Annual Alumni Survey (MA)

Daybreak University
Year 2024

* Indicates required question

1. 1. Which program did you graduate from? *

   Mark only one oval.

   - ◯ MA
   - ◯ Ph.D.
   - ◯ Other: _____

2. 2. What year did you enter the program?

   _____

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

   _____

4. 4. Have you passed the AMFTRB Exam?

   If yes, what year?

   _____

5. 5. Are you licensed in MFT?

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

   _____

6. 6. Are you licensed in another field?

If yes, what country and in what field?

_____

7. 7. Are you currently employed?

Mark only one oval.

- Yes
- No

8. 8. If yes, what type of employment setting do you work in?

Mark only one oval.

- Academic
- Clinical
- Private Practice
- Other

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

Mark only one oval.

- Very Poor
- Poor
- Good
- Very Good

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

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

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

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

A) Fiscal and Physical resources

B) Technological resources

C) Instructional and Clinical resources

D) Academic and Student Support Services

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

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Annual Alumni Survey (Ph.D.)

7 responses

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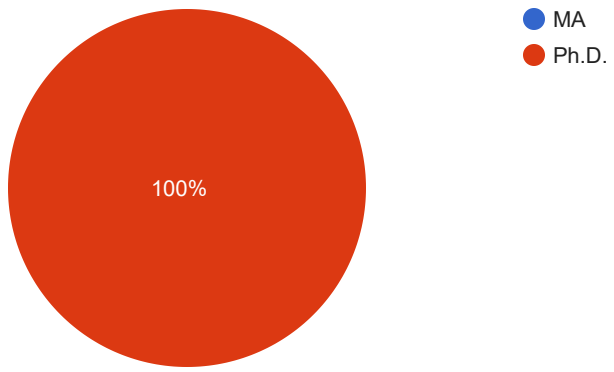
1. Which program did you graduate from?

7 responses



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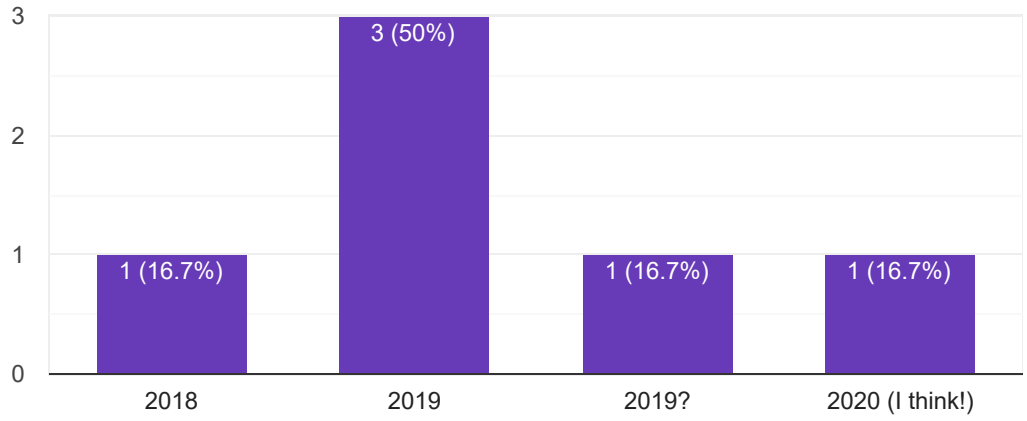
2. What year did you enter the program?

6 responses



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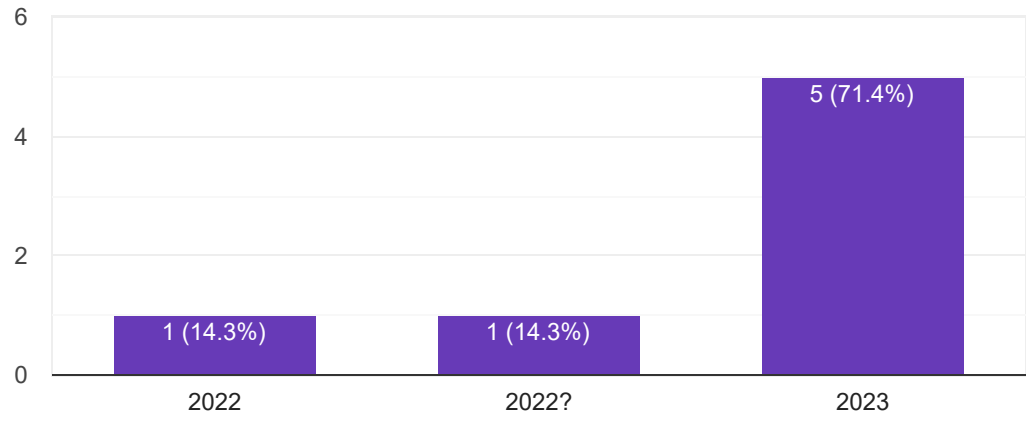
3. What year did you graduate from the program?

7 responses



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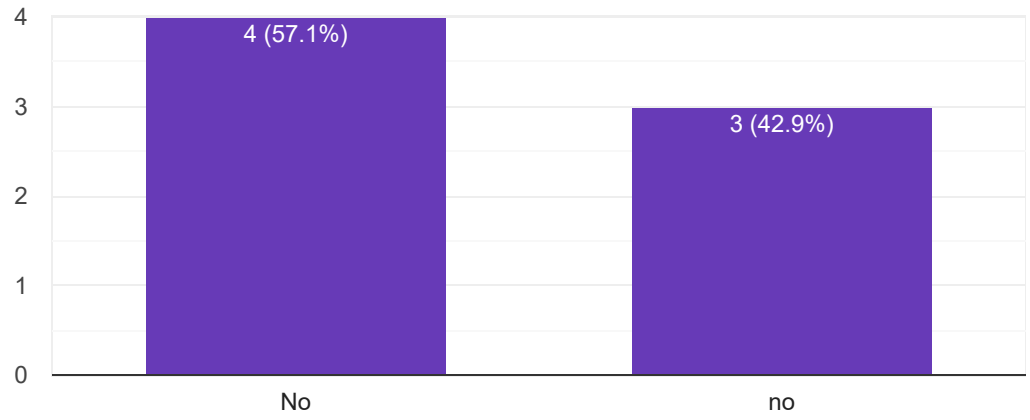
4. Have you passed the AMFTRB Exam?

If yes, what year?

7 responses



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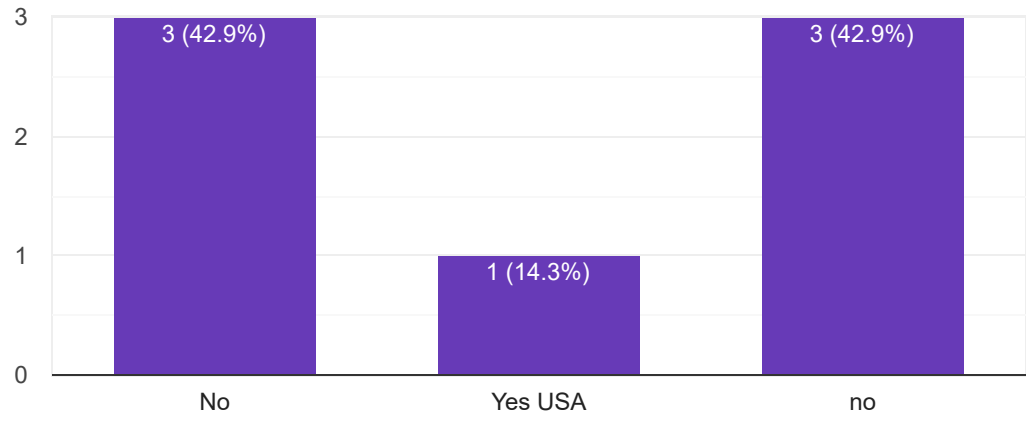
5. Are you licensed in MFT?

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

7 responses



6. Are you licensed in another field?

If yes, what country and in what field?

7 responses

no

USA, Licensed Clinical Professional Counselor (Maryland and DC)

yes..LPC

Licensed Professional Counselor

MSW USA

Yes UK Psychologist

Currently, No

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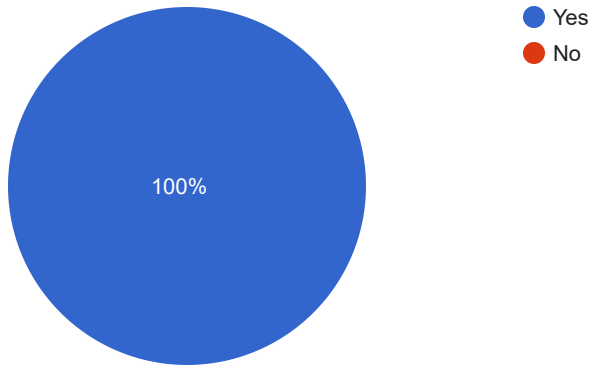
7. Are you currently employed?

7 responses



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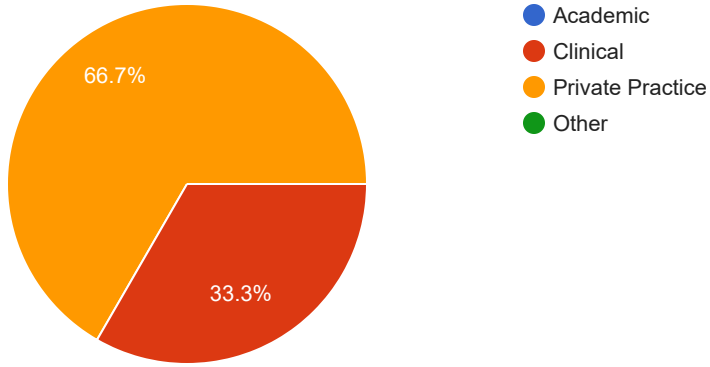
8. If yes, what type of employment setting do you work in?

6 responses



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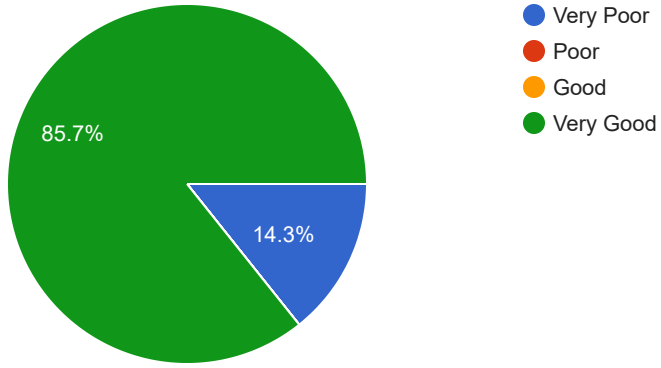
9. Rate your experience while in the program with a diverse and inclusive learning environment.

7 responses



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

6 responses

I don't know, sorry

I appreciate the diversity of cultures, languages, and backgrounds represented at Daybreak.

I don't that that needs to be improved...only to offer more classes and have faculty meetings and participate at this time. More Imago and couples directed seminars/lectures and perhaps some community opportunities

Satellites

I found it very diverse as is

Some more courses on working with ADD and Autism

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

7 responses

I had a fabulous time and loved all the support. I was 73 when I got my degree.

I would have appreciated even more structure for some of the courses.

All went well for a new university...more F2F opportunities...more peer opportunities

Academics were good

It was great

I would have liked a more varied course content

I thought it was wonderful and I think there could have been a course comparing different couples' therapies.

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

5 responses

I loved that I could dive deep into Imago theory and practice, with a cohort that was equally committed to the mission of Imago.

no additional at this time

Fit for me

I appreciate Daybreak vision and mission and support it

I am not sure about this.

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

A) Fiscal and Physical resources

B) Technological resources

C) Instructional and Clinical resources

D) Academic and Student Support Services

6 responses

All of the above were amazing

I appreciated all the supports. We were the first cohort, so it makes sense there was a learning curve for all of us!

wonderful financial and academic support!

Great instructional support

I studied online so can't really comment on anything other than the academic support which was great. It was always available if one needed it

All so helpful in me achieving my goal of getting a PhD

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

5 responses

So grateful everyday for the loving care, support, guidance and cheerleading that this program provided me.

I was part of the first PhD cohort and feel so blessed to have benefitted from all the resources, creativity, professionalism, energy, and vision that Dr. Kim and Dr. Oh poured into Daybreak.

I want to be able to give more back to support and help Daybreak and Imago grow

Dr's Jin and Jay are doing a great task

So grateful for all the support I had. And for the way in which Meryl in particular mentored us.

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Annual Survey for Core and Adjunct Faculty

4 responses

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Environmental Supports

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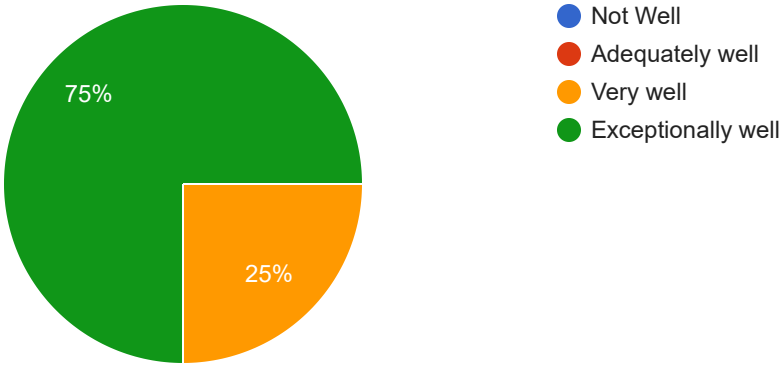
1. How well do you believe the program promotes an inclusive and diverse learning environment?

4 responses



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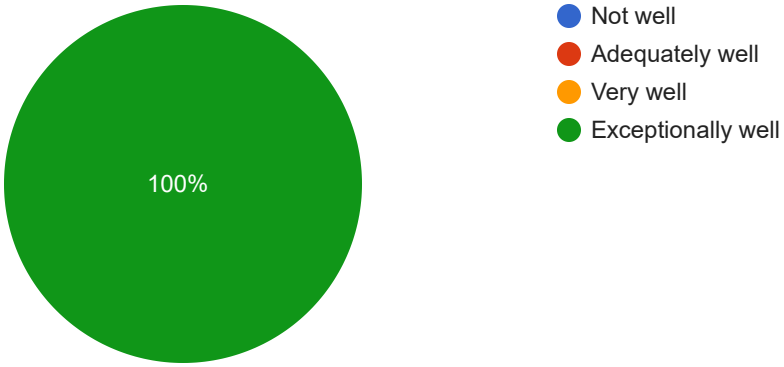
2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.

4 responses



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

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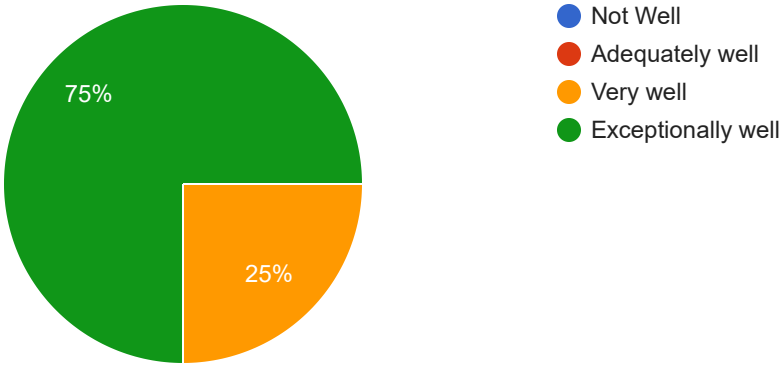

Environmental Supports

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

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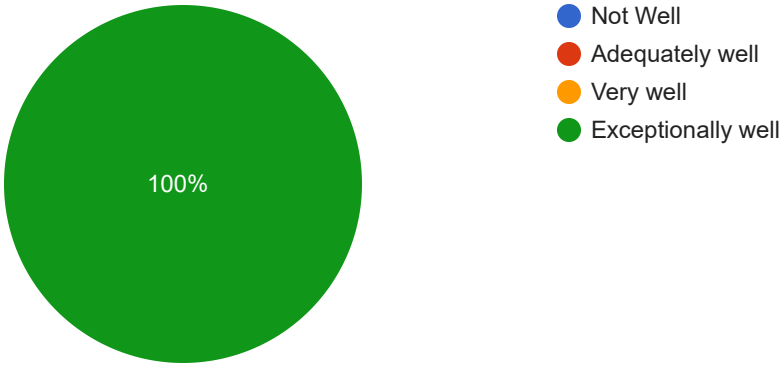
4 responses



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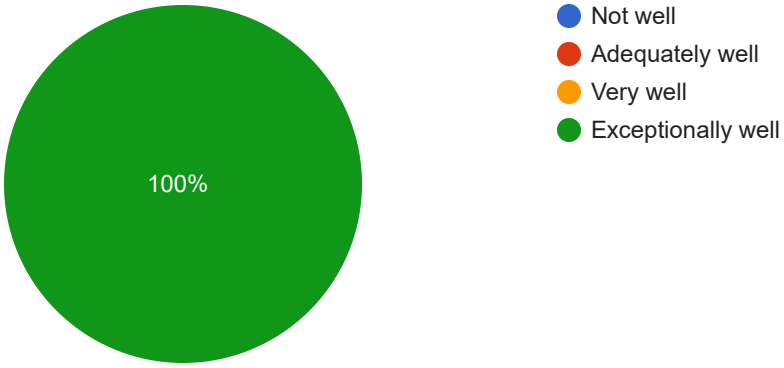

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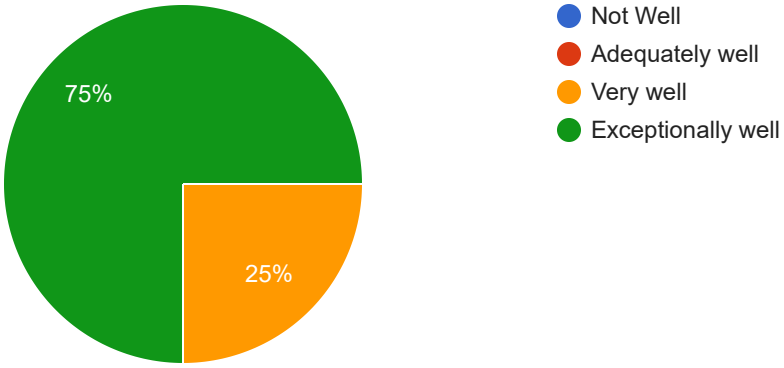

Fiscal and Physical Resources

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

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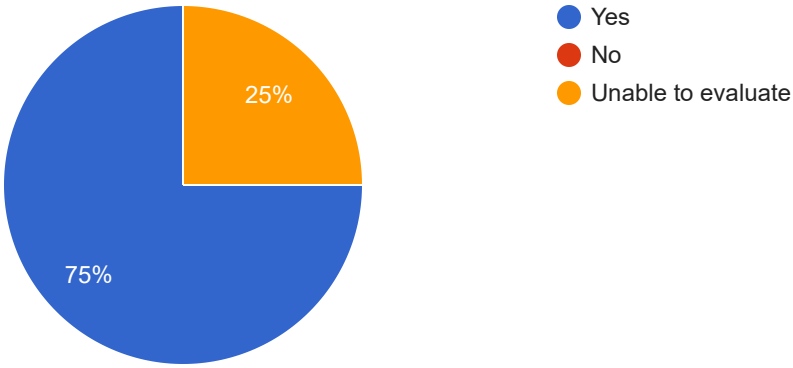
4 responses



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

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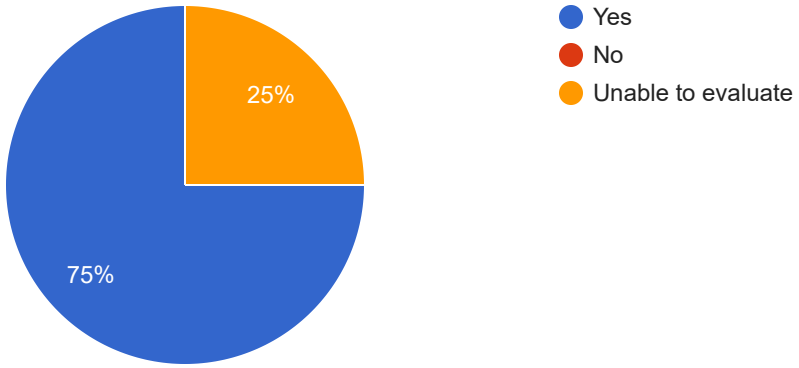
4 responses



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

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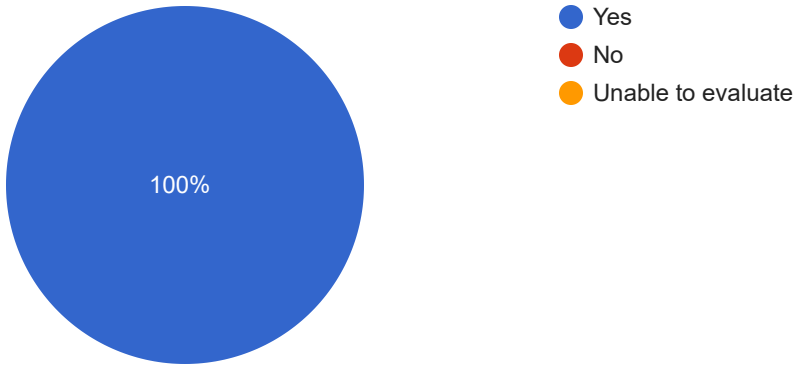

Technological resources

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

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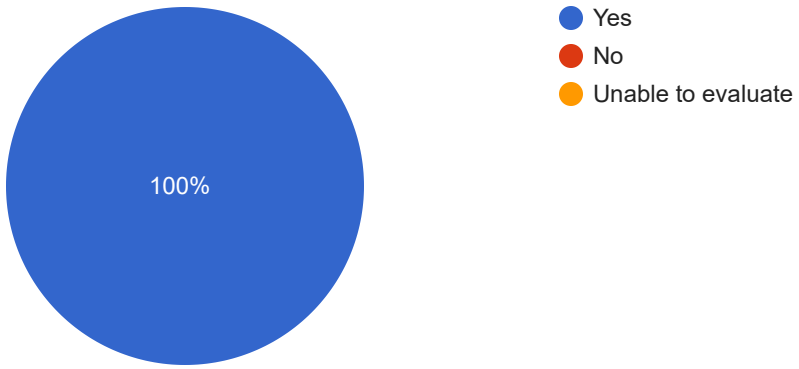

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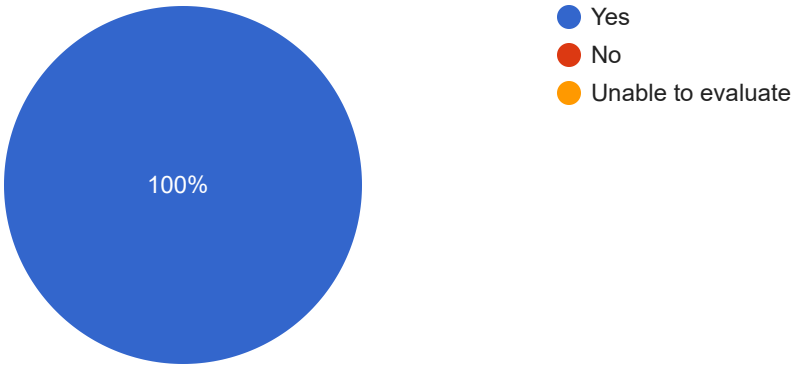
11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

4 responses



Instructional and Clinical Resources

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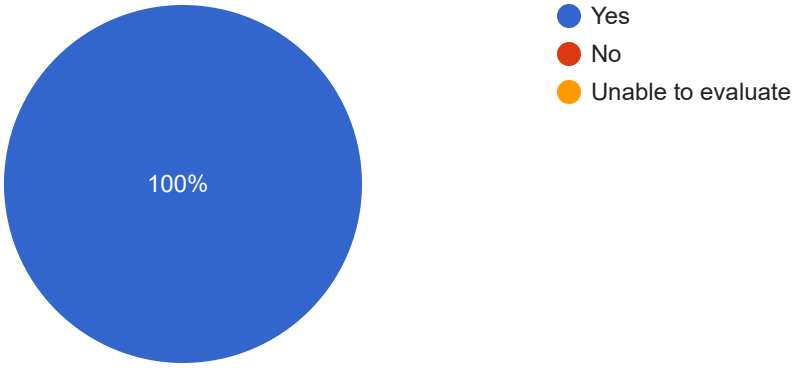
12.Does the program have sufficient staff to assist in your teaching endeavors?

