



PHILLIPS GRADUATE
INSTITUTE

1997-1998 CATALOG



Formerly California Family Study Center

Academic Calendar

Fall Program Schedule (Two-year program)

Class: Tuesday, Thursday or Saturday

	1998	1999
Fall Registration, Semester 1	August 23, 26, 28, 1997	August 22, 25, 27, 1998
Fall Registration, Semester 3	August 23, 1997	August 22, 1998
Fall Semesters 1 & 3 Begin	September 2, 4, 6, 1997	September 8, 10, 12, 1998
Winter Vacation	December 20 - January 1, 1998	December 19 - January 4, 1999
Fall Semesters 1 & 3 End	January 20, 22, 24, 1998	January 19, 21, 23, 1999
Spring Registration, Sem. 2 & 4	January 20, 22, 24, 1998	January 19, 21, 23, 1999
Spring Semesters 2 & 4 Begin	January 27, 29, 31, 1998	January 26, 28, 30, 1999
Spring Workshop Week	February 17-21, 1998	February 16-20, 1999
Spring Vacation	April 5-12, 1998	April 4-11, 1999
Spring Semester Ends, 1st Year	May 26, 28, 30, 1998	May 25, 27, 29, 1999
Spring Semester Ends, 2nd Year	May 16, Graduation May 17	May 15, Graduation May 16

Spring Program Schedule (16-month program)

Class: Wednesday or Saturday

	1998	1999
Spring Registration, Semester 1	January 7, 10, 1998	January 6, 9, 1999
Spring Semester Begins	January 7, 10, 1998	January 6, 9, 1999
Spring Workshop Week	February 17 - 21, 1998	February 16 - 20, 1999
Spring Vacation	April 5 - 12, 1998	April 4 - 11, 1999
Summer Registration, Semester 2	May 6, 9, 1998	May 5, 8, 1999
Summer Semester 2 Begins	May 6, 9, 1998	May 5, 8, 1999
Summer Semester 2 Ends	August 12, 15, 1998	August 11, 14, 1999

Evening Program Schedule

Class: Tuesday & Thursday Nights

	1998 - 1999
Semester 1 Begins/Ends	May 20, 1997/December 17, 1997
Summer Break	August 1, 1997/September 9, 1997
Semester 2 Begins/Ends	January 6, 1998/June 16, 1998
Semester 3 Begins/Ends	September 10, 1998/January 26, 1999
Semester 4 Begins/Ends	January 28, 1999/May 13, 1999
Graduation	May 16, 1999

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Mission of Phillips Graduate Institute

Phillips Graduate Institute offers educational and training opportunities in the field of human relations to a diverse population of motivated, mature students. Responsive to the changing needs of those they serve, our students, graduates and faculty seek to enhance relationships for individuals, couples, families and organizations.

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 2900 people have fulfilled the educational requirement for licensure as Marriage, Family and Child Counselors at Phillips.

With more than 26 years 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 profes-

sionals 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 "Organizational Behavior."

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 Programs

The centerpiece of Phillips Graduate Institute is an accredited Master of Arts degree program 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 Sciences (B.B.S.) 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 weekly observation of therapy sessions that 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 program. Semester one begins in either the fall, winter or spring. 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.

Opportunities to specialize in chemical dependency studies, working with children, organizational consulting, collaborating with medical practitioners, or other areas are available with additional elective courses.

Because of recent developments in health care delivery, the therapist of tomorrow must be prepared to treat some clients "briefly," work in a variety of professional settings and collaborate closely with primary care



Edwin S. Cox, Ph.D.
President

physicians. Phillips is committed to providing students with the skills they will need in order to be successful in the changing professional world.

Students immediately become 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 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 frequent information sessions. 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, and 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 PGI faculty 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' office of Clinical Placement Services.

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 ministerial settings.



Tad Frantz, R.N., Ph.D.
Dean, Family Therapy
Masters Degree Programs



M.A. Program Experiential Component



Ellen Faulk, M.A.
Vice President,
Institutional Advancement

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 three 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 four 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, and group interaction. Thirdly, students observe the leader do actual therapy with clients from behind a one-way mirror. After the session, students 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 couples' 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 experiencing its application.

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.

Community Relations

Our excellence in teaching, training and research has allowed us to fulfill another Phillips mission; service to the community. Educational, professional, medical and religious organizations, agencies, business, individuals and families continue to benefit from our services. Listening to the community, maintaining existing services and developing new prototypical programming is an integral part of Phillips' rich history and a vital part of all of our futures. We are proud to report a sample of these programs.

