



**2015-2016 Catalog Addendum  
August 1, 2015**

**Master of Arts in Psychology (MFT) – pages 66-77**

## Master of Arts in Psychology (MA)

### *Emphasis in Marriage and Family Therapy*

#### **Mission Statement**

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The mission of the Masters of Arts in Psychology, Emphasis in Marriage and Family Therapy program at Phillips Graduate Institute, is to create an educational experience that fosters collaborative learning and provides students with the academic knowledge, clinical competency, and professional development necessary for beginning practice as marriage and family therapists within a multicultural environment. Students who complete the program are responsive to the many aspects of diversity that exist within human relationships. They demonstrate self-awareness, a commitment to ethical practice, and relational responsibility in service to individuals, couples and families, to their communities, and to the profession of marriage and family therapy. Students who complete the program will have met the educational requirements for LMFT licensure in California.

#### **Program Goals and Student Learning Outcomes**

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##### **Program Goal 1: Law and Ethics**

###### Student Learning Outcomes:

- 1.1 Students identify legal and ethical principles underlying the practice of counseling and marriage and family therapy.
- 1.2 Students use an ethical decision-making process in professional practice as counselors and marriage and family therapists.

##### **Program Goal 2: Theory**

###### Student Learning Outcomes:

- 2.1 Students demonstrate an understanding of human development throughout the lifespan.
- 2.2 Students apply a variety of theoretical models in the practice of marriage and family therapy.

##### **Program Goal 3: Assessment, Diagnosis, and Treatment**

###### Student Learning Outcomes:

- 3.1 Students demonstrate knowledge of human behavior in health and mental illness.
- 3.2 Students apply appropriate skills in assessment, diagnosis, and treatment in the development of comprehensive treatment plans.

##### **Program Goal 4: Cultural Competency**

###### Student Learning Outcome:

- 4.1 Students evaluate the influence of culture on their work as counselors and marriage and family therapists.

## **Program Goal 5: Research**

### Student Learning Outcome:

5.1 Students locate and critically evaluate published research.

## **Program Goal 6: Professional Behavior**

### Student Learning Outcomes:

6.1 Students demonstrate professional behavior in all interactions with peers, faculty, staff, clients, site supervisors, and other professionals.

6.2 Students demonstrate respect, warmth, and attending behavior in collaboration with clients in a treatment setting

## **Educational Philosophy and Training Model**

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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 in the professional identity of the Marriage and Family Therapist.

In the Marriage and Family Therapy program students are immersed in three (3) types of learning: academic/didactic, practical application, and professional/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.

## **Program Structure**

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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 (5) hours a week in other learning activities. In semesters one (1) and two (2), this learning activity is Case Conference; sections are offered at various times throughout the week. As early as second (2<sup>nd</sup>) semester, students will be gaining experience at a clinical placement site, where time commitments vary.

The Marriage and Family Therapy (MFT) program is designed to be completed in five (5) consecutive semesters, including summer semesters. Part-time scheduling options are available, which could extend a student's attendance over approximately three (3) years. Prospective students should ask an admissions counselor for details regarding part-time and multi-program options. New students will meet with faculty advisors to plan any modifications to the regular schedule.

## **Admission Requirements**

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- Prerequisite coursework: Twelve (12) units of social science coursework successfully completed at the undergraduate level
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)\*
- Demonstration of English proficiency may be required
- Completion of Phillips Graduate University Admission Application Packet (See Admission Application Process)
- Admission interview with MFT Department Chair or faculty

Please refer to the Student Support Services section for details on admission policies and procedures.

*\*Note: A "Grade Point Average Exemption Petition" may allow admission for applicants who do not meet the minimum GPA requirement.*

## **Entry Options**

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Students may enter the Marriage and Family Therapy program in the fall or the spring semester. Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

## **Clinical Placement Services**

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Students seeking the California license as a Marriage and Family Therapist are required to complete 450 hours of Practicum experience at an approved training agency prior to degree completion. Students seeking the California license as a Professional Clinical Counselor are also required to complete 450 hours of Practicum experience at an approved training agency prior to degree completion. The Practicum experience allows students to provide counseling services to clients under the supervision of licensed professionals. Phillips-approved training sites include counseling centers, schools, mental health agencies and hospitals throughout

Southern California, in addition to our own Counseling Center. Assistance with clinical placement is provided by the MFT department's Co-Directors of Clinical Training.

