

DAYBREAK UNIVERSITY



2020-2021

Annual Assessment Data by Levels

Annual Student Learning Assessment Data by Levels

Daybreak University

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1. Student Learning focuses on the Institutional Level

1.1 Direct Measures

1.1.1 Institutional Effectiveness Rates

UNIVERSITY

	2018 Fall	2019 Spring	2019 Fall	2020 Spring
Student Enrollment (taken at Fall enrollment, Registrar, IEP Annual Report HC: Head Count)	21 HC	44 HC	57 HC	58 HC
Retention Rates (student enrollment within the degree program)	N/A	N/A	85.71%	93.18 %
Course Completion Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A	N/A
Graduation Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A	N/A
Job Placement Rates (upon graduation and within one year of graduation)	N/A	N/A	N/A	N/A
State Licensing Examinations (upon graduation and within one year of graduation)	N/A	N/A	N/A	N/A

MA in Counseling (MAC) Program

	2018 Fall	2019 Spring	2019 Fall	2020 Spring
Student Enrollment (taken at Fall enrollment, Registrar, IEP Annual Report HC: Head Count)	21 HC	34 HC	42 HC	45 HC
Retention Rates (student enrollment within the degree program)	N/A	N/A	85.71%	81.81%
Course Completion Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A	N/A
Graduation Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A	N/A
Job Placement Rates (upon graduation and within one year of graduation)	N/A	N/A	N/A	N/A
State Licensing Examinations (upon graduation and within one year of graduation)	N/A	N/A	N/A	N/A

Ph.D. in Counseling Program

	2019 Spring	2019 Fall	2020 Spring
Student Enrollment (taken at Fall enrollment, Registrar, IEP Annual Report HC: Head Count)	10 HC	15 HC	13 HC
Retention Rates (student enrollment within the degree program)	N/A	N/A	100%
Course Completion Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A
Graduation Rates (within 100% and 150% of degree program length)	N/A	N/A	N/A
Job Placement Rates (upon graduation and within one year of graduation)	N/A	N/A	N/A
State Licensing Examinations (upon graduation and within one year of graduation)	N/A	N/A	N/A

1.2 Indirect Measures

1.2.1 Student Satisfaction Survey Results

STUDENT SATISFACTION SURVEY RESULT

Student Enrollment (HC)	Participants (HC)	Participating Rate (%)
58	45	77.5

Importance Scale:

1=Not important at all, 2=Not important, 3=Neutral, 4=Important, 5=Very Important

Satisfaction Scale:

Scale: 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

1. Library Services

No.	Item	Importance	Satisfaction
1	The library's book and reference collection is sufficient to support my instructional needs.	4.5	4.4
2	Library staff members are able to help me when I need assistance in using the library's resources.	4.4	4.4

2. Academic Advising

No.	Item	Importance	Satisfaction
1	The advising process met my needs.	4.6	4.4
2	I felt comfortable meeting with my advisor.	4.5	4.4
3	The advisor provided guidance, but allowed me to make my own decisions.	4.5	4.6

3. Admissions and Registrar

No.	Item	Importance	Satisfaction
1	The application process for graduation is clear.	4.4	4.4
2	The registration process is clear.	4.6	4.5
3	The admissions and registrar staff were helpful.	4.5	4.5
4	The bill for tuition and fees was easy to understand.	4.4	4.3

4. Career Planning and Placement

No.	Item	Importance	Satisfaction
1	The website provides useful job information.	4.1	3.9
2	Printed job search materials provided are useful	3.8	3.8
3	Career planning and placement staff are helpful.	4.0	3.9

5. Financial Aid

No.	Item	Importance	Satisfaction
1	The financial aid process is easy to understand.	4.6	4.6
2	The financial aid staff is professional and helpful.	4.5	4.5
3	The financial aid office has helped me to meet my program costs.	4.4	4.4

6. Counseling

No.	Item	Importance	Satisfaction
1	The counselor(s) show genuine concern for students.	4.6	4.6
2	The counselor(s) communicated effectively with me.	4.6	4.5
3	The counselor(s) were open and honest with me.	4.6	4.6

7. Facilities and Equipment

No.	Item	Importance	Satisfaction
1	The adequacy of classrooms	4.6	4.5
2	The adequacy of student lounge	4.3	4.2
3	The adequacy of campus cleanliness	4.4	4.4
4	The adequacy of parking space	4.3	4.3
5	The adequacy of facility maintenance	4.4	4.4
6	The adequacy of technical equipment	4.5	4.6
7	The adequacy of non-technical equipment	4.4	4.4

2. Student Learning focuses on the Program Level

2.1 Direct Measures

2.1.1 MA in Counseling Program Comprehensive Exam

Student Learning Outcomes (SLOs) Evidence Collection

MA in Counseling Program Comprehensive Exam

Term: Spring, 2020

(ILO 1, 2, 3, 4; PLO 1, 2, 3, 4, 5)

Part I: Theory of Change, Family Systems Theory, and

Relational Paradigm **(ILO3, PLO1, PLO3)**

Part II: IPCST & Self of the Therapist **(ILO4, PLO2, PLO4)**

Part III: Clinical & Systemic Assessment **(ILO2, PLO3)**

Part IV: Empirical Research **(ILO1, PLO5)**

Term	# of Students	Outliers	Average	Pass	Revision	Fail
Spring 2020	13	0	96/100	13	0	0

Comments

The Comprehensive exam was designed to measure students' learning outcomes of all ILOs and PLOs in the MA in Counseling (MAC) program. When MAC students completed MAC core courses and at least 75% (67.5 units) of the MAC coursework, they are eligible to take this exam.

All students passed this exam with satisfactory scores. It indicates that MAC students successfully achieved Daybreak University's Institutional outcomes and MAC program outcomes. The results also showed that the institutional objectives and purposes and the MAC program purposes and objectives are well delivered to students through the education and training.



MAC COMPREHENSIVE EXAMINATION Grading Rubric (ILO 1, 2, 3, 4; PLO 1, 2, 3, 4, 5)

Sample 1.

Student's Name: Lee, Yoonjae

Date: 5/6/2020

Part I: Theory of Change, Family Systems Theory, and
Relational Paradigm (ILO3, PLO1, PLO3)

Part II: IPCST & Self of the Therapist
(ILO4, PLO2, PLO4)

Part III: Clinical & Systemic Assessment (ILO2, PLO3)

Part IV: Empirical Research (ILO1, PLO5)

Categories	Contents	Point	Student's Point
A. Part I: Theory of Change, Family Systems Theory, & Relational Paradigm (ILO3, PLO1, PLO3): 3 pages	What are the <u>core assumptions</u> and <u>core concepts</u> of your therapy model?	5	5
	What is the <u>goal of therapy</u> 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.)	5	5
	What are the <u>strengths and limitations</u> of the model? Explain your opinion.	5	5
	What is family systems theory and relational paradigm? And, how do you apply these concepts into your client system?	10	10

B. Part II: Self of the Therapist & IPCST (ILO4, PLO2, PLO4): 3 pages	How have you influenced therapy and how has therapy influenced you as a couple and family therapist?	5	5
	How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at with regard to diversity competency?	5	5
	Describe your body and emotional experiences during therapy sessions.	5	5
	What do you like about yourself as a couple and family therapist?	5	5
	What are your growth areas as a couple and family therapist?	5	5
C. Part III: Clinical and Systemic Assessment (ILO2, PLO3): 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.	5	5
	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?)	10	10
	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.)	10	10
D. Part IV: Empirical Research (ILO1, PLO5): 3 pages Research (ILO1, PLO5): 3 pages An empirical research	1) Use of Theory <ul style="list-style-type: none"> • Appropriate (does their theory make sense with the topic) • Theory tied to research (has there been other studies with this topic using this theory) 	5	4
	2) Review of Literature <ul style="list-style-type: none"> • Thorough, complete, current • Fair, balanced (is it too one sided?) 	5	5

article is given to students. Students answer to the following questions with regard to the research article.	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	5	5
	4) Research question/hypothesis <ul style="list-style-type: none"> • Did they use the right one (research question or hypothesis)? • Is it clear and concise? • If it is a hypothesis <ul style="list-style-type: none"> Is it based on theory? Is it based on existing research findings? 	5	5
	5) Sensitivity to cultural issues <ul style="list-style-type: none"> • Gender, Ethnicity/Race/Social Class • Sexual Orientation, Religion • Culture, Systems perspective • Larger systems (community) 	5	5
Total Point		100	99
Comment: <ul style="list-style-type: none"> • Excellent Job!!! • Good theory of change conceptualization and integration • Good APA format • Good clinical application and systemic diagnosis • Thorough research article critics 			



MAC COMPREHENSIVE EXAMINATION Grading Rubric **(ILO 1, 2, 3, 4; PLO 1, 2, 3, 4, 5)**

Sample 2.

