


Course Catalog

PHILLIPS GRADUATE INSTITUTE

A professional school of psychology

Academic Year
2005



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

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

It 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

Phillips Graduate Institute is passionately committed to offering our diverse population of students a 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). 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.



Phillips Graduate Institute'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 world views, values, 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 three decades, Phillips has earned a reputation for excellence by incorporating into our programs strong experiential components to complement and enhance classroom instruction. Our faculty demonstrate their commitment to their chosen fields and maintain their proficiency 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.

No matter the program of study, our students receive relevant practical training. Each student works with an academic advisor who helps to guide them during their 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 Phillips family.

Warmly,

A handwritten signature in black ink that reads "Lisa Porché-Burke". The signature is fluid and cursive, with a large initial 'L'.

Lisa Porché-Burke, Ph.D.
President

Introduction

All Phillips programs integrate academic knowledge and theory with practical experience and training. Phillips Graduate Institute offers four Master of Arts degree programs, a Doctor of Psychology degree (Psy.D.) in Clinical Psychology, and a range of elective courses designed to provide students with training in specialized areas of study.

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

The Clinical Psychology Doctoral Program (Psy.D.) offers two concentration options: Forensics and Issues of Culture and Diversity. Coursework is offered through a variety of scheduling options that makes programs accessible to students who have a number of work or family obligations, and to those who may have to travel long distances to attend class.



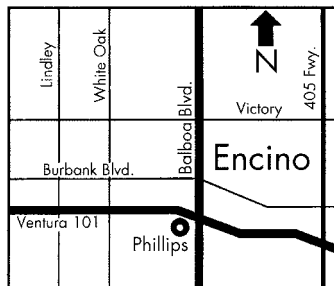
The Master of Arts degree in Psychology meets all academic requirements of the Board of Behavioral Sciences (BBS) for California licensure as a Marriage and Family Therapist (MFT). In addition, the MFT/Art Therapy program meets the educational standards of the American Art Therapy Association (AATA).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

The Clinical Psychology Doctoral Degree 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 being reviewed by the Commission on Accreditation. Finally, all Phillips degree programs are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).*

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

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Master of Arts Foundational Courses

Educational Philosophy

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

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

The Program's Structure

Experiential Component

Experiential learning is integral to the foundational year of all coursework for all Master of Arts students studying Marriage and Family Therapy, Art Therapy and School Counseling. Most coursework includes role-playing and skills training.

About one-third of the written assignments include material directed toward the student's personal development and self-understanding. In addition, Case Conference and Group Dynamics provide training and experience that are unique features of a Phillips education.

Case Conference/Practicum

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

Early in the first semester, students observe from behind a one-way mirror as the instructor works with actual clients in therapy. After the session, students process what they observed with the instructor, who guides them in the application of concepts learned in the classroom. Students may explore personal reactions arising from the session with the Case Conference instructor.

In second semester, students who have begun seeing clients under supervision will use Case Conference as a Practicum, for consultation on their own cases. The instructors are licensed Marriage and Family Therapists, Psychologists, Social Workers, School Counselors and/or Art Therapists.

Group Dynamics and Human Communication

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

Study Group

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

Individual or Family Therapy Requirement for Students

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



psychotherapy to students. Referrals to reliable professionals can be made through the California Family Counseling Center, a service of Phillips Graduate Institute, at (818) 907-9980.

Course Descriptions

PSY501 Human Diversity

1 unit

Mental health professionals must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students to focus on their own culture of origin, to help them become aware of their own heritage, and to increase their appreciation of the impact cultural differences have on each individual. Cultural differences studied include race, ethnicity, gender, religious heritage, sexual orientation and socioeconomic status. In addition, the course introduces specific therapeutic skills needed for working successfully with clients from a variety of cultural domains.

PSY502A Family Therapy: Systemic Approaches

3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. The "modern" approaches such as Bowen, Experiential, Structural, Strategic and Cognitive-Behavioral theories are explored, with attention to normal versus pathological functioning. Students begin to develop an integrative approach to relationship therapies. This course is part of a two-semester sequence, and builds a foundation for Post-Modern approaches, such as Narrative and Solution-Focused Therapies, 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 Collaborative Language Systems) and contemporary systemic thinking in non-linear and quantum physics. Students are encouraged to think integratively as they compare and contrast theories.

PSY503 Developmental Psychology 2 units

Theories of normal biological, psychological and social development over the 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 sequence in which students first learn to become intelligent consumers of research, then to investigate a topic relevant to their professional development, culminating in the completion of an independent research project or professional paper. In this course,

core concepts are presented, and students learn how to locate information and critically evaluate sources.

PSY518B Introduction to Research—II 1 unit

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

PSY519A Case Conference: Pragmatics and Human Communication 3 units

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

Group Dynamics

This two-semester experience runs concurrently

with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group as well.

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 populations at-risk are covered.

Master of Arts in Psychology Marriage & Family Therapy

Educational Philosophy

The Marriage and Family Therapy Program fosters collaborative learning and provides opportunities for academic, clinical and personal transformation. The goal of the program is to graduate students who are well-prepared for licensure and who exhibit relational responsibility within their respective personal and professional communities.

Family systems theory is the theoretical basis for academic learning and clinical skills training. However, the program draws on a broad array of models for assisting individuals, couples, families and larger systems to develop and grow. Each student is supported in developing his/her own professional identity.

The Program's Structure

A full day of coursework is taken in once-weekly, day-long classes. 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) additional 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. Occasional attendance at all-day, workshop-style classes is also required.

The Marriage and Family Therapy program is designed to be completed in four semesters of 12 units each. However, part time scheduling options are available, which could extend the 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.

Workshops

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

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.

Entry Options

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

Admissions Requirements

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree from an accredited college or university, with a minimum 3.0 grade-point average (GPA).
Note: A "Grade-Point Average Exemption Petition" may lead to admission for applicants who do not meet the minimum GPA requirement.
3. To demonstrate proficiency in English, a written sample is required during the interview process. Based on the results of the written sample, the applicant may be required to take a writing skills course during the summer before admission.
4. Completion of Phillips Graduate Institute Admissions Application Packet, which includes:
 - Application form
 - Personal Goals statement
 - Three (3) recommendations



- Undergraduate and graduate (if applicable) transcripts
- Résumé or Statement of Experience
- Payment of application fee

5. Admissions interview.

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

Master of Arts in Psychology with a Major in Marriage and Family Therapy

48 units

Curriculum First Semester

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

Second Semester

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
PSY518B	Introduction to Research-II (1 unit)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics (includes Group Dynamics Lab) (3 units)
PSY520A	Abnormal Psychology (2 units)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)
PSY521	Alcohol and Chemical Dependency

(1 unit)

Third Semester

PSY518C	Professional Paper Research–I (1 unit)
PSY531A	Applied Therapeutic Methodology–I (3 units)
PSY532	Sexuality and Sex Therapy (1 unit)
PSY533A	Practicum–I (3 units)
PSY534	Couple Therapy (1 unit)
PSY539	Legal, Ethical and Professional Issues (2 units)
PSY540	Professional Issues in Marriage and Family Therapy (1 unit)

Fourth Semester

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

Requirements for Degree Completion: Master of Arts in Psychology with a Major in Marriage and Family Therapy

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

- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher.
- 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).
- Students graduating with a 60-unit master's degree, or electing another program as an additional major or as a minor, must complete all required courses before the degree is posted.
- 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.
- Provision to the Library of a clean copy of the Professional Paper, ready for binding.
- Completion of an Exit Interview with the Office of Financial Aid (Financial Aid recipients only).

Clinical Placement Services

Phillips Marriage and Family Therapy 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.

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

Course Descriptions

PSY501 Human Diversity

1 unit

Mental health professionals must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students to focus on their own culture of origin to help them become aware of their own heritage and to

increase their appreciation of the impact cultural differences have on each individual. Cultural differences studied include race, ethnicity, gender, religious heritage, sexual orientation and socioeconomic status. In addition, the course introduces specific therapeutic skills needed for working successfully with clients from a variety of cultural domains.

PSY502A Family Therapy: Systemic Approaches

3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. The "modern" approaches such as Bowen, Experiential, Structural, Strategic and Cognitive-Behavioral theories are explored, with attention to normal versus pathological functioning. Students begin to develop an integrative approach to relationship therapies. The course is part of a two-semester sequence and builds a foundation for Post-Modern approaches, such as Narrative and Solution-Focused Therapies, 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 Collaborative Language Systems) and contemporary systemic thinking in non-linear and quantum physics. Students are encouraged to think integratively as they compare and contrast theories.

PSY503 Developmental Psychology

2 units

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

PSY518B Introduction to Research–II

1 unit

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

PSY518C Professional Paper Research–I

1 unit

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

PSY518D Professional Paper Research–II

2 units

This course is the culmination of activity begun in the research course sequence (PSY518A-C). Students are required to carry out a substantive quantitative, qualitative or library research project under the supervision of a faculty member. Students present their projects either at a poster session, or as a workshop experience during Workshop Week. A copy of the

completed professional paper is due at the end of second year and is catalogued in the Phillips Graduate Institute Library.

PSY519A Case Conference: Pragmatics and Human Communication

3 units

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

Group Dynamics

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group as well.

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 populations at-risk are covered.

PSY531A Applied Therapeutic Methodology–I

3 units

This course focuses on the application of theoretical models to a variety of clinical situations. In a small group consultation format, students are encouraged to include systemic approaches in treatment and are guided to clarify their own theoretical and applied skills. Faculty support 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.

PSY531B Applied Therapeutic Methodology–II

3 units

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

PSY532 Sexuality and Sex Therapy

1 unit

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

PSY533A Practicum–I

3 units

In this course students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the 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.

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.

PSY540 Professional Issues in Marriage and Family Therapy

1 unit

This course is taught in a day-long workshop format, with additional instructional activity required outside of the classroom. The focus is the professional development of the student as s/he moves into clinical practice. Learning activities are designed to encourage students to define themselves as clinicians, and to familiarize students with organizations and resources that support the profession. The workshop will expose students to expert practitioners who are at the cutting edge of specializations or issues within the field. Other instructional activities may involve consultations with experts or visits to agencies or professional organizations. These instructional activities will allow for choices that fit the current professional interests of individual students.

PSY547 Psychopharmacology

2 units

This course offers the student basic information about commonly prescribed psychotropic medications, their effects and side-effects, and teaches non-medical practitioners effective ways to stay informed about the rapidly changing world of pharmacological treatment. The emphasis is on effective communication between prescribing and non-prescribing practitioners in the interests of the patient. Topics addressed include presenting medication as an option, referrals, non-compliant patients, and emergencies such as suicidality and hospitalization.

