



PHILLIPS  
GRADUATE  
INSTITUTE

Master of Arts Catalog  
2000

STUDENT SERVICES –  
REGISTRAR OFFICE

## *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.*

## *Core Values of Phillips Graduate Institute*

### *The Challenge to Grow and Develop*

*This is applicable at the individual, family, and organizational levels.  
We apply it to ourselves and others.*

### *Collaborative Involvement*

*This is the catalyst for innovative and effective solutions 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.*

### *Contribution to Positive Social Change*

*Every person involved with Phillips Graduate Institute  
contributes to the well-being of the community. This contribution,  
however seemingly small, is eventually reflected at global levels.*

## *Message from the President*

Welcome to Phillips Graduate Institute.



As you read through this catalog you will find programs and courses that address important needs of our ever-changing society. Our commitment to improving human relations at all levels through the people we educate and train, is a major purpose of our institution.

The Master of Arts Degree Programs in **Marital and Family Therapy, Marital and Family Therapy (Art Therapy), Organizational Behavior** and **School Counseling** are designed to prepare graduates to be successful agents of change. Our graduates work with individuals, families, schools, companies, associations, and more. They help people live and work better in all kinds of settings, leading to more effective individuals, families and organizations.

Our counseling center, the **California Family Counseling Center**, a service of Phillips Graduate Institute, provides services to the community and an immediate relevance to the classroom work. This helps to demonstrate our educational philosophy of integrating academic knowledge with clinical experience and student personal development at every opportunity.

Our leadership in the field of human relations education is unparalleled. Our roots go back to 1930 with the founding of the American Institute of Family Relations, which merged into the California Family Study Center, which became *Phillips Graduate Institute*. Phillips has a well-earned reputation as an innovator of effective teaching methods for adult education; as a leader in the implementation of new theories and methods of encouraging change; and as a proactive collaborator with state agencies and other institutions to improve the professions we serve.

Our size allows us to innovate quickly so our curriculum can stay abreast with our changing fields. We stay in close contact with our students to encourage their success and serve as an ongoing resource to them.

I invite you to join us in a process that will expand your own horizons and help influence our society.

Patricia Edmister, Ph.D.  
Interim President,  
Director, Developmental Psychology  
Phillips Graduate Institute

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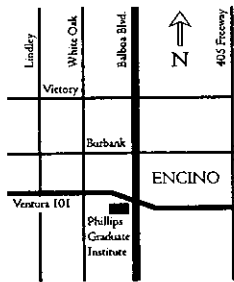
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### Location Information





**PHILLIPS  
GRADUATE  
INSTITUTE**

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## Introduction

Phillips Graduate Institute offers three Master of Arts Degree Programs and a wide range of elective courses designed to provide students with education and training in specialized areas of study. The Master of Arts in Marital and Family Therapy, the Master of Arts in Organizational Behavior, and the Master of Arts in School Counseling are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).



Additionally, the Marital and Family Therapy Masters Program meets all academic requirements of the Board of Behavioral Science (B.B.S.) for California Licensure in Marital and Family Therapy, and the School Counseling Masters Program meets all academic requirements for Pupil Personnel Services Credentialing of the California Commission on Teacher Credentialing (C.T.C.).

The degree-granting programs blend academics and theory with practical experience and training. Students balance process and theory to create a framework for understanding their field of study. Phillips emphasizes effective interpersonal relationships and self-awareness and is dedicated to the educational, professional, and personal growth of each student.

Phillips' 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. In this catalog, you will find information including course descriptions and degree requirements for each of the three Master of Arts Programs. 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 the Office of Admissions at (818) 386-5639 for dates and times of these meetings and explore the many educational and career opportunities available to you at Phillips Graduate Institute.



# Master of Arts Degree in Marital and Family Therapy

## Educational Philosophy

Phillips' educational philosophy emphasizes a "family systems" approach to the investigation, understanding and treatment of human relationships. The Master of Arts Degree 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 one-way mirrors, or in small interactive groups. A three-pronged approach integrates the family systems paradigm: intrapsychic and interpersonal psychological theory, first-hand experiential learning, and personal and interpersonal growth. This structure allows students to integrate the methods and theoretical stances that fit their personal 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 Phillips 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' Clinical Placement Office.

## 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 Marital 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 Marital 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 Marital and Family Therapy. For those who do not choose to pursue a license there are many opportunities to use this degree in education, law, business, social service, government and ministerial settings.

## The Experiential Component

The experiential component at Phillips is integral to the M.A. Program. In addition to classroom role-play exercises, the first year of the program includes three groups which round out 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 hand-picked for their excellence and are licensed Marriage and Family Therapists with successful private practices.

## Case Conference

Case Conference is attended by small groups of students and consists of four components. First, reiteration and expansion of theories taught in class are offered. Second, students participate in experiential exercises demonstrating theorists' ideas, techniques, and methods through role play, and group interaction. Third, students observe the leader doing actual therapy with clients from behind a one-way mirror. After the session, students serve as therapy 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

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

Growth Group in first and second semester is led by a licensed Marriage and Family Therapist (M.F.T.), 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. Growth groups offer a unique setting in which to learn theory by experiencing its application.

### Practicum

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 and second semesters and may be taken in third and fourth semesters. Practicum is required for all third and fourth semester 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 ongoing coun-

seling or psychotherapy seems advisable, faculty and/or staff will assist students in finding an appropriate clinical setting.

### The Program's Structure

Phillips Graduate Institute's M.A. Program in Marital and Family Therapy is designed to accommodate the schedule of the working student who has full-time obligations beyond school.

**Regularly scheduled coursework** is taken in once-weekly, day-long classes or twice-weekly evening classes. Students take part in the program commitments listed below.

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

**Case Conference** permits first and second 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.

**Growth Group** ensures therapists in-training the opportunity to experience therapy as clients before obtaining their degree. For students beginning in September, Growth Group is available with or without their significant other.

**Study Groups** enable first semester students to review and strengthen their understanding of weekly readings and classwork. Study groups are required for first semester and optional in the remaining three semesters.

### M.A. Program Entry Options

|                    | September Entrance<br>(Fall Term)  | January Entrance<br>(Spring Term)  | May/Evening Entrance<br>(Summer Term)  |
|--------------------|--|--|--|
| Class Time         | 8:00 a.m. - 4:00 p.m.  | 8:00 a.m. - 5:00 p.m.  | 6:00 p.m. - 10:00 p.m.   |
| Class Days         | Tues., Thurs. <u>or</u> Sat.   | Thurs. <u>or</u> Sat.  | Tues. and Thurs.   |
| Program Length     | 21 months  | 16 months  | 24 months  |
| Case Conference    | Three hours per week in addition to class time (semesters 1 and 2 only)                | Three hours per week in addition to class time (semesters 1 and 2 only)                | Three hours per week included in Tues./Thurs. evening format (semesters 1 and 2 only)                |
| Growth Group       | Six hours per month in addition to class time (semesters 1 and 2 only: 45 hours total) | Six hours per month in addition to class time (semesters 1 and 2 only: 45 hours total) | Six hours per month included in Tues./Thurs. evening format (semesters 1 and 2 only: 45 hours total) |
| Study Group        | 1st semester only (1.5 hours per week)   | 1st semester only (1.5 hours per week)   | 1st semester only (1.5 hours per week)   |
| Other Requirements | Two to three all day workshops per year  | Three to five all day workshops per year.  | Two to three all day workshops per year.   |

*Clinical training at approved traineeship sites may begin after completion of 12 units and receipt of Phillips' trainee status. Students planning to become licensed as marriage and family therapists must obtain 150 hours of traineeship experience prior to graduation.*

# Academic Calendar

1999-2000

2000-2001

## Summer 1999/May 24-Month Evening Enrollment Schedule

|  |                    |                    |
|--|--------------------|--------------------|
| <b>Summer</b> Registration, Semester 1 | May 19 (1999)      | May 16 (2000)      |
| Class Begins, Semester 1               | May 18             | May 16             |
| Summer Break                           | Aug. 12 – Sept. 20 | Aug. 10 – Sept. 18 |
| Resume Classes                         | Sept. 21           | Sept. 19           |
| Class Ends, Semester 1                 | Dec. 17            | Dec. 15            |
| <b>Spring</b> Registration, Semester 2 | Jan. 4 (2000)      | Jan. 2 (2001)      |
| Class Begins, Semester 2               | Jan. 4             | Jan. 2             |
| Class Ends, Semester 2                 | June 22            | June 21            |
| <b>Fall</b> Registration, Semester 3   | Sept. 19           | Sept. 18           |
| Class Begins, Semester 3               | Sept. 19           | Sept. 18           |
| Class Ends, Semester 3                 | Feb. 1 (2001)      | Jan. 31 (2002)     |
| <b>Spring</b> Registration, Semester 4 | Feb. 6             | Feb. 5             |
| Class Begins, Semester 4               | Feb. 6             | Feb. 5             |
| Class Ends, Semester 4                 | May 31             | May 30             |
| <b>Graduation</b>                      | June 10            | June 9             |

## Fall 1999/September 21-Month Enrollment Schedule

|  |                         |                         |
|--|-------------------------|-------------------------|
| <b>Fall</b> Registration, Semester 1   | Sept. 21, 23, 25 (1999) | Sept. 19, 21, 23 (2000) |
| <b>Fall</b> Registration, Semester 3   | Sept. 21, 23, 25        | Sept. 19, 21, 23        |
| Class Begins, Semester 1               | Sept. 21, 23, 25        | Sept. 19, 21, 23        |
| Class Begins, Semester 3               | Sept. 21, 23, 25        | Sept. 19, 21, 23        |
| Winter Break                           | Dec. 17 – Jan. 1 (2000) | Dec. 21 – Jan. 4 (2001) |
| Resume Classes                         | Jan. 4, 6, 8            | Jan. 5, 8, 10           |
| Class Ends, Semester 1                 | Feb. 15, 17, 19         | Feb. 13, 15, 17         |
| Class Ends, Semester 3                 | Feb. 15, 17, 19         | Feb. 13, 15, 17         |
| <b>Spring</b> Registration, Semester 2 | Feb. 15, 17, 19 (2000)  | Feb. 13, 15, 17 (2001)  |
| <b>Spring</b> Registration, Semester 4 | Feb. 15, 17, 19         | Feb. 13, 15, 17         |
| Class Begins, Semester 2               | Feb. 22, 24, 26         | Feb. 20, 22, 24         |
| Class Begins, Semester 4               | Feb. 22, 24, 26         | Feb. 20, 22, 24         |
| Spring Workshop Week                   | Mar. 7 – 11             | Mar. 6 – 10             |
| Spring Break                           | Apr. 17 – 23            | Apr. 9 – 15             |
| Class Ends, Semester 2                 | June 20, 22, 24         | June 19, 21, 23         |
| Class Ends, Semester 4                 | June 10                 | June 9                  |
| <b>Graduation</b>                      | June 11                 | June 10                 |

## Spring 2000/January 16-Month Enrollment Schedule

|  |                    |                    |
|--|--------------------|--------------------|
| <b>Spring</b> Registration, Semester 1 | Jan. 20, 22 (2000) | Jan. 18, 20 (2001) |
| Class Begins, Semester 1               | Jan. 20, 22        | Jan. 18, 20        |
| Spring Workshop Week                   | Feb. 22 – 26       | Feb. 19 – 24       |
| Spring Break                           | Apr. 17 – 23       | Apr. 9 – 15        |
| Resume Classes                         | Apr. 27, 29        | Apr. 19, 21        |
| Class Ends, Semester 1                 | May 11, 13         | May 10, 12         |
| <b>Summer</b> Registration, Semester 2 | May 11, 13         | May 10, 12         |
| Class Begins, Semester 2               | May 19, 20         | May 17, 19         |
| Class Ends, Semester 2                 | Aug. 31 – Sept. 2  | Aug. 30 – Sept. 1  |

\* Please refer to Fall 2000/Spring 2001 for semesters 3 and 4.



### **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**

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. **1-2 units.**

#### **502 Principles of Therapy—Experiential Format**

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. **1-3 units.**

#### **503 Preparation for Graduate School**

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 re-entering 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. **1-2 units.**

#### **504 Overview of General Psychological Theories**

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. **1-3 units.**

### **First Semester**

- 506 Introduction to Systems
- 507 Foundations of Psychotherapy
- 508 Pragmatics of Psychotherapy
- 511 Human Diversity
- 515 Human Communication
- 516 Human Growth and Development
- 517 Family Therapy

### **Second Semester**

- 522 Assessment and Treatment of Mental Disorders
- 526 Assessment and Intervention with Children and Adolescents
- 523A Alcohol and Chemical Dependency Training
- 524 Group Dynamics
- 527 Practical Applications of Family Systems Theory
- 525 Research Methodology

Semesters one and two of the M.A. Program contain 13 semester units each (26 units for semesters one and two), not including optional additional graduate elective courses.

