



PHILLIPS GRADUATE
INSTITUTE

1996-1997 CATALOG



Formerly California Family Study Center

Academic Calendar

Fall Program Schedule (2 Year Program) Class Day: Tuesday, Thursday OR Saturday

1996-1997

1997-1998

| | | |
|--------------------------------|---------------------------|---------------------------|
| Fall Registration, Semester 1 | August 24, 27 & 29, 1996 | August 23, 26, 28, 1997 |
| Fall Registration, Semester 3 | August 24, 1996 | August 23, 1997 |
| Fall Semesters 1&3 Begin | September 3, 5, 7, 1996 | September 2, 4, 6, 1997 |
| Winter Vacation | December 18 - January 1 | December 20 - January 1 |
| Fall Semesters 1&3 End | January 21, 23, 25, 1997 | January 20, 22, 24, 1998 |
| Spring Registration, Sem. 2&4 | January 21, 23, 25, 1997 | January 20, 22, 24, 1998 |
| Spring Semesters 2&4 Begin | January 21, 23, 25, 1997 | January 20, 22, 24, 1998 |
| Spring Workshop Week | February 18-22, 1997 | February 17-21, 1998 |
| Spring Vacation | March 23-30, 1997 | April 5-12, 1998 |
| Spring Semester Ends, 1st Year | May 24, 1997 | May 23, 1998 |
| Spring Semester Ends, 2nd Year | May 17, Graduation May 18 | May 16, Graduation May 17 |

Spring Program Schedule (16 month Program) Class Day: Wednesday OR Saturday

1996-1997

1997-1998

| | | |
|---------------------------------|---------------------------|--------------------------|
| Spring Registration, Semester 1 | January 8, 11, 1997 | January 7, 10, 1998 |
| Spring Semester Begins | January 8, 11, 1997 | January 7, 10, 1998 |
| Spring Workshop Week | February 18 - 22, 1997 | February 17 - 21, 1998 |
| Spring Vacation | March 23 - March 30, 1997 | April 5 - April 12, 1998 |
| Summer Registration, Semester 2 | May 7, 10, 1997 | May 6, 9, 1998 |
| Summer Semester 2 Begins | May 7, 10, 1997 | May 6, 9, 1998 |
| Summer Semester 2 Ends | August 13, 16, 1997 | August 12, 15, 1998 |

Evening Program Schedule

Class: Tuesday & Thursday Nights & Some Saturday Days

1997-1998

| | |
|------------------------|--------------------------------------|
| Semester 1 Begins/Ends | April 24, 1997 / August 14, 1997 |
| Semester 2 Begins/Ends | September 2, 1997 / January 22, 1998 |
| Semester 3 Begins/Ends | January 27, 1998 / May 7, 1998 |
| Semester 4 Begins/Ends | May 12, 1998 / August 13, 1998 |

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Who We Were... Who We Are... Who We Are Becoming...

Phillips Graduate Institute is the new name of California Family Study Center, where we made our name in training Marriage and Family Therapists. California Family Study Center was founded in 1971 by Clinton E. Phillips for the purpose of providing excellent graduate education in family therapy and human relations. Since its founding, more than 2700 people have fulfilled the educational requirement for licensure as Marriage, Family and Child Counselors at Phillips.

With more than two decades of experience behind us we have raised the standards for training in the field of Family Therapy both for students in training, and for licensed professionals desiring to further their education

through Professional Advancement and Continuing Education (PACE). We look forward to extending the theoretical basis behind our current areas of expertise and the successful techniques resulting from them to other fields, such as human resources, business, and government.

The Family and Beyond

Today, society is connected more extensively through technology and a more complicated social structure. At Phillips, we recognize that our mission must include an educational reach extending beyond the traditional idea of "family" to find a "fit" in today's complex world. To that end, we work to develop approaches and programs that

will touch the entire global village. In addition to the current M.A. Program and PACE, we are particularly proud of one such program, now underway for leaders, managers, owners and consultants called "Personal and Management Effectiveness: A Short Course in the Human Side of Managing Organizations".

Phillips Graduate Institute students will continue to include future family therapists, managers, teachers, clergy and other professionals. Our mission of reaching a larger "family" is steadily and conscientiously realized as we expand our horizons. We invite you to join Phillips Graduate Institute as you expand *your* horizons.



What Distinguishes Our Program

Phillips Graduate Institute offers an accredited Master of Arts degree in Marital and Family Therapy. Our program is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), and meets all academic requirements of the Board of Behavioral Science Examiners (B.B.S.E.) for California Licensure in Marriage, Family and Child Counseling.

The degree-granting M.A. program blends academics and theory with practical clinical experience. By adopting a *family systems approach*, PGI's curriculum emphasizes effective interpersonal relationships and community processes, as well as self awareness. Students appreciate the weekly observation of therapy sessions which demonstrates the theoretical and experiential aspects of the therapy. Students are soon immersed in, and aware of, the processes by which they grow professionally and personally. They balance process and theory to create a framework for understanding the field of psychotherapy and for developing their own theoretical positions.

Phillips encourages spouses to take part in some course segments. This is a

well-received tradition at Phillips, acknowledging that the work of a counselor cannot be "walled off" from daily family life.

Phillips' flexible schedule has been a convenience, in fact a necessity, for our students, many of whom work full-time. Classes are generally scheduled in one-day blocks each week, with a Saturday option available. To accommodate those who work, Phillips also offers an evening class with some Saturdays. With Semester One beginning in either the fall, winter or summer, students may design their degree to be completed in two years, 16 months, or four consecutive summers. These scheduling possibilities make the program accessible to students who have a variety of work or family obligations, and to those who may have to travel long distances to attend class.

Managers, teachers, clergy, attorneys, doctors, counselors, and other professionals whose fields demand interpersonal counseling skills have benefitted from training at Phillips, even if they do not specialize in marriage and family therapy.

Students immediately become in-



Edwin S. Cox, Ph.D.
President

involved in clinical work in the classroom setting. This approach accelerates their learning and academic achievement. This is an aspect of the unique Phillips practice of placing students in many cohort groups--- such as Case Conference Groups, Family Role Play Groups, Growth Groups, Study Groups and Practicum Groups. In addition to these groups, students learn the use of Therapeutic Reflecting Teams which helps them gain self-confidence when in the role of a therapist. This process is part of what helps Phillips enjoy a reputation for graduating capable, self-reliant clinicians.

In this catalog, you will find information about Phillips Graduate Institute's specific programs, courses, costs, and enrollment procedures. The theoretical and clinical foundation of our curriculum is also discussed.

Questions relating to your own particular career situation and long-term goals can best be answered at one of our monthly orientation meetings. We invite you to call (818) 386-5638 for the dates and times of these meetings.



PGI/CFSC was the first free-standing fully accredited institute for graduate study in the nation solely dedicated to the training of Marriage and Family Therapists.

Master of Arts Degree Program

Phillips' educational philosophy emphasizes a "family systems" approach to the investigation, understanding and treatment of human relationships. The M.A. program offers courses in psychological foundations of therapy, as well as contemporary concepts and techniques. These courses include theory and method presentations, case observation and demonstrations, therapeutic skills training, personal and professional development. Presentations are made in the classroom, in a clinical setting with two-way mirrors, or in small interactive groups. A three-pronged method integrates the family systems paradigm: intrapsychic and interpersonal psychological theory, first-hand experiential learning, and personal and interpersonal growth. This structure allows family therapy students to integrate the methods and theoretical stances that fit their personal therapeutic styles.