PSY549 Psychological Testing

2 units

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

Extended Coursework

PSY546 Professional Paper

1 unit

Students who require extended research time and/or supervision 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.

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 Marriage & Family Therapy/Art Therapy

Educational Philosophy

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

The Phillips Graduate Institute Art Therapy Program emphasizes and recognizes the cognitive and emotional role of art, imagery and creativity in health and healing. A core value of this program supports a belief in the healing and life-enhancing qualities of art-making and creativity for every person. The faculty are dedicated to understanding and teaching art therapy as a meaningful and life-supporting personal and interpersonal link between all systems. The department encourages students to contribute to the integrated study of art therapy and relational neuroscience. This focus reflects the appeal of a program that offers a paradigm shift in art therapy education. Phillips' experienced art therapy faculty are committed to providing students with a unique interdisciplinary approach to education and focus on synthesizing the use of therapeutic imagery with current theories.

The American Art Therapy Association's (AATA) educational standards are integrated with contemporary systemic theories and information from the rapidly expanding fields of neurological and biological psychology. The program provides students with the tools necessary to practice art therapy with children, adolescents, couples and families of all ages, races, and ethnic backgrounds in individual, couple, family and group formats. Students learn to apply art therapy in private practice, clinics 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.

Program Compliance

The Master of Arts in Psychology with a major 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 Therapists (MFT) and Licensed Clinical Social Workers (LCSW). 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. Courses are taught by MFT, LCSW, or Psy.D. faculty, who are also nationally registered Art Therapists (ATR).

The Program's Structure

The 60-unit Art Therapy Program is integrated with the 48-unit Master of Arts degree in Psychology with a major in Marriage and Family Therapy. While the program meets the same compliance requirements and provides the same curriculum areas as the 48-unit Master's in Psychology with a major in Marriage and Family Therapy Program, 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.

The Art Therapy Program is also available for Phillips Graduate Institute Master of Arts in Psychology or Master of Arts in School Counseling students, and for professionals in a related field who are seeking art therapy continuing education. See information about the Post Graduate Art Therapy Program starting on page 16.



Master of Arts in Psychology with a major in Marriage and Family Therapy/Art Therapy and Master of Arts in School Counseling/Art Therapy students participate in the program for a minimum of four (4) semesters and take the Art Therapy department sections of Case Conference, Group Dynamics and Applied Therapeutic Methodology.

Program Schedule Options

Coursework begins in Fall and Spring of each year, and students take art therapy coursework weekly in addition to their required Marriage and Family Therapy and/or School Counseling coursework.

All students take the Tuesday afternoon/evening art therapy coursework with instruction starting at 3:00 p.m. Students also choose between art therapy coursework on Tuesday mornings with instruction starting at 10:30 a.m. or Wednesday evenings with instruction starting at 6:00 p.m. Students also choose a primary Marriage and Family Therapy class day on a weekday or on a Saturday, with instruction from 8:00 a.m. until 5:00 p.m. in the first year and from 8:00 a.m. until 3:00 p.m. in the second year. Additional learning activities may be included.

The Marriage and Family Therapy/Art Therapy program may be completed in four semesters. In order to accommodate the demands of a 60-unit program and the needs of working students, modified academic plans of five–six (5–6) semesters are available. Prospective students should consult with their admissions counselors regarding the details of modified program options, including part-time and multi-program choices. New students will meet with their faculty advisors to plan any modifications to the regular schedule and develop a degree completion plan. Since

modified academic plans must comply with required course sequences and with clinical placement requirements, practicum and/or research units may be required over the summer sessions.

Clinical Placement Services

Art Therapy students in all clinical programs receive assistance with their field placement through the Office of Clinical Placement and the Art Therapy Department. Students are assisted in acquiring approved supervised clinical placements at sites throughout Southern California. Phillips approved training sites include counseling centers, schools, mental health programs and hospitals.

Students seeking the California license as a Marriage and Family Therapist (MFT) complete 150 hours of practicum (direct contact experience) at an approved training agency prior to degree completion as part of their academic program. Students seeking Art Therapy Registration (ATR) must complete an additional 200 hours of direct client contact. The practicum experience, part of the student's clinical training, allows students to provide counseling services to clients under the supervision of licensed professionals.

Art Therapy Program compliance requires that students complete twelve (12) units of study prior to approval for traineeship status. These must include PSY519A Case Conference; Group Dynamics Lab; and PSY502A Family Therapy Systemic Approaches. In addition, students must have completed or be concurrently enrolled in PSY561 History and Literature of Art Therapy, PSY562 Studio Art Therapy Principles and PSY569 Art Therapy Dynamics and Applications.

In order to meet AATA and ATCB clinical placement requirements, all students are required to be in a traineeship placement for three semesters (out of these three semesters, one semester may be a summer semester) and are expected to complete a total of 700 hours of practicum experience prior to graduation. Therefore, multi-major students, part-time students and/or students who are not approved for traineeship status in the second semester

should expect to enroll in a minimum of two (2) additional units and an additional semester in order to meet this requirement. The Office of Clinical Placement and the Art Therapy Department provide information and assistance to students applying for both practicum traineeships and must approve all placements. Please refer to the "Clinical Placement Handbook" for more information regarding hours of clinical experience.

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 as a Psychologist. 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).

Academic 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.

Students seeking to complete multiple programs or needing a part-time course of study may be required to take additional coursework units. Students are required to participate in academic planning in order to structure an integrated sequential plan of study.

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.

Phillips Graduate Institute's Master of Arts in Psychology or Master of Arts in School Counseling students who wish to add art therapy studies after their first semester need to apply through the Office of Admissions to begin the art therapy coursework. A personal interview and an academic planning meeting

with the Art Therapy Program Director are required for all students prior to official acceptance into the program.

Workshops/Labs

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

Master of Arts in Psychology with a Major in Marriage and Family Therapy/Art Therapy 60 units

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

Admissions Requirements

1. Completion of an earned bachelor's degree from an accredited college or university, with a minimum 3.0 grade-point average (GPA). Note: A "Grade-Point Average Exemption Petition" may lead to admission for applicants who do not meet the minimum GPA requirement.
2. At least twelve (12) semester units of psychology coursework successfully completed at the undergraduate level, including courses in developmental and abnormal psychology.
3. At least fifteen (15) semester units of studio art as required by AATA and ATCB.
4. Admissions interview and portfolio review with Art Therapy Program Director/Faculty.
5. Completion of Phillips Graduate Institute admissions application packet:
 - Application form
 - Personal Goals statement
 - Three (3) recommendations
 - Undergraduate and graduate (if applicable)

transcripts

- Résumé/Statement of Experience
- Payment of application fee

6. To demonstrate proficiency in English, a written sample is required during the interview process. Based on the results of the written sample, the applicant may be required to take a writing skills course during the summer before admission.

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

Curriculum Four Semester Option, Fall Start

Semester 1 – 15.5 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: Pragmatics and Human Communication/ AT Section (3 units)
PSY561	History and Literature of Art Therapy (1 unit)
PSY562	Studio Art Therapy Principles (2.5 units)

Semester 2 – 15.5 Units

PSY502B	Family Therapy: Evolving Theoretical Models (3 units)
PSY518B	Introduction to Research II/ AT section (1 unit)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics/ AT Section (3 units)
PSY520A	Abnormal Psychology (2 units)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit)
PSY564	Child Art Therapy/Treatment and Assessment of Mental Disorders (1 unit)
PSY569	Art Therapy Dynamics and Applications (2.5 units)

Semester 1 & 2 – Day Schedule

The day schedule for the first two semesters is as follows:

- Thursdays or Saturdays
8:00 a.m. – 5:00 p.m.
- Tuesdays
10:30 a.m. – 6:00 p.m.

Students also take the required Group Dynamics in the AT department on Tuesday or Thursday night every other week.

Semester 2: Students may be able to start their traineeship and must plan time accordingly.

Semester 1 & 2 – Evening Schedule

The evening schedule for the first two semesters is as follows:

- Thursdays or Saturdays
8:00 a.m. – 5:00 p.m.
- Tuesdays
3:00 p.m. – 6:00 p.m.
- Wednesdays
6:00 p.m. – 9:30 p.m.

Students also take the required Group Dynamics in the AT department on Tuesday or Thursday night every other week.

Semester 2: Students may be able to start their traineeship and must plan time accordingly.

Semester 3 – 14.5 Units

PSY518C	Professional Paper Research I (1 unit)
PSY531A	Applied Therapeutic Methodology I (3 units)
PSY532	Sexuality and Sex Therapy (1 unit)
PSY533A	Practicum I (3 units)
PSY534	Couple Therapy (1 unit)
PSY539	Legal, Ethical and Professional Issues (2 units)
PSY 540	Professional Issues in Marriage and Family Therapy (1 unit)
PSY566	Introduction to Psychoneuroimmunology (2.5 units)

Semester 4 – 14.5 Units

PSY518D	Professional Paper Research II (2 units)
PSY531B	Applied Therapeutic Methodology II (3 units)
PSY533B	Practicum II (3 units)

PSY547	Psychopharmacology (2 units)
PSY549	Psychological Testing (2 units)
PSY567	Images for Health and Healing: Psychoneuroimmunology Applications (2.5 units)

Semester 3 & 4 Schedule

The schedule is as follows:

- Thursdays or Saturdays
8:00 a.m. – 3:00 p.m.
- Tuesdays
3:00 p.m. – 10:00 p.m.

Plan for traineeship.

Summer(s) – 2.5 units (Optional)

PSY596	Field Study Practicum/ AT Section (1.5 units)
PSY546	Professional Paper Extension AT Section

Requirements for Degree Completion: Master of Arts in Psychology with a Major in Marriage and Family Therapy/Art Therapy

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

- Completion of all 60 units of required courses, with an overall GPA of 3.0 or higher.
- 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.
- MFT/AT 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 Applied Therapeutic Methodology (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.

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

Postgraduate Art Therapy Studies Program for Professionals in a Related Field

24 units

This program is intended for postgraduate, professional candidates from related fields such as Marriage and Family Therapy, Social Work and Psychology and is also available for graduate students currently enrolled at other graduate schools. Professionals take twenty-four (24) units of art therapy courses, a minimum of three (3) semesters of practicum and art therapy supervision. Students must attend for a minimum of three semesters. Day and evening schedules are available.