### **Third Semester**

- 538 Legal and Professional Issues
- 531A Applied Therapeutic Methodology- I
- 536 Diversity Issues in Family Therapy
- 532 Sexual Adjustment and Sex Therapy
- 530A Practicum-I
- 534 Couple Therapy

### **Fourth Semester**

- 548 Philosophical, Legal and Ethical Issues in Family Therapy
- 531B Applied Therapeutic Methodology- II
- 523B Alcohol and Chemical Dependency Training
- 530B Practicum- II
- 545 Professional Paper Research

Semesters three and four of the M.A. Program contain 11 semester units each (22 units for semesters three and four), not including optional additional graduate elective courses.

## 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 throughout the catalog.

Courses listed in first and second semester are applicable for Marital and Family Therapy (M.F.T.) students.

### First Semester

#### 506 Introduction to Systems

The concepts and underlying principles of "systems thinking" are introduced, and students explore their relevance to human relationships for individuals, couples, families, work groups, schools, and society as a whole. **1 unit.**

#### 507 Foundations of Psychotherapy

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include psychodynamic, behavioral and humanistic-existential models. The focus includes a historical perspective, individual consulting and therapy styles, conditions leading to change and helper characteristics. **2 units.**

#### 508 Pragmatics of Psychotherapy

Students are oriented to the psychotherapy process, including establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships and ethical handling of financial issues. **1 unit.**

#### 511 Diversity Issues in Family Therapy

Marriage and Family 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. **2 units.**

#### 515 Human Communication

Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. **2 units.**

#### 516 Human Growth and Development

Theories of normal biological, psychological and social development over the life span of individuals and systems are reviewed. Philosophies of major theorists are compared and contrasted. The interaction between developmental phases in individuals and larger systems is explored. Implications for therapy is emphasized. **2.5 units.**

#### 517 Family Therapy

Starting from the historical context of the family therapy movement, this course surveys the family therapy field with its complex diversity of continually evolving theoretical models, from both "modern" approaches (Psychoanalytic, Bowen, Experiential, Structural, Cognitive-Behavioral) and "post-modern" approaches (Solution-Focused, Narrative, Collaborative Language Systems). **2.5 units.**

### Second Semester

#### 522 Assessment and Treatment of Mental Disorders

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 encountered by therapists. Assessment techniques, including standardized testing, are introduced. Students learn about commonly used psychotropic medications and the role of referral to and cooperation with other mental health practitioners in treatment planning. **3 units.**

#### 526 Assessment and Intervention with Children and Adolescents

This course focuses on working with children and adolescents in their families and other social systems. Age-appropriate behavior, typical and abnormal interaction patterns and practical clinical issues are discussed. Emphasis is given to professional skills effective with these age groups. **2.5 units.**

#### 523A Alcohol and Chemical Dependency Training

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. **.5 unit.**

### 524 Group Dynamics

Theory and practice of various methods and techniques for group effectiveness are explored, experienced and demonstrated. Principles of group dynamics and skills for monitoring group process are emphasized. **1 unit.**

### 527 Practical Applications of Family Systems Theory

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, Salvador Minuchin, 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. **3 units.**

### 525 Research Methodology

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.

The focus is on the development of individual research. **3 units.**

## Third Semester

### 538 Legal and Professional Issues

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 and family therapy. Therapy Codes of professional organizations are discussed. **1 unit.**

### 531A Applied Therapeutic Methodology- I

This course focuses on the application of theoretical models to a variety of clinical issues, from a variety of clinical approaches. Students are guided to begin clarifying their own theoretical and applied clinical approaches. **3 units.**

### 536 Diversity Issues in Family Therapy

This course builds on the first year course in Human Diversity. Since Marriage and Family Therapists must be prepared to counsel clients from a multiplicity of cultural backgrounds, the course emphasizes specific therapeutic skills needed for working successfully with clients from a variety of cultural domains. **1 unit.**

### 532 Sexual Adjustment and Sex Therapy

Current knowledge of human sexuality and psychosexual development is presented. In addition to anatomy, physiology and human 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. **1 unit.**

### 530A Practicum- I

This course provides students with an opportunity for ongoing group supervision. Students present cases using audio or videotape whenever possible. Students also discuss cases from their supervised clinical placement. 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. **4 units.**

### 534 Couple Therapy

This course examines several theoretical models for the assessment and treatment of intimate partnerships. Current research models are presented in an integrative approach for working with couples. Various therapeutic interventions are presented to demonstrate the negotiation of change and the enrichment of couples' lives. **1 unit.**

## Fourth Semester

### 548 Philosophical, Legal, and Ethical Issues in Family Therapy

This course examines the philosophical and ethical foundations of therapy, and expands on legal issues including child abuse assessment, reporting and intervention. Spe-

cific 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. **2 units.**

### **531B Applied Therapeutic Methodology- II**

A continuation of course #531A from the previous semester, this course addresses working with stepfamilies, families facing grief and loss, hypnosis and metaphors, and it assists students to integrate their own theoretical approach and apply it to clinical practice. **2 units.**

### **523B Alcohol and Chemical Dependency Training**

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. **.5 unit.**

### **530B Practicum- II**

This course is a continuation of course #530A from the previous semester. **4 units.**

### **545 Professional Paper Research**

A professional paper begun in the first year is required of all students. This research 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, organizational behavior and/or school counseling. 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, 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 paper is due at the end of second year and is catalogued in the Phillips Library. **2.5 units.**

## **Extended Coursework**

### **545A Professional Paper**

Students who require extended research time and/or supervision beyond the fourth semester deadline must enroll in #545A. This course ensures use of Phillips facilities and

contact guidance from the Phillips faculty while the professional paper is being completed.

## **Comprehensive Written and Oral Examinations**

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

## **Directed/Independent Studies Program**

Most of the courses listed in this catalog are available to students not enrolled in the regular master's 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.

## **60-Unit 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 conjunction with a faculty advisor and/or the academic advisor, designs a program to satisfy clinical interests or educational goals.

The units may be selected from the numerous Elective Courses listed in this catalog, which include the Field Study Practicum Series, Advanced Courses, Organizational Consulting Series, Continuing Education and Electives, Directed Studies Program and School Counseling Services Program. *Students pursuing 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.

## Double Master's

Students may simultaneously complete requirements for a double master's from the following degree options offered

at Phillips:

- Marital & Family Therapy Program
- Organizational Behavior Program
- School Counseling Program

Acquiring a double master's will be reflected on both the transcript and the diploma. Please see the academic advisor for guidance and advisement.

## MAMET Degree Options

Elective options from any program may be selected to fulfill additional unit requirements. Students may enroll in more than the additional 12 units for courses that are of interest to their educational experience.

### *Master of Arts in Marital and Family Therapy*

48 unit master's

Semesters 1 through 4

(see previous pages for descriptions)

### *Master of Arts in Marital and Family Therapy*

60 unit master's

Semesters 1 through 4 and

- 2 units from Organizational Behavior or
- 12 units from Continuing Education electives or
- 12 units from series 596 field study/clinical setting or
- 12 units from School Counseling

# Art Therapy Programs

## *Educational Philosophy*

Art therapy is a human service profession that provides clients with therapeutic art experiences and recognizes the important role that creative expression and symbolic association play in a person's development, growth and health. Art therapists are trained to actively engage the healing power of the arts that is inherent in each of us and to work with individuals and with groups of people in a broad variety of clinical settings.

The Phillips Graduate Institute Art Therapy Program provides students with the necessary tools to practice art therapy with children, adolescents, couples and families from all ages, races, and ethnic backgrounds in individual, couple, family and group formats.

Department emphasis is in art therapy studies and recognizes the cognitive, emotional role of art, imagery and creativity in health and healing. A core value of this program supports a belief in the healing and life-enhancing qualities of art making and creativity for every person. Phillips faculty is dedicated to understanding and teaching art therapy as a meaningful and life-supporting personal and interpersonal link between all systems in which we participate. The department encourages students to contribute to the study of art therapy as a mind/body inquiry

## *The Program's Structure*

The Art Therapy Program is available for Phillips Graduate Institute students and for professionals in a related field who are seeking art therapy continuing education.

This program is designed to meet the educational standards of the American Art Therapy Association (AATA). Students and professionals may elect to qualify for National Art Therapy Registration (ATR), provided that they meet all additional AATA graduate and post-graduate admission and practicum/traineeship standards. Information regarding these standards is available through the Phillips Art Therapy Department and the National Art Therapy Association (AATA).

The Art Therapy Program meets the clinical practice competency and specialization guidelines for the California Board of Behavioral Sciences (BBS) and fulfills the requirements for BBS continuing education for licensed Marriage and Family Therapists (MFT) and licensed Clinical Social Workers (LCSW).

## *Masters of Arts Degree in Marital and Family Therapy (Art Therapy) MFT AT/R 60 units*

This program is for students who are interested in including an art therapy specialization within the currently pursued degree at Phillips Graduate Institute. Students enroll in 4 semesters and 48 units of core course work in the Marital and Family Therapy Program. Requirements include presentation of a professional paper in art therapy, practicum in art therapy during 3rd and 4th semesters, completion of an art therapy traineeship and participation in art therapy supervision.

Students also enroll in 12 units of Art Therapy designated didactic studies. The designated courses are offered Monday afternoons. Students may complete the program in two years. An art therapy specialization may be available for student enrolled within other Phillips degree programs.

Students may elect to qualify for National Art Therapy Registration (ATR) and to meet any additional AATA - ATCI graduate and post-graduate admission and practicum traineeship standards. Please request additional information

## *Art Therapy Certificate Program for Professionals in a Related Field C.AT/R 24 units*

This program is intended for professional candidates from related fields such as marriage and family therapy, social work and psychology. Professionals take 24 units of art therapy designated courses including 12 units of art therapy didactic studies, 4 units of art therapy, professional paper and 8 units of studio art, art therapy practicum and supervision. The program is offered on Monday afternoons. Participants may complete the didactic program in 10 months.

Professionals may elect to qualify for National Art Therapy Registration (ATR) and to meet all additional AATA - ATCI graduate and post-graduate admission and hours of experience standards. Professionals with a master's degree in a related field **may be eligible** to transfer up to 21 units from this degree, complete 24 art therapy units and gain a 4 unit Master of Arts Degree in Art Therapy. Professionals who chose not to pursue a certificate may take any of the didactic core courses individually.

## Course Descriptions

### AT 901 History and Literature of Art Therapy

Provides an overview of the literature, history and evolution of art therapy models and ideas. Students study traditional and contemporary art therapy literature and explore the benefits of various approaches within a broad range of settings and populations.

### AT 902 Art Therapy Principles

Provides students with the experiential knowledge and understanding of art therapy media and interventions with individuals, children, adolescents, couples and families from all cultural and ethnic backgrounds in individual, couple, family and group formats.

Students learn and understand the emotional impact of materials within the context of traditional art therapy directives. Students recognize different expressive and visual developmental stages and learn to intervene appropriately.

Students utilize dramatization, role-play and hands on art making to experientially construct therapeutic art therapy dialogical interventions and to creatively support contextual art therapy communication.

### AT 903 Current Approaches:

#### A Focus on Art Therapy Specializations

Highlights the vast number of specializations available in the practice of art therapy. Provides treatment and interventions with various populations and implications of cultural diversity for art therapy. Includes the expressive arts such as music therapy, drama therapy, story telling and poetry. Invites students to learn about specializations through art therapy expert live presentations, art therapy videos and written materials.

### AT 904 Art Therapy Approaches to Assessment and Treatment of Mental Disorders

Introduces students to multiple art therapy assessment tools and modalities developed by art therapists. Engages students in active critical inquiry into the epistemology of art therapy assessment tools and the understanding and interpretation of archetypes, symbols and themes. Provides a contextual background to assessment and demonstrates the benefits of kinesthetic, holistic art making. Includes an overview of ethical and legal issues and standards of good practice in art therapy.

### AT 905 Neurology for Art Therapists

Presents a basic overview of neurology with a focus on psychoneuroimmunology (PNI). PNI studies the relationship between the brain and the immune system and is focused on

their interaction. An integrated approach to mental health is emphasized and demonstrated.

### AT 906 Images for Health and Healing

Focuses on art as healing and on art therapy for the individual and family at home, in medical settings, hospice care and community wellness clinics. Offers specific methodologies and interventions for working with people who are coping with life threatening illnesses, such as cancer and AIDS. Teaches students to utilize art therapy to support wellness and manage stress and anger. Prerequisite: Neurology for Art Therapists.

### AT 907 Art Therapy Professional Paper

Provides standards and department guidelines in the development and presentation of a professional paper in art therapy for students. This paper is an in-depth inquiry into an art therapy related field. Phillips MFT students participate in Research Methodology and Professional Paper Research Courses. Master's and certificate professional students take up to 4 units of individual directed study.

