

PHILLIPS
GRADUATE
INSTITUTE

Course Catalog 2009-2010



Contact us at: www.pgi.edu (818) 386-5660

Mission

Phillips Graduate Institute offers educational and training opportunities in the field of human relations to a diverse population of motivated, mature students.

Responsive to the changing needs of those they serve, our students, graduates, and faculty seek to enhance relationships for individuals, couples, families and organizations.

Core Values

THE CHALLENGE TO GROW AND DEVELOP

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

COLLABORATIVE INVOLVEMENT

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

INTEGRITY

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

CREATIVITY

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

APPRECIATION FOR DIVERSITY

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

CONTRIBUTION TO POSITIVE SOCIAL CHANGE

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

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

Welcome to the 2009-2010 Academic Year!

In January of 2009, President Barack Obama was inaugurated as the 44th President of the United States. With his inauguration he brought a clear message for change. Like our country, Phillips Graduate Institute and the California Family Counseling Center are in the midst of change. I begin my tenure as President of Phillips Graduate Institute committed to guiding Phillips into the future building on the philosophy, values and successes of those who have led this institution before me.

I am honored to work with faculty and staff who work extremely hard to bring you the very best they have to offer to make your educational experience at Phillips excellent. Their commitment to bringing innovative educational and training programs that incorporate experiential opportunities bolstered by classroom instruction leaves no doubt why Phillips has earned a reputation for excellence. The integration of the faculty's professional experiences allows them to connect theory to practice in meaningful ways. Many external supervisors of our interns and students consistently state that Phillips Graduate Institute's students are among the very best prepared.

This year, we have the opportunity to take a step back to determine our future. We will engage in strategic planning to help us clarify our vision and goals for the future. Faculty, staff, students, alumni and our Board of Trustees will be involved in a process that will help us reconnect to the qualities that have attracted the most experienced faculty and qualified students to our programs; and they will help us establish new initiatives to draw financial and human resources to support our success. We will continue to position our institution to attract new partnerships locally, nationally, and globally.

I am excited to announce a new partnership with Burapha University that will bring students from Thailand to study in our Organizational Consulting Doctoral Program. These students, along with students from Taiwan, help to expand Phillips' reach to the Pacific Rim.

Phillips Graduate Institute has been successful in winning a contract with the State of California to administer the Department of Mental Health Services stipend program. In addition, we continue to administer the Los Angeles County Department of Mental Health MFT Stipend Program. These programs provide opportunities for MFT interns to gain experience by serving in community mental health organizations.

I am looking forward to a year filled with promise. I recognize that it will not be without its challenges, but I am confident that by working together as a community we will be able to successfully achieve our strategic goals.

My warmest regards,

A handwritten signature in black ink, appearing to read 'Yolanda J. Nunn', with a long horizontal flourish extending to the right.

Yolanda J. Nunn, Ph.D.

President

Introduction

All Phillips programs integrate academic knowledge and theory with practical experience, training and professional/ personal development. Phillips Graduate Institute offers four Master of Arts degree (M.A.) programs and two Doctor of Psychology degree (Psy.D.) programs and a range of elective courses designed to provide students with training in specialized areas of study. In addition, most programs offer the flexibility of extended or part-time academic plans, to further meet our students' needs.

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

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

The Clinical Psychology Doctoral Program (Psy.D.) offers two concentration options, Forensics and Diversity, and meets all the academic requirements for licensure as a clinical psychologist in the State of California. The Organizational Consulting Doctoral Program (Psy.D.) is designed to enhance the personal and professional skills of consultants, managers, and leaders.

Phillips is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Phillips Graduate Institutional Educational Goals

GOAL 1

Students will gain knowledge pertinent to their area of study.

GOAL 2

Students will gain competence pertinent to their area of study.

GOAL 3

Students will experience professional growth based on the standards of practice of their area of study (i.e. ethics, behavior, continued learning, research).

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Master of Arts in Psychology (M.A.)

EMPHASIS IN MARRIAGE AND FAMILY THERAPY

Mission Statement

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

Program Goals

KNOWLEDGE

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

SKILLS

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

- Ability to evaluate and assess learning progress and learning outcomes;
- Ability to conceptualize and carry out a research project; and
- Ability to think critically and contribute to the evolution of the field.

PROFESSIONAL GROWTH

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

Educational Philosophy and Training Model

The educational philosophy of the Marriage and Family Therapy program emphasizes a systems approach to the investigation, understanding and treatment of human relationships. This focus emphasizes the importance of seeing the individual as a member of many systems. Students learn to integrate systemic ideas with other approaches to psychology as they become knowledgeable in the professional identity of the Marriage and Family Therapist.

In the Marriage and Family Therapy program students are immersed in three types of learning: academic/didactic, practical application, and professional/personal growth. This unique approach significantly contributes to the integrated development and training of mental health professionals.

This approach to student learning is expressed in every aspect of the program: the curriculum, the methodology and course assignments and the sequencing of courses. Students emerge from the program

with a professional identity that demonstrates personal growth, academic competency and clinical skill.

The Program's Structure

Students choose a primary class day, with instruction from 8:00 a.m. until 5:00 p.m. Class day options include a weekday or a Saturday. Additionally, students spend an average of five hours a week in other learning activities. In semesters one and two, these learning activities are Case Conference and Group Dynamics; sections are offered at various times throughout the week. In semesters three and four, Case Conference and Group Dynamics are replaced by hours of experience gained at a clinical placement site.

The Marriage and Family Therapy (MFT) program is designed to be completed in four semesters of 12 units each. Part-time scheduling options are available, which could extend a student's attendance over as many as six semesters. Students who undertake another program or add a concentration in addition to the 48-unit MFT requirements are likely to spend longer than four semesters completing their degree. Prospective students should ask their admissions counselor for details regarding part-time and multi-program options. New students will meet with their faculty advisors to plan any modifications to the regular schedule.

Clinical Placement Services

Phillips Graduate Institute students in all clinical programs receive assistance with their field placement, providing 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 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 agencies 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.

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 he/she meets all qualifications for licensure as a Marriage and Family Therapist.

Please refer to the "Clinical Placement Handbook" for further information regarding required hours of clinical experience. The "Clinical Placement Handbook" can be found at www.pgi.edu under student center tab/clinical placement.

Faculty Advisement

Students will be assigned an academic advisor within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and at least once each semester until completion of their degree. The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty who will answer questions and provide consultation. The Marriage and Family Therapy faculty are active practitioners and serve as professional mentors and models for students.

Workshops

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

Entry Options

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

Admission Requirements

- Prerequisite coursework: 12 units of social science course work successfully completed at the undergraduate level;
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA).

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

- Demonstration of English proficiency may be required;
- Completion of Phillips Graduate Institute Admissions Application Packet, which includes:
 - Application form;
 - Goals Statement/Essay;
 - Three letters of recommendation;
 - Undergraduate and graduate (if applicable) transcripts;
 - Résumé/Statement of Experience;
 - Application fee; and
 - Admissions interview with MFT Department Chair or faculty.

Please refer to the Office of Student Services section for details on admissions policies and procedures.

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

48 units

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

CURRICULUM

First Semester • 12 units

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

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| PSY503 | Developmental Psychology (2 units) |
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| PSY507 | Foundations of Counseling and Psychotherapy (2 units) |
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| PSY518A | Introduction to Research – I (1 unit) |
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| PSY519A | Case Conference: Pragmatics and Human Communication (3 units) |
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| PSY519A-L | Group Dynamics Lab (0 units) |
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Second Semester • 12 units

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| PSY502B | Family Therapy: Evolving Systemic Approaches (3 units) |
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| PSY518B | Introduction to Research – II (1 unit) |
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| PSY519B | Case Conference/ Practicum: Assessment and Group Dynamics (3 units) |
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| PSY519B-L | Group Dynamics Lab (0 units) |
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| PSY520A | Abnormal Psychology (2 units) |
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| PSY520B | Assessment and Treatment in a Developmental Context (2 units) |
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| PSY521 | Alcohol and Chemical Dependency (1 unit) |
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Third Semester • 12 units

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| PSY518C | Professional Project – I (1 unit) |
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| PSY531A | Applied Therapeutic Methodology – I (3 units) |
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| PSY532 | Sexuality and Sex Therapy (1 unit) |
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| PSY533A | Practicum – I (3 units) |
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| PSY534 | Couple Therapy (1 unit) |
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| PSY539 | Legal, Ethical and Professional Issues (2 units) |
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|---------|---|
| PSY540A | Contemporary Issues in Marriage and Family Therapy (1 unit) |
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Fourth Semester • 12 units

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| PSY518D | Professional Project – II (1 unit) |
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| PSY531B | Applied Therapeutic Methodology – II (3 units) |
|---------|--|

PSY533B	Practicum – II (3 units)
PSY540B	Professional Issues for Marriage and Family Therapists (1 unit)
PSY547	Psychopharmacology (2 units)
PSY549	Psychological Testing (2 units)

Program Compliance

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

Academic Proficiency

M.A. PROGRAMS

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The student must meet with 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.

Requirements for Degree Completion:

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

The degree is posted three times yearly; on the last day of December, 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) — these courses must be taken at Phillips;
- 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 Office of the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements;
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials; and
- Completion of an exit interview with the Office of Financial Aid (Financial Aid recipients only).

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

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

Course Descriptions

PSY501 HUMAN DIVERSITY

1 unit

This course prepares students in understanding the cultural complexity of human relationships. The course guides students in exploring their own culture of origin and in examining the values and perspectives of their own families. Through this course students will understand how individuals and

families are influenced by numerous cultural factors, such as racial, ethnic, gender, religious heritage, sexual orientation, and socio-economical status.

PSY502A FAMILY THERAPY: SYSTEMIC APPROACHES

3 units

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning in stages sequentially, as students begin with sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Object Relations, Structural, Humanistic-Existential, Strategic and Cognitive Behavioral. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

This course is designed to continue to introduce students to emerging psychological theories influencing the fields of Marriage and Family Therapy and School Counseling. The basic principles and origins of Neurobiology and Postmodern therapies including, but not limited to, combined concepts of evolving family therapy and counseling approaches such as, Neuroscience, Collaborative Therapies, Social Constructionism, Solution Focused Brief Therapy, Narrative Therapy and Social Justice will be explored and taught. Additionally, illustrations of the fundamental doctrines of Structuralist and Non-Structuralist views will be presented. Students will learn about discourse, assumptions, transparency, intention, relational responsibility, power, privilege, and difference. This course is intended to help students challenge assumptions about how we view culture and societal norms while honoring unique truths and life journeys.

PSY503 DEVELOPMENTAL PSYCHOLOGY**2 units**

This course reviews normal developmental processes over the life span of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For school counselors, this understanding of developmental tasks encountered by elementary and secondary pupils is a foundation for developmentally-appropriate individual counseling and program-planning that takes into account cultural and eco-systemic variations in pupil development.

PSY507 FOUNDATIONS OF COUNSELING AND PSYCHOTHERAPY
2 units

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

PSY518A INTRODUCTION TO RESEARCH-I**1 unit**

This course will introduce students to concepts and procedures that will help them become educated consumers of research in the fields of community mental health, school counseling, and marriage and family therapy. During Semester One, students will use research tools, including EBSCOhost, SAGE Publishers database and PGI Library resources, to develop a Research Question and to explore

specific research themes.

PSY518B INTRODUCTION TO RESEARCH-II**1 unit**

This course continues the practice of critical analysis of research. It familiarizes students with qualitative and quantitative research procedures. Having successfully completed this course, students are prepared to read, write, understand and discuss psychological research in a scholarly fashion. They will be able to develop an appreciation for the significance of psychological research as it extends our understanding of thinking, behavior and emotion in the fields of marriage and family therapy and school counseling.

PSY518C & D PROFESSIONAL PROJECT-I & II**1 unit**

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

PSY519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION**3 units**

This course provides an experiential and practical demonstration of the foundational concepts presented in the first semester coursework. Students are oriented to the practice of psychotherapy counseling including establishing and understanding confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy and counseling behind a one-way mirror, and participate in discussions with the instructor/school counselor about what has been observed.

Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

PSY519B CASE CONFERENCE/ PRACTICUM: ASSESSMENT AND GROUP DYNAMICS**3 units**

Students continue from first semester the observational process with clients/pupils discussing the methods used by the instructor/school counselor. Students learn to apply theoretical concepts to their field work experiences. Assessment and treatment concepts presented in PSY520B are demonstrated and applied in the clinical/counseling work with the case conference client/pupil. Theory and practice of group processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

PSY519A/B-L GROUP DYNAMICS LAB
0 units CR/NCR

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.

PSY520A ABNORMAL PSYCHOLOGY
2 units

This course surveys abnormal psychology disorders. Students are encouraged to think critically about the concepts of mental illness and psychopathology. The course places emphasis on the disorders most frequently encountered in mental health agencies and schools. Students investigate common psychological problems, such as depression, anxiety, behavior disorders, attention-deficit disorders and eating disorders. Students will also discuss and investigate problematic behaviors such as suicidal gestures, self-harming behaviors and aggression. Crisis intervention and other levels of counseling intervention are presented and discussed.

PSY520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT**2 units**

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

PSY521 ALCOHOL AND CHEMICAL DEPENDENCY**1 unit**

This course is designed to provide students with a basic understanding of the role of alcohol and drugs and the dynamics of addiction in the lives of many of the clients/pupils with whom they will one day be working. The student will become familiar with the medical aspects of addiction, assessment, diagnosis, treatment and relapse prevention strategies to gain an understanding of "whole person" assessment from an addiction recovery perspective. Students will examine the prevalence and impact of co-occurring disorders (dual diagnosis). Additionally, this course examines alcoholic family systems, the correlation between victimization, violence and substance abuse and appropriate interventions for addressing chemical dependency issues across the lifespan.

PSY531A APPLIED THERAPEUTIC METHODOLOGY-I**3 units**

This course involves the application of theoretical models to clinical issues and specific clinical populations. Various theoretical models are emphasized for assessing and treating individuals, couples, families and children. Students

will begin to formulate a personal theoretical position as a foundation for their own beginning clinical practice. Aspects of professional communications in the mental health profession will also be covered.

PSY531B APPLIED THERAPEUTIC METHODOLOGY-II**3 units**

This course continues the application of theoretical models to clinical issues and specific clinical populations. Theoretical knowledge and the foundations of psychotherapy learned in the first year are reviewed and applied to cases from the practicum experience. This course supports the students' experience in supervised practicum with readings, assignments and resources relevant to the populations being served by the students. Various therapeutic models are emphasized for dealing with individuals, couples, and families. The application of clinical skills is reviewed including assessment, developing a therapeutic alliance, goal setting, treatment planning, evaluating progress, and termination. Students will continue to formulate a personal theoretical position as a foundation for their own beginning clinical practice.

PSY532 SEXUALITY AND SEX THERAPY**1 unit**

This course will introduce students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course has several purposes. First, in a safe and supportive atmosphere, students will deepen their awareness of their own sexuality, increase their comfort with sexual language, and widen their perspectives on sexual variations. Second, the classes will examine the growing merger and integration of two previously separate fields, sex therapy and relationship therapy, thereby helping students decide when to refer to specialized professionals. Third, the course will help students address sexual issues in session and increase intimacy in partnerships. Fourth, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

PSY533A PRACTICUM-I**3 units CR/NCR**

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. MFT licensure requirements in California mandate that students obtain a minimum of 150 hours be completed while in a Practicum, and prior to graduation.

PSY533B PRACTICUM-II**3 units CR/NCR**

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. MFT licensure requirements in California mandate that students obtain a minimum of 150 hours be completed while in a Practicum, and prior to graduation.

PSY534 COUPLE THERAPY**1 unit**

This course examines theory, methodology, and pragmatics of working with intimate partnerships. The course will explore many of the frequent issues and processes that arise in couple therapy. The course will present various theoretical models for an in-depth view of dynamics in couples. The course will also demonstrate 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 Marriage and Family Therapy. We focus in depth on confidentiality and privileged communication, scope of practice, laws defining unprofessional conduct, laws relating to minors, and the ethical standards of professional organizations. The course includes a brief presentation on Family Law—issues connected to marital dissolution, child custody and mediation of conflicts. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives, and through the lens of their own values and personal characteristics.

PSY540A CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY
1 unit

As students approach completion of the academic degree and preparation for work in the mental health professions, this course is designed to address current clinical issues impacting the mental health professions and the practice of marriage and family therapy that have not been addressed in other courses. Topics covered include crisis intervention and disaster mental health. Lectures will be based on current research and clinical practice in this rapidly-changing field, and will outline the theoretical concepts underlying therapeutic interventions. Class discussions and an in-class exercise will allow students to learn through active participation in the educational process. Throughout the course emphasis will be placed on the identification of key issues and best practices.

PSY540B PROFESSIONAL ISSUES FOR MARRIAGE AND FAMILY THERAPISTS
1 unit

This course presents the primary considerations of professional development, and the transition from graduate student to working professional. The course will examine many of the frequent processes and issues that arise during this critical developmental process, and will provide necessary tools related to professional development. The journey from student to psychology professional begins with self-development and awareness and moves into the form of actual business practice.

PSY547 PSYCHOPHARMACOLOGY
2 units

The course is designed to introduce the student to the psychopharmacological management of mental disorders. Emphasis will be placed on the role of the non-medical therapist as a member of the health care team in the assessment, referral, and management of clients being treated with psychotropic medication. The course will cover the history of psychopharmacology, basic nervous system functioning, biochemical theories of mental disorders, and will familiarize students with the various

classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication within the context of gender, race, culture, and ethnic identity.

PSY549 PSYCHOLOGICAL TESTING
2 units

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

Extended Coursework

PSY546 PROFESSIONAL PROJECT EXTENSION

1 unit CR/NCR

Students who require extended time and/or supervision to complete their professional project after PSY518D must be enrolled continuously in PSY546. This course ensures use of Phillips facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

PSY596 FIELD STUDY PRACTICUM
1 unit CR/NCR

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 Department Chair before enrolling in this course.

OPTION FOR NON-CLINICAL MASTER'S DEGREE

36 Units

MASTER OF ARTS IN PSYCHOLOGY (MA) EMPHASIS: MARRIAGE AND FAMILY THERAPY/NON-CLINICAL

This degree option allows students who have decided not to pursue clinical practice to complete a master's degree in psychology. While this 36 unit degree will not qualify for licensure, it may equip the student for a variety of related professions, or provide more opportunities in the student's existing work setting.

The student applies for this degree only after completing at least 12 units in the first year of the Institute's MA Psychology programs. Coursework includes all but the clinical block of the 48 unit masters (Clinical Block consists of PSY531A/B and PSY533A/B).

Master of Arts in Psychology (M.A.)

EMPHASIS IN MARRIAGE AND FAMILY THERAPY/ART THERAPY

Mission Statement

The program utilizes a systems approach to the understanding and treatment of human relationships, integrating marriage and family therapy practices, art therapy approaches, and the application of interpersonal neurobiology theory. An experiential learning environment prepares students for clinical practice. The interpersonal, cognitive, and emotional roles of art making, imagery, and creativity for health and well-being are emphasized throughout the course of study. The faculty aim to inspire future mental health professionals to embody self-awareness, professional and personal integrity, and a commitment to relational responsibility.

Educational Philosophy and Training Model

The program provides students with the tools necessary to practice with children, adolescents, couples, and families of all ages, races, and ethnic backgrounds in individual, couple, family, and group formats. Students learn to integrate systemic ideas that see the individual as a member of many systems with marriage and family therapy approaches, art therapy, and interpersonal neurobiology as they enter the professional identity of the marriage and family therapist and art therapist. To achieve this goal, students are immersed in an array of learning approaches: academic/didactic, practical application, personal/professional growth, and creativity. This unique approach significantly contributes to the integrated development and training of mental health professionals.

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

The American Art Therapy Association's (AATA) educational standards are integrated with contemporary systemic theories and information from the rapidly expanding fields of neurological and biological psychology. 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 Goals

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

Students will gain knowledge in human relations pertinent to a master's degree in psychology, marriage and family therapy, and art therapy. Students demonstrate their knowledge of:

- theories of counseling psychology and marriage family therapy systems approaches;
- diversity theory and cultural competency models with a diverse society;
- foundational knowledge of research and science in the service of human relationships;
- ethical and legal professional practices;
- the practice of counseling theory for marriage and family therapists and art therapists;
- history, theory, and practice of art therapy approaches;
- interpersonal neuroscience as foundation for understanding human relations;
- integrated disciplines of marriage and family therapy, art therapy and interpersonal neurobiology.

Students will develop applied-professional competencies pertinent to a master's degree in psychology, marriage and family therapy, and art therapy. Students apply their knowledge:

- of human relationships by providing services in local communities;
- essential for a culturally responsive therapist with regard to age, gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental disability, education, family values, and religious and spiritual values;
- of critical thinking, evidence based practice, and research methodologies in the service of human relations;
- of legal standards and ethical principles in academic and clinical settings;
- of clinical interventions for the treatment of children, adolescents, adults, couples, and families in inpatient, outpatient, partial treatment programs, and aftercare;
- of integrated clinical skills from the disciplines of marriage and family therapy, art therapy, and interpersonal neurobiology.

