

Course Catalog

Academic Year 2006-2007



We believe

Passionate

people can change the world.

PHILLIPS
GRADUATE
INSTITUTE

EDUCATION TRAINING COUNSELING

Mission

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

Core Values

The Challenge to Grow and Develop

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

Collaborative Involvement

This is the catalyst for innovative and effective solutions outside the organization.

Integrity

We encourage the making and honoring of commitments;
consistency and wholeness even under challenging circumstances.

Creativity

Institutional support for creativity helps to find new solutions and to look “out-of-the-box” for new opportunities in times of change.

Appreciation For Diversity

We can capitalize on the advantage of differences;
learn new ways of doing things from each other.

Contribution to Positive Social Change

Every person involved with Phillips Graduate Institute
contributes to the well-being of the community.

This contribution, however seemingly small, is eventually reflected at global levels.

Welcome to Phillips Graduate Institute

FROM ITS INCEPTION, PHILLIPS GRADUATE INSTITUTE HAS BEEN PASSIONATELY COMMITTED TO OFFERING OUR diverse population of students a wide range of innovative educational programs and training opportunities in the field of human relations.

Issues of diversity are central to the ethics and richness which guide the mission of Phillips Graduate Institute/California Family Counseling Center (CalFam). Our mission's overarching goal of enhancing relationships among individuals, families and organizations presents a challenge which Phillips/CalFam embraces and integrates in its planning and daily functioning. Accordingly, Phillips/CalFam's academic, field training and clinical programs encourage the growth and development of its diverse faculty, staff, students and service recipients.

Phillips Graduate Institute's commitment to diversity includes focused consideration of race, ethnicity, culture, gender, sexual orientation, socioeconomic status, age, spiritual or religious beliefs and disability as factors which have a salient impact on values, world views, and practices. The integrity of the Institution is strengthened by the consistent honoring of diverse individuals, dyads and groups under challenging circumstances. This requires an array of creative approaches to training, service provision, and problem solving in response to the complex needs of a variety of people who are working toward common goals.

Over the past 35 years, Phillips has earned a reputation for excellence by incorporating into our programs strong experiential components to complement and enhance classroom instruction. Our faculty maintain their proficiency and demonstrate their commitment to their chosen fields by continuing to be active participants in their areas of expertise. By working outside of the classroom, they are able to bring real-life experiences into their lectures to illustrate the academic principles that they teach. Institutional support for thinking beyond conventional approaches involving complementary efforts of people with various world views and skills has led to cutting-edge programs which are effective and highly regarded in the professional community. This in turn provides the building blocks for positive changes at various levels of human relationships and social systems.

Our students receive relevant practical training regardless of their program of study. Each student works with an academic advisor who helps to guide him/her during his/her course of study. Graduating from Phillips Graduate Institute with a well-rounded, integrated educational and training experience, our students have a solid foundation for professional excellence and continued personal growth.

Phillips Graduate Institute's 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 choose 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 Graduate Institute and look forward to having you become part of our family.

Warmly,



Lisa Porché-Burke, Ph.D.

President



Introduction

QUANTUM PHILLIPS PROGRAMS INTEGRATE ACADEMIC KNOWLEDGE AND theory with practical experience and training. Phillips Graduate Institute offers four Master of Arts degree (M.A.) programs, two Doctor of Psychology degree (Psy.D.) programs an art therapy post graduate program, and a range of elective courses designed to provide students with training in specialized areas of study. In addition, most programs offer the flexibility of extended or part-time academic plans, to further meet our students' needs.

Within the Master of Arts degree in Psychology, emphases include Marriage and Family Therapy and Marriage and Family Therapy/Art Therapy. Marriage and Family Therapy and Marriage and Family Therapy/Art Therapy students also have the option to add the Pupil Personnel Services credential to their program of study. Students in any of the Master's-level programs may select a concentration based upon a student's academic and clinical interests. Possible concentrations include Community Mental Health, Co-Occurring Disorders, Postmodern Therapies and a variety of clinical specializations.

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). In addition, the MFT/Art Therapy program meets the educational standards of the American Art Therapy Association (AATA). The Master of Arts degrees in School Counseling and School Psychology meet all academic requirements for Pupil Personnel Services (PPS) credentialing by the California Commission on Teacher Credentialing (CCTC).

The Clinical Psychology Doctoral Program (Psy.D.) offers two concentration options: Forensics and Issues of Culture and Diversity, and meets all the academic requirements for licensure as a clinical psychologist in the State of California. This doctoral program is designed to meet standards for accreditation by the American Psychological Association (APA) and is currently undergoing review for APA accreditation.

All Phillips degree programs are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Phillips Graduate Institute Goals and Objectives

Goals

GOAL 1: Students will gain knowledge and competency in human relations pertinent to their area of study.

GOAL 2: Students will develop professional skills pertinent to the application of human relations concepts in their area of study.

GOAL 3: Students will experience personal growth over the course of their time in the program.

Objectives

KNOWLEDGE BASES AND DIDACTIC LEARNING

Students will:

- Learn systems conceptualizations
- Demonstrate knowledge of systems theory
- Learn about individual differences and issues diversity
- Demonstrate knowledge of diversity issues
- Learn research and science as a foundation of human relations
- Demonstrate an ability to be ethical consumers of research

PROFESSIONAL SKILLS/PROFESSIONAL IDENTITY/APPLIED LEARNING

Students will:

- Develop into and act as ethical professionals in their disciplines
- Apply their knowledge and competency in human relations areas by providing services to local communities and to underserved populations
- Demonstrate application of principles of civility and tolerance in working with others
- Demonstrate that they value issues of diversity in their professional identity and where they choose to provide services
- Demonstrate an ability to use research and science in providing human relations services
- Demonstrate an understanding of professionalism regarding ethical business practices and basic management

PERSONAL GROWTH AND EXPERIENTIAL LEARNING

Students will:

- Have an awareness of impact of self on others and of others on self
- Demonstrate that they are life-long learners
- Demonstrate that they are critical thinkers
- Demonstrate the ability to self reflect
- Demonstrate that they consciously engage in processes related to personal growth and development

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Master of Arts in Psychology (M.A.)

Emphasis in Marriage and Family Therapy

Mission Statement

The mission of the Marriage and Family Therapy program is to create a context that fosters collaborative learning and opportunities for academic, clinical and personal transformation. Students who complete the program will be prepared for licensure in California and will embody self-awareness, integrity and a commitment to relational responsibility in service to personal and professional communities.

Program Goals

KNOWLEDGE

- Knowledge of the rich history and evolution of traditional and contemporary major theoretical approaches to marital and family therapy;
- Knowledge of culturally diverse world views and perceptions;
- Knowledge of legal and ethical standards that guide professional conduct;
- Knowledge and an appreciation of the skills, abilities and challenges that inform relationships;
- Knowledge and understanding of research paradigms utilized in the social sciences; and
- Knowledge and understanding of the major concepts that underlie the assessment and treatment of individuals, couples, families and groups.

SKILLS

- Assessment, diagnostic and treatment skills for mental disorders;
- Relational and interpersonal skills that enhance effectiveness in collegial, clinical and community contexts;
- Ability to integrate and apply theory to the practice of marital and family therapy;
- Sensitivity and awareness of new perspectives on social diversity and social inequality;
- Ability to understand the epistemology that informs their work and to assess the congruence between practices and assumptions in their work;
- Ability to evaluate and assess learning progress and learning outcomes;

- Ability to conceptualize and carry out a research project; and
- Ability to think critically and contribute to the evolution of the field.

VALUES

- Committed to life-long learning and continued inquiry and discovery of knowledge;
- Accountability for the effects of professional practices;
- Committed to addressing social problems that impact the lives of clients;
- Deepen community commitment to being a learning-centered institution; and
- Adherence to an ethic of integrity and relational responsibility in personal, professional and clinical relationships.

Educational Philosophy and Training Model

The educational philosophy of the Marriage and Family Therapy program 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 systems. Students learn to integrate systemic ideas with other approaches to psychology as they become knowledgeable of the professional identity of the Marriage and Family Therapist.

In the Marriage and Family Therapy program students are immersed in three types of learning: academic/didactic, practical application, and personal growth. This unique approach significantly contributes to the integrated development and training of mental health professionals. This approach to student learning is expressed in every aspect of the program; the curriculum, the methodology and course assignments and the sequencing of courses. Students emerge from the program with a professional identity that demonstrates personal growth, academic competency and clinical skill.

The Program's Structure

Students choose a primary class day, with instruction from 8:00 a.m. until 5:00 p.m. Class day options include a weekday or a

Saturday. Additionally, students spend an average of five hours a week in other learning activities. In semesters one and two, these learning activities are Case Conference and Group Dynamics; sections are offered at various times throughout the week. In semesters three and four, Case Conference and Group Dynamics are replaced by hours of experience gained at a clinical placement site.

The Marriage and Family Therapy program is designed to be completed in four semesters of twelve units each. Part time scheduling options are available, which could extend a student's attendance over as many as six semesters. Students who undertake another program in addition to the forty-eight unit MFT are likely to spend longer than four semesters completing their degree. Prospective students should ask their admissions counselor for details of part-time and multi-program options. New students will meet with their faculty advisors to plan any modifications to the regular schedule.

CLINICAL PLACEMENT SERVICES

Phillips Graduate Institute 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 (as part of the academic requirement) at 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 12

units 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.

While Phillips makes every effort to inform students about and prepare them for each step of the state licensing process, it is each student's responsibility to ensure that they meet all qualifications for licensure as a Marriage and Family Therapist.

Please refer to the "Clinical Placement Handbook" for further information regarding hours of clinical experience.

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 who will answer questions and provide consultation. The Marriage and Family Therapy faculty are active practitioners and serve as professional mentors and models for students.

WORKSHOPS

As part of the Master of Arts degree in Psychology with an emphasis in Marriage and Family Therapy, students are occasionally required to attend day-long workshops in addition to regular classes. These are held on days other than the student's regular class days. Information will be provided to students in advance to allow for planning.

ENTRY OPTIONS

Students may enter the MFT program in the Fall or Spring. Please call the Office of Admissions at (818) 386-5660, for dates and class schedules.

ADMISSION REQUIREMENTS

See the "Application Process" section beginning on page 48 for details on admission requirements and procedures.

Master of Arts in Psychology with an emphasis in Marriage and Family Therapy

48 units

This program plan meets graduation requirements for a Master of Arts Degree in Psychology with an emphasis in Marriage and Family Therapy. Graduates will meet the educational requirements for MFT licensure in California.

CURRICULUM

First Semester (12 units)

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)
PSY 519A-L	Group Dynamics Lab

Second Semester (12 units)

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)
PSY519B-L	Group Dynamics Lab
PSY520A	Abnormal Psychology (2 units)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit)

Third Semester (12 units)

PSY518C	Professional Project—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 (2 units)
PSY540A	Contemporary Issues in Marriage and Family Therapy (1 unit)

Fourth Semester (12 units)

PSY518D	Professional Project—II (1 unit)
PSY531B	Applied Therapeutic Methodology—II (3 units)
PSY533B	Practicum—II (3 units)
PSY540B	Professional Issues for Marriage and Family Therapists (1 unit)
PSY547	Psychopharmacology (2 units)
PSY549	Psychological Testing (2 units)

Program Compliance

The Master of Arts in Psychology with an emphasis in Marriage and Family Therapy is designed to meet the educational requirements of the California Board of Behavioral Sciences (BBS). Information regarding these standards is available through the Phillips Graduate Institute Marriage and Family Therapy Department and the BBS website, www.bbs.ca.gov. Program curriculum and experience hours are subject to change without prior notice based on current BBS requirements.

Requirements For Degree Completion:

MASTER OF ARTS IN PSYCHOLOGY WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY

The degree is posted three times yearly in January, May and September. 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 licensing requirements established by the Board of Behavioral Sciences (BBS), including training in child abuse (7 hours), aging and long-term care (10 hours), and spousal or partner abuse (15 hours);
- Completion of 150 hours of supervised clinical placement concurrent with Practicum registration;
- 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; and
- Completion of an Exit Interview with the Office of Financial Aid (Financial Aid recipients only).

*Students graduating with a 60-unit master's degree, or electing another program as an additional emphasis or as a concentration, must complete all required courses before the degree is posted.

****Psychotherapy Requirement**

In order to become an effective therapist, an individual must first be willing to work on his/her own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate Institute philosophy of theory, experience and application as it represents integrated learning. Therefore, all students in the MFT program are required to engage in a minimum of 24 hours of psychotherapy during their tenure in the program. Therapy may be individual, couple, family, or group sessions. Therapists must be licensed as a psychologist, LMFT, LCSW, or psychiatrist. The cost of therapy is to be met by the student. Students are not required to discuss personal information from the therapeutic context as part of their coursework.

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 move-

ment, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. Approaches such as Bowen, Object Relations, Structural, Strategic, Humanistic-Existential and Cognitive-Behavioral theories are explored. Students will examine their personal relationships as they begin to develop an integrative approach to family systems therapies. The course is part of a two semester sequence and builds a foundation for postmodern approaches, including collaborative language theories, emphasized in second semester (PSY502B).

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

As a continuation of PSY502A, 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 Social Constructionism) and current developments including themes and interventions useful in family therapy. Students are encouraged to integrate as they compare and contrast theories.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

Theories of normal biological, psychological and social development over the lifespan 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 four semester sequence culminating in the Professional Project. In this first semester, students are introduced to methodological and ethical issues in the area of psychological research. They learn how to locate information and how to critically evaluate sources. The goal is to become intelligent consumers of research relevant to professional practice.

PSY518B INTRODUCTION TO RESEARCH-II

1 unit

This course builds on processes begun in 518A, as students continue to practice critical analysis of research. The focus is to become familiar with standard research methodologies—quantitative, qualitative, experimental research and literature review. Students are introduced to the Professional Project options—Clinical Research Paper, Professional Presentation or Writing for Publication. They begin to select a topic for their final Professional Project and identify the most appropriate format for that topic.

PSY518C PROFESSIONAL PROJECT-I

1 unit

This course provides faculty mentoring and support as students work independently on their Professional Projects. The goals of the Professional Project are to: 1) increase the student's knowledge in a specific area of clinical expertise; 2) assist students in the development of a meaningful project that will provide clinical information to the greater mental health community; and 3) assist students in their professional development. Students work with their faculty mentors to refine and narrow their topics, select the most appropriate format for their project and analyze appropriate research to be included in the final project.

PSY518D PROFESSIONAL PROJECT-II

1 unit

This course is the culmination of activity begun in semesters one, two and three. Students are required to complete their Professional Project under the guidance and supervision of their faculty mentor. Students continue to work one on one with their fac-

ulty mentor and will submit the final project to be evaluated by that mentor. The final Professional Project will be included in the student's portfolio and presented to faculty in the capstone process: Professional Portfolio Presentation and Oral Exam.

**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 ethically handling 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 processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

PSY519AB-L GROUP DYNAMICS LAB

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.

**PSY520A ABNORMAL PSYCHOLOGY
2 units**

This course surveys abnormal psychology from the "medical model" perspective of the DSM-IV. Students develop skills in differential diagnosis, but are also encouraged to think critically and comparatively about the concepts of mental illness and psychopathology in the practice of psychotherapy. Emphasis is on understanding disorders most frequently encountered by mental health professionals in agencies, schools and private practice. This course is a prerequisite for PSY520B.

**PSY520B ASSESSMENT AND
TREATMENT IN A DEVELOPMENTAL
CONTEXT**

2 units

This course continues skills training in the processes of assessment and treatment planning, beginning with the DSM-IV but broadening to include theoretical models as well. Students learn specific intervention strategies appropriate to different presenting problems and developmental stages. The emphasis is on assessment and treatment planning with children and adolescents, both as individuals and in family therapy. Practical clinical management and professional skills effective with these age groups are modeled and discussed. PSY520A or its equivalent is a prerequisite for this course.

**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 at-risk populations 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. The emphasis in this course is on medical model and theoretical assessment, differential diagnosis, treatment planning and crisis intervention. 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 and well-conceptualized approaches to treatment while emphasizing personal and professional integrity.

**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, diagnosis, professional ethics, crisis intervention, case reporting skills and appropriate termination. Students continue to clarify their own preferred theoretical orientations and skill sets. Students explore professional identity issues and work on the development of a professional portfolio. This course is the capstone course for the MFT program and students participate in comprehensive oral and written exams.

**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 Office of Clinical Placement. A variety of placements are available, including those at the California Family Counseling Center. Students are reminded that MFT licensure in California requires that a mini-

mum of 150 hours be completed while in a practicum, and prior to graduation.

PSY533B PRACTICUM–II

3 units

In this course, students continue to gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Office of Clinical Placement. A 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.

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

2 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.

PSY540A CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY

1 unit

As students approach completion of the academic degree and preparation for professional practice, this course will address current clinical issues impacting Marriage and Family Therapy. Possible topics covered include: divorce and

blended families, single-parent and alternative families, and chronic mental illness in the family and community. Lectures will be based on the theoretical concepts underlying clinical interventions, and will be presented by a variety of faculty members with expertise in the field. Emphasis will be placed on the identification of key issues and best practices.

PSY540B PROFESSIONAL ISSUES FOR MARRIAGE AND FAMILY THERAPISTS

1 unit

The focus of this course is on the professional development of students as they move into clinical practice after graduation. Possible topics include: identifying potential intern placement or desired employment sites, professional writing skills for completion of a professional resume/curriculum vitae, and interview skills. Socialization into the mental health profession will be encouraged via attendance at professional meetings and by visiting experts in the mental health profession. Information on developing and maintaining a clinical practice will be offered.

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 the role of the non-medical psychotherapist as part of the treatment team in the medication management of mental disorders. Topics addressed include assessment and referral, providing information and support, combining medication with psychotherapy, and assisting clients to remain medication compliant.

PSY549 PSYCHOLOGICAL TESTING

2 units

The course focus is on assessment topics and evaluation techniques that are important for Masters level marriage and family therapists. The course also introduces students to the complex nature of testing and assessment and to test instruments and evaluation procedures that are helpful in the context of family and couples psychotherapy. Legal and ethical issues related

to test use, selection of tests, psychometric properties of tests, interpretation of data, and uses in clinical settings and private practice are reviewed.

Extended Coursework

PSY546 PROFESSIONAL PROJECT EXTENSION

1 unit

Students who require extended time and/or supervision to complete their professional project after PSY518D must be enrolled continuously in PSY546. This course ensures use of Phillips facilities and guidance from faculty while the professional project 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 Marriage and Family Therapy Program Director before enrolling in this course.

Master of Arts in Psychology (M.A.)

Emphasis in Marriage and Family Therapy/Art Therapy

Mission Statement

The Art Therapy program emphasizes the cognitive and emotional role of art, imagery and creativity in health and healing. The department upholds the contributions of clinical neuroscience and interpersonal neurobiology to the practice of art therapy. This focus reflects the appeal of a program that offers a paradigm shift in art therapy education. A core value of this program is the 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. Phillips' experienced art therapy faculty members are committed to providing students with a unique interdisciplinary approach to education and a focus on synthesizing the use of therapeutic imagery with current theories.

Educational Philosophy and Training Model

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 variety of clinical settings.

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, and 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.

The Program's Structure

The 60-unit Art Therapy (AT) degree program is integrated with the 48-unit Master of Arts degree in Psychology with an emphasis in Marriage and Family Therapy (MFT). As such, students in the Art Therapy program should expect to have a learning experience that reflects the department's specializations and the demands of a 60-unit Master of Arts degree program.