- *California Family Counseling Center (CFCC)*, a service of Phillips Graduate Institute— Individual, couple, family, child and group counseling, fee based on ability to pay.
- *Latino Family Therapy Program*— Culturally sensitive counseling to the Spanish-speaking community.
- *School Counseling Program*— School site child and family counseling, parent and teacher training.
- *Speaker's Bureau*— A wide range of mental health seminars offered to the community at no fee.
- *Effective Living Classes*— Weekly education classes for the public on a wide range of mental health topics at no fee.
- *Technical Assistance*— Support and expertise to 200 community agencies throughout the Greater Los Angeles area.
- *Local school and community training programs* hosted by Phillips.
- *Annual Events*— Child Safety Fair, "Days of Dialogue on Race Relations", Breast Cancer Awareness Workshops.

The Program's Structure



*Richard Varnes, Ph.D.
Director,
Organizational Behavior Program*

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 counseling sessions of licensed therapists with individuals, couples or families. After each session, students and 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 24 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 evening option begins in May of one year and ends in May two years later. 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

September Entry— Two-year M.A. Program

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

January Entry— 16-month M.A. Program

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 two-year M.A. program. Certain approved variations allow students to move between both programs. Check with the Education Office for special requirements.

May Entry— Two-year Evening program

Evening classes begin in May and end the same month two years later. Students choosing this option attend Tuesday and Thursday evenings from 6:00 p.m. to 10:00 p.m., and occasionally on Saturday from 8:30 a.m. to 5:00 p.m.

Note: Students in all options are required to attend occasional day-long (Saturday) presentations covering child abuse, legal/ethical issues and chemical dependency prior to graduation

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. 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 are 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 reviews contemporary theories of human communication



Patricia Edmister, Ph.D.
Director of Developmental Psychology

and of interpersonal and group dynamics that have particular relevance to psychotherapy practice. Issues concerning language, perception, and cognition relative to appropriate interpersonal functioning are explored experientially and by demonstration and discussion. Theories and issues are reviewed for their application to marriage and family 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



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



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



*Deborah Buttitta, M.A.
Core Faculty Member*

help negotiate change. Couple communication style and communication theory are taught. Use of several assessment instruments, are experienced. Current research findings are also reviewed. Students practice their therapy skills with "role-playing" couples.

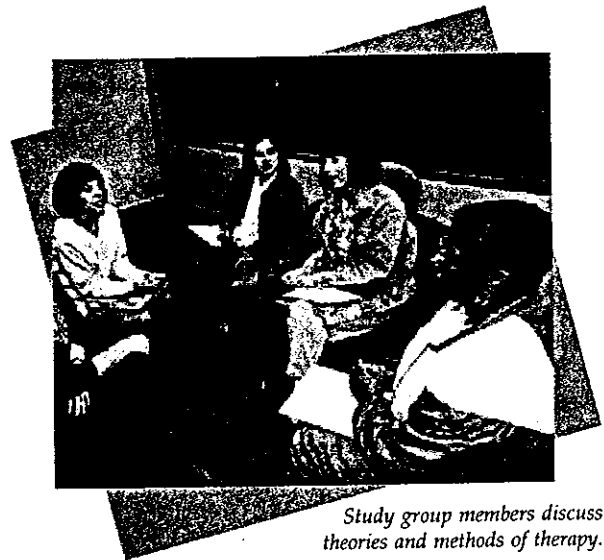
558 Human Growth and Development (3)

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 Meta-frame-

works perspective, and techniques are demonstrated and practiced. Discussion of professional and legal issues are integrated into the classes. Family of Origin issues, multigenerational 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.



Study group members discuss theories and methods of therapy.

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



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

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, and Treatment in Family Therapy (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.

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 dynamics and skills for monitoring group process are emphasized.



Michele Harway, Ph.D.
Director of Research

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.



Core Faculty member
José Luis Flores, M.A.



Second-year students make
clinical presentations in practicum.

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.

