



Enriching Minds

PHILLIPS GRADUATE INSTITUTE

Impacting Lives

*Registrar's
Copy*

Do not Remove

2001-2002 CATALOG OF COURSES

MISSION

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

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.

INTRODUCTION

Phillips Graduate Institute offers a Doctorate in Clinical Family Psychology, several Master of Arts Degree Programs, Postgraduate Studies and a wide range of elective courses designed to provide students with education and training in specialized areas of study. All of Phillips' degree programs are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).*

The Psy.D. Program in Clinical Family Psychology offers three concentration options: Multicultural Issues in Families and Larger Systems, Forensics and Youth Violence, or Advanced Family Psychology.

Within the Master of Arts degree in Psychology, majors include Marriage and Family Therapy and Marriage and Family Therapy/Art Therapy. Possible minors include Chemical Dependency, Post-Modern Therapies, and a variety of clinical specializations. The Master of Arts degree in School Counseling and Master of Arts degree in Organizational Behavior may also be combined with electives based on the academic and clinical interests of the student.

The Master of Arts degree in Psychology meets all academic requirements of the Board of Behavioral Science (BBS) for California licensure as a Marriage and Family Therapist (MFT). Additionally, the MFT/Art Therapy program is designed to meet the educational standards of the American Art Therapy Association (AATA). The Master of Arts degree in School Counseling program meets all academic requirements for Pupil Personnel Services (PPS) Credentialing with the California Commission on Teacher Credentialing (CCTC).

The Doctor of Psychology in Clinical Family Psychology degree meets all academic requirements for licensure as a Clinical Psychologist. The doctoral program is designed to meet standards for approval by the American Psychological Association (APA) and Phillips Graduate Institute will apply as soon as the program is eligible.

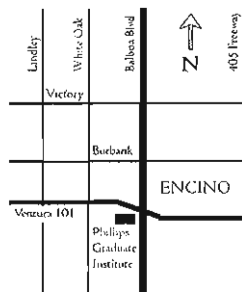
All degree-granting programs integrate academics and theory with practical experience and training. Students balance process and theory to create a framework for understanding their field of study. Phillips emphasizes effective interpersonal relationships and self-awareness and is dedicated to the educational, professional, and personal growth of each student. Phillips' scheduling options make programs accessible to students who have a variety of work or family obligations, and to those who may have to travel long distances to attend classes.

* Documentation of accreditation status is available by writing or calling WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. (510) 748-9001.

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CAMPUS LOCATION



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World Wide Web: www.pgi.edu



DOCTOR OF PSYCHOLOGY
CLINICAL FAMILY PSYCHOLOGY

CLINICAL FAMILY PSYCHOLOGY

EDUCATIONAL PHILOSOPHY

Clinical Family Psychology is a broad-based specialty that includes working with families in psychotherapy and working within other systemic contexts to provide indirect and direct services. These services may be offered in a wide variety of contexts to individuals and families in school systems, primary health care, the justice system, businesses or through evaluative or basic research.

This innovative doctoral program offers high quality, personalized instruction stemming from the same core values that have long characterized Phillips' master's degree programs. The Institute's faculty possess extensive clinical experience and are skilled at sharing their clinical expertise with students, a standard in all coursework. The integration of experiential learning and personal development provides each student with optimal professional training and increased competence.

AREAS OF CONCENTRATION

MULTICULTURAL ISSUES IN FAMILIES AND LARGER SYSTEMS

An increasingly multicultural world requires that Family Psychologists be well-versed in how to intervene with the diverse population of people seeking services. Students choosing this area of concentration explore a variety of issues. These include the impact of racism and oppression on multicultural families; racial identification; blended multicultural families; issues in joining and other helping behaviors across cultural contexts; working with immigrant families; multicultural families in the education, health care, and legal systems and organizations; the impact on multicultural families of trauma, illness and other disjunctions in family life; and substance abuse and inner-city violence.

FORENSIC ISSUES AND YOUTH VIOLENCE

In a complex world, the problems of youth violence and the interface of youth and others with the legal system mandate Family Psychologists trained with a high level of competence to work in these contexts.

Students electing this area of concentration study: youth in the criminal justice system and their families; violence prevention among youth; testifying in court; and parenting and relationship issues for youthful offenders. Students also study forensic psychology, negotiation, mediation and conciliation, divorcing families and the legal system, custody and conservancy, and working with victims and domestic violence.

ADVANCED FAMILY PSYCHOLOGY

This curriculum captures the essence of students' specialized interests, and offers the opportunity to explore a specific area of study within the context of Clinical Family Psychology. Students interested in examining a cross between forensic issues, youth violence and multicultural issues in families select a unique area of concentration that combines topics discussed in the other areas of concentration: Multicultural Issues in Families and Larger Systems, and Forensic Issues and Youth Violence.

CORE PROGRAM COMPETENCIES

The Phillips' curriculum is based on the model of core competencies promulgated by the National Council of Schools and Programs of Professional Psychology (NCSPP). This model includes a competency-based core curriculum designed to integrate practical and scientific knowledge, attitudes and skills. The six core competency areas are:

RELATIONSHIP COMPETENCY

The essence of the psychologist includes: intellectual curiosity and flexibility, open-mindedness, belief in the capacity for change in human attitudes and behavior, appreciation of individual and cultural diversity, personal integrity and honesty, and belief in the value of self-awareness. Program elements which develop this competency include a variety of clinical skill-building courses, practica, internships and other supervised practice experiences, and a range of mentor and peer relationships to develop and hone these skills.

ASSESSMENT COMPETENCY

Effective assessment skills are key to describing, conceptualizing and characterizing clients of all configurations. Program elements which develop this competency include: content courses focusing on psychological measurement theory and clinical inference, identification of the client, formulation of questions, selection of methods, gathering of information, interpretations and conclusions, verification and cross-validation of findings, issues of reliability and validity, dissemination of findings, diversity issues, and ethical, legal and administrative issues.

INTERVENTION COMPETENCY

Program elements which develop intervention skills and promote positive client development or change focus on systems. A variety of intervention strategies from various theoretical orientations are provided in classroom and clinical settings.

RESEARCH AND EVALUATION COMPETENCY

Program elements expose students to principles of research methodologies and provide them with multiple opportunities to interpret and apply research findings. A supervised doctoral project which examines a system from a theoretical, qualitative or quantitative approach is included.

CONSULTATION AND EDUCATION COMPETENCY

Consultation and educational activities are a significant part of students' professional lives. The systemic perspective provides a foundation for the program and is reflected in preparing graduates to operate within larger organizational settings. Consultation and other professional skills are explored during the practica.

MANAGEMENT AND SUPERVISION COMPETENCY

Many graduates serve in managerial or supervisory capacities. Courses in legal and ethical issues, practica, internships, and other clinical teaching and mentoring experiences are provided to develop these skills.

THE PROGRAM'S STRUCTURE COURSEWORK

Full-time students enroll for twelve units per semester over six semesters for a total of seventy-two units. Required courses are taken during the first two years. Beginning in the second year, students select electives designed to provide a concentration in Multicultural Issues in Families and Larger Systems, Forensics and Youth Violence, or Advanced Family Psychology. A doctoral project, started during the second semester is completed during the third year.

DOCTORAL PROJECT

The Psy.D. Doctoral Project is intended to demonstrate that students have integrated the material they have learned during the first two years in the doctoral program. Early in the program, students select an appropriate project. The Statistics and Research course (PSY705) is the vehicle by which students conceptualize and plan the project. During the third year, students register for six units of Doctoral Project (three units in each semester) in order to carry out and complete the project.

Stimulating student creativity is a tenet of this program, thus the options for completion of this project vary. Family psychology involves a paradigmatic shift from a focus on the individual to a focus on the system. Therefore, students are encouraged to develop a project which involves studying a complex system of their choice. This system is examined using theoretical or empirical approaches. Students are guided in their work by their doctoral project advisor, a second faculty member, a student member and an outside expert.

INTERNSHIP

Students are required to complete an internship as part of their academic program. The internship can be completed as a full-time, forty-hour per week internship during the fourth year of the program, or a part-time, twenty-hour per week internship during the third and fourth years of the

program. Internships should be California Psychology Internship Council (CAPIC) approved. The Clinical Placement Office helps students with the identification of appropriate internships.

CLINICAL HOURS

Students are expected to acquire clinical experience prior to applying for the internship. Most students will seek out clinical placements early in the program.

FACULTY ADVISEMENT

Students are assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and to meet with the advisor at least once each semester until completion of their degree.

The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the faculty to answer questions and provide consultation.

FINAL CLINICAL EVALUATION DEMONSTRATION (FCED)

Students are required to demonstrate their clinical competence upon completion of their internship and before they can graduate. Students provide transcripts (and accompanying edited videotapes or audiotapes) of sessions with a client or a system. Written documentation of their theoretical orientation and a formal case presentation will also be included. Students give a formal oral presentation of the case to the Phillips' community. Two faculty members and an advanced doctoral student will be responsible for determining that all the requirements of the FCED have been met successfully. Upon finishing this demonstration, and assuming that all other doctoral requirements have been completed, the student is awarded the Doctor of Psychology degree.

LICENSURE

The doctoral program meets all the academic requirements for licensure as a Clinical Psychologist in California. The required internship experience fulfills some of the required hours of experience. Students are encouraged to contact the Board of Psychology for complete information regarding licensing requirements.

Phillips Graduate Institute intends to apply for approval from the American Psychological Association (APA) as soon as the program is eligible, which will be as the first student cohort is ready to graduate. Pending APA approval, students already in the program will be able to list their degrees as having been awarded by an APA-approved program.

ADMISSIONS REQUIREMENTS

1. Prerequisite Master's Level Coursework:
 - Introduction to Systems 1 semester unit or 2 quarter units
 - Family Therapy 2.5 semester units or 5 quarter units
 - Practical Applications of Family Systems Theory 3 semester units or 6 quarter units
 - Case Conference experience 3 semester units or 6 quarter units
2. Completion of an earned Master's degree in psychology or related discipline, from an accredited university, with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Optional Graduate Record Exam (GRE)
4. Test of English as a Foreign Language (TOEFL) may be required.
5. Evidence of other activities relevant to functioning as a Family Psychologist, for example:
 - Clinical experience or participation in research on family issues
 - Involvement with community service agencies related to Family Psychology

- Demonstrated commitment to the profession as manifest in affiliations with professional associations related to Family Psychology

6. Completion of Phillips Graduate Institute

Admissions Application Packet:

- Application form
- Personal Goals statement
- Three (3) letters of recommendation
- Undergraduate and graduate transcripts
- Résumé
- Payment of application fee

7. Interview with Admissions Committee

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818)386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

DOCTOR OF PSYCHOLOGY IN CLINICAL FAMILY PSYCHOLOGY

72 units

YEAR ONE

Semester One

PSY700	Social Bases of Behavior (2 units)
PSY701	History and Systems of Psychology and Family Psychology (2 units)
PSY702	Individual Bases of Behavior (2 units)
PSY703	Psychological Assessment-I (2 units)
PSY713	Biological Bases of Behavior (1 unit)
PSY790	Practicum in Professional Issues in Family Psychology-I (3 units)

Semester Two

PSY704	Psychological Assessment-II (2 units)
PSY705	Statistics and Research (3 units)
PSY706	Cognitive and Affective Bases of Behavior (2 units)
PSY707	Advanced Family Systems Theory and Family and Marital Therapy (3 units)
PSY791	Practicum in Professional Issues in Family Psychology-II (2 units)

YEAR TWO

Semester Three

PSY711	Family Constellations (2 units)
PSY712	Lifespan Developmental Psychology and Family Life Cycle Issues (2 units)
PSY792	Practicum in Professional Issues in Family Psychology-III (2 units)
Electives	(6 units)

Semester Four

Electives (12 units)

YEAR THREE

Semester Five

Electives	(9 units)
PSY800A	Doctoral Project (3 units)
<u>Or</u>	
Elective	(3 units)
PSY800A	Doctoral Project (3 units)
PSY900A	20-Hour Internship (6 units)

Semester Six

Electives	(9 units)
PSY800B	Doctoral Project (3 units)
<u>Or</u>	
Elective	(3 units)
PSY800B	Doctoral Project (3 units)
PSY900B	20-Hour Internship (6 units)

YEAR FOUR

Semester Seven

PSY900A-B	40-Hour Internship (12 units)
<u>Or</u>	
Electives	(6 units)
PSY900C	20-Hour Internship (6 units)

Semester Eight

PSY900C-D 40-Hour Internship (12 units)

Or

Electives (6 units)

PSY900D 20-Hour Internship (6 units)

COURSE DESCRIPTIONS

PSY700 SOCIAL BASES OF BEHAVIOR

2 units

This course reviews systems principles which affect social behavior of individuals and groups, e.g., triangles, multigenerational transmission, and over- and under-functioning couples. The course also considers family of origin work and the use of systemic approaches such as the genogram.

Traditional approaches to understanding social behavior, e.g., social influence theory, attribution theory, attitude change, interpersonal attraction and small group interaction are also considered.

PSY701 HISTORY AND SYSTEMS OF PSYCHOLOGY AND FAMILY PSYCHOLOGY

2 units

This course considers science as a human activity: its emergence and methods, and the characteristics of Western Science (reductionism, repeatability and refutation) versus those of Human Science (inseparability of researcher and researched, multiple realities, and emergent nature of knowledge). The history of the development of psychology as a discipline is reviewed. A survey of the major schools of psychology and psychotherapy is also undertaken (e.g., psychoanalysis, behaviorism, phenomenology, constructivism, humanistic psychology and family therapy). The course concludes with an examination of family psychology as an attempted synthesis of empiricism, systems thinking and clinical psychotherapy.

PSY702 INDIVIDUAL BASES OF BEHAVIOR

2 units

Included in this course are normal personality development, individual psychopathology and using the DSM-IV with families. The interaction between biological, individual, family and environmental variables are examined.

PSY703 PSYCHOLOGICAL ASSESSMENT-I

2 units

A survey of test theory and different categories of tests provides the basis for this course, the first of a two-semester sequence. An overview of personality tests including projectives, intelligence and aptitude tests, vocational tests, values inventories and couples and family tests forms the core of this class. Students also consider computerized interpretation of tests, the clinical interview and the use of assessment to set goals. Hands-on opportunities to begin administering psychological tests are provided.

PSY704 PSYCHOLOGICAL ASSESSMENT-II

2 units

This course is a continuation of the two-semester sequence on psychological assessment. Students have the opportunity to administer test batteries including the Wechsler, Rorschach, Thematic Apperception Test and other standard psychological tests.

PSY705 STATISTICS AND RESEARCH

3 units

This course considers basic research methods including statistical principles, qualitative data analysis, and quantitative and qualitative approaches to research. Examination of process and outcome research and systemic approaches to research are included. In this course, students are guided to select a topic for development into a doctoral project to be completed during the program.

PSY706 COGNITIVE AND AFFECTIVE BASES OF BEHAVIOR

2 units

Considered here are basic principles of behavior including: classical and operant conditioning; more complex social cognitive and information processing; and the impact of cognitions and affect on larger systems beyond the individual, e.g., the family, organizations, and the community.

**PSY707 ADVANCED FAMILY SYSTEMS
THEORY AND MARITAL AND FAMILY THERAPY**

3 units

This course offers a review of systems concepts and family theories and models. The well-functioning family including role definition, problem-solving, markers in the life-cycle, changes over time, affection (sexuality, intimacy and individuality), dependence and autonomy, extended family relationships and relationships outside the family are considered. Family pathology is examined including formal and informal systems for diagnosing or typing families, factors leading to family pathology, development of symptoms, the identified patient, and well members in pathological families. Also considered is the family within the larger context, the role of the therapy process and the role of the family psychologist. Techniques in family psychology including marital and family therapy are considered.

PSY711 FAMILY CONSTELLATIONS

2 units

Considered here are family composition, the functions of family, characteristics of the healthy family, non-traditional family constellations, family constellations across cultural groups, adoption issues and divorce, and the impact on the family.

**PSY712 LIFESPAN DEVELOPMENTAL
PSYCHOLOGY AND FAMILY LIFE CYCLE ISSUES**

2 units

Theories of childhood, adolescent, adult and elder development are offered. Consideration of stages of the family life cycle and the interface of individual stages of development with family life cycle stages are covered.

PSY713 BIOLOGICAL BASES OF BEHAVIOR

1 unit

The building blocks of the biological bases of behavior are considered, e.g., anatomy and physiology, the brain and neurological functioning, and psychopharmacology. The effects of psychotropic medications, developmental disabilities, chronic physical and mental illness, organically-based

psychological problems and neuropsychological problems of families are considered.

