

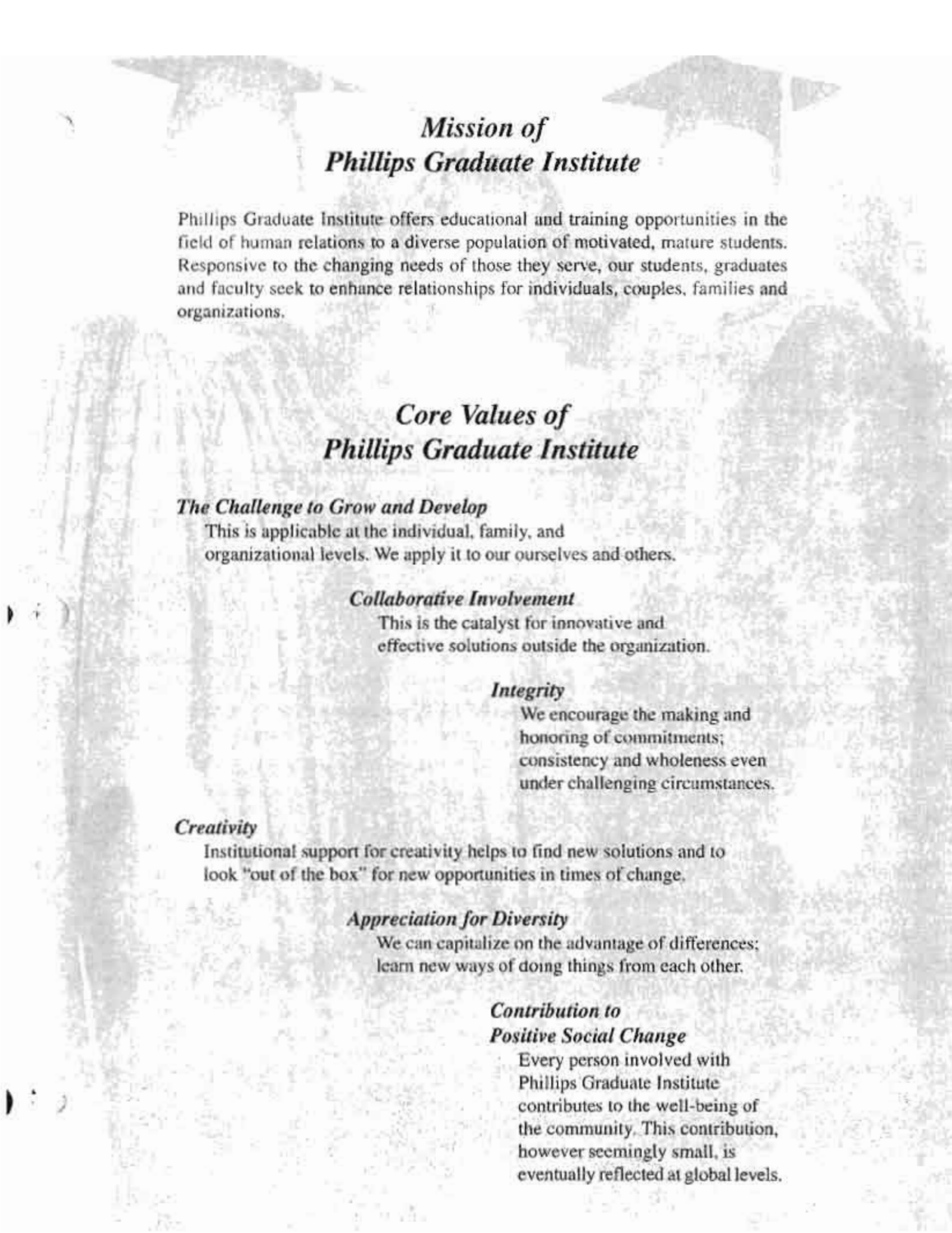


MASTER OF ARTS CATALOG
1998 – 1999

MASTER OF ARTS IN
MARITAL AND FAMILY THERAPY

MASTER OF ARTS IN
ORGANIZATIONAL BEHAVIOR

Formerly, California Family Study Center



Mission of Phillips Graduate Institute

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

Core Values of Phillips Graduate Institute

The Challenge to Grow and Develop

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

Message from the President

Welcome to Phillips Graduate Institute. As you read through this catalog, I think you will find programs and courses that address important needs of our ever-changing society. Our commitment to improving human relations at all levels through the people we educate and train, to me, is just about the most important thing any institution can do.

Our master of arts degree programs in **marital and family therapy** and **organizational behavior** are designed to prepare graduates to be successful agents of change. Our graduates work with individuals, families, schools, companies, associations, and more. They help people live and work better together in all kinds of settings, leading to more effective individuals, families and organizations.

Our Counseling Center provides services to the community and an immediate relevance to the classroom work. This helps to demonstrate our educational philosophy of integrating academic knowledge with clinical experience and student personal development at every opportunity.

Our leadership in the field of human relations education is unparalleled. Our roots go all the way back to 1930 with the founding of the American Institute of Family Relations, which merged into the California Family Study Center, which became Phillips Graduate Institute. Phillips has a well-earned reputation as an innovator of effective teaching methods for adult education; as a leader in the implementation of new theories and methods of encouraging change; and as a proactive collaborator with state agencies and other institutions to improve the professions we serve.