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 in Psychotherapy (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 empha-

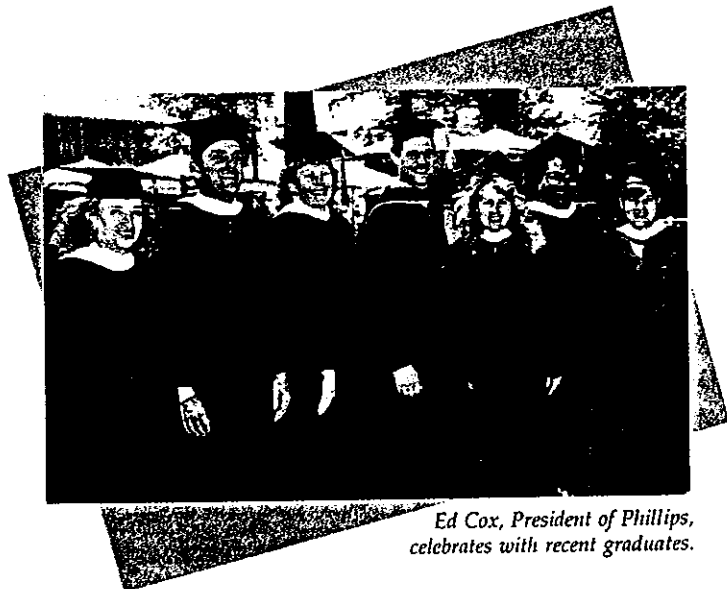


Karen Carlson, M.A.
Core Faculty Member

size 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



Ed Cox, President of Phillips,
celebrates with recent graduates.

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., 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 is-

ssues 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. Treatments 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

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

Special Course Work

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.

Elective Courses

Electives are available for all students and may be taken to augment an area of interest, to satisfy personal educational goals, to receive a sub-specialty, or to complete a 60-unit master of arts degree. Completion of these courses will be included in the student's transcripts and completion of specialized study will be verified on the student's transcripts and diploma. Students registering for any elective course listed below may be

eligible for federal financial aid to cover the cost of additional tuition.

In addition to the masters degree in Marital and Family Therapy, students may receive a sub-specialty by taking nine or more units in elective courses of one area of study. Sub-specialty certification will be documented in the student's diploma. Phillips offers many areas of sub-specialty: Chemical and Alcohol Dependency, Child Therapy, Post-Modern Therapies, Organizational Behavior, Mediation Training, and the various Field Study Practicums. Students enrolling in a Field Study Practicum course for three semesters (at three semester units each) will receive verification of sub-specialty.

Students who decide to develop a sub-specialty by taking nine units in one elective area are encouraged to take an additional three units to achieve the 60-unit master of arts degree. (See page 14 for more information).

Additional elective courses may be added during the academic year and will be announced to current students. Some of the elective courses listed below may not be available each academic year. Please refer to the appropriate catalogs and update announcements for current listings.

Field Study/ Practicum Series

Courses in this series may be repeated for credit. Students must have approved trainee status from the Faculty Review Committee prior to enrollment in these courses. A prerequisite screening process is required for these courses except for 596- Field Study Practicum.

596 Field Study Practicum (1-6)

This course is required for when a student is in a clinical placement (traineeship) and is not concurrently enrolled in a Practicum or Case Conference course. Students obtaining hours of experience during the summer break must take this course; as

well as students needing a fifth semester to complete the required practicum hours.

596B Family Therapy in Clinical Setting (3)

This course emphasizes a family systems perspective in clinical practice, and provides extensive training in psychosocial assessment, DSM-IV diagnoses, and the progressive phases of therapy. Couple, families and individuals are served within a systems approach (Bowen, Structural, Developmental). The training focus and goals are designed to address the developmental needs of beginning counselors. Students work collaboratively with each other and videotape their sessions to maximize training, supervision and client care.

Placement Site: California Family Counseling Center, Encino

596C Latino Family Therapy in Clinical Setting (3)

This course emphasizes the clinical application of family systems theory and therapy with Latino families, and the cultural aspects of family dynamics. The families at this setting are primarily Spanish-speaking from the San Fernando Valley. Students receive clinical training and guidance through co-therapy collaboration, video recording of sessions, and direct observation by professional staff. Exploration of one's cultural origins and the examination of diversity within Latino families makes this course a rich and personal experience. **Placement Site:** California Family Counseling Center, Encino

596D Child Therapy in School Setting (3)

This course provides training in child therapy with young children, and clinical experience at a school setting. It specializes in the use of play therapy, art therapy and behavioral modification within a systemic understanding of the child's school en-

vironment and family relations. Training and clinical supervision are provided at Phillips along with regular on-site supervision.

Placement Site: Elementary schools in the San Fernando Valley

596E Child Therapy in Clinical Setting (3)

This course provides training in group and individual therapy for children and families with various therapeutic issues. Students receive training through observation and participation in structured group therapy sessions with children, parents and multi-family groups. The training and supervision will reflect a family systems perspective for the assessment, diagnosis and treatment of children and their families. Various other theoretical perspectives will be explored in training and practice to provide an extensive hands-on approach to child therapy.