4 responses



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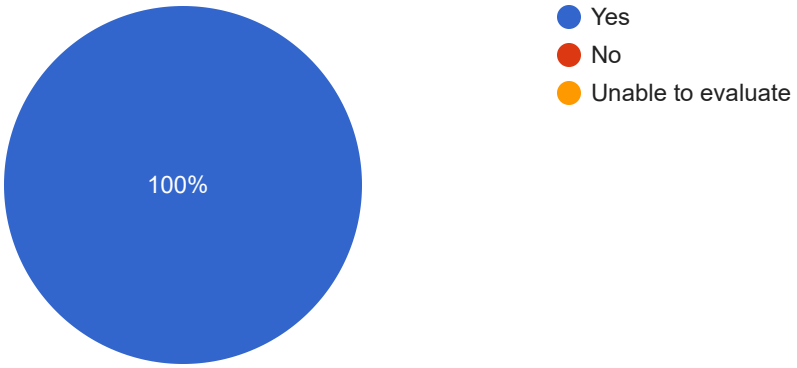
13. Do you believe there are sufficient faculty for the students to experience academic success?

4 responses



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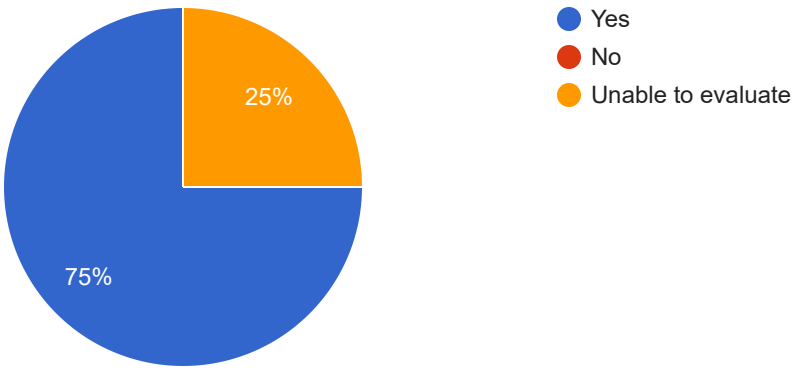
14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

4 responses



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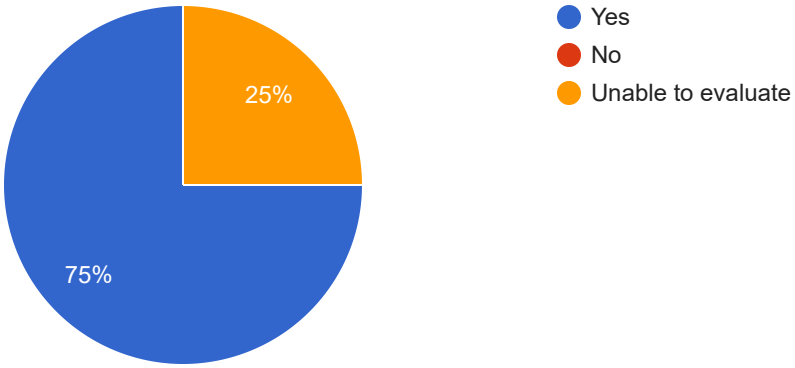
15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

4 responses



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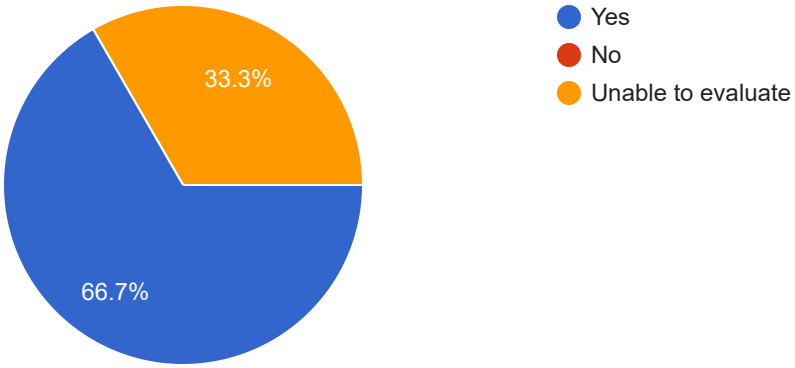
16. Are the library resources sufficient for your endeavors as an instructor?

3 responses



Academic Resources and Student Support Services

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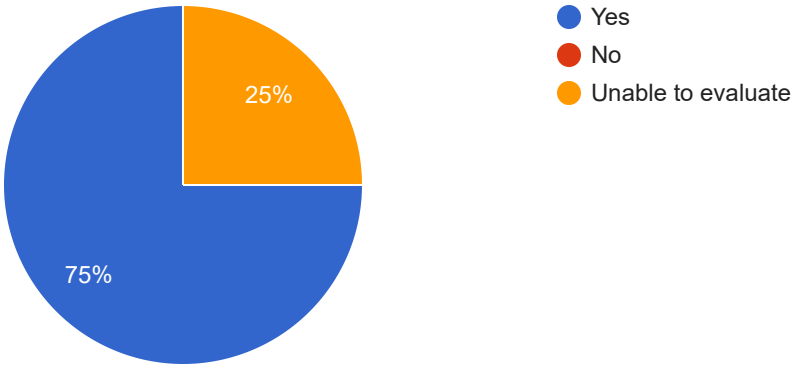
17. Do you think there are sufficient student support services for the students?

4 responses



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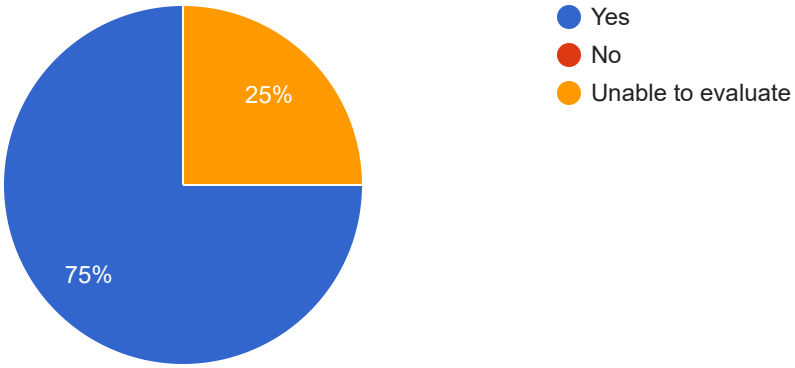
18. Do you think that the academic advising is sufficient for student success?

4 responses



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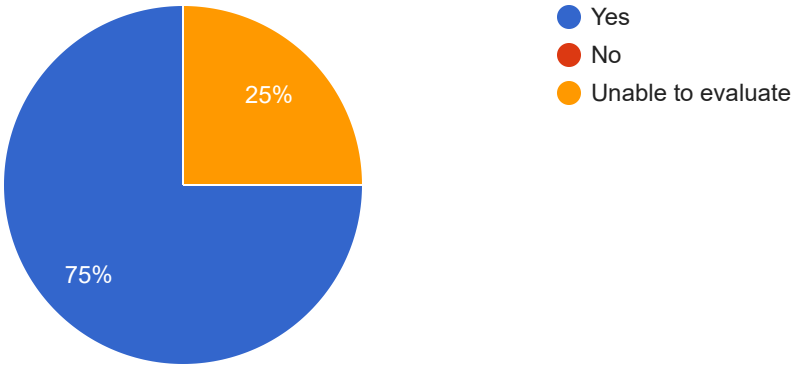
19. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

4 responses



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

A) Academic Courses:

- MA Program

- Ph.D. Program

B) Clinical Components:

- MA Program

- Ph.D. Program

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

1 response

unable to evaluate other courses

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

1 response

in harmony here

Program Director Effectiveness

Level of effective leadership as the Program Director.

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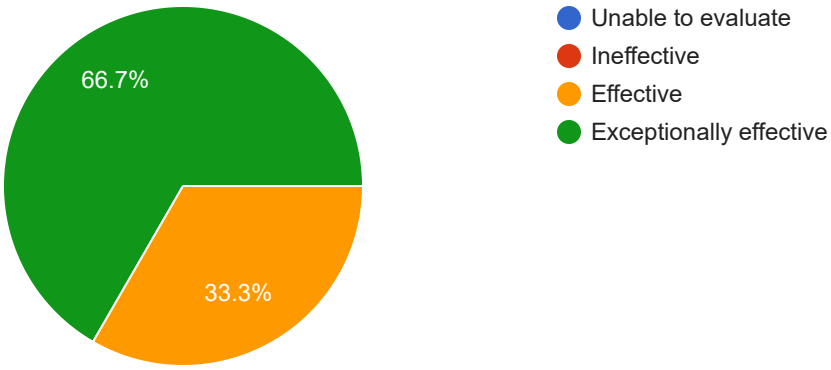

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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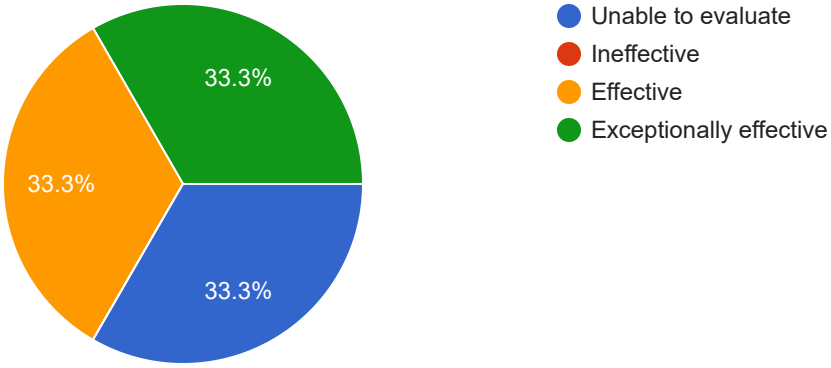

Level of effective oversight of the clinical training program facilities, and services.

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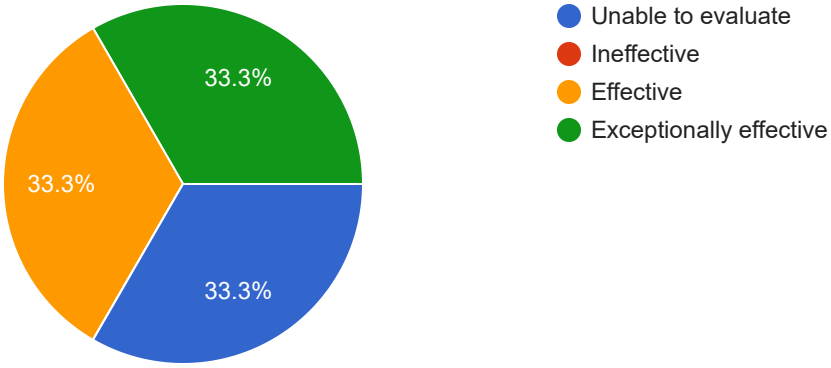

Level of effective oversight of the maintenance and enhancement of the program's quality.

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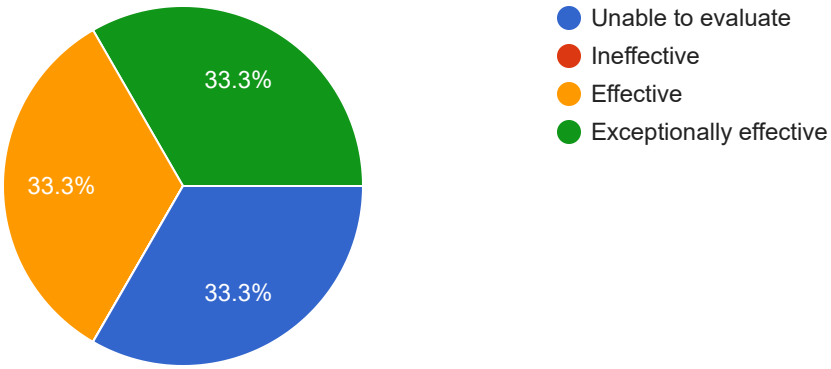

Program Director Effectiveness

Level of effective leadership as the Program Director.

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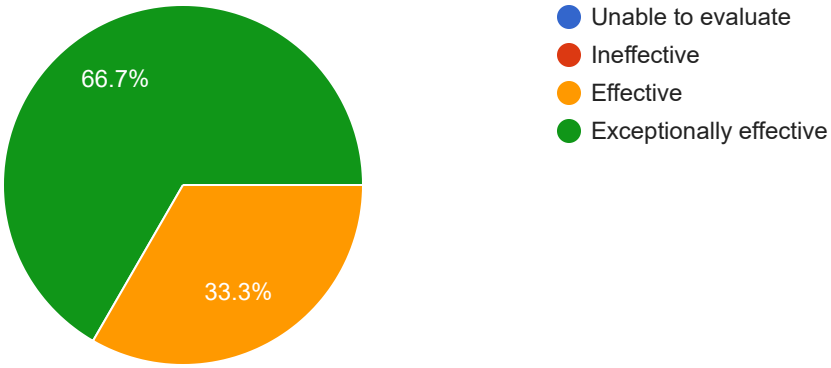
3 responses



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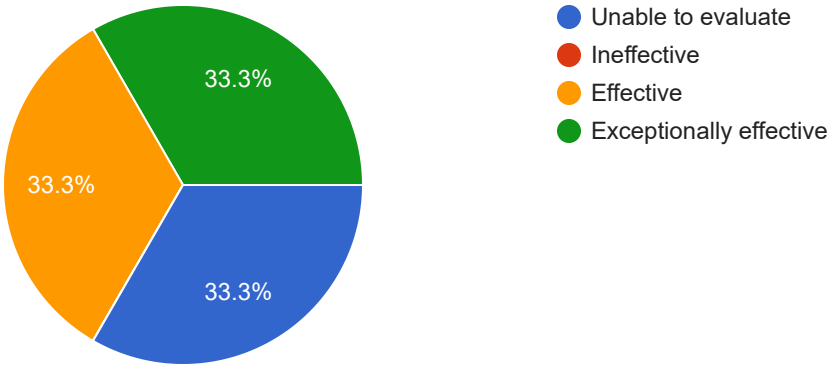

Level of effective oversight of the clinical training program facilities, and services.

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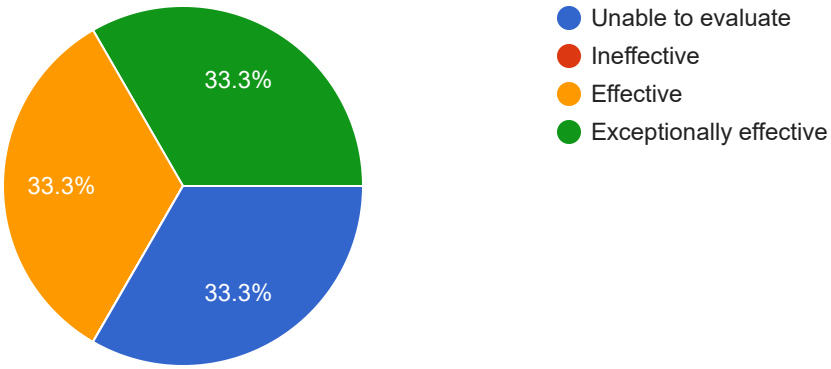

Level of effective oversight of the maintenance and enhancement of the program's quality.

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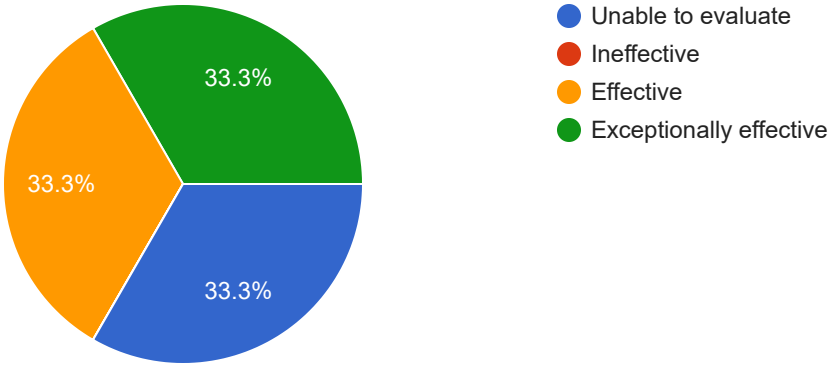

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Annual Survey for MA students

10 responses

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Environmental Supports

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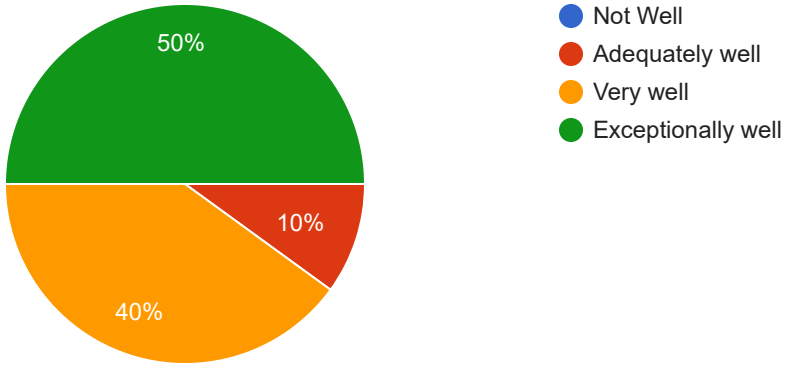
1. How well do you believe the program promotes an inclusive and diverse learning environment?

10 responses



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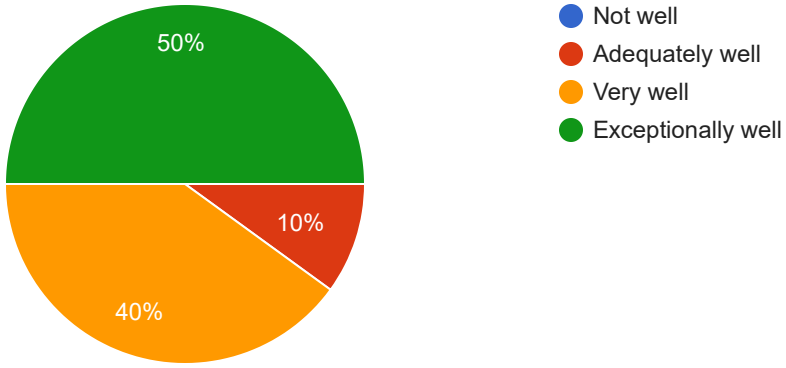
2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

10 responses



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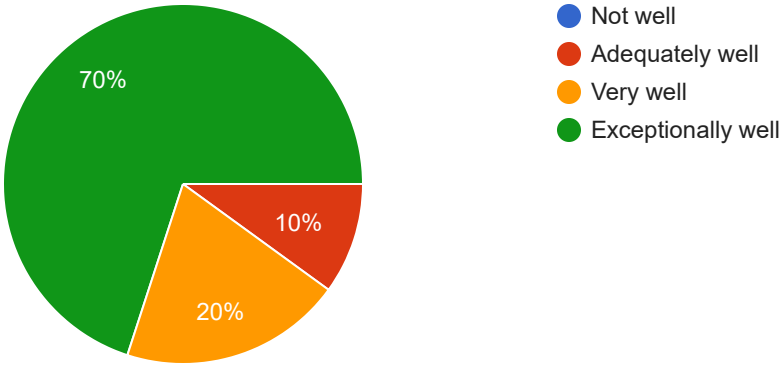
3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

10 responses



Fiscal and Physical Resources

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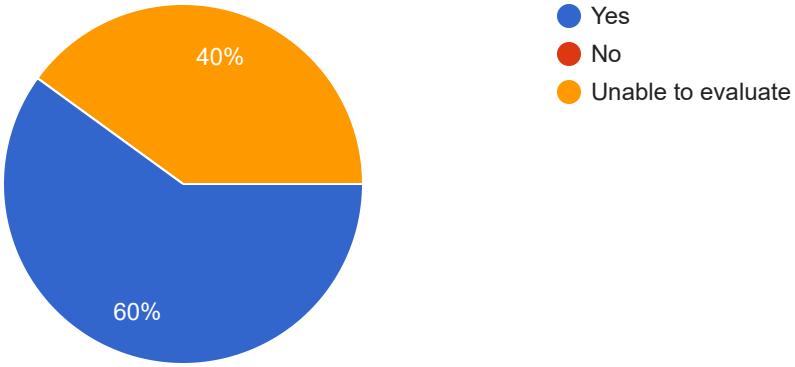
4. Are the classroom facilities sufficient for your academic success?

10 responses



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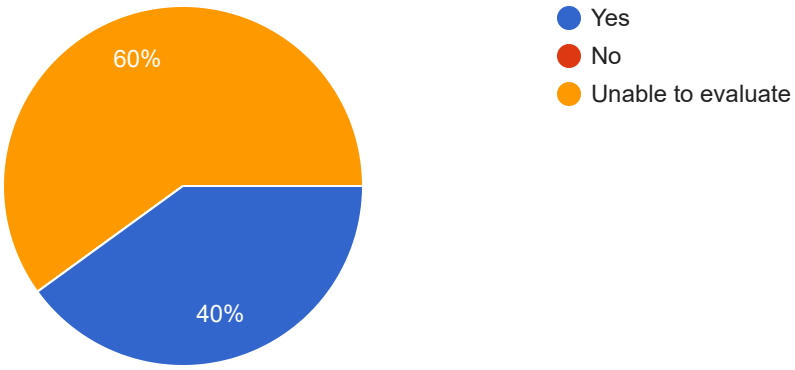
5. Are the computer facilities sufficient for your academic success?

10 responses



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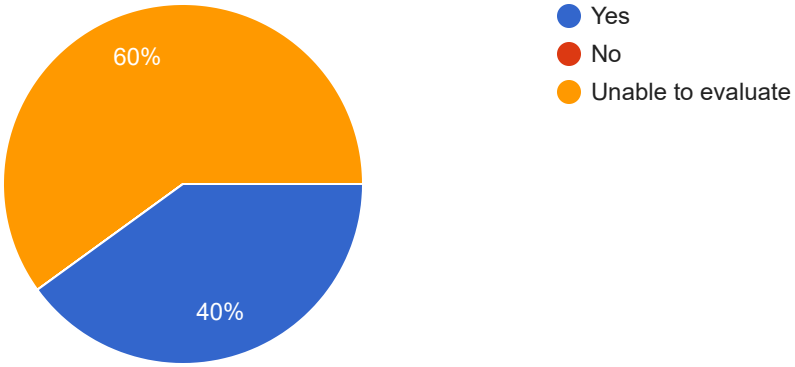
6. Are the fiscal resources sufficient for your academic success?