The Art Therapy degree program is also available to students in the Master of Arts in School Counseling degree program, and to professionals in a related field (see section on the Postgraduate Art Therapy Program).

Participation in the 60-unit Art Therapy program is available as a concentration option for the Marriage and Family Therapy students and for School Counseling students.

PROGRAM SCHEDULE OPTIONS

The fall entry program can be completed in two years/four semesters or in three years/six semesters. The spring entry program is a two and half year/seven semester option and includes a required summer semester. Participation in other summer semesters is optional and can assist students in meeting their research and clinical hours requirements. Prospective students are encouraged to consult with their admissions counselors regarding the details of the program options and multi-program choices. New students will meet with their faculty advisors to develop a degree completion plan. Academic plans must comply with required course sequences and with clinical placement requirements.

All art therapy students participate in two days of instruction. Required art therapy coursework is offered on Tuesday afternoons and evenings. In addition, students chose a MFT class day, with instruction from 8:00 a.m. until 5:00 p.m. MFT class day options include a weekday or a Saturday. Sections of selected coursework may be offered at various times during the week

and students may adjust some of their schedule accordingly. Additionally, students may be required to participate in one or two full day workshops during each semester. In the second year, course seat time is replaced by hours of experience gained at a clinical placement site.

CLINICAL PLACEMENT SERVICES

Phillips Graduate Institute 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 (as part of the academic requirement) at 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 seeking both the California license as a Marriage and Family Therapist (MFT) and the Art Therapy Registration (ATR) must complete a total of 700 hours of practicum, of which 350 hours are direct client contact, prior to graduation. Art therapy students are required to be enrolled in a practicum for a minimum of three semesters. Students work with the Office of Clinical Placement and the Art Therapy Department to initiate this process in a timely manner.

Students may begin their practicum experience after they have completed 12 units of coursework, which must include PSY519A and PSY502A. In addition, students must have completed or be concurrently enrolled in PSY561, PSY562, and PSY569 and must 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.

While Phillips makes every effort to inform students about and prepare them for each step of the state licensing process, it is each student's responsibility to ensure that they meet all qualifications for licensure as a Marriage and Family Therapist. Additionally, students in the MFT/AT program are responsible to ensure that they meet all the qualifications for national registration as outlined by the Art Therapy Credentialing Board (ATCB).

FACULTY ADVISEMENT

Students will be assigned an academic advisor by 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 twice each semester until degree completion. 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. Students meet with faculty advisors to plan any modifications to the regular schedule and develop a degree completion plan.

Master of Arts in Psychology or Master of Arts in School Counseling students who wish to add art therapy coursework after their first semester need to schedule an appointment with their academic advisor. 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.

WORKSHOPS

As part of the Master of Arts degree in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy, students are occasionally required to attend day-long workshops in addition to regular classes. These are held on days other than the student's regular class days. Information will be provided to students in advance to allow for planning.

ENTRY OPTIONS

Students may enter the Art Therapy program in the Fall or Spring. Please call the Office of Admissions at (818) 386-5660, for dates and class schedules.

ADMISSION REQUIREMENTS

See the "Application Process" section beginning on page 48 for details on admission requirements and procedures.

Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy 60 units

This program allows students to combine the Masters degree in Psychology, Marriage and Family Therapy emphasis with a specialized interest in the field of Art Therapy. Graduates will be qualified to pursue both MFT licensure in California and the American Art Therapy Association's National Art Therapy Registration (ATR).

CURRICULUM

Fall entry, four semesters/two years

First Semester (16 units)

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 & Group Dynamics Lab (AT section) (3 units)
PSY561	History and Literature of Art Therapy (1 unit)
PSY562	Studio Art Therapy Principles (3 units)

Second Semester (14 units)

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
PSY518B	Introduction to Research-II (AT section) (1 unit)
PSY519B	Case Conference/Practicum & Group Dynamics Lab (AT section) (3 units)
PSY520A	Abnormal Psychology (2 units)

PSY520B	Assessment and Treatment in a Developmental Context (AT section) (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit)
PSY569	Art Therapy Dynamics and Applications (2 units)

Optional Summer Semester (6 units)

PSY546	Professional Paper Research Extension (AT section) (1 unit)
PSY596	Field Study Practicum (AT section) (2 units)
SC502	Educational and Career Planning (3 units)

Third Semester (15 units)

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 (2 units)
PSY564	Art Therapy Approaches to Assessment of Mental Disorders (1 unit)
PSY566	Introduction to Psychoneurobiology (3 units)

Fourth Semester (15 units)

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	Psychoneurobiology Applications (3 units)

Program Compliance

The Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy program meets the requirements and guidelines of the California Board of Behavioral Sciences (BBS) and fulfills the requirements for BBS continuing education for Marriage and Family Thera-

pists (MFT). Additionally, the program is approved by the American Art Therapy Association (AATA). Students and professionals qualify for Art Therapy Registration (ATR) when they meet all additional Art Therapy Credentialing Board (ATCB) graduate and postgraduate 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, and the Art Therapy Credentialing Board (ATCB) at www.atcb.org. Program curriculum and experience hours are subject to change without prior notice according to BBS and AATA/ATCB requirements.

Requirements For Degree Completion:

MASTER OF ARTS IN PSYCHOLOGY WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY/ART THERAPY

The degree is posted three times yearly in January, May and September. 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;
- Completion of licensing requirements established by the Board of Behavioral Sciences (BBS) including training in child abuse (7 hours), aging and long-term care (10 hours), and spousal or partner abuse (15 hours);
- Completion of 700 hours of supervised clinical placement concurrent with Practicum registration;
- 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;
- Provision to the Library of a clean copy of the Professional Research Paper, ready for binding;
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only); and

- Students 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 PSY531A-C. Later verification may cause a delay in the student’s graduation date. Students may also need to complete other requirements as specified by AATA and ATCB.

**Psychotherapy Requirement

In order to become an effective therapist, an individual must first be willing to work on his/her own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate Institute philosophy of theory, experience and application as it represents integrated learning. Therefore, all students in the MFT/AT program are required to engage in a minimum of 24 hours of psychotherapy during their tenure in the program. Therapy may be individual, couple, family, or group sessions. Therapists must be licensed as a psychologist, LMFT, LCSW, or psychiatrist. The cost of therapy is to be met by the student. Students are not required to discuss personal information from the therapeutic context as part of their coursework.

Postgraduate Art Therapy Studies Program For Professionals in a Related Field

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. Students participate in the postgraduate program for four semesters. They take twenty-four (24) units of art therapy courses, and a minimum of three (3) semesters of practicum and art therapy supervision. Courses are offered on Tuesdays. Some coursework sections may be offered at other evening times.

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. Contact the ATCB for information on how postgraduates can be registered Art Therapists.

ADMISSION REQUIREMENTS

See the “Application Process” section beginning on page 48 for details on admission requirements and procedures.

Postgraduate Art Therapy Studies Program

24 units

CURRICULUM

First Semester (6 units)

- PSY561 History and Literature of Art Therapy (1 unit)
- PSY562 Studio Art Therapy Principles (3 units)
- PSY571A Case Conference—I/Practicum (2 units)

Second Semester (6 units)

- PSY520B Assessment and Treatment in a Developmental Context (2 units)
- PSY569 Art Therapy Dynamics and Applications (2 units)
- PSY571B Case Conference—II/Practicum (2 units)

Third Semester (6 units)

- PSY564 Art Therapy Approaches to Assessment of Mental Disorders (1 unit)
- PSY566 Introduction to Psychoneurobiology (3 units)
- PSY575A Applied Methodology/Practicum (2 units)

Fourth Semester (6 units)

- PSY567 Psychoneurobiology Applications (3 units)
- PSY575B Applied Methodology/Advanced Project (3 units)

Requirements For Completion:

POSTGRADUATE ART THERAPY STUDIES PROGRAM FOR PROFESSIONALS IN A RELATED FIELD

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 ATR, completion of 700 hours of supervised clinical placement concurrent with Practicum registration;

- Verification of required hours in personal or family psychotherapy*;
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials;
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only); and
- Students 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 PSY575A-B. Later verification may cause a delay in the student's graduation date. Students may also need to complete other requirements as specified by AATA and ATCB.

**Note that art therapy postgraduate students with a completed Masters degree in a related field do not need to meet the psychotherapy requirement.*

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. Approaches such as Bowen, Object Relations, Structural, Strategic, Humanistic-Existential and Cognitive-Behavioral theories are explored. Students will examine their personal relationships as they

begin to develop an integrative approach to family systems therapies. The course is part of a two semester sequence and builds a foundation for postmodern approaches, including collaborative language theories, emphasized in second semester (PSY502B).

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

As a continuation of PSY502A, 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 Social Constructionism) and current developments including themes and interventions useful in family therapy. Students are encouraged to integrate as they compare and contrast theories.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

Theories of normal biological, psychological and social development over the lifespan 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 & II/AT SECTIONS

1 unit

PSY518B INTRODUCTION TO RESEARCH-I & II/AT SECTIONS

1 unit

PSY518C PROFESSIONAL PAPER RESEARCH-I/AT SECTION

1 unit

PSY518D PROFESSIONAL PAPER RESEARCH-II/AT SECTION

2 units

In this four-semester, 5 unit course sequence (PSY518A-D), 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 applied 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 an independent exploratory quantitative, qualitative or library research project under the supervision of a faculty member.

Students meet with their faculty advisors independently and outside of regularly scheduled classroom hours and pursue learning activities consistent with the applied projects they have selected. Students are invited to participate in and contribute to the Department of Art Therapy Action Research and Relational Neuroscience Research. The department provides standards and guidelines in the development and presentation of a professional paper. This paper includes 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 ethically handling financial issues. An introduction to interpersonal clinical neuroscience is provided. Throughout the semester, students observe actual therapy behind a one-way mirror and participate in discussion with the therapist/instructor about the

clinical work. Students are prepared and evaluated for practicum readiness. 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/AT SECTION

3 units

Students continue the first semester's (PSY519A) observational process with clients, discussing clinical processes with the therapist/instructor. A review of attachment theory is taught through clinical demonstrations. 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 course is a two-semester, required experiential lab for PSY519 Case Conference. The course considers the patterns, structure, diversity and dynamics within small groups while simultaneously giving students the opportunity to practice and refine professional communication skills required in the mental health field.

The first semester course focuses on open-ended groups. The second semester introduces brief and short-term approaches. Contemporary theories about the mind/body relationship are introduced and give support for the use of art and journaling in group therapy. Class experiences demonstrate the art therapy group conceptual framework.

Because emphasis is placed on the examination of interpersonal group process as well as the content and structure of the group interactions, and because this examination evokes each student's personal experience and bias, the course assists and

encourages students in a personal and interactive exploration of personal, family, social and cultural diversities.

PSY520A ABNORMAL PSYCHOLOGY **2 units**

This course surveys abnormal psychology from the "medical model" perspective of the DSM-IV. Students develop skills in differential diagnosis, but are also encouraged to think critically and comparatively about the concepts of mental illness and psychopathology in the practice of psychotherapy. Emphasis is on understanding disorders most frequently encountered by mental health professionals in agencies, schools and private practice. This course is a prerequisite for PSY520B.

PSY520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT

2 units

This course continues skills training in the processes of assessment and treatment planning, beginning with the DSM-IV but broadening to include theoretical models as well. Students learn specific intervention strategies appropriate to different presenting problems and developmental stages. The emphasis is on assessment and treatment planning with children and adolescents, both as individuals and in family therapy. Practical clinical management and professional skills effective with these age groups are modeled and discussed. PSY520A or its equivalent is a prerequisite for this course.

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 at-risk populations are covered.

PSY531A-I APPLIED THERAPEUTIC METHODOLOGY/AT SECTION

3 units

This course focuses on the application of theoretical models to a variety of clinical situ-

ations. 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 members 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/AT faculty supervises 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 examine a particular area of art therapy interest.

PSY531B-II APPLIED THERAPEUTIC METHODOLOGY/AT SECTION

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 receive art therapy supervision. 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-B PRACTICUM I & II/ AT SECTIONS

3 units each

In this two-semester course sequence, stu-

dents gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Office of Clinical Placement and Art Therapy Department. A variety of placements are available including the California Family Counseling Center, a service of Phillips. Students are required to meet at least once a semester with the Practicum Chairperson. While MFT licensure in California requires that a minimum of 150 hours be gained while in a practicum, the American Art Therapy Association (AATA) requires a minimum of 700 hours of experience for Master's degree (MFT/AT) students, of which 350 are direct client hours. In compliance with legislative and regulatory boards' requirements, students participate in both MFT clinical supervision and art therapy supervision for all hours of experience.

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

2 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.

PSY547 PSYCHOPHARMACOLOGY

2 units

This course offers the student basic information about commonly prescribed psy-

chotropic 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 the role of the non-medical psychotherapist as part of the treatment team in the medication management of mental disorders. Topics addressed include assessment and referral, providing information and support, combining medication with psychotherapy, and assisting clients to remain medication compliant.

PSY549 PSYCHOLOGICAL TESTING

2 units

The course focus is on assessment topics and evaluation techniques that are important for Masters level marriage and family therapists. The course also introduces students to the complex nature of testing and assessment and to test instruments and evaluation procedures that are helpful in the context of family and couples psychotherapy. Legal and ethical issues related to test use, selection of tests, psychometric properties of tests, interpretation of data, and uses in clinical settings and private practice are reviewed.

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

3 units

Art therapy studio principles foster students' creative expression as the foundation for academic, clinical and personal knowledge of media and materials and as a way of exploring culture, self-growth and development. Students engage in drawing, painting and sculpture and they investigate the emergence and making of images together with an interpretative art therapy dialogue. Experientials, visuals and assignments introduce students to basic neuroanatomical

structures. Elementary functions and aspects of: cells and neurons; the nervous system organization; brain structures; hemispheric lateralization; limbic structures and cerebral lobes are covered.

PSY564 ART THERAPY APPROACHES TO ASSESSMENT OF MENTAL DISORDERS

1 unit

This course introduces students to multiple art therapy assessment tools and instruments developed by art therapists. Experiential exercises offer students the opportunity to explore applied research and assessment tools.

PSY566 INTRODUCTION TO PSYCHONEUROBIOLOGY

3 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 PSYCHONEUROBIOLOGY APPLICATIONS

3 units

A conceptual dialectic integrated approach and interface of contemporary understandings in neuroscience and behavioral sciences research with art therapy practices is presented in this course. The clinical application of interpersonal neurobiology and theoretical and nonlinear frameworks to resource oriented and safety grounded art therapy practices is underscored in this seminar like course. Specifically attachment theory, stress dynamics, trauma theory, diversity training, personality theory, con-

structionist approaches and nonlinear concepts of complexity and change are highlighted and linked together. The approach is explored in the context of medical art therapies. Prerequisite: PSY566 or instructor permission.

PSY569 ART THERAPY DYNAMICS AND APPLICATIONS

2 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. 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. Dramatization, role-play and hands-on art-making facilitate students' construction of individual therapeutic art therapy interventions.

Children's developmental visual stages and art therapy approaches to child treatment are included. The course builds upon and contributes to the information covered in the following courses: PSY503, PSY518A-D, and PSY549. 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.

PSY571A-B CASE CONFERENCE/PRACTICUM

2 units each

Throughout the two semester sequence, postgraduate students observe actual therapy behind a one-way mirror and participate in discussion with the therapist/instructor about the clinical work. Art therapy communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. In the first and second semester, postgraduate students construct a postgraduate level clinical experience. An introduction to applied clinical neuroscience is included in both semesters. Depending on level of expertise and licensure status, the postgraduate student may act as co-therapist and/or lead a deconstruction of the client session class professional. Postgraduate students in clinical placements also discuss their cases and

receive art therapy supervision. In the second semester, assessment and treatment concepts presented in PSY520 and PSY 569 are demonstrated and taught in the clinical work with the case conference client.

PSY575A-B APPLIED METHODOLOGY/PRACTICUM

575A – 2 units, 575B – 3 units

This course comprises the postgraduate sections of PSY531A and PSY531B. See PSY531A and PSY531B for course descriptions. In consultation with the instructor, postgraduate students design an advanced practicum experience and project which they present in 575B.

Extended Coursework

PSY546 PROFESSIONAL PAPER RESEARCH EXTENSION/AT SECTION

1 unit

This course provides additional support in preparing the professional paper before enrollment in PSY518D. Students who require extended research time and/or supervision after completing PSY518D 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.

PSY596A FIELD STUDY PRACTICUM/ AT SECTION

2 units

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. Postgraduate students are eligible to take this course in order to complete their required hours.

Master of Arts in School Counseling (M.A.)

with Pupil Personnel Services Credential

Mission Statement

The School Counseling Program's primary outcome is to train capable, self-reliant students to become caring, effective and highly-skilled School Counselors. The program provides an exploration of both the ideal and the practical aspects of a school environment. The curriculum reflects the mission of Phillips Graduate Institute, which is to train experts in human relations who understand how to help others in a variety of contexts. School Counselors, like other mental health professionals, need fundamental expertise in how systems function, impact all stakeholders, and how human relationships can be improved in our diverse population.

Program Goals

At Phillips Graduate Institute, the School Counseling/PPS credential Program has as its main goal to train capable, self-reliant students to become caring, effective, and highly skilled school counselors. We have as our goal to train human relations experts who understand how to help others in a range of contexts and settings in public schools.

Educational Philosophy and Training Model

The Master of Arts degree in School Counseling fulfills the State of California's requirements for the Pupil Personnel Services (PPS) Credential in School Counseling and is fully accredited by the California Commission on Teacher Credentialing (CCTC). The program provides a curriculum that follows all of the generic and specific standards mandated by the state. Our uniqueness is based on the knowledge of psychology and skills learned in the first year of graduate classes. Students are involved in the public school system by the second semester and are preparing themselves for their roles as school counselors. Our appreciation for diversity, practical application and practice as well as contributing to the positive social change of the school community is reflected in all of our classes and syllabi.

The Program's Structure

For the first two semesters, students in the School Counseling Program are enrolled in Phillips' foundational first year coursework. Students choose a primary class day, with instruction from 8:00 a.m. until 5:00 p.m. Class day options include a weekday or a Saturday. Additionally, students spend an average of five hours a week in other learning activities. In semesters one and two, these learning activities are Case Conference and Group Dynamics; sections are offered at various times throughout the week. This coursework in psychology provides fundamental knowledge about the 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; however, it is in the second year that coursework becomes specialized and students move into the classes that deal with the public school system and the role of the counselor in all aspects of the school community. These classes are offered in the evenings to accommodate our students who are working, leaving daytime hours to complete the fieldwork requirement. Classes are primarily held in the evenings from 6:00 to 10:00 p.m.

FIELD PLACEMENT SERVICES

Phillips Graduate Institute students in the School Counseling program receive assistance with their field placement through the School Counseling Department, however, the department encourages each student to take an active role in finding the school that is best suited to his/her training and geographic needs. Phillips Graduate Institute must approve each school site and develop an affiliation agreement with the school in order for students to complete field experience hours at that site.

Students begin the Practicum/Field Experience process in the second semester to meet the state accreditation requirements. This process requires 100 hours of experience observing a school counselor in a school setting (after completion of SC505A), and participation in a Field

Placement Practicum class throughout the entire field placement experience. Upon completion of the Practicum experience students may begin collecting the additional 600 hours of field experience. Students also enroll in course SC505B, where they are supervised by School Counseling faculty. Students must attend school counseling orientation for in-depth instruction about field experience requirements.