Placement Site: California Family Counseling Center, Encino

596F Mental Health in Community Setting (3)

This course provides specialized training in the care of the chronically mentally ill in a community mental health center. The training incorporates a rehabilitation model which includes psycho-social assessments, psychotropic therapy, socialization and crisis intervention.

Placement Site: Verdugo Mental Health Center, Glendale

Advanced Course Work

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.

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.

699 Practicum III (4-6)

See course number 597, Practicum, third semester.

700 Course Series

The courses in this series offer indepth study in chemical dependency, child therapy, collaborative therapy, brief solution therapy, divorce mediation, and numerous courses in contemporary theories and therapies. Consult Phillips' PACE catalog for a listing and description of each course, and the specialized areas of concentration.

800 Course Series

The courses in this series are special events that offer single-time presentations by renowned professionals in the field of family therapy. Consult Phillips' PACE catalog and frequent update for a description and schedule of these special areas of concentration.

OB600 Series Courses: Organizational Consulting Specialist

The purpose of this program is to assist existing Phillips Graduate Institute marriage and family therapist masters degree student's to gain knowledge, insight, and skills in the application of their therapeutic acumen in organizational consulting applications. Students who successfully complete a minimum of nine units in this program will have their transcript and diploma appropriately annotated.

Learner Objectives- Following this program, the participant will be able to:

- Develop and execute their personal consulting program
- Apply human systems dynamics to organizational settings
- Assist organizational members- articulating their values



Kimberly Bell
Assistant Admissions Director

- Assist organizational members- develop personal effectiveness strategies
- Support organizational learning strategies
- Consult with all levels of organizations on leadership

OB602 Personal Effectiveness (1)

This course focuses on individual processes that lower intrapersonal and interpersonal barriers to open involvement and commitment to organizational goals.

OB603 Consulting (1)

This course focuses on key consulting skills and adapting therapeutic skills to consulting environments.

OB604 Values (1)

This course explores the philosophical and practical impact of values in personal and organizational environments.

OB605 The Learning Organization (3)

This course follows the key strategies necessary to create flexible, adaptive environments in changing organizations.

OB606 Leadership (1)

This course features paradigms of leadership along with assessment tools.

OB607 Idealized Design (1)

This course uses critical systems thinking in the process of creating ideal organizational futures.

OB608 Human Systems Dynamics (1)

This course builds on the student's family systems dynamics knowledge as applied to organizational settings.

*** Indicates elective course**

OB609* Groups/Teams (3)

This course works on group/team formation, development, and maintenance.

OB610* Organizational Feedback Strategies (3)

This course develops strategies for defining work outputs, their measurement, and validation.



*Stephen Machado, M.A.
Academic Affairs Coordinator*

OB620* Process Facilitation (3)

This course defines the role, responsibility, and the techniques used by the consultant as a process facilitator.

OB630* Curriculum Design and Delivery (3)

This course aids in understanding the processes involved in the creation and delivery of instructional learning units to adult populations.

OB640* Organizational Fundamentals (3)

This course examines the structure of organizations to include finances.

OB650* Stress and Stress Management(3)

This course approaches stress as a debilitating factor in the performance of organizations with human systems interventions that lead to excellence.

60-Unit M.A. Program

Phillips Graduate Institute offers a 60-unit M.A. degree to students desiring a sub-specialty, a more comprehensive educational experience, or a concentrated clinical experience. The 60-unit program is also offered to accommodate students interested in practicing in states that require a 60-unit degree as part of that state's regulations for practicing family therapists. The student in junction with a faculty advisor designs a program to satisfy her/his clinical interests or educational goals.

The units may be selected from the numerous Elective Courses listed in this catalog, which includes the Field Study Practicum Series, Advanced Courses, Organizational Consulting Series, and Directed Studies



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

Program. Students wanting to receive a sub-specialty as part of their 60-unit degree must complete the minimum of nine units in one area of study.

Selected graduate classes from other schools may be transferred in partial fulfillment of the additional 12 units needed for the 60-unit degree.

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 must have a bachelor's 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 state requirements for licensure.

Honor Society

Honor Society members, as part of their service to the Phillips Graduate Institute community, provide student support and strategies for succeeding in graduate school. Reflecting Phillips' educational philosophy, outstanding achievement by students is recognized through Alpha Epsilon Lambda—the National Honor Society for Graduate and Professional School Students. Since early 1997, when the Alpha Beta Chapter of Alpha Epsilon Lambda was installed on campus, students who excel in academic, clinical and leadership areas have been honored through membership in the chapter. The mission of the Honor Society is "to confer distinction for high achievement, promote leadership development, promote scholarship and intellectual development, enrich the intellectual environment of graduate education institutions and encourage high standards of ethical behavior." The Alpha Beta chapter also recognizes clinical abilities. Induction ceremonies are conducted annually.

