breach.
5. HIPAA violations can result in significant penalties, including fines and legal action. Covered entities and business associates should take HIPAA compliance seriously and ensure that they have appropriate policies, procedures, and safeguards in place.

In summary, HIPAA is a federal law that establishes rules and regulations to protect the privacy

and security of individuals' health information. Covered entities and business associates must comply with HIPAA rules, including implementing safeguards to protect PHI and ePHI, notifying individuals in the event of a breach, and taking HIPAA compliance seriously to avoid penalties.

Business Associate Agreement (BAA) Regulations

A BAA (Business Associate Agreement) is a legal agreement that outlines the responsibilities and obligations of a business associate (BA) when handling protected health information (PHI) on behalf of a covered entity (CE) under HIPAA (Health Insurance Portability and Accountability Act).

The BAA agreement rules are as follows:

1. Covered entities must enter into a BAA with their telehealth vendors or service providers that have access to PHI. This includes any third-party software or technology used to provide telehealth services.
2. The BAA must include specific provisions related to telehealth, such as how PHI will be transmitted and secured during telehealth sessions, the role of the vendor or service provider in protecting PHI, and how any breaches will be handled.
3. Business associates must comply with all HIPAA regulations related to telehealth, including the use of encryption to protect PHI during transmission, and ensuring that PHI is only accessed by authorized individuals.
4. Covered entities must conduct due diligence to ensure that their telehealth vendors or service providers are HIPAA-compliant and have appropriate safeguards in place to protect PHI.
5. Business associates must report any breaches of PHI to the covered entity immediately and take steps to mitigate the harm caused by the breach.

It is important to note that the rules and regulations related to telehealth and BAA agreements may vary depending on the specific state and local laws and regulations, as well as the specific type of telehealth service being provided. Therefore, it's always best to consult with a legal expert to ensure that your telehealth BAA agreement follows all applicable laws and regulations.

Family Educational Rights and Privacy Act (FERPA)

<https://studentprivacy.ed.gov/>

- Frequently Asked Questions
- Postsecondary school officials
- Protection of Pupil Rights Amendment (PPRA)
- Guidance and Notices
- Filing a complaint under FERPA or PPRA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and

eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

California Consumer Privacy Rights

The California Consumer Privacy Act (CCPA) is a comprehensive privacy law that grants California residents certain rights over their personal information and imposes obligations on businesses that collect, use, and disclose that information.

Under the CCPA, California residents have the right to:

1. Know what personal information is being collected about them.
2. Know whether their personal information is sold or disclosed and to whom.
3. Opt-out of the sale of their personal information.
4. Access their personal information.
5. Request the deletion of their personal information.
6. Not be discriminated against for exercising their CCPA rights.

Businesses subject to the CCPA must:

1. Provide certain disclosures to California residents regarding the collection, use, and disclosure of their personal information.
2. Implement reasonable security measures to protect personal information from unauthorized access, destruction, use, modification, or disclosure.
3. Comply with opt-out requests from California residents who do not want their personal information sold.
4. Provide access to personal information and delete it upon request.
5. Not discriminate against California residents who exercise their CCPA rights.

The CCPA is enforced by the California Attorney General's office, and individuals may also have a private right of action for certain data breaches.

Google Workspace Regulations

Using and storing client information on Google Drive and email for telehealth purposes requires compliance with HIPAA regulations to protect the privacy and security of the client's protected health information (PHI):

1. Sign a Business Associate Agreement (BAA) with Google: Before using Google Drive or email to store and share PHI, it's essential to sign a BAA with Google. This agreement outlines the responsibilities and obligations of both parties to ensure compliance with HIPAA regulations.
2. Enable two-factor authentication: It's essential to enable two-factor authentication for both Google Drive and email to add an extra layer of security to protect PHI from unauthorized access.
3. Encrypt data: Any PHI stored on Google Drive should be encrypted using a strong encryption method to ensure that even if someone unauthorized gets access to it, they cannot read it.
4. Use secure transmission methods: Emails containing PHI should be encrypted before sending and sent through secure transmission methods, such as a HIPAA-compliant email service or a secure file transfer protocol (SFTP).
5. Limit access: Access to PHI on Google Drive should be limited to only authorized individuals who have a need to know the information.
6. Monitor and track access: Keep track of who is accessing PHI on Google Drive and email and ensure that any unauthorized access is immediately reported and addressed.
7. Train staff: Ensure that all staff members who have access to PHI stored on Google Drive and email receive regular HIPAA training to ensure they understand the importance of protecting PHI and are aware of HIPAA compliance requirements.