Students experience personal and professional development while in the program. Students:

- demonstrate the value of life long learning for this profession;
- demonstrate awareness of the impact of self on others and of others on self;
- strive to understand and implement the role of the therapist in social justice and advocacy;
- develop a personal topic of inquiry and/or clinical interest;
- develop a professional identity/role as a Marriage and Family Therapist and Art Therapist;
- demonstrate active participation;
- maintain contact with the discipline of personal art making, allowing for the opportunity to integrate intellectual, emotional, artistic, and interpersonal knowledge.

The Program's Structure

The 60-unit Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy (MFT/AT) is inclusive of the 48-unit Master of Arts degree in Psychology with an emphasis in Marriage and Family Therapy (MFT).

Another degree option is the MA in Psychology with an emphasis in MFT/AT and School Counseling for applicants interested in working in a school setting. Master of Arts in Psychology students who wish to add Art Therapy coursework after their first semester need to schedule an appointment with their academic advisor. A personal interview and an academic planning meeting with the Art Therapy Department Chair are required for all students prior to official acceptance into the 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 minimum of 60-unit Master of Arts degree program.

Participation in the 60-unit Art Therapy program is also available as a concentration option for Marriage and Family Therapy, and Marriage and Family Therapy with PPS Credential in School Counseling, and students. A minimum of 12 units is required. Students interested in the concentration option must apply to be accepted. Concentration students are not eligible to apply for Art Therapy Registration (ATR). Please contact an admissions counselor for more information regarding the concentration program.

PROGRAM SCHEDULE OPTIONS

The Fall entry program can be completed in two years/four semesters or in three years/seven semesters. The Spring entry program is a two-and-a-half year/seven semester option which includes one required summer semester. Participation in other summer semesters is optional and can assist students in meeting their research and clinical hours requirements. Prospective students are encouraged to consult with their admissions counselors regarding the details of the program options and multi-program choices.

Student schedules may vary. All art therapy students participate in at least two days of instruction. In the first year required art therapy coursework is offered all day and evening on Tuesday. In addition, students choose an MFT class day with instruction from 8:00 a.m. until 5:00 p.m. MFT class day options include a weekday or a Saturday. In the second year, required Art Therapy coursework is offered on Tuesday afternoons and evenings. In addition, students continue to attend an all-day MFT class day. Hours of experience gained at a clinical placement site are required. Some courses have an online component. Sections of selected art therapy coursework may be offered at various times during the week and students may be able to adjust some of their schedule accordingly.

Additionally, students may be required to participate in one or two full-day workshops during each semester. 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.

Clinical Placement Services

Phillips Graduate Institute students in all clinical programs receive assistance with their field placement, providing students with a valuable link to community resources, clinical training opportunities and professional organizations. Students are assisted in acquiring approved supervised clinical placements at sites throughout Southern California.

Students seeking the California license as a Marriage and Family Therapist (MFT) are required to complete 150 hours of practicum experience (as part of the academic requirement) at an approved training agency prior to degree completion. The practicum experience, part of the student's clinical training, allows students to provide counseling services to clients under the supervision of licensed professionals. Phillips-approved training sites include counseling centers, schools, mental health programs and hospitals.

Students seeking both the California license as an MFT and the Art Therapy Registration (ATR) must complete a total of 700 hours of practicum, of which 350 hours are direct client

contact, prior to graduation. Art therapy students are required to be enrolled in a practicum for a minimum of three semesters. Students work with the Clinical Placement chair and the Art Therapy Department to initiate and complete this process in a timely manner.

Students may begin their practicum experience after they have completed 12 units of coursework, which must include PSY519A and PSY502A. In addition, students must have completed or be concurrently enrolled in PSY561 and PSY562 and must have been designated by Phillips faculty as trainees who are ready to begin clinical work.

Students enrolled in PSY531A/B and PSY533A/B must be in a clinical placement.

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 he/she meets all qualifications for licensure as a Marriage and Family Therapist. Additionally, students in the MFT/AT program are responsible to ensure that they meet all the qualifications for national registration as outlined by the Art Therapy Credentialing Board (ATCB).

Faculty Advisement

Students will be assigned an academic advisor by the Art Therapy Department within the first two weeks of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in the first semester and twice each semester until degree completion. The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty to answer questions and provide consultation. New students will meet with their faculty advisors to develop a degree completion plan. Academic plans must comply with required course sequences and with clinical placement requirements. Students will also meet with faculty advisors to plan any modifications to their schedule or academic plan.

Entry Options

Students may enter the Art Therapy program in the Fall or Spring. To accommodate for adult learning needs and in order to meet the demands of a 60-unit program, 2-year, 2 1/2-year, and 3-year academic plans are offered. Fall entry offers the 2- and 3-year options while Spring offers the 2 1/2-year option. Upon interviewing and in accordance with admissions criteria, applicants are accepted to either the 2-year or the 3-year plan. The 3-year plan includes a summer semester in the first year. Upon successful completion of a full 12 months of study, students in the 3-year plan may petition to move to the 2-year plan. Students in a 3-year plan have the option of enrolling in additional practicum courses and increasing the number of clinical hours accrued towards licensure. Please call the Office of Admissions at (818) 386-5660 for dates and class schedules.

Admission Requirements

- Prerequisite coursework: 12 units of study in psychology must include Abnormal Psychology and Developmental Psychology;
- 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 allow admission for applicants who do not meet the minimum GPA requirement;

- Demonstration of English proficiency may be required;
- 18 semester units of studio art;
- Completion of Phillips Graduate Institute Admissions Application Packet, which includes:
 - Application form
 - Goals Statement/Essay (which must include the applicant's goals related to Art Therapy)
 - Three recommendations
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé/Statement of Experience
 - Application fee; and

- Admissions interview with Art Therapy Department Chair or faculty, including a portfolio review (10 originals and/or color prints of artwork, 8x11 plain paper). Marriage and Family Therapy, School Counseling, and/or Pupil Personnel Services credential students interested in the Art Therapy concentration are also required to interview with the Art Therapy department.

Please refer to the Office of Student Services section for details on admissions policies and procedures.

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

60 units

The Master of Arts degree in Psychology, Marriage and Family Therapy (MFT)/ Art Therapy curriculum meets the educational requirements as established by the Board of Behavioral Sciences for LMFT licensure as well as the educational standards of the American Art Therapy Association.

CURRICULUM

Fall entry, four semesters/two years. Contact the Office of Admissions for information regarding 3-year plan or Spring enrollment.

First Semester • 17 units

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|------------|---|
| PSY501 | Human Diversity (1 unit) |
| PSY502A | Family Therapy: Systemic Approaches (3 units) |
| PSY503 | Developmental Psychology (2 units) |
| PSY507 | Foundations of Counseling and Psychotherapy (2 units) |
| PSY519A | Case Conference: Pragmatics and Human Communication (3 units) |
| PSY 519A-L | Group Dynamics Lab (0 units) |
| PSY541 | Introduction to Research-I (1 unit) |
| PSY561 | History and Literature of Art Therapy (1 unit) |
| PSY562 | Studio Art Therapy Principles (3 units) |

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| PSY564 | Art Therapy Approaches to Assessment of Mental Disorders (1 unit) |
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Second Semester • 15 units

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|-----------|---|
| PSY502B | Family Therapy: Evolving Systemic Approaches (3 units) (Section also offered during the summer semester.) |
| PSY519B | Case Conference/ Practicum: Assessment and Group Dynamics (3 units) |
| PSY519B-L | Group Dynamics Lab (0 units) |
| PSY520A | Abnormal Psychology (2 units) |
| PSY520B | Assessment and Treatment in a Developmental Context (2 units) |
| PSY521 | Alcohol and Chemical Dependency (1 unit) (Section also offered during the summer semester.) |
| PSY542 | Introduction to Research – II (1 unit) |
| PSY569 | Art Therapy Dynamics and Applications (3 units) |

Optional Summer Semester

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|---------|---|
| PSY546A | Professional Paper Research Extension (1 unit) |
| PSY560 | Career and Lifestyle Development Counseling (2 units) |
| PSY596 | Field Study Practicum (2 units)* |

*Students who are planning to be in a traineeship to accrue hours during the summer are required to be enrolled in the Field Study Practicum (2 units) course. These students should consider reducing their second semester course load by attending PSY502B (3 units) and PSY521 (1 unit) during the summer.

Third Semester • 14 units

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|---------|--|
| PSY531A | Applied Therapeutic Methodology – I (3 units) |
| PSY532 | Sexuality and Sex Therapy (1 unit) |
| PSY533A | Practicum – I (3 units) |
| PSY534 | Couple Therapy (1 unit) |
| PSY539 | Legal, Ethical and Professional Issues (2 units) |

- PSY540A Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)
- PSY543 Professional Paper Research – I (1 unit)
- PSY566 Introduction to Psychoneurobiology (3 units)

Fourth Semester • 14 units

- PSY531B Applied Therapeutic Methodology – II (3 units)
- PSY533B Practicum – II (3 units)
- PSY540B Optional: Professional Issues for Marriage and Family Therapists (1 unit)
- PSY544 Professional Paper Research – II (1 unit)
- PSY547 Psychopharmacology (2 units)
- PSY549 Psychological Testing (2 units)
- PSY567 Psychoneurobiology Applications (3 units)

Program Compliance

The Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy program meets educational requirements for licensure by the California Board of Behavioral Sciences (BBS). The program is approved by the American Art Therapy Association (AATA). Information regarding these requirements and educational standards are available through the California Board of Behavioral Sciences (BBS) website, www.bbs.ca.gov, and the AATA website at www.arttherapy.org. Information regarding Art Therapy Registration (ATR) requirements is available through the Art Therapy Credentialing Board (ATCB) website at www.atcb.org. Program curriculum and experience hours are subject to change without prior notice according to BBS and AATA/ATCB requirements. Students who add the Career and Lifestyle Development Counseling course may be eligible for licensure as a Licensed Professional Counselor (LPC), which is valuable for practice out of state (www.nbcc.org). In addition, it is recommended that students check on LPC eligibility based on the state in which they are planning to practice.

Academic Proficiency

M.A. PROGRAMS

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The student must meet with 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.

Requirements for Degree Completion:

MASTER OF ARTS IN PSYCHOLOGY WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY/ART THERAPY
The degree is posted three times yearly; on the last day of December, 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) — these courses must be taken at Phillips;
- Completion of 700 hours of supervised clinical placement concurrent with practicum registration;
- Verification of required hours in personal or family psychotherapy;*
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements;
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials;
- Provision to the Library of a clean copy of the Professional Research Paper, ready for binding;

- Completion of an exit interview with the Financial Aid Department (Financial Aid recipients only); and
- Students must complete and submit all required verification documentation to the Art Therapy Department by the last week of classes. 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 at time of graduation.

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

Course Descriptions

PSY501 HUMAN DIVERSITY 1 unit

This course prepares students in understanding the cultural complexity of human relationships. The course guides students in exploring their own culture of origin and in examining the values and perspectives of their own families. Through this course students will understand how individuals and families are influenced by numerous cultural factors, such as racial, ethnic, gender, religious heritage, sexual orientation, and socio-economical status.

PSY502A FAMILY THERAPY: SYSTEMIC APPROACHES 3 units

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning

in stages sequentially, as students begin with sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Object Relations, Structural, Humanistic/Experiential, Strategic and Cognitive Behavioral. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

As a continuation of PSY502A, the emphasis of this course is on the diversity of evolving family therapy theories. Students learn the theories of Experiential Family Therapy, Postmodern Approaches (Solution-Focused, Narrative, and Social Constructionism), Evidence Based Therapies (Acceptance-Commitment Therapy, Functional Family Therapy, Parent-Child Interactive Therapy, Attachment-Based Family Therapy), and Family Art Psychotherapy. Illustrations of differences between structuralist and non-structuralist relational family therapy models and how they might be applied in different settings are explored. Class discourse on relational responsibility, power, privilege, and dimensions in diversity assist students in examining how dimensions in diversity shape assumptions about family forms and function.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

This course reviews normal developmental processes over the life span of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For art therapists and counselors in school settings, this understanding of developmental

tasks encountered by elementary and secondary pupils is a foundation for developmentally appropriate individual counseling and program-planning that takes into account cultural and eco-systemic variations in pupil development.

PSY507 FOUNDATIONS OF COUNSELING AND PSYCHOTHERAPY

2 units

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

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. An introduction to interpersonal neurobiology is provided. The two semester course series (519A and 519B) provides students with a minimum of 100 hours of supervised art therapy experience involving observation and practice in actual therapy behind a one-way mirror. Students will also participate in discussion with the therapist/instructor about the clinical work and expressive interventions. Students are prepared and evaluated for practicum readiness. Communication 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 the first semester's (PSY519A) observational process with clients, discussing clinical processes with the therapist/instructor. A review of attachment theory is taught through clinical demonstrations. Those who have begun clinical placements learn case presentation skills, apply theoretical concepts to their clinical work and receive case consultation and 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.

PSY519A/B-L GROUP DYNAMICS LAB CR/NCR

0 units

This course is a two-semester, required experiential lab for PSY519 Case Conference. The course considers the patterns, structure, diversity and dynamics within small groups while simultaneously giving students the opportunity to practice and refine professional communication skills.

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

Because emphasis is placed on the examination of interpersonal group process as well as the content and structure of the group interactions, and because this examination evokes each student's personal experience and bias, the course assists and encourages students in a personal and interactive exploration of personal, family, social and multicultural narratives.

PSY520A ABNORMAL PSYCHOLOGY
2 units

This course surveys abnormal psychology disorders. Students are encouraged to think critically about the concepts of mental illness and psychopathology. The course places emphasis on the disorders most frequently encountered in mental health agencies and school settings. Students investigate common psychological problems in young people such as depression, anxiety, behavior disorders, attention-deficit disorders and eating disorders. Students will also discuss and investigate problematic behaviors such as suicidal gestures, self-harming behaviors and aggression. Crisis intervention and other levels of counseling intervention are presented and discussed. Personal reactions to the material are discussed.

PSY520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT
2 units

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

Prerequisite: PSY520A or its equivalent.

PSY521 ALCOHOL AND CHEMICAL DEPENDENCY
1 unit

This course is designed to provide students with a basic understanding of the role of alcohol and drugs and the dynamics of addiction in the lives of many of the clients/pupils with whom they will one day be working.

The student will become familiar with the medical aspects of addiction, assessment, diagnosis, treatment and relapse prevention strategies to gain an understanding of "whole person" assessment from an addiction recovery perspective. Students will examine the prevalence and impact of co-occurring disorders (dual diagnosis). Additionally, this course examines alcoholic family systems, the correlation between victimization, violence and substance abuse and appropriate interventions for addressing chemical dependency issues across the lifespan.

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 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. MFT/AT faculty supervise students in the clinical integration of art therapy interventions and support the development of students' particular area of art psychotherapy interest.

PSY531B APPLIED THERAPEUTIC METHODOLOGY-II
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. In addition, the course covers

the emerging therapist's professional roles. Students are provided knowledge of professional organizations, credentialing and licensure, public policy, advocating for the profession, and client advocacy.

PSY532 SEXUALITY AND SEX THERAPY
1 unit

This course will introduce students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course has several purposes. First, in a safe and supportive atmosphere, students will deepen their awareness of their own sexuality, increase their comfort with sexual language, and widen their perspectives on sexual variations. Second, the classes will examine the growing merger and integration of two previously separate fields, sex therapy and relationship therapy, thereby helping students decide when to refer to specialized professionals. Third, the course will help students address sexual issues in session and increase intimacy in partnerships. Fourth, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

PSY533A-B PRACTICUM I & II
3 units each CR/NCR

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 the department. A variety of placements are available including the California Family Counseling Center, a service of Phillips Graduate Institute. 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, methodology, and pragmatics of working with intimate partnerships. The course will explore many of the frequent issues and processes that arise in couple therapy. The course will present various theoretical models for an in-depth view of dynamics in couples. The course will also demonstrate 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 Marriage and Family Therapy. We focus in depth on confidentiality and privileged communication, scope of practice, laws defining unprofessional conduct, laws relating to minors, and the ethical standards of professional organizations. The course includes a brief presentation on Family Law—issues connected to marital dissolution, child custody and mediation of conflicts. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives, and through the lens of their own values and personal characteristics.

PSY541 INTRODUCTION TO RESEARCH—I**1 unit****PSY542 INTRODUCTION TO RESEARCH—II****1 unit****PSY543 PROFESSIONAL PAPER RESEARCH—I****1 unit****PSY544 PROFESSIONAL PAPER RESEARCH II****1 unit**

In this four-semester, four-unit course sequence (PSY541-544), students first learn how to be intelligent consumers of research, then investigate a topic of interest culminating in the completion of an independent exploratory quantitative, qualitative or Library research project under the supervision of a faculty member. This paper includes an in-depth art therapy inquiry and students are invited to participate in and contribute to the

department's interest in Art Therapy Relational Neurobiology Research Approaches. 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.

PSY547 PSYCHOPHARMACOLOGY
2 units

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

PSY549 PSYCHOLOGICAL TESTING
2 units

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

PSY561 HISTORY AND LITERATURE OF ART THERAPY**1 unit**

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

PSY562 STUDIO ART THERAPY PRINCIPLES**3 units**

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

PSY564 ART THERAPY APPROACHES TO ASSESSMENT OF MENTAL DISORDERS**1 unit**

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

PSY566 INTRODUCTION TO PSYCHONEUROBIOLOGY**3 units**

This course provides students with the pertinent information from clinical neuroscience. 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. Students learn about the neurological dimensions of emotion and interpersonal relationships, and about aspects of the brain, the nervous system and the immune system. A discussion of the interrelationship of mind and body questions the wisdom of separating body and mind as a paradigm in therapy.

PSY567 PSYCHONEUROBIOLOGY APPLICATIONS**3 units**

Prerequisite: PSY566 or instructor permission.

The clinical application of interpersonal neurobiology to resource-oriented and safety-grounded art therapy practices is underscored in this seminar-like course. Specifically, attachment theory; stress dynamics; trauma theory; diversity training; personality theory; constructionist approaches; and

nonlinear concepts of complexity and change are highlighted and linked together. The Art Therapy Relational Neurobiology approach is explored in the context of medical art therapies.

PSY569 ART THERAPY DYNAMICS AND APPLICATIONS

3 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. Children's developmental visual stages and art therapy approaches to child, adolescent and adult treatment follow. 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 course builds upon and contributes to the information covered in the following courses: PSY503, PSY541-544, and PSY549.

Optional Courses

PSY540A CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY

1 unit

PSY540B PROFESSIONAL ISSUES FOR MARRIAGE AND FAMILY THERAPISTS

1 unit

These courses are optional to art therapy students; please see the MFT section of the course catalog for course descriptions.

PSY560 CAREER AND LIFESTYLE DEVELOPMENT COUNSELING

2 units

The knowledge and skills considered essential in enabling individuals to positively affect career development and aptitude are studied. Connections between career development and other life factors relevant to adulthood and aging from a lifespan developmental perspective are emphasized. The interrelationships amongst and between work, family, and other life roles, and factors including the role of diversity and gender in career development are examined. Career counseling theory and practices which include goal setting, finding occupational information, job search strategies, and

major assessment instruments are reviewed.

Extended Coursework

PSY546A PROFESSIONAL PAPER RESEARCH EXTENSION

1 unit

Students who require extended research time-advisement after completing PSY544 must be enrolled continuously in PSY546A. This course ensures use of Phillips facilities and guidance from faculty while the professional paper is being completed. Course may be repeated for credit.

PSY596A/B FIELD STUDY PRACTICUM I/II

2 units

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

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

WITH PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

Mission Statement

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

Program Goals

At Phillips Graduate Institute, the School Counseling/PPS Credential Program's main goal is to train capable, self-reliant students to become caring, effective, and highly skilled school counselors. Our goal is to train human relations experts who understand how to help others in a range of contexts and settings in public schools.

Educational Philosophy and Training Model

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

The Program's Structure

For the first two semesters, students in the School Counseling Program are enrolled in Phillips' foundational first year coursework. Students choose a primary class day, with instruction from 8:00 a.m. until 5:00 p.m. Class day options include a weekday or a Saturday. Additionally, students spend an average of five hours a week in other learning activities. In semesters one and two, these learning activities are Case Conference (taught by a PPS Credentialed Faculty) and Group Dynamics; sections are offered at various times throughout the week. This coursework in psychology provides fundamental knowledge about the individual and systemic development and trains students in counseling skills. Students begin their practicum hours in the second semester and are supervised by school counselor supervisors as well as Phillip's school counseling faculty.

Specific application to pupils and school settings are offered from the start of the program; however, it is in the second year that coursework becomes specialized and students move into the classes that deal with the public school system and the role of the counselor in all aspects of the school community. These classes are offered in the evenings to accommodate our students who are working, leaving daytime hours to complete the fieldwork requirement. Classes are primarily held in the evenings from 5:00 p.m. to 10:00 p.m.

