

PHILLIPS GRADUTE INSTITUTE

Institutional Catalog



Offering Degrees Of Change...

ACADEMIC YEAR 2010-2011

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Welcome to the 2010-2011 Academic Year!

As our country begins to rebound from the great recession, we have all been called upon to make adjustments in our lives. Phillips Graduate Institute is no exception. Our response to economic hardship however, can be met with fear or with optimism. Your decision to attend Phillips Graduate Institute indicates your optimism in the future. We share that optimism. Studies show that demand for individuals trained in mental health fields is expected to increase, and as a result, so will career opportunities. That is encouraging news in a time when unemployment in California is at its highest.

We have been doing quite a bit of work to prepare for our future. During the past year we have conducted an environmental scan to learn more about economic, educational, social and demographic trends, and the impact these trends will have on our future. We are using the information, along with feedback from students, faculty, alumni and community partners, to develop a set of strategic priorities that will guide our work. What is certain is that Phillips Graduate Institute has a bright future and we welcome you as part of it.

Phillips Graduate Institute is building on its reputation for training well-qualified practitioners. We are doing the work to position Phillips for a regional, national and international presence. By building community partnerships, attracting quality students and faculty, we are preparing ourselves to be recognized as the leader in delivering creative and innovative responses to the challenges individuals, families, organizations and communities face. The education and training you receive at Phillips prepares you to connect theory and practice in meaningful ways. As a result, you become among the best prepared practitioners in the country.

We are expanding our reach and are attracting students from around the world who are interested in studying with faculty and students who are on the cutting edge of building and enhancing relationships for individuals, couples, families and organizations. We are looking at ways to better use technology to deliver educational content and to connect our students and faculty regardless of their physical location.

Committed to diversity and the needs of diverse communities, we will turn our attention toward eliminating mental health disparities in the most vulnerable communities. Our graduates are taking what they learn at Phillips back into the world by responding to the crisis in Darfur, the devastation in Haiti and to the challenges that have been created by the economic crisis in our own backyard.

We have an exciting opportunity to leave our imprint on the world. We look forward to your joining us in the journey.

My warmest regards,



Yolanda J. Nunn Gorman, MBA, PhD
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 (MA) programs and two Doctor of Psychology degree (PsyD) programs as well as 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, Marriage and Family Therapy/Art Therapy, Marriage and Family Therapy/School Counseling/Pupil Personnel Services (PPS) Credential, Marriage and Family Therapy/Art Therapy, School Counseling/Pupil Personnel Services (PPS) Credential, and School Counseling/Pupil Personnel Services (PPS) Credential. Students in the Marriage and Family Therapy, Marriage and Family Therapy/Art Therapy, and School Counseling programs may select a concentration based upon a student's academic and clinical interests. These concentrations include Community Mental Health, Co-Occurring Disorders, Lesbian, Gay, Bisexual, and Transgender (LGBT) Relational and Family Studies, Organizational Management and Consulting and Postmodern Therapy. A variety of clinical specializations is also available.

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 in Psychology with Emphasis in School Counseling/PPS Credential and the Master of Arts in School Psychology meet all academic requirements for Pupil Personnel Services (PPS) credentialing by the California Commission on Teacher Credentialing (CCTC). Students are eligible for NASP certification.

The Clinical Psychology Doctoral Program (PsyD) offers two concentration options: Forensics and Issues of Culture and Diversity. It meets all the academic requirements for licensure as a clinical psychologist in the State of California. The Organizational Management and Consulting Doctoral Program (PsyD) 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).

Vision

We strive to be a thriving global diverse learning community.

Mission

Our mission is to provide outstanding education and training to students as well as counseling and consulting services to the community.

We inspire personal transformation and professional excellence in an experiential, collaborative, and innovative learning environment.

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.

Institutional Student Learning Outcomes

Institutional Goal 1: Knowledge

Student Learning Outcomes:

- 1.1 Articulate and value historical foundations of their profession.
- 1.2 Evaluate and analyze specific professional situations to determine application of legal and ethical standards
- 1.3 Synthesize key concepts, theories, research, and multicultural models related to their profession.

Institutional Goal 2: Skills

Student Learning Outcomes:

- 2.1 Employ appropriate assessment methods in their profession.
- 2.2 Design and implement intervention plans for diverse populations.
- 2.3 Communicate effectively in professional activities.
- 2.4 Analyze and apply research related to their profession.

Institutional Goal 3: Professionalism (Conduct)

Student Learning Outcomes:

- 3.1 Demonstrate professional conduct that adheres to discipline's code of ethics and legal guidelines.
- 3.2 Exhibit skills that facilitate lifelong learning.
- 3.3 Practice and display awareness of one's impact on others in professional activities.

Institutional Policies and Procedures

Commitment to Diversity

Phillips Graduate Institute's commitment to diversity includes focused consideration of ethnicity, race, culture, gender, sexual orientation, socioeconomic status, age, spiritual or religious beliefs, and disability as factors which have a salient impact on individuals' and groups' world views, values, and practices. Recruitment and retention of students, faculty and staff, and the integration of diversity issues in education, training, and community outreach programs reflect this commitment.

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

Diversity Policy

The policy applies to all full-time and part-time employees, non-regular employees, Independent Contractors, and students. Phillips Graduate Institute acts affirmatively to assure that it will:

- A. Recruit, hire and promote for all job classifications without regard to race, creed, color, national origin, age, religion, sex, pregnancy, ancestry, citizenship, marital status, physical or mental disability, medical condition, sexual orientation, special disabled or Vietnam Era veteran status, or other protected group status.
- B. Make promotion decisions only on the individual's qualifications as related to the requirements of the position for which the associate is being considered without regard to race, creed, color, national origin, age, religion, sex, disability, special disabled or Vietnam Era veteran status, or other protected group status.
- C. Ensure that all other personnel actions such as compensation, benefits, transfers, staff reductions, company-sponsored training, education, tuition assistance, social and recreational programs will be administered without regard to race, creed, color, national origin, age, religion, sex, pregnancy, ancestry, citizenship, marital status, physical or mental disability, medical condition, sexual orientation, special disabled or Vietnam Era veteran status, or other protected group status.

Equal Employment Opportunity Statement

Phillips Graduate Institute is committed to the policy of Equal Employment Opportunity for all persons and does not discriminate against associates or applicants because of race, color, religious creed, sex, pregnancy, national origin, ancestry, citizenship, age, marital status, physical or mental disability, a legally protected medical condition, sexual orientation or any other characteristic protected by local, state or federal law. Employment decisions shall comply with all applicable laws prohibiting discrimination in employment.

Notice of Nondiscrimination

Phillips, in accordance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, admits students of either gender and of any race, color, religion, sexual orientation or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against students on the basis of gender, race, color, handicap, age, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs. Phillips Graduate Institute is in full compliance with all statutes of the Americans with Disabilities Act (ADA). The Registrar's Office serves as the official point of contact for ADA-related matters.

Student Grievance Policy and Procedures

Phillips Graduate Institute is dedicated to the effective solution of student problems through an efficient, fair and systematic procedure. This process is to be used when a student believes they have been adversely affected by decisions, differences, misunderstandings or problems that may have arisen with administrators, faculty, staff or other students. No student will be penalized in any way for pursuing problems in good faith through this procedure. It is expected that students initiating and pursuing a grievance are proceeding with candor and in good faith at all times. The grievance procedure is not to be used for abusive or obstructionist purposes. This policy in no way usurps administrative judgment, but instead serves to focus and facilitate the decision-making process. Standard Due Process (procedural and substantive) is an important part of our legal system that protects every member of the community against laws and actions that could be classified as capricious, arbitrary, or unreasonable. The student should be protected against capricious, arbitrary, unlawful, false, malicious, or professionally inappropriate evaluations or pressures imposed by a faculty and/or staff member. Students who make false or malicious charges against Phillips Graduate Institute personnel could be subject to disciplinary actions. It is imperative therefore, that we establish fair and equitable grievance procedures for Phillips Graduate Institute students. All grievance

procedures and records are confidential in nature and will be treated accordingly. Since this procedure is academic in nature, not a judicial process, the presence of legal counsel for any party is prohibited.

Grievances are divided into two categories **academic and non-academic**:

1. Academic Grievance

Grades - When grades are given for any course of instruction taught at the Institute, the grade given to each student shall be the grade determined by the instructor and in the absence of **mistake, fraud, bad faith, or incompetence**, it shall be final. If a student files a grievance relative to a grade, they must prove that "**mistake, fraud, bad faith, or incompetence** entered into the grade assignment. Student grievance procedures are not to be used for removing an "F" grade due to non-attendance or changing an "F" grade to a "W" grade. For these two specific grade changes, a student petition form may be obtained from the Registrar's Office.

Academic Freedom - 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.

Phillips Graduate Institute is committed to working with students to resolve grievances in a manner that allows constructive relationships to be maintained among all campus constituencies in accordance with academic policies.

Ideally, differences involving faculty and students regarding academic freedom will be resolved through respectful dialogue. Initially, the parties directly involved should attempt to resolve matters through informal modes of mediation. If these actions fail, the grievance procedure will be used.

Students wanting to file an academic grievance must contact the respective department chair of the program in which they are enrolled.

2. Non-Academic Grievance

A non-academic grievance will constitute any grievance/complaint that does not pertain to a grade or academic freedom issues.

- Students wishing to file complaints based upon **discrimination on the basis of ethnic group identification, gender, sexual preference, religion, age, color, or physical or mental disability or any other category of unlawful discrimination** should contact Human Resources at 818-386-5679.
- Violation of a duly-adopted Phillips policy as described in the school catalog or other campus publication
- Unethical conduct according to professional standards

Standard Grievance Due Process

A student has one month after the close of the semester in which the alleged circumstances occurred to file a formal grievance. If a student fails to file a grievance within a month, they have forfeited their right to file a grievance for that alleged circumstance.

Either an academic or non-academic grievance must follow the process indicated below:

- A. Level -I Informal Action** (Oral discussion between parties involved in the dispute. Any discussion during the informal process must be held in confidence by all parties involved).
1. The student shall first present their complaint informally to the person against whom the complaint exists.
 2. If the student refuses to meet informally with the person against whom the complaint exists, the student is free to pursue the issue through the appropriate department chair, director, manager or coordinator.
 3. The appropriate Administrator will convene a meeting with the grievant and the person the grievance was filed against.
 4. If the matter is not then resolved, the student may request the formal grievance procedure. Prior to requesting a formal grievance procedure, the grievant must see either the department chair, director, manager or coordinator of the appropriate area.
- B. Level II- Formal Action**
1. The grievant will complete all steps in the informal procedure prior to filing the written formal grievance.
 2. The grievant will submit to the Vice President of Academic Affairs a written statement of the complaint citing the regulation or institutional policy which allegedly has been violated, including all supporting facts and the desired solution sought by the grievant. Additionally, the grievant will provide the Vice President of Academic Affairs with their current mailing address, email address and telephone number.
 3. The person against whom the grievance is directed will be requested to submit to the Vice President of Academic Affairs, a written response to the allegations within ten (10) working days after the filing date.

4. Within ten (10) working days after receipt of the response, the Student Grievance Committee will be established as follows:
 1. Chair of the Academic Affairs Committee (or designee) (The chair will not be from the affected area).
 2. A member of the faculty or staff of Phillips
 3. The grievant

Note: Members of the committee must be employees of the Institute.

5. Within ten (10) working days after the selection of the committee, the Vice President of Academic Affairs will notify in writing to parties the time and location of the committee meeting.
6. Within five (5) working days after notification to the appropriate parties, the Vice President of Academic Affairs will convene the committee.
7. The Student Grievance Committee will hear the alleged complaint and the response and will examine all supporting facts and documents.
8. Either party may bring an individual to assist them at the grievance hearing; however, the individual must be an employee or student of the college.
9. Within five (5) working days, the committee will submit a recommendation in writing with all supporting reasons to the Vice President of Academic Affairs. Written documentation pertaining to the grievance will be confidentially maintained by the Vice President of Academic Affairs.
10. Within five (5) working days after receiving the committee's report, the Vice President of Academic Affairs will notify both parties of the recommendation of the committee.

C. Student Grievance Appeals

If either party is not satisfied by the recommendation of the committee, then either party may appeal directly to the President of the Institute. The President shall review all documentation and render a final decision.

Notice of Rights to Alter or Amend 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.

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 their relationship with Phillips/California Family Counseling Center. This policy applies to faculty, staff, consultants, students and vendors.

Sexual Harassment

Phillips Graduate Institute finds sexual harassment totally unacceptable in this working/learning environment. Compliance with this Sexual Harassment Policy will be strictly enforced. Administration will support and assist students, faculty, staff and senior administrators in the legitimate pursuit of investigation and remediation of a claim of sexual harassment whenever it occurs. Students who experience such behavior should report, in confidence and without fear of reprisal or retaliation, all sexual harassment complaints to the Vice President of Academic Affairs or the Human Resources Office. Sexual harassment grievance procedures should protect the rights of both the complainant and the accused.

Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Higher Education Amendments of 1972. The US Department of Education's recently revised Title IX policy guidance on sexual harassment recognizes the need for educational institutions to "formulate, interpret, and apply [their] rules, so as to protect academic freedom and free speech rights."

Sexual Harassment Definitions

Sexual harassment consists of unwanted sexual advances or visual or physical conduct of a sexual nature. While the exact definition of sexual harassment may vary according to the circumstances involved, for the purposes of this policy sexual harassment may be defined as unwelcome

sexual behavior, on campus or off campus, if either party is engaged in a school-related event or activity, by a member of the campus community towards another.

Sexual harassment may consist of a variety of behaviors including, but not limited to, subtle pressures for sexual activity, inappropriate touching, offensive or inappropriate language, jokes or gestures, demands for sexual favors and physical assault.

Sexual Harassment May Include:

- Sexual behavior by anyone who is in a position to control or affect another person's job or status as a student and who uses the power of authority or that position to cause students or employees to submit to sexual activity, or to fear that they would be punished for the refusal to submit
- Submission to such conduct is made a term or condition of an individual's employment or status as a student
- Submission to or rejection of such conduct is used as the basis for employment or academic/professional decisions affecting such individuals
- Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment or adversely affecting any student.

This definition includes many forms of offensive behavior including gender-based harassment of a person who is the same sex as the harasser.

Forms of Sexual Harassment May Include:

- Unwanted sexual advances
- Offering employment or academic benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs or jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Questions about one's sexual behavior
- Sexually-oriented jokes
- Inappropriate comments about one's body and clothing
- Conversation filled with innuendoes and double meanings, comments, epithets, slurs or jokes
- Pinching, fondling, patting or kissing
- Requests for sexual favors
- Repeated, unwelcomed propositions for dates
- Demands for sexual intercourse
- Unfavorable consequences for refusing to submit
- Physical conduct: touching, assaulting, impeding or blocking movements

Responsibilities

Phillips' senior administrators will support and assist students, faculty, staff and other administrators in the legitimate pursuit of remediating the problem of sexual harassment whenever it occurs or has the potential of occurring through the following actions:

- Enforcing and adhering to Phillips' Sexual Harassment Policy and Procedures
- Cooperating in the investigation and remediation of all sexual harassment complaints
- Protecting individuals from retaliation for filing a sexual harassment complaint, participating in an investigation, proceeding or hearing conducted by either Phillips or the Department of Fair Employment and Housing
- Knowing the contents of, and handling complaints in accordance with, existing procedures
- Creating and maintaining a proper working/learning environment by establishing appropriate values and behavioral norms to prevent offensive behavior and demonstrate respect for all individuals
- Being alert, sensitive and accessible whenever possible sexual harassment situations or potentially offensive behavior in the working/learning environment occurs or has the potential of occurring

- Treating all individual complaints as serious, confidential, and as legal notification by taking steps to obtain sufficient information for purposes of referring the matter to the Human Resources Manager for investigation
- Informing individuals that the procedure by which incidents of sexual harassment will be handled is the standing grievance procedure
- Invoking progressive discipline, when deemed appropriate, to remediate offensive behavior

The Human Resources Manager will support students, faculty, staff, senior administrators and other individuals in the legitimate pursuit of remediating the problem of sexual harassment whenever it occurs or has the potential of occurring by the following actions:

- Acting as Grievance Officer in handling all sexual harassment complaints
- Documenting the proceedings and results of all investigations and grievances regarding complaints of sexual harassment
- Providing documentation, as required, to Phillips' legal counsel

Procedure

If any student or employee believes that comments, gestures or conduct from any co-worker, faculty member, student, supervisor or person doing business with or for Phillips is offensive, the student or employee should notify the Human Resources Office at 818-386-5679.

Any notification to the Human Resources office will result in a prompt and thorough investigation to be completed within 48 hours by the Human Resources Manager. In most cases, the procedure by which incidents of sexual harassment will be handled is embodied in standing grievance procedures for students or employees. Any employee of Phillips found responsible for sexual harassment will be subject to progressive discipline, up to and including termination of employment. Any student of Phillips Graduate Institute found responsible for sexual harassment will be subject to remediation up to and including termination from their academic program. The severity of the disciplinary action will be based upon the circumstances of the infraction.

Zero Tolerance for Threatening and/or Assaultive Behavior

There is zero tolerance for any member of the Phillips community to threaten or intimidate, verbally or non-verbally, any other member of the Phillips community, including classmates, faculty, administration and staff. Any person demonstrating threatening/intimidating behavior will be asked to leave the campus immediately and police will be contacted. Anyone experiencing threatening behavior should contact the Human Resources Office at 818-386-5679.

Disability Services

Services of Students with Disabilities

Phillips Graduate Institute is committed to providing an accessible and supportive environment for students with disabilities. Equal access for qualified students with disabilities is an obligation under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Phillips does not discriminate on the basis of disability against otherwise-qualified individuals in any program or service offered by the Institution. Phillips is committed to insuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services; however, accommodations cannot result in an undue burden to Phillips or fundamentally alter the requirements essential to a program of instruction.

Request for Accommodations

Phillips is committed to providing reasonable accommodations and adjustments for persons with disabilities. A person with a disability has the obligation to make their 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 graduate experience at Phillips Graduate Institute. Special consideration may be requested for an unlimited or specific period of time. Requests for accommodation(s) will be evaluated on a case-by-case basis. Current documentation from qualified professionals is required of students requesting accommodations related to a disability. This documentation should identify the nature of the disability and include recommendations for accommodations.

Students requesting academic accommodations should notify the Registrar's Office as soon as the need for the accommodation becomes evident, or upon admission if the disability has been previously diagnosed. Students must fill out the Request for Accommodation form (available in the Registrar's Office) and submit it to the Registrar's Office along with supporting documentation. Requests will be reviewed by the Vice President of Academic Affairs in consultation with other administrators and faculty. Requests will become part of the student's file. The Registrar will respond to the student in writing regarding the request and indicate the accommodations Phillips is able to provide. A copy of this letter will be sent to the chair of the student's program. Students are responsible for notifying their professors each term that they have been granted accommodations and the nature of the accommodations.

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 Financial Aid Office at 818-386-5605 for more information.

Determination of Learning Disability

The determination of a learning disability is based on the criteria set forth by Educational Testing Service, Association on Higher Education and Disability, and most major universities in the US. The following information should be used as a guide and not necessarily be considered the definitive requirement for documentation of a learning-disabled student:

- The report must be typed by a qualified professional and submitted on official letterhead. Professionals providing documentation must include information concerning their credentials.
- Documentation must be based on an adult-normed assessment (>16.5 years) and the last date of the assessment must be stated.
- Based on the assessments, offer specific suggestions for accommodation
- The testing must have been performed within the past two (2) years prior to requesting accommodations.

The following professionals would generally be considered to be qualified to provide this information: clinical or educational psychologists, neuropsychologists, learning disability specialists and medical doctors who specialize in specific learning disabilities.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Education Rights and Privacy Act of 1974 (FERPA) as amended (20 U.S.C. s1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. s99.1 et seq.) and California Law (Education Code Sec. 67100 et seq.) provide students with certain safeguards for the accuracy, completeness and privacy of educational records relating to students.

Educational records are defined as any record (hand written, print, computer, videotape, audiotape, film, microfilm, microfiche or e-mail) maintained by Phillips Graduate Institute which is directly related to students. Educational records include but are not limited to admissions, personal, academic, certain personnel, financial and placement records.

Educational records do not include the following:

- Records/notes in sole possession of maker
- Medical records created and maintained by physicians, psychologists or other recognized professional or paraprofessional staff, acting or assisting in a professional capacity, if the records are used only for treatment of a student and made available only to those persons providing the treatment
- Employment records when employment is not contingent on being a student, provided the record is used only in relation to the individual's employment
- Records created and maintained by a law enforcement unit and used only for that purpose, is revealed only to law enforcement agencies of the same jurisdiction, and the enforcement unit does not have access to educational records
- Alumni records which contain information about students after they are no longer in attendance at Phillips

No person outside of Phillips shall have access to, nor shall Phillips disclose, any personally-identifiable information from a student's education record without the written consent of the student, except as permitted by law. The consent must specify the education record to be disclosed, the purpose of the disclosure, the party or class of parties to whom disclosure may be made, and must be signed and dated by the student. In accordance with the law, Phillips reserves the right to disclose educational records without written consent to:

- School officials who have a legitimate educational interest. School official shall mean any person who is a trustee, faculty or employee of Phillips. Legitimate educational interest shall mean any authorized interest or activity undertaken in the name of the Institute and in the educational interest of a student for which access to an educational record is necessary or appropriate to the proper performance of the task.
- Authorized representatives of the US Department of Education, the Attorney General, Homeland Security and state and local educational authorities, if the information is necessary for audit and evaluation of federal, state or locally-supported programs, and only if such agencies or authorities have a policy for protecting such information from re-disclosure and for destroying such information when it is no longer needed for such purpose (unless access is authorized by federal law or student consent)
- Certain officials of the US Department of Education, the Attorney General, and state and local educational authorities, in connection with certain state or federally-supported education programs
- Organizations conducting certain studies for or on behalf of Phillips, provided there is no further external disclosure of personally-identifiable information, and the information is destroyed when no longer necessary for the projects
- Accrediting organizations carrying out their functions
- Appropriate persons in order to comply with a judicial order or a lawfully issued subpoena
- Appropriate parties in a health or safety emergency
- Parents of students under 21 years of age who are claimed as economic dependents on the federal tax returns of one or more parent

2010-2011 Catalog

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (20 U.S.C. s1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. s99.1 et seq.) and California law (Education Code Sec. 67100 et seq.) provide students with certain safeguards for the accuracy, completeness and privacy of educational records relating to students. The primary rights under FERPA are to inspect and review educational records, to seek to amend educational records, and to have some control over the disclosure of information from educational records.

Any person who attends or has attended Phillips Graduate Institute (formerly California Family Study Center) is defined as an eligible student and is protected under FERPA. Applicants who have not been admitted to Phillips Graduate Institute are not considered eligible students.

Under the law, Phillips reserves the right to refuse a student's inspection or review of the following:

- Financial information submitted by parents
- Education records containing information for more than one student. In such cases, if possible, access will be allowed to the part of the record pertaining to the inquiring student
- Records excluded from the FERPA definition of educational records

Phillips Graduate Institute will notify all registered students annually of their FERPA rights through the catalog, which is available on the Phillips website at www.pgi.edu.

Phillips Graduate Institute shall maintain the confidentiality of educational records in accordance with the provisions of FERPA, and shall accord all the rights under the law to all students who are or have been at Phillips Graduate Institute.

Religious Holidays

Phillips does not officially observe any religious holidays. However, in the attempt to respect the cultural diversity of its students, faculty members are encouraged to appreciate students' religious observances by not penalizing them when they are absent from class on holy days. Students are expected to be responsible for collecting information presented in a missed class and to notify instructors in advance that they will be absent. Students are reminded that they should be similarly respectful of faculty members' rights to observe religious holidays.

