

Annual Survey for Ph.D. students

9 responses

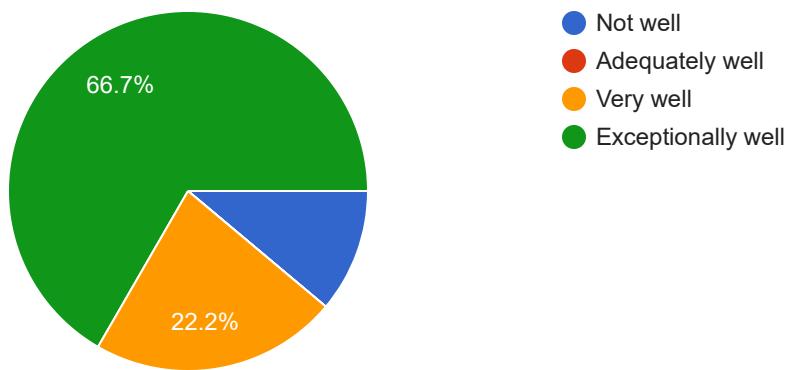
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Environmental Supports

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

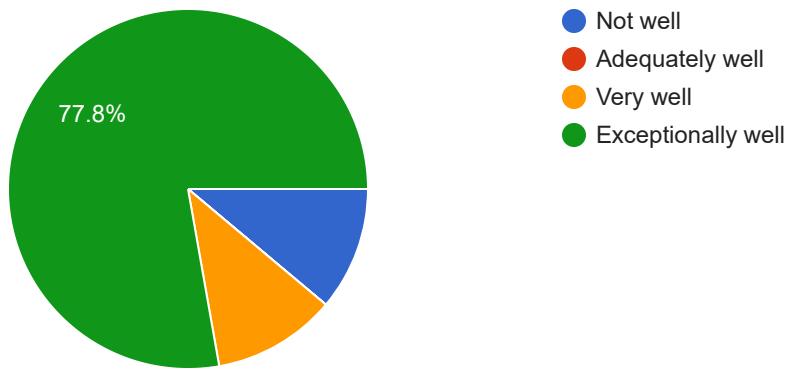
9 responses



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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?

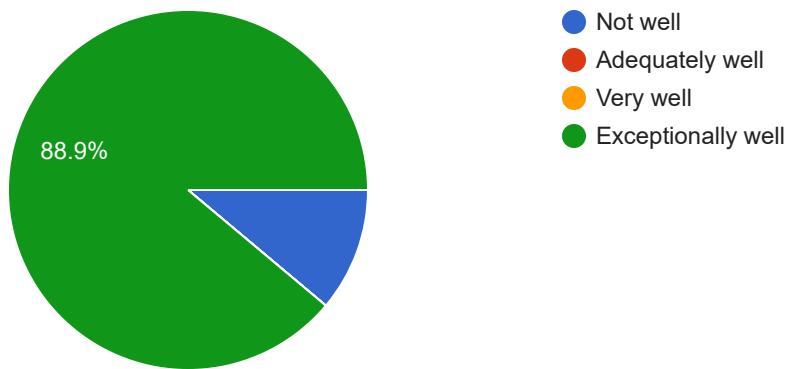
9 responses



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

9 responses



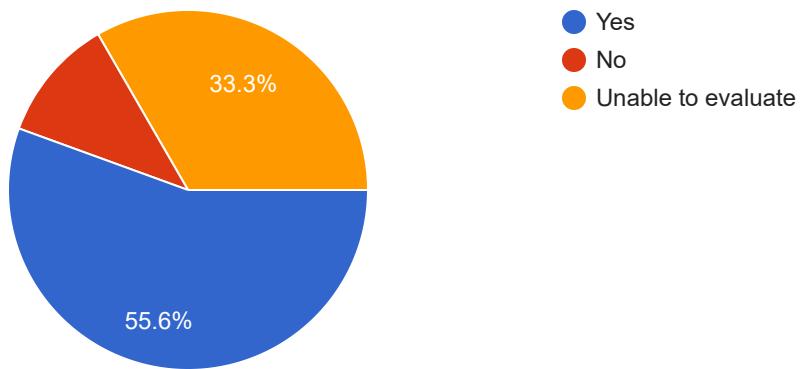
- Not well
- Adequately well
- Very well
- Exceptionally well

Fiscal and Physical resources

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

9 responses



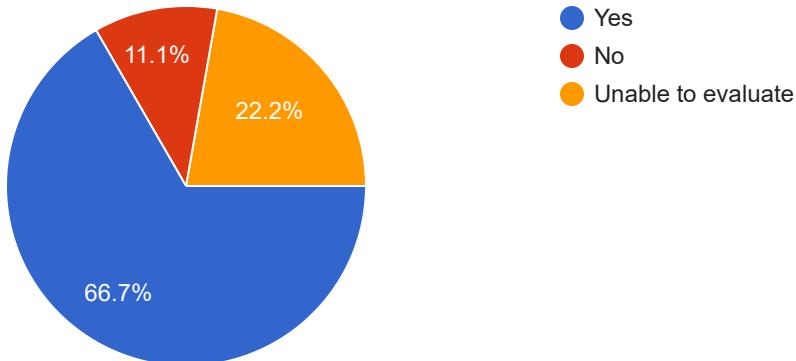
- Yes
- No
- Unable to evaluate



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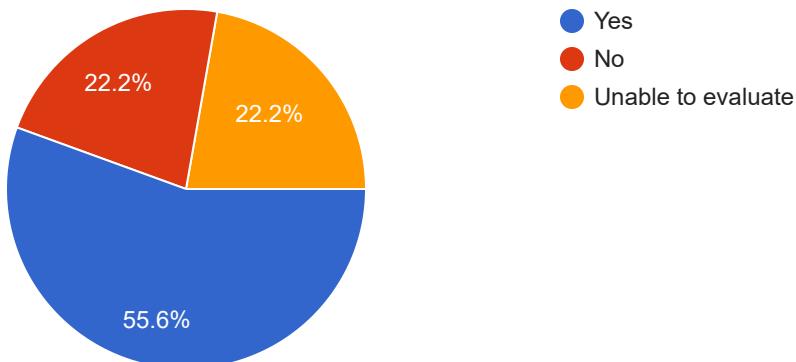
5. Are the computer facilities sufficient for your academic success?