**PSY790 PRACTICUM IN PROFESSIONAL
ISSUES IN FAMILY PSYCHOLOGY-I**

3 units

This practicum experience focuses on the development of a professional identity as a family psychologist, including how a practice in family psychology differs from other specialties within psychology, and the special legal and ethical issues related to family psychology. Included in the course are discussions of cases and case material from students' clinical placements.

**PSY791 PRACTICUM IN PROFESSIONAL
ISSUES IN FAMILY PSYCHOLOGY-II**

2 units

The second practicum course focuses on general practice management issues and consultation and educational issues for the practicing psychologist. Discussions of cases and case material from students' clinical placements are featured.

**PSY792 PRACTICUM IN PROFESSIONAL
ISSUES IN FAMILY PSYCHOLOGY-III**

2 units

The third practicum focuses on preparation for the internship and on the integration of science and practice. The practicum will be oriented to students' choices of areas of concentration and discussion of cases and case material from students' clinical placements.

PSY800A&B DOCTORAL PROJECT

3 units each

The Doctoral Project is intended to demonstrate that students have integrated the material learned during the first two years in the doctoral program. Early in the program, students select an appropriate project. The Statistics and Research course (PSY705) is the vehicle by which students will conceptualize and plan the project. During the third year, students will register for six units of Doctoral Project (three

units in each semester) in order to carry out and complete the project.

Stimulating student creativity is a value of this program, so the options for completion of this project vary. Family psychology involves a paradigmatic shift from a focus on the individual to a focus on the system. Therefore, students will be encouraged to develop a project which involves studying a complex system of their choice. This system is examined using theoretical or empirical approaches. Students are guided in their work by their doctoral project advisor, a second faculty member, a student member and an outside expert.

PSY900A-D INTERNSHIP

6 units each

Students are required to complete an internship as part of their academic program. The internship can be completed as a full-time, forty-hour per week internship during the fourth year of the program, or a part-time, twenty-hour per week internship during the third and fourth years of the program.

Internships should be approved by the California Psychology Internship Council (CAPIC). The Clinical Placement Office helps students with the identification of appropriate internships.

Note: Phillips Graduate Institute reserves the right to revise curriculum to meet the requirements of legislative or professional certification bodies, and to further enhance the education of its students without prior notice.

REQUIREMENTS FOR DEGREE COMPLETION: DOCTOR OF PSYCHOLOGY IN CLINICAL FAMILY PSYCHOLOGY

All of the following requirements must be met prior to degree posting:

- Completion of all 72 units of core courses, with an overall GPA of 3.0 or higher.
- Successful completion of Final Clinical Evaluation Demonstration (FCED).

- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Doctoral Project for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).



MASTER OF ARTS IN PSYCHOLOGY
MARRIAGE & FAMILY THERAPY

MARRIAGE 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 in Psychology 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. Instruction occurs in the classroom, in a clinical setting with one-way mirrors, and in small interactive groups. This structure allows students to integrate the methods and theoretical stances that fit their personal styles.

A three-tiered approach integrates the family systems paradigm. The primary purpose of this approach is to develop professionals who possess a broad range of academic information and a growing mastery of the art of psychotherapy. This approach includes developing students on three levels: academically, clinically and personally.

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

Core and adjunct faculty, experts in their particular specialty within the field of Marriage and Family Therapy, are responsible for teaching and managing clinical experiences. 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. Students desiring to be licensed as Marriage and Family Therapists in the State of California are required to participate in a Supervised Clinical Placement approved and evaluated by Phillips' Clinical Placement Office.

PERSONALLY

The connection between personal development 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 development and self-understanding.

The M.A. Program is open to people of all philosophies and religions. The diverse backgrounds of Phillips' students contribute to the richness of the program.

Completion of the curriculum leads to a Master of Arts degree in Psychology, with a major in Marriage and Family Therapy, forming the academic foundation for the California state license in Marriage and Family Therapy. For those who do not choose to pursue a license, many opportunities exist to use this degree in education, law, business, social service, government, and religious settings.

THE EXPERIENTIAL COMPONENT

The experiential component at Phillips is integral to the M.A. Program. Most coursework includes role-playing and skills training. In addition, two courses, Case Conference in the first year and Applied Methodology in the second, provide training and experience that is a unique feature of a Phillips' education. In the first year, the required Growth Group helps students learn about how groups function via personal participation. The instructors and leaders of these experiences are licensed practitioners who serve as models and mentors for students.

CASE CONFERENCE

Case Conference instruction occurs in small groups which meet outside of the regular eight-hour class day. Theories taught in class are illustrated and practiced through role-play and group interaction. Early in the first semester, students observe from

behind a one-way mirror as the instructor sees actual clients in therapy. After the session, students process what they observed with the instructor who guides them in the application of concepts learned in the classroom. Students may explore personal reactions arising from the session with the Case Conference instructor. In second semester, students who have begun seeing clients under supervision will use the Case Conference as a Practicum, for consultation on their own cases.

APPLIED THERAPEUTIC METHODOLOGY

In this course, students present formal and informal cases from their supervised clinical placements. Instructors 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 clinical skills are provided.

GROWTH GROUP

Growth Group in first and second semester is led by a licensed practitioner. Small groups meet to work on personal issues, and students have the opportunity to receive individual therapy in a group setting and to learn group process. Growth Groups offer a unique setting in which to learn theory by experiencing its application.

STUDY GROUP

Study Groups enable students to review and strengthen their understanding of weekly readings and classroom experiences. Study groups are recommended, but not required.

INDIVIDUAL OR FAMILY THERAPY FOR STUDENTS

We strongly recommend that all students have some experience with personal and family therapy while in the master's program. Phillips' core faculty members do not offer psychotherapy to students, but referrals to reliable professionals can be made through the California Family Counseling Center, a service of Phillips Graduate Institute.

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree in psychology or related discipline from an accredited university, with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Test of English as a Foreign Language (TOEFL) may be required.
4. Completion of admissions application packet which includes:
 - Application form
 - Personal Goals statement
 - Two (2) letters of recommendation
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé
 - Payment of application fee
5. Interview with Admissions Committee

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818) 386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

THE PROGRAM'S STRUCTURE

The Master of Arts degree in Psychology with a major in Marriage 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. Growth Group, Case Conference and Practicum are scheduled in addition to regular class day(s). Occasional attendance at day-long workshops are required, and may be held outside of regular class schedules.

WORKSHOPS

As part of the Master of Arts degree in Psychology with a major in Marriage and Family Therapy, students are required to attend workshops in addition to regular classes. 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.

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and to meet with the advisor at least once each semester until completion of their degree.

The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty to answer questions and provide consultation.

ENTRY OPTIONS

Students may enter the program in September, January or May. Please call the Office of Admissions for actual dates and class schedules (818) 386-5660.

MASTER OF ARTS IN PSYCHOLOGY WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY

48 units

FIRST SEMESTER

- ✓ PSY501 Human Diversity (1 unit)
- ✓ PSY502A Family Therapy: Systemic Approaches (3 units)

- ✓ PSY503 Developmental Psychology (2 units)
- ✓ PSY507 Foundations of Psychotherapy (2 units)
- ✓ PSY518A Introduction to Research-I (1 unit)
- ✓ PSY519A Case Conference: Pragmatics and Human Communication (3 units)

SECOND SEMESTER

- ✓ PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
- ✓ PSY518B Introduction to Research-II (1 unit)
- ✓ PSY519B Case Conference/Practicum: Assessment and Group Dynamics (3 units)
- ✓ PSY520 Assessment and Treatment of Mental Disorders in Adults, Children and Adolescents (4 units)
- ✓ PSY521 Alcohol and Chemical Dependency (1 unit)

THIRD SEMESTER

- ✓ PSY518C Professional Paper Research-I (1 unit)
- ✓ PSY531A Applied Therapeutic Methodology-I (3 units)
- ✓ PSY532 Sexuality and Sex Therapy (1 unit)
- ✓ PSY533A Practicum-I (3 units)
- ✓ PSY534 Couple Therapy (1 unit)
- ✓ PSY539 Legal, Ethical and Professional Issues (3 units)

FOURTH SEMESTER

- ✓ PSY518D Professional Paper Research-II (2 units)
- ✓ PSY531B Applied Therapeutic Methodology-II (3 units)
- ✓ PSY533B Practicum-II (3 units)
- ✓ PSY547 Psychopharmacology (2 units)
- ✓ PSY549 Psychological Testing (2 units)

COURSE DESCRIPTIONS

PSY501 HUMAN DIVERSITY

1 unit

Mental health professionals must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students to focus on their own culture of origin, to help them become aware of their own heritage and to increase their appreciation of the impact cultural differences have on each individual. Cultural differences studied

include race, ethnicity, gender, religious heritage, sexual orientation and socioeconomic status. In addition, the course introduces specific therapeutic skills needed for working successfully with clients from a variety of cultural domains.

PSY502A FAMILY THERAPY: SYSTEMIC APPROACHES

3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. The "modern" approaches such as Bowen, Experiential, Structural, Strategic and Cognitive-Behavioral theories are explored, with attention to normal versus pathological functioning. Students begin to develop an integrative approach to relationship therapies. The course is part of a two-semester sequence. It lays a foundation for Post-Modern approaches such as Narrative and Solution-Focused Therapies, which are the emphasis in second semester.

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

As a continuation of the first semester, the emphasis in this course is on the rich, complex diversity of contemporary theoretical models that are part of the evolving field of family therapy. The course explores the interconnected philosophies and clinical ideas of: Experiential Family Therapy, Post-Modern Approaches, (Solution-Focused, Narrative, and Collaborative Language Systems) and contemporary systemic thinking in non-linear and quantum physics. Students are encouraged to think integratively as they compare and contrast theories.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

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 and implications for therapy are emphasized.

PSY507 FOUNDATIONS OF PSYCHOTHERAPY
2 units

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.

PSY518A INTRODUCTION TO RESEARCH-I
1 unit

This course begins a four-semester sequence in which students first learn to become intelligent consumers of research, then to investigate a topic relevant to their professional development, culminating in the completion of an independent research project or professional paper. In this course, core concepts are presented, and students learn how to locate information and critically evaluate sources.

PSY518B INTRODUCTION TO RESEARCH-II
1 unit

A continuation of processes begun in PSY518A, students continue to practice critical analysis of research, and meet with their advisors regarding developing a topic and resources for their own research.

PSY518C PROFESSIONAL PAPER RESEARCH-I
1 unit

This course continues the process of formulating and preparing the students' professional papers. Students meet with their advisors and pursue learning activities consistent with the projects they have selected.

PSY518D PROFESSIONAL PAPER RESEARCH-II

2 units

This course is the culmination of activity begun in the Introduction to Research course sequence (PSY518A & B). All students are required to carry out a substantial quantitative, qualitative or library research project under the supervision of a faculty member. All students present their projects either at a poster session, or as a workshop experience during Winter Workshop week. A copy of the completed professional paper is due at the end of second year and is catalogued in the Phillips Graduate Institute Library.

PSY519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION

3 units

Students are oriented to the practice of psychotherapy including: establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships, and ethical handling of financial issues. Throughout the course, students observe actual therapy behind a one-way mirror, and participate in discussion with the therapist/instructor about the clinical work. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. The course provides an experiential and practical demonstration of the foundational concepts presented in all first semester courses.

PSY519B CASE CONFERENCE/PRACTICUM: ASSESSMENT AND GROUP DYNAMICS

3 units

Students continue from first semester the observational process with clients, discussing clinical processes with the therapist/instructor. Those who have begun clinical placements learn case presentation skills and apply theoretical concepts to their clinical work. Assessment and treatment concepts presented in PSY520 are demonstrated and applied in the clinical work with the case conference client. Theory and practice of group process are explored, experienced and demonstrated, using the case conference/practicum group as a laboratory.

PSY520 ASSESSMENT AND TREATMENT OF MENTAL DISORDERS IN ADULTS, CHILDREN AND ADOLESCENTS

4 units

This course surveys abnormal psychology including the etiology, diagnosis and treatment of mental disorders, throughout the lifespan, from a medical model perspective of the DSM-IV. Students develop skills in differential diagnosis. The emphasis is on disorders most frequently encountered by family therapists in agencies, schools and private practice. Students then move on to consider specific intervention strategies throughout the lifespan, with an emphasis on children and adolescents. Practical clinical management and professional skills effective with these age groups are modeled and discussed.

PSY521 ALCOHOL AND CHEMICAL DEPENDENCY

1 unit

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

PSY531A APPLIED THERAPEUTIC METHODOLOGY-I

3 units

This course focuses on the application of theoretical models to a variety of clinical situations. In a small group consultation format, students are encouraged to include systemic approaches in treatment and are guided to clarify their own theoretical and applied skills. Faculty support the students' experiences in supervised clinical placements with reading and assignments relevant to the populations being served by the students.

PSY531B APPLIED THERAPEUTIC METHODOLOGY-II

3 units

This course emphasizes a more advanced application of theoretical models to a variety of

clinical situations. In a group consultation format, students work with the practicalities of structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, and appropriate termination. Students continue to clarify their own preferred theoretical orientations and skill sets. Students continue to develop their personal growth as it relates to case handling and the group process.

PSY532 SEXUALITY AND SEX THERAPY

1 unit

This course introduces students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course helps students assess and address sexual issues in a clinical setting, alerting students when to refer to specialized professionals. In addition, the course helps students address sexual issues in session and increase intimacy in partnerships.

PSY533A PRACTICUM-I

3 units

In this course, students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Phillips' Clinical Placement Office. A wide variety of placements are available, including those in the California Family Counseling Center. Students are reminded that MFT licensure in California requires that a minimum of 150 hours be gained while in a practicum and prior to graduation.

PSY533B PRACTICUM-II

3 units

In this course, students continue to gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Phillips' Clinical Placement Office. A wide variety of placements are available, including those in the California Family Counseling Center. Students are reminded that MFT licensure in California requires that a minimum of 150 hours be gained while in a practicum and prior to graduation.

PSY534 COUPLE THERAPY

1 unit

This course examines theory and psychotherapeutic techniques for working with intimate partnerships. Many of the issues and processes that arise in couple therapy are presented. The course explores various theoretical models for an in-depth view of couple therapy, and demonstrates methods of therapeutic intervention designed to enrich couples' lives and help negotiate change.

PSY539 LEGAL, ETHICAL AND PROFESSIONAL ISSUES

3 units

This course reviews aspects of California law relevant to mental health practice. Topics include: confidentiality and the psychotherapist-patient privilege, laws relating to minors, family law regarding dissolution of marriage and child custody, procedures for working with minors, and the legal scope of the practice of marriage and family therapy. Codes of professional ethics are reviewed, with emphasis on dual relationship standards. Students are asked to consider the practical application of legal and ethical standards in the context of their theoretical position and personal values. This course includes the instruction on child abuse assessment, reporting and intervention that is required by the Board of Behavioral Sciences for MFT licensure. Spousal violence is also addressed from both legal and clinical perspectives.

PSY547 PSYCHOPHARMACOLOGY

2 units

This course offers the therapist basic information about commonly prescribed psychotropic medications, their effects and side effects, and teaches non-medical practitioners effective ways to stay informed about the rapidly changing world of pharmacological treatment. The emphasis is on good communication between prescribing and non-prescribing practitioners in the interests of the patient. Topics addressed include presenting

medication as an option, referrals, non-compliant patients, and emergencies such as suicidality and hospitalization.

PSY549 PSYCHOLOGICAL TESTING

2 units

Assessment via standardized instruments is often useful at the beginning of a psychotherapeutic process to identify key issues and set parameters for treatment planning. In this introductory course, students become familiar with commonly used tests, such as the MMPI, WAIS-R and WISC III, and the Millon Inventory. The focus is on understanding test results and using them as part of the therapy process. Liaison with other professionals and ethical behavior related to testing are also addressed.

EXTENDED COURSEWORK

PSY546 PROFESSIONAL PAPER

1 unit each semester

Students who require extended research time and/or supervision beyond the fourth semester deadline must be enrolled continuously in PSY546. This course ensures use of Phillips' facilities and guidance from the Phillips' faculty while the professional paper is being completed. Course may be repeated as necessary.

PSY596 FIELD STUDY PRACTICUM

1 unit each semester

In this course, students meet regularly with supervising faculty to discuss their clinical work, and to explore related issues. Faculty designs specific reading and research assignments relevant to the populations being served by the student. A function of PSY596 is to maintain a student's registration in practicum, allowing continued accrual of the required clinical hours during summer breaks or a fifth semester. Course may be repeated as necessary.

Students who are not Phillips' degree candidates must be approved by the Director of Clinical Placement before enrolling in this course.

Note: Phillips Graduate Institute reserves the right to revise curriculum to meet the requirements of legislative or professional certification bodies, to further enhance the education of its students without prior notice.