Field Placement Services

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

Students begin the practicum/

field experience process in the second semester to meet the state accreditation requirements. This process requires 100 hours of experience observing a school counselor in a school setting (after completion of SC505A), and participation in a Field Placement Practicum class throughout the entire field placement experience. Upon completion of the practicum experience students may begin collecting the additional 600 hours of field experience. Students also enroll in course SC505B, where they are supervised by School Counseling faculty. Students must attend an orientation with the School Counseling Director of Field Placement for in-depth instruction about field experience requirements.

In the field experience, students must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics. Students receive a "Practicum/Field Experience Handbook" at the start of the practicum experience that provides specific guidelines for the field experience process. Students must have taken and preferably passed the California Basic Education Skills Test (CBEST) prior to beginning any field work, including the practicum experience. A Live Scan Service (fingerprint) form must be completed and cleared by the California Commission on Teacher Credentialing (CCTC) and a Certificate of Clearance prior to any field placement in a school setting. A current tuberculosis skin test is also required within six months of beginning the field placement hours. Curriculum and/or field placement requirements are subject to change to meet state mandates and may occur without prior notice.

The School Counseling Internship Program has been accredited by the CCTC, which means that students from Phillips Graduate Institute who are enrolled in the School Counseling/PPS program can be hired by California Public School Districts as employees

while completing their intern hours. Presently, Phillips is affiliated with thirty four (34) school districts in California. Completion of SC505A and SC505A-L which include 100 hours of fieldwork must be completed prior to consideration and application for internship status. Candidates must apply for an Internship Credential in School Counseling before being hired by a school district. This application is done through the Credential Analyst's Office.

Requirements for School Counseling Internship Program

- CBEST – Provide proof of passing status to the School Counseling Department
- Have a Certificate of Clearance from the CCTC and/or a copy of a current Teacher Credential on file with the School Counseling Department
- Provide evidence of a current passing TB test (within last 6 months prior to applying for Internship)
- Complete the first twelve (12) units of the Foundation First Year course
- Complete SC505A – Supervision and Mentoring Practicum in School Counseling
- Complete the first one hundred (100) hours of SC505A-L and related evaluations. These forms must be reviewed and signed by the Field Placement Practicum Supervisor and submitted to the Director of Field Placement
- Complete the application for the CCTC Intern Credential
- Attend and participate in an Internship Orientation provided by the School Counseling faculty.

Faculty Advisement

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

Workshops

Students must attend the Child Abuse Workshop at Phillips Graduate Institute in order to complete their degree requirements. This workshop is offered onsite through the Office of Continuing Education and Extension.

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

Entry Options

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

Admission Requirements

- Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate level;
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA);

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

- Demonstration of English proficiency may be required;
- Completion of Phillips Graduate Institute Admissions Application Packet, which includes:
 - Application form
 - Goals Statement/Essay
 - Three recommendations
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé/Statement of Experience
 - Application fee; and
 - Admissions interview with the School Counseling Department Chair or faculty

Please refer to the Office of Student Services section for details on admissions policies and procedures.

Master of Arts in School Counseling

48 units

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

CURRICULUM

First Semester • 12 units

- PSY501 Human Diversity (1 unit)
- PSY502A Family Therapy: Systemic Approaches (3 units)
- PSY503 Developmental Psychology (2 units)
- PSY507 Foundations of Counseling and Psychotherapy (2 units)
- PSY518A Introduction to Research – I (1 unit)
- PSY519A Case Conference Human Communication (3 units)
- PSY519A-L Group Dynamics Lab (0 units)

Second Semester • 12.5 units

- PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY518B Introduction to Research – II (1 unit)
- PSY519B Case Conference/ Practicum: Assessment and Group Dynamics (3 units)
- PSY519B-L Group Dynamics Lab (0 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 (0.5 units)

Third Semester • 10.5 units

- SC500 Ethical Practices in School Counseling (2 units)
- SC504 Special Education (3 units)
- SC505A-L Practicum in School Counseling (0.5 units)
- SC510 Learning Theory and Educational Psychology (2 units)

SC511 Consultation and Systems Change (3 units)

Fourth Semester • 13 units

SC501 Program Design, Development and Evaluation (2 units)

SC502 Educational and Career Planning (3 units)

SC505B Field Experience in School Counseling (2 units)

SC512 Leadership and Advocacy (2 units)

SC513 Classroom and Academic Intervention (2 units)

SC545 Professional Research Project (2 units)

Program Compliance

The Master of Arts in School Counseling with a Pupil Personnel Services (PPS) Credential program meets the requirements and guidelines of the California Commission on Teacher Credentialing (CCTC). In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a PPS Credential in School Counseling, the student must have fulfilled the following requirements:

- Passed the California Basic Educational Skills Test (CBEST); the CBEST test must be taken and preferably passed in the first semester of the program. Prior to beginning Field Placement a candidate cannot receive a credential if they have not passed the CBEST examination required by the State of California for Credentials to be a counselor in the public school system. (See paragraph on page 52 of the Student Handbook under "TESTS")
- Completed fingerprint clearance with the CCTC;
- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher;
- Completions of 100 hours of practicum experience;
- Completion of 600 hours of field experience;

- Seven hours of training in Child Abuse Education to be taken through the Phillips Graduate Institute's Continuing Education Department;
- Completion of an exit interview with the School Counseling Department;
- Participation in a candidacy review;
- Development of a portfolio presented at the candidacy review or department exit interview;
- Presentation of a three-hour workshop on a topic specific to School Counseling (this is the professional project required for the master's degree).
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials; and
- Completion of an exit interview with the Office of Financial Aid (Financial Aid recipients only);
- Completed field experience requirements;
- Demonstrated competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics; and,
- Current tuberculosis test that is clear;
- Pupil Personnel Services (PPS) Credential requirements are subject to change due to mandates from the CCTC. Students may be required to take additional coursework or complete additional field placement hours in order to fulfill credential requirements.

Academic Proficiency

M.A. PROGRAMS

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The student must meet with 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.

Requirements for Degree Completion:

MASTER OF ARTS IN SCHOOL COUNSELING WITH PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

The degree is posted three times yearly, on the last day of December, 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 CCTC, including 7 hours of training in child abuse;
- Completion of 100 hours of practicum experience;
- Completion of 600 hours of field experience;
- Completion of an exit interview with the School Counseling Department;
- Participation in a candidacy review;
- Development of a portfolio presented at the candidacy review or department exit interview;
- Presentation of a three-hour workshop on a topic specific to school counseling. This is the professional project required for the master's degree;
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements;
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials; and
- Completion of an exit interview with the Office of Financial Aid (Financial Aid recipients only);

Course Descriptions

PSY501 HUMAN DIVERSITY

1 unit

This course prepares students in understanding the cultural complexity of human relationships. The course guides students in exploring their own culture of origin and in examining the values and perspectives of their own families. Through this course students will understand how individuals and families are influenced by numerous cultural factors, such as racial, ethnic, gender, religious heritage, sexual orientation, and socio-economical status.

PSY502A FAMILY THERAPY: SYSTEMIC APPROACHES

3 units

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning in stages sequentially, as students begin with sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Object Relations, Structural, Humanistic-Existential, Strategic and Cognitive Behavioral. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES

3 units

This course is designed to continue to introduce students to emerging psychological theories influencing the fields of Marriage and Family Therapy and School Counseling. The basic principles and origins of Neurobiology and Postmodern therapies including, but not limited to, combined concepts of evolving family therapy and counseling approaches such as, Neuroscience, Collaborative Therapies, Social Constructionism, Solution Focused Brief Therapy, Narrative Therapy and Social Justice will be explored and

taught. Additionally, illustrations of the fundamental doctrines of Structuralist and Non-Structuralist views will be presented. Students will learn about discourse, assumptions, transparency, intention, relational responsibility, power, privilege, and difference. This course is intended to help students challenge assumptions about how we view culture and societal norms while honoring unique truths and life journeys.

PSY503 DEVELOPMENTAL PSYCHOLOGY

2 units

This course reviews normal developmental processes over the life span of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For school counselors, this understanding of developmental tasks encountered by elementary and secondary pupils is a foundation for developmentally-appropriate individual counseling and program-planning that takes into account cultural and eco-systemic variations in pupil development.

PSY507 FOUNDATIONS OF COUNSELING AND PSYCHOTHERAPY

2 units

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

PSY518A INTRODUCTION TO RESEARCH-I

1 unit

This course will introduce students to concepts and procedures that will help them become educated consumers of research in the fields of community mental health, school counseling, and marriage and family therapy. During Semester One, students will use research tools, including EBSCOhost, SAGE Publishers database and PGI Library resources, to develop a Research Question and to explore specific research themes.

PSY518B INTRODUCTION TO RESEARCH-II

1 unit

This course continues the practice of critical analysis of research. It familiarizes students with qualitative and quantitative research procedures. Having successfully completed this course, students are prepared to read, write, understand and discuss psychological research in a scholarly fashion. They will be able to develop an appreciation for the significance of psychological research as it extends our understanding of thinking, behavior and emotion in the fields of marriage and family therapy and school counseling.

PSY518C & D PROFESSIONAL PROJECT-I & II

1 unit

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

PSY519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION

3 units

This course provides an experiential and practical demonstration of the

foundational concepts presented in the first semester coursework. Students are oriented to the practice of psychotherapy counseling including establishing and understanding confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy and counseling behind a one-way mirror, and participate in discussions with the instructor/school counselor about what has been observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

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

3 units

Students continue from first semester the observational process with clients/pupils discussing the methods used by the instructor/school counselor. Students learn to apply theoretical concepts to their field work experiences. Assessment and treatment concepts presented in PSY520B are demonstrated and applied in the clinical/counseling work with the case conference client/pupil. Theory and practice of group processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

PSY519AB-L GROUP DYNAMICS LAB
0 units CR/NCR

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.

PSY520A ABNORMAL PSYCHOLOGY
2 units

This course surveys abnormal psychology disorders. Students are encouraged to think critically about the concepts of mental illness and psychopathology. The course places emphasis on the disorders most frequently encountered in mental

health agencies and schools. Students investigate common psychological problems, such as depression, anxiety, behavior disorders, attention-deficit disorders and eating disorders. Students will also discuss and investigate problematic behaviors such as suicidal gestures, self-harming behaviors and aggression. Crisis intervention and other levels of counseling intervention are presented and discussed.

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

2 units

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

**PSY521 ALCOHOL AND CHEMICAL
DEPENDENCY**

1 unit

This course is designed to provide students with a basic understanding of the role of alcohol and drugs and the dynamics of addiction in the lives of many of the clients/pupils with whom they will one day be working. The student will become familiar with the medical aspects of addiction, assessment, diagnosis, treatment and relapse prevention strategies to gain an understanding of "whole person" assessment from an addiction recovery perspective. Students will examine the prevalence and impact of co-occurring disorders (dual diagnosis). Additionally, this course examines alcoholic family systems, the correlation between victimization, violence and substance

abuse and appropriate interventions for addressing chemical dependency issues across the lifespan.

**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 foundational 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 7 hour 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. High School Exit Examination and Proficiency testing as well as career and educational testing tools are also discussed.

SC504 SPECIAL EDUCATION

3 units

This course offers an overview of the study of exceptional persons, special education programs in public and private schools, and current state and

federal laws. Material is presented in a didactic and observational format. Assessment and Individualized Educational Plan (IEP) development, as well as strategies for classroom remediation and ancillary services are covered. Students develop behavior intervention plans. California Education Code and regulations relative to behavioral interventions for special education students are provided.

SC505A SUPERVISION AND MENTORING

0.5 units

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

SC505A-L PRACTICUM IN SCHOOL COUNSELING

0.5 units

After completing SC505A (lecture and classroom discussion), students work in small groups for ongoing supervision and mentoring. Practicum leaders facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students are encouraged to present cases and situations drawn from their practicum experiences. A minimum of 100 hours in an approved public school setting are required. These hours must be completed within two semesters. This course is repeatable.

SC505B FIELD EXPERIENCE IN SCHOOL COUNSELING

2 units

Prerequisite: SC505A-L.

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.

SC510 LEARNING THEORY AND EDUCATIONAL PSYCHOLOGY

2 units

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

SC511 CONSULTATION AND SYSTEMS CHANGE

3 units

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

SC512 LEADERSHIP AND ADVOCACY

2 units

This course prepares students for transition to the roles of professional school counselors as leaders and pupil advocates. Students learn the qualities, principles and styles of effective leadership and advocacy. Students also prepare their portfolios, candidacy review and exit interviews with the counseling faculty.

SC513 CLASSROOM AND ACADEMIC INTERVENTION

2 units

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

SC545 PROFESSIONAL RESEARCH PROJECT

2 units

A three-hour workshop presentation is required of all School Counseling master's degree candidates. The chosen topic must be pertinent to the field of school counseling and approved by the

School Counseling faculty. Students work closely with a research advisor to complete their professional projects.

Extended Coursework

SC505C FIELD EXPERIENCE IN SCHOOL COUNSELING

1 unit CR/NCR

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

SC546 PROFESSIONAL RESEARCH PROJECT

1 unit CR/NCR

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

Option for Master of Arts in School Counseling without Pupil Personnel Services (PPS) Credential

This degree option can be selected by students who do not wish to pursue the PPS credential. While this 45 unit degree option does not qualify for the PPS credential, it may equip students for a variety of related professions, or provide more opportunities in a student's current work setting.

The Student applies for this degree only after completing at least 10 units in the first semester of the Institute's Master of Arts in School Counseling program. Coursework includes all but SC 505A – Supervision and Mentoring; SC 505A-L – Practicum in School Counseling; and SC 505B – Field Experience in School Counseling.

Pupil Personnel Services (PPS) Credential

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential only must have a 48 unit 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 Department Chair to determine a course of study for completion of the credential.

Applicants may be able to transfer units of previously completed master's-level coursework. Transfer of credit units will be determined by the Department Chair. The credential program consists of 48 units. The courses are the same as those for the Master of Arts in School Counseling degree and credential program (see curriculum above).

Internship Program

The Internship Program for School Counseling is accredited. Several school districts have hired our candidates as employees while they are completing their master's degree. An individual internship plan will be given to each intern upon being hired by a school district.

Child Welfare and Attendance (CWA) Credential

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

The CWA counselor usually: accesses appropriate services from both public and private providers, including law enforcement and social services; provides staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; addresses school policies and

procedures that inhibit academic success; implements strategies to improve student attendance; participates in school-wide reform efforts; and promotes understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The Phillips CWA program covers the professional role, laws pertaining to CWA, leadership and management, collaboration and partnerships, school culture and related systems, assessment and evaluation of barriers to student learning, field experiences and supervision. This credential requires that candidates hold one of the three PPS credentials or an equivalent C19 letter. Graduates of this program will earn a supplemental Pupil Personnel Services (PPS) Credential.

Students who have successfully completed all of the courses required for the PPS Credential at Phillips will be eligible for the CWA credential upon completion of the following additional two courses and 150 additional hours of field experience:

- CWA 547 – Child Welfare and Attendance Seminar
- CWA 548 – Supervision and Field Work for Child Welfare and Attendance

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

Course Descriptions

CWA 547 CHILD WELFARE AND ATTENDANCE SEMINAR 4 units

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

academic, psychological and social success.

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

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

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

This three-unit course is designed to develop an understanding of psychological disorders common to children in school settings. Students will broaden their knowledge of symptom identification in emotionally distressed children in their school environment, and learn interventions aimed at ameliorating their distress. This course will also provide information about the history of how schools in the United States address the mental health issues of students.

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

70 units

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

This program allows students to combine the Master of Arts in Psychology, Marriage and Family Therapy emphasis with the Pupil Personnel Services credential. This combination qualifies graduates to

pursue both MFT licensure in California and work in the public school system.

CURRICULUM

First Semester • 12 units

PSY501	Human Diversity (1 unit)
PSY502A	Family Therapy: Systemic Approaches (3 units)
PSY503	Developmental Psychology (2 units)
PSY507	Foundations of Counseling and Psychotherapy (2 units)
PSY518A	Introduction to Research – I (1 unit)
PSY519A	Case Conference/Practicum (3 units)
PSY519A-L	Group Dynamics Lab (0 units)

Second Semester • 13 units

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
SC505A	Supervision and Mentoring (0.5 units)
SC505A-L	Practicum in School Counseling (0.5 units)
PSY518B	Introduction to Research – II (1 unit)
PSY519B	Case Conference/Practicum (3 units)
PSY519B-L	Group Dynamics Lab (0 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 • 12 units

PSY518C	Professional Project – I (Paper, Presentation, or Publication Track) (1 unit)
PSY531A	Applied Therapeutic Methodology – I (3 units)
PSY532	Sexuality and Sex Therapy (1 unit)
PSY533A	Practicum – I (3 units)
PSY534	Couple Therapy (1 unit)
PSY539	Legal, Ethical and Professional Issues (2 units)

PSY540A	Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)
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Fourth Semester • 12 units

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

Pupil Personnel Services (PPS) Credential Courses Taken as Offered

SC500	Ethical Practices in School Counseling (2 units)
SC501	Program Design, Development and Evaluation (2 units)
SC502	Educational and Career Planning (3 units)
SC504	Special Education (3 units)
SC505B	Field Experience in School Counseling (2 units)
SC505C	Field Experience in School Counseling (1 unit)
SC510	Learning Theory and Educational Psychology (2 units)
SC511	Consultation and Systems Change (3 units)
SC512	Leadership and Advocacy (2 units)
SC513	Classroom and Academic Intervention (2 units)

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

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

82 units

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

CURRICULUM

First Semester • 17 units

PSY501	Human Diversity (1 unit)
PSY502A	Family Therapy: Systemic Approaches (3 units)
PSY503	Developmental Psychology (2 units)
PSY507	Foundations of Counseling and Psychotherapy (2 units)
PSY519A	Case Conference: Pragmatics and Human Communication (3 units)
PSY 519A-L	Group Dynamics Lab (0 units)
PSY541	Introduction to Research-I (1 unit)
PSY561	History and Literature of Art Therapy (1 unit)
PSY562	Studio Art Therapy Principles (3 units)
PSY564	Art Therapy Approaches to Assessment of Mental Disorders (1 unit)

Second Semester • 15 units

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units) (Section also offered during the summer semester.)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics (3 units)
PSY519B-L	Group Dynamics Lab (0 units)

PSY520A	Abnormal Psychology (2 units)	PSY544	Professional Paper Research – II (1 unit)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)	PSY547	Psychopharmacology (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit) (Section also offered during the summer semester.)	PSY549	Psychological Testing (2 units)
PSY542	Introduction to Research – II (1 unit)	PSY567	Psychoneurobiology Applications (3 units)
PSY569	Art Therapy Dynamics and Applications (3 units)	Pupil Personnel Services (PPS) Credential Courses (taken as offered)	
		SC500	Ethical Practices in School Counseling (2 units)

Optional Summer Semester

PSY546A	Professional Paper Research Extension (1 unit)	SC501	Program Design, Development and Evaluation (2 units)
PSY560	Career and Lifestyle Development Counseling (2 units)	SC502	Educational and Career Planning (3 units)
PSY596	Field Study Practicum (2 units)*	SC504	Special Education (3 units)
		SC505A	Supervision and Mentoring (0.5 units)

*Students who are planning to be in a traineeship to accrue hours during the summer are required to be enrolled in the Field Study Practicum (2 units) course. These students should consider reducing their second semester course load by attending PSY502B (3 units) and PSY521 (1 unit) during the summer.

Third Semester • 14 units

PSY531A	Applied Therapeutic Methodology – I (3 units)	SC505A-L	Practicum in School Counseling (0.5 units)
PSY532	Sexuality and Sex Therapy (1 unit)	SC505B	Field Experience in School Counseling (2 units)
PSY533A	Practicum – I (3 units)	SC505C	Field Experience in School Counseling (1 unit)
PSY534	Couple Therapy (1 unit)	SC510	Learning Theory and Educational Psychology (2 units)
PSY539	Legal, Ethical and Professional Issues (2 units)	SC511	Consultation and Systems Change (3 units)
		SC512	Leadership and Advocacy (2 units)
PSY540A	Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)	SC513	Classroom and Academic Intervention (2 units)
PSY543	Professional Paper Research – I (1 unit)		
PSY566	Introduction to Psychoneurobiology (3 units)		

Fourth Semester • 14 units

PSY531B	Applied Therapeutic Methodology – II (3 units)
PSY533B	Practicum – II (3 units)
PSY540B	Optional: Professional Issues for Marriage and Family Therapists (1 unit)

Master of Arts Electives/Concentrations

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

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

Co-Occurring Disorders Program

PSY600 FUNDAMENTALS OF ADDICTION

3 units

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include: theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction 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, and Cognitive Behavior Therapy 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 12-Step programs into a treatment plan are discussed.

PSY605 PERSONAL AND PROFESSIONAL GROWTH AND ADVANCED ISSUES IN ADDICTION RECOVERY

3 units

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

PSY607 A-Z 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.