Students may begin their Practicum experience after they have completed thirteen (13) units of coursework and have been designated by Phillips faculty as trainees who are ready to begin clinical work.

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 or Professional Clinical Counselor. Students must consult the Board of Behavioral Sciences website ([www.bbs.ca.gov](http://www.bbs.ca.gov)) for detailed information about California licensing requirements.

Please refer to the "Clinical Placement Handbook" for further information regarding required hours of clinical experience. The "Clinical Placement Handbook" can be found at [www.pgu.edu](http://www.pgu.edu).

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## Faculty Advisement

Students will be assigned an academic advisor at the beginning of their first semester of enrollment. 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.

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## 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 students' regular class days. Advance information will be provided to students to allow for planning.

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## 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). Students interested in pursuing licensure as a Licensed Professional Clinical Counselor (LPCC), must meet all LPCC educational requirements, which includes additional coursework above the 60 unit MA. Students must meet with their academic advisor to modify their academic plans accordingly. Information regarding these standards is available through the Phillips Graduate University Marriage and Family Therapy department and the BBS website, [www.bbs.ca.gov](http://www.bbs.ca.gov). Program curriculum and experience hours are subject to change without prior notice based on state and national educational requirements.

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## Requirements for Degree Completion:

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). 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 450 hours of supervised clinical placement concurrent with Practicum registration.
- Verification of required hours in individual, couple or family psychotherapy.\*
- File the Intent to Graduate form with the Registration Office one (1) semester prior to the date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate University and the David H. Fox Counseling Center
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

*\*Psychotherapy Requirement: In order to become an effective therapist, an individual must first be willing to work on their own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate University 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 tenure in the program. Therapy may be individual, couple or family sessions.*

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## **Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy**

**60 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. Those electing the LPCC concentration will also meet educational requirements for Licensed Professional Clinical Counselor.

## **CURRICULUM**

### **First Semester • 13 units (Offered Fall and Spring)**

- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (3 units)
- PSY 507 Foundations of Counseling and Psychotherapy (3 units)
- PSY 518A Introduction to Research – I (1 unit)
- PSY 519A Case Conference: Pragmatics and Human Communication (3 units)

### **Second Semester • 12 units (Offered Spring and Summer)**

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (2 units)
- PSY 519B Case Conference/Practicum (3 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)

### **SUMMER Semester • 11 units (Offered Summer only)**

- PSY 529 Group Dynamics/Practicum (3 units)
- PSY 549 Psychological Testing (3 units)
- PSY 550 MFTs in Community Mental Health (2 units)
- PSY 600 Fundamentals of Addiction (3 units)

### **Third Semester • 13 units (Offered Fall Only)**

- PSY 518B Introduction to Research - II (1 unit)
- PSY 528 Couple Therapy (3 units)
- PSY 531A Applied Therapeutic Methodology: Relational Therapy I (3 units)
- PSY 532 Sexuality and Sex Therapy (1 unit)
- PSY 533A Practicum – I (2 units)
- PSY 539 Legal, Ethical and Professional Issues (3 units)

### **Fourth Semester • 11 units (Offered Spring Only)**

- PSY 518C Professional Project (1 unit)
- PSY 531B Applied Therapeutic Methodology: Relational Therapy II (3 units)
- PSY 533B Practicum – II (2 units)
- PSY 540 Professional Issues for Marriage and Family Therapists (2 units)
- PSY 547 Psychopharmacology (3 units)

## **Course Descriptions**

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### **PSY 502A Family Therapy: Systemic Approaches (3 units)**

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning sequentially, students begin with a sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are General Systems Theory,

Bowen, Structural, Strategic, and Humanistic/Experiential. The course then moves into the collaborative, strength-based approaches of Post Modern therapies. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

**PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)**

This course builds on the foundational and traditional systemic theories presented in PSY 502A and examines both common factors and the evolution of systemic theory. Postmodern and evidenced-based family therapy models are presented with an emphasis on clinical application. Clinical factors such as diversity, recovery-oriented care, crisis management and trauma are considered through a contemporary systemic perspective.