In the field experience, students 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 Handbook" at the start of the practicum experience that provides specific guidelines for the field experience process. Students must have taken and preferably passed the California Basic Education Skills Test (CBEST) prior to beginning any field work, including the practicum experience. Live Scan Service (fingerprint) form must be completed and cleared by the California Commission on Teacher Credentialing (CCTC) prior to any field placement in a school setting. A current tuberculosis skin test is also required within six months of beginning the field placement hours. Curriculum and/or field placement requirements are subject to change to meet state mandates and may occur without prior notice.

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the weeks prior to the beginning of classes at Phillips Graduate Institute. Students are encouraged to meet with their advisor early in the first semester and at least once each semester until completion of their degree and credential application. Students are encouraged to make appointments with other members of the faculty who will answer questions and provide consultation.

WORKSHOPS

Students are required to attend three (3) workshops during Phillips Graduate Insti-

tute's Annual Conference. Students must also attend a Child Abuse Workshop in order to complete their degree requirements. This workshop is offered onsite through the Office of Continuing Education and Extension.

Workshops may be held on days other than a student's regular class day. Information will be provided to students in advance to allow for planning.

ENTRY OPTIONS

Students may enter the School Counseling program in the Fall or Spring. Students seeking only the PPS or Child Welfare Attendance (CWA) credentials may enter in the Fall, Spring, or Summer. Please call the Office of Admissions at (818) 386-5660 for dates and class schedules.

ADMISSION REQUIREMENTS

See the "Application Process" section beginning on page 48 for details on admission requirements and procedures.

Master of Arts in School Counseling/PPS Credential Program

48 units

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

CURRICULUM

First Semester (12 units)

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 (3 units)
PSY519A-L	Group Dynamics Lab

Second Semester (13 units)

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
PSY518B	Introduction to Research—II (1 unit)
PSY519B	Case Conference/Practicum (3 units)
PSY519B-L	Group Dynamics Lab

PSY520A	Abnormal Psychology (2 units)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit)
SC505A	Supervision and Mentoring (0.5 units)
SC505A-L	Practicum in School Counseling (0.5 units)

Third Semester (11 units)

SC500	Ethical Practices in School Counseling (2 units)
SC504	Special Education (3 units)
SC505B	Field Experience in School Counseling (1 unit)
SC510	Learning Theory and Educational Psychology (2 units)
SC511	Consultation and Systems Change (3 units)

Fourth Semester (12 units)

SC501	Program Design, Development and Evaluation (2 units)
SC502	Educational and Career Planning (3 units)
SC505C	Field Experience in School Counseling (1 unit)
SC512	Leadership and Advocacy (2 units)
SC513	Classroom and Academic Intervention (2 units)
SC545	Professional Research Project (2 units)

Program Compliance

The Master of Arts in School Counseling program meets the requirements and guidelines of the CCTC. In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a PPS Credential in School Counseling, the student must have fulfilled the following requirements:

- Passed the CBEST;
- Completed fingerprint clearance with the CCTC;
- Completed all required coursework;
- Completed field experience requirements;
- Demonstrated 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;

- Earned a Master's degree in School Counseling or a related discipline;
- Participated in Candidacy Review;
- Current Tuberculosis test that is clear; and
- Completed an Exit Interview with the School Counseling Department.

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

Requirements For Degree Completion:

MASTER OF ARTS IN SCHOOL COUNSELING

The degree is posted three times yearly, in January, May and September. 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 credential requirements established by the CCTC, including 7 hours of training in child abuse;
- Completion of 100 hours of Practicum Experience;
- Completion of 600 hours of Field Experience;
- Completion of an Exit Interview with the School Counseling Department;
- Participation in a Candidacy Review;
- "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; and
- Completion of an Exit Interview with the Office of Financial Aid (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. Approaches such as Bowen, Object Relations, Structural, Strategic, Humanistic-Existential and Cognitive-Behavioral theories are explored. Students will examine their personal relationships as they begin to develop an integrative approach to family systems therapies. The course is part of a two semester sequence and builds a foundation for postmodern approaches, including collaborative language theories, emphasized in second semester (PSY502B).

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

As a continuation of PSY502A, 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 Social Constructionism) and current developments including themes and interventions useful in family therapy. Students are encouraged to integrate as they compare and contrast theories.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

Theories of normal biological, psychological and social development over the lifespan 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 four semester sequence culminating in the Professional Project. In this first semester, students are introduced to methodological and ethical issues in the area of psychological research. They learn how to locate information and how to critically evaluate sources. The goal is to become intelligent consumers of research relevant to professional practice.

PSY518B INTRODUCTION TO RESEARCH-II

1 unit

This course builds on processes begun in 518A, as students continue to practice critical analysis of research. The focus is to become familiar with standard research methodologies—quantitative, qualitative, experimental research and literature review. Students are introduced to the Professional Project options—Clinical Research Paper, Professional Presentation or Writing for Publication. They begin to select a topic for their final Professional Project and identify the most appropriate format for that topic.

PSY518C PROFESSIONAL PROJECT-I (PAPER, PRESENTATION, OR PUBLICATION TRACK)

1 unit

This course provides faculty mentoring and support as students work independently on their Professional Projects. The goals of the Professional Project are to: 1) increase the student's knowledge in a specific area of clinical expertise; 2) assist students in the development of a meaningful project that will provide clinical information to the greater mental health community; and 3) assist students in their professional development. Students work with their faculty mentors to refine and narrow their topics, select the most appropriate format for their project and analyze appropriate research to be included in the final project.

PSY518D PROFESSIONAL PROJECT-II

1 unit

This course is the culmination of activity begun in semesters one, two and three. Students are required to complete their Professional Project under the guidance and supervision of their faculty mentor. Students continue to work one on one with their faculty mentor and will submit the final project to be evaluated by that mentor. The final Professional Project will be included in the student's portfolio and presented to faculty in the capstone process: Professional Portfolio Presentation and Oral Exam.

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 ethically handling 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 processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

PSY519AB-L GROUP DYNAMICS LAB

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.

PSY520A ABNORMAL PSYCHOLOGY
2 units

This course surveys abnormal psychology from the “medical model” perspective of the DSM-IV. Students develop skills in differential diagnosis, but are also encouraged to think critically and comparatively about the concepts of mental illness and psychopathology in the practice of psychotherapy. Emphasis is on understanding disorders most frequently encountered by mental health professionals in agencies, schools and private practice. This course is a prerequisite for PSY520B.

**PSY520B ASSESSMENT AND
TREATMENT IN A DEVELOPMENTAL
CONTEXT**

2 units

This course continues skills training in the processes of assessment and treatment planning, beginning with the DSM-IV but broadening to include theoretical models as well. Students learn specific intervention strategies appropriate to different presenting

problems and developmental stages. The emphasis is on assessment and treatment planning with children and adolescents, both as individuals and in family therapy. Practical clinical management and professional skills effective with these age groups are modeled and discussed. PSY520A or its equivalent is a prerequisite for this course.

**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 at-risk populations 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. The emphasis in this course is on medical model and theoretical assessment, differential diagnosis, treatment planning and crisis intervention. 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 and well-conceptualized approaches to treatment while emphasizing personal and professional integrity.

**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, diagnosis, professional ethics, crisis intervention, case reporting skills and appropriate termination. Students continue to clarify their own preferred theoretical orientations and skill sets. Students explore professional identity issues and work on the

development of a professional portfolio. This course is the capstone course for the MFT program and students participate in comprehensive oral and written exams.

**COURSE DESCRIPTIONS FOR
PSY532 – PSY596 CAN BE FOUND
STARTING ON PAGE 8.**

**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 including 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 deliver, 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 explored 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. High School Exit Examination and Proficiency testing as well as career and educational testing tools are also discussed.

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.

SC505A SUPERVISION AND MENTORING

0.5 units

This didactic course is an introduction to the field of School Counseling and builds on skills and knowledge gained in third semester and other fourth semester courses. It introduces students to the roles counselors play in public schools and the ethical and legal guidelines of the profession.

SC505A-L PRACTICUM IN SCHOOL COUNSELING

0.5 units

After completing SC505A (lecture and classroom discussion), students work in small groups for ongoing 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. This course is repeatable.

SC505B FIELD EXPERIENCE IN SCHOOL COUNSELING

1 unit

Successful completion of SC505A-L 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.

SC505C FIELD EXPERIENCE IN SCHOOL COUNSELING

1 unit

Continuation of SC505B

SC510 LEARNING THEORY AND EDUCATIONAL 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 regard 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 including parents, community members, teachers, and other school personnel to create supportive learning environments for all pupils.

SC512 LEADERSHIP AND ADVOCACY

2 units

This course 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 portfolios, candidacy review and exit interviews with the counseling faculty.

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 RESEARCH PROJECT

2 units

A three hour workshop presentation is required of all school counseling master degree candidates. The chosen topic must be pertinent to the field of school counseling and approved by the school counseling faculty. Students work closely with a research advisor to complete his/hers professional project.

Extended Coursework

SC505D FIELD EXPERIENCE EXTENSION IN SCHOOL COUNSELING

1 unit

Students who have taken SC505B and SC505C must enroll in this class until their 600 hours of field experience have been completed. This course may be repeated until all field experience hours have been completed

SC546 PROFESSIONAL RESEARCH PROJECT

1 unit

Students who require extended research time and/or supervision must be enrolled continuously in this course. Enrollment in this course ensures use of Phillips facilities and guidance from faculty while the professional project is being completed. This course may be repeated for credit.

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 16 units of previously completed Master's-level coursework. Transfer of credit units will be determined by the Program Director. The credential program consists of 48 units. The courses are the same as those for the Masters in School Counseling degree and credential program (see curriculum above).

Child Welfare and Attendance (CWA) Credential

Child Welfare and Attendance counselors are skilled "trouble-shooters" in correcting Average Daily Attendance (ADA). Concerns and problem areas can be targeted by examining attendance policies, procedures, records, and programs. Once problems are known, pertinent solutions can be suggested. Because of the many fine points of law and procedures associated with building maximum levels of school attendance, the Child Welfare and Attendance specialist is needed to make corrective efforts.

The CWA counselor usually: accesses appropriate services from both public and private providers, including law enforcement and social services; provides staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; addresses school policies and procedures that inhibit academic success; implements strategies to improve student attendance; participates in school-wide reform efforts; and promotes understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The Phillips CWA Program covers the professional role, laws pertaining to CWA, leadership and management, collaboration and partnerships, school culture and related systems, assessment and evaluation of barriers to student learning, field experiences and supervision. This credential requires that candidates hold one of the three PPS credentials or an equivalent C-19 letter. Graduates of this program will earn a supplemental Pupil Personnel Services (PPS) Credential.

Students who have successfully completed all of the courses required for the PPS

Credential *at Phillips* will be eligible for the CWA certificate upon completion of the following additional two courses and 150 additional hours of field experience:

- CWA 547
- CWA 548

Students who have successfully completed all of the courses required for the PPS Credential *at another institution* will be eligible for the CWA certificate upon completion of an additional 13 units. **CWA 547 and CWA 548 are required.** The remaining 7 units will be chosen by the program director at the time of enrollment.

Course Descriptions

CWA 547 CHILD WELFARE AND ATTENDANCE SEMINAR 4 units

This course focuses on developing the knowledge and skills necessary to meet the Child Welfare and Attendance state standards. The role of the child welfare and attendance advocate is to provide effective and appropriate prevention and intervention strategies to remove the barriers to learning. This course is designed to enhance the students understanding of the issues that typically interfere with daily school attendance and disrupt the pupil's academic, psychological and social success.

CWA 548 SUPERVISION AND FIELD WORK FOR CHILD WELFARE AND ATTENDANCE 2 units

This course will be conducted bimonthly during the duration of fieldwork experience until the candidate completes the one hundred and fifty hours (150) of fieldwork. Candidates will meet with the instructor to discuss school based fieldwork experiences and activities, and will be exposed to special presentations regarding relevant and timely topics of interest.

CWA 549 MENTAL HEALTH ISSUES IN SCHOOL-AGED CHILDREN 3 units

This three unit course is designed to develop an understanding of psychological disorders common to children in school settings. Students will broaden their knowledge of symptom identification in emotionally dis-

tressed children in their school environment., and learn interventions aimed at ameliorating their distress. This course will also provide information about the history of how schools in the United States address the mental health issues of students.

The School Counseling Department provides opportunities for Marriage and Family Therapy and Marriage and Family Therapy/Art Therapy students to pursue the PPS credential. Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic program and interview with the Program Director to determine a course of study for completion of the credential.

Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/PPS Credential

70 units

This program allows students to combine the Master's in Psychology, Marriage and Family Therapy emphasis with the Pupil Personnel Services credential. This combination qualifies graduates to pursue both MFT licensure in California and work in the public school system.

CURRICULUM

First Semester (12 units)

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 (3 units)
PSY519A-L	Group Dynamics Lab

Second Semester (13 units)

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
SC505A	Supervision and Mentoring (0.5 units)
SC505A-L	Practicum in School Counseling (0.5 units)

- PSY518B Introduction to Research—II (1 unit)
- PSY519B Case Conference/Practicum (3 units)
- PSY519B-L Group Dynamics Lab
- PSY520A Abnormal Psychology (2 units)
- PSY520B Assessment and Treatment in a Developmental Context (2 units)
- PSY521 Alcohol and Chemical Dependency (1 unit)

Third Semester (12 units)

- PSY518C Professional Project—I (Paper, Presentation, or Publication Track) (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 (2 units)
- PSY540A Contemporary Issues in Marriage and Family Therapy (1 unit)

Fourth Semester (11 units)

- PSY518D Professional Project—II (1 unit)
- PSY531B Applied Therapeutic Methodology—II (2 units)
- PSY533B Practicum—II (3 units)
- PSY540B Professional Issues for Marriage and Family Therapists (1 unit)
- PSY547 Psychopharmacology (2 units)
- PSY549 Psychological Testing (2 units)

Pupil Personnel Services (PPS)

Credential Courses (taken as offered)

- SC500 Ethical Practices in School Counseling (2 units)
- SC501 Program Design, Development and Evaluation (2 units)
- SC502 Educational and Career Planning (3 units)
- SC504 Special Education (3 units)
- SC505B Field Experience in School Counseling (1 unit)
- SC505C Field Experience in School Counseling (1 unit)
- SC510 Learning Theory and Educational Psychology (2 units)

- SC511 Consultation and Systems Change (3 units)
- SC512 Leadership and Advocacy (2 units)
- SC513 Classroom and Academic Intervention (2 units)

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic program and interview with the Program Director to determine a course of study for completion of the credential.

Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy, Pupil Personnel Services (PPS) Credential

82 units

This program allows students to combine the Master's in Psychology, Marriage and Family Therapy emphasis with a specialized interest in the field of Art Therapy with the Pupil Personnel Services credential. This combination qualifies graduates to pursue both MFT licensure in California and the American Art Therapy Association's National Art Therapy Registration (ATR), as well as work in the public school system.

CURRICULUM

First Semester (16 units)

- PSY501 Human Diversity (1 unit)
- PSY502A Family Therapy: System Approaches (3 units)
- PSY503 Developmental Psychology (2 units)
- PSY507 Foundations of Psychotherapy (2 units)
- PSY518A Introduction to Research—I (1 unit)
- PSY519A Case Conference (3 units)
- PSY519A-L Group Dynamics Lab
- PSY561 History and Literature of Art Therapy (1 unit)
- PSY562 Studio Art Therapy Principles (3 units)

Second Semester (14 units)

- PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY518B Introduction to Research—II AT Section (1 unit)

- PSY519B Case Conference/Practicum (3 units)
- PSY519B-L Group Dynamics Lab
- PSY520A Abnormal Psychology (2 units)
- PSY520B Assessment and Treatment in a Developmental Context (2 units)
- PSY521 Alcohol and Chemical Dependency (1 unit)
- PSY569 Art Therapy Dynamics and Applications (2 units)

Optional Summer Semester (3 units)

- PSY546 Professional Project Extension (1 unit)
- PSY596 Field Study Practicum (2 units)

Third Semester (15 units)

- PSY518C Professional Project—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 (2 units)
- PSY564 Art Therapy Approaches to Assessment of Mental Disorders (1 unit)
- PSY566 Introduction to Psychoneurobiology (3 units)

Fourth Semester (15 units)

- PSY518D Professional Project—II (2 units)
- PSY531B Applied Therapeutic Methodology—II (3 units)
- PSY533B Practicum—II (3 units)
- PSY547 Psychopharmacology (2 units)
- PSY549 Psychological Testing (2 units)
- PSY567 Psychoneurobiology Applications (3 units)

Pupil Personnel Services (PPS)

Credential Courses (taken as offered)

- SC500 Ethical Practices in School Counseling (2 units)
- SC501 Program Design, Development and Evaluation (2 units)
- SC502 Educational and Career Planning (3 units)
- SC504 Special Education (3 units)
- SC505A Supervision and Mentoring (0.5 units)

- SC505A-L Practicum in School Counseling (0.5 units)
- SC505B Field Experience in School Counseling (1 unit)
- SC505C Field Experience in School Counseling (1 unit)
- SC510 Learning Theory and Educational Psychology (2 units)
- SC511 Consultation and Systems Change (3 units)
- SC512 Leadership and Advocacy (2 units)
- SC513 Classroom and Academic Intervention (2 units)

Master of Arts in School Psychology (M.A.)

with Pupil Personnel Services Credential

Mission Statement

The Phillips Graduate Institute School Psychology Program provides future School Psychologists with a solid academic foundation in both psychology and education. The program and faculty are committed to the development of each student's academic knowledge and professional skills, complemented by self-awareness, regard for others, and respect for cultural and individual differences.

Program Goals

The expected Learning Outcomes for the School Psychology program at Phillips Graduate Institute are to:

- Produce graduates who are able to provide leadership and direction to public school systems in the development and evaluation of culturally relevant interventions and programs;
- Produce graduates with the ability to integrate and apply theory in the understanding of children's educational strengths and weaknesses;
- Produce graduates who can successfully collaborate with school personnel, community, and families to identify, clarify and resolve problems as they relate to the education and mental health needs of all students;
- Produce graduates who are equipped with the skills to assess, evaluate and recommend appropriate interventions for children with special needs; and
- Produce graduates with a strong sense of self and an understanding of how the personal and professional choices he or she makes, affect our culturally diverse society.

Educational Philosophy and Training Model

There is a tremendous concern about our effectiveness in educating large numbers of children. The American Psychological Association, the National Association of School Psychologists, and others have been strong advocates for delivering psychological services to children and families within schools as one way of addressing this problem.

Many students are at risk for educational failure come from culturally and linguistically diverse backgrounds, or from families who have difficulty supporting their children's scholastic success. Students with learning difficulties, social or emotional problems, or who have other handicaps are also at risk for school failure. School psychologists approach problems of normal and handicapped children in both direct service work and indirectly by assisting others to gain knowledge or skills that can result in a more successful public school experience for all students.

The major emphasis in the preparation of the School Psychologist is to have highly competent problem solvers. To this end, the Phillips program focuses on the development of a sound theoretical and empirical knowledge-base about the normal and abnormal development of children, and the skilled application of this knowledge within the context of public schools in an effort to maximize success and prevent school failure.

Students are prepared to draw upon a personal foundation in psychology and education to effectively develop and implement strategies for preventing or resolving problems as they occur. They learn to collaborate with other helping professionals and with parents in serving the mental health and educational needs of all children.

Our program is rooted in systemic approaches to problem identification and solutions as well as individual assessment and treatment. Students understand how to access information and find answers to questions or problems. Given the speed of change in the health and education related professions, they must have the capability to access both print and electronic sources of information in order to stay current and professionally competent.