Community Mental Health

Students seeking a concentration in Community Mental Health are required to enroll in PSY550 and PSY552 and must complete practicum training through one of the following courses: PSY596C, PSY596D, PSY596F, or PSY596K.*

CMH students must also complete at least one semester course from one of the following courses: PSY600, PSY601, PSY602, PSY603, PSY604, or PSY605.

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

PSY550 MFTS IN PUBLIC MENTAL HEALTH

3 units

This course defines the role of Marriage and Family Therapists (MFTs) in public mental health care and provides knowledge and skills in adequately

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

PSY552 DIVERSITY IN COMMUNITY MENTAL HEALTH

3 units

This course provides an introduction to public mental health systems and the delivery of clinical care to a diverse client (consumer) population. These populations are treated within numerous community sites, across all levels of appropriate care and in diverse ethnic/racial communities. Students will receive knowledge and develop skill in: legal and ethical practice within public service, crisis assessment and intervention, case management services and working with case managers, the co-occurrence of addiction with mental health disorders, and the delivery of preventive/educational services.

Concentration in Organizational Consulting

The MFT concentration in Organizational Consulting is aimed at educating therapists to apply their counseling skills in systems theory and behavior to the workplace, including corporations, non-profit agencies, and government environments. The classes will meet on Wednesday nights during each semester. Students can enroll in one of the following courses during each of their last three semesters, for a total of nine (9) units.

Courses are related to careers involving the application of both clinical/counseling and organizational behavior skills:

OC600 BEHAVIOR IN ORGANIZATIONS

3 units

An exploration of organizational behavior at three levels: the individual, the group and the organizational system. Beginning with the individual level, this course reviews the psychological foundations of individual behavior in organizational settings. The analysis continues to the group level

where students discuss how diversity and individual differences, motivation, power relationships, and other factors affect the behavior of groups of employees. Finally, students apply their understanding of individual and group behavior to organizational behavior and culture. Emphasis is placed on how an organization's structure, technological processes, work design, performance appraisal and reward systems, and culture affect both the attitudes and behavior of employees.

OC603 ORGANIZATIONAL THEORY

3 units

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

OC606 ORGANIZATIONAL TEAMWORK AND CONFLICT MANAGEMENT

3 units

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

helps students develop strategies for dealing constructively with conflict in organizational contexts, including diagnosing disagreements.

OC609 EXECUTIVE COACHING

3 units

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

OC612 HUMAN RESOURCES AND PERSONNEL ISSUES

3 units

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

LGBT Relational and Family Studies Concentration

The Lesbian, Gay, Bisexual, and Transgender (LGBT) Relational and Family Studies Program has a unique focus on the psychological and systemic aspects present in LGBT relationships both within and outside of the LGBT community. In exploring relational and systemic dynamics across the lifespan, the program includes integrated curriculum on individual, couple and family development. An in-depth study of the historical and contemporary socio-political experiences of LGBT people sets the framework for understanding current social justice issues. A special emphasis is placed on the challenges faced by LGBT people who seek to legitimize their relationships in the broader social

context. In maintaining a commitment to the fundamentals of Marriage and Family Therapy, the concentration provides clinicians with a non-pathologizing, inclusive and accepting world-view for working with LGBT individuals, couples and families.

PSY630 INTRODUCTION TO PSYCHOTHERAPY WITH LGBT INDIVIDUALS, COUPLES AND FAMILIES
3 units

This course introduces the historical and social development of the Lesbian, Gay, Bisexual, and Transgender (LGBT) community covering issues of prejudice, politics, and social justice. A review of traditional, contemporary, and gay-affirming therapeutic approaches for serving the LGBT community will be provided. Particular consideration will be made to the individual experiences of the LGBT person and how sexual orientation impacts constructs of gender identity, gender roles, familial and societal systems, cultural expectations, and spirituality. Students will be invited to explore and challenge their own personal values, biases, and assumptions about LGBT people. Students will also participate in an off-site visit to an LGBT resource center. Some course material may be presented online.

PSY631 LGBT DEVELOPMENT ACROSS THE LIFESPAN
3 units

This course focuses on the unique applications of developmental theory to Lesbian, Gay, Bisexual, and Transgender (LGBT) people. Students will investigate how LGBT people change and grow over the lifespan, how traditional lifespan theories must be adjusted to fit the experiences of LGBT people, and how LGBT people face unique challenges throughout their lives. The course will explore crucial turning points that must be negotiated by LGBT people in their development. Special consideration will be given to tasks that must be faced in youth, middle adulthood, and older adulthood. Students will be provided with opportunities to dialogue with LGBT people at various points in the lifespan for a richer understanding of psychological, interpersonal, and relational change over time. Some course material may be presented online.

PSY632 LGBT COUPLES AND FAMILIES
3 units

This course explores the constructs of relationships, marriage, couples, and families for Lesbian, Gay, Bisexual, and Transgender (LGBT) people. Students will examine the many systems that LGBT couples and families interact with and how those systems can both affirm and marginalize. Curriculum from the family therapy, sex therapy, couple therapy, and human diversity courses will be integrated and applied to create a comprehensive, inclusive, and gay-affirming approach to serving the LGBT community. Emphasis will be placed on understanding relational responsibility, power, privilege, difference, and social justice. Some course material may be presented online.

PSY633 ADVANCED CLINICAL APPLICATIONS WITH LGBT, INDIVIDUALS, COUPLES AND FAMILIES
3 units

The course addresses the LGBT experience of and interaction with complex social issues and systems in American society. It provides an opportunity for students to examine the interaction between the LGBT individual/subculture and organizational systems, including health care, religion, employment, and politics. Also included in the course is an examination of the impact of LGBT minority status on interpersonal relationship issues, such as partner violence, body image, and substance abuse. Throughout the course, the emphasis is on the role of the psychotherapist in providing services to LGBT individuals, couples, and families impacted by internalized and institutionalized homophobia and heterosexism. Some course material may be presented online.

PSY634 CASE CONSULTATION/ SUPERVISION (OPTIONAL)
1-2 units

Students meet with supervising faculty in small case consultation/supervision groups. Faculty design specific reading and research assignments relevant to the student's practice with LGBT people. This course does not take the place of a student's ATM or practicum courses. This course may be repeated for credit.

Directed Study

PSY612 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 Department Chair or faculty to ensure that the Directed Study student demonstrates the same level of mastery as students taking the course in the regular classroom format.

In most circumstances, Directed Study may not be substituted for required courses in a 48-unit Phillips master's degree. However, as electives, Directed Study courses are fully acceptable for credit toward a 60-unit master's degree. Course credit earned through Directed Study is often fully transferable into other graduate programs, and meets state requirements for MFT licensure.

Independent Study

PSY615 INDEPENDENT RESEARCH
1-3 units

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

PSY616 INDEPENDENT STUDY
1-3 units

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

Postmodern Therapies

Coursework in postmodern therapies is available for students seeking a specialization within a 60-unit master's degree, and for non-degree-seeking students and therapists wishing to learn more about these innovative approaches to creating a context for change and transformation. These courses provide essential concepts and fundamentals for clinical work and are required for students taking the PSY596H Postmodern Therapy in a Clinical Setting Program.

**PSY650A AND PSY650B
POSTMODERN THERAPY
APPROACHES-I & II**

3 units each semester

This year-long intensive course sequence introduces students to postmodern concepts as they relate to individual and family therapy. This course will present the philosophies of Foucault, Gergen and Wittgenstein and three of the collaborative approaches: Solution-Focused Therapy, Narrative Therapy, and Collaborative Language Systems. Through live demonstration, role-play, reflecting teamwork, videos, experiential exercises, and lecture, students learn how to maintain specialized ways of listening and questioning that create a context for client change and transformation and the dissolution of problems. Utilization of these approaches with individuals, families, groups, businesses and communities are illustrated.

**PSY 650C CONTEMPORARY
APPLICATIONS FOR POSTMODERN
THERAPIES**

This series of courses explores contemporary practical applications of postmodern therapies (Solution-Focused Therapy, Narrative Therapy & Collaborative Language Systems). Through collaborative learning, lectures, readings and experiential exercises, participants will learn how to use specific postmodern therapy practices with particular clients, client interests, client concerns, client populations, families, communities and institutions. Sound prior knowledge of postmodern therapies is required. These classes will proceed with the assumption that participants are well versed in the theories and practices of postmodern therapies and that participants are eager to learn applications of the theories and their practices rather than the theories themselves.

**PSY650C MINDFULNESS & POSITIVE
PSYCHOLOGY**

.6 units

Positive psychology is a recent branch of psychology that “studies the strengths and virtues that enable individuals and communities to thrive”. Positive psychologists seek “to find and nurture genius and talent”, and “to make normal life more fulfilling”, not to cure mental illness. Mindfulness

is more than 2600 years old and becoming an increasingly popular therapeutic practice. Mindfulness has been described as beginning at the point where psychotherapy ends – reaching beyond symptom reduction to a condition beyond suffering.

**PSY650D RELATIONSHIPS – WHEN
THERE’S MORE THAN ONE PERSON IN
THE ROOM**

.6 units

Managing more than one client in the room at a time can be challenging for therapists. So much so, that many times therapists will refer out rather than coordinate care for larger units of treatment. Postmodern therapies have a variety of helpful practices for coordinating conversation and care when there is more than one person in the room. In this course, participants will learn to access the shared interests of multiple clients, a practice that increases collaborative efforts and reduces obstacles to successful outcome. Participants will learn these strategies for application with couples, families and groups.

**PSY650E RELATIONSHIP VIOLENCE
– WORKING WITH SURVIVORS AND
PERPETRATORS**

.6 units

This course will explore the dangers of “formula stories” in working with “victims” and “perpetrators” and help therapists and clients have greater access to client lived experiences, lived and preferred meanings, and ways to make positive changes in their own lives. This course will help participants connect more with their intentions to be helpful by “holding lightly” their therapeutic interventions in ways that make room for clients to “take back their lives” from violence, as either recipients or initiators.

**PSY650F THE BODY – AVOIDING
ESSENTIALISM ABOUT THE BODY**

.6 UNITS

Science and medical technology often encourage therapists and clients to consider the “best” forms of treatment as medical. While there are definite benefits to be gained from a “medical model”, there are also limitations. In this course, participants will learn to respectfully distinguish territories where “medical model” may be helpful and how, and ways to negotiate other ways of helping client’s decide

how they would like to relate to their experiences of body. Participants will learn to better appreciate the body and stories about the body and how those stories can be used to help clients.

**PSY650G COACHING,
ORGANIZATIONAL CONSULTING &
COMMUNITY WORK**

.6 units

This course explores similarities and differences between Postmodern therapy ideas and practices and general Coaching. Participants will learn to identify some of the opportunities for bringing Postmodern therapy practices into the work and business arena, expanding practices and influences for better living. In addition to descriptions of how Solution-Focused, Narrative & Collaborative Language Systems Therapies have helpful practices, participants will learn the ideas and practices of Appreciative Inquiry and the Public Conversation Project.

**Specialized Clinical
Coursework**

Students must have successfully completed their first semester of study at Phillips Graduate Institute and must have advanced to trainee status prior to enrollment in these courses. Students not seeking a degree at Phillips may apply for these courses at any time, but must present proof of eligibility for trainee status.

A separate application and interview is required for all clinical coursework. Phillips degree candidates may take these courses as electives for academic credit towards a concentration within a 60-unit master’s degree. These offerings are also available through the California Family Counseling Center as traineeships only.

**PSY596B FAMILY THERAPY IN A
CLINICAL SETTING**

3 units

The Family Therapy Program is a specialized training program for beginning therapists. Trainees in this program see a varied clientele for individual, couple and family therapy. Although the program emphasizes a family systems perspective in clinical practice, students receive extensive training in psychosocial assessment, DSM diagnoses, and the clinical application of Bowen and other supportive interventions,

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

PSY596C LATINO FAMILY THERAPY
3 units

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by CalFam to the predominately Latino communities in the San Fernando Valley. Trainees need to speak Spanish since the therapy and supervision are conducted in Spanish. Trainees are able to raise their proficiency in Spanish and learn clinical use of the language. Clients of the program receive service through a collaborative approach that includes co-therapy care, direct observation and feedback by the supervisor and the use of reflecting teams. Clients are seen at our Counseling Center, adolescent residential treatment centers and in other settings as arranged by CalFam. The emphasis of the program is in the clinical application of family systems theories with Latino families, and the cultural aspects of family dynamics and personal behavior.

PSY596D CHILD THERAPY IN A SCHOOL SETTING
3 units

The Child Therapy in a School Setting Program has been an on-going program of the center for more than 20 years and provides school-based counseling services to local schools. The program specializes in child therapy within a systemic perspective of the child's school and family. One of the components of this program is the Social Skills/Violence Prevention Program. Trainees are teamed with one another or with interns to provide social skills training to groups of children, in addition to providing individual counseling to children and their families. Trainees may also 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.

PSY596F MENTAL HEALTH THERAPY IN A COMMUNITY SETTING
3 units

This course provides specialized training in the care of persons living with serious mental illness. The practicum setting will be at a community mental health agency, and the client population may be children, adolescents, adults or the elderly. The provision of services may be at a treatment facility, school, home or other community site. Students will develop knowledge of the public mental health system and develop skills in the rehabilitation/recovery model, psycho-social assessment, psychotropic therapy, crisis assessment and intervention, and the provision of services to diverse cultural and social communities.

PSY596H POSTMODERN THERAPY IN A CLINICAL SETTING
3 units

The Postmodern Family Therapy in a Clinical Setting Program is a specialized training in applying collaborative, client-informed therapies in clinical and community settings. The postmodern therapy approach invites us to see people as resource-laden with possibility, rather than pathology. Trainees will learn how to maintain specialized ways of listening and questioning that generates client change and transformation. Supervision will focus on the practical applications of Solution-Focused and Narrative therapies. Throughout the year, trainees will learn how to effectively communicate with peers from different theoretical orientations when discussing assessments, DSM diagnosis, treatment planning, documentation and legal and ethical issues. Trainees will work with clients individually, as co-therapists with other trainees and interns, and as reflecting team members. Clients are seen at our Counseling Center, adolescent residential treatment centers and in other settings arranged by CalFam.

Trainees must enroll in, or have completed, the Phillips Postmodern intensive training course (PSY650A and PSY650B, 2 semesters). This class will focus on exploring the philosophy, ideas, practices and applications of Postmodern Therapies through

experiential exercises, readings, reflecting teamwork and videotapes. Registration for the class is through the Continuing Education/Extension Division of Phillips or for academic credit through the Office of the Registrar.

PSY596K CO-OCCURRING DISORDERS
3 units

Trainees are given the opportunity to gain skills in the assessment, diagnosis and treatment of alcoholism, chemical dependency and other addictions, with special emphasis on the treatment needs of those with one or more co-occurring mental health disorders. Training focuses on building case presentation skills through structured case presentation in supervision group, where trainees are encouraged to work collaboratively with other trainees in designing treatment and relapse prevention plans. Trainees have an opportunity to work with substance abusers, their partners, and families.

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

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

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

**PSY613 WORKING WITH CHILDREN:
SOCIAL SKILLS VIOLENCE
PREVENTION**

2 units

This course focuses on a collection of ideas, lessons, and activities which help clinicians work with children and adolescents as individuals or in groups in order to help them become aware of and develop appropriate social behavior. The course explores the issue of how one can develop these skills if not developed as a child matures. The course focuses on specific social skills such as getting along with others, respect, conflict resolution, anger management, handling media messages, peer pressure and dealing with bullying. Violence awareness and prevention techniques will also be addressed.

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

WITH PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

Mission Statement

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

Program Goals

The expected learning outcomes for the School Psychology Program at Phillips Graduate Institute are to:

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

Educational Philosophy and Training Model

There is a tremendous concern about our effectiveness in educating large numbers of children. The American Psychological Association, the National Association of School Psychologists, and others have been strong advocates for delivering psychological services to

children and families within schools as one way of addressing this problem.

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

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

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

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

Program Structure

Students attend class two evenings a week and occasionally on Saturdays. Field placement begins in the first semester, and will also require a

daytime commitment of one day a week. Full-time students will complete the program during eight semesters over a 3-year period. The program begins in the Fall and continues with Spring and Summer semesters during the first two years, and Fall and Spring semesters during the third year. During the third year of the program, students will complete their hours while serving as a school psychology intern in a public school district, and attending supervision group meetings and evening classes.

Field Placement Services

School Psychology students receive assistance with their field placement through the School Psychology Department. Candidates begin their practicum placement and experience in the first semester of the program, and complete 450 hours during the first two years of the program. Because candidates will need to visit assigned local schools, candidates will need to adjust their work and other commitment schedules to accommodate 5–10 hours a week, during public school hours in order to complete these assignments. At the end of the second year of the program, candidates will apply to recruiting school districts for a 1,200-hour school psychology internship or field placement. Some of these are paid positions.

The School Psychology Internship Program

The School Psychology Internship Program, accredited by the California Commission on Teacher Credentialing, occurs in the third year of the program. A total of 1200 hours must be completed in a public school setting with pupils from diverse socioeconomic, cultural and ethnic backgrounds. While it is ultimately the responsibility of the candidate to obtain an internship, PGI will assist with the process.

The following requirements must be fulfilled before candidates can apply for an internship:

- Provide proof of a passing score on the California Basic Educational Skills Test (CBEST)
- Fulfill all 450 hours of field work/practica with satisfactory evaluations from the site and faculty supervisors
- Complete 48 units during the first two years of the program
- Interview and obtain an internship placement with a public school district
- Submit verification in writing from the school district that the candidate is approved for an internship placement
- Complete an application for an internship credential through the California Commission on Teacher Credentialing (CCTC)

Faculty Advisement

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

Entry Options

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

Admission Requirements

Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate level;

- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA).

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

- Demonstration of English proficiency may be required;
- Completion of Phillips Graduate Institute Admissions Application Packet, which includes:

- Application form
- Goals Statement/Essay
- Three recommendations
- Undergraduate and graduate (if applicable) transcripts
- Résumé/Statement of Experience
- Application fee; and
- Admissions interview with School Psychology Department Chair or his/her designee.

Please refer to the Office of Student Services section for details on admissions policies and procedures.

Master of Arts in School Psychology with Pupil Personnel Services (PPS) Credential

64 units

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

CURRICULUM

First Semester • 10 units

- SP 600 Foundations of School Psychology (3 units)
- SP 601 Developmental Psychology (3 units)
- SP 604A School Psychology Practicum I (1 unit)
- SP 613 Diversity Lab I (3 units)

Second Semester • 9 units

- SP 602 Learning and Educational Psychology (2 units)
- SP 604B School Psychology Practicum II 1 (2 units)

- SP 606 The Exceptional Child (3 units)
- SP 619 Diversity Lab II (3 units)

Third Semester • 6 units

- SP 603 Research Design and Statistics (3 units)
- SP 604C School Psychology Practicum III (0 units)
- SP 605 Counseling Skills (2 units)

Fourth Semester • 10 units

- SP 604D School Psychology Practicum IV (1 unit)
- SP 608 Issues in Special Education (3 units)
- SP 610 Psychological Assessment Intelligence Testing (3 units)
- SP 611 Psychological Assessment Lab (1 unit)
- SP 614 Group Counseling Skills (2 units)

Fifth Semester • 7 units

- SP 604E School Psychology Practicum V (2 units)
- SP 612 Child and Adolescent Psychopathology (2 units)
- SP 616 Psycho-Educational Assessment (3 units)
- SP 617 Psychological Assessment Lab (1 unit)

Sixth Semester • 6 units

- SP 604F School Psychology Practicum VI (0 units)
- SP 607 Program Design, Development and Evaluation (2 units)
- SP 620 Consultation and Systems Change (3 units)

Seventh Semester • 8 units

- SP 618 Behavioral Management Strategies (2 units)
- SP 622 Internship in School Psychology I (5 units)
- SP 623 Professional Seminar (1 unit)

Eighth Semester • 8 units

- SP 624 Internship in School Psychology II (5 units)
- SP 625 Professional Seminar II (1 unit)
- SP 626 Psychopharmacology (2 units)

Program Compliance

The Master of Arts in School Psychology program meets the requirements and guidelines of the California Commission on Teacher Credentialing (CCTC). In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a Pupil Personnel Services (PPS) Credential in School Psychology, the student must have fulfilled the following requirements:

- Passed the California Basic Educational Skills Test (CBEST);
- Completed fingerprint clearance with the CCTC;
- Completed all required coursework;
- Completed field experience, including 450 practicum and 1,200 internship hour requirements;
- Demonstrated competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics;
- Earned a master's degree in School Psychology or a related discipline;
- Participated in the portfolio presentation and candidacy review; and
- Completed an exit interview with the School Psychology Department.
- Pupil Personnel Services (PPS) Credential requirements are subject to change due to mandates from the CCTC. Students may be required to take additional coursework or complete additional field placement hours in order to fulfill credential requirements.

Phillips Graduate Institute's School Psychology Program meets requirements for students to apply for individual National Association of School Psychologists (NASP) certification. Students will learn about application procedures during the program and can also visit the NASP web site (www.nasponline.org) to find additional information.

Academic Proficiency

M.A. PROGRAMS

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The student must meet with 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.