9 responses

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

9 responses



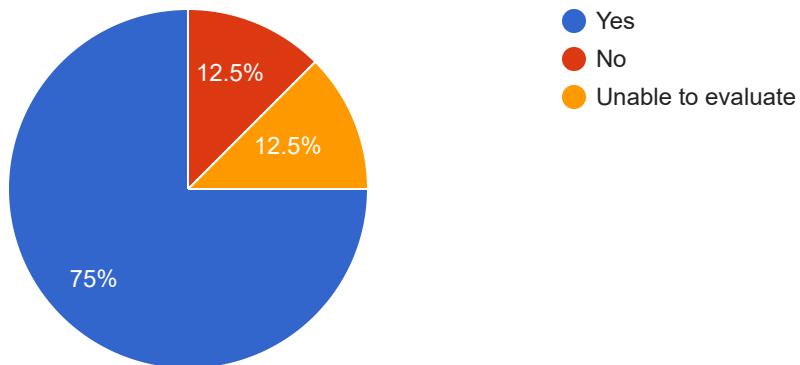
Technological resources



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

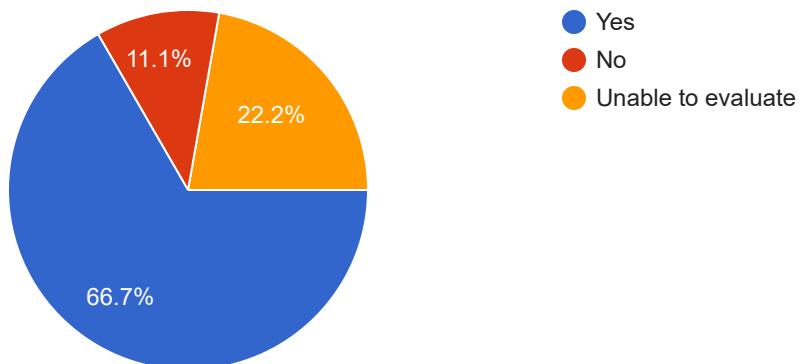
8 responses



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

9 responses



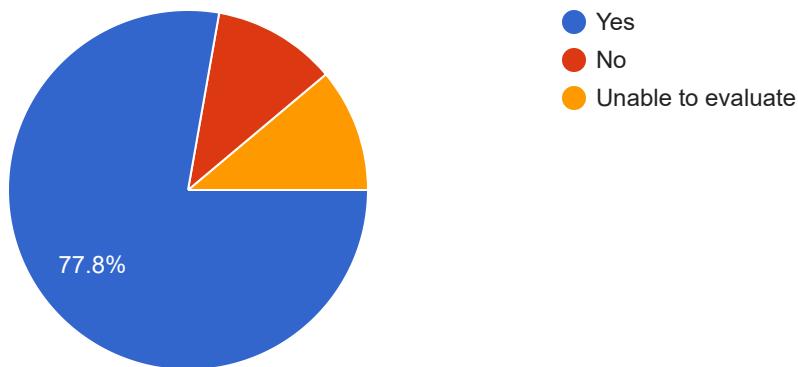
Instructional and Clinical Resources



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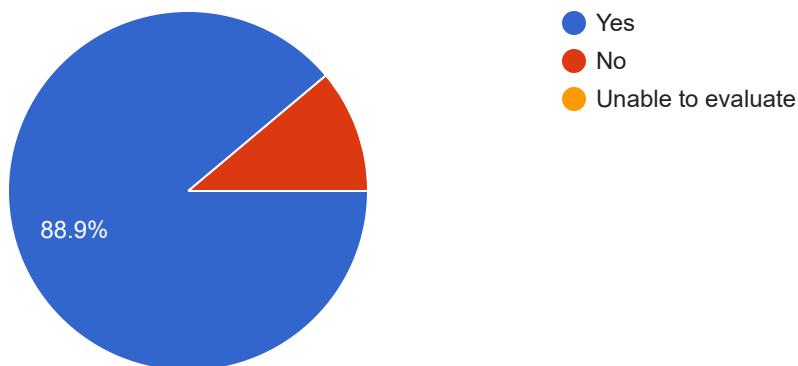
9. Does the program have sufficient staff for your academic success?

9 responses

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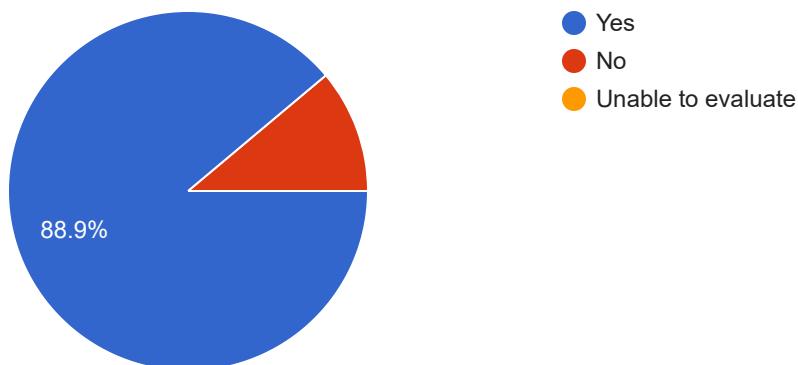
10. Are there sufficient faculty for you to succeed academically?

9 responses

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

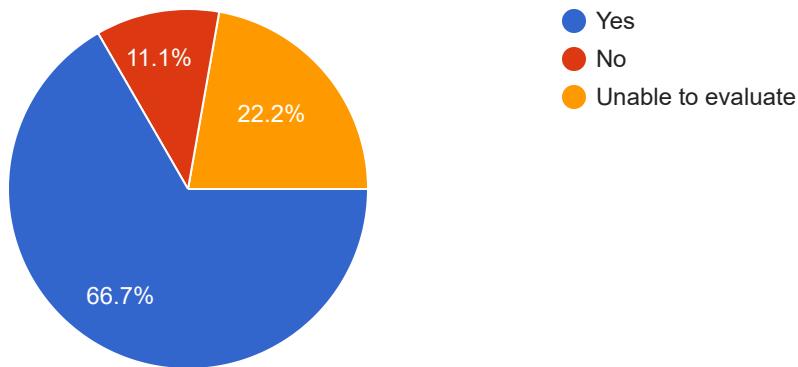
9 responses



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

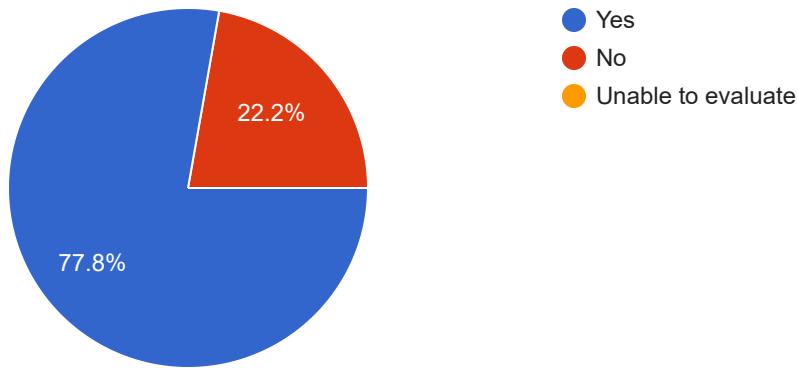
9 responses



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

9 responses



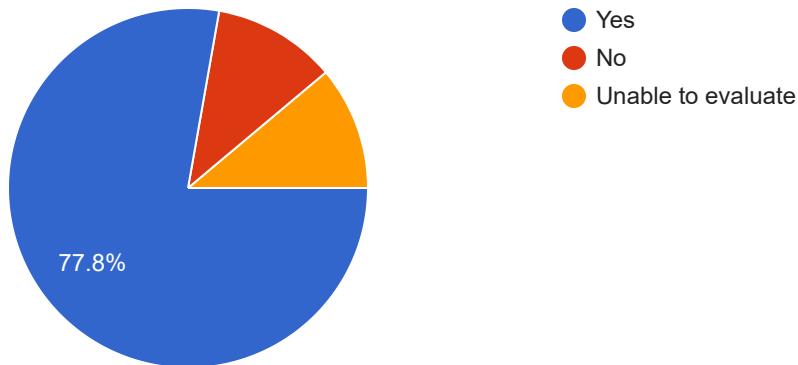
Academic Resources and Student Support Services



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14. Are the student counseling resources sufficient?