Academically, students receive an in-depth study of the seminal works in the field, recent developments in theory and clinical methods, and major advancements shaping the growth of the profession.

Clinically, actual cases being handled by the Center's licensed staff are observed in Case Conference and class demonstrations. Phillips provides experiential clinical opportunities for students to practice therapy with a "role-play family" of students. Most students participate in a Supervised Clinical Placement approved and evaluated by Phillips.

Personally, the connection between personal growth and interpersonal therapeutic skill is emphasized. Students are required to participate in Growth Group in the first year of the program. About one-third of the written

assignments include material directed toward the student's personal growth and self-understanding.

The primary purpose of this approach is to develop well-rounded, well-grounded professionals in the field of Marriage and Family Therapy. The M.A. Program is open to people of all philosophies and religions. The multifaceted backgrounds of Phillips students contribute to the richness of the program.

Core Faculty and Adjunct Faculty—experts in their particular specialty within the field of Marriage and Family Therapy—are responsible for teaching and managing clinical experiences.

Completion of the curriculum leads to a Master of Arts degree in Marital and Family Therapy, forming the academic foundation for the California state license in Marriage, Family and Child Counseling. For those who do not choose to pursue a license there are many opportunities to use this degree in education, law, business, government and in ministerial settings.



*Christine R. Varnes, M.A.
Vice President for Academic Affairs*



*Academic Affairs and Education Office (standing L to R):
Cynthia Koski, Christine Varnes, Kim Bell, Michelle Browning,
Theresa Cianci, Rosa Cuevas. (Sitting L to R): Debra Williams,
Steve Machado, Toni Arden-Richey.*

M.A. Program Experiential Component



Toni Arden-Richey, M.A.
M.A. Program Coordinator

The experiential component at Phillips is integral to the M.A. program. In addition to classroom didactic and role-play exercises, the first year of the program includes two groups which continue the experiential component at Phillips: the Case Conference, Practicum/Case Conference, and the Growth Group. In second year, students attend Practicum. The leaders of Case Conference, Growth Group, and Practicum are known for their excellence and are licensed M.F.C.C.'s with successful private practices.

Case Conference is attended by small groups of students and consists of 4 components. First, reiteration and expansion of theories taught in class are given. Secondly, students participate in experiential exercises demonstrating theorists' ideas, techniques, and methods through role play, sculpting and group interaction. Thirdly, students observe the leader do actual therapy with a client from behind a one-way mirror. After the session, students may serve as therapy team reflectors in a conversation about the case which is viewed by the therapist and the client. Lastly, students explore — with the Case Conference Leader — therapeutic issues arising from the session. Students have optimum

opportunity to observe therapy and participate at a beginning level in these sessions.

Practicum/Case Conference in second semester continues the first semester Case Conference with a slight difference. Students with Clinical Supervised Placements receive case consultation by presenting cases. Through role play, discussion, and didactic means, students have a special opportunity to apply class lessons to actual therapy and receive supervisory and peer feedback. Leaders who use the "reflecting team" method train their students and incorporate reflectors as part of the therapy team. Students often form professional and personal associations from Case Conferences that last far beyond graduation.

Growth Group in first and second semester is led by a licensed M.F.C.C., usually a Phillips Graduate Institute/California Family Study Center graduate. Small groups meet to work on personal issues. Students have the opportunity to do individual therapy in a group setting and to learn group process. Students entering the program in September may attend a couple's group, thus involving husbands, wives or significant others in a very special way. Growth Groups offer a unique

setting in which to learn theory by doing the work.

In *Practicum*, students present formal and informal cases from their supervised clinical placements. Leaders act as case consultants, giving students other perspectives from which to view their clients, their theoretical models, and the field of therapy. For students not yet seeing clients, or who choose not to pursue licensure, other means for applying their clinical skills are provided — for example, the Reflecting Team Model.

Both Case Conference and Growth Group are required in first year, and may be taken in second year. Practicum is required for all second year students.

Counseling and Personal Therapy for Students: We strongly recommend that all students have some experience with personal and family therapy while in the master's program. Recognizing the need for clear boundaries between the roles of teacher-supervisor and therapist, Phillips faculty does not offer personal therapy to students. Students may see Phillips faculty members in dealing with personal issues connected to the program, however, if on-going counseling or psychotherapy seems advisable, faculty and/or staff will assist students in finding an appropriate clinical setting.



Students watch a therapy session through a two-way mirror in Case Conference.

The Program's Structure



*Richard Varnes, Ph.D.
Vice President for Organizational
Information Systems*

Regularly scheduled coursework is taken in once-weekly, day-long classes. Students take part in the groups listed in the shaded box.

Students entering in September or January may choose a Saturday option.

Study Seminars enable first semester students to review and strengthen their understanding of the reading and classwork they have completed that week. The study seminars are required first semester and optional in the remaining three semesters.

Case Conference permits first semester students to observe the counseling session of licensed therapists with an individual, a couple or a family. After the session, the students and the therapist explore therapeutic issues from the session.

Practicum/Case Conference for second semester students includes the experiences listed under Case Conference and Practicum for students who have Clinical Placements.

Growth Group ensures that therapists in-training experience therapy as clients before obtaining their degree. For students beginning in September

growth group is available with or without their significant others.

Case Conference and Growth Groups are optional for second year students.

The Evening M.A. Program

Phillips Graduate Institute offers an Evening M.A. Program in Marital and Family Therapy. Under this option, students can earn a Master's Degree in 16-months by attending classes on Tuesday and Thursday evenings from 6:00 p.m. to 10:00 p.m. and some Saturdays from 8:30 a.m. to 5:00 p.m.

This 16-month option begins in April of one year and ends in August of the next. This program is ideal for those working students who want to continue their jobs and still have some free time on Saturdays.



Students also learn from interaction with each other.



Students review class hand-outs together.

Summary of M.A. Program Options

2-Year M.A. Program

Phillips Graduate Institute's 2-year M.A. Program option begins in September and ends in May. The program follows the structure listed in the shaded box.

16-Month Option

Students who participate in the 16-month M.A. Program (January to May) can earn a Masters Degree by continuing to attend class throughout the summer. The program is equivalent to the regular 2-year M.A. program. Certain approved variations allow students to move between both programs. Check with the Education Office for special requirements.

Evening M.A. Option

Evening classes begin in April and end in August of the following year. Students choosing this option attend Tuesday and Thursday and some all-day Saturday classes.

60-Unit M.A.

A 60-unit M.A. is available for those who wish to develop a specialty in one of our advanced clinical programs. Details of these options are listed on pages 13-14 of this catalog and in the *PACE* catalog.

Student Schedule (Fall/Spring)

Academic

- | | |
|------------------|--|
| 1. Class Day | One day per week (8:00 a.m. - 4:00 - 4:30 p.m.) |
| 2. Study Seminar | Required for the first semester, optional in the remaining semesters |

Clinical/Personal Growth

- | | |
|---|--|
| 1. Case Conference* and Practicum/Case Conference | One day per week for three hours (time to be arranged) |
| 2. Growth Group* | Total of 45 hours, approximately once per month, daytime or evenings, 4-6 hours per meeting (time to be arranged) |
| 3. Clinical Placement | May begin after completion of 12 units and receipt of Phillips trainee status. Must occur concurrently with a Practicum course. Six units or more of practicum are required by the B.B.S.E. for licensure. |

(Phillips reserves the right to make changes in this schedule.)