Health/Safety Policies and Procedures

Policy Statement

Providing a safe and secure environment for the students, faculty and staff is a priority of Phillips Graduate Institute.

Campus Communication

During a major emergency the Institute will communicate via:

- Outgoing message on our main phone line (818) 386-5600
- Our website at www.pgi.edu

If you cannot access any of the above due to the emergency, assume the campus is closed.

Medical Emergencies

Serious Injury or Illness

- Dial "0" from any campus business phone
- Give the exact location of the victim (building and room number)
- Report apparent nature of the injury or illness
- Stay with the victim until help arrives

Minor Injury or Illness

- Go to the Front Desk for assistance

Campus Emergencies

Campus Evacuation Procedure

In the event of a campus evacuation (fire, earthquake, or other emergency):

- Exit the building in a calm and safe manner.
- Assist disabled persons.
- Instructors must bring with them their class roster and the emergency clipboard located at the exit of each classroom.
- Go to the campus evacuation area and await further instruction.

Power Outage

Emergency lights will come on. Remain where you are, then evacuate the premises if safe to do so.

Earthquake

Do not store heavy items on high shelves. When possible, locate bookcases and file cabinets away from areas where people normally sit for long periods of time (i.e., a work desk). Know your evacuation route and evacuation area.

Duck, cover and hold. Take cover under the nearest sturdy object such as a desk or table and hold on. Stay away from windows if possible. Make sure to hold onto the object since it will probably move during a large earthquake.

When safe to do so, evacuate the building. **DO NOT USE THE ELEVATOR.**

If you are trapped in the building, stay calm and make noise until emergency personnel arrive.

Fire

If you see or suspect a fire, **IMMEDIATELY** Dial "0" from any campus business phone or send someone to call/notify the Front Desk. Sound the fire alarm and alert as many people as possible while exiting the building. If there is smoke, stay low to the ground. **DO NOT USE THE ELEVATOR.**

If you are trapped in the building, go to the nearest window and wave something to gain the attention of emergency responders.

Campus Lock Down

Phillips Graduate Institute/California Family Counseling Center has a zero tolerance policy for violence and/or weapons on campus. If you see anyone on campus with a weapon, DO NOT attempt to approach them. Go to a safe area, LOCK the door and dial "0" from any business phone, or call (818) 386-5600, hit "0" to be taken directly to an operator to report the incident. Remain in the locked area.

The authorities will be notified and the emergency paging system will be initiated. Move to a safe area and LOCK THE DOOR. Take directions from faculty and staff.

- Stay away from windows
- Stay prone on the ground
- If safe to do so, pull down blinds or shades
- Use any business phone to dial "911" to report any injuries
- If no one is injured, DO NOT use the business phone or call 911

Campus Security Report

If you are a victim of a crime on the Phillips campus, report the incident to the IT/ Operation Director, Human Resources Manger or Phillips staff. Colleges, universities and professional schools are required to submit annual reports regarding crimes on campus. Schools are also required to make the contents of these reports available to the campus community. These are Phillips' crime statistics for the past three years:

| Offense | 2007-08 | 2008-09 | 2009-10 |
|-----------------------------|---------|---------|---------|
| Homicide | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 |
| Other forcible sex offenses | 0 | 0 | 0 |
| Non-forcible sex offenses | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 |
| Assault | 0 | 1 | 0 |
| Burglary | 0 | 0 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 |

No 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.

Drug-Free Workplace and Campus

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
- 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.

Student's Rights and Responsibilities

Student 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 catalog.

Phillips Student Code of Conduct

All members of the Phillips Graduate Institute community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of our community and resisting behavior that may cause danger or harm to others which shall include, but not limited to, violence, theft or bigotry. All members of the Phillips Graduate Institute community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Students who engage in any prohibited or unlawful behavior that results in the disruption of a class/clerical setting or operation of the Institute may be directed by the faculty/staff member to leave the class/service area. Longer suspensions from a class/service area or dismissal on disciplinary grounds must be preceded by a hearing.

Students who engage in the following conduct on Phillips Graduate Institutes premises, or at Phillips-sponsored activities, or at activities involving Phillips recognized organizations may be subject to disciplinary action.

Repeated convictions for violations of the established Phillips Graduate Institute Behavior Code, regardless of the seriousness of the individual offense involved, or any aggravated violation, may result in either expulsion or suspension from Phillips Graduate Institute.

Attempts to commit acts prohibited by the behavior code, or assisting others to commit acts prohibited by this behavior code, shall be treated in the same manner as completed violations and subject to the same sanctions.

The following violations are grounds for disciplinary sanctions, which may include suspension from Phillips Graduate Institute:

1. Obstruction or disruption of Phillips educational process, administrative process, or other Phillips function
2. Forgery, alterations, misuse, or unauthorized use of any Phillips documents or records, or any instrument or form of identification
3. Continued disruptive behavior, habitual profanity or vulgarity; the open and persistent abuse of Phillips personnel
4. Assault, battery, or any threat of force or violence upon a student, the Institute's personnel, or any other person
5. Willful misconduct which results in injury (mental or physical) or death to a student, Phillips personnel, or any other person, or which results in cutting, defacing, or other injury to any real or personal property owned by the Institute.
6. The use, sale, or possession on campus or at any Phillips activity, or being under the influence of, any alcohol, controlled substance, or any poison.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of Phillips.
8. Theft of, or damage to, property of Phillips or any other person
9. Failure to make good on returned checks cashed by Phillips
10. Failure to pay debts, such as fines or loans, and failure to return Phillips property
11. Unauthorized entry into Phillips facilities, or unauthorized use of Phillips supplies or equipment, including unauthorized possession or duplication of keys to any Institute premises
12. Gambling or other unauthorized gaming activity
13. Use, possession or storage of any weapon, dangerous chemical, fireworks, or other explosive, regardless of a federal or state license to possess the same that has been issued to the possessor
14. Intentionally false accusations or malicious charges against any other students and/or personnel of Phillips
15. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy
16. Using any communicative device including but not limited to: cell phones, pagers, or PDA's to access or share information during class, testing, instructional activity or meeting with Institute staff.
17. Theft or other abuse of Phillips facilities and/or computing equipment, including, but not limited to, the following:
 - a) unauthorized entry into a file to use, read or change contents, or for any other purpose
 - b) unauthorized transfer of a file
 - c) unauthorized use of phone or electronic devices such as fax, modem, etc
 - d) unauthorized use of another individual's identification or password
 - e) use of computing facilities to interfere with the work of another student or Institute employee
 - f) use of computing facilities to interfere with normal operations of the Institute computing system
 - g) use of computing facilities to send or receive obscene or abusive messages
18. Violation of other state, federal, or local statutes while on Phillips property.
19. Violations of other published Phillips regulations or policies. These policies may include regulations governing the use of computers and networks, parking rules, and regulations governing student organizations

20. Any form of sexual assault, consensual or nonconsensual sexual contact, or any other lewd conduct.

SEXUAL HARASSMENT MUST BE REPORTED DIRECTLY TO HUMAN RESOURCES AT 818-386-5679.

Phillips Academic Integrity Policy

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. Integrity is an essential component of the student academic experience. The academic evaluation a student receives for a course becomes a permanent record and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at Phillips will be a model for the professional integrity they practice when they complete their graduate work.

Accordingly, Phillips Graduate Institute has classified academic dishonesty into the following categories. Please remember that these are only examples and you may encounter other situations involving academic dishonesty in your program or discipline which may need to be documented and reported.

1. Cheating
 - Copying from another's examination, quiz, lab work, or homework assignment
 - Possession or use of pre-prepared notes or other resources in any form during a quiz or examination unless authorized by the faculty initiator
 - Revising work after its final evaluation and representing the revised version as the original work
 - Using unauthorized external assistance, including but not limited to tutors, books, notes, and calculators on either "in-class" or "take-home" exams, unless the faculty initiator has specifically authorized their use
 - Allowing others to do work for the student without advance authorization from the faculty initiator
 - Using any communicative device including but not limited to: cell phones, pagers, or PDA's to access or share information during class, testing, instructional activity or meeting with Institute staff

2. Plagiarism
 - Submitting work previously submitted for academic credit without prior authorization from the instructor of record
 - Reproduction of another's work, with or without that person's knowledge or permission
 - Submitting as one's own any academic exercise prepared totally or in part by another
 - Copying information from computer-based sources, (e.g. the internet) and submitting it as your own work
 - Allowing another person to substantially alter or revise student work and submitting it as the student's own
 - Using another's written ideas or words without properly acknowledging the source
 - Failure to acknowledge study aids such as Cliff's Notes or common reference sources
 - Unauthorized use of another person's data in completing a computer exercise or other class work
 - Fraud, copyright infringement and any other noncompliance of regulations and laws as set forth by the Federal Communication Commission (FCC), the Motion Picture Association of America (MPAA), any other guilds or unions within the radio, television, or motion picture industry and state, county, city, local laws, ordinances and other current governmental regulatory commissions in the entertainment and broadcast industries
 - Pirating and any other noncompliance of confidentiality statements such as those signed by students in the fields of fashion and interior design

3. Facilitating Academic Dishonesty
 - Intentionally or knowingly helping or attempting to help another student to commit an act of academic dishonesty
 - Giving unauthorized assistance to others during a test or evaluation, including allowing someone to copy a test or examination, or arranging with others to give or receive answers via signals
 - Providing specific information about a recently given test, examination or assignment to a student who thereby gains an unfair advantage in an academic evaluation
 - Impersonating another student in order to meet a course or graduation requirement
 - Providing aid to another student, knowing such aid is expressly prohibited by the faculty initiator
 - Preparing academic work to be presented as the work of another
 - Signing in students other than oneself for class attendance

4. Interference or Sabotage
 - Persistently behaving in a manner that has an adverse effect on the academic performance of others
 - Destroying, stealing, changing or damaging another's work

5. Fabrication
 - Citing or listing source material that was not used for research
 - Falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including but not limited to schedules, prerequisites, transcripts, attendance records or Institute forms
 - Giving false reasons (in advance of the fact or after the fact) for failure to complete academic work
 -

6. Retaliation

- Retaliation of any kind against a person who reports or provides information about suspected or alleged misconduct in good faith

Sanctions

Students who violate any standard of conduct shall be subject to the following disciplinary actions. Phillips may utilize any of the disciplinary actions set forth hereafter without previously using a lower level of discipline.

A student may receive more than one sanction for a single incident. For example, a student found guilty of stealing may be suspended, be required to make restitution, and be required to complete an Ethics Course.

Oral and/or Written Reprimand: A student may receive an oral and/or written warning based on the level of severity of the violation. The oral and/or written warning is the least punitive sanction available under the behavior code. The student will meet with the appropriate Phillips administrator to address the violation. At that time, the administrator may issue a warning to the student, which includes the discussion of a no-tolerance for recurrence of the violation and the potential penalty of suspension and/or expulsion. After the meeting with the student, a follow up letter is sent to the student by the Vice President of Administrative Affairs confirming the meeting and conversation. In addition, the Vice President of Administrative Affairs may also meet with the student and place a student on disciplinary probation. A copy of the letter is placed in the student's permanent student service record, (Please see Disciplinary Probation for details).

Disciplinary Probation: Through the oral and written reprimand sanction, a student may be placed on disciplinary probation by the Vice President of Administrative Affairs. The duration of the probation may last up to two academic years. After the duration of the probation is complete, a student will revert to the status of good standing with the Institution, unless a reoccurrence of a violation of the behavior code occurs.

Restitution: A student may be subject to pay for or replace Phillips property that was stolen or damaged due to the student's violation. Arrangements for payment or replacement of damaged or stolen property will be established through the Vice President of Administrative Affairs Office.

Suspension: The President or the President's Designee may place a student on suspension pending requested disciplinary hearing from the student in order to protect lives, property or to ensure the maintenance of order. Designee may suspend a student from any or all classes and Phillips activities for a period of time up to and including one or more terms for good cause. Prior to imposition of suspension, or within ten (10) calendar days thereafter, the suspended student shall be afforded the opportunity to meet with the President or the President's Designee to respond to the charges.

Expulsion: A student may be expelled by the President for good cause, to protect lives, property, or to ensure the maintenance of order when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of others. Prior to imposition of expulsion, or within ten (10) calendar days thereafter, the expelled student shall be afforded the opportunity to meet with the President or the President's Designee to respond to the charges.

Other Sanctions: Nothing in this section shall be construed to prohibit the President or the President's Designee from imposing a lesser disciplinary sanction than suspension or expulsion. A lesser sanction may include, but need not be limited to, verbal or written reprimands, probation, or ineligibility to participate in extracurricular activities.

Student Standards of Due Process

Standard Due Process (procedural and substantive) is an important part of our legal system that protects every member of the community against laws and actions that could be classified as capricious, arbitrary, or unreasonable. It is imperative therefore, that we establish fair and equitable hearing process for Phillips Graduate Institute students. All Student Code of Conduct procedures and records are confidential in nature and will be treated accordingly. Since this procedure is academic in nature, not a judicial process, the presence of legal counsel for any party is prohibited.

Right to a Hearing:

The student shall be entitled to a hearing before a decision of a suspension or expulsion is made (except for good cause, to protect lives, property, or to ensure the maintenance of order when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others is made). After the student has been cited for a violation of the Student Code of Conduct and/or the Academic Integrity Codes, the student has a right to request a hearing in writing with the appropriate area Vice President.

- A. Level I - Informal Action** (Oral discussion between parties involved in the dispute. Any discussion during the informal process must be held in confidence by all parties involved)
1. The student shall first present their complaint informally to the person against whom the complaint exists.
 2. If the student refuses to meet informally with the person against whom the complaint exists, the student is free to pursue the issue through the appropriate department chair, director, manager or coordinator.
 3. The appropriate administrator will convene a meeting with the grievant and the person the grievance was filed against.

4. If the matter is not then resolved, the student may request a hearing. Prior to requesting a hearing, the student must see either the department chair, director, manager or coordinator of the appropriate area.

B. Level II- Formal Action

1. The student will complete all steps in the informal procedure prior to filing the written request for a hearing.
2. The student will submit to the appropriate area Vice President a written statement of the complaint citing regulation or institutional policy which allegedly has been violated, including all supporting facts and the desired solution sought by the student. Additionally, the student will provide the Vice President with their current mailing address, email address and telephone number.
3. The person against whom the issue is directed will be requested to submit to the Vice President a written response to the allegations within five (5) working days after the filing date.
4. Within five (5) working days after receipt of the response, the Hearing panel will be established as follows:

Hearing Panel: The Vice President shall appoint an impartial three-member panel to conduct the hearing, to make findings, and to make a decision based on the Student Code of Conduct and/or the Academic Integrity Codes. The panel shall consist of an administrator, a faculty member and a staff member/student representative (the panel members will not be from the affected area). In all cases, the panel shall have the authority to issue a final decision. Members of the panel must be employees or current students of the Institute.

5. Within five (5) working days after the selection of the committee, the Vice President will notify in writing to parties the time and location of the hearing. **Notice of Hearing:** Written notice of the hearing shall be mailed or personally delivered to the student no later than five (5) calendar days prior to the date of the hearing.

The notice shall include:

- The date, time, and place of the hearing
 - A statement of the specific facts and charges upon which the proposed disciplinary action is based
 - A copy of the Student Code of Conduct and/or the Academic Integrity Code that relate to the alleged violation
6. Within five (5) working days after notification to the appropriate parties, the Vice President will convene the panel.
 7. The Hearing Panel will hear the alleged complaint and the response and will examine all supporting facts and documents. The hearing shall be conducted privately with the panel, the faculty, the administration, and the staff member/student representative. Relevant evidence may be admitted and given only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. The student may present evidence and questions.

Any recommendation to expel shall be based upon the preponderance of evidence relevant to the charges introduced at the hearing. No decision to recommend expulsion shall be based solely upon hearsay evidence.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
 8. Within five (5) calendar days after the hearing has concluded, the panel shall deliberate alone and develop a written decision, including findings of facts to impose a sanction requested by the administration or impose a lesser sanction.
 9. Within five (5) working days, the committee will submit a recommendation in writing with all supporting reasons to the appropriate Vice President. Written documentation pertaining to the issues will be confidentially maintained by the Vice President. If expulsion is determined, the panel's decision shall be submitted to the President.
 10. Within five (5) working days after receiving the panel's decision, the Vice President will notify both parties of the recommendation of the committee. A copy of the panel's decision shall be mailed to the student's last known address.

C. Right to Appeal

If the student is not satisfied with the decision of the committee, the student may appeal in writing directly to the President of the Institute. The President shall review all documents and render a decision to proceed with the original sanction brought forth by the hearing panel or a lesser sanction. Any determination by the President shall be final.

Ethical Research Committee

PROCEDURES

Research Proposal Review Procedures

1. Principal Investigator (PI) reviews Policies and Definitions.

The PI reviews Policies and Definitions. Reviewing this form provides a definition of research and of minimal risk according to federal regulations and a description of proposals that qualify as non-research, exempt research, and research that can be reviewed in an expedited manner. The PI must also be familiar with the ethical principles put forth in the Belmont Report as evidenced by a certificate of completion from NIH training found at: <http://phrp.nihtraining.com/users/login/php>.

Actions by the Principal Investigator

2. PI prepares materials for research proposal review. The PI prepares materials for Ethical Research Committee (ERC) review of the proposed research. This preparation includes:

- a) Completing Introduction/Cover Sheet
- b) Writing a description of the proposed research according to guidelines in Description of Proposed Research
- c) Writing an informed consent form appropriate for the proposed research using one of the informed consent form templates as a guide
- d) Possibly completing other form(s) as indicated in Introduction/Cover Sheet
- e) Completing online course on ethics/protection of human research participants and including certificate of completion in materials for review

The PI should also include a copy of the Methods Section/Chapter of the proposed research and all research instruments (including demographic background questionnaires) in materials for review.

The online course on ethics and protection of human research participants can be taken on any computer workstation in the Library or at home (<http://phrp.nihtraining.com/users/login/php>).

After the PI has prepared all of the materials, then

- a) If the PI is a faculty member or counseling center administrator/clinician, the materials should be submitted together to the ERC for review. The PI should take the application to the librarian or a member of her staff. The student will fill out a Research Proposal Submission Cover Sheet and fill out the Library Log of Research Proposal Receipts. The application will be forwarded to ERC, or
- b) If the PI is a student, the materials should be submitted together to the faculty advisor/mentor/instructor overseeing the proposed research. The faculty advisor/mentor/instructor reviews the materials and, when satisfied the PI has prepared them adequately, signs the Introduction/Cover Sheet. The PI should then submit the application to the Phillips librarian as described above or place it in the ERC mailbox.

Actions by the ERC

3. The ERC chairperson reviews the Introduction/Cover Sheet for:

- a) Necessary signature(s) and email address used in online ethics training
- b) Involvement of the "vulnerable participant group" in the proposed research, as indicated on form
- c) Checkmark indicating that the certificate of completion of online course on ethics and protection of human research participants is included in materials for review (actual presence of certificate will also be determined)
- d) Checkmark indicating request for full expedited review or exemption from review if so desired

If necessary signature(s), certificate of completion and appropriate email address are absent, then the materials are returned to the PI.

The ERC chairperson performs an initial review to determine if the proposal qualifies for exempt research status, expedited review, or informed consent waiver and decides on approval/disapproval of the request(s). If no requests are made, the proposal will automatically be referred to the full committee. Given that the initial review could take up to one week, the proposal will be processed most expeditiously if requests are only made when appropriate.

- a) If the request for exempt research status is approved, then the Review Outcome is completed and signed by the ERC chairperson and returned to the P.I. If the request for exempt research status is disapproved, then the ERC chairperson determines whether the proposed research qualifies for expedited review or requires review by the full ERC.
- b) If the request for expedited review is approved, then the ERC chairperson assigns an ERC member as the reviewer. This review is concerned with determining whether the proposed research meets federal regulations for protection of human participants. The ERC member completes and signs the Review Outcome and then returns the materials to the ERC chairperson. The ERC chairperson completes

and signs the Review Outcome and then directs a copy to the PI (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research). If the PI requests an informed consent waiver, the ERC member follows the guidelines in the Request for Informed Consent Waiver for approving/disapproving this request (see research advisor).

- c) If the ERC chairperson decides that the proposal is to be considered for full committee review, then the chairperson will schedule a review at an upcoming ERC meeting. Proposals will be assigned for full committee review if a vulnerable participant group is involved in the proposed research or the chairperson determines that the proposal involves more than minimal risk to the participants. In this instance, the committee as a whole is concerned with determining whether the proposed research meets federal regulations for protection of human participants. Consistent with the committee determination, the ERC chairperson completes and signs the Review Outcome and then directs a copy to the PI (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research)

Review Outcomes and Response by Principal Investigator

If the proposed research has been determined to have exempt status, then the ERC chairperson signs and directs a copy of the Review Outcome to the PI (if the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research).

If the proposed research is approved unconditionally, then the ERC chairperson signs and directs a copy of the Review Outcome to the PI (if the PI is a student, then a copy of Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research).

No further response is required by the P.I. and data collection may begin.

If the proposed research is approved conditionally pending minor revisions, the ERC chairperson (for full committee review) and the ERC member (for expedited review) direct a copy of the Review Outcome to the PI (if the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research)

The response of the P.I. will usually include a cover letter addressing these changes made in response to the request for revisions, along with the changes made in the proposal. These materials are to be submitted to the ERC in the manner used in the initial application.

The decision of the proposed research may be deferred, which occurs when major changes need to be made to the proposal before it can be approved. The ERC chairperson (for full committee review) or ERC member (for expedited review) direct a copy of the Review Outcome to the PI (if the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research).

The response of the P.I. letter most likely will involve rewriting those parts of the proposal in which major changes need to be made. This should be submitted with a cover describing these changes. In the event that the P.I. does not fully understand what is being requested, a meeting may be set up with the ERC chairperson or a designated member to go over this material.

The proposed research may be disapproved. This decision is made when no changes can be made to remove the ethical problems of the study. This decision can only be made by the full committee. The ERC chairperson then signs and directs a copy of the Review Outcome to the PI (if the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research). If the proposed research is undergoing an expedited review and no remediation can be envisioned or there are other serious ethical problems, the ERC member must refer the proposal to the ERC chairperson so that it can be considered for full committee review.

Aside from accepting the decision, the response of the P.I. may be to request permission to orally present the study to the full ERC committee for reconsideration. This will only occur if misunderstandings between the P.I. and the full committee are evident, and the decision is made by the ERC chairperson.

Process Summary and Timeline

Materials for review submitted to ERC chairperson

- ERC chairperson reviews Completing Introduction/Cover Sheet (1 week)
- ERC member reviews the materials (up to 3 weeks)
- Full ERC reviews the materials (up to 4 weeks)
- ERC chairperson processes and mails the Review Outcome (1- 3 days)
- Principal Investigator receives a letter with the outcome of the review

In sum, from the time the materials are submitted to the ERC chairperson, the expedited review process takes approximately one month to complete. If a research proposal needs to be reviewed by the full ERC, then the time to completion is approximately four to five weeks. The Principal Investigator will receive a letter with the outcome of the review.

If a research proposal has previously been through the review process and has been approved conditionally, then from the time the materials are received by the ERC chairperson, the expedited review process takes approximately one week to complete. If a research proposal has previously been through the review process and received a referral, then from the time the materials are received by the ERC chairperson, the review process

takes approximately two weeks to one month to complete, depending on whether the proposal was previously given expedited or full committee review. If the research proposal needs to be reviewed by the full ERC, then the time to completion is approximately four to five weeks if the proposal is submitted in time for the next meeting. For a proposal to be considered for the next full committee meeting, the proposal must be submitted three weeks prior to the meeting date. The Principal Investigator will receive a letter with the outcome of the review.