Our size allows us to innovate quickly so our curriculum can stay fresh, and we stay in close contact with our students to encourage their success.

I invite you to join us in a process that will expand your own horizons and help influence the society we all live in!



*Edwin S. Cox, Ph.D.,
President*

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Introduction

The centerpiece of Phillips Graduate Institute is an accredited Master of Arts degree program in Marital and Family Therapy. Our programs are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), and meets all academic requirements of the Board of Behavioral Sciences (B.B.S.) for California Licensure in Marriage, Family and Child Counseling.

The degree-granting M.A. program blends academics and theory with practical clinical experience. By adopting a *family systems approach*, Phillips' curriculum emphasizes effective interpersonal relationships and community processes, as well as self awareness. Students appreciate weekly observation of therapy sessions that demonstrate the theoretical and experiential aspects of the therapy. Students are soon immersed in, and aware of, the processes by which they grow professionally and personally. They balance process and theory to create a framework for understanding the field of psychotherapy and for developing their own theoretical positions.

Phillips encourages spouses to take part in some course segments. This is a well-received tradition at Phillips, acknowledging that the work of a counselor cannot be separate from daily family life. Phillips' flexible schedule has been a convenience, in fact a necessity, for our students, many of whom work full-time. Classes are generally scheduled in one-day blocks each week, with a Saturday option available. To accommodate those who work, Phillips also offers an evening program. Semester one begins in either the Fall/September, Spring/January for daytime students and May for evening students. These scheduling possibilities make the program accessible to students who have a variety of work or family obligations, and to those who may have to travel long distances to attend class.

Managers, teachers, clergy, attorneys, doctors, counselors and other professionals whose fields demand interpersonal counseling skills have benefited from training at Phillips, even if they do not specialize in marriage and family therapy.

Opportunities to specialize in chemical dependency studies, working with children, organizational consulting, collaborating with medical practitioners, or other areas are available with additional elective courses.

Because of recent developments in health care delivery, the therapist of tomorrow must be prepared to treat some clients "briefly," work in a variety of professional settings and collaborate closely with primary care physicians. Phillips is committed to providing students with the skills they will need in order to be successful in the changing professional world.

Students immediately become involved in clinical work in the classroom setting. This approach accelerates their learning and academic achievement. This is a unique aspect of the Phillips practice of placing students in many cohort groups—such as Case Conference Groups, Family Role Play Groups, Growth Groups, Study Groups and Practicum Groups. In addition to these groups, students learn the use of Therapeutic Reflecting Teams, which helps them gain self-confidence when in the role of therapist. This process is part of what helps Phillips enjoy a reputation for graduating capable, self-reliant clinicians.

In this catalog, you will find information about Phillips Graduate Institute's specific programs, courses, costs, and enrollment procedures. The theoretical and clinical foundation of our curriculum is also discussed.

Questions relating to your own particular career situation and long-term goals can best be answered at one of our frequent information sessions. We invite you to call (818) 386-5638 for the dates and times of these meetings.



Master of Arts Degree Program in Marital and Family Therapy and Organizational Behavior

Phillips' educational philosophy emphasizes a "family systems" approach to the investigation, understanding and treatment of human relationships. The M.A. Program offers courses in psychological foundations of therapy, as well as contemporary concepts and techniques. These courses include theory and method presentations, case observation and demonstrations, therapeutic skills training, and personal and professional development. Presentations are made in the classroom, in a clinical setting with one-way mirrors, or in small interactive groups. A three-pronged approach integrates the family systems paradigm: intrapsychic and interpersonal psychological theory, first-hand experiential learning, and personal and interpersonal growth. This structure allows students to integrate the methods and theoretical stances that fit their personal styles.

Academically

Students receive an in-depth study of the seminal works in the field, recent developments in theory and clinical methods, and major advancements shaping the growth of the profession.

Clinically

Actual cases being handled by the Phillips faculty are observed in Case Conference and class demonstrations. Phillips provides experiential clinical opportunities for students to practice therapy with a "role-play family" of students. Most students participate in a Supervised Clinical Placement approved and evaluated by Phillips' Clinical Placement Office.

Personally

The connection between personal growth and interpersonal therapeutic skill is emphasized. Students are required to participate in Growth Group in the first year of the program. About one-third of the written assignments include material directed toward the student's personal growth and self-understanding.

The primary purpose of this approach is to develop well-rounded, well-grounded professionals in the field of Marriage and Family Therapy and/or Organizational Behavior. The M.A. Program is open to people of all philosophies and religions. The multifaceted backgrounds of Phillips students contribute to the richness of the program.

Core Faculty and Adjunct Faculty—experts in their particular specialty within the field of Marriage and Family Therapy and Organizational Behavior—are responsible for teaching and managing clinical experiences.

Completion of the curriculum leads to a Master of Arts Degree in Marital and Family Therapy and/or Organizational Behavior forming the academic foundation for the California state license in Marriage, Family and Child Counseling. For those who do not choose to pursue a license there are many opportunities to use this degree in education, law, business, social service, government and ministerial settings.

Master of Arts Degree Program

Experiential Component

The experiential component at Phillips is integral to the M.A. Program. In addition to classroom role-play exercises, the first year of the program includes three groups which round out the experiential component at Phillips: the Case Conference, Practicum/Case Conference, and the Growth Group. In second year, students attend Practicum. The leaders of Case Conference, Growth Group, and Practicum are hand-picked for their excellence and are licensed M.F.C.C.'s with successful private practices.