### AT 908 Studio Art Principles

Supports creative expression as a foundation for professional and personal knowledge of media and materials and as a way of examining development. Engages students in drawing, painting and sculpture and investigates the emergence and making of images together with an interpretative dialogue in art therapy.

### AT 909 Art Therapy Practicum I & II

Fosters an integration of art therapy relationships, intervention and creative expression within the broad understanding of human development and behavior and psychotherapy theories. Supports flexible, integrated, creative and well-conceptualized approaches to treatment while emphasizing personal and professional integrity. AATA requires a minimum of 600 hours of art therapy experience for MFT and master's degree students and 700 hours for certificate students of which 300-350 are art therapy supervised direct client hours. Prerequisites include AT 903 or AT 908.

### Entry Options

Phillips students, please see Phillips Catalog for Academic Calendar. Professionals interested in AATA/ATR requirements begin in September.

Students may take the program at an extended pace according to their schedules and availability. Please call the Program Director for additional information (818) 386-5611. Course content and availability subject to change dependent on enrollment.

\* See 1999-2000 addendum

## *Program Options*

### **A. Masters of Arts Degree In Marital And Family Therapy (Art Therapy) MFT.AT/R**

- 60 Total units
- 40 MFT units
- 12 AT (Art Therapy) units in didactic art therapy
- 8 AT-MFT units including Professional Paper, Practicum and Art Therapy Supervision.
- 600 Traineeship hours of which 300 are direct client contact.

**Additional graduate and post-graduate requirements must be met for ATTA-ATR admission.**

### **B. Masters Of Arts Degree In Marital And Family Therapy (Art Therapy) MFT.AT**

- 60 Units maximum
- 40 MFT units
- 12 AT units in didactic art therapy
- 8 AT-MFT units including Professional Paper, Practicum, Studio Art and Art Therapy Supervision.

**No AATA-ATR admission, practicum and post-graduate requirements.**

## *For Professionals in a Related Field*

### **A. Art Therapy Certificate Program (C.AT/R)**

- 24 Total art therapy units
  - 16 Units didactic art therapy
  - 8 Units including Practicum and Art Therapy Supervision.
  - 700 Hours experience of which 350 are direct contact. May be taken in a private practice setting.
- Additional practicum, graduate and post-graduate requirements must be met for AATA-ATR admission.** Financial aid available. Meets Board of Behavioral Sciences (BBS) Continuing Education Requirements. Professionals with a master's degree in a related field may be eligible to transfer up to 21 units from this degree, complete 24 art therapy units and gain a 45-Unit Master of Arts Degree in Art Therapy.

### **B. Art Therapy Certificate Program (C.AT)**

- 24 Total art therapy units
- No hours of experience required  
**No AATA-ATR admission, practicum, graduate and post-graduate requirements.** Financial aid available. Meets Board of Behavioral Sciences (BBS) Continuing Education Requirements.



# Master of Arts Degree in Organizational Behavior

## Educational Philosophy

The Organizational Behavior Department applies Phillips Graduate Institute's systemic orientation and philosophy to organizational and social change. Unlike traditional business programs, the Department of Organizational Behavior emphasizes the *human side of business*. Building on three decades of research and experience in human relations, this program integrates human dynamics with contemporary business practice. The outcome is a curriculum that reflects the balance between work and life, the fast-changing business environment, and the need for creativity, learning, teamwork and high performance in organizations.

In keeping with Phillips' tradition, the master's program in Organizational Behavior emphasizes a three-dimensional approach to learning. Students participate in an interdisciplinary curriculum that combines academic learning, applied experiential process, and personal and professional development. This structure prepares graduates for various careers in business such as: Consulting, Organizational Training, Entrepreneurship, Leadership and Human Resources, and General Management.

The Organizational Behavior Master of Arts Degree Program is designed to meet the needs of mid-career professionals who desire higher education for career advancement, want to develop the competencies necessary for immediate application in presently held positions.

In addition to the 48-Unit Master of Arts Degree in Organizational Behavior, the Organizational Behavior Department offers the following programs:

### **Certification in Educational Leadership**

This certification program is designed to meet the needs of educational leaders at both primary and secondary levels. Participants will explore the complexity of educational systems and learn techniques for effectively managing the sub-systems with which they interface routinely. Topics covered include: Leadership, Administrative Challenges and Resilience, Collaborative Management of Teachers and Staff, Successful Integration of the Family System, Leveraging Diver-

sity, Social Influence and Responsibility, Creativity and Educational Structure and Pupil Success and Development.

### **Certification in Organizational Development**

This certification provides professionals the opportunity to supplement their skill levels and acquire specific techniques for managing the *human aspects of business*. This program is particularly useful for professionals who are consulting, training or managing human resource departments for organizations.

### **Certification in Human Resources Management**

The Human Resources (HR) field has changed drastically over the last few years. The structures and compensation policies of business organizations have become much more complicated and creative, and HR professionals are increasingly called upon to develop and implement organizational and personnel development initiatives. This program is for the HR generalist, and includes the following topics: Designing and Managing, Recruiting, Interviewing and Hiring, Employee Training Programs, Compensation and Benefits, Employee Safety, Legal Issues in HR, Conflict Resolution, Managing Creativity and Diversity, Strategic Planning for the HR Department.

### **On-Site Training Program**

The Department of Organizational Behavior has developed an innovative on-site training program that brings our faculty's experience and expertise into the organizational community. Like many university extension programs, Phillips On-Site combines academic excellence with professional experience. Common issues and themes are tailored to meet the specific needs of individual organizations.

### **The Master of Arts Program Structure**

Classes are held on Monday and Wednesday evenings from 6:00 p.m. to 10:00 p.m. Students are required to participate in Professional Effectiveness courses, once a month on Saturday from 9:00 a.m. to 12:30 p.m. Students must complete two units per semester in Advanced Specialization Studies, in which they work with a faculty advisor to develop their research topics and their final professional papers.

## M.A. Program Entry Options

|                | September Entrance<br>(Fall Term) | January Entrance<br>(Spring Term) |
|----------------|-----------------------------------|-----------------------------------|
| Class Time     | 6:00 p.m. - 10:00 p.m.            | 6:00 p.m. - 10:00 p.m.            |
| Class Days     | Monday and Wednesday evenings     | Monday and Wednesday evenings     |
| Program Length | 21 months                         | 21 months                         |

## Program Overview

### First Semester

- OB 501 Systems Theory
- OB 506 Organizational Theory
- OB 509 Group Dynamics and Team Design
- OB 510 Organizational Assessment
- OB 511 MBA Principles- I
- OB 514 Leadership
- OB 618A Advanced Specialization Studies
- OB 624A Professional Effectiveness Group

### Second Semester

- OB 505 Organizational Behavior
- OB 515 Organizational Ethics
- OB 508 Organizational Development and Change
- OB 522 The Essentials of Consulting
- OB 525 Conflict Resolution
- OB 618B Advanced Specialization Studies
- OB 624B Professional Effectiveness Group

### Third Semester

- OB 612 Research Methodology
- OB 603 Human Development
- OB 604 Communications Theory
- OB 607 Personality Theory
- OB 602 Social Psychology
- OB 619 MBA Principles- II
- OB 618C Advanced Specialization Studies
- OB 624C Professional Effectiveness Group

### Fourth Semester

- OB 613 Diversity in the Workplace
- OB 616 Managing Technology
- OB 617 Human Resource Development
- OB 620 Family Business
- OB 623 Presentation Design and Delivery
- OB 618D Advanced Specialization Studies
- OB 624D Professional Effectiveness Group

## Course Descriptions

### First Semester

#### OB 501 Systems Theory

An in-depth study of systems theory and communication analysis, emphasizing the practical application of systems theory to human, organizational and social systems. **1 unit.**

#### OB 506 Organizational Theory

Presents theories of organization and management, including the history of organizational theory and application. Students will identify appropriate recommendations for change in the workplace by analyzing strengths and weaknesses inherent in various organizational structures. **2 units.**

#### OB 509 Group Dynamics and Team Design

This course introduces the development and predictable nature of groups in organizations. In addition, the qualities of teams that acquire high performance capabilities are discussed. The application of group facilitation and team building exercises is explored. **1 unit.**

#### OB 510 Organizational Assessment

The first step in solving an organizational problem is accurately evaluating the issue(s) facing the organization in question. Interviews with the appropriate members of the organization, methods to prevent sabotage of the consulting process and general methods of creative data acquisition are presented and demonstrated. **1 unit.**

#### OB 511 MBA Principles- I

Provides an overview of business, using the most current trends and concepts that are used in today's business environment. Students will develop a business plan and learn the basics of business, accounting, finance and marketing for both large and small organizations. **2 units.**

#### OB 514 Leadership

This course explores the evolution of research and current trends in leadership. Leadership characteristics, core competencies and strategies for teaching them will be presented. The executive coaching process, leadership style, gender and diversity are also addressed as they pertain to the demands of today's business leaders. **2 units.**

#### OB 618A Advanced Specialization Studies

*(See recommended areas for Advanced Specialization Studies p19)*  
A directed and independent study. Students work closely with a faculty advisor toward the development of a specialized area of professional knowledge and research. **2 units.**

#### OB 624A Professional Effectiveness Group

A collaborative group process. Various seminar topics will be introduced and discussed with an emphasis placed on both personal and professional development and effectiveness. **1 unit.**

## Second Semester

### OB 505 Organizational Behavior

The focus of this course is the human factor as it applies to the organizational context and the study of organizational behavior as it applies to business and management. Such issues as motivation, work behavior, decision making, productivity, leadership, job design, quality of work life, change and personal development are studied. **2 units.**

### OB 515 Organizational Ethics

Companies often express the desire to "do good and do well" at the same time. This course is designed to help students increase honesty, caring, accountability and fairness within the organizational context and will also examine the management styles and cultures of value-based organizations. **2 units.**

### OB 508 Organizational Development and Change

Examines advanced theories of organizational development and change. Students will learn intervention strategies for assisting organizations in the development of resilience, employee effectiveness, integrity, congruent business practices, feedback systems, strategic planning systems and the use of appreciative management strategies to effect positive change in the organization. **3 units.**

### OB 522 The Essentials of Consulting

A process-oriented course for internal and external consultants and the people who work with them. Topics include, developing and maintaining professional relationships, and goal-setting, contracts, designing presentations and project management. **1 unit.**

### OB 525 Conflict Resolution

This course will discuss several strategies for negotiating, mediating and successfully resolving conflict in organizational settings. The common issues that lead to conflict will be examined. Creativity, innovation and change will be discussed in relationship to collaborative resolution. **1 unit.**

### OB 618B Advanced Specialization Studies

*(See recommended areas for Advanced Specialization Studies p22)*

A directed and independent study. Students work closely with a faculty advisor toward the development of a specialized area of professional knowledge and research. **2 units.**

### OB 624B Professional Effectiveness Group

A collaborative group process. Various seminar topics will be introduced and discussed with an emphasis placed on both personal and professional development and effectiveness. **1 unit.**

## Third Semester

### OB 612 Research Methodology

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 the data. The ethics of conducting research and the relationship between the research process and organizational assessment and intervention is discussed. **2 units.**

### OB 603 Human Development

This course offers a comparison and contrasts of the core philosophies of major developmental theories. Adult developmental models and the social, emotional and professional tasks associated with adulthood are discussed. Emphasis is placed on the relationship between individual development and organizational effectiveness. **1 unit.**

### OB 604 Communication Theory

An introduction to contemporary theories of the nature of human communication, including the symbol systems by which it functions, the contexts in which it occurs, the media we use to communicate, and the effects of interpersonal and mass communication. Other topics covered include language perception, cognition and conflict management and negotiation skills. Organizational implications will be discussed, at the individual, group, organizational and social levels. **2 units.**

### OB 607 Personality Theory

Examines the personal and interpersonal style of individuals and how these styles impact the professional experience. Emphasis is placed on personality theory and organizational culture. Tools and techniques for style analysis, and interpersonal dynamics are discussed. Students will examine how organizational culture and leadership can leverage personality style into an organizational asset. **1 unit.**

### OB 602 Social Psychology

Students will explore the interrelationship between the individual and his/her social environment. Topics include motivation, perception, conformity and behavior, as well as group development, social stratification, and persuasion in

the context of small group, organizational and social systems. This course also examines social power and influence, political attitudes and the psychology of gender as related to organizational culture. **1 unit.**

### **OB 619 MBA Principles- II**

Economic theory is applied to organizational development. A framework for understanding the consumer decision-making process with emphasis on the social, economic and market environments is discussed. **2 units.**

### **OB 618C Advanced Specialization Studies**

*(See recommended areas for*

*Advanced Specialization Studies below right)*

A directed and independent study. Students work closely with a faculty advisor toward the development of a specialized area of professional knowledge and research. **2 units.**