Student's Name: Yoo, Jaehyung

Date: 5/6/2020

Part I: Theory of Change, Family Systems Theory, and
Relational Paradigm **(ILO3, PLO1, PLO3)**

Part II: IPCST & Self of the Therapist
(ILO4, PLO2, PLO4)

Part III: Clinical & Systemic Assessment **(ILO2, PLO3)**

Part IV: Empirical Research **(ILO1, PLO5)**

Categories	Contents	<u>Point</u>	<u>Student's Point</u>
A. Part I: Theory of Change, Family Systems Theory, & Relational Paradigm (ILO3, PLO1, PLO3): 3 pages	What are the <u>core assumptions</u> and <u>core concepts</u> of your therapy model?	5	5
	What is the <u>goal of therapy</u> 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.)	5	5
	What are the <u>strengths and limitations</u> of the model? Explain your opinion.	5	5
	What is family systems theory and relational paradigm? And, how do you apply these concepts into your client system?	10	10

B. Part II: Self of the Therapist & IPCST (ILO4, PLO2, PLO4): 3 pages	How have you influenced therapy and how has therapy influenced you as a couple and family therapist?	5	5
	How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at with regard to diversity competency?	5	4
	Describe your body and emotional experiences during therapy sessions.	5	5
	What do you like about yourself as a couple and family therapist?	5	5
	What are your growth areas as a couple and family therapist?	5	5
C. Part III: Clinical and Systemic Assessment (ILO2, PLO3): 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.	5	5
	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?)	10	10
	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.)	10	10
D. Part IV: Empirical Research (ILO1, PLO5): 3 pages	1) Use of Theory <ul style="list-style-type: none"> • Appropriate (does their theory make sense with the topic) • Theory tied to research (has there been other studies with this topic using this 	5	5

An empirical research article is given to students. Students answer to the following questions with regard to the research article.	theory)		
	2) Review of Literature <ul style="list-style-type: none"> • 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 	5	4
	3) Relevance and importance of study is demonstrated <ul style="list-style-type: none"> • 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 	5	5
	4) Research question/hypothesis <ul style="list-style-type: none"> • 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	4
	5) Sensitivity to cultural issues <ul style="list-style-type: none"> • Gender, Ethnicity/Race/Social Class • Sexual Orientation, Religion • Culture, Systems perspective • Larger systems (community) 	5	5
Total Point		100	97
Comment: <ul style="list-style-type: none"> • Good self-of the therapist description and application: “I am the tool of therapy.” • Good systemic diagnosis and suggestion • Thorough research article critics • Overall, this student did a good job!! 			



MAC COMPREHENSIVE EXAMINATION Grading Rubric **(ILO 1, 2, 3, 4; PLO 1, 2, 3, 4, 5)**

Sample 3.

Student's Name: Lim, Juri

Date: 5/6/2020

Part I: Theory of Change, Family Systems Theory, and

Relational Paradigm **(ILO3, PLO1, PLO3)**

Part II: IPCST & Self of the Therapist

(ILO4, PLO2, PLO4)

Part III: Clinical & Systemic Assessment **(ILO2, PLO3)**

Part IV: Empirical Research **(ILO1, PLO5)**

Categories	Contents	<u>Point</u>	<u>Student's Point</u>
A. Part I: Theory of Change, Family Systems Theory, & Relational Paradigm (ILO3, PLO1, PLO3): 3 pages	What are the <u>core assumptions</u> and <u>core concepts</u> of your therapy model?	5	5
	What is the <u>goal of therapy</u> 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.)	5	5
	What are the <u>strengths and limitations</u> of the model? Explain your opinion.	5	5
	What is family systems theory and relational	10	10

	paradigm? And, how do you apply these concepts into your client system?		
B. Part II: Self of the Therapist & IPCST (ILO4, PLO2, PLO4): 3 pages	How have you influenced therapy and how has therapy influenced you as a couple and family therapist?	5	5
	How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at with regard to diversity competency?	5	5
	Describe your body and emotional experiences during therapy sessions.	5	5
	What do you like about yourself as a couple and family therapist?	5	5
	What are your growth areas as a couple and family therapist?	5	5
C. Part III: Clinical and Systemic Assessment (ILO2, PLO3): 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.	5	5
	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?)	10	10
	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.)	10	8
D. Part IV: Empirical Research (ILO1, PLO5): 3 pages Research (ILO1, PLO5): 3 pages	1) Use of Theory <ul style="list-style-type: none"> • Appropriate (does their theory make sense with the topic) • Theory tied to research (has there been other studies with this topic using this theory) 	5	4
	2) Review of Literature	5	4

An empirical research article is given to students. Students answer to the following questions with regard to the research article.	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	5	4
	4) Research question/hypothesis <ul style="list-style-type: none"> • 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	4
	5) Sensitivity to cultural issues <ul style="list-style-type: none"> • Gender, Ethnicity/Race/Social Class • Sexual Orientation, Religion • Culture, Systems perspective • Larger systems (community) 	5	5
Total Point		100	94
Comment: <ul style="list-style-type: none"> • Good description on the core assumptions and core concepts of a therapy model the student chose (Bowen Family Systems Theory). Yet the student suggested a different model (IPCST) to the case for the systemic diagnosis and therapy plan. • Good self-of the therapist description. Very honest and genuine!! 			

2.1.2 Program Review Report

Please see the appendix for the documents. For details, contact the assessment office.

2.2 Indirect Measures

2.2.1 Alumni Survey Results

Not applicable because none of alumni exists at this point.

2.2.2 Peer Review of Teaching

Please see the appendix for the documents. For details, contact the assessment office.

- Sample

PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor	Dr. Meiju Ko	Course	MFT/IRT 9600: PhD Dissertation				
Evaluator	Dr. Hye Jin Kim	Date	05/13/2020				
Estimated number of students in the room:							
<i>Mark your responses to each question and then add comments below the table.</i> 1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable							
	Classroom Teaching	1	2	3	4	5	n/a
1	Punctually started and ended the session.					V	
2	Stated the purpose and overview of this session.					V	
3	Well prepared for this session.					V	
4	Demonstrated expertise in the subject matter.					V	
5	Displayed enthusiasm for teaching.					V	
6	Arranged the content in a systematic fashion.					V	
7	Used relevant illustrations/examples.					V	
8	Made effective use of the board and/or visual aids				V		
9	Used appropriate voice tone and non-verbal skills.					V	
10	Encouraged questions from students.					V	
11	Remained open to differing views & perspectives.					V	
12	Facilitated class discussion.					V	
13	Exercised appropriate classroom control					V	
	Teaching Materials	1	2	3	4	5	n/a
15	Course topics are appropriate and current.					V	
16	Course content is at an appropriate level.					V	
17	Course outcomes are clear and appropriate.					V	
18	Course policies are clear and appropriate.					V	
19	Assignments are consistent with outcomes.					V	
20	Assignments & tests are reflective of the content.					V	
23	Grading rubrics are employed to aid students.					V	
Comments							
Dr. Ko's teaching appeared very enthusiastic and efficient. Students showed interests in the materials Dr. Ko prepared for them. Dr. Ko's statistical analysis ability helped students design their research.							
This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.							

PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor	Dr. Hye Jin Kim	Course	MFT/IRT 6030: Couples Relationship Therapy				
Evaluator	Dr. Jeonghwa Yoon	Date	04/18/2020				
Estimated number of students in the room:							
<i>Mark your responses to each question and then add comments below the table.</i> 1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable							
	Classroom Teaching	1	2	3	4	5	n/a
1	Punctually started and ended the session.					√	
2	Stated the purpose and overview of this session.					√	
3	Well prepared for this session.					√	
4	Demonstrated expertise in the subject matter.					√	
5	Displayed enthusiasm for teaching.					√	
6	Arranged the content in a systematic fashion.					√	
7	Used relevant illustrations/examples.					√	
8	Made effective use of the board and/or visual aids				√		
9	Used appropriate voice tone and non-verbal skills.					√	
10	Encouraged questions from students.					√	
11	Remained open to differing views & perspectives.					√	
12	Facilitated class discussion.					√	
13	Exercised appropriate classroom control					√	
	Teaching Materials	1	2	3	4	5	n/a
15	Course topics are appropriate and current.					√	
16	Course content is at an appropriate level.					√	
17	Course outcomes are clear and appropriate.					√	
18	Course policies are clear and appropriate.					√	
19	Assignments are consistent with outcomes.					√	
20	Assignments & tests are reflective of the content.					√	
23	Grading rubrics are employed to aid students.					√	
Comments The dedication and passion for students are excellent. Dr. Kim's instruction is clear and concise so students seemed to understand teaching contents easily. It would be more effective if she utilizes more visual materials.							
This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.							

PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor	Dr. Tammy Nelson	Course	HST 6000: Human Sexuality Education I				
Evaluator	Dr. Hye Jin Kim	Date	05/12/2020				
Estimated number of students in the room:							
<i>Mark your responses to each question and then add comments below the table.</i> 1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable							
	Classroom Teaching	1	2	3	4	5	n/a
1	Punctually started and ended the session.					V	
2	Stated the purpose and overview of this session.					V	
3	Well prepared for this session.					V	
4	Demonstrated expertise in the subject matter.					V	
5	Displayed enthusiasm for teaching.					V	
6	Arranged the content in a systematic fashion.					V	
7	Used relevant illustrations/examples.					V	
8	Made effective use of the board and/or visual aids					V	
9	Used appropriate voice tone and non-verbal skills.					V	
10	Encouraged questions from students.					V	
11	Remained open to differing views & perspectives.					V	
12	Facilitated class discussion.					V	
13	Exercised appropriate classroom control					V	
	Teaching Materials	1	2	3	4	5	n/a
15	Course topics are appropriate and current.					V	
16	Course content is at an appropriate level.					V	
17	Course outcomes are clear and appropriate.					V	
18	Course policies are clear and appropriate.					V	
19	Assignments are consistent with outcomes.					V	
20	Assignments & tests are reflective of the content.					V	
23	Grading rubrics are employed to aid students.					V	
Comments Dr. Nelson was an excellent professor delivering top-notch sex therapy knowledge to students. Dr. Nelson also cultivated diversity competency in students. The course content was appropriate and consistent with course objectives as well as program objectives. Students appeared very enjoying and appreciating her class.							
This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.							