By following these rules, you can help ensure that the client's PHI is protected while using and storing client information on Google Drive and email for telehealth purposes in a HIPAA compliant manner.

Google Regulations for HIPAA and BAA

1. Enabling Google Vault for email and chat retention and eDiscovery purposes
2. Enabling Mobile Device Management (MDM) to manage and secure mobile devices that access PHI
3. Enabling Data Loss Prevention (DLP) to prevent sensitive information from being shared
4. Enabling two-factor authentication (2FA) to add an additional layer of security to user accounts
5. Configuring security settings for Google Meet, Calendar, and other collaboration tools

6. It's important to note that while Google Workspace can be configured to be HIPAA-compliant, you as a customer are responsible for ensuring that you use the service in a compliant manner, and that you have policies and procedures in place to protect the privacy and security of PHI.

Collecting Client Information using Google Form Regulations

Collecting client information with Google Forms for telehealth purposes requires compliance with HIPAA regulations to protect the privacy and security of the client's protected health information (PHI). Here are some rules to follow:

1. Sign a Business Associate Agreement (BAA) with Google: Before using Google Forms to collect PHI, it's essential to sign a BAA with Google. This agreement outlines the responsibilities and obligations of both parties to ensure compliance with HIPAA regulations.
2. Train staff: Ensure that all staff members who have access to the PHI collected through Google Forms receive regular HIPAA training to ensure they understand the importance of protecting PHI and are aware of HIPAA compliance requirements.
3. Enable two-factor authentication: Enable two-factor authentication for the Google account to add an extra layer of security to protect PHI from unauthorized access.
4. Use a secure connection: Ensure that the Google Form is accessed through a secure and encrypted connection to protect PHI while in transit.
5. Collect the minimum necessary information: Collect only the minimum necessary PHI needed for telehealth purposes, and avoid collecting any unnecessary information.
6. Limit access: Access to the collected PHI on Google Forms should be limited to only authorized individuals who have a need to know the information.
7. Monitor and track access: Keep track of who is accessing the PHI collected through Google Forms and ensure that any unauthorized access is immediately reported and addressed.
8. Delete PHI after use: Once the PHI collected through Google Forms is no longer needed, it should be deleted from the Google account to ensure that it is not accidentally disclosed or accessed.

By following these rules, you can help ensure that the client's PHI is protected while collecting client information with Google Forms for telehealth purposes in a HIPAA compliant manner.

TheraNest

TheraNest is a practice management software designed for mental health providers, and it can be used by students who are studying to become mental health professionals to manage their clients' information and records. Students who are enrolled in counseling, psychology, or social work programs can use TheraNest to track their clients' progress, manage their appointments, and securely store their confidential health information.

TheraNest provides a range of features that can be helpful for students who are working with clients, including:

1. **Scheduling and appointment management:** Students can use TheraNest to schedule appointments with their clients, send appointment reminders, and manage their availability.
2. **Client management:** TheraNest allows students to create client profiles, store confidential health information, and track progress notes and treatment plans.
3. **Billing and invoicing:** TheraNest offer billing and invoicing features that can help students manage their finances and streamline their accounting processes.
4. **Secure messaging:** TheraNest includes a secure messaging system that enables students to communicate with their clients in a secure and HIPAA-compliant way.
5. **Telehealth services:** TheraNest also offers telehealth features that allow students to conduct remote counseling sessions with their clients.

TheraNest is a HIPAA compliant practice management software for mental health providers. TheraNest is designed to meet the privacy and security requirements of the Health Insurance Portability and Accountability Act (HIPAA) and is committed to maintaining the confidentiality and security of patient health information.

TheraNest includes various security features and safeguards to ensure the confidentiality and integrity of patient data, including:

- Data encryption both in transit and at rest
- Role-based access control to restrict access to sensitive information
- Automatic session timeouts to prevent unauthorized access
- User activity logging to monitor and track system usage
- Regular system backups to ensure data availability and integrity

Populi Student/Faculty Web Portal

Populi is a web-based software program that your school uses to keep academic records and many other information. Populi is designed to keep information secure and confidential. One of the ways it does that is by requiring you to log in with your username and password whenever you use Populi.

