

Annual Survey for MA students

25 responses

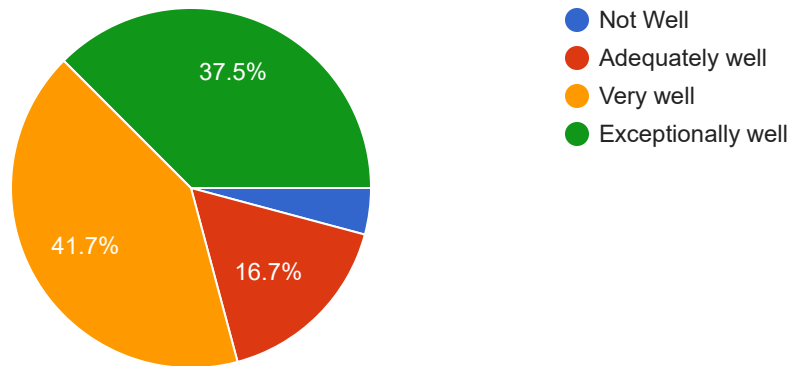
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Environmental Supports

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

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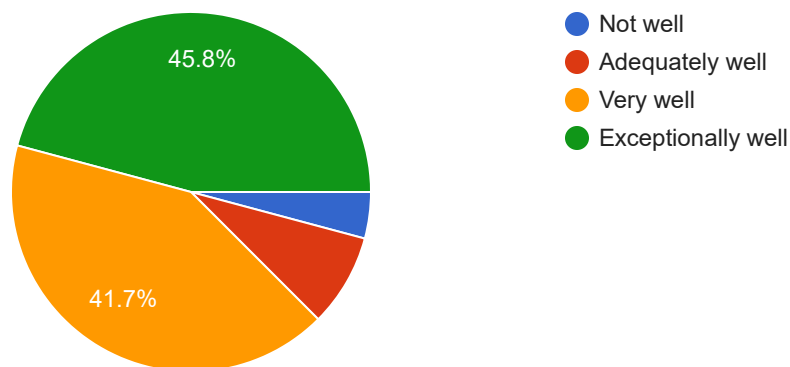
24 responses



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

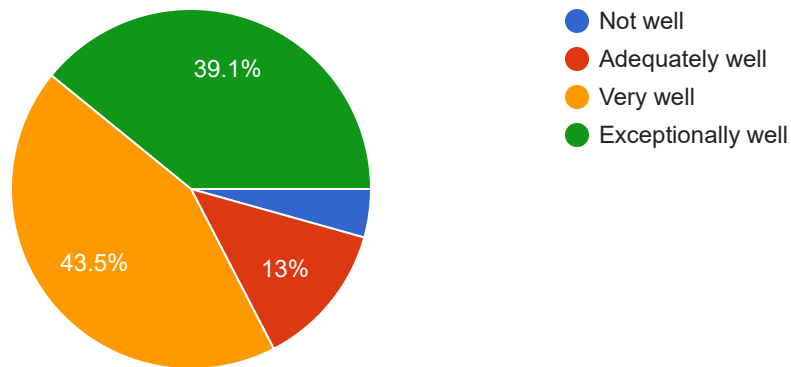
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24 responses



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

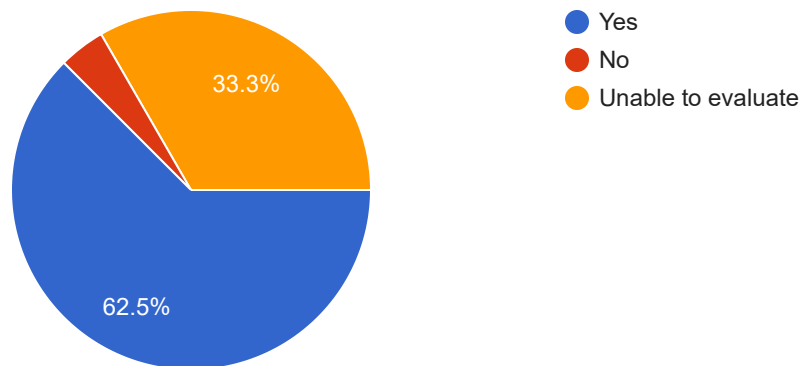
23 responses



Fiscal and Physical Resources

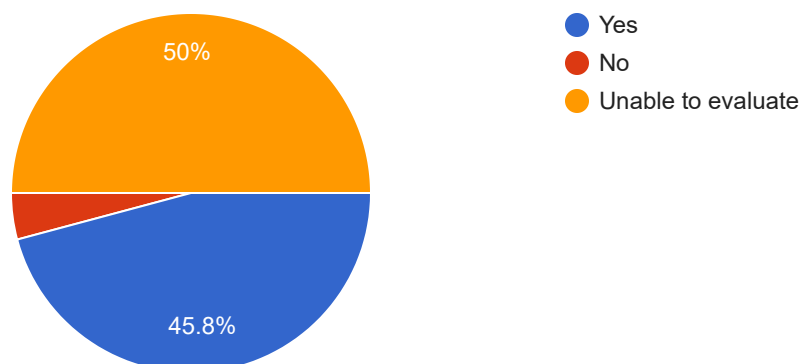
4. Are the classroom facilities sufficient for your academic success?

24 responses



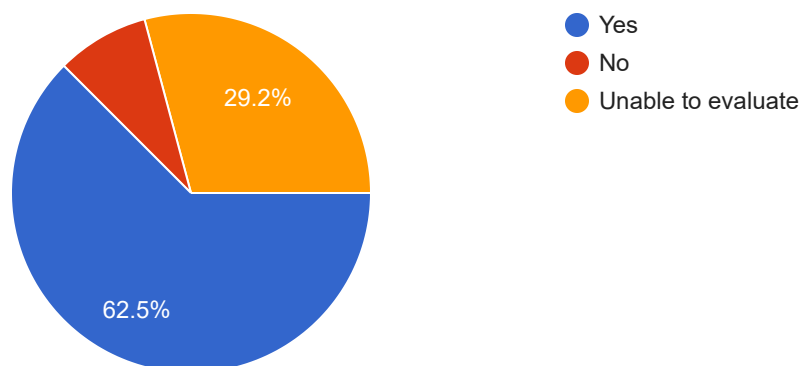
5. Are the computer facilities sufficient for your academic success?

24 responses



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

24 responses

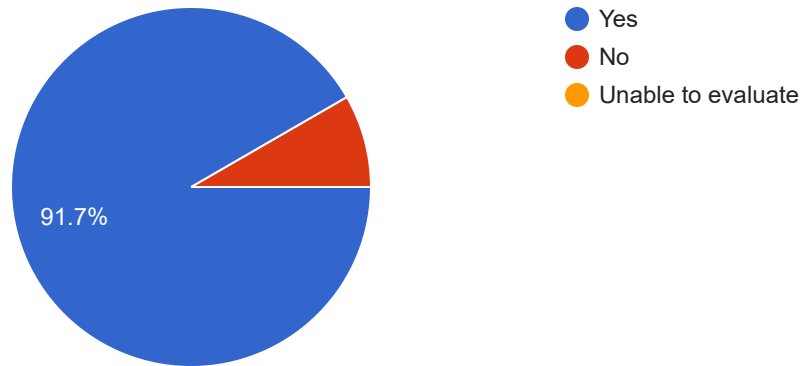


Technological resources



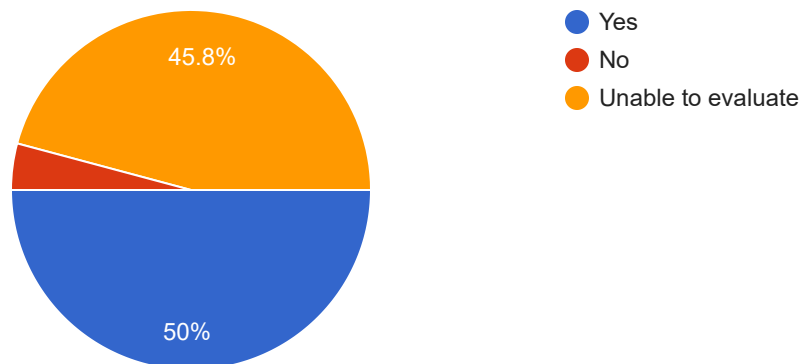
7. Are the technological resources such as Populi sufficient for your academic success?