3. Student Learning focuses on the Course Level

3.1 Direct Measures

3.1.1 Class Average Comparisons

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2020

Course Title: MFT/IRT 9500 Research Colloquium

Instructor's Name: Dr. Young In Kwon & Meryl Ko

Class Average Comparisons

MFT/IRT 9500 Research Colloquium	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2019	11	0	28/30	38/40
Class average	Spring 2020	29	1 (IC)	9/10	24/30
Comments The class learning outcomes are satisfactory with mostly A or higher grades of the students. Six out of 29 students received B+, B, & B- grades. And, one student finished this course with the Incomplete (IC) grade. The IC student was in a situation where her child was hospitalized for the whole of this term. After learning from students' feedback, the course was composed of Qualitative Research methods.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2020

Course Title: MFT/IRT 7900 Practicum in Marriage and Family Therapy

Instructor's Name: Dr. Jeong Hwa Yoon

Class Average Comparisons

MFT/IRT 7900 Practicum in Marriage and Family Therapy	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2018	16	0	19/20	19/20
Class average	Spring 2019	17	1	28/30 (1 IC)	39/40
Class average	Summer 2019	26	0	28/30	37/40
Class average	Fall 2019	40	0	33/35	33/35
Class average	Spring 2020	12	0	39/40	37/40

Comments

This course provides clinical supervision for students. Students in this course continuously achieved outstanding class learning outcomes. Different clinical levels of students are taking this course, which has positive aspects such as novice students could learn from clinical more experienced students. Yet it might be necessary to provide the basic clinical training (e.g., intake, systemic assessment, intervention, etc.) to novice students. It is recommended to add additional clinical training video in this course for novice students.

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2020

Course Title: MFT/IRT 9600 PhD Dissertation I

Instructor's Name: Dr. Meryl Ko

Class Average Comparisons

MFT/IRT 9500 Research Colloquium	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2020	11	0	29/30	27/30
Comments The class learning outcomes are satisfactory with all P (Pass) grades from the students. The course was designed to help students make a progress on their dissertation study. Even though students made a good progress on their study, it might be necessary to structure this course since it is the beginning stage of their doctoral research.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2020

Course Title: MFT/IRT 6030 Couples Relationship Therapy

Instructor's Name: Dr. Jeong Hwa Youn, Dr. Jea Eun Oh, & Dr. Hye Jin Kim

Class Average Comparisons

MFT/IRT 9500 Research Colloquium	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2020	48	1 (IC)	19/20	27/30
Comments The class learning outcomes are satisfactory with A or higher grades from the students. One student finished this course with the Incomplete (IC) grade. The IC student was in a situation where her child was hospitalized during the Spring term. Students in this course were able to choose A or B groups. For the first 4 weeks, students learned the core knowledge of couples therapy. From the week 6, students chose A or B group. A group is designed for novice students; B group was designed for experienced students who have seen couple clients. The format help students achieve the learning outcomes more effectively.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2020

Course Title: HST 6000 Human Sexuality Education I

Instructor's Name: Dr. Tammy Nelson

Class Average Comparisons

MFT/IRT 9500 Research Colloquium	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2020	54	3 (2 IC, 1 F)	19/20	19/20
Comments The course was offered as two different classes: Korean language class and English language class. Both classes were taught by a same instructor and followed the same course content. Students from both classes showed satisfactory class learning outcomes with mostly A or higher grades. There were two incomplete (IC) students who were not able to attend classes due to their family challenges. The student who received F grade did not participate in the class and Moodle discussion which are important parts of the course learning.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Winter, 2020

Course Title: MFT/IRT 6060: Psychopathology: Principles of the Diagnostic

Process Instructor's Name: Dr. Blendine Hawkins & Jeong Hwa Yoon

Class Average Comparisons

MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	34	5 (IC)	18/20	26/30
Class average	Winter 2020	9	0	38/40	23.7/25
<p>Comments</p> <p>Overall, the students learning outcomes for this course were satisfactory. Compared to the Spring 2019 term, there was no outliers like Incomplete.</p> <p>The Winter 2020 course was asynchronous online lectures while the Spring 2019 course was synchronous online lectures. The two different types of teaching methods did not make any difference in learning outcomes. That is, it is considered the course contents were delivered to students effectively in both formats of this course.</p>					

Term: Winter, 2020

Course Title: MFT/IRT 6050: Clinical Research and Evaluation

Instructor's Name: Dr. Jin Kim

Class Average Comparisons

MFT/IRT 6050: Clinical Research and Evaluation	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	34	3 (2 Fs, 1 IC)	29/30	26/30
Class average	Winter 2020	4	1 (1 W)	23/25	19/20

Comments

Overall, the learning outcomes of the two classes were satisfactory with high grades. Compared to other courses, students received more F, Incomplete, and withdrawn grades from this course, and yet its rate is still very low.

The Winter 2020 class was an asynchronous online lecture so the grade portion was changed according to the teaching format. The student enrollment of Winter term was lower compared to the Spring term. After hearing from students' feedback, we found out that students would like to take courses in Spring and Fall term more than Winter and Summer term. It might need to be discussed in the curriculum committee.

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 9500 Research Colloquium

Instructor's Name: Dr. Meryl Ko

Class Average Comparisons

MFT/IRT 9500 Research Colloquium	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2019	11	0	28/30	38/40
Comments The class learning outcomes are satisfactory with A or higher grades from the students. The course could be offered with three different formats: Face-to-face, distance learning, and hybrid formats.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 9400 Inner Child Therapy

Instructor's Name: Dr. Jea Eun Oh

Class Average Comparisons

MFT/IRT 9400 Inner Child Therapy	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2019	39	0	32/35	31/35
Comments This course is an elective course and yet students showed a high interest in taking this course. The class learning outcomes were satisfactory with high grades from the students. It would be recommended that this course is offered every two years.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 9100 Research Methods II

Instructor's Name: Dr. Meryl Ko & Dr. Sangil Lee

Class Average Comparisons

MFT/IRT 9100 Research Methods II	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Summer 2019	8	0	31/35	34/35
Class average	Fall 2019	29	3	28/30 (3 IC)	27/30

Comments

Overall, the two class learning outcomes were satisfactory with high grades. Compared to zero Incomplete (IC) students in Summer 2019, there were three Incomplete students in the Fall 2019.

It is recommended to design this class as a quantitative research method class instead of having both quantitative and qualitative. It is because the learning materials to be covered for the quantitative research method learning is large, so it is recommended to use the whole 10 weeks. Consequently, one course for qualitative research methods is necessary.

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 7900 Practicum in Marriage and Family Therapy

Instructor's Name: Dr. Jeong Hwa Yoon

Class Average Comparisons

MFT/IRT 7900 Practicum in Marriage and Family Therapy	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2018	16	0	19/20	19/20
Class average	Spring 2019	17	1	28/30 (1 IC)	39/40
Class average	Summer 2019	26	0	28/30	37/40
Class average	Fall 2019	40	0	33/35	33/35

Comments

This course has been offered to students every term. There is a trend that the enrollment number for this class has been increased. The course continuously achieved outstanding class learning outcomes over the four terms. The one student having the Incomplete (IC) grade has been taking a maternity leave since Spring term, 2019.

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 6020 Advanced Marriage and Family Therapy

Instructor's Name: Dr. Meryl Ko

Class Average Comparisons

MFT/IRT 6020 Advanced Marriage and Family Therapy	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2019	11	0	19/20	26/30
Comments All students achieved A grade. The class learning outcomes of this course were fulfilled based on the grade and course evaluation. This course could be designed as both online and offline courses.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

Course Title: MFT/IRT 6010 Foundations of Marriage and Family Therapy

Instructor's Name: Dr. Jeong Hwa Yoon

Class Average Comparisons

MFT/IRT 6010 Foundations of Marriage and Family Therapy	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2018	16	0	19/20	19/20
Class average	Fall 2019	22	1	33/35 (1 IC)	33/35
Comments This course is offered every year. The student learning outcomes from the two classes were satisfactory with the high-grade points of the students. There was one student who had an Incomplete (IC) grade due to her personal reason. This course is recommended to have a format of having both online video lectures and Zoom live discussion with an instructor.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Summer, 2019

Course Title: MFT/IRT 6300: Diversity and Multicultural Counseling

Instructor's Name: Dr. Anne Prouty

Class Average Comparisons

MFT/IRT 6300: Diversity and Multicultural Counseling	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Winter 2019	31	0	27/30	28/30
Comments The student learning outcomes were outstanding with all students' A grades for this course. The course is well fit with synchronous online or face-to-face class format. The course includes a lot of discussion and activities among students.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Summer, 2019

Course Title: MFT/IRT 9000: Research Methods I

Instructor's Name: Dr. Jin Kim

Class Average Comparisons

MFT/IRT 9000: Research Methods I	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	6	0	27/30	18/20
Class average	Summer 2019	25	0	19/20	27/30
Comments The student learning outcomes from the two classes were outstanding with the high-grade points from the students. There was no outlier from these two classes. This course could be developed as an asynchronous online course since the course contents are straightforward and it has less discussion components.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2019

Course Title: MFT/IRT 6600: Law, Professional Ethics, and Community Practice

Instructor's Name: Dr. Lorna Hecker

Class Average Comparisons

MFT/IRT 6600: Law, Professional Ethics, and Community Practice	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	6	0	9/10	16/20
Comments The instructor received the highest point of course evaluation from students. The students also received high grades and completed all requirements for this course. It is suggested to review the course design and the instructor's teaching methods. The result could help instructors when developing their own course.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2019