When you're done using Populi, make sure to log out! Do so by clicking your name in the upper part of the screen and selecting *Log Out* from the drop-down.

The following list describes the various security layers in Populi—from the controls in place at our data centers to access permissions within Populi itself.

- Customer data is stored in SSAE 16 Type II compliant data centers.
- The data centers feature compartmentalized security zones and biometric access controls.
- The primary data center backs up to a cloud-based data center.
- Populi is guarded by firewalls and overseen with proactive monitoring for hacking/probing attempts.
- All user access to Populi occurs over 256-bit SSL-encrypted connections.
- User logins require alphanumeric passwords; two factor authentication is also offered.
- User accounts are locked after too many failed login attempts.
- User sessions are subject to automated timed logouts after a certain period of inactivity.
- Information access in Populi is based on an individual user's role-based permissions.
- All changes to core academic and financial data (as well as other data) are tracked in system change logs. All financial transactions have a complete audit trail.
- Customer data is backed-up on a rolling basis: daily, weekly, and monthly.
- The company has a Privacy Policy that discusses the collection, use and disclosure of information.
- The company has a statement on FERPA, which is available in Section 4.5 of the Privacy Policy linked above.
- The company has a business continuity plan that outlines disaster recovery (among other things).

For details on Populi Legal Policy: <https://www.populi.co/legal/terms/>

Zoom Video Conferencing

What Personal Data Does Zoom Collect from Students?

Personal data is any information from or about an identified or identifiable person, including information that Zoom can associate with an individual person. We may collect, or process on behalf

of schools or other organizations providing educational services, the following categories of personal data when a student uses or interacts with Zoom Products to receive educational services, such as when they join their classroom or meet with their teacher on Zoom:

Profile and Participant Information: Name, profile picture, contact information, and any other information a school or educational organization allows students to add to their profile or to add when registering for meetings, recordings or webinars hosted on the school or organization's account.

- **Contacts and Calendar Information:** Contact lists the school or educational service adds or allows students to use on their account (such as names and email addresses for other students in the school), as well as calendar information added to the account (such as a class schedule or upcoming school events).
- **Settings:** Preferences and settings students set when using an educational account, such as microphone, audio and video settings, and screen sharing settings.
- **Device Information:** Information about the computers, phones, and other devices students use when joining meetings or webinars or sending messages using Zoom Products, including device features (like microphone or camera versions and IDs), IP address (which may be used to infer general location at a city or country level) and WiFi information.
- **Meeting, Webinar, and Messaging Content:** If the school or educational organization chooses to record meetings or webinars to Zoom Cloud, Zoom will store these recordings on behalf of the school or organization. The recordings may contain a student's voice and image, messages, Q&A, or other content (such as a presentation or whiteboard) shared by a student during a meeting or webinar. Zoom employees do not access this content unless the school or educational service directs us to do so, or as required for legal, security, or safety reasons.
- **Product Usage:** Information about how students and their devices interact with Zoom Products, such as when they join and leave a meeting, whether they send messages and with whom they message, mouse movements, clicks, keystrokes, or actions (such as mute/unmute or video on/off), and other inputs that help Zoom understand feature usage, improve product design, and suggest features.

Zoom uses personal data collected from students to conduct the following activities:

- **Provide Educational Products and Services:** To provide products, features and services for schools and other organizations to use when providing educational services to children, including to customize the product and safety features and settings for a school environment. This may also include using personal data for customer support, which may include accessing audio, video, files, and messages, at the direction of the school or organization.
- **Product Research and Development:** To develop, test, and improve Zoom Products that are used in educational settings.

- **Authentication, Integrity, Security, and Safety:** To authenticate accounts and activity, detect, investigate, and prevent malicious conduct or unsafe experiences, address security threats, protect school and public safety, and secure Zoom Products.
- **Legal Reasons:** To comply with applicable law or respond to valid legal process, including from law enforcement or government agencies, to investigate or participate in civil discovery, litigation, or other adversarial legal proceedings, and to enforce or investigate potential violations of our Terms of Service or policies.

Zoom uses advanced tools to automatically scan content such as virtual backgrounds, profile images, and files uploaded or exchanged through chat, for the purpose of detecting and preventing violations of our terms or policies and illegal or other harmful activity, and its employees may investigate such content where required for legal, safety, or security reasons.