24 responses



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

24 responses

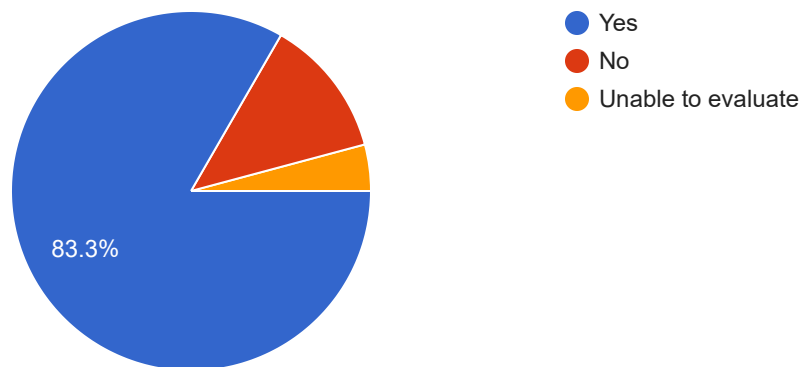


Instructional and Clinical Resources



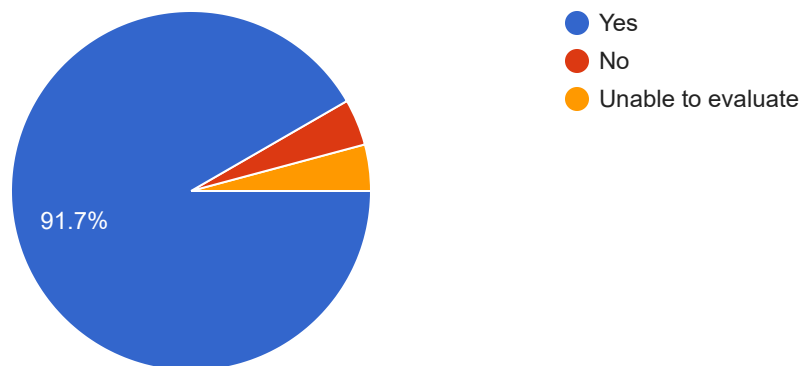
9.Does the program have sufficient staff for your academic success?

24 responses



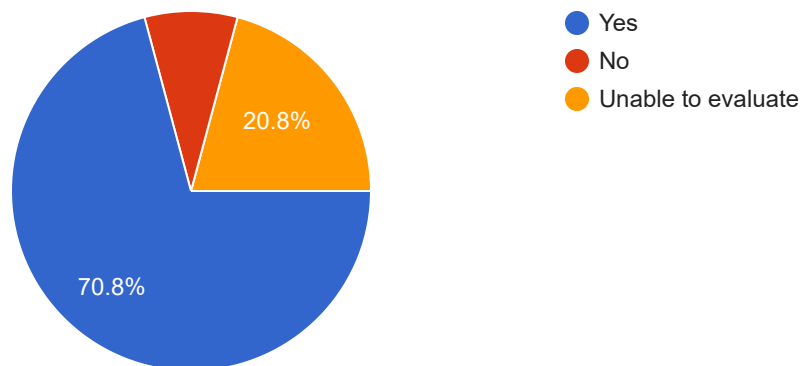
10. Are there sufficient faculty for you to succeed academically?

24 responses



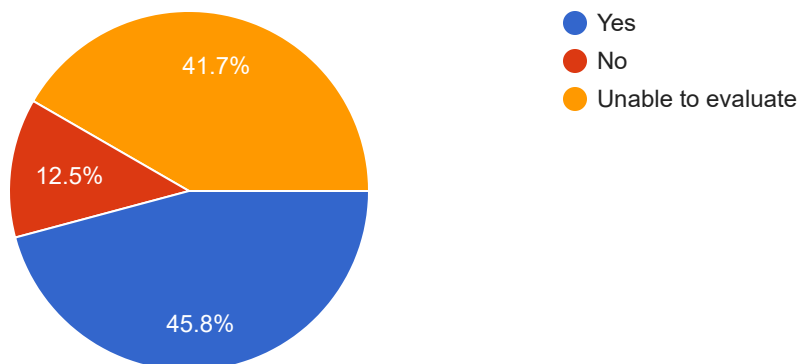
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

24 responses



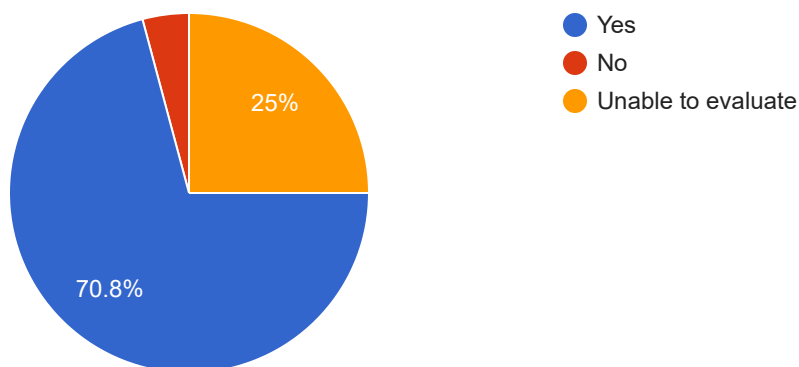
12. Are the resources with the on-site clinic sufficient for your clinical success?

24 responses



13. Are the library resources sufficient for your academic success

24 responses

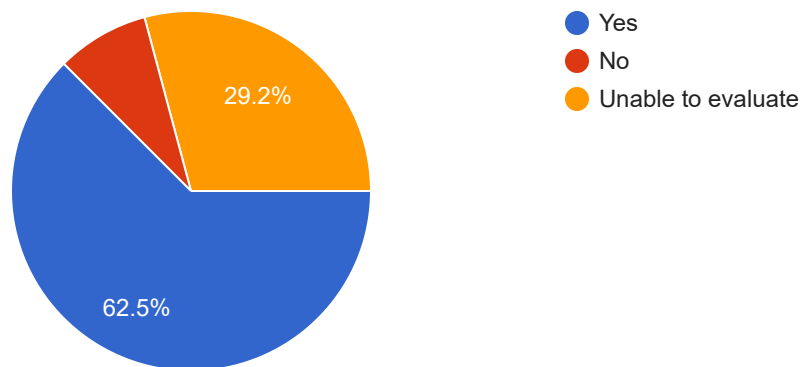


Academic Resources and Student Support Services



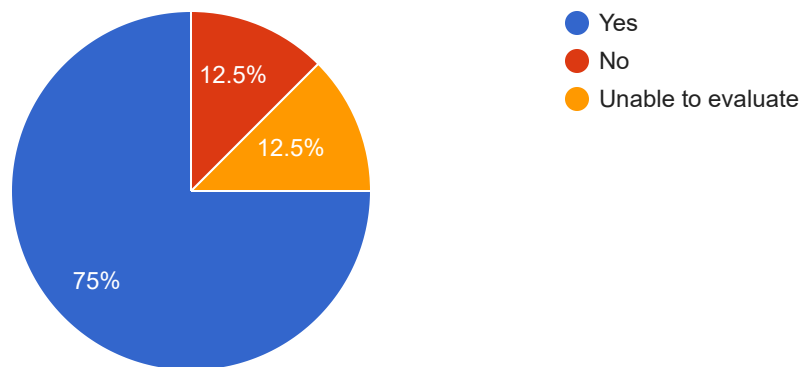
14. Are the student counseling resources sufficient?