Requirements for Degree Completion:

MASTER OF ARTS IN SCHOOL PSYCHOLOGY WITH PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

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

- Completion of all 64 units of required courses with an overall GPA of 3.0 or higher;
- Completion of credential requirements established by the CCTC;
- Completion of 450 practicum hours and 1,200 hours of supervised field experience;
- Completion of an exit interview with the School Psychology Department;
- Participation in the portfolio presentation and candidacy review;
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements;
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials; and
- Completion of an exit interview with the Office of Financial Aid (Financial Aid recipients only).

Course Descriptions

SP600 FOUNDATIONS OF SCHOOL PSYCHOLOGY

3 units

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

SP601 DEVELOPMENTAL PSYCHOLOGY

3 units

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

SP602 LEARNING AND EDUCATIONAL PSYCHOLOGY

2 units

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

SP603 RESEARCH DESIGN AND STATISTICS

3 units

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

SP604 A-F SCHOOL PSYCHOLOGY PRACTICUM**1-2 units CR/NCR**

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

SP605 COUNSELING SKILLS**2 units**

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

SP606 THE EXCEPTIONAL CHILD**3 units**

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

SP607 PROGRAM DESIGN, DEVELOPMENT AND EVALUATION**2 units**

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

SP608 ISSUES IN SPECIAL EDUCATION**3 units**

This course offers an overview of special education programs in public and private schools and current state and federal laws. Material is presented in a didactic and observational format. Assessment and Individualized Educational Plan (IEP) development as well as strategies for classroom remediation and ancillary services are covered. California Education Code and federal regulations related to special education students are discussed.

SP610 PSYCHOLOGICAL ASSESSMENT: INTELLIGENCE TESTING**3 units**

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

SP611 PSYCHOLOGICAL ASSESSMENT LAB – I**1 unit**

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

SP612 CHILD AND ADOLESCENT PSYCHOPATHOLOGY**2 units**

Candidates will be provided a review of mental health disorders commonly experienced by children and

adolescents, with a particular emphasis on disorders relating to learning difficulties and conduct. Common interventions and contributions of familial, cultural treatment will also be addressed.

SP613 DIVERSITY LAB – I**3 units**

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

SP614 GROUP COUNSELING SKILLS**2 units**

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

SP616 PSYCHO-EDUCATIONAL ASSESSMENT (PERS/APT/ ACHIEVEMENT)**3 units**

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

administration, scoring, interpretation, and integration of tests in submission of psycho-educational reports.

SP617 PSYCHOLOGICAL ASSESSMENT LAB – II

1 unit

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

SP618 BEHAVIORAL MANAGEMENT STRATEGIES

2 units

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

SP619 DIVERSITY LAB – II: FAMILY ISSUES

3 units

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

provide a frame of reference for experiential and didactic classroom experiences. This course should provide a foundation for subsequent development of diversity related skills in advanced coursework and training.

SP620 CONSULTATION AND SYSTEMS CHANGE

3 units

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

SP622 INTERNSHIP IN SCHOOL PSYCHOLOGY – I

5 units CR/NCR

Prerequisite: Completion of 450 Practicum hours (SP 604A-F)

Course requirements include full-time placement in a supervised public school for 15 weeks. This will meet the requirement of 600 hours. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed school psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation (with school staff and parents); (c) counseling, (individual, group, class and crisis with pupils and parents);

(d) screening and assessment; (e) coordination of resources and programs; (f) opportunities for interdisciplinary team membership; (g) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (h) opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and (i) opportunities for professional development (professional conferences and in-service training).

SP623 PROFESSIONAL SEMINAR – I

1 unit

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

SP624 INTERNSHIP IN SCHOOL PSYCHOLOGY – II

5 units CR/NCR

Course requirements include full-time placement in a supervised public school for 15 weeks. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed school psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation (with school staff and parents); (c) counseling (individual, group, class and crisis with pupils and parents); (d) screening and assessment; (e) coordination of resources and programs; (f) opportunities for interdisciplinary team membership; (g) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (h) opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and (i) opportunities for professional development (professional conferences and in-service training).

SP625 PROFESSIONAL SEMINAR – II

1 unit CR/NCR

Candidates will hold discussions with Phillips instructor and group about experiences during the internship. Students will create a portfolio that

reflects a culmination of the practicum experiences beginning with the first semester. The portfolio is a presentation of written assignments, reports, and various work samples produced during the practicum and internship placements. This course must be taken concurrently with SP624.

SP626 PSYCHOPHARMACOLOGY

2 units

This course offers the student basic information about commonly prescribed psychotropic medications, their effects and side-effects, and teaches non-medical practitioners effective ways to stay informed about the rapidly changing world of pharmacological treatment. The emphasis is on the role of non-medical personnel as part of the treatment team in medication management. Topics addressed include assessment and referral, providing information and support, combining medication with counseling, and assisting pupils to remain medication compliant.

SP699 INDEPENDENT STUDY

1-3 units

In this course students conduct supervised individual research. Approval by the Department Chair is required prior to enrollment. A course of study is contracted with, and evaluated by, a faculty advisor.

Extended Course Work

SP604G School Psychology Practicum 1 unit CR/NCR

Students who have completed SP604F but have not completed their 450 hours of practicum must enroll in this course until all practicum hours have been completed. The course may be repeated.

Doctor of Psychology (Psy.D.)

IN CLINICAL PSYCHOLOGY

Mission Statement

Phillips Graduate Institute's competency based Clinical Psychology Program is informed by a systems perspective that incorporates the cultural, social, legal/ethical, and historical contexts of professional psychology. Knowledge and application of diversity issues are central to the students' evolution as competent practitioners. The faculty demonstrates a commitment to student learning by emphasizing the integration of theoretical and empirical literature, clinical expertise, and clients' cultural and individual differences. Students' educational experiences are enhanced by selecting one of two areas of core concentration: Forensic or Multicultural/Diversity. The concentrations intensify the focus of training and professional development.

Program Goals

The program's mission statement is exemplified by two overarching goals that anchor all academic and training activities:

- The first program goal is that students should demonstrate the awareness, knowledge, and skills required to become ethical and competent practitioners with diverse clients in community-clinical settings.
- The second program goal is that students should be proficient critical thinkers and consumers of research as they evaluate and apply the professional literature to the variety of potential clients and systems that represent professional practice.

Educational Philosophy and Training Model

The Clinical Psychology Doctoral Program (CPDP) conceptualizes the practice of clinical psychology as a profession requiring an integrated set of competencies that are informed by the principles of scientific psychology. The program is committed to producing ethical professional psychologists with a lifelong interest in learning and working in diverse communities. Toward this end, there is

an emphasis on integrating academics and experiential learning in a confluent manner, accompanied by application and development of skills in structured clinical training environments. Therefore, this program is designed to synthesize theory, research, and supervised clinical experience. The curriculum reflects a multifaceted approach to learning that provides a foundation for sequential, increasingly complex clinical training, preparing students for progressively higher levels of professional functioning. The combined emphases on systems and issues of diversity distinguish the program and ensure that graduates are well prepared to work at multiple levels in an increasingly complex society.

The Practitioner Scholar model serves as the foundation of the doctoral program. Accordingly, the main purpose is to provide an educational and professional training program that fosters the development of clinical skills as these are informed by scholarly inquiry. This perspective emphasizes critical thinking, integration of the professional literature with professional activities, rigorous clinical conceptualization, and other skills related to evidence based practices. Such an approach rests on the psychologist's ability to be a scholarly consumer of research, to apply the scientific literature across a range of clinical activities, and to evaluate clinical applications and outcomes.

Areas of Concentration

In addition to the foundational courses and training in clinical psychology, the program offers core concentrations in Forensic and Multicultural/Diversity domains, as described below. Training in a core concentration 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. Focused education and training in a particular concentration provides a knowledge base and skill set that is not common in most doctoral-level professional psychology programs.

All students take the gateway courses

to both concentrations (Gender Roles course, Multicultural/Diversity Concentration; Legal Research course, Forensic Concentration) before selecting more advanced study in a core concentration. Core concentration courses provide 12 academic units that tie clinical psychology with either the Forensic or Multicultural/Diversity area, including advanced psychotherapy courses relevant to the concentration. Students declare an area of concentration no later than the end of the third year of enrollment. The doctoral project must reflect an original contribution to clinical psychology in the selected concentration. Furthermore, students are strongly encouraged to complete at least one clinical training rotation (practicum or internship) at a site that provides supervised clinical experience related to forensic or multicultural diversity issues in accordance with either of the selected concentrations.

MULTICULTURAL/DIVERSITY CONCENTRATION

This level of study prepares the student to work with the ever-evolving pluralistic society in which we live. The professional training involves a focus on more advanced development of multicultural and diversity related competencies. These competencies are integrated with other professional skills and applied to clinical and consulting activities. Courses in this concentration include specialized assessment techniques and community clinical interventions with traditionally under-served populations, gender and gender roles, interventions with people with disabilities, and consultation in diverse settings.

FORENSIC CONCENTRATION

Clinical psychologists with specialized training in forensic issues are well equipped to interface with legal systems. Coursework in this concentration 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 96 units of coursework (which includes a doctoral project) plus the full-time, pre-doctoral internship. The program is designed to be completed in five years. All coursework must be completed in residence. During the first year, all students are required to attend the Clinical Psychology Doctoral Program on a full-time basis. Students in the first two years of the program attend classes on Monday (p.m. only) and Tuesday (a.m. and p.m.). Students in the third and fourth years of the program attend classes on Thursday (p.m. only) and Friday (a.m. and p.m.).

After completing a year of full-time study in residence, a student with extenuating circumstances may petition to take classes on a part-time basis. Petitions for part-time study must be developed by the student in collaboration with her/his academic advisor and approved by the Department Chair. Approved modifications will be indicated on the student's Academic Plan and forwarded to the Office of the Registrar.

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), simultaneous with coursework.

Students entering the program with an earned master's degree in psychology may petition to have up to 24 of the 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, after they have accepted the admissions offer to enter the program. The following courses are not eligible for transfer requests: Psychopathology, Clinical Interviewing I-II, Professional Seminar I-II, Legal & Ethical Bases of Psychology, Diversity Laboratory I-II, Case Consultation courses, and PSY800 series courses.

Students entering the program without

a master's degree complete a non-terminal Master of Arts degree that does not lead to licensure. A master's degree is offered upon successful completion of the course load required in the first two years, at least one full rotation of practicum, and passing Comprehensive Examinations. This typically occurs at the end of the second year of the program.

PGI's innovative doctoral program offers students a challenging intellectual environment, providing exposure to appropriate professional role models and developing characteristics that are critical to professional functioning in an increasingly complex world. This is facilitated by the program's integrated focus on academics, supervised clinical experience, experiential learning, and personal development. Faculty members possess extensive clinical, research and teaching experience and are skilled in guiding students' attainment of clinical expertise. The Clinical Psychology Doctoral Program provides the academic preparation necessary for graduates to sit for required licensing examinations in the State of California.

Clinical Training Office

Doctoral students receive assistance with the procurement of clinical training placements (both practicum- and internship-level training) through the Clinical Training Office (CTO). The CTO provides students with information regarding various approved clinical training opportunities available to them. In addition, the CTO determines student readiness for application to practicum- and internship-level programs. Each student must obtain CTO approval of the sites to which they intend to apply prior to submitting applications. Once students are placed in approved training rotations, the CTO provides a liaison and quality assurance function to ensure that students' training needs are being met.

PRACTICUM-LEVEL TRAINING

Doctoral students must acquire clinical experience, known as doctoral practicum-level training, prior to their pre-doctoral internship. This practicum-level training requirement is met by completing a minimum of two separate

and approved practicum rotations. The duration of a complete practicum rotation is 9 to 12 months, depending on the training site. Trainees are involved in training at the practicum site for 12 to 15 hours per week. Students who successfully complete both of the minimum practicum rotations accrue approximately 1,200 hours of practicum-level supervised professional experience before advancing to the internship. For those seeking more competitive full-time internships, completion of a third practicum rotation is strongly recommended in order to increase their chances of procuring these internships.

INTERNSHIP-LEVEL TRAINING

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

Faculty Advisement

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

Program Entry Date

Students may enter the program only in Fall Semester, which is the beginning of the academic year. Applicants and students may call the Office of Admissions (818-386-5660) for dates and class schedules.

Admission Requirements

- Prerequisite coursework includes a minimum of 12 units of psychology that were completed in a regionally accredited college/university program with a letter grade of "B" or above. This coursework should cover at least four of these six content areas: Fundamentals of Psychology, Developmental Psychology, Abnormal Psychology, Statistics, Research, and Cognitive Psychology.
- The Clinical Psychology Doctoral Program is interested in candidates who will bring various strengths to the profession of psychology. Therefore, a holistic perspective is applied when evaluating applicants to the program. Candidates should have earned a bachelor's or master's degree from a regionally-accredited college or university, ideally with a minimum grade point average (GPA) of 3.0.

Note: Departmental approval of a "Grade Point Average Exemption Petition" may allow admission for applicants who do not meet the minimum GPA requirement.

- Demonstration of English proficiency may be required.
- Applicants must complete Phillips Graduate Institute's Admissions Application Packet, which includes the following:
 - Application form
 - Goals Statement/Essay
 - Three recommendations
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé/Statement of Experience
 - Application fee
 - Admissions interview with Clinical Psychology Doctoral Department Chair or his/her designee.
 - Applicants to the Clinical Psychology program are encouraged to submit a sample of their writing with their application materials.

Please refer to the Office of Student Services section of this catalog for details on admissions policies and procedures.

Doctoral Project

The Psy.D. doctoral project consists of 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/mentor. Students are expected to integrate sequential educational and training experiences (e.g., Integrated Research & Statistics I and II, Legal Research, and Program Evaluation) with their studies in the respective core concentration (either Multicultural/Diversity or Forensic). Doctoral projects can include program development, program evaluation, creation of an innovative clinical model of intervention, grant proposals, training manuals, the development of a clinically relevant theoretical model, etc. The goals of the Psy.D. project are to: 1) increase knowledge of a specific topic or area; 2) expand the application of knowledge; and 3) disseminate knowledge about a problem area or more effective service delivery methods to professionals and paraprofessionals in mental and related fields.

Students should select a doctoral project topic and request a Project Mentor in the Spring Semester of the third year. During the same semester, they are enrolled in the Psy.D. Project Preparation course. Students subsequently enroll in the Psy.D. Project I & II courses in the Fall and Spring Semesters of the fourth year. During that time, they collaborate with the Project Mentor and a Community Consultant in order to assure timely progress on the doctoral project. All projects are to be completed at the end of the three-semester course sequence (i.e., upon completion of the fourth year of the program). In the rare instance that a student does not complete his/her Psy.D. project in the designated time frame, he/she will enroll in one unit of Doctoral Project Extension PSY 800E during the subsequent semester. If a student does not complete the project by that semester's end, the student must re-enroll in PSY800A or PSY800B, depending on the status of the doctoral project. In order to be eligible for graduation, a student must obtain approval of the doctoral

project from the Project Mentor and Community Consultant, and submit the final version of the project to the PGI Library for binding.

Global Assessment and Review

The faculty conduct an annual individualized global assessment and review of every doctoral student at the end of each academic year. This review is intended to provide a comprehensive overview of each student's respective progress in the program. Students receive written feedback from the review, which they are instructed to discuss with their academic advisors. Areas covered include professional behavior and attributes, written skills, oral skills; socialization into the field of professional clinical psychology, and mastery of the program's core competencies.

Comprehensive Examinations (Comps)

All students are required to pass written and oral comprehensive examinations after completing the second year of the program. The exams require the ability to synthesize knowledge gained from coursework and practicum, including: ethical and legal issues, diversity considerations, assessment, diagnosis, case conceptualization, and predominant treatment issues. Students must pass these exams in order to be in good academic standing and qualify for the Masters Degree.

Clinical Competency Examination (CCE)

Doctoral students will be required to sit for the Clinical Competency Exam in the fall of the fourth 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. A distinctive feature of this exam is that there is a heightened emphasis on clinical interventions, including treatment planning and well reasoned application of theoretically based treatment modalities. Students must pass this exam in order to be in good academic standing and to demonstrate a higher level of integrated professional knowledge and skills.

Teaching Assistant (TA) Opportunities

To support student learning in the area of education and to prepare them for careers in academic environments, the program offers TA positions. These positions are competitive and are announced each semester. TAs typically assist instructors with courses such as statistics, psychodiagnostic assessment, legal research, doctoral project preparation, and a variety of other classes as needed. TAs are mentored by the respective course instructors and the Department Chair.

Doctor of Psychology in Clinical Psychology

96 units

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

CURRICULUM

Year One

Fall Semester 12 units

PSY 677	Psychopathology (3 units)
PSY 680A	Clinical Interviewing – I (2 units)
PSY 683A	Professional Seminar – I (1 unit)
PSY 690	Legal and Ethical Bases of Psychology (2 units)
PSY 714A	Diversity Laboratory – I (2 units)
PSY 695	Lifespan Development (2 units)

Year One

Spring Semester 12 units

PSY 675	Personality Theory (3 units)
PSY 680B	Clinical Interviewing- II (2 units)
PSY 683B	Professional Seminar – II (1 unit)
PSY 661	Systems Theory (2 units)
PSY 694	History and Systems (2 units)
PSY 714B	Diversity Laboratory – II (2 units)

Year Two

Fall Semester 13.5 units

PSY 685	Case Consultation I (2 units)
PSY 703A	Psychological Assessment-I (3 units)
PSY 704A	Assessment Laboratory (0.5 units)
PSY 705	Integrated Statistics and Research Methods I (2 units)
PSY 705L	Integrated Statistics and Research Methods Lab (0 units)
PSY 742	Psychodynamic Interventions (3 units)
PSY 692	Biological Psychology (3 units)

Year Two

Spring Semester 11.5 units

PSY 686	Case Consultation II (2 units)
PSY 703B	Psychological Assessment-II (3 units)
PSY 704B	Assessment Laboratory (0.5 unit)
PSY 741	Cognitive Behavioral Interventions (3 units)
PSY 746	Family and Couples Interventions (3 units)

Year Three

Fall Semester 13 units

PSY 687	Case Consultation III (2 units)
PSY 716	Integrated Statistics and Research Methods-II (2 units)
PSY 824	Gender Roles (2 units)
PSY 679	Measurement Theory and Test Construction (2 units)
PSY 691	Cognitive Affective Bases of Behavior (3 units)
PSY 743	Child and Adolescent Interventions (2 units)

Year Three

Spring Semester 13 units

PSY 688	Case Consultation IV (2 units)
PSY 717	Program Evaluation (2 units)
PSY 800P	Psy.D. Project Preparation (2 units)
PSY 842	Legal Research (2 units)

PSY 693	Social Bases of Behavior (3 units)
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PSY 681	Group Therapy (2 units)
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Year Four

Fall Semester 12 units

PSY 660	Human Sexuality (2 units)
PSY 800A	Psy.D. Project I (3 units)
PSY 880	Clinical Supervision (2 units)

Core Concentration Courses (5 units)

Year Four

Spring Semester 9 units

PSY 718	Psychopharmacology (2 units)
PSY 800B	Psy.D. Project II (2 units)
Core Concentration Courses (5 units)	

Year Five

Fall Semester 4 units

PSY 900A	Full-Time Internship (4 units)
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Year Five

Spring Semester 4 units

PSY 900B	Full-Time Internship (4 units)
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Program Compliance

The Phillips Graduate Institute's Doctor of Psychology in Clinical Psychology Program meets the academic requirements for licensure as a psychologist in the State of California. Students are encouraged to contact the Board of Psychology (BOP) for complete information regarding licensing requirements (www.psychboard.ca.gov). Most licensing requirements for the State of California are offered on site, through the Office of Continuing Education and Extension.

Academic Proficiency

PSY.D. PROGRAM

Any student receiving a grade of B- 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 with his or her academic advisor to discuss the impact of repeating a course on the academic plan and program completion. Both the original grade received in the course and the grade received upon retaking the course are included in the student's cumulative grade point average.

Requirements for Degree Completion:

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

The degree is posted three times yearly: on the last day of December, May, and August. The following requirements must be met prior to degree posting:

- Completion of 96 units of core courses with an overall GPA of 3.0 or higher;
- Successful completion of two full practicum training programs (minimum of 1,200 hours);
- Child Abuse, Spousal Abuse, Chemical Dependency, Aging/Long Term Care course hours as required for licensure as a psychologist in the State of California;
- Successful completion of eight units of pre-doctoral internship (minimum 1,500 hours);
- Verification of required hours in personal psychotherapy*;
- Successful completion of Comprehensive Examinations;
- Successful completion of Clinical Competency Examination (CCE);
- Successful completion of doctoral project, poster session, and related requirements;
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the date that a student expects to meet all graduation requirements;
- Payment in full of all financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all Library materials;
- Provision to the Library of a copy of the doctoral project, ready for binding; and
- Completion of an exit interview with the Financial Aid Department (Financial Aid recipients only).