Program Structure

Students attend class in the evenings and on Saturdays. Field placement begins in the first semester, and will also require a day-time commitment one day a week. Full-time students will complete the program during 8 semesters over a 3-year peri-

od. The program begins in the Fall and continues with Spring and Summer semesters during the first year, and Fall and Spring semesters during the second year. During the third year of the program, students will complete their internship hours while serving as a school psychology intern in a public school district, and attending supervision group meetings.

FIELD PLACEMENT SERVICES

School Psychology students receive assistance with their field placement through the School Psychology Department. Candidates begin their practicum placement and experience in the first semester of the program, and complete 450 hours during the first two years of the program. Because candidates will need to visit assigned local schools, candidates will need to adjust their work and other commitment schedules to accommodate 5 – 10 hours a week, during public school hours, to complete these assignments. At the end of the second year of the program, candidates will apply to recruiting school districts for a 1200-hour school psychology internship or field placement. Often these are paid positions.

FACULTY ADVISEMENT

Students will be assigned an academic advisor within the weeks prior to the beginning of classes at Phillips Graduate Institute. Students are encouraged to meet with their advisor early in the first semester and at least once each semester until completion of their degree and credential application. Students are encouraged to make appointments with other members of the faculty who will answer questions and provide consultation.

ENTRY OPTIONS

Students may enter the program in the Fall. Please call the Office of Admissions at (818) 386-5660, for dates and class schedules.

ADMISSION REQUIREMENTS

See the "Application Process" section beginning on page 48 for details on admission requirements and procedures.

Master of Arts in School Psychology with Pupil Personnel Services Credential

61 units

This program provides the foundation for a career in school psychology in the public school system. School Psychologists provide various services, including consultation to teachers, parents and school systems; psychoeducational assessments and diagnosis of specific learning and behavior disabilities; classroom and behavior management; interfacing with community agencies; parent education; program development and evaluation; prevention and early intervention related to school failure; prevention and intervention in the area of child mental health; and research and grant writing. The following curriculum will prepare students to meet these various professional activities.

CURRICULUM

First Semester (9 units)

SP600	Foundations of School Psychology (3 units)
SP602	Learning and Educational Psychology (2 units)
SP603	Research Design and Statistics (3 units)
SP604	School Psychology Practicum—I (1 unit)

Second Semester (9-10 units)

SP606	The Exceptional Child (3 units)
SP607	Program Design, Development, and Evaluation (2 units)
SP608	Issues in Special Education (3 units)
SP609	School Psychology Practicum—II (1-2 units)

Third Semester (6 units)

SP601	Developmental Psychology (3 units)
SP605	Counseling Skills (2 units)
SP609	School Psychology Practicum—II (1 unit)

Fourth Semester (10 units)

SP610	Psychological Assessment: Intelligence Testing (3 units)
SP611	Psychological Assessment Lab (1 unit)
SP612	Child and Adolescent Psychopathology (2 units)

SP613	Diversity Lab—I (2 units)
SP615	Field Work in School Psychology (2 units)

Fifth Semester (9 units)

SP616	Psycho-Educational Assessment (PERS/APT/Achievement) (3 units)
SP617	Psychological Assessment Lab—II (1 unit)
SP618	Behavioral Management Strategies (2 units)
SP619	Diversity Lab—II: Family Issues (2 units)
SP621	Field Work in School Psychology (1 unit)

Sixth Semester (6 units)

SP614	Group Counseling Skills (2 units)
SP620	Consultation and Systems Change (3 units)
SP621	Field Work in School Psychology (1 unit)

Seventh Semester (6 units)

SP622	Internship in School Psychology—I (5 units)
SP623	Professional Seminar—I (1 unit)

Eighth Semester (6 units)

SP624	Internship in School Psychology—II (5 units)
SP625	Professional Seminar—II (1 unit)

Program Compliance

The Master of Arts in School Psychology program meets the requirements and guidelines of the CCTC. In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a PPS Credential in School Psychology, the student must have fulfilled the following requirements:

- Passed the CBEST;
- Completed fingerprint clearance with the CCTC;
- Completed all required coursework;
- Completed field experience requirements;
- Demonstrated 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;

- Earned a Master's degree in School Psychology or a related discipline;
- Participated in a Candidacy Review; and
- Completed an Exit Interview with the School Psychology Department.

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

Requirements For Degree Completion:

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

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

- Completion of all 61 units of required courses with an overall GPA of 3.0 or higher;
- Completion of credential requirements established by the CCTC, including training in child abuse;
- Completion of 450 hours of supervised field experience with Practicum registration;
- Completion of an Exit Interview with the School Psychology Department;
- Participation in a Candidacy Review;
- "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; and
- Completion of an Exit Interview with the Office of Financial Aid (Financial Aid recipients only).

Course Descriptions

SP600 FOUNDATIONS OF SCHOOL PSYCHOLOGY

3 units

This course has as its purpose the comprehensive study of school psychological services and the public schools from a psychological and educational perspective. There will be an emphasis on theories of prevention, developmental psychopathology, models of data-based decision making, and psychological and educational approaches to intervention. The candidates will have an orientation to schooling, and the practice of school psychology. They will focus on understanding professional roles, ethics and legal issues, curriculum and standards, school environments (social and political), needs of students from diverse backgrounds, working with parents and community

SP601 DEVELOPMENTAL PSYCHOLOGY

3 units

The emphasis in this course is on the cognitive, emotional, biological, behavioral and psychosocial development from birth through adolescence. Theoretical and applied aspects of development will be addressed through a multicultural lens, along with a discussion of contemporary issues and trends.

SP602 LEARNING AND EDUCATIONAL PSYCHOLOGY

2 units

This course will focus on major theories of learning and the impact of cultural and linguistic differences on the design of learning environments and curriculum. Candidates will learn to recognize instructional elements that support or impede pupil learning and the role of the school psychologist in developing effective instructional interventions.

SP603 RESEARCH DESIGN AND STATISTICS

3 units

This course will review quantitative and qualitative research methods used to address relevant issues faced by the school community. Includes a discussion of principles and methods of designing research and prepares candidates to analyze research literature in a critical manner.

SP604 SCHOOL PSYCHOLOGY PRACTICUM—I

1 unit

This course guides practical training and field work experiences and includes weekly reaction papers. The primary emphasis is to learn the function and role of school psychologist. Candidates will develop an understanding and knowledge of: legal and ethical issues, psycho educational assessment, observational methods, school procedures and policies, referral process for special education, developmental/grade level ages and stages, organization and record keeping. This will require school experiences in grades K-12. Practicum will provide the candidates with the opportunity to gain knowledge and skills most appropriately learned in the field, and to apply skills and concepts learned in related courses including computer literacy, e-mail, and how to use the internet. Candidates will gain information on curriculum expectations within the public schools, grades kindergarten through high school. They will also gather information on State mandated assessment tests.

SP605 COUNSELING SKILLS

2 units

The course provides a conceptual and practical demonstration of the foundational concepts of counseling skills. Candidates are taught communication principles and skills that enhance children's' and adolescents' emotional and social adjustment. Different approaches to individual counseling are introduced, observed and practiced.

SP606 THE EXCEPTIONAL CHILD

3 units

This course examines the characteristics of children and adolescents with cognitive, learning, communication, emotional, perceptual, sensory, and physical disabilities. Their impact over the developmental period on personal adjustment and school achievement is highlighted. Candidates learn the contrasting legal, educational, and psychological definitions of disabilities. Candidates are expected to report on observations of exceptional students in at least three different special education classes.

SP607 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, program delivery, needs assessment and outcome studies are covered. Candidates will learn about effective programs, offered in the school setting to address such issues as school violence, diversity, parent involvement and collaboration, family consultations and other programs related to pupil learning and academic achievement.

SP608 ISSUES IN SPECIAL EDUCATION

3 units

This course offers an overview of 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. California Education Code and federal regulations related to special education students are discussed.

SP609 SCHOOL PSYCHOLOGY PRACTICUM—II

1-2 units

Candidates complete hours of field-based activities. This course may be repeated to continue the accumulation of hours if necessary. In order to develop the candidates skills in the area of individual assessment and educational planning and evaluation, they will have the opportunity to become familiar with such activities as classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, consultation and intervention planning with parents and school staff, and other activities that occur only in schools. They will have the opportunity of observing regular and special education classes within the school. Observations should include children with: (a) specific learning disabilities (SLD), (b) emotional disturbance (ED) (c) developmental delays (MR, TMR), (d) Autism (AUT), and other low incidence handicaps. Candidates will have the opportunity of observing in the public schools and communities with a diverse ethnic/cultural population.

**SP610 PSYCHOLOGICAL ASSESSMENT:
INTELLIGENCE TESTING**

3 units

This course provides an overview of child and adolescent assessment techniques including history taking and clinical interviewing. The theory, administration, scoring, interpretation of the major individual tests of intelligence along with screening instruments often used with children ages preschool through adolescent. Conducting multi-culturally sensitive assessments will also be addressed.

**SP611 PSYCHOLOGICAL
ASSESSMENT LAB**

1 unit

This course will provide supervised practice in the administration, scoring and interpretation of assessment instruments discussed in the Psychological Assessment course. This course must be taken concurrently with SP610.

**SP612 CHILD AND ADOLESCENT
PSYCHOPATHOLOGY**

2 units

Candidates will be provided a review of mental health disorders commonly experienced by children and adolescents, with a particular emphasis on disorders relating to learning difficulties and conduct. Common interventions and contributions of familial, cultural treatment will also be addressed.

SP613 DIVERSITY LAB—I

2 units

The goal of this course is to foster the development of professional competencies relevant to working responsibly with diverse groups of students. The first semester is meant to provide a forum for increasing awareness and developing interactive skills as these relate to the spectrum of human diversity, including race, culture, socioeconomic class, gender, sexual orientation, age, spiritual beliefs or religion, and abilities. Dimensions of relative power, privilege, and oppression will be the running thread throughout this course. These will be emphasized further in the second course's (SP619) focus on acquiring an incremental knowledge base.

SP614 GROUP COUNSELING SKILLS

2 units

In this course the candidates will understand the process and stages of group counseling development. They will transfer counseling skills learned in individual counseling to working with members in a group setting. The techniques and exercises in conducting group counseling sessions will be studied. The factors involved in initiating a counseling group and a counseling group program as well as understanding several types of groups and methods commonly used in public school settings will be taught and practiced. The culturally sensitive issues that could effect groups will also be explored.

**SP615 FIELD WORK IN SCHOOL
PSYCHOLOGY**

2 units

This course provides the candidates the opportunity to engage in school-based activities. They will be provided experiences in the areas of collaboration, wellness promotion, counseling and crisis intervention, intervention strategies, individual assessment, educational planning and evaluation, program planning and evaluation, research and measurement. Practicum will provide the candidates with the opportunity to gain knowledge and skills most appropriately learned in the field and to apply with supervision skills and concepts learned in related courses.

**SP616 PSYCHO-EDUCATIONAL
ASSESSMENT (PERS/APT/ACHIEVEMENT)**

3 units

Candidates learn and administer an array of diagnostic instruments currently used in schools to assess perceptual, motor, emotional and academic functioning of school-age children. Training in construction of appropriate test batteries for presenting cases and critique of the validity and utility of tests used in special education decisions is emphasized. Candidates are required to demonstrate appropriate administration, scoring, interpretation, and integration of tests in submission of psycho educational reports.

**SP617 PSYCHOLOGICAL ASSESSMENT
LAB—II**

1 unit

Candidates will experience supervised practice in the administration, scoring and interpretation of assessment instruments discussed in the Psycho-educational Assessment course. This course must be taken concurrently with SP616.

**SP618 BEHAVIORAL MANAGEMENT
STRATEGIES**

2 units

The course presents the practical principles of cognitive behavior modification with children and adolescents in schools. Candidates learn to complete behavior observations and construct behavior plans. Techniques to increase target behaviors, such as reinforcement strategies, antecedent control, shaping, and modeling are taught and practiced. School-relevant applications include social-skills training, self-management, promoting generalized and special interventions for problem behaviors. Candidates will be expected to report on applications of school behavior consultation and lead a social skills group in this class.

SP619 DIVERSITY LAB—II: FAMILY ISSUES

2 units

This second of course continues to build on diversity related skills in the areas of awareness and interaction/relationship, which were emphasized during the first semester. The second half of this course will focus increasingly on the content/knowledge base with regard to diverse populations and multicultural competencies. Specifically, the course is meant to provide an overview of mental health issues which are central to understanding the psychological functioning of diverse populations in the U.S. (e.g., diverse ethnicities, cultures, SES levels, genders, sexual orientations, ages, abilities-disabilities, religions, and spiritual beliefs). Furthermore, the impact of privilege and oppression will be considered within the context of working with families. Theoretical models, research findings, and clinical vignettes will provide a frame of reference for experiential and didactic classroom experiences. This course should provide a foundation for subsequent development of diversity related skills in advanced coursework and training.

SP620 CONSULTATION AND SYSTEMS CHANGE

3 units

The candidates will be familiarized with the various models of consultation with a primary focus upon school/educational consultation. They will gain an understanding of consultation within an historical perspective. The candidates will learn the implications of various components of the consultative process, including: organizational structures, modes and levels of communication, problem solving strategies, group dynamics and behavior. This course provides the candidate with opportunity to develop, practice and refine his/her skills as a consultant through observation, discussion, role-play, clinical coaching and consultation. This course will relate systems theory and systems change to the role of the school psychologist in creating change in schools and communities. Candidates will learn to collaborate effectively with various stakeholders in the school system, i.e., parents, teachers, and other school personnel, to create supportive learning environments for students.

SP621 FIELD WORK IN SCHOOL PSYCHOLOGY

2 units

The fieldwork candidate will gather information regarding the District and the specific school he/she is placed. This course may be repeated to continue the accumulation of hours if necessary. The candidates will have the opportunity to do psycho-educational assessments and develop intervention plans that relate to behavioral management. They will participate in teacher consultation, parent conference and assessment process. Candidates will become aware of student's needs within the school. Ethical and legal considerations, parent permission, confidentiality, and mandated child abuse reporting will be included in their experiences.

SP622 INTERNSHIP IN SCHOOL PSYCHOLOGY—I

5 units

Course requirements include full time placement in a supervised public school for fifteen (15) weeks. This will meet the requirement of six hundred (600) hours. Candidates will have the opportunity to demonstrate the full range of skills acquired

during formal training, and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed School Psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation (with school staff and parents); (c) counseling, (individual, group, class and crisis with pupils and parents); (d) screening and assessment; (e) coordination of resources and programs; (f) opportunities for interdisciplinary team membership; (g) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (h) opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and (i) opportunities for professional development (professional conferences and in-service training).

SP623 PROFESSIONAL SEMINAR—I

1 unit

Candidates will hold discussions with PGI Instructor and group about experiences during the internship. This course must be taken concurrently with SP622.

SP624 INTERNSHIP IN SCHOOL PSYCHOLOGY—II

5 units

The course requirement include full time placement in a supervised public school for fifteen (15) weeks. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed School Psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation (with school staff and parents); (c) counseling, (individual, group, class and crisis with pupils and parents); (d) screening and assessment; (e) coordination of resources and programs; (f) opportunities for interdisciplinary team membership; (g) opportunities to assess the effectiveness of instructional and behavioral interventions

for individuals and groups of pupils; (h) opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and (i) opportunities for professional development (professional conferences and in-service training).

SP625 PROFESSIONAL SEMINAR—II

1 unit

Candidates will hold discussions with PGI Instructor and group about experiences during the internship. Students will create a portfolio that reflects a culmination of the practicum experiences beginning from the first semester. The portfolio is a presentation of written assignments, reports, and various work samples produced during the practicum and internship placements. This course must be taken concurrently with SP624.

Elective Coursework and Concentrations

Students interested in developing professional specializations in addition to the 48-unit Master of Arts degree program requirements may choose from a variety of options. These elective courses are typically organized into sequences leading to concentrations. However, elective courses may also be taken separately. Phillips degree candidates are encouraged to consult with the directors of elective programs in which they are interested, as some concentrations 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.

Community Mental Health

PSY550 MFTS IN PUBLIC MENTAL HEALTH

3 units

This course defines the role of Marriage and Family Therapists (MFTs) in public mental health care and provides knowledge and skills in adequately fulfilling the functions of that role. Special attention is given to culturally relevant mental health assessment and treatment, recovery and wellness models, strength-based treatment planning and the reintegration of clients (consumers) in family and social systems. The course will also emphasize professional self-care and examines public service as a professional career for MFTs.

PSY552 DIVERSITY IN COMMUNITY MENTAL HEALTH

3 units

This course provides an introduction to public mental health systems and the delivery of clinical care to a diverse client (consumer) population. These populations are treated within numerous community sites, across all levels of appropriate care and in diverse ethnic/racial communities. Students

will receive knowledge and develop skill in; legal and ethical practice within public service, crisis assessment and intervention, case management services and working with case managers, the co-occurrence of addiction with mental health disorders, and the delivery of preventive/educational services.

Students seeking a concentration in Community Mental Health must complete practicum training through one of the following courses: PSY596C, PSY596D, PSY596F, or PSY596K*.

CMH students must also complete at least one semester course from one of the following courses: PSY600, PSY601, PSY602, PSY603, or PSY604.

**Note: Students must apply and be approved for a traineeship through CalFam.*

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 is required for all clinical coursework. Phillips degree candidates may take these courses as electives for academic credit towards a concentration within a 60-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

The Family Therapy Program is a specialized training program for beginning therapists. Trainees 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 diagnoses, and the clinical application of Bowen and other supportive interventions, systems, and theories. Trainees in this program will work

as co-therapists when seeing clients. Clients are seen at our counseling center, adolescent residential treatment centers and in other settings as arranged by CalFam. Sessions are videotaped to maximize training, supervision and client care. Students receive group and peer supervision and one hour of training each week.

PSY596C LATINO FAMILY THERAPY

3 units

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by CalFam to the predominately Latino communities in the San Fernando Valley. Trainees need to speak Spanish since the therapy and supervision are conducted in Spanish. Trainees are able to raise 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. Clients are seen at our counseling center, adolescent residential treatment centers and in other settings as arranged by CalFam. The emphasis of the program is in the clinical application of family systems theories with Latino families, and the cultural aspects of family dynamics and personal behavior.

PSY596D CHILD THERAPY IN A SCHOOL SETTING

3 units

The Child Therapy in a School Setting Program has been an on-going program of the Center for over twenty years and provides school-based counseling 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/Violence Prevention Program. Trainees are teamed with one another or with interns to provide social skills training to groups of children, in addition to providing individual counseling to children and their families. Finally, 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.

PSY596H POSTMODERN THERAPY IN A CLINICAL SETTING

3 units

The Postmodern Family Therapy in a Clinical Setting Program is a specialized training in applying collaborative, client-informed therapies in clinical and community settings. The postmodern therapy approach invites us to see people as resource-laden with possibility, not pathology. Trainees will learn how to maintain specialized ways of listening and questioning that generates client change and transformation. Supervision will focus on the practical applications of Solution-Focused, Narrative, and Collaborative Language System ideas. Throughout the year, trainees will learn how to effectively communicate with peers from different theoretical orientations when discussing assessments, DSM diagnosis, treatment planning, documentation and legal and ethical issues. Trainees will work with clients individually, as co-therapists with other trainees and interns, and as reflecting team members. Clients are seen at our counseling center, adolescent residential treatment centers and in other settings as arranged by CalFam.