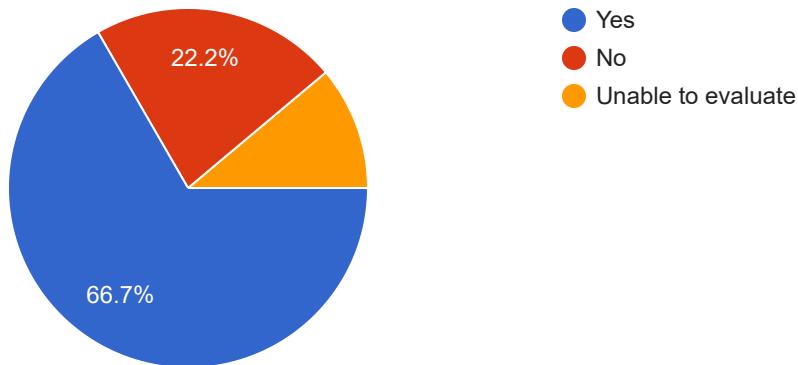
9 responses



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

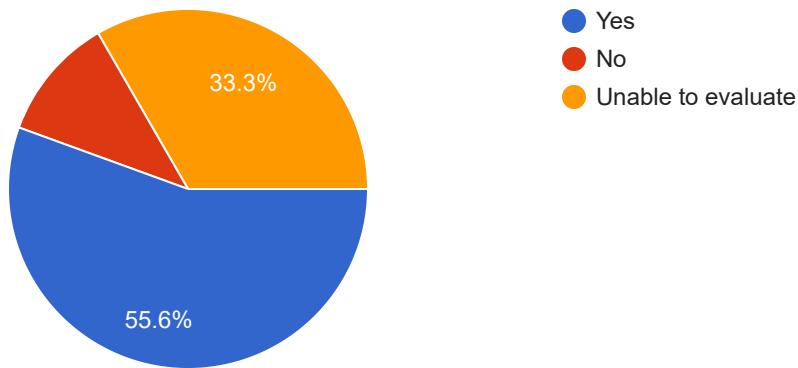
9 responses



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

9 responses



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

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

6 responses

A: VERY WELL ORGANIZED B: WELL ORGANIZED C: VERY WELL ORGANIZED

학술 세미나에 만족하고 사례관리도 잘 하시고 있어요

학문적인 이론과정과 임상경험을 학습하기에 좋은 커리큘럼을 가지고 있습니다. 또한 좀더 고급실무경험을 체득할 수 있는 슈퍼비전 과정도 구성되어 있습니다. 다만 학위논문과 연구를 진행하는데 막막함이 있습니다. 다양하고 구체적인 지원이 있으면 좋겠습니다.

임상실습이 단순 사례 경험을 넘어 치료계획을 수립하고, 가족체계 평가와 관계적 전략 등 폭넓으면서도 깊게 훈련받을 수 있어 감사한 마음입니다. 많은 학생들이 한 임상실습을 데이터 삼아 임상 연구 혹은 결과를 바탕으로 한 연구 연구 결과 또한 많이 도출되면 좋겠습니다.

결혼과 가족치료 전공자로써 DBU학교 과정 속에서 학문적 소양과 임상적 소양을 충분히 습득하여 실무를 감당할 수 있는 능력이 배양되었고, 가족치료사로서 현장에서 전문가로 활동할 수 있는 교육과정을 경험하게 되었습니다. 특히, 이론과 임상, 실무적 구성 내용이 탁월하며 상담사로서 성장과 안정감을 주는 교육 과정임을 확신합니다.

a) It's been three semesters now. I've had many wonderful experiences and learned a lot so far.



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.

4 responses

VERY WELL ORGANIZED PROGRAM BUT DOCTOR'S COURSE NEED MORE COMMUNICATION WITH PROFESSORS INDIVIDUALLY

계속적인 지도로 학생들의 결혼과 가족치료에 역량을 입증할 것입니다.

만족스럽습니다.

위 내용에 충분히 동의합니다.

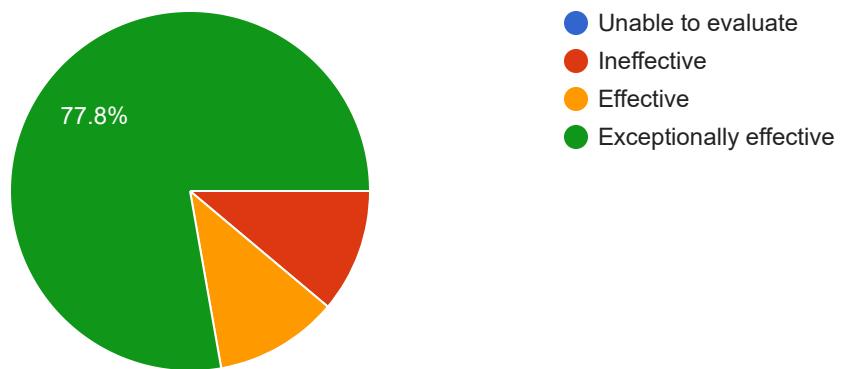
Faculty Effectiveness

Jin Kim, Ph.D., LMFT

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Effectiveness as Instructor

9 responses

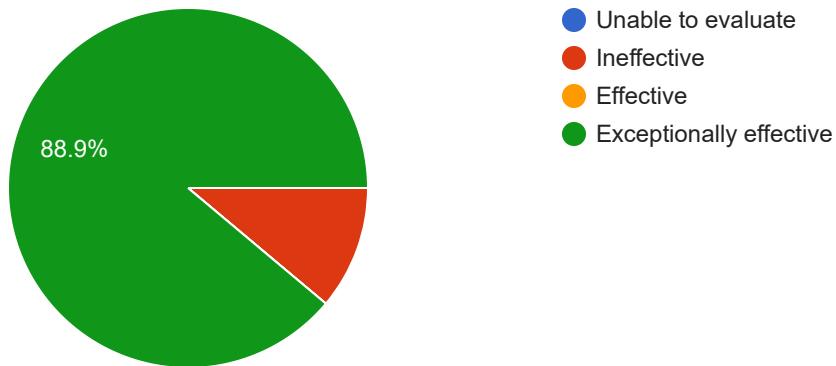


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Jin Kim, Ph.D., LMFT

Contributions to the program quality

9 responses



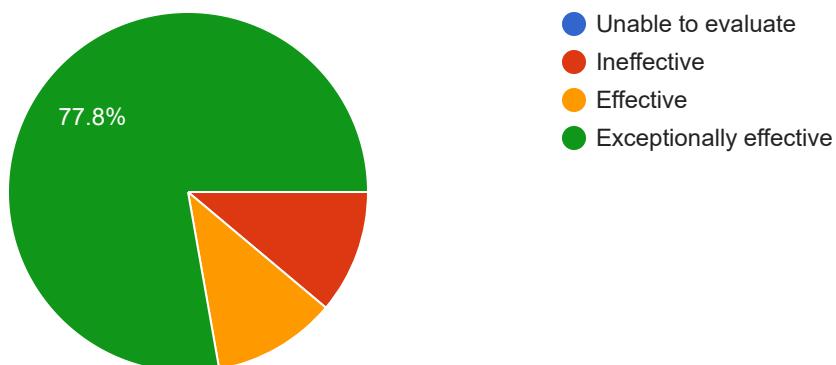
- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Jay Oh, Ph.D.

