

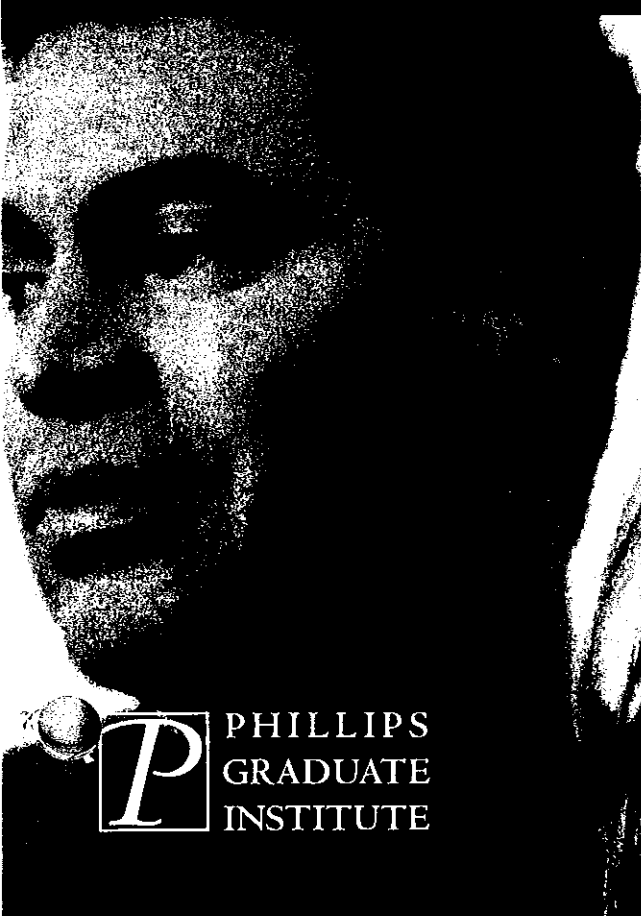
# Course Catalog

Doctoral and Master of Arts Programs

Academic Year 2002-2003

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unique.  
knowledge.  
commitment.  
imagination.  
diversity.  
experience.  
compassion.  
tradition

**P** PHILLIPS  
GRADUATE  
INSTITUTE

We believe passionate people can change the world.

## MESSAGE FROM THE PRESIDENT

Phillips Graduate Institute is passionately committed to offering our diverse population of students a wide range of innovative education programs and training opportunities in the field of human relations.

Over the past three decades, Phillips has earned a reputation for excellence by incorporating into our programs strong experiential components to complement and enhance classroom instruction. Our faculty demonstrate their commitment and maintain their expertise by continuing to be active participants in their chosen fields. Because they also work outside of the classroom, they bring relevant experiences into their lectures to illustrate the academic principles that they teach.



No matter the program of study, our students receive relevant hands-on training in their chosen field. Also, each student works with an academic advisor who helps to guide them during their course of study. Graduating from Phillips with a well-rounded, integrated educational and training experience, our students have a solid foundation for professional excellence and continued personal growth.

Our programs are accessible, and many are designed to fit the needs of adult students who continue to work in their full-time professions. Whether you wish to work with individuals, families, schools, or business organizations, you will find that our course schedules can be integrated into your busy life. I invite you to learn more about Phillips by contacting our Office of Admissions today. I look forward to having you become part of the Phillips family.

Warmly,

A handwritten signature in black ink that reads "Lisa Porche-Burke". The signature is written in a cursive, flowing style.

Lisa Porche-Burke, Ph.D.

President

## INTRODUCTION

All Phillips' programs integrate academic knowledge and theory with practical experience and training. Students balance process and theory to create a framework for understanding their chosen 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 the 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.

Phillips Graduate Institute offers four Master of Arts degree programs, a Doctor of Psychology degree (Psy.D.) in Clinical Family Psychology, and a wide range of elective courses designed to provide students with 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).\*

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 in School Counseling and Master of Arts in Organizational Behavior curricula 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 Sciences (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 meets all academic requirements for Pupil Personnel Services (PPS) credentialing by the California Commission on Teacher Credentialing (CCTC).

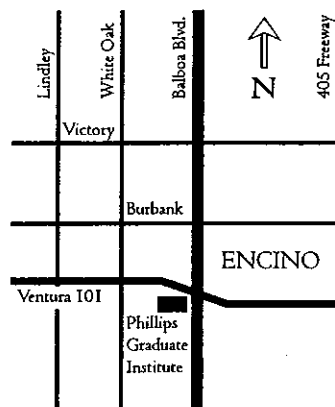
The Psy.D. Program in Clinical Family Psychology offers three concentration options: Family and Systems Psychology, Forensics, and Issues of Culture and Diversity in Families. The Psy.D. Program in Clinical Family Psychology meets all academic requirements for licensure as a clinical psychologist in California. The doctoral program is designed to meet standards for accreditation by the American Psychological Association (APA) and will apply for accreditation when it becomes eligible for consideration in the 2004-2005 academic year.

\*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



5445 Balboa Boulevard  
Encino, California 91316-1509

Telephone: (818) 386-5660

Facsimile: (818) 386-5699

World Wide Web: [www.pgi.edu](http://www.pgi.edu)

## EDUCATIONAL PHILOSOPHY

Phillips' educational philosophy emphasizes a "systems" approach to the investigation, understanding and treatment of human relationships. This focus emphasizes the importance of seeing the individual as a member of many larger systems (i.e. family, work, school, etc.). In the foundational year, students intending to become mental health professionals are trained to develop interventions which see the individual in a larger systemic context. This approach is reinforced as students seeking a variety of specializations attend classes together (i.e. marriage and family therapy, art therapy and school counseling) and view their specializations through a variety of systemic contexts.

Phillips integrates three types of learning for the student: academic knowledge, practical application and personal growth, all of which are essential components in the development and training of helping professionals. All instructors are active practitioners (i.e. marriage and family therapists, school counselors, clinical psychologists, art therapists) and serve as professional mentors and models for students.

## THE PROGRAM'S STRUCTURE

### THE EXPERIENTIAL COMPONENT

Experiential learning is integral to the foundational year of Phillips' programs. Most coursework includes role-playing and skills training. About one-third of the written assignments include material directed toward the student's personal development and self-understanding. In addition, Case Conference and Group Dynamics provide training and experience that are unique features of a Phillips' education.

### CASE CONFERENCE/PRACTICUM

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 works with 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. The instructors are licensed Marriage and Family Therapists, Clinical Psychologists, School Counselors and/or Art Therapists.

### GROUP DYNAMICS AND HUMAN COMMUNICATION

This instruction is an experiential component of the Case Conference course. Students meet in small groups with an instructor, usually every other week. Activities are designed to support the personal growth of the student, and to provide a laboratory for practicing skills in human communication that are fundamental for all helping professionals. Theories of group dynamics are observed and applied within the context of this on-going group.

### STUDY GROUP

Students are encouraged to participate with their peers in study groups to review and strengthen their understanding of weekly readings and classroom experiences.

### INDIVIDUAL OR FAMILY THERAPY REQUIREMENT FOR STUDENTS

A graduation requirement for all students whose professional goal is psychotherapy licensure is a minimum of six months of personal experience in professional psychotherapy. This experience may occur either during the student's time at Phillips, or within a five-year period prior to entry into the program. Consult the *Phillips Graduate Institute Student Handbook* for details on the documentation of psychotherapy experience. The program director and faculty are available for consultation regarding resources. However, because of dual relationship considerations, Phillips' core faculty members do not offer psychotherapy to students. Referrals to

reliable professionals can be made through the California Family Counseling Center, a service of Phillips Graduate Institute.

## 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).

### 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. Interactions between developmental phases in individuals and larger systems are 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 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.

### **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 first semester courses.

### **PSY519B CASE CONFERENCE PRACTICUM: ASSESSMENT AND GROUP DYNAMICS**

#### **3 units**

Students continue from first semester (PSY519A) 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.

### **GROUP DYNAMICS**

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group, as well. Although the Group Dynamics experience is not psychotherapy, it is facilitated by instructors who are licensed therapists.

### **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 the medical model perspective of the DSM-IV. Students develop skills in differential diagnosis. The emphasis is on disorders most frequently encountered by mental health professionals 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.

# MARRIAGE AND FAMILY THERAPY

## 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.

A full day of coursework is taken in once-weekly, day-long classes. Students may select from sections of Case Conference and Group Dynamics offered at various times throughout the week. Occasional attendance at day-long workshops is also required.

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.

## WORKSHOPS

As part of the Master of Arts degree in Psychology with a major in Marriage and Family Therapy, students are occasionally 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 in advance to allow for planning.

## 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 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 or January. Please call the Office of Admissions for dates and class schedules at (818) 386-5660.

## 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Demonstration of English proficiency may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet which includes:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate (if applicable) transcripts
  - Résumé or Statement of Experience
  - Payment of application fee
5. Admissions interview.

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.

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

48 units

### 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 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)

## 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 required 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).



- Students graduating with a 60-unit master's degree, or electing another program as a minor or an additional major, must complete all required courses before the degree is posted.
- Completion of 150 hours of supervised clinical placement concurrent with Practicum registration (except for students who declare that clinical licensure is not their goal).
- Verification of required hours in personal or family psychotherapy.
- 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, ready for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

## 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).

### 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. Interactions between developmental phases in individuals and larger systems are 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 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 topics 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). Students are required to carry out a substantial quantitative, qualitative or library research project under the supervision of a faculty member. Students present their projects either at a poster session, or as a workshop experience during 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 first semester courses.

## **PSY519B CASE CONFERENCE/ PRACTICUM: ASSESSMENT AND GROUP DYNAMICS**

### **3 units**

Students continue from first semester (PSY519A) 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.

## **GROUP DYNAMICS**

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group, as well. Although the Group Dynamics experience is not psychotherapy, it is facilitated by instructors who are licensed therapists.