Trainees must enroll in, or have completed, the Phillips Postmodern intensive training course (#650A and B, 2 semesters). Our year-long class will focus on exploring the philosophy, ideas, practices and applications of Postmodern Therapies through experiential exercises, readings, reflecting teamwork and videotapes. Registration for the class is through the Continuing Education/Extension Division of Phillips or for academic credit through the Office of the Registrar.

PSY596K CO-OCCURRING DISORDERS

3 units

Trainees are given the opportunity to gain skills in the assessment, diagnosis and treatment of alcoholism, chemical dependency, and other addictions, with special emphasis on the treatment needs of those with one or more co-occurring mental health disorders. Training focuses on building case

presentation skills through structured case presentation in supervision group, where trainees are encouraged to work collaboratively with other trainees in designing treatment and relapse prevention plans. Trainees have an opportunity to work with substance abusers, their partners, and families.

Estimates are that three out of ten persons diagnosed with a mental health disorder also have a substance use disorder some time in their lives, and about 64% of drug abusers in treatment also meet the criteria for a mental health diagnosis. Mental health practitioners can no longer afford to dismiss the needs of such a large treatment population without severely limiting their skills set.

Trainees must also enroll in the corresponding Chemical Dependency elective course (PSY600, 601, 602, 603, 604, 605) which meet Monday evenings from 7:00–10:00 p.m., for each semester enrolled in PSY596K.

These courses are designed to provide a comprehensive substance abuse education. Registration for the class is through the Office of Continuing Education and Extension, or for academic credit through the Office of the Registrar. As a WASC-accredited institution, these courses meet or exceed the educational requirements for most chemical dependency certification programs (such as CAADAC).

Chemical Dependency Program

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 such as Rational Emotive Therapy, Alcoholic Family Systems, Behavior Modification are explored. The roles and responsibilities of counselors and clients and the value of structure including ground rules, client expectations, and goals of the group are examined, as well as theories of family co-dependency, triangulated communication and similar dynamics of addiction. This is an 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 integrat-

ing Twelve-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 such as rape, incest, and domestic violence and resulting dissociative disorders are also addressed.

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. Course format is a one-day workshop with Continuing Education/Extension students, followed by an additional learning activity that offers the opportunity for further development and application of the special topic in an interactive format.

Postmodern Therapies

Coursework in postmodern therapies is available for students seeking a specialization within 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 the PSY596H Post-Modern Therapy in a Clinical Setting Program.

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

3 units each semester

This year-long intensive course sequence introduces students to postmodern concepts as they relate to individual and family therapy. 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. A course plan is developed with the appropriate program director to ensure 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 toward 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.

Independent Study

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. A course of study is contracted with, and evaluated by, a faculty advisor.

PSY616 INDEPENDENT STUDY

1-3 units

In consultation with the appropriate program director, the student designs a course of study combining learning experiences both on and off the Phillips campus.

Doctor of Psychology (Psy.D.)

In Clinical Psychology

Mission Statement

Phillips Graduate Institute's competency-based Clinical Psychology Doctoral Program is informed by a systemic perspective and incorporates the cultural, social, legal/ethical, and historical contexts of professional psychology. Integration and application of issues of diversity are central to students' development in becoming professionally mature and self-aware practitioners. Our students' educational experiences are enhanced by selecting one of two areas of core concentration (forensic or diversity) which augment the general curriculum. The program and faculty are committed to student learning by integrating theoretical knowledge through experiential learning and by applying this knowledge. The program is exemplified by the following:

- Students who are critical thinkers and engage in a life-long learning process to become ethical and competent psychologists with a sense of social responsibility and appreciation for diversity;
- Faculty who work in their local communities, demonstrating excellence in their respective areas and serving as role models for students; and
- Graduates who will provide services to diverse populations at the individual, family, group, organization, and community levels.

Program Goals

The goals of the Clinical Psychology Doctoral Program are to:

- Train practitioner scholars to provide services to their communities based on findings in research and science;
- Educate students so they understand the interrelationship between self, community, and the ethical practice of psychology;
- Produce professional psychologists who are critical thinkers, sophisticated communicators, and life-long learners;
- Teach students to develop congruence and authenticity as they balance demands of personal and professional lives;
- Ensure that the next generation of clinical psychologists understand that fami-

ly dynamics and diversity play a vital role in the psychological functioning of all individuals; and

- Create professionals who can work with systems of society, including legal and educational structures.

Educational Philosophy and Training Model

Clinical 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 Local Clinical Scientist model serves as the foundation for the Phillips program. The overarching goal of such training is to develop critical investigators of local (as opposed to universal) realities who are: knowledgeable of research, scholarship, personal experience, and scientific methodology; and able to develop plausible communicable formulations for understanding essentially local phenomena using theory, general world knowledge, including scientific research, and, most important, their own abilities as skeptical scientific observers.

The Clinical Psychology Doctoral Program 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 (Peterson, R.L., et al. (1991): *The Core Curriculum in Professional Psychology*, San Antonio). In addition to providing education and training in the NCSPP core competency areas, the program emphasizes the development of skills important in working with diverse populations. The combined emphases on systemic thinking and issues of diversity distinguish the program and ensure that graduates are well prepared to work effectively as mental health professionals in our increasingly multicultural society. Because of the experiential nature of the program, there will be instances in which students will be asked to reflect on personal experiences in both written and oral presentation. These core competencies

(described below) are designed to integrate practical and scientific knowledge with experiences and skills.

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 this competency include intervention skills that promote positive client development or change. A variety of intervention strategies from various theoretical orientations are provided in classroom and clinical settings, including empirically-based therapies.

RESEARCH AND EVALUATION COMPETENCY

Program elements in this area of competency 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, and produces an applied aspect derived from science, 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 experiences that prepare 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 family and system approaches to psychology, the program offers an emphasis, or core concentration, in either Forensic or Diversity Psychology (see descriptions below). Training in concentration areas affords students the opportunity to gain in-depth knowledge in a specific field of psychology and provides graduates a competitive edge as they pursue employment. All students take the gateway courses to both concentrations: Gender Roles (diversity) and Legal Research (forensic).

Specialized training and education in a particular concentration area provides a knowledge base and skill set not common in other doctoral-level professional psychology programs. All students receive a minimum of 16 units in the area of Family and Systems Psychology. Core concentrations provide an additional twelve 12 units of emphasis that tie family psychology into the specialized areas of diversity and forensics, and include advanced psychotherapy courses relevant to the concentration area.

Students declare an area of concentration no later than the end of their fourth semester of enrollment. They complete their Doctoral Project in their area of con-

centration, as well as at least one of their field training experiences (practicum or internship rotation).

ISSUES OF DIVERSITY AND CULTURE IN FAMILIES AND LARGER SYSTEMS

Diversity psychology prepares the student to work with the ever-evolving pluralistic society in which we live. Courses in this concentration include community mental health for traditionally oppressed and under-served populations, gender and gender roles, and clinical assessment from the perspective of culture and diversity.

FORENSIC ISSUES

Clinical 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 legal research, family law, juvenile justice and court testimony.

To fulfill concentration area requirements, students must:

- Complete 12 units of coursework in the concentration area, including 2 units of their gateway course and 2 units of the gateway course for the other area of concentration;
 - Complete a Doctoral Project relevant to their concentration area; and
- Participate in field training in their area of concentration.

The Program's Structure

The program consists of ninety-six (96) units of coursework (which includes a Doctoral Project) plus the full-time, pre-doctoral internship. Students in the first two years of the program attend classes on Monday evenings (4-7 p.m.) and all day on Tuesday (8 a.m. – 5 p.m.). Students in the third and fourth years of the program attend classes on Thursday evenings and all day on Friday. Students who enroll on a full-time basis can expect to complete the program in five (5) years.

During the first year, all students are required to attend the Clinical Psychology Psy.D. program full time (11 units per term or 22 units for the academic year).

After the first year, a student who wishes to attend on a part time basis must meet with his/her academic advisor to revise his/her academic plan to reflect this change in enrollment status. This modified Course of Study will be included in the student's academic file with the Office of the Registrar, and will impact clinical training as well as his/her Academic Plan.

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 (two semesters), or students may elect to distribute the internship over the final two years (four semesters).

Students entering the program with an earned Master's degree in psychology may petition to have up to twenty-four (24) of the ninety-six (96) units of core coursework transferred to meet degree completion requirements. Students who wish to pursue this option must do so during the admissions process. The following courses are not eligible for transfer: PSY677, PSY683, PSY685, PSY686, PSY687, PSY688, PSY690, PSY714, and PSY800 series.

Students entering the program without a Master's degree may opt to complete a non-terminal Master of Arts degree that does not lead to licensure. A Master's degree is offered following completion of forty-eight (48) course units. This typically occurs at the end of Year Two of the program. Students must have completed at least one full rotation of practicum in addition to their coursework, and must be in satisfactory standing with the program.

Phillips' 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 program integrates academic training, experiential learning, and personal development. The Institute's faculty possess extensive clinical, research and teaching experience and are skilled at facilitating students in the development of clinical expertise. The Clinical Psychology

Doctoral Program provides the academic preparation necessary for graduates to sit for required licensing examinations.

CLINICAL PLACEMENT SERVICES

Phillips Graduate Institute students in all clinical programs receive assistance with their field placement through the Office of Clinical Training. 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.

PRACTICUM

Doctoral students are required to acquire clinical experience, known as practicum placements, prior to beginning their pre-doctoral internship. More specifically, a minimum of 1,200 hours of supervised clinical experience (in an approved practicum-level training program) must be completed in a minimum of two (maximum of three) separate and complete practicum training programs prior to advancing to pre-doctoral internship status. A complete practicum training program lasts for a minimum of 9 months and a maximum of 12 months and ranges in weekly hour commitment between 12–15 hours per week.

INTERNSHIP

Doctoral students are required to complete a minimum of 1,500 hours of supervised clinical experience at the pre-doctoral internship level. This experience may be completed as a one-year, full-time internship (during the last year) or two half-time internships distributed over the last two years of the program. Internship training programs must either have accreditation by the American Psychological Association (APA) or be a member of or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

In order to apply for practicum or internship placement, students must first be deemed ready by the Clinical Training Office. In addition, each student must obtain approval of the sites to which they intend to apply *prior* to submitting applications.

FACULTY ADVISEMENT

Students are assigned an academic advisor upon enrollment in the program. Students are required to meet with their advisor at least twice per semester. It is the responsibility of the student to contact his/her advisor. The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the faculty, including the coordinators of the core concentration to answer questions and seek consultation.

ENTRY OPTIONS

Students may enter the program in the Fall only. Please call the Office of Admissions at (818) 386-5660, for dates and class schedules.

ADMISSION REQUIREMENTS

See the “Application Process” section beginning on page 48 for details on admission requirements and procedures.

DOCTORAL PROJECT

The Psy.D. Doctoral Project is original, scholarly work that represents an applied contribution to the field of professional clinical psychology. The Doctoral Project is conducted independently by the student under the supervision of a faculty member. Students integrate their sequential educational and training experiences (in particular, coursework in Statistics, Research Methods, Program Evaluation) with their studies in their respective core concentration (either Diversity or Forensics). Projects can include program development, program evaluation, development of a new clinical model of intervention, grant proposals, training manuals, etc.

The goals of the Psy.D. Project are to: 1) increase knowledge, 2) extend the application of knowledge, and 3) disseminate knowledge about a problem area or about more effective service delivery to health and health-related professionals and para-professionals.

Students select a topic and a Project Mentor during the spring semester of Year Three. They then enroll in three units (for the fall semester of the 4th year, in addition to two units in the spring of the 4th year) of the Psy.D. Project, where they collaborate with their Project Mentor and a Community Consultant toward completion of their project. All projects are to be completed at the end of the two semester course

sequence (i.e., upon completion of Year Four in the program). In the rare instance that a student does not complete his/her Psy.D. Project in the designated time, he/she will enroll in one unit of Independent Study-Doctoral Project Extension during the subsequent semester. If a student does not complete the project by that semester’s end, then the student must re-enroll in the sequence of PSY800P, PSY800A, and PSY800B until completion.

GLOBAL ASSESSMENT AND REVIEW

Annually, in June, the faculty conduct an individualized global assessment and review of every doctoral student. This review is intended to provide a comprehensive overview of each student’s respective progress in the program. Students receive written feedback on the review, which they are instructed to discuss with their academic advisors. Areas covered include: professional behavior and attributes; written skills; verbal skills; socialization into the field of professional clinical psychology; and mastery of NCSPP core competencies.

COMPREHENSIVE EXAMINATIONS (COMPS)

All students are required to pass a series of comprehensive examinations that are linked to the areas of core competency as defined by the National Council of Schools of Professional Psychology (NCSPP) after Year Two in the program. In addition, they must present their portfolio of work to a panel of two faculty members (including their academic advisor) and must be in overall good academic standing.

CLINICAL COMPETENCY EXAMINATION (CCE)

Doctoral students will be required to sit for the Clinical Competency Exam in the fall of the last year of the program. This exam is an opportunity for students to demonstrate their ability to integrate academic knowledge with clinical skills in an applied manner. Students will respond to questions regarding a clinical vignette.

TEACHING ASSISTANT OPPORTUNITIES (TA)

To support student learning in the area of education and to prepare them for careers in

faculty and academic environments, the program offers TA positions. These positions are competitive and are announced each year in the Spring. TAs are typically used in courses such as statistics, psychodiagnostic assessment, legal research, and doctoral project preparation, in addition to a variety of other courses. TAs are mentored by their respective course instructor, as well as by the Program Director in a monthly mentoring group.

Doctor of Psychology in Clinical Psychology

96 units

This program allows students to pursue a Doctorate in Clinical Psychology and qualifies graduates to pursue licensure as a psychologist in California.

CURRICULUM

First Semester (12 units)

PSY677	Psychopathology (3 units)
PSY680	Clinical Interviewing (3 units)
PSY683	Professional Seminar (1 unit)
PSY690	Legal and Ethical Bases of Psychology (2 units)
PSY714A	Diversity Laboratory–I (3 units)

Second Semester (11 units)

PSY675	Personality Theory (3 units)
PSY676	Family Therapy (3 units)
PSY694	History & Systems (2 units)
PSY714B	Diversity Laboratory–II (3 units)

Third Semester (12.5 units)

PSY679	Measurement Theory and Test Construction (2 units)
PSY685	Case Consultation–I/Practicum (2 units)
PSY703A	Psychological Assessment (3 units)
PSY704A	Assessment Laboratory–I (0.5 units)
PSY705	Integrated Statistics and Research Methods–I (2 units)
PSY705L	Integrated Statistics and Research Methods Lab
PSY740	Family Systems Intervention (3 units)

Fourth Semester (11.5 units)

PSY686	Case Consultation–II/Practicum (2 units)
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PSY691	Cognitive Affective Bases of Behavior (2 units)
PSY695	Lifespan Development (2 units)
PSY703B	Psychological Assessment–II (3 units)
PSY704B	Assessment Laboratory–II (0.5 units)
PSY711	Family Constellations (2 units)

Fifth Semester (13 units)

PSY681	Group Therapy (2 units)
PSY687	Case Consultation–III/Practicum (2 units)
PSY692	Biological Psychology (2 units)
PSY716	Integrated Statistics and Research Methods–II (2 units)
PSY741	Cognitive Behavioral Interventions (3 units)
PSY824	Gender Roles (2 units)

Sixth Semester (13 units)

PSY660	Human Sexuality (2 units)
PSY688	Case Consultation–IV/Practicum (2 units)
PSY693	Social Bases of Behavior (2 units)
PSY717	Program Evaluation (2 units)
PSY743	Child and Adolescent Interventions (2 units)
PSY800P	Psy.D. Project Introduction (1 unit)
PSY842	Legal Research (2 units)

Seventh Semester (12 units)

PSY742	Psychodynamic Interventions (2 units)
PSY800A	Psy.D. Project (3 units)
PSY880	Consultation and Supervision (2 units)
PSY8xx	Core Concentration (5 units)

Eighth Semester (11 units)

PSY718	Psychopharmacology (2 units)
PSY744	Couple and Relational Interventions (2 units)
PSY800B	Psy.D. Project (2 units)
PSY8xx	Core Concentration (5 units)

Ninth Semester (4 units)

PSY900A	Full-Time Internship (4 units)
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Tenth Semester (4 units)

PSY900B	Full-Time Internship (4 units)
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Program Compliance

The Phillips Graduate Institute Doctor of Psychology in Clinical Psychology 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 (BOP) for complete information regarding licensing requirements (www.psychboard.ca.gov). Most licensing requirements for the State of California are offered on site, through the Office of Continuing Education and Extension.

Requirements For Degree Completion:

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

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

- Completion of all 96 units of core courses, with an overall GPA of 3.0 or higher;
- Successful completion of 2 full practicum training programs (minimum of 1,200 hours);
- Child Abuse, Spousal Abuse, Chemical Dependency, Aging/Long Term Care course hours as required for licensure as a Psychologist in the State of California;
- Successful completion of 8 units of pre-doctoral internship (minimum 1,500 hours);
- Verification of required hours in personal psychotherapy*;
- Successful completion of comprehensive exams;
- Successful completion of Clinical Competency Examination (CCE);
- Presentation of portfolios to panel of faculty and peers;
- Successful completion of Doctoral Project and attached requirements;
- “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; and

- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

****Psychotherapy Requirement**

In order to become a competent clinical psychologist, an individual must first be willing to work on his/her own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate Institute philosophy of theory, experience and application as it represents integrated learning. Therefore, all students are required to engage in 45 hours of psychotherapy during their tenure in the program. Students are advised to complete this requirement prior to their internship year(s). Therapists must be licensed psychologists who are at least three years post-licensure and in good standing with the Board of Psychology. In compliance with APA's ethical codes, students may select their therapists from a list of referrals that includes therapists from outside the Phillips community. In addition, students are not required to discuss personal information from the therapeutic context as part of their coursework. The 45 hours must be completed within one calendar year, with one professional, and therapy must take place during the graduate school experience. The cost of therapy is to be met by the student. Prior psychotherapy experiences will not be accepted as fulfillment of this requirement.

Course Descriptions

PSY660 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 is reviewed.

PSY675 PERSONALITY THEORY

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 an historical perspective and include theories and concepts drawn from psychodynamic, behavioral, cognitive, and humanistic-existential models.

PSY676 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. Family assessment techniques 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 CLINICAL INTERVIEWING

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 GROUP THERAPY

2 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. The roles and responsibilities of psychologists and how they are differentiated from other mental health professionals are discussed. Students craft a professional development plan by the end of the course, and create and present a professional portfolio.

PSY685, 686, 687, 688 CASE CONSULTATION/PRACTICUM COURSES I-IV

2 units each

Students receive consultation from the practicum instructor and feedback from student peers while discussing clinical issues based on their clinical training practicum placement and related legal, ethical and professional issues. Each level emphasizes a different aspect of NCSP Course Competencies: Relationship, Assessment, Intervention, and Integration of Relationship, Assessment and Intervention program.

In order to be enrolled in these classes, students must be concurrently engaged in training at an approved practicum training program. Students who opt to complete a clerkship must enroll in a clerkship case consultation practicum course.

PSY690 LEGAL AND ETHICAL BASES OF 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 COGNITIVE 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 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 SOCIAL BASES OF BEHAVIOR
2 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 HISTORY AND SYSTEMS
2 units

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

PSY695 LIFESPAN DEVELOPMENT
2 units

This course surveys the theories and research regarding lifespan development, learning, and personality formation, including the impact of social phenomena on human development. Development is addressed from a diverse context with an emphasis on clinical application of material.