24 responses



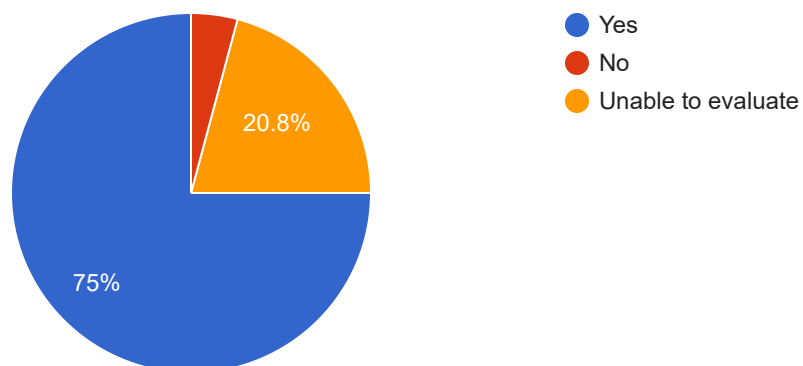
15. Are academic advising services sufficient for your academic success?

24 responses



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

24 responses



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

A) Academic Courses:

B) Clinical areas:

16 responses

a) academic courses have a lot of info and are well paced

Curriculum is well-rounded and has prepared me for clinical work. The school's clinic has provided me opportunities to work with a diverse group of clients.

A) This is only my first quarter at Daybreak, but my experience has been very positive. My professors have been amazing and I've enjoyed the course work immensely.

B) I have not started practicum.

Overall satisfied

A) DBU has sufficient academic courses for the students learn and grow professionally.

B) N/A: I take only online courses.

The curriculum is well-structured with practical elements needed for actual counseling, taught by excellent professors.

The curriculum matched academic expectations well.

A) Academic courses offer great resources and schedule for learning and homework. Professors are responsive and offer open dialogue with students. Having smaller classes allow for more interactive learning styles and engagement from students.

B) Clinical resources are great and the diverse faculty offer various supervision viewpoints. The Counseling center may improve from increased marketing options due to the rise in practicum students. I would also benefit from the counseling center implementing a HIPAA compliant scheduling system for practicum students to schedule sessions with clients. Clinical supervisors are extremely communicative for BBS information and researching answers for any student's questions regarding hours, ethical and legal information, and any other concerns brought up by students. Clinical supervisors are helpful walking through mandated reporting processes and are very encouraging in practicum.

Curriculum is sufficient and well rounded in both academic courses and clinical areas.



- A) I am very satisfied with the high quality of the lectures, thanks to the faculty's extensive clinical experience.
- B) I am very satisfied that the internship experience and excellent supervision have thoroughly prepared me to enter the counseling field.

Practicum: I was told during my admissions interview and during monitoring report meetings that the clinic would have enough clients for trainees and I didn't need to get an externship. However, there are nowhere near enough clients for trainees, and more and more trainees start each term. Not only does this impact when we can finish the program, it impacts our learning. We are not fully immersed in client work as we should be. Co-therapy also requires skills we aren't being taught but are expected to execute, and the reason seems to be about hours and not what is best for our learning or for clients. Something needs to be done. Financial resources should be dedicated to advertising. Students only given 1-2 clients should be given financial waivers for additional practicum courses if they cannot finish in 5 quarters due to a lack of clients.

The academic courses provide a solid foundation in systemic theory, ethics, and evidence-based practice. More applied learning (e.g., case work, role-plays) and clearer progression between introductory and advanced courses would strengthen the curriculum.

B) Clinical Areas

The academic courses have provided a meaningful experience with diverse clients and good supervision support.

I haven't started practicum yet, but I assume structure in practicum, additional training in documentation and crisis assessment, and placement options would further enhance clinical readiness.

Excellent courses and instructors so far.

A) Academic Courses - The two courses I took this quarter were academically challenging and provided an excellent foundation to build upon as I progress through the MFT master's program

B) Although I am not enrolled in practicum yet, I am looking forward to working with Daybreak University's CFTC. One of the reasons I chose Daybreak is that they have their own clinic/clients for students to work with.

A) Curriculum could be updated to be more inclusive.

Variety of courses, essential knowledge with diversity in mind.



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

17 responses

I am satisfied with the coursework and support from professors and supervisors in helping me gain the proper knowledge to meet the program's goals and learning objectives. I feel adequately educated on each of the five goals and learning outcomes.

I believe that the courses provided at Daybreak meet their program goals and student learning outcomes.

I feel Daybreak achieves these goals through their courses.

All satisfied

I agree that DBU's mission, goals, and student learning outcomes meet the needs of students.

I have nothing special to say and I agree with the above.

I believe, suggested mission, goals and student learning outcomes provide clear guidance for student's next steps and help them understand the stage of learning process.

Program Mission: The program definitely builds competency and encourages individuality brought into systemic thinking of Marriage and Family therapy. I enjoy the programs way of learning that brings in "Self of the Therapist" into each course that allows self-growth and doesn't shy from conversations surrounding transference and countertransference in therapy. I retain more knowledge about therapy modalities and its uses by incorporating my own life into the learning process to gain understanding in what future clients may experience in the therapy room.

Program Goals: I enjoy the ability to choose certain interests in various classes that attribute learning into our fields of interest. It imparts overall competency with encouraging continuation in research in individual interests.

Student Learning Outcomes: This university is creating competent therapists by creating an intimate learning atmosphere and encouraging various thought processes and diverse cohort discussions. Faculty is great at getting students to think about their own lenses and how to zoom out into systemic thinking in order to become effective tools for clients. Faculty also encourage individuality and because of their own professional experiences are able to impart knowledge and lessons from their own development as therapist onto their students. I suggest this university to anyone interested in pursuing a career in this field due to the realistic expectations and understanding of student/work/life balance while in this program.



Program fulfills these things.

I believe that the course content, teaching methods, and the ongoing involvement and dedication of the advisors and supervisors are all aligned with fulfilling the Program's Mission, Program Goals, and Student Learning Outcomes established by the school, and I have no complaints in this regard.

The mission goals and learning outcomes are great, and most of our theoretical coursework helps us meet them. It is only the issue with practicum and a deficit of direct client experience that holds the school back in preparing us as they should.

The program's mission is clear and aligns well with the values of culturally competent, ethical, and systemic MFT practice. The emphasis on evidence-based work and self-awareness is strong. Integrating the mission more explicitly into coursework and providing more structured self-of-the-therapist activities could deepen alignment with student learning outcomes.

The Program's mission, goals and student outcomes are clear and achievable.