## **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 the medical model perspective of the DSM-IV. Students develop skills in differential diagnosis. The emphasis is on disorders most frequently encountered by mental health professionals 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 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 at the California Family Counseling Center. Students are reminded that MFT licensure in California requires that a minimum of 150 hours be completed while in a practicum and prior to graduation. Students not seeking licensure substitute elective courses.

## **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 at the California Family Counseling Center. Students are reminded that MFT licensure in California requires that a minimum of 150 hours be completed while in a practicum and prior to graduation. Students not seeking licensure substitute elective courses.

## **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. Spousal violence is also addressed from both legal and clinical perspectives.

## **PSY547 PSYCHOPHARMACOLOGY**

### **2 units**

This course offers the student 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 effective 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, 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**


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 faculty while the professional paper is being completed. Course may be repeated for credit.

### **PSY596 FIELD STUDY PRACTICUM**

#### **1 unit**


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

## 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 tools necessary 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 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). The program is also designed to meet the educational standards of the American Art Therapy Association (AATA). Students and professionals may qualify for Art Therapy Registration (ATR) provided 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) at [www.arttherapy.org](http://www.arttherapy.org), and the Art Therapy Credentialing Board (ATCB) at [www.atcb.org](http://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 60-unit Art Therapy Program is integrated with the 48-unit Master of Arts degree in Psychology with a major in Marriage and Family Therapy. While the program provides the same curriculum areas as the 48-unit Master's in Psychology with a major in Marriage and Family Therapy, students in the Art Therapy Department should expect to have a learning experience that reflects the department's specializations and the demands of a 60-unit Master of Arts degree.

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/Art Therapy students participate in the program for four semesters, and take the Art Therapy department sections of Case Conference and Applied Therapeutic Methodology.

Coursework begins each fall semester 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. Courses are taught by MFT, LCSW, or Psy.D. faculty, who are also nationally registered Art Therapists (ATR).

Phillips Graduate Institute's Master of Arts in Psychology or Master of Arts in School Counseling students who wish to add art therapy studies after their first semester need to apply through the Office of Admissions to begin the Art Therapy coursework.

A personal interview and an academic planning meeting with the Art Therapy Program Director are required for all students prior to official acceptance into the program.

## FACULTY ADVISEMENT

Students will be assigned an academic advisor from the Art Therapy Department 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 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 occasionally 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 in advance to allow for planning.

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

### 60 units

This program allows students to combine the Master's in Psychology, Marriage and Family Therapy major with a specialized interest in the field of Art Therapy. This program combination qualifies graduates to pursue both 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Demonstration of English proficiency may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate (if applicable) transcripts
  - Résumé/Statement of Experience
  - Payment of application fee
5. Review of studio art credits as required by AATA and ATCB.
6. Admissions interview with Art Therapy Program Director or his/her designee.

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.

## 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/AT Section (1 unit)  
PSY519A 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)  
PSY518B Introduction to Research-I/AT Section (1 unit)  
PSY519B 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

- PSY518C Professional Paper Research-I/AT Section (1 unit)  
PSY531A Applied Therapeutic Methodology-I/AT Section (3 units)  
PSY532 Sexuality and Sex Therapy (1 unit)  
PSY533A 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

- PSY518D Professional Paper Research-II/AT Section (2 units)  
PSY531B Applied Therapeutic Methodology-II/AT Section (3 units)  
PSY533B 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 required 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 150 hours of supervised clinical placement concurrent with Practicum registration (except for students who declare that clinical licensure is not their goal). For students pursuing the ATR, completion of 700 hours of supervised clinical placement concurrent with Practicum registration.
- 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 (PSY531A-C). Later verification may cause a delay in the student's graduation date. Students may also need to complete any other requirements as specified by AATA and ATCB.
- Verification of required hours in personal or family psychotherapy.



- 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, ready for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

## 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 level knowledge in the following areas or a student may be required to take additional coursework: Research Methodology, Group Dynamics, Developmental Psychology, Legal and Ethical Issues (that pertain to one's 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 PSY575A-C



Applied Therapeutic Methodology/AT Section (or in PSY596A Field Study Practicum/AT Section).

All Phillips Graduate Institute policies as outlined in the *Phillips Graduate Institute 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
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 (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
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. Demonstration of English proficiency may be required.
6. Completion of Phillips Graduate Institute Admissions Application Packet:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate transcripts
  - Résumé/Statement of Experience
  - Payment of application fee
7. Review of studio art credits as required by AATA and ATCB.
8. Admissions interview with Art Therapy Program Director or his/her designee.

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.

## CURRICULUM

### FIRST SEMESTER

- 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)
- PSY571A Applied Therapeutic Methodology-I (2 units)

### SECOND SEMESTER

- 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)
- PSY571B Applied Therapeutic Methodology-II (2 units)

### THIRD SEMESTER

- PSY568C Professional Art Therapy Research and Advisement-III (1 unit)
- PSY570C Postgraduate Practicum-III (1 unit)
- PSY571C Applied Therapeutic Methodology-III (2 units)

### SUMMER(S) (OPTIONAL)

- PSY596 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 students pursuing the ATR, completion of 700 hours of supervised clinical placement concurrent with Practicum registration.
- 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 (PSY575A-C). Later verification may cause a delay in the student's program completion date. Students may also need to complete any other requirements as specified by AATA and ATCB.
- 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

### 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).

### 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. Interactions between developmental phases in individuals and larger systems are 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-B INTRODUCTION TO RESEARCH-I & II/AT SECTION

#### 1 unit each

### PSY518C PROFESSIONAL PAPER RESEARCH-I/AT SECTION

#### 1 unit

### PSY518D 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. Students are required to carry out a substantial quantitative, qualitative or library research project under the supervision of a faculty member.

Independently, outside of regularly scheduled classroom hours, students meet with their MFT/ATR advisors and pursue learning activities consistent with the projects they have selected. Students are invited to participate and contribute to the Department of Art Therapy Action Research Option. The department provides standards and guidelines in the development and presentation of a professional paper in art therapy. 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 Workshop Week. A copy of the completed professional paper is due at the end of the second year and is catalogued in the Phillips Graduate Institute Library.

### PSY519A 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 the first semester MFT and Art Therapy courses.

## PSY519B CASE CONFERENCE/ PRACTICUM: ASSESSMENT AND GROUP DYNAMICS/AT SECTION

### 3 units

Students continue from first semester (PSY519A) 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 taught in the clinical work with the case conference client. In PSY569, group dynamics theory is presented and the practice of group process is demonstrated and experienced using the case conference/practicum group (PSY519B) as a laboratory.

### GROUP DYNAMICS

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group, as well. Although the Group Dynamics experience is not psychotherapy, it is facilitated by instructors who are licensed therapists.

## 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 the medical model perspective of the DSM-IV. Students develop skills in differential diagnosis. The emphasis is on disorders most frequently encountered by mental health professionals 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

### 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 students' experiences in supervised clinical placements with reading and assignments relevant to the populations being served by the students.

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

## PSY531B APPLIED THERAPEUTIC METHODOLOGY

### 3 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 and to receive art therapy supervision. Students continue their personal growth as it relates to case handling and the group process.

## PSY533A-B 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 Phillips Graduate Institute 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 700 hours of art therapy experience for MFT and Master's degree students of which 350 are MFT/Art Therapy direct client hours. In compliance with legislative and regulatory boards' requirements, students participate in both MFT clinical supervision and in art therapy supervision.

## 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

*no child abuse*  
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. Spousal violence is also addressed from both legal and clinical perspectives.



## **PSY547 PSYCHOPHARMACOLOGY**

### **2 units**

This course offers the student 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 effective 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, 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.

## **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. 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; PSY518A-C: Introduction to Research I & II and Professional Paper Research I & II; and PSY549: Psychological Testing. A postgraduate student's transcripts are expected to reflect these academic areas, or the student is required 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, and about 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 varied cultural and ethnic backgrounds with a special focus on group dynamic 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 individual therapeutic art therapy interventions and to creatively support contextual art therapy groups.

## **PSY570A-C POSTGRADUATE PRACTICUM- I, II & III**

### **1 unit each**

Postgraduate Practicum 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 700 hours of art therapy experience for MFT and Master's degree students of which 350 hours are MFT/Art Therapy direct client hours. In compliance with legislative and regulatory boards' requirements, students participate in both MFT clinical supervision and in art therapy supervision.

## **PSY575A-B APPLIED THERAPEUTIC METHODOLOGY**

### **2 units each semester**

This course comprises the post-graduate sections of PSY531A and PSY531B. See PSY531A and PSY531B for course descriptions.

## **PSY575C APPLIED THERAPEUTIC METHODOLOGY**

### **3 units**

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

## **EXTENDED COURSEWORK**

### **PSY546 PROFESSIONAL PAPER**

#### **1 unit**

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 faculty while the professional paper is being completed. Course may be repeated for credit.

### **PSY596 FIELD STUDY PRACTICUM/ AT SECTION**

#### **1 unit**

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

## EDUCATIONAL PHILOSOPHY

The Master of Arts in Organizational Behavior Program is a 48-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.

This program prepares graduates for a variety of careers including consulting, organizational training, entrepreneurship, leadership, human resources, and general management as agents of change.

The Organizational Behavior Department applies Phillips Graduate Institute's systemic philosophy to organizational and social change. Building on three decades of research and experience in human relations, this program integrates human dynamics with contemporary business practice. The curriculum reflects the importance of balance within today's fast-changing business environment and the need for creativity, learning, teamwork and high performance in organizations.

Like other Phillips programs, the Master's Program in Organizational Behavior emphasizes a three-dimensional approach to learning. Students participate in an interdisciplinary curriculum that combines academic instruction, applied experiential process, and personal and professional development.

## 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 schedule is designed to accommodate the needs of busy professionals.