Case Conference

Case Conference is attended by small groups of students and consists of four components. First, repetition and expansion of theories taught in class are offered. Second, students participate in experiential exercises demonstrating theorists' ideas, techniques, and methods through role play, and group interaction. Third, students observe the leader doing actual therapy with clients from behind a one-way mirror. After the session, students serve as therapy team reflectors in a conversation about the case which is viewed by the therapist and the client. Lastly, students explore— with the Case Conference Leader— therapeutic issues arising from the session. Students have optimum opportunity to observe therapy and participate at a beginning level in these sessions.

Practicum/Case Conference

Practicum/Case Conference in second semester continues the first semester Case Conference with slight difference. Students with Clinical Supervised Placements receive case consultation by presenting cases. Through role play, discussion, and didactic means, students have a special opportunity to apply class lessons to actual therapy and receive supervisory and peer feedback. Leaders who use the “reflecting team” method train their students and incorporate reflectors as part of the therapy team. Students often form professional and personal associations from Case Conferences that last far beyond graduation.

Growth Group

Growth Group in first and second semester is led by a licensed M.F.C.C., usually a Phillips Graduate Institute/California Family Study Center graduate. Small groups meet to work on personal issues. Students have the opportunity to do individual therapy in a group setting and to learn group process. Students entering the program in September may attend a couples' group, thus involving husbands, wives or significant others. Growth Groups offer a unique setting in which to learn theory by experiencing its application.

Practicum

In Practicum students present formal and informal cases from their supervised clinical placements. Leaders act as case consultants, giving students other perspectives from which to view their clients, their theoretical models, and the field of therapy. For students not yet seeing clients, or who choose not to pursue licensure, other means for applying their clinical skills are provided— for example, the Reflecting Team Model.

Both Case Conference and Growth Group are required in first and second semesters and may be taken in third and fourth semesters. Practicum is required for all third and fourth semester students.

Counseling and Personal Therapy for Students

We strongly recommend that all students have some experience with personal and family therapy while in the master's program. Recognizing the need for clear boundaries between the roles of teacher-supervisor and therapist, Phillips faculty does not offer personal therapy to students. Students may see Phillips faculty members in dealing with personal issues connected to the program; however, if on-going counseling or psychotherapy seems advisable, faculty and/or staff will assist students in finding an appropriate clinical setting.

The Program's Structure

Phillips Graduate Institute's M.A. Program in Marital and Family Therapy and/or Organizational Behavior is designed to accommodate the schedule of the working student who has full-time obligations beyond school.

Regularly scheduled coursework is taken in once-weekly, day-long classes or twice-weekly evening classes. Students take part in the program commitments listed below.

Students entering in September or January may choose a weekday or Saturday class option.

Case Conference permits first and second semester students to observe counseling sessions of licensed therapists with individuals, couples or families. After each session, students and therapist explore therapeutic issues from the session.

Growth Group ensures that therapists in-training experience therapy as clients before obtaining their degree. For students beginning in September, Growth Group is available with or without their significant others.

Study Groups enable first semester students to review and strengthen their understanding of weekly readings and classwork. Study groups are required for first semester and optional in the remaining three semesters.

M.A. Program Entry Options

	September Entrance (Fall Term)	January Entrance (Spring Term)	May/Evening Entrance (Summer Term)
Class Time	8:00 a.m. - 4:00 p.m.	8:00 a.m. - 5:00 p.m.	6:00 p.m. - 10:00 p.m.
Class Days	Tues., Thurs. <u>or</u> Sat.	Thurs. <u>or</u> Sat.	Tues. and Thurs.
Program Length	21 months	16 months	24 months
Case Conference	Three hours per week in addition to class time (semesters 1 and 2 only)	Three hours per week in addition to class time (semesters 1 and 2 only)	Three hours per week included in Tues./Thurs. evening format (semesters 1 and 2 only)
Growth Group	Six hours per month in addition to class time (semesters 1 and 2 only: 45 hours total)	Six hours per month in addition to class time (semesters 1 and 2 only: 45 hours total)	Six hours per month included in Tues./Thurs. evening format (semesters 1 and 2 only: 45 hours total)
Study Group	1st semester only (1.5 hours per week)	1st semester only (1.5 hours per week)	1st semester only (1.5 hours per week)
Other Requirements	Two to three all day workshops per year	Three to five all day workshops per year.	Two to three all day workshops per year.

Clinical training at approved traineeship sites may begin after completion of 12 units and receipt of Phillips' trainee status. Students planning to become licensed as marriage, family and child counselors must obtain 150 hours of traineeship experience prior to graduation.