REQUIREMENTS FOR DEGREE COMPLETION: MASTER OF ARTS IN PSYCHOLOGY WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY

The degree is posted three times yearly, in January, May and August. All of the following requirements must be met prior to degree posting:

- Completion of all 48 units of core courses and an overall GPA of 3.0 or higher. (Students who do not intend to qualify for a clinical license may substitute six units of elective coursework for Practicum I and II).
- Students graduating with a 60-unit master's degree, or electing another program as a minor or another major, must complete the required courses before the degree is posted.
- Completion of 45 hours of Growth Group experience.
- Completion of 150 hours of supervised clinical placement concurrent with Practicum I registration (except for students who declare that clinical licensure is not their goal).
- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Professional Paper for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).



MASTER OF ARTS IN PSYCHOLOGY
MARRIAGE & FAMILY/ART THERAPY

ART THERAPY

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 groups of people in a broad variety of clinical settings.

The Phillips Graduate Institute Art Therapy Program emphasizes and recognizes the cognitive and 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. The faculty is dedicated to understanding and teaching art therapy as a meaningful and life-supporting personal and interpersonal link between all systems. The department encourages students to contribute to the study of art therapy as a mind/body inquiry. This focus reflects the appeal of a program that offers a paradigm shift in art therapy education.

Phillips' experienced art therapy faculty are committed to providing students with an unique interdisciplinary approach to education and focus on synthesizing the use of therapeutic imagery with current theories. The American Art Therapy Association's (AATA) educational standards are integrated with contemporary systemic theories and information from the rapidly expanding fields of neurological and biological psychology. The program provides students with the necessary tools to practice art therapy with children, adolescents, couples and families of all ages, races, and ethnic backgrounds in individual, couple, family and group formats. Students learn to apply art therapy in private practice, clinics, outpatient and inpatient settings, and gain an understanding of integrating art therapy with

psychological theories. Students gain a foundation of knowledge in the growing body of science that connects expressive creativity, social systems, psychological states, and physiological functions.

PROGRAM COMPLIANCE

The Master of Arts in Psychology with a major in Marriage and Family Therapy/Art Therapy degree program meets the requirements and guidelines for the California Board of Behavioral Sciences (BBS) and fulfills the requirements for BBS continuing education for Marriage and Family Therapists (MFT) and Licensed Clinical Social Workers (LCSW). Standards of the American Art Therapy Association (AATA) are also met. Students and professionals may elect to qualify for Art Therapy Registration (ATR), provided that they meet all additional AATA graduate and postgraduate admission and practicum requirements. Information regarding these standards is available through the Phillips Graduate Institute Art Therapy Department, the American Art Therapy Association (AATA) (www.arttherapy.org), and the Art Therapy Credentialing Board (ATCB) (www.atcb.org).

Program curriculum and experience hours are subject to change according to BBS and AATA/ATCB requirements without prior notice.

THE PROGRAM'S STRUCTURE AND OPTIONS

The Art Therapy Program is integrated with the forty-eight unit, Master of Arts degree in Psychology with a major in Marriage and Family Therapy or the forty-one unit Master of Arts in School Counseling. The Art Therapy Program is available for Phillips Graduate Institute Master of Arts in Psychology or Master of Arts in School Counseling students, and for professionals in a related field who are seeking art therapy continuing education.

Master of Arts in Psychology with a major in Marriage and Family Therapy/Art Therapy and Master of Arts in School Counseling students participate in the program for four semesters, and take the art therapy sections of Case Conference and Applied Therapeutic Methodology. Growth Group is available through the Art Therapy Department for students who wish to have the Growth Group experience with a licensed clinician who is also an Art Therapist.

Phillips Graduate Institute Master of Arts in Psychology or Master of Arts in School Counseling students who are on a non-traditional track or wish to add art therapy studies after their first semester may take twelve units of art therapy in third and fourth semesters. Such students need to apply through the Office of Admissions to begin the Art Therapy coursework. A personal interview with the Art Therapy Program Director is required prior to official acceptance into the program.

Coursework begins each fall and includes one self-directed course. Students take art therapy coursework weekly in addition to their required Marriage and Family Therapy and/or School Counseling coursework. All courses are taught by MFT, LCSW, or Psy.D. faculty, who are also nationally registered Art Therapists (ATR).

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and to meet with the advisor at least once each semester until completion of their degree.

The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty to answer questions and provide consultation.

WORKSHOPS

As part of the Master of Arts degree in Psychology with a major in Marriage and Family Therapy/Art Therapy and the Master of Arts degree in School Counseling/Art Therapy, students are required to attend workshops in addition to regular classes. 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.

MASTER OF ARTS IN PSYCHOLOGY WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY/ART THERAPY

60 units

This program allows students to combine the Marriage and Family Therapy major with specialized interest in the field of Art Therapy. This program combination qualifies graduates to pursue MFT licensure in California and the American Art Therapy Association's national Art Therapy Registration (ATR).

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree in psychology or related discipline from an accredited university with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Test of English as a Foreign Language (TOEFL) may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Two (2) letters of recommendation
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé
 - Payment of application fee
5. Interview with Admissions Committee
6. Interview with Art Therapy Program Director

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818)386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

CURRICULUM

FIRST SEMESTER

- PSY501 Human Diversity (1 unit)
PSY502A Family Therapy: Systemic Approaches (3 units)
PSY503 Developmental Psychology (2 units)
PSY507 Foundations of Psychotherapy (2 units)
PSY518AA Introduction to Research-I/AT Section (1 unit)
PSY519AA Case Conference: Pragmatics and Human Communication/AT Section (3 units)
PSY561 History and Literature of Art Therapy (1 unit)
PSY562 Studio Art Therapy Principles (2 units)
PSY564 Art Therapy Approaches to Assessment and Treatment of Mental Disorders (1.5 units)

SECOND SEMESTER

- PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
PSY518BA Introduction to Research-I/AT Section (1 unit)
PSY519BA Case Conference/Practicum: Assessment and Group Dynamics/AT Section (3 units)
PSY520 Assessment and Treatment of Mental Disorders in Adults, Children and Adolescents (4 units)
PSY521 Alcohol and Chemical Dependency (1 unit)

- PSY569 Art Therapy Dynamics and Applications (2.5 units)

THIRD SEMESTER

- PSY518CA Professional Paper Research-I/AT Section (1 unit)
PSY531AA Applied Therapeutic Methodology-I/AT Section (3 units)
PSY532 Sexuality and Sex Therapy (1 unit)
PSY533AA Practicum-I/AT Section (3 units)
PSY534 Couple Therapy (1 unit)
PSY539 Legal, Ethical and Professional Issues (3 units)
PSY566 Introduction to Psychoneuroimmunology (2.5 units)

FOURTH SEMESTER

- PSY518DA Professional Paper Research-II/AT Section (2 units)
PSY531BA Applied Therapeutic Methodology-II/AT Section (3 units)
PSY533BA Practicum-II/AT Section (3 units)
PSY547 Psychopharmacology (2 units)
PSY549 Psychological Testing (2 units)
PSY567 Imagery: Psychoneuroimmunology Applications (2.5 units)

SUMMER(S) (OPTIONAL)

- PSY596A Field Study Practicum/AT Section (1 unit)

REQUIREMENTS FOR DEGREE COMPLETION: MASTER OF ARTS IN PSYCHOLOGY WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY/ART THERAPY

The degree is posted three times yearly, in January, May and August. All of the following requirements must be met prior to degree posting:

- Completion of all 60 units of core courses, with an overall GPA of 3.0 or higher. (Students who do not intend to qualify for a clinical license may substitute six units of elective coursework for Practicum I and II).
- Completion of 45 hours of Growth Group experience.

- Completion of 150 hours of supervised clinical placement concurrent with Practicum registration (except for students who declare that clinical licensure is not their goal). For those students pursuing the ATR, completion of 600 hours of supervised clinical placement concurrent with Practicum registration. (After June 2002, 700 hours of supervised clinical placement are required.)
- Students interested in applying for National Art Therapy Registration must complete and submit the appropriate verification documentation to the Art Therapy Department by the last meeting date of Applied Therapeutic Methodology (PSY531AA-CA). Later verification may cause a delay in the student's graduation date.
- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Professional Paper for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

MASTER OF ARTS IN SCHOOL COUNSELING/ART THERAPY

60 units

This degree program is combined with the Master of Arts in School Counseling. In addition to all School Counseling coursework, students attend designated art therapy courses; participate in art therapy section of Applied Therapeutic Methodology; include art therapy in their school counseling professional paper; and in addition to school counseling hours gain hours of supervised art therapy experience. School counseling graduate students who wish to acquire art therapy hours of experience must be continuously enrolled

in PSY531AA-BA Applied Therapeutic Methodology/AT Section or in PSY596 Field Study Practicum/AT Section. Students who complete this program will earn a Pupil Personnel Services (PPS) Credential from the California Commission on Teacher Credentialing.

For additional information regarding the program refer to the School Counseling section of this catalog.

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree in psychology or a related discipline from an accredited university with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Test of English as a Foreign Language (TOEFL) may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Two (2) letters of recommendation
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé
 - Payment of application fee
5. Interview with Admissions Committee
6. Interview with Art Therapy Program Director

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818) 386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully

understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

CURRICULUM

FIRST SEMESTER

PSY501	Human Diversity (1 unit)
PSY502A	Family Therapy: Systemic Approaches (3 units)
PSY503	Developmental Psychology (2 units)
PSY507	Foundations of Psychotherapy (2 units)
PSY518AA	Introduction to Research-I/AT Section (1 unit)
PSY519AA	Case Conference: Pragmatics and Human Communication/AT Section (3 units)
PSY561	History and Literature of Art Therapy (1 unit)
PSY562	Studio Art Therapy Principles (2 units)
PSY564	Art Therapy Approaches to Assessment and Treatment of Mental Disorders (1.5 units)

SECOND SEMESTER

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
PSY518BA	Introduction to Research-II/AT Section (1 unit)
PSY519BA	Case Conference/Practicum: Assessment and Group Dynamics/AT Section (3 units)
PSY520	Assessment and Treatment of Mental Disorders in Adults, Children and Adolescents (4 units)
PSY521	Alcohol and Chemical Dependency (1 unit)
PSY569	Art Therapy Dynamics and Applications (2.5 units)

THIRD SEMESTER

SC500	Ethical Practices in School Counseling (2 units)
SC501	Program Design, Development and Evaluation (3 units)
SC502	Educational and Career Planning (2 units)

SC504	Special Education (3 units)
SC510	Learning Theory (2 units)
PSY518CA	Professional Paper Research-I/AT Section (1 unit)
PSY531AA	Applied Therapeutic Methodology-I/AT Section (3 units)
PSY566	Introduction to Psychoneuroimmunology (2.5 units)

FOURTH SEMESTER

SC505A	Field Placement Seminar (3 units)
PSY567	Imagery: Psychoneuroimmunology Applications (2.5 units)
PSY531BA	Applied Therapeutic Methodology-II/AT Section (3 units)
PSY518DA	Professional Paper Research-II/AT Section (2 units)

SUMMER(S) (OPTIONAL)

PSY596A	Field Study Practicum/AT Section (1 unit)
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REQUIREMENTS FOR DEGREE COMPLETION: MASTER OF ARTS IN SCHOOL COUNSELING/ART THERAPY

The degree is posted three times yearly, in January, May and August. All of the following requirements must be met prior to degree posting:

- Completion of all 24 units of core courses, with an overall GPA of 3.0 or higher.
- Completion of 45 hours of Growth Group experience.
- Completion of 450 hours of supervised clinical placement concurrent with Practicum registration. For those students pursuing the ATR, completion of 600 hours of supervised clinical placement concurrent with Practicum registration. (After June 2002, 700 hours of supervised clinical placement are required.)
- Students interested in applying for National Art Therapy Registration must complete and submit the appropriate verification documentation to the Art Therapy Department by the last meeting date of Applied Therapeutic Methodology (PSY531AA-CA). Later verification may cause a delay in the student's graduation date.

- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Professional Paper for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

See the *School Counseling Section* of this catalog for additional *Pupil Personnel Services (PPS) Credentialing requirements*.

POSTGRADUATE ART THERAPY STUDIES PROGRAM FOR PROFESSIONALS IN A RELATED FIELD

24 units

This program is intended for postgraduate, professional candidates from related fields such as Marriage and Family Therapy, Social Work and Psychology and is also available for graduate students currently enrolled at other graduate schools. Professionals take twenty-four units of art therapy courses including twelve units of art therapy didactic studies, three units of art therapy professional paper, six units of art therapy Applied Therapeutic Methodology and a minimum of three semesters/three units of practicum and supervision. Postgraduate students must attend for a minimum of three semesters.

All applicants to the postgraduate program are required to meet all admissions standards including a personal interview with the Art Therapy Program Director prior to acceptance into the program.

Academic transcripts or documentation of experience must demonstrate appropriate graduate knowledge in the following areas or a student may be required to take additional coursework: Research Methodology,

Developmental Psychology, Legal and Ethical Issues (that pertain to their professional degree), and Assessment and Treatment of Mental Disorders. Postgraduate students who wish to acquire art therapy hours of experience must be simultaneously enrolled in PSY570A-C Practicum and in PSY531AA-CA Applied Therapeutic Methodology/AT Section (or in PSY596A Field Study Practicum/AT Section).

All of Phillips Graduate Institute policies as outlined in the Student Handbook apply to postgraduate students. Professionals may also take a selected number of courses individually. Full academic tuition applies. Financial aid is available to all students who qualify.

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree in psychology or related discipline from an accredited university with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Completion of a master's degree from OR concurrent enrollment in a master's degree program in psychology or a related discipline at an accredited university with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
4. Academic advisement is required prior to admission because applicants must meet program specific requirements in master's degree curriculum. If all course requirements are not met, students may be required to complete additional coursework.
5. Test of English as a Foreign Language (TOEFL) may be required.
6. Completion of Phillips Graduate Institute Admissions Application Packet:

- Application form
- Personal Goals statement
- Two (2) letters of recommendation
- Undergraduate and graduate transcripts
- Résumé
- Payment of application fee

7. Interview with Admissions Committee.

8. Interview with Art Therapy Program Director.

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818)386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

CURRICULUM

FIRST SEMESTER

- PSY531AA Applied Therapeutic Methodology-I/
AT Section (2 units)
- PSY561 History and Literature of Art Therapy
(1 unit)
- PSY562 Studio Art Therapy Principles (2 units)
- PSY564 Art Therapy Approaches to
Assessment and Treatment of
Mental Disorders (1.5 units)
- PSY566 Introduction to
Psychoneuroimmunology (2.5 units)
- PSY568A Professional Art Therapy Research
and Advisement-I (1 unit)
- PSY570A Postgraduate Practicum-I (1 unit)

SECOND SEMESTER

- PSY531BA Applied Therapeutic Methodology-II/
AT Section (2 units)
- PSY567 Imagery: Psychoneuroimmunology
Applications (2.5 units)

- PSY568B Professional Art Therapy Research
and Advisement-II (1 unit)
- PSY569 Art Therapy Dynamics and
Applications (2.5 units)
- PSY570B Postgraduate Practicum-II (1 unit)

THIRD SEMESTER

- PSY531CA Applied Therapeutic Methodology-III/
AT Section (2 units)
- PSY568C Professional Art Therapy Research
and Advisement-III (1 unit)
- PSY570C Postgraduate Practicum-III (1 unit)

SUMMER(S) (OPTIONAL)

- PSY596A Field Study Practicum/AT Section
(1 unit)

REQUIREMENTS FOR POSTGRADUATE STUDIES PROGRAM COMPLETION

All of the following requirements must be met prior to program completion:

- Completion of all 24 units of core courses, with an overall GPA of 3.0 or higher.
- For those students pursuing the ATR, completion of 600 hours of supervised clinical placement concurrent with Practicum registration (After June 2002, 700 hours of supervised clinical placement are required.)
- Students who are interested in applying for National Art Therapy Registration must complete and submit the appropriate verification documentation to the Art Therapy Department by the last meeting date of Applied Therapeutic Methodology (PSY531AA-CA). Later verification may cause a delay in the student's graduation date.
- Completion of a Professional Project in Art Therapy.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

COURSE DESCRIPTIONS
PSY518AA-BA INTRODUCTION TO RESEARCH-I & II/AT SECTION

1 unit each

PSY518CA PROFESSIONAL PAPER RESEARCH-I/AT SECTION

1 unit

PSY518DA PROFESSIONAL PAPER RESEARCH-II/AT SECTION

2 units

In this four-semester course sequence students first learn how to be intelligent consumers of research, then investigate a topic relevant to their professional development, culminating in the completion of an independent research project or professional paper. Core concepts are presented, and students learn how to locate information and critically evaluate sources. All students are required to carry out a substantial quantitative, qualitative or library research project under the supervision of a faculty member.