*Psychotherapy Requirement: In order to become a competent clinical psychologist, an individual must be willing to engage in collaborative work on personal issues in a therapeutic relationship. This experience is in keeping with Phillips Graduate Institute's 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 Clinical Psychology Doctoral Program. The 45 hours should be completed with one therapist within one calendar year, and a letter of completion should be forwarded from the therapist to the department chair by the beginning of the third year in the program. 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 ethics code, students must select therapists that are external to the PGI community. Students are not expected to discuss information from the personal therapeutic experience as part of their coursework or clinical training. The cost of therapy is to be met by the student.

Course Descriptions

PSY660 HUMAN SEXUALITY

2 units

This course addresses the physiological, psychological, and sociocultural aspects of sexual development, sexual behavior and functioning, and sexual identity. Current diagnostic procedures and therapeutic approaches to the treatment of sexual disorders are reviewed and critically discussed.

PSY 661 SYSTEMS THEORY

2 units

This course provides an overview of systems theories and models in relation to families, groups, organizations, and social institutions. Didactic, experiential, and integrative approaches are used to illustrate key constructs and systemic dynamics. Students are required to understand and evaluate multiple levels of dynamics that operate in a given situation. Application of theory to clinical and community-clinical interventions is emphasized.

PSY675 PERSONALITY THEORY

3 units

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

PSY677 PSYCHOPATHOLOGY

3 units

This course provides an overview of individual psychopathology within the context of individual difference, family,

biological, cultural, and environmental factors. Students develop diagnostic skills through examination and application of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR). The course requires integrated consideration of the literature that addresses the theoretical and etiological underpinnings of various disorders.

PSY679 MEASUREMENT THEORY AND TEST CONSTRUCTION

2 units

This course addresses the theory and methods involved in measuring psychological processes. Measurement theory is applied to the construction of reliable and valid psychological tests and survey instruments. There is an integrated focus on ethnicity, culture, gender, and other diversity related factors that must be considered for valid test construction and interpretation of results.

PSY680A CLINICAL INTERVIEWING – I

2 units

This course introduces students to principles of communication and listening skills, to be addressed through the instructor's didactic presentations and classroom exercises. Students are oriented to the practice of clinical interviewing as this relates to developing a positive working relationship with future clients. An emphasis is placed on establishing boundaries, genuineness, rapport building, reflection, empathic responding, and understanding countertransference. Ethical principles and standards of professional behavior are a point of reference throughout the course.

PSY 680B CLINICAL INTERVIEWING – II

2 units

This course expands on the development of clinical interviewing skills by focusing on the integration of communication and listening skills. Students are oriented to the practice of psychotherapy within the context of ethics and professional standards (e.g., suicide assessment, mental status examination, and intake report writing, etc.) as well as the theoretical underpinnings of skill selection. Didactic presentations, demonstration of skills by the instructor, classroom

exercises, and continuous feedback to students are the primary teaching modalities.

PSY681 GROUP THERAPY

2 units

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

PSY683A PROFESSIONAL SEMINAR – I

1 unit

This seminar considers the history, context, and profession of psychology and serves to socialize the student into the profession. There is a focus on the roles and responsibilities of psychologists and how they are differentiated from other mental health professionals. Students craft a curriculum vitae (CV) and professional development plan by the end of the semester.

PSY683B PROFESSIONAL SEMINAR – II

1 unit

This seminar builds on the knowledge of professional roles and responsibilities that were addressed in Professional Seminar-I. The focus of this course includes professional writing in various contexts using APA format. The instructor will provide students with feedback on written assignments. Students will review and modify or expand upon their CV's and professional development plans.

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

2 units each

In order to be enrolled in these classes, students concurrently must be engaged in approved practicum-level training.

Students who opt to complete a psychodiagnostic testing practicum (clerkship) must enroll in a clerkship case consultation class, even if the student is completing a clerkship as a third practicum experience. Students receive consultation from the instructor and feedback from fellow students while discussing clinical, legal, ethical and professional issues pertaining to clients seen at practicum placements. In addition, students are helped to

develop skills for integrating various aspects of clinical work, including knowledge of diversity, rapport building, assessment and diagnosis, case conceptualization, goal setting, and interventions.

PSY690 LEGAL AND ETHICAL BASES OF PSYCHOLOGY

2 units

This first-semester course prepares students for practicum and internship work in the field by reviewing aspects of California and related laws, ethical principles, and professional practice issues relevant to the practice of psychology and psychotherapy. Discussion includes topics such as confidentiality and privilege, duty to warn, mandated reporting, a review of the American Psychological Association's (APA) ethical code of conduct, and policies established by the California Board of Psychology.

PSY691 COGNITIVE AFFECTIVE BASES OF BEHAVIOR

3 units

Basic principles and theories of cognitive and affective processes are examined, including the impact of cognition and affect on the individual and social systems, an overview of the brain, physiological mechanisms of emotion and emotional regulation. Attention, memory, learning, and motivation also will be addressed.

PSY692 BIOLOGICAL PSYCHOLOGY

3 units

This course covers anatomy and physiology, brain and neurological functioning, developmental disabilities, organically-based dysfunction, and chemical and hormonal regulation. The relevance of these biological processes is highlighted in relation to their impact on psychological functions.

PSY693 SOCIAL BASES OF BEHAVIOR

3 units

This course offers a comprehensive study of the traditional approaches to understanding the social aspects of human behavior. Topics include attitudes and attitude change, socialization, attribution theory, social influence theory, interpersonal attraction and small group interaction. There is an emphasis on addressing these processes from a holistic perspective that incorporates clinical issues.

PSY694 HISTORY AND SYSTEMS

2 units

The historical and philosophical precursors to modern psychology are considered in this graduate-level survey course. There is an emphasis on the development of major psychological schools of thought and theoretical models. These are examined within the context of the evolution of Western thought, cultural customs, and social institutions.

PSY695 LIFESPAN DEVELOPMENT

2 units

This course surveys the theories and research regarding lifespan development, learning, and personality formation, including the impact of social phenomena on human development. Developmental issues are addressed from the context of culture and other diversity-related variables. Clinical implications also are considered.

PSY703A PSYCHOLOGICAL ASSESSMENT-I: INTELLIGENCE TESTING

3 units

Prerequisites: PSY 675, PSY 677

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 to prepare them for such work in clinical settings. Issues related to the impact of race, gender, culture, and other aspects of diversity on intelligence testing are discussed.

PSY703B PSYCHOLOGICAL ASSESSMENT-II: MEASURES OF PERSONALITY

3 units

Prerequisite: PSY703A

This course focuses on objective (e.g. MMPI, Millon Inventory) and projective (e.g. Rorschach, projective drawings) assessment of personality. Students engage in psychological testing and report writing as essential elements of this course to prepare them for such work in clinical settings. Issues related to the impact of race, gender, culture, and other aspects of diversity on personality assessment are discussed.

PSY704A-B ASSESSMENT LAB**0.5 units each**

Prerequisite: Concurrent enrollment in PSY703A-B

This one-hour assessment laboratory gives students the opportunity to practice administering, scoring, interpreting and synthesizing material covered in class, with the support of a teaching assistant. The laboratory is taken in conjunction with the two semesters of psychological assessment (PSY 703A & B).

PSY705 INTEGRATED STATISTICS AND RESEARCH METHODS - I**2 units**

This course offers an overview of statistics and statistical procedures needed 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. The individual statistics presented are integrated with appropriate research questions and design.

PSY705L INTEGRATED STATISTICS AND RESEARCH METHODS-I LAB**0 units • CR/NCR**

This one-hour laboratory allows students to practice and apply statistical knowledge and skills with the support of a teaching assistant (TA).

PSY714A DIVERSITY LABORATORY-I**2 units**

This is the first part of a two-semester course sequence which provides an interactive laboratory experience in which to examine attitudes, behaviors, and beliefs about race, culture, gender, sexual orientation, socio-economic class, physical abilities, religion, aging, and other aspects of human differences. The main purpose of the course is to promote enhanced awareness of self in relation to those who are perceived as similar to and different from oneself. There is a focus on the development of effective communications skills in this process.

PSY714B DIVERSITY LABORATORY-II**2 units**

Prerequisite: PSY714A

This course expands upon the experiential opportunities provided

in Diversity Laboratory-I, with an emphasis on issues of oppression and privilege. Students' knowledge base is augmented by theory and research related to clinical work with persons from diverse backgrounds.

PSY716 INTEGRATED STATISTICS AND RESEARCH METHODS-II --**2 units**

Prerequisite: PSY705

This course focuses on conceptual and methodological issues and techniques that have been shown to have specific usefulness in psychological research. Topics include hypothesis development, use of human participants in research, reliability and validity of measures, observational methods, as well as survey, quasi-experimental, and experimental designs. The Practitioner Scholar model provides a context for emphasizing applied research methodologies with direct implications for professional practice.

PSY717 PROGRAM EVALUATION**2 units**

Prerequisites: PSY705 and PSY716

This course explores the research methods related to program evaluation, including qualitative and quantitative research designs. This is fundamental to students' preparation for the doctoral project and the development of skills required to evaluate community-clinical and other programs.

PSY718 PSYCHOPHARMACOLOGY**2 units**

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

PSY741 COGNITIVE BEHAVIORAL INTERVENTIONS**3 units**

Prerequisite: PSY 691 and PSY692

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, rehearsed and practiced.

PSY742 PSYCHODYNAMIC INTERVENTIONS**3 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 psychodynamic interventions and longer-term treatment of persons with a variety of disorders. The assignments are applied in nature, including but not limited to case conceptualization and treatment planning.

PSY743 CHILD AND ADOLESCENT INTERVENTIONS**2 units**

Prerequisite: PSY695

This course is designed to provide an overview of contemporary approaches to treating children and adolescents. Clinical interventions are considered within the context of developmental, familial, societal, and cultural factors. Assignments involve clinical application of course material.

PSY 746 FAMILY AND COUPLES INTERVENTIONS**3 units**

This course focuses on treatment models and techniques that apply to family constellations and intimate partnerships. Systems theories and other approaches are examined in relation to their application across a range of clinical scenarios. Case examples and relevant treatment options are discussed within the context of culture and other diversity related factors (e.g., sexual orientation, spiritual beliefs, socioeconomic status, age, etc.). As such, a variety of family constellations and intimate partnerships are illustrated in case material, requiring critical analysis and application of appropriate interventions.

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 to three units based on recommendation by the faculty.

PSY800A-B PSY.D. PROJECT-I & II
3 units Fall;

2 units Spring

Prerequisites: Passing of Comprehensive Exams and PSY679, PSY705, PSY705L, PSY716, PSY717, PSY800P, and PSY842

This two-semester course sequence assists each student with the development and completion of a literature review and proposal (Fall Semester) that becomes the basis of the independent doctoral project, including the final product (Spring Semester). Acceptable projects include methodologies that reflect one of the following products: program development, program evaluation, case studies, empirical research projects, scientifically based manuals on special topics, and the development of original theoretical or treatment models.

PSY800P PSY.D. PROJECT PREPARATION

2 units

Prerequisites: PSY679, PSY705, PSY705L, PSY716, and concurrent enrollment in PSY717 and PSY842

This course represents the culmination of the research sequence and is the prerequisite for PSY800A and PSY800B. The class is conducted as a graduate seminar, with the focus on engaged discussion of material from didactic presentations. A preliminary chapter of the doctoral project is developed, based on analysis and synthesis of the theoretical and research literature, providing a rationale to support the proposed project. This course will lay the foundation for the remaining chapters of the doctoral project.

PSY816 Independent Study

1-2 units • CR/NCR

In this course students conduct supervised individual research. Approval by the Department Chair and advisor is required prior to enrollment.

PSY880 CLINICAL SUPERVISION

2 units

Prerequisites: PSY685, PSY686, PSY687, and PSY688

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

Furthermore, the course incorporates a continuous examination of sociocultural factors and systems that affect the supervisory triad. A didactic approach will be augmented by application of knowledge vis-à-vis role-playing, experiential exercises, and feedback.

Predocutorial Internship Options

There are two options for meeting this requirement: (a) successful completion of PSY900A-B during the fifth year of the program, or (b) successful completion of PSY901A-D during the fourth and fifth years of the program.

PSY900A-B FULL-TIME INTERNSHIP
4 units each • CR/NCR

Students are required to complete an internship as part of their academic program. The full-time option consists of an internship that is a full-time, 40-hour per week clinical training experience during the fifth year of the program. Students complete a minimum of 1,500 hours of supervised clinical experience during this 12-month period. Internships must meet one of the following criteria: be accredited by the American Psychological Association (APA); be a member of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC); or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

PSY901A-D PART-TIME INTERNSHIP
2 units each • CR/NCR

Students are required to complete an internship as part of their academic program. The part-time option consists of an internship that requires 20 hours per week of supervised clinical experience. This is distributed over the fourth and fifth years of the academic program, concurrent with coursework. A minimum of 750 hours of supervised clinical training must be completed each year. Internships must meet one of the following criteria: be accredited by the American Psychological Association (APA); be a member of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC); or meet membership

criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

Gateway Core Concentration Courses

PSY824 GENDER ROLES

2 units

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

PSY842 LEGAL RESEARCH

2 units

Prerequisite: PSY690.

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.

Diversity Courses

PSY820 INTEGRATING DIVERSITY IN PSYCHOLOGICAL ASSESSMENT

3 units

Prerequisites: PSY703A-B

This course focuses on assessing adults' and children's intellectual, personality and psychological functioning within contexts of diversity (ethnicity, language fluency, gender, sexual orientation, spiritual beliefs, socioeconomic status, abilities/disabilities, age, etc.). Critical analysis and appropriate application of traditional assessment instruments are emphasized, in combination with assessment methods that are designed

for specific cultural groups. The literature on multicultural assessment guides the process of interpreting test results and relevant data in relation to the dimensions of diversity that are pertinent to a given case.

PSY821 DIVERSITY-RELATED INTERVENTION COMPETENCIES

2 units

This course builds on students' basic clinical skills by emphasizing competencies that are essential for working with clients from diverse populations (ethnicity, language fluency, gender, sexual orientation, socio-economic status, spiritual beliefs, abilities-disabilities, age, etc.). The course assists students in developing guidelines for providing ethical and effective care to diverse clients. There is a dual focus: culturally appropriate applications of mainstream interventions, and interventions that 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 is integrated with the psychological literature to inform multifaceted case conceptualization and affirmative intervention strategies. Didactic and interactive, experiential approaches are used to provide information about specific content areas and to facilitate students' evolving self-awareness, knowledge, and skills.

PSY825 COUNSELING PEOPLE WITH DISABILITIES

1 unit

This course supports the development of 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 sociocultural realities, including the psychological implications of ongoing prejudice and discrimination, are integrated throughout the course.

PSY826 CONSULTATION IN DIVERSE SETTINGS

2 units

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

Forensic Courses

PSY841 INTRODUCTION TO FORENSIC PSYCHOLOGY AND CONSULTATION IN FORENSIC SETTINGS

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. Instruction on the role of the clinical psychologist as a consultant to forensic settings is included.

PSY843 FORENSIC ASSESSMENT

3 units

Prerequisites: Completion of or concurrent enrollment in PSY703A, PSY703B, PSY677, and PSY842

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.

PSY844 PSYCHOLOGY AND FAMILY LAW

2 units

Prerequisites: PSY677, PSY703A, PSY703B, and PSY842

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. Therapeutic interventions for individuals and families involved in the legal system are also addressed.

PSY845 DEPOSITIONS AND COURT TESTIMONY

1 unit

Prerequisites: PSY690 and PSY842

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.

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. A developmental approach is taken and compared with a DSM approach to children with differing developmental trajectories. The issues and implications of trying juvenile offenders as adults are addressed.

Electives

PSY657 APA WRITING

1 unit

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

PSY745 ANXIETY DISORDERS: EMPIRICALLY SUPPORTED INTERVENTIONS

1 unit

Prerequisite: PSY741.

This course offers a more advanced approach to using empirically supported interventions in the treatment of anxiety disorders.

Extended Coursework

PSY696 CASE CONSULTATION EXTENSION

2 units CR/NCR

The course provides additional training to students for whom one of the following may apply: (a) students completing a third, optional practicum that is psychodiagnostic (i.e., clerkship); (b) students who successfully complete coursework in the Case Consultation I-IV series, but do not successfully complete a concurrent practicum; or (c) students who have been mandated by the CPDP program to complete a third practicum. This course may be repeated for credit.

PSY800E DOCTORAL PROJECT COMPLETION EXTENSION

1 unit CR/NCR

Prerequisite: PSY 800B (with a letter grade of B or better)

This course is designed for students who do not complete the doctoral project during the Doctoral Project Sequence (PSY800P, PSY800A and PSY800B). This is individually tailored to ensure the prompt completion of the student's doctoral project by providing faculty support and mentorship. The course may be repeated for up to two units of credit. If the doctoral project is not completed in that time frame, the student must re-enroll in PSY800A or PSY800B until the doctoral project is completed.

PSY900E FULL-TIME INTERNSHIP EXTENSION

0 units CR/NCR

Mandatory for students whose internship extends across terms.

PSY901E PART-TIME INTERNSHIP EXTENSION

0 units CR/NCR

Mandatory for students whose internship extends across terms.

Doctor of Psychology (Psy.D.)

IN ORGANIZATIONAL CONSULTING

Mission Statement

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

The Program's Goals

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

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

- Network and learn with fellow students representing a variety of industries, functions, and organizations, and whose diverse experiences contribute to an atmosphere of vibrant information exchange.

Educational Philosophy and Training Model

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

The Organizational Consulting Program is designed around four distinct competency areas, or "domains." Through these domains, students gain knowledge, skills, and an appreciation for diverse values and attitudes: Domain A, Self Assessment and Development, consists of personal values and ethics, self-assessment and management, professional development and life-long learning, applied professional ethics, and individual and professional accountability; Domain B, Knowledge-Based Fundamentals, includes organizational behavior-science and applications, business pragmatics (corporate, nonprofit structure/processes/products),

and legal issues and organizational responsibility; Domain C, Mediating/ Process Competencies, consists of communication, critical thinking, systems thinking, and strategic thinking; and Domain D, Operational Competencies, includes multilevel organizational appraisal and assessment, multilevel organizational intervention, multilevel program evaluation, and collaborative/team-oriented behavior.

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

The Program's Structure

Coursework is taken for eight semesters over a two-and-a-half-year period. Classes are held on Saturdays from 8:00 a.m. to 5:00 p.m., with occasional Wednesday evening classes from 6:00 p.m. to 9:00 p.m.

Field Studies

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

the tools needed to build a successful consulting practice, including Organizational Assessment and Career Development.

Students can secure their Field Studies site in one of three ways: (a) identify a site on their own; (b) request/receive assistance from program faculty; or (c) an organization approaches the Organizational Consulting program faculty to request help with organizational issues.

Faculty Advisement

Students will be assigned an academic advisor the first semester of enrollment at Phillips Graduate Institute. Students are required to meet with their advisor early in each semester until completion of their degree. The faculty values and welcomes open communication with students.

Entry Options

Students enter the program in the Fall semester.

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

Admission Requirements

- Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate or graduate level;
- 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 allow admission for applicants who do not meet the minimum GPA requirement;

- Demonstration of English proficiency may be required;
- Completion of Phillips Graduate Institute Admissions Application Packet, which includes:
 - Application form
 - Goals Statement/Essay
 - Three recommendations
 - Undergraduate and graduate (if applicable) transcripts
 - Résumé/Statement of Experience
 - Application fee; and

- Admissions interview with Organizational Consulting Department Chair or his/her designee.
- To demonstrate writing proficiency, a writing 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.

Please refer to the Office of Student Services section for details on admissions policies and procedures.

Doctor of Psychology in Organizational Consulting

96 units

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

CURRICULUM

First Semester—Fall: (12 units)

- | | |
|-------|---|
| OC807 | Survey of Psychological Theories (4 units) |
| OC809 | The Practice and Profession of Consulting (4 units) |
| OC818 | Research Methods (4 units) |

Second Semester—Spring: (12 units)

- | | |
|-------|---|
| OC805 | Communication in Business (4 units) |
| OC806 | Organizational Theory (4 units) |
| OC845 | Foundations of Business: Structures and Processes (4 units) |

Third Semester—Summer: (12 units)

- | | |
|-------|--|
| OC739 | Applied Research Methods (4 units) |
| OC830 | Self-directed: Practicum in Consultation A: Design and Conduct of Organizational Assessments (4 units) |

- | | |
|-------|---|
| OC848 | Self-directed: Practicum in Consultation B: Process Intervention and Consultation (4 units) |
|-------|---|

Fourth Semester—Fall: (12 units)

- | | |
|-------|--|
| OC812 | Legal and Ethical Decision Making in Organizations (4 units) |
| OC815 | Organizational Behavior (4 units) |
| OC904 | Strategic Planning (4 units) |

Fifth Semester—Spring: (12 units)

- | | |
|-------|--|
| OC824 | Diversity Issues in Organizations (4 units) |
| OC916 | Organizational Leadership (4 units) |
| OC924 | Personnel and Human Resources Management (4 units) |

Sixth Semester—Summer: (12 units)

- | | |
|-------|-------------------------------------|
| OC920 | Executive Coaching (4 units) |
| OC928 | Field-Based Consultancy A (4 units) |
| OC940 | Field-Based Consultancy B (4 units) |

Seventh Semester—Fall: (12 units)

- | | |
|-------|--|
| OC833 | Organizational Teamwork and Conflict Management (4 units) |
| OC932 | Cultural Intelligence: Consultation Skills for Global Business (4 units) |
| OC936 | Portfolio /Dissertation Project A (4 units) |

Eighth Semester—Spring: (12 units)

- | | |
|-------|--|
| OC842 | Training and Development in Organizations (4 units) |
| OC908 | Leading and Managing Organizational Change (4 units) |
| OC937 | Portfolio /Dissertation Project B (4 units) |

Academic Proficiency

PSY.D. PROGRAMS

Any student receiving a grade of B- or below in a course must retake the course, demonstrating sufficient mastery of the course content. *Retaking a course may delay program completion and graduation.* The student must meet with 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.