*Required in the first year, optional in the second year.

Pre-Enrollment Courses

These courses may be used to fulfill Phillips entrance requirements when a candidate has insufficient social sciences units.

501 Written Fluency for Therapists-to-Be (1-2)

This course will help students express their thoughts on paper for writing the types of papers required in the M.A. Program. Recommended for students who have been away from school for a few years or who would like to sharpen their writing skills.

502 Principles of Therapy - Experiential Format (1-3)

Basic principles of therapy are presented within an experiential/learning format. Hands-on experiences designed to demonstrate effective counseling, and the use of practical interpersonal skills are examined.

For students with little or no previous therapeutic experience. Any interested students may enroll.

503 Preparation for Graduate School (1-2)

Section A: Effective Study Skills and Time Management for Adult Students: Time Management and productive note taking, organization of readings, and notes, and test-taking tips will be discussed. Eases test-taking and paper-writing anxiety; benefits students reentering school.

Section B: Critical Thinking: Teaches comprehension concepts, critical assessment of the potentials and limitations of material. Covers the assessment and synthesis of textbooks and professional literature.

504 Overview of General Psychological Theories (1-3)

Psychological theories which influence present-day marriage and family therapy is presented in this course. This course is recommended for students with no prior coursework in psychology or family therapy.

Course Descriptions

The courses listed in the four semesters are taught in both the 48- and 60-unit M.A. programs. Additional courses for the 60-unit master's are explained on pages 13-14. Units are in parentheses.

First Semester

506 Introduction to Marriage and the Family (1)

Marriage and the family are defined as social institutions, and their characteristics are reviewed in both historical and cross-cultural perspectives. Three conceptual frameworks are presented: the structural-functional, the symbolic-interactional, and the developmental. Implications for family therapy are discussed in each framework.

507 Psychological Foundations of Therapy (2)

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include psychodynamic, learning theory and humanistic-existential models. The focus includes individual therapy styles, conditions leading to change, helper characteristics, and the therapeutic milieu.

508 Pragmatics of Psychotherapy (1)

A basic orientation to the psychotherapy process, including establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships, and ethical handling of financial issues is given.

554 Contemporary Theories of Therapy and Human Communications (2)

This course covers several modern theories of therapy and human communications. Gestalt, Transactional Analysis,



*Tad Frantz, R.N., Ph.D.
Director of Systems Research*

Bioenergetics, and Sociometry are some of the theories discussed, demonstrated, and experienced. Interpersonal theories of personality and group therapy are also included. Issues concerning language, perception, and cognition relative to appropriate interpersonal functioning are presented in a general semantics framework. All these theories are reviewed for their application to marriage and family therapy.



Students integrate material through role playing therapists and family members in class.



Students confer with the Student Services Advisor- Theresa Cianci, M.A.



Second semester students discuss their clinical placements with José Luis Flores, Placement Director.



Study group members discuss theories and methods of therapy.

557 Couple Therapy (1)

This course examines theory and psychotherapeutic techniques for working with intimate partnerships. Various methods of intervention are designed to enrich couples' lives and help negotiate change. Couple communication style and communication theory are taught. Use of several assessment instruments, such as the Dyadic Adjustment Scale and the Myers-Briggs Personality Inventory, are experienced. Current research findings are also reviewed. Students practice their therapy skills with "role-playing" couples.

558 Human Growth and Development (3)

This course offers theories and information on normal development of both individuals and families over the life cycle. It compares and contrasts philosophies of major developmental theorists, emphasizing normal development. Human biological, social, and psychological growth

and development are studied with consideration given to implications for psychotherapy. The course provides practical information on development of young children and adolescents as individuals within a family.

571 Family Therapy (3)

The historical development of systems theory is presented and applied to family functioning and therapy. An overview of systems thinking includes current theory and methodology of family therapy. Major theories are discussed within a Metaframeworks perspective, and techniques are demonstrated and practiced. Discussion of professional and legal issues are integrated into the classes. Family of Origin issues, multi-generational issues and structural family therapy are demonstrated. Tests for diagnosis and treatment of individuals and families are used. Students experience clinical practice while "role-playing" family members and therapists.



*Patricia Edmister, Ph.D.
Director of Developmental Psychology*

Second Semester

552 Sexual Adjustment and Sex Therapy (2)

Current knowledge of human sexuality and psychosexual development is presented. In addition to anatomy, physiology and normal sexual development, issues of intimacy in relationships, and special issues concerning same-sex and mixed sex drive couples are explored. Presentations include sexual dysfunction and processes of enrichment and remediation, as well as a cultural context for sexuality and sex roles.

561 The Child and the Adolescent in the Family System (2)

Treatment for the child and the adolescent in the family system is emphasized. Age-appropriate behavior is discussed, typical and abnormal patterns are explored, and skills for including children

in family sessions are presented. Special consideration is given to structural issues in stepfamilies, single parent families, divorcing families, and families in crisis.

563 Assessment, Diagnosis, Prognosis, and Treatment: Their Relationship (2)

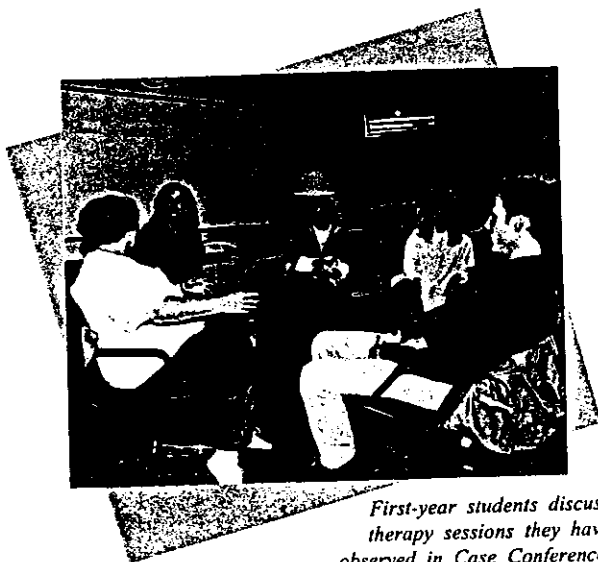
This course deals with the assessment, diagnosis, and treatment of individuals, couples, and families. The diagnosis and treatment of individuals include the diagnostic criteria of the DSM-IV, descriptive developmental diagnosis, and systems treatment approaches. The works of leading family therapists are used to determine the diagnosis and treatment of dysfunction in couples and families. Multidisciplinary networking approaches are explored in relationship to individuals, couples and families.

564A Alcohol and Chemical Dependency Training (.5)

This course reviews current theories of the etiology of substance abuse, the medical and legal aspects, and major treatment approaches to alcoholism and chemical dependency. Community resources, the referral process, and recognitions of populations at risk are covered.



*Michele Harway, Ph.D.
Director of Research*



First-year students discuss therapy sessions they have observed in Case Conference.



Students practice therapy in the classroom.



Students actively participate in class discussions.



*Karen Carlson, M.A.
Associate Faculty Member*

567 Group Approaches in Family Therapy (1.5)

Theory and practice of various methods and techniques for doing therapy with couples, families, and individuals in groups are explored, experienced and demonstrated. Principles of group orientation and skills for monitoring group process are emphasized.