PSY703A 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-III). 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.

PSY703B PSYCHOLOGICAL ASSESSMENT—II: MEASURES OF PERSONALITY
3 units

This course focuses on objective (e.g. MMPI, Millon Inventory) 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.

PSY704A-B ASSESSMENT LAB
0.5 units each

This one-hour assessment laboratory gives students the opportunity to practice administering, scoring, interpreting and synthesizing material covered in class.

PSY705 INTEGRATED STATISTICS & RESEARCH METHODS—I
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. Students are required to practice statistical applications using Statistical Package for the Social Sciences (SPSS) software.

PSY705L REQUIRED STATISTICS LAB
0 units

This one-hour laboratory allows students to practice and apply statistical knowledge and skills with the assistance of a Teaching Assistant (TA).

PSY711 FAMILY CONSTELLATIONS
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.

PSY714A 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 their beliefs about race, culture, gender, sexual orientation, socio-economic class, physical abilities, religion and aging.

PSY714B 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 INTEGRATED STATISTICS AND RESEARCH METHODS—II
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. The local clinical scientist model is emphasized with applied research methodologies.

PSY717 PROGRAM EVALUATION
2 units

This course explores the research methods related to program evaluation including quantitative, qualitative, and quasi-experimental designs. It is helpful in preparation for the Doctoral Project.

PSY718 PSYCHOPHARMACOLOGY
2 units

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

PSY740 FAMILY SYSTEMS INTERVENTION
3 units

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

PSY741 COGNITIVE BEHAVIORAL INTERVENTIONS
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 PSYCHODYNAMIC INTERVENTIONS

2 units

This course provides an 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 CHILD AND ADOLESCENT INTERVENTIONS

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, societal, and cultural factors.

PSY744 COUPLE AND RELATIONAL INTERVENTIONS

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 postmodern or collaborative approaches occurs.

PSY795 DIRECTED STUDIES

1-3 units

Independent coursework is provided under the supervision of selected faculty on topics related to Clinical Psychology. Directed studies may be completed for one (1) to three (3) units based on recommendation by the faculty.

PSY800A-B PSY.D. PROJECT-I & II

3 units Fall; 2 units Spring

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 projects, and manuals on special topics.

PSY800P PSY.D. PROJECT PREPARATION

1 unit

This course is the culmination of the research sequence and the prerequisite for both PSY800A and PSY800B. The course will be taught as a graduate seminar with the focus on engaged discussion with some didactic information. The introduction chapter of the doctoral project will be developed. Students will integrate ideas and elements from the research sequence, and will synthesize, analyze, and integrate research results across studies to develop an argument in support of the proposed project. This course will lay the foundation for students to complete the remaining doctoral project chapters.

PSY880 CONSULTATION AND SUPERVISION

2 units

This course provides a general introduction to the conceptual and empirical literature on clinical supervision and consultation, with an emphasis on systemic and cultural issues. Students will serve as "supervisors" to first-year students enrolled in the PSY680 Clinical Interviewing course, and will participate in Supervision of Supervision (SOS) over the course of this class.

PSY900A-B FULL-TIME 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 the program. Students complete a minimum of 1,500 hours of supervised clinical experience during this twelve (12) month period. Internships must either have accreditation by the American Psychological Association (APA), or be member of or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

PSY901A-D PART-TIME 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 either have accreditation by the American Psychological Association (APA), or be member of or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

Gateway Core Concentration Courses

PSY824 GENDER ROLES

2 units

This course provides students with an orientation to sex roles and gender, focusing on relevant concepts and constructs inherent in theory, research, and the responsible practice of professional psychology. An emphasis is placed on facilitating students' understanding of personal sex-role attitudes and behaviors and incorporates this knowledge into the learning process. Course content reflects contemporary views on sex roles and gender, leaning toward well-rounded, inclusive hypothetical reasoning while simultaneously highlighting the limitations of dichotomous frameworks. Students are encouraged to think authentically and critically, integrating diverse perspectives, personal experiences and knowledge in relation to clinical practice issues.

PSY842 LEGAL RESEARCH

2 units

This course introduces students to some of the practical tools relevant to medical-legal research, writing and analysis, as well as developing a beginning comfort level with accessing legal materials. Interpreting case law, understanding the implications of statutory and court rulings, and considering policy implications are also discussed. Prerequisite: PSY690.

Diversity Courses

PSY820 INTEGRATING DIVERSITY IN PSYCHOLOGICAL ASSESSMENT

3 units

This course focuses on assessing adults' and children's intellectual, personality and psychological functioning within contexts of diversity (ethnicity, language fluency, gender, sexual orientation, socio-economic status, abilities-disabilities, age). Critical analysis and appropriate application of "mainstream" assessment instruments are emphasized, in combination with assessment methods which are designed for more accurate assessment of specific cultural groups. The literature on multicultural assessment guides the process of interpreting test results and relevant data in relation to dimensions of diversity.

PSY821 DIVERSITY-RELATED INTERVENTION COMPETENCIES

2 units

This course builds on students' basic clinical skills by emphasizing competencies which are essential for working with clients from diverse populations (ethnicity, language fluency, gender, sexual orientation, socio-economic status, abilities-disabilities, age). The course assists students' development of meaningful guidelines for providing ethical and effective care to diverse clients. The course focuses on the culturally appropriate use of mainstream interventions, and introduces interventions which are designed to meet the needs of specific cultural groups. Course content and process are informed by the literature and diversity-related guidelines adopted by the American Psychological Association (APA).

PSY822 MULTICULTURAL AFFIRMATIVE THERAPY WITH GAY MEN, LESBIANS AND BISEXUAL PERSONS

2 units

This course provides students with an overview of prominent mental health issues and clinical considerations relevant to working with lesbian, gay male, and bisexual clients from diverse cultural backgrounds. These are explored within the context of diverse world views, lifestyles and life experiences. Analysis of social, economic, cultural, racial, and political factors are integrated with the psychological literature to inform

multifaceted conceptualization of cases, clinical formulations, and affirmative intervention strategies. Didactic and interactive/experiential approaches are used to provide information in specific content areas and to facilitate students' evolving self-awareness as clinicians.

PSY825 COUNSELING PEOPLE WITH DISABILITIES

1 unit

This course develops students' clinical skills necessary for working with clients who experience various types and degrees of disabilities. The course emphasizes the diversity and multidimensional needs of people with disabilities, relevant methods of assessment/evaluation, and crucial considerations for appropriate interventions. The impact of socio-cultural factors, including the context of ongoing prejudice and discrimination, are integrated throughout the course.

PSY826 CONSULTATION IN DIVERSE SETTINGS

2 units

This course orients students to the fundamental competencies necessary for functioning as a consultant in various types of settings. Generic principles of effective consultation are emphasized in organizations with diverse staff and clients. Students explore specific consultation activities, ethical practices, and common challenges encountered in the role of consultant. Distinctions are made between consultation and direct service provision. The literature on consultation and diversity issues guides classroom activities and assignments.

Forensic Courses

PSY841 INTRODUCTION TO FORENSIC PSYCHOLOGY

2 units

This course introduces students to the fundamentals of forensic psychology, understood as the study of psychology and law, criminal justice, and mental health. Emphasis is given to broad thematic coverage of relevant theory, policy and practice as well as an overview of the various settings and institutions wherein forensic psychology is applicable.

PSY843 FORENSIC ASSESSMENT

3 units

An examination of the specific assessment issues encountered in forensic settings, this course discusses the typical questions posed to forensic psychologists. It also discusses the need to present psychological data in a format that is meaningful to the court system and other institutional settings. Examples of issues covered include: competence evaluations, mental status at the time of the offense and compensation evaluation. Prerequisites: Completion of or concurrent enrollment in PSY703A, PSY703B, PSY677, and PSY842.

PSY844 PSYCHOLOGY AND FAMILY LAW

2 units

This course examines the roles that civil and criminal legal systems assume, through case and statutory decisions, in the lives of families. It also helps students interface as psychologists with the juvenile and family court systems. The psychological impact of the law and decisions of the court systems on families is discussed in terms of child custody evaluations and divorce mediation. The theory and practice of problem identification, conflict resolution, and dispute resolution counseling are addressed as they apply in forensic mediation settings. Prerequisites: Completion of or concurrent enrollment in PSY703A, PSY703B, PSY677, PSY843, and PSY842.

PSY845 DEPOSITIONS AND COURT TESTIMONY

1 unit

This course covers subpoenas, depositions, and court testimony, as well as the types of court documents and pleadings a psychologist would need to understand in order to feel comfortable in participating in the legal system. Differences between testifying as a treating psychologist versus an expert witness are addressed. Prerequisites: PSY690 and PSY842.

PSY846 JUVENILE JUSTICE FORENSIC PSYCHOLOGY

2 units

This course considers the unique status of juvenile offenders in the legal system and the needs of these offenders. Theories of

delinquency are explored along with evaluation, treatment, and consultation issues.

The issues and implications of trying juvenile offenders as adults are addressed.

Electives

PSY657 APA WRITING

1 unit

This course is designed to provide a hands-on teaching experience for those students needing assistance with APA format, style and structure.

PSY745 ANXIETY DISORDERS: EMPIRICALLY SUPPORTED INTERVENTIONS

1 unit

PSY741 is a prerequisite to this course, which offers a more advanced approach to using empirically supported interventions in the treatment of anxiety disorders.

Doctor of Psychology (Psy.D.)

in Organizational Consulting

Mission Statement

To educate and train organizational leaders and consultants who understand human relations, business environments, and the dynamic potential of diversity in the workplace, and who are equipped to lead or assist corporate and nonprofit organizations through change and growth in a global economy.

Program Goals

Our Organizational Consulting program focuses on leadership, problem solving, team building, and change management skills and strategies as students:

- Learn to be more effective consultants or managers, able to understand and coordinate diverse activities and perspectives within a multicultural, global society;
- Learn the latest frameworks for making sound business decisions with a systemic focus
- Find ways to challenge personal and organizational paradigms, and implement and sustain positive change;
- Develop a management toolkit that can immediately be applied in the work setting
- Gain hands-on experience in team leadership and team membership and learn to integrate differing opinions and personalities for positive outcomes;
- Explore emerging trends as they relate to professional practice, using the systematic process of action or applied research as a mode of inquiry for seeking response and/or resolution to organizational challenges;
- Are supported and challenged by faculty who are experienced in organizational leadership and current management research, are adept at leading an executive classroom, and are sought-after as consultants to leading organizations; and
- Network and learn with fellow students representing a variety of industries, functions, and organizations, and whose diverse experiences contribute to an atmosphere of vibrant information exchange.

Educational Philosophy and Training Model

Phillips Graduate Institute's Organizational Consulting (OC) Program is designed to enhance the personal and professional skills of consultants, managers, and leaders. Organizations large and small, for-profit and non-profit, are increasingly using people with behavioral science education and training to address a wide range of human systems-related issues in the workplace. The application of psychology to business is a booming and expanding field, and the focus of Phillips' program is to educate and train consultants ready to meet the challenges of organizations in the 21st century. Building on three decades of research and experience in human relations, the OC Program integrates human dynamics with contemporary business practice. Like other Phillips programs, we emphasize a three-dimensional approach to learning. Students participate in an interdisciplinary curriculum that combines academic instruction, hands-on application, and personal and professional development.

The Organizational Consulting Program is designed around four distinct competency areas, or "domains." Through these domains, students gain knowledge, skills, and an appreciation for diverse values and attitudes:

Domain A, *Trainee Self Assessment and Development*, consists of personal values and ethics, self-assessment and management, professional development and life-long learning, and individual and professional accountability;

Domain B, *Knowledge-Based Fundamentals*, includes organizational behavior—science and applications, business pragmatics (corporate, nonprofit structure/processes/products), and legal issues and organizational responsibility;

Domain C, *Mediating/Process Competencies*, consists of communication, critical thinking, systems thinking, and strategic thinking; and

Domain D, *Operational Competencies*, includes multilevel organizational appraisal and assessment, multilevel organizational

intervention, multilevel program evaluation, collaborative/team-oriented behavior, and applied professional ethics.

Founded on Phillips Graduate Institute's core values of appreciation for diversity, integrity, the challenge to grow and develop, collaborative involvement, and contribution to positive social change, the OC Program applies a systemic philosophy to organizational and social change. Our program focuses on training students to become consultants and members of organizations where people continually expand their capacity to create desired results, and where new and expansive patterns of thinking are nurtured. Our graduates are knowledgeable in concepts and theories of diversity, strategic change, global business, communications management, action research, entrepreneurship, and leadership. They are able to assess, analyze, develop, and implement creative solutions, and to be agents of change for individuals and organizations.

The Program's Structure

Coursework is taken for eight semesters over a two-and-a-half-year period. Classes are held on Saturdays from 8:00 a.m. to 6:00 p.m., with occasional Wednesday evening classes from 6:00 p.m. to 10:00 p.m.

FIELD PLACEMENT SERVICES

Phillips Graduate Institute students in the Organizational Consulting program receive assistance with their field placement through the department. The OC department has business partnerships with several organizations, enabling students to strengthen their organizational assessment, leadership and consulting skills through four semesters of field-based experiences.

Through the Practicum in Consultation courses, students have the opportunity to observe and participate in consulting projects conducted by independent consultants or by OC faculty members in their own consulting practices. Through the Field-Based Consulting courses, students receive expanded training opportunities by working directly with organizational clients. Additionally, courses in Strategic Planning,

Executive Coaching, Organizational Teamwork and Conflict Management, International Organizational Development, and Consultation Skills for Global Business provide students with the tools needed to build a successful consulting practice.

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 who will answer questions and provide consultation.

ENTRY OPTIONS

Students may enter the program in the Fall. Please call the Office of Admissions at (818) 386-5660, for dates and class schedules.

ADMISSION REQUIREMENTS

See the "Application Process" section beginning on page 48 for details on admission requirements and procedures.

Doctor of Psychology in Organizational Consulting

96 units

The curriculum provides students with the required coursework for the Doctor of Psychology and prepares them for careers in organizational consulting and management. At the completion of the program, students will demonstrate through the preparation of a professional portfolio or a dissertation project competencies in the four domains.

CURRICULUM

First Semester (12 units)

- OC803 Psychology of Personal and Professional Development (4 units)
- OC806 Organizational Theory (4 units)
- OC809 The Practice and Profession of Consulting (4 units)

Second Semester (12 units)

- OC815 Psychology of Behavior in Organizations (4 units)

- OC818 Research Methodology (4 units)
- OC845 Foundations of Business: Structures and Processes (4 units)

Third Semester (12 units)

- OC739 Applied Research Methods (4 units)
- OC830 Practicum in Consultation: A (4 units)
- OC848 Practicum in Consultation: B (4 units)

Fourth Semester (12 units)

- OC812 Legal Issues & Ethical Decision Making in Organizations (4 units)
- OC824 Multicultural Issues in Organizations (4 units)
- OC904 Strategic Planning (4 units)

Fifth Semester (12 units)

- OC833 Organizational Teamwork and Conflict Management (4 units)
- OC842 Training, Development and Communications Theory (4 units)
- OC924 Human Resources Management (4 units)

Sixth Semester (12 units)

- OC928 Field-Based Consultancy A (4 units)
- OC936 Portfolio Project and Evaluation/Dissertation Project (4 units)
- OC940 Field-Based Consultancy B (4 units)

Seventh Semester (12 units)

- OC912 International Organizational Development (4 units)
- OC916 Organizational Leadership (4 units)
- OC944 Integrative Seminar: Advanced Issues in Organizational Consulting (4 units)

Eighth Semester (12 units)

- OC908 Leading and Managing Organizational Change (4 units)
- OC920 Executive Coaching (4 units)
- OC932 Cultural Intelligence: Consultation Skills for Global Business (4 units)

Requirements For Degree Completion:

DOCTOR OF PSYCHOLOGY IN ORGANIZATIONAL CONSULTING

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

- Completion of all 96 units of core courses, with an overall GPA of 3.0 or higher;
- Successful completion of portfolio or dissertation project requirements and presentation of portfolio or dissertation project to panel of faculty and peers;
- "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;
- Return of all Library materials; and
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

Course Descriptions

OC739 APPLIED RESEARCH METHODS 4 units

The course emphasizes the use of research for the purposes of organizational diagnosis, assessment, program and intervention evaluation, and other organizational development issues. Students design and conduct an organizational research project that includes data collection, analysis and preparation and presentation of a final report.

OC803 PSYCHOLOGY OF PERSONAL AND PROFESSIONAL DEVELOPMENT 4 units

The course is designed to increase personal and professional awareness. Students will explore issues of responsibility and accountability to self, owners, employees, customers, and the local and global community. Topics will include learning styles; skills assessment; developing personal and organizational values, missions and visions; giving and receiving feedback; group formation; and standards of professional practice, professional associations and journals. Focus is placed on developing and maintaining professional relations, goal setting, contracting, designing professional

presentations and project management for internal and external consultants. Students will discuss issues of personal responsibility and accountability in the organization; and will learn how to set goals for greater personal and organizational effectiveness.

OC806 ORGANIZATIONAL THEORY **4 units**

Major theories of organizational structure and leadership are explored. The course covers organizational structures and functions, organizational designs, culture, and environmental influences, and their relevance in a highly technological, unpredictable work environment. A systems approach to organizational design and administration is emphasized. Students gain an insight into organizational change (incremental, transitional, transformative and strategic) and the application to systems change work. The course offers the fundamentals of various organizational interventions.

OC809 THE PRACTICE AND PROFESSION OF CONSULTING **4 units**

This process-oriented course for internal and external consultants explores the history of consulting and organizational development, and various views of the consulting process. Topics covered include marketing, contract negotiating and fee setting as strategies for building a successful consulting practice. Emphasis is placed on acquiring a working knowledge of the various phases of consulting including establishing and maintaining professional relationships, defining the consultant's role, setting goals and objectives, identifying and collecting information, writing reports, and presenting feedback.

OC812 LEGAL ISSUES & ETHICAL DECISION MAKING IN ORGANIZATIONS **4 units**

An introduction to the legal, ethical and social issues facing managers in a variety of organizational settings. Business law, as well as theories of ethics and social responsibility are discussed and then applied to real-life settings involving employees, consumers, government, and society. Students explore important topics including whistle

blowing, discrimination, advertising and product safety.

OC815 PSYCHOLOGY OF BEHAVIOR IN ORGANIZATIONS **4 units**

An exploration of organizational behavior at three levels: the individual, the group and the organizational system. Beginning with the individual level, this course reviews the psychological foundations of individual behavior in organizational settings. The analysis continues to the group level where students discuss how diversity and individual differences, motivation, power relationships, and other factors affect the behavior of groups of employees. Finally, students apply their understanding of individual and group behavior to organizational behavior and culture. Emphasis is placed on how an organization's structure, technological processes, work design, performance appraisal and reward systems, and culture affect both the attitudes and behavior of employees.

OC818 RESEARCH METHODOLOGY **4 units**

Students are guided in the investigation and application of qualitative and quantitative research design. The activities of the course emphasize methods of inquiry and evaluation of issues facing organizations. Course work includes definition of problems, construction of samples, review of research and popular literature, data collection and analysis and interpretation of results. Students develop a research proposal for inquiry into an area of professional practice. Upon completion of the course students will have a working knowledge of action and applied research methods, assessment, evaluation; and will be able to discern the fundamental elements and quality of research articles.