Program Policies

Non-Discrimination Policy

Phillips, 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.

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.

Also required:

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

A completed application is required. (There is no application fee).

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.

To prevent delays in the evaluation process, applicants are encouraged to notify the Office of Admissions if s/he has had a name change since completing coursework at another institution. 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 14.

Admission to Full-Time Provisional Graduate Standing

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



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

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.

Postponement/Readmission Policy

A student who has applied to the M.A. Program and has been accepted may postpone entrance into the program, for up to one year. The tuition deposit is valid for one year, however, applicants may be required to update portions of the application upon request.

*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.

**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. licensure).

7. Return of all Library materials.

*Completion of
Coursework for Fulfillment
of BBS 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. 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. 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. The fee for "rush" transcript processing (2-4 days) is \$10 per copy. (Make check payable to Phillips Graduate Institute.) Transcript processing takes 2 to 4 weeks.

Transfer of Units

Occasionally, applicants will have taken qualifying graduate courses from another graduate institution acceptable to the Board of Behavioral Sciences of the State of Cali-



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

fornia. 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 Sciences 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.

Grading System

The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. Grade points for each unit are assigned as follows:

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7

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 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 Dean of the Master of Arts Degree Programs in Family Therapy. 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.

Visit us on the
World Wide Web at:

.....
<http://www.pgi.edu>

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Clinical Placement Services

Phillips students are assisted with their 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.

Phillips students seeking the M.F.C.C. 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 *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

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



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

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 placement supervisors.
- Approves appropriate settings for students' 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.



Mark Stover, M.L.S.
Library Director

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 inter-library loan privileges for our students.

Student Financial Aid

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

Eligibility Determination For Federal Stafford Loans

Students submit a "Free Application for Federal Student Aid" (FAFSA) 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. Once the FAFSA has been processed, 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. The final step to the process is to complete a loan application. Students must be officially accepted with a letter from the Registrar's Office before the completion of the loan process.



Cynthia Koski
Financial Aid Officer

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

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.

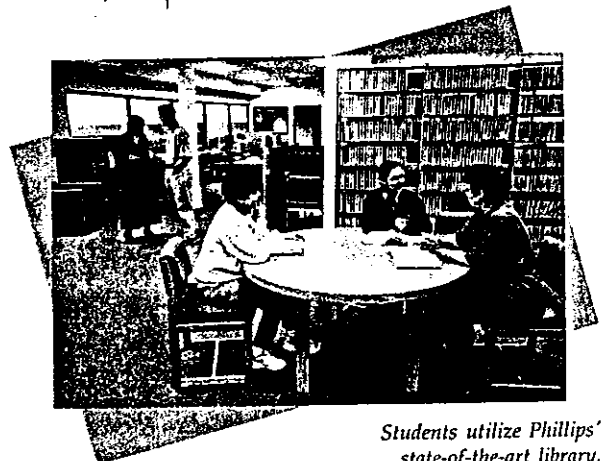
Scholarship and Veteran Benefits

A limited number of Phillips' subsidized 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.



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



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

Financial Policies

Tuition and Fees*

• Application Fee	\$0
• Tuition Deposit	\$50
• Tuition per semester unit (The entire four-semester program currently totals 48 semester units.)	\$450
• Late registration Fee (If registering after the first week of class.)	\$50
• 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)	\$160
• Student ID card	\$10
• Graduation Fee	\$125
• Materials Fee	\$25

Miscellaneous Fees

• Returned Check Charge	\$10
• Transcript Processing Fee	\$5
• Each Additional Transcript Processed at the same time	\$3
• Rush Transcript Processing Fee	\$10

VISA and MasterCard accepted.

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

Tuition Deposit

A \$50 tuition deposit is due upon acceptance into the program. The deposit reserves a space for the student in the program, and is applied to the tuition at the time of registration. The tuition deposit is non-refundable. If the student decides to postpone entrance into the program the tuition deposit is valid for up to one year. It is the policy of Phillips that deferred tuition's 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 \$50 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%



Nora Valentino
Vice President, Finance

*Order books
from our
bookstore
on-line and securely!*

<http://www.pgi.edu>

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. At the start of each semester the student will have the option to purchase a "Book Box." The "Book Box" will contain all the required readings for a semester.