## FALL/SPRING COURSES

Classes are scheduled on Monday and Wednesday evenings from 6:00 p.m. to 10:00 p.m. In addition, students are required to participate in Professional Effectiveness courses each month for 3-1/2 hours and 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 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Demonstration of English proficiency may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate (if applicable) transcripts
  - Résumé/Statement of Experience
  - Payment of application fee
5. Admissions interview.

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.

## 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)

## 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 required 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 copy of the Professional Paper, ready for binding.
- Complete an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

## 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 are studied including motivation, work behavior, decision making, productivity, job design, and quality of work life.

### 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**

This course examines advanced theories of organizational development and change. Students learn intervention strategies for assisting organizations in the development of employee effectiveness, 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 business law for both large and small organizations. Includes the study of entrepreneurship as students employ common business language and tools in the development of a business plan.

### OB514 LEADERSHIP

**2 units**

This course explores leadership characteristics, competencies and strategies. The executive coaching process, leadership styles, 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 are discussed in relationship to collaborative resolution.

## **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 faculty while the professional paper is being completed. Course may be repeated as necessary.

## **CERTIFICATE PROGRAMS**

### **ORGANIZATIONAL BEHAVIOR**

The 12-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 12-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 (HR) 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.

## EDUCATIONAL PHILOSOPHY

The Master's degree in School Counseling fulfills the California state requirements for the Pupil Personnel Services (PPS) Credential in School Counseling. The program integrates Phillips' commitment to systemic thinking and applies the theory to students in the school setting.

The School Counseling Program's primary goal is to train capable, and self-reliant students to become caring, effective and highly-skilled school counselors. The program provides an exploration of the differences between the ideal and the practical worlds of schools.

The curriculum reflects the mission of the institution: to train experts in human relations who understand how to help in a variety of contexts. School counselors, like other helping professionals, need fundamental expertise in how systems function and how human relationships can be improved. Therefore, in the first year of their program, Master of Arts in School Counseling students complete foundational courses with other Phillips psychology degree program students.

## THE PROGRAM'S STRUCTURE

Classes are held on weekends and evenings. Please contact the Office of Admissions for more information regarding class times and dates at (818) 386-5660.

For the first two semesters, students in the School Counseling Program are enrolled in Phillips' foundational year coursework. This coursework in psychology provides fundamental knowledge about individual and systemic development, and trains students in basic counseling skills. Specific application to pupils and school settings are offered from the start of the program, but it is in the second year that coursework becomes specialized, and students move into a separate cohort group.

In the second semester, students begin the Practicum/Field Experience process. This process requires 100 hours of experience in a school setting. Upon completion of the

Practicum experience, students may begin collecting the required 600 hours of field experience. 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. Phillips must approve each school site and develop an affiliation with the school in order for students to complete field experience hours at that site. Students also enroll in course SC505B, Supervision and Mentoring: Field Experience in School Counseling, where students are supervised by School Counseling faculty. Students must attend School Counseling orientation for in-depth instruction about field experience requirements.

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

## WORKSHOPS

Students are occasionally required to attend workshops in addition to regular classes. These are held on a day other than the students' regular class day. Information will be provided in advance to students to allow for planning.

## 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 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.

## ENTRY OPTIONS

Please call the Office of Admissions for class start dates and schedules at (818) 386-5660.

## SCHOOL COUNSELING PRACTICUM/ FIELD EXPERIENCE

To meet the state requirements for the Pupil Personnel Services (PPS) Credential in School Counseling, the candidate must enroll in SC505A, Supervision and Mentoring: Practicum in School Counseling, and complete 100 hours of the Practicum experience. Upon completion of the Practicum experience, students must enroll in SC505B, Supervision and Mentoring: Field Experience in School Counseling, and complete 600 hours of field experience in a public school setting. Each candidate in a field experience 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. Students receive a Practicum/Field Experience Manual at the start of the Practicum experience that provides specific guidelines for the field experience process. Students must have passed the California Basic Educational Skills Test (CBEST) prior to beginning any field work, including the Practicum experience.

## 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 CBEST.
- Complete fingerprint clearance with the California Commission on Teacher Credentialing (CCTC).
- Complete all required coursework.
- Complete field experience 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.
- Participate in Candidacy Review.
- Have an Exit Interview with the School Counseling Department.

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/PPS CREDENTIAL PROGRAM

**48 units**

This program provides the foundation for a career in school counseling.

### 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Students must have taken the CBEST prior to regular admission.
4. Demonstration of English proficiency may be required.
5. Completion of Phillips Graduate Institute Admissions Application Packet:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate (if applicable) transcripts
  - Résumé/Statement of Experience
  - Payment of application fee
6. Admissions interview with School Counseling Program Director or his/her designee.

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.

## 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)
- SC505A Supervision and Mentoring: Practicum in School Counseling (1 unit)

### THIRD SEMESTER

- SC500 Ethical Practices in School Counseling (2 units)
- SC502 Educational and Career Planning (3 units)
- SC504 Special Education (3 units)
- SC510 Learning Theory and Education Psychology (2 units)
- SC505B Supervision and Mentoring: Field Experience in School Counseling (2 units)

### FOURTH SEMESTER

- SC501 Program Design, Development and Evaluation (2 units)
- SC511 Consultation and Systems Change (3 units)
- SC512 Leadership and Advocacy (2 units)
- SC513 Classroom and Academic Intervention (2 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 48 units of required courses, with an overall GPA of 3.0 or higher.
- Completion of 100 hours of Practicum Field Experience.
- Completion of 600 hours of Field Experience.
- Participate in Candidacy Review.
- Exit Interview with School Counseling Department.
- 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 copy of the Professional Paper, ready 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, WITH A MAJOR IN ART THERAPY

**70 units**

This program is designed for students desiring the Pupil Personnel Services (PPS) Credential and specialized training in Art Therapy. It combines psychology coursework from the foundational first year with specialized coursework in both School Counseling and Art Therapy. Successful completion of this program will qualify the student for the PPS Credential, but not the clinical license as a Marriage and Family Therapist (MFT). Students seeking admission to this program must have advisement from both the School Counseling and the Art Therapy departments prior to admission.

## **PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL**

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) credential only must have a master's degree in a counseling-related field and must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic transcripts, and an interview with the Program Director to determine a course of study for completion of the credential. Applicants may be able to transfer up to sixteen (16) units of previously completed master's level coursework. Transfer of credit units will be determined by the Program Director (See Request for Transfer of Credit in the Admissions section of this catalog). Additional coursework may also be required.

## **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).

### **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. Interactions between developmental phases in individuals and larger systems are 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 three-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 topics and resources for their own research.

### **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 first semester courses.

Pupil Personnel Services (PPS) Credential students enroll in case conferences with PPS-credentialed instructors.

### **PSY519B CASE CONFERENCE/ PRACTICUM: ASSESSMENT AND GROUP DYNAMICS**

#### **3 units**

Students continue from first semester (PSY519A) 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.

Pupil Personnel Services (PPS) Credential students enroll in case conferences with PPS-credentialed instructors.

## **GROUP DYNAMICS**

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group, as well. Although the Group Dynamics experience is not psychotherapy, it is facilitated by instructors who are licensed therapists.

## **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 the medical model perspective of the DSM-IV. Students develop skills in differential diagnosis. The emphasis is on disorders most frequently encountered by mental health professionals, 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.

## **SC500 ETHICAL PRACTICES IN SCHOOL COUNSELING**

### **2 units**

This course continues to expand students' knowledge regarding ethical issues that were initially presented in case conference and practicum (PSY519A-B) during the first year. Specific legal and ethical issues related to public school systems and the role of the school counselor in attending to legal and ethical issues are explored, i.e.; child abuse mandates, special education regulations, general ethical conduct, confidentiality and issues regarding advising and counseling minors and pupil records. This course also requires attendance at a day-long class on child abuse detection and prevention.

## **SC501 PROGRAM DESIGN, DEVELOPMENT AND EVALUATION**

### **2 units**

This course focuses on current models for the delivery of counseling and psychological services in the public school setting. Program design and delivery, needs assessment and outcome studies are covered. Students learn about effective programs offered in the school setting to address such issues as school violence, diversity, parent involvement and collaboration, family literacy and other programs related to pupil learning and academic achievement.

## **SC502 EDUCATIONAL AND CAREER PLANNING**

### **3 units**

Career counseling theory and practice are covered along with development, 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.

## **SC505A SUPERVISION AND MENTORING: PRACTICUM IN SCHOOL COUNSELING**

### **1 unit**

This course is an introduction to the field of School Counseling and builds on skills and knowledge gained in semester three and other semester four courses. It introduces students to the roles counselors play in

public schools and the ethical and legal guidelines of the profession. In addition to lecture and classroom discussion, students work in small groups for on-going supervision and mentoring. Practicum leaders facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students are encouraged to present cases and situations drawn from their practicum experiences. A minimum of 100 hours in an approved public school setting are required. These hours must be completed within two semesters.

## **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 regulations relative to behavioral interventions for special education students are provided.

## **SC505B SUPERVISION AND MENTORING: FIELD EXPERIENCE IN SCHOOL COUNSELING**

### **2 units**

Successful completion of SC505A is a prerequisite for enrollment in SC505B. This course is taken in conjunction with supervised field experience in a K-12 public school setting. It provides mentoring and ongoing group supervision. Supervision group leaders facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students are encouraged to present cases and situations drawn from their fieldwork experience. Students are expected to complete a minimum of 600 hours of field experience within two semesters of beginning their field experience. Students who take more than two semesters to complete 600 hours will be required to enroll in SC505C.

## SC510 LEARNING THEORY AND EDUCATION PSYCHOLOGY

### 2 units

This course focuses on major theories of learning and the impact of cultural and linguistic differences on the design of learning environments and curriculum. Students learn to recognize instructional elements that support or impede pupil learning, and explore the role of school counselors in developing effective instructional interventions.