This program has given me just as much academic and practical experience on top of my actual work experience

Daybreak University's Program goals align with my own personal goals for enrolling in the MFT Master's Program. During this first quarter, CFT 6010 provided the foundational education of family systems theory, on which this field is based. While we touched upon many models and theories, I am confident that as I move forward through the curriculum and begin working with clients, my foundational knowledge will lead to a much deeper understanding as I begin applying what I've learned to actually assessing clients, treatment planning and interventions. CFT 6500 inspired self-reflection as I considered assumptions I had formed about addiction. In addition, it heightened awareness of the challenges faced by minority groups (ethnic, racial, gender, sexual orientation, etc...) via social construct and the impact that has on how one relates to others and the treatment they receive. These courses touched upon some of the legal and ethical considerations we must adhere to in this field, however I know I still have much to learn and look forward to doing so in future classes. Next quarter, I will be taking CFT 6050 and am eager to gain deeper insights about conducting and evaluating research relevant to this field. While I am just starting out on my MFT journey at Daybreak I am confident that this program will result in my achievement of the SLOs outlined above.

I think the university meets these standards.

I appreciate the cultural competency and thoroughness of the program.

Faculty Effectiveness

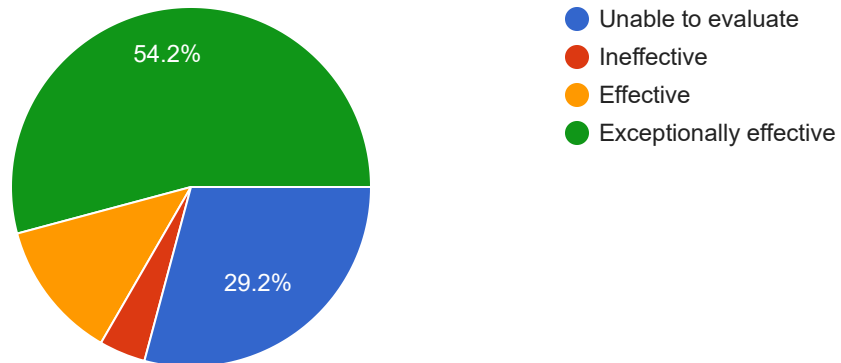


Jin Kim, Ph.D., LMFT

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Effectiveness as Instructor

24 responses

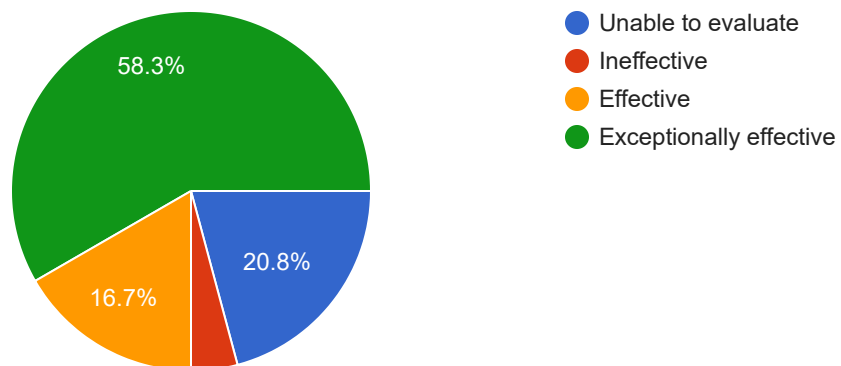


Jin Kim, Ph.D., LMFT

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Contributions to the program quality

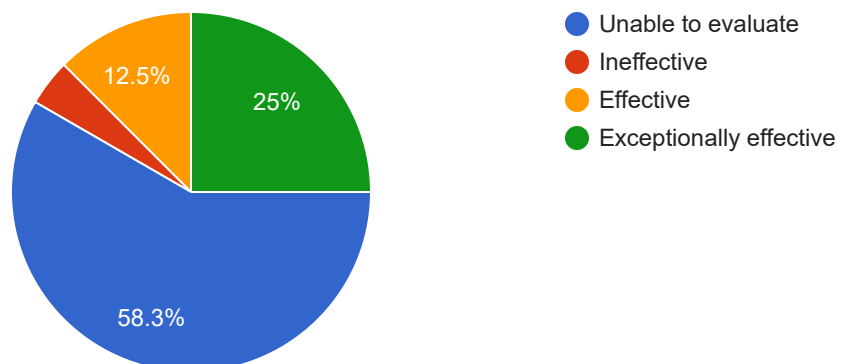
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Jay Oh, Ph.D.

Effectiveness as Instructor:

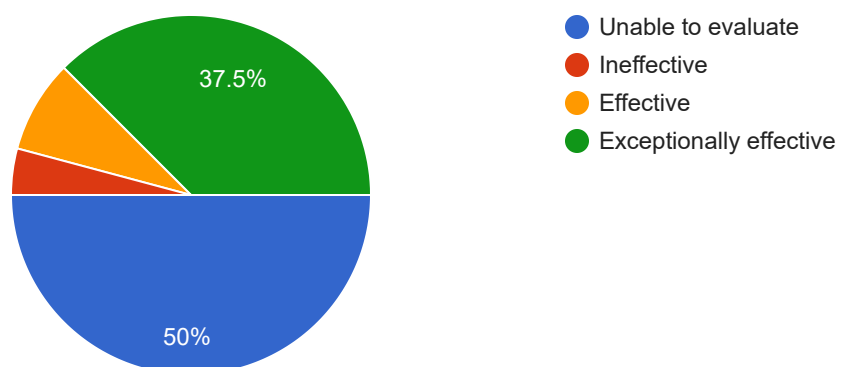
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Jay Oh, Ph.D.

Contributions to the program quality:

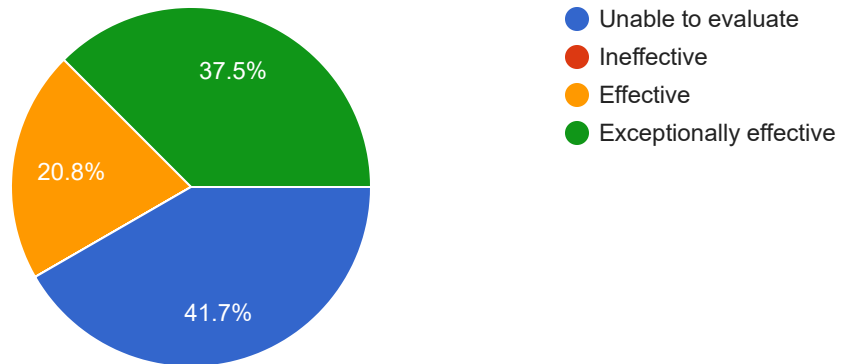
24 responses



Tammy Nelson, Ph.D., LPC

Effectiveness as Instructor:

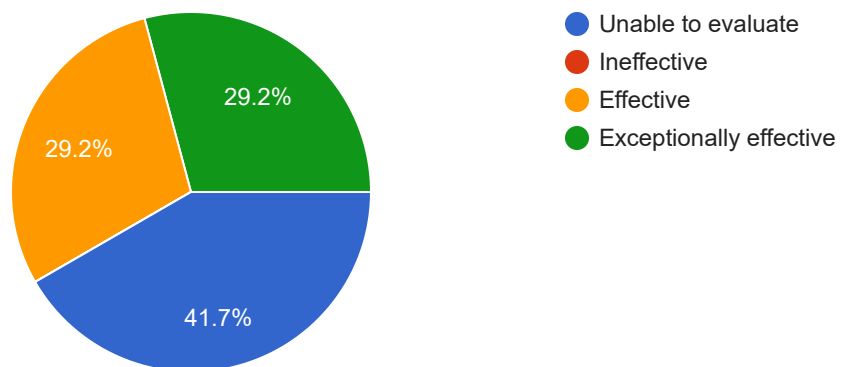
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Tammy Nelson, Ph.D., LPC