Students meet with their MFT/ATR advisors and pursue learning activities consistent with the projects they have selected. The department provides standards and 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 and supports specialized knowledge in the field. Students also present their projects either at a poster session, or as a workshop experience during Winter Workshop Week. A copy of the completed professional paper is due at the end of second year and is catalogued in the Phillips Graduate Institute Library.

PSY519AA CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION/AT SECTION

3 units

Students are oriented to the practice of psychotherapy and art therapy, including: establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships and

ethical handling of financial issues. Throughout the semester, students observe actual therapy behind a one-way mirror, and participate in discussion with the therapist/instructor about the clinical work. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. The course provides an experiential and practical demonstration of the foundational concepts presented in all the first semester MFT and Art Therapy courses.

PSY519BA CASE CONFERENCE/PRACTICUM: ASSESSMENT AND GROUP DYNAMICS/AT SECTION

3 units

Students continue from first semester the observational process with clients, discussing clinical processes with the therapist/instructor. Those who have begun clinical placements learn case presentation skills, apply theoretical concepts to their clinical work and receive art therapy supervision. Assessment and treatment concepts presented in PSY520 are demonstrated and trained in the clinical work with the case conference client. Theory and practice of group process are explored, experienced and demonstrated, using the case conference/practicum group as a laboratory.

PSY531AA APPLIED THERAPEUTIC METHODOLOGY-I/AT SECTION

3 units/2 units

This course focuses on the application of theoretical models to a variety of clinical situations. In a small group consultation format, students are encouraged to include systemic approaches in treatment and are guided to clarify their own theoretical and applied skills. Faculty support students' experiences in supervised clinical placements with reading and assignments relevant to the populations being served by the students.

MFT/ATR faculty supervise students in the clinical integration of art therapy interventions and creative expression within the broad understanding of human development and behavior and

psychotherapy theories. The course supports flexible, integrated, creative and well-conceptualized approaches to treatment while emphasizing personal and professional integrity. The course also allows a student to delve into a particular area of art therapy interest.

Postgraduate students are required to take a two unit section of this course.

**PSY531BA APPLIED THERAPEUTIC
METHODOLOGY-II/AT SECTION**

3 units/2 units

This course emphasizes a more advanced application of theoretical models and art therapy approaches to a variety of clinical situations. In a group consultation format, students work with the practicalities of structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, and appropriate termination. Students continue to clarify their own preferred theoretical orientations and skill sets. Students also continue to work with their personal growth as it relates to case handling and the group process. This is a continuation of art therapy supervision.

Postgraduate students are required to take a two unit section of this course.

**PSY531CA APPLIED THERAPEUTIC
METHODOLOGY-III/AT SECTION**

2 units

This course, for postgraduate students only, continues the application of theoretical models and art therapy approaches to a variety of clinical situations. This is a continuation of art therapy supervision.

**PSY533AA-BA PRACTICUM I & II/
AT SECTIONS**

3 units each

This course is a two semester sequence in which students gain direct clinical experience with individuals, couples, families or groups at

placement sites approved by the Office of Clinical Placement. A variety of placements are available including the California Family Counseling Center, a service of Phillips. While MFT licensure in California requires that a minimum of 150 hours be gained while in a practicum, AATA requires a minimum of 600 hours of art therapy experience for MFT and Master's degree students of which 300-350 are MFT/Art Therapy direct client hours. For applicants after June 2002, this requirement will change to 700 hours. In compliance with legislative and regulatory boards' requirements, students participate in both MFT clinical supervision and in art therapy supervision.

**PSY561 HISTORY AND LITERATURE OF
ART THERAPY**

1 unit

This course 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. This is a self-directed course with one class component.

PSY562 STUDIO ART THERAPY PRINCIPLES

2 units

This course supports creative expression as a foundation for professional and personal knowledge of media and materials and as a way of examining development. Students are engaged in drawing, painting and sculpture and investigate the emergence and making of images together with an interpretative dialogue in art therapy. Students learn and understand the emotional impact of the materials within the context of traditional art therapy directives.

**PSY564 ART THERAPY APPROACHES TO
ASSESSMENT AND TREATMENT OF
MENTAL DISORDERS**

1.5 units

This course introduces students to art therapy assessment for children, adults and families.

Students engage 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 tools and discusses the benefits of spontaneous art making. Presents children's developmental visual stages and art therapy approaches to child treatment so students familiarize themselves with representations of so-called normative development. Course includes an overview of ethical and legal issues and standards of good practice in art therapy assessment and research.

PSY564 builds upon and contributes to the information covered in the following courses: PSY503: Developmental Psychology; PSY518AA-CA: Introduction to Research I & II and Professional Paper Research I & II; and PSY549: Psychological Testing. Postgraduate student's transcripts are expected to reflect these academic areas or a student is required to make arrangements to add these courses to their academic load.

PSY566 INTRODUCTION TO PSYCHONEUROIMMUNOLOGY

2.5 units

This course provides students with an introduction to the rapidly expanding fields of neurobiological and biological psychology, as they pertain to the practice of marriage and family therapy and clinical art therapy. The course integrates a basic understanding of current brain research with early childhood rearing practices and physiological attributes, which are demonstrated in marriage and family patterns. This learning provides an additional context for the understanding of treatment approaches.

A dialectic approach to these issues is emphasized which includes a discussion of the interrelationship of mind and body and questions the wisdom of separating body and mind as a paradigm in therapy. Students learn about the neurological dimensions of emotion and interpersonal

relationships, aspects of the brain, the nervous system and the immune system.

PSY567 IMAGERY: PSYCHONEUROIMMUNOLOGY APPLICATIONS

2.5 units

This course teaches students to combine clinical art therapy and art as therapy for individuals and families at home, in medical settings, hospice care and community wellness clinics. This course also offers specific methodologies and approaches for working with people who are coping with life threatening illnesses, such as cancer and AIDS. Art therapy ideas and interventions for treatment of psychosomatic disorders, stress and pain management as well as wellness support are presented within the context of relationship therapies. Students participate in experiential exercises in order to demonstrate the clinical application of the material covered in the course. Prerequisite: PSY566, Introduction to Psychoneuroimmunology.

PSY568A-C PROFESSIONAL ART THERAPY RESEARCH AND ADVISEMENT I, II & III

1 unit each

Postgraduate students meet with their MFT/ATR advisors and pursue learning activities consistent with the projects they have selected. The department provides standards and 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 topic and supports specialized knowledge in the field.

A postgraduate student's transcripts must document graduate-level research courses or the student may be required to complete additional coursework.

PSY569 ART THERAPY DYNAMICS AND APPLICATIONS

2.5 units

This course provides students with the experiential knowledge and understanding of art therapy media,

interventions and applications with individuals, children, adolescents, couples and families from all cultural and ethnic backgrounds with a focus on group process. Considerations are given to cultural diversity issues in art therapy and to specializations such as abusive relationships, addictions and mental health disorders that benefit from the integration of art with clinical treatment. The conceptual framework reviews art therapy in the context of systemic therapies. This learning experience is translated into practical art therapy applications. 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.

PSY570A-C POSTGRADUATE PRACTICUM-I, II & III

1 unit each

This course is a three semester sequence in which students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Office of Clinical Placement or in private practice. A variety of placements are available including the California Family Counseling Center, a service of Phillips. While MFT licensure in California requires that a minimum of 150 hours be gained while in a practicum, AATA requires a minimum of 600 hours of art therapy experience for MFT and Master's degree students of which 300-350 are MFT/Art Therapy direct client hours. For applicants after June 2002, this requirement will change to 700 hours. In compliance with legislative and regulatory boards' requirements, students participate in both MFT clinical supervision and in art therapy supervision.

EXTENDED COURSEWORK

PSY546 PROFESSIONAL PAPER

1 unit each semester

Students who require extended research time and/or supervision beyond the fourth semester deadline must be enrolled continuously in PSY546. This course ensures use of Phillips' facilities and

guidance from the Phillips' faculty while the professional paper is being completed. Course may be repeated as necessary.

PSY596A FIELD STUDY PRACTICUM/AT SECTION

1 unit each semester

In this course, students meet regularly with supervising faculty to discuss their clinical work, and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. One function of this course is to maintain a student's registration in practicum, allowing continued accrual of the required clinical hours during summer breaks or a fifth semester. Course may be repeated as necessary.

Students who are not Phillips' degree candidates must be approved by the Director of Clinical Placement before enrolling in this course.

Note: Phillips Graduate Institute reserves the right to revise curriculum to meet the requirements of legislative or professional certification bodies, and to further enhance the education of its students without prior notice.

For additional course descriptions see Marriage and Family Therapy and School Counseling course description sections.



MASTER OF ARTS IN
ORGANIZATIONAL BEHAVIOR

ORGANIZATIONAL BEHAVIOR

EDUCATIONAL PHILOSOPHY

The Organizational Behavior Department applies Phillips Graduate Institute's systemic 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 curriculum 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, including: Consulting, Organizational Training, Entrepreneurship, Leadership, Human Resources, and General Management.

The Master of Arts in Organizational Behavior Program is a forty-eight unit degree designed to meet the needs of both mid-career professionals and recent baccalaureates who understand the importance of business success attained through learning, managing and leveraging the human side of business.

THE PROGRAM'S STRUCTURE

Courses are offered in a nonlinear block structure providing maximum scheduling flexibility and allowing a student to enter the program at various points. This structure is designed to accommodate the needs of busy professionals and students interested in part-time study. A schedule can be individually structured to allow students to incorporate master's level studies into their already busy lives.

FALL/SPRING COURSES

Classes may be offered on a weekday, in the evening or on Saturday. Students are required to participate in Professional Effectiveness courses each month for 3 1/2 hours. Students must also complete two units per semester in Advanced Specialization Studies (OB618A-D), in which they work individually with a faculty advisor to develop the research topic of their professional paper and area of professional practice.

SUMMER COURSES

Students may complete coursework during the summer semester. For more information about class schedules, please contact the Office of Admissions at (818) 386-5660.

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and to meet with the advisor at least once each semester until completion of their degree.

The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty to answer questions and provide consultation.

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree in psychology or a related discipline from an accredited university with a minimum 3.0 grade-point average. (A grade-point average exemption petition may lead to provisional admission.)
3. Test of English as a Foreign Language (TOEFL) may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:

- Application form
- Personal Goals statement
- Two (2) letters of recommendation
- Undergraduate and graduate (if applicable) transcripts
- Résumé
- Payment of application fee

5. Interview with Admissions Committee.

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818) 386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Phillips Graduate Institute reserves the right to revise curriculum, policies and procedures without prior notice.

MASTER OF ARTS IN ORGANIZATIONAL BEHAVIOR

48 units

COURSE BLOCK A

OB501	Systems Theory (1 unit)
OB506	Organizational Theory (2 units)
OB509	Group Dynamics and Team Design (1 unit)
OB510	Organizational Assessment (1 unit)
OB511	MBA Principles/Entrepreneurship-I (2 units)
OB514	Leadership (2 units)
OB618A	Advanced Specialization Studies (2 units)
OB624A	Professional Effectiveness Group (1 unit)

COURSE BLOCK B

OB505	Organizational Behavior (3 units)
OB508	Organizational Development and Change (2 units)
OB515	Organizational Ethics (2 units)
OB522	The Essentials of Consulting (1 unit)
OB525	Conflict Resolution (1 unit)
OB618B	Advanced Specialization Studies (2 units)
OB624B	Professional Effectiveness Group (1 unit)

COURSE BLOCK C

OB602	Social Psychology (1 unit)
OB603	Human Development (1 unit)

OB604	Communications Theory (2 units)
OB607	Personality Theory (1 unit)
OB612	Research Methodology (2 units)
OB618C	Advanced Specialization Studies (2 units)
OB619	MBA Principles/Entrepreneurship-II (2 units)
OB624C	Professional Effectiveness Group (1 unit)

COURSE BLOCK D

OB613	Diversity in the Workplace (2 units)
OB616	Managing Technology (2 units)
OB617	Human Resource Development (3 units)
OB618D	Advanced Specialization Studies (2 units)
OB620	Family Business (1 unit)
OB623	Presentation Design and Delivery (1 unit)
OB624D	Professional Effectiveness Group (1 unit)

COURSE DESCRIPTIONS

OB501 SYSTEMS THEORY

1 unit

An in-depth study of systems theory and communication analysis; this course emphasizes the practical application of systems theory to human, organizational, and social systems.

OB505 ORGANIZATIONAL BEHAVIOR

3 units

This course focuses on the human factor of business management including individual, group, and organizational behavior. Various concepts including motivation, work behavior, decision making, productivity, job design, and quality of work life are studied.

OB506 ORGANIZATIONAL THEORY

2 units

This course presents theories of organization and management, including the history of organizational theory and application. Students identify appropriate recommendations for change in the workplace by analyzing strengths and deficits inherent in various organizational structures.

OB508 ORGANIZATIONAL DEVELOPMENT AND CHANGE

2 units

Examining advanced theories of organizational development and change, students 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.

OB509 GROUP DYNAMICS AND TEAM DESIGN

1 unit

This course introduces various components of groups and teams in organizations and explores the qualities of teams that acquire high performance capabilities. The application of group facilitation and team building exercises are also explored.

OB510 ORGANIZATIONAL ASSESSMENT

1 unit

The focus of this course is the accurate evaluation of issues, which is the first step involving perceived organizational problems. Topics include organizational interview techniques, methods of creative data acquisition and social constructionist relational practices including appreciative inquiry.

OB511 MBA PRINCIPLES/ENTREPRENEURSHIP-I

2 units

This course provides an overview of business basics in today's business environment including accounting, finance, marketing, and legal forms of business for both large and small organizations. Includes the study of entrepreneurship as students learn the language of business and tools for the development of a business plan.

OB514 LEADERSHIP

2 units

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

OB515 ORGANIZATIONAL ETHICS

2 units

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 examines the management styles and cultures of value-based organizations.

OB522 THE ESSENTIALS OF CONSULTING

1 unit

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

OB525 CONFLICT RESOLUTION

1 unit

Several strategies for negotiating, mediating and successfully resolving conflict in organizational settings are explored. The common issues that lead to conflict are examined. Creativity, innovation and change will be discussed in relationship to collaborative resolution.

OB602 SOCIAL PSYCHOLOGY

1 unit

Exploring the interrelationship between the individual and his/her social environment, this course includes 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.

OB603 HUMAN DEVELOPMENT

1 unit

This course compares and contrasts 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.

OB604 COMMUNICATIONS THEORY

2 units

This course introduces contemporary theories of human communication, including the symbol systems by which it functions, the contexts in which

it occurs, the media used to communicate and the effects of interpersonal and mass communication. Organizational implications are discussed at the individual, group, organizational and social levels.

OB607 PERSONALITY THEORY

1 unit

Examining the personal and interpersonal styles of individuals and how these styles impact the professional experience, this course emphasizes personality theory and organizational culture. Tools and techniques for style analysis and interpersonal dynamics are discussed. Students examine how organizational culture and leadership can leverage personality style into an organizational asset.

OB612 RESEARCH METHODOLOGY

2 units

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 are discussed.

OB613 DIVERSITY IN THE WORKPLACE

2 units

Interpersonal and strategic issues of diversity in the workplace both in the United States and abroad are introduced. Using case studies, literature and popular media, students reconsider their definitions of diversity in terms of organizational culture and performance, and will develop an understanding of strategies for managing and leveraging differences in today's multicultural society and marketplace.

OB616 MANAGING TECHNOLOGY

2 units

Various topics related to managing technology in organizations such as human dynamics of technology, human-computer interaction, managing technological change, emerging technologies and using technological tools in the organizational environment are explored.

OB617 HUMAN RESOURCE DEVELOPMENT

3 units

Using models of organizational behavior, interpersonal communication, change management and learning theory, this course provides students with the knowledge areas and competencies necessary to optimize the personal and organizational potential of people in organizations.

OB618A-D ADVANCED SPECIALIZATION STUDIES

2 units each

In a four semester series of directed and independent study, students work toward the development of a specialized area of professional knowledge and research. Completing two units per semester in Advanced Specialization Studies, students work individually with a faculty advisor to develop a research topic and the final professional paper.

The following topics are suggested 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.

OB619 MBA PRINCIPLES/ENTREPRENEURSHIP-II

2 units

Applying economic theory to organizational development, this course applies a framework for understanding the consumer decision-making process with emphasis on social, economic and market environments.

OB620 FAMILY BUSINESS

1 unit

This course examines issues that are unique to the family-owned business such as how family dynamics influence business growth and employee environment. Case studies are reviewed and analyzed.