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

Academic transcripts or documentation of experience must demonstrate appropriate graduate level knowledge in the following areas or a student may be required to take additional coursework: Research Methodology, Group Dynamics, Developmental Psychology, Legal and Ethical Issues (pertaining to one’s professional degree), and Assessment and Treatment of Mental Disorders. Postgraduate students who wish to acquire art therapy hours of experience must be concurrently enrolled in PSY570A-C Practicum and in PSY575A-C Applied Methodology/AT Section (or in

PSY596A Field Study Practicum/AT Section). Additional workshops may be required.

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

Admissions Requirements

1. Twelve (12) semester units of psychology successfully completed at the graduate or undergraduate level including courses in developmental and abnormal psychology.
2. At least fifteen (15) semester units of studio art as required by AATA and ATCB.
3. Completion of an earned bachelor’s degree from an accredited college or university with a minimum 3.0 grade-point average (GPA). Note: A “Grade Point Average Exemption Petition” may lead to admission for applicants who do not meet the minimum GPA requirement.
4. Completion of a master’s degree from an accredited university with a minimum 3.0 grade point average (GPA), or concurrent enrollment in a master’s degree program in psychology or a related discipline at an accredited university with a minimum 3.0 GPA. Note: A “Grade Point Average Exemption Petition” may lead to admission for applicants who do not meet the minimum GPA requirement.
5. Academic advisement is required prior to admission because applicants must meet program-specific requirements in master’s degree curriculum. If all course requirements are not met, students may be required to complete additional coursework.
6. To demonstrate proficiency in English, a written sample is required during the interview process. Based on the results of the written sample, the applicant may be required to take a writing skills course during the summer before admission.
7. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Three (3) recommendations

- Undergraduate and graduate transcripts
- Résumé/Statement of Experience
- Payment of application fee

8. Admissions interview and portfolio review with Art Therapy Program Director or his/her designee.

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

Curriculum

First Semester – 9.5 units

PSY561	History and Literature of Art Therapy (1 unit)
PSY562	Studio Art Therapy Principles (2.5 units)
PSY566	Introduction to Psychoneuroimmunology (2.5 units)
PSY568A	Introduction to Art Therapy Research (1 unit)
PSY575A	Applied Methodology I/Practicum (2.5 units)

Second Semester – 8.5 units

PSY564	Art Therapy Approaches to Assessment and Treatment of Mental Disorders (1 unit)
PSY567	Imagery: Psychoneuroimmunology Applications (2.5 units)
PSY569	Art Therapy Dynamics and Applications (2.5 units)
PSY575B	Applied Methodology II/Practicum (2.5 units)

Semesters 1 & 2 Schedule

Day Option: Tuesdays 10:30 a.m. – 10:00 p.m.

Evening Option: Tuesdays 3:00 p.m. – 10:00 p.m. and Wednesdays: 6:00 p.m. – 9:30 p.m.

Third Semester – 6 units

PSY571	Advanced Practicum Experience (3.5 units)
PSY575C	Applied Methodology—III (2.5 units)

Semester 3 Schedule:

Day Option: Tuesdays 3:00 p.m. – 10:00 p.m.

Summer(s) – 1.5 units (Optional)

PSY596 Field Study Practicum/AT Section
(1.5 units)

Requirements for Postgraduate Art Therapy Studies Program for Professionals in a Related Field Completion

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

- Completion of all 24 units of core courses with an overall GPA of 3.0 or higher.
- Students who are interested in applying for National Art Therapy Registration (ATR) must complete and submit the appropriate verification documentation to the Art Therapy Department by the last meeting date of Applied Methodology (PSY575A-C). Later verification may cause a delay in the student's program completion date. Students may also need to complete other requirements as specified by AATA and ATCB.
- For students pursuing ATR, completion of 700 hours of supervised clinical placement concurrent with Practicum registration.
- Completion of a Professional Project in Art Therapy.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

Course Descriptions

PSY502A Family Therapy: Systemic Approaches

3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. The "modern" approaches, such as Bowen, Experiential, Structural, Strategic and Cognitive-Behavioral theories are explored with attention to normal versus pathological

functioning. Students begin to develop an integrative approach to relationship therapies. The course is part of a two-semester sequence and builds a foundation for Post-Modern approaches, such as Narrative and Solution-Focused Therapies 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 Collaborative Language Systems) and contemporary systemic thinking in non-linear and quantum physics. Students are encouraged to think integratively as they compare and contrast theories.

PSY503 Developmental Psychology

2 units

Theories of normal biological, psychological and social development over the 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-B Introduction to Research-I & II/AT Sections

1 unit each

PSY518C Professional Paper Research-I/AT Section

1 unit

PSY518D Professional Paper Research-II/AT Section

2 units

In this four-semester, 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. In the first semester, art therapy students are required to attend 568A as a lab. 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. 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 from first semester (PSY519A) the observational process with clients, discussing clinical processes with the therapist/instructor. Those who have begun clinical placements learn case presentation skills, apply theoretical concepts to their clinical work and receive art therapy supervision. Assessment and treatment concepts presented in PSY520 are demonstrated and taught in the clinical work with the case conference client. In PSY569, group dynamics theory is presented and the practice of group process is demonstrated and experienced using the case conference/practicum group (PSY519B) as a laboratory.

Group Dynamics

This two-semester laboratory experience runs concurrently with PSY519A and PSY519B. The group context allows for experiential learning of group therapy approaches 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–I Applied Therapeutic Methodology

3 units

This course focuses on the application of theoretical models to a variety of clinical situations. In a small group consultation format, students are encouraged to include systemic approaches in treatment and are guided to clarify their own theoretical and applied skills. Faculty 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/ATR faculty supervise students in the clinical integration of art therapy interventions and creative expression within the

broad understanding of human development and behavior and psychotherapy theories. The course also allows a student to examine a particular area of art therapy interest.

PSY531B–II Applied Therapeutic Methodology

3 units

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

PSY533A-B Practicum I & II/ AT Sections

3 units each

In this two-semester course sequence students 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 positions and personal values. Spousal violence is also addressed from both legal and clinical perspectives.

PSY540 Professional Issues in Marriage and Family Therapy

1 unit

This course is taught in a day-long workshop format, with additional instructional activity required outside of the classroom. The focus is the professional development of the student as s/he moves into clinical practice. Learning activities are designed to encourage students to define themselves as clinicians, and to familiarize students with organizations and resources that support the profession. The workshop will expose students to expert practitioners who are at the cutting edge of specializations or issues within the field. Other instructional activities may involve consultations with experts, or visits to agencies or professional organizations. These instructional activities will allow for choices that fit the current professional interests of individual students.

PSY547 Psychopharmacology

2 units

This course offers the student basic information about commonly prescribed psychotropic medications, their effects and side-effects, and teaches non-medical practitioners effective ways to stay informed about the rapidly changing

world of pharmacological treatment. The emphasis is on effective communication between prescribing and non-prescribing practitioners in the interests of the patient. Topics addressed include presenting medication as an option, making referrals, working with non-compliant patients, and handling emergencies such as threats of suicide and possible hospitalization.

PSY549 Psychological Testing

2 units

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

PSY561 History and Literature of Art Therapy

1 unit

This course provides an overview of the literature, history and evolution of art therapy models and ideas. Students study traditional and contemporary art therapy literature and explore the benefits of various approaches within a broad range of settings and populations. This is a self-directed course with one class component.

PSY562 Studio Art Therapy Principles

2.5 units

This course supports creative expression as a foundation for professional and personal knowledge of media and materials and as a way of learning about neuroanatomy. Students engage in drawing, painting and sculpting and investigate the emergence and making of images together with an interpretative dialogue in art therapy. Students learn and understand the emotional impact of the materials within the

context of traditional art therapy directives and present the first year learning portfolio in class and at the workshop poster session.

PSY564 Art Therapy Approaches to Assessment and Treatment of Child Mental Disorders

1 unit

Children's developmental visual stages and art therapy approaches to child treatment are presented so students familiarize themselves with representations of so-called normative development. The course builds upon and contributes to the information covered in the following courses: PSY503: Developmental Psychology; PSY518A-C: Introduction to Research I & II and Professional Paper Research I & II; and PSY549: Psychological Testing. A postgraduate student's transcripts are expected to reflect these academic areas, or the student is required to add these courses to their academic load.

PSY566 Introduction to Psychoneuroimmunology

2.5 units

This course provides students with an introduction to the rapidly expanding fields of neurobiological and biological psychology as they pertain to the practice of marriage and family therapy and clinical art therapy. The course integrates a basic understanding of current brain research with early childhood rearing practices and physiological attributes which are demonstrated in marriage and family patterns. This learning provides an additional context for the understanding of treatment approaches. A dialectic approach to these issues is emphasized which includes a discussion of the interrelationship of mind and body and questions the wisdom of separating body and mind as a paradigm in therapy. Students learn about the neurological dimensions of emotion and interpersonal relationships, and about

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

PSY567 Imagery: Psychoneuroimmunology Applications

2.5 units

This course teaches students to combine clinical art therapy and art as therapy for individuals and families at home, in medical settings, hospice care and community wellness clinics. This course also offers specific methodologies and approaches for working with people who are coping with life threatening illnesses, such as cancer and HIV/AIDS. Art therapy ideas and interventions for treatment of psychosomatic disorders, stress and pain management, along with wellness support are linked to relationship therapies and clinical neuroscience. Prerequisite: PSY566.

PSY568A Introduction to Art Therapy Research

1 unit

Art therapy research tools and assessment practices are presented in the course. An overview of ethical and legal issues and standards of good practice in art therapy assessment and research are provided. The course is provided in a lab format and independent study activities are required. Masters-level students take this course as lab for PSY518A.

PSY569 Art Therapy Dynamics and Applications

2.5 units

This course provides students with the experiential knowledge and understanding of art therapy media, interventions and applications with individuals, children, adolescents, couples and families from varied cultural and ethnic backgrounds. Considerations are given to cultural diversity issues in art therapy and to specializations, such as abusive relationships, addictions and mental health disorders, that benefit from the integration of art with clinical treatment. The conceptual framework reviews art therapy in the context of systemic therapies. This learning experience is translated into practical art therapy applications. Students utilize dramatization, role-play and hands-on art-making to experientially construct individual

therapeutic art therapy interventions and to creatively support contextual art therapy groups.

PSY571 Advanced Practicum Experience

3.5 units

In the third semester, postgraduate students construct an advanced clinical experience. They may either participate in a case conference section as a co-leader, present a professional workshop or initiate a structured clinical endeavor in their clinical placement. A learning contract is presented to the academic advisor by the end of the second semester.

PSY575A-B Applied Methodology/ Practicum

2.5 units each semester

This course comprises the postgraduate sections of PSY531A and PSY531B. See PSY531A and PSY531B for course descriptions. Postgraduate students complete their professional projects in 575B.