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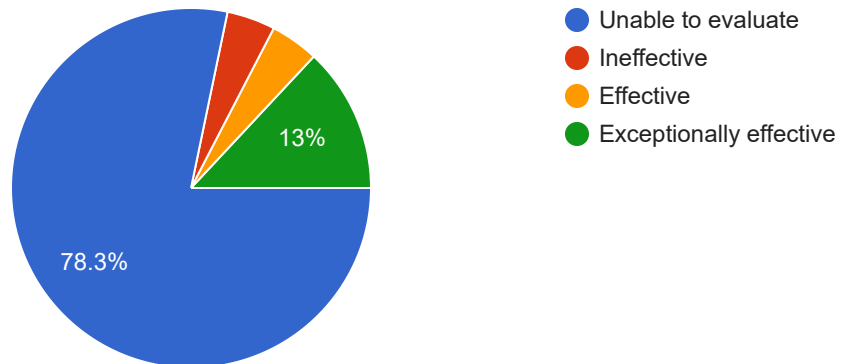
24 responses



Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

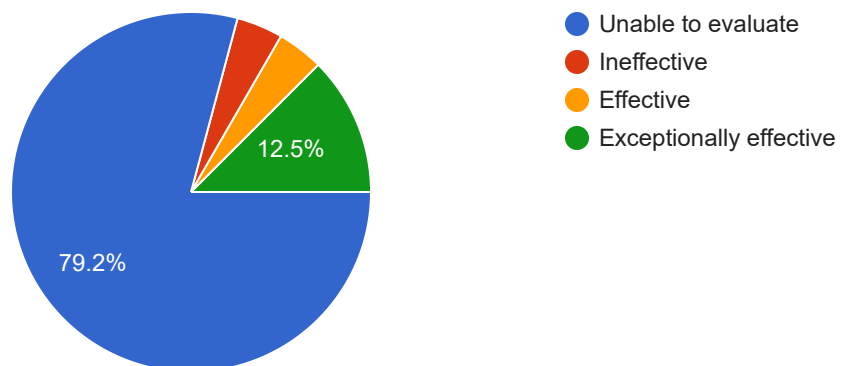
23 responses



Fred P. Piercy, Ph.D., LMFT

Contributions to the program quality:

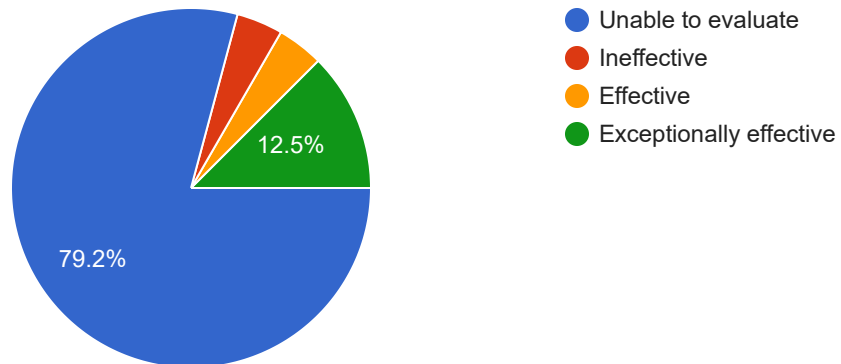
24 responses



Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

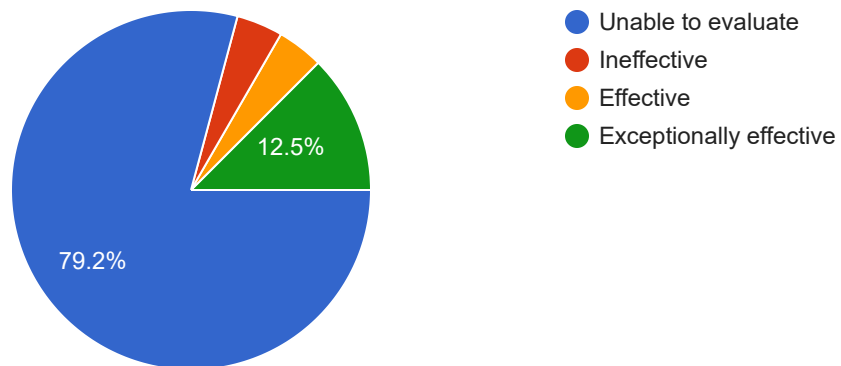
24 responses



Lorna Hecker, Ph.D., LMFT

Contributions to the program quality:

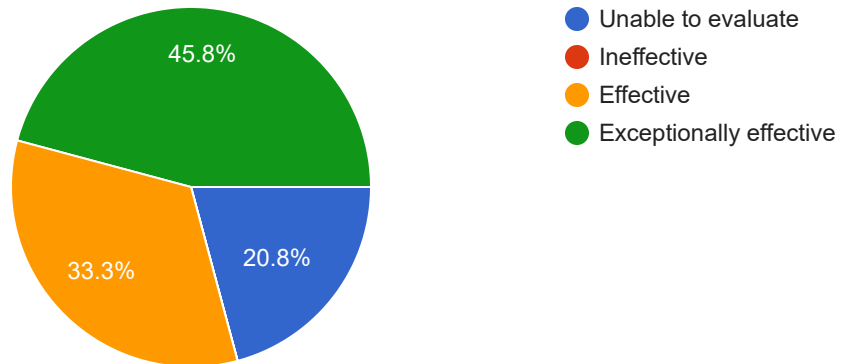
24 responses



Deanna Linville, Ph.D., LMFT

Effectiveness as Instructor

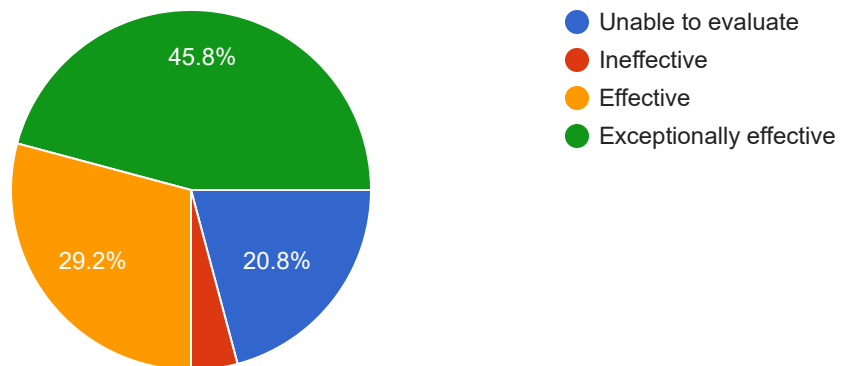
24 responses



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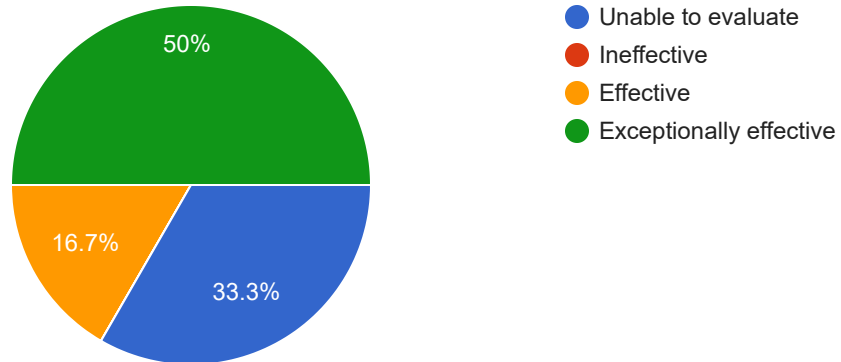
24 responses



Nichole Hydaryacil, Psy.D.