### **OB 624C Professional Effectiveness Group**

A collaborative group process. Various seminar topics will be introduced and discussed with an emphasis placed on both personal and professional development and effectiveness. **1 unit.**

## **Fourth Semester**

### **OB 613 Diversity in the Workplace**

Introduces interpersonal and strategic issues presented by diversity in the workplace. Using case studies, literature and popular media, students will reconsider their definitions of diversity in terms of organizational culture and performance, and will develop an understanding of strategies for managing and leveraging difference in today's culture, society and marketplace. **2 units.**

### **OB 616 Managing Technology**

This course is conducted on-line and will include various topics related to managing technology in organizations, including human dynamics of technology, human-computer interaction, managing technological change, emerging technologies, and using technological tools in the organizational environment. **2 units.**

### **OB 617 Human Resource Development**

Using models of organizational behavior, interpersonal communication, change management and learning theory, this course will provide students with the knowledge areas and competencies necessary to optimize the personal and organizational potentials of people in organizations. **3 units.**

### **OB 620 Family Business**

A study of the issues that are unique to the family-owned business, such as how the family dynamics, including succession and sibling position influence the growth and employee environment. Case studies are reviewed and analyzed. **1 unit.**

### **OB 623 Presentation Design and Delivery**

This course will assist students in the design and development of professional training materials for the organizational setting. Students learn effective presentation skills and will be required to participate in the course by demonstrating these skills in a brief presentation. **1 unit.**

### **OB 618D Advanced Specialization Studies**

*(See recommended areas for*

*Advanced Specialization Studies below)*

A directed and independent study. Students work closely with a faculty advisor toward the development of a specialized area of professional knowledge and research. **2 units.**

### **OB 624D Professional Effectiveness Group**

A collaborative group process. Various seminar topics will be introduced and discussed with an emphasis placed on both personal and professional development and effectiveness. **1 unit.**

## **Recommended Areas for Advanced Specialization Studies**

Students must complete two units per semester in Advanced Specialization Studies, in which they work individually with a faculty advisor to develop their research topic and their final professional papers. The following subject areas are suggested areas for specialization: Organizational Systems Design, Leadership, Entrepreneurship, Family Business, Human Resource Management, International Business Management Information Systems, Training and Development, Group and Team Design, and Innovation and Change.

## **Double Master's**

Students desiring to pursue a double master's from the offered degree programs are required to complete additional courses. Please see the Academic Advisor in the Office of Student Services.

# Master of Arts in School Counseling

## Educational Philosophy

The Master's Degree in School Counseling fulfills all the state requirements for the Pupil Personnel Services Credential in School Counseling. The curriculum reflects our commitment to systemic thinking but applies the theory to students in the school setting. The teaching includes Phillips' signature multi-dimensional approach which combines didactic learning in the content area, experiential learning, and practical experience in the school setting. Students are encouraged to grow personally and professionally and dialogue with faculty is encouraged. The gap between the ideal and the practical world of schools is explored. Students are encouraged to co-create solutions for working expediently in busy school systems while preserving their ethical ideals.

Our night and Saturday courses offer working people the opportunity to attend classes and work full time. Semester one begins in September or January and classes meet one day a week. This schedule makes it possible for students to commute from a distance to attend class.

In the third semester students become involved in the internship process. Students must earn 450 hours of experience in a school setting. While earning the 450 hours, students must work at least 100 hours at two different grade levels: elementary, middle or high school and 100 hours work with students of a different culture than themselves. While the Department of School Counseling assists the stu-

dent in finding a clinical placement, we encourage the student to take an active role in finding the school that is best suited to their training and geographical needs.

Phillips has a reputation in the community for training capable, useful and self-reliant interns.

## The Program's Structure

Phillips Graduate Institute's Master of Arts Degree Program in School Counseling is designed to accommodate the schedule of the working student who has full-time obligations beyond school. Regularly scheduled coursework is offered in once-weekly, day long classes or twice-weekly night classes. Weeknight or Saturday option varies depending on demand but both options are offered at least one time per year. The Growth Group, Case Conference, Study Group requirement in the Marital and Family Therapy Master of Arts Degree Program is not required in the School Counseling Program. We do encourage contact between students at other times during the week for study and dialogue. While most of our courses are taught by adjunctive faculty who also work in the public school system, contact and dialogue with faculty is encouraged. All faculty members have mailboxes in the Department of School Counseling and are accessible by telephone should you need additional assistance. The Department of School Counseling is open Monday through Saturday 7:30 a.m. to 5:00 p.m. For more information please call (818) 386-5681.

## M.A. Program Entry Options

|                | September Entrance<br>(Fall Term)   | January Entrance<br>(Spring Term)   |
|----------------|---|---|
| Class Time     | 8:00 a.m. - 5:00 p.m.   | 6:00 - 10:00 p.m.   |
| Class Days     | Saturday  | Tuesday and Thursday night<br>for 1st and 2nd semester Monday and<br>Wednesday night for 3rd semester                                     |
| Program Length | Program length varies depending on<br>how long it takes to complete<br>the 450 intern hours. There are<br>three academic semesters. | Program length varies depending on<br>how long it takes to complete the 450<br>hours of interning. There are three<br>academic semesters. |

## Program Overview

### First Semester

- 507 Foundation of Counseling Psychotherapy
- 511 Diversity Issues in Family Therapy
- 515 Human Communication
- 516 Human Growth and Development
- PPS 506 Psychological Foundations of Education
- 506 Introduction to Systems Theory

### Second Semester

- 522 Assessment and Treatment of Mental Disorders
- 524 Group Dynamics
- 525 Research Methodology
- 527 Practical Applications of Family Systems Theory
- 526 Assessment and Intervention with Children and Adolescents

### Third Semester

- PPS 500 Ethical Practices in School Counseling
- PPS 501 Program Design, Development and Evaluation
- PPS 502 Educational and Career Planning
- PPS 504 Special Education
- PPS 507 Learning Theory

### Fourth Semester

- 545A Professional Paper Research
- PPS 505 Field Placement Seminar
- PPS 509 Candidacy Review

## Course Descriptions

### First Semester

#### 507 Foundations of Counseling Psychotherapy

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include psychodynamic, behavioral and humanistic-existential models. The focus includes a historical perspective, individual consulting and therapy styles, conditions leading to change and helper characteristics. **2 units.**

#### 511 Diversity Issues in Family Therapy

Marriage and Family 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 that 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. **2 units.**

#### 515 Human Communication

Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. **2 units.**

#### 516 Human Growth and Development

Theories of normal biological, psychological and social development over the life span of individuals and systems are reviewed. Philosophies of major theorists are compared and contrasted. The interaction between developmental phases in individuals and larger systems is explored. Implications for therapy is emphasized. **3 units.**

#### PPS 506 Psychological Foundations of Education

This course involves the introduction of theoretical models of learning. Through lecture, demonstration, videotape and role-play, faculty members illustrate the history and different schools of thought on how people learn. Students are offered eclectic models for working with basic education issues with students and groups. These include initial evaluation, developing a therapeutic alliance, goal setting, evaluating progress and learning enhancement techniques. **2 units.**

#### 506 Introduction to Systems Theory

Metaframeworks and general systems theory are presented in this survey course. Work, school and family systems are explored and their characteristics are reviewed in both historical and cross-cultural perspectives. **1 unit.**

### Second Semester

#### 522 Assessment and Treatment of Mental Disorders

This course surveys abnormal psychology, the etiology, diagnosis and treatment of mental disorders, from the individual perspective of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Students develop their skills in differential diagnosis, particularly with the disorders most commonly encountered by therapists, counselors and consultants. Assessment techniques, including standardized testing, are introduced. Students learn about commonly used

psychotropic medications and the role of referral to and cooperation with other mental health practitioners in treatment planning. **2 units.**

### **524 Group Dynamics**

Theory and practice of various methods and techniques for group effectiveness are explored, demonstrated and experienced. Principles of group dynamics and skills for monitoring group process are emphasized. **2 units.**

### **525 Research Methodology**

This course includes the discussion, the logic and planning of the student's professional paper. 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. **2 units.**

### **527 Practical Applications of Family Systems Theory**

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. **3 units.**

### **526 Assessment and Intervention with Children and Adolescents**

This course focuses on working with children and adolescents in their families and other social systems. Age-appropriate behavior, typical and abnormal interaction patterns, psychometric testing, and practical clinical issues are discussed. Emphasis is given to professional skills effective with these age groups. **2 units.**

## **Third Semester**

### **PPS 500 Ethical Practices in School Counseling**

This course introduces the student to the role of the school counselor. The historical and foundational perspectives of school counseling and ethical and legal standards are covered. Models of delivery of school counseling services and current trends in the field are covered. **2 units.**

### **PPS 501 Program Design, Development and Evaluation**

This course focuses on effective current models for the delivery of counseling and psychological services in the public school setting. Program design, program delivery, needs assessment and outcome studies are covered. Collaboration and consultation with parents, staff, administration and outside services are covered. Techniques of observational assessment and system change are revisited. **3 units.**

### **PPS 502 Educational and Career Planning**

Career counseling theory and practice are covered. Theory, development and administration and scoring of career inventories are covered. Goal setting, occupational information and job search strategies are covered. State requirements for academic progress and high school graduation are covered. **2 units.**

### **PPS 504 Special Education**

This course offers an overview of the study of exceptional persons, special education programs in public and private schools and current state and federal laws. Material is presented in a didactic and observational format. Assessment and Individualized Educational Plan (IEP) development is also covered in this course. Strategies for classroom remediation and ancillary services are covered. Students develop behavior intervention plans. California Education Code and regulation relative to behavioral interventions for special education students are covered. **3 units.**

### **PPS 507 Learning Theory**

Major approaches to learning are covered in this course. The impact of cultural and linguistic differences on learning processes is presented. James Banks' theory of multicultural education and Stephen Krashen's theory of second language acquisition are applied to decision making processes. These themes support teachers in making classrooms readable and user friendly for all learners. **2 units.**

## **Fourth Semester**

### **545A Professional Paper Research**

A professional paper begun in the first year is required of all students. This project is to cover a topic chosen by the student with the approval of the faculty. It must be pertinent to the field of school psychology. Each student also presents his or her paper to a gathering of peers and faculty members. **2 units.**

### PPS 505 Field Placement Seminar

Must be taken in conjunction with a field placement in a K-12 school. This course provides students with an opportunity for ongoing group supervision. Students present cases whenever possible. Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses. Students are encouraged to integrate theories of learning and counseling into their approach with clients. Assessment, diagnosis, treatment planning, classroom accommodation, and follow-up methods are explored. Core competencies in the school setting are achieved in conjunction with field placement in the school setting. **1-3 units.**

### PPS 509 Candidacy Review

All PPS credential candidates must have an exit interview before being recommended to candidacy. This is a one hour group oral exam and a 20 minute portfolio presentation on a topic of your choice related to school counseling. **No units.**

### Double Master's

Students may simultaneously complete requirements for a double master's from the following degree options offered at Phillips:

- Marital & Family Therapy Program
- Organizational Behavior Program

Acquiring a double master's will be reflected on both the transcript and the diploma. Please see the academic advisor for guidance and advisement.

### MASC Degree Options

Elective options from any program may be selected to fulfill additional unit requirements. Students may enroll in more than the additional 12 units for courses that are of interest to their educational experience.

### *Master of Arts in School Counseling with a Pupil Personnel Services (PPS) Credential*

41 unit master's

Semester 1 and 2 (MFT program)

Semester 3 and 4 (School Counseling program)

*(See Master of Arts in Marital and Family Therapy and previous pages for course descriptions.)*

### *Master of Arts in Marital and Family Therapy with a Pupil Personnel Services (PPS) Credential*

60 unit master's

Semesters 1 and 2 (M.F.T. program)

Semesters 3 and 4 (School Counseling program) and

20 units of electives or

for a specialization through Organizational Behavior

20 units from Continuing Education or

20 units from the M.F.T. program or

any combination of the above

*(See specific sections for course descriptions)*



# Graduate Elective Courses

Graduate elective coursework enables students who are interested in specializing in areas of interest, to enroll in coursework beyond the 48-Unit Master of Arts Degree Program requirements. To enhance marketplace positioning as graduates, students are encouraged to increase their knowledge base and training in any of the specialty areas described on the following pages. Students may enroll in graduate elective coursework, at any point in the program, to fulfill requirements for the 60-Unit, 70-Unit or Double Master of Arts degree.

In addition to the graduate elective courses outlined on the following pages, courses from within this catalog may be taken for graduate elective semester unit credit.

## Registration Procedures

Students are advised to seek academic counseling with the Academic Advisor when planning on enrolling in graduate elective courses. Students must register with a student services representative for any elective course. A registration form will be generated and signed as an official registration of classes.

## Course Descriptions

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 all these courses except **596- Field Study Practicum**.