Academic Calendar

1998-1999

1999-2000

Fall 1998/September 21-Month Enrollment Schedule

Fall Registration, Semester 1	Sept. 22, 24, 26 (1998)	Sept. 21, 23, 25 (1999)
Fall Registration, Semester 3	Sept. 22, 24, 26	Sept. 21, 23, 25
Class Begins, Semester 1	Sept. 22, 24, 26	Sept. 21, 23, 25
Class Begins, Semester 3	Sept. 22, 24, 26	Sept. 21, 23, 25
Winter Break	Dec. 21 – Jan. 4 (1999)	Dec. 20 – Jan. 2 (2000)
Resume Classes	Jan. 5, 7, 9	Jan. 4, 6, 8
Class Ends, Semester 1	Feb. 9, 11, 13	Feb. 15, 17, 19
Class Ends, Semester 3	Feb. 9, 11, 13	Feb. 15, 17, 19
Spring Registration, Semester 2	Feb. 9, 11, 13 (1999)	Feb. 15, 17, 19 (2000)
Spring Registration, Semester 4	Feb. 9, 11, 13	Feb. 15, 17, 19
Class Begins, Semester 2	Feb. 16, 18, 20	Feb. 22, 24, 26
Class Begins, Semester 4	Feb. 16, 18, 20	Feb. 22, 24, 26
Spring Workshop Week	Feb. 23 – 27	Mar. 7 – 11
Spring Break	Mar. 29 – Apr. 4	Apr. 17 – 23
Class Ends, Semester 2	June 15, 17, 19	June 20, 22, 24
Class Ends, Semester 4	June 5	June 10
Graduation	June 6	June 11

Spring 1999/January 16-Month Enrollment Schedule

Spring Registration, Semester 1	Jan. 21, 23 (1999)	Jan. 20, 22 (2000)
Class Begins, Semester 1	Jan. 21, 23	Jan. 20, 22
Spring Workshop Week	Feb. 23 – 27	Feb. 22 – 26
Spring Break	Mar. 29 – Apr. 4	Apr. 17 – 23
Resume Classes	Apr. 6, 8, 10	Apr. 25, 27, 29
Class Ends, Semester 1	May 13, 15	May 4, 6
Summer Registration, Semester 2	May 13, 15	May 4, 6
Class Begins, Semester 2	May 20, 22	May 11, 13
Class Ends, Semester 2	Sept. 2, 4	Aug. 31, Sept. 2
For semesters 3 and 4, refer to 1999-2000 Fall/Spring Schedule above.		

Summer 1998/May 24-Month Evening Enrollment Schedule

Summer Registration, Semester 1	May 19 (1998)	
Class Begins, Semester 1	May 19	
Summer Break	Aug. 13 – Sept. 21	
Resume Classes	Sept. 22, 24, 26	
Class Ends, Semester 1	Dec. 17	
Spring Registration, Semester 2	Jan. 5 (1999)	
Class Begins, Semester 2	Jan. 5	
Class Ends, Semester 2	June 17	
Fall Registration, Semester 3	Sept. 21	
Class Begins, Semester 3	Sept. 21	
Class Ends, Semester 3		Feb. 8 (2000)
Spring Registration, Semester 4		Feb. 10
Class Begins, Semester 4		Feb. 10
Class Ends, Semester 4		May 27
Graduation		June 6



Marital and Family Therapy Program

Course Descriptions

Extended Coursework

60-Unit Program

Double Master's

Pre-Enrollment Courses

These courses may be used to fulfill Phillips' entrance requirements when a candidate has insufficient social sciences units.

501 Written Fluency for Therapists-to-be

This course will help students express their thoughts on paper for writing the types of papers required in the M.A. Program. Recommended for students who have been away from school for a few years or who would like to sharpen their writing skills. **1-2 units.**

502 Principles of Therapy— Experiential Format

Basic principles of therapy are presented within an experiential/learning format. Hands-on experiences designed to demonstrate effective counseling and the use of practical interpersonal skills are examined.

For students with little or no previous therapeutic experience. Any interested students may enroll. **1-3 units.**

503 Preparation for Graduate School

Section A: Effective Study Skills and Time Management for Adult Students: Time Management and productive note-taking, organization of readings and notes, and test-taking tips will be discussed. Eases test-taking and paper-writing anxiety; benefits students re-entering school.

Section B: Critical Thinking: Teaches comprehension concepts, critical assessment of the potentials and limitations of material. Covers the assessment and synthesis of textbooks and professional literature. **1-2 units.**

504 Overview of General Psychological Theories

Psychological theories which influence present-day marriage and family therapy are presented in this course. This course is recommended for students with no prior coursework in psychology or family therapy.

1-3 units.

Program Overview First Year Core Courses

Semester One

- 506 Introduction to Marriage and the Family
- 507 Psychological Foundations of Therapy
- 508 Pragmatics of Psychotherapy
- 554 Contemporary Theories of Therapy and Human Communication
- 557 Couple Therapy
- 558 Human Growth and Development
- 571 Family Therapy

Semester Two

- 552 Sexual Adjustment and Sex Therapy
- 561 The Child and the Adolescent in Family Therapy
- 563 Assessment, Diagnosis and Treatment in Family Therapy
- 564A Alcohol and Chemical Dependency Training
- 567 Group Approaches in Family Therapy
- 568 Therapeutic Application of Systems Theory
- 572 Research Methodology
- 573 Practicum/Case Conference

Semesters one and two of the M.A. Program contain 13 semester units each, not including optional additional graduate elective courses.

Semesters three and four of the M.A. Program contain 11 semester units each, not including optional additional graduate elective courses.

Master of Arts Degree in Marital and Family Therapy

Course Descriptions

The courses listed in the four semesters are taught in both the 48- and 60-Unit M.A. Programs. Additional courses for the 60-Unit master's are explained on pages 32 through 39.