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Effectiveness as Instructor

9 responses

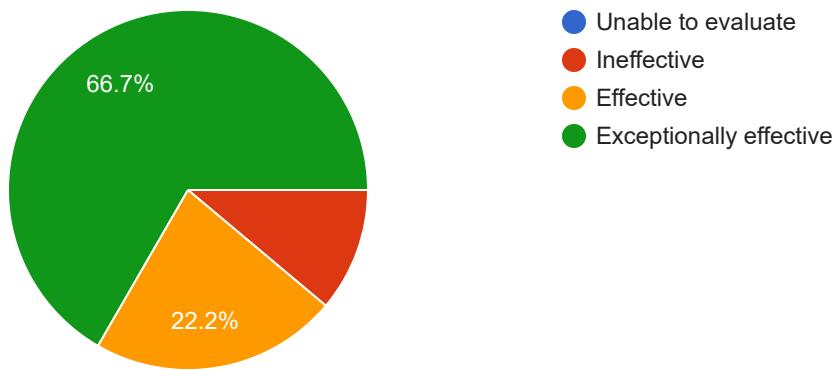


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[!\[\]\(aeab325055073a3fa4383314ed10d8af_img.jpg\) Copy](#)**Jay Oh, Ph.D.****Contributions to the program quality:**

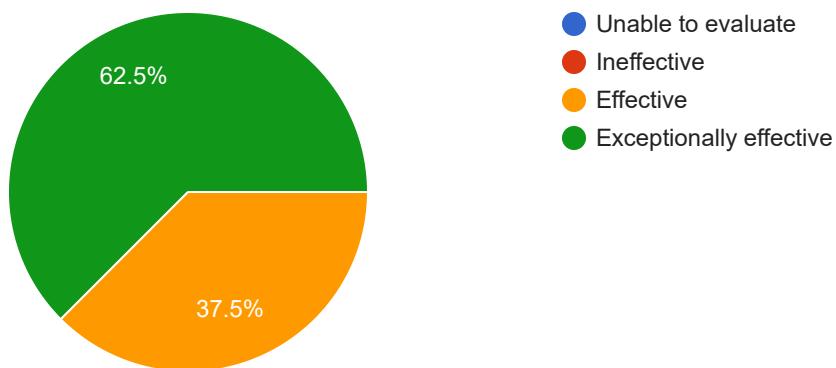
9 responses



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Tammy Nelson, Ph.D., LPC[!\[\]\(ef57557257cbb5c674d51a9e0a98bb4d_img.jpg\) Copy](#)**Effectiveness as Instructor**

8 responses



- Unable to evaluate
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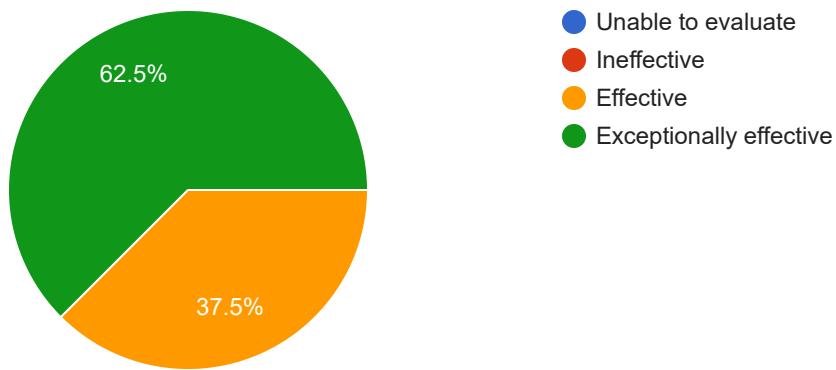


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Tammy Nelson, Ph.D., LPC

Contributions to the program quality:

8 responses



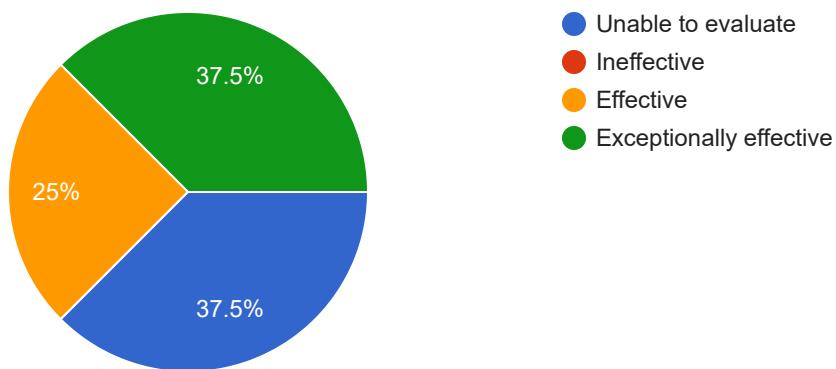
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Fred P. Piercy, Ph.D., LMFT

Effectiveness as Instructor

8 responses



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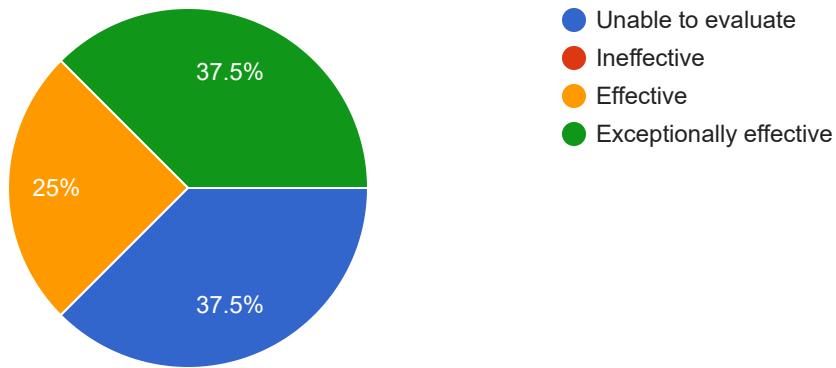


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Fred P. Piercy, Ph.D., LMFT

Contributions to the program quality:

8 responses



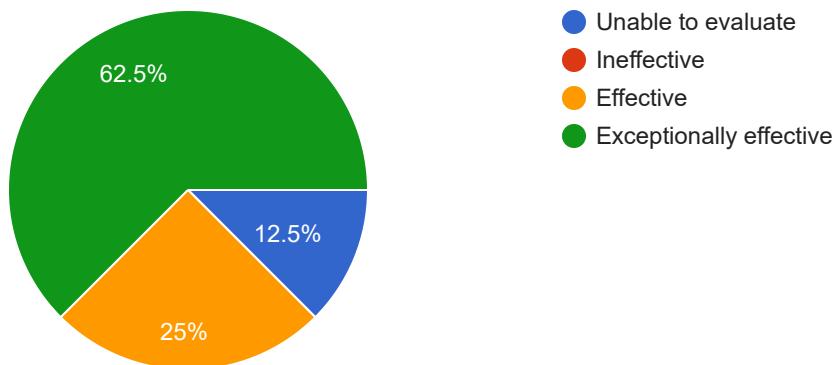
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Lorna Hecker, Ph.D., LMFT

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Effectiveness as Instructor

8 responses



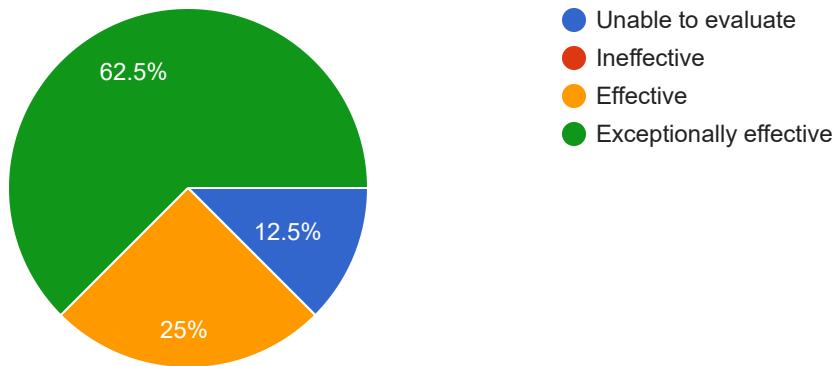
- Unable to evaluate
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[!\[\]\(ed1c174c5d80bce5bc8fea3f20e80aae_img.jpg\) Copy](#)**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