PSY575C Applied Methodology

2.5 units

This course, for postgraduate students only, continues the application of theoretical models

and art therapy supervision in a variety of clinical situations.

Extended Coursework

PSY546 Professional Paper

1 unit

Students who require extended research time and/or supervision 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.

PSY596 Field Study Practicum/ AT Section

1.5 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.

Masters in Organizational Consulting

Educational Philosophy

The Master of Arts in Organizational Consulting Program is a 36-unit degree designed to meet the needs of both mid-career professionals and recent baccalaureates who understand the importance of business success attained through learning, managing and leveraging the human side of business.

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

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

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

The Program's Structure

Fall/Spring/Summer Courses

Classes will meet on Saturdays from 8:00 a.m. to 6:00 p.m. For more information about class schedules, please contact the Office of Admissions at (818) 386-5660.

Faculty Advisement

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

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

Master of Arts in Organizational Consulting

36 units

Admissions Requirements

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree from an accredited college or university with a minimum 3.0 grade-point average (GPA).
Note: A "Grade Point Average Exemption Petition" may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Demonstration of English proficiency may be required.
4. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Three (3) recommendations
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé/Statement of Experience
 - Payment of application fee
5. Admissions interview.

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

Curriculum

Semester One

- | | |
|-------|--|
| OC710 | The Self in Organizations (3 units) |
| OC713 | Consulting Practice in Organizations (3 units) |
| OC716 | Systems Theory in Organizations (3 units) |
| OC719 | Applied Research Methods-I (3 units) |



Semester Two

- | | |
|-------|--|
| OC720 | Organizational Behavior (3 units) |
| OC723 | Business Pragmatics (3 units) |
| OC726 | Teamwork in Organizations (3 units) |
| OC729 | Principles of Statistics and Measurement (3 units) |

Semester Three

- | | |
|-------|---|
| OC730 | Multicultural Issues in Organizations (3 units) |
| OC733 | Communication Theory and Management (3 units) |
| OC736 | Organizational Interventions (3 units) |
| OC739 | Applied Research Methods-II (3 units) |

Requirements for Degree Completion: Master of Arts in Organizational Consulting

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

- Completion of all 36 units of required courses with an overall GPA of 3.0 or higher.
- "Intent to Graduate" form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provision to the Library of a copy of the Professional Paper, ready for binding.
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

Course Descriptions

OC710 The Self in Organizations

3 units

Students will explore issues of responsibility and accountability to owners, employees, customers, and the local and global communities. The course includes the study of personal and organizational values, missions, and visions within the strategic planning process.

OC713 Consulting Practice in Organizations

3 units

A process-oriented course for internal and external consultants and the people who work with them, this course explores topics such as developing and maintaining professional relationships, setting goals, and managing projects.

OC716 Systems Theory in Organizations

3 units

This course provides an in-depth study of the practical application of systems theory to human, organizational, and social systems.

OC719 Applied Research Methods–I

3 units

This course introduces students to action research as a method of inquiry and exploration and helps students define their area of research interest.

OC720 Organizational Behavior

3 units

Focusing on the human factors in business management, this course explores individual, group, and organizational behaviors. Various topics explored include motivation, decision-making, productivity, and employee involvement.

OC723 Business Pragmatics

3 units

This course provides a broad overview of business basics including accounting, finance, marketing, presentation design, contracts and business law for both large and small organizations. Entrepreneurship is studied, as students employ common business language and

tools for the development of a business plan.

OC726 Teamwork in Organizations

3 units

The study of team design for high performance organizations is the focus of this course. Students explore the application of group facilitation and team building exercises within multinational organizations.

OC729 Principles of Statistics and Measurement

3 units

In this course students survey research designs and the accompanying quantitative methods used to analyze collected data. Topics include measurement theory and the construction and validation of tests and research instruments.

OC730 Multicultural Issues in Organizations

3 units

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

OC733 Communication Theory and Management

3 units

This course introduces contemporary theories of communication, strategy, and technology and how each applies to identity, relationship, and information flow within the organization for the purposes of innovating, learning, and achieving a competitive edge. It also provides students with competencies necessary to optimize personal and organizational potential.

OC736 Organizational Interventions

3 units

Topics explored in this class include: evaluation of issues regarding organizational problems and strengths; study and application of methods of appreciative inquiry to find out what works; development and utilization of strategic dialogue

and interview protocols as interview techniques.

OC739 Applied Research Methods–II

3 units

This course is a continuation of OC729, which engages students in action research methodology and assists students in completing the required Master's Project.

Extended Coursework

OC546 Professional Paper

1 unit each semester

Students who require extended research time and/or supervision must be enrolled continuously in OC546. This course ensures the utilization of Phillips facilities and guidance from faculty while the professional paper is being completed. Course may be repeated as necessary.

Certificate Programs

Organizational Consulting

The 12-unit Certificate Program in Organizational Consulting is designed to cover a breadth of core competencies needed to be successful in today's rapidly changing business environment.

On-Site Training Program

The On-Site Training Program brings Phillips faculty experience and expertise into the organizational community and combines academic excellence with professional experience.

Master of Arts in School Counseling – Pupil Personnel Services Credential (PPS)

Educational Philosophy

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

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

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

The Program's Structure

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

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

In the second semester, students begin the Practicum/Field Experience process. This process requires 100 hours of experience in a school setting (after the course SC505A, Supervision and Mentoring: Practicum in School Counseling). Upon completion of the Practicum experience, students may begin collecting the required 600 hours of field experience. While the Department of School Counseling assists students in finding field placements, we encourage each student to take an active role in finding the school that is best suited to their training and geographic needs. Phillips must approve each school site and develop an affiliation with the school in order for students to complete field experience hours at that site. Students also enroll in course SC505B, Supervision and Mentoring: Field Experience in School Counseling, where they are supervised by School Counseling faculty. Students must attend School Counseling orientation for in-depth instruction about field experience requirements.

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

Workshops

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

Faculty Advisement

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

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



Entry Options

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

School Counseling Practicum/ Field Experience

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

School Counseling State Credential Requirements

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

- Pass the CBEST.
- Complete fingerprint clearance with the California Commission on Teacher Credentialing (CCTC).
- Complete all required coursework.

- Complete field experience requirements.
- Demonstrate competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics.
- Have a Master's degree in School Counseling or a related discipline.
- Participate in Candidacy Review.
- Have an Exit Interview with the School Counseling Department.

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

Master of Arts in School Counseling/ PPS Credential Program

48 units

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

Admissions Requirements

1. Prerequisite coursework: twelve (12) units of social sciences successfully completed at the undergraduate level.
2. Completion of an earned bachelor's degree from an accredited college or university with a minimum 3.0 grade point average (GPA). Note: A "Grade Point Average Exemption Petition" may lead to admission for applicants who do not meet the minimum GPA requirement.
3. Students must have taken the CBEST prior to regular admission.
4. To demonstrate proficiency in English, a written sample is required during the interview process. Based on the results of the written sample, the applicant may be required to take a writing skills course during the summer before admission.
5. Completion of Phillips Graduate Institute Admissions Application Packet:
 - Application form
 - Personal Goals statement
 - Three (3) recommendations
 - Undergraduate and graduate (if applicable)

transcripts

- Résumé/Statement of Experience
- Payment of application fee

6. Admissions interview with School Counseling Program Director or his/her designee.

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

Curriculum

First Semester

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

Second Semester

PSY502B	Family Therapy: Evolving Theoretical Models (3 units)
PSY518B	Introduction to Research-II (1 unit)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics (3 units)
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: Practicum in School Counseling (1 unit)

Third Semester

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

Fourth Semester

SC501	Program Design, Development and Evaluation (2 units)
SC502	Educational and Career Planning (3 units)
SC512	Leadership and Advocacy (2 units)
SC513	Classroom and Academic Intervention (2 units)
SC545	Professional Paper Research (2 units)

Requirements for Degree Completion: Master of Arts in School Counseling

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

- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher.
- Completion of credential requirements established by the California Commission on Teacher Credentialing including training in child abuse (7 hours).
- Completion of 100 hours of Practicum Field Experience.
- Completion of 600 hours of Field Experience.
- Participate in Candidacy Review.
- Exit Interview with School Counseling Department.
- "Intent to Graduate" form on file with the Registrar at least 60 days prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center.
- Return of all Library materials.
- Provision to the Library of a copy of the Professional Paper, ready for binding.
- Completion of an Exit Interview with the Financial Aid Department (Financial Aid recipients only).

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

Master of Arts in School Counseling, with a Major in Art Therapy

70 units

This program is designed for students desiring the Pupil Personnel Services (PPS) Credential and specialized training in Art Therapy.

It combines psychology coursework from the foundational first year with specialized coursework in both School Counseling and Art Therapy. Successful completion of this program will qualify the student for the PPS Credential, and prepare them to use art therapy in a school setting, but will not qualify the graduate for licensure as a Marriage and Family Therapist in California. Students seeking admission to this program must have advisement from both the School Counseling and the Art Therapy departments prior to admission.

Pupil Personnel Services (PPS) Credential

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

Course Descriptions

PSY501 Human Diversity

1 unit

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

socioeconomic status. In addition, the course introduces specific therapeutic skills needed for working successfully with clients from a variety of cultural domains.

PSY502A Family Therapy: Systemic Approaches

3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy.

Principles and underlying concepts from systems models are applied to family therapy and human relationships. The "modern" approaches, such as Bowen, Experiential, Structural, Strategic and Cognitive-Behavioral theories, are explored with attention to normal versus pathological functioning. Students begin to develop an integrative approach to relationship therapies. The course is part of a two-semester sequence.

It builds a foundation for Post-Modern approaches such as Narrative and Solution-Focused Therapies, which are emphasized in second semester (PSY502B).

PSY502B Family Therapy: Evolving Systemic Approaches

3 units

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

PSY503 Developmental Psychology

2 units

Theories of normal biological, psychological and social development over the 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 sequence of courses in which students first learn to become intelligent consumers of research, then to investigate a topic relevant to their professional development, culminating in the completion of an independent research project or professional paper. In this course, core concepts are presented and students learn how to locate information and critically evaluate sources.