Courses listed in Semesters One and Two are applicable for Marital and Family Therapy (M.F.T.) and Organizational Behavior (O.B.) students. During Semesters Three and Four, O.B. students enroll in courses listed on pages 26 through 29.

Semester One

506 Introduction to Marriage and the Family

Marriage and the family are defined as social institutions, and their characteristics are reviewed in both historical and cross-cultural perspectives. Three conceptual frameworks are presented: the structural-functional, the symbolic-interactional, and the developmental. Implications for family therapy are discussed in each framework. **1 unit.**

507 Psychological Foundations of Therapy

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include psychodynamic, learning theory and humanistic-existential models. The focus includes individual therapy styles, conditions leading to change, helper characteristics, and the therapeutic milieu. **2 units.**

508 Pragmatics of Psychotherapy

A basic orientation to the psychotherapy process, including establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships, and ethical handling of financial issues is given. **1 unit.**

554 Contemporary Theories of Therapy and Human Communication

This course reviews contemporary theories of human communication and of interpersonal and group dynamics that have particular relevance to psychotherapy practice and organizational consulting. Issues concerning language, perception, and cognition relative to appropriate interpersonal functioning are explored experientially and by demonstration and discussion. Theories and issues are reviewed for their application to marriage and family therapy. **2 units.**

557 Couple Therapy

This course examines theory and psychotherapeutic techniques for working with intimate partnerships. Various methods of intervention are designed to enrich couples' lives and help negotiate change. Couple communication style and communication theory are taught. Use of several assessment instruments, are experienced. Current research findings are also reviewed. Students practice their therapy skills with "role-playing" couples. **1 unit.**

558 Human Growth and Development

This course offers theory and information on normal development of both individuals and families over the life cycle. It compares and contrasts philosophies of major developmental theorists, emphasizing normal development. Human biological, social, and psychological growth and development are studied with consideration given to implications for psychotherapy and organizational consulting. The course provides practical information on development of young children and adolescents as individuals within a family. **3 units.**

571 Family Therapy

Starting with a historical perspective on the evolution and development of the field of systemic-relational thinking, this course offers a biopsychosocial perspective to help professionals better understand the complexity of systems and relationships. Classes cover the rich, complex diversity of theoretical models that have evolved as society and therapy itself have changed. Models range from the *traditional* ("Modern" schools:

Bowen, Experiential, Psychoanalytic, Structural, Cognitive-Behavioral) through the *current* developments (Solution-Focused, Narrative, Integrative) that are often called "Post-Modern." For students focusing on organizational consulting, the integrative seminars will demonstrate how these systemic-relational theories can be applied in the field of organizational behavior. **3 units.**

Semester Two

552 Sexual Adjustment and Sex Therapy

Current knowledge of human sexuality and psychosexual development is presented. In addition to anatomy, physiology and normal sexual development, issues of intimacy in relationships, and special issues concerning same-sex and mixed sex drive couples are explored. Presentations include sexual dysfunction and processes of enrichment and remediation, as well as a cultural context for sexuality and sex roles. **2 units.**

561 The Child and the Adolescent in Family Therapy

This course focuses on the treatment of the child and the adolescent in the family system. Age-appropriate behavior is discussed, typical and abnormal patterns are explored along with skills for working with children and adolescents in family sessions. The emphasis is on the practice of therapy, the practical issues involved for clinicians working with children and adolescents. **2 units.**

563 Assessment, Diagnosis, and Treatment in Family Therapy

This course deals with the assessment, diagnosis, and treatment of individuals, couples, and families. The diagnosis and treatment of individuals include the diagnostic criteria of the DSM-IV, descriptive developmental diagnosis, and systems treatment approaches. The works of leading family therapists are used to determine the diagnosis and treatment of dysfunction in human systems. Multidisciplinary networking approaches are explored in relationship to individuals, couples and families. **2 units.**

564A Alcohol and Chemical Dependency Training

This course reviews current theories of the etiology of substance abuse, the medical and legal aspects, and major treatment approaches to alcoholism and chemical dependency. Community resources, the referral process, and recognitions of populations at risk are covered. **.5 units.**

567 Group Approaches in Family Therapy

Theory and practice of various methods and techniques for doing therapy with couples, families and individuals in groups are explored, experienced and demonstrated. Principles of group dynamics and skills for monitoring group process are emphasized. **1.5 units.**

568 Therapeutic Application of Systems Theory

This course involves in-depth study of systems theory and communication analysis. It emphasizes the practical application of theory to Marriage, Family and Child Therapy situations. Students analyze the clinical work of Murray Bowen, W. Robert Beavers, Carl Whitaker, Jay Haley, Michael White and other therapists who operate within the perspective of systems theory. Students observe the practical application of systems concepts in therapy and practice these techniques in class. **3 units.**

572 Research Methodology

In this course, the logic and planning of the student's professional paper is discussed. Emphasis is placed on the critical components of general research design, reviewing appropriate literature, sampling techniques, collection, analysis, and interpretation of data, the relationship of the research process and the clinical practice of therapy, ethics of conducting research and drawing conclusions.