8 responses

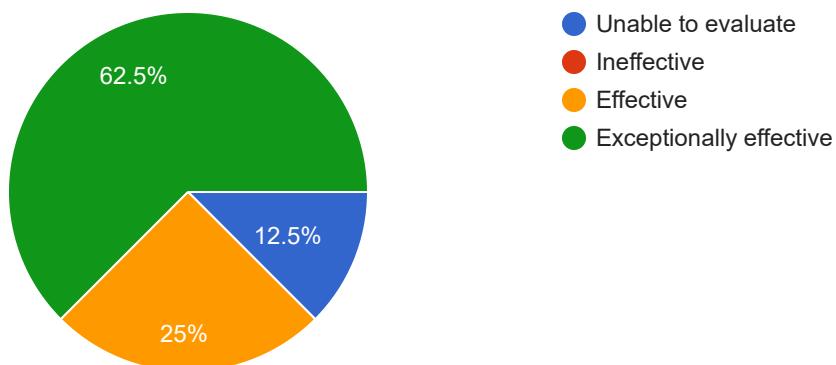


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Deanna Linville, Ph.D., LMFT[!\[\]\(b73fbe1f68c0c0158be408bb873fa9d8_img.jpg\) Copy](#)

Effectiveness as Instructor

8 responses

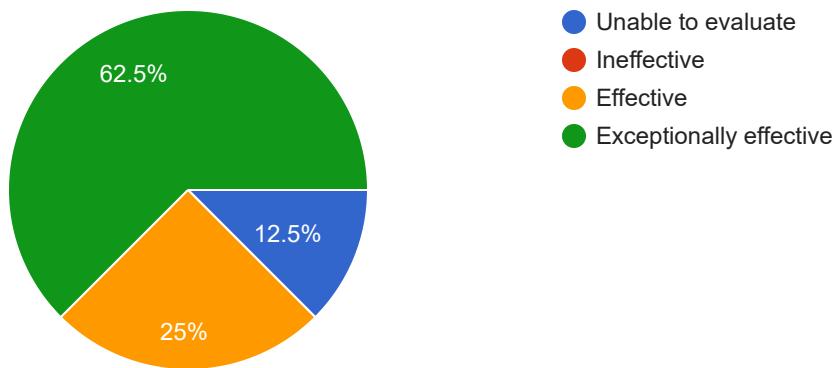


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[!\[\]\(3488592b4a8f4d31e7880a75336bfbc7_img.jpg\) Copy](#)**Deanna Linville, Ph.D., LMFT****Contributions to the program quality:**

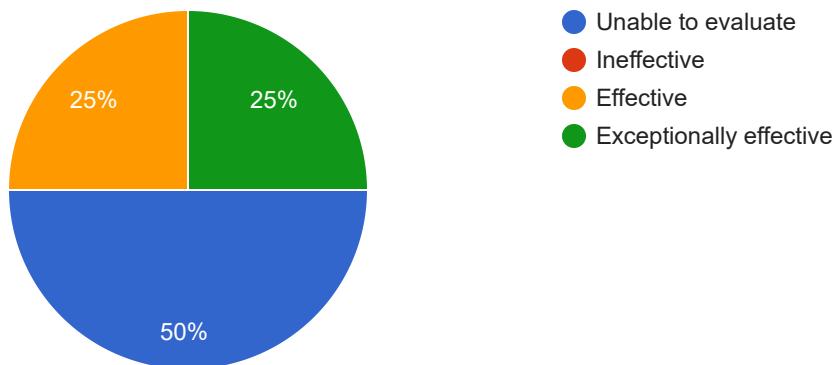
8 responses



- Unable to evaluate
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[!\[\]\(d4e92a70a184987c4cee61bbacf99330_img.jpg\) Copy](#)**Mei-Ju Ko, Ph.D.****Effectiveness as Instructor**

8 responses

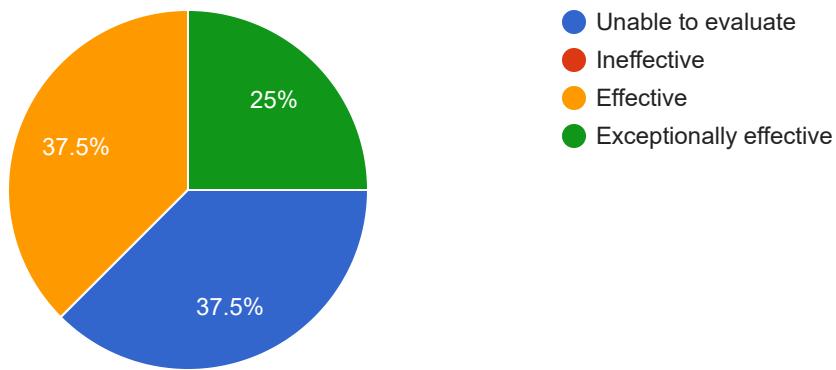


- Unable to evaluate
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- Effective
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[!\[\]\(3cb320bfb3e97fbb26a4ab569cbf6c9e_img.jpg\) Copy](#)**Mei-Ju Ko, Ph.D.****Contributions to the program quality:**

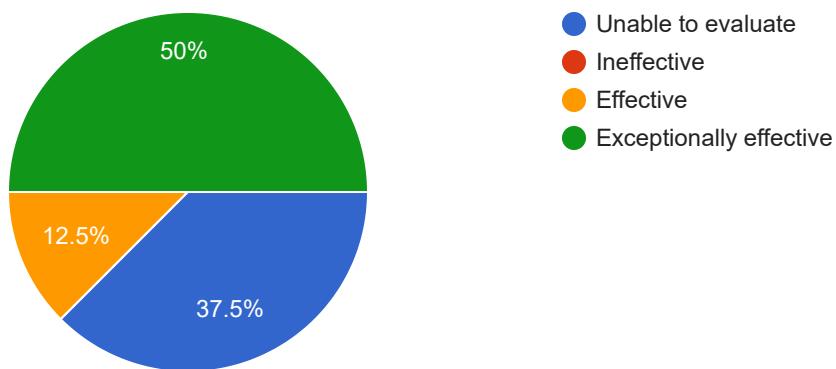
8 responses



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Kenneth Silvestri, Ed.D., LMFT[!\[\]\(70fe8e9535b25b843243cca42ea05eeb_img.jpg\) Copy](#)**Effectiveness as Instructor**

8 responses

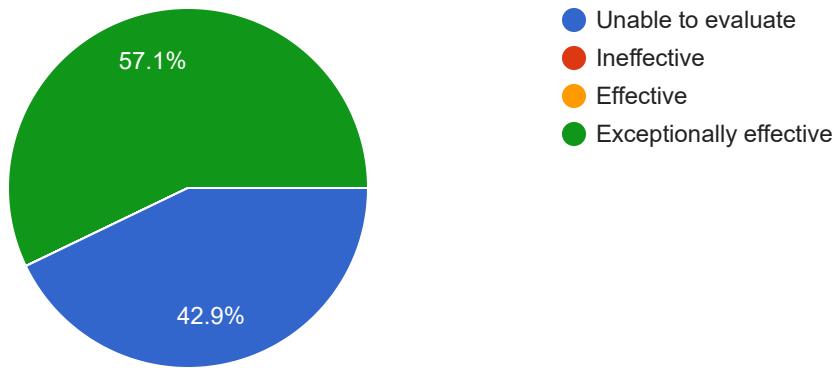


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[!\[\]\(d4cb9ad4283ea49bc4d52e0c1103c95f_img.jpg\) Copy](#)**Kenneth Silvestri, Ed.D., LMFT****Contributions to the program quality:**