10 responses



Technological resources

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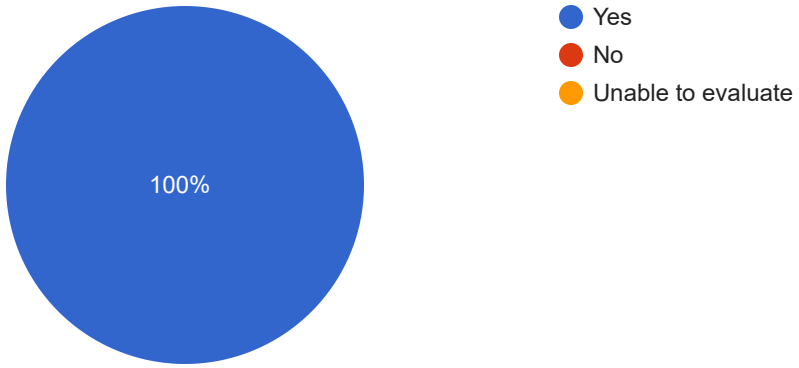
7. Are the technological resources such as Populi sufficient for your academic success?

10 responses



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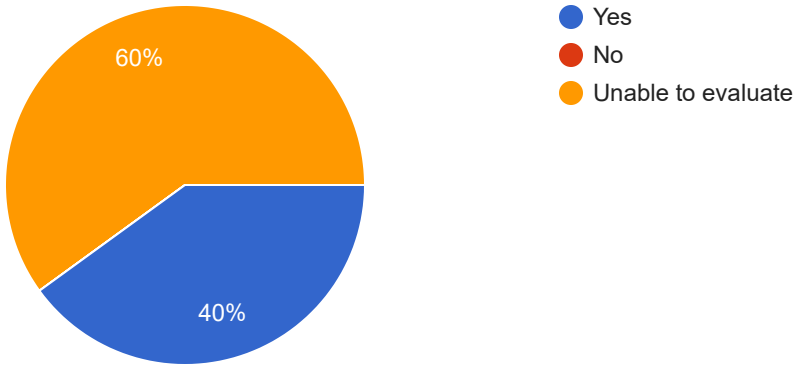
8. Are the technological resources in the on-site clinic sufficient for your academic success?

10 responses



Instructional and Clinical Resources

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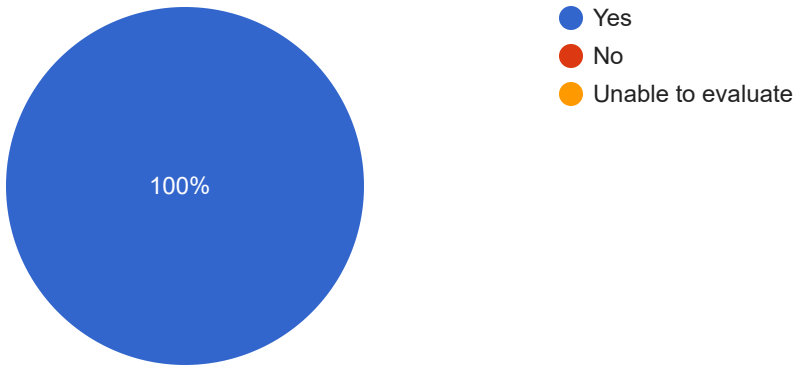
9.Does the program have sufficient staff for your academic success?

10 responses



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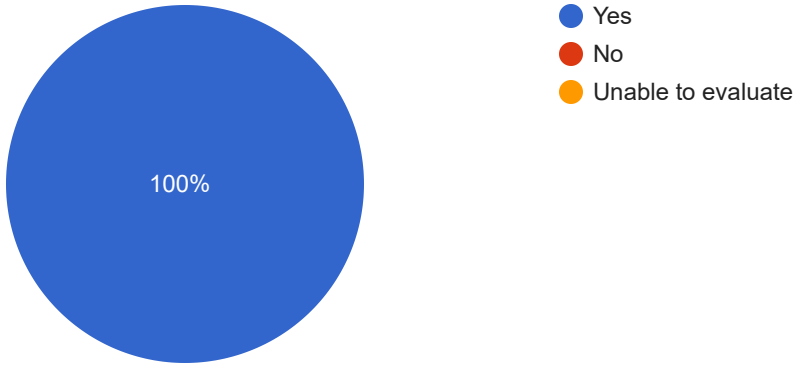
10. Are there sufficient faculty for you to succeed academically?

10 responses



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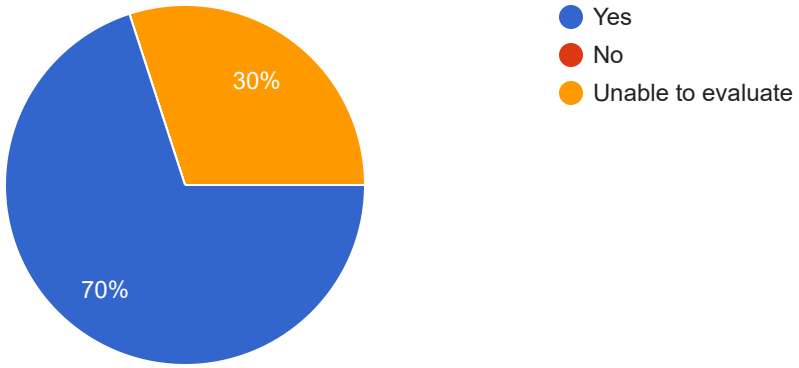
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

10 responses



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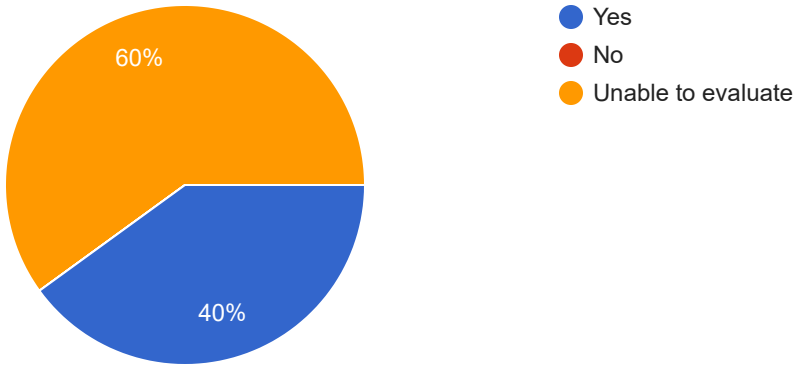
12. Are the resources with the on-site clinic sufficient for your clinical success?

10 responses



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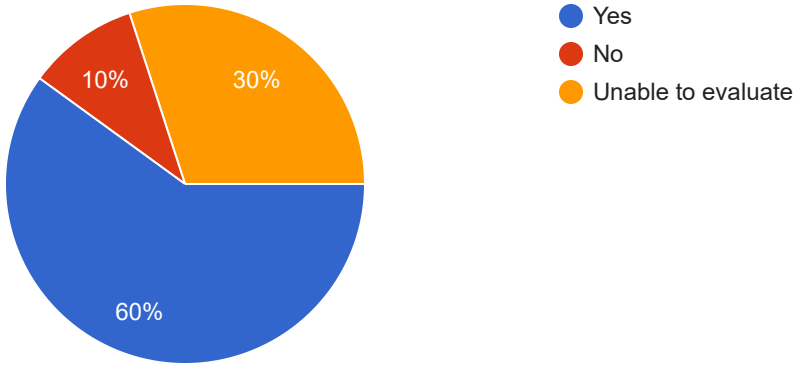
13. Are the library resources sufficient for your academic success

10 responses



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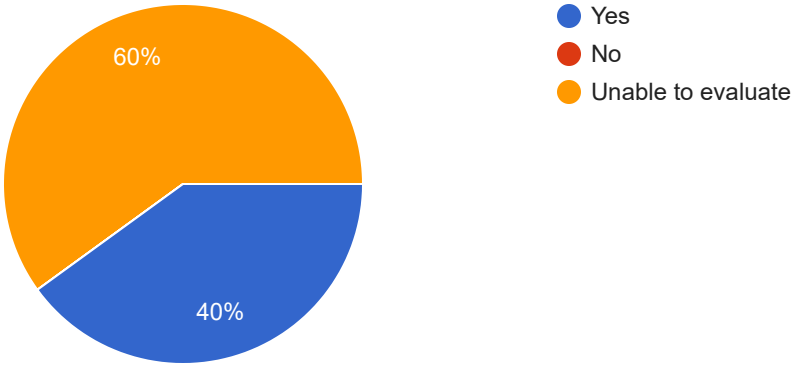
14. Are the student counseling resources sufficient?

10 responses



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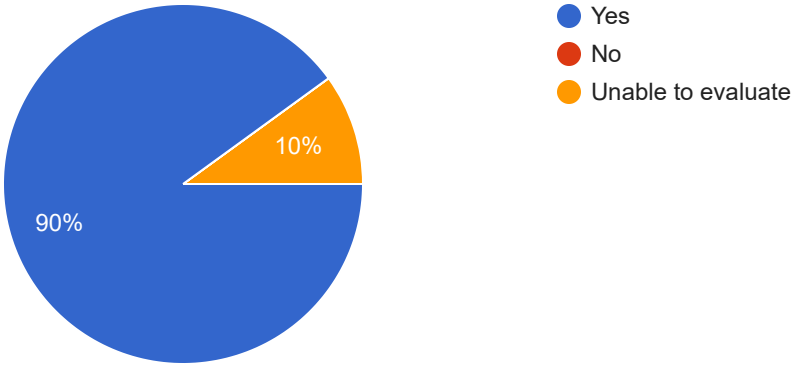
15. Are academic advising services sufficient for your academic success?

10 responses



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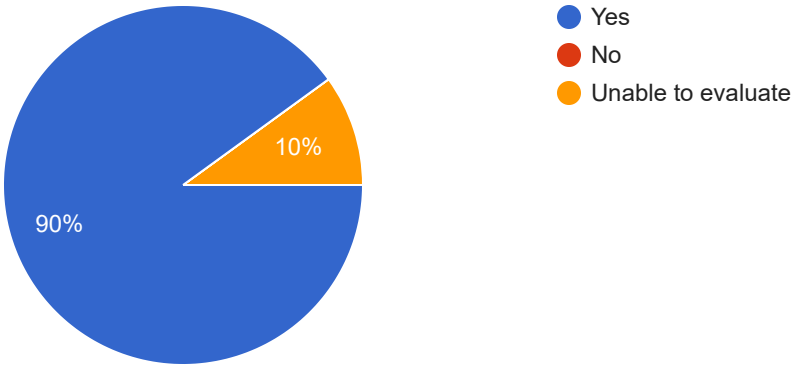
16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

10 responses



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

A) Academic Courses:

B) Clinical areas:

9 responses

I feel like I lucked out in the order of the classes I took in my first year in the program. I was able to start with the Foundations of Marriage and Family Therapy class, along with the Human Growth and Family Development Across the Life Span and I appreciated the grounding those classes provided.

self-of-the-therapist

A. The academic courses offer a comprehensive foundation in Mariage andfamily therapy theories, effectively integrating practical application opportunties.
B. The clincal areas provide valuable direct cleint experience supported by excellent supervision and diverse case exposure to enhance learning outcomes.

The curriculum is challenging and appropriate

Academic courses are great

I have learned so many things that I get to apply to my work everyday.

I am thoroughly pleased with my learning experiences as a student.

Curriculum is comprehensive and most classes seem in line with licensure requirements.

The curriculum seems good but the way some professors teach the content, or the content they choose for the class, can be lacking at times.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

9 responses

I think Daybreak University preparing me in these areas. I do think we could focus a bit more on working with a diverse client base, particularly with LGBT+ clients.

The Programs mission, goals, and student outcomes are clearly defined and effective aligned to prepare students for success as competent and ethical marriage and family threapists.

Yes these are being achieved

These are what everyone likes。

These are all great and essential benchmarks for any clinician to be successful

I believe Daybreak meets and exceeds their program goals and as a result I have attained the student learning outcomes in every class I have taken.

Most classes seem well-aligned with these goals and outcomes!

For some classes, perhaps a different professor might do a better job.

In my experience, Daybreaks staff and professors are exceptional in complying with the goals and outcomes. As an MFT student, I am receiving a great education with real world experience. The classes are informative, challenging, and preparing me as a therapist.

Faculty Effectiveness

Jin Kim, Ph.D., LMFT

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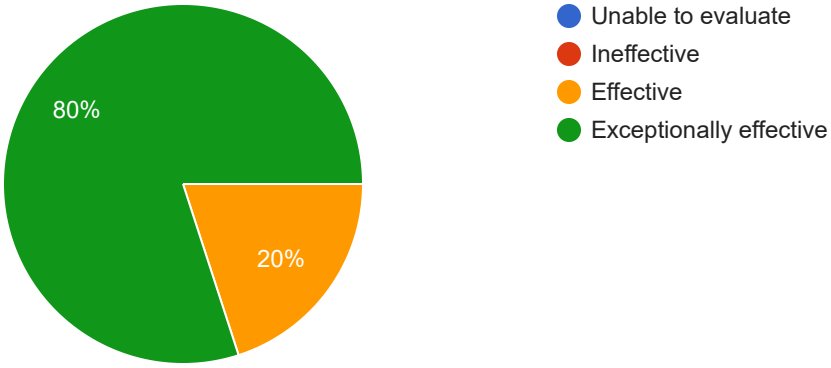
Effectiveness as Instructor

10 responses



Jin Kim, Ph.D., LMFT

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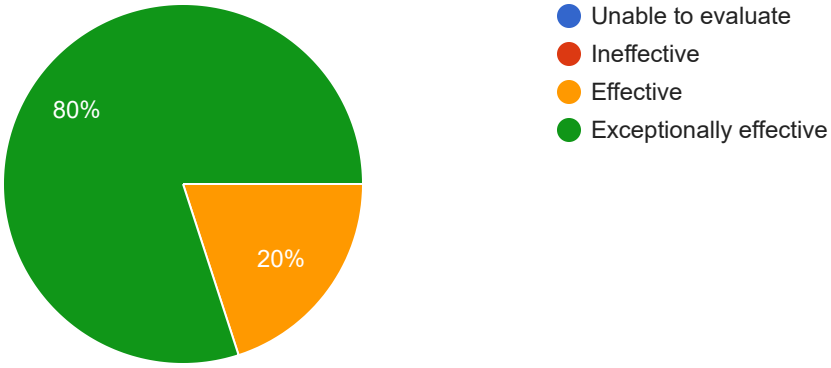
Contributions to the program quality

10 responses



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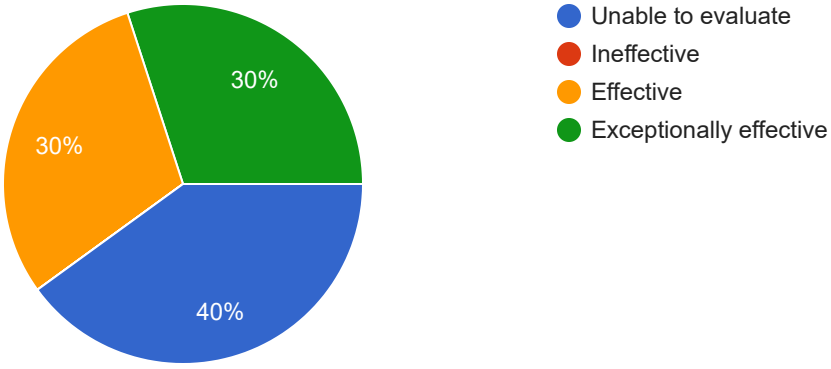
Jay Oh, Ph.D.

Effectiveness as Instructor:

10 responses



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Jay Oh, Ph.D.

Contributions to the program quality:

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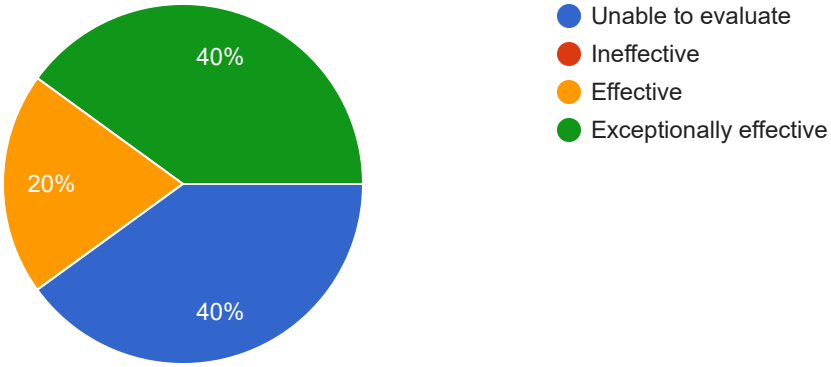

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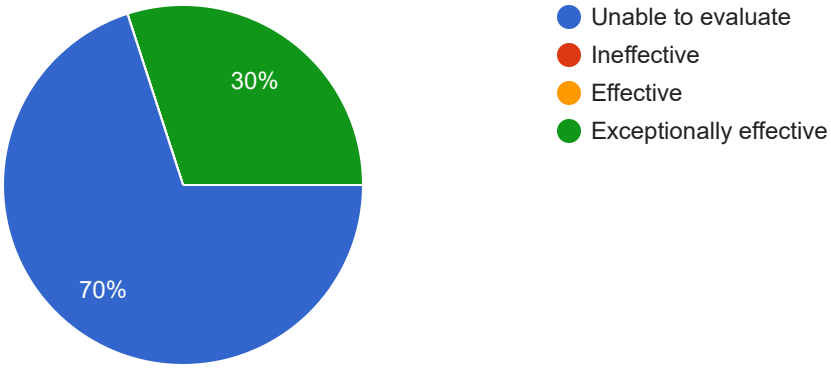
Tammy Nelson, Ph.D., LPC

Effectiveness as Instructor:

10 responses



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Tammy Nelson, Ph.D., LPC

Contributions to the program quality:

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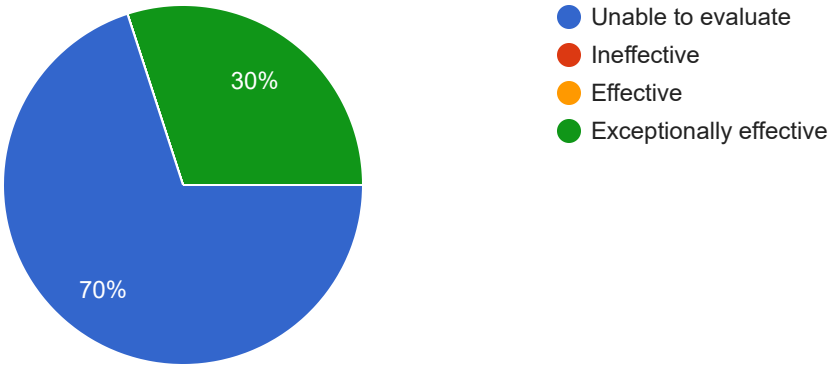

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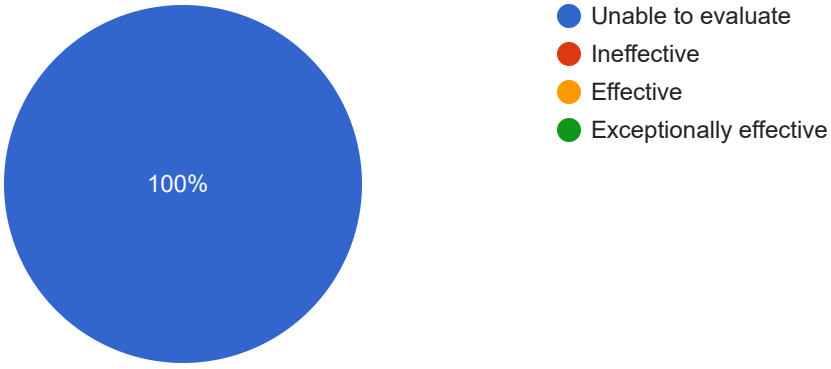
Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

10 responses



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Fred P. Piercy, Ph.D., LMFT

Contributions to the program quality:

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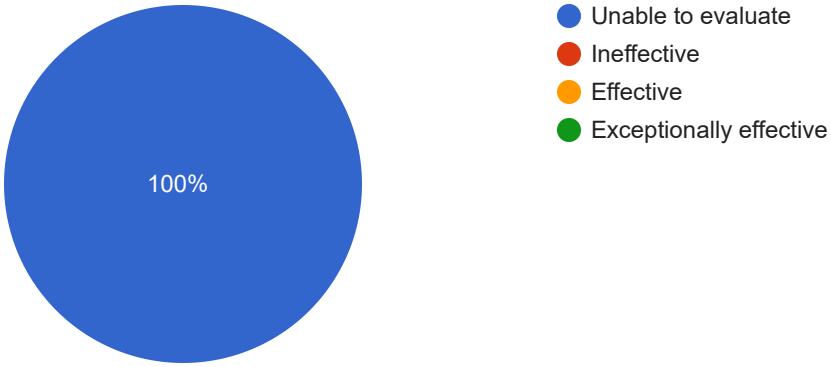

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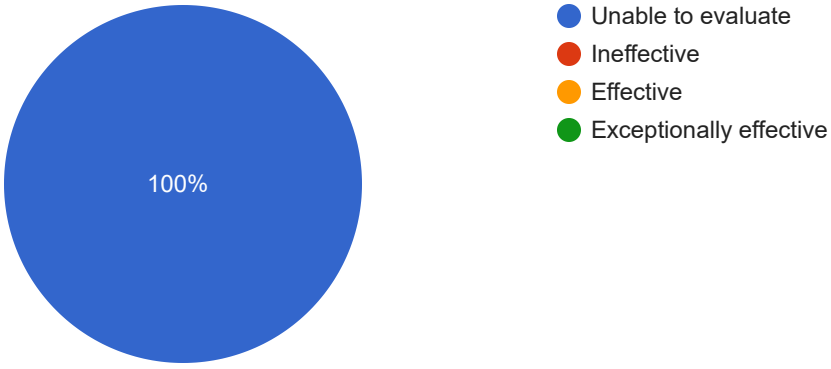
Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

10 responses



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Lorna Hecker, Ph.D., LMFT

Contributions to the program quality:

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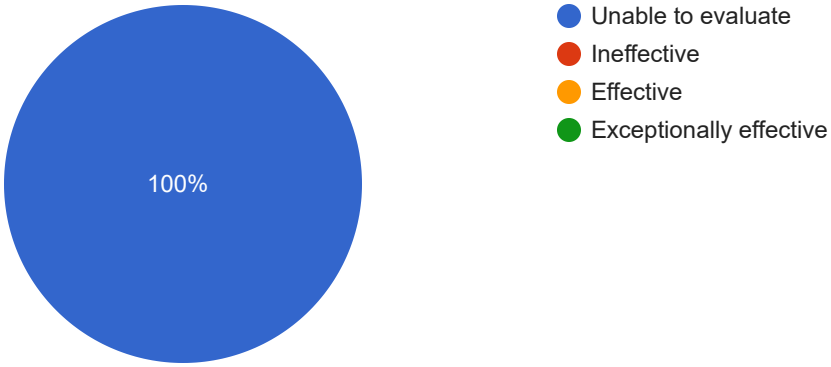

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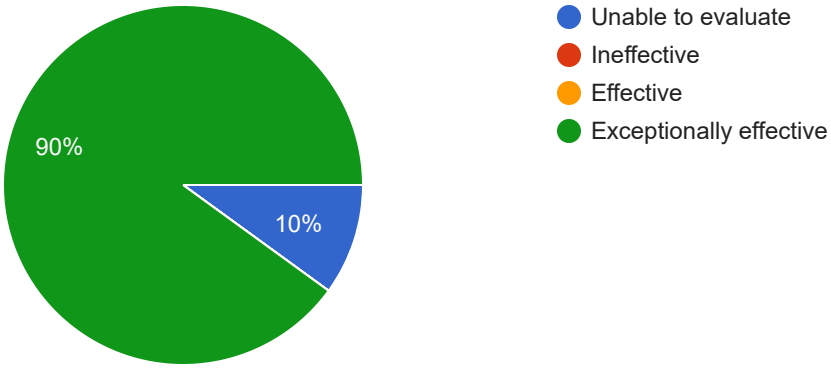
Deanna Linville, Ph.D., LMFT

Effectiveness as Instructor

10 responses



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Deanna Linville, Ph.D., LMFT

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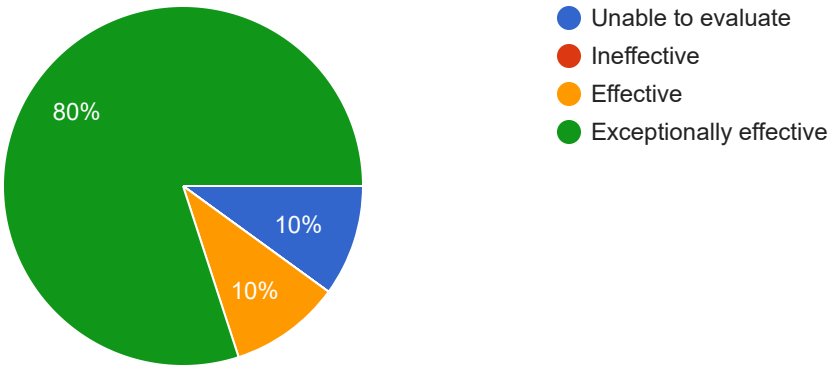

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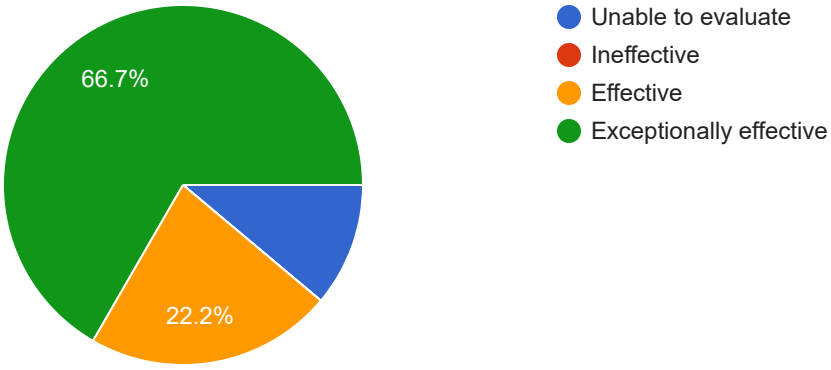
Nichole Hydaryacil, Psy.D.