Effectiveness as Instructor:

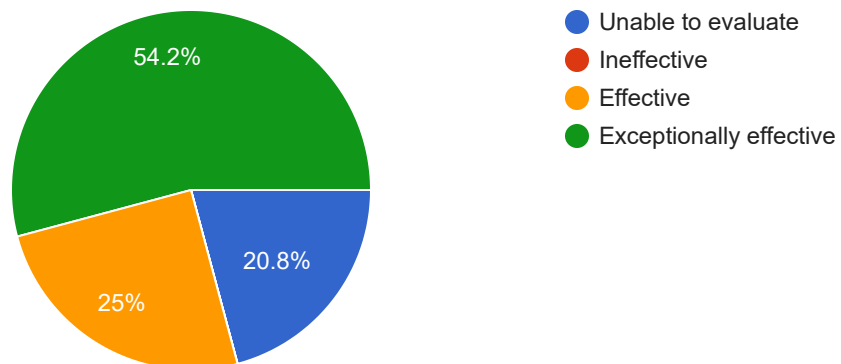
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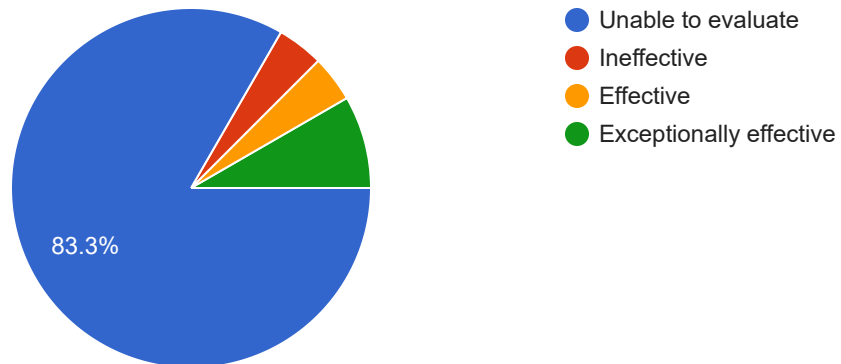
24 responses



Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

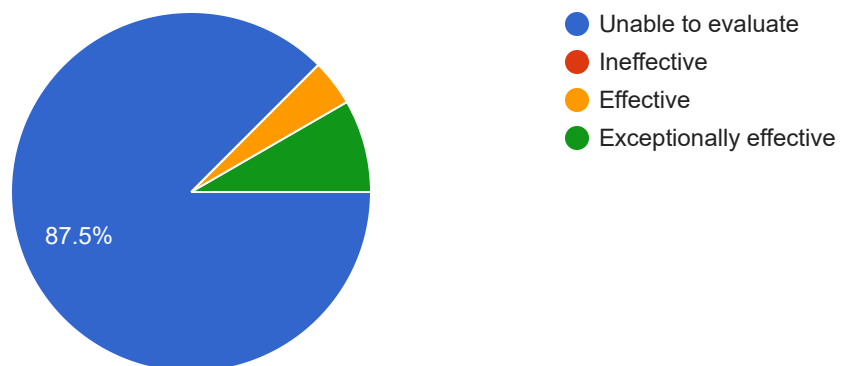
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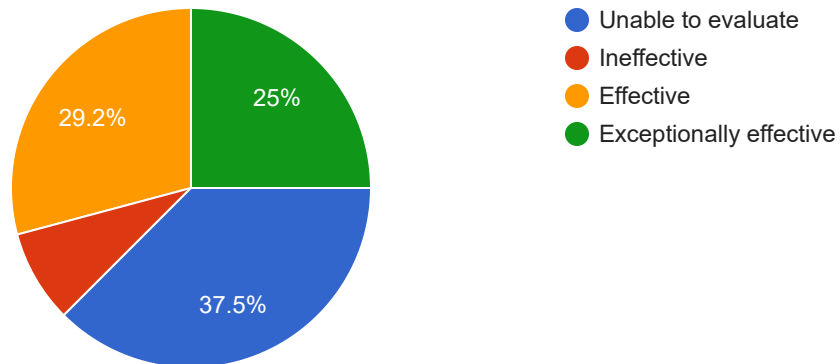
24 responses



Jane Goldberg, Ph.D.

Effectiveness as Instructor

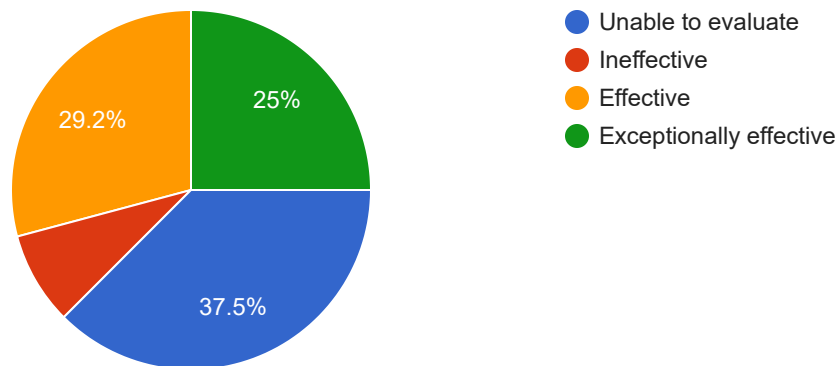
24 responses



Jane Goldberg, Ph.D.

Contributions to the program quality:

24 responses



Program Clinical Supervisor Effectiveness

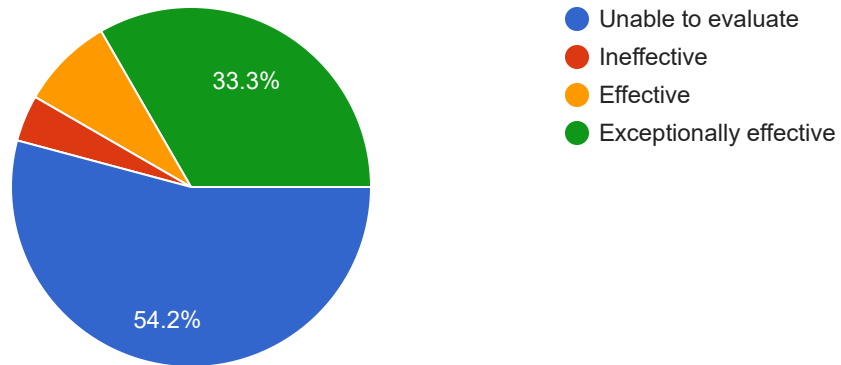


Jin Kim, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

24 responses

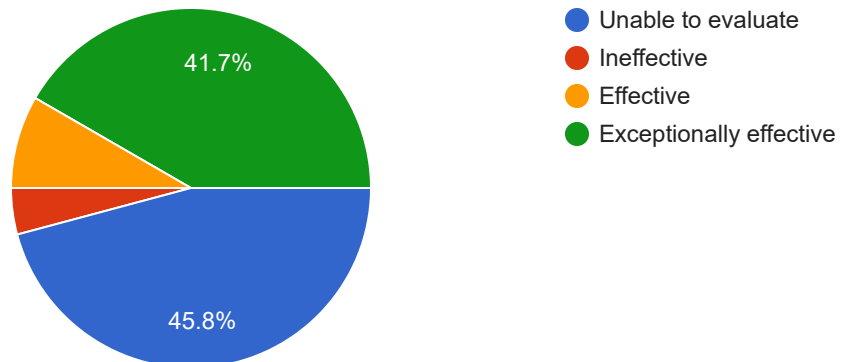


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Contributions to program quality