**PSY 503 Developmental Psychology (3 units)**

This course reviews normal developmental processes over the lifespan of individuals, and systems including family, schools and the community. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to gender differences in development, multicultural considerations, the effect of early experience, and developmental processes in divorcing and blending families.

**PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (2 units)**

This course is designed to facilitate the intra and interpersonal examination, awareness and valuing of human diversity and social justice across varying populations and contexts. Students will develop an understanding of individual, family and social roles in the construction of diversity and equity through an exploration of privilege and oppression across dominant and marginalized cultures. Such examination will increase sensitivity to and comprehension of the psychological impact of cultural forces. The course utilizes a systems and strength-based perspective, honoring a collaborative and community approach to school counseling and psychotherapy.

**PSY 507 Foundations of Counseling and Psychotherapy (3 units)**

This course presents models originally developed to work with individuals as a context for understanding marital and family therapy and school counseling. The major focus is on three (3) foundational approaches: Psychodynamic, Humanistic-Existential, and Behavioral and Cognitive-Behavioral theories. The course is comparative and integrative, and offers an introduction to rather than a comprehensive presentation of these historically important models. These models also provide the context for foundational counseling skills utilized by marriage and family therapists and school counselors.

**PSY 518A Introduction to Research – I (1 unit)**

This course introduces students to concepts and procedures that will help them become educated consumers of research. Students will develop basic database search skills to locate recent studies that document effective practices for working from a systemic perspective. They will become familiar with legal and ethical issues involved in research, and will learn about research methodologies such as qualitative and quantitative research. Additionally, students will develop skills in academic writing such as appropriate use of APA style format and writing in a scholarly voice, and will begin to develop their competence in critical reading of research literature to support becoming research-informed clinicians.

**PSY 518B Introduction to Research - II (1 unit)**

This course continues the practice of critical analysis of research. The emphasis is on evaluating research relevant to relational and systemic issues, including the clinical effectiveness of research-informed treatment strategies. Students begin the process of developing their Professional Project while working with an assigned faculty research mentor.

**PSY 518C Professional Project (1 unit)**

This course continues to support students in the completion of the Professional Project. The goal of the project is to increase the student's expertise in a specific area of clinical knowledge that has a relational and systemic focus. The Professional Project provides a foundation for future professional development and contribution to the field of Marriage and Family Therapy.

**PSY 519A Case Conference: Pragmatics and Human Communication (3 units)**

This course provides an experiential and practical demonstration of the foundational concepts presented in the first (1<sup>st</sup>) semester coursework. Students are oriented to the practice of psychotherapy/counseling with a focus on systemic/relational practices and a multicultural perspective. Additionally students begin developing clinical skills, including establishing and understanding confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy/counseling behind a one-way mirror and participate as co-therapists with the instructor and on reflecting teams. Following the session, students participate in discussions with the instructor/school counselor about what has been experienced and observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

**PSY 519B Case Conference/Practicum (3 units)**

Students continue the observational process from first semester with clients/pupils, deepening their understanding of the concepts and practices introduced in the first semester. Observing and participating as co-therapists and reflecting team members with a different client, students will apply their growing knowledge of theory, assessment and diagnosis. Students will begin to explore their personal functioning, that is their awareness of their impact on others, both in class and as they begin their traineeships and field placements. Theoretical, assessment and treatment concepts presented in semester two (2) are demonstrated and applied in the clinical/counseling work with the case conference client.

**PSY 520A Abnormal Psychology (2 units)**

This course surveys abnormal psychology from the perspective of the medical model presented in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. In the course, students are encouraged to think critically about the concepts of mental illness and psychopathology; for example, students examine the impact of the socio-cultural context on diagnosis. Students learn to identify and diagnose commonly seen disorders as well as severe mental disorders in both children and adults. Students also begin developing more advanced skills in the process of differential diagnosis.

**PSY 520B Assessment and Treatment in a Developmental Context (2 units)**

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth and families. Students learn through in-class demonstration and course assignments, intervention strategies appropriate for addressing different presenting problems and developmental stages. In addition, this course explores assessment and treatment planning with children and adolescents and their families in various settings: clinical settings, schools, and community-based facilities. The practical management of commonly seen child and adolescent counseling issues and the legal and ethical guidelines related to working with youth and families are discussed. PSY 520A or its equivalent is a prerequisite for this course.