Effectiveness as Instructor:

9 responses



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Nichole Hydaryacil, Psy.D.

Contributions to the program quality:

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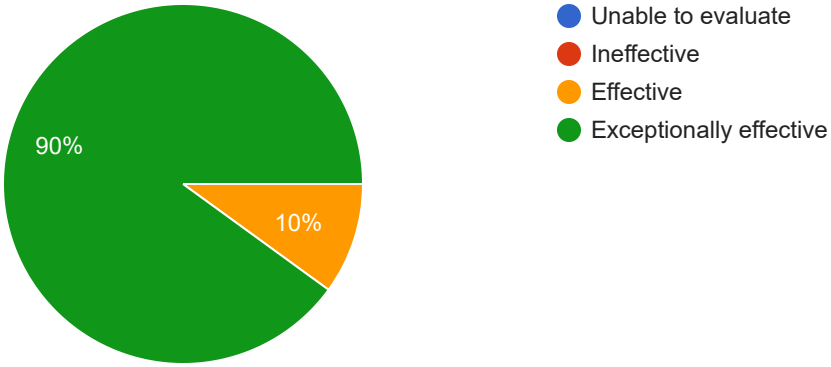

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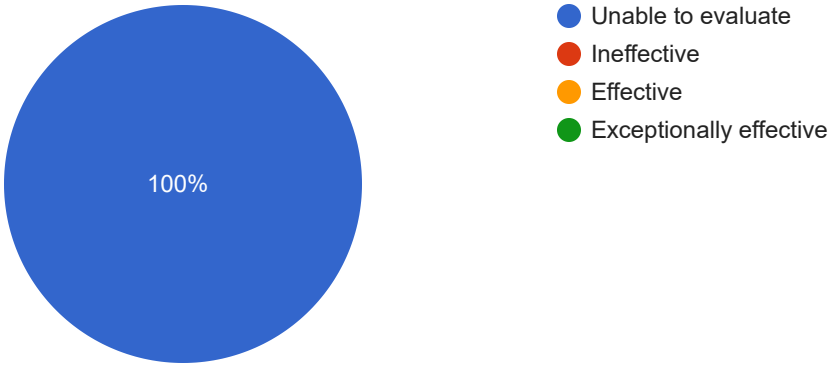
Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

10 responses



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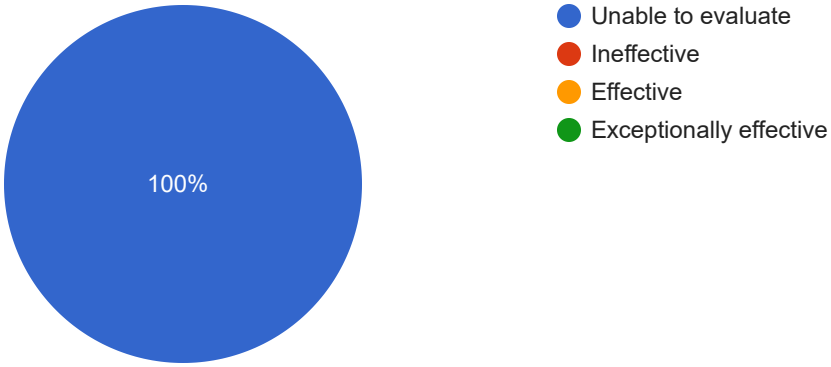

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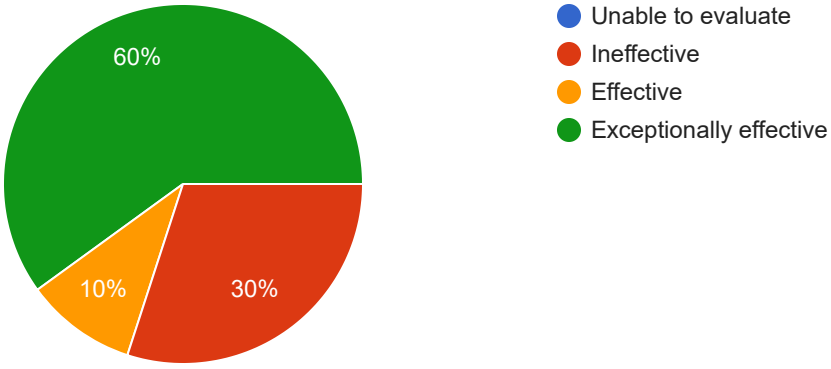
Jane Goldberg, Ph.D.

Effectiveness as Instructor

10 responses



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Jane Goldberg, Ph.D.

Contributions to the program quality:

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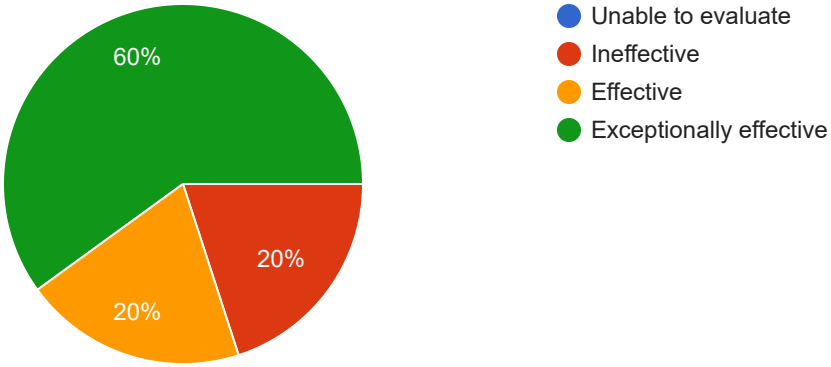

Program Clinical Supervisor Effectiveness

Jin Kim, Ph.D., LMFT

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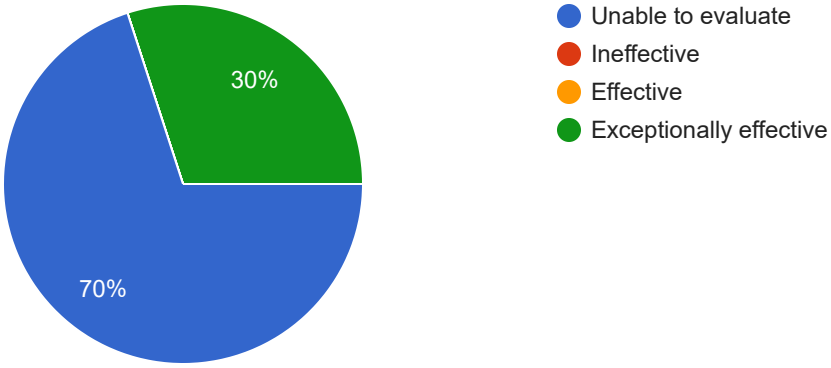
Effectiveness as a Clinical Supervisor

10 responses



Jin Kim, Ph.D., LMFT

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Contributions to program quality

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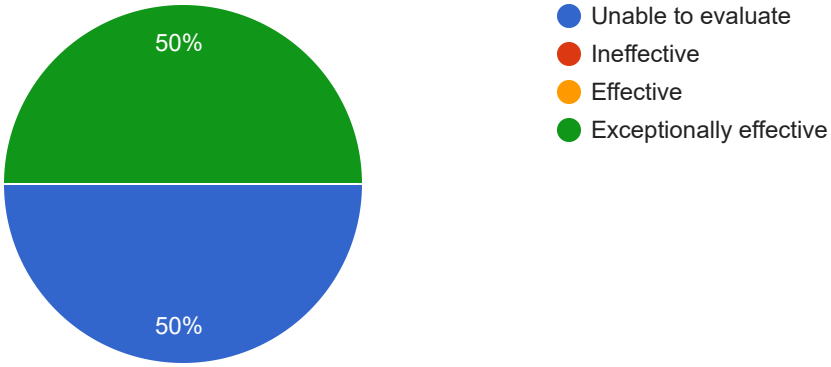

Fred P. Piercy, Ph.D., LMFT

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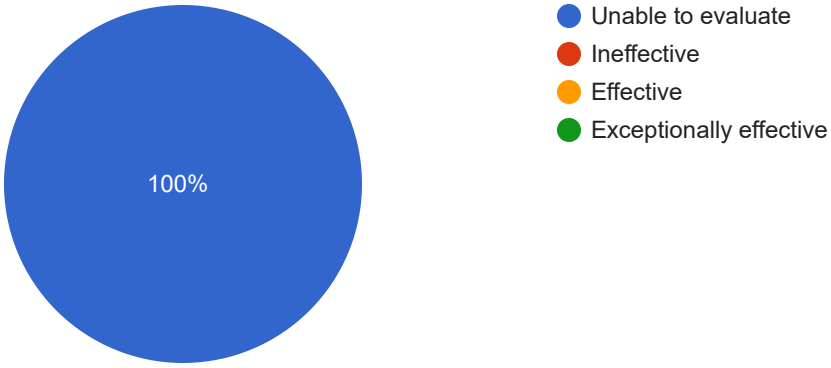
Effectiveness as a Clinical Supervisor

10 responses



Fred P. Piercy, Ph.D., LMFT

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Contributions to program quality

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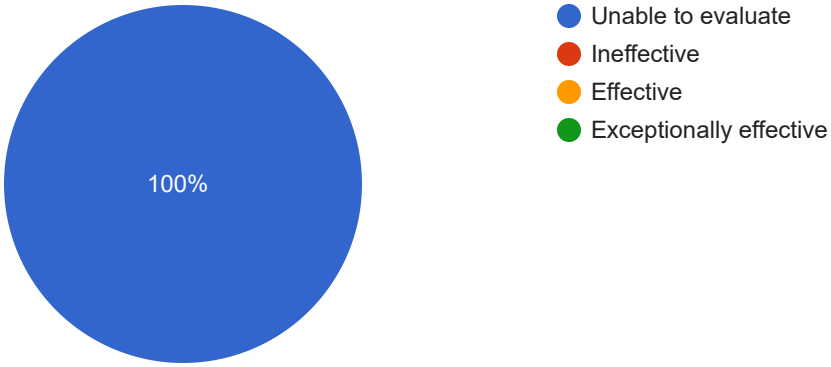

Lorna Hecker, Ph.D., LMFT

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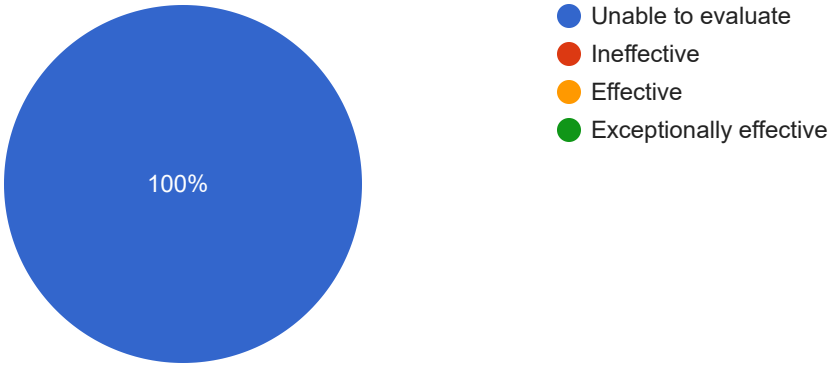
Effectiveness as a Clinical Supervisor

10 responses



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Contributions to program quality

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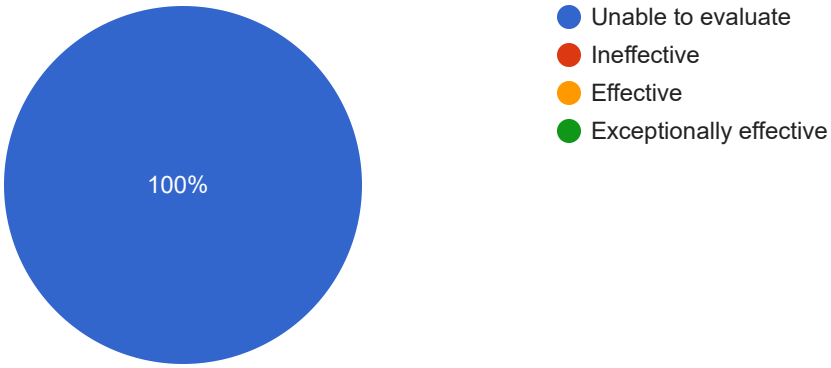

Nichole Hydaryacil, Psy.D.

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Effectiveness as a Clinical Supervisor

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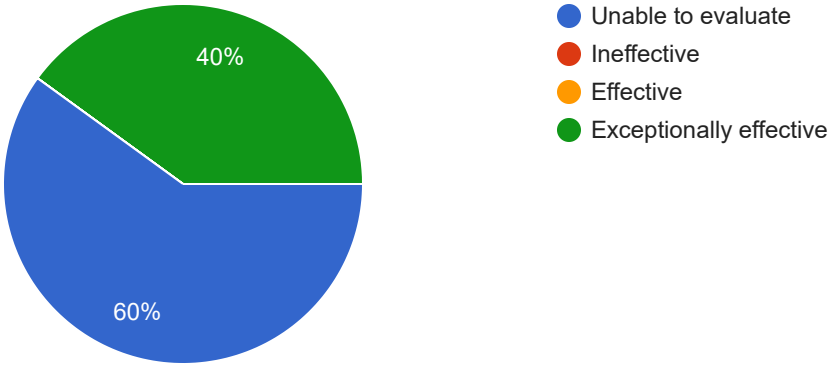

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Contributions to program quality

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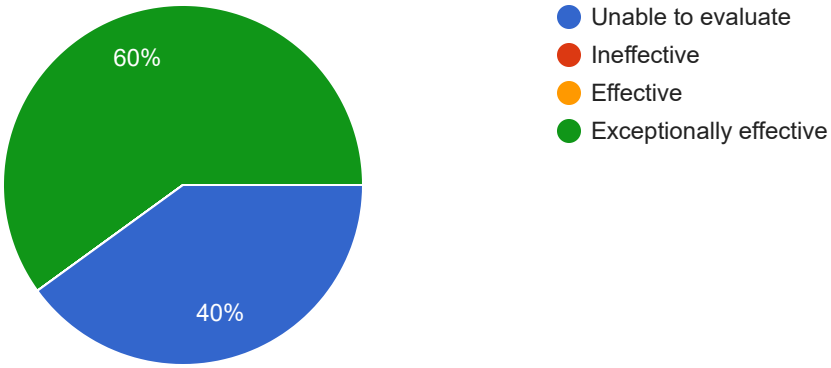

Deanna Linville, Ph.D., LMFT

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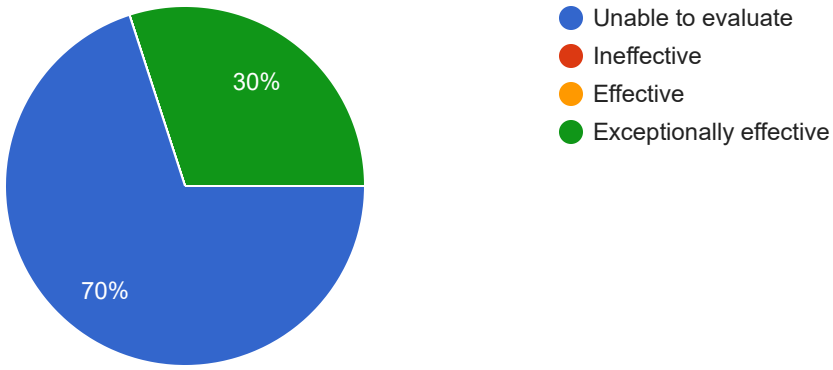
Effectiveness as a Clinical Supervisor

10 responses



Deanna Linville, Ph.D., LMFT

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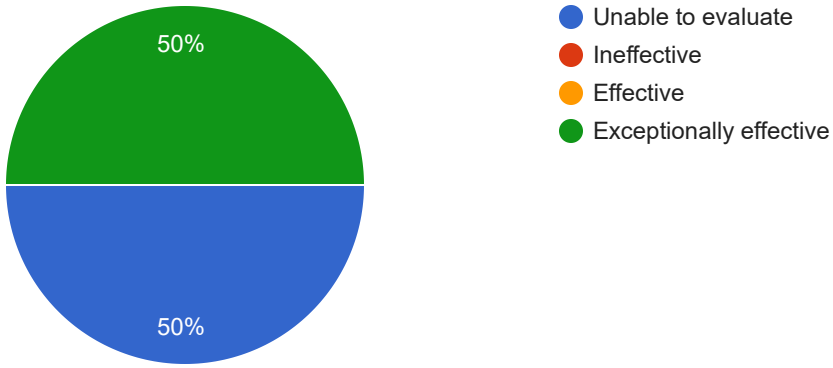
Contributions to program quality

10 responses



Monica Lee, Ph.D.

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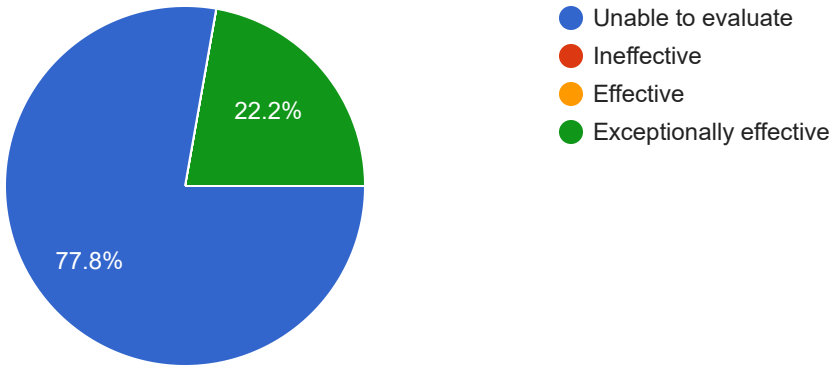
Effectiveness as a Clinical Supervisor

9 responses



Monica Lee, Ph.D.

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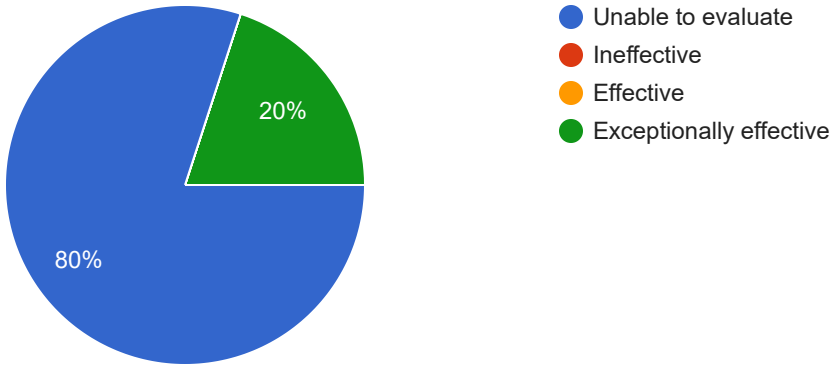
Contributions to program quality

10 responses



Kenneth Silvestri, Ed.D., LMFT

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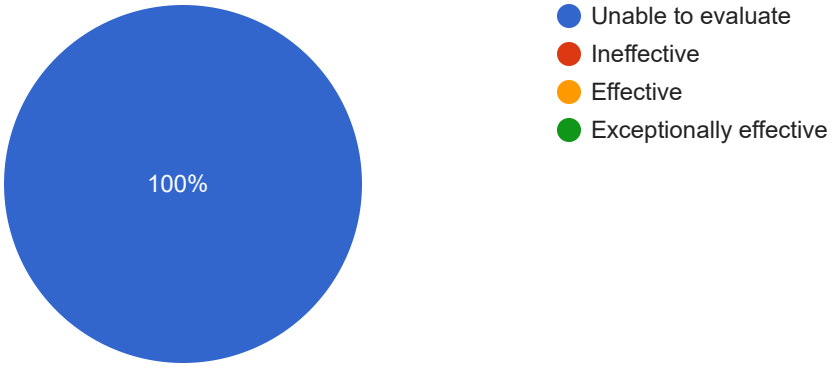
Effectiveness as a Clinical Supervisor

10 responses



Kenneth Silvestri, Ed.D., LMFT

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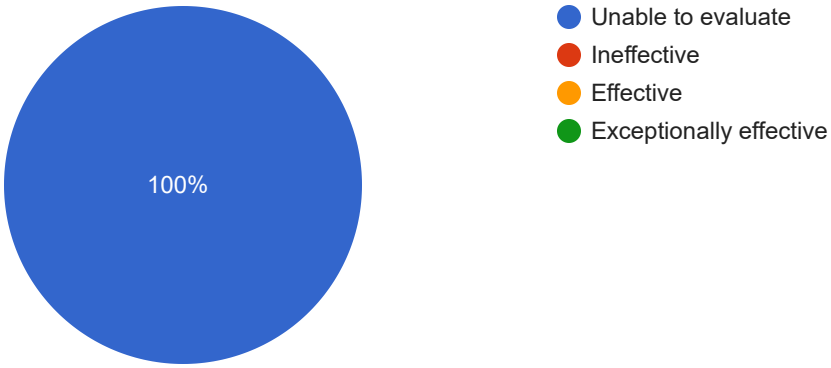
Contributions to program quality

10 responses



Program Director Effectiveness

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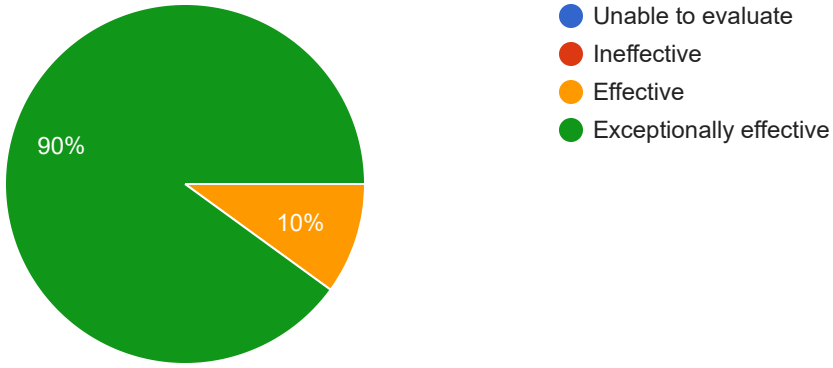
Level of effective leadership as the MA Program Director.