Bookstore Hours

Please call the Phillips reception desk (818) 386-5600 for the bookstore hours. Professionals wishing to purchase books but who are unable to come in 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 at (818) 386-5674.

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. Books purchased as part of the "Book Box" are not refundable and are stamped on the inside cover.

Phillips Intern Programs



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

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 12 units of coursework over a two-year period. The intern seminars combine didactic presentations with experiential learning. Emphasis is on learning through active participation.



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

Phillips' internships meet or exceed the requirements by the Board of Behavioral Sciences 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 Bess Gilbert-Willhite, Clinical Administrative Coordinator, at (818) 386-5615.



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

Professional Advancement & Continuing Education (PACE)

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 new requirement for Mandatory Continuing Education (MCE). Each PACE catalogue 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 division of Phillips, 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).



*Jennifer Andrews, Ph.D.
Director, Professional Advancement
and Continuing Education*

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*
- *Solution-Focused Training*
- *Chemical Dependency Certificate Program*

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 catalogue 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 fifth year of continued programming at Phillips Graduate Institute, and to your participation. For more information about continuing education, call PACE at (800) 815-PACE (7223).

Administration and Faculty

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Richard P. Varnes, Ph.D., *Director, Organizational
Behavior Program*
Katharine Wexler, M.A., *Director of Directed
Studies Programs, Clinical Supervisor*

Adjunct Faculty

Daniel Alonzo, M.A., *Private Practice, Los Feliz/
Silverlake*
Susan Appleton, M.A., *Private Practice, Los Feliz/
Silverlake*
Jessica Barrett, M.A., *Private Practice, Toluca Lake*
Ginger Bartel-Sherb, M.A., *Private Practice,
Toluca Lake*
Renée Lang Burg, M.A., *Director of the Center for
Individual and Family Counseling, North
Hollywood*
Carol Bishop, M.A., *Clinical Supervisor, Private
Practice, North Hollywood*
Sabre Brahms, M.A., *Educational Consultant, Los
Angeles*
Jeanie Cohen, M.A., *Private Practice, Woodland Hills*
Gloria Crudgington, M.A., *Private Practice, Pasadena*
Judy Davis, M.A., *Private Practice, Woodland Hills*
Donna Emmanuel, M.A., *Private Practice,
Sherman Oaks*
Linda Glick, M.A., *Private Practice, Sherman Oaks*
Nan Gold, M.A., *Private Practice, Toluca Lake*
Nancy Golden, M.A., *Private Practice, Sherman Oaks*
Susan Hyatt, M.A., *Private Practice, North Hollywood*
Moon Kerson, Ph.D., *Clinical Supervisor, Private
Practice, West Los Angeles*
Judith Lainhart, M.A., *Private Practice, Encino*
Robert Mann, M.A., *Private Practice, Toluca Lake*
Helen Meek, M.A., *Private Practice, Sherman Oaks*
Nina Miller, M.A., *Private Practice, Los Angeles*
Jan Morgan, M.A., *Private Practice, Encino*
Sara Neumann, M.A., *Clinical Supervisor, Private
Practice, Encino*
Sally A. Olshan, M.A., *Co-director, Center for
Therapy, Sherman Oaks*
Marie Poore, M.A., *Clinical Supervisor, Private
Practice, La Cañada*
Fred Potter, M.A., *L.I.F.E. Counseling, Monrovia*
Roberta Robinson, M.A., M.S., *Private Practice,
Burbank*
William Rolfe, M.A., *Private Practice, Westwood*
Ira Brady Rubin, M.A., *Private Practice, Los Feliz/
Silverlake*
Richard Sherb, M.A., *Private Practice, Toluca Lake*
Linda Sherman, M.A., *Psy.D., Private Practice,
North Hollywood and Tarzana*