PSY518B Introduction to Research—II

1 unit

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

PSY519A Case Conference: Pragmatics and Human Communication

3 units

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

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

PSY519B Case Conference/ Practicum: Assessment and Group Dynamics 3 units

Students continue from first semester (PSY519A) the observational process with clients, discussing clinical processes with the therapist/instructor. Those who have begun clinical placements learn case presentation skills and apply theoretical concepts to their clinical work. Assessment and treatment concepts presented in PSY520 are demonstrated and applied in the clinical work with the case conference client. Theory and practice of group processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

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

Group Dynamics

This two-semester experience runs concurrently with PSY519A and PSY519B. It is the laboratory in which students work in small groups to explore their personal issues. The connection between personal development and interpersonal therapeutic skill is emphasized. The group context allows for experiential learning of group therapy and counseling principles, and the cohort becomes a support group as well.

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.

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

SC502 Educational and Career Planning 3 units

Career counseling theory and practice are 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.

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: Practicum in School Counseling 1 unit

This course is an introduction to the field of School Counseling and builds on skills and knowledge gained in 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. In addition to 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.

SC505B Supervision and Mentoring: Field Experience in School Counseling

2 units

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

SC510 Learning Theory and 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 candidacy review and exit interview.

SC513 Classroom and Academic Intervention

2 units

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

SC545 Professional Paper Research

2 units

A professional paper begun in the first year in conjunction with PSY518A-B Introduction to Research I & II, is required of all students.

The chosen topic must be pertinent to the

field of school counseling and approved by the school counseling faculty. Students work closely with a research advisor to complete their professional paper.

Extended Coursework

SC505C Supervision and Mentoring: Extended Field Experience in School Counseling

1 unit

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

SC546 Professional Paper

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 paper is being completed. This course may be repeated for credit.

Electives

Students interested in developing professional specializations in addition to the 48-unit Master of Arts degree program requirements may choose from a variety of elective options. Elective courses are typically organized into sequences leading to specializations, for which certificates are awarded in addition to the Master's degree. However, elective courses may be taken separately. Phillips degree candidates are encouraged to consult with the directors of elective programs in which they are interested, as some specializations have separate admissions requirements and procedures. Students should also consult with their faculty advisors regarding the scheduling and sequencing of electives. Non-degree-seeking students may enroll in elective courses only after consultation with the Course Chairperson.

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

Specialized Clinical Coursework

Students must have successfully completed their first semester of study at Phillips Graduate Institute, and must have advanced to trainee status prior to enrollment in these courses.

Students not seeking a degree at Phillips may apply for these courses at any time, but must present proof of eligibility for trainee status.

A separate application and interview is required for all clinical coursework. Phillips degree candidates may take these courses as electives for academic credit towards a specialization 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 offers specialized training in psychotherapy for beginning therapists. Students in this program see a varied clientele for individual, couple and family therapy. Although the program emphasizes a family systems perspective in clinical practice,

students receive extensive training in psychosocial assessment, DSM-IV diagnoses, and the clinical application of Bowen's Theory. Students in this program are teamed with one another when seeing clients. All sessions are videotaped to maximize training, supervision and client care. Students receive group supervision and one to two hours of in-service training each week. This course may be repeated for credit.

PSY596C Latino Family Therapy

3 units

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by the California Family Counseling Center (CalFam) to Latino communities in the San Fernando Valley. Students must be fluent in Spanish since therapy and supervision are conducted in Spanish. Students are able to increase their proficiency in Spanish and learn clinical use of the language. Clients of the program are seen through a collaborative approach that includes co-therapy care, direct observation and feedback by the supervisor, and the use of reflecting teams. The emphasis of the program is in the clinical application of family systems theories with Latino families, and the cultural aspects of family dynamics and personal behavior. This course may be repeated for credit.

PSY596D Child Therapy in a School Setting

3 units

The Child Therapy in a School Setting Program provides school-based individual and group counseling, parenting skills education, and teacher training services to local schools. The program specializes in child therapy (art therapy and play therapy) within a systemic perspective of the child's school and family. Another component of this program is the Social Skills and School Violence Prevention Program. Trainees are teamed with one another or with interns to provide social skills training to groups of children. The Social Skills Program is provided to elementary and middle schools and includes topics such as communication, appreciating differences, and conflict resolution. Trainees may co-facilitate support groups (Impact Groups)



on a variety of issues including substance abuse, grief, conflict resolution, and anger management at the middle and high school levels. Students receive group supervision and one hour of training each week. On-site supervision is provided each month or as needed. This course may be repeated for credit.

PSY596H Post-Modern Therapy in a Clinical Setting

3 units

The Post-Modern Therapy in a Clinical Setting Program provides specialized training in applying resource-oriented, time-sensitive therapies in clinical and community settings. Supervision and training emphasize the practical applications of Solution-Focused, Narrative and Collaborative Language System approaches. Emphasis is placed on how these ideas influence our use of language and how we think about problems, clients and the therapeutic relationship. Students receive in-service training and group supervision weekly. This course may be repeated for credit.

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

PSY596K Chemical Dependency

3 units

Students are trained in practical approaches for assisting chemically dependent individuals and their families. The instructional component of this practicum presents the fundamentals of addiction. Topics include patterns and progressions of alcoholism and chemical dependency; myths and stereotypes of alcohol use; the history of alcohol and other mood altering substances in a variety of cultures; and treatment of chemical dependency

in a variety of populations. This course may be repeated for credit.

Completion of, or concurrent enrollment in, an introductory course, such as PSY521 Alcohol and Chemical Dependency, is required. Students seeking certification or credentialing as a drug and alcohol counselor should also select electives from Chemical Dependency Program courses (PSY601–PSY612).

Students must also enroll in the corresponding Chemical Dependency elective course (PSY600, 601, 602, 603, 604, 605, 606) for each semester enrolled in PSY596K.

Chemical Dependency Program

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

PSY600 Fundamentals of Addiction

3 units

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

PSY601 Physiology and Pharmacology of Alcohol and Substance Abuse

3 units

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

PSY602 Addiction Recovery Case Management: From Assessment to Paperwork

3 units

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

PSY603 Counseling the Chemically Dependent and their Families

3 units

Individual, family and group counseling from an addiction recovery perspective are explored. The value of didactic training and process group in providing education, connectedness and an environment where all affected parties may receive feedback from others struggling with similar issues is underscored. The effectiveness of various treatment modalities 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 integrating 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.

PSY606 Supervised Practicum

3 units

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

PSY607–PSY612 Special Topics in Chemical Dependency

1 unit

Issues addressed in these courses vary yearly and are selected based on the expertise of visiting faculty and trends in the chemical dependency field. 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.

Post-Modern Therapies

Coursework in post-modern 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 post-modern 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.

PSY615 Independent Research

1-3 units

In this course students conduct supervised individual research. Approval by the appropriate Program Director is required prior to enrollment into this course. A course of study is contracted with and evaluated by a faculty advisor.

PSY616 Independent Study

1-3 units

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

Extended Coursework

PSY546 Professional Paper

1 unit

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.

Doctor of Psychology (Psy.D.) – 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 the students' development in becoming professionally mature and self-aware practitioners. 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

The Local Clinical Scientist model serves as the foundation for the doctoral program. The overarching goal of such training is to develop critical investigators of local (as opposed to universal) realities who are: a) knowledgeable of research, scholarship, personal experience, and scientific methodology; and b) 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.

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 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 family 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.

This innovative doctoral program offers students a challenging intellectual environment, provides exposure to appropriate professional role models, and develops those characteristics critical to professional functioning in an increasingly complex world. The 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.

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. Peterson, R. L., et al. (1990, 1994): *The Core Curriculum in Professional Psychology*, San Antonio, TX. Peterson, R.L., et al. (1992): *The Core Curriculum in Professional Psychology*, San Antonio, TX.

Core Program Competencies

The Phillips curriculum is based on the model of core competencies (described below) promulgated by the National Council of Schools and Programs of Professional Psychology (NCSPP) and is 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. Clinical psychologists with specialized training in the forensic issues area will be well-equipped to interface with legal systems. Forensic psychology prepares the student to work with law enforcement and emergency services personnel, as well as with forensic assessment. An increasingly multicultural society affords clinical psychologists a variety of opportunities to intervene with diverse populations seeking mental health services.

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. All students take the gateway courses to both concentrations: Gender Roles (diversity) and Legal Research (forensic).

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. Training and education in a particular concentration area provides a knowledge base and skill set not common in other doctoral-level professional psychology programs.

Students declare an area of concentration no later than the end of their first semester of enrollment. They complete their Doctoral Project in their area of concentration, as well as at least one of their field training experiences (practicum or internship rotation). To fulfill concentration area requirements, students must:

- Complete twelve (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.
- Write a Psy.D. Project relevant to their concentration area; and

- Participate in field training in their area of concentration.

All students receive a minimum of sixteen (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.

Issues of Diversity and Culture in Families and Larger Systems

Students selecting this concentration explore salient issues related to culture and diversity that affect families and larger systems. Coursework in theory, research, assessment and intervention strategies prepares students to enhance the mental health of culturally diverse, oppressed and traditionally underserved populations.

Forensic Issues

Clinical 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.

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 who enroll on a full-time basis can expect to complete the program in five (5) years. The curriculum consists of core courses (usually completed in the first three to five semesters), followed by more advanced coursework, including those required for the concentration area chosen by the individual student. The internship experience is required and may be completed on a full-time basis in the final year of the program (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. In cases where the maximum number of units are accepted for transfer credit, students may be able to complete the program in four years, if attending full-time. (The following courses cannot be transferred: Psychopathology, Case Consultation Sequence, Psy.D. Project, Legal and Ethical Bases of Psychology, Diversity Lab, and Core Concentration Courses.)

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.

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.

Some students may petition to complete the program on a part-time basis. Students electing to attend part-time must meet with their advisor and then with the Program Director to design a Course of Study. This modified Course of Study will be included in the student's academic file with the Registrar, and will impact clinical training as well as his/her Academic Plan.

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. Prior to practicum placement application, students must be deemed Practicum-ready by the Clinical Training Office. In addition, each student must obtain approval of the sites to which they intend to apply before submitting applications to practicum training programs.

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 internships, students must first be deemed intern-ready by the Clinical Training Office. In addition, each student must obtain approval of the sites to which they intend to apply before submitting applications to practicum training programs.

Faculty Advisement

Students are assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor 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.

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.

Licensure

The doctoral program meets all the academic requirements for licensure as a Psychologist in the State of California. Students are encouraged to contact the Board of Psychology (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 California Family Counseling Center's CEU program.

Admissions Requirements

1. Prerequisite coursework: Twelve (12) units of coursework in psychology successfully completed at the undergraduate or graduate level. It is preferred that the units be completed with the following courses in a regionally accredited program:

- i. Fundamentals of Psychology
- ii. Developmental Psychology
- iii. Abnormal Psychology
- v. Statistics
- v. Research
- vi. Cognitive Psychology

Students may take prerequisite courses up until their first week in the program. Some students may be required to take a summer writing course as a prerequisite admission requirement.