## SC511 CONSULTATION AND SYSTEMS CHANGE

### 3 units

This course revisits systems theory and systems change in regards to the role of the school counselor in creating change in schools and communities. Students learn to collaborate effectively with various stakeholders in the school system (i.e. parents, community members, teachers, and other school personnel) to create supportive learning environments for all pupils.

## SC512 LEADERSHIP AND ADVOCACY

### 2 units

The capstone course in the School Counseling Program prepares students for transition to the roles of professional school counselors as leaders and pupil advocates. Students learn the qualities, principles, and styles of effective leadership and advocacy. Students also prepare their candidacy review and exit interview.

## SC513 CLASSROOM AND ACADEMIC INTERVENTION

### 2 units

This course emphasizes learning to collaborate effectively with individuals, groups, and multi-disciplinary teams to identify barriers to learning, design interventions, and monitor intervention effectiveness. Students focus on creating positive, productive classroom environments and implementing effective academic interventions.

## 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 the faculty. Students work closely with a research advisor to complete their professional paper.

## EXTENDED COURSEWORK

### SC546 PROFESSIONAL PAPER

#### 1 unit

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 faculty while the professional paper is being completed. This course may be repeated for credit.

### SC505C SUPERVISION AND MENTORING: EXTENDED FIELD EXPERIENCE IN SCHOOL COUNSELING

#### 1 unit

This course is required for students whose field experience goes beyond two semesters. It ensures ongoing supervision and continued use of Phillips' facilities. This course must be repeated each semester until the completion of 600 approved field experience hours.

Students interested in developing professional specializations in addition to the 48-unit Master of Arts degree program requirements may choose from a variety of elective options. 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 directors of elective programs 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. Non-degree-seeking students may enroll in elective courses only after consultation with the Course Chairperson.

Elective courses described below are not 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 must have advanced to trainee status 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 eligibility for trainee status. A separate application and interview process are 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 for credit.

#### **PSY596C LATINO FAMILY THERAPY**

##### **3 units**

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by the 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 the 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. This course may be repeated for credit.

#### **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 more than twenty years. It provides school-based individual and group counseling, parenting skills education, 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 and School Violence Prevention Program. Trainees are teamed with one another or with interns to provide social skills training to groups of children. The

Social Skills 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. Students receive group supervision and one hour of training each week. On-site supervision is provided each month or as needed. This course may be repeated for credit.

#### **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 emphasize the practical applications of Solution-Focused, Narrative and Collaborative Language System approaches. Emphasis is placed on how these ideas influence our use of language and how we think about problems, clients and the therapeutic relationship. Students receive group supervision weekly. This course may be repeated for credit.

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

#### **PSY596K CHEMICAL DEPENDENCY**

##### **3 units**

Students are trained in practical approaches for assisting chemically dependent individuals and their families.

Completion of or concurrent enrollment in an introductory course, such as Alcohol and Chemical Dependency (PSY521) is required. Students must also register in Fundamentals of Addiction (PSY600) while enrolled in this program. Students seeking certification or credentialing as a drug and alcohol counselor should also select electives from Chemical Dependency Program courses, PSY601-PSY612.

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; and treatment of chemical dependency in a variety of populations. This course may be repeated for credit.

## **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.

### **PSY600 FUNDAMENTALS OF ADDICTION** **3 units**

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include: theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction, medical aspects of addiction, and customizing treatment plans to meet specific client centered goals.

### **PSY601 PHYSIOLOGY AND PHARMACOLOGY OF ALCOHOL AND SUBSTANCE ABUSE**

**3 units**

This course examines 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 are explored. Pharmacological and physiological treatment and recovery strategies are presented.

### **PSY602 ADDICTION RECOVERY CASE MANAGEMENT: FROM ASSESSMENT TO PAPERWORK**

**3 units**

This course prepares counselors 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 are presented. Agency requirements including: organizing case files; charting; report writing for court, probation, social workers and employers; and legal and ethical considerations (releases, etc.) are also covered.

### **PSY603 COUNSELING THE CHEMICALLY DEPENDENT AND THEIR FAMILIES**

**3 units**

Individual, family and group counseling from an addiction recovery perspective are explored. The value of didactic training and process group in providing education, connectedness and an environment where all affected parties may receive feedback from others struggling with similar issues is underscored. The effectiveness of various treatment modalities (RET, Alcoholic Family Systems, Behavior Modification, TA, etc.) is explored. The roles and responsibilities of counselors and clients and the value of structure (i.e. ground rules, client expectations, goals of the group) are examined, as well as theories of family co-dependency, triangulated communication and similar dynamics of addiction. This is an extremely interactive class that includes many role-playing exercises.

### **PSY604 LAW AND ETHICS IN ADDICTION RECOVERY TREATMENT**

**3 units**

This course focuses on Federal and State legal and regulatory restrictions, professional competency and client welfare. Legal and ethical "red flags" including crisis intervention and screening techniques are included. Utilizing community services and integrating 12-step programs into a treatment plan are discussed.

### **PSY605 PERSONAL AND PROFESSIONAL GROWTH AND ADVANCED ISSUES IN ADDICTION RECOVERY**

**3 units**

Signs and symptoms of burnout; projection and transference issues; the value of supervision, professional affiliation and continuing education; as well as the special needs of recovering counselors are examined in this course. Stress management; proper nutrition; achievement of a balanced life; assessment and achievement of personal goals; and establishment of a support system are discussed. Issues of trauma (i.e. rape, incest, and domestic violence) and resulting dissociative disorders are included.

### **PSY606 SUPERVISED PRACTICUM**

**3 units**

This course consists of forty-five (45) classroom hours led by a licensed instructor. Students must complete 255 hours of internship at an approved agency where a qualified staff person provides direct supervision. The internship begins during the 45 hours of coursework and must be completed within one year of the practicum class. Legal and ethical considerations are reviewed.

### **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.

### **POST-MODERN THERAPIES**

Coursework in post-modern therapies is available for students seeking a specialization in a 60-unit master's degree, and for non-degree-seeking 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 sequence 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 Therapy, Narrative Therapy, and Collaborative Language Systems.

Through live demonstration, role-play, reflecting teamwork, videos, experiential exercises and lecture, students learn how to maintain specialized ways of listening and questioning that create a context for client change and transformation and the dissolution of problems. Utilization of these approaches with individuals, families, groups, businesses and communities are 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 48-unit Phillips master's degree. However, as electives, Directed Study courses are fully acceptable for credit towards a 60-unit master's degree. 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. Approval by the appropriate Program Director is required prior to enrollment into this course. A course of study is contracted with and evaluated 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**

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 faculty while the professional paper is being completed. Course may be repeated for credit.

## EDUCATIONAL PHILOSOPHY AND TRAINING MODEL

Clinical Family Psychology is a broad-based specialty that prepares graduates to deliver direct services to individuals and families as well as to provide consultation and evaluation services to systems such as schools, health care, business and the legal justice system.

The Psy.D. Program in Clinical Family Psychology integrates academic training, experiential learning and personal development. This innovative doctoral program offers students a challenging intellectual environment, provides exposure to appropriate professional role models, and develops those characteristics critical to professional functioning in an increasingly complex world. The Institute's faculty possess extensive clinical, research and teaching experience and are skilled at facilitating students in the development of clinical expertise. The Psy.D. Program provides the academic preparation necessary for graduates to sit for required licensing examinations.

The Psy.D. Program in Clinical Family Psychology is a competency-based program that follows the practitioner model for the education and training of professional psychologists developed by the National Council of Schools of Professional Psychology (NCSPP; Peterson et al., 1991). In addition to providing education and training in the NCSPP core competency areas, the program strongly emphasizes the development of skills important in working with diverse populations. The combined emphases on systemic thinking and issues of diversity distinguishes the program and ensures that graduates are well prepared to work effectively as mental health professionals in our increasingly multicultural society.

## 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), and is 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.

## 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 an integral part of the program.

## CONSULTATION AND EDUCATION COMPETENCY

Consultation and educational activities are significant parts of psychologists' 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 and other classes.

## 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.

## AREAS OF CONCENTRATION

In addition to foundational training in Clinical Family Psychology, the program offers three areas of concentration: Family and Systems Psychology; Forensic Issues; and Issues of Diversity and Culture in Families and Larger Systems.

Training in concentration areas affords students the opportunity to gain more in-depth knowledge in a specific field of psychology and provides graduates a competitive edge as they pursue employment. Training and education in a particular concentration area provides a knowledge base and skillset not common in other doctoral-level professional psychology programs.

Students declare an area of concentration no later than their second semester of enrollment, and are strongly encouraged to select a topic for the Doctoral Project related to their chosen area of concentration. To fulfill concentration area requirements students:

- Complete required units of coursework in the concentration area, and
- Have at least one field training experience in the area of concentration.

Students are strongly encouraged to select a topic for the doctoral project related to their chosen area of concentration.

## ISSUES OF DIVERSITY AND CULTURE IN FAMILIES AND LARGER SYSTEMS

An increasing multicultural society affords Clinical Family Psychologists a wide variety of opportunities to intervene with diverse populations seeking mental health services. Students selecting this concentration explore salient issues related to culture and diversity that affect families and larger systems. Coursework in theory, research, assessment and intervention strategies prepares students to enhance the mental health of culturally diverse, oppressed and traditionally underserved populations.

## FORENSIC ISSUES

Clinical Family Psychologists with specialized training in forensic issues are well equipped to interface with legal systems. Coursework in this concentration area prepares students to practice clinical psychology in a variety of legal contexts. Curricular offerings include specialized assessment and evaluation techniques with forensic populations as well as courses in psychology and law.

## FAMILY AND SYSTEMS PSYCHOLOGY

Students who choose this concentration acquire an in-depth knowledge of working with families and other related larger systems (e.g. groups, schools and/or organizations). Psychological issues (e.g. divorce, aging and chronic illness) occurring over the course of the lifespan will also be fully explored.