All times are approximate, and special circumstances may lengthen the timeline.

Ethical Research Responsibilities/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 as set forth by the federal government. Researchers are expected to propose, conduct, analyze and report research in an honest and ethical manner. Scientific misconduct is defined as falsification of data, plagiarism or other actions that seriously diverge from those accepted by the scientific community for the conduct of research.

All allegations of misconduct in research by faculty members or students should be reported to the Vice President of Academic Affairs or their appointed designee. Scientific misconduct is taken seriously by Phillips Graduate Institute and may be grounds for expulsion.

Student Evaluation and Review Committee (SERC)

The Student Evaluation and Review Committee (SERC) reviews the progress of a student at the request of faculty or department chairs when a student's progress is determined to be unsatisfactory or problematic. The review includes grades, written evaluations, clinical skills, and faculty observations concerning the student's fitness for the profession. In cases where a student's progress is determined to be unsatisfactory or problematic, the committee will meet with the student. In rare cases involving urgent situations, students may self-refer to SERC if they meet one or more criteria outlined above and they have asked the department chair for a referral which has not yet been made.

After meeting with the student, SERC will develop a remediation plan to assist the student in achieving and maintaining satisfactory progress. However, the committee may also recommend dismissal. SERC submits recommendations to the department chair, who will determine the final terms and conditions and send the student official notification. SERC is responsible for monitoring the student's progress and successful completion of the remediation plan. The written summary of the committee's evaluation and recommendations and the department chair's decision become part of the student's file. Copies are also maintained by the committee, the academic advisor and the Registrar's Office.

SERC does not mediate or resolve disputes regarding grades, evaluations of professional conduct, or decisions made by department chairs or other administrators. Students who have such disputes or disagreements should refer to the Grievances Concerning Academic Freedom under Academic Policies.

Statement of Concern and Recommendations

A faculty member or clinical training site may generate a Statement of Concern when a student's academic progress/motivation and/or professional conduct are of serious concern. Similar to the Mid-Semester Statement of Concern, the intent of the Statement of Concern is to heighten the student's awareness regarding the seriousness of the identified problem(s) and to provide the student an opportunity to remediate their academic performance or professional behavior. A student's failure to remediate may lead to a SERC referral by the department chair. The Statement of Concern becomes a part of the student's permanent academic record, and copies are forwarded to the student, the student's academic advisor and appropriate department chairs.

Student Privacy Policy

In many courses the nature of some of the classroom activities is experiential. Students sometimes volunteer to role-play or engage in self-disclosure as psychotherapy clients. Additionally, in discussing case material, students often refer to their personal lives and histories. It is the policy of Phillips Graduate Institute that all personal and family issues discussed by students or other participants as part of the experiential phases of the educational program are confidential. This includes not only the spoken word, but also the identity of clients or someone working as a client. As such, material in this category may not be discussed outside the educational context in which it occurs by either faculty or students.

No video or audio tape recording or written or electronic records of confidential material may leave Phillips' premises without the written permission of an appropriate official of the Institution. Further, students may not record other students without written permission from classmates and the instructor.

Admission Policies and Procedures

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.

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 Admissions Offices. 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.

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 Institute 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
- 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 after the deadline.
- Additionally, the application fee(s) and tuition deposit are non-refundable. All conditionally-admitted students should be in regular contact with the Admissions Office 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.

Application Deadlines

MASTER'S PROGRAMS

Fall 2010 Semester

Priority Application Deadline: **April 15, 2010**
Classes Begin: **August 28, 2010**

Spring 2011 Semester

Priority Application Deadline: **November 15, 2010**
Classes Begin: **January 8, 2011**

Summer 2011 Semester

Priority Application Deadline: **April 15, 2011**
Classes Begin: **May 9, 2011**

DOCTORAL PROGRAMS

Fall 2010 Semester*

Priority Application Deadline: **January 29, 2010**
Classes Begin: **August 28, 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.

**Applications are not being accepted for the doctoral program in Clinical Psychology for Fall 2010.*

Admission Application Process

1. Visit the Phillips website (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 recommendation forms (forms provided)

Official copies of all college transcripts

Résumé/Statement of Experience

Payment of application fee

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

Phillips Graduate Institute
Attn: Admissions Office
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 Admissions Office at (818) 386-5660.

Application Fee

The application fee is non-refundable. The Admissions Office 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 their 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 Admissions Office's 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.

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.

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 sessions 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 4:30 p.m. on Friday. Call (818) 386-5660 or e-mail info@pgi.edu for additional information or assistance.

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 Admissions Office and submit a "Request for Deferment" in writing. The student will receive written notification from the Admissions Office that the deferment has been approved.

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.

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. Core Values

Choose one of Phillips Graduate Institute's Core Values (below) with which you most identify. 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. 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.

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
- 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.

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 their 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. Please refer to admissions information under each program.

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 their 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 they would be able to successfully participate in a graduate academic program. This statement is in addition to the goals statement essay.

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:

- 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 Admissions Office. All costs associated with such an evaluation are the responsibility of the applicant.
- English proficiency is required (see English Proficiency and Test Scores sections of this catalog).
- 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 their stay in the United States by submission of this form. The Admissions Office will furnish the form to applicants upon request.
- Return "Official Bank Verification of Funds" for one academic year (nine-month period). Verification must be dated within three months of the application date.
- Because of international postal service delays, an international student may fax documents to Phillips Graduate Institute, Admissions Office, 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 Admissions Office.
- Submit a copy of Passport, Visa and I-94 upon arrival at Phillips Graduate Institute
- Copy of previous I-20 (if applicable)
- Submit a Student Transfer Release form (applicable to transfer students only)
- Students may not attend on a B1/B2 Visa.

See additional information under the International Students section.

Recommendation Forms

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

- 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 their 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.

Non-Degree Seeking Students

A non-matriculating student taking any courses for academic credit at Phillips 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 the Registrar's Office prior to beginning coursework.

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 spaces 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 Admissions Office. 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.

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 Admissions Office. (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 their interest in the field and their reasons for wishing to change programs. 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 their acceptance status into the new program.

Post-Acceptance Application to Additional Areas of Study

Students often begin in one area of concentration and choose to expand their training by pursuing a specialization in a specific area of study. An example would be an MFT student adding the PPS credential program courses to their 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 their department chair and the department chair of the additional area of study. The approved form is then submitted to the Registrar's Office. (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.)

Prerequisite Requirements

All applicants to Phillips Graduate Institute must have 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, completed at a regionally accredited college/university program with the letter grade of B or above:

- Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy
- Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Pupil Personnel Services (PPS) Credential
- Master of Arts in Psychology with an Emphasis in School Counseling/Pupil Personnel Services (PPS) Credential
- Master of Arts in School Psychology
- Doctor of Psychology in Organizational Management and 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 artwork to be reviewed as part of the interview process. All prerequisite courses must be completed with a letter grade of B or above.

Applicants interested in the concentration option must 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, they may be granted the opportunity to complete any outstanding coursework prior to or during their enrollment in a Phillips program upon the approval of the department chair.

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 Admissions Office.

All documentation received by the Admissions Office 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.

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 Admissions Office for up to one year from the original date of submission. Please contact the Admissions Office 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.

Transfer 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: PSY 501, PSY 502A, PSY 502B, PSY 519A/B, PSY 519A/B-L, PSY 531A/B, PSY 533A/B.

The following course is eligible for transfer into the Marriage and Family Therapy/Art Therapy program: PSY 561.

The following courses for the Clinical Psychology Doctoral Program are not eligible for transfer: PSY 677, PSY 683, PSY 685, PSY 686, PSY 687, PSY 688, PSY 690, PSY 714, and PSY 800 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 (syllabi may be requested as needed) 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 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.

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.

Review Process and Admissions Interviews

Completed applications are reviewed by the Director of Admissions and submitted to the Admissions Committee for review. Selected applicants for admission are required to interview with the respective 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.

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.

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 an Academic/Administrative form with their application. The request will be considered by the appropriate department chair.

After the first semester, a student must receive academic advisement from their faculty advisor regarding requests to exceed course load limits. The Academic/Administrative 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.

Enrollment Status

- **Master of Arts** – Full Time 8-12 units, Half Time 4-7 units, Less than Half Time 1-3 units (not eligible for financial aid)
- **Doctor of Psychology**- Full Time 8-12 units, Half Time 4-7 units, Less than Half Time 1-3 units (not eligible for financial aid)
- **Doctor of Psychology, Clinical Psychology Internship** – Full Time 4 units, Half Time 2 units, Less than Half Time 1 unit (not eligible for financial aid)

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 Psychology with Emphasis in School Counseling
- Master of Arts in School Psychology
- Pupil Personnel Services (PPS)

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.

Transcripts

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

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

Transcripts must be received by the Admissions Office in a sealed envelope and marked as "Official." The applicant may request that the documents be sent directly to the Admissions Office. 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 Admissions Office.

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 their enrollment to a future class start date within one academic term will have their tuition deposit applied to hold their future class space. In the event the student does not begin at the deferred date or the deferment period is greater than one academic term, the deposit is non-refundable. Tuition deposits may be paid by check, money order or credit card.

Financial Aid

The Financial Aid Office at Phillips Graduate Institute is committed to providing students with financial aid resources to meet their educational costs. Phillips Graduate Institute offers financial aid to eligible students through a combination of Federal Direct Stafford loans, the Federal Direct Graduate PLUS loan, and Federal Work-Study.

Financial Aid Eligibility

In order for students to be eligible for federal financial aid funding they must:

- Be officially accepted for admission to Phillips Graduate Institute
- Be a citizen, national or permanent resident of the United States or provide evidence from the Department of Homeland Security (DHS) that you are in the United States for other than temporary purposes with the intention of becoming a permanent resident
- Have valid identification and a social security card
- Be attending an accredited institution of post-secondary education on at least a half-time basis
- Be registered for the Selective Service, if required to register
- Be making satisfactory academic progress as outlined in the catalog
- Certify that you are not in default on any Title IV program or owe a repayment on any title IV grant of the Higher Education Act of 1965, as amended, at any institution of higher education
- If you are an eligible non-United States citizen with a Permanent Resident Visa I-151 or I551 card, you are required to submit a clear photocopy of both sides of your Alien Registration card (green card) before we can consider awarding federal financial aid funds.

Enrollment Status

- **Master of Arts** – Full Time 8-12 units, Half Time 4-7 units, Less than Half Time 1-3 units (not eligible for financial aid)
- **Doctor of Psychology**- Full Time 8-12 units, Half Time 4-7 units, Less than Half Time 1-3 units (not eligible for financial aid)
- **Doctor of Psychology, Clinical Psychology Internship** – Full Time 4 units, Half Time 2 units, Less than Half Time 1 unit (not eligible for financial aid)

Financial Aid Application Process

In order to determine eligibility for federal financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) on line at www.fafsa.ed.gov. Students are encouraged to complete the FAFSA as soon as possible, but no earlier than January 1st, if they are planning to enroll for the fall semester. The Title IV institutional code for Phillips Graduate Institute is **G22372**. In order to sign the FAFSA form electronically, students must register for a PIN at www.pin.ed.gov. Once your FAFSA has been processed, a Student Aid Report (SAR) will be sent to you. The SAR outlines information that you reported on the FAFSA, and it is important that you review the information. Corrections can be made to the FAFSA by logging on to the FAFSA website.

When you receive the SAR, the Financial Aid Office will receive the electronic transmission of the FAFSA information from the federal processor. Students who are admitted to Phillips Graduate Institute will receive an official Offer of Financial Aid, which lists all of the financial aid that you are eligible to receive. Students should review the Offer of Financial Aid, and indicate their acceptance by signing the form or rejection by checking the decline box for each offer shown. Please return the signed copy to the Financial Aid Office.

VERIFICATION

When students complete the FAFSA, the United States Department of Education verifies the information reported with the following federal agencies:

- Social Security Administration – for verification of social security number and United States Citizenship status
- Selective Service System – for verification of Selective Service registration status
- Department of Homeland Security – for verification of eligible non-citizen status
- Department of Justice – for verification that an applicant has not been denied federal student aid by the courts as the result of a drug-related conviction
- Department of Veterans Affairs – for verification of veteran status

Students who complete the FAFSA may be selected by the Department of Education for a process called Verification. Students who are selected for Verification are required to submit the following to the Financial Aid Office:

- A photocopy of the most current (prior year) Federal Income Tax Return

- Wage earning statements (W-2 forms) and miscellaneous income statements (1099 forms)
- Department of Education Verification Worksheet

The Financial Aid Office will notify students when they are selected for Verification and will provide guidance throughout the Verification process.

INACCURATE REPORTING OF FINANCIAL INFORMATION

If it is discovered that a student has reported inaccurate information or has provided and reported conflicting information on the FAFSA or to the Financial Aid Office, Financial Aid reserves the right to adjust all financial aid awards in order to remain in compliance with federal regulations. The Financial Aid Office has a responsibility as stewards of the federal student loan programs to resolve all conflicting information before disbursing federal financial aid. Intentional inaccurate reporting of financial information to Phillips Graduate Institute's Financial Aid Office may result in the loss of eligibility for financial aid in current and/or subsequent academic years.

VETERAN BENEFITS

Phillips Graduate Institute is approved for Veteran Administration benefits. The Department of Veterans Affairs has made funds available for Veteran students. For information regarding eligibility for Veterans Education Benefits, please contact the Department of Veterans Affairs at www.va.gov or call 888.442.4551.

Federal Direct Loan Information

Students may find it necessary to borrow money in order to finance their graduate education. With the Federal Direct Loan Programs, students can borrow enough Stafford loan funds to assist with their educational costs at Phillips Graduate Institute. Students are encouraged to explore all available loan options and understand the terms, conditions, benefits and responsibilities of borrowing responsibly.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Federal Direct Subsidized Stafford Loans are awarded to students who demonstrate financial need as determined by the information provided on the FAFSA. Students who meet the need criteria may borrow up to \$4,250 per semester. The federal government pays the interest on the loan while the student is enrolled at least half-time. Federal Direct Stafford Loans have a fixed interest rate of 6.8%. No interest accrues while students are in school at least half-time, during grace and during deferment periods. Repayment begins six (6) months after the borrower graduates or is no longer enrolled at least half-time. Federal law requires both entrance and exit counseling for the Federal Direct Stafford Loan. Students complete loan counseling online when they apply for the loan.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Federal Direct Unsubsidized Stafford Loans are awarded based on a student's cost of attendance. Through this program, a student may borrow up to \$6,000 per semester. The fixed interest rate is the same as the subsidized Federal Direct Stafford Loan; however, the unsubsidized interest begins to accrue immediately upon disbursement. The interest begins to accrue with the first disbursement of the loan. The student has the option of paying the interest quarterly or allowing it to accrue while in school at least half-time. Repayment begins six (6) months after the borrower graduates or is no longer enrolled at least half-time. Federal law requires students to complete entrance and exit counseling, and students complete online loan counseling when they apply for the Federal Direct Unsubsidized Stafford Loan. Federal Unsubsidized Direct Stafford Loan funds will not disburse to the student's account until entrance counseling is complete.

FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is a federal loan designed to assist graduate and professional students who are United States citizens or eligible non-citizens. Students may borrow the amount equal to the Cost of Attendance, less all other financial aid. The Federal Direct Graduate PLUS Loan has a fixed interest rate of 7.9% and repayment beginning 60 days after the last installment of the loan for the loan period. Students that are enrolled at least half-time are eligible for in-school deferment on the principal balance of the loan. There is no grace period for the Graduate PLUS Loan, so students are expected to begin repayment as soon as the deferment ends. The Federal Direct Graduate PLUS Loan is credit based. The government does not factor debt-to-income ratio and only looks at your credit score. The Federal Direct Graduate PLUS Loan has the same repayment, deferment, forbearance, and cancellation provisions as the Federal Direct Stafford Loan program.

FEDERAL DIRECT STAFFORD LOAN REPAYMENT OPTIONS

Students will begin repayment of their Federal Direct Stafford Loan when they graduate, withdraw, take a leave of absence, become administratively suspended and/or drop below half-time enrollment. At this time, the servicer of your Federal Direct student loan will be notified, and you will be informed regarding repayment options. The monthly payment amount can vary depending on how much loan debt the student has accumulated, the interest rate of the loans, and the repayment option the student selects. During the Direct Stafford Loan grace period, students will have the opportunity to select one of the repayment plans listed below:

- **Standard or Level:** This is the most common and least expensive payment option where students have fixed monthly payments of at least \$50 for a 10 year period. If your monthly payments exceed 10% of your gross monthly income, you should consider one of the other repayment options.
- **Graduated:** This option allows the flexibility of having your payments start out low and increase over time. Generally, this is evaluated every two years. The option is good if you have limited income and expect higher earnings over the 10-year repayment period.

- **Income-Based:** Monthly payments are based on your income and your total loan amount over a period of 10 years. Payments can be adjusted annually to account for changes in your income. The repayment period of 10 years may be extended to 15 years under a special forbearance provision. Students should discuss the 15-year forbearance option with their loan servicer.
- **Extended Fixed or Extended Graduated:** Monthly payments are fixed or graduated over a period of up to 25 years. Extended repayment plans are available only to new Direct Loan Borrowers who currently have an outstanding Direct Loan balance of more than \$30,000. You may choose to make payments using the level or graduated repayment schedule. The total interest costs are greater for the 25-year loan period versus the 10-year loan period.
- **Income Contingent:** This option allows the monthly payment to be adjusted each year based on the annual income (including your spouse's income if married), your family size, and the total amount of your Direct loans. After 25 years, any unpaid loan amount will be forgiven. This plan is currently available only to Direct Subsidized or Unsubsidized Loan borrowers.
- **Federal Direct Loan Consolidation:** This allows you to combine multiple federal education loans into a single Direct Consolidation Loan which may allow students to extend the repayment period. Students should note that while extending the repayment period, they may pay more interest over the life of the Direct Consolidation Loan. The interest rate for a Direct Consolidation Loan is based on a weighted average of the loans being consolidated. Depending on your total loan balance, you may be able to lower your monthly payments. For additional information regarding Direct Loan Consolidation, contact the Direct Loan Consolidation Center at 1.800.557.7392.
- **Deferment and/or Forbearance of Federal Stafford Loans:** Students may be eligible to receive a deferment on their Federal Stafford Loans as long as the loan is not in a defaulted status. A deferment allows students to temporarily postpone payments on the Stafford Loan. Students may be eligible for a deferment if enrolled at least half-time at a postsecondary school, are in an approved rehabilitation training program for the disabled, unable to find full-time employment, and/or demonstrate economic hardship.

If a student experiences difficulty meeting repayment obligations and is not eligible for a deferment, the servicer may grant them forbearance for a limited period of time. During the period of forbearance, the student's payments are postponed or reduced, and sometimes the repayment period can be extended. Students will be charged interest on the loan during the period of forbearance. Students may be eligible for a forbearance if they are unable to make payments due to poor health or other unforeseen personal problems, are serving in medical or dental internships or residency, serving in a position under the National Community Service Trust Act of 1993, or obligated to make payments that are equal to or greater than 20 percent of their monthly gross income. Students can request deferments or forbearance by contacting the lender or agency that services their federal loans.

FEDERAL DIRECT STAFFORD/DIRECT GRADUATE PLUS LOAN ENTRANCE COUNSELING

All first time Federal Direct Stafford Loan borrowers at Phillips Graduate Institute must complete the online Federal Direct Stafford/Graduate PLUS Entrance Counseling session prior to the disbursement of the Stafford and/or Graduate PLUS Loan. Students can access entrance counseling at www.studentloans.gov.

FEDERAL DIRECT STAFFORD LOAN EXIT COUNSELING

Federal Direct Stafford Loan borrowers who cease to be enrolled at least half-time, take a leave of absence, withdraw or graduate from Phillips Graduate Institute are required to complete Federal Direct Stafford Loan Exit Counseling. Phillips Graduate Institute and the Department of Education require students to complete exit counseling as soon as they drop below half-time enrollment or cease to be enrolled. Students can complete exit counseling at www.studentloans.gov.

FEDERAL STUDENT LOAN HISTORY

Students who would like to access their federal student loan history may do so by going to the National Student Loan Data System website at www.nsls.ed.gov. In order to access your personal information, students will be asked to enter confidential information. In addition, students may be required to enter their FAFSA PIN number. If you do not have your FAFSA PIN number available, go to www.pin.ed.gov to retrieve it. Students who access NSLDS will be able to view loan amounts, outstanding principle and interest, lender and servicer information.

FEDERAL WORK-STUDY

The Federal Work-Study program provides employment for students who demonstrate financial need based on the information provided on the FAFSA. Federal Work-Study gives students the opportunity to earn money while attending Phillips Graduate Institute. The total amount of Federal Work-Study depends on the funding we receive from the Department of Education, when the student applies to the program, and the level of financial need. The amount of Federal Work-Study the student earns cannot exceed the total amount of Federal Work-Study awarded. The hiring supervisor will consider a student's class schedule and individual academic progress when assigning Federal Work-Study positions. Employment is available in community service, and students are highly encouraged to participate in this program.

FINANCIAL AID INFORMATION SESSIONS

The Financial Aid Office will conduct private and group information sessions in order to educate students about the financial aid process and review financing options for educational costs. We encourage students to attend one of the sessions or call our office for a personal financial aid counseling session.

STUDENTS RIGHTS AND RESPONSIBILITY FOR RECEIVING FEDERAL STUDENT FINANCIAL AID

Rights

1. All students are entitled to equitable treatment in the awarding and management of financial aid funds. Phillips Graduate Institute does not participate in any type of discrimination, and all students are treated in a fair and equitable manner.
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 funds.
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 Financial Aid Office 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. Federal financial aid funding is awarded on a per semester basis, and we disburse financial aid once each semester.
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.

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 tuition refund is calculated based on the week of the semester and upon submission of a Withdrawal form or a Program Modification form to the Registrar's Office. If a student drops classes (units) or withdraws from Phillips 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. The administrative fee is non-refundable.

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 Registrar's Office. It is the responsibility of the student to initiate this process.

Leave of Absence

Students who need to interrupt their academic program for compelling reasons may request a Leave of Absence (LOA or leave). A student may request a Leave of Absence from their program by first consulting with the department chair. Students may take one Leave of Absence for a maximum of one (1) year. A leave is not granted to students with an outstanding balance on their tuition account or with outstanding unpaid fees at the Phillips Library.

To request a Leave of Absence, the student must complete and submit the Leave of Absence Request on the Phillips website under the Registrar's Office. The Registrar will forward the request to the department chair for approval and notify the student of the department chair(s) decision by mail. If applicable, students must also complete an online Exit Interview for the Financial Aid Office before a leave may be formally approved.

If a student takes a leave in the middle of a term, the student will automatically be withdrawn from all classes in which they are enrolled, and a grade of W will appear on the transcript for all courses in which a grade has not been earned. These courses must be repeated upon return to Phillips. Students on LOA are ineligible to gain hours of experience for licensure.

Leaves of absence cannot be granted retroactively. Federal financial aid regulations regarding students' separation from school demand strict observance of this rule. Students may not receive federal financial aid disbursements while on a Leave of Absence. A student on an approved Leave of Absence will be considered not enrolled and would not be eligible for an in-school deferment for their student financial aid loans. Financial aid grace periods begin during leaves and may result in loan repayments coming due. If a student withdraws from all classes after the add/drop deadline of the semester, they may be subject to the Withdrawal Policy and Financial Aid Return of Title IV Funds policy. Students who fail to return from an approved Leave of Absence on the date indicated on the form will be Administratively Withdrawn from Phillips Graduate Institute.