Visiting Faculty

- Maxine Baker-Jackson, J.D., Los Angeles City Family Court System, Los Angeles, California
- Helen Bass, M.A., Private Practice, Van Nuys
- Lorraine Barak, M.A., Private Practice, Toluca Lake
- Lee Blackwell, Ph.D., U.C.L.A.
- Margo Boetticher, M.A., Private Practice, Encino, California
- Richard Burr, Ph.D., Private Practice, Van Nuys
- Stephen Cheung, Psy.D., Asian Pacific Consulting Services, Los Angeles, California
- Theresa Cianci, M.A., Phillips, Encino, California
- David Clark, Ph.D., C.A.D.C., Coordinator, Phillips Chemical Dependency Studies Program, Family Therapist, Westwood, California
- William Coburn, Ph.D., Private Practice, Westwood, California
- Cynthia Cooley, M.A., Private Practice, Seattle, Washington
- Stephanie Covington, Ph.D.,* Consultant for Women's Treatment, The Betty Ford Center, La Jolla, California
- Mary Donovan, M.A., Private Practice, Los Angeles
- Nancy Detjen, Ph.D., Private Practice, Torrance, California
- Paula Gelber Dromi, Ph.D., LCSW, Private Practice, Los Angeles, and Santa Monica, California
- David Epston, M.A.,* Family Therapy Centre, Auckland, New Zealand
- Martin Farash, M.A., Clinical Supervisor, Private Practice, Woodland Hills
- Ester Gillies, MSW, LCSW, Advisor to National Center on Child Abuse and Neglect, Advisor to Child Maltreatment & Family Violence Program, UCLA, Los Angeles, California
- Lee Combrinck-Graham, M.D.,* Medical Director for Behavioral Health at Oxford Health Plans in New York
- Melba Finkelstein, Ph.D., Clinical Supervisor, Hypnotherapist, Private Practice, North Hollywood, California
- Les Forman, Ph.D., Northridge Hospital, Private Practice, Tarzana, California
- Chuck Franklin, Ph.D., Private Practice, Sherman Oaks, California
- John Gladfelter, Ph.D.,* Associate Professor of Psychology, Department of Psychiatry, University of Texas, Dallas, Texas
- Shirlee Gomer, M.A., Founder/Director California Psychodrama Counseling Institute, Los Angeles, California
- Lynda Harbert, M.S., Private Practice, Rosemead, California
- James Harper, Ph.D.,* Brigham Young University, Provo, Utah
- Cynthia Hunter, M.A., Social Worker, St. John's Hospital, Oxnard, California
- Susan Hyatt, M.A., Private Practice
- Teresa Jacobs, M.A., Director, Drug Treatment Program, Rancho San Antonio Boys Home
- Madrid Jacobs-Brown, M.A., Private Practice
- Lisa Kabot, LCSW, Private Practice, Clinical Supervisor of Adolescent Family Treatment Program, Northridge, California
- Zoy Kazan, MSc,* Director of Training of Narrative Training Associates, Santa Rosa, California; Faculty, JFK University, San Francisco, California
- Kenneth Klaristenfeld, Ph.D., Private Practice, Encino, California
- Barbara Lang, Ph.D., L.C.S.W., Private Practice, Los Angeles, California
- Richard Leslie, J.D.,* Legal Counsel, CAMFT, San Diego, California
- Connie Marco, M.A., MFCC Intern Phillips, Encino, California
- Dee Dee Mascareñas, M.A., Private Practice, Encino, California
- Scott Miller, Ph.D.,* Brief Therapy Training Consortium, Chicago, Illinois
- Theodore Millon, Ph.D.,* Professor, Harvard Medical School, Professor, University of Miami
- Rosalie Minkin, M.S.W., T.E.P., Consultant, Trainer, Teacher, Santa Monica, California
- Kim Nakae, M.A., Director of Chemical Dependency Program, Torrance Memorial Medical Center, Private Practice, Redondo Beach, California
- Jeanne Obert, M.A., Director, Matrix Center, Beverly Hills, California
- Ernest Pipes, Unitarian Minister, Santa Monica, California
- Robert Resnick, Ph.D.,* Clinical Psychologist, Los Angeles
- Dina Rosen, M.A., L.C.S.W., AIDS Service Center, Pasadena, California
- Scott Rosengard, M.A., North Hollywood, California
- Iris Santos, M.A., Private Practice, Encino, California
- David M. Schnarch, Ph.D.,* Clinical Psychologist & Associate Clinical Professor of Psychiatry and Urology, Louisiana State University School of Medicine, New Orleans, Louisiana
- Ken Evans, M.A., Director of Another Way, West Los Angeles, California
- Lynn Shook, Ph.D., Private Practice, Los Angeles, California
- Diana Vartan, M.A., Private Practice, Glendale, California
- Michael Walker, Ph.D., Private Practice
- Michael White*, Dulwich Centre, Adelaide, Australia
- Karen J. Williams, Ph.D., Drew Child Development Center, Child Abuse Treatment Center, Los Angeles, California

**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.*



Phillips Graduate Institute
Master of Arts Degree Program in Marital and Family Therapy
Application Form

Accredited by the Accrediting Commission for Senior Colleges and Universities of the
 Western Association of Schools and Colleges (WASC)

Instructions: Please complete this form and mail it to the Phillips Graduate Institute Office of Admissions- 5445 Balboa Blvd., Encino, CA 91316-1509. This form will begin your application process. *Your application will be evaluated upon receipt of your complete application, including statement of goals, two letters of recommendation, and all official transcripts.* There is no application fee.