10 responses



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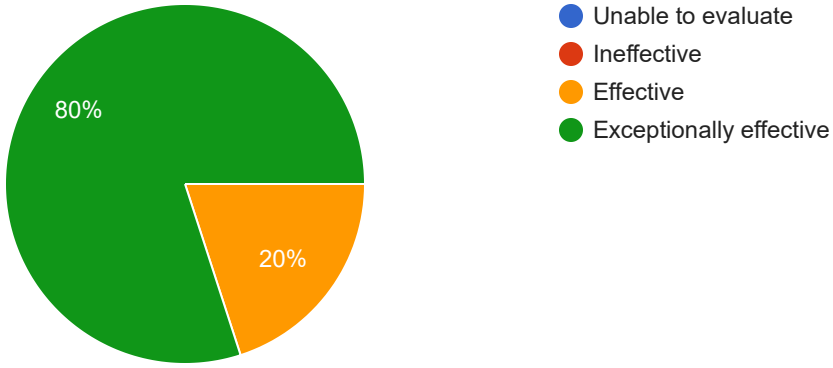
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

10 responses



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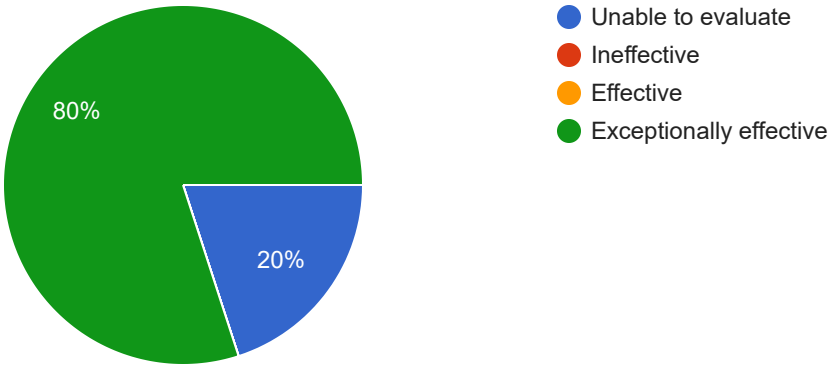
Level of effective oversight of the clinical training program facilities, and services.

10 responses



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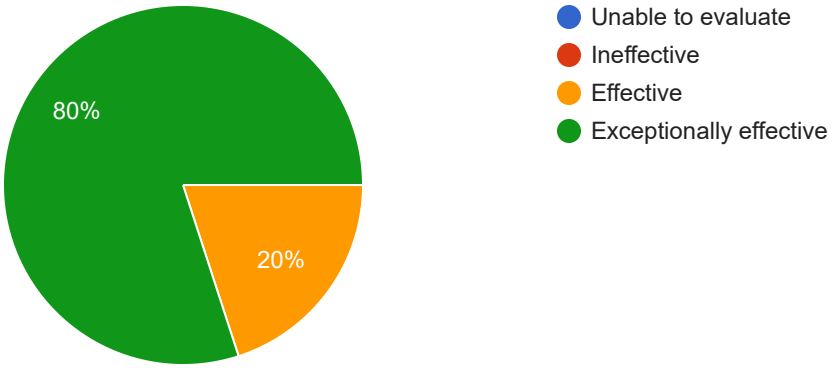
Level of effective oversight of the maintenance and enhancement of the program's quality.

10 responses



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Google Forms

Annual Survey for Ph.D. students

16 responses

Publish analytics

Environmental Supports

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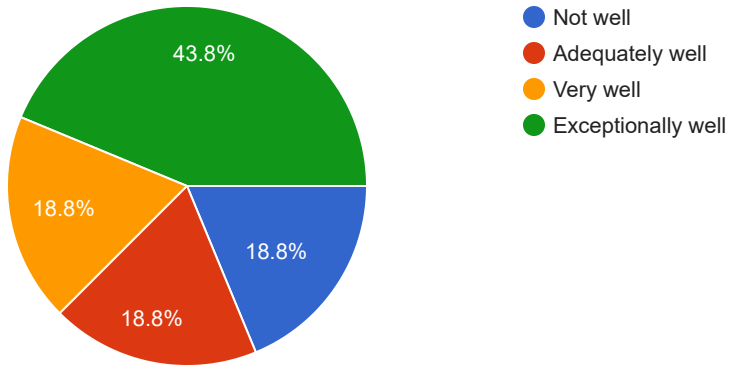
1. How well do you believe the program promotes an inclusive and diverse learning environment?

16 responses



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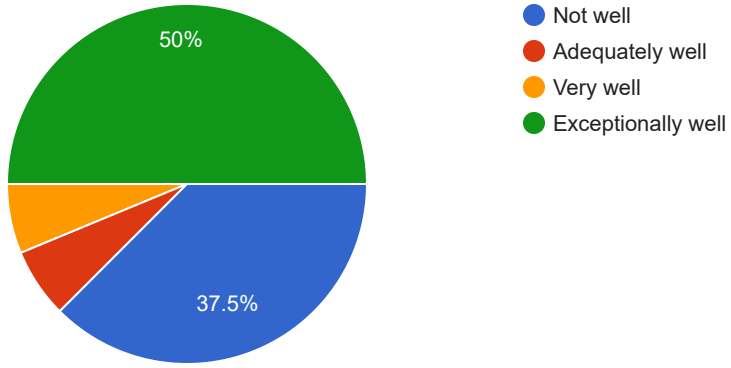
2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

16 responses



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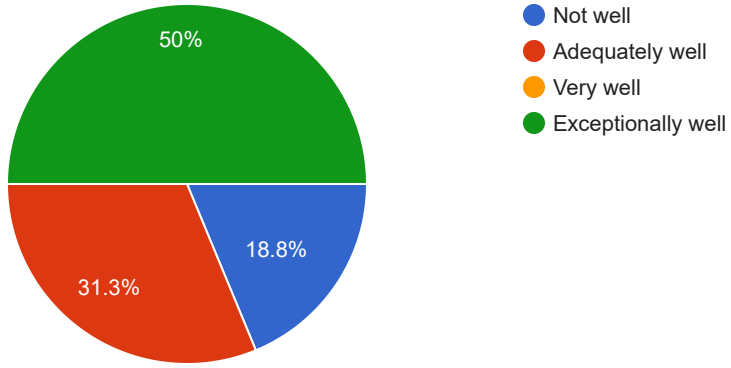
3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

16 responses



Fiscal and Physical resources

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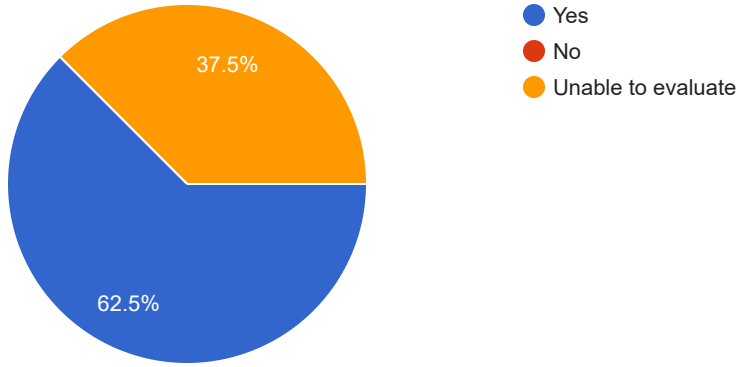
4. Are the classroom facilities sufficient for your academic success?

16 responses



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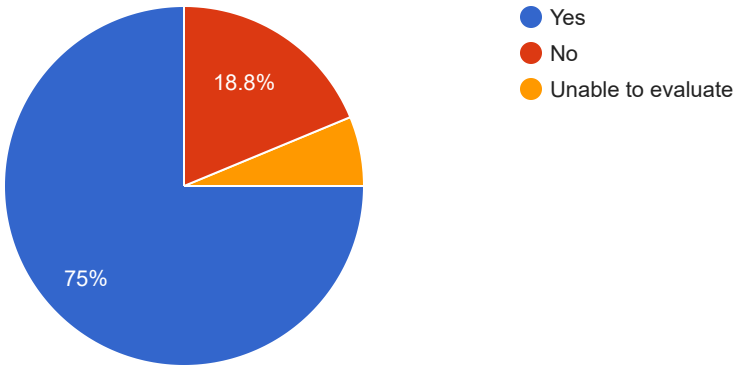
5. Are the computer facilities sufficient for your academic success?

16 responses



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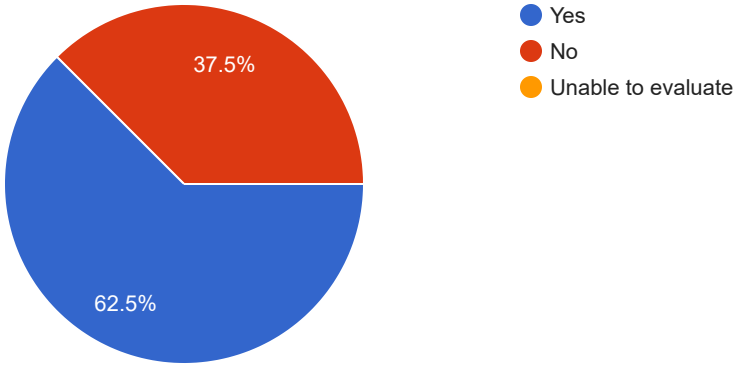
6. Are the fiscal resources sufficient for your academic success?

16 responses



Technological resources

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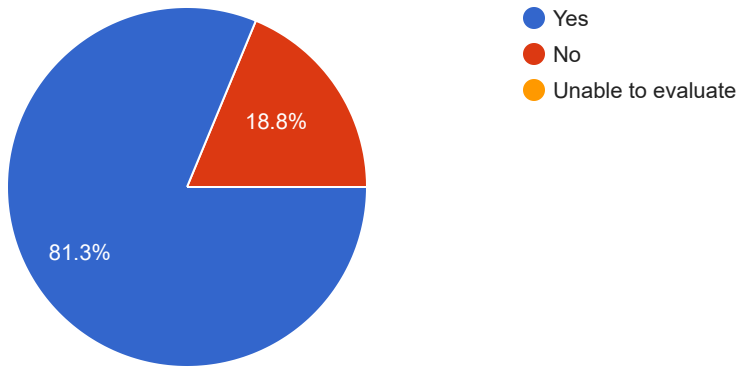
7. Are the technological resources such as Populi sufficient for your academic success?

16 responses



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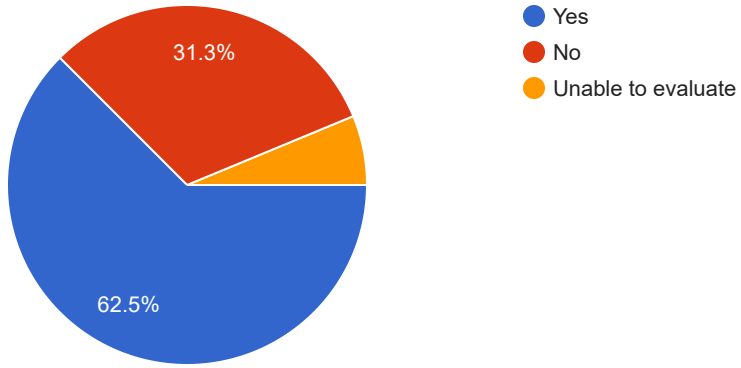
8. Are the technological resources in the on-site clinic sufficient for your academic success?

16 responses



Instructional and Clinical Resources

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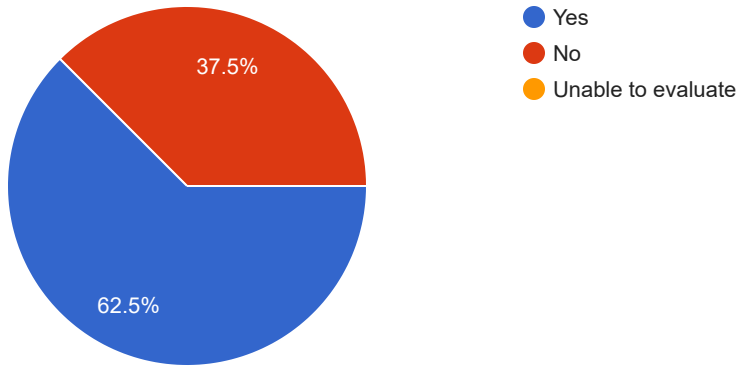
9.Does the program have sufficient staff for your academic success?

16 responses



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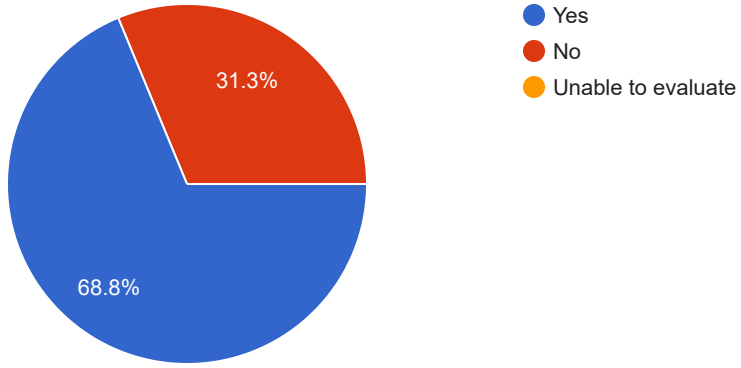
10. Are there sufficient faculty for you to succeed academically?

16 responses



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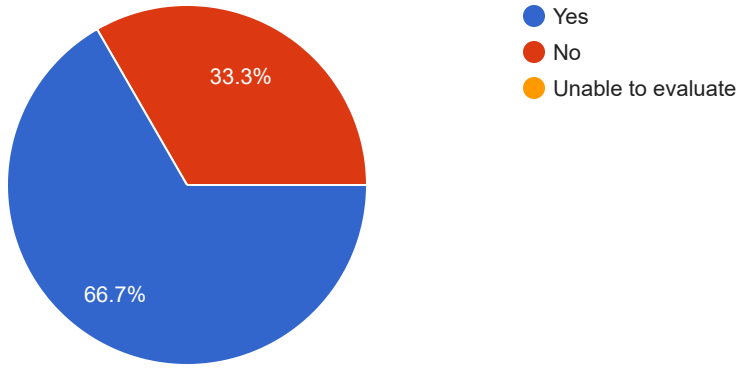
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

15 responses



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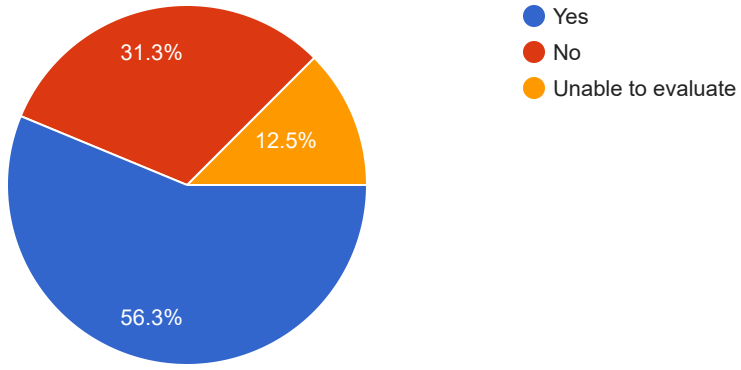
12. Are the resources with the on-site clinic sufficient for your clinical success?

16 responses



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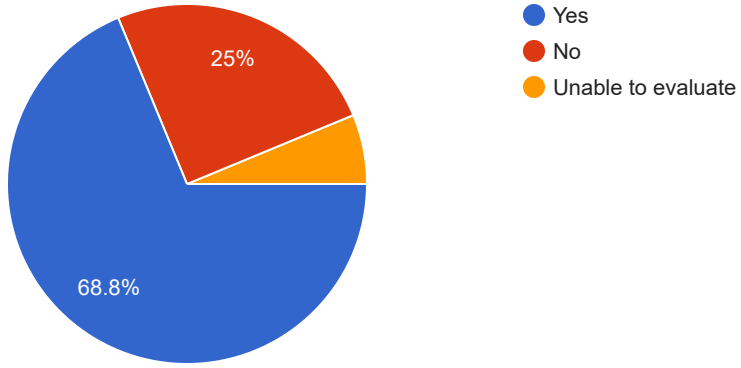
13. Are the library resources sufficient for your academic success?

16 responses



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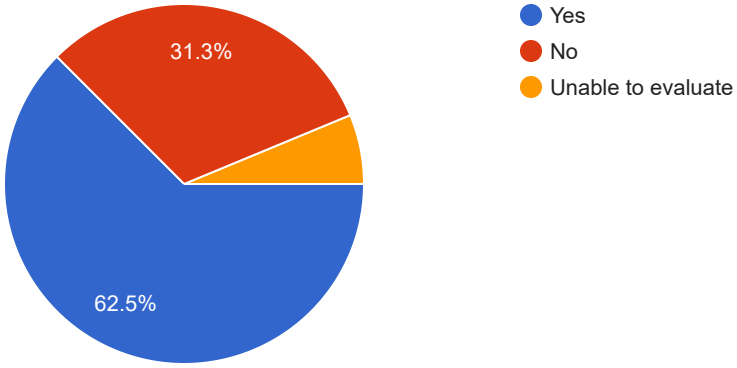
14. Are the student counseling resources sufficient?

16 responses



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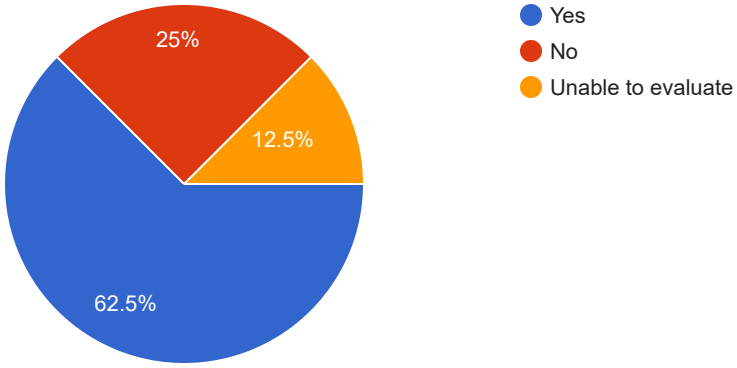
15. Are academic advising services sufficient for your academic success?

16 responses



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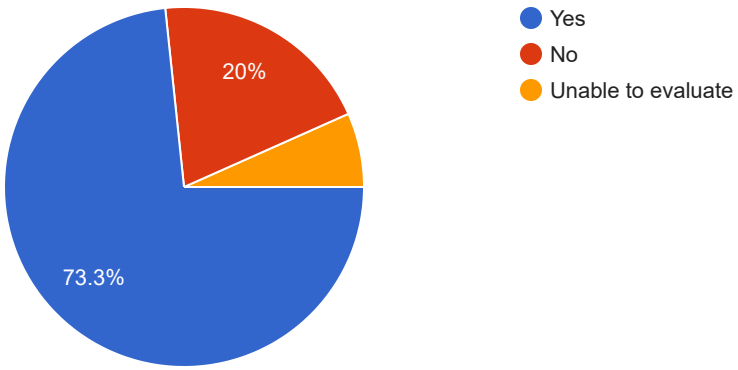
16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

15 responses



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

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

14 responses

반복적이고 석박통합 수업에 대한 질 저하

이마고, 내면아이, MFT로 전문적 과정 및 임상 교수진, IPCST 동형성 원리 기반으로 인한 삶의 실용적 경험 요소가 아주 충분하다고 생각됨.

I'm happy with the coursework

A) 학업과정의 커리큘럼은 단순한 지식 전달을 넘어, 상담자로서의 자기 성찰과 내면의 치유를 경험할 수 있도록 설계되어 있어 너무나 감사함이 있습니다. 각 과목은 상담자의 성장 여정을 깊이 있게 다루며, 개인의 정서적 이해와 회복을 도모하는 데 큰 도움이 되었습니다. 이러한 과정들은 상담자로서의 전문성은 물론 인간적인 깊이 또한 함께 길러주는 소중한 경험이었습니다.
B) 임상 구성요소는 다양한 과목이 통합적으로 구성되어 있어 실제 임상 현장에서의 적용 가능성이 높다는 점이 참 감사합니다. 특히, 각 과목이 단순한 이론 전달에 그치지 않고 실제 상황을 모의 실습할 수 있는 환경이 마련되어 있어 학습 효과를 극대화할 수 있었습니다. 이를 통해 학생들은 임상적 판단 능력과 문제 해결 능력을 보다 효과적으로 향상시킬 수 있고, 실무 역량 강화에도 큰 도움이 되었습니다.
C)임상 실습 과정은 단순한 기술적 훈련을 넘어서, 실제 임상 장면에서 마주하게 될 다양한 상황들을 체계적으로 경험할 수 있도록 구성되어 있어 매우 만족스러웠습니다. 실습을 통해 상담 기법뿐 아니라, 상담 현장에서 요구되는 시스템적 사고와 다각적인 개입 능력까지 함께 훈련할 수 있었던 점이 특히 좋고, 감사함이 있습니다. 이러한 통합적인 실습 환경은 예비 상담자로서. 수퍼바이지로서의 전문 역량을 보다 균형 있게 개발하는 데 큰 도움이 되고 있습니다.