For financial aid students a Federal Return of Title IV Funds calculation will be completed as of the last date of attendance, and any unearned funds will be returned to the federal and/or state source of funding. The return of any unearned funds may cause a tuition balance; therefore, the student will be responsible for any financial obligation to the school.

For additional information, please refer to the Leave of Absence Policy under Administrative Policies and Procedures.

Financial Aid - Satisfactory Academic Progress

Federal regulations require Phillips Graduate Institute to establish, publish and apply standards of Satisfactory Academic Progress for financial aid eligibility. The purpose of measuring and enforcing these standards is to ensure financial aid recipients progress toward graduation. Students who fail to meet the satisfactory academic progress requirements become ineligible to receive financial aid until they are in compliance with these requirements. Students must maintain a GPA of 3.0 in order to meet the qualitative standards for academic progress. Students must also meet the quantitative standard which relates to the number of units that must be completed over a specific period of time and is based on the number of units successfully completed within any given number of semesters. Students must successfully complete all units attempted. Grades of W (withdraw), F (fail), and NCR (no credit) are not considered completed units. The quantitative standard is based on the number of semesters attended, regardless of whether or not financial aid was received.

The Financial Aid Office will monitor Satisfactory Academic Progress after every semester to determine continued eligibility for financial aid funding. Students who do not make satisfactory academic progress will receive written notification from the Financial Aid Office and will be placed on financial aid probation. During this financial aid probationary period, students may receive financial aid and are expected to resolve all academic deficiencies. If after being placed on financial aid probation the deficiencies are not removed by the end of the probation period, or if the deficiencies exceed those listed above, federal financial aid will be suspended until such time that the deficiencies have been resolved. Students who have financial aid suspended for failure to achieve satisfactory academic progress will be notified in writing. Students may appeal if extenuating circumstances hindered academic performance. Students are encouraged to file their appeal immediately after receiving notification of financial aid. Appeals must include a corrective action plan to explain in detail how and when deficiencies will be resolved. The student's academic advisor or department chairperson for the respective program of study must approve the corrective action plan. The appeal and approved corrective action plan must be in writing, and a copy must be sent to the Financial Aid Office.

Withdrawal

Should students wish to withdraw from their academic program, they must complete and submit the Withdrawal Request on the Phillips website under the Registrar's Office. If applicable, students must also complete an online Exit Interview for the Financial Aid Office. To be withdrawn in good standing, a student must meet all outstanding financial obligations to the school. A grade of W (Withdrawn) will appear on the transcript for all courses in which a grade has not been earned. The withdrawal date is the date the student officially notified Phillips by submitting the online withdrawal form.

WITHDRAWAL FOR FINANCIAL AID STUDENTS – RETURN OF TITLE IV FUNDS

Pursuant to federal regulations (CFR 668.22), withdrawal from Phillips during any period of enrollment, whether official or unofficial, may necessitate the return of federal financial aid. For each Title IV aid recipient who withdraws, the school must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The school must return any portion of unearned Title IV funds for which the school is responsible. The school must also advise the student of the amount of unearned Title IV grant aid that they must return, if applicable. The student must repay any unearned funds that the school did not return according to the normal terms of the loan. The student returns those funds by normal repayment of the loan according to the terms and conditions of the promissory note.

If a student has completed more than 60% of the payment period, they are considered to have earned 100% of the Title IV loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

Business Office

Tuition and Fees 2010-2011

| | |
|--------------------------|--|
| Application fee | \$75 |
| Tuition deposit | \$250 |
| Tuition per unit (MA) | \$820 |
| Tuition per unit (PsyD) | \$858 |
| Late registration fee* | \$50 |
| Administrative fee** | \$100 (1-3 units) \$300 (4 units and above) |
| Materials/Technology Fee | \$75 |
| Doctoral Internship Fee | |
| Half-time | \$2,000/semester |
| Full-time | \$3,000/semester |

Fees and tuition may be adjusted annually.

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

** *This fee is charged each semester.*

SCHOOL PSYCHOLOGY INTERNSHIP FEE

| | |
|-----------|------------------|
| Full-time | \$2,000/semester |
|-----------|------------------|

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

Administrative Fee

The administrative fee covers the following costs:

- Parking passes and services
- Library access and support services
- Unofficial transcripts
- Completion of certifications and verifications
- Miscellaneous campus and program events
- Federal Work Study administration
- Teaching Assistantships
- Professional liability coverage during clinical/field training

Materials/Technology Fee

The materials/technology fee covers the following costs:

- Computer services and technology support
- Audiovisual services and technology support
- Remote online Library database and catalog access
- Printing of course syllabi

Miscellaneous Fees

| | |
|--|------|
| Returned Check Charge | \$25 |
| Transcript Processing fee | \$10 |
| Each Additional Transcript: <i>(processed at the same time)</i> | \$5 |

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| | |
|---|-------|
| Rush Transcript Processing fee | \$20 |
| Payment Plan Charge (<i>per setup</i>) | \$75 |
| Diploma Replacement fee | \$75 |
| Graduation fee | \$200 |

Please contact the Accounting Office regarding accepted forms of payment. Phillips reserves the right to make changes in 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 their account. This includes a consistent review of all communications received from Phillips Graduate Institute.

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

\$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 – a payment plan charge of \$75 applies

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.

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A refund is calculated based on the week of the semester and upon submission of a Withdrawal form or Program Modification form to the Registrar's Office. Please refer to the Add/Drop policies under the Enrollment, Registration and Degree Information section.

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 their 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.

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 transcripts and any academic records.

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

Phillips reserves the right to cancel 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 are more than 60 days delinquent on their account will receive a warning letter from the Accounting Office.

If the student does not resolve the matter with the Accounting Office, they will be placed on Administrative Suspension, which may result in administrative withdrawal from the program.

Sealed Records

The student records of individuals with outstanding financial obligations or on Administrative Suspension will be sealed until the financial obligation has been met or the suspension has been removed. While the student record is sealed, the Institution will not issue diplomas, certificates, transcripts or letters of verification.

Waiver of Business Office Policy

Students wishing to waive any financial regulation must file a Business Office Petition (available in the Registrar's Office and on the Phillips website). This petition form is not used to request the waiver of financial aid policies.

The procedure for filing the petition is as follows:

- Complete the first two sections (identify the policy to be waived and the reasons).
- Submit the petition to the Registrar's Office

The petition will be forwarded to the Petition Committee for review, and the committee's decision will be mailed to the student.

Academic Policies and Procedures

Registration, Enrollment and Degree Information

Registration

The Registrar's Office enrolls students by reviewing student academic plans. Therefore, it is important that students meet with their academic advisor each semester to ensure their academic plans are correct. Students receive a copy of their class schedule prior to the beginning of each semester. Students must review their schedules to ensure they are registered in the appropriate classes.

Continuing Students

Registration for courses will be completed by the Registrar's Office based on the student's academic plan. Students must complete financial aid paperwork (if required) and clear any holds on records prior to registration. Students with holds on their records will not be registered until the hold has been removed and the office notified.

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 without prior notice to meet the requirements of legislative or professional certification bodies and to further enhance the education of its students.

Change of Class Day

Once a student chooses a class day (MFT/MFTAT/SC - first semester students only), it will become permanent. However, students who wish to switch their class day may file a Program Modification form and submit it to the appropriate department chair for approval. The approved Program Modification form must be submitted to the Registrar's Office. Copies will be distributed to the student and the faculty advisor, and the Registrar will change the approved class day in the student database.

Degree-seeking Independent Study/Directed Study

Students may only register for an Independent Study/Directed Study course if it is approved by the department chair and/or advisor. Independent studies are taken for a letter grade unless the supervising faculty advisor requires otherwise. They may be for one to three units of course credit. Registration procedures and deadlines for independent study are identical to those of regular courses.

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 in the Clinical Psychology program are considered full-time when enrolled in a 4-unit (full-time) internship and part-time when enrolled in a 2-unit (part-time) internship. Students enrolling in more than eighteen (18) units must obtain approval from their academic advisor and department chair by using the Academic/Administrative Petition form.

Late Registration

Students registering after the end of the add/drop period will be charged a \$50 late fee.

New Students

New students are required to complete the following forms:

- Demographic form
- Online Catalog Acknowledgment form
- Parking permit
- Student survey

Non-degree-seeking 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 (9) units.

Program Modification

Students who need to modify enrollment must meet with their academic advisor and/or department chair to obtain approval. It is the student's responsibility to obtain approval for all program modifications. Failure to do so may result in delays in program completion and graduation.

Any student who modifies enrollment in ways that reduce it to part-time or less than part-time must meet with the Director of Financial Aid to review continued financial aid eligibility.

Repeating a Course

Students will be required to repeat a course if they receive a grade lower than the threshold established by their program of study (C- or less in the master's program, B- or less in the doctoral program), or if required to do so by the department in order to demonstrate mastery and competency of course material. In such cases, both grades will be posted on the transcript and included in the grade point average (GPA).

Request to Exceed Course Load Limit

Students may be registered for up to 18 academic units per semester. Students who wish to enroll in more than 18 units must complete an Academic/Administrative Petition form and submit it to their academic advisor and/or department chair for approval. The approved petition is submitted to the Registrar's Office, and copies will be distributed to the student and the academic advisor. Excess units will not be approved if students are on academic probation.

Enrollment Policy

All degree-seeking students enrolled in eight units at Phillips Graduate Institute are considered to be full-time students. Once matriculated, students must be continuously enrolled each semester until their program of study is completed. Students in master's-level programs have a maximum of five years to complete degree requirements. Students in doctoral-level programs have a maximum of eight years to complete degree requirements.

Students must meet with their academic advisor to review their academic plan. Modifications in the academic plan can only be made in consultation with one's academic advisor and must subsequently be approved by the student's respective department chair.

In some cases students may need to extend their enrollment to complete degree requirements, such as acquisition of traineeship or internship hours or to complete the Professional Project or Doctoral Project. Students in this category must remain continuously enrolled until all outstanding degree requirements are met.

The only exception to this policy is for students who have obtained an approved Leave of Absence (LOA). Students desiring an LOA must submit an online Leave of Absence Request form (form can be found on the Phillips home page under Registrar's Office) to the department chair of their academic program for approval of their request. (See Leave of Absence policy under Administrative Policies and Procedures).

Deadlines

The Academic Calendar defines administrative and academic deadlines. Students are required to observe and meet these deadlines. Failure to meet defined deadlines may result in the imposition of additional fees and/or disciplinary consequences.

Student Identification Card

All students are required to carry their Student ID Card when on campus for access to the Library or other campus facilities. Student IDs will be processed as part of new student registration and the student will be sent an e-mail when the IDs are available for pickup. A \$10 replacement fee will be charged for lost or damaged ID cards.

Transcript Request

Students requesting transcripts must submit a Transcript Request form, which may be found on the Phillips website under Registrar's Office, or in the Registrar's Office. Requests may be mailed or faxed to the Registrar's Office. Please note that the Board of Behavioral Sciences does not accept transcripts sent directly to them by any school or college. The Board of Psychology will accept transcripts sent from either Phillips or the student. Neither organization will accept faxed transcripts.

Students may request an official transcript for \$10.00 for the first copy and \$5.00 for any additional copies requested at that time, payable in cash, check or credit card, with the submission of a Transcript Request Form. Allow a week for processing these requests. For a rush order transcript, the fee is \$20.00 for the first copy and \$5.00 for any additional copies requested at that time. Rush orders are processed forty-eight (48) hours after receipt. Phillips Graduate Institute reserves the right to deny transcripts or copies of records not required to be made available by the Family Educational Rights and Privacy Act of 1974 if:

- A student has unpaid financial obligations to Phillips
- A student has defaulted on a student loan made while at Phillips
- There is an unresolved disciplinary action against a student
- A student has not fulfilled financial aid obligations.

Transcripts/BBS Certification

As part of your graduation fee, students will be provided with one (1) official transcript. If you are an MFT or an MFTAT program graduate, you will also be provided with an official BBS certification form. Transcripts will be available approximately three weeks after the degree posting date.

Add/Drop Policy

An approved Program Modification form must be submitted to the Registrar's Office for any official change to a student's schedule. Students are allowed to add/drop courses within the first four (4) weeks of the academic term with the approval of the instructor and advisor. If students drop a course within this period, no record of enrollment in that course will appear on the student's transcript. After the fourth week, students must obtain the signature of the department chair and advisor. A \$50 fee will be charged for classes added after the add/drop period.

Audit Policy

Students who wish to audit a course must fill out a Program Modification form and turn it in to the Registrar's Office. The form requires the signature of the student's advisor and department chair. 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 Registrar's Office 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 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. 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.

Withdrawal From Class (es)

Students who wish to withdraw from a class (es) after registration must complete a Program Modification form which must be approved by the appropriate department chair/advisor and instructor. The approved Program Modification form must be submitted to the Registrar's Office before the student is officially removed from a class. Program Modification forms are available online at www.pgi.edu, in the program offices, and in the Registrar's Office. Students dropping a class (es) after the fourth (4th) week of the term will receive a grade of 'W' for all courses from which they withdrew.

Students should consult with their academic advisor and/or department chair to determine how changes in enrollment will affect timely progress toward degree completion.

Grade Changes

All grades except Incomplete (INC) and In Progress (IP) 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 grade to an earned grade; or
- A computational error in the original grade requires correction.

Any grade change request must be made within six weeks of receiving the grade report and be submitted to the Registrar's Office. In cases where a grade change is required and the course instructor is no longer affiliated with Phillips Graduate Institute, the department chair may make the grade change with sufficient coursework from the student.

Grade Reports

Grade reports are generated once at the end of each semester. Approximately 2-3 weeks after the end of each semester, students receive an unofficial transcript indicating grades earned. The unofficial transcript is sent to the student's home mailing address. Grades that are received by the Registrar's Office after unofficial transcripts have been generated will be posted to the academic record and an updated transcript will be mailed to the student.

Grading Standards

Students receive grades for all courses completed at Phillips Graduate Institute.

Grades are as follows:

A, A-

B+, B

B-

C+, C, C-

D+, D, D-, F

CR *Credit (C or better for master's students and B or better for doctoral students)*

NCR *No Credit*

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

Grade Points (GPA)

A 4.0

A- 3.7

B+ 3.3

B 3.0

B- 2.7

C+ 2.3

C 2.0

C- 1.7

D+ 1.3

D 1.0

D- 0.7

F 0.0

CREDIT/NO CREDIT (CR/NCR)

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

INCOMPLETE (INC)

An Incomplete (INC) grade may be assigned by the instructor or course chair in cases where a student will not fulfill course requirements by the end of an academic term due to exceptional circumstances such as family crisis, medical emergency, or health-related matters. The student must request an Incomplete from the instructor or course chair prior to the end of the semester, and if it is approved, specific arrangements are then established by the instructor or course chair regarding the completion of any outstanding coursework. The instructor or course chair will complete an Incomplete Course Contract form that establishes a deadline and stipulates the work to be completed. Instructors may use discretion in establishing a deadline, however the maximum amount of time permitted for completion of outstanding coursework is the end of a student's next semester of enrollment. Students who fail to meet the conditions established in the Incomplete Course Contract course will receive a grade of F for the course.

A student who has two or more Incompletes on their student record in one term will automatically be referred to the Student Evaluation and Review Committee (SERC). A grade of Incomplete is not included in the grade point average.

IN PROGRESS (IP)

An In Progress (IP) grade is issued for the initial semester and/or subsequent semesters of a multiple-semester course or an extension course for professional project/paper, internship or field study Practicum. The IP grade is unlike an INC, which is issued only under extenuating circumstances. The student must remain continuously enrolled in the appropriate course until all degree requirements are met.

NO GRADE REPORT (NGR)

The NGR grade is a symbol used exclusively by the Registrar's Office to indicate on official documents the failure of the instructor to submit grades for one or more students. This is a temporary grade that is replaced by the final grade assigned by the instructor. This grade may only be used under extenuating circumstances that prevented the instructor from submitting grades on or prior to grade due date.

WITHDRAWAL (W)

The grade of W is recorded when students withdraw from a course after their add/drop period. A grade of W does not indicate whether or not a student was in good standing in the course at the time of withdrawal. Students are responsible for the completion of the Program Modification form, including all signatures from the course chair/advisor, and submitting the form to the Registrar's Office.

Academic Advisement

Students will be assigned an academic advisor at the beginning of their first semester of enrollment. Academic advisors are members of the core and adjunct faculty of the academic program in which the student is enrolled. A student will meet with their academic advisor as required by the respective academic program (MA students: minimum once per semester enrolled through completion of degree; clinical PsyD students: twice per semester enrolled through completion of degree). The initial advisement meeting should occur early in the first semester. The faculty values and welcomes open communication with students. Students are encouraged to seek additional consultation and make appointments with other members of the core and adjunct faculty of their respective programs.

It is the student's responsibility to initiate and arrange these meetings. However, failure to meet with the academic advisor as required by the program of enrollment may result in referral to the Student Evaluation and Review Committee (SERC).

Academic Plan

Each student is provided with an academic plan upon entry. Students should meet with their advisor each semester to ensure their plan is current. Any modifications to the academic plan must be made in consultation with the academic advisor.

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.

Attendance Policy

Experiential learning is a primary mode of instruction at Phillips Graduate Institute. The spirit of the attendance policy is to promote the idea that every day in class is a critical part of a student's education, and what transpires within the class setting cannot be duplicated or captured by reading material from a book, completing an assignment, or reviewing notes from the class. Thus, attendance is required for all scheduled class sessions, and attendance is one of the standards marking satisfactory progress through a student's degree program. Attendance includes punctuality (arriving less than 15 minutes after the start of class) and remaining in class for the entire class session. Attendance is monitored and absences may affect a student's final grade in a course.

It is the student's responsibility (and customary and appropriate professional behavior) to contact the instructor in advance, when possible, in situations in which a student may be tardy or unable to attend class. Phillips Graduate Institute realizes extraordinary circumstances arise and, on occasion, it may become necessary to miss class (es). In those instances, students will be held to the guidelines stipulated on each respective course syllabus. Consequently, students should review the attendance policy outlined in each instructor's course syllabus for more specific and detailed information.

Extension for Purposes of Completing Clinical/Field Training Requirements

Students may take an extra semester for the purpose of completing their required Practicum or field training hours. Students choosing this option must register and remain continuously enrolled in the appropriate extension course for their program until training requirements are met. Normal tuition rates apply, and the student is assured of continued contact and guidance from Phillips Graduate Institute faculty and use of the school facilities, including the Library, until the Practicum requirement is fulfilled. Students who need to extend their enrollment a second time must consult with their department chair to review their academic plan before registration may be completed.

Extension for Purposes of Completing the Professional/Doctoral Project

Students may take an extra semester for the completion of their Professional or Doctoral Projects. Students choosing this option must register and remain enrolled in the appropriate extension course for their program until the project is completed. Normal tuition rates apply, and the student is assured of continued contact and guidance from Phillips Graduate Institute faculty and use of the school facilities, including the Library, until the project is completed. Students who need to extend their enrollment to a second semester must meet with their project mentor for the purpose of reviewing their academic plan before registration may be completed.

Mid-Semester Statement of Concern

A faculty member completes the Mid-Semester Statement of Concern form for a student when there is concern about the student's academic progress or professional conduct/behavior. This mid-semester review provides time for students to receive feedback and advisement so they can demonstrate improvement by the end of the semester.

Completed forms are returned to the Registrar's Office, who distributes them to the appropriate department chairs, the student's advisor, and the student. At their discretion, department chairs may either refer the matter to a student's academic advisor, or if the concern is deemed of sufficient gravity, to the Student Evaluation and Review Committee (SERC). Regardless of disposition, the academic advisor or SERC will work with the student to develop a remediation plan.

If the student receives a final grade of B- or lower (doctoral students) or C- or lower (master's students), the Mid-Semester Statement of Concern becomes part of the student's permanent file.

Student Presentations of Clinical or Research Findings at Professional Meetings or Community Workshops

Students of Phillips Graduate Institute are encouraged to present research or clinically-based information at professional meetings at national, state and local levels, including meetings/workshops in community settings. Students' presentations that pertain to their educational/training experience at Phillips must be presented under the auspices of a Phillips core faculty member. Before an abstract of any presentation is submitted to a conference for review or a professional presentation is given in any public venue, the student must have a faculty member review and approve the presentation. Preferably, the student would already be working with a faculty member in the preparation of the document. If the presentation is based on research findings, the research project will have needed to have been approved by the Phillips Ethical Research Committee (ERC) before data was collected, per policies of the ERC.

Students with VA Educational Benefits

When the grade point average of a student receiving VA educational benefits 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.

Testing Policy

Test dates and assignment due dates are established by course instructors. It is expected that students will take the tests at the scheduled time and complete assignments by the due dates. Make-up dates will be scheduled only in exceptional cases (e.g., health issues). It is the student's responsibility to inform instructors in advance of their inability to take a test at its regularly scheduled time. Students may be asked to provide documentation verifying why they were unable to take tests as originally scheduled.

Waiver of Academic Policy/Procedure

Students wishing to waive any academic regulation must file an Academic/Administrative Petition (available in the Registrar's Office and on the Phillips website). This petition form is not used to request transfer credit but may be used to request waiver of a course requirement.

The procedure for filing the petition is as follows:

- Complete the first two sections (identify the policy to be waived and the reasons)
- Submit the petition to the appropriate academic advisor and department chair for approval and signature
- Submit the signed petition form to the Registrar's Office

After review, copies of the petition are sent to the department chair and the student.

Withdrawal from School

Should students wish to withdraw from their academic program, they must complete and submit the Withdrawal Request on the Phillips website under the Registrar's Office. If applicable, students must also complete an online Exit Interview with the Financial Aid Office. To be withdrawn in good standing, a student must meet all outstanding financial obligations to the school. A grade of W (Withdrawn) will appear on the transcript for all courses in which a grade has not been earned. Should a student who has withdrawn from Phillips wish to resume their academic program, the student must apply for re-admission to the program through the Admissions Office. Students who are re-admitted are subject to a Re-Entry Fee.

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 their faculty advisor to collaboratively construct a remediation plan which is on file in the student's record. If the Student Evaluation and Review Committee has met with the student and a remediation plan has been implemented, SERC will monitor the plan until its completion. 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. Written and verbal communication from clinical training sites to respective programs may inform the program of unprofessional and/or inappropriate student progress.

Probation

Students are expected to maintain satisfactory progress at both the clinical and academic level throughout their matriculation. Failure to maintain satisfactory progress may result in disciplinary action, including placing students on probation. A student may be placed on probation for the following reasons:

- A minimum cumulative GPA of 3.0 is not maintained
- A student fails to meet requirements stipulated in a remediation plan
- The student's behavior in academic or clinical settings is disruptive to the learning and training process of other students
- The student's potential for becoming a capable and ethical professional is seriously in question, as evidenced by egregious violations of professional ethics either at school or in a clinical training setting

Students who are financial aid recipients must maintain satisfactory academic progress or risk losing their federal financial aid. Please refer to the Financial Aid section of the catalog.

Termination

A student is terminated from their academic or clinical program if:

- The conditions which led to probation are not remediated
- A student fails to satisfy the requirements stipulated in a remediation plan
- The student remains on Administrative Suspension for more than one semester (refer to Administrative Suspension under Administrative Policies and Procedures)
- The student violates Phillips' professional conduct code. In cases of egregious violations of professional conduct, termination from an academic program may be immediate

Administrative Suspension

Students may be placed on Administrative Suspension for failing to comply with school requirements, failure to meet established deadlines for degree completion, or failing to meet the deadlines to pay tuition or other financial obligations to Phillips Graduate Institute.