OB623 PRESENTATION DESIGN AND DELIVERY

1 unit

This course assists 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.

OB624A-D PROFESSIONAL EFFECTIVENESS GROUP

1 unit each

In a four semester series of collaborative group process, various seminar topics are introduced and discussed with an emphasis placed on both personal and professional development and effectiveness.

EXTENDED COURSEWORK

OB546 PROFESSIONAL PAPER

1 unit each semester

Students who require extended research time and/or supervision beyond the fourth semester deadline must be enrolled continuously in OB546. This course ensures the utilization of Phillips' facilities and guidance from the Phillips' faculty while the professional paper is being completed. Course may be repeated as necessary.

Note: Phillips Graduate Institute reserves the right to revise curriculum to meet the requirements of legislative or professional certification bodies, and to further enhance the education of its students without prior notice.

REQUIREMENTS FOR DEGREE COMPLETION: MASTER OF ARTS IN ORGANIZATIONAL BEHAVIOR

The degree is posted three times yearly, in January, May and August. All of the following requirements must be met prior to degree posting:

- Completion of all 48 units of core courses, with an overall GPA of 3.0 or higher.
- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.

- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Professional Paper for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

CERTIFICATE PROGRAMS

ORGANIZATIONAL BEHAVIOR

The twelve-unit Certificate Program in Organizational Behavior is designed to cover a breadth of core competencies needed to be successful in today's rapidly changing business environment.

ENTREPRENEURSHIP

The twelve-unit Certificate Program in Entrepreneurship focuses on the reality that successful organizations, managers, and leaders must be entrepreneurial toward fostering innovation and mastering the art of change. In this rapidly changing world, free enterprise is essential, and the Phillips' Entrepreneurship Program offers a curriculum that encourages students to transform ideas into businesses, and develop new possibilities for existing organizations.

HUMAN RESOURCES MANAGEMENT

This program is for the Human Resource generalist, and touches upon the following topics: Recruiting, Interviewing and Hiring, Employee Training Programs, Compensation and Benefits, Employee Safety, Legal Issues in HR, Conflict Resolution, Managing Creativity and Diversity, and Strategic Planning for the HR Department.

ON-SITE TRAINING PROGRAM

The On-Site Training Program brings Phillips' faculty experience and expertise into the organizational community and combines academic excellence with professional experience. Common organizational issues and themes are tailored to meet the specific needs of individual organizations.



MASTER OF ARTS IN
SCHOOL COUNSELING

SCHOOL COUNSELING

EDUCATIONAL PHILOSOPHY

The Master's degree in School Counseling fulfills all California state requirements for the Pupil Personnel Services (PPS) Credential in School Counseling.

The curriculum reflects Phillips' commitment to systemic thinking and applies the theory to students in the school setting.

The program provides an exploration of the differences between the ideal and the practical worlds of schools. Students are encouraged to co-create solutions for working expediently in busy school systems while preserving their personal ideals.

The School Counseling Program's primary goal is to train capable, and self-reliant students to become caring, effective and highly-skilled school counselors. Phillips' faculty members offer ample time to support both the personal and professional growth of each student.

THE PROGRAM'S STRUCTURE

Classes are structured so that students have the opportunity to attend classes while working full time. Please contact the Office of Admissions for more information regarding class times and dates at (818) 386-5660.

In the third semester, students become involved in the field placement process. This process requires 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. While the Department of School Counseling assists students in finding field placements, we encourage each student to take an active role in finding the school that is best suited to their training and geographical needs. Students also enroll in a practicum while obtaining field placement hours.

Curriculum and/or field placement requirements are subject to change to meet state mandates without prior notice.

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and to meet with the advisor at least once each semester until completion of their degree.

The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the faculty to answer questions and provide consultation.

CASE CONFERENCE

Case Conference is provided in small groups which meet outside of the regular eight-hour class day. Theories taught in class are illustrated and practiced through role play and group interaction. Beginning early in the first semester, students observe from behind a one-way mirror as the instructor sees actual clients in therapy. After each session, students process what they observed with the instructor, who guides them in the application of concepts learned in the classroom. Students may explore personal reactions arising from the session with the Case Conference instructor. In second semester, students who have begun seeing clients under supervision will use the Case Conference as a Practicum, for consultation on their own cases.

STUDY GROUP

Study Groups enable students to review and strengthen their understanding of weekly readings and classroom experiences. Study groups are recommended, but not required, to meet for one hour, weekly throughout the year.

SCHOOL COUNSELING FIELD PLACEMENTS

To meet the state requirements for the Pupil Personnel Services (PPS) Credential in School Counseling, the candidate must complete 450 hours of field placement in a public school setting. Each candidate in a field placement must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and 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. Students receive a field placement manual at the start of the third semester that will provide specific guidelines for field placement experiences.

Students must be simultaneously enrolled in a PPS practicum through the completion of 450 hours of field placement. Attendance in the practicum is mandatory.

SCHOOL COUNSELING STATE CREDENTIAL REQUIREMENTS

In order for Phillips Graduate Institute to recommend a student to the state for a Pupil Personnel Services (PPS) Credential in School Counseling, the student must have fulfilled the following requirements:

- Pass the Basic Educational Skills Test (CBEST)
- Complete fingerprint clearance with the California Commission on Teacher Credentialing (CCTC)
- Complete field placement requirements
- Demonstrate competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics
- Have a master's degree in School Counseling or a related discipline

Pupil Personnel Services (PPS) Credential requirements are subject to change due to mandates from the California Commission on Teacher Credentialing (CCTC). Students may be required to take additional coursework or complete additional field placement hours in order to fulfill credential requirements.

MASTER OF ARTS IN SCHOOL COUNSELING

41 units

This program provides the foundation for a career in school counseling. Graduates earn a master's degree and the Pupil Personnel Services (PPS) Credential.

ADMISSIONS REQUIREMENTS

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Test of English as a Foreign Language (TOEFL) may be required.
3. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Two (2) letters of recommendation
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé
 - Payment of application fee
4. Interview with Admissions Committee.

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818)386-5660.

Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements. Phillips Graduate Institute reserves

the right to revise curriculum, policies and procedures without prior notice.

CURRICULUM

FIRST SEMESTER

PSY501	Human Diversity (1 unit)
PSY502A	Family Therapy: Systemic Approaches (3 units)
PSY503	Developmental Psychology (2 units)
PSY507	Foundations of Psychotherapy (2 units)
PSY518A	Introduction to Research-I (1 unit)
PSY519A	Case Conference: Pragmatics and Human Communication (3 units)

SECOND SEMESTER

PSY502B	Family Therapy: Evolving Theoretical Models (3 units)
PSY518B	Introduction to Research-II (1 unit)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics (3 units)
PSY520	Assessment and Treatment of Mental Disorders in Adults, Children and Adolescents (4 units)
PSY521	Alcohol and Chemical Dependency (1 unit)

THIRD SEMESTER

SC500	Ethical Practices in School Counseling (2 units)
SC501	Program Design, Development and Evaluation (3 units)
SC502	Educational and Career Planning (2 units)
SC504	Special Education (3 units)
SC510	Learning Theory (2 units)

FOURTH SEMESTER

SC505a	Field Placement Practicum (3 units)
SC545	Professional Paper Research (2 units)

REQUIREMENTS FOR DEGREE COMPLETION: MASTER OF ARTS IN SCHOOL COUNSELING

The degree is posted three times yearly, in January, May and August. All of the following requirements must be met prior to degree posting:

- Completion of all 41 units of core courses, with an overall GPA of 3.0 or higher.

- Completion of 450 hours of supervised clinical field placement concurrent with Practicum registration.
- Intent to Graduate form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provide the Library with a clean copy of the Professional Paper for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

Students pursuing the Pupil Personnel Services (PPS) Credential must also fulfill state credential requirements. See School Counseling State Credential Requirements Section for more details.

MASTER OF ARTS IN SCHOOL COUNSELING/ART THERAPY

60 units

See the Art Therapy section of this catalog for program information, curriculum and art therapy course descriptions for the Master of Arts in School Counseling/Art Therapy Program.

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

15 units

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) credential must have a master's degree in a counseling-related field and must seek academic advisement. Admission to the program is subject to evaluation of academic transcripts, and an interview with the Program Director may be required. Additional coursework may also be required.

ADMISSIONS REQUIREMENTS

1. Completion of an earned master's degree in psychology or a related discipline from an accredited university with a minimum 3.0

grade-point average. (A grade-point average exemption petition may lead to provisional admission.)

2. Academic advisement is required prior to admission because applicants must meet program specific course requirements in Master's degree curriculum. If all course requirements are not met, students may be required to complete additional coursework in order to earn the PPS credential.
3. Test of English as a Foreign Language (TOEFL) may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Two (2) letters of recommendation
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé
 - Payment of application fee
5. Interview with Admissions Committee.

For additional information about admissions policies and procedures please refer to the Admissions section of this catalog, and/or call the Office of Admissions at (818)386-5660.

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CURRICULUM

FIRST SEMESTER

- SC500 Ethical Practices in School Counseling (2 units)
- SC501 Program Design, Development and Evaluation (3 units)

- SC502 Educational and Career Planning (2 units)
- SC504 Special Education (3 units)
- SC510 Learning Theory (2 units)

SECOND SEMESTER

- SC505A Field Placement Seminar (3 units)

REQUIREMENTS FOR PROGRAM COMPLETION: MASTER OF ARTS IN SCHOOL COUNSELING

All of the following requirements must be met prior to program completion:

- Completion of all 24 units of core courses, with an overall GPA of 3.0 or higher.
- Completion of 450 hours of supervised clinical field placement concurrent with Practicum registration.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.

Students pursuing the Pupil Personnel Services (PPS) Credential must also fulfill state credential requirements. See School Counseling State Credential Requirements Section for more details.

COURSE DESCRIPTIONS

SC500 ETHICAL PRACTICES IN SCHOOL COUNSELING

2 units

This course introduces the student to the role of the school counselor. 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 provided.

SC501 PROGRAM DESIGN, DEVELOPMENT AND EVALUATION

3 units

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 examined. Techniques of observational assessment and system change are revisited.

SC502 EDUCATIONAL AND CAREER PLANNING

2 units

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

SC504 SPECIAL EDUCATION

3 units

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, as well as 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 is provided.

SC505A FIELD PLACEMENT PRACTICUM

3 units

This course must be taken in conjunction with a field placement in a K-12 school and 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.

SC510 LEARNING THEORY

2 units

Major approaches to learning are investigated from the framework of their implications for education systems. The impact of cultural and linguistic differences on learning processes and learning environment design, curriculum, and assessment are considered. These themes support education professionals in making classrooms "readable" and providing places where learners can acquire knowledge, skills and understanding.

SC545 PROFESSIONAL PAPER RESEARCH

2 units

A professional paper begun in the first year in conjunction with PSY518A-B (Introduction to Research-I & II) is required of all students. The chosen topic must be pertinent to the field of school counseling and approved by a faculty member. Each student also presents his or her paper to a gathering of peers and faculty members.

EXTENDED COURSEWORK

SC546 PROFESSIONAL PAPER

1 unit each semester

Students who require extended research time and/or supervision beyond the fourth semester deadline must be enrolled continuously in PSY546. This course ensures use of Phillips' facilities and contact guidance from the Phillips' faculty while the professional paper is being completed. This course may be repeated as necessary.

For additional course descriptions see Marriage and Family Therapy course description section.



GRADUATE ELECTIVES



GRADUATE ELECTIVES

Graduate elective courses enable students who are interested in developing professional specializations to enroll in coursework in addition to the forty-eight unit Master of Arts degree program requirements. Elective courses are typically organized into sequences leading to specializations, for which certificates are awarded in addition to the master's degree. However, elective courses may be taken separately. Phillips' degree candidates are encouraged to consult with the Program Director for the program in which they are interested, as some specializations have separate admissions requirements and procedures. Students should also consult with their faculty advisors regarding the scheduling and sequencing of electives. Students who are not Phillips' degree candidates may also register for elective courses, but must receive advisement from the Director of Electives.

Students must take a minimum of twelve units of electives in related topics to qualify for a minor in their degree program.

Courses described below will not be offered every semester, and Phillips Graduate Institute reserves the right to cancel or revise courses as necessary without prior notice.

SPECIALIZED CLINICAL COURSEWORK

Students must have successfully completed their first semester of study at Phillips Graduate Institute, and have been approved by Phillips' faculty prior to enrollment in these courses. Students not seeking a degree at Phillips may apply for these courses at any time, but must present proof of equivalent educational experience. A separate application and interview process is required for all clinical coursework. Phillips' degree candidates may take these courses as electives for academic credit towards a specialization within a sixty-unit master's degree. These offerings are also available through the California Family Counseling Center as traineeships only.

PSY596B FAMILY THERAPY IN A CLINICAL SETTING

3 units each semester

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. Although the program emphasizes a family systems perspective in clinical practice, students receive extensive training in psychosocial assessment, DSM-IV diagnoses, and the clinical application of Bowen Theory. Students in this program are teamed with one another when seeing clients. All sessions are videotaped to maximize training, supervision and client care. Students receive group supervision and one to two hours of in-service training each week. This course may be repeated as necessary.

PSY596C LATINO FAMILY THERAPY

3 units

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by California Family Counseling Center (CalFam) to Latino communities in the San Fernando Valley. Students must be fluent in Spanish since therapy and supervision are conducted in the Spanish language. Students are able to increase their proficiency in Spanish and learn clinical use of this language. Clients of the program are seen through a collaborative approach that includes co-therapy care, direct observation and feedback by the supervisor, and the use of reflecting 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.

PSY596D CHILD THERAPY IN A SCHOOL SETTING

3 units

The Child Therapy in a School Setting Program has been an on-going program of California Family Counseling Center (CalFam) for over twenty years. It provides school-based individual and group

counseling, parenting skills, and teacher training services to local schools. The program specializes in child therapy (art therapy and play therapy) within a systemic perspective of the child's school and family. Another component of this program is the Social Skills Program. Trainees are teamed with one another or with interns to provide social skills training to groups of children. The School Violence Prevention Program is provided to elementary and middle schools and includes topics such as communication, appreciating differences, and conflict resolution. Trainees may co-facilitate support groups (Impact Groups) on a variety of issues including substance abuse, grief, conflict resolution, and anger management at the middle and high school levels. On-site supervision is provided each month or as needed.

PSY596G ELDER THERAPY

3 units

Students provide services to elders in several residential and community settings. This course provides information on assessment, diagnosis and treatment plans, and offers insight into issues surrounding the elderly and their caregivers.

PSY596H POST-MODERN THERAPY IN A CLINICAL SETTING

3 units

The Post-Modern Therapy in a Clinical Setting Program provides specialized training in applying resource-oriented, time-sensitive therapies in clinical and community settings. Supervision and training focus on the practical applications of Solution-Focused, Narrative and Collaborative Language System ideas. Emphasis is placed on how these ideas influence our use of language and how we think about problems, clients and the therapeutic relationship.

Students must enroll in or have previously taken the Post Modern Therapy Approaches I & II (PSY650A & B).

PSY596J ADOLESCENT THERAPY IN A RESIDENTIAL SETTING

3 units

The Adolescent Therapy Program provides individual and group therapy to adolescents and their families. Students receive extensive training in assessment, diagnoses and treatment with an emphasis on at-risk adolescents and youth involved with the judicial system.

PSY596K CHEMICAL DEPENDENCY

3 units

The instructional component of this practicum presents the fundamentals of addiction. Topics include patterns and progressions of alcoholism and chemical dependency; myths and stereotypes of alcohol use; the history of alcohol and other mood altering substances in a variety of cultures; treatment of chemical dependency in a variety of populations.

Students are trained in practical approaches for assisting chemically dependent individuals and their families. A prerequisite is completion of or concurrent registration in an introductory course, such as Alcohol and Chemical Dependency (PSY521). Students seeking certification or credentialing as a drug and alcohol counselor should also select electives from Chemical Dependency Program courses, PSY601–PSY612.

CHEMICAL DEPENDENCY PROGRAM

Courses in the Chemical Dependency Program may be taken either as part of an academic degree, or through Extension/Continuing Education. As a WASC-accredited school, Phillips' courses satisfy the requirements of many agencies and groups that accredit or credential alcohol and chemical dependency counselors. However, students should consult the Director of the Chemical Dependency Program if they are planning to qualify for a specific credential.

PSY601 PHYSIOLOGY AND PHARMACOLOGY OF ALCOHOL AND SUBSTANCE ABUSE

3 units

This course will examine the acute and chronic effects of alcohol and other psychoactive drugs on the brain, body and behavior. Drug interactions, tolerance, cross tolerance, synergism and antagonism will be explored. Pharmacological and physiological treatment and recovery strategies will be presented.