**PSY 528 Couple Therapy (3 units)**

This course examines theory, methodology, and pragmatics of working with intimate partnerships and will explore various theoretical models for an in-depth view of dynamics in couples. Issues and processes that frequently arise in couple therapy will be addressed, such as lack of intimacy, trust issues, conflicts, relationship dissolution, and domestic violence. The course will also demonstrate methods of therapeutic intervention designed to enrich couples' lives and help negotiate change.

**PSY 529 Group Dynamics/Practicum (3 units)**

Understanding group dynamics from the perspective of both participant and leader is an essential skill for professionals in the field of marriage and family therapy and school counseling. In this experiential course, students learn the theory and practice of group dynamics. The course includes both didactic instruction on the theories of Yalom and others, and a "laboratory" experience of being in a group. Students are encouraged to utilize this experience to enhance their personal and professional growth. Although not therapy, the experience can be therapeutic for those who participate fully.

Students in clinical placement may utilize the group experience as an adjunct to their official group or individual supervision. The instructor and the group will offer monitoring and support as the student deals informally with personal and professional issues related to their clinical work.

**PSY 531A Applied Therapeutic Methodology: Relational Therapy I (3 units)**

This course involves the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models are utilized in the assessment and treatment of individuals, couples, families and children within a multicultural context. Students will formulate a relational and systemic theoretical position as a foundation for their clinical practice as Marriage and Family Therapists. The application of clinical skills is reviewed, including assessment, development of a therapeutic alliance, establishment of clinical goals, interventions, and the ongoing evaluation of treatment. Aspects of professional communications in the mental health profession will also be covered. This course must be taken concurrently with 533A, Practicum.

**PSY 531B Applied Therapeutic Methodology: Relational Therapy II (3 units)**

This course continues the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models continue to be emphasized in the assessment and treatment of individuals, couples, families, and children. Knowledge of theory, the foundations of psychotherapy, and Marriage and Family Therapy learned in the first year are reviewed and applied to cases from the Practicum experience. This course supports the student's experience in supervised Practicum with readings, assignments and resources relevant to the populations being served by the students. Students will continue to formulate a relational and systemic theoretical position as a foundation for their professional identity as Marriage and Family Therapists. Comprehensive written and oral examinations are part of this course. The course must be taken concurrently with PSY 533B, Practicum.

**PSY 532 Sexuality and Sex Therapy (1 unit)**

This course will introduce students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course has several purposes. First, in a safe and supportive atmosphere, students will deepen their awareness of their own sexuality, increase their comfort with sexual language, and widen their perspectives on sexual

variations. Second, the classes will examine the growing merger and integration of two previously separate fields, sex therapy and relationship therapy, thereby helping students decide when to refer to specialized professionals. Third, the course will help students address sexual issues in session and increase intimacy in partnerships. Fourth, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

**PSY 533A Practicum - I (2 units) (CR/NC)**

In this course students gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MFT Program requires that students obtain a minimum of 350 direct clinical hours and 100 alternative hours while in a Practicum and prior to graduation. The MFT Program at Phillips Graduate University has affiliations with a variety of placements, including the David H. Fox Counseling Center.

**PSY 533B Practicum - II (2 units) (CR/NC)**

In this course students continue to gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MFT Program requires that students obtain a minimum of 350 direct clinical hours and 100 alternative hours while in a Practicum and prior to graduation. The MFT Program at Phillips Graduate University has affiliations with a variety of placements, including the David H. Fox Counseling Center.

**PSY 539 Legal, Ethical and Professional Issues (3 units)**

This course reviews aspects of California and federal law relevant to Marriage and Family Therapy. The course focuses in-depth on confidentiality and privileged communication, scope of practice and scope of competence, laws defining unprofessional conduct, laws relating to minors and other vulnerable populations, the ethical decision making process, and the AAMFT professional ethical standards as well as those of CAMFT. Students will recognize when legal and/or clinical consultation/supervision is necessary. The course includes Family Law (issues connected to marital dissolution, child custody and mediation of conflicts). Legal issues connected to mandated reporting requirements (child, elder and dependent adult abuse) and to domestic violence are also presented. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives, with various systems, in different clinical settings, and through the lens of their own values and personal characteristics. The development of the identity of the Marriage and Family Therapist is emphasized.