### 596 Field Study Practicum

Course 596 is required when a student is in a clinical placement (traineeship) and is not concurrently enrolled in a Practicum or Case Conference course. Students (September enrollees) 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. **1-6 units.**

### 596B Family Therapy in Clinical Setting

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. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

### 596C Latino Family Therapy Clinical Setting

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. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

### 596D Child Therapy in School Setting

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 environment and family relations. Training and clinical supervision are provided at Phillips along with regular on-site supervision. **3 units.**

Placement Site: Elementary schools in the San Fernando Valley.

### 596E Child Therapy in Clinical Setting

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. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

### **596F Mental Health in Community Setting**

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 psychosocial assessments, psychotropic therapy, socialization and crisis intervention. **3 units.**

Placement Site: Verdugo Mental Health Center, Glendale, CA.

### **596G Reflecting Elder Stories: Narrative Clinical Placement and Traineeship**

The process of re-authoring that Michael White has provided with Narrative Therapy will be taught and utilized in this project. In small teams, the clinical hours will be gained through interviews with elders which will occur at Phillips Graduate Institute or at nearby retirement facilities. A reflecting team will interact with the clients. **1-3 units.**

Placement Site: Phillips Graduate Institute or nearby retirement facilities.

## **Advanced Coursework**

### **615 Independent Research**

Students conduct supervised individual research. Enrollment by permission only. Course of study is contracted with and evaluated by a faculty advisor. **2-3 units.**

### **616 Independent Study**

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. **2-3 units.**

### **641 Hypnosis in Marriage and Family Therapy**

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. **3 units.**

### **643 Use of the Creative Arts in Family and Individual Therapy**

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 art are planned. Students need not consider themselves artists to take this course. Contact the Student Services Office for information on the current series. **1-4 units.**

### **644 A Seminar in Collaborative Health Care**

This course explores ways health care professionals can collaborate with each other to improve healthcare quality and affordability both outside and within managed care. The seminar provides students with an overview of the emerging trends and ethical issues in collaborative health care. The student will investigate various models available today and will create a personal strategy for developing his or her own niche in the health care field. The course features faculty presentations, guest speakers, and student projects. **1-3 units.**

### **699 Practicum-III**

See course number **530A Practicum- I**, page 13. **4 units.**

## **Chemical Dependency**

The 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 a certificate in Chemical Dependency.

All classes are on a pass/fail basis, unless a grade request in writing, is given to the instructor at the first class meeting.

To receive a Chemical Dependency certificate, students are required to complete core courses designated with an asterisk, plus three other classes within the series which will be offered on a rotating basis with a minimum of three being offered each year to complete the certificate.

### **700 A Chemical Dependency Overview: Assessment, Intervention, Treatment and Recovery Issues**

From a historical/sociocultural overview of substance use misuse or abuse in the United States, this course examines individual and institutional values which highly correlate with chemically dependent behavior. This examination includes the earlier course focus on the basics of alcoholism diagnosis, intervention, treatment, recovery and related appropriate referrals for alcoholics and their families.

Current identified "megatrends" (i.e., managed health care plans) and the cocaine epidemic have changed the course of treatment design and delivery of effective chemical dependency services today. This course deals with what those changes have been and how they have impacted society as a whole, as well as families and individuals caught up in the addictive cycle. A model for conceptualizing the recovery process will be presented as well as specific ways the "stages of recovery" may affect clients and their families.

Additionally, awareness will be raised regarding cultural (ethnic/class) and gender differences in the disease and treatment processes and exploring HIV and other substance abuse issues. An ecological approach that guides interventions for persons who misuse or abuse alcohol and other drugs will be considered with a corresponding emphasis upon individualized treatment and recovery programs. **30 hours, 2 units.**

### **701 Family Dynamics and Systemic Clinical Practices**

This course examines family systems theory and research as applied to the study of families and the therapy of drug abuse and addiction. A model will be presented for assessing the therapeutic needs of families as they deal with alcoholism and/or other drug abuse problems. This model includes clinical skill development useful in working with identified client classifications (e.g., ACAs), couples and families in a variety of treatment modalities. An update on current theory and research will be explored, including co-dependency, enabling themes, relapse prevention and recovery. **10 hours, .67 units.**

### **\*702 Overview of Alcohol and Other Drugs: Pharmacology, Assessment, Treatment and Research**

The most current classes of abusable drugs, various routes of administration, as well as the short and long term effects of the drugs will be presented. DSM-IV definitions of abuse and dependence will be reviewed and new and interesting ways to present basic drug effect information to clients will also be taught. Processes and instruments to be used in screening for drug or alcohol abuse or dependence and techniques for assessing the degree of chemical dependency involvement will be explained.

The latest version of the American Society of Addiction Medicine Patient Placement Criteria will be presented. An overview of the treatment system, historically and presently will be explained with an emphasis on the content and importance of the various levels of outpatient treatment. Readiness for change issues will be introduced and appropriate

(\*Required courses for a Phillips Chemical Dependency certificate. Course availability depends on enrollment)

treatment interventions for each level of readiness will be covered.

An overview of areas presently receiving funding from sources such as the National Institute on Drug Abuse and of the types of research presently being conducted, both nationally and locally. **20 hours, 1.33 units.**

### **\*703 Addictions, Alcoholism, Systems Theory and AA**

Discussion and lecture will revolve around styles of sobriety and the significance of epistemological beliefs regarding alcoholism and other chemical addictions. The course explores highlights of Gregory Bateson's cybernetically-based views on alcoholism and theological position related to Alcoholics Anonymous (AA). A framework for integrating a systemic perspective with the more traditional treatment views based upon the disease model is provided. A solution-focused approach with clients who are addicted to alcohol and/or other drugs will be examined. **10 hours, .67 units.**

### **\*704 Chemical Dependency and Sexuality: Healing the Sexual Self**

This course examines the relationship between chemical dependency, sexuality, and co-dependency. Physiological and social factors which impact the sexuality of the chemically dependent person will be examined. Sexual dysfunction in both males and females (including sexual addiction) and the general treatment of each will be outlined. Specific attention will be drawn to common relationship deficits in the chemically dependent client and their impact on healthy sexual functioning. Sexual assertion skills are identified in addressing these relationship deficits. **10 hours, .67 units.**

### **\*705 Theory and Practice of Group Treatment with Different Client Classifications**

This course presents unique clinical anthropological considerations as a frame for viewing practices of group treatment with individuals and families dealing with chemical dependency issues. Family systems and self psychology theories will be presented as models for understanding the process clients go through in group therapy. This course is structured to include practical guidelines for starting brief solution-focused recovery groups and long-term process oriented groups (self-identified ACAs, Co-Dependent and/or substance abusing clients). Different therapeutic styles will be explored and demonstrated through experiential exercises. **10 hours, .67 units.**

### **707 Chemical Dependency and Domestic Violence**

This class focuses on the interface between chemical dependency and domestic violence—two problems which often affect families concurrently. Because of the incidence of violence in alcoholic families, chemical dependency professionals have long believed that abstinence will result in the cessation of the violence. There is no empirical or clinical evidence supporting this belief. Current conceptualizations of domestic violence, in fact, suggest that the co-occurrence of these two familial issues is not an accident, but that each needs to be assessed for and treated. The class will present a model for understanding both chemical dependency violence and will discuss assessment and treatment issues. **10 hours, .67 units.**

### **708 Addictions and Motivational Enhancement Therapy**

A basic understanding of the Motivational Enhancement Therapy and the related competency skill development is considered a must for people working in the current fields of addictions, as well as for those therapists working in other clinical contexts. A major portion of this course will be directed toward the Motivational Interviewing Training and will provide video and other demonstrations, structured exercises with handouts including suggested client homework and other resources.

Students will explore the multiple realities by contrasting the better known traditional or disease model and behavioral treatment techniques with this alternative emerging model which is more collaborative, client-focused and emphasizes motivation and honors the client's theory of change. **10 hours, .67 units.**

### **727 The Art Of Intervention**

The Intervention Procedure presented in this course has resulted in 95% of its recipients entering a treatment program the same day as the intervention (based on 3000+ cases). The process involves family and friends as well as the intervener and the patient. Course involves role-playing, explanation of risk factors, legal issues, fee structure, and specific steps to be taken to implement a successful intervention. Case studies will be discussed with actual intervention patients. **10 hours, .67 units.**

### **720 Process Addictions: Alternative Treatment Modalities for Eating Disorders**

This course introduces Rational-Emotive Behavioral Therapy (REBT) as an alternative modality for the treatment of anorexia, bulimia and overeating. REBT focuses on currently held attitudes and maladaptive behaviors that sabotage a fuller life experience.

Students learn how to trace disturbed feelings about eating and about oneself, to irrational, inflexible, absolutist thinking. Such rigid, unscientific thinking leads to slips, failures, binges, and most significantly to negative personal evaluations. REBT challenges such thinking and replaces it with more flexible, health enhancing thoughts. Students learn how to modify irrational thoughts through a combination of lectures and experiential exercises. **10 hours, .67 units.**

### **716 Brief Treatment of Adolescents with Drug and Alcohol Problems—The Solution-Focused Approach**

This course helps therapists diagnose and treat substance abuse in the early stages and make use of outpatient and inpatient programs. Treatment plans developed by the instructor will be presented. Role playing helps demonstrate diagnostic effects of drugs on young people in this critical stage of development, showing the difference between normal behavior and symptoms of substance abuse. Young recovering abusers share their stories of recovery and how effective treatment works. **10 hours, .67 units.**

### **728 Chemical Dependency and Spirituality**

This course covers the relationship between chemical dependency and spirituality, in particular why and how a spiritual experience is helpful for substance abuse related problems, helpful therapist's notions of spirituality, countertransference issues, spiritual developmental states, 12-step sponsorship, spiritual directors and clergy, the role of community, art, ritual, and the problem of meaning for the adult and family members. **10 hours, .67 units.**

## **Collaborative Therapies**

### **750 Collaborative Therapies: A Year-Long Certificated Training Program in Short-Term Therapy**

A current "paradigm shift" within family therapy departs from traditional understandings of client problems and their solutions. Referred to variously as "postmodern" or "short-term" or "collaborative" therapies, these approaches are rooted in the cybernetic ideas of Gregory Bateson and have evolved toward the philosophical stance of social constructionism, which views reality as being continuously created in our social relationships through the language we use. Collaborative therapies make use of treatment teams during training, and students gain extensive experience participating on teams.

This course presents three of the collaborative approaches: Solution-Focused Therapy, Narrative Therapy and Collaborative Language Systems. While they are theoretically an

### *Elective Class/Status Change*

An elective class taken for academic credit through the Continuing Education and Electives, through the Department of Organizational Behavior or through the Department of School Counseling cannot be changed to a status of non-academic credit. An elective class taken for non-academic credit may be changed to a status of academic credit. To complete this request, a student must pay the difference in the non-academic credit rate and the current academic credit tuition, plus a \$10/unit fee. In addition, the required work product for the class must be completed.

### *Traineeship Status Change*

Students have one month to change the traineeship status from non-academic credit to academic or from academic credit to non-academic credit. Students are required to pay the difference in the non-academic credit rate and the current academic credit tuition, plus a \$10/unit fee. After the one month time frame, a student must continue with the current status and may change it at the start of the next semester.

philosophically related to each other, the three therapies are fundamentally distinct. The course can be taken as an overview of all three over a 30-week academic year, or any one can be taken separately as a 10-week unit. Training is provided in weekly seminars by content experts, who provide live therapy demonstrations (students view therapy through the one-way mirror), practice opportunities, videotaped case examples, lecture, discussion and supportive community for the cultivation of these new ideas. Individual case consultation is also available.

### **754 Ten-Week Intensive in Solution-Focused Brief Therapy**

Solution-Focused Therapy, developed by Steve de Shazer and Insoo Kim Berg, is a well-researched approach, appropriate for a broad range of client problems, averaging four sessions, with a 78% success rate on follow-up three years after the last session (success defined, as client reports that the presenting problem is no longer a problem). Students learn: (1) how to formulate questions that elicit "news of difference" and identify "exceptions" to the problem, which is the assessment phase; and (2) how to collaborate with clients and plan how exceptions can happen more often, which constitutes the treatment plan. **30 hours, 2 units.**

### **751 Ten-Week Intensive in the Narrative Therapy of Michael White and David Epston**

Students learn: (1) how to identify "unique outcomes," which resemble Solution-Focused "exceptions," (2) "externalize" client problems by talking about them as something outside of a person that oppresses them rather than as something the person "is," (3) "deconstruct" the problem by taking apart the history of the relationship of the problem to the person, and, finally, (4) help clients "reauthor" their life story into one that is preferable and empowering. **30 hours, 2 units.**

### **752 Ten-Week Intensive in Collaborative Language Systems**

Co-developed by Harry Goolishian and Harlene Anderson of Texas and Tom Andersen of Norway, this approach regards problems as creating systems, rather than systems creating problems. Students learn to identify clusters of persons who talk about the problem as potential participants in therapy and to regard problems as capable of "dissolving" as the conversations about them change. Students learn unique skills of "listening" and "languaging" with clients that create new conversational systems capable of "dissolving" problems. **30 hours, 2 units.**

# Admission Policies and Information

## 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 (from non-family members).
5. A Goals Statement.
6. Attendance at one Phillips information/orientation session.
7. A completed application is required. There is no application fee.
8. PPS Students only-- Need to pass the CBEST and provide documentation.