## THE PROGRAM'S STRUCTURE

The program consists of 120 hours of coursework which includes a Doctoral Project and the pre-doctoral internship. Students who enroll on a full-time basis can expect to complete the program in five years. The curriculum consists of core courses usually completed in the first three to five semesters followed by more advanced coursework including those required for the concentration area chosen by the individual student. The internship experience is required and may be completed on a full-time basis in the final year of the program or students may elect to distribute the internship over the final two years of the program.

Students entering the program with an earned Master's degree in psychology or a closely related field may petition to have up to 24 units of core coursework transferred to meet degree completion requirements. Students who wish to pursue this option must do so during the admissions process. In cases where the maximum number of units are accepted for transfer credit, students can expect to complete the program in four years, if attending full-time.

Some students may petition to complete the program on a part-time basis. Students electing to attend part-time must meet with the Program Director to design a Modified Program of Study. The Modified Program of Study will be included in the student's academic file.

## PRACTICUM

Students are required to acquire clinical experience, known as practicum placements, prior to applying for the pre-doctoral internship. A minimum of 900 hours of supervised clinical experience must be completed prior to making application to the internship. Students may elect to complete this requirement over a two or three year time frame. Individuals with extensive clinical experience prior to entering the program may petition to have a portion of this previous experience applied to the overall practicum requirement.

## INTERNSHIP

Students are required to complete a minimum of 1,500 hours of supervised clinical experience at the internship level. This experience may be completed as a one-year full-time internship or two half-time internships distributed over two years. Internships should be either American Psychological Association (APA) accredited or approved by either the Association of Pre and Post Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Clinical Placement Office assists students with the identification of appropriate internships and the application process.

## 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 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 seek consultation.

## FINAL CLINICAL EVALUATION DEMONSTRATION (FCED)

During the final year of enrollment, students are required to make a presentation that demonstrates their ability to integrate theory and practice and to apply empirical research findings in clinical settings. This presentation should also demonstrate the student's understanding of professional ethics and standards of practice.

## LICENSURE

The doctoral program meets all the academic requirements for licensure as a Psychologist in the State of California. Students are encouraged to contact the Board of Psychology for complete information regarding licensing requirements ([www.psychboard.ca.gov](http://www.psychboard.ca.gov)).

Phillips Graduate Institute will apply for accreditation from the American Psychological Association (APA) as soon as the program is eligible. Students enrolled in the program at the time of APA accreditation will be considered to have graduated from an APA-accredited program.

## 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 from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A Grade-Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement.

3. Demonstration of English proficiency may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
  - Application form
  - Personal Goals statement
  - Three (3) recommendations
  - Undergraduate and graduate (if applicable) transcripts
  - Résumé or Statement of Experience
  - Payment of application fee
5. Admissions Interview.

## DOCTOR OF PSYCHOLOGY IN CLINICAL FAMILY PSYCHOLOGY

120 units

### YEAR ONE

#### Semester One

- PSY675 Theories of Personality (3 units)  
 PSY676 Systems Theory and Marital & Family Therapy (3 units)  
 PSY677 Psychopathology (3 units)  
 PSY680 Case Conference–I: Clinical Interviewing Skills (3 units)

#### Semester Two

- PSY660 Perspectives on Human Sexuality (2 units)  
 PSY681 Case Conference–II: Theory and Practice of Group Psychotherapy (3 units)  
 PSY690 Legal, Ethical and Professional Practice in Psychology (2 units)  
 PSY691 Foundations of Psychology: Cognitive and Affective Bases of Behavior (2 units)  
 PSY692 Foundations of Psychology: Biological Psychology (2 units)  
 PSY683 Professional Seminar (1 unit)

### YEAR TWO

#### Semester Three

- PSY685 Case Consultation–I (2 units)  
 PSY679 Measurement Theory and Test Construction (2 units)  
 PSY693 Foundations of Psychology: Social Bases of Behavior (3 units)  
 PSY705 Statistics (2 units)  
 PSY714 Diversity Laboratory–I (3 units)  
and Field Study Practicum

#### Semester Four

- PSY686 Case Consultation–II (2 units)  
 PSY689 Issues of Family Violence: Partner, Spousal and Child Abuse (1 unit)  
 PSY694 Foundations of Psychology: History and Systems (2 units)  
 PSY715 Diversity Laboratory–II (3 units)  
 PSY711 Family Constellations and Family Assessment Measures (2 units)  
 PSY716 Research Methodology (2 units)  
and Field Study Practicum

### YEAR THREE

#### Semester Five

- PSY695 Foundations of Psychology: Lifespan Development (2 units)  
 PSY703 Psychological Assessment–I: Intelligence Testing (3 units)  
 PSY717 Program Evaluation (2 units)  
 PSY741 Intervention Strategies–II: Cognitive Behavioral and Empirically Supported Treatments (3 units)  
 PSY743 Intervention Strategies–IV: Psychotherapy with Children and Adolescents (2 units)  
and Field Study Practicum

#### Semester Six

- PSY704 Psychological Assessment–II: Measures of Personality (3 units)  
 PSY740 Intervention Strategies–I: Family Systems and Postmodern Therapies (3 units)  
 PSY744 Intervention Strategies–V: Partners/Couples Therapy (2 units)  
 PSY8xx Concentration Courses (4 units)  
and Field Study Practicum

### YEAR FOUR

#### Semester Seven

- PSY742 Intervention Strategies–III: Psychodynamic Theory (3 units)  
 PSY800A Doctoral Project–I (3 units)  
 PSY880 Theory and Practice of Psychology: Consultation and Supervision (2 units)  
 PSY8xx Concentration Courses (4 units)  
and Field Study Practicum  
Or  
 PSY742 Intervention Strategies–III: Psychodynamic Theory (3 units)

- PSY800A Doctoral Project–I (3 units)  
 PSY901A Internship (2 units–20 hours per week)

#### Semester Eight

- PSY718 Psychopharmacology (2 units)  
 PSY800B Doctoral Project–II (3 units)  
 PSY8xx Concentration Courses (7 units)  
and Field Study Practicum  
Or  
 PSY718 Psychopharmacology (2 units)  
 PSY800B Doctoral Project–II (3 units)  
 PSY901B Internship (2 units–20 hours per week)

### YEAR FIVE

#### Semester Nine

- PSY900A Internship (4 units–40 hours per week)  
Or  
 PSY880 Theory and Practice of Psychology: Consultation and Supervision (2 units)  
 PSY8xx Concentration Courses (4 units)  
 PSY901C Internship (2 units–20 hours per week)

#### Semester Ten

- PSY900B Internship (4 units–40 hours per week)  
Or  
 PSY718 Psychopharmacology (2 units)  
 PSY8xx Concentration Courses (4 units)  
 PSY901D Internship (2 units–20 hours per week)

## 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 112 units of core courses, with an overall GPA of 3.0 or higher.
- Successful completion of eight (8) units of pre-doctoral internship.
- Successful completion of Final Clinical Evaluation Demonstration (FCED).
- Successful completion of Doctoral Project.
- Intent to Graduate form on file with the Registrar at least 60 days prior to the date when a student expects to meet all graduation requirements.



- Payment in full of all financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provision to the Library of a copy of the Doctoral Project, ready for binding.
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

## COURSE DESCRIPTIONS

### PSY660 PERSPECTIVES ON HUMAN SEXUALITY

#### 2 units

This course addresses the physiological, psychological, and socio-cultural aspects of sexual development, sexual behavior and function, and sexual identity. The effectiveness of current diagnostic and therapeutic approaches in the treatment of sexual disorders are reviewed.

### PSY675 THEORIES OF PERSONALITY

#### 3 units

This course explores the major theoretical approaches to and research on personality and behavior change. Though contemporary theories are discussed, these approaches are surveyed from a historical perspective and include theories and concepts drawn from psychodynamic, behavioral, cognitive, and humanistic-existential models.

### PSY676 SYSTEMS THEORY AND MARITAL AND FAMILY THERAPY

#### 3 units

This course offers a review of systems theory and family therapy theories and models. The well-functioning family and family psychopathology are considered including factors that may lead to the development of symptoms within a family. The family is also considered within the larger community context. Techniques in family psychology including marital and family therapy are discussed.

### PSY677 PSYCHOPATHOLOGY

#### 3 units

This course addresses individual psychopathology considered within the context of the interaction between individual, family, biological, and environmental factors. Students develop

clinical interviewing and diagnostic skills through examination and use of the DSM IV-TR throughout the course.

### PSY679 MEASUREMENT THEORY AND TEST CONSTRUCTION

#### 2 units

This course examines issues involved with measuring psychological processes especially viewed from a multicultural perspective (e.g. the effect of race and culture on test results). Measurement theory and the construction and validation of psychological tests and other survey instruments are addressed.

### PSY680 CASE CONFERENCE-I: CLINICAL INTERVIEWING SKILLS

#### 3 units

Principles of communication and listening skills are introduced, demonstrated, and practiced through didactic and experiential exercises. Throughout the course, students observe therapy conducted by the instructor/psychologist behind a one-way mirror and engage in a discussion of the clinical work observed. Students are also oriented to the practice of psychotherapy (e.g. establishing a therapeutic contract and understanding confidentiality).

### PSY681 CASE CONFERENCE-II: THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY

#### 3 units

This course provides an in-depth understanding of the nature, scope, issues, and processes involved in group interactions. Students engage in skills training through experiential exercises that integrate group theory with actual experience and develop beginning level skills in group facilitation.

### PSY683 PROFESSIONAL SEMINAR

#### 1 unit

This seminar considers the profession of psychology and serves to socialize the student into the profession. Discussion of the roles and responsibilities of psychologists and how they are differentiated from other mental health professionals occurs. Students craft a professional development plan by the end of the course.

### PSY685, 686, 687, 688

#### CASE CONSULTATION I-IV

#### 2/2/1/1 units

Students receive consultation from the practicum instructor and feedback from student peers while discussing clinical issues based on their field placement, and related professional issues.