568 Therapeutic Application of Systems Theory (3)

This course involves in-depth study of systems theory and communication analysis. It emphasizes the practical application of theory to Marriage, Family and Child Therapy situations. Students analyze the clinical work of Murray Bowen, W. Robert Beavers, Carl Whitaker, Jay Haley, Michael White and other therapists who operate within the perspective of systems theory. Students observe the practical application of systems concepts in therapy and practice these techniques in class.

572 Research Methodology (2)

In this course, the logic and planning of the student's professional paper is discussed. Emphasis is placed on the critical components of general research design, reviewing appropriate literature, sampling techniques, collection, analysis, and interpretation of data, the relationship of the research process and the clinical practice of therapy, ethics of conducting research and drawing conclusions.

Instructors work with students in small groups. The focus is on the development of individual research.

573 Practicum/Case Conference (1)

This program provides students with an opportunity for ongoing discussions concerning ethical practices and case management. The supervisor/supervisee responsibilities and duties in a Clinical Supervised Placement are discussed. After observing counseling sessions therapeutic issues are explored.



Second-year students make clinical presentations in practicum.

Third Semester

512 Legal and Professional Issues (1)

This course reviews aspects of California law relevant to Marriage and Family Therapy. The legal rights and obligations of spouses in marriage, divorce, property settlement and child custody are included. The role a marriage and family therapist may play in divorce mediation or other action in family court is examined. Portions of the *Business and Professions Code* and the *Criminal Code* relevant to the field are presented, including issues of confidentiality and privilege, and their limitations, procedures for working with minors, and the legal scope of the practice of Marriage, Family and Child Therapy. Codes of professional organizations are discussed.

513 Applied Therapeutic Methodology I (2)

This course involves the application of theoretical models to clinical issues. Through demonstration, videotape and role-play, faculty members illustrate the practical "doingness" of theorists such as Minuchin, Bowen, White, and Satir. Students are offered eclectic models for dealing with basic clinical issues with individuals, couples, and families. These include initial evaluation, developing a therapeutic alliance, goal setting, evaluating progress, and termination. Aspects of test construction (e.g. validation, item analysis and test use, scoring and interpretation of results) are practiced.

536 Cultural Differences: Dealing With Ethnicity, Gender & Sexual Orientation in Therapy(2)

Marriage, Family and Child Therapists must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students in focusing on their own culture of origin, to help them become aware of their own heritage, and increase their appreciation of the impact cultural differences have on each

individual (encompassing racial, ethnic, gender, religious heritage, sexual orientation or socioeconomic status). In addition, the course will emphasize specific therapeutic skills needed for working successfully with clients from a variety of the aforementioned cultural domains.

537 Psychopathology in Individuals and Families (2)

Initially, this course surveys abnormal psychology -- the etiology, diagnosis and treatment of mental disorders -- from the individual perspective of the DSM IV. Students develop their skills in differential diagnosis, particularly with the disorders most commonly treated by family therapists. Next, the connection between individual pathology and problematic relationships is explored. Students become familiar with test instruments useful in the assessment of individual and systemic problems. Case studies illustrate the importance of recognizing pathology. Treatment planning, including referral to and cooperation with other mental health practitioners, is discussed.

597 Practicum I (4)

This program provides students with an opportunity for ongoing group supervision. Students present cases using audio or videotape whenever possible. Students also discuss cases from their Clinical Supervised Placement (required by the B.B.S.E., see page 17). Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses. Students are encouraged to integrate systems theories into their approach to clients. Assessment, diagnosis, prognosis, treatment plans, and follow-up methods are explored for individuals, couples and families. Clinical issues arise such as structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, and appropriate termination. Practicum leaders handle all issues in the context of group consultation. Students deal with their personal growth as it relates to case handling and the group process.

Fourth Semester

509 Philosophical, Legal, and Ethical Issues in Family Therapy (2)

This course examines the philosophical and ethical foundations of therapy, and expands on legal issues including child abuse assessment, reporting and intervention. Specific issues explored include appropriate referrals and terminations, responsible financial practices, and ethics in private practice. Emphasis is placed on human values, professional behavior and ethics. Students assess the values which underlie their own therapeutic goals and the philosophical concerns related to their theoretical position.

514 Applied Therapeutic Methodology II (2)

Various psychotherapeutic approaches are presented for integration into the framework of general systems theory including Collaborative Language Systems, Solution Focused Brief Therapy models and Narrative Therapy. Techniques for increasing insight and producing change in clients such as use of poetry and other creative expressions, story telling and imagery are reviewed. A variety of clinical issues are explored including family of origin work, resolving grief, and helping stepfamilies.

564B Alcohol and Chemical Dependency Training (.5)

This course deals with appropriate techniques for working with individuals and families in which alcoholism and chemical dependency are factors. Treatment are surveyed using case studies. Physical and sexual abuse, often occurring in chemically dependent families, are examined.

598 Practicum II (4)

See course number 597, Practicum, third semester.

579 Professional Paper Research (2.5)

A professional paper begun in the first year is required of all students. This project is to cover a subject chosen by the student with the approval of faculty. It must be pertinent to the field of marriage and family therapy. Each student also presents his/her project to a gathering of peers and faculty members.

Students are required to: A) carry out a substantial experiment or library research project under the supervision of a faculty member; or B) review appropriate literature, and design and present a workshop learning experience for fellow students and interested professionals. Students in category "A" present their research to faculty and fellow students in poster sessions. A copy of the completed professional papers due at the end of second year is placed in the Library.

Comprehensive Written and Oral Examinations

The Comprehensive Written and Oral Examinations are required of all students near the end of the two-year program.

Special Course Work

596 Field Study/Practicum (1-6)

This course is required for all Phillips students who are not currently enrolled full-time, and who have a Clinical Supervised Placement. Students must be enrolled at Phillips concurrently with participation in any Clinical Placement where students gain hours toward M.F.C.C. licensure. Prerequisite for course 596 is the completion of at least one semester of coursework and trainee approval from the Faculty Review Committee. Students must be enrolled in course 596 in summer even if they are enrolled in 579B. Students who have outstanding assignments and plan to attend a Clinical Placement, must take this course. See the Phillips Clinical Placement Handbook for details.

579B Professional Paper (1-6)

Students who require extended research time and/or supervision beyond the fourth semester deadline must enroll in 579B. This course ensures use of Phillips facilities and contact guidance from the Phillips faculty while the professional paper is being completed.

60-Unit M.A. Program

Phillips Graduate Institute offers a 60-unit M.A. degree to students desiring a specialized and/or more comprehensive educational experience. The 60-unit program is also offered to accommodate students from states requiring a 60-unit degree for licensure. The student, in conjunction with an advisor from the M.A. Program or PACE, designs a program to satisfy her/his interests. Selected graduate classes from other schools totaling no more than 6 units may be transferred in partial fulfillment of the additional 12 units. The units may be selected from the elective courses, the Directed Studies Program (see page 14), PACE classes (see page 22) and the 900 Series Courses: Personal and Management Effectiveness (see below). Phillips requires a minimum of 6 units in a specialty area determined by the student. These may be transferred or taken at Phillips. Students using clinical experience as partial fulfillment of the additional units must be enrolled in a practicum.