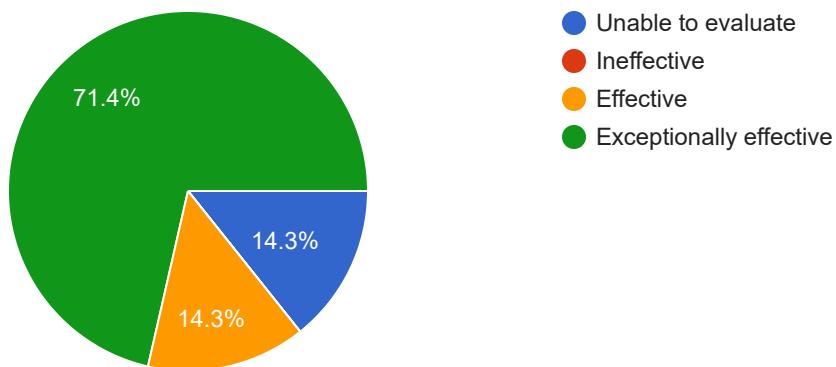
7 responses



- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

[!\[\]\(380b8c89d31b6e4bc43715f362c2f817_img.jpg\) Copy](#)**Nichole Hydaryacil, Psy.D****Effectiveness as Instructor**

7 responses



- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

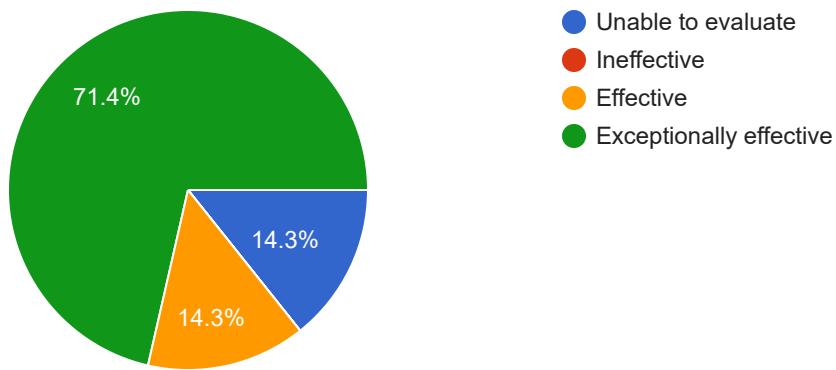


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Nichole Hydarycil, Psy.D

Contributions to the program quality:

7 responses



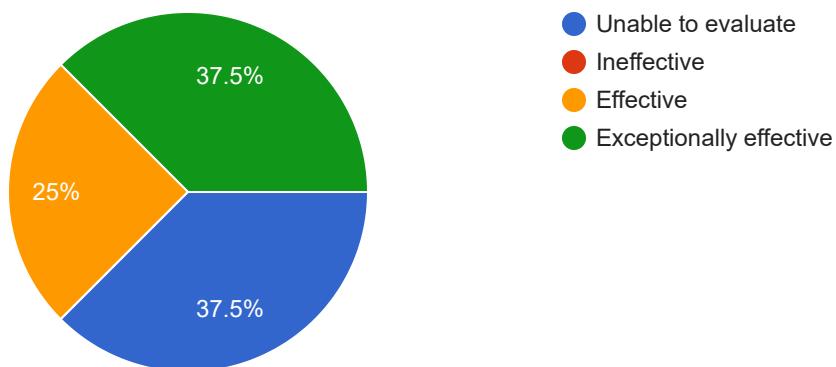
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Jane Goldberg, Ph.D.

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Effectiveness as Instructor :

8 responses



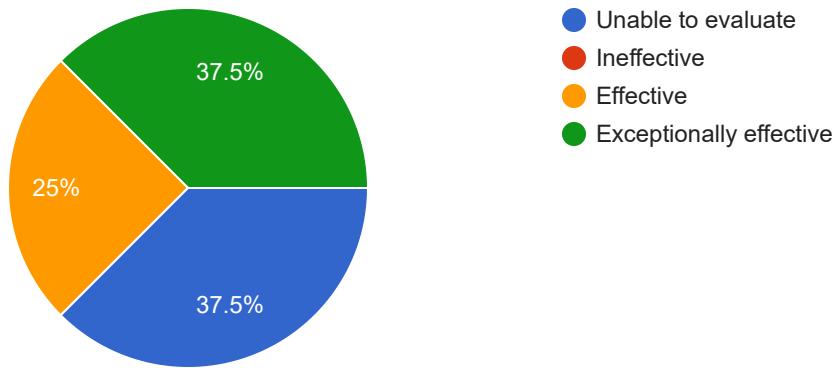
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 Copy**Jane Goldberg, Ph.D.**

Contributions to the program quality:

8 responses

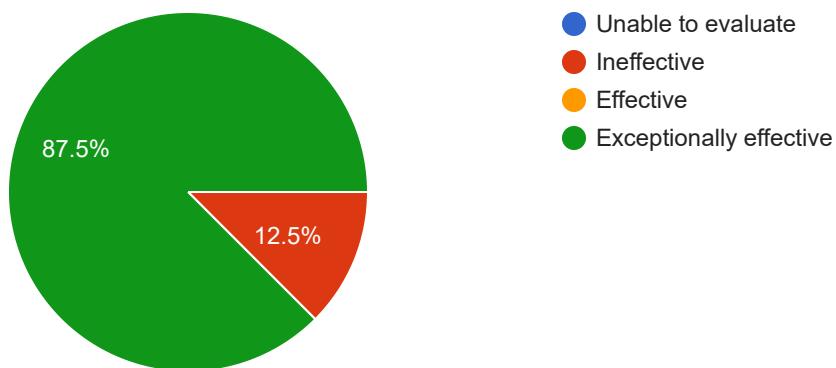


Program Clinical Supervisor Effectiveness

Jin Kim, Ph.D., LMFT Copy

Effectiveness as a Clinical Supervisor

8 responses

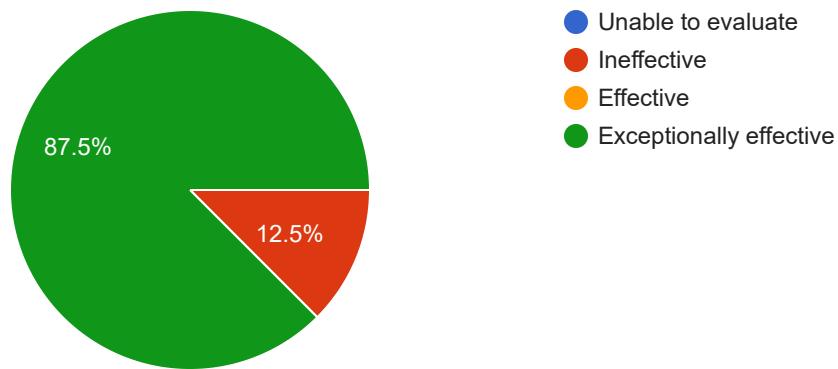


Jin Kim, Ph.D., LMFT

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Contributions to program quality