### PSY689 ISSUES OF FAMILY VIOLENCE: PARTNER, SPOUSAL, AND CHILD ABUSE

#### 1 unit

This course discusses the identification of partner/spousal and child abuse and addresses related legal, ethical, and clinical ramifications of working with victims and perpetrators of abuse. Contemporary issues are highlighted.

### PSY690 LEGAL, ETHICAL AND PROFESSIONAL PRACTICE IN PSYCHOLOGY

#### 2 units

This course reviews aspects of California and related laws, ethical principles, and professional practice issues relevant to the practice of psychology and psychotherapy. Discussion includes such topics as: confidentiality and privilege, family law regarding divorce and child custody, a review of the American Psychological Association's (APA) ethical code of conduct, and policies established by the California Board of Psychology.

### PSY691 FOUNDATIONS OF PSYCHOLOGY: COGNITIVE AND AFFECTIVE BASES OF BEHAVIOR

#### 2 units

Basic principles and theories of cognitive and affective processes are examined, including classic and operant conditioning, information processing and the impact of cognition and affect on the individual and social systems.

### PSY692 FOUNDATIONS OF PSYCHOLOGY: BIOLOGICAL PSYCHOLOGY

#### 2 units

Covered in this course are anatomy and physiology, brain and neurological functioning, developmental disabilities, organically based dysfunction, and chemical and hormonal regulation.

**PSY693 FOUNDATIONS OF PSYCHOLOGY:  
SOCIAL BASES OF BEHAVIOR**

**3 units**

This course offers a comprehensive study of the traditional approaches to understanding the social aspects of human behavior. Topics include attitudes and attitude change, socialization, attribution theory, social influence theory, interpersonal attraction and small group interaction.

**PSY694 FOUNDATIONS OF  
PSYCHOLOGY: HISTORY AND SYSTEMS**

**2 units**

Considered in this course are the historical and philosophical development of psychology as well as current psychological theoretical approaches.

**PSY695 FOUNDATIONS OF  
PSYCHOLOGY: LIFESPAN DEVELOPMENT**

**2 units**

This course surveys the theories and research regarding life-span development and personality formation including the impact of social phenomena on human development.

**PSY703 PSYCHOLOGICAL ASSESSMENT—I:  
INTELLIGENCE TESTING**

**3 units**

This course focuses on the administration, scoring, interpretation, and reporting of the most commonly used measures of intelligence (e.g. WAIS II). Students will engage in psychological testing and report writing as essential elements of the course. Issues related to the impact of race, gender and culture on intelligence testing are discussed.

**PSY704 PSYCHOLOGICAL ASSESSMENT—II:  
MEASURES OF PERSONALITY**

**3 units**

This course focuses on objective (e.g. MMPI, Million) and projective (e.g. Rorschach, projective drawings) assessments of personality. Students engage in psychological testing and report writing as essential elements of this course. Issues related to the impact of race, gender and culture on personality assessment are discussed.

**PSY705 STATISTICS**

**2 units**

This course offers an overview of statistics and statistical procedures needed by intelligent consumers to critically evaluate research. Topics covered include descriptive statistics, correlation and inferential statistics, sampling theory and applications determining statistical reliability.

**PSY711 FAMILY CONSTELLATIONS AND  
FAMILY ASSESSMENT MEASURES**

**2 units**

Issues relating to all aspects of family composition in the context of culture are considered including: traditional and non-traditional family constellations (e.g. single-parent, divorced, blended, bi-cultural, and gay and lesbian), characteristics of healthy families, and the impact of adoption issues, divorce, and chronic illness on the family. Assessment instruments used to evaluate aspects of family functioning are also examined.

**PSY714 DIVERSITY LABORATORY—I**

**3 units**

This is the first part of a two semester course sequence which provides students an intensive laboratory experience in which to examine his/her beliefs about race, culture, gender, sexual orientation, socio-economic class, physical abilities, religion and aging.

**PSY715 DIVERSITY LABORATORY—II**

**3 units**

This course continues the experiential opportunities provided in Diversity Laboratory—I with an additional emphasis on issues of oppression and privilege.

**PSY716 RESEARCH METHODOLOGY**

**2 units**

Conceptual and methodological issues and techniques, which have been shown to have specific usefulness in psychological research, are the focus of this course. Topics include hypotheses development, use of human participants in research, reliability and validity, observational methods, and survey and longitudinal designs.

**PSY717 PROGRAM EVALUATION**

**2 units**

This course explores the research methods related to program evaluation including quantitative, qualitative, and quasi-experimental designs.

**PSY718 PSYCHOPHARMACOLOGY**

**2 units**

This course reviews the neurobiology and mechanisms of action for commonly prescribed psychotropic medications and issues related to compliance, the effects and side effects of medications. The roles of gender, culture, age, and related factors on medication use are considered. The role of the psychologist as a provider of medication is highlighted.

**PSY740 INTERVENTION STRATEGIES—I:  
FAMILY SYSTEMS AND POSTMODERN  
THERAPIES**

**3 units**

This course places special emphasis on use of post-modern or collaborative approaches to therapy for working with individual, couple of family problems. Solution focused and narrative approaches to therapy are highlighted and students analyze case material and develop interventions based on these approaches.

**PSY741 INTERVENTION STRATEGIES—II:  
COGNITIVE BEHAVIORAL AND  
EMPIRICALLY SUPPORTED TREATMENTS**

**3 units**

This course reviews the theory and application of cognitive behavioral therapy and assists students in developing therapeutic skills utilizing cognitive behavioral techniques. Empirically supported treatments for a variety of presenting concerns are also reviewed. Interventions designed to impact mood states, thoughts and behaviors are highlighted.

**PSY742 INTERVENTION STRATEGIES—III:  
PSYCHODYNAMIC THEORY**

**3 units**

This course provides a historical overview of psychodynamic theory with an emphasis on contemporary approaches to psychodynamic psychotherapy. This includes a review of brief dynamic therapies and treatment of individuals on the narcissistic-borderline spectrum.

**PSY743 INTERVENTION STRATEGIES—IV:  
PSYCHOTHERAPY WITH CHILDREN AND  
ADOLESCENTS**

**2 units**

This course is designed to review the development and psychotherapy of children and adolescents and to provide an overview of contemporary approaches to treating children and adolescents. Treatment of children and adolescents is considered in the context of family and cultural factors.

**PSY744 INTERVENTION STRATEGIES—V:  
PARTNER/COUPLES THERAPY**

**2 units**

This course examines theory and therapeutic interventions for working with intimate partnerships. An in-depth survey of theoretical models and treatment of relational problems from psychodynamic (e.g. Scharff & Scharff), behavioral (e.g. Jacobsen), integrative (e.g. Christianson), and post-modern or collaborative approaches occurs.

**PSY800A-B DOCTORAL PROJECT—I & II**  
**3 units each**

This course assists each student with the development and completion of a literature review and research proposal used as the basis of the student's independent research project. Acceptable methodologies include program development, program evaluation, case study, empirical project, and manuals on special topics.

**PSY880 THEORY AND PRACTICE OF  
PSYCHOLOGY: CONSULTATION AND  
SUPERVISION**

**2 units**

This course provides a general introduction to the conceptual and empirical literature on clinical supervision and consultation.

**PSY900A-B INTERNSHIP**  
**4 units each**

Students are required to complete an internship as part of their academic program. This internship is completed as a full-time, 40-hour per week experience completed over the course of the fifth year of program. Students complete a minimum of 1500 hours of supervised clinical experience during this twelve month period. Internships must be approved by either the American

Psychological Association (APA), the Association of Pre and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

**PSY901 A-D INTERNSHIP**

**2 units each**

Students are required to complete an internship as part of their academic program. This internship is completed as a part-time, 20-hour per week clinical experience distributed over the last two years of a student's academic program. Students complete a minimum of 750 hours of supervised clinical experience each year. Internships must be approved by either the American Psychological Association (APA), the Association of Pre and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

**PSY795 DIRECTED STUDIES**

**1-3 units**

Independent coursework is provided under the supervision of selected faculty on topics related to Clinical Family Psychology. Directed studies may be completed for one to three units based on recommendation by the faculty.

## OFFICE OF ADMISSIONS

The Office of Admissions is a resource to all candidates interested in the programs being offered at Phillips. This Admissions section 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. Regular business hours are 9:00 a.m. to 6:00 p.m., Monday through Thursday, and 9:00 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 Workshops 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 Workshops, please call the Office of Admissions at (818) 386-5660.

## APPLICATION DEADLINES

Application deadlines are as follows:

### Master's Programs:

Semester      Priority Application Deadline

#### Fall 2002:

Classes begin week of  
September 9 ..... August 2, 2002

#### Spring 2003:

Classes begin week of  
January 13 ..... December 2, 2002

#### Summer 2003:

Classes begin week of  
May 27 ..... April 15, 2003

#### Fall 2003:

Classes begin week of  
September 5 ..... July 29, 2003

### Doctoral Program:

Semester      Priority Application Deadline

#### Fall 2002:

Classes begin  
September 4 ..... February 1, 2002

#### Fall 2003:

Classes begin  
September 5 ..... January 31, 2003

Applications must be postmarked on the Priority Application Deadline date or hand-delivered to the Admissions Office by 6:00 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

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 three Recommendations from individuals with knowledge of your academic professional potential and official transcripts from all previous colleges attended. These are to be sent directly to the Office of Admissions and received by the Priority Application Deadline. (See Transcripts and Recommendations sections.)

4. Submit all application documents and application fees (see Application Form and Application Fees sections) by the Priority Application Deadline to the:
  - 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)

For admission submit the Phillips Graduate Institute Application along with all required documentation. Ensure that the form is fully completed, signed and dated.

