

# **Annual Student Learning Assessment Data by Levels**

**Daybreak University**

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## 1. Student Learning focuses on the Institutional Level

### 1.1 Direct Measures

#### 1.1.1 Institutional Effectiveness Rates

#### INSTITUTION

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

## MASTER OF ARTS IN COUNSELING (MAC) PROGRAM

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

**DOCTOR OF PHILOSOPHY (PH.D.) IN COUNSELING PROGRAM**

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

## 1.2 Indirect Measures

### 1.2.1 Student Satisfaction Survey Results

#### STUDENT SATISFACTION SURVEY RESULT

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

Importance Scale:

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

Satisfaction Scale:

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

#### 1. Library Services

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

#### 2. Academic Advising

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

#### 3. Admissions and Registrar

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

#### 4. Career Planning and Placement

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

#### 5. Financial Aid

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

#### 6. Counseling

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

#### 7. Facilities and Equipment

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

## 2. Student Learning focuses on the Program Level

### 2.1 Direct Measures

#### 2.1.1 MA in Counseling Program Comprehensive Exam

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

### **Student Learning Outcomes (SLOs) Evidence Collection**

#### **MA in Counseling Program Comprehensive Exam**

**Term: Spring, 2020**

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

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

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

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

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

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

Term	# of Students	Outliers	Average	Pass	Revision	Fail
Spring 2020	13	0	96/100	13	0	0
<b>Comments</b>  The Comprehensive exam was designed to measure students' learning outcomes of all ILOs and PLOs in the MA in Counseling (MAC) program. When MAC students completed MAC core courses and at least 75% (67.5 units) of the MAC coursework, they are eligible to take this exam. All students passed this exam with satisfactory scores. It indicates that MAC students successfully achieved Daybreak University's Institutional outcomes and MAC program outcomes. The results also showed that the institutional objectives and purposes and the MAC program purposes and objectives are well delivered to students through the education and training.						



### 2.1.2 Program Review Report

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

## 2.2 Indirect Measures

### 2.2.1 Alumni Survey Results

Not applicable because none of alumni exists at this point.

### 2.2.2 Peer Review of Teaching

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

### 3. Student Learning focuses on the Course Level

#### 3.1 Direct Measures

##### 3.1.1 Class Average Comparisons

#### **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Spring, 2020**

**Course Title: MFT/IRT 9500 Research Colloquium**

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

#### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Spring, 2020**

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

**Instructor's Name: Dr. Jeong Hwa Yoon**

### **Class Average Comparisons**

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

### **Comments**

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

## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Spring, 2020**

**Course Title: MFT/IRT 9600 PhD Dissertation I**

**Instructor's Name: Dr. Meryl Ko**

### **Class Average Comparisons**

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

## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Spring, 2020**

**Course Title: MFT/IRT 6030 Couples Relationship Therapy**

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

### **Class Average Comparisons**

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

## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Spring, 2020**

**Course Title: HST 6000 Human Sexuality Education I**

**Instructor's Name: Dr. Tammy Nelson**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Winter, 2020**

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

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

### **Class Average Comparisons**

<b>MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process</b>	<b>Term</b>	<b># of Students</b>	<b>Outliers</b>	<b>Midterm Exam, Project or Paper</b>	<b>Final Exam, Project or Paper</b>
<b>Class average</b>	<b>Spring 2019</b>	<b>34</b>	<b>5 (IC)</b>	<b>18/20</b>	<b>26/30</b>
<b>Class average</b>	<b>Winter 2020</b>	<b>9</b>	<b>0</b>	<b>38/40</b>	<b>23.7/25</b>

#### **Comments**

Overall, the students learning outcomes for this course were satisfactory. Compared to the Spring 2019 term, there was no outliers like Incomplete.

The Winter 2020 course was asynchronous online lectures while the Spring 2019 course was synchronous online lectures. The two different types of teaching methods did not make any difference in learning outcomes. That is, it is considered the course contents were delivered to students effectively in both formats of this course.

**Term: Winter, 2020**

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

**Instructor's Name: Dr. Hye Jin Kim**

**Class Average Comparisons**

<b>MFT/IRT 6050: Clinical Research and Evaluation</b>	<b>Term</b>	<b># of Students</b>	<b>Outliers</b>	<b>Midterm Exam, Project or Paper</b>	<b>Final Exam, Project or Paper</b>
<b>Class average</b>	<b>Spring 2019</b>	<b>34</b>	<b>3</b> <b>(2 Fs, 1 IC)</b>	<b>29/30</b>	<b>26/30</b>
<b>Class average</b>	<b>Winter 2020</b>	<b>4</b>	<b>1</b> <b>(1 W)</b>	<b>23/25</b>	<b>19/20</b>
<p><b>Comments</b></p> <p>Overall, the learning outcomes of the two classes were satisfactory with high grades. Compared to other courses, students received more F, Incomplete, and withdrawn grades from this course, and yet its rate is still very low.</p> <p>The Winter 2020 class was an asynchronous online lecture so the grade portion was changed according to the teaching format. The student enrollment of Winter term was lower compared to the Spring term. After hearing from students' feedback, we found out that students would like to take courses in Spring and Fall term more than Winter and Summer term. It might need to be discussed in the curriculum committee.</p>					



## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Fall, 2019**

**Course Title: MFT/IRT 9500 Research Colloquium**

**Instructor's Name: Dr. Meryl Ko**

### **Class Average Comparisons**

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

**Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Fall, 2019**

**Course Title: MFT/IRT 9400 Inner Child Therapy**

**Instructor's Name: Dr. Jea Eun Oh**

**Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Fall, 2019**

**Course Title: MFT/IRT 9100 Research Methods II**

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

### **Class Average Comparisons**

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

#### **Comments**

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

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Fall, 2019**

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

**Instructor's Name: Dr. Jeong Hwa Yoon**

### **Class Average Comparisons**

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

#### **Comments**

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

## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Fall, 2019**

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

**Instructor's Name: Dr. Meryl Ko**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

Term: Fall, 2019

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

Instructor's Name: Dr. Jeong Hwa Yoon

### Class Average Comparisons

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

**Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Summer, 2019**

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

**Instructor's Name: Dr. Anne Prouty**

**Class Average Comparisons**

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

## **Student Learning Outcomes (SLOs) Evidence Collection**

**Term: Summer, 2019**

**Course Title: MFT/IRT 9000: Research Methods I**

**Instructor's Name: Dr. Hye Jin Kim**

### **Class Average Comparisons**

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



## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Spring, 2019**

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

**Instructor's Name: Dr. Lorna Hecker**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Spring, 2019**

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

**Process Instructor's Name: Dr. Blendine Hawkins**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Spring, 2019**

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

**Instructor's Name: Dr. Hye Jin Kim**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Winter, 2019**

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

**Instructor's Name: Dr. Jea Eun Oh**

### **Class Average Comparisons**

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

## Student Learning Outcomes (SLOs) Evidence Collection

**Term: Spring, 2019**

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

**Techniques: IPCST**

**Instructor's Name: Dr. Jea Eun Oh**

### **Class Average Comparisons**

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

#### **Comments**

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

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

### 3.1.2 Student Learning Outcomes (SLOs) Evidence Collection

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

- Sample: MFT/IRT 9600 PhD Dissertation I

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

**(ILO1, PLO2, PLO5)**

**Student Name: Thea Smith, Edelweiss Bester and Estelle Bailey**

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

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

### 3.1.3 Practicum Evaluation

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

## Practicum Evaluation Summary

**Completed by Supervisor at the end of practicum**

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

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

**ILO2.** Show ability of innovative and effective practitioners.

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

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

## Fall 2019 Practicum Evaluation Results

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

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



## Spring 2020 Practicum Evaluation Results

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

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

## 3.2 Indirect Measures

### 3.2.1 Student Evaluation of Course Instruction Results

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

- Sample 1 : MFT/IRT 6030 Couples Relationship Therapy

## **Course Evaluation**

### **Course Number and Subject:**

### **MFT/IRT 6030 Couples Relationship Therapy**

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework also includes assessments, treatment planning, and interventions of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, disabilities and SES are explored.

In this class, students learned and practices the major marital/couple therapy interventions. The instructors received excellent evaluations on teaching effectiveness and student learning. Some students expressed that the workload was heavy and yet at the end of the class most students appreciated the learning from the assignments and lectures.

## COURSE EVALUATION SURVEY RESULTS

### 2020 Spring MFT/IRT6030: Couples Relationship Therapy

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

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

#### Teaching Effectiveness

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

#### Interaction with Students

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

**Student Learning**

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

**Effectiveness of Assignments**

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

- Sample 2 : MFT/IRT 9500 Research Colloquium



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### Course Evaluation

#### Course Number and Subject:

**MFT/IRT 9500 Research Colloquium**

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

## EVALUATION OF COURSE INSTRUCTION FORM

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

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

### Teaching Effectiveness

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

### Interaction with Students

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

### Student Learning

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

### Effectiveness of Assignments

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

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

#### The Course Workload

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

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

#### Comments

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

Thank you for taking the time to share your experience!

### 3.2.2 Supervisor Evaluation

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

## **Supervisor Evaluation Summary**

**Completed by students at the end of practicum**

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

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



## Fall 2019 Supervisor Evaluation Results

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

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

## Spring 2020 Supervisor Evaluation Results

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

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