**PSY540 Professional Issues for Marriage and Family Therapists (2 units)**

This course updates current clinical and professional issues impacting the practice of marriage and family therapy. Specific topics reflect recent developments in the field. Additionally this course addresses the students' professional development and identity as a Marriage and Family Therapist as they prepare to enter internships.

**PSY 547 Psychopharmacology (3 units)**

The course is designed to introduce the student to the psychopharmacological management of mental disorders. Emphasis will be placed on the role of the non-medical therapist as a member of the health care team in the assessment, referral and management of clients being treated with psychotropic medication. The course will cover the history of psychopharmacology, basic nervous system functioning and biochemical theories of mental disorders, and will familiarize students with the various classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication across the lifespan and within the context of gender, race, culture and ethnic identity. PSY 520A or equivalent is a prerequisite for this course.

**PSY 549 Psychological Testing (3 units)**

The course introduces students to the basics of testing and assessment so they can learn to interact with other mental health professionals in ways that facilitate the treatment of clients. This course focuses on several areas: advanced clinical interviewing, basic statistical concepts necessary for understanding tests and measurements, an introduction to most major psychological tests, the important role of testing in psychotherapy, and the process of referrals for psychological testing. In addition, students will gain information on tests which fall under the scope of practice for marriage and family therapists.

**PSY 550 MFTs in Community Mental Health (2 unit)**

This course defines the role of Marriage and Family Therapists (MFT's) in community mental health care and provides knowledge and skills to adequately fulfill 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 examine public service as a professional career for MFT's.

### **PSY 600 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.

## **Extended Coursework/ Electives**

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### **PSY 616 INDEPENDENT STUDY (1-3 units)**

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

### **PSY 546 PROFESSIONAL PROJECT EXTENSION (1 unit) (CR/NC)**

Students who require extended time and/or supervision to complete their professional project must be enrolled continuously in PSY 546. This course ensures use of Phillips' facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

### **PSY 596 FIELD STUDY PRACTICUM (1-3 units) (CR/NC)**

In this course, students meet regularly with supervising faculty to discuss clinical work and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. PSY 596 functions to assist students who extend Practicum in the program and to meet the licensing board's requirement that, except for short breaks between semesters, a student must be registered in Practicum while seeing clients as a trainee. Course may be repeated for credit.

## **Elective Coursework for Professional Clinical Counseling (LPCC)**

### **SC 502 Educational and Career Planning (3 units)**

This course provides an overview of career development theories, resources and techniques utilized in assisting individuals to make their educational and career choices. In addition, development, administration and scoring of career inventories are presented. Also included is goal setting, occupational information and job search strategies and other life roles and factors, including the role of multicultural/diversity issues in career development. State requirements for academic progress and high school graduation are reviewed.

### **PSY 551 Crisis, Trauma, and Disaster Mental Health (3 units)**

This course is designed to address current clinical issues impacting the mental health professions related to psychological trauma, crisis intervention, and disaster mental health. Lectures will be based on current research and clinical practice in this rapidly-changing field and will outline the theoretical concepts underlying therapeutic interventions. Class discussions and an in-class exercise will allow students to learn through active participation in the educational process. Throughout the course, emphasis will be placed on the identification of key issues and best practices.

## **School Counseling Credential**

### **22 Units**

Current MFT students may add-on the School Counseling Credential curriculum (PPS credential). See curriculum on page 95.

Graduates of the Marriage and Family Therapy program may choose to obtain the School Counseling Credential curriculum (PPS credential) within ten (10) years of degree conferral. See School Counseling program description and requirements.

## **Option for Non-Clinical Master's Degree**

### **50 Units**

### **Master of Arts in Psychology (MA) Emphasis: Marriage and Family Therapy/Non-Clinical**

This degree option allows students who have decided not to pursue clinical practice to complete a master's degree in psychology. While this 50-unit degree will not qualify for licensure, it may equip the student for a variety of related professions or provide more opportunities in the student's existing work setting.



The student applies for this degree only after completing at least 13 units in the first two (2) semesters of the MA Psychology with an emphasis in MFT program. An individual academic plan is determined by the student's faculty advisor in consultation with the department chair. Coursework excludes the clinical block (PSY 531A/B and PSY 533A/B).