Priority application deadlines:

- |                  |             |
|------------------|-------------|
| • Fall/September | August 15   |
| • Spring/January | December 15 |
| • May/Evening    | April 15    |

Phillips has a rolling admissions process that continues beyond the priority application deadline. Applicant interviews may be required by the Office of Admissions.

Official transcripts of all college work must be sent to the Phillips Admissions Office directly from each institution previously attended by the student. The transcripts must bear the institution's original stamp or seal and must arrive in sealed envelopes.

Foreign students must provide an official transcript with English translation and degree equivalency. Students will need to obtain an F-1 student visa. Official acceptance into Phillips is required in order for Phillips to provide an I-20 form to the student. Please contact the Office of Admissions for other documentation required by Phillips' Office of Admissions regarding the student's foreign status.

To prevent delays in the evaluation process, applicants are encouraged to notify the Office of Admissions if there has been a name change since completing coursework at another institution. The Graduate Record Examinations (GRE) is not required.

### 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 the second year in the program, students in this category must make up the necessary units by doing coursework 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.

Students applying for the School Counseling Degree/Phillips Personnel Services Credential will be granted provisional admission without the CBEST documentation but students need to understand passage of the CBEST is a non-negotiable state requirement for the PPS credential.

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.

### Admission to

#### Conditional Graduate Standing

An applicant may enter the program with conditional standing pending receipt of a complete application for admission. Conditional status must be cleared in order to receive approved graduate credit.

### Campus Visitation

Prospective students are welcome and encouraged to visit Phillips Graduate Institute's campus at information/orientation sessions, open house events and class visits.

### 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. Applicants may be required to update portions of the application upon request.

## **Transfer of Credit Policy**

Students may transfer a maximum of 12 semester units of graduate level coursework toward the requirements of the Master of Arts Degree in Marital and Family Therapy or Master of Arts Degree in Organizational Behavior or School Counseling (see Department of School Counseling regarding transfer of credit questions). Transfer units must be earned at an accredited graduate institution and must be comparable in nature, content and level of Phillips' courses. Transfer credits must be earned with a grade of "C" or better in order to be considered. Individuals desiring transfer of credit must complete the "Request for Transfer of Credit" form indicating coursework requested for transfer. Forms are available in the Office of the Registrar. Complete course descriptions are required for each transfer course. Students receiving transfer of credit are required to demonstrate competency of Phillips' coursework through completion of all required assignments and exams or receive the Dean's approval for petition of exemption from assignment and exam requirements. Students receiving transfer credit may be required to audit courses. Please refer to the audit policy on page 44.

Request for Transfer of Credit must be submitted prior to the end of the first semester of enrollment.

Phillips' M.F.T. graduates returning for the Master of Arts in Organizational Behavior or vice versa, may be eligible for 26 semester units of transfer credit.

## **Student Services**

The Office of Student Services provides academic advisement and services for the following: case conference, growth group, assignment extensions, petitions, winter workshop enrollment, professional organization enrollment, attendance and graduation. In addition to personal contact with the academic advisor, *it is the responsibility of each student to become thoroughly familiar with the catalog in order to be certain that all requirements are being met.*

### **Academic Policies, Regulations and Requirements**

Students enrolled in the Phillips Graduate Institute programs are considered to be full-time status.

Students must register for each semester. An official registration will be scheduled. After the official registration period has passed, a late registration fee will be applied. (Please refer to the Financial Information section for fees).

Students may file a "general petition" form obtained through the Office of Student Services, for individual requests for changes to: class day, grades, make-up or missed classes, tests and workshops, case conference, growth group, practicum and any other exceptions to policy.

Students are required to provide updated and current information as to any change of name, address and/or phone. Appropriate forms are available through the Office of Student Services.

### **Special Requests**

When students have special requests, administration and faculty want to accommodate them, when at all possible. The earlier such requests are made, the more likely it becomes to honor such requests. Requests should be made in writing on the General Petition form available in the Office of Education.

### **Parking**

A parking permit is required for parking on campus. Permits are provided to registered students at no additional charge.

### **Attendance Policy**

Attendance is required for all scheduled classes, case conferences and growth groups. Attendance is a part of the Satisfactory Progress standards students must adhere to and is required due to Phillips' curriculum being heavily interactional, participatory and "hands-on." Students must notify the Office of Student Services to arrange appropriate "make-up" experiences for absenteeism. Failure to do so could jeopardize federal financial aid or delay graduation. Attendance is monitored and a maximum of four absences is permitted during each semester. Students are assessed each semester for Satisfactory Academic Progress, the criteria being satisfactory attendance and successful completion of all coursework.

### **Cell Phone/Pager Policy**

Students are required to turn off their cell phones and pagers during class time. Students are free to make and receive calls on breaks, during the lunch hour and after class. Students should consider themselves unavailable to the telephone during class hours. Emergency calls should come through the Phillips reception desk at (818) 386-5600.

### **Child/Family Member Policy**

When Phillips graduate students, who are primary caretakers of young infants, are unable to arrange child care, they may bring their infants to class when the following conditions are met: A) The presence of the infant (not yet walking, crawling or talking) does not adversely affect the learning environment in the classroom (examples might include an infant crying or mother talking verbally to the child during a class presentation); B) Caretaker and infant sit at the back of the room so as to be less visually distracting to other students; and C) The student has discussed the situation with the Dean and obtained permission.

We welcome occasional visits from adult family members of students. However, permission to sit in a class must be obtained in advance from the classroom instructor(s). Family members may not attend case conferences.

### Course Audit Policy

The following three categories apply to course audits:

1. *Audit with no fee*— applies to students who have received transfer of credit approval and exemption from assignments and/or exams. Also applies to students who have received approval for a request for audit fee waiver.
2. *Audit with 15% of total course tuition due as audit fee*— applies to students who may need to “sit in on the course” but are not required to complete assignments or exams. Such would be the case with transfer students who have received approval for petition of exemption from assignment and exam requirements.
3. *Audit with 30% of total course tuition due as audit fee*— applies to students who are required to “sit in on the course” and complete required assignments and exams. Such would be the case with transfer students who are required to complete course assignments and exams. Re-entry and/or transfer students may have certain courses under the audit category 1, 2, and/or 3 depending on specifics related to each course within a given semester.

### Grading System

The grades A, B, C and D may be modified by plus (+) or minus (-) suffixes. Each letter grade earns a specific grade point per unit as follows:

A grade of “A+” and “A” earns 4.0 grade points; “A-” earns a grade point of 3.7; “B+” earns a grade point of 3.3; “B” earns a grade point of 3.0; “B-” earns a grade point of 2.7; “C+” earns a grade point of 2.3; “C” earns a grade point of 2.0; “C-” earns a grade point of 1.7; “D+” earns a grade point of 1.3; “D” earns a grade point of 1.0; “D-” earns a grade point of .7; “F” earns a grade point of 0.

Representation of each letter grade is as follows:

“A+, A, A-”= Superior Work, “B+, B”= Very Good, “B-”= Satisfactory, “C+, C, C-”= Less Than Satisfactory, “D” or “F”= Unsatisfactory. Grades of Incomplete (“I”) are not included in grade point average calculations.

An “Incomplete” is given when a student either does not turn in an assignment or submits it with significant elements missing. (Example: A student does not answer one of the three required essay questions). Generally instructors will allow the student to add the missing piece to complete the incomplete assignment, but the final grade may be lower than if the work had been complete at its original submission. This decision is at the discretion of the Course Chair.

### Satisfactory Academic Progress and Incomplete Grade Policy

Students may have up to two approved grades of incomplete without jeopardizing “Satisfactory Academic Progress.” Students must complete the “request for incomplete” form with the Office of Student Services. Students with no more than two grades of incomplete may be eligible for continuation of financial aid funds. A student has up to 24 weeks from the date of issue to remove an “Incomplete” from the record. Petition for extension beyond the 24-week period is subject to review by the course faculty member and the Dean of the Master of Arts Degree Programs. A fee of \$100 is required in order to have the incomplete grade changed. Incomplete grades must be cleared prior to graduation.

If a paper is “delayed” as a result of instructor extension of due date, the “Incomplete” will be reported on the grade report. However, the \$100 fee to remove the “Incomplete” will not apply. (The \$100 “Incomplete” removal fee will apply in this case if the student does not submit the paper by the required extension date).

### Grade Reports

Grade reports are issued to students one month upon completion of each semester at Phillips. Students with outstanding balances may have a hold placed on their academic records.

### Academic Honesty

Phillips Graduate Institute expects faculty and students to uphold the principles of academic honesty. A breach of honesty is seen as a serious violation of professional ethics and will be dealt with harshly. Penalties include academic probation or expulsion.

### Academic Probation/Termination

Continuous satisfactory progress at both the clinical and academic level is required. A student may be disqualified from further graduate work if a minimum “3.0” GPA 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. If a student’s GPA falls below a “3.0” average, the student is placed on an automatic academic probation for one semester. If the GPA is raised to a “3.0” average during this semester, the student is returned to regular standing. If the GPA is not raised to a “3.0” average, academic termination may occur.

### Testing and Grading Policy

Students unable to take a test at its regularly scheduled time may make prior arrangements with the Office of Student Services to take the test either in advance of the scheduled time or during the same week the test is given. Suc



students may receive a grade of "A". Students who must take the test *after* the week it is regularly scheduled may not receive a grade higher than a "B".

Students who wish to review the correct answers to a test do so by appointment with the Office of Student Services, within one week of the grades being posted. Generally grades are posted within one week of the scheduled test. Students wanting further discussion of test answers may set an appointment with the faculty course chair.

Students with a test grade of "C" or below may retake another exam, or write a paper. The highest grade attainable will be the grade of "B".

### ***Assignments, Due Dates and Extensions***

Assignments are to be turned in to the Office of Student Services by no later than 5:00 p.m. on Saturday of the week the assignment is due. Assignments are recorded daily and then distributed to faculty to be graded. Graded assignments are returned and placed in the campus mail box. This complete process takes two to four weeks.

Due date extensions are granted for a maximum of two weeks, provided the student completes a request form at least one week prior to the due date. Assignments submitted after the due date without approved extensions will not be graded higher than a "B". Extensions beyond the two week period require students to submit a written petition. A maximum of two extensions will be granted each semester. Exceptions to the above must be approved by the Office of Student Services.

Extending the length of any assignment requires the written approval of the faculty member. Students must receive a pass grade for the professional paper proposal prior to enrolling in fourth semester. Students approved for the extension beyond the normal graduation date must register and enroll in the Professional Paper Course, 545A. Current tuition rates apply and registration ensures contact and guidance with Phillips Graduate Institute faculty until completion.

### ***Workshops (MFT Program)***

Students are required to attend workshops, in addition to regular classes, as part of the Marital and Family Therapy M.A. program. These are held on a day other than the student's regular class day. Information will be provided to students to allow for planning and selection. The Child Abuse Workshop is required to qualify for the California M.F.T. license. Students unable to attend mandatory workshops on Phillips campus must attend a comparable, state-approved workshop at their own expense. The Office of Student Services assists students in locating off-site workshops.

Any therapy-related workshops attended while enrolled as a student, either at Phillips or elsewhere, over and above the M.A. program minimum requirement, will be validated by the student's Practicum or Case Conference supervisor

as soon as the student is in a clinical placement. These hours count toward the 3000 hours required by the B.B.S. for state licensure.

### ***Traineeships (MFT Program)***

Second year students of the Marital and Family Therapy program are required to be in a supervised clinical placement, unless an intent of placement form is signed stating the student will not obtain a placement due to not intending to be a licensed M.F.T. in the state of California. All students must assume responsibility for submitting the required paperwork related to their clinical placement for inclusion in the Phillips file.

Students are responsible for tracking B.B.S. hours earned at Phillips. Students must submit a copy of all hours obtained at Phillips to the Office of Student Services in order to have this documentation in the students' clinical file. This submission must be completed prior to graduation. Please refer to the Clinical Placement Handbook for further information.

### ***School Counseling Internships***

To meet the state requirements for the Pupil Personnel Credential in School Counseling the candidate must complete 450 hours of internship in a public school. Each candidate in a field practice must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination and supervision, legal and professional ethics.