## POST-ACCEPTANCE APPLICATION TO SUPPLEMENTAL PROGRAMS

Students often 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 may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met 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 coursework, as well as additional recommendations. 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

An Application Fee of \$75.00 is to be submitted with an application received by the Priority Application 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 a 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 official transcripts from all colleges/universities attended, foreign and domestic. Transcripts for 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 were completed with pass/fail grades, 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 or a Grade Point Average Exemption Petition must be submitted with the application for admission. (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 required to submit a Grade Point Average Exemption Petition with their application. Along with the petition, the applicant must submit a two-four page, double-spaced typed statement explaining past, special or personal circumstances that contributed to a GPA below 3.0 (This statement is required in addition to a Goals Statement/Essay).

## PREREQUISITE COURSE REQUIREMENTS

The following degree 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
- Doctor of Psychology in Clinical Family Psychology

Please review the Program section(s) of this catalog in order to determine further requirements and/or contact the Office of Admissions for assistance.

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

## REQUEST FOR TRANSFER OF CREDIT

The maximum number of units a degree-seeking student may transfer in at the master's level is nine (9) units. The maximum number of units a Pupil Personnel Services (PPS) Credential-seeking student may transfer in is sixteen (16) units. The maximum number of units a doctoral-level student may transfer in is twenty-four (24) 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. Applicants are strongly encouraged to seek academic advisement from the Program Director in regards to credit transferability prior to enrollment, and all requests for transfer of credit should be submitted with the Application for Admission. However, requests must be received by the Office of Admissions prior to the start of classes for courses scheduled within the first semester. Requests must be submitted no later than the end of the first semester of attendance for courses scheduled after the first semester, or the request will not be considered. Any requests received after the first semester of attendance will not be considered.

To be eligible for transfer credit, units must be earned at the graduate level 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.

Even if credit is granted, a student may be required to audit coursework as deemed appropriate by the Program Director.

## 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 nine (9) 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. 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.

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 eleven (11) units per semester. The maximum graduate course load is eighteen (18) units per semester. 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 appropriate Program Director.

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.

Applicants/students should consult with the Director of Financial Aid in regards to the impact of additional units on financial aid eligibility.

## GOALS STATEMENT/ESSAY

The Goals Statement is an important part of Phillips' application process. Applicants are required to submit a three- to seven-page, double-spaced, typed essay outlining an autobiographical essay describing personal, professional, and educational history, specifying how these elements interrelate with the chosen field of study and career objectives. This section of the essay will give the Admissions Committee insight into the applicant and what history has brought him/her to this point in his/her life; a sense of the applicant's capacity for introspection, reflection, and critical thinking; and an indication of the applicant's understanding of commitment to serious master's or doctoral level work.

The applicant should also describe his/her current personal, intellectual, professional interests and activities, giving particular attention to the nature of his/her work, studies and current reading, areas of special interest, and career plans. The applicant should indicate reasons for seeking a degree from Phillips Graduate Institute. This section of the essay will help the Admissions Committee understand the nature of the applicant's life now and how master's or doctoral level study will be integrated into it; why the applicant wants to obtain a master's or doctoral degree; and why he/she feels prepared to study at the master's or doctoral level; and how the applicant came to know about and why he/she chose Phillips Graduate Institute.

Please note: Merely submitting a resume, curriculum vitae, or one-page synopsis will not be regarded as an adequate goals statement/essay.

## VITAE/RÉSUMÉ/STATEMENT OF EXPERIENCE

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

## RECOMMENDATIONS

Three recommendations are required for applicants to all programs. The recommendations must be completed on the Phillips Graduate Institute Recommendation Form, and may be submitted directly to the Office of Admissions. Applicants should select non-family members to provide recommendations.

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

Applicants should provide the people chosen to write recommendations 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. Recommendations should be received in the Office of Admissions by the Application Priority Deadline date. Failure to receive recommendations 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 are received by the Office of Admissions before the Priority Application Deadline date.

## ENGLISH PROFICIENCY

Demonstration of English proficiency, in both verbal (i.e. class participation and interpersonal communication in clinical settings) and written form (i.e. test-taking, professional papers, and other assignments), is required throughout the course of study to maintain satisfactory academic progress. Failure to do so will result in the student's required completion of English as a Second Language (ESL) courses or other remediation 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.

## TEST SCORES

Standardized test scores are not typically required of applicants to any program at Phillips Graduate Institute except the Master's in School Counseling and the Pupil Personnel Services (PPS) Credential programs. Applicants applying to the School Counseling/PPS Credential programs are required to have taken the California Basic Education Skills Test (CBEST) prior to regular admission. A student must present evidence of passing the CBEST within three months of matriculation in order to remain in the program (see Regular Admission Standing). Passing the CBEST is a non-negotiable state of California requirement in order to receive the Pupil Personnel Services (PPS) Credential.

In some cases submission of the Test of English as a Foreign Language (TOEFL) scores may be required as part of demonstration of English proficiency.

## 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. 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.

## 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 the resident 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 is required (see English Proficiency and Test Scores sections of this catalog).
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 are required to complete the application process, and applicants are encouraged to express mail these documents directly to Phillips. An Offer of Admission with Regular 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 for regular admission, and application fees are nonrefundable.

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 Application Deadline date, an applicant will be notified of admission status within three weeks of the Admissions Interview via United States mail.

If an application and all supporting documentation are received after the Priority Application Deadline date, an applicant will be notified of admission status within three weeks of the admissions interview 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 two standings. Regular Admission Standing is extended to students that meet all admissions requirements. 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 take coursework must have a bachelor's degree from a regionally accredited college or university.
- A student must have a cumulative undergraduate (and graduate, where applicable) grade point average of 3.0 or higher on a 4.0 scale or a Grade Point Average Exemption Petition must be submitted and approved by the Admissions Committee.
- A student must meet all program-specific course requirements or have a plan for completion of such coursework approved by the Program Director prior to admission.
- Applicants to the Master of Arts in School Counseling or Pupil Personnel Services (PPS) credential must have taken the CBEST.
- A student must submit a completed application, including the application fee and all required documentation.

### 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 eight weeks of the conditional acceptance date in order to remain enrolled in the program.

Academic credit will not be granted to 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 will be transferred to Regular Admission Standing once all documentation is received and evaluated, or the 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 on a space-available basis and may not apply more than nine (9) units of non-degree status Phillips coursework toward a Phillips degree. Some coursework is not available to non-degree stasured students.

### AUDITING

Prospective students and other interested people are welcome to visit an individual class at Phillips by prearrangement with the Office of Admissions and the instructor. Permission to visit a class on a regular basis, or auditing, must be arranged through the appropriate Program Director. Typically, auditing is available only to matriculated (degree-seeking) students. However, students who are not pursuing a degree at Phillips may request permission to audit from the Program Director. Audited courses earn neither academic credit nor continuing education units, and may not be used to meet degree requirements.

Students auditing a course should register using the appropriate forms in the Registrar's office. Students may not change their registration from auditing to credit status once the semester has begun. However, a student may move from credit to auditing status within the designated add/drop period at the start of a semester. The Registrar will keep a record of the student's participation in the course as an auditor, which will appear on a transcript if requested by the student.

Auditing Fees: The fee for auditing a course is 50% of regular tuition. (Note: Financial Aid cannot be used to pay auditing fees.)

### 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 seated until a future semester due to space limitations. Spaces are reserved based on the receipt dates of Intent-to-Enroll forms. If this 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.

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.

### 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 is applied to tuition at registration. A student who defers their enrollment to a future class start date within one academic term 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 deferment period is greater than one academic term, the deposit is nonrefundable.

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



## 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 deferment has been approved.

If a student defers enrollment and fails to begin classes, the tuition deposit is nonrefundable. A deferment does not guarantee acceptance to a future start date beyond the deferment 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 AID 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 financial 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 academic).
- Not be in default on any Title IV loan 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](http://www.fafsa.ed.gov).

Also required for submission: a copy of the previous year's federal income 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 students through the completion of this process.

## FEDERAL LOAN PROGRAM

Phillips Graduate Institute participates in administering the Federal Stafford Loan Program (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 loans 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 with Regular Admission Standing by the Office of Admissions before the loan process can be completed.

## 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. Contact the Office of Financial Aid at (818) 386-5635 for more information.

## 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 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.

## Responsibilities

1. All financial aid recipients agree to carry and complete a specific number of units each semester. They must 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.) ..... \$590
- Tuition per unit (Psy.D.) ..... \$605
- Late registration fee ..... \$50  
(If registering after the official registration period)
- Professional Development Fee (M.A.) ..... \$500/semester  
(Psy.D.) ..... \$750/semester
- Administration Fee (M.A.) ..... \$650/year
- Administration Fee (Psy.D.) ..... \$1,300/year
- Administration Fee (Postgraduate Programs) ..... \$325/semester

## MISCELLANEOUS FEES

- Returned Check Charge ..... \$15
- Transcript Processing Fee ..... \$8
- Each Additional Transcript ..... \$5  
(Processed at the same time)
- Rush Transcript Processing Fee ..... \$20
- Prepayment discount ..... (\$250)  
(If entire year's tuition is paid in full)
- 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  
American Express, MasterCard and VISA  
credit cards are accepted.

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

## PAYMENT OPTIONS

Students have the following payment options:

- Payment in full, for the year  
(pre-payment 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 the balance due are produced each month. Any unpaid portion or late payments are subject to a 1.5% delinquency charge. A student's financial obligation to Phillips Graduate Institute 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 are extended 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 and not to fees):

- During the first 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%

Financial Aid recipients who withdraw from Phillips Graduate Institute due to a leave of absence or withdrawal will have the assessed fees and tuition calculated under the Federal Title IV Regulations. Please see the *Phillips Graduate Institute Student Handbook* for further information.

### CONFLICT RESOLUTION

Phillips is committed to providing outstanding customer service, and seeks to resolve any conflicts in a respectful and timely fashion. For conflict resolution regarding admissions, student services and/or financial aid, please contact the Vice President of Student Services and Enrollment Management at (818) 386-5634.

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.