Please print

Name: _____
last first middle prior or maiden

Address: _____
number & street city state zip

Phone: _____ Date of Birth: _____
home work

Citizen of: _____ If Veteran, Dates of Service: _____

Occupation: _____

Marital Status: Married Separated Divorced Single Number of Children: _____

Contact in case of emergency: _____
name relationship phone

List in chronological order all colleges attended (regardless of whether courses were completed for credit). It is your responsibility to have all official transcripts of college work sent directly from each college attended to Phillips (Attn: Admissions Office).

<i>Date of attendance</i>	<i>College & Location</i>	<i>Degree or # of units</i>	<i>Major</i>	<i>Graduation Date</i>

- Please write a goals statement according to directions on the Goals Statement Form and submit it with your application.
- Describe any professional or paraprofessional experience you have had in the role of counselor.

- I understand that the training for which I hereby make application will not in itself qualify me for a marriage, family, and child counselor license. It satisfies only the Board of Behavioral Science Examiner's minimum education requirement as contained in Section 1830(c) of the California Administrative code.
- It is further recognized by the undersigned that the initial acceptance into the program does not obligate Phillips Graduate Institute, nor any of its representatives, to maintain any student in the program if said student is found to be unfit for the program by any reason of personality or attitudinal characteristics.
- 3-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 tuition monies paid will be refunded. Fees are not refundable.
- Any questions or problems concerning this Institution which have not been satisfactorily answered or resolved by the Institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 95814.
- Since this is a program which involves the development of professional potential in interpersonal relationships, I understand that I am required to attend an Orientation/Interview prior to enrollment in the program.
- I wish to begin the program in the (check one)
 January 19____ May (Evening) 19____ September 19____
- This is the first time I have applied to Phillips' M.A. program: Yes No If no, date of last application: _____

Signed: _____

Social Security Number: _____

Date: _____

Office Use Only
Date Received: _____
Fee: _____

Phillips Graduate Institute
Recommendation



Please return to:

Phillips Graduate Institute
Admissions Office
5445 Balboa Boulevard
Encino, CA 91316-1509

Applicant's name: _____

The person named above has applied for admission to the Master of Arts degree program in Marital and Family Therapy. Your evaluation of the applicant will help the Admissions Committee with the selection process.

How long have you known the applicant? _____

In what capacity? _____

Compared with others you have known in this capacity, how would you rank the applicant's performance?

- Superior Above Average Average Below Average

How would you rate the applicant's interpersonal skills?

- Superior Above Average Average Below Average

Please check the appropriate response:

	Superior	Above Average	Average	Below Average	No Basis for Judgement
Communication Skills					
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity & Professional Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you know to be true about the applicant's potential for graduate study and for a career in Marriage, Family and Child Counseling?

Signature

Date

Printed Name

Position/Title

Address

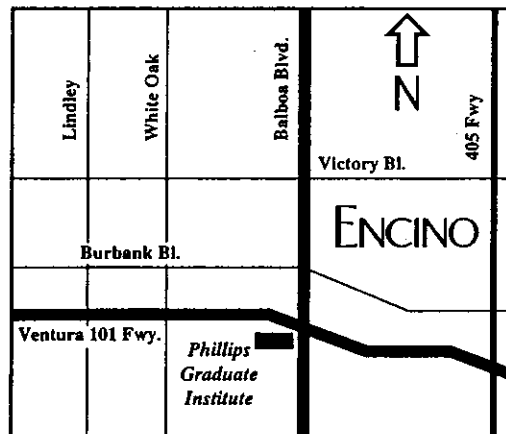
City State Zip

Phone Number (where you can be contacted if necessary)

(attach business card if available)

PHILLIPS GRADUATE INSTITUTE CORE VALUES

- *The Challenge to Grow and Develop*– This is applicable at the individual, family, and organizational levels. We apply it to our ourselves and others.
- *Collaborative Involvement*– This is the catalyst for innovative and effective solutions inside and outside the organization.
- *Integrity*– We encourage the making and honoring of commitments; consistency and wholeness even under challenging circumstances.
- *Creativity*– Institutional support for creativity helps to find new solutions and to look “out of the box” for new opportunities in times of change.
- *Appreciation for Diversity*– We can capitalize on the advantage of differences; learn new ways of doing things from each other.
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