900 Series Courses: Personal And Management Effectiveness (1-12)

A unique course designed to provide leaders, managers, owners, and consultants access to three key areas of action: personal capability, organizational capability, and personal/organizational synergy. The focus is placed on the participants abilities to lead, to relate more effectively to others, and to create a collaborative attitude among others in family, workplace, and community systems.

Elective Courses

693 Advanced Clinical Studies (3-6)

Under the direction of a faculty member the student creates a written video project demonstrating development of family systems theory in a clinical setting.

699 Practicum III (4-6)

See course number 597, Practicum, third semester.

615 Independent Research (2-3)

Students do supervised individual research. Enrollment by permission only. Course of study is contracted with and evaluated by a faculty advisor.

616 Independent Study (2-3)

A marriage and family therapy project is conducted by the student. Enrollment by permission only. Course of study is contracted with and evaluated by a faculty advisor.



Steve Machado
M.A. Program Associate

617A Cross-Cultural Counseling-Advanced Practicum with Latino Families (3)

This course covers cultural issues of importance to therapists of Latino families. The format includes co-therapy experiences with Latino families in a clinical setting. Group supervision focuses on clinical assessment and intervention, including inter-generational patterns, immigration, and acculturation. Participants must carry their own malpractice insurance. (Open to Spanish speaking interns and therapists).

641 Hypnosis in Marriage and Family Therapy (3)

This course covers relevant knowledge in the field of hypnosis in the context of marriage and family therapy. In addition to recent theory and contemporary practice, historical information and myths concerning hypnosis are included. Demonstrations and face-to-face therapy by the participants help integrate the concepts and methods.

643 Use of the Creative Arts in Family and Individual Therapy (1-4)

This course includes a series of experiential classes which illustrate the use of creative arts in a therapeutic setting. Use of the various arts with groups, families and individuals is discussed and demonstrated. This melding of art and therapy is designed not only to broaden the available methodology of therapists, but also to help participants increase their awareness and achieve new perspectives of therapeutic growth. Therapeutic issues developed in this course include self-exploration, risk-taking, spontaneity, self-esteem and interdependence.

Various series on music, movement and visual arts are planned. Students need not consider themselves artistic to take this course. Contact the Education Office for information on the current series.



*Katharine Wexler, M.A.
Director of Directed Studies Programs*

Directed Studies Program

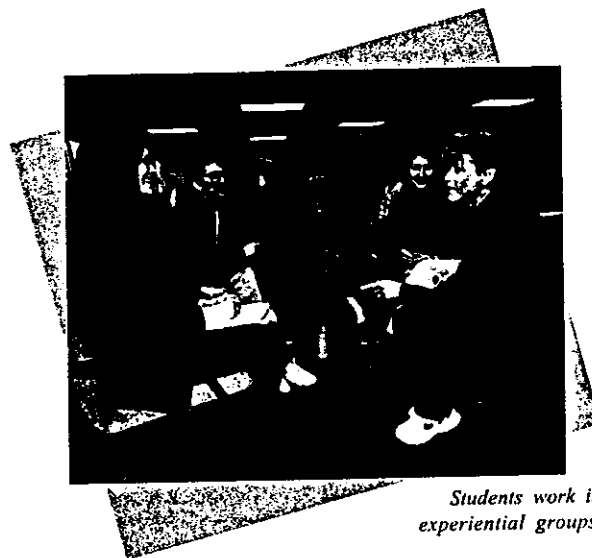
Most of the courses listed in this catalog are available to students not enrolled in the regular masters program via the Directed Studies Program. Coursework is assigned in a tutorial setting based on the needs and existing level of knowledge of the individual student. Directed Studies students are expected to demonstrate the same level of mastery as students taking the course in the regular program. However, much of the coursework is done through independent reading assignments and viewing

videotapes. Those registering for Directed Studies courses must have a Bachelors Degree. Directed Studies may not be used to fulfill the requirements for the Phillips 48-unit master's degree, although course credit is often fully transferable into other graduate programs, and meets B.B.S.E. requirements.

Program Policies

Non-Discrimination Policy

PGI, in compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, admits students of either sex, and of any race, color, religion, sexual orientation or national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against students on the basis of sex, race, color, handicap, age, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs.



Students work in experiential groups.

Admission Policies

Admission to Full-Time Regular Graduate Standing

All students applying to the Master of Arts degree program must have a bachelor's degree which:

1. Is from an accredited college or university.
2. Includes 12 units in social sciences.
3. Is earned with a 3.0 grade point average in upper division coursework.

Also required:

4. Two letters of recommendation (not from family members).
5. A Goals Statement (at the end of the catalog).
6. Attendance at one Phillips orientation meeting.

A completed application form with a non-refundable fee is required at the time of application.

Applicant interviews may also be required by the admissions committee.

Official transcripts of all college work must be sent to the Phillips Admissions Office directly from the previous institution(s) attended by the student. The transcripts must bear the institution's original stamp or seal and must arrive in sealed envelopes. Photocopies sent by students are not acceptable, and there are no exceptions made to this rule.

If an applicant has had a name change since completing coursework at another institution, s/he can prevent much confusion and delay by notifying both Phillips and the other institution(s) of that change. Graduate Record Examinations are not required.

Students are usually required to enroll for the entire 48-unit program at a minimum. Many students elect to obtain the 60 unit M.A. degree. For more information on this see page 13.

Admission to Full-Time Provisional Graduate Standing

An applicant may enter the program with provisional standing for one of the following reasons:

1. *Insufficient prerequisite coursework in the social sciences (12 units).* Prior to the beginning of their second year in the program, the students in this category must make up the necessary units by doing course-work in the behavioral sciences at an accredited institution. Phillips pre-enrollment classes may be taken to fulfill this requirement. A transcript of that work must be sent directly to the Office of the Registrar before the student can enroll in the second year of the program.

2. *A grade point average in the undergraduate coursework that does not meet 3.0 requirement in the upper division coursework, but is not below the 2.5 minimum.* The student in this category must complete one semester at Phillips with a grade point average of "B" or better in order to be placed in regular graduate standing and remain in the program.

Applicants requesting provisional acceptance must provide a third letter of recommendation. Contact the Office of the Registrar for additional provisional student requirements.



Michelle Browning, M.B.A.
Registrar and Director of Admissions

Postponement/Readmission Policy

A student who has applied to the M.A. Program and has been accepted may postpone entrance into the program. The application fee and tuition deposit is valid for one year.

Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act of 1974, better known as the Buckley Amendment, provides generally, that 1) students shall have the right of access to their educational records, and 2) educational institutions shall not release educational records to non-school employees without the consent of the student. "Students" as used in this notice also includes former students.

Written consent of the student is required before Phillips can release information concerning the student to perspective employers, government agencies, credit bureaus, etc. Students and alumni applying for jobs, credit, etc., can expedite their applications by providing us with written permission to release their records and to whom the release should be made.

For further details on and exceptions to the policies affecting the disclosure of student records, contact the Registrar.

See additional policies on pages 16, 18 & 19 for more information.



Kim Bell, Assistant Director of Admissions speaks with a student.