## 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 academic probation or expulsion.

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

### SCIENTIFIC MISCONDUCT

Phillips Graduate Institute requires 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 his/her 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:

<u>Grade</u>	<u>Grade Points</u>
A+/A =	4.0
A =	3.7
B+ =	3.3
B =	3.0
B- =	2.7
C+ =	2.3
C =	2.0
C- =	1.7
D+ =	1.3
D =	1.0
D- =	0.7
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 student’s final course grade.

### SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress status throughout their enrollment at Phillips Graduate Institute. A student is considered to be maintaining Satisfactory Academic Progress if either one of the following is true: The student’s cumulative grade point average is 3.0 or better, or the student has met with his/her faculty advisor to collaboratively construct a remediation plan, which is on file in the student’s record. 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. 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.

### 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 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 the class is either canceled or rescheduled to a future term.

Phillips Graduate Institute attempts to accommodate the scheduling requests of all students. At times, a class, or section of a class, 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.

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

### 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 Vice President of Academic Affairs 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 admission 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 will be reviewed by the Vice President of Academic Affairs 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 as articulated in the *Phillips Graduate Institute Student Handbook* and this catalog.

## **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 Vice President of Academic Affairs.

## CLINICAL PLACEMENT SERVICES

Phillips' students in all clinical programs receive assistance with their field placement 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 (part of the academic requirement) in an approved training agency prior to degree completion. The practicum experience, part of the student's clinical training, allows students to provide counseling services to clients 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 of coursework and have been designated by Phillips' faculty as trainees who are 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 Psy.D. 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 last year) or two half-time internships (during the last two 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 American Psychological Association (APA), the Association of Postdoctoral and Internship Centers (APPIC) or by the California Psychology Internship Council (CAPIC). The Clinical Placement Office will help students identify appropriate internships.

While Phillips makes every effort to inform students about 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

The California Family Counseling Center, known as CalFam, provides clinical training for doctoral level and master's level students and interns and affordable counseling and psycho-educational services to the community. A service of Phillips Graduate Institute, CalFam offers a wide range of clinical experiences at the Institute and at a variety of sites throughout the San Fernando Valley. In thirty years, CalFam has helped over 44,000 families reach a higher level of functioning while training beginning and advanced clinicians to work with individuals, couples, families, children, adolescents and seniors. Group therapy is offered around a variety of topics including: Parent Education and Support, Anger Management for Adults and Teens, Adjusting to Separation or Divorce, Women's Issues, Domestic Violence, and Grief and Loss. Specialized training for work with children, juvenile offenders, the elderly and Spanish speaking communities are offered at CalFam and at local schools, probation facilities and elderly residential settings. Fees are based on the client's ability to pay and scholarships are available for clients in need.

## 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, externship and internship programs are supervised by Phillips' 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.

## CHILD THERAPY IN A SCHOOL SETTING PROGRAM

CalFam's Child Therapy in a School Setting 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 Violence Prevention Program, teacher training in communication skills and conflict management, and parenting skills classes are active parts of the Child Therapy in a School Setting Program.

## 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. These services are offered at Phillips/CalFam and to local schools.

## SPEAKERS' BUREAU

The Speakers' 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.

## 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 have been developed and implemented with a variety of 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 private colleges such as Pepperdine University and Mount Saint Mary's College and other schools within the California State University System, convene to discuss pertinent issues in education and training.

## COMMUNITY EVENTS

A priority for 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.

## 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 fields of psychology, organizational behavior and related disciplines.

Students may utilize state-of-the-art information technology, including 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](http://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.

During registration at the start of each semester students have the option to purchase a "Book Box" which contains 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. Customers may purchase books by phone and arrange to have materials left at the reception desk or mailed to their home or office. Contact the bookstore for current hours and 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 and professional abilities. Honor Society members are expected to offer service to Phillips Graduate Institute and in their communities. Induction ceremonies are conducted annually.

## ALUMNI RELATIONS

The Phillips Alumni Association provides a myriad of valuable 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 all Alumni Association mailings, and inclusion in the Alumni Referral Directory.

The Phillips Alumni Association provides several other important opportunities for graduates. Licensed practitioners may become providers of counseling services to current Phillips' students, or serve as Volunteer Supervisors to Student Trainees and Marriage and Family and Doctoral Interns at the California Family Counseling Center (CalFam). Practitioners have the opportunity to become adjunct faculty members at Phillips, serving as classroom instructors and Practica and Case Conference Leaders. Alumni from all programs have the opportunity to serve as mentors to current students and to become involved in the many events and services that Phillips provides within the Institution and the community, including the Phillips Speaker's Bureau.

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 the 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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*Program Director*  
University of Southern California

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California Family Study Center

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California Family Study Center

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Private Practice  
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California Family Study Center

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California Family Study Center

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*Program Director*  
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Los Angeles

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American Behavioral Studies Institute

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Loyola Marymount University,  
Los Angeles

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Loyola Marymount University,  
Los Angeles

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Loyola Marymount University,  
Los Angeles

Joyce Wexler-Ballard, M.A., M.S.W.  
M.A.: Loyola Marymount University,  
Los Angeles  
M.S.W.: University of California,  
Los Angeles

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Michelle Browning, Ph.D.  
*Program Co-Director*  
University of Southern California

Mary-Ann Pomerleau, Ed.D.  
*Program Co-Director*  
Pepperdine University

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University of Southern California

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University of South Dakota

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California Family Study Center

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University of California, Los Angeles

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*Program Director*  
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California Family Study Center

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California Family Study Center

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University of California, Los Angeles

Sylvie Taylor, Ph.D.  
University of California, Los Angeles

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Barbara Lipinski, Ph.D.  
*Program Director*  
University of Southern California

Ana Luisa Bustamante, Ph.D.  
University of Arizona

Stephen Cheung, Psy.D.  
Baylor University

Jodi Kussin, Ph.D.  
California School of Professional  
Psychology

Michael Laurent, Ph.D.  
University of Southern California

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Practice, Babson College

Sabrina Brahms, M.A.  
Researcher

George Caballero, M.S.W.  
Private Practice

Elaine Craig Segal, Ph.D.  
Consultant

Kendall Evans, M.A.  
Director of Another Way

Ester Gillies, M.S.W.  
Advisor to National Center on Child  
Abuse and Neglect; Advisor to Child  
Maltreatment and Family Violence  
Program, UCLA, Los Angeles

Marsha Lewis, M.A.  
Private Practice

Michael Mahdesian, M.A.  
Professional Mediator, Private Practice

David Marsten, M.S.W.  
Private Practice

Dick Meza, Ph.D.  
Owner, Interaction and Associates

Norman Riggs, M.B.A.  
Senior Consultant, Management  
Consulting Services

Julian Sonn, Ph.D.  
Director, Visions Africa/Skills Accel

Richard Varnes, Ph.D.  
Consultant, Private Practice

Derek D'Sa, M.B.A.  
San Jose State University

David Fente, M.A.  
California Lutheran University

Dann Grindeman, Ph.D.  
Oregon State University

Lynda Harbert, M.A.  
University of Southern California

Diane J. Lee, M.A.  
Phillips Graduate Institute

Barbara Pavlo, Psy.D.  
Ryokan College

Lisa Porché-Burke, Ph.D.  
Notre Dame University

Pamela Roylance, M.A.  
Portland State University

Mike Rubell, M.B.A.  
Pepperdine University

Julia J. Underwood, Ph.D.  
California School of  
Professional Psychology

John J. Usera, Ph.D.  
Kansas State University

Beverly Yahr, Ph.D.  
The Fielding Institute

#### **SCHOOL COUNSELING**

Maria Elena Tostado, M.A.  
*Program Director*  
California Lutheran University

Deborah Buttitta, M.A.  
*Program Co-Director*  
California Family Study Center

Judy Davis, M.A.  
*Associate Program Director*  
Phillips Graduate Institute

Sue Lepisto, M.A.  
*Program Coordinator*  
California Lutheran University

Barbara Bizar, M.A.  
California State University, Northridge

Elvy Campo, M.A.  
Azusa Pacific University

Judy Chaisson, M.A.  
College for Developmental Studies

Barbara Fuller, Ed.D.  
University of Southern California

Gail Gold, M.A.  
California Family Study Center

Diane Kloosterman, Ph.D.  
Nova Southeastern University

Carla Kurachi, M.A.  
California State University, Northridge

Carol Morgan, M.A.  
M.A.: Phillips Graduate Institute  
M.A.: California State University,  
Los Angeles

Sharon Pace-Thomas, M.A.  
California Lutheran University

Mary-Ann Pomerleau, Ed.D.  
Pepperdine University

Margo Shapiro, M.A.  
California Family Study Center

Jim Szabo, M.A.  
University of California, Los Angeles

Sylvie Taylor, Ph.D.  
University of California, Los Angeles

#### **CLINICAL FAMILY PSYCHOLOGY (PSY.D.)**

Barbara Lipinski, Ph.D.  
*Program Director*  
University of Southern California

Ana Luisa Bustamante, Ph.D.  
University of Arizona

Stephen Cheung, Psy.D.  
Baylor University

Jodi Kussin, Ph.D.  
California School of Professional  
Psychology

Michael Laurent, Ph.D.  
University of Southern California

Joan I. Rosenberg, Ph.D.  
University of Missouri, Columbia

Beverly Yahr, Ph.D.  
The Fielding Institute

#### **VISITING FACULTY ALL PROGRAMS**

John W. Altman, D.H.L.  
Weissman Professor of Entrepreneurial  
Practice, Babson College

Sabrina Brahms, M.A.  
Researcher

George Caballero, M.S.W.  
Private Practice

Elaine Craig Segal, Ph.D.  
Consultant

Kendall Evans, M.A.  
Director of Another Way

Ester Gillies, M.S.W.  
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Abuse and Neglect; Advisor to Child  
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Director, Visions Africa/Skills Accel

Richard Varnes, Ph.D.  
Consultant, Private Practice