임상이 한국인 교수위주라 학비에 비해 아쉬움과 기대 미충족

A

I am totally satisfied with academic courses, clinical componets

we need more courses

HST/ Unable to evaluate

이론과 임상을 모두 훈련할 수 있는 커리큘럼을 가지고 있으며 이를 지도할 교수진을 가지고 있습니다.

임상을 위해 임상심리 고급 과정과 융심리학 꿈분석 과정도 개설해 주셨으면 합니다 For clinical studies, I hope that an advanced clinical psychology course and a Jungian dream analysis course will also be offered.

A:체계적으로 학습 능력 배양에 탁월하다. B:임상지도교수님의 다양한 경험과 폭넓은 지식이 훌륭하다. C: 상담관련 초기 임상부터 고급까지 다양한 문화를 접목한 이론적 배경과 상담현장에 대한 실무경험의 다양성이 탁월하다.

전공필수 과목 중 2년에 한번씩 오픈되는 강좌는 졸업을 늦추기 때문에 전공필수는 매학기 마다 열리는게 어렵다면 1년에 한번씩 열리면 좋겠습니다.

임상수업은 참으로 좋지만 부부/가족상담 의례가 많지 않기 때문에 수련하는데 어려움이 있어 센터에 대한 홍보를 학교에서 적극적으로 해주길 원합니다.

학업과정과 임상 구성요소 그리고 실무경험 구성요소의 피드백은 필요시 제공됩니다. 그러나 일부 과목에서 소통이 일방적인 과목도 있습니다.

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

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

8 responses

1.실무와 학업을 병행하는 학생들을 위한 자기 성찰과 성장을 연결할 수 있는 구조적인 지원이 부족하다는 점이 아쉬웠습니다.
2. 미국학교에 입학했는데 슈퍼버전이 한국인 교수님에게 편중되어 있고, 외국인 교수님의 피드백이나 지도 기회를 더 다양하게 접할 수 있었으면 좋겠습니다.
3.이론과 임상을 통합하는 과정에서 학교에서 제공하는 이론이 제한적이라, 현장 인턴십에서 필요한 다양한 이론 적용이 어려웠습니다.

지식, 실천, 다양성, 윤리, 연구 영역에서 아직 모든 수업을 이수하지 못했기에 피드백을 주는 것에 어려움이 있을 수 있으나 지금까지의 경험으로는 이미 충분히 좋은, 종합선물세트 같은 학교라고 여겨집니다.

I have learned all those outcomes.

5가지의 프로그램의 목표와 5가지의 학습성과를 낼 수 있도록 교육하고 지원하고 있습니다.

네, 위의 프로그램이 잘 이루어지고 있다고 생각됩니다

네, 모든 과정을 잘 배웠고 공급받아 감사합니다.

없음

나는 본 학교에 입학하여 박사과정을 거치면서 결혼과 가족치료 분야의 치료사로서 나 자신의 성장을 경험하였습니다. 이것은 무엇보다 큰 성과로 생각하고 있고, 결혼과 가족치료사로서 살아가는데 매우 중요한 경험이라고 여기고 있습니다.
DBU에서의 나의 성장은 지식 뿐 아니라 한 사람으로서 성숙되어 진 것입니다. 이는 지식과 함께 임상가로서 자부심을 갖게 합니다. 또한 나의 성숙이 주변에 다양한 사람들과 내담자의 다양성에도 좀 더 포용적인 시각을 갖게 하는데 기여한다고 여깁니다.
앞으로 연구를 하게 되겠지만 연구를 위한 준비 역시 단계적으로 도움을 받고 있습니다.

Faculty Effectiveness

Jin Kim, Ph.D., LMFT

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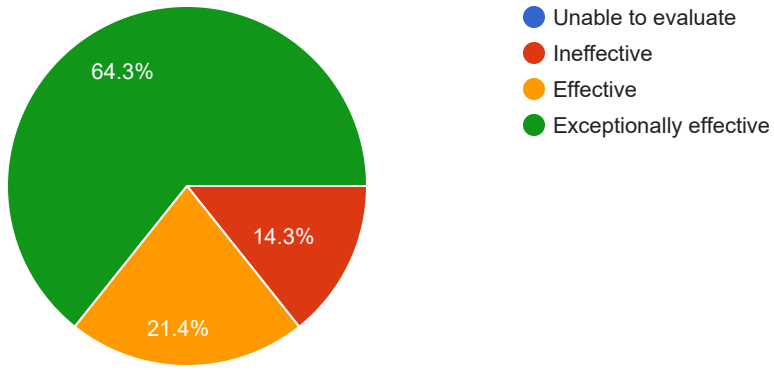
Effectiveness as Instructor

14 responses



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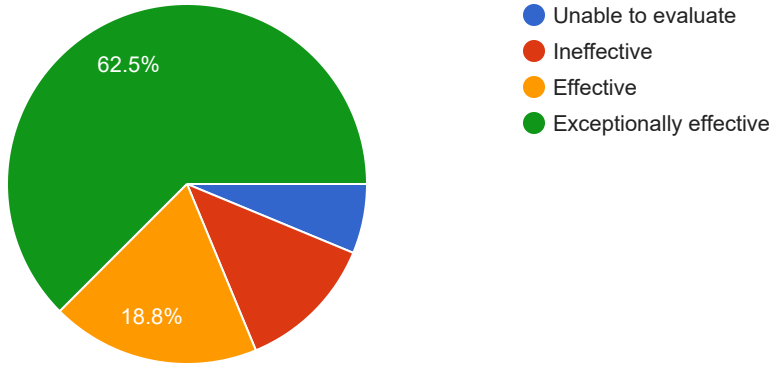
Jin Kim, Ph.D., LMFT

Contributions to the program quality

16 responses



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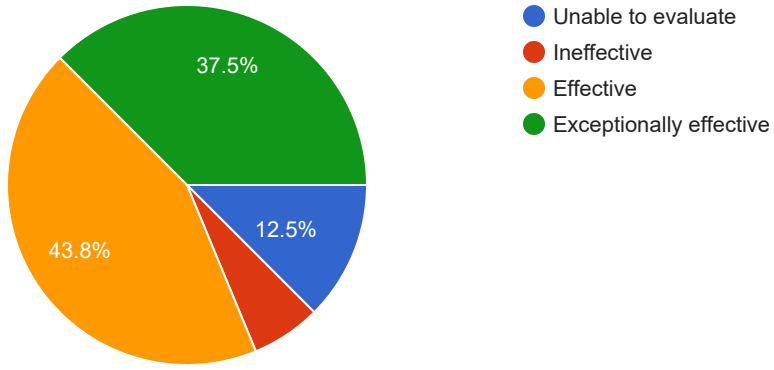
Jay Oh, Ph.D.

Effectiveness as Instructor

16 responses



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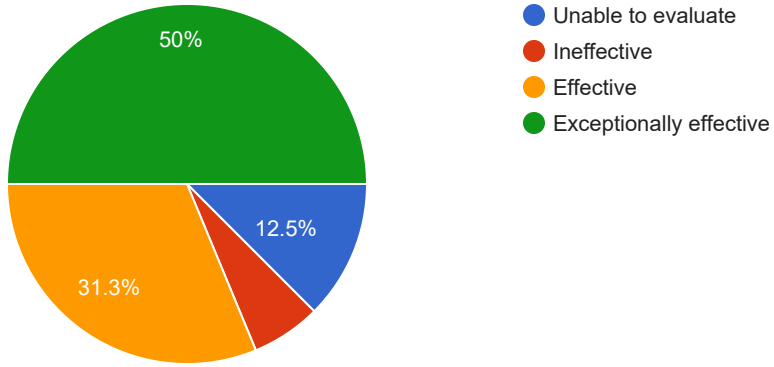
Jay Oh, Ph.D.

Contributions to the program quality:

16 responses



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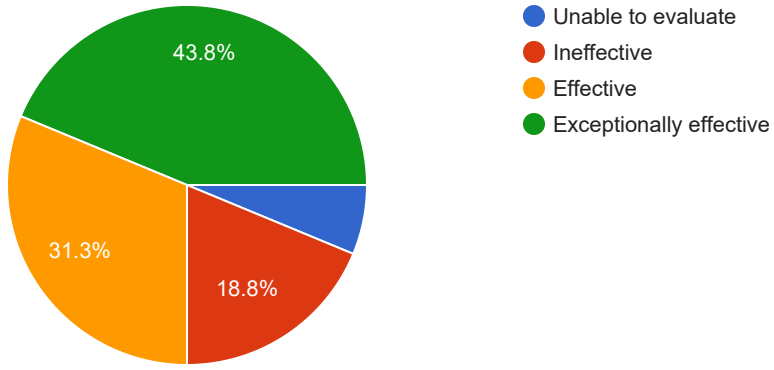
Tammy Nelson, Ph.D., LPC

Effectiveness as Instructor

16 responses



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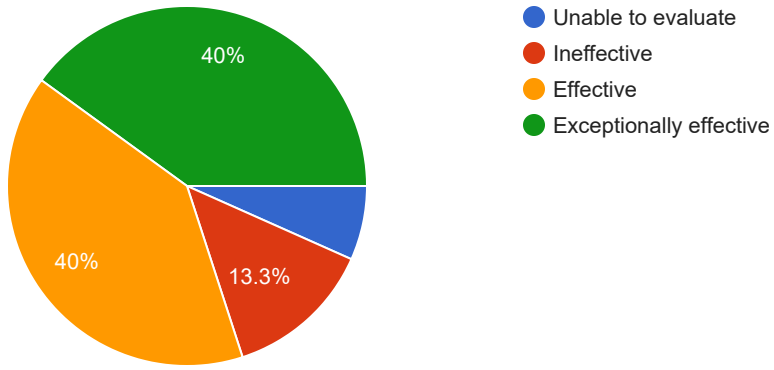
Tammy Nelson, Ph.D., LPC

Contributions to the program quality:

15 responses



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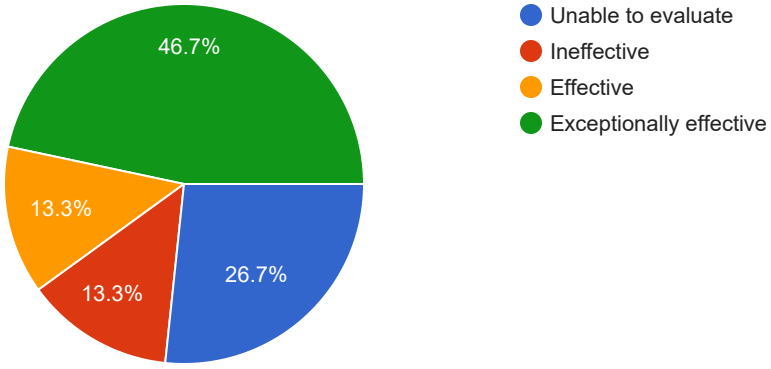
Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

15 responses



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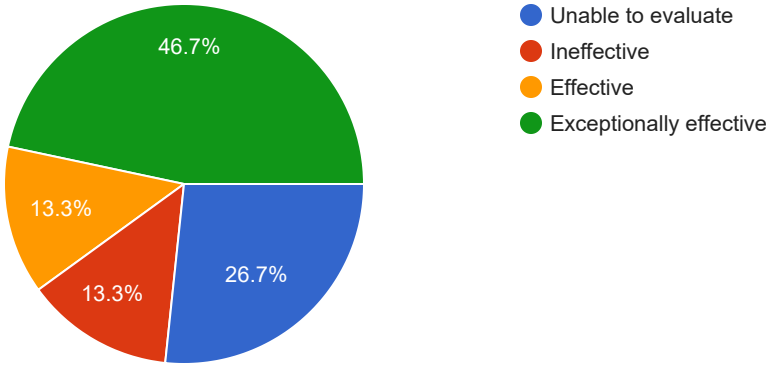
Fred P. Piercy, Ph.D., LMFT

Contributions to the program quality:

15 responses



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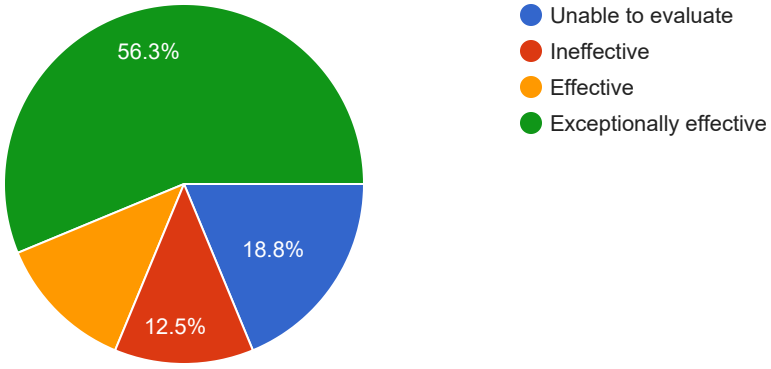
Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

16 responses



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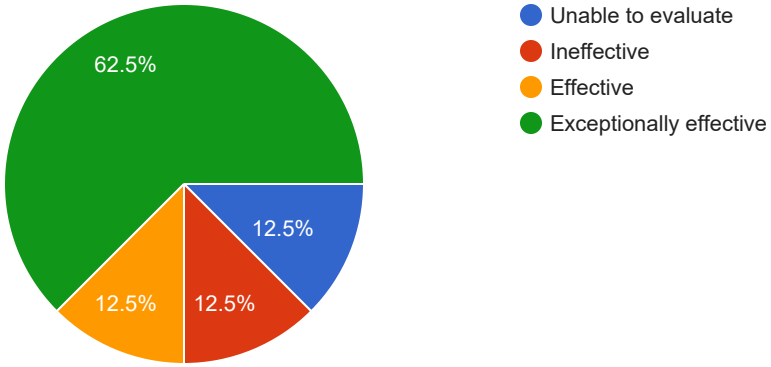
Lorna Hecker, Ph.D., LMFT

Contributions to the program quality:

16 responses



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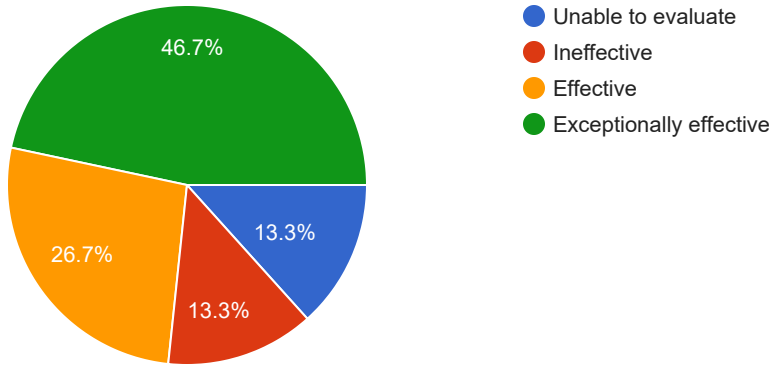
Deanna Linville, Ph.D., LMFT

Effectiveness as Instructor

15 responses



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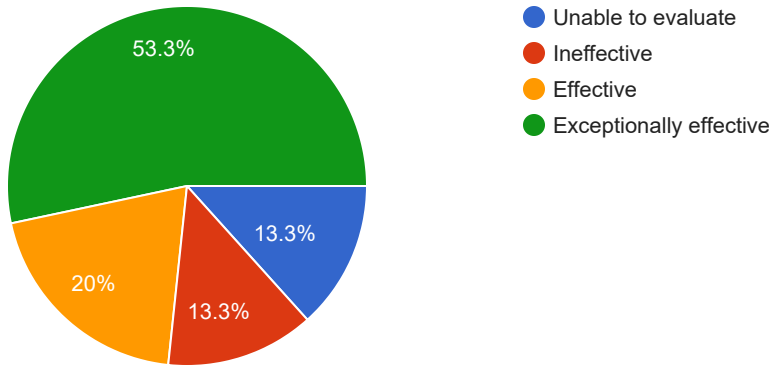
Deanna Linville, Ph.D., LMFT

Contributions to the program quality:

15 responses



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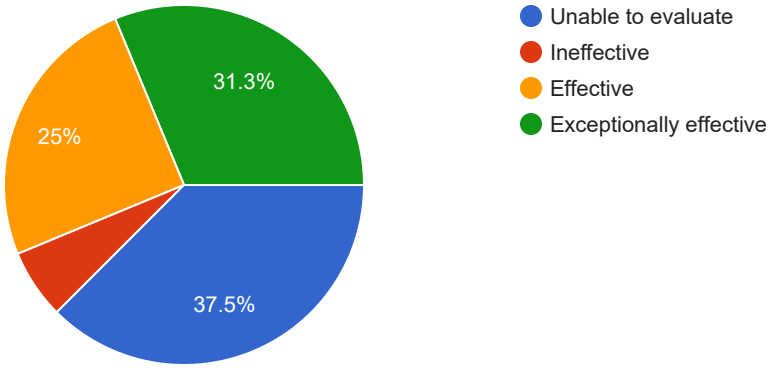
Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

16 responses



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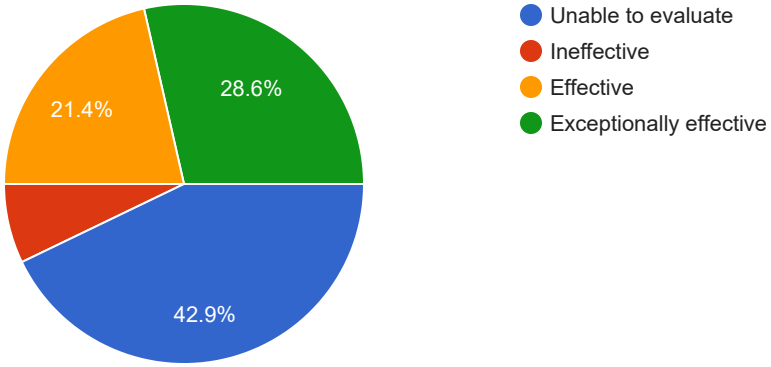
Mei-Ju Ko, Ph.D.

Contributions to the program quality:

14 responses



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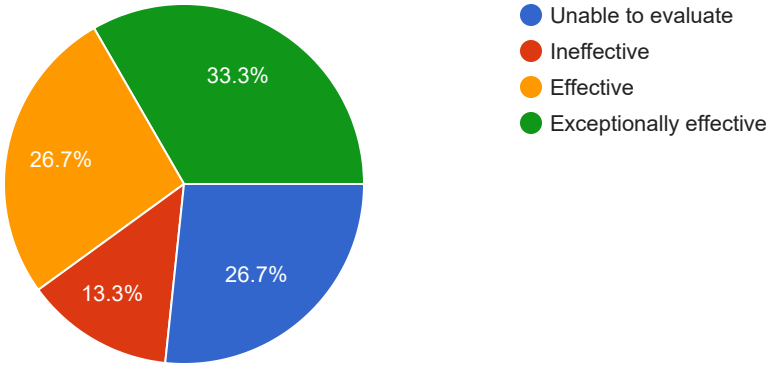
Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

15 responses



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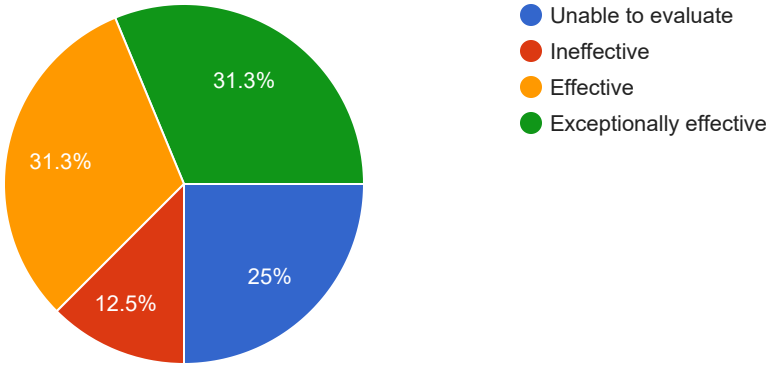
Kenneth Silvestri, Ed.D., LMFT

Contributions to the program quality:

16 responses



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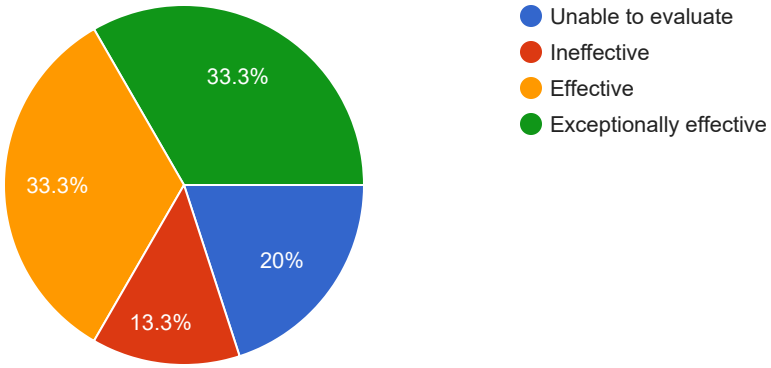
Nichole Hydaryacil, Psy.D

Effectiveness as Instructor

15 responses



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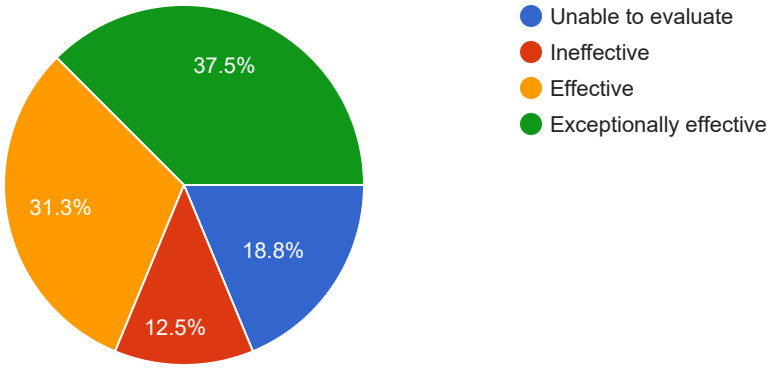
Nichole Hydaryacil, Psy.D

Contributions to the program quality:

16 responses



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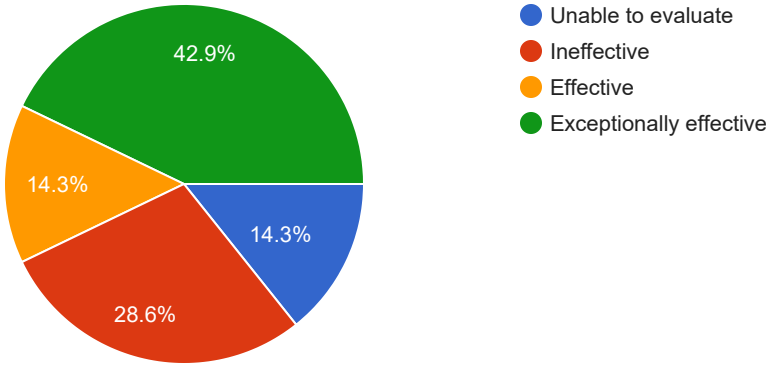
Jane Goldberg, Ph.D.