Course Title: MFT/IRT 6060: Psychopathology: Principles of the Diagnostic

Process Instructor's Name: Dr. Blendine Hawkins

Class Average Comparisons

MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	34	5 (IC)	18/20	26/30
Comments Overall, the students learning outcomes for this course were satisfactory. Yet five students received Incomplete grades. Even though they stated that it is due to their personal reasons, it is important to review the course requirements including the final-term assignment. The five students attained required attendance points but they did not turn in their final-term assignment.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2019

Course Title: MFT/IRT 6050: Clinical Research and Evaluation

Instructor's Name: Dr. Hye Jin Kim

Class Average Comparisons

MFT/IRT 6050: Clinical Research and Evaluation	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Spring 2019	34	3 (2 Fs, 1 IC)	29/30	26/30
Comments Overall, the student learning outcomes were satisfactory with high grades from the students. However, two students received F grades and one student received an incomplete (IC) grade. The three students seemed outliers because they reported personal reasons for the low grade and IC. This course provides the overview of the research process and methods. It is recommended to offer this course at least every year.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Winter, 2019

**Course Title: MFT/IRT 6040 Group Process and Techniques in Family
Counseling**

Instructor's Name: Dr. Jay Oh

Class Average Comparisons

MFT/IRT 6040 Group Process and Techniques in Family Counseling	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Winter 2019	24	0	28/30	28/30
Comments The student learning outcomes were achieved with outstanding grade points from the students. The course involves a combination of didactic and experiential activities including lectures, dialogues, role-play, and participation in a group. It is recommended to offer this course in every Summer term which provides various course formats including the face-to-face intensive class and hybrid class.					

Student Learning Outcomes (SLOs) Evidence Collection

Term: Spring, 2019

Course Title: MFT/IRT 7000 Counseling and Psychotherapeutic Theories and

Techniques: IPCST

Instructor's Name: Dr. Jay Oh

Class Average Comparisons

MFT/IRT 7000 Counseling and Psychotherapeutic Theories and Techniques: IPCST	Term	# of Students	Outliers	Midterm Exam, Project or Paper	Final Exam, Project or Paper
Class average	Fall 2018	19	0	29/30	38/40
Class average	Spring 2019	19	0	31/35	32/35

Comments

The student learning outcomes from the two classes were satisfactory with the high-grade points of the students.

This course is a mandated course and it covers introductory concepts of therapy. So it is ideal to offer this course to first year students.

3.1.2 Student Learning Outcomes (SLOs) Evidence Collection

Please see the appendix for the documents. For details, contact the assessment office.

- Sample: MFT/IRT 9600 PhD Dissertation I

Final Term Grading Rubric: Dissertation Progress Report [30 points] **(ILO1, PLO2, PLO5)**

Student Name: Thea Smith, Edelweiss Bester and Estelle Bailey

You can work on a research project by yourself or as a small group (two or three persons).

	Contents	Points	Your points
1	Research Progress: Brief and concise summary	15	15
2	Reflection of Research Supervision on the current research project.	5	4
3	Future Research Plan	5	5
4	Fund Usage Description	5	5
Total		30	29
Comments: The research group met the research supervisor regularly and adapted feedback and suggestions into their research project. The research progress and plan are clear. Well done!!			

Research Progress Report

Title of the Research Project: **The Effect Imago Therapy has on Major Depression**

Date: 6/16/2020

Name: Thea Smith, Edelweiss Bester and Estelle Bailey

Progress on the research project: Please fill out this section.

The proposal outline has been done and we are currently working on that. Outline for possible papers has been proposed and focused will be placed on depressions and marital satisfaction as the main variables, while connectedness, intimacy and empathy may also be measures for future studies.

More thought and planning is needed to determine the recruitment process for a control group and the timeline for the completion of questionnaires need to be finalized.

We have made some adjustments to our literature review and is still a work in progress.

Fund used: Please fill out this section.

The total amount of the fund received	2,225.00 USD
The amount of the fund used	0 USD
Description of the fund used	None

**Application for Harville and Helen Imago Research Fund to investigate the Effect
Imago Therapy has on Major Depression and Marital Quality**

Thea Smith

Edelweiss Bester Scheepers

Estelle Bailey

Timeline

The timeline for this study will span from December 2019 till December 2020. The IRB submission will be submitted by December 2019. Then, we will complete data collection over a 6-month period from January 2020 to July 2020. Finally, quantitative analysis of our data will be conducted between July, 2020 and September, 2020. At the completion of data analysis, we will write up the results and final papers to be submitted to our dissertation committees by October, 2020. Upon successful defence of our dissertation, we will submit our papers and results for publication by December, 2020.

Background and significance of proposed study

The World Health Organization (2017) estimates that 322 million people are affected by Major Depressive Disorder (MDD) worldwide, making the condition a leading cause of disability. In South Africa, the prevalence of MDD is estimated with a 9.8% lifetime prevalence (Herman, Stein, Seedat, Heeringa, Moomal, & Williams, 2009). Traditionally, depression evidence based treatments are based in an individual paradigm (Forman, Herbert, Moitra, Yeomans, & Geller, 2007; Gaudiano, 2008; Grobler, 2013). Although various studies have found positive effects on MDD with couples' therapy (Baucom,

Whisman, & Paprocki, 2012; Whisman, Johnson, Be, & Li, 2012), little research has examined the effectiveness of Imago Therapy and depression symptoms among committed romantic partners.

MDD negatively impacts marital satisfaction (Whisman & Uebelacker, 2009), connectedness and intimacy (Raffagnino & Matera, 2015). A review done on research during 2000-2009 suggests that couples' therapy have a positive impact on 70% of couples (Lebow, Chambers, Christensen, & Johnson, 2012) and a reduction in depressive symptoms are reported (Baucom *et al.*, 2018; Carr, 2012; Carr, 2013). Some of the couples' therapies that have been researched include Cognitive Behavioural Couple-based Therapy (CBCT), Emotional Focused Therapy (EFT) and Integrative Behavioral Couple Therapy (IBCT) (Lebow, 2018).

Imago Relationship Therapy (IRT) is an integrative couple's therapy that aims to improve safety and connection in romantic relationships by the use of a structured dialogue (Hendrix, Hannah, Luquet, Lakelly Hunt, & Mason, 2005; Hendrix, 2008). The aim of the couples' dialogue is to improve empathy, safety, intimacy and connection between partners in order to facilitate emotional deepening in the content that is being shared (Hendrix, 2008). Other couples' therapy with a strong emphasis on dialogical and narrative processes has shown improvements of up to 79% as measured by the Beck Depression Inventory and is recommended for severe or moderate depression (Seikkula, Aaltonen, Kalla, Saarinen, & Tolvanen, 2013).

Even though IRT has been extensively used to treat distress in romantic relationships, the evidence base for the process is still limited, with one Randomized Controlled Trial done on the approach (Gehlert, Schmidt, Giegerich, & Luquet, 2017). An EbSCOhost search done in October 2019 revealed no available research documenting the effect that IRT may have on individuals diagnosed with MDD. Hence, the objectives of this study is to determine whether the IRT intervention will have an influence on depression levels as well as marital quality, in the form of intimacy, satisfaction, connectedness. Furthermore, this study aims to measure and compare the effects of various forms of

Imago intervention (incl. the Getting the Love You Want Couple's Workshop, 3-day intensive or 6 weekly sessions) to determine which of these approaches may have the biggest impact on depressive symptoms and marital quality.

Research Questions (Hypotheses)

The first hypothesis is that there will be an improvement in the reported depressive symptoms of individuals who partake in IRT with their partner. The second hypothesis is that an Imago-based intervention will improve levels of marital satisfaction. The third hypothesis is that the intervention will improve levels of intimacy. Finally, the fourth hypothesis states that the IRT intervention will increase the levels of connectedness between partners. We estimate that the effectiveness of the various IRT modalities may differ.

Participants

Power analysis for a MANOVA with three groups and four dependent variables was conducted in G*Power to determine a sufficient sample size with an alpha of 0.05, power of 0.80, and a medium effect size ($f = 0.25$, Faul, Erdfelder, Buchner, & Lang, 2013). Based on the aforementioned assumptions, the desired sample size is 36 couples, i.e. 72 participants in total. Convenience sampling will be used to recruit participants. Advertisements will be placed on IRT related social media platforms, in local newspapers as well as in the reception area of Imago therapists' private practices where interested couples can complete and submit application forms. Imago therapists will be informed about the study via email and requested to inform their clients about the study when signing up for therapy. The study will be conducted in South Africa and Namibia.

Data Analysis Plans

The study will be conducted using a Quasi-Experimental design and quantitative analyses will be used (Flannelly & Jankowski, 2014). Online questionnaires measuring levels of depression, marital satisfaction, intimacy and connectedness will be administered at pre-test, post-test and three months after treatment ended for the three treatment groups.

Proposed Budget

Description	Value per item	Rand Value	Dollar Value
Incentives for Research Participants	(R700 per couple) x40	R28 000	\$1 750,00
Tokens of appreciation for Imago Therapists	(R300 per person x10)	R3 000	\$ 187,50
Travel Money for Dissemination	Flights: R5000 × 3 tickets Accommodation: R2500 x 3 guests	R22 500	\$1 406,25
Stipend for Research Coordinator		R12 000	\$ 750,00
SurveyMonkey! Subscription	R480 x 12 months	R5 670	\$ 354,38

SPSS Subscription	R1 370x 3 users x 4months	R16 440	\$1 027,50
TOTAL			\$ 5 475,63

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World Health Organization. (2017). *Depression and Other Common Mental Disorders Global Health Estimates*. Geneva: Switzerland. WHO Document Production Services.