Requirements for Degree Completion:

DOCTOR OF PSYCHOLOGY IN ORGANIZATIONAL CONSULTING

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

- Completion of all 96 units of core courses with an overall GPA of 3.0 or higher;
- Successful completion and defense of portfolio or dissertation project to project committee;
- "Intent to Graduate" form on file with the Office of the Registrar one semester prior to the date when a student expects to meet all graduation requirements;
- Payment in full of all financial obligations to Phillips Graduate Institute;
- Return of all Library materials; and
- Completion of an exit interview with the Financial Aid Department (Financial Aid recipients only).

Course Descriptions

OC739 APPLIED RESEARCH METHODS 4 units

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

OC805 COMMUNICATION IN BUSINESS 4 units

This course covers two areas of communication in the Organization: Interpersonal Communication and Internal Organizational Communication. Communication models, the process they define, and

observation skills, will be reviewed and practiced. Interpersonal Communication Module includes listening, perception, nonverbal communication, criticism and feedback; communicating with people possessing different styles of communication, different cultural backgrounds, different genders, etc. Dyad and group communication, conflict resolution, and power in communication exchanges will be discussed. Organizational Communication Module includes the purpose of internal organizational communication, communication functions and flow, power and hidden agendas, establishing a communication system within an organization and communication assessments. Organizational publications (paper- and web-based) will be detailed. Team meetings and large events will be briefly surveyed.

OC806 ORGANIZATIONAL THEORY 4 units

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

OC807 SURVEY OF PSYCHOLOGICAL THEORIES 4 units

Organizational consultants continually apply the principles of human behavior to individuals and groups. This course provides students with a foundation of the history of the field and practice of psychology. Students will learn about the systems of psychology that have been used to explain and predict individual and group behavior, including learning, cognitive development and personality.

OC809 THE PRACTICE AND PROFESSION OF CONSULTING 4 units

This process-oriented course for

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

OC812 LEGAL ISSUES AND ETHICAL DECISION-MAKING IN ORGANIZATIONS 4 units

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

OC815 ORGANIZATIONAL BEHAVIOR 4 units

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

OC818 RESEARCH METHODS 4 units

Students are guided in the investigation and application of qualitative and quantitative research

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

OC824 DIVERSITY ISSUES IN ORGANIZATIONS
4 units

Interpersonal and strategic issues of diversity in the workplace. Students explore definitions of diversity, the structure and dynamics of diversity in organizations and their organizational behavior implications. The course uses multiple levels of analysis to explore theory, research and strategies for managing and leveraging differences and creating inclusion in today's multicultural society.

OC830 PRACTICUM IN CONSULTATION A: DESIGN AND CONDUCT FOR ORGANIZATIONAL ASSESSMENTS
4 units CR/NCR

The Practicum courses provide opportunities for students to develop skills related to values and ethics, self-assessment and management, individual and professional accountability, communications, and collaborative/team-oriented behavior. Students work under the guidance of an assigned faculty advisor or on-site consultant to develop consulting skills by gathering relevant data, and by integrating and applying knowledge and skills learned in courses. This is a two-semester experience that consists of direct contact with an active organizational consultant. Students will study various components of organizational assessment and problem-solving including problem identification, analysis of causes, analysis of possible solutions and action planning.

OC833 ORGANIZATIONAL TEAMWORK AND CONFLICT MANAGEMENT
4 units

This course focuses on the elements of Organizational Teamwork. The course details processes used to establish and sustain a team-based organization. The elements of team dynamics are examined, including content versus process, communication patterns, participation and team relationships, influence bases and leadership, team development, conflict and conflict resolution, team communication functions, and decision-making. Students study and practice observation, facilitation for meeting effectiveness, team training and leadership skills. Team Assessments are analyzed and practiced.

OC842 TRAINING AND DEVELOPMENT IN ORGANIZATIONS
4 units

This course examines training in the work place, through the presentation and application of theories of adult learning. Training techniques are presented and students will practice presentation and training. Course topics include the process for assessing training needs, training delivery methods (such as on-line, web-based, classroom, on the job, etc.), developing materials, preparing the organization to receive training, delivery of the class, and short and long term evaluation. Also covered are types of training (required by law, certifications, continuing education, employee development, leadership development, etc.).

OC845 FOUNDATIONS OF BUSINESS: STRUCTURES AND PROCESSES
4 units

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

plan; and assessing how background, personality and business experience relate to entrepreneurial success.

OC848 PRACTICUM IN CONSULTATION B: PROCESS INTERVENTION AND CONSULTATION 4 units CR/NCR

This course is a continuation of OC830.

OC904 STRATEGIC PLANNING
4 units

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

OC908 LEADING AND MANAGING ORGANIZATIONAL CHANGE
4 units

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

OC916 ORGANIZATIONAL LEADERSHIP
4 units

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

OC920 EXECUTIVE COACHING
4 units

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

OC924 HUMAN RESOURCES MANAGEMENT**4 units**

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

OC928 FIELD-BASED CONSULTANCY A
4 units CR/NCR

This course is the culminating field-based experience and requires independent work by the students. The two-semester course involves direct experience with an approved client organization. Students will be directly responsible for circumscribed independent projects of specified portions of larger organizational client projects. The consultancy will involve the creation of a multilevel organizational appraisal and assessment; and articulation and documentation of a sequence of processes and procedures for an intervention. The nature and scope of all major tasks are described in a consultancy contract developed by the student, field-based supervisor and the program's field-training coordinator.

OC932 CULTURAL INTELLIGENCE: CONSULTATION SKILLS FOR GLOBAL BUSINESS**4 units**

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

OC936/OC 937 PORTFOLIO/ DISSERTATION PROJECT A & B
4 units each

Students are required to complete either a portfolio project or a dissertation project. The Psy.D. Portfolio project is a professional work conducted independently by the student and under the supervision of a faculty member and a Portfolio Consultant. The purpose of the portfolio is to demonstrate the student's doctoral level ability to work as a consultant. In order to demonstrate his or her ability, the student will conduct a synthesis and analysis of the issues encountered by business managers or consultants that were examined during his/her course of study at PGI. The Psy.D. Portfolio must have relevance for the field of Organizational Consulting.

The goals of the portfolio project are to: 1) articulate the student's gain in knowledge; 2) extend the application of knowledge as a consultant; 3) enhance professional consultation skills; 4) demonstrate academic and professional competence; 5) present a body of work that details the student's ability to work as a consultant on the doctoral level. In addition, the student will be able to demonstrate their ability to independently research and synthesize scholarly work. Portfolio content will be grounded in scholarly theories and studies.

The Psy.D. Dissertation Project is a scholarly work conducted independently by the student and under the supervision of a faculty member and a Dissertation Project

Consultant. The dissertation project is aimed at demonstrating the student's ability to design and conduct research by using the research literature and scientific method to gain knowledge and/or solve applied problems in organizational consulting. The issues students study will be similar to those encountered by business managers or consultants. The Psy.D. Dissertation must have relevance for the field of Organizational Consulting.

The goals of the dissertation project are to: 1) increase knowledge; 2) extend the application of knowledge; 3) enhance professional and analytic skills; 4) demonstrate academic and professional competence; 5) examine business issues and create or recommend solutions. In addition, the student will be able to demonstrate their ability to conduct independent scholarly work. Dissertation projects require demonstration of an in-depth understanding of an issue faced by an organization or aspect of business theory or practice. All dissertation projects will include a comprehensive literature review.

OC940 FIELD-BASED CONSULTANCY B
4 units CR/NCR

This course is a continuation of OC928.

OC950 PORTFOLIO PRESENTATION/ DISSERTATION PROJECT EXTENSION
1 unit CR/NCR

This course is a continuation of OC937.

Office of Student Services

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

Campus Visitation

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

Admissions counselors are available to answer questions and assist candidates through their research of graduate studies and application to Phillips. Regular business hours are 9:00 a.m. to 6:00 p.m. Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday. Call (818) 386-5660 or e-mail info@pgi.edu for additional information or assistance.

Prerequisite Requirements

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

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

- Master of Arts in Psychology with an emphasis in Marriage and Family Therapy;
- Master of Arts in School Counseling;

- Master of Arts in School Psychology; and

- Doctor of Psychology in Organizational Consulting

The following programs have specific coursework requirements:

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

Prerequisite coursework must include a minimum of 12 units of psychology with specific coursework in developmental psychology and abnormal psychology. In addition, applicants to this program must have a minimum of 18 units of studio art (as required by AATA and ATCB), and submit a portfolio of 10 examples of the applicant's art work to be reviewed as part of the interview process.

Applicants interested in the concentration option apply under the MFT department admissions guidelines. The Goals Statement/Essay for these applicants must clearly demonstrate their interest in art therapy. They should also be prepared to demonstrate this interest as part of the interview process. Concentration students are not eligible to apply for the ATR.

- Doctor of Psychology in Clinical Psychology.

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

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

Grade Point Average Requirements

Academic integrity and achievement are important at Phillips Graduate Institute. Therefore, there are minimum grade point average (GPA) requirements for regular admission standing into all programs. A student must have a minimum 3.0 cumulative grade point average (on a 4.0 scale) for his/her bachelor's degree or master's degree, if applicable. Applicants who do not meet the minimum 3.0 GPA requirement must submit a "Grade Point Exemption Petition" to be considered for admission. Such applicants may be admitted based on the evaluation of the "Grade Point Average Exemption Petition" by the academic program to which they are applying (see page 52).

Application Deadlines

MASTER'S PROGRAMS

Fall 2009 Semester

Priority Application Deadline
April 16, 2009

Classes Begin August 26, 2009

Spring 2010 Semester

Priority Application Deadline
November 15, 2009

Classes Begin January 11, 2010

Summer 2010 Semester

Priority Application Deadline
April 16, 2010

Classes Begin May 10, 2010

DOCTORAL PROGRAMS

Fall 2009 Semester

Priority Application Deadline
January 29, 2009

Classes Begin August 24, 2009

Fall 2010 Semester

Priority Application Deadline
January 29, 2010

Classes Begin August 23, 2010

Applications are accepted on a "rolling" basis, which means the Admissions Committee will review eligible candidate files until there are no openings left in the entering class. We strongly encourage all applicants to submit their materials by the Priority Application date so they can be considered for admission for the semester in which they wish to start. Please note that not all programs start each semester.

Application Process

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

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

- Application form;
- Goals Statement/Essay;
- Three letters of recommendation;
- Official copies of all college transcripts;
- Résumé/Statement of Experience; and
- Payment of application fee.

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

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

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

Application Form

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

Application Fee

The application fee is non-refundable. The Office of Admissions must receive your fee in order for your application to be considered. Applicants may submit a check or money order payable to Phillips Graduate Institute or provide credit card information in the appropriate space on the application form.

An "Application Fee Deferral" may be granted to students with financial need. If a fee deferral is being requested, the applicant must submit a written request explaining his/her financial circumstances. The fee deferral request must be received with the application

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

Goals

STATEMENT/ESSAY

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

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

- The Challenge to Grow and Develop

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

- Collaborative Involvement

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

- Integrity

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

- Creativity

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

- Appreciation for Diversity

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

- Contribution to Positive Social Change

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

Describe which of the values you feel best defines you or means the most to you. Share with us an experience in which you displayed (or did not

measure up to) this value and tell us what you learned about yourself. For additional information on the core values of Phillips Graduate Institute, please see the inside cover of this catalog.

B. Current personal, intellectual, and professional interests:

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

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

Applicants to the Master of Arts in Psychology with an emphasis in Marriage and Family Therapy/Art Therapy program must include Art Therapy goals in their Goals Statement/Essay.

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

Résumé/Statement of Experience

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

Letters of Recommendation

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

Applicants should not select family members or friends to provide recommendations. These will not be accepted.

Recommenders should be able to speak to an applicant's ability to be academically and professionally successful in his/her chosen field of study and as a graduate-level student.

Where possible, it is preferred that recommendations come from three different sources in the applicant's life. Applicants who have not attended school for several years should submit recommendations from persons who are familiar with them on any level of professional involvement, e.g. volunteer work, mentor, or other professional relationship.

Applicants are encouraged to request letters of recommendation as soon as they intend to apply for admission.

Failure to receive recommendations is the most common reason application decisions are delayed.

Transcripts

Applicants are required to submit transcripts from all colleges/universities attended, foreign and domestic.

Transcripts for all undergraduate and graduate work, including part-time and summer sessions, are required. A transcript must be submitted from each institution attended even if transfer units appear on another document. If courses were completed with pass/fail grades, the applicant should request that the Office of the Registrar attach any narrative evaluations explaining the grading system requirements.

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

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

Grade Point Average Exemption Petition

If an applicant's Grade Point Average (GPA) falls below 3.0, the applicant is required to petition for a Grade

Point Average Exemption with his/her application. The applicant must submit a one-to-two page, double-spaced, typed statement explaining past, special, or personal circumstances that contributed to a GPA below 3.0. This statement should also explain why the applicant feels that he/she would be able to successfully participate in a graduate academic program. This statement is in addition to the goals statement essay.

English Proficiency

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

Test Scores

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

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

Applicants for these degree or credential programs are required to have taken and passed the California Basic Education Skills Test (CBEST) by the end of their first semester in the program. Passing the CBEST is a mandated State of California requirement in order to receive the Pupil Personnel Services (PPS) Credential. Students are strongly encouraged to take the CBEST prior to enrollment.

In some cases, submission of the Test of English as a Foreign Language (TOEFL) scores may be required as part of evaluation of English proficiency for applicants whose native language is not English.

International Students

Phillips Graduate Institute values student diversity and welcomes applications from all qualified international candidates. An I-20 certification is available for full-time students attending Phillips. All international students must meet the

following admissions requirements:

1. Academic degrees and coursework from foreign universities and institutions must be equivalent to degrees earned and coursework completed in the United States. Official translations of all course descriptions and official transcripts must be submitted with the other application materials. Phillips Graduate Institute accepts foreign academic degree evaluations from specific agencies only: American Education Research Corporation (AERC), World Education Services (WES), and International Education Research Foundation (IERF). Applications for evaluation services may be obtained through the Office of Student Services. 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 must be submitted before Phillips Graduate Institute will issue an "I-20 Certification of Eligibility." The Bureau of Citizenship and Immigration Services requires that a student who is not a United States citizen or permanent resident verify the ability to pay for expenses during his/her stay in the United States by submission of this form. The Office of Admissions will furnish the form to applicants upon request.

4. Return "Official Bank Verification of Funds" for one academic year (nine-month period). Verification must be dated within three 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) 386-5636 prior to the Priority Application Deadline along with a credit card number for application fees. Original documents are required to complete the application process, and applicants are encouraged to express mail these documents directly to Phillips. An Offer of Admission with Regular Standing cannot be made without original documentation. If available, please submit an e-mail address to facilitate communication with the Office of Admissions.

6. Copy of Passport, Visa and I-94.
7. Copy of previous I-20 (if applicable).
8. "Student Transfer Release" form (applicable to transfer students only).

Review Process and Admissions Interviews

Completed applications are reviewed by the Director of Admissions then forwarded to the appropriate Program Chair for final review. Selected applicants for admission are required to interview with the respective Department Chair or faculty. The final admission decision is made after the results of the interview are reviewed.

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

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

Notification of Admissions Decisions

For most programs, 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.

All applicants to the Clinical Psychology Doctoral Program will be notified of their admission status beginning the first week of April, in compliance with APA guidelines.

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 denied admission. The reasons for the Institute's decision to deny admission are not shared with the applicant.

Notice of Official Admission Offer

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

Notice of Right to Revoke Offer

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

Notice of Reapplication

All previous applicants are required to submit a new application form, fee and essay. All other required documentation may be retained on file by the Office of Admissions for up to one year from the original date of submission. Please contact the Office of Admissions to determine if any documents you have submitted previously are still on file. Note that regardless of what is on file, you must submit new transcripts for any subsequent coursework taken.

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

Admission Standings

Admission may be granted to applicants through one of two standings. Regular Admission Standing is extended to students that meet all admissions requirements. Conditional Admission Standing is granted to students pending receipt and evaluation of official

documentation that may have been delayed. Conditional admission may be extended to students with unofficial copies of documentation pending receipt of official copies.

REGULAR ADMISSION STANDING

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

Possess an earned bachelor's degree from a regionally-accredited college or university;

Have a cumulative undergraduate (or graduate, where applicable) grade point average of 3.0 or higher on a 4.0 scale or a "Grade Point Average Exemption Petition" must be submitted and approved by the Admissions Committee;

Meet all program-specific course requirements or have a plan for completion of such coursework approved by the Department Chair prior to admission; and

Submit a completed application, including the application fee and all required documentation along with successfully completing the interview process.

CONDITIONAL ADMISSION STANDING

An applicant may be granted Conditional Admission Standing pending receipt and evaluation of all official documentation.

Conditional Admission Standing must be cleared within eight weeks of the conditional acceptance date in order to remain enrolled in the program.

Academic credit will not be granted to any applicant who is removed from the program for failure to clear Conditional Admission Standing prior to the deadline.

Additionally, the application fee(s) and tuition deposit are non-refundable. All conditionally-admitted students should be in regular contact with the Office of Student Services regarding outstanding documentation.

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

Acceptance of Admission Offer/Intent-to-Enroll Form

As part of the offer of admission, an applicant will receive an "Intent-to-Enroll" form. This form must be completed and submitted with a tuition deposit (see next page) 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 acceptance letter. Spaces are reserved based on the receipt dates of "Intent-to-Enroll" forms. Failure to return this form in a timely fashion or failure to return a form that is complete or missing the tuition deposit, may result in the applicant not being seated until a future semester due to space limitations.

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

Tuition Deposit

A non-refundable tuition deposit is due upon notification of acceptance into all programs at Phillips Graduate Institute. This deposit reserves a student's space in the program and is applied to tuition at registration. A student who defers his/her enrollment to a future class start date within one academic term will have his/her tuition deposit applied to hold his/her future class space. In the event the student does not begin at the deferred date or the deferment period is greater than one academic term, the deposit is non-refundable. Tuition deposits may be paid by check, money order or credit card.

Deferred Enrollment

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

the Office of Admissions that the deferment has been approved.

Post-Acceptance Application

Once a student has been accepted into one area of study at Phillips and chooses to apply to a different area of study, a Program Modification form must be completed and submitted to the Office of Admissions. (Please see program-specific admissions requirements and procedures—acceptance into one program at Phillips Graduate Institute does not ensure acceptance into all programs. Admissions standards may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met in order to be admitted.) Applicants will be required to submit another essay explaining interest in the field and their reasons for wishing to change their program. The Admissions Committee will review each student's admissions application and documentation and an additional interview may be required. The student will be notified by mail of his/her acceptance status into the new program.

Post-Acceptance Application to Additional Areas of Study

Students often begin in one area of study and choose to expand their training by pursuing a specialization in a specific area of study. An example would be an MFT student adding the PPS credential program courses to his/her program. Once a student has been accepted into one area of study at Phillips and chooses to add an additional area of study, a Program Modification form must be completed and approved by his/her Department Chair and the Department Chair of the additional area of study. The approved form is then submitted to the Office of the Registrar. (Please see program-specific admissions requirements and procedures—acceptance into one program at Phillips Graduate Institute does not ensure acceptance into all programs. Admissions standards may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met in order to be admitted.)

Request for Transfer of Credit

The maximum number of units a degree-seeking student may transfer in at the master's level is nine units. The maximum number of units a School Counseling Pupil Personnel Services (PPS) Credential-only-seeking student* may transfer in is 16 units. The maximum number of units a School Psychology Pupil Personnel Services (PPS) Credential-only-seeking student* may transfer in is 20 units. The maximum number of units a doctoral-level student may transfer in is 24 units.

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

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

The following course is eligible for transfer into the Marriage and Family Therapy/ Art Therapy program: PSY561.

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

If an applicant is requesting credit for coursework completed at another college or university, the applicant must submit the "Transfer of Credit Request" form along with transcripts and course descriptions for the coursework for which they are requesting credit. Applicants are strongly encouraged to seek academic advisement from the Department Chair regarding credit transferability prior to enrollment, and all requests for transfer of credit must be submitted with the application for admission.