Academic Policies and Regulations

Requirements for Graduation

The Master of Arts degree is posted in January, May and August. All of the following degree requirements must be met prior to that time:

1. Satisfactory completion of all assignments, the Comprehensive Written Exam, the Oral Examination and the Professional Paper.
2. Notice of Intent to Graduate filed with the Education Office at least 60 days prior to the ending date of the school year.
3. Completion of the entire 48-unit or 60-unit program with a grade point average of "B" or better.
4. Completion of Case Conference, Growth Group, Case Conference/Practicum, Practicum, and Study Seminar attendance requirements.
5. Payment of all financial obligations to Phillips.
6. Completion of required Supervised Clinical Placement concurrent with Practicum (this requirement is modified for those not seeking B.B.S.E. licensure).
7. Return of all Library materials.

Completion of Coursework for Fulfillment of BBSE Requirements

Coursework must be completed within two weeks of the last day of full time enrollment in order for the graduation date to be effective that semester. Coursework submitted after two weeks will result in a graduation date effective at the close of the next semester. For students in a Supervised Clinical Placement, the B.B.S.E. requires concurrent enrollment in a practicum; therefore, during this additional semester, enrollment in course 596 is required.

Student Services

Education Office

Students are welcome in the Education Office. They may speak with the Graduate Advisor regarding concerns they have about any aspect of the program. She will either clarify the issues or direct them to someone who can.

Transcripts

All financial obligations to Phillips must be met before any diploma, certificate, B.B.S.E. course content verification letter, or transcript of credit will be issued. The fee is \$5.00 for the first transcript copy and \$3.00 for each additional copy requested at the same time. (Make check payable to Phillips Graduate Institute.) Transcripts take 2 to 4 weeks to complete.

Transfer of Units

Occasionally, applicants will have taken qualifying graduate courses from another graduate institution acceptable to the Board of Behavioral Science Examiners of the State of California. These courses will be evaluated by the Admissions Committee and credit given where appropriate. (For out-of-state applicants the equivalency requirements of the California Board of Behavioral Science Examiners may not be applicable.)

Withdrawal

If it becomes necessary to withdraw from the program during a semester for any reason, the student must complete a withdrawal form obtained from the Education Office. The request will then be processed with the Registrar, the Business Office, and the Financial Aid Office. The student will be sent an official withdrawal notice. A "W" will be issued for all courses and will be placed on the student's transcript.

Grades of Incomplete

An "Incomplete" (I) is given upon recommendation of a faculty member when a student fails to complete coursework by the end of the semester. A student has up to 24 weeks from the date of issue to



*Theresa Cianci, M.A.
Graduate Advisor, Director of
Administrative Student Services*

remove an Incomplete from his/her record. Petition for extension beyond the 24-week period is subject to review by the faculty member and the Vice President for Academic Affairs. If an extension is not granted, the Incomplete will automatically be recorded as a "Permanent Incomplete."

Leave of Absence

A student may request a leave of absence from the program at any time following the completion of the semester in which s/he is currently enrolled. The student must complete a leave of absence form obtained from the Education Office, and s/he will then have a maximum of five years (from the date of enrollment) to complete the program.

Academic Termination

Continuous satisfactory progress at both the personal and academic level is required. A student may be disqualified from further graduate work if an average of "B" is not maintained, if the student's behavior in academic or clinical settings is disruptive to the learning and training process of other students, or if the student's potential for becoming a capable and ethical clinician is seriously in question. When a student's GPA falls below a "B" average, academic probation is automatic for one semester. If the GPA is raised to a "B" average during this semester the student is returned to regular standing. If the GPA is not raised to a "B" average, academic termination occurs.

Clinical Placement Services

Phillips students are assisted with their field placement experience through the office of Clinical Placement Services (CPS). CPS provides students with a valuable link to community resources, clinical training opportunities and professional activities. Phillips assists students in acquiring approved supervised clinical placements (traineeships) throughout Southern California. The following is a partial list of the functions and services of CPS:

- Publishes the *Handbook for Clinical Experience* and distributes a copy to students and field placement supervisors.
- Approves appropriate settings for students' field placement training and coordinates clinical training affiliations between Phillips and the training agencies.

- Maintains liaison between Phillips and the state's licensing board and informs students of the state's laws, regulations and procedures regarding Marriage, Family and Child Counselor licensure.
- Monitors students' progress in field placements and facilitates communication between the students' field supervisors and practicum instructors.

Phillips students seeking the MFCC license are required to complete hours of practicum experience in an approved training agency prior to the completion of the master's degree. The practicum experience, part of the student's clinical training, allows the students to provide client services under the supervision of licensed professionals. Phillips' approved training sites include counseling centers, schools, mental health programs and hospitals. Students may begin their practicum experience after they have completed their first semester and have been designated by Phillips faculty as



*José Luis Flores, M.A.
Director of Clinical Placement*

trainees ready to begin clinical work. Students seeking licensure as a Marriage, Family and Child Counselor must be in a clinical placement by the beginning of the third semester.

Library Services



*Mark Stover, M.L.S.
Library Director*

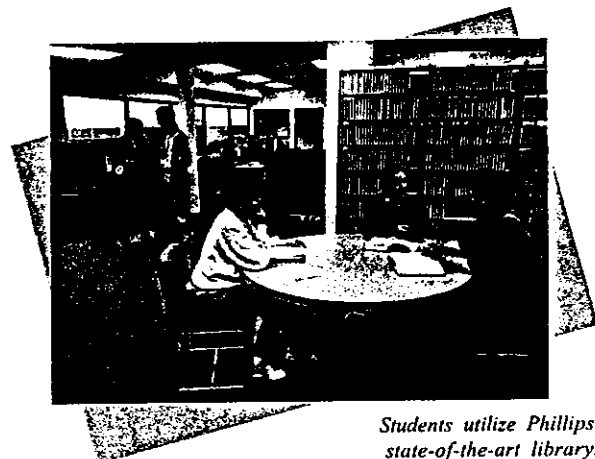
The library is an integral part of the teaching and learning process at Phillips. The library facility offers an open and stimulating atmosphere in which to study and do research.

The library's growing collection of materials includes 6,000 volumes of books, 1,200 audiotapes, 400 videotapes, and 150 current subscriptions to journals and indexes in the field of marriage and family therapy and related disciplines.

Students in our library utilize state-of-the-art information technology, including

CD-ROM databases, the World Wide Web, and an online computer catalog that provides access to the library's holdings. These resources can be used from within the library or through dial-up access from home or office.

The Phillips library is a member of the Online Computer Library Center (OCLC) network linking it to thousands of other libraries around the world and providing extensive interlibrary loan privileges for our students.



*Students utilize Phillips'
state-of-the-art library.*

**You can visit us on the
World Wide Web at:**

<http://www.phillips.org>

Student Financial Aid



Cynthia Koski, B.S.
Financial Aid Officer

ALL students are eligible for either a Stafford Subsidized Loan (interest paid by the federal government while in school) or Unsubsidized Stafford Loan (interest assumed by the student) or a combination of both. The student aid program is directed by the federal government and is regulated through the Department of Education.

Eligibility Determination For Federal Stafford Loans

Students submit a "Free Application for Federal Student Aid" (FAFSA) in order to apply for a federal loan. The application is submitted to the school's financial aid office along with a copy of the previous federal tax returns in order for financial aid to determine eligibility. The financial aid office receives an Institutional Student Information Report (ISIR) on the student's behalf, or a student may submit a Student Aid Report (SAR), which is received by processing the FAFSA application by mail.

A student must be a U.S. citizen, a permanent resident of the U.S., Northern Mariana Islands or Trust Territory of the Pacific Islands. Holders of student visas are not eligible for student aid.