Zoom does not disclose student’s data to third parties, except for:

- service providers who help us provide Zoom Products and technical infrastructure;
- where required for legal, security, or safety reasons;
- or to other Zoom affiliates (such as Zoom Voice Communications, Inc., which provides Zoom Phone) to enable additional products and features for use by schools and educational organizations.

What Student Information Do Schools See and Share on Zoom Products?

Depending on their policies, settings and how they use Zoom Products to provide educational services, the school or organization providing educational services may be able to see or to share the following personal data from students who join meetings or webinars on their account. The school or other organization’s use and disclosure of student information is subject to the school or educational organization’s policies, not Zoom’s. Zoom does not enable children to make personal information publicly available through the use of Zoom Products.

- **Student Usage and Content:** Depending on their settings, the school or other organization providing educational services – and the people they designate — can access (i) information about how students and their devices interact with the school or educational organization’s account; (ii) information about the participants who joined classrooms or meetings on their account (including participant name, display name, email address and participant ID); (iii) the content of recordings hosted on their account, as well as a transcript of audio, if enabled; and (iv) information provided in response to polls, Q&A or other content shared during classrooms, webinars and meetings on their account.
- **Teachers, Hosts and Participants:** Teachers, hosts and other participants in a classroom or meeting may be able to see students’ email, display name, and profile picture, as well as content and information shared by students during a meeting and webinar. Depending on

settings implemented by the school or educational organization, teachers, hosts and participants also may be able to record or save classroom or meeting content, audio transcripts, messages sent to Everyone or to them directly, and files, whiteboards, or other information shared during a classroom or educational meeting.

More information about Zoom: <https://explore.zoom.us/en/privacy/>

Patient Rights & Consent

State law requires the health care provider initiating the use of telehealth to obtain written or verbal consent once before the initial delivery of telehealth services. Medi-Cal has developed Telehealth Patient Consent Language, which includes language outlining a beneficiary's right to in-person services, the voluntary nature of consent, the availability of transport to access in-person services if needed, and potential limitations/risks of receiving services via telehealth. Patient consent can be completed verbally or in writing. Patients who consent to synchronous video must separately consent to synchronous audio-only services.

Recording and Confidentiality

Students are required to present recordings of their clinical work as part of the clinical training requirements. Recordings must be treated in the same manner as any other confidential materials and the student must obtain written consent by the client prior to recording. Recordings are to be kept in a locked place at your clinical training site and while transporting the recording tape, all precautions must be taken to guard confidentiality. To be HIPAA compliant, the acceptable session recording formats include CD/DVD and flash drives, or personal recording devices (camera, cell phone, laptop, or tablet) which must be password protected. For Zoom recordings, record to the Zoom Healthcare clouds and delete after supervision.

Clinical Training Student Requirements

Once a student begins their clinical training, they are required to join [TheraNest](#). TheraNest is a web-based computer software program designed to assist students in tracking and reporting one's hours. Clinical training hours will be submitted utilizing this web-based computer software program. Students are responsible for all BBS paperwork and should keep their paperwork in a safe and secure place. Students can obtain the required clinical training paperwork by downloading it from Google Drive from CFTC.

Clinical Training Probation

1. Students must meet and comply with the BBS Statutes and Regulations, as well as the policies set by the MFT program. A student may be placed on Clinical Training Probation, which subjects the student to a period of review and additional requirements as deemed by the faculty committee due to a violation of BBS, MFT program, and/or clinical training site requirements.
2. Students may be placed on Clinical Training Probation for one or more of the following reasons, but is not limited to:
 - Incomplete/Missing Clinical Training Paperwork
 - Unprofessional Conduct
 - Deficient Clinical Skills
 - Lack of Sufficient Progress
 - Gross Negligence
 - Violation of BBS Statutes and Regulations
 - Violation of Clinical Training Site Policies
 - Violation of MFT Program Policies
3. Students placed on Clinical Training Probation will receive a formal letter indicating their period of probation and the additional requirements the student will need to meet in order to continue in their clinical training. Students must complete the additional requirements in order to remain in their clinical training site and continue accruing hours.
4. ours. The minimum requirements for clinical hours will be 1,750 hours comprising of direct counseling with individuals, groups, couples or families and a maximum 1,250 of non-clinical experience which includes supervision, workshops, training, and conferences, administering psychological tests, writing clinical reports, writing progress or process notes, and client-centered advocacy. Client contact hours include therapy with individuals, couples, families, group therapy and/or teletherapy.
5. Client-centered advocacy is defined in the Business and Professions Code (BPC) 4980.34 (h) as including, but not limited to, “researching, identifying, and accessing resources, or other activities, related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services.” Group therapy hours are counted by the number of hours, not the number of clients within the group.
6. Students may not count hours for the BBS or the MFT program for any week where supervision was not provided. If a supervisor is providing supervision on a volunteer basis, a letter of agreement is needed. On the Experience Verification form, there is a place for the supervisor to indicate if they are providing supervision on a volunteer basis, as opposed to self-employed or on a paid basis. If the supervisor is working on a volunteer basis, then attach