To be eligible for transfer credit, units must be earned at the graduate level at a regionally-accredited college or university within the past five years with a grade equivalent to a "B" or higher, 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 Department Chair 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 Department Chair.

Request for Transfer of Credit/ Veteran Affairs 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 the student's 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 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 Department Chair. The student will be notified in writing of the Department Chair'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 Department Chair.

Study Course Load Policy

A full-time graduate course load is a minimum of eight units per semester. The maximum graduate course load is 18 units per semester. An applicant

requesting to take a course load greater than 18 units is required to submit a General Petition form with his/her application. The request will be considered by the appropriate Department Chair.

After the first semester, a student must receive academic advisement from his/her faculty advisor regarding requests to exceed course load limits. The General Petition form requesting to exceed the course load limit must be approved by the faculty advisor and the Department Chair(s) prior to the student registering for classes which exceed the 18-unit limit each semester.

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

Non-Degree (Independent) Study

A non-matriculating student taking an independent study class will be charged a \$75 enrollment fee. The student must fill out an admissions application form and submit it to the Admissions office to be processed, along with an official transcript from the student's degree-granting institution. A non-matriculating student may enroll in a maximum of nine units. Non-matriculating students are required to meet with the Independent Studies Coordinator and to complete the registration process prior to beginning coursework.

Auditing

Students who wish to audit a course should register by Phillips' regular registration procedure. Students may not change their registration from auditing status once the semester has begun. However, a student may move from credit to auditing status within the designated Add/Drop period at the beginning of the semester. The Office of the Registrar will keep a record of the student's participation in the course as an auditor, which will appear on official transcripts.

It is Phillips' policy that auditing of a course is available only to matriculating (degree-seeking) students. However, students who are not pursuing a degree at Phillips may request permission to audit from the Department Chair.

Audited courses earn neither academic credit nor continuing education units, and may not be used to meet degree requirements or financial aid regulations.

The fee for auditing a course is 50% of regular tuition. NOTE: Financial aid cannot be used to pay costs associated with auditing a course.

Notice of Rights to Alter or Amend Policies and Procedures

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

Privacy of Application Records

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

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

TUITION AND FEES 2008-2009

Application fee:	\$75
Tuition deposit:	\$250
Tuition per unit (M.A.):	\$820
Tuition per unit (Psy.D.):	\$858
Late registration fee:	\$50*
Administrative fee:	\$300**

DOCTORAL INTERNSHIP FEE

Half-time: \$2,000/semester

Full-time: \$3,000/semester

SCHOOL PSYCHOLOGY INTERNSHIP FEE

Full-time \$2,000/semester

*New students are not subject to late registration fee if registering after the priority registration period

**The administrative fee provides students with valuable services, such as admissions, student services, Library, and accounting resources, which are an addendum to the educational and training experiences they receive. The fee is charged each semester.

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

MISCELLANEOUS FEES

Returned Check charge: \$25

Transcript Processing fee: \$10

Each Additional Transcript: \$5
(processed at the same time)

Rush Transcript Processing fee: \$20

Payment Plan charge: \$75
(see below)

Diploma Replacement fee: \$75

Graduation fee: \$200

Please contact the Office of Accounting regarding accepted forms of payment.

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

Late Payment Policy

Students who do not pay their tuition and fees in a timely manner shall be subject to a late fee, which will be added to their student account. Late fees share equal priority with all other student fees, and must be paid prior to a student enrolling for a future semester, the release of transcripts, or the posting of a degree for graduation. Failure to pay any and all tuition and fees may result in the administrative suspension of a student during the course of the current semester.

All tuition and fees are due and payable at the beginning of a semester. The late fee is not calculated by how much a student owes. Instead, the fee will be based on the lack of timeliness in paying the balance on the student's account (see schedule below). It is each student's responsibility to monitor

and make appropriate inquiries on the status of his/her account. This includes a consistent review of all communications received from Phillips Graduate Institute.

The late fee schedule shall be assessed as follows for any balance outstanding on the dates noted below:*

\$100

Fall Semester -

3rd Monday of September

Spring Semester -

2nd Monday of February

Summer Semester - May 31

\$150

Fall Semester -

2nd Monday of October

Spring Semester -

2nd Monday of March

Summer Semester - June 30

\$200

Fall Semester -

2nd Monday of November

Spring Semester -

2nd Monday of April

Summer Semester - July 16

*Note: The amount and timing of late fees is subject to change at any time.

All late fees are cumulative. In order to avoid late fees, students are advised to make best and full use of any financial aid, credit cards, or school payment plans that are available to them. Late fees are intended to reimburse Phillips Graduate Institute for a portion of the costs it incurs in pursuing delinquent amounts due from students. However, the amount of costs incurred for such activity is not determinable and may in fact be more than the late fees charged.

Payment Options

Students have the following payment options:

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

Tuition Payment Plan

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

three payments), of which the first payment is due at registration. Billing statements reflecting the balance due are produced each month. Any unpaid portion or late payments are subject to a 1.5% delinquency charge. A student's financial obligation to Phillips must be paid in full prior to the end of the semester in order to be eligible to register for the next semester or receive transcript and any academic records.

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

If the student does not resolve the matter with the Office of Accounting, he/she will be placed on administrative suspension, which may result in administrative withdrawal from the program.

Financial Aid Information

Phillips Graduate Institute offers financial assistance to eligible students through federal and private (alternative loan sources) programs. All financial assistance is coordinated through the Office of Financial Aid.

Financial Aid Eligibility

To be eligible for federal financial aid, a student must:

- Be a U.S. citizen or a permanent resident and have a valid Social Security card;
- Be officially accepted for admission to Phillips Graduate Institute;
- Be enrolled in good standing with at least half-time status;
- Maintain satisfactory progress (attendance and academic);
- Not be in default on any Title IV loan or owe a repayment on any Title IV grant; and

- Be registered with Selective Services (by law, this is applicable to all male U.S. residents 18-25 years old). For additional information, visit: www.sss.gov.

How To Apply For Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The FAFSA must be completed online at www.fafsa.ed.gov. Please include the Phillips Graduate Institute school code: **G22372**.

Further documentation may be required to complete the financial aid application process. The Office of Financial Aid is available to help direct students through this process.

Federal Loan Program

Phillips Graduate Institute participates in administering the Federal Stafford Loan Program (Subsidized and Unsubsidized). The Subsidized Stafford Loan is awarded to students on the basis of financial need. The current maximum award per academic year is \$8,500 and is interest-free while students are enrolled in the program with at least half-time units (4 units).

The Unsubsidized Stafford Loan is awarded to students on a non-need basis. The current maximum award per academic year is \$12,000 and is an interest-accruing loan upon origination. These two loans provide a total of \$20,500 annually in Federal Student Loans. Repayment for Stafford Loans begins six months after the last date of full-time attendance. Students must be officially accepted with Regular Admission Standing by the Office of Admissions before the loan process can be completed.

Grad Plus Loan Program

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

Scholarships and Veteran Benefits

A limited number of Phillips Graduate Institute scholarships are available each academic year. The scholarship application with deadlines for each enrollment period is available on the Phillips web site or through the Office of Financial Aid. Scholarship applications should be mailed directly to the Office of Financial Aid prior to the deadline date.

Phillips is approved for Veteran Administration benefits. Contact the Office of Financial Aid at (818) 386-5608 for more information.

In-school Deferment

Phillips Graduate Institute participates in the National Student Clearinghouse, a reporting service that verifies student enrollment and degree conferral. If a lender requires additional deferment information students should submit the deferment form to the Office of the Registrar. It is the responsibility of the student to initiate this process.

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 students apply, their level of need, and the funding level of their school. The amount earned can't exceed their total Federal Work Study award. The monies students earn through the Federal Work Study program do not have to be repaid, unlike financial aid loan monies. When assigning work hours, the supervisor or the Human Resources Department will consider students' class schedule and academic progress. The program also encourages students to participate in community service activities.

Financial Aid

COUNSELING SESSIONS

The Office of Financial Aid will hold periodic information sessions to help students explore their financial aid options. Attendance at these sessions is highly encouraged.

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 obtains, the student must receive entrance counseling before receiving 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) 386-5608 or financialaid@pgi.edu.

Refund Policies

California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three working days after registering, provided no classes have been attended or lessons completed, all tuition monies paid will

be refunded. Fees are not refundable.

A refund is calculated based on the week of the semester and upon submission of a "Withdrawal" form or an "Add/Drop" form to the Office of the Registrar. Please refer to the Add/Drop policies section of the "Phillips Graduate Institute Student Handbook" for further information.

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

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

The administrative fee is non-refundable.

Conflict Resolution

Phillips is committed to providing outstanding customer service and seeks to resolve any conflicts in a respectful and timely fashion. For conflict resolution regarding admissions, the Office of the Registrar, or financial aid, please contact the Director of Student Services at (818) 654-1743.

Any questions or problems concerning Phillips which have not been answered to your satisfaction or resolved by the Institution should be directed to:

Superintendent of Public Instruction
State Department of Education
Sacramento, California 95814

Academic Policies

ACADEMIC FREEDOM POLICY

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

experience.

ACADEMIC HONESTY

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

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

SCIENTIFIC MISCONDUCT

Phillips Graduate Institute requires faculty and students to adhere to the highest ethical standards in the conduct of research. All researchers are required to comply with institutional standards for the protection of human subjects set forth by the federal government. Researchers are expected to propose, conduct, analyze and report research in an honest and ethical manner. Scientific misconduct is defined as falsification of data, plagiarism or other actions that seriously diverge from those accepted by the scientific community for the conduct of research.

All allegations of misconduct in research by faculty members or students should be reported to the Chief Academic Officer, or his/her appointed designee. Scientific misconduct is taken seriously by Phillips Graduate Institute and may be grounds for expulsion.

Grading Standards

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

Grades are as follows:

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

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

Grade	Grade Points	Grade	Grade Points
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Credit/No Credit (CR/NCR)

All practicum and professional paper extension courses are credit/no credit classes. These grades are not included in the calculation of the grade point average.

Attendance Policy

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

Full-time and Part-time Students

To be considered full-time, students must enroll in a minimum of eight (8) units per semester. Students enrolled in 7.99 units or less will be considered part-time. Students wishing to enroll in more than 18 units must obtain approval from their faculty advisor and Department Chair by using the General Petition form prior to registration each semester.

Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress status throughout their enrollment at Phillips Graduate Institute. A student is considered to be maintaining Satisfactory Academic Progress if either one of the following is true: The student's cumulative grade point average is 3.0 or higher, or the student has met with his/her faculty advisor to collaboratively construct a remediation plan which is on file in the student's record. To maintain satisfactory progress, students in clinically-based programs must demonstrate the potential to become capable and ethical clinicians throughout their education and

training. In addition, students must be making satisfactory progress to be eligible to earn traineeship hours, or practicum, or internship hours, where applicable. Students will not be deemed able to meet the standards of satisfactory progress if they exhibit behavior in academic or clinical settings that is disruptive to the learning and training process of other students.

Students with VA Educational Benefits Only

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

Academic Proficiency

Students must possess a cumulative grade point average of 3.0 in all coursework completed in the program to graduate. Students should refer to their respective program descriptions for grading thresholds for individual courses.

Grade Changes

1. 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:

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

A computational error in the original grade requires correction.

2. Any grade change request must be made within six 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 the "Phillips Graduate Institute Student Handbook."

Course Offerings and Scheduling

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

Phillips Graduate Institute attempts to accommodate the scheduling requests of all students. At times, a class, or section of a class, is filled and Phillips is not able to accommodate a student's first scheduling request. If possible, the student will be provided with alternative class times. Early

communication with faculty and staff regarding special requirements is encouraged, as last minute requests may be impossible to accommodate.

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

Graduation Applications

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

Additional Academic Policies

Additional academic policies and procedures are outlined in detail in the "Phillips Graduate Institute Student Handbook" available on the Phillips web site. For questions regarding academic policies not addressed in this catalog, refer to the "Phillips Graduate Institute Student Handbook" or contact the Chief Academic Officer.

Administrative Policies

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.

Services for Students with Disabilities

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

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

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

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

Students with disabilities should note that they may be able to add medical costs to their cost-of-education budgets for financial aid purposes, and should contact the Director of Financial Aid for more information. Please refer to the "Phillips Graduate Institute Student Handbook" for additional information.

Policy on Drugs and Alcohol

In accordance with the Department of Education's federal requirement on drug-free schools and campuses, Phillips Graduate Institute:

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

Harassment Policy

Phillips Graduate Institute and the California Family Counseling Center are committed to providing an environment that is free of discrimination and harassment. In keeping with this commitment, we maintain a strict policy prohibiting harassment based upon race, color, age, gender, ancestry, religion, national origin, citizenship, sexual orientation, marital status, medical condition, pregnancy, disability, or veteran status. Our anti-harassment policy also prohibits unlawful harassment based on the perception that anyone has any of these characteristics.

This policy applies to all forms of harassment, including abusive language, joking, teasing, gesturing, and offensive materials or pictures based upon legally protected characteristics. Anyone engaging in sexual or other unlawful harassment

will be subject to disciplinary action, up to and including termination of his/her relationship with Phillips/CalFam. This policy applies to faculty, staff, consultants, students, and vendors.

Please refer to the "Phillips Graduate Institute Student Handbook" for details regarding definitions of 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 designated ash receptacles.

Additional Administrative Policies

Additional administrative policies and procedures are outlined in detail in the "Phillips Graduate Institute Student Handbook." Students can access the Student Handbook on the Phillips website: pgi.edu. Students will be notified when updates to the Student Handbook have been posted. For questions regarding administrative policies not addressed in this catalog, refer to the "Phillips Graduate Institute Student Handbook" or contact the Chief Academic Officer.

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.

Library

The Library is an integral part of the teaching and learning process at Phillips. It provides a welcoming and supportive environment in which to study, work on course assignments and conduct research. The Library's growing collection of resources on psychology, organizational consulting, school counseling and related fields includes 9,800 volumes of books, 1,500 student research papers, 1,200 audiotapes and CDs, 800 videotapes and DVDs, and 69 current journal subscriptions. Sixteen computer workstations allow students to access the internet, the Library's online catalog, Microsoft® Office applications, LexisNexis™ Academic and Sage Premier. Students also have access to 16 EBSCOhost databases, including PsycINFO, PsycARTICLES, the Psychology and Behavioral Sciences Collection, Business Source Premier, and Academic Search Elite. A wireless internet connection is available in the Library for those with laptop computers.

The Phillips Library is a member of OCLC and DOCLINE, which provide access to the resources of thousands of other educational institutions through an extensive interlibrary loan network.

To contact the Phillips Graduate Institute Library directly, please call (818) 386-5640.

Campus Student Store

The Phillips Student Store carries a selection of books to support students in their studies and assignments. The store offers books appropriate for clients as well as therapeutic tools to assist students as they begin their internships. In addition, the store offers logo items, gifts, cards, snacks, beverages and much more to enhance student life at Phillips. For student store information, please call (818) 386-5674.

Virtual Bookstore

Phillips has an online bookstore which will allow students to order all of their required textbooks online 24 hours a day, 365 days a year and have them delivered directly to their homes. This bookstore offers students new and used textbooks, an integrated book marketplace and year-round textbook

buy-back. Please check the Phillips website at www.pgi.edu/bookstore for more information.

Honor Society

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

The mission of the Honor Society is to confer distinction for high achievement, promote leadership development, promote scholarship and intellectual development, enrich the intellectual environment of graduate education institutions, and encourage high standards of ethical behavior. The Alpha Beta chapter also recognizes clinical and professional abilities. Honor Society members are expected to offer service to Phillips Graduate Institute and in their communities. Induction ceremonies are conducted annually.

Alumni Relations

As new graduates, Phillips students take their skills out into the world to make it a better place, and the Phillips Alumni Association is there to support and enhance their professional experience. The Alumni Association is the vehicle for reconnecting to Phillips with friends, colleagues and faculty. It is a way to stay in touch and involved, as well as to extend a graduate's network of colleagues.

Joining the Phillips Alumni Association is simple and provides many valuable benefits to graduates, including:

- Library privileges;
- Discounted and free Alumni Association events;
- Continuing Education discounts;
- Online Class notes Listing; and
- Receipt of all Alumni Association mailings.
- Networking opportunities at Alumni Events

Membership in the Phillips Alumni Association is available to all graduates. Current students and CalFam interns

may apply for associate membership. There are two levels of membership, Silver at \$15 per year and Gold at \$40 per year. Silver members receive benefits of free or discounted admission to Alumni Association events, a 10% discount at the Phillips bookstore, and will receive Alumni Newsletters and event invitations. Gold members receive all Silver benefits plus discounted Continuing Education classes/workshops and Phillips Library access/circulation. For more information, please contact Francine Roberts in the Office of the President at froberts@pgi.edu or (818) 654-1753.

California Family Counseling Center

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

For more than 35 years, CalFam has helped more than 44,000 families reach a higher level of functioning while training beginning and advanced clinicians to work with individuals, couples, families, children, adolescents and seniors. Group therapy is offered around a variety of topics including: Parent Education and Support, Anger Management for Adults and Teens, Eating Disorders, Women's Issues, Domestic Violence, and Grief and Loss. Specialized training for working with children, juvenile offenders, the elderly, those coping with substance abuse and the Spanish-speaking community are offered at CalFam, local schools, probation facilities and elderly residential settings. Fees are based on the client's ability to pay and scholarships are available for clients in need.

CalFam Opportunities for Students

Clinical training is offered to master's-level students, doctoral students, and post-degree clinical MFT interns allowing for continuity between academic and clinical training. CalFam programs are supervised by Phillips core and adjunct faculty members and other carefully selected clinicians. Those who wish to obtain clinical training at CalFam may apply to one of the many programs offered.

Master's and Post-Master's Training Programs

CalFam offers a variety of training programs for students gathering experience for Marriage and Family licensure in both traineeships and internships. These programs offer experience in counseling 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 programs have special foci including Modern, Postmodern, Latino, Co-occurring Disorders, Family, and Child.

Trainee program coursework may also be taken for elective or concentration credit. Please see page 25 for details.

Doctoral Training Programs

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

Adult/Older Adolescent Psychotherapy Practicum

This practicum placement is intended for those doctoral students who have completed psychopathology courses and who are interested in an applied clinical setting. Clients present with a wide variety of Axis I and Axis II diagnoses. In addition to seeing clients at CalFam, students will be required to see clients at other training sites including the opportunity to treat incarcerated youths at a probation camp. Other sites will be available to meet interests. Students will carry a caseload of 4-6 clients a week, as well as complete clinical intake assessments. Other training requirements may be added to enhance the training experience.

Latino Family Therapy Practicum

The Latino Family Therapy Practicum is designed for doctoral students who have a strong interest in providing a variety of clinical services in an applied clinical setting. A primary goal of the program is to prepare students to provide psychological services to Spanish-speaking individuals and families in their local communities. Practicum students are required to speak Spanish and will have the opportunity to learn clinical use of the language; training topics specific to Latino populations and all Clinical Supervision is conducted in Spanish. Both co-therapy and individual therapy models are followed.

Psychological Testing Clerkship Practicum

The Psychological Testing Practicum (Clerkship) is intended for doctoral students who have completed assessment courses and are interested in the clinical application of these new skills. Clerks will conduct testing which includes administering, scoring, and interpreting tests, as well as report writing and providing feedback to clients and referring therapists. Testing will include personality inventories, projective tests, intelligence and achievement tests as well as tests specific to certain referral questions. Testing will be conducted at CalFam and other sites in the community.

CalFam Speaking Opportunities

CalFam provides speakers to the community for free mental health psycho-educational seminars. Presentations are made in business, school, religious, health care and community service settings throughout the San Fernando Valley and Los Angeles by CalFam, interns, trainees and doctoral students. For more information call (818) 386-5612.

Professional Assistance and Training Programs

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

Community Events

A priority for Phillips Graduate Institute and CalFam is the development of partnerships with other community organizations, programs and services so that all community members can receive the support that is needed to live productive and satisfying lives. Annual community events are offered to Southern Californians at no cost through CalFam. Such events have included the Child Safety Fair, National Depression Screening Day, Days of Dialogue on Race Relations, Breast Cancer Awareness Workshops, and Compassion and Action—A Program for Care and Support of the Dying.

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Program Director, Psychological Testing Practicum (Clerkship)

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Program Director, Postmodern Family Therapy

Fereshteh Mazdyasni, M.A.
Program Director, School Based Child Therapy

Susan Musetti, M.A.
Program Director, Co-Occurring Disorders

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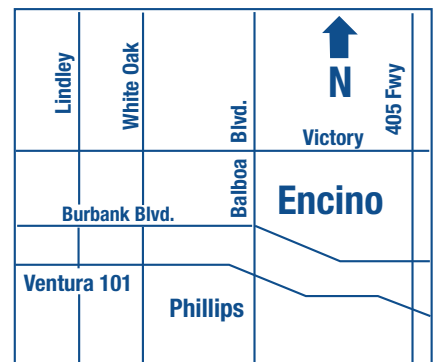
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Our Diversity Commitment

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

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

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



PHILLIPS
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For more information, please contact us at:

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