Financial Aid Transcripts

Financial Aid Transcripts from all schools attended since high school, (whether or not the student received any financial aid at those institutions) must be forwarded to the Financial Aid Office. Students must be officially accepted with a letter from the Registrar's Office before the completion of the loan process.

Rights and Responsibilities of Students Receiving Aid

Rights:

1. All students are entitled to and are guaranteed fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind.
2. All students have the right to receive full and open information about various financial aid programs and their eligibility thereof. In addition, they have the right to know the selection and review processes used in awarding financial aid.
3. All students have the right to know the costs of attending an institution, the refund policies in case of withdrawal, the faculty, physical facilities of the institution, and data regarding student retention at Phillips.

Responsibilities

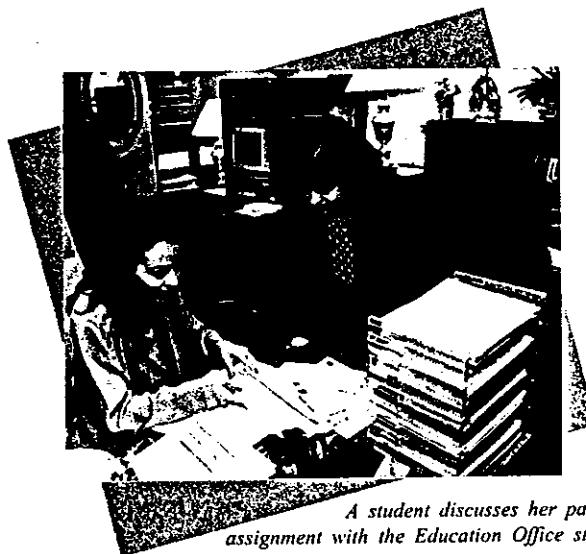
1. All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal, and notify the Financial Aid Officer of any changes in their financial or marital status, or unit load.
2. Students receiving financial aid must maintain Satisfactory Academic Progress from semester to semester. Per federal policy, funding is received in multiple disbursements.
3. All students receiving financial aid are expected to maintain certain standards. A student is considered to be in good standing and maintaining satisfactory progress when enrolled in and successfully completing the number of units for which financial assistance is being received. For further information contact the Financial Aid Officer.

Scholarship and Veteran Benefits

A limited number of scholarships are available. Contact the Financial Aid Office for an application and for deadline information.

Phillips is approved for Veteran Administration benefits.

Information regarding alternate loan sources is available from the Financial Aid Office.



A student discusses her paper assignment with the Education Office staff.

Financial Policies

Fees and Expenses*

| | |
|--|-------|
| Application Fee | \$50 |
| Tuition Deposit..... | \$250 |
| Tuition per semester unit | \$430 |
| (The entire four-semester program currently totals 48 semester units.) | |
| Late registration Fee..... | \$50 |
| (If registering after the first week of class.) | |
| Case Conference | |
| (1st year/per semester) | \$350 |
| Growth Group | |
| (1st year/per semester) | \$325 |
| Couples Growth Group | |
| Significant other fee (per hour)..... | \$7 |
| Practicum Administrative Fee | |
| (2nd, 3rd, 4th semesters) | \$150 |
| Student ID card..... | \$10 |
| Graduation Fee | \$125 |
| Returned Check Charge..... | \$10 |
| Materials Fee..... | \$30 |

VISA and MasterCard accepted.

* Phillips reserves the right to make changes in tuition, refund policy, fees and expenses without notice.

Tuition Deposit

A \$250 tuition deposit is required with submission of the pre-registration. The deposit reserves a space for the student in the program, and is applied to the tuition at the time of registration. If the student decides not to enter Phillips, 50% (\$125) will be refunded provided that the student notifies Phillips in writing prior to the date stated in the pre-registration packet. This \$250 cannot be applied to another semester. The tuition deposit will be refunded in full if the student is denied entrance to the program. It is the policy of Phillips that deferred payment privileges will be extended only to those students who have a good credit record and have not been late on more than one previous deferred payment.

Refund Policy

Three-Day Full Refund Period: California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all paid tuition monies not including the \$250 deposit will be refunded. In the event that a student wishes to withdraw from the program, Phillips must be notified in writing. Refunds will be made as follows whether or not any classes have been attended.

| | |
|---|-----|
| During the first four weeks of classes..... | 80% |
| During the fifth week of class..... | 60% |
| During the sixth week of class..... | 40% |
| During the seventh week of class..... | 20% |
| At the eighth week of class and thereafter..... | 0% |

Summer Program Refund Policy

| | |
|--|-----|
| On or before the fourth day of class..... | 80% |
| During the fifth day of class..... | 60% |
| During the sixth day of class..... | 40% |
| During the seventh day of class..... | 20% |
| At the eighth day of class and thereafter..... | 0% |



Nora Valentino, B.S.
Controller



Ed Cox, President of Phillips,
congratulates Summer M.A. graduates.

Bookstore

The Phillips Bookstore carries required texts and materials in addition to a wide selection of recommended books in the helping professions. Many of the books for sale are appropriate for clients. Professionals wishing to purchase books, but who are unable to come by during normal bookstore hours, may arrange to have material left at the reception desk or mailed to their home or office. Contact the bookstore for more information.

Bookstore Hours

The Bookstore is open during Fall and Spring Semesters as follows:

- Tuesday 12 - 1 and 4 - 6:30
- Wednesday 4 - 6:30
- Thursday 12 - 1 and 4 - 6:30
- Saturday 12 - 1 and 4 - 4:30

During Summer Session the bookstore is open Wednesdays and Saturdays, 12:00 to 1:00 p.m., and Tuesday and Thursday evenings from 4:00 to 6:30 p.m. These hours are extended for the students' convenience during registration. Please call (818) 386-5674 for more information.

Bookstore Refund Policy

Once purchased, books and other materials are the property of the student. New, unmarked books may be returned to the bookstore for a full refund within 30 days of purchase. Returned books must be accompanied by the receipt.

Phillips Clinical Training Programs

Phillips offers its students four clinical training programs through the California Family Counseling Center. These training programs fulfill the practicum requirement of the masters program. The clinical training and supervision is given by Phillips faculty. Applications for these programs are accepted in January-February, and the programs begin in June. A 12-month commitment is required (June through May).

Family Therapy Program. This program teams trainees as co-therapist to provide individual, couple and family therapy. The program emphasizes a family systems perspective in clinical practice, and the trainees receive extensive training in psychosocial assessment, DSM IV diagnoses and the clinical application of *Metaframeworks*. All sessions are videotaped to maximize training, supervision and client care.

Openings: 8

School Counseling Program. Trainees in this program provide school-based counseling services to nearby community schools. The program specializes in child therapy (art therapy, play therapy, etc.) within a systemic perspective of the child's school and family. Trainees meet weekly at Phillips for training and supervision.

Openings: 16

Children's Therapy Program. This program provides group and individual therapy to children with impulse control problems. Trainees receive training through observation and participation in the structured group activities. They work with post-graduate counselors and licensed staff. The program emphasizes behavioral management and the clinical use of play therapy.

Openings: 8

Spanish-Speaking Program. This program offers Spanish-speaking counseling services to families, couples and children. Trainees receive clinical training and guidance through co-therapy work, direct observation and feedback by supervisor and involvement in reflecting teams. The program emphasizes the clinical application of family systems theory with Latino families, and the cultural aspects of family dynamics.