PSY602 ADDICTION RECOVERY CASE MANAGEMENT: FROM ASSESSMENT TO PAPERWORK

3 units

This course will prepare a counselor to work in a treatment or recovery facility. Client assessment using "whole person" domains, prioritizing treatment needs, identifying and utilizing social services, community and medical referrals, recovery planning, complementary therapies, discharge planning and aftercare will be presented. Agency requirements including organizing case files; charting; report writing for court, probation, social workers and employers; and legal and ethical considerations (releases, etc.) will also be covered.

PSY607-PSY612 SPECIAL TOPICS IN CHEMICAL DEPENDENCY

1 unit

Issues addressed in these courses vary yearly, and are selected based on the expertise of visiting faculty and trends in the chemical dependency field. Electives offered have included: "Shame and Chemical Dependency," "Women in Recovery," with Nancy Waite-O'Brien, and "Breaking the Cycle of Addiction" with Claudia Black. Course format is a one-day workshop with Extension/Continuing Education students, followed by an additional learning activity that offers the opportunity for further development and application of the special topic in an interactive format. Refer to the Extension/Continuing Education brochure for currently scheduled offerings.

POST-MODERN THERAPIES

Coursework in post-modern therapies is available for students seeking a specialization in a sixty-unit master's degree, and for non-degree students and therapists wishing to learn more about these innovative approaches to creating a context for change and transformation. These courses provide essential concepts and fundamentals for clinical work, and are required for students taking PSY596K, Post-Modern Therapy in a Clinical Setting.

PSY650A AND PSY650B POST-MODERN THERAPY APPROACHES-I & II

3 units each semester

This year-long intensive course introduces students to one of the most exciting new developments in the field of family therapy. Influenced by the cybernetic ideas of Gregory Bateson, a new language emerged, referred to as "post-modernism." Post-modern thinkers adopt a social constructionist world view, which focuses on how realities are socially constructed through language.

Post-modern therapy approaches invite us to see people as resource-laden and full of possibility, not pathology. Students are invited to step outside of what is familiar to us all, the tradition of "knowing," and into a different tradition. This tradition is less interested in excavating the "truths" about who people are, and more focused on exploring how our social interactions shape what we select out and how we assign meaning to our experiences as we try to make sense of the world. Students will study the historical, cultural and political contexts of our "professional knowledges", highlight the dignities of these knowledges, and challenge some of the inherent taken for granted "truths" and discourses that influence how we see clients, problems, the therapy relationship and the practice of therapy itself.

This course will present the philosophies of Foucault, Gergen and Wittgenstein and three of the collaborative approaches: Solution-Focused

erapy, Narrative Therapy, and Collaborative
Language Systems.

rough live demonstration, role-play, reflecting
in work, videos, experiential exercises and
ature, students will learn how to maintain
socialized ways of listening and questioning that
ate a context for client change and
transformation and the dissolution of problems.
ization of these approaches with individuals,
amilies, groups, businesses and communities will
be illustrated.

DIRECTED STUDY

Directed Study involves coursework delivered
outside the regular classroom schedule and
format, usually on an individual or tutorial basis.
Most of the courses listed elsewhere in the catalog
may be taken as Directed Study. A course plan is
developed with the Director of Electives,
describing how the course has been modified for
individualized instruction, and ensuring that the
Directed Study student demonstrates the same
level of mastery as students taking the course in
the regular classroom format.

In most circumstances, Directed Study may not be
substituted for required courses in a forty-eight unit
Phillips master's degree. However, as electives,
Directed Study courses are fully acceptable credit
towards a sixty-unit master's degree. These
courses may also be used to fulfill prerequisites for
tutorial students entering Phillips with insufficient
training in systemic approaches. Course credit
earned through Directed Study is often fully
transferable into other graduate programs, and
meets state requirements for MFT licensure.

PSY615 INDEPENDENT RESEARCH

1-3 units
In this course students conduct supervised
individual research. Enrollment is by permission
of the Director of Electives and a course of study is contracted with and
approved by a faculty advisor.

PSY616 INDEPENDENT STUDY

1-3 units
In consultation with the Director of Electives, the
student designs a course of study combining
learning experiences both on and off the Phillips'
campus. A course plan is written and filed with the
Director of Electives and includes required and
recommended reading, assignments to be
completed, and specific learning activities that may
be practical and applied, as well as classroom
based. The Director of Electives, or another Phillips'
faculty member, mentors and evaluates the
student's work. Examples of Independent Study
topics are: music or dance therapy, spirituality and
psychotherapy, studies working with special
populations, or techniques not presented in regular
Phillips' programs.

EXTENDED COURSEWORK

PSY546 PROFESSIONAL PAPER

1 unit each semester
Students who require extended research time
and/or supervision beyond the fourth semester
deadline must be enrolled continuously in PSY546.
This course ensures use of Phillips' facilities and
contact guidance from the Phillips' faculty while the
professional paper is being completed. Course
may be repeated as necessary.



ADMISSIONS POLICIES,
FINANCIAL INFORMATION &
ACADEMIC POLICIES



ADMISSIONS POLICIES AND FINANCIAL INFORMATION

ADMISSIONS DEPARTMENT

The Admissions Department at Phillips Graduate Institute is a resource to all candidates interested in the programs being offered at Phillips. This admissions section of the catalog is designed to provide students with information regarding admissions policies and procedures. Admissions Counselors are available to answer questions and assist candidates through their research of graduate studies and application to Phillips. Applicants are encouraged to utilize the Admissions Department as a resource. Regular business hours are 8:30 a.m. to 6:00 p.m., Monday through Thursday, and 8:30 a.m. to 5:00 p.m. on Fridays. Please call (818) 386-5660 for additional information or assistance.

CAMPUS VISITATION

Potential students are strongly encouraged to visit the campus and meet with an Admissions Counselor to gather information about programs, to learn about student life at Phillips Graduate Institute and to get all questions answered. Additionally, Phillips Graduate Institute regularly offers Information Sessions to provide potential students with information about the Institute, the programs, admissions policies and procedures and financial aid.

To schedule an appointment or to find out about upcoming Information Sessions, please call the Office of Admissions at (818) 386-5660.

APPLICATION DEADLINES

The application deadlines for all programs are listed as follows:

Semester	Priority Application Deadline
Fall 2001 (Classes begin Sept. 8).....	August 10, 2001
Spring 2002 (Classes begin Jan. 10).....	December 14, 2001
Summer 2002 (Classes begin May 13).....	April 19, 2002

Fall, 2002 (Classes begin Sept. 5).....	August 9, 2002
Spring 2003 (Classes begin Jan. 6).....	December 13, 2002
Summer 2003 (Classes begin May 12).....	April 25, 2003

Applications must be postmarked on the Priority Application Deadline date or hand-delivered to the Admissions Office by 5:00 p.m. on the Priority Application Deadline date. Late applications will be considered, providing space is available, only after on-time applications have been reviewed and processed. There is a \$20.00 nonrefundable late application fee for all applications received and/or postmarked after the Priority Application Deadline. This fee is in addition to the standard \$75.00 application fee required of all applicants.

Therefore, application fees are as follows:

Application and all documents received on or prior to Priority Application Deadline	\$75.00
Application and/or documents received after the Priority Application Deadline	\$95.00

Late applicants are encouraged to contact the Office of Admissions for information regarding application processing at (818) 386-5660.

TO APPLY FOR ADMISSION

1. Read all information in the application packet and catalog regarding admissions policies and procedures.
2. Complete all documentation within the application packet.
3. Request Two Letters of Recommendation (Three for Doctoral Program) and Transcripts from all previous colleges attended to be sent directly to the Office of Admissions to be received by the Priority Deadline. (See Transcripts and Letters of Recommendation Sections.)

4. Submit all application documents and application fees by the Priority Deadline to (See Application Form (s) and Application Fees Sections):

Office of Admissions
Phillips Graduate Institute
5445 Balboa Blvd.
Encino, CA 91316-1509

5. If there are any questions about the admissions process, call the Office of Admissions at (818) 386-5660.

APPLICATION FORM(S)

Submit the Phillips Graduate Institute Application for Admission. Ensure that the form is fully completed, signed and dated. If applying for a specific program emphasis or specialization, a Supplemental Admissions Application form may be required. Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Admissions standards may vary by program, and it is the responsibility of the applicant to ensure that these standards are met.

POST-ACCEPTANCE APPLICATION TO SUPPLEMENTAL PROGRAMS

Often students begin in one area of concentration and choose to expand their training by pursuing a double major, a minor or specialization in a specific area of study. Acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Admissions standards vary by program, and it is the responsibility of the applicant to demonstrate that they meet these standards in order to be admitted.

Once a student has been accepted into one area of study at Phillips, and chooses to apply to an additional area of study, a Supplemental Admissions Application must be completed and submitted to the Office of Admissions. (Please see program specific Admissions Requirements and Procedures.) Applicants may also be required to submit an additional essay explaining interest in the field, and plans for taking on additional course work, as well as additional letters of recommendation. The

Admissions Committee will review each student's Supplemental Admissions Application and documentation. The student will be notified by United States mail of their acceptance status into the additional program.

APPLICATION FEES

Effective June 1, 2001 an Application Fee of \$75.00 is to be submitted with an application received by the Priority Deadline Date. An additional \$20.00 Late Application Fee is required for all applications received and/or postmarked after the Priority Application Deadline. All application fees are nonrefundable. The appropriate fee(s) must be received with the application in order for the application to be considered. Applicants may submit a check or money order payable to Phillips Graduate Institute or provide credit card information in the appropriate space on the application form.

An application fee waiver may be granted to students with demonstrated need. Not all fee waiver requests can be granted, and will be considered only for on-time applicants with demonstrated financial need. If a fee waiver is being requested, the applicant must submit a written request explaining current financial circumstances along with prior year Federal Income Tax Returns. The fee waiver request and tax returns must be received with the application for admission in order for a request to be considered. A limited number of fee waiver requests may be granted per academic semester.

Applicants will be notified by mail of the Office of Admissions' decision regarding any fee waiver request. Decisions are final. If the request is denied, the applicant is required to submit an application fee upon notification.

TRANSCRIPTS

Applicants are required to submit transcripts from all colleges/universities attended, foreign and domestic. Transcripts from all undergraduate and graduate work, including part-time and summer

sessions are required. A transcript must be submitted from each institution attended even if transfer units appear on another document. If courses with pass/fail grades were completed, an applicant should request that the Registrar attach any narrative evaluations explaining the grading system requirements.

Transcripts must be received by the Office of Admissions in a sealed envelope and marked as Official. The applicant may request that the documents be sent directly to the Office of Admissions. The applicant must note any name changes on the Application for Admission to ensure that the transcript is appropriately matched with the application.

Applicants are responsible for all fees associated with requesting transcripts, and are responsible for ensuring that the transcripts are received in the Office of Admissions by all deadline requirements.

GRADE POINT AVERAGE REQUIREMENTS

Academic integrity and achievement is important at Phillips Graduate Institute. Therefore, there are minimum grade point average (GPA) requirements for Regular Admission Standing into any program. A student must have a minimum 3.0 cumulative grade point average (on a 4.0 scale) for their bachelor's degree (and master's degree, if applicable) from an accredited university.

An applicant may be granted Provisional Admission Standing if their grade point average (GPA) at the undergraduate level falls below the 3.0 cumulative requirement. In order to be granted Provisional Admission Standing with a GPA below the requirement, an applicant must submit a Grade Point Average Exemption Petition with their application. (Please see Admission Standing Section.)

GRADE POINT AVERAGE EXEMPTION PETITION

If an applicant's grade point average (GPA) falls below the acceptable standard for admission, the applicant is encouraged to submit a grade point average (GPA) Exemption Petition with their application. The applicant must submit at least one of the following with the petition:

- A two-page typed statement explaining past special or personal circumstances that contributed to a GPA below 3.0 (This statement is required in addition to a three- to four-page typed Goals Statement/Essay);
- Official results of the Graduate Record Exam (GRE) standardized test scores supporting academic ability; or
- A list of scholarly publications supporting academic and intellectual performance.

(Please see Provisional Admission Standing Section.)

PREREQUISITE COURSE REQUIREMENTS

Each program has specific prerequisite course requirements. Please review the Program Section(s) of this catalog in order to determine further requirements and/or contact the Office of Admissions for assistance.

The following programs require twelve (12) units of social sciences at the undergraduate level:

- Master of Arts in Psychology with a major in Marriage and Family Therapy
- Master of Arts in Psychology with a major in Marriage and Family Therapy/Art Therapy
- Master of Arts in School Counseling
- Master of Arts in School Counseling/Art Therapy
- Master of Arts in Organizational Behavior

Participation in the Pupil Personnel Services (PPS) Credential Program requires that applicants meet program specific coursework at the master's level. A transcript must be submitted along with descriptions of coursework in order to determine if the applicant has additional unit requirements.



Doctoral Program (Psy.D.) applicants are required to have completed the following coursework at the master's level:

- Introduction to Systems: 1 semester unit or 2 quarter units
- Family Therapy: 2.5 semester units or 5 quarter units
- Practical Applications of Family Systems Theory: 3 semester units or 6 quarter units
- Case Conference Experience: 3 semester units or 6 quarter units

In the event that an applicant's previous coursework does not include the required classes, an applicant may be granted Provisional Admission Standing with the opportunity to complete any outstanding coursework prior to or during their enrollment into a Phillips' program (See Provisional Admission Standing).

REQUEST FOR TRANSFER OF CREDIT

The maximum number of units a student may transfer in at the master's or doctoral level is six (6) units.

If an applicant is requesting credit for coursework completed at another college or university, the applicant must submit the Transfer of Credit Request Form along with transcripts and course descriptions for the coursework for which they are requesting credit. Requests must be received by the Office of Admissions prior to the start of classes for courses scheduled within the first semester. Requests should be submitted to the Registrar by the end of the first semester of attendance for courses scheduled after the first semester. Any requests received after the first semester of attendance will not be considered.

To be eligible for transfer credit, units must be earned at a regionally-accredited college or university with a grade equivalent to a B or higher within the past five years and must have significant comparability in nature, content and level to the comparable required course at Phillips for which

transfer credit is being requested. The Program Director or his/her designee will review all requests for transfer credit, and the applicant will be notified in writing of the decision.

ACCEPTANCE OF CREDIT FOR FORMER PHILLIPS GRADUATE INSTITUTE STUDENTS

On occasion, a graduate of Phillips Graduate Institute chooses to return to complete an additional master's degree. In such an event, up to one-half of the units required for degree completion of the newly sought master's degree may be accepted from a previously completed master's degree program from Phillips Graduate Institute.

The student must initiate a formal petition for such credit at the time of application to the newly pursued master's program. The request must be submitted with the student's application packet to the Office of Admissions. Such requests will be evaluated by the Program Director, and the student will be notified in writing of the Program Director's decision regarding acceptance of previously completed coursework at Phillips towards the newly sought degree.

Master's level coursework is not acceptable for transfer of credit into the Doctoral Program.

No units from previous coursework will be accepted unless a grade of B (3.0) or higher was assigned. Even if credit is granted, a student may be required to audit coursework as deemed appropriate by the Program Director.

STUDY COURSE LOAD POLICY

A full-time graduate course load is twelve (12) units per semester. The maximum graduate course load is eighteen (18) units. An applicant requesting to take a course load greater than eighteen (18) units is required to submit a Request To Exceed Course Load Limit form with their application. The request will be considered by the Admissions Committee.

After the first semester, a student must receive academic advisement from their faculty advisor regarding requests to exceed course load limits. The Request To Exceed Course Load Limit form must be approved by the faculty advisor and the program director(s) prior to the student registering for classes which exceed the eighteen (18) units limit each semester.

GOALS STATEMENT/ESSAY

The Goals Statement is an important part of Phillips' application process. Applicants are required to submit a three to four page typed essay outlining how the decision to enter graduate studies in the chosen discipline was made, what the personal and professional goals and objectives are in relation to the chosen field of study and how the applicant plans on incorporating the rigors of graduate level study into their life. This essay provides applicants with the ability to articulate to the Admissions Committee their reasons for entering graduate school and their interest in a particular field of study, as well as to provide general insight into the candidate's ability to be successful in a graduate school setting.

RÉSUMÉ

Submit a current résumé, including all work experience, with the Application for Admission. The résumé should reflect positions held, job responsibilities, employers and dates of employment.

Applicants to the Doctoral Program are required to offer evidence of professional activities relevant to functioning as a Family Psychologist, for example:

- Clinical experience or participation in research on family issues;
- Involvement with community service agencies related to Family Psychology; and
- Demonstrated commitment to the profession as manifest in affiliations with professional associations related to Family Psychology.