Administrative Suspension of a student will result in the following:

- All student records will be sealed for the length of the suspension.
- The student will not be eligible for federal student loans.
- Financial Aid grace periods will begin (if applicable) and may result in the student being required to begin loan repayment.
- Access will be denied to all Phillips and California Family Counseling Center resources, including, but not limited to, faculty (including Professional Project/PsyD Project advisors), the Library, the Counseling Center and computer facilities.
- The student will be immediately removed from any clinical placement (if applicable).
- The student is expected to resolve the condition(s) that necessitated the Administrative Suspension within one semester (summer session excluded). If the student fails to resolve the condition(s) within that timeframe, the student will be administratively withdrawn. While on Administrative Suspension, interest and late fees will continue to accrue.

The Registrar's Office will mail to the student an official letter of suspension, and copies will be sent to the department chair and placed in the student's file.

Administrative Withdrawal

Phillips Graduate Institute will administratively withdraw any student who fails to take action to resolve issues resulting in Administrative Suspension within the established deadlines. Administrative withdrawal constitutes formal separation from the Institution. In cases of egregious violations of professional conduct, students may be immediately withdrawn.

If an individual wishes to be reinstated as a Phillips Graduate Institute student, they must reapply to the program through the regular admissions process. Reinstatement is not guaranteed and reinstated students must meet all program requirements in force at the time of their reinstatement.

Leave of Absence

Students who need to interrupt their academic program for compelling reasons may request a leave of absence (LOA or leave). A student may request a leave of absence from their program by first consulting with the department chair. Students may take one leave of absence for a maximum of one (1) year. A leave is not granted to students with an outstanding balance on their tuition account or with outstanding unpaid fees at the Phillips Library.

To request a Leave of Absence, the student must complete and submit the Leave of Absence Request on the Phillips website under the Registrar's Office. The Registrar will forward the request to the department chair for approval and notify the student by mail of the chair's decision. If applicable, students must also complete an online Exit Interview with the Financial Aid Office before a leave may be formally approved.

If a student takes a leave in the middle of a term, the student will automatically be withdrawn from all classes in which they are enrolled, and a grade of W will appear on the transcript for all courses in which a grade has not been earned. These courses must be repeated upon return to Phillips. Students on LOA are ineligible to gain hours of experience for licensure.

Leaves of absence cannot be granted retroactively. Federal financial aid regulations regarding a student's separation from school demand strict observance of this rule. Financial aid grace periods begin during leaves and may result in loan repayments coming due.

Except for situations specified by Phillips, there will be no interaction of an academic nature between students on LOA and the Institution. Additionally, students will not have access to the resources of the Institution, including but not limited to their professional paper or project advisors, the Library, computers or financial aid.

Prior to the date of the expiration of the leave (as stated in a letter from the Registrar's Office), the student must notify the Registrar of their intention to return. The Registrar must receive this notification in writing by the date specified in the letter, along with a \$100 deposit that will be used as a credit toward tuition upon the student's return. A student's failure to notify the Registrar will result in the student being placed on Administrative Suspension for one semester and a hold being placed on their record. If no action is taken by the student, they will be administratively withdrawn from Phillips the subsequent semester.

Students should be aware that program curriculum may change during the leave of absence, and they will be responsible for completing any additional requirements upon their return.

Re-entry Policy

Students who have withdrawn from Phillips must complete a new admissions application form and submit it to the Admissions Office along with a goal statement explaining why they wish to return, and an application fee. This does not guarantee readmission. The application will be reviewed by the Admissions Committee and the appropriate department chair and the decision will be sent to the student in writing. Students approved to return to Phillips will be required to complete any new program requirements in effect at the time of re-entry. This may result in additional courses to complete or repeat due to content changes.

Student Records

Correction of Educational Records

Students have the right to request to have their educational records amended if they believe the records are inaccurate, misleading, or in violation of their rights. Phillips has established the following procedures for requests to change records:

Students who believe that their educational records contain information that is inaccurate, misleading, or is otherwise in violation of their privacy or other rights, should first request the Registrar to amend the record. All such requests must be made in writing. When making such a request, students must clearly identify the part of the record they believe is incorrect and specify the reason they believe it is inaccurate, misleading, or in violation of their privacy or other rights. It is the responsibility of the student to provide legal documentation (i.e., official birth certificate, court record or marriage certificate) for requests for name changes.

If the decision of the Registrar is in agreement with the request of the student, the appropriate records will be amended, and the student will be notified in writing of the amendment. If the decision is not in agreement, the Registrar will notify the student of the decision and advise them of their right to a formal grievance procedure to challenge the information believed to be inaccurate, misleading, or in violation of their rights. Students must request a meeting with the Vice President of Administrative Affairs within ten days after receipt of the notice from the Registrar if they believe the decision was incorrect.

Location and Duration of Recordkeeping

Phillips keeps original student records in the Registrar's Office for the duration of their enrollment. Thereafter student records are stored electronically. Current student records will be kept in fireproof cabinets. Students who graduated prior to 1983 and wish to review their student records may contact the Registrar's Office at Azusa Pacific University.

Record or Request for Disclosure

Phillips will keep a record of all requests for and/or disclosure of information from a student's education record for at least one academic year. The record will specify the educational records disclosed, the name of the party making the request, any additional party to whom the information may be disclosed, the date of the disclosure, and the legitimate interest the party had in requesting or obtaining the information, if appropriate. This written record may be reviewed by the student upon request. No record of disclosure is required for disclosures made to a student for their own use, disclosures made with written consent of a student, disclosures made to a Phillips official with a legitimate educational interest, or for disclosures of directory information.

Request for Review

Students may inspect and review information contained in educational records upon written request of the Registrar's Office. The request must identify the records they wish to inspect. The Registrar or a designated staff member will make the needed arrangements for access as promptly as possible and notify the student of the time the records may be inspected. Access will be given within 45 days or less from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records related to them.

With certain exceptions, Phillips may not release educational records or identifying information (that is, information which would make a student's identity easily traceable).

Veteran's Records

Under the requirements of CFR 14209 (f), Retention of Records, the Institute keeps all records and accounts pertaining to each period of enrollment of veterans and other eligible persons intact and in good condition for at least five years following the termination of the enrollment period. If the Registrar receives a written request from the Veterans Administration no later than 30 days prior to the end of the five-year period, the Institute will keep the records longer as requested.

Graduation

Cap and Gown

The cap and gown order form is enclosed in the graduation packet and must be returned to the Registrar's Office by a designated date. Caps, gowns and hoods must be returned immediately after the commencement ceremony. If they are not, a hold will be placed on all student records and the diploma will not be released.

Commencement Ceremony

A commencement ceremony is held once every academic year at the end of the spring semester. Students who have completed all degree requirements during the preceding fall semester or anticipate fulfilling all degree requirements in the summer semester may apply to participate in the ceremony by completing the Intent to Graduate form and returning it to the Registrar's Office by the designated deadline.

STUDENT SPEAKER

Graduates from each program will select a candidate to represent them as a commencement ceremony student speaker.

Degree Posting

Degrees are conferred and posted on the transcript after all academic requirements for graduation have been satisfied and all financial obligations have been met. Degrees are conferred on December 31, May 31 and August 31.

Diplomas

Students will be notified via e-mail when diplomas arrive – approximately 6 to 8 weeks after the end of each semester. The student's name will be printed on the diploma as they specify on the Intent to Graduate form.

DIPLOMA REPLACEMENT

Should a student need to replace their diploma or order additional diplomas, they will be charged a fee of \$75. The replacement diploma will state that it is a duplicate diploma. The request form may be found under the Registrar's Office on the Phillips website.

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 Registrar's Office and on the Phillips website. Students may refer to the academic calendar for the commencement date. Students who fail to file an Intent to Graduate form will not be allowed to participate in commencement, and in addition, their academic records, including diploma, will be held.

Requirements to Participate in Commencement Ceremony

To participate in the commencement ceremony, students must complete the following requirements:

DOCTOR OF PSYCHOLOGY STUDENTS

- Must have final defense meeting and submitted doctoral project for binding by March 31
- Must be reasonably certain that they will complete their internship by August 31
- Complete all other program requirements

MASTER'S STUDENTS

- Students are reasonably expected to complete all academic requirements by August 31. School Counseling students must expect to complete their field study hours by December 31 of the next academic year.
- If a student has remaining degree requirements to complete, the student must be properly registered for the necessary or appropriate courses.

Graduation packets will be distributed to graduating students during spring semester. Students are expected to follow necessary guidelines and to submit all graduation forms to the Registrar's Office by the indicated deadline.

Student Support Services

Student Support Services

The Student Support Services is a resource for all candidates interested in the programs offered at Phillips Graduate Institute as well as continuing students. The office is designed to provide information regarding admissions policies and procedures, tuition and fees, financial aid, academic and administrative policies and procedures, and registration and graduation information. The office numbers are:

| | |
|----------------------|----------------|
| Admissions Office | (818) 386-5660 |
| Registrar's Office | (818) 386-5606 |
| Financial Aid Office | (818) 386-5635 |
| Library Office | (818) 386-5642 |
| Bookstore | (800) 887-6459 |

Library and Circulation

The Phillips Graduate Institute Library is dedicated to supporting the education and training needs of students, faculty, Alumni Association members, and counseling staff. 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 and conduct research. The Library's growing collection of resources on Psychology, Organizational Management and 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 60 current journal subscriptions. Sixteen computer workstations allow students to access the internet, the Library's online catalog, Microsoft® Office applications, and multiple online databases. Wireless internet access is available in the Library.

The 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.

Circulation

Library material loan periods and limits:

Students are limited to borrowing 10 items and no more than 5 items on any single topic. Renewals are permitted if item has not been requested by another user.

- Main Book Collection - 3 weeks, 3 renewals, limit 10
- Child Therapy Book Collection -1 week, 1 renewal, limit 5
- 7 Day Reserve Books -1 week, 1 renewal, limit 5
- New Books - 1 week, 1 renewal, limit 5
- Periodicals, Professional Papers -Non-circulating
- Audiocassettes & CDs -2 weeks, 2 renewals, limit 5
- Videocassettes & DVDs -2 weeks, 2 renewals, limit 5

Library Policies

CELL PHONES/PAGERS/FOOD/DRINK

Cell phone usage is not permitted in the Library. Food and drink are not allowed (closed water bottles are permitted).

COPYRIGHT COMPLIANCE/ACADEMIC HONESTY/PLAGIARISM

The use of Library resources and materials is governed by the Phillips Graduate Institute Community Copyright Compliance Policy (http://pgi.edu/ca_132.aspx).

Phillips Graduate Institute is committed to encouraging the lawful use of copyright-protected materials by its students, faculty, staff, administrators and visitors. Phillips Graduate Institute expects faculty and students to adhere to copyright compliance. Phillips Graduate Institute does not consider violations of copyright, academic honesty or plagiarism acceptable behavior in an institution of higher learning.

DISPUTES

Borrowers may dispute a fee or fine by submitting a written appeal to the Library Director. The Director will review the appeal and advise the borrower of a decision within two weeks. If the borrower believes the decision is in violation of institutional policies and procedures, they may file a grievance in accordance with Phillips policy (see Phillips Graduate Institute Grievance Policy).

FINES

Overdue fines are \$.50 a day per item for books, audiocassettes, CDs, videocassettes, DVDs and games. Overdue fines for tests are **\$3.00 per item per day**. There is a three-day grace period. Fines do not accrue on Sundays or holidays.

LOST/DAMAGED MATERIALS

For lost materials (books, audiocassettes, CDs, videocassettes, DVDs and games), borrowers may provide an exact replacement copy or be charged the replacement cost of the lost item(s). Borrowers will also be charged an additional \$15.00 processing fee per item.

OVERDUE ITEMS

Notices of overdue Library materials are sent as a courtesy via e-mail. Up to two notices may be sent based on the total of accrued fines. The borrower is responsible for all overdue items, even if the borrower fails to receive a notice. Library privileges may be suspended if the borrower accrues \$5.00 or more in overdue fines and/or other Library fees.

REFUNDS

Any fee or fine collected in error will be refunded. If a lost item is returned or replaced prior to Library replacement, the replacement fee will be canceled; however, borrowers will be charged one-half of the processing fee (\$7.50).

RENEWALS

Items may be renewed in person, by e-mail (library@pgi.edu), or by telephone (818-386-5640). Telephone renewals by voicemail are not permitted and must be requested directly to a Library staff member during operating hours.

RETURNS

During operating hours, borrowers should return items to the Circulation Desk book drop or directly to a Library staff member. When the Library is closed, borrowers may use the book return to the left of the Library entrance. Materials returned by mail must be received by the due date.

Contact Number – (818) 654-1753

Bulletin Boards

There are numerous bulletin boards around the campus. Such boards have specific uses, and material posted on the boards should be from the relevant office or department. Students may obtain authorization to post ads, bulletins, notices, flyers, etc., from the appropriate department.

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 educational 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.

Parking Regulations

Students using the parking areas on the campus are required to have parking permits displayed on their vehicles. Applications for permits are available during New Student Orientation or through the Student Support Services.

Students must fill out the Parking Agreement form and sign the Acknowledgment of Receipt. Copies of these documents will be maintained in the student's file. The Parking Agreement form must be submitted to the attendant at the front parking booth. Upon submission, the attendant will provide the hangtag parking permit. The permit is non-transferable and valid for one academic year. Students may request only one hangtag, and they may register up to two vehicles to park in the campus parking lot. In the event the hangtag is lost, a new parking agreement form must be filled out and a \$10 replacement fee will be charged.

Photocopiers/Faxes

Photocopy and fax machines in administrative offices are for use by Phillips personnel only. Students may use the photocopy machine located in the Library when they wish to make photocopies.

Student Lounge

A student lounge is located in the north corridor on the second floor. The lounge has microwaves, a refrigerator, vending machines, and an ATM for use by all members of the Phillips community.

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 <http://textbookx.com/institutional/index.php> for more information.

Alumni Association

The Phillips Alumni Association was founded to advance the welfare of Phillips by encouraging, maintaining and providing a variety of ways to connect, reconnect and forge mutually beneficial relationships between the Institute's alumni, students and friends.

The Alumni Association offers recent graduates a variety of social and professional events as they transition into their individual professions.

This helps graduates establish relationships with Phillips alumni who are willing to help them connect with colleagues beyond the Phillips family.

By promoting a two-way channel of communication with the Phillips community, the Association strengthens the alumni foundation and the future of the Institute. Our objective is to build upon a new constituency of proactive alumni and pre-alumni to protect the value of Phillips' academic excellence.

The Association is a self-funded, membership-driven organization, and offers a myriad of benefits that support the personal development and professional success of all graduates and honorary degree recipients.

For more information on the Association and membership, you may contact Alumni Affairs at (818) 654-1704.

International Students

Important Visa and Immigration Documents and Information

- **SEVIS**

Student and Exchange Visitor Information System (SEVIS) is an online database that allows USCIS and the Department of Homeland Security (DHS) to track all international students.

- **Passport**

International students must maintain a valid passport at all times. Make sure to renew your passport at least six months prior to the expiration date. Passports can be renewed within the United States at your country's consulate or embassy. Consulates/embassies may be contacted at www.embpage.org.

- **Visa**

A visa is a stamp or sticker placed in the passport at a US consulate or embassy outside the US. Students must make sure that their visa is valid for re-entry. An expired visa must be renewed at a US consulate/embassy outside of the US prior to re-entry. The visa is only a permit to enter the United States. Once a student is here, the I-20 becomes the relevant document that keeps them in status.

- **I-20**

The I-20 form expires on the date a student completes their studies. This cannot be extended once they have graduated. F-1 students who have applied for Optional Practical Training (OPT) will receive an Employment Authorization Document (EAD) which will show the dates of validity. F-1 students are permitted to remain in the US for 60 days after completing their study program.

- **I-94**

An I-94 is a white arrival/departure card which is given to you when you enter the US. The immigration officer at the port of entry must stamp this card with the date of arrival and a D/S stamp indicating "Duration of Status". This covers the period of time for the completion of your course of study and any periods of authorized practical training, plus 60 days for your preparation to depart the United States. J-1 students will have only 30 days to depart from the US upon completion of the study program.

Maintaining F-1 Status

An F-1 student must comply with certain immigration laws governing their stay in this country. To maintain legal status, students must follow the rules below. If they do not abide by these laws, the U. S. Citizenship and Immigration Services (USCIS) will consider them out of-status and therefore in violation of the conditions of their F-1 immigration status. Students will then have to apply for reinstatement and run the risk of being required to leave the country. In order to remain in status students must:

- Maintain a full course of study during each semester (8 units) at the school listed on the currently valid I-20 Form; attend classes regularly; maintain a 3.0 GPA; and make satisfactory progress toward completion of their degree program.
- Students may attend part-time under the following circumstances:
 - It is their first semester in the US and they are experiencing difficulties with the English language.
 - They have medical problems and have a doctor's letter.
 - They are in their final semester and have only a few units remaining to graduate.
- Extension of Stay – If students are unable to complete their program of study by the expiration date noted in item #5 on the I-20 form, they must apply to the Registrar's Office for a program extension at least 60 days prior to that expiration date.
- Leave of Absence - A Leave of Absence for one semester or one year requires the approval of designated school official. The student must submit the online Leave of Absence form or they will be Administratively Withdrawn. Students must notify the Registrar's Office in writing three months prior to their return along with a \$100 deposit which will be credited to their tuition. Students must remain outside the US the entire time unless under a valid status other than F-1. Students approved for medical leave may remain in the US. Students who do not resume studies after two semesters will need to reapply to Phillips.
- May not transfer schools without authorization. If students do transfer schools, they must make sure that the Registrar's Office transfers their SEVIS record prior to the start of classes at their current school.
- Must complete the transfer-in process when they change institutions. This process must be completed within 15 days of starting classes at their new school. The transfer is not complete until they have registered for classes at the new school and received an I-20 confirming the completion of their transfer.
- May not accept unauthorized employment. All employment must be pre-authorized by the Registrar's Office. USCIS considers every employment under 20 hours as part-time and every employment over 20 hours as full-time.
- Must maintain a valid passport at all times. Students must make sure to renew their passport six months prior to the expiration date.

- Travel Signature – Students must obtain a travel signature on the I-20 from the Registrar’s Office when traveling outside the borders of the US. Travel signatures are granted to students who meet all eligibility requirements. Travel signatures for continuing students will be valid for one year provided the student continues to maintain correct student status.
- Students who have applied for Optional Practical Training (OPT) must show a Notice of Receipt from USCIS in addition to a valid F-1 visa in order to request a travel signature. Students who have received an Employment Authorization Document (EAD) or approval for OPT must submit a copy of the EAD in addition to a valid F-1 visa in order to request a travel signature. USCIS recommends that students on OPT show a letter from their employer at the Port of Entry when returning to the US. Do not travel outside the United States, even briefly, without the proper documentation.
- Report a new address to the USCIS and the Registrar’s Office within 10 days of changing it.

Employment

International students are required to submit an Affidavit of Financial Support and a bank statement along with their application to Phillips. This is a requirement for admission and issuance of Form I-20. They are expected to have the funds required to pay for their education. F-1 students are not eligible for financial aid. Employment is a benefit of the F-1 status and is not guaranteed.

Students must consult with the Registrar’s Office before starting any employment. It is the student’s responsibility to engage only in employment authorized as permissible for F-1 students. Any unauthorized employment, even if it is for a few hours, places the student out of status and possibly terminates their status in the United States.

Off-campus Employment (Economic Hardship)

An eligible F-1 student may request off-campus employment based upon severe economic hardship caused by unforeseen circumstances beyond their control. F-1 students must have been in student status for one academic year and must be able to clearly document the circumstances causing the economic need. Approval is subject to USCIS adjudication.

Curricular Practical Training (CPT)

Curricular Practical Training is defined as a work experience that is an integral part of the program of study. A field assignment/employment must support the goals of the student’s program. Students are eligible for CPT after nine months presence in the US as an F-1 student.

Important: CPT dates coincide with the start and end dates of classes for each semester. Once a CPT has been authorized in SEVIS, no changes except for cancellations can be made.

Optional Practical Training (OPT)

Optional Practical Training provides an opportunity for the student to apply theoretical knowledge gained from their academic program to a practical employment experience.

Note: Students may be authorized to work 20 hours per week during semesters and 40 hours per week during vacations when authorized to work under any of the above work categories.

How to Obtain a Social Security Number (SSN)

Students are advised to wait for a minimum of ten (10) days after arrival in the United States before applying for a Social Security Number (SSN). This gives USCIS and DHS sufficient time to record the student’s arrival and status in their databases.

In order to apply for a Social Security Number you must have the following documents:

1. Job offer letter
2. Letter from the Registrar’s Office verifying enrollment and job offer
3. Valid Passport
4. I-20 form
5. I-94 form

Students must present these documents to the Social Security Administration together with an application for a SSN. Students who are ineligible to receive a SSN may obtain a Tax Identification Number (TIN). For more information visit the IRS website.

California Family Counseling Center

California Family Counseling Center

The California Family Counseling Center provides clinical training for master's-level students and interns and affordable counseling and other services to the community. A service of Phillips Graduate Institute, California Family Counseling Center 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, California Family Counseling Center 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 California Family Counseling Center, 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.

California Family Counseling Center Opportunities for Students

Clinical training is offered to master's-level students and post-degree clinical MFT interns, allowing for continuity between academic and clinical training. California Family Counseling Center programs are supervised by Phillips core and adjunct faculty members and other carefully selected clinicians. Those who wish to obtain clinical training at California Family Counseling Center may apply to one of the many programs offered.

MASTER'S AND POST-MASTER'S TRAINING PROGRAMS

California Family Counseling Center 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. Current California Family Counseling Center training for MFT's includes: Community Mental Health, Co-Occurring Disorders, Family Therapy in a Clinical Setting; School-Based Child Therapy; Early Childhood Therapy in a Pre-School Setting; Postmodern Therapy in a Clinical Setting; and Latino Family Therapy.

PROFESSIONAL ASSISTANCE AND TRAINING PROGRAMS

California Family Counseling Center 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 California Family Counseling Center for local school collaborative efforts, Healthy Start Programs and other educational institutions.

California Family Counseling Center Speaking Opportunities

California Family Counseling Center provides speakers to the community for free mental health psycho-educational seminars. Presentations are made at Phillips or in business, school, religious, health care and community service settings throughout the San Fernando Valley and Los Angeles by California Family Counseling Center interns and trainees. For more information call (818) 386-5612.

Community Events

A priority for Phillips Graduate Institute and California Family Counseling Center 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 California Family Counseling Center. 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.

Master of Arts in Psychology (MA)

Emphasis in Marriage and Family Therapy

Mission Statement

The mission of the MA in Psychology with an Emphasis in Marriage and Family Therapy program at Phillips Graduate Institute is to create a context that fosters collaborative learning and provides students with the academic knowledge, clinical competency, and professional development necessary for beginning practice as marriage and family therapists. Students who complete the program will have met the educational requirements for licensure in California and will demonstrate self-awareness, integrity, cultural competence, and a commitment to relational responsibility in service to individuals, couples and families, to communities, and to the profession.

Program Goals and Student Learning Outcomes

Program Goal 1: Law & Ethics

Student Learning Outcomes:

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

Program Goal 2: Theory

Student Learning Outcomes:

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

Program Goal 3: Assessment, Diagnosis, and Treatment

Student Learning Outcomes:

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

Program Goal 4: Cultural Competency

Student Learning Outcome:

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

Program Goal 5: Research

Student Learning Outcome:

- 5.1 Students locate and critically evaluate published research.