Effectiveness as Instructor :

14 responses



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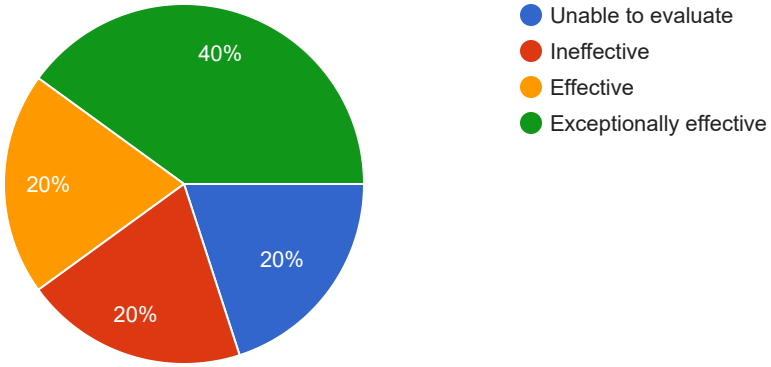
Jane Goldberg, Ph.D.

Contributions to the program quality:

15 responses



Program Clinical Supervisor Effectiveness

Jin Kim, Ph.D., LMFT

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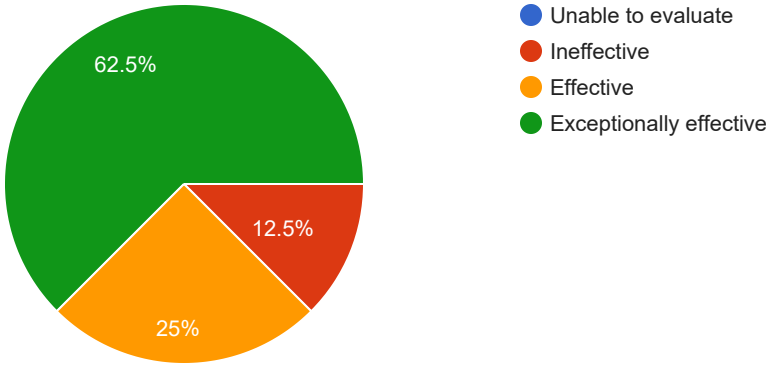
Effectiveness as a Clinical Supervisor

16 responses



Jin Kim, Ph.D., LMFT

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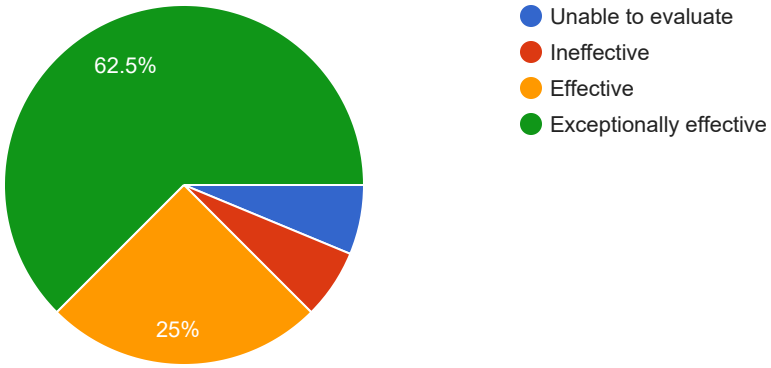
Contributions to program quality

16 responses



Fred P. Piercy, Ph.D., LMFT

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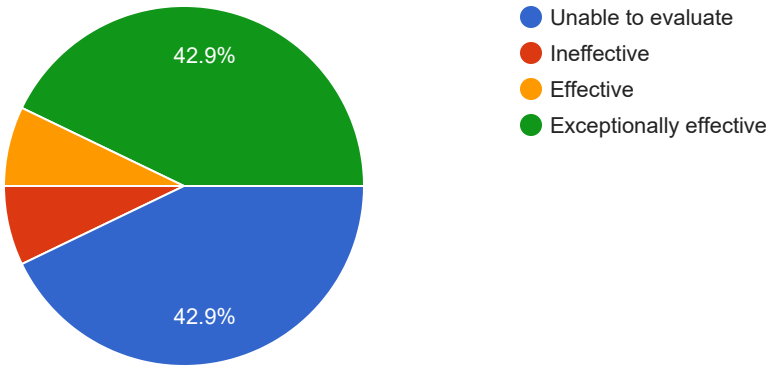
Effectiveness as a Clinical Supervisor

14 responses



Fred P. Piercy, Ph.D., LMFT

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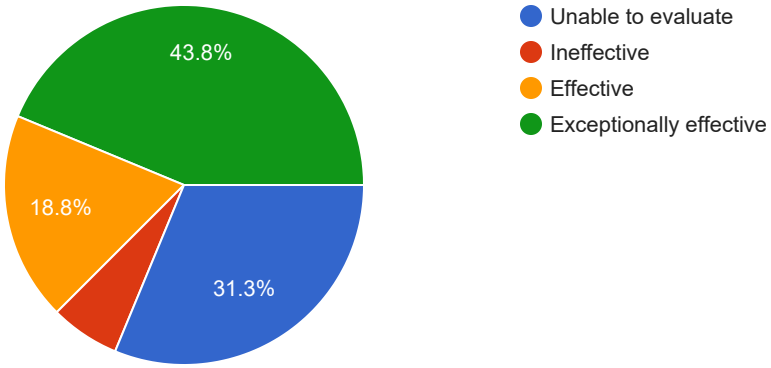
Contributions to program quality

16 responses



Lorna Hecker, Ph.D., LMFT

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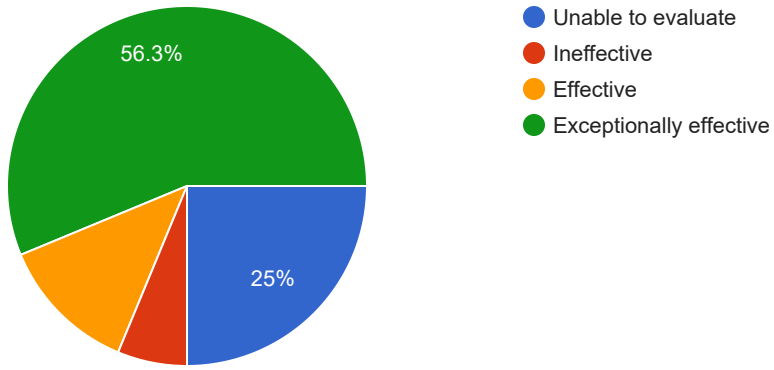
Effectiveness as a Clinical Supervisor

16 responses



Lorna Hecker, Ph.D., LMFT

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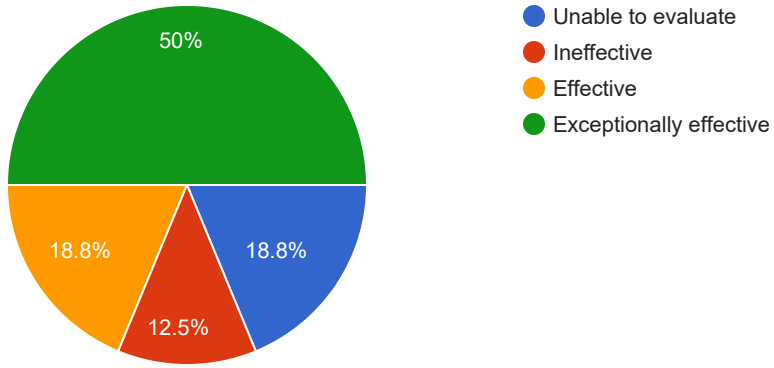
Contributions to program quality

16 responses



Deanna Linville, Ph.D., LMFT

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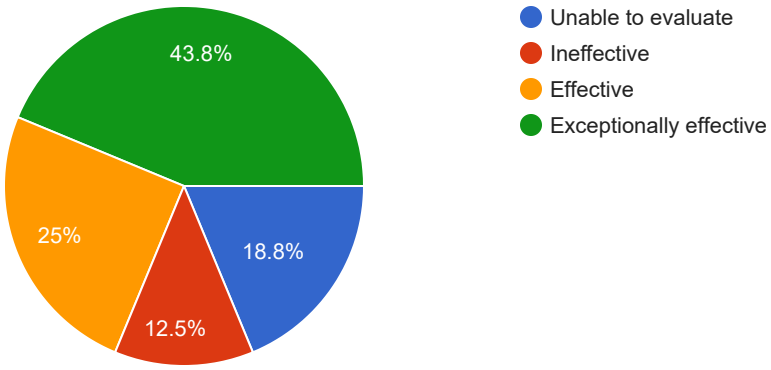
Effectiveness as a Clinical Supervisor

16 responses



Deanna Linville, Ph.D., LMFT

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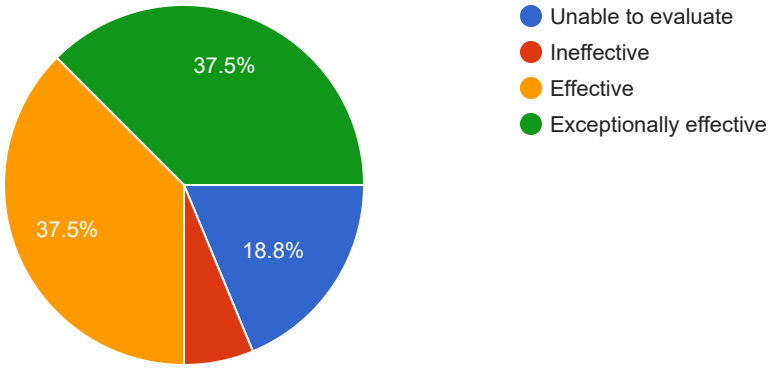
Contributions to program quality

16 responses



Monica Lee, Ph.D.

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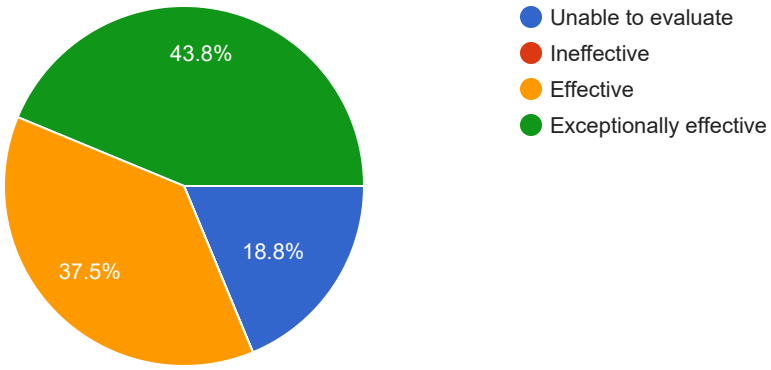
Effectiveness as a Clinical Supervisor

16 responses



Monica Lee, Ph.D.

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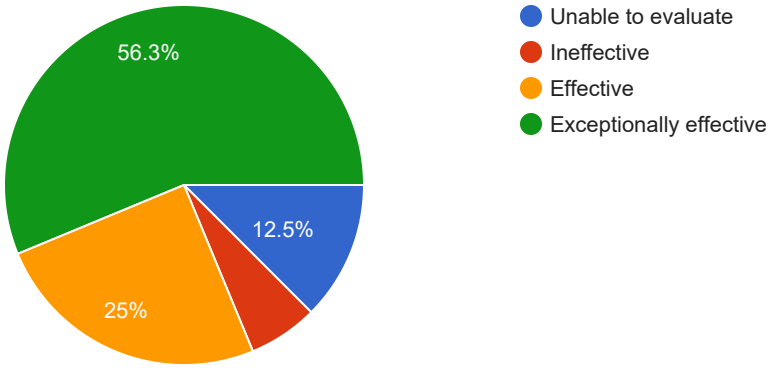
Contributions to program quality

16 responses



Nichole Hydaryacil, Psy.D.

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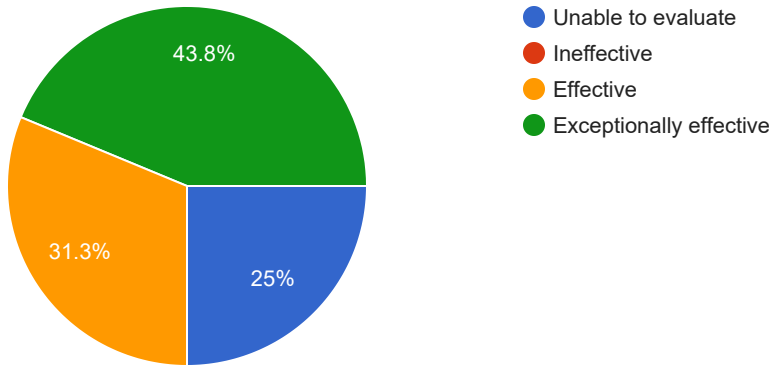
Effectiveness as a Clinical Supervisor

16 responses



Nichole Hydaryacil, Psy.D.

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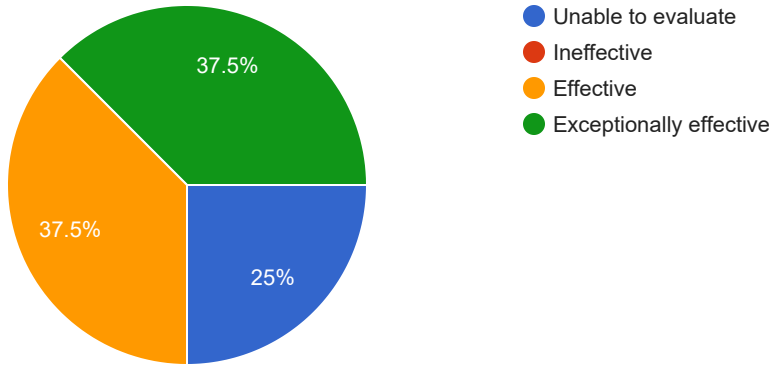
Contributions to program quality

16 responses



Kenneth Silvestri, Ed.D., LMFT

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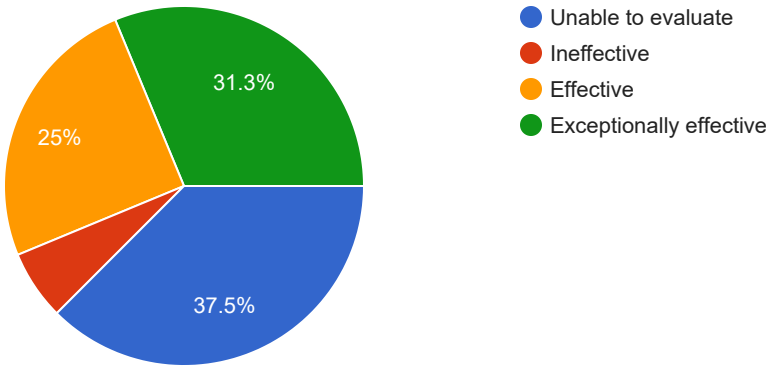
Effectiveness as a Clinical Supervisor

16 responses



Kenneth Silvestri, Ed.D., LMFT

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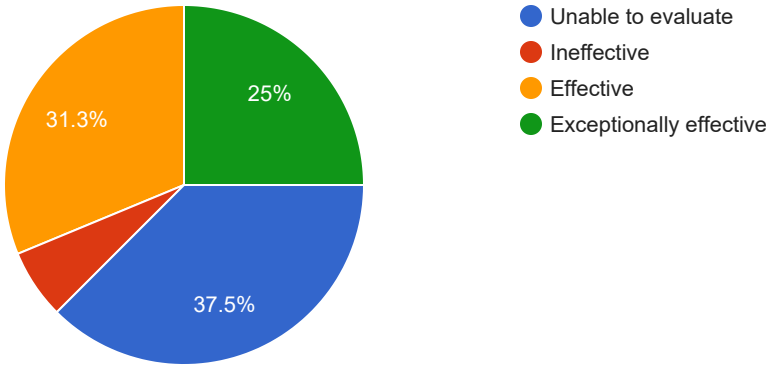
Contributions to program quality

16 responses



Program Director Effectiveness

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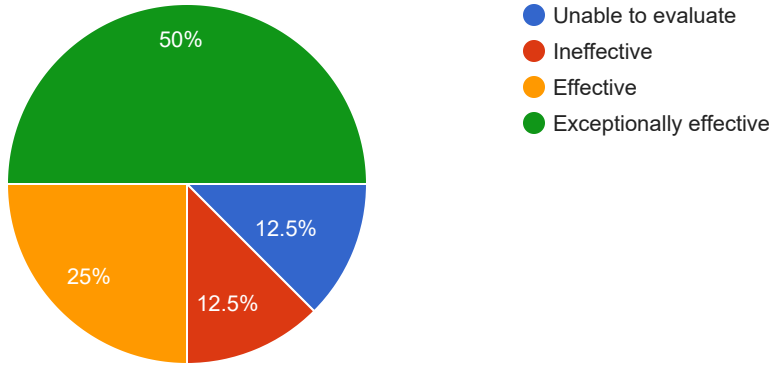
Level of effective leadership as the Ph.D. Program Director.

16 responses



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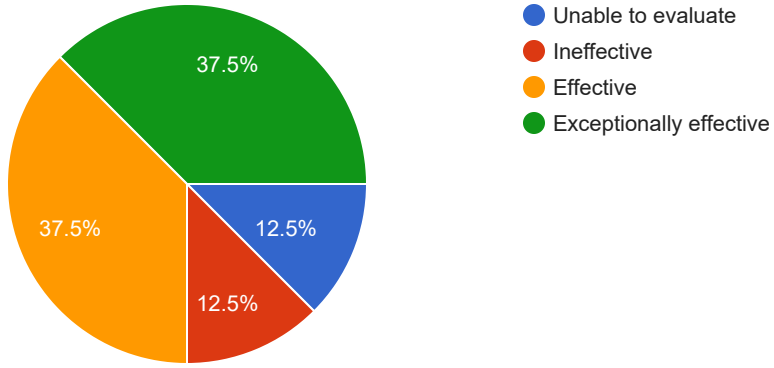
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

16 responses



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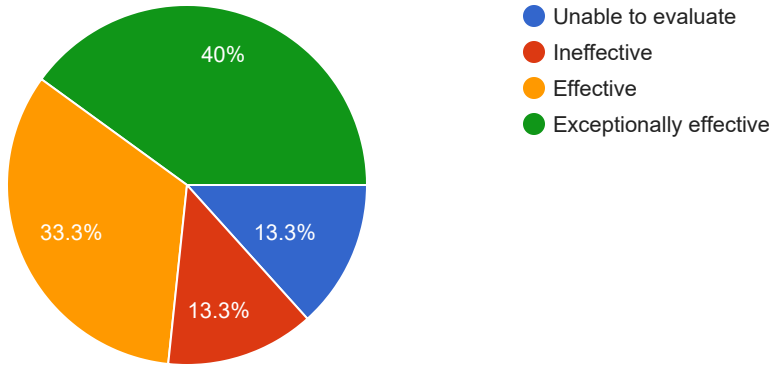
Level of effective oversight of the clinical training program facilities, and services.

15 responses



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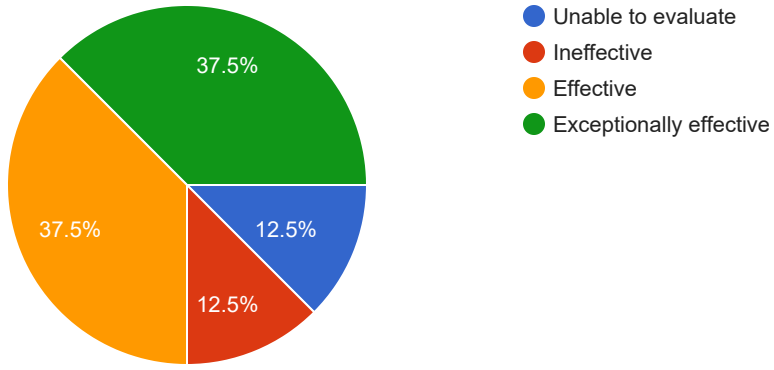
Level of effective oversight of the maintenance and enhancement of the program's quality.

16 responses



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Annual Survey for Program Clinical Supervisors

2 responses

Publish analytics

Environmental Supports

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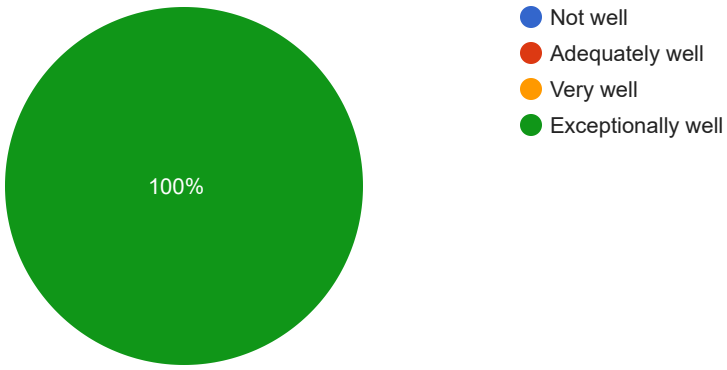
1. How well do you believe the program promotes an inclusive and diverse learning environment?

2 responses



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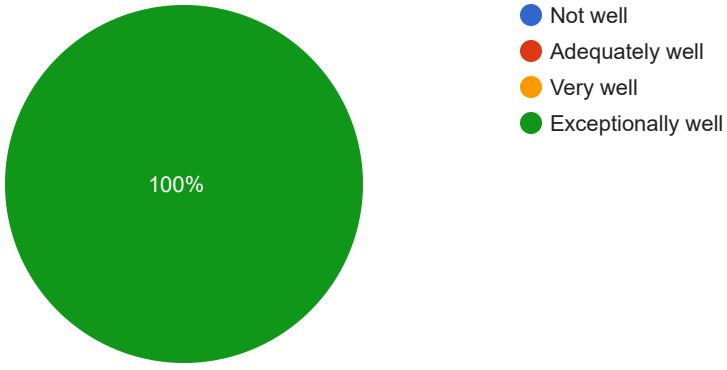
2. To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

2 responses



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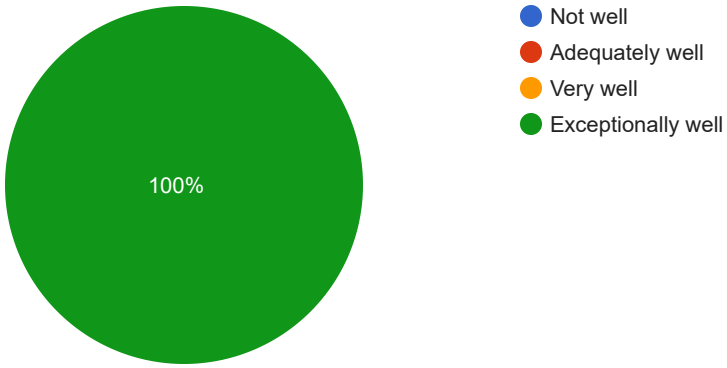
3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

2 responses



Environmental Supports

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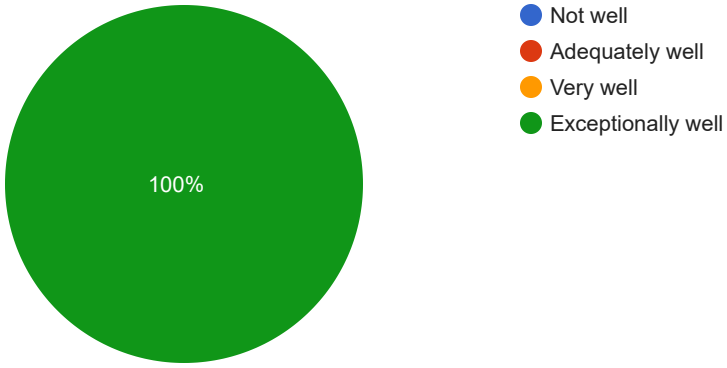
4. How well do you believe the program promotes an inclusive and diverse learning environment?