LETTERS OF RECOMMENDATION

Two letters of recommendation are required for applicants to all masters, credential and post-graduate programs. Three letters of recommendation are required for applicants to the doctoral program. The letters must accompany the Phillips Graduate Institute Recommendation Form, and may be submitted directly to the Office of Admissions.

Applicants should select non-family members to provide letters of recommendation.

Recommenders should be able to speak to an applicant's ability to be successful in their chosen field of study and as a graduate level student. If an applicant has not attended school for several years, they should submit recommendations from persons who are familiar with them on any level of professional involvement.

Provide the people chosen to write letters of recommendation ample time to submit their letters and forms to Phillips Graduate Institute. Applicants are encouraged to begin this process as soon as they intend to apply for admission. Letters of Recommendation should be received in the Office of Admissions by the Application Priority Deadline date. Failure to receive letters of recommendation is the most common reason application decisions are delayed. Therefore, please follow-up with those writing recommendations and the Office of Admissions to ensure that recommendations have been received. It is the applicant's responsibility to ensure that recommendations are received by the Office of Admissions before the Priority Application Deadline date.

TOEFL [TEST OF ENGLISH AS A FOREIGN LANGUAGE]

If an applicant was born in a non-English speaking country and still resides there or has moved to the U.S. or other English-speaking country after the age of thirteen, they must submit TOEFL results to the Office of Admissions. The TOEFL is administered by the Educational Testing Service

(ETS). Additional information is available through the Office of Admissions. If an applicant has been living in the U.S. or an English speaking country since the age of thirteen, the applicant is exempt from taking the TOEFL unless otherwise required by the Admissions Committee. Demonstration of proficiency in English, in both verbal and written form, is required throughout the course of study to maintain acceptance as a student at Phillips Graduate Institute. Failure to do so will result in the student's required completion of English as a Second Language (ESL) courses and/or dismissal from the Institute as directed by the Student Evaluation and Review Committee (SERC) under the guidance of the Vice President of Academic Affairs, or assigned designee.

Phillips Graduate Institute TOEFL score requirement is 550; the computer score requirement is 213. Phillips Graduate Institute's code is 3214 for submitting test results directly from the testing agency. The TOEFL should be completed enough in advance for the test results to reach Phillips Graduate Institute by the Priority Application Deadline date.

TEST SCORES (OTHER THAN TOEFL)

Standardized test scores are not required of applicants to any program at Phillips Graduate Institute except the Masters in School Counseling and the Pupil Personnel Services (PPS) Credential Programs. A student must present evidence of passing the CBEST within three months of matriculation into these programs in order to be granted Regular Admission Standing and remain in the program (See Regular Admission Standing). *Passing the CBEST is a non-negotiable state requirement in order to receive the Pupil Personnel Services (PPS) Credential.*

For all other programs, Graduate Record Exam (GRE) scores will only be evaluated as part of a Grade Point Average Exemption Petition. Phillips' School Code for the Graduate Record Exam (GRE) is 3214.

Official scores should be sent directly to Phillips from Educational Testing Services (ETS) and should arrive by the Application Priority Deadline date.

REVIEW PROCESS AND ADMISSIONS INTERVIEWS

Completed applications are reviewed by the Director of Admissions, and submitted to the Admissions Committee for review. Finalists for admission to all programs are required to interview with the Admissions Committee. A committee, including faculty, administrators, students, and/or alumni, will interview applicants. The final admission decision is made after the results of the interview are reviewed.

In the event a student lives out of the state or country, an admissions interview may be granted via telephone. In this case, the student will be notified of the appropriate date and time of the interview. All costs associated with such an interview are to be borne by the applicant.

INTERNATIONAL STUDENTS

Phillips Graduate Institute values student diversity, and welcomes applications from all qualified international candidates. English proficiency is a requirement for success at Phillips Graduate Institute. I-20 certification is available for full-time students attending Phillips. All international students must meet the following admissions requirements:

1. Academic degrees and coursework from foreign universities and institutions must be equivalent to degrees earned and coursework completed in the United States. Official translations must be submitted of all course descriptions and official transcripts. Translations may be completed by: the university attended, the consul of your country or by a certified degree equivalency agency. If the Admissions Department cannot determine equivalency, the applicant may be required to submit the documentation to a certified degree equivalency agency for evaluation regardless of translation source. In turn, the evaluative results would be submitted to Phillips Graduate Institute by

the agency. All costs associated with such an evaluation are to be borne by the applicant.

2. English proficiency must be evidenced by TOEFL results (see Test of English as a Foreign Language).
3. The Declaration and Certification of Finances form of the College Scholarship Service must be submitted before Phillips Graduate Institute will issue an I-20 Certification of Eligibility. The Department of Justice, Immigration and Naturalization requires that a student who is not a United States citizen or permanent resident must verify the ability to pay for their expenses during their stay in the United States by submission of this form. *The Office of Admissions will furnish the form to applicants upon request.*
4. Because of international postal service delays, an international student may fax documents to Phillips Graduate Institute Office of Admissions at (818) 386-5699 prior to the Priority Application Deadline along with a credit card number for application fees. Original documents will be required to complete the application process, and applicants are encouraged to express mail these documents directly to Phillips. An Offer of Admission with Regular or Provisional Standing cannot be made without original documentation. If available, please submit an e-mail address to facilitate communication with the Office of Admissions.

INCOMPLETE APPLICATIONS

An application is considered complete when all original documentation is presented as required by the Office of Admissions. Incomplete files will not be reviewed, and application fees are nonrefundable under these circumstances.

The applicant is responsible for ensuring that all application materials are postmarked and/or received by the Priority Application Deadline. Failure to receive such materials will require the submission of a non-refundable Late Application Fee of \$20.00, prior to the application being considered for admission. Phillips Graduate Institute does not guarantee review of late applications. However, review is likely should class

space be available after all applications received prior to the Application Deadline date have been given consideration.

NOTIFICATION OF ADMISSIONS DECISIONS

If an application and all supporting documentation are received by the Priority Deadline date, an applicant will be notified of admission status within three weeks of such date via United States mail.

If an application and all supporting documentation are received after the Priority Deadline Date, an applicant will be notified of admission status within three weeks of such date or prior to the start of classes.

Phillips Graduate Institute anticipates the receipt of many more applications than places allowed per semester. Therefore, it is likely that each semester some applicants will be declined admission. The reasons for the Institute's decision to decline admission are not shared with the applicant.

NOTICE OF REAPPLICATION

All previous applicants are required to submit a new application form, fee and essay. All other required documentation may be retained on file by the Office of Admissions for one year from date of submission. Therefore, please contact the Office of Admissions to determine if additional documentation is required for submission with the application. Although transcripts may be kept on file for one year, transcripts must be submitted for any subsequent coursework completed.

A candidate reapplying is considered for admission on the basis of the new application being submitted.

An applicant may apply for admission on three separate occasions or to three separate degree programs. However, Phillips Graduate Institute will not extend further consideration beyond these three attempts for admission.

ADMISSION STANDINGS

Admission may be granted to applicants by one of three standings. Regular Admission Standing is extended to students that meet all admissions requirements. Provisional Admission Standing admits a student, but requires them to meet additional academic requirements for Regular Admission Standing. Conditional Admission Standing is granted to students pending receipt and evaluation of official documentation that may have been delayed. Conditional Admission may be extended to students with unofficial copies of documentation, pending receipt of official copies.

REGULAR ADMISSION STANDING

To be granted Regular Admission Standing, a student must meet the following criteria:

- All students applying to the Master of Arts degree Programs must have a bachelor's degree from an accredited college or university. Applicants to the Doctoral Program must have completed an earned master's degree in psychology or related discipline from an accredited college or university.
- A combined undergraduate grade point average of 3.0 or higher on a 4.0 scale is required. Doctoral students must have a combined master's level grade point average of 3.0 or higher on a 4.0 scale.
- A student must meet all program specific course requirements (See Course Requirements).
- Submission of a completed application, including the application fee and all required documentation.

PROVISIONAL ADMISSION STANDING

An applicant may be granted Provisional Admission Standing for one of the following reasons:

- Insufficient prerequisite coursework. A student is required to complete such coursework prior to beginning the second academic year of their training program. An official transcript demonstrating that the student has met the course requirements with a minimum 3.0 grade point average (on a 4.0 scale) must be submitted prior to starting the second academic year in order for

the student to be placed in Regular Admission Standing and remain in the program.

- Grade Point Average Exemption is submitted due to bachelor's degree or master's degree GPA falling below Regular Admission Standing of 3.0 on a 4.0 scale. A student must complete one semester at Phillips Graduate Institute with a grade point average of 3.0 or higher in order to be placed in Regular Admission Standing and remain in the program.
- Students applying for the Master of Arts degree in School Counseling or the Pupil Personnel Services (PPS) Credential Program without proof of completing the CBEST (California Basic Educational Skills Test). A student must present evidence of passing the CBEST within three months of matriculation into the program in order to be granted Regular Admission Standing and remain in the program. *Passing the CBEST is a non-negotiable state of California requirement in order to receive the Pupil Personnel Services (PPS) Credential.*

CONDITIONAL ADMISSION STANDING

An applicant may be granted Conditional Admission Standing pending receipt and evaluation of all official documentation. Conditional Admission Standing must be cleared within four weeks of the acceptance date in order to remain enrolled in the program.

Academic credit will not be granted for any applicant that is removed from the program for failure to clear Conditional Admission Standing prior to the deadline. Additionally, the application fee(s) and tuition deposit are nonrefundable. All conditionally admitted students should be in regular contact with the Office of Admissions regarding outstanding documentation.

A conditionally admitted applicant may be transferred to Provisional Admission Standing or Regular Admission Standing or their Offer of Admission may be rescinded due to failure to meet entrance requirements.

NON-DEGREE (INDEPENDENT) STUDY

Students applying as non-degree seeking students may register to meet prerequisite requirements for degree completion at Phillips Graduate Institute, or may register without the intent to seek a degree. Non-degree study students must register on a space-available basis and may not apply more than twelve (12) units of non-degree status Phillips' coursework toward a Phillips' degree. Some coursework is not available to non-degree status students.

ACCEPTANCE OF ADMISSION OFFER/ INTENT-TO-ENROLL FORM

Upon extending an offer of acceptance, an applicant will receive an Intent-to-Enroll form. This form must be completed and submitted with a tuition deposit in order to reserve an applicant's space in class. Applicants are encouraged to submit this form and the tuition deposit as soon as they receive their offer letter. Failure to return this form in a timely fashion may result in the student not being able to be seated until a future semester. Spaces are reserved in the class based on the receipt dates of Intent-to-Enroll forms.

If the form is received incomplete or without a tuition deposit, the form will be returned to the applicant, and the applicant will be required to resubmit the form.

TUITION DEPOSIT

A \$250 non-refundable tuition deposit is due upon notification of acceptance into all programs at Phillips Graduate Institute. This deposit reserves a student's space in the program, and the deposit is applied to the tuition at registration. A student who defers their enrollment to a future class start date within one academic year will have their tuition deposit applied to hold their future class space. In the event the student does not begin at the deferred date or the deferral period is greater than one academic year, the deposit is nonrefundable.

Tuition deposit may be paid by check, money order or credit card.

NOTICE TO WITHDRAW OR DEFER ENROLLMENT

A student must submit in writing their intent to withdraw from class or to defer their enrollment to a future class start date. A letter must be delivered to the Office of Admissions in person or via certified mail.

DEFERRED ENROLLMENT

On occasion, deferred admission is granted for a student facing personal issues that make beginning classes difficult. Under special documented circumstances, a student may be granted a deferral for one semester, but no longer than two semesters. The student should contact the Office of Admissions and submit a Request for Deferment in writing. The student will receive written notification from the Office of Admissions that the deferral has been approved.

If a student defers enrollment, and fails to begin classes, the tuition deposit is nonrefundable. A deferral does not guarantee acceptance to a future start date beyond the deferral period. Additionally, the student may be required to submit a new application and admissions documentation for review by the Admissions Committee.

NOTICE OF RIGHTS TO ALTER OR AMEND POLICIES AND PROCEDURES

Phillips Graduate Institute reserves the right to alter or amend the plans, policies and procedures contained in this publication at anytime without prior notice. Phillips Graduate Institute assumes no responsibility for any damages that may be claimed to have resulted from such changes. Contact Phillips Graduate Institute to inquire about any changes regarding matters covered herein.

NOTICE OF POLICY OF NON-DISCRIMINATION

Phillips Graduate Institute, in accordance 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 gender, and of any race, color, religion, sexual orientation or national or 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 gender, race, color, handicap, age, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school administered programs.

NOTICE OF OFFICIAL ADMISSION OFFER

All admission offers are extended in writing through the Office of Admissions. Offers are extended after admissions documentation is reviewed and the Admissions Committee interviews an applicant. No verbal offers of admission will be extended, nor any offers made from any other representative or department within Phillips Graduate Institute.

NOTICE OF RIGHT TO REVOKE OFFER

Phillips Graduate Institute reserves the right to revoke an offer of admission on the basis of misrepresentation or omission in the application. Discovery of false information subsequent to admission is, at Phillip's discretion, grounds for dismissal at any point in the student's course of study. In such cases, the student will forfeit all charges paid and all academic credits earned.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In accordance with the Family Educational Rights and Privacy Act of 1974, only enrolled students have access to academic records including any application materials on file with Phillips Graduate Institute. Non-matriculated applicants are not granted such rights. All documents submitted for admission or evaluation of credit from previous training become the property of Phillips Graduate Institute and will not be returned to the applicant. Therefore, please maintain copies of all documents submitted to the Office of Admissions.

All documentation received by the Office of Admissions is maintained on file for one year for applicants. After the one-year deadline, all documentation is destroyed, and applicants are

required to submit a new application with all accompanying documents and fees.

FINANCIAL INFORMATION

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 FOR FINANCIAL AID

Complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The FAFSA must either be submitted directly to Phillips Graduate Institute's Office of Financial Aid, or students may complete a FAFSA online at: www.fafsa.ed.gov.

Also required for submission; a copy of the previous year's 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 in 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. These two programs provide a total of \$18,500 annually in Federal Student Loans. 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 Graduate Institute scholarships are available each academic year. The scholarship application with deadlines for each enrollment period is included in the Financial Aid Packet. Scholarship applications should be mailed directly to the Office of Admissions.

Phillips is approved for Veteran Administration benefits.

IN-SCHOOL DEFERMENT

In order to defer existing 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 Graduate Institute.

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 status, 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 more information contact the Office of Financial Aid at (818) 386-5635.

TUITION AND FEES

- Application fee \$75
- Late application fee additional \$20
- Tuition deposit \$250
- Tuition per unit (M.A.) \$550
- Tuition per unit (Psy.D.) \$565
- Late registration fee \$50
(If registering after the official registration period)
- Clinical Development Fee \$1,000/semester (M.A.)
(Clinically-based programs only; 1st year only)
- Clinical Development Fee \$750/semester (Psy.D.)
- Administration Fee (M.A.) \$600/year

- Administration Fee (Psy.D.) \$1,200/year
- Administration Fee \$300/semester
(Postgraduate Programs)

MISCELLANEOUS FEES

- Returned Check Charge \$15
- Transcript Processing Fee \$7
- Each Additional Transcript \$5
(Processed at the same time)
- Rush Transcript Processing Fee \$20
- Prepayment discount (year in full) -\$250
- Deferment Charge \$250
(If each semester's tuition is not
paid in full at the start of the semester)
- Student Loan Reinstatement/
Reissue Fee \$25
- Incomplete/Grade Change Fee \$100

VISA and MasterCard accepted.

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

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 (deferment charge applies)

DEFERRED PAYMENT PLAN

This plan offers students a payment schedule. Students incur a \$250 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 next 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. Phillips utilizes the services of a collection agency for all delinquent accounts.

REFUND POLICY

California State Administrative Code Section 18809(a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all tuition monies paid will be refunded. Fees are not refundable. In the event that a student wishes to withdraw from the program, refunds will be made as follows regardless of whether or not any classes have been attended (this applies to tuition only— not to fees):

- During the 1st four weeks of classes 80%
- During the 5th week 60%
- During the 6th week 40%
- During the 7th week 20%
- After the 8th week 0%

Any questions or problems concerning Phillips Graduate Institute which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 95814.

Financial Aid recipients who withdraw from Phillips Graduate Institute due to a leave of absence or withdrawal, will have the withdrawal process calculated under the Federal Title IV Regulations. Please see the [Phillips Graduate Institute Student Handbook](#) for further information.

ACADEMIC POLICIES

ACADEMIC POLICIES

ACADEMIC FREEDOM POLICY

Academic freedom at Phillips Graduate Institute assures both faculty and students the freedom to: critically examine the entire spectrum of philosophies, theories and methodologies related to the disciplines of study offered at the institution; to assess truth claims made by scholars and practitioners; and to integrate their own individual philosophy, theory and methodology in their professional work. Faculty and students are expected to be open to varying opinions, points of view and experience.