Program Goal 6: Professional Behavior

Student Learning Outcomes:

- 6.1 Students demonstrate professional behavior in all interactions with peers, faculty, staff, clients, site supervisors, and other professionals.
- 6.2 Students demonstrate respect, warmth, and attending behavior with clients in a treatment setting.

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.

Program 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 an admissions counselor for details regarding part-time and multi-program options. New students will meet with faculty advisors to plan any modifications to the regular schedule.

Admission Requirements

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

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

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

Entry Options

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

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 they meet 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.

Faculty Advisement

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

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.

Program Compliance

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

Academic Proficiency

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 their 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:

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 Registrar’s Office 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
- Completion of an exit interview with the Financial Aid Office (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 their 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 tenure in the program. Therapy may be individual, couple, family, or group sessions. The therapist 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.*

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

- PSY 501 Human Diversity (1 unit)
 PSY 502A Family Therapy: Systemic Approaches (3 units)
 PSY 503 Developmental Psychology (2 units)
 PSY 507 Foundations of Counseling and Psychotherapy (2 units)
 PSY 518A Introduction to Research – I (1 unit)
 PSY 519A Case Conference: Pragmatics and Human Communication (3 units)
 PSY 519A-L Group Dynamics Lab (0 units)

Second Semester • 12 units

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)
 PSY 518B Introduction to Research – II (1 unit)
 PSY 519B Case Conference/Practicum: Assessment and Group Dynamics (3 units)
 PSY 519B-L Group Dynamics Lab (0 units)
 PSY 520A Abnormal Psychology (2 units)
 PSY 520B Assessment and Treatment in a Developmental Context (2 units)
 PSY 521 Alcohol and Chemical Dependency (1 unit)

Third Semester • 12 units

- PSY 518C Professional Project – I (1 unit)
 PSY 531A Applied Therapeutic Methodology – I (3 units)
 PSY 532 Sexuality and Sex Therapy (1 unit)
 PSY 533A Practicum – I (3 units)
 PSY 534 Couple Therapy (1 unit)
 PSY 539 Legal, Ethical and Professional Issues (2 units)
 PSY 540A Contemporary Issues in Marriage and Family Therapy (1 unit)

Fourth Semester • 12 units

- PSY 518D Professional Project – II (1 unit)
 PSY 531B Applied Therapeutic Methodology – II (3 units)
 PSY 533B Practicum – II (3 units)
 PSY 540B Professional Issues for Marriage and Family Therapists (1 unit)
 PSY 547 Psychopharmacology (2 units)
 PSY 549 Psychological Testing (2 units)

Course Descriptions

PSY 501 HUMAN DIVERSITY 1 unit

This course prepares students in understanding the cultural complexity of human relationships. The course guides students in exploring their own cultures 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-economic status.

PSY 502A FAMILY THERAPY: SYSTEMIC APPROACHES 3 units

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

PSY 502B 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.

PSY 503 DEVELOPMENTAL PSYCHOLOGY 2 units

This course reviews normal developmental processes over the lifespan 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.

PSY 507 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.

PSY 518A 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 Phillips Library resources, to develop a Research Question and to explore specific research themes.

PSY 518B 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.

PSY 518C & 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 professional development. Students work with their faculty mentors to refine and narrow topics, select the most appropriate format for the project and analyze appropriate research to be included in the final project.

PSY 519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION 3 units

This course provides an experiential and practical demonstration of the foundational concepts presented in the first 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.

PSY 519B 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 **PSY 520B** 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.

PSY 519AB-L GROUP DYNAMICS LAB 0 units CR/NCR

This two-semester experience runs concurrently with PSY 519A and PSY 519B. It is the laboratory in which students work in small groups to explore 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.

PSY 520A 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.

PSY 520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT 2 units

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. 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.

PSY 521 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.

PSY 531A 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.

PSY 531B 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 student's 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.

PSY 532 SEXUALITY AND SEX THERAPY 1 unit

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

PSY 533A PRACTICUM–I 3 units CR/NCR

In this course students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Clinical Placement Office. 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 to be completed while in a Practicum and prior to graduation.

PSY 533B 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 Clinical Placement Office. 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 to be completed while in a Practicum and prior to graduation.

PSY 534 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.

PSY 539 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.

PSY 540A CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY 1 unit

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.

PSY 540B 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.

PSY 547 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 and biochemical theories of mental disorders, and will familiarize students with the various classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication within the context of gender, race, culture and ethnic identity.

PSY 549 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.

PSY 612 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.

PSY 615 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.

PSY 616 INDEPENDENT STUDY 1-3 units

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

Extended Coursework

PSY 546 PROFESSIONAL PROJECT EXTENSION 1 unit CR/NCR

Students who require extended time and/or supervision to complete their professional project after PSY 518D must be enrolled continuously in PSY 546. This course ensures use of Phillips facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

PSY 596 FIELD STUDY PRACTICUM 1 unit CR/NCR

In this course, students meet regularly with supervising faculty to discuss clinical work and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. A function of PSY 596 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 PSY 531A/B and PSY 533A/B).

Master of Arts in Psychology (MA)

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.

Program Goals and Student Learning Outcomes

Program Goal 1: Students demonstrate fluency in marriage and family therapy practices, counseling psychology fundamentals, art therapy approaches and interpersonal principles.

Student Learning Outcomes:

- 1.1 Students demonstrate fluency in theoretical knowledge by explaining theories foundational to clinical practice.
- 1.2 Students demonstrate fluency in theoretical knowledge by integrating marriage and family therapy systems with art therapy approaches and interpersonal neurobiology practice.

Program Goal 2: Students demonstrate competency in case conceptualization and clinical practice.

Student Learning Outcomes:

- 2.1 Students demonstrate clinical competency by engaging in assessment practices.
- 2.2 Students demonstrate clinical competency by managing legal and ethical issues.
- 2.3 Students demonstrate clinical competency by providing treatment based on marriage and family therapy theories, art therapy approaches, and interpersonal neurobiology constructs for a variety of settings.

Program Goals 3: Students demonstrate cultural competency.

Student Learning Outcomes:

- 3.1 Students demonstrate cultural competency of multicultural models in the classroom and in a clinical practice.

Program Goals 4: Students relate foundational knowledge of research and science to marriage and family therapy practices, counseling psychology fundamentals, art therapy approaches and interpersonal neurobiology principles.

Student Learning Outcomes:

- 4.1 Students utilize research to guide theoretical orientation and treatment planning and develop a personal area of inquiry.

Program Goals 5: Students pursue a professional identity as a marriage and family and art therapist.

Student Learning Outcomes:

- 5.1 Students pursue a professional identity by internalizing the value of the impact of self on relationships.
- 5.2 Students pursue a professional identity by valuing personal art making in order to support professional development and learning.

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 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).

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 for Marriage and Family Therapy and Marriage and Family Therapy/PPS students. A minimum of 12 additional 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 research and clinical hours requirements. Prospective students are encouraged to consult with their admissions counselor 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 per week. 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 Thursday 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.

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)*
- Demonstration of English proficiency may be required
- 18 semester units of studio art
- Completion of Phillips Graduate Institute Admissions Application Packet (See Admission Application Process)
- Admission interview with Art Therapy Department Chair or faculty, including a portfolio review (10 originals and/or color prints of artwork, 8x11 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 Student Support Services section for details on admissions policies and procedures.

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

Entry Options

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 Admissions Office at (818) 386-5660 for dates and class schedules.

Clinical Placement Services

Phillips Graduate Institute students in all clinical programs receive assistance with 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 Practicum experience after they have completed 12 units of coursework, which must include PSY 519A and PSY 502A. In addition, students must have completed or be concurrently enrolled in PSY 561 and PSY 562 and must have been designated by Phillips faculty as trainees who are ready to begin clinical work.

Students enrolled in PSY 531A/B and PSY 533A/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 they meet all qualifications for licensure as a Marriage and Family Therapist. Additionally, students in the MFT/AT program are responsible to ensure that they meet all the qualifications for national registration as outlined by the Art Therapy Credentialing Board (ATCB).

Faculty Advisement

Students will be assigned an academic advisor by the Art Therapy department at the beginning of their first semester of enrollment. Students are required to meet with their advisors 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.

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

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 their 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

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 Registrar's Office 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 Office (financial aid recipients only)
- 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 their 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. The therapist 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 coursework.*

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 Admissions Office for information regarding 3-year plan or spring enrollment.

First Semester • 17 units

- PSY 501 Human Diversity (1 unit)
- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (2 units)
- PSY 507 Foundations of Counseling and Psychotherapy (2 units)
- PSY 519A Case Conference: Pragmatics and Human Communication (3 units)
- PSY 519A-L Group Dynamics Lab (0 units)
- PSY 541 Introduction to Research-I (1 unit)
- PSY 561 History and Literature of Art Therapy (1 unit)
- PSY 562 Studio Art Therapy Principles (3 units)
- PSY 564 Art Therapy Approaches to Assessment of Mental Disorders (1 unit)

Second Semester • 15 units

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units) (Section also offered during the summer semester)
- PSY 519B Case Conference/Practicum: Assessment and Group Dynamics (3 units)
- PSY 519B-L Group Dynamics Lab (0 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 521 Alcohol and Chemical Dependency (1 unit) (Section also offered during the summer semester)
- PSY 542 Introduction to Research – II (1 unit)
- PSY 569 Art Therapy Dynamics and Applications (3 units)

Optional Summer Semester

- PSY 546A Professional Paper Research Extension (1 unit)
- PSY 560 Career and Lifestyle Development Counseling (2 units)
- PSY 596 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 PSY 502B (3 units) and PSY 521 (1 unit) during the summer.*

Third Semester • 14 units

- PSY 531A Applied Therapeutic Methodology – I (3 units)
- PSY 532 Sexuality and Sex Therapy (1 unit)
- PSY 533A Practicum – I (3 units)
- PSY 534 Couple Therapy (1 unit)
- PSY 539 Legal, Ethical and Professional Issues (2 units)
- PSY 540A Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)

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- PSY 543 Professional Paper Research – I (1 unit)
PSY 566 Introduction to Psychoneurobiology (3 units)

Fourth Semester • 14 units

- PSY 531B Applied Therapeutic Methodology – II (3 units)
PSY 533B Practicum – II (3 units)
PSY 540B Optional: Professional Issues for Marriage and Family Therapists (1 unit) (Optional)
PSY 544 Professional Paper Research – II (1 unit)
PSY 547 Psychopharmacology (2 units)
PSY 549 Psychological Testing (2 units)
PSY 567 Psychoneurobiology Applications (3 units)

Course Descriptions

PSY 501 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 race, ethnicity, gender, religious heritage, sexual orientation, and socio-economic status.

PSY 502A FAMILY THERAPY: SYSTEMIC APPROACHES 3 units

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

PSY 502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES 3 units

As a continuation of PSY 502A, 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.

PSY 503 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.

PSY 507 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.

PSY 519A 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.

PSY 519B CASE CONFERENCE/PRACTICUM: ASSESSMENT AND GROUP DYNAMICS 3 units

Students continue the first semester's (PSY 519A) 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 PSY 520 are demonstrated and taught in the clinical work with the case conference client. In PSY 569, group dynamics theory is presented and the practice of group process is demonstrated and experienced using the case conference/Practicum group (PSY 519B) as a laboratory.

PSY 519A/B-L GROUP DYNAMICS LAB CR/NCR 0 units

This course is a two-semester, required experiential lab for PSY 519 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.

PSY 520A 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 disorder 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.

PSY 520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT 2 units

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. 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.

PSY 521 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.

PSY 531A 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 each student's particular area of art psychotherapy interest.

PSY 531B 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.

PSY 532 SEXUALITY AND SEX THERAPY 1 unit

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

PSY 533A-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 Clinical Placement Office 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 earned 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 the requirements of legislative and regulatory boards, students participate in both MFT clinical supervision and art therapy supervision for all hours of experience.

PSY 534 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 couple's lives and help negotiate change.

PSY 539 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.

PSY 541 INTRODUCTION TO RESEARCH-I 1 unit

PSY 542 INTRODUCTION TO RESEARCH-II 1 unit

PSY 543 PROFESSIONAL PAPER RESEARCH-I 1 unit

PSY 544 PROFESSIONAL PAPER RESEARCH II 1 unit

In this four-semester, four-unit course sequence (PSY 541-544) 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.

PSY 547 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.

PSY 549 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.

PSY 561 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.

PSY 562 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.

PSY 564 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.

PSY 566 INTRODUCTION TO PSYCHONEUROBIOLOGY 3 units

This course provides students with 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.

PSY 567 PSYCHONEUROBIOLOGY APPLICATIONS 3 units

Prerequisite: PSY 566 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.

PSY 569 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. Consideration is 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: PSY 503, PSY 541-544, and PSY 549.

Optional Courses

PSY 540A CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY 1 unit

PSY 540B 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.

PSY 560 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

PSY 546A PROFESSIONAL PAPER RESEARCH EXTENSION 1 unit CR/NCR

Students who require extended research time-advisement after completing PSY 544 must be continuously enrolled in PSY 546A. This course ensures use of Phillips facilities and guidance from faculty while the professional paper is being completed. Course may be repeated for credit.

PSY 596A/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 in Psychology (MA)

Emphasis in School Counseling/Pupil Personnel Services (PPS) Credential

Mission Statement

The School Counseling program's primary goal is to train capable, self-reliant students to become caring, effective and highly-skilled school counselors. The program prepares students to address the three domains of school counseling: social/emotional, academic, and college/career. Through a systems lens, school counseling students gain the fundamental expertise in understanding how these domains are interrelated and impact the various stakeholders in a school setting.

Program Goals and Student Learning Outcomes

Program Goal 1: Counseling Skills/Intervention

Student Learning Outcomes:

- 1.1 Students use counseling skills/interventions relevant to the field of School Counseling.
- 1.2 Students engage in collaborative activities with all stakeholders.

Program Goal 2: Legal and Ethical Practice

Student Learning Outcomes:

- 2.1 Students identify and analyze legal and ethical issues in School Counseling.
- 2.2 Students use ethical frameworks in decision making in their professional role as school counselors.

Program Goal 3: Cultural Competency

Student Learning Outcome:

- 3.1 Students identify and appraise the influence of their own cultural beliefs and biases in work as school counselors.

Program Goal 4: Theory

Student Learning Outcome:

- 4.1 Students summarize and synthesize knowledge of appropriate theories for the development of education plans for students' success.

Program Goal 5: Research

Student Learning Outcome:

- 5.1 Students use relevant research to enhance their practice as school counselors.

Program Goal 6: Professional Behavior

Student Learning Outcome:

- 6.1 Students demonstrate professional behavior in all interactions with counselors, peers, faculty, staff, administration and other professionals.
- 6.2 Students demonstrate self-awareness in the assessment of their own strengths and areas for growth in the practice of school counseling.

Educational Philosophy and Training Model

The Master of Arts in Psychology, Emphasis in School Counseling degree 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.

Program Structure

The program is structured in four semesters, with students taking a total of 48 units. If a student decides to add another emphasis to their degree, more units would be required. Students graduating from the program will have a Master of Arts in Psychology with an Emphasis in School Counseling. Many students at Phillips do decide to take the dual emphasis degree option: Master of Arts in Psychology, with an Emphasis in Marriage and Family Therapy, Pupil Personnel Service Credential in School Counseling. This degree option is extremely desirable and offers them a dual-career track upon graduating.

The primary masters-level degree at Phillips is the Master of Arts in Psychology. Three programs share the foundational curriculum in this program: the Marriage and Family Therapy Program, the School Counseling Program and the Art Therapy Program. The faculty in all three departments meet on a regular basis to discuss curriculum changes, how students are responding to the curriculum and how students are performing in the program. School Counseling faculty attend all faculty meetings for the Marriage and Family Therapy department, and faculty in the Marriage and Family Therapy department attend all School Counseling faculty meetings. All departments that share this foundational curriculum coordinate activities related to the delivery and development of these foundational courses. School Counseling students begin seven hundred (700) hours of Practicum and field work in the second semester of courses.

Instructors who teach in these foundational courses are made up of Marriage and Family Therapists, School Counselors, Early Interventionists and Art Therapists. Concerted effort has been made to have multiple disciplines represented in faculty who teach these foundational courses. A number of the faculty in the Marriage and Family Therapy department have a background in education as credentialed teachers and have provided counseling services in a school setting.

School Counseling students take many psychology courses in the first and second semester. Additionally, in the first year students participate in two School Counseling courses which provide a bridge for integrating the material across disciplines and applying theory to real-life challenges faced in a school setting. School Counseling students begin seven hundred (700) hours of Practicum and field work in the second semester of courses. Additionally, students spend an average of five hours a week in other learning activities. In semesters one and two, these learning activities are Case Conference and Group Dynamics; sections are offered at various times throughout the week. This coursework in psychology provides fundamental knowledge about the individual and systemic development and trains students in basic counseling skills.

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)*
- Demonstration of English proficiency may be required
- Completion of Phillips Graduate Institute Admissions Application Packet (See Admission Application Process)
- Admission interview with the School Counseling Department Chair or faculty

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

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

Entry Options

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

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 their 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 SC 505A), 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 SC 505B/C 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 in SC 505A Foundations of School Counseling class. This handbook 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) 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 is 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 the required courses and intern hours. Presently, Phillips is affiliated with thirty four (34) school districts in California. Completion of SC 505A and SC 505A-L, which include 100 hours of fieldwork, must be completed prior to consideration 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 Office here at Phillips Graduate Institute. An internship handbook is also given to new interns and a supervisor from Phillips Graduate Institute is assigned to each intern. This supervisor meets with the school-site supervisor and coordinates all agreements and plans for the internship experience.

Admission Requirements for the School Counseling Internship Program

The School Counseling Internship Program at Phillips Graduate Institute has been accredited by the California Commission on Teacher Credentialing (CCTC). Our students can become interns in a Public School District and earn their degree and internship hours as employees of a school district. In order for candidates to become eligible for the School Counseling Internship Program, they must complete the following:

- 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
- Evidence of a current passing TB Test within six months
- Complete the first twelve (12) units of the Foundational First Year courses
- Complete SC 505A Supervision and Mentoring Practicum in School Counseling
- Complete the first one hundred (100) hours 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
- Participate and attend an Intern Orientation provided by the School Counseling faculty

Faculty Advisement

Students will be assigned an academic advisor at the beginning of their first semester of enrollment. 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 a Child Abuse Workshop in order to complete degree requirements. This workshop is offered onsite through the Continuing Education Office and Extension at California Family Counseling Center.

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.

Program Compliance

The Master of Arts in Psychology, Emphasis in School Counseling 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 in the first semester of the program, if the candidate hasn't already taken and passed it. A candidate cannot receive a credential if they have not passed the CBEST examination, which is required by the State of California to be a counselor in the public school system.
- Completed Certificate of Clearance from the CCTC
- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher

- Completion of 100 hours of Practicum experience
- Completion of 600 hours of field experience
- Seven hours of training in Child Abuse Education
- Completion of an exit interview with the School Counseling department
- Participation in a candidacy review
- Development of a portfolio presented at the candidacy review and 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 Registrar one semester prior to the 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
- Completion of an exit interview with the Financial Aid Office (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
- 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

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 their 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

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 and 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 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
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

Master of Arts in Psychology with an Emphasis in School Counseling with a Pupil Personnel Services (PPS) Credential

48 units

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

CURRICULUM

First Semester • 13 units

- PSY 501 Human Diversity (1 unit)
- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (2 units)
- PSY 507 Foundations of Counseling and Psychotherapy (2 units)
- PSY 518A Introduction to Research – I (1 unit)
- PSY 519A Case Conference Human Communication (3 units)
- PSY 519A-L Group Dynamics Lab (0 units)
- SC 505A Foundations of School Counseling (1 unit)

Second Semester • 12 units

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY 518B Introduction to Research – II (1 unit)
- PSY 519B Case Conference/Practicum: Assessment and Group Dynamics (3 units)
- PSY 519B-L Group Dynamics Lab (0 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 521 Alcohol and Chemical Dependency (1 unit)
- SC 505A-L Supervision and Mentoring for Practicum (0 units)

Third Semester • 12 units

- SC 500 Ethical Practices in School Counseling (2 units)
- SC 504 Special Education (3 units)
- SC 505B Field Experience Supervision in School Counseling (2 units)
- SC 510 Learning Theory and Educational Psychology (2 units)
- SC 511 Consultation and Systems Change (3 units)

Fourth Semester • 11 units

- SC 501 Program Design, Development and Evaluation (2 units)
- SC 502 Educational and Career Planning (3 units)
- SC 505C Optional: Field Experience Supervision in School Counseling Extension (1 unit)
- SC 512 Leadership and Advocacy (2 units)
- SC 513 Classroom and Academic Intervention (2 units)
- SC 545 Professional Research Project (2 units)

Course Descriptions

PSY 501 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 race, ethnicity, gender, religious heritage, sexual orientation, and socio-economical status.

PSY 502A FAMILY THERAPY: SYSTEMIC APPROACHES 3 units

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

PSY 502B 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.

PSY 503 DEVELOPMENTAL PSYCHOLOGY 2 units

This course reviews normal developmental processes over the lifespan 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.

PSY 507 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.

PSY 518A 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 Phillips Library resources, to develop a Research Question and to explore specific research themes.

PSY 518B 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.

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 professional development. Students work with faculty mentors to refine and narrow topics, select the most appropriate format for their project and analyze appropriate research to be included in the final project.

PSY 519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION 3 units

This course provides an experiential and practical demonstration of the foundational concepts presented in the first 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.

PSY 519B 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 PSY 520B 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.

PSY 519AB-L GROUP DYNAMICS LAB 0 units CR/NCR

This two-semester experience runs concurrently with PSY 519A and PSY 519B. It is the laboratory in which students work in small groups to explore 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.

PSY 520A 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 disorder 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.

PSY 520B ASSESSMENT AND TREATMENT IN A DEVELOPMENTAL CONTEXT 2 units

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. 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.

PSY 521 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.

SC 500 ETHICAL PRACTICES IN SCHOOL COUNSELING 2 units

This is a graduate level course providing consideration of legal, ethical, cultural and related professional issues as they affect the practices of school counseling. This course is taught in accordance with the California Program Standards of Quality and Effectiveness for Pupil Personnel Services Credentials.

SC 501 PROGRAM DESIGN, DEVELOPMENT AND EVALUATION 2 units

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

SC 502 EDUCATIONAL AND CAREER PLANNING 3 units

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

SC 504 SPECIAL EDUCATION 3 units

The course offers an overview of the study of exceptional persons, special education programs in both public and private schools, and current state and federal laws addressing individuals with disabilities. Assessment and the development of Individualized Education Plans (IEPs) are also covered in the course. Strategies for class remediation and ancillary services are also addressed. Pupils will be required to write behavior plans.

SC 505A FOUNDATIONS OF SCHOOL COUNSELING 1 unit

This course is an introduction to the field of School Counseling and builds on skills and knowledge learned in the first and second semester courses. It introduces students to the roles school counselors play in the public schools and the ethical and legal guidelines of the profession. In addition to lecture and classroom discussions, students will be assigned to small groups for ongoing supervision and mentoring. The second part of the course will be taught by the assigned Practicum faculty, who will facilitate student involvement with case vignettes and discussions of assessment, intervention planning, classroom accommodations, and follow-up methods with children and adolescents. Students will be encouraged to present cases and situations drawn from their Practicum experiences. A minimum of 100 hours in an approved public school setting is required. These hours must be completed within two semesters.

SC 505A-L PRACTICUM IN SCHOOL COUNSELING 0 units

This course must be taken in conjunction with supervised field experience in a K-12 public school setting. It provides opportunities for mentoring and ongoing group supervision. Supervision group leaders will facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students will be encouraged to present cases and situations drawn from fieldwork experience. 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. Successful completion of SC 505A is a prerequisite for enrollment in SC 505B.