OC824 MULTICULTURAL ISSUES IN ORGANIZATIONS **4 units**

Interpersonal and strategic issues of diversity in the workplace both in the United States and abroad are introduced. Using case studies, literature and popular media, students explore definitions of diversity, the structure and dynamics of diversity in

organizations and their organizational behavior implications. The course uses multiple levels of analysis to explore theory, research and strategies for managing and leveraging differences and creating inclusion in today's multicultural society.

OC830 PRACTICUM IN CONSULTATION A: DESIGN AND CONDUCT OF ORGANIZATIONAL ASSESSMENTS **4 units**

Students work under the guidance of an assigned faculty advisor to develop consulting skills by gathering relevant data, and by integrating and applying knowledge and skills learned in courses. This is a two-semester experience that consists of between 120 and 160 hours of contact with an active organizational consultant. Students will study various components of organizational assessment and problem solving including problem identification, analysis of causes, analysis of possible solutions and action planning. Focus is placed on the ethical and professional issues involved in maintaining an active consulting practice as well as multicultural issues in establishing working relationships with organizations. The Practicum courses provide opportunities for students to develop skills related to values and ethics, self assessment and management, individual and professional accountability, communications, and collaborative/team oriented behavior.

OC833 ORGANIZATIONAL TEAMWORK AND CONFLICT MANAGEMENT **4 units**

The study of team design for high performance in organizations is the focus of this course. The course explores major theoretical formulations regarding leadership, group effectiveness, conformity and role behavior, and the application of group facilitation and team building exercises within diverse, multinational organizations. Students develop knowledge, skills and techniques necessary for assisting organizations in creating high performance teams; recognizing inherent elements of team development; exploring the essential components of high performance teams; study the impact of all team members on team productivity; develop skills for assisting organizations in improving team members communication and strengthening

team members relationships; and developing skills for presenting professional teambuilding trainings within the organizational environment. In addition, the course helps students develop strategies for dealing constructively with conflict in organizational contexts including diagnosing disagreements.

OC842 TRAINING, DEVELOPMENT AND COMMUNICATIONS THEORY

4 units

An introduction to contemporary theories of communication strategy and how they apply to identity, relationship and information flow within the organization. Students develop dialogue skills for personal effectiveness; identify and promote communities of practice; design, execute and evaluate communications strategies; and create, implement and assess communications plans to deepen organization organizational brand and identity. Training and development focuses on using communication skills to train and develop employees. Methods of evaluating programs will be covered and will include a discussion of designs used to evaluate training. Students will gain experience designing and conducting training projects.

OC845 FOUNDATIONS OF BUSINESS: STRUCTURES AND PROCESSES

4 units

An overview of business basics in today's business environment including accounting, finance, and marketing for both large and small organizations. Focus is placed on the study of entrepreneurship as students employ common business language and tools in the development of a business plan suitable for actual use for an existing or prospective business. Students develop skills in writing and assessing the effectiveness of a detailed business plan, gathering and analyzing relevant data; identifying sources for developing a business plan; developing a marketing and financial management plan; and assessing how background, personality and business experience relate to entrepreneurial success.

OC848 PRACTICUM IN CONSULTATION B: PROCESS INTERVENTION AND CONSULTATION

4 units

Continuation of the Practicum in Consultation A course in which students work

under the guidance of an assigned faculty advisor with a focus on developing consulting skills by gathering relevant data and integrating and applying knowledge and skills learned in courses.

OC904 STRATEGIC PLANNING

4 units

The course presents a theoretical basis for the application of strategic planning and technology in for-profit and nonprofit organizations. Through readings and case studies students build an understanding of the process, tools and techniques appropriate to strategic planning. By participating in the preparation and presentation of a strategic plan, students develop skills in assessing internal and external organizational environments; exploring organizational opportunities and threats; developing vision and mission statements; and conducting gap analysis.

OC908 LEADING AND MANAGING ORGANIZATIONAL CHANGE

4 units

The course provides several theoretical perspectives on organizational change, and explores how to use strategic objectives to drive change. Focus is placed on creating learning organizations, and how leadership, sponsorship, organizational culture and change agents affect the change process. The interaction between leadership, strategic planning and effective decision-making are analyzed. Students assess key success factors for planning, implementing and sustaining organizational change.

OC912 INTERNATIONAL ORGANIZATIONAL DEVELOPMENT

4 units

The course addresses global and international issues in organizational development and provides an examination of the relationship among the global economy, U.S. organizations and business practices and behavior. Emphasis is placed on international organizational development, diagnosis and intervention from a global perspective. Students examine the structures and dynamics of international organizations as complex systems, and examine theories and concepts that explain organizational behavior, productivity, culture and norms.

OC916 ORGANIZATIONAL LEADERSHIP

4 units

Issues of leadership style, gender, diversity and the evolution of research, practice and trends in leadership are addressed as they pertain to the demands of today's business leaders. A survey of leadership theory and research; characteristics of leaders, and psychological and social correlates of leadership is conducted. Special emphasis will be placed on issues of contemporary leadership in times of organizational and societal turmoil and on personal and organizations factors that impact leadership effectiveness.

OC920 EXECUTIVE COACHING

4 units

The Executive Coaching course provides students with a solid foundation in the stages and processes used in executive coaching. Students are trained in the use of behavioral science-practitioner models that are applied in executive, business and personal coaching practices. Emphasis is placed on the coaching conversation; and on the stages of coaching including client education, data collection, planning, behavioral change, measurement, evaluation and maintenance. Students develop skills in listening and questioning, assessing executive strengths and needs; using instrumentation; and giving feedback.

OC924 HUMAN RESOURCES MANAGEMENT

4 units

Students explore various aspects of human resources management including managing creativity and diversity, components of HR systems, selection systems, compensation policies, employee safety, legal issues in HR, and conflict resolution. The course explores the role human resources plays in organizations and emphasizes workforce planning and linking human resources strategy to business outcomes.

OC928 FIELD-BASED CONSULTANCY A

4 units

This course is the culminating field-based experience for students and requires independent work by the students. The course is a two-semester course that involves between 240 and 360 hours of direct experience with an approved client organization.

Students will be directly responsible for circumscribed independent projects of specified portions of larger organizational client projects. The consultancy will involve the creation or a multilevel organizational appraisal and assessment; and articulation and documentation of a sequence of processes and procedures for an intervention. The nature and scope of all major tasks are described in a consultancy contract developed by the student, field-based supervisor and the program's field-training coordinator. The primary focus of this experience is the development of student skills and ability as related to operational competencies.

**OC932 CULTURAL INTELLIGENCE:
CONSULTATION SKILLS FOR GLOBAL
BUSINESS**

4 units

Students develop knowledge and skills in implementing the consulting process in international and multinational businesses. The course explores methods and techniques for the contracting, diagnosing and intervention stages of the consulting process. Coaching, alternative approaches to team development, and inter-group interventions are address. In addition, students learn to design, facilitate and implement systems and business change in a global business environment.

**OC936 PORTFOLIO PROJECT AND
EVALUATION/DISSERTATION PROJECT**

4 units

Students are required to complete either a Portfolio Project or an evaluation/dissertation project. Through the Portfolio Project students provide examples of the ways in which the field based consultancy enhanced their competency level in multilevel organizational appraisal and assessment; and multilevel organizational intervention. Topics applied through the portfolio project include reflection and refinement of practice based on inquiry. Students make an inquiry into his/her organizational consulting knowledge, skills and attitudes. The complex set of practices that comprise effective organizational consulting are reviewed by each student as he/she selects course work samples illustrating personal and professional development through the program.

The dissertation project represents the culmination of the Psy.D. student's academic training and the student's entry into a consulting or academic career. The dissertation project is completed under the supervision of faculty, but is substantially the student's independent organizational research or evaluation. Students are required to design and conduct in-depth, independent organizational research on a topic of their choosing.

OC940 FIELD-BASED CONSULTANCY B
4 units

The continuation of Field-based Consultancy A, the course is designed to be more complex than the practicum course and requires independent work by the student. Students complete between 240 and 360 hours of direct experience with an approved client organization and may opt for a new field based consultancy experience or a continuation of the consultancy developed in Field-based Consultancy A.

**OC944 INTEGRATIVE SEMINAR:
ADVANCED ISSUES IN
ORGANIZATIONAL CONSULTING**

4 units

This integrative seminar is designed to provide students with the opportunity to apply what they have learned toward the management of their professional practice. Topics explored in the class include evaluation of issues regarding organizational problems and strengths; study and application of methods of appreciative inquiry to determine what works; and development and utilization of strategic dialogue. Students utilize models and methods to assess, plan, develop and manage strategies for complex interventions from a systems perspective. Case analyses and guest speakers focusing on best practices are among the teaching strategies utilized as students prepare for their professional roles as organizational consultants.

Student Affairs

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs is a resource for all candidates interested in the programs offered at Phillips Graduate Institute. This Student Affairs section is designed to provide students with information regarding admissions policies and procedures, tuition and fees, financial aid, and academic policies and procedures.

CAMPUS VISITATION

Potential students are strongly encouraged to visit the campus and meet with an Admissions Counselor to gather information about programs, learn about student life at Phillips Graduate Institute, and review requirements and the application process. Additionally, we regularly offer Information Receptions to provide potential students with information about the school, the programs, admissions policies and procedures, and financial aid.

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 Friday. Call (818) 386-5660 or email admit@pgi.edu for additional information or assistance.

PREREQUISITE REQUIREMENTS

All applicants to Phillips Graduate Institute must have completed an earned bachelor's degree from a regionally-accredited college or university. Degrees from programs that are "approved" rather than accredited are not acceptable for application to Phillips. Applicants currently enrolled in a bachelor's program may apply to Phillips, but must have their degree conferred prior to the start of the semester for which they are applying.

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

- **Master of Arts in Psychology with an emphasis in Marriage and Family Therapy**
- **Master of Arts in School Counseling**
- **Master of Arts in School Psychology**
- **Doctor of Psychology in Organizational Consulting**

The following degree programs have specific coursework requirements:

- **Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy.**

Prerequisite coursework must include a minimum of twelve (12) units of psychology with specific coursework in developmental and abnormal psychology. In addition, applicants to this program must have a minimum of fifteen (15) units of studio art (as required by AATA and ATCB), and submit a portfolio of ten examples of the applicant's art work to be reviewed as part of the interview process.

Applicants interested in the concentration option apply under the MFT department admissions guidelines. In the goals statement and in the interview they are asked to demonstrate their interest in art therapy. A portfolio review is not necessary.

Applicants may request a waiver of studio art units based on demonstrated competency in fine arts such as exhibits and/or a extensive portfolio review.

- **Postgraduate Art Therapy Program.** All applicants to the postgraduate program should have, or be in the process of earning, a masters degree in a related field. Postgraduate applicants are required to meet all the admissions standards and prerequisites, including possession of 15 units of studio art and a personal interview with the Art Therapy Program Director/Faculty, 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 (pertaining to one's professional degree), and Assessment and Treatment of Mental Disorders. Postgradu-

ate students who acquire art therapy hours of experience must be enrolled in the appropriate practicum course.

- **Doctor of Psychology in Clinical Psychology.**

Prerequisite coursework must include a minimum of twelve (12) units of psychology completed in a regionally accredited college/university program with a letter grade of "B" or above. This coursework should cover at least four of these six content areas: Fundamentals of Psychology, Developmental Psychology, Abnormal Psychology, Statistics, Research, and Cognitive Psychology.

In the event that an applicant's previous coursework does not include the required classes, he/she may be granted the opportunity to complete any outstanding coursework prior to, or during, his/her enrollment in a Phillips program upon the approval of the Program Director.

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 all programs. A student must have a minimum 3.0 cumulative grade point average (on a 4.0 scale) for his/her 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 (see page 49).

APPLICATION DEADLINES

Master's Programs

Semester	Priority Application Deadline	Classes begin
Fall 2006	June 1, 2006	August 26, 2006
Spring 2007	November 15, 2006	January 8, 2007
Summer 2007	April 16, 2007	May 14, 2007
Fall 2007	June 1, 2007	August 27, 2007

Doctoral Programs

Semester	Priority Application Deadline	Classes begin
Fall 2006	January 30, 2006	August 26, 2006
Fall 2007	January 29, 2007	August 27, 2007

Applications are accepted on a "rolling" basis, which means the Admissions Com-

mittee will review eligible candidate files until there are no openings left in the entering class. We strongly encourage all applicants to submit their materials by the Priority Application date so they can be considered for admission for the semester in which they wish to start. Please note that not all programs start each semester.

APPLICATION PROCESS

1. Visit the Phillips web site (www.pgi.edu) to download a copy of the Admission Application Packet.

2. Read all information in the application packet regarding admissions policies and procedures, including instructions on completing the following components of your application:

- Application form
- Goals Statement/Essay
- Three (3) letters of recommendation
- Official copies of all college transcripts
- Résumé/Statement of Experience
- Payment of application fee

3. Submit all required application documents and application fee to:

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

Original documents are required to complete the application process, and applicants are encouraged to send these documents directly to Phillips as soon as possible. If you have any questions about the admissions process, call the Office of Admissions at (818) 386-5660.

APPLICATION FORM

Please fill out all areas of the application form and submit with your signature, date, and other required materials, including the application fee.

APPLICATION FEE

The Application Fee is \$75.00 and non-refundable. The Office of Admissions must receive your fee in order for your 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 Deferral" may be granted to students with financial need. If

a fee deferral is being requested, the applicant must submit a written request explaining his/her financial circumstances. The fee deferral request must be received with the application for admission in order for a request to be considered. Applicants will be notified by mail of the Office of Admissions' decision regarding a fee deferral request. Decisions are final. If the request is denied, the applicant is required to submit an application fee upon notification.

GOALS STATEMENT/ESSAY

The Goals Statement is an important part of the application process. Applicants are required to submit a three- to seven-page, double-spaced, typed essay. The statement should address both (A) and (B) as delineated below:

A. Choose one of Phillips Graduate Institute's Core Values (below) with which you most identify. These values shape Phillips Graduate Institute's character and culture:

■ **The Challenge to Grow and Develop**

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

■ **Collaborative Involvement**

This is the catalyst for innovative and effective solutions outside the organization.

■ **Integrity**

We encourage the making and honoring of commitments; consistency and wholeness even under challenging circumstances.

■ **Creativity**

Institutional support for creativity helps to find new solutions and to look "out of the box" for new opportunities in times of change.

■ **Appreciation for Diversity**

We can capitalize on the advantage of differences; learn new ways of doing things from each other.

■ **Contribution to Positive Social Change**

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

Describe which of the values you feel best defines you or means the most to you. Share with us an experience in which you displayed (or did not measure up to) this value and tell us what you learned about yourself. For additional information on the core values of Phillips Graduate Institute,

please see the inside cover of this catalog.

B. Current personal, intellectual, professional interests:

Describe your current personal, intellectual, professional interests and activities, giving particular attention to the nature of your work, studies and current reading, areas of special interest, and career plans. Indicate your reasons for seeking a degree from Phillips Graduate Institute. Include the following information:

- Describe the nature of your life and how graduate level study will be integrated into it;
- Why you want to obtain a master's or doctoral degree in this particular area of study, and why you want to obtain this specific level of degree; and
- How you came to know about us and why you chose Phillips Graduate Institute.

PLEASE NOTE: Merely submitting a résumé, curriculum vitae, or one-page synopsis will not be regarded as an adequate Goals Statement Essay.

RÉSUMÉ/STATEMENT OF EXPERIENCE

Applicants are required to submit a current summary of all work experience. The summary should reflect positions held, job responsibilities, employers and dates of employment.

LETTERS OF RECOMMENDATION

Three (3) recommendations are required for applicants to all programs. Letters of recommendation should be recent and may be submitted directly by the recommender to the Office of Admissions.

- Applicants should not select family members or friends to provide recommendations.
- Recommenders should be able to speak to an applicant's ability to be academically and professionally successful in his/her chosen field of study and as a graduate-level student.
- Where possible, it is preferred that recommendations come from three different sources in the applicant's life. 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 are encouraged to request letters of recommendation as soon as they intend to apply for admission. Failure to receive recommendations is the most common reason application decisions are delayed.

TRANSCRIPTS

Applicants are required to submit 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, the 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.

GRADE POINT AVERAGE EXEMPTION PETITION

If an applicant does not have a cumulative GPA of 3.0 from his/her last degree-granting institution, the applicant is required to submit a “Grade Point Average Exemption Petition” with his/her 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).

ENGLISH PROFICIENCY

Demonstration of English proficiency, in both verbal (e.g., class participation and interpersonal communication in clinical settings) and written (e.g., test-taking, professional papers, and other assignments) forms is required throughout the course of study.

TEST SCORES

Standardized test scores (e.g., GRE) are not required of applicants to programs at Phillips Graduate Institute with the following exceptions:

- Master of Arts in School Counseling
- Master of Arts in School Psychology
- Pupil Personnel Services (PPS) Credential programs

Applicants for these degree or 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 by the end of their first semester in the program. Passing the CBEST is a mandated 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 evaluation of English proficiency for applicants whose native language is not English.

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 (see English Proficiency section). An 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 of all course descriptions and official transcripts must be submitted with the other application materials. Phillips Graduate Institute accepts foreign academic degree evaluations from specific agencies only: American Education Research Corporation (AERC), World Education Services (WES), and International Education Research Foundation (IERF). Applications for evaluation services may be obtained through the Office of Student Affairs. 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 Bureau of Citizenship and Immigration Services requires that a student who is not a United States citizen or permanent resident verify the ability to pay for expenses during his/her stay in the United States by submission of this form. The Office of Admissions will furnish the form to applicants upon request.

4. Return “Official Bank Verification of Funds” for one academic year (nine month period). Verification must be dated within three (3) months of the application date.

5. 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.

6. Copy of Passport, Visa and I-94.

7. Copy of previous I-20 (if applicable).

8. “Student Transfer Release” form (applicable to transfer students only).

REVIEW PROCESS AND ADMISSIONS INTERVIEWS

Completed applications are reviewed by the Director of Admissions and submitted to the Admissions Committee for review. Selected applicants for admission are required to interview with the respective Program Director or Faculty. The final admission decision is made after the results of the interview are reviewed.

In the event a selected applicant lives out of state or country, an interview may be granted via telephone. In this case, the student will be notified of the appropriate date and time of the interview.

A writing sample may be required from an applicant at the time of the interview.

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 available per semester. 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 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 Phillips' 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.

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 up to one year from the original date of submission. Please contact the Office of Admissions to determine if any documents you have submitted previously are still on file. Note that regardless of what is on file, you must submit new transcripts for any

subsequent coursework taken.

A candidate who is reapplying is considered for admission on the basis of the new application being submitted. Applicants may apply for admission on three separate occasions or to three separate degree programs. Phillips Graduate Institute will not extend further consideration beyond these three attempts for admission.

ADMISSION STANDINGS

Admission may be granted to applicants through 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:

- Possess an earned bachelor's degree from a regionally-accredited college or university;
- 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;
- Meet all program-specific course requirements or have a plan for completion of such coursework approved by the Program Director prior to admission;
- Taken the CBEST (required for applicants to the Master of Arts in School Counseling, Master of Arts in School Psychology, or Pupil Personnel Services (PPS) credential programs); and
- Submitted 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 (8) weeks of the conditional acceptance date in order to remain enrolled in the program.

Academic credit will not be granted to any applicant who 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 non-refundable. All conditionally-admitted students should be in regular contact with the Office of Student Affairs 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.

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 (see below) 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 of acceptance letter. Spaces are reserved based on the receipt dates of "Intent-to-Enroll" forms. Failure to return this form in a timely fashion, or failure to return a form that is complete or missing the tuition deposit, may result in the applicant not being seated until a future semester due to space limitations.

