

Annual Survey for Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

for MA Program

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

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

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

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

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

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

Inclusive and Diverse Learning Environment

for PhD Program

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

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

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

- Not well
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6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
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Fiscal and Physical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Technological resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

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 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.

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

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Daybreak University

Fall 2022

Program Clinical Supervisors

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Inclusive and Diverse Learning Environment

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

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

- Yes
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9. Are the fiscal resources sufficient for your supervisory success?

- Yes
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Technological resources

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

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

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Instructional and Clinical Resources

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

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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:

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

MA Program

PROGRAM MISSION

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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.

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Program Director Effectiveness

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Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
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- Unable to evaluate

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

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Technological resources

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

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

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Instructional and Clinical Resources

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

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

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

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

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

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

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

- Yes
- No
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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:

Wonderful curriculum

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

MA Program

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STUDENT LEARNING OUTCOMES

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Ph.D. Program

PROGRAM MISSION

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

I have really enjoyed teaching focusing on a systematic approach to supervision. The student objectives are demonstrated through their presentations and discussion in supervision

Program Director Effectiveness

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Level of effective leadership as the MA Program Director.

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Environmental Supports

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B) Clinical Components:

MA Program

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

All information and resources relate to core epistemological basis of systemic therapy... excellent curriculum which matches clinical needs ..

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Excellent congruent professional framework..

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- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

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

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

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

Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Technological resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

I believe that the curriculum covers core competencies well but is still under development so it is hard for me to determine its effectiveness yet.

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 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.

Seem to align well with COAMFTE standards!

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

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

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

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

Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Technological resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

I am only aware of my own course in Supervision and I am fully accepting the kind of depth work we are able to do with the supervisees in the group. The rich, open environment for sharing and discussing client interventions and approaches has been meaningful and motivation-filled. It provides an opportunity for new thoughts and feelings and creates better, more aware therapists.

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 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.

The clarity of the mission, goals and student learning outcomes provides a rich experiential foundation for the growth of therapists who are fully aware of all the dynamics at play when they work with their clients and enable them to demonstrate their competence and capacity for truth and compassion.

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

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

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

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

Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Technological resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

.....

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 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.

All goals and outcomes are rigorous and supportive of program objectives

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

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

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

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

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

- Unable to evaluate
- Ineffective
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Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

- Not well
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6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

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

Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
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- Unable to evaluate

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

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Technological resources

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

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

- Yes
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Instructional and Clinical Resources

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

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

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

- Yes
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- Unable to evaluate

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

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

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

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

Curriculum is rigorous and congruent with systemic epistemology of family therapy

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

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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.

Mission and goals are congruent to supporting student outcomes

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

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

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

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

Fiscal and Physical resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Technological resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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:

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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 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.

Curriculum is congruent to student outcomes

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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Annual Survey for Program Clinical Supervisors

Daybreak University

Fall 2022

Program Clinical Supervisors

Environmental Supports

Inclusive and Diverse Learning Environment

MA Program

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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?

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- Exceptionally well

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

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- Adequately well
- Very well
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Environmental Supports

Inclusive and Diverse Learning Environment

PhD Program

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

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

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

- Not well
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6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
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Fiscal and Physical resources

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

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- Unable to evaluate

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

- Yes
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Instructional and Clinical Resources

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

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- No
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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:

I like how they are well researched and tested curriculum, and content is inclusive for all learners and culturally responsive. They are also student centered-based, more inclusive regardless of students' conditions, differentiated, and culturally responsive.

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.

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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.

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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

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

In my opinion, the mission, goals and SLO are well aligned, and I don't have any additional opinion or comments at this point.

Program Director Effectiveness

22. Please rate Program Director on the level of effectiveness in his/her role as MA and Ph.D. Program Director:

Level of effective leadership as the MA Program Director.

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

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- Ineffective
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- Exceptionally effective