Openings: 8



The Phillips bookstore carries a wide selection of materials for students, professional therapists, and clients.



Students in the Children's Therapy Program observe Dr. Pat Edmister, Director of Developmental Psychology, working with children.



Clinical Internship Program

Phillips provides two Post-Degree Clinical Internships in Marriage and Family Therapy: The general **Clinical Internship** and the **Brief Therapy Internship**. Both provide in-depth clinical experiences, supervision, and training to graduates of accredited programs in Marriage and Family Therapy and professionals from other mental health disciplines. These internships provide comprehensive training in the clinical skills necessary for a licensed professional. Our supervisors have extensive experience in the training and supervision of clinicians of all disciplines, and most are AAMFT-Approved Supervisors.

The Brief Therapy Clinical Internship teaches Brief Therapy practice and theory, which is being requested increasingly by Managed Care and other third-party payers. This internship is very similar to the general Clinical Internship, but it has some additional prerequisites. Interns are required to take (or have taken) the year-long Brief Therapy Training course through PACE. The supervisors are trained in Brief Therapy and supervise from the model.

All interns are required to attend 2-3 hours of seminar training, two hours of group supervision, and one hour of individual supervision each week. Interns have the opportunity for experience in individual, couple, family and group

therapy with adults and children. They also have the opportunity to work in the Spanish-Speaking Program, the Children's Therapy Training Program, or the School Counseling Program.

Intern selections are generally made in the Spring of each year. They are sometimes made on a space available basis throughout the year. An intern selection committee evaluates each intern application, and applicants are notified within 60 days of the beginning of the selection process as to whether they have been accepted. Intern applicant trainability is of primary importance in the selection of the candidates to the program. Internships require a one-year commitment.

The academic training portion of both Internship programs consists of twelve units of coursework over a two-year period. The intern seminars combine didactic presentations with experiential learning. Emphasis is on learning through active participation.

Phillips' internships meet or exceed the requirements by the Board of Behavioral Science Examiners to sit for the licensing exam when completed as designed. Outcome studies have shown that the Phillips graduates are significantly more successful than other candidates.

For further information and applications, please contact Janet Nesel, Clinical Administrative Coordinator, at (818)386-5614.



*Margery Shelton, M.S.W.
Director of Clinical Training
Programs*



*Thomas H. Seibt, M.A.
Associate Director of
Clinical Programs*



*A student discusses the Brief Therapy
Internship with Dr. Jennifer Andrews,
Director of the PACE Program.*

Professional Advancement & Continuing Education (PACE)



The Professional Advancement and Continuing Education Division (PACE) at Phillips Graduate Institute offers certificate and extension programs, and continuously develops new departments and programs. This growing division is designed to be responsive to the changing needs, schedules and expanding awareness of our community and conforms to the upcoming requirements for Mandatory Continuing Education (MCE). Each PACE catalog provides a comprehensive schedule of programs designed to introduce and update ideas and practices to keep PACE with our changing field.

We are building a foundation of certificated programs, courses, workshops and special events that will serve the community of Phillips graduates, and other therapists, educators, counselors, nurses and students interested in expanding their knowledge and clinical competence.

PACE operates as a separate division within PGI, under the direction of Jennifer Andrews, Ph.D. All classes are conducted at the graduate level and will be graded pass/fail unless the student requests a grade from the instructor on the first day of class. Transcripts for completed courses will be available through PACE by written request at a nominal fee. Classes are credited in either semester units or contact hours to accommodate persons seeking Continuing Education Units (CEU's) and others wanting to transfer credits. To receive semester credits, arrangements for a "work product" must be made with the instructor in advance.

We are approved by the Board of Registered Nursing to grant continuing education credit for all PACE courses (Provider #CEP10867), and our Chemical Dependency department is approved by the California Association of Alcohol and Drug Abuse Counselors (CADCEP provider #2N-860550596), we have approval for some of our programs for Mandatory Continuing Education Providers (MCEP's) for California Psychologists. We are in the process of being approved for continuing education by the National Association of Social Workers (NASW).

We look forward to bringing you courses that represent both basic and innovative learning in the field of Marriage and Family Therapy. We will continue to bring diversity of orientation offered by a well-qualified faculty.

Request the current PACE catalog or update for detailed descriptions of the following certificated programs and additional offerings.

Child Therapy Training
Adolescent Therapy Training
Supervision of Supervision
(Pre-approved by A.A.M.F.T.)
Narrative Therapy Training

Brief Solution-Focused Therapy Training

Chemical Dependency Studies Program: The Chemical Dependency program offers a graduate level education and training for therapists, counselors, nurses, and students who are working with families or individuals where alcohol and/or drug abuse is an issue. The family based curriculum is designed to meet educational goals for those seeking employment as alcoholism counselors, employee assistance workers, and for mental health professionals interested in expanding their knowledge and clinical skills. All courses lead to the Phillips Graduate Institute certificate in Chemical Dependency, which meets the academic requirements for California Association of Alcohol and Drug Abuse Counselors (CAADAC). The Program meets year-round and can be entered at any time. Specialty courses and independent studies are individually available. The faculty consists of distinguished professionals in the Chemical Dependency field.

PACE has also developed and is currently offering a series which we call "Saturday Morning Samplers". These are three-hour, low cost, low commitment training opportunities which focus on a wide variety of contemporary and prominent topics. We invite you to call for a PACE catalog and explore new areas for yourself. You can imagine what a difference some of these courses might make to your own practice or for an increased sense of professionalism. We look forward to our fourth year of continued programming at Phillips Graduate Institute, and to your participation.



Jennifer Andrews, Ph.D.
Professional Advancement &
Continuing Education

Administration and Faculty

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Katharine Wexler, M.A., Director of Directed
Studies Programs, Clinical Supervisor

Associate Faculty

Karen Carlson, M.A.

Adjunct Faculty

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Los Feliz/Silverlake
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Renée Lang Burg, M.A., Director of the Center for
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Private Practice, North Hollywood
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Practice, West Los Angeles
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Private Practice, Encino
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Roberta Robinson, M.A., M.S., Private Practice, Burbank
Ira Brady Rubin, M.A., Private Practice,
Los Feliz/Silverlake
Harriet Scheir, M.A., Private Practice, Encino
Richard Sherb, M.A., Private Practice, Toluca Lake
Linda Sherman, M.A., Psy.D. Private Practice,
North Hollywood, and Tarzana
William Rolfe, M.A., Private Practice, Westwood

Visiting Faculty

- Lucinda Alibrandi, Ph.D.**, Instructor, Saddleback College,
Department of Health Science and Human Services,
Private Practice, Orange County
- Toni Arden-Richey, M.A.**, Phillips, Encino, California
- Maxine Baker-Jackson, J.D.**, Los Angeles City Family Court
System, Los Angeles, California
- Tony Beliz, Ph.D.**, El Centro Human Services Corporation,
Los Angeles, California
- Yetta Bernhard, Ph.D.**, Private Practice, Los Angeles,
California
- Claudia Black, M.S.W., Ph.D.*** Education Consultant,
Laguna Beach, California
- Margo Boetticher, M.A.**, Private Practice, Encino,
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**These individuals are nationally and internationally known in the field of marriage and family therapy. They present special all day classes as their schedules permit.*