the original written agreement between you and the applicant's employer required by Title 16, California Code of Regulations Section 1833 (b) (4). This letter of agreement is needed any time your supervisor is not paid by your employer for the provision of supervision.

State Regulations and Rules

It is essential to follow each state's regulations when providing Marriage and Family Therapy (MFT) through telehealth services. Each state has its own guidelines and requirements for telehealth therapy, and it is crucial to understand and adhere to them to avoid any legal or ethical issues. Some states may require specific licenses, certifications, or training for MFT telehealth therapy. Additionally, there may be rules regarding informed consent, confidentiality, and technology requirements that must be followed. By following each state's regulations, MFT providers can ensure that they are providing safe and effective telehealth therapy to their clients while also maintaining compliance with state laws and regulations.

State/Provincial Telehealth Guidelines

This guideline contains information pertaining to teletherapy laws at the state-level, including any waivers to certain teletherapy requirements and policies regarding insurance reimbursement for teletherapy. Not all states have regulations; updates will be made to this page as new information is received. This information can change rapidly.

https://www.aamft.org/Events/State_Guide_for_Telehealth.aspx

California State Regulations on Telehealth

Marriage and Family Therapist Trainees and Telehealth Marriage and family therapist trainees are unlicensed and unregistered individuals who are currently enrolled in their master's or doctoral degree program designed to qualify them for licensure as a marriage and family therapist, and who have completed at least 12 semester units or 18 quarter units of their degree program. MFT trainees are permitted to provide services via telehealth. The school must approve and have an agreement with the site detailing, among other things, the methods by which supervision shall be provided. MFT trainees can count pre-degree hours toward licensure, so they need to make sure they follow the law regarding counting experience hours. If they are working in a governmental entity, school, college, university, or institution that is nonprofit and charitable, they may obtain supervision via videoconferencing. If they are working in a setting other than the types listed above, the law requires the supervisor to be in person.

https://bbs.ca.gov/pdf/agen_notice/2021/20210122_telehealth_v.pdf

Virginia State Regulations on Telehealth

Licensure Board COVID-19 Information : The licensure board has a webpage listing COVID-19 information for LMFTs and LMHCs.

<https://www.dhp.virginia.gov/counseling/>

The Virginia Board of Counseling regulates the practice of Marriage and Family Therapy in the state. The Board has specific regulations related to telehealth services, which apply to MFT supervisees who are providing such services under the supervision of a licensed MFT supervisor.

The relevant law and regulations for MFT supervisees in Virginia providing telehealth services are:

1. Virginia Code § 54.1-3500.1: This law outlines the requirements for the provision of telehealth services in the state. It requires that telehealth services be provided in a manner that is consistent with the standards of care for in-person services and that practitioners must ensure the security and privacy of electronic communications.
2. Virginia Board of Counseling Regulations (18 VAC 115-50-115): These regulations specifically address the provision of telehealth services by MFTs in Virginia. The regulations require that MFTs must be licensed in the state and that they must comply with all laws and regulations related to the provision of telehealth services.
3. Virginia Board of Counseling Guidance Document: The Board has also provided guidance for MFTs who are providing telehealth services in Virginia. The guidance document outlines the specific requirements for informed consent, confidentiality, and security for telehealth services.

As an MFT supervisor in Virginia, it is important to be familiar with all relevant laws, regulations, and guidance related to the provision of telehealth services. It is also important to ensure that you are providing services under the supervision of a licensed MFT supervisor and that you are complying with all ethical and legal guidelines for the provision of mental health services.