Final Term Grading Rubric: Dissertation Progress Report [30 points]

(ILO1, PLO2, PLO5)

Student Name: Kollman M, Morteson JH, Palmer Paterson W & van der Merwe JF.

You can work on a research project by yourself or as a small group (two or three persons).

	Contents	Points	Your points
1	Research Progress: Brief and concise summary	15	15
2	Reflection of Research Supervision on the current research project.	5	5
3	Future Research Plan	5	5
4	Fund Usage Description	5	2
Total		30	27
Comments: The research group met regularly to make the progress of this study. They have adapted suggestions from the research supervisor. The detailed description of the study progress and future plan. Yet it was not stated that how they utilized the research fund.			

Progress Report for Ph.D. group:

Kollman M, Morteson JH, Palmer Paterson W & van der Merwe JF.

Date: 06/04/2020

Subject: Progress Report for Ph.D. group: Kollman M, Morteson JH, Palmer Paterson W & van der Merwe K.

Maya, John, Wendy, and Kobus are working very hard towards their research project about “Redefining Core Concepts of Imago Relationship Theory”.

They decided on the Delphi method as data collection method and has conducted and completed their first round of data collection. They used a survey with open ended questions to obtain overview data about what the Imago faculty beliefs is some of the core principles and core skills of Imago.

Invitations to participate in the survey was sent out and with the help of follow-ups, they were able to receive more that 80% of the faculty’s responses. The team meets up every Wednesday on Zoom, where they are busy coding the data received to establish general categories. This is very valuable meetings where in-depth discussions take place which leads to overflowing of creativity and insight. For a short while, the path became a bit unclear about how to move on to the next phase of data analysis. A consultation meeting was then scheduled with Dr. Knobelspiesse where she explained the importance of finalizing the article plan first. After that, a meeting with Dr. Jin was set up and the format of the proposal was discussed, and it was confirmed that there needs to 4 different articles.

Another session with Dr. Knobelspiesse was arranged in order to assist in finalizing the the article headings. It was also then confirmed that the team can continue with the coding process in a more casual manner, since this is only the first phase of data collection. When the coding is completed they will move on to the next phase where the first round of data will be used to set up interview questions for the second phase of data collecting which will be conducted in a focus group.

The group are also busy finalizing their proposal. It has been delayed due to the uncertainty of doing 1 or 4 dissertation articles. But since that was discussed the final details can be added and is scheduled to submit before 30 June 2020.

An invitation to participate in the survey was also sent out to the founders of Imago, Harville Hendrix and Helen Hunt. Their responses will be valuable data and will make a huge contribution to the group's research study.

If the scheduled timeline is taken in consideration, despite a few delays the group is well on track with their dissertation.

REFINING THE CORE CONCEPTS OF IMAGO RELATIONSHIP THEORY

Wendy Palmer Patterson

John Hjarsø Mortensen

Kobus Van der Merwe

Maya Kollman

Abstract:

This research project aims to uncover tacit knowledge, deep theoretical understandings and expert skills that have accumulated in the Imago community since the program emerged in the late 1970's. There has been no systematic attempt to make explicit the essentials of this development towards high expertise amongst the most experienced practitioners. Uncovering what exists more silently in the expert community is important for the continued development of effective trainings and advanced programs. Participants will be a group of highly skilled clinical trainers from the Imago international training institute. The research process will proceed as a Delphi study with 3 rounds of written questions that will gradually distill essential fundamental theoretical concepts and essential skills defining where Imago is today. After the 3 rounds a final step will be to have a focus group refining the research findings further.

Timeline:

Below, we outline our timeline for research project completion:

- Submit proposal and have committee meeting - Fall of 2019
- IRB submission - December, 2019
- Request and Receive data from Faculty members - December, 2019 thru March 2020
- Compile Results into thematics and concepts - March to April 2020
- Member Checking with all participants April to May 2020
- Create Focus group questions based on Feedback from faculty May 2020
- Conduct Focus Group at Faculty meeting, June 2020
- Conduct Interviews with H and H, late June 2020
- Synthesize data July thru Sept. 2020
- Defend Dissertation October 2020
- Submit paper January of 2021

Statement of the Problem:

Imago Relationship Therapy (IRT) has been in the culture since 1986. In 8 years, Dr. Harville Hendrix trained over 600 therapists. He then chose five master trainers to take his place. Today, there are 36 faculty members in over 25 countries. We believe it is vitally important that the members of the faculty have a shared conceptualization of the most important theoretical

tenets and key interventional principles in order to increase the evidence base of IRT and most effectively teach new trainees. It is also important that the trainers know how to organize optimal learning processes, so that there is some assurance that the newly trained clinicians are able to provide couples with adequate therapeutic services. In other words, the novice certified Imago therapist will experience that they have moved beyond the level of advanced beginner to an experience of themselves as competent and on their way to proficiency (Dreyfuss and Dreyfus 2004).

For more than three decades the Imago tradition has been in continuous development. The theoretical concepts have deepened, the practical skills have been refined, and some procedures have been dropped and replaced, while others have been given more prominence in the therapy. Some of this development has been explicit and planned but there have also been modifications among individual faculty members. E.g adjusting advanced trainings These changes have been having an impact on how imago therapy and imago trainings are presented.

Therefore through this research we aim to explicitly define the conceptual framework of Imago so it can be shared and more precisely inform Imago practices. This study is based on the assumption that IIRT faculty have the requisite expertise needed to help us retain a cohesive theoretical model.

We also hold the assumption that the journey towards expertise is a long one that requires endurance and motivation to stay engaged with a community of experts. In his book *Communities of Practice*, Etienne Wenger describes how creating competence is a process that is tightly woven into a journey of shared learning. When participants engage together in a shared enterprise they create a sense of belonging and have an identity as a competent member of valued community. (Wenger 1998).

"Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.

And further: These people don't necessarily work together every day but they meet because that find value in their interaction.

And further: they may create tools, standards, generate designs, manuals and other documents - or they may simply develop a tacit understanding. How ever they accumulate knowledge, they become informed bound by the value they find in learning together. They may even develop a common sense of identity. They become a community of practice." (Wenger

We are all aware that we know more than we can tell. Not everything we know can be codified as documents and tools.

Sharing tacit knowledge requires interactions and informal learning processes such as storytelling, conversations, coaching and apprenticeships of the kind that communities of practice provide.

And further: knowledge is not static. It is continually in motion. In fact our collective knowledge of any field is changing at an accelerating rate. What was true yesterday must be adapted to accommodate new factors, new data, new interventions and new problems. This dynamism does not mean that a domain of knowledge lacks a stable core. In all fields there is a required baseline of knowledge. One of the primary tasks of a community of practice is to establish this common baseline and standardize what is well understood so that people can focus their creative energies on the more advanced issues. (Wenger 2002)

Hubert and Stuart Dreyfus (2004) have developed a 5 step-model of skill acquisition. The five stages that they identify begins with the novice, moves to the advanced beginner, then to the competent, then the proficient and finally the expert. The novice way of functioning is described as non-situational, decomposed, analytical and monitoring whereas the expert is described as situational, holistic, intuitive and absorbed. The beginning and end point describe 4 binary qualities non-situational versus situational; decomposed versus holistic etc. In this study we hope to get clearer about how to help imago trainees and therapists achieve a higher level of expertise as novice, advanced beginners, competent, proficient, and expert.

The purpose of this research study is twofold. First, we will use Delphi methods to elucidate the key IRT theoretical components and intervention skills that underlie its effectiveness. We will extract the tacit accumulated knowledge amongst master imago therapists to generate a shared understanding, which will lead to more precise communication and dissemination of IRT trainings. The findings from this study will serve as a core common ground for trainers around the world. Second, we will use focus group methods with IRT trainings to identify what this group believes are the foundational aspects of an effective IRT training with newcomers. The rationale for this second research objective is based on the 5 step-model of skill acquisition articulated above, such that we posit that it is vital for the basic IRT trainings to teach newcomers the skills that will enable them to feel effective enough, so that they will have the necessary motivation to stay on the journey towards becoming an expert.

Significance of the Problem:

Given the high rates of couple dissatisfaction, conflict and dissolution across the world, there is a significant need for evidence based couples treatments. Imago Relationship Therapy was developed in order to help couples experiencing relationship distress and from previous research, we know that IRT is effective for improving satisfaction in relationships. Across several decades, IRT has been enhanced and refined, which is typical of any therapy model. At this point in time, we think it is important to ensure that there is a shared conceptualization of the key theoretical tenets, intervention techniques and training components. We suspect that with a shared understanding of our own model and the basic principles, it will be possible to move trainees from a novice (skill level one) to be competent IRT clinicians (skill level 3). We contend that the Imago Training Institute must aim for all IRT clinicians to achieve this level of competence.

Without research, we are limited by our lack of shared understanding of what to teach and how to teach IRT. We propose that by interviewing faculty members, we can identify the most important theoretical pieces and skills to teach trainees.

This project addresses a general discussion about the relationship between theory and practice. Traditionally, and in our opinion a little naively, it is assumed that what the clinician is doing in practice can be deduced from and explained by the theory belonging to the school or modality that the clinician claims to belong to. In contradiction to this view, we believe that what happens in practice when the experienced and skilled expert makes her interventions is much more a question of close attunement to the particular client and situation. Perhaps newly trained and less experienced clinicians are more likely to be guided by theory and formal prescriptions and less able to trust their clinical instincts and moment to moment sense of what is unfolding and needs to unfold. A dichotomy is emerging: clinical interventions can primarily emerge from the prescriptions and theory the different therapeutic schools define as their hallmark, or clinical action can be determined by the judgement of the clinician who is closely sensitive to the uniqueness of the particular couple in the unfolding particular situation and the empathic perception of oneself as a clinician in connection with the client/ the couple. It looks like in therapy the more experienced you become the more it is the challenges in the situation that deliver the power of explanation and less the theory.