Acceptance into one program at Phillips Graduate Institute does not insure 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.

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 his/her enrollment to a future class start date within one academic term will have his/her tuition deposit applied to hold his/her

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 non-refundable. 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.

POST-ACCEPTANCE APPLICATION

Once a student has been accepted into one area of study at Phillips and chooses to apply to a different area of study, a Program Modification form must be completed and submitted to the Office of Admissions. (Please see program-specific Admissions Requirements and Procedures—acceptance into one program at Phillips Graduate Institute does not ensure 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.) Applicants will be required to submit another essay explaining interest in the field and their reasons for wishing to change their program. The Admissions Committee will review each student’s Admissions Application and documentation and an additional interview may be required. The student will be notified by mail of his/her acceptance status into the new program.

POST-ACCEPTANCE APPLICATION TO ADDITIONAL AREAS OF STUDY

Students often begin in one area of concentration and choose to expand their training by pursuing a specialization in a specific area of study. An example would be an MFT student adding the PPS credential program courses to his/her program. Once a student has been accepted into one area

of study at Phillips and chooses to add an additional area of study, a Program Modification form must be completed and approved by his/her Program Director and the Program Director of the additional area of study. The approved form is then submitted to the Office of Registrar. (Please see program-specific Admissions Requirements and Procedures—acceptance into one program at Phillips Graduate Institute does not ensure 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.)

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 School Counseling Pupil Personnel Services (PPS) Credential-only-seeking student* may transfer in is sixteen (16) units. The maximum number of units a School Psychology Pupil Personnel Services (PPS) Credential-only-seeking student* may transfer in is twenty (20) units. The maximum number of units a doctoral-level student may transfer in is twenty-four (24) units.

** Credential-Only-seeking students:* Students who currently hold a graduate degree in a related field may apply to the School Counseling or School Psychology PPS programs, without obtaining the additional graduate degree. Speak with Program Directors for additional information and approval.

The following courses for the Marriage and Family Therapy Program are not eligible for transfer: PSY501, PSY502A, PSY502B, PSY519A/B, PSY519A/B-L, PSY531A/B, PSY533A/B.

The following courses for the School Psychology Program are not eligible for transfer: SP600, SP604, SP606, SP609, SP615, SP616, SP617, SP621, SP622, SP623, SP624, and SP625.

The following courses for the Clinical Psychology Doctoral Program are not eligible for transfer: PSY677, PSY683, PSY685, PSY686, PSY687, PSY688, PSY690, PSY714, and PSY800 series.

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 regarding 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 Student Affairs 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.

REQUEST FOR TRANSFER OF CREDIT/VA EDUCATIONAL BENEFITS ONLY

Students with previous training in the course to be pursued will be required to submit official transcripts upon enrollment. The transcripts will be evaluated and appropriate credit will be given. Credits allowed will be recorded on enrollment record and the length of the course shortened proportionately. In addition, the student and the Department of Veteran Affairs (DVA) will be notified.

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.

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 a minimum of 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 his/her application. The request will be considered by the appropriate Program Director.

After the first semester, a student must receive academic advisement from his/her 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) unit limit each semester.

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

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-seeking students.

AUDITING

Prospective students and other interested individuals are welcome to visit an individual class at Phillips by prearrangement with the Office of Student Affairs 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 Office of the Registrar. Students may change status (i.e., from audit to credit or credit to audit) within the designated add/drop period at the start of a semester, however, no changes will be accepted once the semester has begun. 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. The fee for auditing a course is 50% of regular tuition. (Note: Financial Aid cannot be used to pay auditing fees.)

NOTICE OF RIGHTS TO ALTER OR AMEND POLICIES AND PROCEDURES

Phillips Graduate Institute reserves the right to revise curriculum, 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.

PRIVACY OF APPLICATION RECORDS

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 up to 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.

TUITION AND FEES

Application fee	\$75
Tuition deposit	\$250
Tuition per unit (M.A.)	\$730
Tuition per unit (Psy.D.)	\$765
Late registration fee	\$50
(New students are not subject to late registration fee if registering after the priority registration period.)	
Doctoral Internship Fee	

Half-time	\$2,000/semester
Full-time	\$3,000/semester
Administrative Fee	\$300/semester
(The administrative fee provides students with valuable services, resources and materials which are an addendum to the educational and training experiences they receive.)	

Fees and tuition may be adjusted annually. Part-time students should contact the Office of Financial Aid for applicable fees.

MISCELLANEOUS FEES

Returned Check Charge	\$15
Transcript Processing Fee	\$10
Each Additional Transcript	\$5
(processed at the same time)	
Rush Transcript Processing Fee	\$20

Payment Plan Charge	\$75 (see below)
Diploma Replacement Fee	\$75
Graduation Fee	\$125

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 semester
- Federal loan program
- Tuition payment plan (payment plan charge applies)

TUITION PAYMENT PLAN

This plan offers students a payment schedule. **Students incur a \$75 one-time fee for each payment plan setup. There is also an interest charge assessed during the time the loan is unpaid.** Tuition and fees are totaled and divided into four payments (during summer term, tuition and fees will be divided into three 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 PGI 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 transcript and any academic records.

It is the policy of PGI 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.

PGI reserves the right to cancel student's registration due to non-payment of tuition and fees. PGI utilizes the services of a collection agency for all delinquent accounts. *Submission of unpaid amounts to a collection agency may adversely affect a student's credit rating.* Students who are delinquent on their account more than 60 days will receive a warning letter from the Office of Accounting.

If the student does not resolve the matter with the Office of Accounting, he/she will result in Administrative Suspension and will ultimately result in Administrative Withdrawal from the program.

FINANCIAL AID INFORMATION

Phillips Graduate Institute offers financial assistance to eligible students through federal and private (alternative 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 and have a valid Social Security card.
- Be officially accepted for admission to Phillips Graduate Institute.
- Be enrolled in good standing with at least half-time status.
- 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

1. Complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The FAFSA must be completed online at www.fafsa.ed.gov. Please include the Phillips Graduate Institute school code: G22372.
2. Submit the following: Phillips Graduate Institute Financial Aid form; 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 may be required to complete the financial aid application process. The Office of Financial Aid is available to help direct students through 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.

GRAD PLUS LOAN PROGRAM

Graduate and professional students now have a low-cost option when it comes to financing their education. Unlike federal student loans, the Grad PLUS loan is not based on financial need; credit guidelines apply in determining eligibility. Tuition, fees, room and board, books, supplies, and transportation can be covered with Grad PLUS funds. For more information, contact the Office of Financial Aid.

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 available on the Phillips web site or through the Office of Financial Aid. Scholarship applications should be mailed directly to the Office of Financial Aid prior to the deadline date.

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.
4. Regardless of the type of loan a student borrows, the student must receive entrance counseling before they receive the first loan disbursement. In addition, the student must receive exit counseling before leaving school.

For more information, please contact the Office of Financial Aid at (818) 386-5635 or financialaid@pgi.edu.

FEDERAL WORK STUDY

The Federal Work Study Program provides jobs for students with financial need, allowing them to earn money to help pay for educational expenses. The total Federal Work Study award depends on when you apply, your level of need, and the funding level of your school. The amount earned can't exceed your total Federal Work Study award. When assigning work hours, your supervisor or the financial aid administrator will consid-

er class schedule and your academic progress. The program also encourages students to participate in community service activities.

REFUND POLICIES

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.

A refund is calculated based on the week of the semester and upon submission of a "Withdrawal" form or an "Add/Drop" form to the Office of the Registrar. (Please refer to the Add/Drop policies section of this handbook for further information.)

If a student drops classes (units) during the first three weeks of the semester, a 100% tuition refund will be given. During the fourth week, a 50% tuition refund will be given. After the fourth week, no tuition refund is given.

If a student chooses to withdraw from all of his/her classes during the first three weeks of the semester, a 100% tuition refund will be given. During the fourth week, a 50% tuition refund is given. After the fourth week, no tuition refund is given.

The Administrative fee is non-refundable.

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, the Registrar, or Financial Aid, please contact the Vice President of Student Affairs and Enrollment Management at (818) 386-5634.

Any questions or problems concerning Phillips which have not been answered to your satisfaction 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 provides 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; assess truth claims made by scholars and practitioners; and 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 Chief Academic Officer, 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- Superior Work
- B+, B Very Good
- B- Satisfactory
- C+, C, C- Less than Satisfactory
- D+, D, D-, F Unsatisfactory

■ CR	.....Credit
■ NCR	.....No Credit

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

Grade	.....Grade Points
■ 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

CREDIT/NO CREDIT (CR/NCR)

All practicum and professional paper extension courses are credit/no credit classes. These units will count toward graduation but will not be computed in the overall grade point average.

ATTENDANCE POLICY

Attendance is required for all scheduled classes. Since the curriculum focuses on interaction as well as participatory and practical 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.

FULL-TIME AND PART-TIME STUDENTS

To be considered full time, students must enroll in a minimum of eleven (11) units per semester. Students enrolled in ten (10.99) units or less will be considered part-time. Students wishing to enroll in more than eighteen (18) units must obtain approval from their Faculty Advisor and Program Director by using the General Petition form prior to Registration each semester.

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 higher, 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. In addition, students must be making satisfactory progress to be eligible to earn traineeship hours, or practicum, or internship hours, where applicable. Students will not be deemed able 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.

STUDENTS WITH VA EDUCATIONAL BENEFITS ONLY

When the grade point average of a student is below a 3.0 for a semester, the student will be placed on probation. If, during the next academic semester, the student’s grade point average is still below 3.0, the VA will be promptly notified.

ACADEMIC PROFICIENCY

Students must possess a cumulative grade point average of 3.0 in all coursework completed in the program to graduate. Any student earning a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of course content. Retaking a course may delay program completion and graduation. The student must meet his or her academic advisor to discuss the impact of repeating a course on program completion. The original grade received in the course, as well as the grade received upon retaking the course, are both averaged into the student’s cumulative grade point average.

GRADE CHANGES

All grades except “Incompletes” (INC), “In Progress” (IP), and “No Grade Reported” (NGR) are final when submitted by the instructor of record on the end-of-semester grade report. Thereafter, a grade change may be made by the instructor of record only under the following circumstances:

1. A grade of “Incomplete” (INC) or “In Progress” (IP) has been assigned to the student for the previous term, and the student completes the required coursework by the end of the subsequent term, at which time the instructor will change the “INC” or “IP” to an earned grade; or

2. A computational error in the original grade requires correction.

Any grade change request must be made within six (6) weeks of receiving the grade report.

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 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.

GRADUATION APPLICATIONS

Students must submit an Intent to Graduate form in the semester prior to their last semester that they plan to complete their degree/certificate requirements. A graduation fee will automatically be posted to the student's account. Students are permitted to participate in the commencement ceremony the year their degree is conferred. Intent to Graduate forms are available in the Office of the Registrar and on the PGI website. Students may refer to the academic calendar for the commencement date. Students who fail to file their intent will not be allowed to participate in the Commencement and in addition, their academic records, including diploma, will be held.

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 Chief Academic Officer 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 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 of Phillips Graduate Institute's 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 to make his/her 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 is 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 Chief Academic Officer 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. Please refer to the "Phillips Graduate Institute Student Handbook" for additional information.

POLICY ON DRUGS AND ALCOHOL

In accordance with the Department of Edu-

cation'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; and
- 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 HARASSMENT 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 spent cigarettes 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 “Phillips Graduate Institute Student Handbook” or contact the Chief Academic Officer.

LIBRARY

The library is an integral part of the teaching and learning process at Phillips. It provides a welcoming and supportive environment in which to study, work on course assignments and conduct research. The Library’s growing collection of resources of psychology, organizational consulting, school counseling and related fields includes 9,700 volumes of books, 1,500 student research papers, 1,200 audiotapes, 600 videotapes, and 88 current journal subscriptions. Computer workstations are available in both the library and in the adjacent learning lab with Internet Microsoft® Office, LexisNexis™ Academic and the library web catalog. Students may search fourteen EBSCOhost databases including PsychINFO, PsychARTICLES, the Psychology and Behavioral Sciences Collection, and Academic Search Elite. Those with laptop computers may access the Internet in the library using the PGI wireless network.

The library is a member of OCLC and DOCLINET, linking it to thousands of academic, medical and public libraries for extensive inter. To contact the Phillips Graduate Institute library directly, please call (818) 386-5640.

CAMPUS STUDENT STORE

The goal of the Phillips Student Store is to make our students’ lives easier in whatever way we can. The store carries a wide selec-

tion of books to support students in their studies and assignments. The store offers books appropriate for clients as well as therapeutic tools to assist students as they begin their internships. In addition, the store offers logo items, gifts, cards, snacks, beverages and much more to enhance student life at PGI. Store hours during the Fall and Spring semesters are:

M-Th 10:00 a.m. to 8:00 p.m.
Fri-Sat. 10:00 a.m. to 5:30 p.m.

Store hours may vary during Summer semester, holidays, and between semesters. For student store information, please call (818) 386-5674.

VIRTUAL BOOKSTORE

Phillips Graduate Institute has contracted with one of the largest mail-order textbook vendors in the country, MBSDirect. This virtual bookstore allows students to order all of their required textbooks on-line 24 hours a day, 365 days a year and have them delivered directly to their home. MBS Direct offers students new or used textbooks when available and a textbook buy-back service.

To receive more information about the new Virtual Bookstore or to place an order, go to www.mbsdirect.net or call (800) 325-3252.

Campus Student Store staff are also available to assist with placing MBS Direct orders. MBS Customer Service hours are as follows:
M-Th 7:00 a.m. – 10:00 p.m.
Fri 7:00 a.m. – 6:00 p.m.
Sat 8:00 a.m. – 5:00 p.m.
Sun 12:00 p.m. – 4:00 p.m. (CST)

HONOR SOCIETY

Reflecting the educational philosophy at Phillips Graduate Institute, outstanding achievement by students is recognized through Alpha Epsilon Lambda (AEL), the National Honor Society for Graduate and Professional School Graduates. The Alpha Beta Chapter of Alpha Epsilon Lambda was established 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 many valuable services to graduates. These include: Trainee, Intern and Career Placement assistance, Insurance Benefits, Entertainment discounts, inclusion in the on-line Alumni Referral Directory, Phillips Student Store discounts, full library privileges, no-cost workshops, discounts on Continuing Education courses (offered through Phillips), no-cost or discounted admission to Alumni Association events, and receipt of all Alumni Association mailings.

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 CalFam. Practitioners have the opportunity to become adjunct faculty members at Phillips, serving as classroom instructors and Applied Therapeutic Methodology 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 Graduate Institute 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.

California Family Counseling Center

The California Family Counseling Center (CalFam), provides clinical training for doctoral level and master's level students and interns and affordable counseling, psycho-educational assessment and other services to the community. A service of Phillips Graduate Institute, CalFam also offers elective coursework for Phillips students, and a range of clinical experiences at the Institute and at a variety of sites throughout the San Fernando Valley.

For more than 35 years, CalFam has helped more than 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, those coping with substance abuse and the Spanish-speaking community are offered at CalFam, 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

Clinical training is offered to master's level students, doctoral students, and post-degree clinical MFT interns allowing for continuity between academic and clinical training. CalFam 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.

MASTER'S AND POST-MASTER'S TRAINING PROGRAMS

CalFam offers a variety of training programs for students gathering experience for Marriage and Family licensure in both traineeships and internships. These programs offer experience in counseling indi-

viduals, families, couples and groups for a wide diversity of client populations including children, adolescents, parents, adults and seniors. Programs provide both training and supervision. Program offerings change with the needs of our students, interns, and the community. Traineeship and internship programs have special foci including Modern, Postmodern, Latino, Co-occurring Disorders, Family, and Child.

DOCTORAL TRAINING PROGRAMS

CalFam offers three training programs for students gathering experience for doctoral practicum hours. All programs provide weekly training and individual and group supervision.

ADULT PSYCHOTHERAPY PRACTICUM

This practicum placement is for doctoral students who have completed psychopathology courses and are interested in working primarily with older adolescents and adults. Students in this program will see clients at CalFam as well as other settings. The focus of the practicum is to enhance clinical skills in assessment, diagnosis and treatment for beginning and mid-level therapists.

LATINO FAMILY THERAPY PRACTICUM

A practicum placement in the Latino Family Therapy Practicum is designed for doctoral students who have a strong interest in providing a variety of clinical services in Spanish in an applied clinical setting. A primary goal of the program is to prepare students to provide psychological services to Spanish-speaking individuals and families in their local communities. Practicum students are required to speak Spanish and will have the opportunity to learn clinical use of the language.

PSYCHOLOGICAL TESTING PRACTICUM

The Psychological Testing practicum (Clerkship) is intended for doctoral students who have completed assessment courses and are interested in the clinical application of these new skills. Clerks will

conduct testing which includes administering, scoring, and interpreting tests, as well as report writing and providing feedback to clients and referring therapists. Testing will include personality inventories, projective tests, intelligence and achievement tests as well as tests specific to certain referral questions. Testing will be conducted at CalFam and other sites in the community.

CALFAM SPEAKERS' BUREAU

The CalFam Speakers' Bureau offers a range of free mental health and psycho-educational seminars to the community. Presentations are made in business, education, service, religious and health care settings throughout the Greater Los Angeles area by the CalFam staff, interns, trainees, doctoral students and alumni.

PROFESSIONAL ASSISTANCE AND TRAINING PROGRAMS

CalFam provides support and expertise on academic, clinical training and counseling issues to more than 250 community agencies throughout the Greater Los Angeles area. Many collaborative projects have been developed and implemented with a variety of partner agencies. Numerous training programs are hosted by CalFam for local school collaboratives, Healthy Start Programs and other educational institutions.

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.

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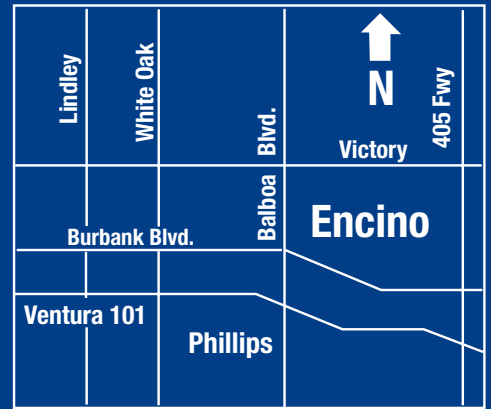
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Our Diversity Commitment

The Institution's commitment to diversity includes focused consideration of ethnicity, race, culture, gender, sexual orientation, socioeconomic status, age, spiritual or religious beliefs, and disability as factors which have a salient impact on individuals' and groups' world views, values, and practices such as recruitment and retention of students, faculty, and staff; and integration of diversity issues in educational, training and community outreach programs.

Issues of diversity are central to the ethics and richness which guide the mission of Phillips/CalFam. The mission's overarching goal of enhancing relationships among individuals, families, and organizations presents a challenge which Phillips/CalFam embraces and integrates in its planning and daily functioning. Accordingly, Phillips/CalFam's academic, field training and clinical programs encourage the growth and development of its diverse faculty, staff, students, and service recipients.

The integrity of the Institution is strengthened by the consistent honoring of diverse individuals, dyads and groups under challenging circumstances. This requires an array of creative approaches to training, service provision, and problem solving in response to the complex needs of a variety of people who are working toward common goals. Institutional support for thinking beyond conventional approaches, involving complementary efforts of people with various world views and skills, has led to cutting-edge programs which are effective and highly regarded in the professional community. This, in turn, provides the building blocks for positive changes at various levels of human relationships and social systems.



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