New Jersey State Regulations on Telehealth

Out-of-State Healthcare Providers Can Offer Services to New Jersey Residents During COVID-19 Emergency (3/20/20): The State of New Jersey is allowing individuals who hold current licenses as an LMFT or other healthcare licenses in good standing in other states and have been practicing within

the last five years, will be able to secure a license in New Jersey by completing a simple form. Additional information for out-of-state providers. These temporary licenses are valid for 180 days after completion.

[Temporary waiver of telemedicine rules](#) to allow healthcare practitioners to more easily provide care via telemedicine. The expiration of this order is congruent with [Executive Order #103](#), which appears to be whenever the state of emergency ends, or when the Governor announces the end of Order #103.

<https://www.njconsumeraffairs.gov/COVID19/Documents/FAQ-Telehealth.pdf#search=telehealth>

Arizona State Regulations on Telehealth

With the efforts to reduce community spread of COVID-19, many practitioners are seeking guidance on telepractice. Continuity of care is vital to mental health clients, and in this new climate, we encourage our licensees to become competent in telehealth delivery to continue to serve those in need. There are many resources to assist behavioral health professionals in providing technology assisted therapy. The Board does not have restrictions on which license types (temporary licensees, associate level or independent level licensees) can provide telepractice, however there may be limitations if providers are working through third party reimbursement.

Out of state clinicians, please read: Board statutes and rules related to telepractice.

<http://www.azbbhe.us/node/847>

- Guidance on revisions to A.A.C. R4-6-1106

Governor Ducey's Executive Order 2020-15 - Expansion of Telemedicine

Federal and National Resources:

- Medicaid guidance on telemedicine
- Department of Health and Human Services COVID-19 telehealth update FAQ
- Association of Health Insurance Providers' members response to COVID-19
- AAMFT COVID-19 update including telehealth resources
- ACA telehealth information
- ASWB regulatory provisions
- CACREP response
- NAADAC COVID-19 update including telehealth resources
- NASW telehealth resource
- NBCC COVID-19 update including telehealth resources

Executive Order Expanding Telemedicine Coverage: Executive Order 20-15 requires insurance plans regulated by the state to cover telehealth and requires that reimbursement rates for providers be no lower than the rate for the same service performed in-person.

Delaware State Regulations on Telehealth

[Joint Order of the Department of Health and Social Services and the Delaware Emergency Management Agency](#) (3/24/20): Allows out-of-state health care providers, and providers with expired or lapsed Delaware licenses, to practice in Delaware, and also allows mental health providers to practice via telemedicine.

[Division of Professional Regulation Guidance on Continuing Education Requirements](#) (3/19/20)

For more information on how COVID-19 impacts Delaware licensees, please visit the [Division of Professional Regulations' Guide to Information](#) page on COVID-19.

Florida State Regulations on Telehealth

[Teletherapy for MFT Associates](#) (3/19/20): On March 19, the licensure board issued an emergency rule that allows registered interns to provide teletherapy services to existing clients during the next 90 days. See the [text of the rule](#) for additional details. Additional telehealth guidelines can be found [here](#).

Maryland State Regulations on Telehealth

INTERSTATE TELETHERAPY: During the state of emergency as declared by the Governor, a professional counselor or therapist who has a current, unexpired license or certification to practice professional counseling that is in good standing in another state, territory, or jurisdiction may provide counseling or therapy services using teletherapy in accordance with COMAR 10.58.06 to a client located in Maryland only if:

- (a) the out of State professional counselor or therapist has a therapeutic relationship with the client that was previously established in the other state, territory, or jurisdiction

- (b) the therapeutic relationship was established while the client was physically located in the other state, territory, or jurisdiction; and
- (c) the therapeutic relationship was established on or before a state of emergency was declared in the state of Maryland.

Maryland Health Care Commission [Telehealth updates for pandemic](#)

Maryland HCC [overview of telehealth](#).

Pennsylvania State Regulations on Telehealth

[In-person Continuing Education Requirements Suspended](#) (3/22/20): Emergency rules now allow all continuing education to be earned online during the emergency period.