Instructors work with students in small groups. The focus is on the development of individual research. **2 units.**

573 Practicum/Case Conference

This course provides students with an opportunity for ongoing discussions concerning ethical practices and case management. The supervisor/supervisee responsibilities and duties in a Clinical Supervised Placement are discussed. After observing counseling sessions, therapeutic issues are explored. **1 unit.**

Semester Three

512 Legal and Professional Issues

This course reviews aspects of California law relevant to Marriage and Family Therapy. The legal rights and obligations of spouses in marriage, divorce, property settlement and child custody are included. The role a marriage and family therapist may play in divorce mediation or other action in family court is examined. Portions of the *Business and Professions Code* and the *Criminal Code* relevant to the field are presented, including issues of confidentiality and privilege, and their limitations, procedures for working with minors, and the legal scope of the practice of Marriage, Family and Child Therapy. Codes of professional organizations are discussed. **1 unit.**

513 Applied Therapeutic Methodology-I

This course involves the application of theoretical models to clinical issues. Through demonstration, videotape and role-play, faculty members illustrate the practical "doingness" of theorists such as Minuchin, Bowen, White, and Jung. Students are offered eclectic models for dealing with basic clinical issues with individuals, couples, and families. These include initial evaluation, developing a therapeutic alliance, goal setting, evaluating progress, and termination. **2 units.**

536 Diversity Issues in Family Therapy

Marriage, Family and Child Therapists must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students in focusing on their own culture of origin, to help them become aware of their own heritage, and increase their appreciation of the impact cultural differences have on each individual (encompassing racial, ethnic, gender, religious heritage, sexual ori-

entation or socioeconomic status). In addition, the course will emphasize specific therapeutic skills needed for working successfully with clients from a variety of the aforementioned cultural domains. **2 units.**

537 Psychopathology in Individuals and Families

Initially, this course surveys abnormal psychology—the etiology, diagnosis and treatment of mental disorders—from the individual perspective of the DSM IV. Students develop their skills in differential diagnosis, particularly with the disorders most commonly treated by family therapists. Next, the connection between individual pathology and problematic relationships is explored. Students become familiar with test instruments useful in the assessment of individual and systemic problems. Case studies illustrate the importance of recognizing pathology. Treatment planning, including referral to and cooperation with other mental health practitioners, is discussed. **2 units.**

597 Practicum-I

This course provides students with an opportunity for ongoing group supervision. Students present cases using audio or videotape whenever possible. Students also discuss cases from their supervised clinical placement. Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses. Students are encouraged to integrate systems theories into their approach to clients. Assessment, diagnosis, prognosis, treatment plans, and follow-up methods are explored for individuals, couples and families.

Clinical issues arise such as structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, and appropriate termination. Practicum leaders handle all issues in the context of group consultation. Students deal with their personal growth as it relates to case handling and the group process. **4 units.**

Semester Four

509 Philosophical, Legal, and Ethical Issues in Family Therapy

This course examines the philosophical and ethical foundations of therapy, and expands on legal issues including child abuse assessment, reporting and intervention. Specific issues explored include appropriate referrals and terminations, responsible financial practices, and ethics in private practice. Emphasis is placed on human values, professional behavior and ethics. Students assess the values which underlie their own therapeutic goals and the philosophical concerns related to their theoretical position. **2 units.**

514 Applied Therapeutic Methodology-II

A continuation of course #513 from the previous semester. This course addresses working with stepfamilies, families facing grief and loss, cognitive-behavior therapy, psychometric testing of children, hypnosis and metaphors; and it assists students to integrate their own theoretical approach and apply it to clinical practice. **2 units.**

564B Alcohol and Chemical Dependency Training

This course deals with appropriate techniques for working with individuals and families in which alcoholism and chemical dependency are factors. Treatments are surveyed using case studies. Physical and sexual abuse, often occurring in chemically dependent families, are examined. **.5 units.**

598 Practicum-II

See course number 597, Practicum, third semester. **4 units.**

579 Professional Paper Research

A professional paper begun in the first year is required of all students. This project is to cover a subject chosen by the student with the approval of faculty. It must be pertinent to the field of marriage and family therapy and/or organizational behavior. Each student also presents his/her project to a gathering of peers and faculty members.

Students are required to: A) carry out a substantial experiment or library research project under the supervision of a faculty member; or B) review appropriate literature, design and present a workshop learning experience for fellow students and interested professionals. Students in category "A" present their research to faculty and fellow students in poster sessions. A copy of the completed professional paper due at the end of second year is catalogued in the Library. **2.5 units.**

Extended Coursework

579B Professional Paper

Students who require extended research time and/or supervision beyond the fourth semester deadline must enroll in 579B. This course ensures use of Phillips facilities and contact guidance from the Phillips faculty while the professional paper is being completed.

Comprehensive Written and Oral Examinations

Comprehensive Written and Oral Examinations are required of all students near the end of the two year program.

Directed/Independent Studies Program

Most of the courses listed in this catalog are available to students not enrolled in the regular masters program via the Directed Studies Program. Coursework is assigned in a tutorial setting based on the needs and existing level of knowledge of the individual student. Directed Studies students are expected to demonstrate the same level of mastery as students taking the course in the regular program. However, much of the coursework is done through independent reading assignments and viewing videotapes. Those registering for Directed Studies must have a bachelor's degree. Directed Studies may not be used to fulfill the requirements for the Phillips 48-Unit master's degree, although course credit is often fully transferable into other graduate programs, and meets state requirements for licensure.