SC 505B FIELD EXPERIENCE IN SCHOOL COUNSELING 2 units

Prerequisite: SC 505A-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 fieldwork experience. Students are expected to complete a minimum of 600 hours of field experience within two semesters of beginning field experience.

SC 510 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.

SC 511 CONSULTATION AND SYSTEMS CHANGE 3 units

This course introduces the students to collaborative models of individual and team consultation. The course revisits system theory and system change as it relates to the role of the school counselor. The emphasis of this course is on developing individual and team consultation skills. Candidates learn to collaborate effectively with individuals and groups to identify problems, design interventions, formulate plans, and to facilitate collaborative problem-solving teams. The candidates gain understanding of strategies for consultation with parents, community, and school staff.

SC 512 LEADERSHIP AND ADVOCACY 2 units

This course is the capstone course in the School Counseling Program. It prepares the candidates for transition to the role of professional school counselors, pupil advocates and leaders in the school. Candidates focus on creating a positive, productive classroom environment and implementing effective academic interventions. Candidates will review the knowledge, skills, and standards of the graduate program in School Counseling as a final preparation for employment as professional counselors.

SC 513 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, designing interventions and monitoring effectiveness. Students will focus on creating positive, productive classroom environments and implementing effective academic interventions, as well as understanding the role of the school counselor in comprehensive school change.

SC 545 PROFESSIONAL RESEARCH PROJECT 2 units

This course is designed as the final professional project for all School Counseling candidates. A three hour workshop presentation is required of all master's degree candidates. The chosen topic must be pertinent to the field of school counseling and approved by the School Counseling faculty. The candidates work closely with a research advisor to complete the professional project workshop. All research must be presented and documented.

Extended Coursework

SC 505C FIELD EXPERIENCE IN SCHOOL COUNSELING EXTENSION 1 unit CR/NCR

Students who have taken SC 505B must enroll in this class until 600 hours of field experience have been completed. This course may be repeated until all field experience hours have been completed.

SC 546 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.

Master of Arts in Psychology with an Emphasis in School Counseling without Pupil Personnel Services (PPS) Credential

45 units

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 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 4 units**
- **CWA 548 Supervision and Field Work for Child Welfare and Attendance 2 units**

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 4-unit seminar will focus on developing the knowledge, expertise and skills necessary to meet the Child Welfare and Attendance (CWA) state standards. The role of the child welfare and attendance advocate is to provide effective and appropriate prevention and intervention strategies to identify and remove barriers to learning. This seminar 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. The student will gain a thorough understanding of compulsory education laws, how these laws affect students, and applied interventions.

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

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This series will include class sessions that will be conducted bimonthly during each field work experience until the candidate completes the one hundred and fifty hours (150) of field work. Candidates will meet together to discuss school-based field work experiences and activities and to hear special presentations regarding relevant and timely topics of interest.

Sessions will include discussions relevant to school-based practice experiences and will familiarize students with the roles and responsibilities, as well as the variety of interventions and problem-solving strategies, utilized by CWA specialists.

The series will also include a meeting with the director of the Phillips Graduate Institute Credential Processing Center to learn about the application and renewal procedures for the PPS Credential.

Emphasis in Marriage and Family Therapy, School Counseling/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 the student's academic program and their 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 • 13 units

- PSY 501 Human Diversity (1 unit)
- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (2 units)
- PSY 507 Foundations of Counseling and Psychotherapy (2 units)
- PSY 518A Introduction to Research – I (1 unit)
- PSY 519A Case Conference/Practicum (3 units)
- PSY 519A-L Group Dynamics Lab
- SC 505A Foundations of School Counseling (1 unit)

Second Semester • 12 units

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)
- SC 505A-L Practicum in School Counseling (0 units)
- PSY 518B Introduction to Research – II (1 unit)
- PSY 519B Case Conference/Practicum (3 units)
- PSY 519B-L Group Dynamics Lab
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 521 Alcohol and Chemical Dependency (1 unit)

Third Semester • 12 units

- PSY 518C Professional Project – I (Paper, Presentation, or Publication Track) (1 unit)
- PSY 531A Applied Therapeutic Methodology – I (3 units)
- PSY 532 Sexuality and Sex Therapy (1 unit)
- PSY 533A Practicum – I (3 units)
- PSY 534 Couple Therapy (1 unit)
- PSY 539 Legal, Ethical and Professional Issues (2 units)
- PSY 540A Contemporary Issues in Marriage and Family Therapy (1 unit)

Fourth Semester • 12 units

- PSY 518D Professional Project – II (1 unit)
- PSY 531B Applied Therapeutic Methodology – II (3 units)
- PSY 533B Practicum – II (3 units)
- PSY 540B Optional: Professional Issues for Marriage and Family Therapists (1 unit)

PSY 547 Psychopharmacology (2 units)

PSY 549 Psychological Testing (2 units)

Pupil Personnel Services (PPS) Credential Courses Taken as Offered

SC 500 Ethical Practices in School Counseling (2 units)

SC 501 Program Design, Development and Evaluation (2 units)

SC 502 Educational and Career Planning (3 units)

SC 504 Special Education (3 units)

SC 505B Field Experience in School Counseling (2 units)

SC 505C Field Experience in School Counseling (1 unit) - Extended course

SC 510 Learning Theory and Educational Psychology (2 units)

SC 511 Consultation and Systems Change (3 units)

SC 512 Leadership and Advocacy (2 units)

SC 513 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 the evaluation of the student's academic program and their interview with the department chair to determine a course of study for completion of the credential.

Emphasis in Marriage and Family Therapy/Art Therapy, School Counseling/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 to work in the public school system.

CURRICULUM

First Semester • 17 units

- PSY 501 Human Diversity (1 unit)
- PSY 502A Family Therapy: System Approaches (3 units)
- PSY 503 Developmental Psychology (2 units)
- PSY 507 Foundations of Counseling and Psychotherapy (2 units)
- PSY 519A Case Conference/Practicum (3 units)
- PSY 519A-L Group Dynamics Lab
- PSY 541 Introduction to Research – I (1 unit)
- PSY 561 History and Literature of Art Therapy (1 unit)
- PSY 562 Studio Art Therapy Principles (3 units)
- PSY 564 Art Therapy Approaches to Assessment of Mental Disorders (1 unit)

Second Semester • 15 units

- PSY 502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY 519B Case Conference/Practicum (3 units)
- PSY 519B-L Group Dynamics Lab
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 521 Alcohol and Chemical Dependency (1 unit)
- PSY 542 Introduction to Research – II (1 unit)
- PSY 569 Art Therapy Dynamics and Applications (3 units)

Optional Summer Semester

- PSY 546 Professional Project Extension (1 unit)
- PSY 596 Field Study Practicum (2 units)

Third Semester • 14 units

- PSY 531A Applied Therapeutic Methodology – I (3 units)
- PSY 532 Sexuality and Sex Therapy (1 unit)
- PSY 533A Practicum – I (3 units)
- PSY 534 Couple Therapy (1 unit)
- PSY 539 Legal, Ethical and Professional Issues (2 units)
- PSY 540A Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)
- PSY 543 Professional Research Paper (1 unit)
- PSY 566 Introduction to Psychoneurobiology (3 units)

Fourth Semester • 14 units

- PSY 531B Applied Therapeutic Methodology – II (3 units)
- PSY 533B Practicum – II (3 units)
- PSY 540B Optional: Professional Issues for Marriage and Family Therapists (1 unit)
- PSY 544 Professional Paper Research - II (1 unit)
- PSY 547 Psychopharmacology (2 units)
- PSY 549 Psychological Testing (2 units)
- PSY 567 Psychoneurobiology Applications (3 units)

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL COURSES (TAKEN AS OFFERED)

- SC 500 Ethical Practices in School Counseling (2 units)
- SC 501 Program Design, Development and Evaluation (2 units)
- SC 502 Educational and Career Planning (3 units)
- SC 504 Special Education (3 units)
- SC 505A Foundations of School Counseling (1 unit)
- SC 505A-L Practicum in School Counseling (0 units)
- SC 505B Field Experience in School Counseling (2 units)
- SC 505C Field Experience in School Counseling Extension (1 unit)
- SC 510 Learning Theory and Educational Psychology (2 units)
- SC 511 Consultation and Systems Change (3 units)
- SC 512 Leadership and Advocacy (2 units)
- SC 513 Classroom and Academic Intervention (2 units)

Master of Arts in School Psychology (MA)

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 and Student Learning Outcomes

Program Goal 1: Students gain knowledge of legal and ethical standards related to school psychology. Students gain competency in the area of legal and ethical standards related to school psychology.

Student Learning Outcomes:

- 1.1 Students identify legal and ethical issues underlying the practice of school psychology.
- 1.2 Students use their knowledge of legal and ethical standards in the practice of school psychology.

Program Goal 2: Students will summarize and synthesize theoretical models used in the profession of school psychology. Students will apply theoretical models in their practice of school psychology.

Student Learning Outcomes:

- 2.1 Students identify and synthesize theoretical models used in the profession of school psychology.
- 2.2 Students identify and apply theoretical models in their recommendations in the development and implementation of classroom behavioral interventions.

Program Goal 3: Students evaluate research related to school psychology. Students use research to inform their practice in school psychology.

Student Learning Outcomes:

- 3.1 Students critically use research and new knowledge to apply the practice of school psychology.
- 3.2 Students understand and communicate research findings to address school and individual pupil needs.

Program Goal 4: Students understand the process of assessment and intervention relevant to the field of school psychology. Students formulate appropriate intervention strategies based on assessment practices.

Student Learning Outcomes:

- 4.1 Students demonstrate comprehensive knowledge of commonly used school-based assessment methods for identifying pupil needs, strengths and challenges.
- 4.2 Students formulate appropriate intervention strategies for pupils based on assessment findings by working cooperatively with other school personnel.

Program Goal 5: Students practice cultural competency in a professional capacity as a school psychologist. Students facilitate policies that create an environment sensitive to individuals of diverse populations and learning style.

Student Learning Outcomes:

- 5.1 Students synthesize their knowledge of individual and family issues related to culture, ethnicity, socioeconomic status and gender differences with learning theory.
- 5.2 Students demonstrate sensitivity and skills needed to work with pupils, parents and educators of diverse populations.

Program Goal 6: Students have professional identities as school psychologists and are committed to continuous self-directed learning to refine professional skills.

Student Learning Outcomes:

- 6.1 Students synthesize all aspects of learning in the development and presentation of an integrated professional identity as a school psychologist.

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

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

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

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

Program Structure

Students attend class two evenings a week and occasionally on Saturdays. Field placement begins in the first semester and will also require a daytime commitment one day a week. Full-time students will complete the program during eight semesters over a three-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.

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)*
- Demonstration of English proficiency may be required
- Completion of Phillips Graduate Institute Admissions Application Packet (See Admission Application Process)
- Admission interview with School Psychology Department Chair or designee

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

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

Entry Options

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

Field Placement Services

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

Admission Requirements for School Psychology Internship Program

The School Psychology internship occurs in the final two semesters of the program after all coursework and a total of 450 hours of practica/field work are finished. Candidates are responsible for completing all of the following to ensure successful fulfillment of all requirements for the School Psychology Credential:

- The candidate must have verification of a passing score on the CBEST exam on file with the School Psychology department.

- The candidate must have completed all courses comprising the 48 semester units required during the first six semesters of the program. This includes 450 practica hours. Candidate will not be allowed to enroll in SP 622, Internship, until the 450 hours are completed and approved by the field work supervisor and faculty advisor. The candidate must have acceptable evaluations from field work supervisors and a minimal overall GPA of 3.0 for all coursework included in the academic plan before beginning an internship.
- Phillips does not place candidates in internships. Although the school provides candidates with information about possible placement sites, it is the responsibility of the candidate to apply to the school district about internship positions. School districts require that the candidate go through an interview process, at which time they will need to bring a resume and portfolio. Some districts may pay a salary or stipend, but most do not. Only if a school district agrees to hire the candidate as an intern can he or she obtain an Internship Credential from the California Commission for Teacher Credentialing (CCTC).

After a school district verifies in writing that the candidate will work as an intern, the candidate can apply for an internship credential from the California Commission on Teacher Credentialing. The credential analyst at Phillips will assist with this process.

- During their year of internship, candidates are required to enroll in SP 622 and SP 624 for a total of 10 units. The internship is a full-time placement in a public school for 15 weeks each semester. A written plan will be completed by the intern, which must be agreed upon by the school district, the field supervisor and Phillips. The plan incorporates the skills and competencies required by the CCTC guidelines and competencies, which are in the School Psychology Internship Manual. The School Psychology Internship Plan is available in the School Psychology Internship Manual. Forms can be also obtained in the School Psychology Office.
- Candidates completing an internship must also enroll in one unit of SP 623 and SP 625, Professional Seminar, concurrently with enrollment in SP 622 and SP 624.
- After finishing the 1200 hours and receiving satisfactory evaluations from the field supervisor, the candidate will meet with the Director of Field Placement who will verify the completion of hours. After receiving clearance from the Registrar's Office, the candidate can complete a credential application to submit to the CCTC, which is done online. The Phillips credential analyst will assist with this process.

Faculty Advisement

Students will be assigned an academic advisor at the beginning of the first semester of enrollment. Students are encouraged to meet with their academic 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.

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 with satisfactory ratings from field supervisors and approval of faculty advisor
- 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
- 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 website (www.nasponline.org) to find additional information.

Academic Proficiency

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 their 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

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 a comprehensive exit examination with the School Psychology faculty
- Participation in the portfolio presentation and candidacy review
- Intent to Graduate form on file with the Registrar's Office 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
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

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 child mental health; and educational research. 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 Practice I (1 unit)
 SP 613 Diversity Lab I (3 units)

Second Semester • 10 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 (1 unit)
 SP 605 Counseling Skills (2 units)

Fourth Semester • 10 units

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

Fifth Semester • 7 units

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- SP 604E School Psychology Practicum V (1 unit)
- 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 (1 unit)
- 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)

Course Descriptions

SP 600 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, needs of students from diverse backgrounds, and working with parents and community.

SP 601 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.

SP 602 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.

SP 603 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.

SP 604 A-F SCHOOL PSYCHOLOGY PRACTICUM 1 unit 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.

SP 605 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.

SP 606 THE EXCEPTIONAL CHILD 3 units

This course examines the characteristics of children and adolescents with cognitive, learning, communication, emotional, perceptual, sensory and physical disabilities. 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.

SP 607 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.

SP 608 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.

SP 610 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 used with children ages preschool through adolescent are covered. Conducting multi-culturally sensitive assessments will also be addressed.

SP 611 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 SP 610.

SP 612 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 and cultural treatment will also be addressed.

SP 613 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 SP 619.

SP 614 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.

SP 616 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.

SP 617 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 SP 616.

SP 618 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.

SP 619 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 United States (e.g., diverse ethnicities, cultures, SES levels, genders, sexual orientations, ages, abilities/disabilities, religions, and spiritual beliefs). Theoretical models, research findings and clinical vignettes will provide a frame of reference for experiential and didactic classroom experiences.

SP 620 CONSULTATION AND SYSTEMS CHANGE 3 units

The candidates will understand 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 their 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.

SP 622 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 individuals and groups; (d) crisis intervention with pupils and parents; (e) screening and assessment; (f) coordination of resources and programs; (g) opportunities for interdisciplinary team membership; (h) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (i) opportunities to work with pupils from diverse socioeconomic, ethnic and cultural backgrounds; and (j) opportunities for professional development through professional conferences and in-service training.

SP 623 PROFESSIONAL SEMINAR – I 1 unit CR/NCR

Candidates will hold discussions with Phillips instructor and group about experiences during the internship. This course must be taken concurrently with SP 622.

SP 624 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 individuals and groups; (d) crisis intervention with pupils and parents; (e) screening and assessment; (f) coordination of resources and programs; (g) opportunities for interdisciplinary team membership; (h) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (i) opportunities to work with pupils from diverse socioeconomic, ethnic and cultural backgrounds; and (j) opportunities for professional development (professional conferences and in-service training).

SP 625 PROFESSIONAL SEMINAR – II 1 unit CR/NCR

Candidates will hold discussions about experiences during the internship. Students will complete 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 SP 624.

SP 626 PSYCHOPHARMACOLOGY 2 units

This course offers basic information about commonly prescribed medications for children and adolescents. The emphasis will be on the role of the school psychologist as a nonmedical member of the team in the referral and management of children and adolescents being treated with psychotropic medications and their impact on school achievement and behavior. Legal and ethical implications as well as culture and gender issues will also be addressed

SP 699 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

SP 604G SCHOOL PSYCHOLOGY PRACTICUM 1 unit CR/NCR

Students who have completed SP 604F but have not completed 450 hours of Practicum must enroll in this course until all Practicum hours have been completed. The course may be repeated.

SP 622A INTERNSHIP IN SCHOOL PSYCHOLOGY I EXTENSION 0-2 units CR/NCR

Mandatory for students whose internship extends across terms. Course is repeatable.

SP 624A INTERNSHIP IN SCHOOL PSYCHOLOGY II EXTENSION 0-2 units CR/NCR

Mandatory for students whose internship extends across terms. Course is repeatable.

Master of Arts in Psychology (MA)

Electives and Concentrations

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

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

Co-Occurring Disorders

PSY 600 FUNDAMENTALS OF ADDICTION 3 units

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

PSY 601 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.

PSY 602 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.

PSY 603 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.

PSY 604 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.

PSY 605 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.

PSY 607 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 PSY 550 and PSY 552 and must complete Practicum training through one of the following courses: PSY 596C, PSY 596D, PSY 596F or PSY 596K.*

CMH students must also complete at least one of the following courses: PSY 600, PSY 601, PSY 602, PSY 603, PSY 604 or PSY 605.

**Note: Students must apply and be approved for a traineeship through California Family Counseling Center.*

PSY 550 MFT'S IN PUBLIC MENTAL HEALTH 3 units

This course defines the role of Marriage and Family Therapists (MFT's) 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 MFT's.

PSY 552 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.

Lesbian, Gay, Bisexual and Transgender Relational and Family Studies

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 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.

PSY 630 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.

PSY 631 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.

PSY 632 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.

PSY 633 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.

PSY 634 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.

Organizational Management and 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.

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

OC 600 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.

OC 603 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.

OC 606 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.

OC 609 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.

OC 612 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.

Students can enroll in one course during each of their last three semesters, for a total of nine (9) units.

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 PSY 596H Postmodern Therapy in a Clinical Setting Program.

PSY 650A, B and C POSTMODERN THERAPY APPROACHES-I, II & III 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. Time is also devoted to working with specific populations and issues including but not limited to the following: women and women's issues, the LGBT community and gender, sexuality and the body, mindfulness and positive psychology, relationship violence and working with survivors and perpetrators, and illness and grief. The course uses more of a didactic approach in the first semester and includes more discussion and experiential exercises as the year progresses.

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.

PSY 596B 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 California Family Counseling Center. Sessions are videotaped to maximize training, supervision and client care. Students receive group and peer supervision and one hour of training each week.

PSY 596C LATINO FAMILY THERAPY 3 units

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by California Family Counseling Center 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 California Family Counseling Center. 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.

PSY 596D SCHOOL BASED CHILD THERAPY 3 units

The School Based Child Therapy Program has been an on-going program of the center for more than 30 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.

PSY 596F 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.

PSY 596H 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 generate 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 California Family Counseling Center.

Trainees must enroll in, or have completed, the Phillips Postmodern intensive training courses: PSY 650A, PSY 650B, and PSY 650C. 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 Registrar's Office.

PSY 596K 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 had 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 Co-Occurring Disorders elective course (PSY 600, 601, 602, 603, 604, 605) for each semester enrolled in PSY 596K. These courses are designed to provide a comprehensive substance abuse education. Registration for the class is through the Continuing Education Office and Extension, or for academic credit through the Registrar's Office. As a WASC-accredited institution, these courses meet or exceed the educational requirements for most chemical dependency certification programs (such as CAADAC).

PSY 596L EARLY CHILDHOOD THERAPY IN A PRESCHOOL SETTING 3 units

The Early Childhood Therapy Program in a Preschool Setting is a course providing specialized training in working with young children and their families. Using a system-based approach, students are trained in basic assessment and interventions for families with children from infancy to five. The training introduces the therapist to child therapy (play therapy) in the preschool setting. Special attention to attachment and early child development milestones, cultural awareness, family strengths and parenting skills are emphasized. The therapist may also provide individual and couple therapy for the parents as well as facilitating parenting groups. Families with infants under the age of three receive services in a home-based program, while older children and their families receive services at preschools in the San Fernando Valley. Services are offered in both Spanish and English.

PSY 613 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.

Doctor of Psychology (PsyD)

Clinical Psychology

(The Institute is not currently accepting applications for this program)

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 the Core Concentration: Diversity and Forensic Issues in Clinical Psychology. This intensifies the focus of training and professional development.

Program Goals and Student Learning Outcomes

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 apply the professional literature to the variety of potential clients and systems that represent professional practice.

Program Goal 1: Community-Clinical Practice. Students should demonstrate the awareness, knowledge and skills required to become ethical and competent practitioners with diverse clients in community-clinical settings.

Student Learning Outcomes:

1. Knowledge: Students understand the conceptual, theoretical and empirical foundations of assessment, diagnosis and interventions with diverse persons and systems.
 - 1.1 Students explain major concepts, theories, methods and research findings related to clinical psychology (assessment, diagnosis and intervention)
 - 1.2 Students evaluate the relevance of concepts, theories and research findings for specific situations
 - 1.3 Students understand the basic concepts, theories and empirical findings relevant to the process of clinical supervision
2. Application: Students apply appropriate methods for assessment, diagnosis, interventions and clinical supervision
 - 2.1 Students select appropriate assessment tools and methods to evaluate diverse persons and systems
 - 2.2 Students employ the professional literature and standard procedures to reach accurate diagnostic conclusions
 - 2.3 Students select interventions that address the presenting problems of diverse clients
 - 2.4 Students apply theoretically-based and/or empirically-based methods to clinical supervision
3. Ethical-Legal: Students should demonstrate the knowledge and skills relevant to the ethical practice of clinical psychology, in accordance with APA's Ethical Principles of Psychologists and Code of Conduct as well as California's legal guidelines.
 - 3.1 Students identify relevant ethical standards and principles as well as legal statutes to make decisions related to professional activities
 - 3.2 Students communicate effectively, in oral and written formats, with diverse persons involved in their professional interactions (e.g., faculty, peers, staff, clinical supervisors, clients and organizations)
 - 3.3 Students identify personal world views, values and biases in order to make ethical decisions required when engaged in professional activities

Program Goal 2: Research. Students should be proficient critical thinkers and consumers of research as they apply the professional literature to diverse clients and systems that represent professional practice.

Student Learning Outcomes:

1. Knowledge: Students should demonstrate knowledge of the research process.
 - 1.1 Students comprehend the research process, including formulation of hypotheses, research design, procedures, statistical analysis and interpretation of results
2. Application: Students demonstrate the ability to use research and statistical methods to specific research questions and professional activities
 - 2.1 Students propose, design and evaluate research studies, with attention to issues of diversity
3. Ethical-Legal: Students should demonstrate the knowledge and skills necessary to apply ethical and legal guidelines that are relevant to their research activities based on APA's Ethical Principles of Psychologists and Code of Conduct as well as California's legal guidelines.
 - 3.1 Students apply ethical and legal guidelines to research activities

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, while 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 that 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.

Program 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 and Tuesday. Students in the third and fourth years of the program attend classes on Thursday and Friday.

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 their academic advisor and approved by the department chair. Approved modifications will be indicated on the student's Academic Plan and forwarded to the Registrar's Office.