ACADEMIC HONESTY

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

Plagiarism is defined as taking another person's work and presenting it as one's own without proper attribution. It is the student's responsibility to ensure that all materials not original to him/her are properly cited; assistance with this process is available from the faculty and in the library. Plagiarism is not acceptable behavior in an institution of higher education, and will not be tolerated at Phillips Graduate Institute. Penalties may range from a failing grade for a course to termination from the program.

When a student is suspected of cheating or plagiarism on an exam or other work submitted to an instructor, the instructor should consult with the appropriate Program Director. The Program Director will investigate the allegation and determine whether Academic Dishonesty has taken place. Until the Program Director's decision is final, the student will be given a grade of In Progress (IP). Upon completion of his/her investigation, the Program Director will report back to the instructor the

outcome of the investigation at which time the instructor will assign either the grade earned or, in cases of Academic Dishonesty, assign a grade of "F", and/or terminate the student from the program.

SCIENTIFIC MISCONDUCT

Phillips Graduate Institute requires its' faculty and students to adhere to the highest ethical standards in the conduct of research. All researchers are required to comply with institutional standards for the protection of Human Subjects set forth by the Federal Government. Researchers are expected to propose, conduct, analyze and report research in an honest and ethical manner. Scientific misconduct is defined as falsification of data, plagiarism or other actions that seriously diverge from those accepted by the scientific community for the conduct of research. All allegations of misconduct in research by faculty members or students should be reported to the Vice President of Academic Affairs, or appointed designee. Scientific misconduct is taken seriously by Phillips Graduate Institute and may be grounds for termination.

GRADING STANDARDS

Students receive grades for all courses completed at Phillips Graduate Institute. The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. Grades are as follows:

A+, A, A-	..... Superior Work
B+, B	..... Very Good
B-	..... Satisfactory
C+, C, C-	..... Less than Satisfactory
D+, D, D-, F	..... Unsatisfactory
CR	..... Credit
P	..... Pass
NCR	..... No Credit

Each letter grade earns a specific grade point value per unit as follows:

Grade	Grade Points
A+/A =	..... 4.0
A- =	..... 3.7
B+ =	..... 3.3

Grade	Grade Points
B =	3.0
B- =	2.7
C+ =	2.3
C =	2.0
C- =	1.7
D+ =	1.3
D =	1.0
D- =	0.7
F =	0.0

ATTENDANCE POLICY

Attendance is required for all scheduled classes. Since the curriculum has a primary focus on interaction, as well as participatory and "hands-on" experiences, attendance is a part of the Satisfactory Progress standards required of all students. Attendance is monitored and absences may affect a course's final grade.

SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress status throughout their enrollment at Phillips Graduate Institute. Minimal satisfactory progress is defined as a minimum grade point average of 3.0 in course work. In addition, students will be deemed not to meet the standards of satisfactory progress if they exhibit behavior in academic or clinical settings that is disruptive to the learning and training process of other students. To maintain satisfactory progress, students in clinically- based programs must demonstrate the potential to become capable and ethical clinicians throughout their education and training. Additionally, students must be making satisfactory progress to be eligible to earn traineeship hours or internship hours, where applicable.

STUDENT GRIEVANCE POLICY

Phillips Graduate Institute is committed to working with students to resolve student grievances in a manner that allows constructive relationships to be maintained among all campus constituencies in accordance with all academic policies.

Please refer to the Phillips Graduate Institute Student Handbook for comprehensive explanation of the Student Grievance Policy and Procedures.

PRIVACY OF EDUCATIONAL RECORDS

The Family Education Rights and Privacy Act of 1974 (FERPA) as amended, (20 U.S.C. s1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. s99.1 et seq.) and California Law (Education Code Sec. 67100 et seq.) provide students with certain safeguards for the accuracy, completeness and privacy of education records relating to students.

The term "education records," with certain exceptions, is defined to mean records, files, documents and other materials which contain information directly related to students and which are maintained by the institution. Student records are accessible to Phillips Graduate Institute's administration and the students themselves.

For information regarding Admissions Records, refer to the Admissions section of this catalog. For additional information regarding safeguards for accuracy and completeness of student education records, the privacy of such records and the location of such records, please refer to Phillips Graduate Institute Student Handbook.

COURSE OFFERINGS AND SCHEDULING

Phillips Graduate Institute reserves the right to modify class schedules or course offerings without prior notice. Although rare, there are occasions where minimum enrollment requirements are not met for a class, and is either canceled or rescheduled to a future term.

Phillips Graduate Institute attempts to accommodate all students in regards to scheduling requests. At times a class, case conference or growth group is filled and Phillips is not able to accommodate a student's first scheduling request. If possible, the student will be provided with alternative class times. Early communication with faculty and staff

regarding special requirements is strongly encouraged, as last minute requests may be impossible to accommodate.

NOTICE OF POLICY OF NON-DISCRIMINATION

Phillips Graduate Institute, in accordance 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 gender, and of any race, color, religion, sexual orientation or national or 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 gender, race, color, handicap, age, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school administered programs.

Phillips Graduate Institute is in full compliance with all statutes of the Americans with Disabilities Act (ADA). The Registrar serves as the official point of contact for ADA-related matters.

SERVICES FOR STUDENTS WITH DISABILITIES

Phillips Graduate Institute is committed to non-discrimination on the basis of disability in admissions to, or access to, or treatment of, or employment in, its programs and activities. In accordance with Section 504 of the Rehabilitation Act of 1975, and the Americans with Disabilities Act (ADA), all Phillips Graduate Institute facilities are designed to be essentially barrier free and accessible to people with disabilities.

Phillips is committed to providing reasonable accommodations and adjustments for persons with disabilities. A person with a disability has the obligation of making her or his needs known. Phillips Graduate Institute makes reasonable attempts to accommodate students' special needs. However, as a private, non-profit institution, Phillips Graduate Institute may be unable to fund special services requested by students, even when similar

services were provided to the student in prior educational settings.

Students who have special needs related to permanent or temporary disabilities may petition for special considerations for any aspect of their graduate experience at Phillips Graduate Institute. Special consideration may be requested for an unlimited or specific period of time. Petitions will be evaluated on a case-by-case basis. Current documentation from qualified professionals may be required of students petitioning for accommodations related to a disability. This documentation should identify the nature of the disability and include recommendations for accommodations. Petitions can be obtained from the Registrar. Petitions will be reviewed by the Registrar in consultation with other administrators and faculty.

Students with disabilities should note that they may be able to add medical costs to their cost-of-education budgets for financial aid purposes, and should contact the Director of Financial Aid for more information.

Refer to the Phillips Graduate Institute Student Handbook for additional information.

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 students:

- Phillips Graduate Institute clearly prohibits the possession, use or distribution of illicit drugs and alcohol by students on its property or as part of any of its activities;
- Observes legal sanctions under federal law for the unlawful possession or distribution of illicit drugs and alcohol;
- Provides a description of the health risks associated with the use of illicit drugs and alcohol abuse;

- Will impose disciplinary action on any student who does not comply with Phillips Graduate Institute's 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.

SEXUAL HARRASSMENT POLICY

Phillips Graduate Institute finds sexual harassment unacceptable and compliance with this standard will be strictly enforced. Administration will support and assist students and employees in the legitimate pursuit of investigating and remediating the problem of sexual harassment whenever it occurs.

Please refer to the Phillips Graduate Institute Student Handbook for details regarding definitions of Sexual Harassment and procedures and responsibilities associated with such behavior.

SMOKING POLICY

Phillips Graduate Institute maintains a smoke-free environment. Smoking is prohibited in all areas inside the building. This includes student and staff/faculty lounges and rest rooms. Smoking is permitted outside the building. All cigarette butts are to be placed in ash receptacles.

NOTICE OF RIGHT TO CHANGE POLICIES AND PROCEDURES

Phillips Graduate Institute, like other institutions of higher learning, has the right to change policies and procedures as deemed necessary to best forward programs of study in ways that protect the priorities of the institution and are consistent with emerging legal issues. Changes may be made without prior notice.

POLICY AGREEMENT

Registration as a student at Phillips Graduate Institute signifies that a student agrees to abide by the policies, regulations and requirements of the institution. In recognition of this fact, students sign an Acceptance of Institutional Rules, Regulations and Requirements Form. This agreement implies

that students are aware of the dimensions and constraints of the educational community in which they shall reside during their years of enrollment at Phillips Graduate Institute.

ADDITIONAL ACADEMIC POLICIES

Additional academic policies and procedures are outlined in detail in the Phillips Graduate Institute Student Handbook. Students are issued a Handbook at Registration, and updates may be distributed to students during any academic term. For questions regarding academic policies not addressed in this catalog, refer to the Student Handbook or contact the appropriate Program Director. A listing of the Program Directors is provided in the Faculty section at the end of this catalog.



STUDENT SERVICES

STUDENT SERVICES

CLINICAL PLACEMENT SERVICES

Phillips' students in all clinical programs are assisted with their placement experience through the Office of Clinical Placement. This office provides students with a valuable link to community resources, clinical training opportunities and professional organizations. Students are assisted in acquiring approved supervised clinical placements at sites throughout Southern California.

Students seeking the California license as a Marriage and Family Therapist (MFT) are required to complete 150 hours of practicum experience in an approved training agency prior to Master's degree completion. The practicum experience, part of the student's clinical training, allows students to provide client services under the supervision of licensed professionals. Phillips' approved training sites include counseling centers, schools, mental health programs and hospitals. Students may begin their practicum experience after they have completed their first semester and have been designated by Phillips' faculty as trainees ready to begin clinical work. Students seeking licensure as Marriage and Family Therapists must be in a clinical placement by the beginning of the third semester.

All doctoral students are expected to participate in the doctoral practicum sequence and be involved in clinical practice during their program of study. Moreover, in order to obtain the doctoral degree, all students are required to participate in either a full-year doctoral internship (during the fourth year) or two half-time internships (during the third and fourth years) regardless of whether they intend to obtain a license as a psychologist and independent of any previous clinical licensure obtained (e.g., MFT, LCSW, etc.). Internships should be approved by the California Psychology Internship Council (CAPIC). The Clinical Placement Office will help students with the identification of appropriate internships.

While Phillips makes every effort to inform students and prepare them for each step of the state

licensing process, it is the students' responsibility to ensure that they meet all qualifications for the California license as a Marriage and Family Therapist or as a licensed Psychologist.

Please refer to the [Clinical Placement Handbook](#) for further information regarding hours of clinical experience.

CALIFORNIA FAMILY COUNSELING CENTER "CALFAM"

Phillips Graduate Institute, formerly the California Family Study Center, was founded in 1971 by Clinton E. Phillips, Ph.D., to provide excellent graduate education in human relations and affordable counseling and psycho-educational services to the community. A service of Phillips Graduate Institute, the California Family Counseling Center (CalFam) has always been a key element in both the active, practical training of students and in the community service aspects of the Institute's mission. In thirty years, Phillips Graduate Institute has trained more than 4,200 family therapists, and CalFam has helped over 44,000 families reach a higher level of functioning and lead more productive lives. Currently, CalFam serves hundreds of individuals, couples, families, children, adolescents and seniors.

COUNSELING CENTER

The counseling center provides a wide range of services in a confidential, caring and supportive environment. Groups include: Parenting Skills, Blended Families, Children's Therapy, Anger Management for Adults and Teens, Adjusting to Separation or Divorce, Women's Issues, Domestic Violence, Adult Survivors of Abuse, and Grief and Loss. Fees are based on the client's ability to pay and scholarships are available for clients in need.

SCHOOL COUNSELING PROGRAM

CalFam's School Counseling Program has been providing school site counselors for over twenty years. Services offered include child, family and group counseling, social skills training, parent education and teacher training.

This program emphasizes improving the self-esteem of children and adolescents, helping to make public school students "learning ready," increasing academic gains, and supporting each child's transition into productive living by enhancing family and school relationships. Additionally, the Social Skills Development Program, teacher training in conflict management, and communication skills are active parts of the program, along with parenting skills classes.

LATINO FAMILY THERAPY PROGRAM

The Latino Family Therapy Program provides services to Latino communities throughout the San Fernando Valley. Many of these communities are under-served and look to this program for Spanish-speaking, culturally-sensitive counseling and psycho-educational services.

The Latino Family Therapy Program collaborates with the School Counseling Program providing counselors on school sites a minimum of one-day per week to offer Spanish-language counseling and parent education services to Los Angeles Unified School District (LAUSD) children and their families at no cost. Teachers, administrators, classroom aides, and classified personnel access these counseling services by identifying and referring children-in-need.

SPEAKER'S BUREAU

The Speaker's Bureau at CalFam offers a wide range of free mental health and psycho-educational seminars for the community. Presentations are made in business, education, service, religious and health care settings throughout Greater Los Angeles by the Phillips' faculty and counseling center staff, interns and alumni.

ELDERS' PROJECT

The Elders' Project provides counseling services to residents of local retirement facilities.

YOUTH OFFENDER AND FAMILY SUPPORT AND EDUCATION PROGRAM

This community-based program provides individual and group therapy to adolescents and their families

at Camp David Gonzales in Malibu in partnership with the Los Angeles County Probation Department.

PROFESSIONAL ASSISTANCE

CalFam provides support and expertise on academic, clinical training and counseling issues to over 250 community agencies throughout Greater Los Angeles. Many collaborative projects are developed and implemented with these partner agencies.

TRAINING PROGRAMS

Numerous training programs are hosted by CalFam for local school collaboratives, Healthy Start Programs and other educational institutions. A quarterly Educator's Consortium Meeting is held where representatives from eighteen institutions of higher education, including Pepperdine University and other private colleges, such as Mount Saint Mary's, and the California State University System convene to discuss pertinent issues in education and training.

COMMUNITY EVENTS

A core value of Phillips Graduate Institute and CalFam is the development of partnerships with other community organizations, programs and services so that all community members can receive the support that is needed to live productive and satisfying lives.

Annual community events are offered to Southern Californians at no cost through CalFam. Such events include the Child Safety Fair, National Depression Screening Day, Days of Dialogue on Race Relations, Breast Cancer Awareness Workshops, and Compassion and Action – A Program for Care and Support of the Dying.

CALFAM OPPORTUNITIES FOR STUDENTS

Services of the Counseling Center are offered by graduate students, post-degree clinical interns and psychology assistants, allowing for continuity between academic and clinical training. CalFam traineeship and internship programs are supervised by core and adjunct faculty members and other carefully selected clinicians. Those who wish to obtain clinical training at CalFam may apply to one of the many programs offered.

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 conduct research.

The library's growing collection of materials includes 6,700 volumes of books, 1,000 professional papers, 1,400 audiotapes, 500 videotapes, and 150 current subscriptions to journals and indexes in the field of psychology, organizational behavior and related disciplines.

Students may utilize state-of-the-art information technology, including CD-ROM databases, PsycInfo, ERIC, Dissertation Abstracts, the World Wide Web, and an online computer catalog that provides access to the library's holdings. Many of these resources can be used from within the library or through Phillips' web site at www.pgi.edu.

The Phillips library is a member of the Online Computer Library Center (OCLC) network, linking it to thousands of other libraries around the world and providing extensive inter-library loan privileges for students. 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. Books in stock include both professional and practitioner readings as well as those books that are appropriate for clients and the lay public. 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 that semester.

Bookstore hours are maintained when classes are in session. Hours may vary in between semesters and during holiday weeks. Current hours can be obtained by calling (818) 386-5674.

When the bookstore is closed, customers may purchase books and arrange to have material left at the reception desk or mailed to their home or

office. Contact the bookstore for more information at (818) 386-5674.

HONOR SOCIETY

Reflecting the educational philosophy at Phillips Graduate Institute, outstanding achievement by students is recognized through Alpha Epsilon Lambda, the National Honor Society for Graduate and Professional School Graduates. The Alpha Beta Chapter of Alpha Epsilon Lambda was installed at Phillips Graduate Institute in 1997.

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 twice annually.

ALUMNI RELATIONS

The Phillips Alumni Association provides a myriad of important services to graduates. These include: Phillips Bookstore discounts, full library privileges, no-cost workshops, discounts on continuing education courses offered at Phillips, no-cost or discounted admission to Alumni Association events, receipt of the Alumni Association Newsletter "AlumNews," inclusion in the online Alumni Referral Directory on 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. A student membership is also available and affords Phillips' students an opportunity to be mentored by Phillips' alumni.

Perhaps the most outstanding benefit that the Alumni Association offers is a way to feel a part of a profession and to develop both personal friendships and professional relationships with colleagues that will continue throughout a graduate's career and lifetime.



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