60-Unit Program

Phillips Graduate Institute offers a 60-Unit M.A. degree to students desiring a sub-specialty, a more comprehensive educational experience, or a concentrated clinical experience. The 60-Unit Program is also offered to accommodate students interested in practicing in states that require a 60-Unit degree as part of that state's regulations for practicing family therapists. The student in conjunction with a faculty advisor and/or the academic advisor designs a program to satisfy clinical interests or educational goals.

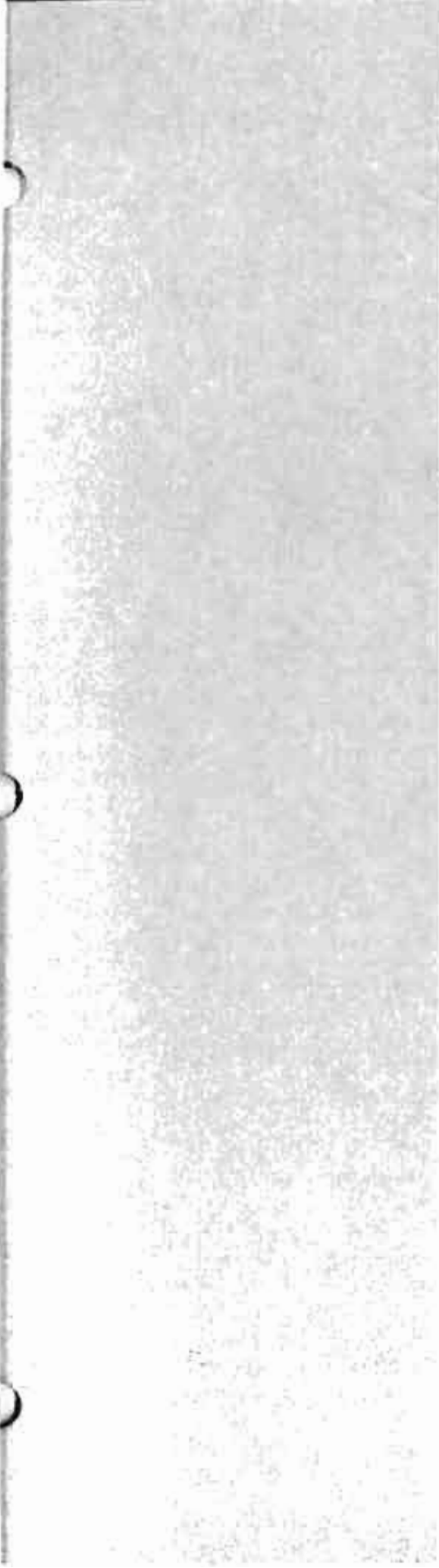
The units may be selected from the numerous Elective Courses listed in this catalog, which include the Field Study Practicum Series, Advanced Courses, Organizational Consulting Series, Professional Advancement and Continuing Education and Directed Studies Program. Students pursuing a sub-specialty as part of their 60-Unit degree must complete the minimum of nine units in one area of study.

Selected graduate classes from other schools may be transferred in partial fulfillment of the additional 12 units needed for the 60-Unit degree.

Double Master's

Students may simultaneously complete requirements for both the Marriage and Family Therapy program as well as for the Organizational Behavior program to acquire a double master's which will be reflected on both the transcript and the diploma. This encompasses the 48 units and an additional 22 units (see page 26-29).





Organizational Behavior Program

Course Descriptions

Master of Arts Degree in Organizational Behavior

The Phillips Graduate Institute Department of Organizational Behavior provides students with the necessary theories, knowledge, and skills of assessment and intervention needed to assist managers, leaders and organizations toward greater effectiveness.

Phillips' Organizational Behavior students pursue careers as human resources specialists in a wide range of areas including organizational consulting to small and large, for profit and non-profit organizations, managerial and executive coaching, change facilitation, strategic planning, team development and entrepreneurialship.

The Organizational Behavior Department offers the following programs. Courses are offered during weekdays, weekends and evenings.

Master of Arts in Organizational Behavior (48 semester units)

Students pursuing the Master of Arts in Organizational Behavior enroll in 26 semester units from semesters one and two of the Marital and Family Therapy Master of Arts Program. Coursework in Family Systems, Communications, and Human Development provide students with the foundation needed to gain insights and understanding about human behavior. During semesters three and four of the Organizational Behavior Master of Arts Degree Program, students enroll in an additional 22 semester units from the courses listed on the following pages.

Master of Arts in Organizational Behavior and Marital and Family Therapy (Double master's: 70 semester units)

Double masters students enroll in semester one, two, three, and four of the Marital and Family Therapy Master of Arts Program as outlined on pages 19 to 22 *plus* an additional 22 semester units in Organizational Behavior from the following courses.

Master of Arts in Marital and Family Therapy with Organizational Behavior Specialization (60 semester units)

Students pursuing the 60-Unit Master of Arts in Marital and Family Therapy with a specialization in Organizational Behavior enroll in semester one, two, three and four of the Marital and Family Therapy Master of Arts Program as outlined on pages 19 to 22 *plus* additional 12 semester units from the following Organizational Behavior Courses.