2. Completion of an earned bachelor's degree from a regionally accredited college or university, with a minimum 3.0 grade point average (GPA). Note: A Grade Point Average Exemption Petition may lead to admission for applicants who do not meet the minimum GPA requirement. In addition, some students may be required to take a summer writing course.

3. Demonstration of English proficiency.

4. Completion of Phillips Graduate Institute Admissions Application Packet:

- Application form
- Personal Goals statement
- Three (3) letters of recommendation (ideally from three (3) different sources)
- Undergraduate and graduate (if applicable) transcripts
- Resume or Statement of Experience
- Payment of application fee

5. Admissions interview including a written work sample.

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 Project 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 NCSP core competencies.

Doctor of Psychology in Clinical Psychology

96 units

Year One Semester One

- 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)

Semester Two

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

Year Two

Semester Three

- PSY679 Measurement Theory and Test Construction (2 units)
- PSY685 Case Consultation-I/Practicum (2 units)
- PSY703A Psychological Assessment (3 units)
- PSY704A Assessment Laboratory-I (.5 unit)
- PSY705 Integrated Statistics and Research Methods I (2 units)
- PSY740 Family Systems Intervention (3 units)

Semester Four

- PSY686 Case Consultation-II/Practicum (2 units)
- PSY691 Cognitive Affective Bases of Behavior (2 units)
- PSY695 Lifespan Development (2 units)
- PSY703B Psychological Assessment-II (3 units)
- PSY704B Assessment Laboratory-II (.5 unit)
- PSY711 Family Constellations (2 units)

Year Three

Semester Five

- PSY 824 Gender Roles (2 units)
- PSY687 Case Consultation-III/Practicum (2 units)
- PSY692 Biological Psychology (2 units)
- PSY 681 Group Therapy (2 units)
- PSY716 Integrated Statistics and Research II (2 units)
- PSY741 Cognitive Behavioral Interventions (3 units)

Semester Six

- 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)
- PSY880 Consultation and Supervision (2 units)
- PSY8xx Core Concentration (2 units)
- PSY800P Psy.D. Project Introduction (1 unit)

Year Four

Semester Seven

PSY742 Psychodynamic Interventions (2 units)
 PSY744 Couple and Relational Interventions (2 units)
 PSY800A Psy.D. Project (3 units)
 PSY8xx Core Concentration (5 units)

Semester Eight

PSY660 Human Sexuality (2 units)
 PSY718 Psychopharmacology (2 units)
 PSY800B Psy.D. Project (2 units)
 PSY8xx Core Concentration (5 units)

Year Five

Semester Nine

PSY900A Internship (4 units)

Semester Ten

PSY900B Internship (4 units)

Requirements for Degree Completion: Doctor of Psychology in Clinical Psychology

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

- Completion of all ninety-six (96) units of core courses, with an overall GPA of 3.0 or higher.
- Successful completion of two (2) full practicum training programs (minimum of 1,200 hours).
- Successful completion of eight (8) units of pre-doctoral internship (1,500 hours).

• Students must complete a minimum of 72 units (the equivalent of 3 years of full-time enrollment) at Phillips Graduate Institute. In addition, all students must complete one year of full-time residency (enrollment in a minimum of 22 units in one academic year) or its equivalent (four consecutive semesters of half-time enrollment (6-10 units per semester). The units earned in completion of the internship requirement do not count toward the satisfaction of the residency requirement.

- Successful completion of 45 hours of personal psychotherapy
- Successful completion of Comprehensive Exam.
- Successful completion of Clinical Competency Examination (CCE).

- Presentation of portfolio 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.
- 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 ethic 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. Prior psychotherapy experiences will not be accepted as fulfillment of this requirement.

Course Descriptions

PSY660 Perspectives on Human Sexuality

2 units

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

PSY675 Theories of Personality

3 units

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

PSY676 Systems Theory and Marital and Family Therapy

3 units

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

3 units

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

PSY681 Theory and Practice of Group Psychotherapy

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
- 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, Ethical and Professional Practice in Psychology

2 units

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

PSY691 Foundations of Psychology: Cognitive and Affective Bases of Behavior

2 units

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

PSY692 Foundations of Psychology: Biological Psychology

2 units

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

PSY693 Foundations of Psychology: Social Bases of Behavior

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 Foundations of Psychology: 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 Foundations of Psychology: Lifespan Development

2 units

This course surveys the theories and research regarding lifespan development 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 unit

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.

PSY 705L Required Statistics Lab

(no 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 & 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, 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 Intervention Strategies–I: Family Systems and Post-Modern Therapies

3 units

This course places special emphasis on use of post-modern 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 Intervention Strategies–II: Cognitive Behavioral and Empirically Supported Treatments

3 units

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

PSY742 Intervention Strategies–III: Psychodynamic Theory

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 Intervention Strategies–IV: Psychotherapy with Children and Adolescents

2 units

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

PSY744 Intervention Strategies–V: Partner/Couple Therapy

2 units

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

PSY 800P Doctoral 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.

PSY800A-B Doctoral 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.

PSY880 Theory and Practice of Psychology: Consultation and Supervision

2 units

This course provides a general introduction to the conceptual and empirical literature on clinical supervision and consultation, with an emphasis on systemic and cultural issues.

PSY900A-B Internship

4 units each

Students are required to complete an internship as part of their academic program. This internship is completed as a full-time, 40-hour per week experience completed over the course of the fifth year of 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).

PSY901 A-D Internship

2 units each

Students are required to complete an internship as part of their academic program. This internship is completed as a part-time, 20-hour per week clinical experience distributed over the last two years of a student's academic program. Students complete a minimum of 750 hours of supervised clinical experience each year. Internships must 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).

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.

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.

Gateway Core Concentration Courses

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. Prerequisites: PSY690 Legal, Ethical and Professional Practice in Psychotherapy.

PSY824 Psychological Implications of Gender and Sex 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.

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 Psychological Assessment-I, PSY703B Psychological Assessment-II, PSY677 Psychopathology and PSY842 Legal Research.

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 Psychological Assessment-I, PSY703B Psychological Assessment-II, PSY677 Psychopathology, PSY843 Forensic Assessment and PSY842 Legal Research.

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 Legal, Ethical and Professional Practice in Psychotherapy and PSY842 Legal Research.

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.

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.

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.

Admissions Policies, Financial Information, Academic Policies & Student Services

Office of Admissions

The Office of Admissions is a resource to all candidates interested in the programs offered at Phillips Graduate Institute. This Admissions section is designed to provide students with information regarding admissions policies and procedures. Admissions Counselors are available to answer questions and assist candidates through their research of graduate studies and application to Phillips. Regular business hours are 9:00 a.m. to 6:00 p.m., Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Fridays. Call (818) 386-5660 or email admit@pgi.edu for additional information or assistance.

Campus Visitation

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

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

Application Deadlines

Master's Programs

<i>Semester</i>	<i>Priority Application Deadline</i>
Summer 2005:	
Classes begin week of	
May 25.....	April 12, 2005
Fall 2005:	
Classes begin week of	
August 29	July 18, 2005
Spring 2006:	
Classes begin week of	
January 10	November 15, 2006
Summer 2006:	
Classes begin week of	
May 16.....	April 10, 2005
Fall 2006:	
Classes begin week of	
August 26	April 16, 2006

Doctoral Program

<i>Semester</i>	<i>Priority Application Deadline</i>
Fall 2005:	
Classes begin week of	
August 29	January 30, 2005
Fall 2006:	
Classes begin week of	
August 29	January 28, 2006

Applications must be postmarked no later than the Priority Application Deadline date or hand-delivered to the Admissions Office by 6:00 p.m. on the Priority Application Deadline date. Late applications will be considered, providing space is available, only after on-time applications have been reviewed and processed. There is a \$20.00 non-refundable late application fee for all applications received and/or postmarked after the Priority Application Deadline. This fee is in addition to the standard \$75.00 application fee required of all applicants. Therefore, application fees are as follows:

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

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

To Apply for Admission

1. Read all information in the application packet and catalog regarding admissions policies and procedures.
2. Complete application form found within the application packet and write essay (see Application Form(s) section).
3. Request three recommendations from individuals with knowledge of your academic and professional potential. These must be filled out on the forms provided in the applications packet.



4. Order official transcripts from all previous colleges attended. (See Transcripts and Recommendations sections.)
5. Submit all application documents and application fee (see Application Fees section) by the Priority Application Deadline to:
Phillips Graduate Institute
Office of Admissions
5445 Balboa Boulevard
Encino, CA 91316-1509
6. For further questions about the admissions process, call the Office of Admissions at (818) 386-5660.

Application Process

Application Form(s)

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

Post-Acceptance Application to Supplemental Programs

Students often begin in one area of concentration and choose to expand their training by pursuing a specialization in a specific area of study. However, acceptance into one program at Phillips Graduate Institute does not assure acceptance into all programs. Admissions standards may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met in order to be admitted.

Once a student has been accepted into one area of study at Phillips and chooses to apply to an additional area of study, a Supplemental Admissions Application must be completed and submitted to the Office of Admissions. (Please see program-specific Admissions Requirements

and Procedures.) Applicants may also be required to submit another essay explaining interest in the field and plans for taking on additional coursework, as well as additional recommendations. The Admissions Committee will review each student's Supplemental Admissions Application and documentation and an additional interview may be required. The student will be notified by mail of their acceptance status into the additional program(s).

Application Fees

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

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

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

Transcripts

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

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

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

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

Grade Point Average Requirements

Academic integrity and achievement is important at Phillips Graduate Institute. Therefore, there are minimum grade point average (GPA) requirements for Regular Admission Standing into all programs. A student must have a minimum 3.0 cumulative grade point average (on a 4.0 scale) for their bachelor's degree (and master's degree, if applicable) from an accredited university or a "Grade Point Average Exemption Petition" must be submitted with the application for admission (see below).

Grade Point Average Exemption Petition

If an applicant's grade point average (GPA) falls below the acceptable standard for admission, the applicant is required to submit a "Grade Point Average Exemption Petition" with their application. Along with the petition, the applicant must submit a two-four page, double-spaced typed statement explaining past, special or personal circumstances that contributed to a GPA below 3.0 (This statement is required in addition to a Goals Statement/Essay).

Prerequisite Course Requirements

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

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

Please review the individual Program section(s) of this catalog to determine further requirements and/or contact the Office of Admissions at (818) 386-5660 for assistance.