24 responses

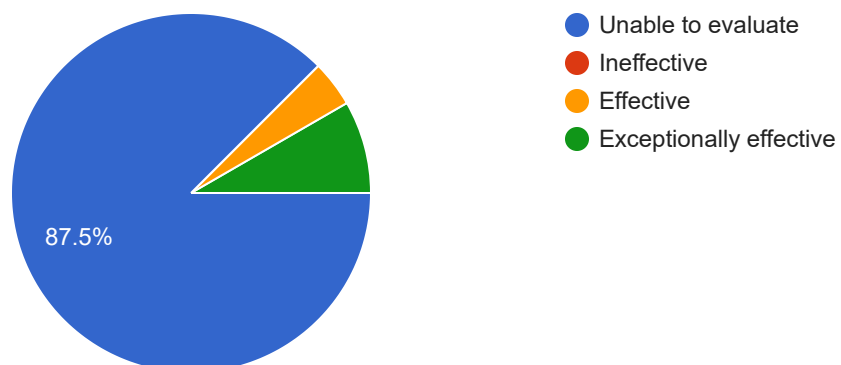


Fred P. Piercy, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

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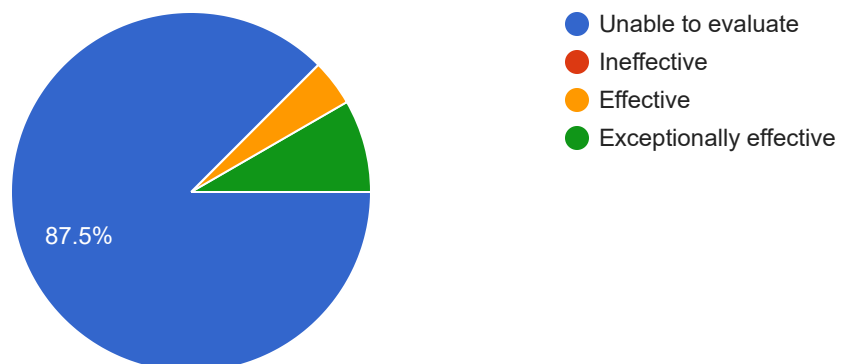


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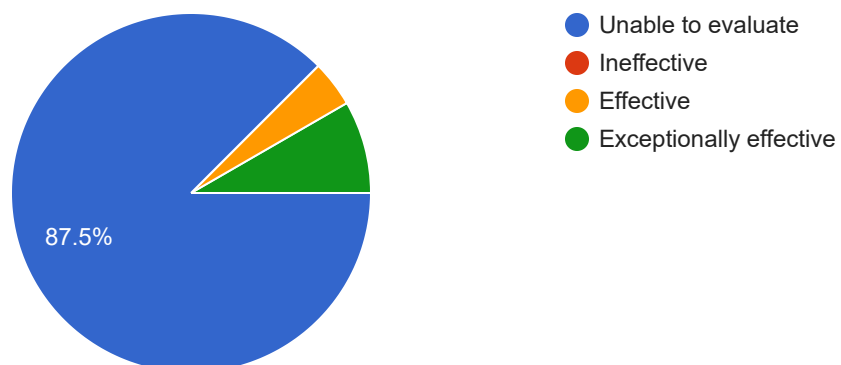


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Effectiveness as a Clinical Supervisor

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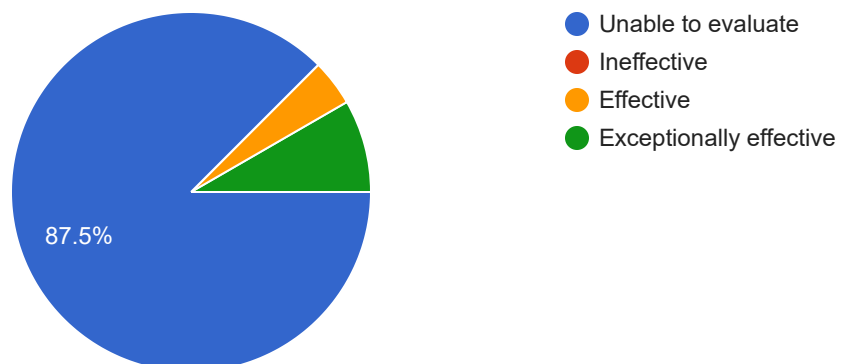


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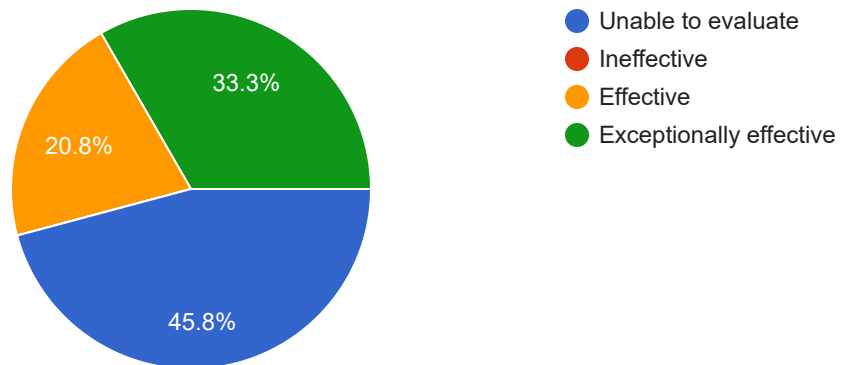


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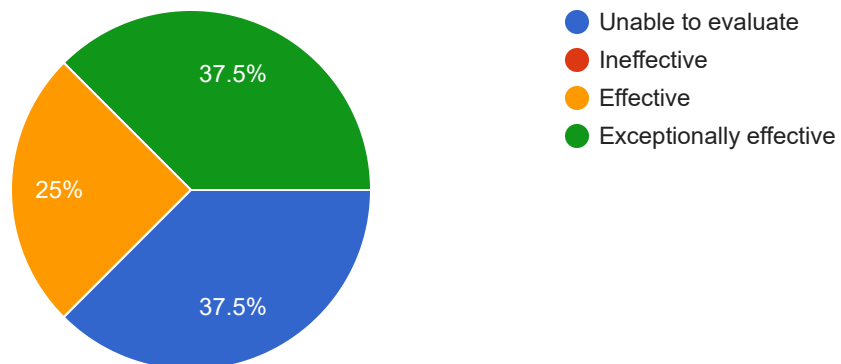


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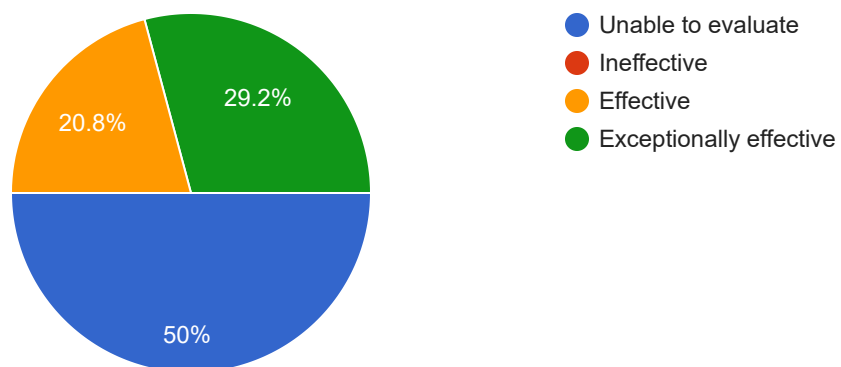