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. The required internship experience may be completed on a full-time basis in the final year of the program (two semesters), or the internship may be distributed 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 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 P800 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.

Phillips' innovative Clinical Psychology 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 program provides the academic preparation necessary for graduates to sit for required licensing examinations in the State of California.

Concentration: Diversity and Forensic Issues in Clinical Psychology

To augment the foundational courses and training in clinical psychology, the program offers a concentration that integrates diversity and forensic dimensions of knowledge and practice in clinical psychology. This involves more advanced training in multicultural and diversity-related competencies and their applications in legal contexts. Students are thereby prepared to function professionally in an increasingly pluralistic society and are well equipped to interface with legal systems. Focused education and training in the core concentration provide a knowledge base and skill set that is not common in most doctoral-level professional psychology programs and give graduates a competitive edge as they pursue employment or build a professional practice. While the CPDP program is not accepting an entering class in the fall, the students who are presently enrolled are being given a modified combination of diversity and forensic courses in their 4th and 5th

All students take two gateway courses (Gender Roles and Legal Research) before selecting more advanced study in the core concentration. The concentration courses provide 12 academic units that tie clinical psychology with the Forensic and Multicultural/Diversity areas. In addition to the Gender Roles and Legal Research courses, the core concentration requires classes in specialized assessment and clinical interventions, consultation, juvenile justice, depositions and court testimony. Furthermore, the doctoral project must reflect an original contribution to clinical psychology and areas of study relevant to the core concentration. Finally, 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 and/or multicultural diversity issues in accordance with the core concentration.

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.* Demonstration of English proficiency may be required.
- Applicants must complete Phillips Graduate Institute’s Admission Application Packet (See Admission Application Process)
- Admission interview with Clinical Psychology Doctoral Department Chair or their designee
- Applicants to the Clinical Psychology program are encouraged to submit a sample of their writing with their application materials.

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

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

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 Admissions Office (818-386-5660) for dates and class schedules.

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 Practicum-level training, prior to their pre-doctoral internship. This Practicum 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 Practicum rotations accrue approximately 1,200 hours of supervised clinical 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 being admitted to 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); or be a member or meet membership criteria for the California Psychology Internship Council (CAPIC).

Faculty Advisement

Students are assigned an academic advisor at the beginning of their first semester of enrollment and are required to meet with the advisor at least twice per semester. It is the responsibility of the student to contact their advisor. The faculty welcomes open communication with students. Therefore, students are encouraged to make appointments with other members of the faculty to answer any questions they may have and seek consultation. Faculty maintain an open door policy.

Doctoral Project

The PsyD 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 core concentration (Diversity and Forensic Issues in Clinical Psychology). The focal point of a doctoral project may be program development, program evaluation, creation of an innovative clinical intervention model, development of a theoretical model, grant or research proposal, creation of a clinical training manual/program, etc. The goals of the PsyD 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 health 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 PsyD Project Preparation course. Students subsequently enroll in the PsyD 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). If a student does not complete the doctoral project course assignments by that semester's end, the student must re-enroll in PSY 800A or PSY 800B, depending on the status of the doctoral project. Students are expected to finalize the doctoral project by the beginning of fall semester of the fifth year. If a student does not complete the doctoral project within this time frame, they must enroll in one unit of Doctoral Project Extension, PSY 800E, while the project is being completed. In order to be eligible for graduation, a student must obtain approval of the final draft of the doctoral project from the project mentor and Community Consultant and submit the doctoral project to the Library for binding.

Global Assessment and Review

Faculty conduct an annual individualized global assessment and review of every doctoral student at the end of each academic year. This 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. The areas evaluated are aligned with the student learning outcomes and include professional behavior and attributes, written skills, oral skills, socialization into the field of professional clinical psychology, and mastery of core competencies.

Comprehensive Examinations (Comps)

All students are required to pass written and oral components of the Comprehensive Examinations that are linked to core competencies and specific student learning outcomes. This occurs at the end of the second year in the program. In order to be eligible for the Comprehensive Examinations, the student must be making satisfactory academic progress.

Clinical Competency Examination (CCE)

Doctoral students will be required to sit for the Clinical Competency Exam in the fall semester 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 (e.g., assessment, diagnosis, interventions) at a more advanced level of competence.

Teaching Assistant (TA) Opportunities

To support student learning in the area of education and to prepare them for careers in faculty and academic environments, the program offers TA positions. These positions are competitive and are announced each semester. TA's typically are required for courses such as statistics, psychodiagnostic assessment, legal research, doctoral project preparation, and other classes as needed. TA's are mentored by the respective course instructors and by the department chair.

Program Compliance

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 Continuing Education Office and Extension.

Academic Proficiency

PsyD 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 their 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

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 and 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)

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- Successful completion of doctoral project, poster session and related requirements
- Intent to Graduate form on file with the Registrar's Office one semester prior to the date that the 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 by the deadline specified each year
- Completion of an exit interview with the Financial Aid Office (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 Phillips 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.*

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)

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 unit)
- 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)

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)

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PSY 691 Cognitive Affective Bases of Behavior (3 units)

PSY 743 Child and Adolescent Interventions (2 units)

Spring Semester • 13 units

PSY 688 Case Consultation (2 units)

PSY 717 Program Evaluation (2 units)

PSY 800P PsyD Project Preparation (2 units)

PSY 824 Gender Roles (2 units)

PSY 693 Social Bases of Behavior (3 units)

PSY 681 Group Therapy (2 units)

Year Four

Fall Semester • 12 units

PSY 660 Human Sexuality (2 units)

PSY 800A PsyD Project I (3 units)

PSY 880 Clinical Supervision (2 units)

PSY 835 Diversity and Forensic Issues in Assessment (3 units)

PSY 822 Multicultural Affirmative Treatment of Gays, Lesbians and Bisexuals (2 units)

Spring Semester • 9 units

PSY 718 Psychopharmacology (2 units)

PSY 800B PsyD Project II (2 units)

PSY 826 Consultation in Diverse Settings (2 units)

PSY 845 Depositions and Court Testimony (1 unit)

PSY 846 Juvenile Justice and Forensic Psychology (2 units)

Year Five

Fall Semester • 4 units

PSY 900A Full-Time Internship (4 units)

Spring Semester • 4 units

PSY 900B Full-Time Internship (4 units)

Course Descriptions

PSY 660 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.

PSY 675 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.

PSY 677 PSYCHOPATHOLOGY 3 units

This course provides an overview of individual psychopathology within the context of the 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 sheds light on the theoretical and etiological underpinnings of various disorders.

PSY 679 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.

PSY 680A 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 it 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.

PSY 681 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.

PSY 683A 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.

PSY 683B 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.

PSY 685, 686, 687, 688 CASE CONSULTATION/PRACTICUM COURSES I-IV 2 units each

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

Students who opt to complete a psycho-diagnostic 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.

PSY 690 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.

PSY 691 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.

PSY 692 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.

PSY 693 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.

PSY 694 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.

PSY 695 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.

PSY 703A 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.

PSY 703B PSYCHOLOGICAL ASSESSMENT-II: MEASURES OF PERSONALITY 3 units

Prerequisite: PSY 703A

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.

PSY 704A-B ASSESSMENT LAB 0.5 units each

Prerequisite: Concurrent enrollment in PSY 703A-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).

PSY 705 INTEGRATED STATISTICS AND RESEARCH METHODS – I 2 units

This course offers an overview of statistics and statistical procedures needed by intelligent consumers to critically evaluate research. Topics covered include descriptive statistics, correlation and inferential statistics, sampling theory and applications determining statistical reliability. Students are required to practice statistical applications using Statistical Package for the Social Sciences (SPSS) software. The individual statistics presented are integrated with appropriate research questions and design.

PSY 705L 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).

PSY 714A 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 communication skills in this process.

PSY 714B DIVERSITY LABORATORY–II 2 units

Prerequisite: PSY 714A

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.

PSY 716 INTEGRATED STATISTICS AND RESEARCH METHODS-II 2 units

Prerequisite: PSY 705

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.

PSY 717 PROGRAM EVALUATION 2 units

Prerequisites: PSY 705 and PSY 716

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.

PSY 718 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 related factors as they relate to medication use. The roles of the psychologist as a consultant and collaborator are emphasized.

PSY 741 COGNITIVE BEHAVIORAL INTERVENTIONS 3 units

Prerequisite: PSY 691 and PSY 692

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.

PSY 742 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.

PSY 743 CHILD AND ADOLESCENT INTERVENTIONS 2 units

Prerequisite: PSY 695

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 direct 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 requiring critical analysis and application of appropriate interventions to treatment planning.

PSY 795 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.

PSY 800A-B PsyD PROJECT-I & II 3 units Fall; 2 units Spring

Prerequisites: Passing of Comprehensive Exams and PSY 679, PSY 705, PSY 705L, PSY 716, PSY 717, PSY 800P and PSY 842

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.

PSY 800P PsyD PROJECT PREPARATION 2 units

Prerequisites: PSY 679, PSY 705, PSY 705L, PSY 716 and concurrent enrollment in PSY 717 and PSY 842

This course represents the culmination of the research sequence and is the prerequisite for PSY 800A and PSY 800B. The class is conducted as a graduate seminar, with the focus on engaged discussion of material from didactic presentations. The introductory 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.

PSY 816 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.

PSY 880 CLINICAL SUPERVISION 2 units

Prerequisites: PSY 685, PSY 686, PSY 687 and PSY 688

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 PSY 900A-B during the fifth year of the program, or (b) successful completion of PSY 901A-D during the fourth and fifth years of the program.

PSY 900A-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).

PSY 901A-D HALF-TIME INTERNSHIP 2 units each CR/NCR

Students are required to complete an internship as part of their academic program. The half-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).

Courses in Core Concentration: Diversity and Forensic Issues in Clinical Psychology

PSY 824 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.

PSY 842 LEGAL RESEARCH 2 units

Prerequisite: PSY 690

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.

PSY 835 DIVERSITY AND FORENSIC ISSUES IN ASSESSMENT 3 units

Prerequisites: PSY 703A-B and PSY 704A-B

This course examines the specific assessment issues encountered in forensic settings and multicultural contexts. The primary focus is on typical questions posed to psychologists conducting psychological evaluations of diverse persons in a variety of forensic situations. There is an emphasis on the need to present psychological data in a format that is meaningful to institutional settings, such as the court system and other agencies. Critical analysis and appropriate application of traditional assessment methods are emphasized, in combination with assessment tools that are designed for persons from specific demographic groups. The literature on multicultural assessment informs the interpretation of data in relation to diversity factors that are pertinent to a given case. Examples of forensic issues covered include: competence evaluations, mental status at the time of an offense, and compensation evaluation.

PSY 822 MULTICULTURAL AFFIRMATIVE THERAPY WITH GLB 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.

PSY 826 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.

PSY 845 DEPOSITIONS AND COURT TESTIMONY 1 unit

Prerequisites: PSY 690 and PSY 842

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.

PSY 846 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

PSY 657 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.

Extended Coursework

PSY 696 CASE CONSULTATION EXTENSION 1 unit/semester CR/NCR

The course provides additional training to students for whom one of the following may apply: (a) students completing a third, optional year of Practicum or clerkship, or (b) student has been required by the Clinical Psychology Doctoral Program to complete a third Practicum. This course may be repeated for credit.

PSY 800E 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 (PSY 800P, PSY 800A and PSY 800B). 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 PSY 800A or PSY 800B until the doctoral project is completed.

PSY 900E FULL-TIME INTERNSHIP EXTENSION 0 units CR/NCR

Mandatory for students whose internship extends across terms.

PSY 901E PART-TIME INTERNSHIP EXTENSION 0 units CR/NCR

Mandatory for students whose internship extends across terms.

Doctor of Psychology (PsyD)

Organizational Management and Consulting

Mission Statement

To develop effective and ethical organizational consultants by providing meaningful classroom, field and independent learning experiences, and the tools to become a lifelong learner.

Program Goals and Student Learning Outcomes (SLO)

Program Goal 1: Understanding of theories, concepts and research findings related to organizational management and consulting.

Student Learning Outcomes

- 1.1 Explain major concepts and theories in organizational management and consulting.
- 1.2 Evaluate the relevance of organizational theories and concepts to specific situation.
- 1.3 Analyze published research related to organizational management and consulting.
- 1.4 Propose, design and conduct research related to consulting in diverse organizations.

Program Goal 2: Use of appropriate methods for assessment, intervention and evaluation in organizational management and consulting.

Student Learning Outcomes:

- 2.1 Employ assessment tools in diverse organizations.
- 2.2 Develop, implement, and evaluate interventions in diverse organizations.

Program Goal 3: Application of ethical and legal practices in business and in Organizational Management and Consulting

Student Learning Outcomes:

- 3.1 Explain ethical and legal business principles that pertain to consulting in diverse organizations.
- 3.2 Practice ethical and legal organizational management and consulting consistent with established standards.

Program Goal 4: Communication with organizations.

Student Learning Outcomes:

- 4.1 Communicate effectively with diverse organization stakeholders in written and oral formats.

Educational Philosophy and Training Model

Phillips Graduate Institute's Organizational Management and Consulting Program (OMC) 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 leaders and consultants to meet the challenges of organizations in the 21st century. Building on three decades of research and experience in human relations, the OMC Program integrates research in human behavior 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 Management and 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 OMC 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, communication, 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.

Program Structure

Students enroll in twelve units (three courses) each semester for eight semesters, or, if approved by program chair, students may enroll in eight units (two courses) each semester for twelve semesters. 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. Classes are in session year-round. There are three semesters per year: fall, spring and summer.

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)*
- Demonstration of writing proficiency
- Completion of Phillips Graduate Institute Admission Application Packet (See Admission Application Process)
- Admission interview with Organizational Management and Consulting Department Chair or their 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 successfully complete a writing skills course at their own expense during the summer before admission.

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

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

Entry Options

Students enter the program in the fall or spring semester.

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

Field Studies

There are two opportunities for students to apply the coursework to consulting experience: Practicum in Consultation and Field-Based Consultancy. Through the Practicum in Consultation courses, students have the opportunity to observe and participate in projects conducted by consultants or by OMC faculty members in their own consulting practices. Through the Field-Based Consulting courses, students receive expanded learning 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 Management and Consulting program faculty to request help with organizational issues.

Faculty Advisement

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

Academic Proficiency

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 their 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 averaged into the student's cumulative grade point average.

Requirements for Degree Completion

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
- Provision to the Phillips Library of a copy of the portfolio or dissertation project ready for binding
- Intent to Graduate form on file with the Registrar's Office 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
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

Doctor of Psychology in Organizational Management and Consulting

96 units

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

CURRICULUM

First Semester • Fall: (12 units)

- OC 807 Survey of Psychological Theories (4 units)
- OC 809 The Practice and Profession of Consulting (4 units)
- OC 818 Research Methods (4 units)

Second Semester • Spring: (12 units)

- OC 805 Communication in Business (4 units)
- OC 806 Organizational Theory (4 units)
- OC 845 Foundations of Business: Structures and Processes (4 units)

Third Semester • Summer: (12 units)

- OC 739 Applied Research Methods (4 units)
- OC 830 Practicum in Consultation A (4 units)
- OC 848 Practicum in Consultation B (4 units)

Fourth Semester • Fall: (12 units)

- OC 812 Legal and Ethical Decision Making in Organizations (4 units)
- OC 815 Behavior in Organizations (4 units)
- OC 904 Strategic Planning (4 units)

Fifth Semester • Spring: (12 units)

- OC 824 Diversity Issues in Organizations (4 units)
- OC 916 Organizational Leadership (4 units)
- OC 924 Personnel and Human Resources Management (4 units)

Sixth Semester • Summer: (12 units)

- OC 920 Executive Coaching (4 units)
- OC 928 Field-Based Consultancy A (4 units)
- OC 940 Field-Based Consultancy B (4 units)

Seventh Semester • Fall: (12 units)

- OC 833 Organizational Teamwork and Conflict Management (4 units)
- OC 932 Cultural Intelligence: Consultation Skills for Global Business (4 units)
- OC 936 Portfolio/Dissertation Project A (4 units)

Eighth Semester • Spring: (12 units)

- OC 842 Training and Development in Organizations (4 units)
- OC 908 Leading and Managing Organizational Change (4 units)
- OC 937 Portfolio/Dissertation Project B (4 units)

Course Descriptions

OC 739 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.

OC 805 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.

OC 806 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.

OC 807 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.

OC 809 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.

OC 812 LEGAL AND ETHICAL DECISION-MAKING IN ORGANIZATIONS 4 units

This course provides students with 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.

OC 815 BEHAVIOR IN ORGANIZATIONS 4 units

This course provides exploration of behavior in organizations 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 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.

OC 818 RESEARCH METHODS 4 units

Students are presented with the foundations and applications of qualitative and quantitative research design. Course content covers developing research questions, determining appropriate sampling methods, conducting a critical review of published scholarly research, data collection and analysis and interpretation of results. Students develop a research proposal in one area of professional practice. Upon completion of the course, students will have a working knowledge of the foundations of rigorous research and will be able to discern the fundamental elements and quality of research articles.

OC 824 DIVERSITY ISSUES IN ORGANIZATIONS 4 units

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.

OC 830 PRACTICUM IN CONSULTATION A 4 units CR/NCR

The Practicum courses provide opportunities for students to develop and apply knowledge and skills learned in the classroom, such as those related to ethics, professional accountability, communications and organizational assessment, while working under the guidance of an assigned faculty advisor or on-site consultant. The department and the consultant approve a detailed scope of work before the student begins the Practicum. Examples of Practica include assessments of organizational culture, structure, or communications, and developing proposals and business plans. In their final report the student summarizes the work conducted and self-reflects on the experience.

OC 833 ORGANIZATIONAL TEAMWORK AND CONFLICT MANAGEMENT 4 units

This 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.

OC 842 TRAINING AND DEVELOPMENT IN ORGANIZATIONS 4 units

This course examines training in the workplace, through the presentation and application of theories of adult learning. Training techniques are presented and students practice presentation and training. Course topics include the process for assessing training needs, training delivery methods (such as online, 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.).

OC 845 FOUNDATIONS OF BUSINESS: STRUCTURES AND PROCESSES 4 units

This course provides students an overview of business basics 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.

OC 848 PRACTICUM IN CONSULTATION B 4 units CR/NCR

This course is a continuation of OC 830.

OC 899 INDEPENDENT STUDY 1-4 units

In this course students conduct supervised individual research. Approval is needed by the department chair.

OC 904 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.

OC 908 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.

OC 916 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.

OC 920 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.

OC 924 HUMAN RESOURCES MANAGEMENT 4 units

Students explore various aspects of human resources (HR) management including 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.

OC 928 FIELD-BASED CONSULTANCY A 4 units CR/NCR

This course is the culminating field studies 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 independent projects or specified portions of larger organizational client projects. The department and the consultant approve a detailed scope of work before the student begins the Consultancy. Examples of field-based consultancy activities include gathering, analyzing and reporting 360° feedback, strategic planning, investigation and application of legal and ethical issues, assessing or implementing policies and procedures related to selection for hiring and promotion, conflict resolution, teamwork and leadership development. In their final report the student summarizes the work conducted and self-reflects on the experience.

OC 932 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 contracting, diagnosing and intervention across cultures. 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.

OC 936/OC 937 PORTFOLIO/DISSERTATION PROJECT A & B 4 units each CR/NCR

Students are required to complete either a Portfolio Project or a dissertation project. The PsyD 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 an organizational leader or consultant. In order to demonstrate their ability, the student will conduct an analysis and synthesis of critical issues encountered by business managers or consultants that were examined during their course of study at Phillips. The PsyD Portfolio Project must have relevance for the field of Organizational Management and Consulting.

The objectives of writing the Portfolio Project are to: 1) articulate the student's gain in knowledge; 2) demonstrate the application of knowledge to a management consulting example; 3) enhance professional management or consultations skills; 4) demonstrate the connection between academic and professional competence; and 5) present a body of work that establishes the student's ability to work as a leader in or consultant to organizations at the doctoral level. The student will use critical thinking to independently research and synthesize scholarly work. Portfolio content will be grounded in scholarly theories and studies.

The PsyD 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 demonstrates 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 management and consulting. The issues students study will be similar to those encountered by business managers or consultants. The PsyD dissertation must have relevance for the field of Organizational Management and Consulting.

The objectives of writing the dissertation project are to: 1) increase knowledge; 2) apply research skills; 3) enhance critical thinking and analytic skills; 4) demonstrate the connection between academic and professional competence; 5) examine a business issue and create or recommend solutions. In addition, the student will be able to demonstrate the ability to conduct independent scholarly research. 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.

OC 940 FIELD-BASED CONSULTANCY B 4 units CR/NCR

This course is a continuation of OC 928. This course is graded as Credit/No Credit.

OC 950 PORTFOLIO DISSERTATION PROJECT EXTENSION 2 unit CR/NC

This course is a continuation of OC 937.

Continuing Education/Extension Division

The department of Continuing Education and Extension at Phillips Graduate Institute offers classes, workshops, special events and certificate programs for pre and post licensed mental health practitioners, educators and the business community. This department is designed to be responsive to the changing needs, schedules and expanding awareness of our community and conforms to the requirements for Mandatory Continuing Education (MCE). Classes are conducted at the graduate level and certificates are awarded at the completion of all offerings. All workshops are conducted on campus unless otherwise stated.

Our classes are approved to grant Continuing Education credit by the Board of Behavioral Sciences for MFT's and LCSW's (Provider# PCE 677). Select courses are approved for MCEP credit (Provider# PH1016).

Registration

To register for a course or workshop, download and fill out the registration form that can be found on the Phillips website under Continuing Education and submit it to the Continuing Education Office by fax (818) 386-5694 or mail to Phillips Graduate Institute, Continuing Education Office, 5445 Balboa Boulevard, Encino, CA 91316. You will receive a confirmation by mail or email. Please be aware of the registration deadlines as noted on the registration forms.

Refund Policy

Refund requests must be received in writing at least 10 working days prior to the scheduled start date of all courses. There is a non-refundable processing fee of \$35. Enrollees who fail to provide 10 working days notice will be assessed the full amount of the registration fee. There are no partial refunds for registrants who do not complete a portion of any offering.

Computer Use in Workshops

The use of laptop or notebook computers is no longer permitted in Continuing Education workshops. We have received numerous complaints from workshop participants about the interference that their use has caused. This has been an ongoing issue with past workshops amongst the student community, so to help resolve this problem it has been decided to not allow the student use of computers in any workshop. We want to provide the professional courtesy to our presenters and to all students taking these workshops to be able to receive the material covered in a less disruptive environment.

Course Offerings

BBS REQUIRED COURSES

PSY 640X Aging and Long-term Care (10 hours)

PSY 642X Child Abuse Assessment (7 hours)

PSY 646X Partner and Spousal Abuse (15 hours)

CO-OCCURRING DISORDERS PROGRAM

PSY 600 FUNDAMENTALS OF ADDICTION 3 units

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

PSY 601 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.

PSY 602 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.

PSY 603 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.

PSY 604 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.

PSY 605 PERSONAL AND PROFESSIONAL GROWTH AND ADVANCED ISSUES IN ADDICTION RECOVERY 3 units

This course examines 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. 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.

PSY 607 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.

POST MODERN THERAPIES PROGRAM

PSY 650A, B and C POSTMODERN THERAPY APPROACHES–I, II and III 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. Time is also devoted to working with specific populations and issues, including but not limited to the following: women and women’s issues, the LGBT community and gender, sexuality and the body, mindfulness and positive psychology, relationship violence and working with survivors and perpetrators, and illness and grief. The course uses more of a didactic approach in the first semester and includes more discussion and experiential exercises as the year progresses.

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