Field placement must be in at least two of three settings (elementary, middle and/or high school, with a minimum of 100 hours at each setting. For example, if 350 hours are earned at the elementary school, 100 hours must be completed at the middle or high school. We strongly recommend completing a minimum of 100 hours in a high school as there are a significant number of career opportunities at this secondary level. Within the 450 hours a minimum of 100 hours must involve pupils (individually or in a group) of a racial/ethnic background different from that of the candidate. Within the 450 hours a minimum of 25 hours must involve group counseling and guidance activities. During the internship, students must work under the supervision of a qualified supervisor who holds the Pupil Personnel Services Credential.

Up to 150 clock hours may be completed in a setting other than public school counseling with K-12 youth, provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential.

### ***Comprehensive Oral Qualifying Examination (MFT Program)***

All second year students must take a qualifying exam before taking the Comprehensive Oral Examination. This writ-

ten exam is offered at the beginning of the final semester and is graded as pass/fail.

To qualify, register and take the Comprehensive Oral Examination, the following criteria must be met:

- Completion of coursework, assignments and tests from semesters 1, 2 and 3.
- Completion of the following 4th semester assignments:
  - Professional Case Summary II
  - Theoretical Position Paper
- Successful completion of the pre-oral qualifying exam
- Satisfaction of all financial obligations

### **School Counseling Oral Exam**

Prior to recommending a candidate for a Pupil Personnel Services Credential, one or more qualified persons who are responsible for the program will determine that the candidate has satisfied professional competence. Each student is required to take a one hour oral examination given at Phillips Graduate Institute. Students take this exam in small groups. Some of the questions are directed at individuals and some are given to the group. In the portfolio section of the exam, students are asked to prepare a 20 minute presentation on some meaningful aspect of their coursework at Phillips. In a separate activity, master's degree candidates must also present their research project in a poster session. Findings are presented on a poster board and candidates answer questions about their study.

### **Requirements for Degree Completion**

The Master of Arts degree is posted in February, June and September. All of the following requirements must be met prior to degree posting:

1. Satisfactory completion of all coursework, the Comprehensive Written Exam, the Oral Examination and the Professional Paper.
2. Notice of Intent to Graduate filed with the Office of Student Services at least 60 days prior to the ending date of the school year.
3. Completion of the entire 48-Unit, 60-Unit, or 70-Unit program with a grade point average of "3.0" or better.
4. Completion of Case Conference, Growth Group, Case Conference/Practicum, Practicum, and Study Group attendance requirements.
5. Payment of all financial obligations to Phillips.
6. Completion of required hours of 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 State Requirements (MFT Program)**

Coursework must be completed within two weeks of the last day of full time enrollment for the semester in order for the graduation date to be effective. 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 state's licensing laws require concurrent enrollment in a practicum course; therefore, during this additional semester, enrollment in course 596 is required.

### **School Counseling State Credential Requirements**

Candidates must:

- Have passed the California Test of Basic Skills (CTBS).
- Candidates must intern for 450 hours in a school.
- Candidates must demonstrate competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination and supervision, legal and professional ethics.
- Candidates must have a master's degree in school counseling or a related discipline.

### **Transcripts of Academic Records**

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 transcript fee is \$5 and \$3 for each additional copy requested at the same time. A "rush" transcript fee is \$10 and processed in 1-2 days. (Make check payable to Phillips Graduate Institute.)

### **Leave of Absence**

A student may request a leave of absence from the program by completing a leave of absence form obtained from the Office of Student Services. Students have a maximum of five years from the date of initial enrollment to complete the program. Once a leave of absence exceeds a 180 day period, the leave status changes to withdrawal.

### **Withdrawal**

Withdrawal from the program, for any reason, requires the completion of a withdrawal form which is obtained from the Office of Student Services. The request will then be processed with the Registrar, the Business Office, and the Office of Financial Aid. The student will be sent an official withdrawal notice. A grade of "W" will be issued for all courses and will be placed on the student's transcript.

### **Re-Entry**

Students must contact the Office of Admissions and the Office of Student Services to request re-entry into the program. Upon return, it is the students responsibility to complete outstanding exams and/or assignments.

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## Academic Freedom

Academic freedom at Phillips assures both faculty and students the freedom to critically examine the growing variety of philosophies, theories and methodologies related to helping professions; to assess truth claims made by scholars and clinical practitioners and to integrate their own individual philosophy, theory and methodology for practice.

## Appealing Academic Decisions

Should a student have a grievance or concern regarding faculty's evaluation of the student's work, the student must first meet with the faculty to discuss the issue. If the issue cannot be resolved, the student may petition the Academic Affairs Committee. This committee will consider the situation and an independent decision will be made. Petition forms are available through the Office of Student Services.

## Student Privacy Policy

Because of the experiential nature of some classroom activities, students sometimes volunteer to role-play or even "be themselves" as psychotherapy clients. Additionally, in discussing case material, students often refer to their personal lives and histories. It is Phillips Graduate Institute's policy that all personal and family issues discussed by students or other participants as part of the experiential phases of the educational program are confidential. This includes not only the spoken word but also the identity of the client or someone working as a client. As such, material in this category may not be discussed outside the educational context in which it occurs, and no personal material may be revealed. No video or audiotaped recordings or written or electronic records of confidential material may leave Phillips' premises without the permission of the President, the Dean or the faculty. Phillips Graduate Institute respects the confidentiality of all matters pertaining to its students. Therefore, information of any kind will not be released to others or agencies outside the institution without the student's written consent.

## Faculty Advisement

Core faculty and adjunct faculty are accessible to students for questions and consultation. Students are encouraged to schedule an appointment to meet with faculty. The faculty values and welcomes open communication with students. Each student will be assigned a faculty advisor who is a member of the core faculty. Students are required to meet with their faculty advisor early in the first semester. All subsequent meetings may be scheduled as needed.

## Faculty Evaluations

Faculty Committee reviews every student's progress at the end of each semester. This includes grades, written evaluations, clinical skills and faculty observations concerning

student fitness for the profession. After completion of the first semester, M.F.T. students are evaluated as to their appropriateness to begin traineeships. Students will be issued certificates designating traineeship status. The results of the evaluation are recorded in the student's permanent record. Additional student feedback will be given after this process, only when deemed necessary due to student's academic performance and/or professional progress. In such cases, appropriate faculty members are appointed by the Faculty Committee to speak to the student and a written record of the communication is added to the file.

## Policy on Psychotherapy for Students

Phillips strongly encourages students to become involved in individual or family therapy in addition to their Growth Group experience. Occasionally, faculty may observe interactions or processes with a particular student that suggest the desirability of personal work and thereby recommend the student seek professional guidance. It is Phillips' policy that faculty does not begin psychotherapy with students. Students are not required to begin therapy and refraining from doing so does not affect grades or academic progress.

In instances where students are clients of a Phillips faculty member prior to enrollment in the program, faculty/therapist must discuss boundary issues with the client/student. An understanding of expectations by both participants must be clear. Decisions will be made on a case-by-case basis, considering the rights and needs of both parties. Should this prior relationship exist, the following regulations apply:

- Faculty may not grade any assignments written by the student.
- Faculty may not grade essay tests written by the student.
- Student may not be placed in a Case Conference or Practicum led by the faculty.

Faculty serving as a Phillips Committee Member may not be the sole person making decisions relating directly to the student and must abstain from voting on matters concerning the student.

Any requests for exceptions to this policy must be submitted to the Academic Affairs Committee.

## 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.

## Legal Notices

### *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. Phillips is also in full compliance with all statutes of the American's with Disabilities Act (ADA). The Office of Student Services serves as the official point of contact for ADA related matters (818) 386-5630.

### *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 prospective 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 Office of the Registrar.

### *Policy on Drugs and Alcohol*

In accordance with the Department of Education's federal requirement on drug-free schools and campuses, the following applies to Phillips Graduate Institute/California Family Counseling Center students:

- Phillips clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students

- on its property or as part of any of its activities.
- Applicable legal sanctions under federal law for the unlawful possession or distribution of illicit drugs and alcohol (provided to students during first semester registration).
- A description of the health risks associated with the use of illicit drugs and alcohol abuse (provided to students during first semester registration).
- Phillips will impose disciplinary sanctions on any student who does not follow Phillips standards of conduct in relation to drug and alcohol abuse. These sanctions may include probation and expulsion, in addition to any local, state or federal sanctions imposed.

## Financial Aid

Phillips Graduate Institute offers financial assistance to eligible students through federal and private (alternate loan sources) programs. All financial assistance is coordinated through the Office of Financial Aid.

### *Financial Aid Eligibility*

To be eligible for federal student aid, a student must:

- Be a U.S. citizen, or a permanent resident
- Be officially accepted for admission to Phillips Graduate Institute
- Be enrolled in good standing with at least half-time basis
- Maintain satisfactory progress (attendance and academics)
- Not be in default on any Title IV loans or owe a repayment on any Title IV grant
- Be registered with Selective Services. Males who are the age of 26 and older are not required to register

### *How to Apply*

Complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The FAFSA must be submitted, preferably directly to Phillips Graduate Institute's Office of Financial Aid. Also required for submission; a copy of the previous years federal tax returns (1040, 1040A or 1040EZ); copy of driver's license and social security card and if applicable for non-citizen status, both sides of form I-151 or I-551 Alien Registration card (green card). Further documentation is required to complete a file. The Office of Financial Aid will guide the student through the completion of this process.

### *Federal Loan Program*

Phillips Graduate Institute participates in administering the Federal Stafford Loan (Subsidized and Unsubsidized). The Subsidized Stafford Loan is awarded to students on the basis of financial need. The current maximum award, per academic year, is \$8,500 and is interest free while enrolled

the program with at least half time units. The Unsubsidized Stafford Loan is awarded to students on a non-need basis. The current maximum award, per academic year, is \$10,000 and is an interest accruing loan upon origination. Repayment for Stafford loans begins six months after the last date of full time attendance. Students must be officially accepted by the Office of Admissions before completion of the loan process.

### **Scholarships and Veteran Benefits**

A limited number of Phillips' school scholarships are available. The scholarship application with deadlines for each enrollment option is included in the Financial Aid Packet. Phillips is approved for Veteran Administration benefits.

### **In-School Deferment**

In order to defer student loan payments while attending school, a deferment form must be filed. A deferment form is the official document used by the federal government for updating the lender and/or school on the student's enrollment status. Students must initiate this process by completing a deferment form and submitting it to the Office of the Registrar for processing.

### **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 Office of Financial Aid of any changes in their financial, 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 Office of Financial Aid.

## **Financial Information**

### **Tuition and Fees\***

|  |       |
|--|-------|
| • Application fee .....  | \$50  |
| • Tuition deposit .....  | \$100 |
| • Tuition per semester unit .....                                      | \$490 |
| (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, 2nd semesters) .....                           | \$350 |
| • Growth Group (1st, 2nd semesters) .....                              | \$325 |
| • Couples Growth Group Significant Other fee (per hour) .....          | \$7   |
| • Placement Services fee (2nd, 3rd, 4th semesters) .....               | \$160 |
| • ID card (1st, 3rd semesters) .....                                   | \$10  |
| • Graduation fee (4th semester) .....                                  | \$125 |
| • Materials fee (1st, 2nd, 3rd, 4th semesters) .....                   | \$30  |

### **Miscellaneous Fees**

|   |       |
|---|-------|
| • Returned Check Charge .....                                   | \$10  |
| • Transcript Processing Fee .....                               | \$5   |
| • Each Additional Transcript .....                              | \$3   |
| (Processed at the same time)                                    |       |
| • Rush Transcript Processing Fee .....                          | \$10  |
| • Deferment Charge .....  | \$100 |
| (If the semester's tuition is not paid in full at registration) |       |
| • Student Loan Reinstatement/Reissue Fee .....                  | \$25  |

VISA and MasterCard accepted.

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

### **Tuition Deposit**

A \$100 tuition deposit is due upon acceptance into the program. The deposit reserves a space in the program, and is applied to the tuition at the time of registration. The tuition deposit is non-refundable.

### Payment Options

Students may opt to pay by choosing one of the following options.

- Payment in full, for the year (discount applies)
- Payment in full, for the semester
- Federal loan program
- Deferred payment plan (deferred payment fee applies)

### Deferred Payment Plan

This plan offers students a payment schedule. Students incur a \$100 fee for the deferred payment plan option. Tuition and fees are totaled and divided into four payments of

which the first payment is due at registration. Billing statements reflecting balance due are produced each month. Any unpaid portion or late payments are subject to a 1.5% delinquency charge. Students must be paid in full prior to the end of the semester in order to be eligible to register for the semester or receive transcripts.

It is the policy of Phillips that deferred tuition 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.