Some questions that lay the foreground for our study idea are as follows: What are theories actually good for and what is the relationship between practice and theory? How can practice inform theory? And in our case, what can experienced skilled Imago therapists and Imago trainers say about the core principles of Imago practice. What defines Imago therapy in theory and practice as seen from the vantage point of highly skilled Imago therapists? And what must newly trained less experienced Imago therapists master in order to experience themselves as effective “enough”? The training experience for the novice is crucial for the motivation they need in order to stay on the long Imago journey towards becoming an expert.

Our project is addressing this tension on the most general level: the field of Psychotherapy. More narrowly we are zooming in on the research area of couples therapy and specifically couples therapy as it is practiced within the modality named Imago Relationship theory and practice.

Research Questions:

1. What are the core principles of Imago therapy theory and practice from the vantage point of highly skilled Imago faculty and clinicians?
2. What are the primary basic IRT training components that lead to trainees self perceived confidence, skill and belonging?

Final Term Grading Rubric: Dissertation Progress Report [30 points]

(ILO1, PLO2, PLO5)

Student Name: Caroline Bernhardt-Lanier, Kathy Malcolm Hall, Rebecca Sears

You can work on a research project by yourself or as a small group (two or three persons).

	Contents	Points	Your points
1	Research Progress: Brief and concise summary	15	13
2	Reflection of Research Supervision on the current research project.	5	2
3	Future Research Plan	5	5
4	Fund Usage Description	5	5
Total		30	25
Comments: The research group made some progress on their study by interviewing participants. There is a lack of description and evidence that they adapted the supervisor's feedback and suggestions on their study. Clear fund usage description.			

Imago Research Progress Report

Title of the Research Project: International phenomenological study of IRT

Date: June 12, 2020

Name: Caroline Bernhardt-Lanier, Kathy Malcolm Hall, Rebecca Sears

Progress on the research project: Please fill out this section monthly.

So far, we have completed 3 interviews with couples in France, the United States and Estonia. We have 3 more couples ready to be interviewed and are continuing to search for more couples. Now that we have finished Tammy's class, we will focus on our research completely!

Fund used: Please fill out this section every six month from the date of the receipt.

The total amount of the fund received	\$1575
The amount of the fund used	\$60
Description of the fund used	2 \$30 Amazon gift cards for the couple in France and in the US.

An International Phenomenological Study of Imago Relationship Therapy

Caroline Bernhardt-Lanier, Kathy Malcolm Hall, Brenda Rawlings, and Rebecca Sears

Daybreak University

The timeline for the proposed study is as follows: IRB submission by December 5th, 2019; data collection January through June 2020; and submission of the study to a journal by December 2020.

Imago Relationship Therapy (IRT), widely practiced as a theoretical and applied methodology since 1985, has an international footprint and four decades of historical anecdotal impact. The power of this syncretic work has given rise to a community of Imago Relationship Therapists which has grown to 25 Imago clinical instructors, close to 500 Workshop Presenters, 2000 therapists and practices across 51 countries.

In 1988, Harville Hendrix and Helen LaKelly Hunt synthesized attachment theory, object relations theory, developmental psychology, transactional analysis, and behavioral change techniques, to develop Imago Relationship Therapy for couples (Hendrix, 1985). IRT focuses on a loving connection and on healthy differentiation between a couple. IRT posits that there is frequently a connection between frustration in adult relationships and early childhood experiences resulting in core issues arising within current relational dynamics. Couples are taught a dialogue structure which includes the steps of mirroring, validation, and empathy. This allows them to move from blame and reactivity to understanding and empathy, and gives them an awareness of their partner as someone who is different and separate from themselves. The partners interact directly with one another through the dialogue process, kept safe through its structure, while exploring the core emotional feelings which get in the way of their connection.

Imago therapists primarily use sentence stems, doubling, silence, affect regulation tools, and focusing. Their attuned presence helps hold the couple in dialogue. Therapists use the interactional space between to create healing moments of presence.

Critics of IRT have cast aspersions on the proliferation of IRT without empirical evidence (Lebow et al, 2012). Lazarus (2000) challenged IRT to expand from “charisma, conjecture, anecdotes, and untestable theories.” Unlike IRT, many theoretical approaches to couples therapy (integrative behavioral couples therapy and EFT, in particular) have built a wide research base over the past two decades (Lebow, Chambers, Christensen, & Johnson, 2012). Cognitive Couples Therapy (Datillio & Padesky, 1990), Emotionally Focused Therapy (Johnson, 1996) and Insight Oriented Therapy (Snyder, Castellani, & Whisman, 2006) have been shown to produce clinically significant reductions in relationship distress. Shadish and Baldwin (2003) did a review of six separate meta-analyses of couples therapy that supports the efficacy of marriage and family therapy interventions for distressed couples and marriage and family enrichment. They found that differences among the kinds of interventions tend to be small.

A survey of 276 therapists found potential common factors between IRT and couples therapists of diverse theoretical approaches which suggests that IRT should be considered as an area of study for academics researchers and a model of training in marriage and family therapy programs (Holliman, Muro, & Luquet, 2016). Similarly, in a 2018 study, Luquet and Muro deconstructed IRT and found that the modality utilizes the four broad common factors of MFT shared by other well-established models of MFT, in addition to its unique components.

The limited research on IRT to date is promising. A pilot study in 1997 by Hannah, Luquet, and McCormick reported that the use of IRT in a standardized, short-term, structured format was associated with improvements on at least two dimensions of individual psychological functioning, as measured by the COMPASS assessment. Robbins (2005) found that the Imago couples dialogue strengthens

relationships by encouraging the development of stronger listening skills, better self-control, and problem solving, which can be particularly helpful for individuals with ADHD. Schmidt, Luquet, and Gehlert's 2016 study suggested that the Imago *Getting the Love You Want* psycho-educational workshop had a significant positive effect on relational satisfaction and communication patterns. Other research indicates that IRT educational training affects accurate empathic responding for participants in the short term (Muro, Holliman, & Luquet, 2016) and that a course of 12 sessions of IRT with a trained Imago therapist can have a positive impact on an individual's empathy (Schmidt & Gehlert, 2016).

The first randomized controlled trial in 2017 to explore IRT's efficacy found that 12 sessions of Imago couples therapy produced statistically significant increases in marital satisfaction but may be insufficient to produce meaningful lasting change for most couples (Gehlert, Schmidt, Geigrich, & Luquet).

Continued research is needed to define IRT's unique power and value added, and Imago theorists and practitioners are currently addressing that gap. As a first step, the authors of this project have chosen a qualitative approach to study the experience of couples engaged in IRT based on recent research about the usefulness and impact of this type of research. According to Borcsa & Springer (2016), understanding the process of change in therapy has become an increasingly important goal for researchers in general. In their review of research models in couples therapy, these authors affirm the need for more qualitative research to expand understanding of the efficacy of marital and family therapy. They argue that randomized controlled trials have limitations, that research has shown that most psychotherapy approaches are similarly effective, and that the emerging literature reveals the importance of common factors. They suggest that qualitative, process research is more appealing to couples therapists than quantitative research and that the combination of quantitative and qualitative research can deepen understanding of psychotherapy efficacy.

The purpose of this international study is to answer the question “How do clients experience Imago Relationship Therapy?” using a phenomenological cross-cultural methodology. Participants will be 21-30 couples enrolled in IRT, with a minimum of 7 couples from each of the following countries: the United States, South Africa or England (to be determined), and Estonia. Exclusion criteria for selected couples will include no prior IRT experience, no Imago workshop attendance, and no current ongoing infidelity. Inclusion criteria includes committed partners who are 18 years old or older and who have been in a committed partnership for at least one year. Participating therapists will be certified in Imago therapy and hold Advanced Clinician status and/or have been practicing IRT for at least 5 years. Couples will participate in a semi-structured interview (comprised of 8 questions) with one of the study’s authors (or a qualified paid interviewer in Estonia). Under no condition will a couple be interviewed by their own therapist. Interviews will be conducted with the purpose of exploring and gathering in-depth data on their experience with Imago Therapy. The interview will take place in person or by Zoom after the 9th 90-minute session and will be recorded and transcribed verbatim. Couples will participate in interviews separately and conjointly.

Participants’ answers to the interview will be coded, and thematic analysis will be used to identify, analyze and report patterns (themes) within the data and to describe the impact of IRT on a couple’s relationship, from the perspective of the couples themselves. Braun and Clarke’s (2006) 6-step process for thematic analysis will be used: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the report.

The authors anticipate our budget needs to be approximately 2,250 US Dollars. This amount will cover the costs of incentives for couples to participate in the interviews after the 9th session. We will purchase a \$30 gift card for each of the 30 couples, for a total of \$900. We will pay a research assistant and translator in Estonia for 15 hours of interviews (45-90 minutes per couple) and 30 hours of translation and administration, at \$30 per hour, for a total of \$1,350.

3.1.3 Practicum Evaluation

Please see the appendix for the documents. For details, contact the assessment office.

Practicum Evaluation Summary

Completed by Supervisor at the end of practicum

Term	Student Number	Evaluation
Fall 2019	24	4.8/5.0
Spring 2020	12	4.5/5.0

This evaluation was completed by an instructor providing supervision in practicum. Overall, this evaluation is designed to give student intern therapists feedback regarding their strengths and growth areas related to the essential components of clinical work and to evaluate following Institutional Learning Outcome (ILO) and Program Learning Outcome (PLOs).