[In-person Supervision Requirements Suspended](#) (3/22/20): Emergency rules now allow all supervision to be completed by electronic means during the emergency period. See [here](#) for summary of all licensure board-related emergency orders.

Texas State Regulations on Telehealth

[Emergency Rule on Telehealth Reimbursement](#): (3/17/20): The emergency rule requires insurers regulated under state law to pay MFTs and other healthcare providers the same rate for teletherapy services as for in-person services, cover telehealth services under any platform allowed under state law, and not require any additional documentation over and above documentation required for in-person services. The text of the rule can be found [here](#).

[Waiver related to Telehealth](#) for LMFTs and LMFT-As from the Texas Health and Human Services Commission. This order from the Office of the Governor allows LMFTs and associates to provide telehealth services to clients immediately without additional training during the COVID-19 state emergency period. The announcement waives rules that require training prior to providing telehealth services.

Washington State Regulations on Telehealth

[Governor's Proclamation on Telemedicine](#) (3/25/20): Proclamation 20-29 mandates health carriers regulated by the state to cover telemedicine services performed by in-network providers, and mandates payment parity between services performed through telemedicine and in-person.

[Governor's Proclamation on Healthcare Worker Licensing](#) (3/26/20): Proclamation 20-32 suspends certain licensing requirements for health care workers (including MFTs) related to continuing education and license renewals.

Appendix A

MAC Comprehensive Exam Questions

(APA format, 12 pages)

A. Part I: Theory of Change, Family Systems Theory, Relational Paradigm, & Clinical Practice: 3 pages

- What are the core assumptions and core concepts of your therapy model?
- What is the goal of therapy from the perspective of this model? (i.e., increase the level of differentiation in the family members and decrease the overall level of reactivity; interrupt a sequence of repetitive behavior patterns between a group of people (system) that help in maintaining a context that supports the presenting problem...etc.)
- What are the strengths and limitations of the model? Explain your opinion.
- What is family systems theory and relational paradigm? And how do you apply these concepts into clinical assessment, treatment planning and interventions?

B. Part II: Self-of-the-Therapist and Diversity: 3 pages

- How have you influenced therapy and how has therapy influenced you as a couple and family therapist?
- How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at with regard to diversity competency?
- Describe your body and emotional experiences during therapy sessions.
- What do you like about yourself as a couple and family therapist?
- What are your growth areas as a couple and family therapist?

C. Part III: Clinical and Systemic Assessment: 3 pages

Students analyze a clinical case provided to them. Students will address the following information.

- A demographics, presenting concerns, DSM-V diagnosis about the client(s), pertinent contextual and familial information of the client system.
- Systemic conceptualization and systemic diagnosis (contextualize the DSM diagnosis within the family system, how are the symptoms perceived, received, impacted, alleviated, exacerbated, maintained, etc.? how does the family system inform the diagnosis? what are/will be intergenerational patterns that are pertinent?)
- Treatment considerations- this section should include pertinent literature (who should be involved? what evidence-based interventions are available?, what are desired outcome/goals of treatment?, etc.)

D. Part IV: Empirical Research: 3 pages

An empirical research article is given to students. Students answer the following questions with regard to the research article.

1) Use of Theory

- Appropriate (does their theory make sense with the topic)
- Theory tied to research (has there been other studies with this topic using this theory)

2) Review of Literature

- Thorough, complete, current
- Fair, balanced (is it too one sided?)
- Past literature appropriately evaluated.
- Focus on most relevant research. Include all key studies on the subject matter Organize point by point is demonstrated.

3) Relevance and importance of study is demonstrated

- Topic of Article (is it relevant to current concerns)
- Argument is logical.
- Clearly states what is new and builds on what has already been done.
- Clear on why research is needed. Specifies to whom it is important.
- Importance of this research in broader context of psychotherapy in general and marriage and family therapy in particular is apparent.

4) Research question/hypothesis

- Did they use the right one (research question or hypothesis)?
- Is it clear and concise?
- If it is a hypothesis
- Is it based on theory?
- Is it based on existing research findings?

5) Sensitivity to cultural issues

- Gender
- Ethnicity/Race/Social Class
- Sexual Orientation
- Religion
- Culture
- Systems perspective
- Larger systems (community)

Appendix B

Ph.D. in Counseling Comprehensive Portfolio

All Ph.D. in Counseling students must submit a comprehensive portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major.