*Phillips reserves the right to cancel student registration due to non-payment of tuition and fees.*

### 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 \$100 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.*

| Length of Class   | Notification Time   | Drop Fee | Refund %              |
|-------------------|---|----------|-----------------------|
| 8 Hours or less   | More than 10 days prior to the start of class                     | \$0      | 100%                  |
|                   | Less than 10 days, more than 24 hours prior to the start of class | \$35     | 100%                  |
|                   | Less than 24 hours before the start of class                      | \$50     | 100%                  |
|                   | Any time period after the start of class                          | \$0      | 0%                    |
| More than 8 hours | More than 10 days prior to the start of class                     | \$0      | 100%                  |
|                   | Less than 10 days, more than 24 hours prior to the start of class | \$35     | 100%                  |
|                   | Less than 24 hours before the start of class                      | \$50     | 100%                  |
|                   | Any time period after the start of class                          | \$0      | Federal Refund Policy |

### Federal Refund Policy

| Percent of class completed | Percent refunded |
|----------------------------|------------------|
| 1 - 20%                    | 80%              |
| 21 - 30%                   | 60%              |
| 31 - 40%                   | 20%              |
| 41% or greater             | 0%               |

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## Clinical Placement

Phillips students are assisted with their placement experience through the Office of Clinical Placement. The Office of Clinical Placement provides students with a valuable link to community resources, clinical training opportunities and professional organizations. Students are assisted in acquiring approved supervised clinical placements (traineeships) throughout Southern California.

Students seeking the California license as a Marriage and Family Therapist are required to complete 150 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 student 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 Marriage and Family Therapists must be in a clinical placement by the beginning of the third semester.

The following represents some of the functions and services of the Office of Clinical Placement:

- Publishes the *Handbook for Clinical Placement Experience*. A copy is provided to students and placement supervisors.
- Approves appropriate settings for students' training and coordinates clinical training affiliations between Phillips and training agencies.
- The office acts as liaison between Phillips and the state's licensing board and informs students of the state's laws, regulations and procedures regarding Marriage and Family Therapist licensure.
- Monitors students' progress in field placements and facilitates communication between the students' field supervisors and practicum instructors.

## Library

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, PsycLit (equivalent of Psychological Abstracts), ERIC, Dissertation Ab-

stracts, Family Studies Database, 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. Our Web-Site is located at [www.pgi.edu](http://www.pgi.edu).

### Library Hours

|                         |                        |
|-------------------------|------------------------|
| Monday through Thursday | 9:30 a.m. to 7:00 p.m. |
| Friday and Saturday     | 9:30 a.m. to 5:00 p.m. |
| Sunday                  | Closed                 |

Exceptions to the above schedule will be posted at the library. To contact the Phillips Library directly, please call (818) 386-5640.

## 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:

|           |   |
|-----------|---|
| Monday    | Closed                                    |
| Tuesday   | 12:00 – 1:00 p.m. and<br>4:00 – 6:30 p.m. |
| Wednesday | Closed                                    |
| Thursday  | 12:00 – 1:00 p.m. and<br>4:00 – 5:30 p.m. |
| Friday    | Closed                                    |
| Saturday  | 12:00 – 1:00 p.m. and<br>4:00 – 5:30 p.m. |
| Sunday    | Closed                                    |

Bookstore hours subject to change during registration periods. Please call the bookstore for operating hours during registration periods.

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 Phillips 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.

# Services of Phillips

## California Family Counseling Center "CalFam"

Phillips provides counseling services through the California Family Counseling Center. "CalFam" is a non-profit counseling center that also provides training for marriage and family therapists. A wide variety of services are designed to meet the needs of individuals, families, couples, adults, seniors, children and adolescents seeking confidential, caring and supportive therapy. "CalFam" traineeship and internship programs are supervised by core and adjunct faculty and other carefully selected clinicians.

### Clinical Trainee Programs

Phillips offers its students five clinical training programs (listed and described below) through the California Family Counseling Center. These training programs fulfill the clinical placement requirement (traineeship) of the master's program. Phillips provides the clinical training and supervision.

#### Enrollment

Clinical Trainee programs begin in June. Applications for these programs are accepted in January and February. Information sessions are held for students requiring more knowledge. A 12-month commitment is required from June through May. The traineeship program fee is \$100 per month for Phillips students, \$113.50 for students from other graduate programs.

#### Family Therapy Program

The Family Therapy Program offers specialized training in psychotherapy for beginning therapists. Students in this program see a varied clientele for individual, couple and family therapy. The program emphasizes a family systems perspective in clinical practice. Students also receive extensive training in psychosocial assessment, DSM diagnoses, and the clinical application of Metaframeworks. These students are teamed with one another when seeing families. All sessions are videotaped to maximize training, supervision and client care. Students receive group supervision and two hours of in-service training each week. Students meet on Friday mornings, 8:30 a.m. to 1:00 p.m., for training and group supervision, and see clients on Friday afternoons/evenings or all day Saturday. Openings available: 8.

#### Child Therapy in a School Setting

The School Counseling Program has been an on-going program at "CalFam" for 19 years, providing school-based counseling services to community schools. The program specializes in child therapy (art therapy and play therapy) within the systemic perspective of the child's school and family. Students are assigned to local public or private schools where they offer counseling to the children and their families. On-site supervision is provided each month or as needed. Students meet on Wednesday mornings, 9:00 a.m. to 12:00 p.m., at Phillips for training and group supervision, and spend six hours during the week at their assigned school. Openings available: 12 - 18.

#### Child Therapy in a Clinical Setting

The Child Therapy in a Clinical Setting Program provides group, individual and family therapy for children and their families. In this program clients are seen here at the counseling center. Training, supervision, children and parent groups take place on Wednesday evenings between 5:00 p.m. and 10:00 p.m. Students are exposed to various theoretical models and practical tools for working with children and their families. Students will experience working with children weekly in group therapy, and are encouraged to design treatment strategies for group process. Using a treatment to approach, students also provide adjunctive individual family therapy sessions for the families participating in the group. The adjunctive sessions are scheduled according to both student and client availability. Openings available: 8.

#### Brief Relational Therapy Program

The Brief Relational Therapy Program is a specialized training in psychotherapy for beginning therapists. This program was developed with the primary goal of preparing the student to provide effective, empowering, time-sensitive therapy. Although the program emphasizes postmodern developments in the field of systemic family therapy, students receive additional training in biopsychosocial assessment, DSM diagnoses, treatment planning, clinical documentation and related process/outcome accountability tools. The program adheres to a unifying and inclusive approach to brief or short term therapy. Students in this program are teamed with one another or with interns when seeing clients. Sessions may be videotaped and/or include a reflecting team to enhance training, supervision and client care.

Students must enroll in the year-long intensive training (course #750 which meets Monday evenings 7:00 p.m. to 10:00 p.m.) or have completed specific training in Collaborative Therapies. Group clinical supervision is on Monday evenings (5:00 p.m. to 7:00 p.m.).



### *Latino Family Therapy Program*

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by "CalFam" to the predominantly Latino communities in the San Fernando Valley. Students must be fluent in Spanish as the therapy and supervision is conducted in this language. Students are able to raise their proficiency in and learn clinical use of Spanish. Clients of the program are seen through a collaborative approach that includes co-therapy care, direct observation and feedback by supervisor, and the use of consulting teams. The emphasis of the program is in the clinical application of family systems theories with Latino families, and the cultural aspects of family dynamics and personal behavior. Students meet on Tuesday evenings from 5:00 p.m. to 10:00 p.m., for training, group supervision and family therapy. Students may see additional clients during the week. Openings available: 8.

### *Clinical Intern Program*

"CalFam" provides five Post-Degree Clinical Internships in Marriage and Family Therapy in addition to short internships in several specialty areas such as domestic violence. The year long internships are the general Clinical Internship, the Brief Therapy Internship, the Latino Family Internship, the Child Therapy in a Clinical Setting, and the Child Therapy in a School Setting. All of these internships provide in-depth clinical experiences, supervision, and training to graduates of accredited programs in Marital and Family Therapy and professionals from other mental health disciplines. These internships provide comprehensive training in the clinical skills necessary for a licensed professional. Supervisors have extensive experience in the training and supervision of clinicians of all disciplines, and some are AAMFT-Approved Supervisors.

Interns are required to attend one to three hours of seminar training and two hours of group supervision. Some programs also require one hour of individual supervision per week. Interns will experience individual, couple, family and group therapy with adults and/or children.

The Brief Therapy Clinical Internship teaches time-efficient approaches, which are requested by Managed Care and other third-party payors. Interns are required to take (or have taken) the year-long Brief Therapy Training course through Continuing Education and Electives. Supervisors are trained in Brief Therapy and supervise from related models.

The Latino Family, Child Therapy in a Clinical Setting and Child Therapy in a School Setting internships run in conjunction with their traineeship (see traineeships page 39, for further descriptions of those programs).

Intern selections are generally made in the spring and fall of each year and on a space-available basis throughout the year. An intern selection committee evaluates each applica-

tion, and applicants are notified of their acceptance within 60 days of the beginning of the selection process. The intern applicant's motivation to learn is of primary importance in the selection of the candidates to the program. Internships require a one-year commitment.

The academic training portion of all internship programs combines didactic presentations with experiential learning. Emphasis is on learning through active participation.

"CalFam" internships meet or exceed the requirements by the Board of Behavioral Sciences to sit for the licensing exam. Outcome studies have shown that Phillips graduates are significantly more successful than candidates from other training programs.

For further information and applications, please contact the Clinical Intern Program at (818) 907-9980.

### *Community Relations*

Phillips has been a leader in the field of human relations for nearly 30 years. A nonprofit educational, counseling, training, and research center, Phillips has trained over 3,600 family therapists. Phillips is comprised of five divisions:

- Master of Arts Degree Program in Marital and Family Therapy
- Master of Arts Degree Program in Organizational Behavior, Certificate and Seminar Programs
- Master of Arts Degree Program in School Counseling (Pupil Personnel Services Credential)
- California Family Counseling Center (CalFam) serving individuals, couples, families and the greater community;
- Continuing Education Program, providing training for mental health practitioners, educators, nurses, public safety personnel and students.

"CalFam" carries forward the community service mission of Phillips Graduate Institute and, to date, has helped over 37,000 families reach a higher level of functioning and lead more productive lives. Educational, professional, healthcare, and religious organizations, agencies, businesses, families, and individuals benefit as Phillips listens to the community, maintains existing services, and develops new prototypical programming.

"CalFam" offers individual, couple, family, child and group counseling based on the client's ability to pay. Staffed by 50 M.F.T. Interns and Student Trainees, under the supervision of licensed multi-disciplinary professors and practitioners, "CalFam" provides thousands of hours of counseling and psycho-educational services to clients throughout the Greater San Fernando Valley and adjacent communities.

### *"CalFam" Services:*

- The Latino Family Therapy Program for the growing Spanish-speaking community throughout the San Fernando Valley. This program provides low-cost delivery of multiple counseling services and culturally sensitive educational classes;
- Child Therapy in a School Setting Program (in English and Spanish) for child and family counseling and parent and teacher training at school sites. This program emphasizes improving the self-esteem of children and adolescents, helping to make school students "learning-ready," increasing academic gains and supporting each child's transition into productive living by enhancing family and school relationships. Teacher training in communication and conflict resolution, and parent skills training are also provided;
- Speakers Bureau with a wide-range of no-cost mental health seminars for the community;
- Social Skills and Tutoring Programs for children and adolescents;
- Weekly Effective Living Classes, free to the public, on mental health topics;
- Technical Assistance provides support and expertise to over 250 community agencies throughout Greater Los Angeles;
- Educator's Consortium for higher education. This program is a collaboration among 18 institutions of higher education, including Pepperdine University, the California State University System, and private colleges such as Mount St. Mary's;
- Training programs hosted by Phillips for local schools and communities;
- Annual events such as Child Safety Fair, National Days of Dialogue on Race Relations, Breast Cancer Awareness Workshops, National Depression Screening Day, for Southern Californians.

Community involvement in all of Phillips' programs is powerful, drawing business leaders, social workers, parent volunteers, and others to the institution. Phillips is pleased to be an integral part of the community and looks forward to continuing these services as we move into the next century.

### *Alumni Relations*

The Phillips Alumni Association provides a myriad of important services to graduates. These include: Phillips Bookstore discounts, full library privileges, no-cost works, discounts on continuing education courses offered by Phillips, no-cost or discounted admission to Alumni Association events, receipt of the Alumni Association Newsletter "AlumNews," inclusion in the Alumni Referral Directory, published every other year and linkage to the Alumni Association page of the Phillips website. In addition to these services, the Alumni Association offers many other tangible benefits. It provides a means to remain in contact with class members, meet alumni from other classes and develop networking opportunities. Perhaps the most outstanding benefit that the Alumni Association offers is a way to feel a part of the profession and to develop both personal friendships and professional relationships with colleagues that will continue throughout your career and your lifetime.

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