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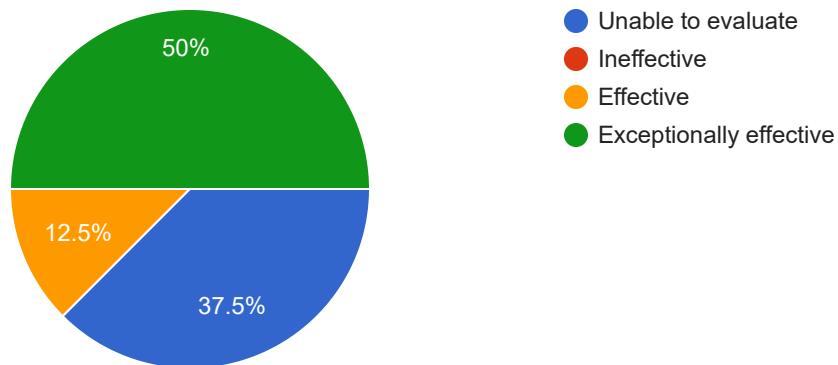


Fred P. Piercy, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

8 responses

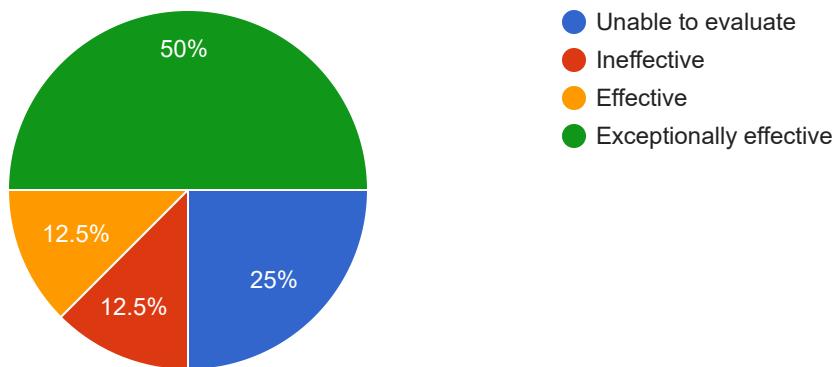


Fred P. Piercy, Ph.D., LMFT

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Contributions to program quality

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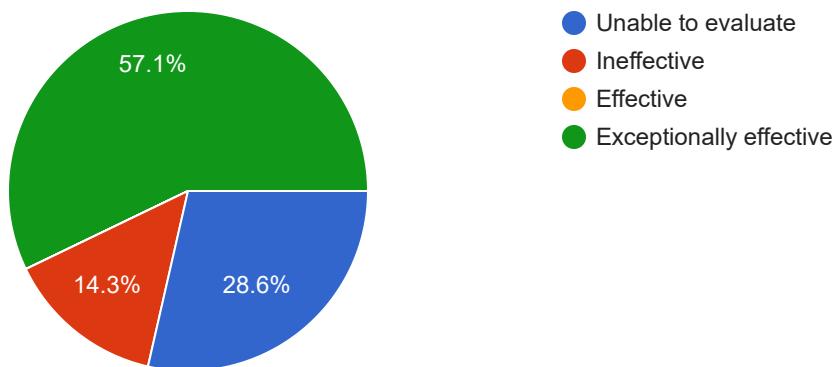


Lorna Hecker, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

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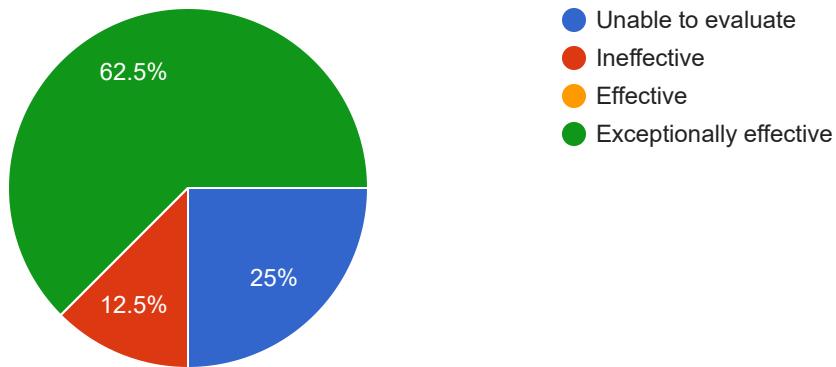


Lorna Hecker, Ph.D., LMFT

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Contributions to program quality

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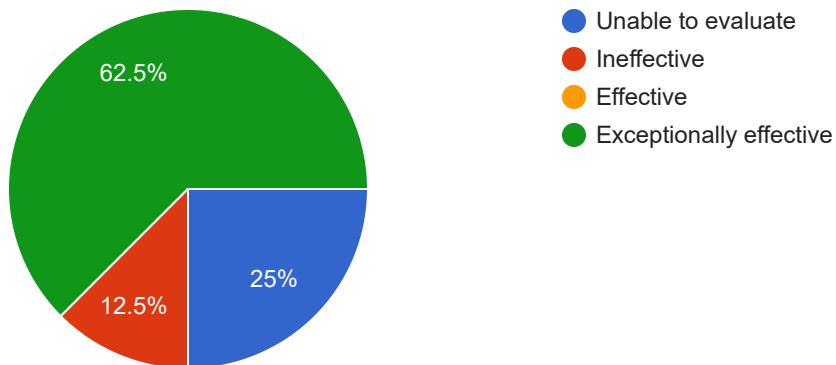
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Deanna Linville, Ph.D., LMFT

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Effectiveness as a Clinical Supervisor

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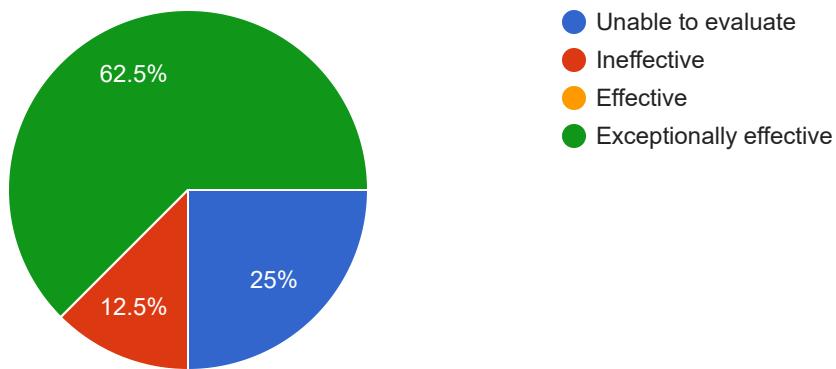


Deanna Linville, Ph.D., LMFT

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Contributions to program quality

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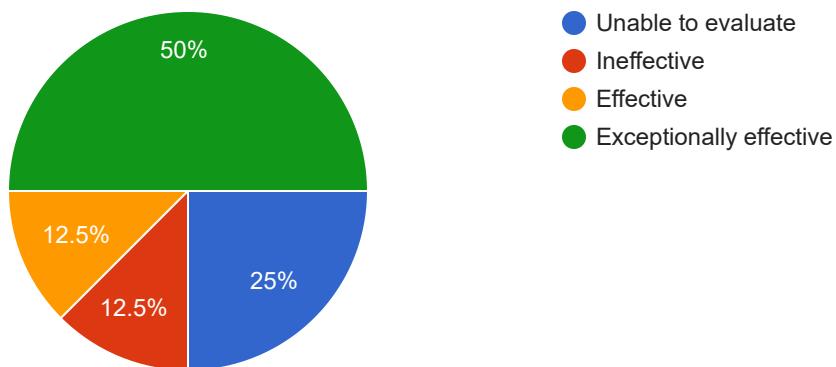
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Nichole Hydaryacil, Psy.D.