ILO2. Show ability of innovative and effective practitioners.

PLO3. Examine individual and family development across the lifespan and apply the major models of counseling in culturally sensitive approaches.

The results of this evaluation showed that students performed therapy with the systems concepts and major MFT models. The results also showed intern therapists' effective works with clients, colleagues, and supervisors.

Fall 2019 Practicum Evaluation Results

Scale: 1=Strongly Disagree 2=Disagree 3=Adequate 4=Agree 5=Strongly Agree 0 = N/A

평가 영역 AREA OF EVALUATION	Average
COURSE ASSIGNMENTS (<i>this section filled out by DBU faculty supervisor only</i>)	
1. 출석과 수업 참여 Attendance and Participation	5.0
2. 사례 발표 수준 (관련 정보, 시간 내 발표 마침) Case Presentation Quality (i.e., relevant information presented, presentation completed within parameters, etc.)	5.0
3. 파일관리 및 서류 (내담자 상담시간 기록 포함) File Management and Paperwork (including Client Contact Logs)	5.0
수련 기관의 활동과 전문성 ON SITE PERFORMANCE AND ISSUES OF PROFESSIONALISM	
4. 기관 책임자, 기관 수련감독과 학교 수련 감독과 좋은 협력관계 개발 Develop a good working relationship with site director, on-site supervisor, and faculty supervisor	4.9
5. 내담자들과 동료들 및 수련감독과의 성과를 포함한 전문성 Professionalism including performance with clients and with colleagues and supervisors	4.9
6. 수련기관 및 학교의 그룹 수련생들과 협력적인 관계 개발 Developed a cooperative relationship with supervision groups on-site and at the University	4.9
7. 전문적 행동과 상담기술 관련 피드백을 기꺼이 받아들이고 사용하려는 의지를 입증 Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills	5.0
8. 법적이고 윤리적인 기준을 적절히 적용하고 활용하는 능력 Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling	4.6
임상 훈련에 관한 주제 ISSUES IN CLINICAL PRACTICE	
9. 내담자와 치료적 관계를 발전시키는 능력 입증 Demonstration of an ability to develop a therapeutic relationship with clients	4.6
10. 체계적인 문제 평가를 포함하여 제시된 사례와 관련된 이론적이고 개념적인 문제를 표현하는 능력 Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment	4.4
11. 치료계약으로 이어지는 효과적이고 적절한 치료 계획을 개발하는 능력을 입증 Demonstration of ability to develop effective and appropriate treatment plans that lead to a therapeutic contract	4.5
12. 치료계획을 지원하는 적절한 개입을 선택하고 활용하는 능력을 입증 Demonstration of ability to select and utilize appropriate interventions that support the treatment plan	4.5
13. 내담자 진행상황을 효과적으로 평가할 수 있는 능력을 입증 Demonstration of ability to effectively evaluate client progress	4.5
14. 사례 관리 문제 (예: 정보 관리, 회기 결석, 위기 관리, 위탁/소개, 종결 등)의 역량 입증 Demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.)	4.5
15. 전이 및 역전이와 관련된 문제를 포함하는 치료사에 대한 내담자의 영향을 평가하는 능력을 입증 Demonstration of ability to evaluate client impact on the therapist involving issues related to transference and counter-transference	4.4

Spring 2020 Practicum Evaluation Results

Scale: 1=Strongly Disagree 2=Disagree 3=Adequate 4=Agree 5=Strongly Agree 6 = N/A

평가 영역 AREA OF EVALUATION	Average
COURSE ASSIGNMENTS (this section filled out by DBU faculty supervisor only)	
1. 출석과 수업 참여 Attendance and Participation	4.8
2. 사례 발표 수준 (관련 정보, 시간 내 발표 마침) Case Presentation Quality (i.e., relevant information presented, presentation completed within parameters, etc.)	4.8
3. 파일관리 및 서류 (내담자 상담시간 기록 포함) File Management and Paperwork (including Client Contact Logs)	4.5
4. 기관 책임자, 기관 수련감독과 학교 수련 감독과 좋은 협력관계 개발 Develop a good working relationship with site director, on-site supervisor, and faculty supervisor	4.2
5. 내담자들과 동료들 및 수련감독과의 성과를 포함한 전문성 Professionalism including performance with clients and with colleagues and supervisors	4.4
6. 수련기관 및 학교의 그룹 수련생들과 협력적인 관계 개발 Developed a cooperative relationship with supervision groups on-site and at the University	4.5
7. 전문적 행동과 상담기술 관련 피드백을 기꺼이 받아들이고 사용하려는 의지를 입증 Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills	4.8
8. 법적이고 윤리적인 기준을 적절히 적용하고 활용하는 능력 Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling	4.7
임상 훈련에 관한 주제 ISSUES IN CLINICAL PRACTICE	
9. 내담자와 치료적 관계를 발전시키는 능력 입증 Demonstration of an ability to develop a therapeutic relationship with clients	4.3
10. 체계적인 문제 평가를 포함하여 제시된 사례와 관련된 이론적이고 개념적인 문제를 표현하는 능력 Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment	4.2
11. 치료계약으로 이어지는 효과적이고 적절한 치료 계획을 개발하는 능력을 입증 Demonstration of ability to develop effective and appropriate treatment plans that lead to a therapeutic contract	4.2
12. 치료계획을 지원하는 적절한 개입을 선택하고 활용하는 능력을 입증 Demonstration of ability to select and utilize appropriate interventions that support the treatment plan	4.5
13. 내담자 진행상황을 효과적으로 평가할 수 있는 능력을 입증 Demonstration of ability to effectively evaluate client progress	4.3
14. 사례 관리 문제 (예: 정보 관리, 회기 결석, 위기 관리, 위탁/소개, 종결 등)의 역량 입증 Demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.)	4.5
15. 전이 및 역전이와 관련된 문제를 포함하는 치료사에 대한 내담자의 영향을 평가하는 능력을 입증 Demonstration of ability to evaluate client impact on the therapist involving issues related to transference and counter-transference	4.6

3.2 Indirect Measures

3.2.1 Student Evaluation of Course Instruction Results

Please see the appendix for the documents. For details, contact the assessment office.

- Sample 1 : MFT/IRT 6030 Couples Relationship Therapy

Course Evaluation

Course Number and Subject:

MFT/IRT 6030 Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework also includes assessments, treatment planning, and interventions 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, disabilities and SES are explored.

In this class, students learned and practices the major marital/couple therapy interventions.

The instructors received excellent evaluations on teaching effectiveness and student learning. Some students expressed that the workload was heavy and yet at the end of the class most students appreciated the learning from the assignments and lectures.

COURSE EVALUATION SURVEY RESULTS

2020 Spring MFT/IRT6030: Couples Relationship Therapy

Enrolled Students	Participants	Participant Rate (%)
48	38	79.1%

Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree
5=Strongly Agree NA=Not Applicable

Teaching Effectiveness

Questions	Average
1. The instructor was well prepared for each class session.	5.0
2. The instructor presented and explained the concepts clearly.	4.9
3. The instructor demonstrated extensive knowledge of course content.	4.9
4. The instructor presented competing viewpoints on course material.	4.8
5. The instructor was transparent in recognizing his/her own limitations.	4.9
6. The instructor showed enthusiasm for the content being taught.	5.0
7. The instructor used various teaching methods and class activities.	4.9
8. The instructor encouraged student questions and discussion in class.	4.9
9. The instructor encouraged students to relate course content to real-life situations where appropriate.	5.0
10. Are you satisfied with the instructor overall?	5.0

Interaction with Students

Questions	Average
11. The instructor demonstrated genuine interest in student learning.	4.5
12. The instructor was helpful and actively concerned about student's academic needs in meeting the learning objectives of the course.	5.0
13. The instructor was open to the perspectives of students from diverse backgrounds and experiences.	4.9
14. The instructor was available and responsible to student inquiries outside of class (Email or online board).	4.8

Student Learning

Questions	Average
15. The CLOs were clearly stated and explained early in the course.	5.0
16. Overall, I learned what this course was designed to teach (CLOs).	4.9

Effectiveness of Assignments

Questions	Average
17. The assigned readings helped my learning and achieving the CLOs.	4.9
18. IF TESTS were given, they contributed toward accomplishing the CLOs.	4.3
19. IF WRITTEN ASSIGNMENTS were given, the written assignments contributed toward accomplishing the CLOs.	4.9
20. IF PROJECTS were given, the projects contributed toward accomplishing the learning objectives of this course.	4.9
21. Instructor provided feedback on assignments on a timely manner.	4.9
22. Instructor's feedback on course assignments was clear and beneficial.	4.9
23. Instructor's grading practices were fair and reasonable.	4.7
24. I would recommend this course to a friend.	5.0

- Sample 2 : MFT/IRT 9500 Research Colloquium



DAYBREAK UNIVERSITY

1818 S. Western Ave. #200, Los Angeles, CA 90006
Phone: 310)739-0132 Fax: 270)714-0317 Email: info@daybreak.education

Course Evaluation

Course Number and Subject:

MFT/IRT 9500 Research Colloquium

This course helped doctoral students begin their dissertation process. The course evaluation was good in terms of the teaching effectiveness and student learning. Students appreciated instructors' flexibility in students' different learning styles. Students also appreciated working with other students for different research projects. It is suggested that this course provides a clear process of the doctoral dissertation: committee selection, duration, review process, etc.