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

Request for Transfer of Credit

The maximum number of units a degree-seeking student may transfer in at the master's level is nine (9) units. The maximum number of units a Pupil Personnel Services (PPS) Credential-seeking student may transfer in is sixteen (16) units. The maximum number of units a doctoral-level student may transfer in is twenty-four (24) units.

If an applicant is requesting credit for coursework completed at another college or university, the applicant must submit the "Transfer of Credit Request" form along with transcripts and course descriptions for the coursework for which they are requesting credit. Applicants are strongly encouraged to seek academic advisement from the Program Director in regard to credit transferability prior to enrollment, and all requests for transfer of credit should be submitted with the Application for Admission. However, requests must be received by the Office of Admissions prior to the start of classes for courses scheduled within the first semester. Requests must be submitted no later than the end of the first semester of attendance for courses scheduled after the first semester or the request will not be considered. Any requests received after the first semester of attendance will not be considered.

To be eligible for transfer credit, units must be earned at the graduate level at a regionally-accredited college or university with a grade equivalent to a “B” or higher within the past five years and must have significant comparability in nature, content and level to the comparable required course at Phillips for which transfer credit is being requested. The Program Director or his/her designee will review all requests for transfer credit, and the applicant will be notified in writing of the decision.

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

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 eleven (11) units per semester. The maximum graduate course load is eighteen (18) units per semester. An applicant requesting to take a course load greater than eighteen (18) units is required to submit a “Request To Exceed Course Load Limit” form with their application. The request will be considered by the appropriate Program Director.

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

Goals Statement/Essay

The Goals Statement/Essay is an important part of Phillips’ application process. Applicants are required to submit a three (3) to seven (7) page, double-spaced, typed, autobiographical essay describing personal, professional, and educational history, and specifying how these elements interrelate with the chosen field of study and career objectives. This section of the essay will give the Admissions Committee insight into the applicant and what history has brought him/her to this point in his/her life; a sense of the applicant’s capacity for introspection, reflection, and critical thinking; and an indication of the applicant’s understanding of and commitment to serious master’s or doctoral level work.

Applicants should also describe current personal, intellectual, professional interests and activities, giving particular attention to the nature of work, studies and current reading, areas of special interest, and career plans. Applicants should indicate reasons for seeking a degree from Phillips Graduate Institute. This

section of the essay will help the Admissions Committee understand the current nature of the applicant’s life and how master’s or doctoral level study will be integrated into it; why the applicant wants to obtain a master’s or doctoral degree; why he/she feels prepared to study at the master’s or doctoral level; and how the applicant came to know about and why he/she chose Phillips Graduate Institute.

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

Vitae/Résumé/Statement of Experience

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

Recommendations

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

Recommenders should be able to speak to an applicant’s ability to be academically and professionally successful in their chosen field of study and as a graduate-level student. Where possible, it is preferred that recommendations come from three (3) 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 should provide to the people chosen to write recommendations ample time to submit their forms to Phillips Graduate Institute. Applicants are encouraged to begin this process as soon as they intend to apply for admission. Recommendations should be received in the Office of Admissions by the Application Priority Deadline date. Failure to

receive recommendations is the most common reason application decisions are delayed. Therefore, please follow-up with those writing recommendations and with the Office of Admissions to ensure that recommendations are received by the Priority Application Deadline date.

English Proficiency

Demonstration of English proficiency, in both verbal (i.e. class participation and interpersonal communication in clinical settings) and written form (i.e. test-taking, professional papers, and other assignments) is required throughout the course of study to maintain satisfactory academic progress. Failure to do so will result in the student's required completion of English as a Second Language (ESL) courses or other remediation and/or dismissal from the Institute as directed by the Student Evaluation and Review Committee (SERC) under the guidance of an assigned designee.

Test Scores

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

Review Process and Admissions Interviews

Completed applications are reviewed by the Director of Admissions and submitted to the Admissions Committee for review. Finalists for admission to all programs are required to

interview with the respective Program Director or Faculty. The final admission decision is made after the results of the interview are reviewed.

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

International Students

Phillips Graduate Institute values student diversity and welcomes applications from all qualified international candidates. English proficiency is a requirement for success at Phillips Graduate Institute (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 must be submitted of all course descriptions and official transcripts. Translations may be completed by: the university attended, the consul of the resident country or by a certified degree equivalency agency. If the Office of Admissions cannot determine equivalency, the applicant may be required to submit the documentation to a certified degree equivalency agency for evaluation regardless of translation source. In turn, the evaluative results would be submitted to Phillips Graduate Institute by the agency. All costs associated with such an evaluation are to be borne by the applicant.
2. English proficiency is required (see English Proficiency and Test Scores sections of this catalog).
3. The "Declaration and Certification of Finances" form of the College Scholarship Service must be submitted before Phillips Graduate Institute will issue an "I-20 Certification of Eligibility". The Bureau of Citizenship and Immigration Services requires that a student who is not a United States citizen or permanent resident must verify the ability to pay for their expenses during their stay in the United States by submission of this form. The Office of Admissions will furnish the form to applicants upon request.

4. 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).

Incomplete Applications

An application is considered complete when all original documentation is presented as required by the Office of Admissions. Incomplete files will not be reviewed for regular admission, and application fees are non-refundable.

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

Notification of Admissions Decisions

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

If an application and all supporting documentation are received after the Priority

Application Deadline date, an applicant will be notified of admission status within three weeks of the admissions interview or prior to the start of classes.

Phillips Graduate Institute anticipates the receipt of many more applications than places 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 one year from the original date of submission. Please contact the Office of Admissions to determine if additional documentation is required for submission with the application. Although transcripts may be kept on file for one year, transcripts must be submitted for any subsequent coursework completed.

A candidate making reapplication 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. However, Phillips Graduate Institute will not extend further consideration beyond these three attempts for admission.

Admission Standings

Admission may be granted to applicants by one of two standings. Regular Admission Standing is extended to students that meet all admissions requirements. Conditional Admission Standing is granted to students pending receipt and evaluation of official documentation that may have been delayed. Conditional Admission may be extended to students with unofficial copies of documentation pending receipt of official copies.

Regular Admission Standing

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

- All students applying to take coursework must have a bachelor's degree from a regionally accredited college or university.
- A student must have a cumulative undergraduate (and graduate, where applicable) grade point average of 3.0 or higher on a 4.0 scale or a "Grade Point Average Exemption Petition" must be submitted and approved by the Admissions Committee.
- A student must meet all program-specific course requirements or have a plan for completion of such coursework approved by the Program Director prior to admission.
- Applicants to the Master of Arts in School Counseling or Pupil Personnel Services (PPS) credential must have taken the CBEST.
- A student must submit a completed application, including the application fee and all required documentation.

Conditional Admission Standing

An applicant may be granted Conditional Admission Standing pending receipt and evaluation of all official documentation. Conditional Admission Standing must be cleared within eight (8) weeks of the conditional acceptance date in order to remain enrolled in the program.

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

A conditionally admitted applicant will be transferred to Regular Admission Standing once all documentation is received and evaluated, or the Offer of Admission may be rescinded due to failure to meet entrance requirements.

Non-Degree (Independent) Study

Students applying as non-degree seeking students may register on a space-available basis and may not apply more than nine (9) units of non-degree status Phillips coursework toward a Phillips degree. Some coursework is not available to non-degree-seeking students.

Auditing

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

Students auditing a course should register using the appropriate forms in the Office of the Registrar. Students may not change their registration from auditing to credit status once the semester has begun. However, a student may move from credit to auditing status within the designated add/drop period at the start of a semester. The Registrar will keep a record

of the student's participation in the course as an auditor, which will appear on a transcript if requested by the student. The fee for auditing a course is 50% of regular tuition. (Note: Financial Aid cannot be used to pay auditing fees.)

Acceptance of Admission Offer/ Intent-to-Enroll Form

Upon extending an offer of acceptance, an applicant will receive an "Intent-to-Enroll" form. This form must be completed and submitted with a tuition deposit in order to reserve an applicant's space in class. Applicants are encouraged to submit this form and the tuition deposit as soon as they receive their offer of acceptance letter. Failure to return this form in a timely fashion may result in the applicant not being seated until a future semester due to space limitations. Spaces are reserved based on the receipt dates of "Intent-to-Enroll" forms. If this form is received incomplete or without a tuition deposit, the form will be returned to the applicant, and the applicant will be required to resubmit the form.

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

Tuition Deposit

A \$250 non-refundable tuition deposit is due upon notification of acceptance into all programs at Phillips Graduate Institute. This deposit reserves a student's space in the program and is applied to tuition at Registration. A student who defers their enrollment to a future class start date within one academic term will have their tuition deposit applied to hold their future class space. In the event the student does not begin at the deferred date or the deferment period is greater than one academic term, the deposit is 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. A \$250 deferment fee is assessed and will apply to tuition at registration. The student will receive written notification from the Office of Admissions that the deferment has been approved.

Notice of Rights to Alter or Amend Policies and Procedures

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

Notice of Policy of Non-Discrimination

Phillips Graduate Institute, in accordance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, admits students of either gender, and of any race, color, religion, sexual orientation or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against students on the basis of gender, race, color, handicap, age, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school administered programs.

Family Educational Rights and Privacy Act

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

property of Phillips Graduate Institute and will not be returned to the applicant. Therefore, please maintain copies of all documents submitted to the Office of Admissions.

All documentation received by the Office of Admissions is maintained on file for one year for applicants. After the one-year deadline, all documentation is destroyed, and applicants are required to submit a new application with all accompanying documents and fees.

Financial Aid Information

Phillips Graduate Institute offers financial assistance to eligible students through federal and private (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

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

Also required for submission: a copy of the previous year's federal income tax returns (1040, 1040A or 1040EZ); copy of driver's license and social security card; and if applicable for non-citizen status, both sides of form I-151 or I-551 Alien Registration card (green card).

Further documentation is required to complete the financial aid application process. The Office of Financial Aid guides students through the completion of this process.

Federal Loan Program

Phillips Graduate Institute participates in administering the Federal Stafford Loan Program (Subsidized and Unsubsidized). The Subsidized Stafford Loan is awarded to students on the basis of financial need. The current maximum award per academic year is \$8,500 and is interest-free while enrolled in the program with at least half-time units. The Unsubsidized Stafford Loan is awarded to students on a non-need basis. The current maximum award per academic year is \$10,000 and is an interest-accruing loan upon origination. These two loans provide a total of \$18,500 annually in Federal Student Loans. Repayment for Stafford Loans begins six months after the last date of full time attendance. Students must be officially accepted with Regular Admission Standing by the Office of Admissions before the loan process can be completed.