The Comprehensive Portfolio Submission Procedure:

1. Prerequisite courses:
 - CFT 9000: PhD Research Methods I: Quantitative Research
 - CFT 9100: PhD Research Methods II: Qualitative Research
 - CFT 9800: Fundamentals of Supervision (Supervisor Training)
 - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
2. The comprehensive portfolio submission is allowed twice a year: Spring and Fall terms.
3. Submit the comprehensive portfolio review application (Appendix A) by 2nd weeks of the Spring or Fall term (on Populi)
4. Submit the portfolio by the 6th week of the Spring or Fall term (on Populi)
5. Oral interview with faculty and results: Each student will be informed for the interview day.
6. Portfolio Result: Pass, Revision, or Fail
7. Only two comprehensive portfolio evaluations are permitted.

The portfolio includes following:

1. **Teaching Philosophy (2-3 pages)**
 - a. your definition of good teaching, with an explanation of why you have developed or adopted this particular definition.
 - b. discussion of your teaching methods: how do you integrate systems concepts in your teaching?
 - c. a description of your students, and their most important learning goals and challenges
 - d. a description of your teaching goals: with what content, skills, or values should students leave your classroom? What are your goals for improving your own teaching?
 - e. a description of the inclusion of contextual factors and respect for diversity in your teaching.
 - f. a description of ethical and professional factors taken into consideration as a teacher

2. Theory of Change Paper (6-7 pages)

- A. Theory of change
 - a. What are the core assumptions and core concepts of your therapy model?
 - b. How are systemic concepts integrated in the therapy model(s) you use?
 - c. How are the techniques described in your model(s) systemic in nature?
 - d. What makes a change in clients and their systems (e.g., family, couple, etc.) in therapy?
Please describe it with one or integrated MFT theories or models.

- e. As a marriage and family therapist, what do you do to make the change in clients?
- f. Describe a and b with your clients & their systems.
- g. What are the strengths and limitations of the MFT theories or models? Explain your opinion.

B. Self of the therapist: Describe how your “person of the therapist” affects your therapy

- a. How have you influenced therapy and how has therapy influenced you?
- b. Describe your cultural competency as a marriage and family therapist.
- c. What do you like about yourself as a marriage and family therapist?
- d. What are your healing & growth areas as a marriage and family therapist?
- e. Describe the ethical and professional considerations implicit in your work with the client system.
- f. How do you incorporate the AAMFT Code of Ethics into your clinical work with clients?

3. Philosophy of Supervision (10-20 pages)

The purpose of the personal philosophy of the supervision paper is to assess and evaluate the supervisor candidate’s thinking and articulation of the content and process of supervision. The paper must include the following areas:

- a. Evidence of systemic thinking;
- b. Clarity of purpose and goals for supervision;
- c. Clarity of supervisory roles and relationships;
- d. Evidence of awareness of personal and professional experiences that impact supervision (e.g., person of the supervisor);
- e. Preferred supervision model or practices and their connection with the candidate’s own therapy model;
- f. Evidence of sensitivity and attention to contextual factors such as developmental phase of the trainee training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth;
- g. Clarity of preferred process of supervision (individual/group, case consultation/live/audio-video, and technology-assisted), frequency, contracting, evaluating;
- h. Evidence of sensitivity to and competency in ethics and legal factors of supervision;
- i. Integrated supervision literature (as demonstrated throughout the paper and as a reference page).

4. **Published Research Article**

Students submit a published research article. This article should include the following sections. The length of the paper should be 20-30 pages double spaced (without references) with the appropriate APA margins.

*This research paper needs to include and integrate systems concepts and MFT theories/models.

- I. Introduction: include and integrate systems concepts and MFT theories/models.
 - a. Statement of the problem
 - b. Significance of the problem
 - c. Review of the literature, including theoretical basis
 - d. Research Questions (hypotheses)
- II. Methodology
 - a. Participants
 - b. Instrumentation
 - c. Procedures
- III. Data Analysis
- IV. Results
- V. Discussion
- VI. Clinical Implication and Limitation
 - a. Marriage and family therapy application
 - b. Diversity Consideration: Gender, ethnicity/race/social class, sexual orientation, religion, culture, systems perspective, larger systems (community)
 - c. Ethical and professional safeguards embedded in this study.
 - d. Ethical and professional implications with this study.
- VII. References



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