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Effectiveness as a Clinical Supervisor

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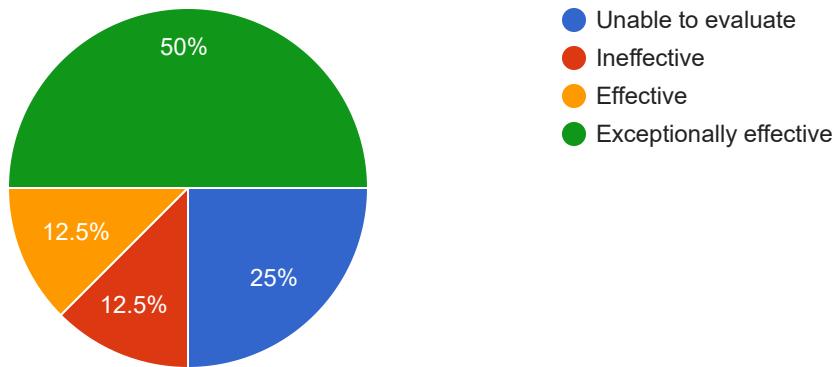


Nichole Hydaryacil, Psy.D.

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Contributions to program quality

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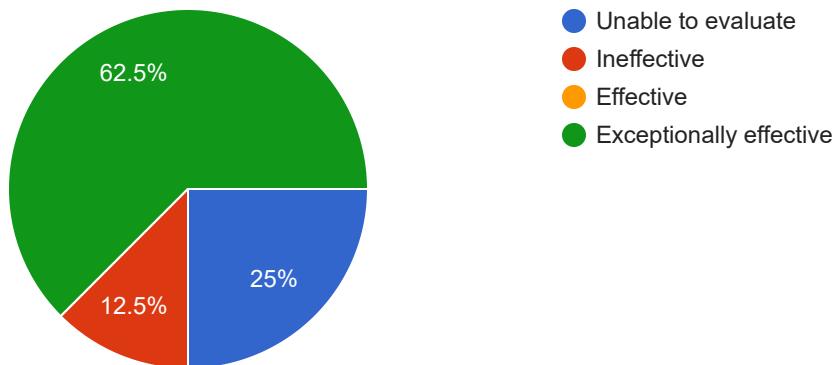
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Kenneth Silvestri, Ed.D., LMFT

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Effectiveness as a Clinical Supervisor

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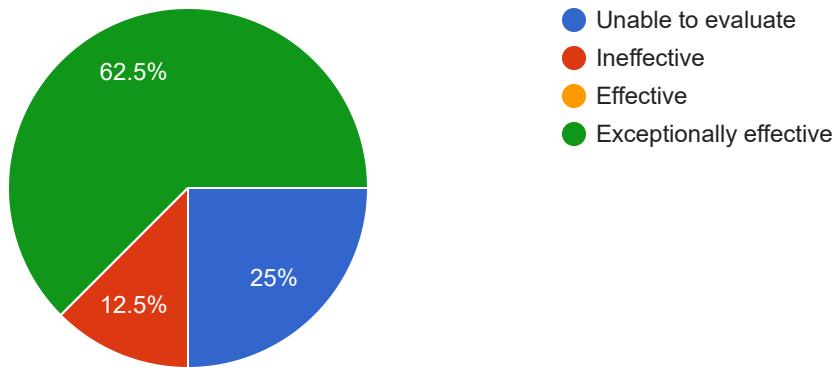


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Contributions to program quality

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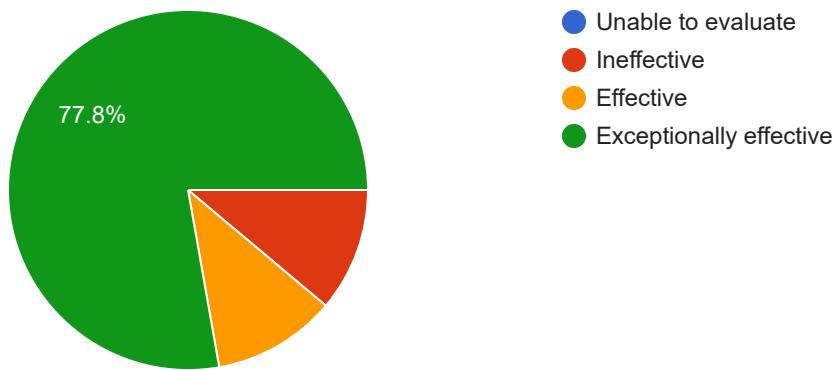


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- Effective
- Exceptionally effective

Program Director Effectiveness

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

9 responses



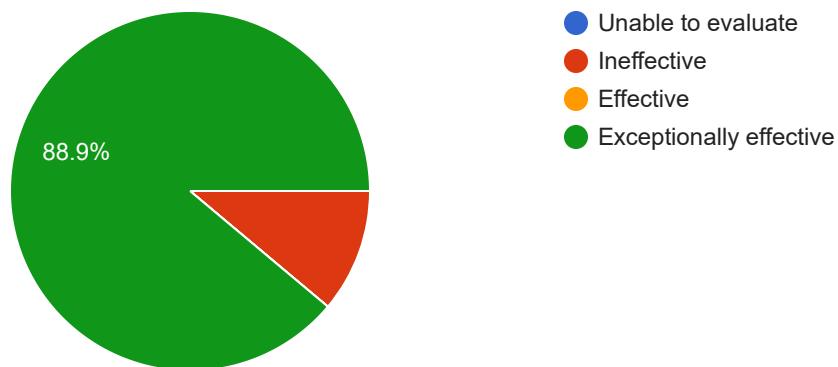
- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



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

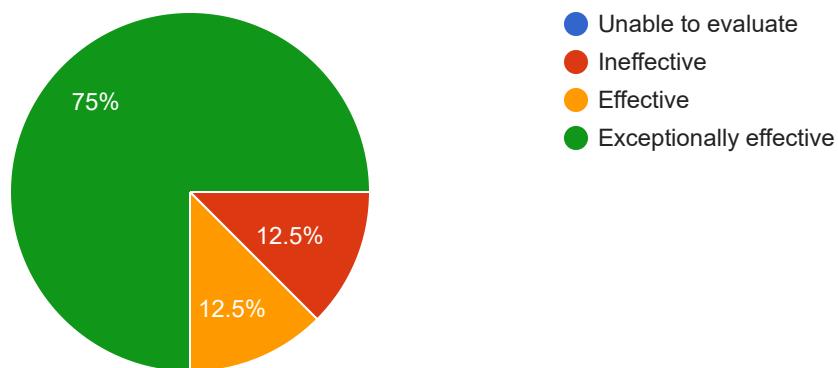
9 responses



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

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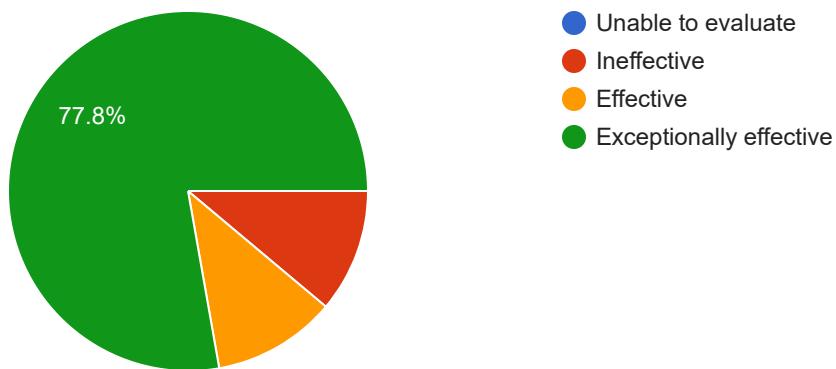
8 responses



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

9 responses



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