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Effectiveness as a Clinical Supervisor

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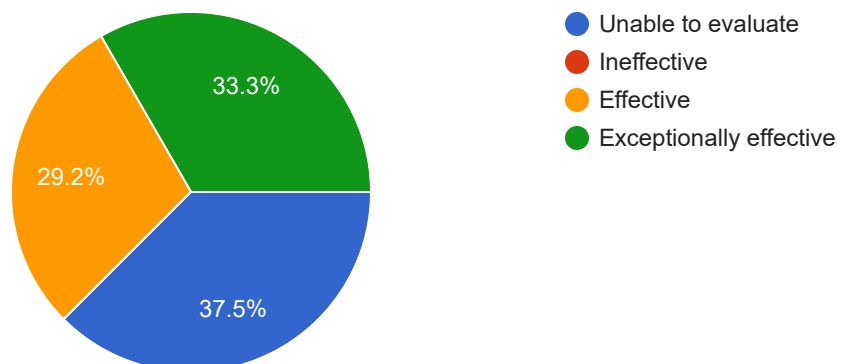


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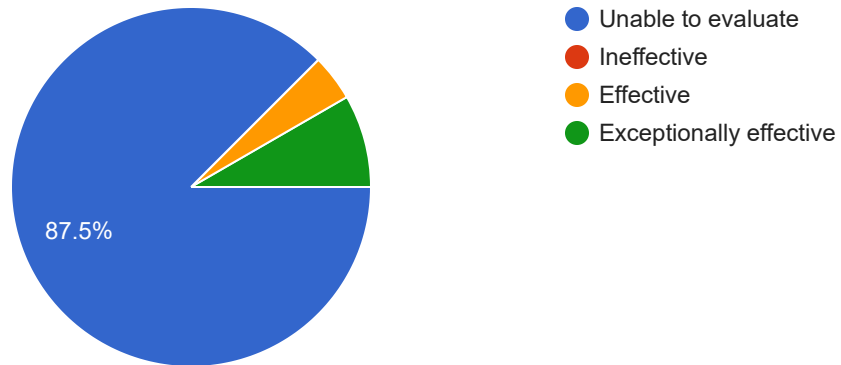


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Effectiveness as a Clinical Supervisor

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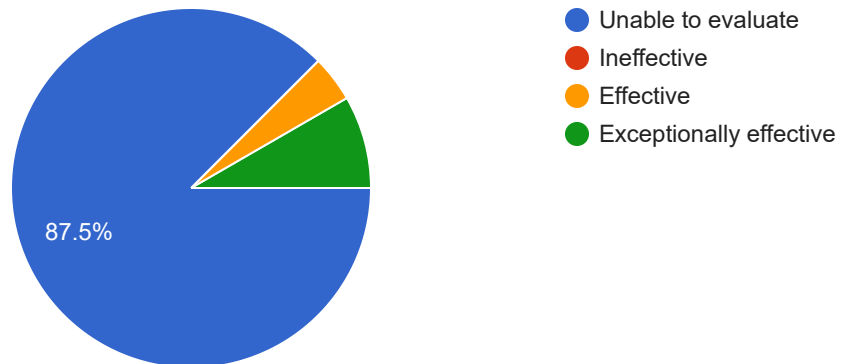


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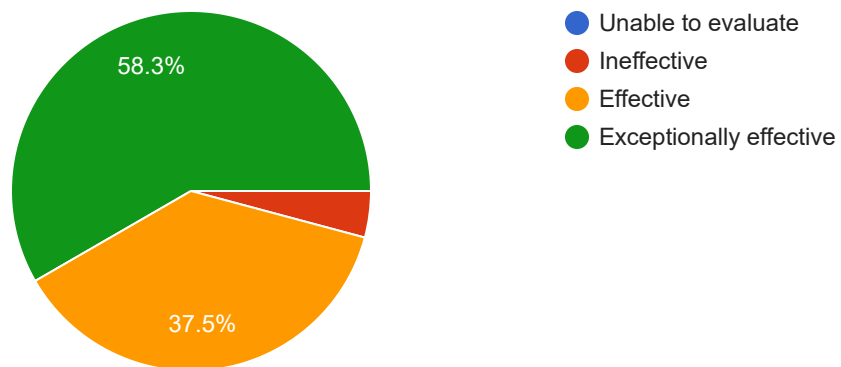


Program Director Effectiveness



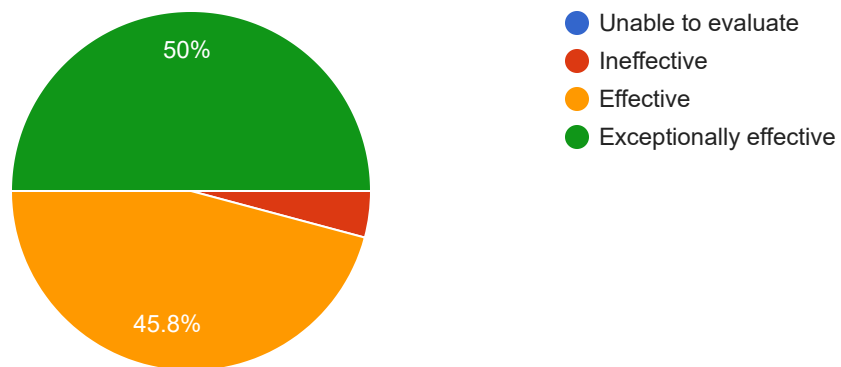
Level of effective leadership as the MA Program Director.

24 responses



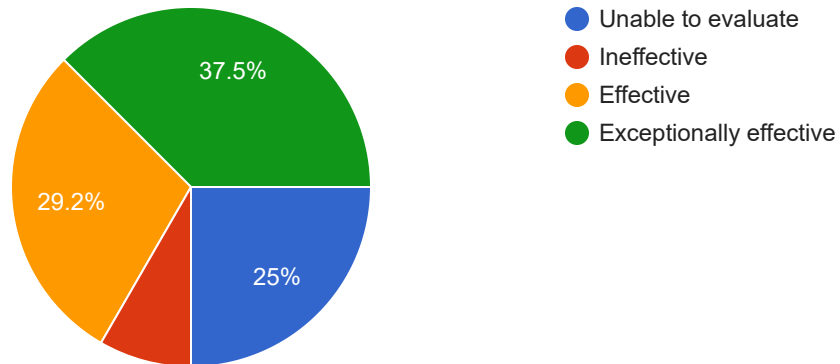
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

24 responses



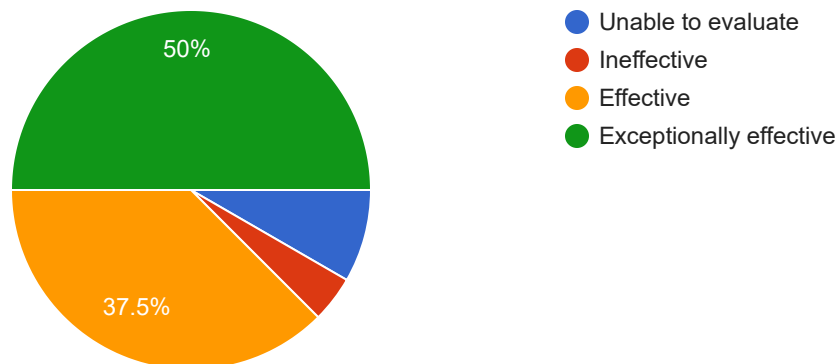
Level of effective oversight of the clinical training program facilities, and services.

24 responses



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

24 responses



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