Scholarships and Veteran Benefits

A limited number of Phillips Graduate Institute scholarships are available each academic year. The scholarship application with deadlines for each enrollment period is available through the Office of Financial Aid or the Office of Admissions. Scholarship applications should be mailed directly to the Office of Admissions 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 you can earn can't exceed your total Federal Work Study award. When assigning work hours, your supervisor or the financial

aid administrator will consider class schedule and your academic progress. The program also encourages students to participate in community service activities.

Tuition and Fees

- Application fee \$75
- Late application fee additional \$20
- Tuition deposit..... \$250
- Tuition per unit (M.A.)..... \$675
- Tuition per unit (Psy.D.)..... \$690
- 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
- Professional Development Fee
M.A. \$500/semester
Psy.D. \$575/semester
- Administrative Fee
M.A. \$350/semester
Psy.D. \$350/semester

Administrative and Professional Development fees provide 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.

Note: Part-time students should contact the Office of Financial Aid for applicable fees.

Miscellaneous Fees

- Returned Check Charge..... \$15
- Transcript Processing Fee..... \$8
- Each Additional Transcript..... \$5
(processed at the same time)
- Rush Transcript Processing Fee..... \$20
- Prepayment discount..... (\$250)
(if entire year's tuition is paid in full)
- Payment Plan Charge..... \$50
(if each semester's tuition is not paid in full at the start of the semester)
- Diploma Replacement Fee \$50

American Express, MasterCard and VISA credit cards are accepted. Phillips reserves the right to make changes in tuition rates, refund policies, fees and expenses without prior notice.

Payment Options

Students have the following payment options:

- Payment in full for the year
(pre-payment discount applies)
- Payment in full for the semester
- Federal loan program
- Tuition payment plan
(payment plan charge applies)

Tuition Payment Plan

This plan offers students a payment schedule. Students incur a \$50 fee for the deferred payment plan option. Tuition and fees are totaled and divided into four payments, of which the first payment is due at registration. Billing statements reflecting the balance due are produced each month. Any unpaid portion or late payments are subject to a 1.5% delinquency charge. A student's financial obligation to Phillips Graduate Institute must be paid in full prior to the end of the semester in order to be eligible to register for the next semester or receive transcripts and any academic records.

It is the policy of Phillips that deferred tuition payment privileges are extended to those students who have a good credit record and have not been late on more than one previous deferred payment.

Phillips reserves the right to cancel student registration due to non-payment of tuition and fees. Phillips utilizes the services of a collection agency for all delinquent accounts.

Refund 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.

In the event that a student wishes to withdraw from the program, refunds will be made according to Federal Title IV Regulations. A refund is calculated based on the last date of class attendance 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 Catalog and the "Phillips Graduate Institute Student Handbook" for further information.)

Tuition refunds will be made as follows:

- If 50% or more of classes have been attended, no tuition refund applies;
- If less than 50% of classes have been attended, refund applies based on percentage of classes attended.

Example:

Suppose a master's student prepaid tuition of \$1,860 for a three-unit, fifteen (15) class meetings course @ \$620 per unit, and the student subsequently withdrew after completing five class sessions. The tuition refund would be $\$1,860/15 = \124 per class session; $\$124 \times 10$ remaining class sessions = \$1,240 refund (five (5) class meetings not completed/fifteen (15) total class meetings prepaid).

Conflict Resolution

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

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

Academic Honesty

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

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

Scientific Misconduct

Phillips Graduate Institute requires faculty and students to adhere to the highest ethical standards in the conduct of research. All researchers are required to comply with institutional standards for the protection of human subjects set forth by the federal government. Researchers are expected to propose, conduct, analyze and report research in an honest and ethical manner. Scientific misconduct is defined as falsification of data, plagiarism or other actions that seriously diverge from those accepted by the scientific community for the conduct of research. All allegations of misconduct in research by faculty members or students should be reported to the 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, 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+/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 has a primary focus 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 enrolling in more than eighteen (18) units must obtain approval from their Faculty Advisor and Program Director by using the “Request to Exceed Course Limit” 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 be deemed not to meet the standards of satisfactory progress if they exhibit behavior in academic or clinical settings that is disruptive to the learning and training process of other students.

Satisfactory Academic Progress/VA Educational Benefits Only

Conditions for Interruption for Unsatisfactory Progress

When the grade average of a student is unsatisfactory (below a 3.0) for a semester, the student will be placed on probation.

If during the next academic semester the student’s grade average is still unsatisfactory, the student will be interrupted and 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. §1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. §99.1 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

Fourth semester Master’s students and final semester Doctoral students will receive a graduation packet in their mailbox in the spring semester. Students are permitted to participate in the Commencement ceremony if spring or summer is the last semester of enrollment required to complete the degree. Graduation applications are also available in the Office of the Registrar. Students may refer to the academic calendar for graduation filing deadlines and commencement dates. Students who fail to file their application for graduation will not be allowed to graduate or participate in the Commencement. 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 of making 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 Education’s federal requirement on drug-free schools and campuses, the following applies to Phillips Graduate Institute students:

- Phillips Graduate Institute clearly prohibits the possession, use or distribution of illicit drugs and alcohol by students on its property or as part of any of its activities;
- Observes legal sanctions under federal law for the unlawful possession or distribution of illicit drugs and alcohol;
- Provides a description of the health risks associated with the use of illicit drugs and alcohol abuse;
- Will impose disciplinary action on any student who does not comply with Phillips Graduate Institute’s standards of conduct in relation to drug and alcohol abuse. These sanctions may include probation and expulsion, in addition to any local, state or federal sanctions imposed.

Sexual 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.

California Family Counseling Center – CalFam

The California Family Counseling Center, known as CalFam, provides clinical training for doctoral level and master’s level students and interns and affordable counseling and psycho-educational assessment and other services to the community. A service of Phillips Graduate Institute, CalFam offers a range of clinical experiences at the Institute and at a variety of sites throughout the San Fernando Valley. In over 30 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 and Spanish-speaking communities 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, post-degree clinical MFT interns and psychology assistants, 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.

Practicum Placement in a Clinical Setting

The practicum placement is for Psy.D. students who have completed psychopathology courses and are interested in an applied setting. Students in this program will see clients at CalFam as well as other settings that may include services to children, adolescents, adults and seniors.

Latino Family Therapy Practicum

A practicum placement in the Latino Family Therapy program is designed for those Psy.D. and Ph.D. 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 the Spanish-speaking population in their local communities. Practicum students are required to speak Spanish and will have the opportunity to learn clinical use of the language.

Clerkship Placement in a Clinical Setting

The clerkship placement is intended for those 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.

Post-Master's and Master's Level 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 individuals, 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 offerings include Modern, Post-Modern, Latino, Chemical Dependency, Family, and Child.

Speakers' Bureau

The Speakers' Bureau at CalFam 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 Phillips Graduate Institute faculty and CalFam staff, interns and alumni.

Professional Assistance

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.

Training Programs

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

Community Events

A priority for Phillips Graduate Institute and CalFam is the development of partnerships

with other community organizations, programs and services so that all community members can receive the support that is needed to live productive and satisfying lives.

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

Student Health Insurance

Active Phillips Graduate Institute students may apply for medical coverage through a group Student Health Insurance plan. To obtain information regarding the insurance benefits available and the application process, students can contact the Office of Student Services at (818) 386-5635.

Library

The Library is an integral part of the teaching and learning process at Phillips. The Library facility offers an open and stimulating atmosphere in which to study and conduct research. The Library's growing collection of resources includes 7,800 volumes of books, 1,200 student research papers, 1,100 audiotapes, 500 videotapes, and 100 current journal subscriptions in the fields of psychology, organizational consulting, school counseling and related disciplines. Computer workstations are available both in the Library and in the adjacent Learning Lab, offering Internet Explorer, Microsoft® Word, Microsoft® Excel, Microsoft® Access and Microsoft® PowerPoint. Students may also use the EBSCOhost research databases (PsychINFO, PsychARTICLES, the Psychology and Behavioral Sciences Collection, and Academic Search Elite),

LexisNexis™ Academic, and PGI Library web catalog. In addition, Internet connections are available in the Learning Lab in the Library for those students who have laptop computers with network cards.

The Phillips Library is a member of the OCLC and DOCLINE networks, linking it to thousands of academic, medical and public libraries around the world and providing extensive inter-library loan privileges for students. To contact the Phillips Graduate Institute Library directly, please call (818) 386-5640.

Bookstore

The Phillips Bookstore carries required texts and materials in addition to a wide selection of recommended books. Books in stock include both professional and practitioner readings as well as books that are appropriate for clients and the lay public. During registration, students have the option to purchase a "Book Box" which contains all the required readings for that semester. Bookstore hours are maintained when classes are in session. Hours may vary in between semesters and during holiday weeks. Customers may purchase books by phone and arrange to have materials left at the reception desk or mailed to their home or office. Contact the Phillips Graduate Institute Bookstore at (818) 386-5674 for current hours and more information.

Honor Society

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History of Phillips Graduate Institute

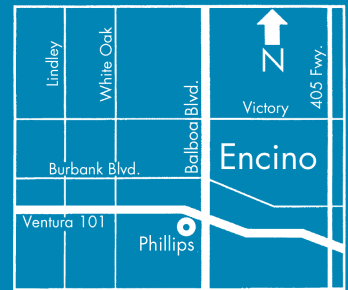
A nonprofit educational, counseling, training and research center, Phillips Graduate Institute and the California Family Counseling Center (CalFam) trace our origin to the 1950s when Clinton E. Phillips, Ph.D., pioneered the application of family systems theory and the initiation of family therapy at the American Institute of Family Relations.

In 1971, Dr. Phillips founded the California Family Study Center (CFSC) as the only freestanding graduate program in the country dedicated solely to the field of human relationships. Built upon the family systems model, our graduate program in marriage and family therapy attracted a diverse population of students brought together by a shared passion for making a difference. As the program gained momentum, it quickly became known as a leader in mental health higher education across the profession. In 1996, in recognition of his innovative leadership, the Board of Trustees honored Dr. Phillips by changing the name to Phillips Graduate Institute.

Recently celebrating our thirtieth anniversary of excellence in graduate education and training, Phillips Graduate Institute has grown from a small, single-degree granting institution to a leader in the industry offering multiple degrees at both the Master's and Doctoral levels.

Today, Phillips Graduate Institute remains on the forefront of confronting complex interpersonal and social issues, exploring new avenues for change, and ultimately creating academic programs that are shaped by the communities we serve.

We believe passionate people can change the world.



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