EVALUATION OF COURSE INSTRUCTION FORM

Instructors: Dr. Mei Ju Ko & Dr. Hye Jin Kim	Course Number & Title: MFT/IRT 9500: PhD Research Colloquium	Date: 12/6/2019
Please check the appropriate box		
This course is: My major requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/>		

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to your instructor and the school. Circle the number that best represents your experience in this course, according to the following scale
 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Teaching Effectiveness

1. The instructor was well prepared for each class session.	1	2	3	4	5
2. The instructor presented and explained the concepts clearly.	1	2	3	4	5
3. The instructor demonstrated extensive knowledge of course content.	1	2	3	4	5
4. The instructor presented competing viewpoints on course material.	1	2	3	4	5 NA
5. The instructor was transparent in recognizing his/her own limitations.	1	2	3	4	5
6. The instructor showed enthusiasm for the content being taught.	1	2	3	4	5
7. The instructor used various teaching methods and class activities.	1	2	3	4	5
8. The instructor encouraged student questions and discussion in class.	1	2	3	4	5
9. The instructor encouraged students to relate course content to real-life situations where appropriate.	1	2	3	4	5
10. Are you satisfied with the instructor overall?	1	2	3	4	5

Interaction with Students

11. The instructor demonstrated genuine interest in student learning.	1	2	3	4	5
12. The instructor was helpful and actively concerned about student's academic needs in meeting the learning objectives of the course.	1	2	3	4	5
13. The instructor was open to the perspectives of students from diverse backgrounds and experiences.	1	2	3	4	5
14. The instructor was available and responsive to student inquiries outside of class (Email or online board).	1	2	3	4	5

Student Learning

Course Learning Objectives (CLOs)					
15. The CLOs were clearly stated and explained early in the course.	1	2	3	4	5
16. Overall, I learned what this course was designed to teach (CLOs).	1	2	3	4	5
17. If you had difficulty achieving any of the CLOs listed above, indicate which objective(s) you had difficulty achieving. Suggest what the instructor could do differently in the future.					

Effectiveness of Assignments

18. The assigned readings helped my learning and achieving the CLOs.	1	2	3	4	5	
19. IF TESTS were given, they contributed toward accomplishing the CLOs.	1	2	3	4	5	NA
20. IF WRITTEN ASSIGNMENTS were given, the written assignments contributed toward accomplishing the CLOs.	1	2	3	4	5	NA
21. IF PROJECTS were given, the projects contributed toward accomplishing the learning objectives of this course.	1	2	3	4	5	NA
22. Instructor provided feedback on assignments on a timely manner.	1	2	3	4	5	
23. Instructor's feedback on course assignments was clear and beneficial.	1	2	3	4	5	
24. Instructor's grading practices were fair and reasonable.	1	2	3	4	5	
25. I would recommend this course to a friend.	1	2	3	4	5	

1=Much Less than 2=Less than 3=About Average 4=More than 5=Much More than

The Course Workload

26. Amount of reading for this course	1	2	3	4	5
27. Amount of work excluding reading	1	2	3	4	5
28. Difficulty of the course material	1	2	3	4	5

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Comments

29. What are the strengths of the instructor? She was knowledgeable and has personal experience relating to statistics
30. How could the instructor improve his or her teaching? It was adequate
31. What are the strengths of the course? The Practical component
32. How could this course be improved? It was well structured and it was fashioned for us the learn the concepts
33. What did you learn from this course? How did this course change you? I became a bit more confident with the interpretation of stats and will not browse over it in future.
34. What are the strengths of the course materials and assignments? Being able to do particle work in class
35. Any areas for improvement None
36. Please indicate the grade you expect to receive in this course. 95

Thank you for taking the time to share your experience!

3.2.2 Supervisor Evaluation

Please see the appendix for the documents. For details, contact the assessment office.

Supervisor Evaluation Summary

Completed by students at the end of practicum

Term	Participants Number	Evaluation
Fall 2019	24	4.8/5.0
Spring 2020	12	4.9/5.0

This evaluation was completed by student intern therapists at the end of practicum. The evaluation provides students the opportunity to evaluate instructors providing clinical supervision during practicum. Students evaluated the supervisory relationship, supervisor's feedback process, ethical and professional manners, theoretical foundation, and diversity competency, which are significant competencies in supervisors allowing supervisees to grow as effective and competent therapists. Overall, the supervisor received excellent evaluations on all of these areas over the two terms: Fall 2019 and Spring 2020.

Fall 2019 Supervisor Evaluation Results

Scale: 1=Strongly Disagree 2=Disagree 3=Adequate 4=Agree 5=Strongly Agree

평가 영역 AREA OF EVALUATION	Average
수련 감독자/수련생의 관계 SUPERVISION/SUPERVISEE RELATIONSHIP	
수련생과 효과적으로 긍정적 관계 구축 Effectively builds a positive relationship with the supervisee.	4.8
학생에게 전문적 롤모델의 역할 기능 Functions as a professional role model to the student.	4.7
훈련과 수퍼비전에 대한 구조 제공 Provides structure in training and supervision	4.9
피드백 과정 FEEDBACK PROCESS (PLO5, CLO3)	
학생에게 직접적이고 명확한 생각과 유념해야 할 부분을 표현 Expresses ideas and concerns clearly and directly to the student.	4.8
수퍼비전에 대한 학생의 피드백을 수용하고 사용하려는 의지를 나타냄 Shows willingness to accept and use feedback in regards to supervision.	4.9
치료사로의 성장에 대한 지속적인 피드백 제공 Provides ongoing feedback about student's progress and development as a therapist.	4.9
임상적 연구에 의한 치료모델을 적용하도록 피드백 제공 Provides feedbacks on evidence-based applications in clinical works.	4.8
전문성과 윤리적 행동 PROFESSIONALISM AND ETHICAL CONDUCT (PLO4, CLO5)	
법적이고 전문적 기준에 대해 효과적으로 논의 Effectively discusses legal and professional standards.	4.8
윤리적 의사결정 기술을 발달시키도록 격려함 Encourages the development of ethical decision-making skills.	4.7
다른 전문가들(예, 의사, 학교상담사 등) 과의 협력을 격려함 Encourages collaboration with other professionals.	4.7
이론적 기반 THEORETICAL FOUNDATIONS (PLO1, CLO1, CLO2, CLO4)	
학생이 체계적 개념을 내담자의 사례 개념화에 적용할 수 있도록 도움 Helps the student apply systemic concepts to client conceptualization.	4.7
사회적 맥락과 내담자의 다양성을 고려한 피드백 제공 Provides feedback regarding social context and diversity of the client.	4.6
학생이 내담자의 변화에 대한 이론을 구축하도록 지원함 Supports the student's development of their theory of change.	4.8
사회적 맥락과 다양성 SOCIAL CONTEXT AND DIVERSITY (PLO2, PLO3, CLO3)	
자신을 들여다 볼 수 있고, 다양성의 중요성을 포함하는 실습 체계를 지원 Supports a practice framework that includes self-awareness and the role of diversity.	4.8
내담자와, 학생/수퍼바이저와 수퍼바이저 자신의 사회적/문맥적 상황에 대한 대화를 격려함 Encourages dialogue about the role of social context (including clients, self, and student).	4.8

Spring 2020 Supervisor Evaluation Results

Scale: 1=Strongly Disagree 2=Disagree 3=Adequate 4=Agree 5=Strongly Agree

평가 영역 AREA OF EVALUATION	Average
수련 감독자/수련생의 관계 SUPERVISION/SUPERVISEE RELATIONSHIP	
수련생과 효과적으로 긍정적 관계 구축 Effectively builds a positive relationship with the supervisee.	5.0
학생에게 전문적 롤모델의 역할 기능 Functions as a professional role model to the student.	5.0
훈련과 수퍼비전에 대한 구조 제공 Provides structure in training and supervision	5.0
학생에게 직접적이고 명확한 생각과 유념해야 할 부분을 표현 Expresses ideas and concerns clearly and directly to the student.	5.0
수퍼비전에 대한 학생의 피드백을 수용하고 사용하려는 의지를 나타냄 Shows willingness to accept and use feedback in regards to supervision.	5.0
치료사로의 성장에 대한 지속적인 피드백 제공 Provides ongoing feedback about student's progress and development as a therapist.	5.0
임상적 연구에 의한 치료모델을 적용하도록 피드백 제공 Provides feedbacks on evidence-based applications in clinical works.	5.0
법적이고 전문적 기준에 대해 효과적으로 논의 Effectively discusses legal and professional standards.	4.8
윤리적 의사결정 기술을 발달시키도록 격려함 Encourages the development of ethical decision-making skills.	4.9
다른 전문가들(예, 의사, 학교상담사 등) 과의 협력을 격려함 Encourages collaboration with other professionals.	4.9
학생이 체계적 개념을 내담자의 사례 개념화에 적용할 수 있도록 도움 Helps the student apply systemic concepts to client conceptualization.	4.9
사회적 맥락과 내담자의 다양성을 고려한 피드백 제공 Provides feedback regarding social context and diversity of the client.	4.9
학생이 내담자의 변화에 대한 이론을 구축하도록 지원함 Supports the student's development of their theory of change.	5.0
자신을 들여다 볼 수 있고, 다양성의 중요성을 포함하는 실습 체계를 지원 Supports a practice framework that includes self-awareness and the role of diversity.	4.9
내담자와, 학생/수퍼바이저와 수퍼바이저 자신의 사회적/문맥적 상황에 대한 대화를 격려함 Encourages dialogue about the role of social context (including clients, self, and student).	4.9



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