2 responses



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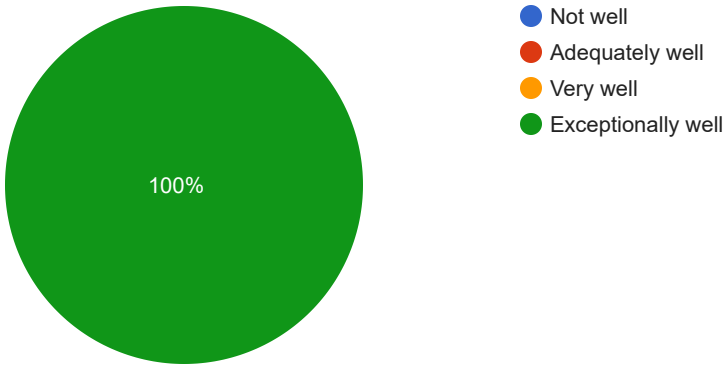
5. To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

2 responses



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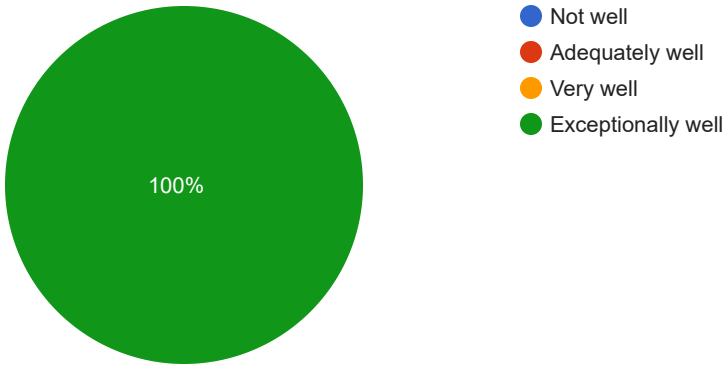
6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

2 responses



Financial and Physical resources

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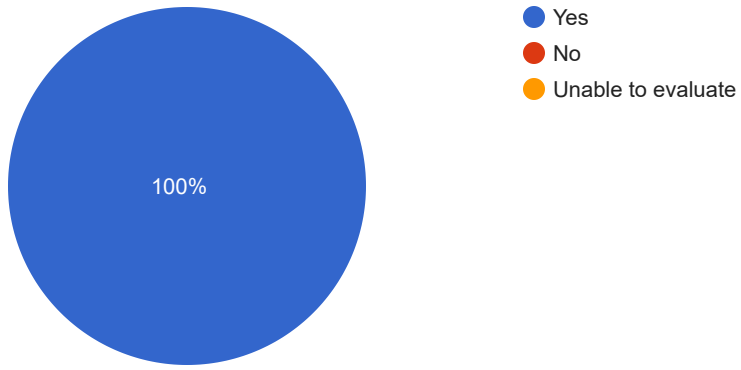
7. Are the clinic facilities sufficient for your supervisory success?

2 responses



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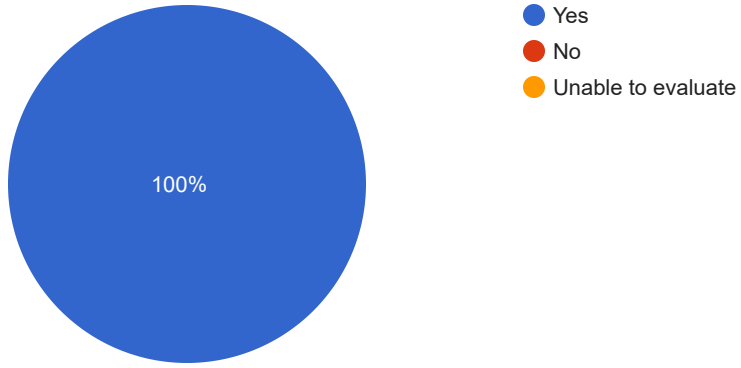
8. Are the computer facilities sufficient for your supervisory success?

2 responses



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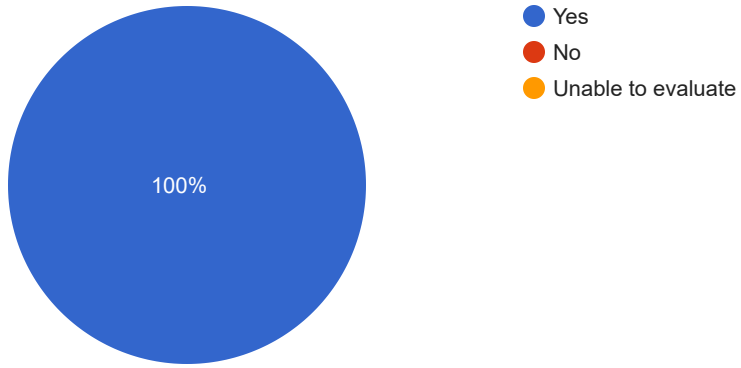
9. Are the financial resources sufficient for your supervisory success?

2 responses



Technological resources

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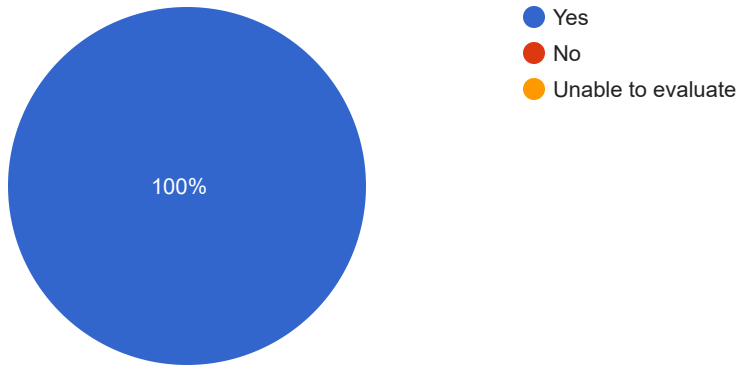
10. Are the technological resources sufficient to assist in your supervisory endeavors?

2 responses



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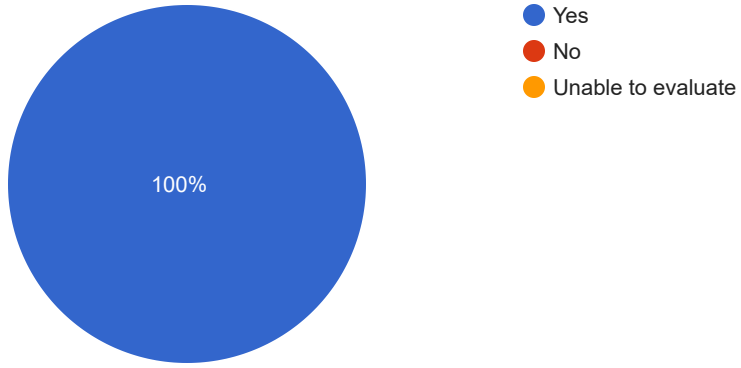
11. Are the technological resources in the university sufficient to assist in your supervisory endeavors?

2 responses



Instructional and Clinical Resources

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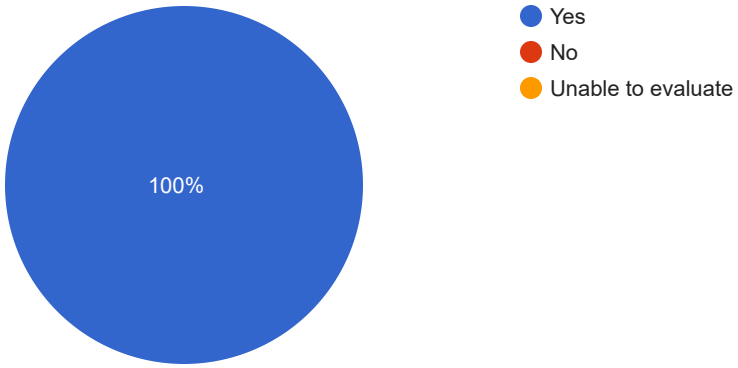
12.Does the program have sufficient staff to assist in your supervisory endeavors?

2 responses



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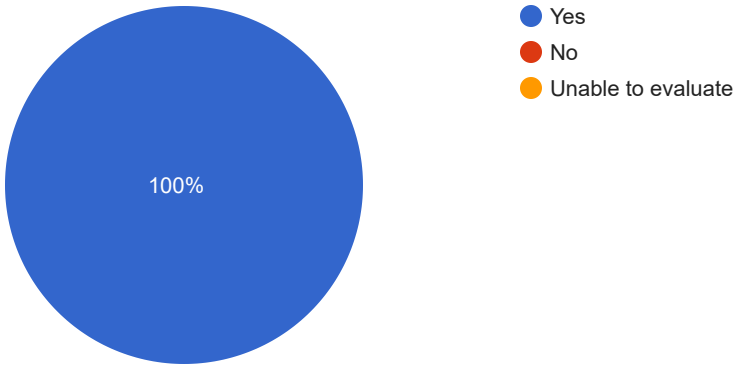
13. Do you believe there are sufficient faculty for the students to experience academic success?

2 responses



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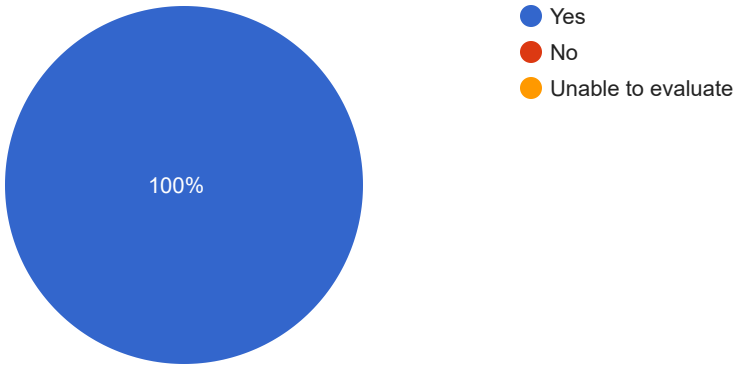
14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

2 responses



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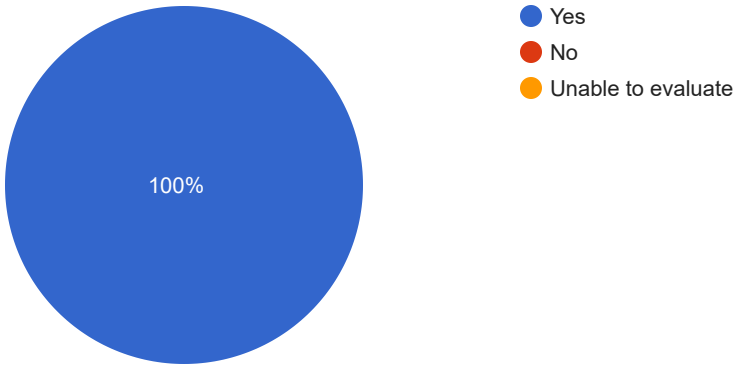
15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

2 responses



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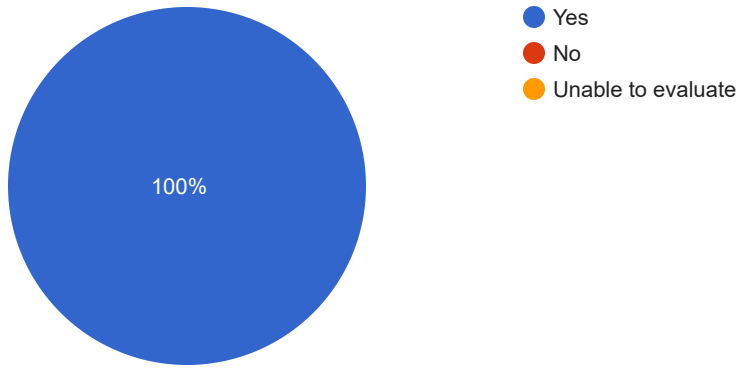
16. Are the library resources sufficient for your endeavors as supervisor?

2 responses



Academic Resources and Student Support Services

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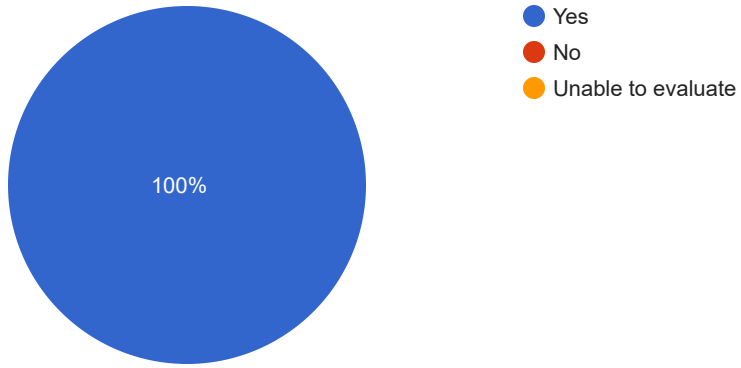
17. Do you think there are sufficient student support services for the students?

2 responses



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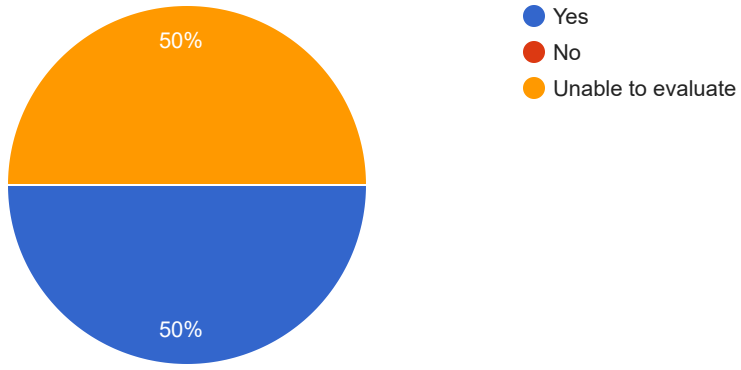
18. Do you think that the academic advising is sufficient for student success?

2 responses



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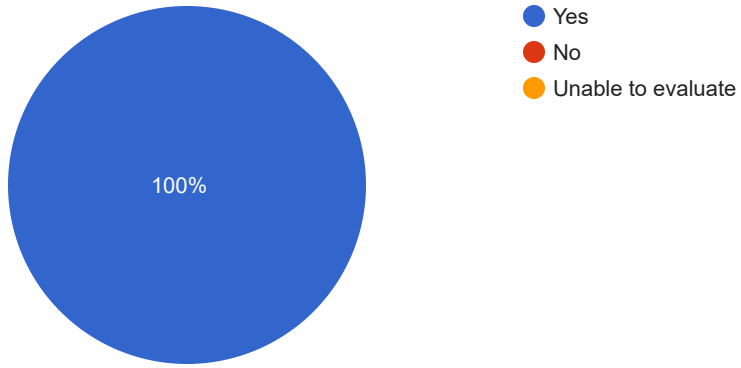
19. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

2 responses



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

A) Academic Courses:

MA Program

Ph.D. Program

B) Clinical Components:

MA Program

Ph.D. Program

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

0 responses

No responses yet for this question.

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

1 response

very thorough and connected to curriculum, clinical experiences, and chosen faculty/supervisors; students also diverse to enhance class experience

Program Director Effectiveness

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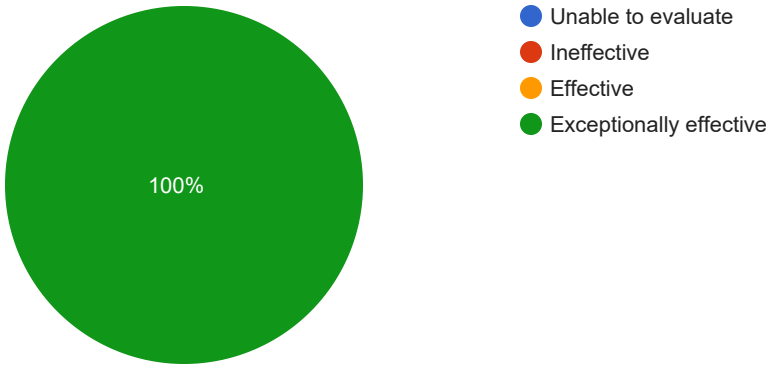
Level of effective leadership as the MA Program Director.

1 response



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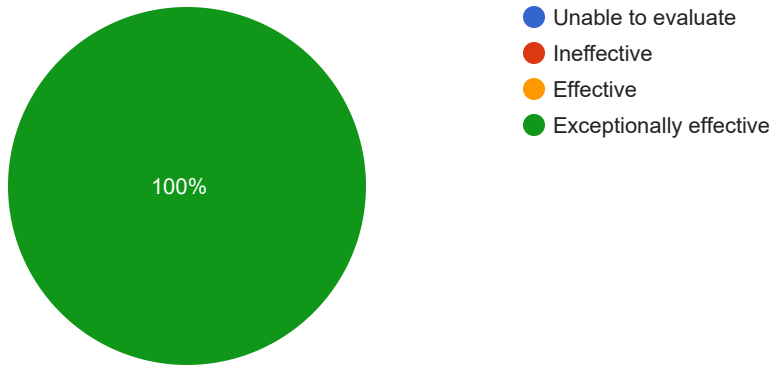
Level of effective leadership as the Ph.D. Program Director.

1 response



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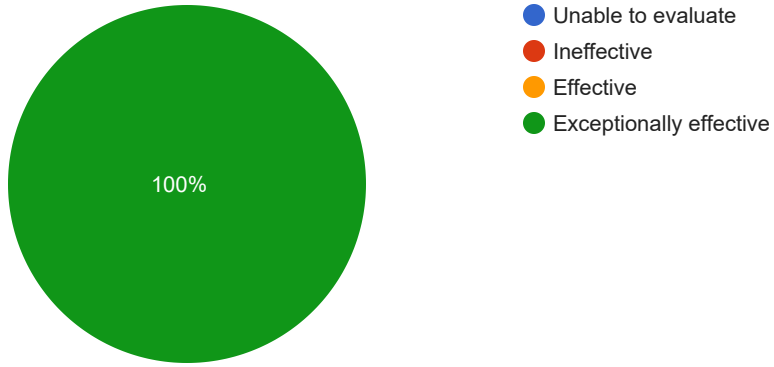
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum. (MA Program)

1 response



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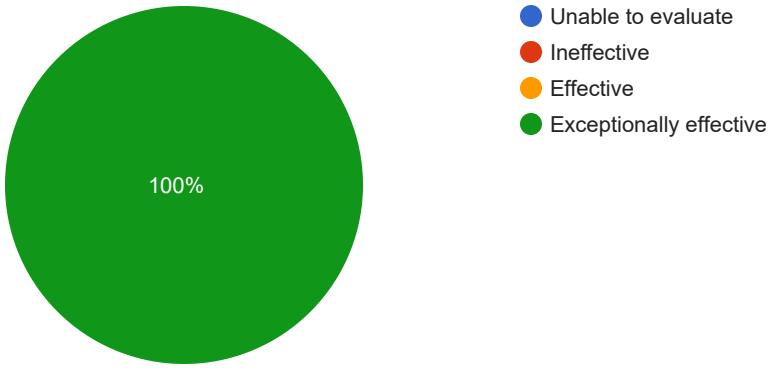
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum. (PhD program)

1 response



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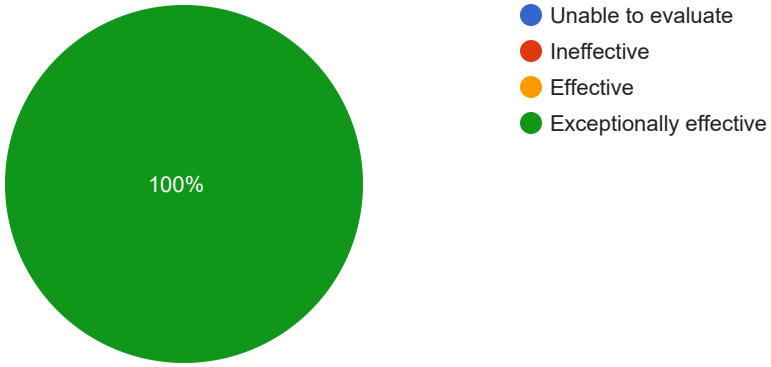
Level of effective oversight of the clinical training program facilities, and services. (MA Program)

1 response



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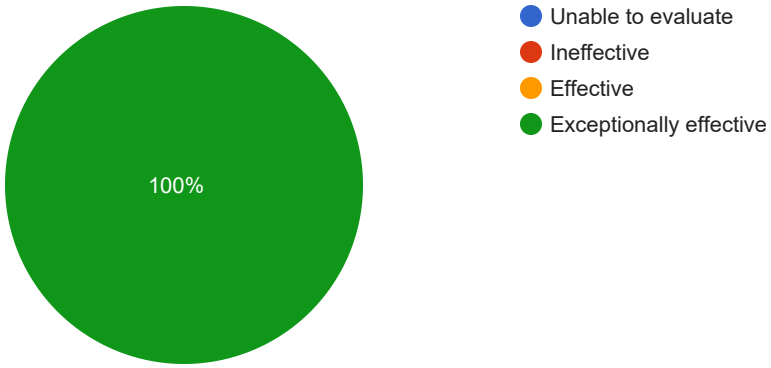
Level of effective oversight of the clinical training program facilities, and services. (PhD Program)

1 response



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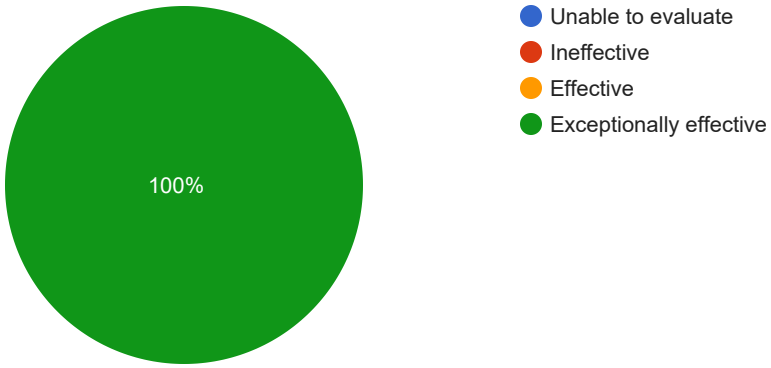
Level of effective oversight of the maintenance and enhancement of the program's quality. (MA Program)

1 response



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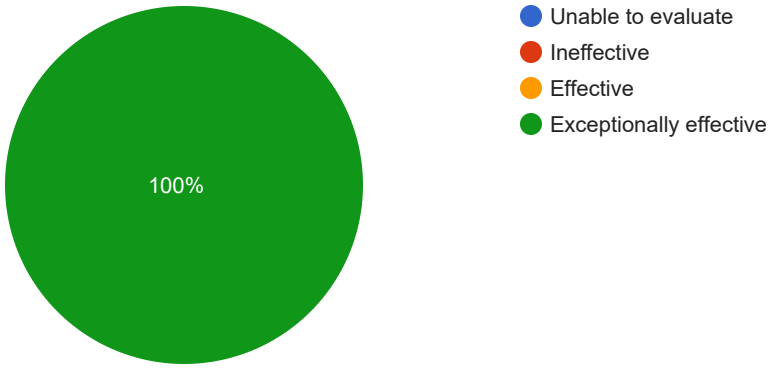
Level of effective oversight of the maintenance and enhancement of the program's quality. (PhD Program)

1 response



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