Certificate Program in Organizational Behavior (12 semester units)

The Certificate Program in Organizational Behavior is offered to leaders, managers, executives, consultants and individuals interested in supplementing their skill level in general business principles and the "human side" of business. Certificate program courses are included in the following pages and may be taken for academic credit toward the Phillips Master of Arts Degree Program(s).

OB601 Organizational Theory

This course is designed to provide students with knowledge of theories of organization, and management including a history of theories and their applications. Included will be a review of the literature and case studies on theories of organization and management. Students will be able to make appropriate recommendations for change in the workplace by identifying strengths and weaknesses inherent in various organizational structures and management styles. **3 units.**

OB611 Organizational Behavior

This course includes a study of organizational behavior as it applies to businesses and management. Such issues as motivation, work behavior, decision making, productivity, leadership, job design, quality of work life, change and personal development are studied. The human factor as it applies to business is the focus of this course. **3 units.**

OB610 Organizational Intervention Strategies

This course will include feedback systems, strategic planning systems and the use of appreciation in management strategies in order to change the nature of the network of conversations. **3 units.**

OB605 The Learning Organization

This course will engage students in the process of integrating the concepts of "the learning organization." Organizational entropy and renewal interventions will be discussed. Tools for developing ethical, creative and effective organizations will be interfaced with systems thinking offering a new paradigm for organizational structure. **3 units.**

OB620 Foundations, Process Facilitation and Terminology

This course will study foundations of the consulting practice. The history of organizational development will be explored to provide the depth for further learning in the field of business. Students will be exposed to traditional business theorists, concepts and terminology as they apply to the working structure of an organization. **1 unit.**

OB602 Personal Effectiveness and Values, Mission and Purpose

This course will begin the personal effectiveness process that will continue throughout the program. The workings of value-based organizations will be discussed. Tools for assisting organizations in the development of personal effectiveness, integrity and congruent value systems will be taught. **1 unit.**

OB609 Groups and Teams

This course will study the development and predictable nature of groups in organizations. In addition, the qualities of teams that acquire high performance capabilities will be experienced. Group facilitation and team building exercises will be applied in the class structure. **1 unit.**

OB621 MBA Basics

This course is designed to provide an understanding of the most current trends and concepts that are used in today's business environment. Students will learn the language of business, accounting, finance and marketing to assist them in communicating as a consultant for both large and small organizations. **1 unit.**

OB608 Human Systems Dynamics and Cultural Awareness

This course will study the impact of humans and their contributions to organizational systems. The possibility of developing "organicity" in organizations in order to develop growth and curiosity will be explored. The systems parameters that are used to describe human systems in the social sciences will be applied to business environments. **1 unit.**

OB606 Leadership

This course explores the characteristics and trends in leadership at present and into the 21st century. The idea that leadership characteristics can be taught, and what training is necessary will be discussed. The tools for executive coaching will also be explored as they pertain to the demands of today's business leaders. **1 unit.**

OB603 Consulting

This course will help students understand the job of consulting. Students will learn how to market as a consultant, develop contracts, and manage the professional necessities throughout the course of the work. **1 unit.**

OB630 Presentations, Design and Delivery

This course offers specific methods for developing, executing and delivering presentations that are dynamic and engaging. Microsoft's PowerPoint and ASAP's presentation tools will be demonstrated and assigned. The use of multimedia techniques will be also included. **1 unit.**

OB607 Creativity, Ethics and Intent in Business

This class is an exploration of personal and organizational future possibilities. The ability to think "out-of-the-box" will be stressed. This is a systematic process that will expand your thinking and enhance an organization's growth. **1 unit.**

OB650 Stress and Stress Management

This class teaches stress management and methods as they pertain to the integration of business and personal values. In today's workplace, both employers and employees are doing more with less while managing their fears of layoff. Helping business to cope with these stressful issues is essential to the health and productivity in today's business environment. **1 unit.**

OB604 The Wired Organization: Business Communication and Research in the Age of the Internet

This course is an Internet-based demonstration course designed for students, managers, organizational consultants, and other leaders who are faced with an array of choices related to their organization's use of Internet technology. Questions the class will cover: How can we utilize the Web to benefit our company? Should we have a presence on the Internet? What about "Intranets"? How can we use e-mail to further productive communication among our employees? Should we be concerned about unauthorized use of the Web by our staff?

These questions and others will be answered in this course, designed for those who want to become knowledgeable consumers of information technology within an organizational context.

1-3 units.

OB623 Collaborative Conflict Resolution and Negotiating Skills

This class will train students in the methods of negotiation and conflict resolution. Collaboration and conversation, words that are often heard in the hallways of American business today, serve as guidelines for remediating system conflict.

1 unit.

OB624 Entrepreneurialism

This course will focus on the particular difficulties of being an entrepreneur. The issues of selecting a business, the creation of a business plan as well as a strategic scenario will be among the issues explored. The loneliness of dealing with impersonal relationships and maintaining an image of success in spite of the jungle of regulations, tax issues and investor problems will be covered. The developmental stages of growth for a young organization will also be studied. **1 unit.**

OB625 Family Business

This course will be devoted to the study of the unique issues that come up in closely held corporations. In particular we will focus on the family owned business and how the family dynamics, including succession, sibling position, gender and other factors influence the growth and employee environment. Examples from the organizations that have been successful at this and some that have not been successful will be reviewed and analyzed **1-6 units.**

OB622 Organizational Re-Authoring

This course explores alternative scenarios for application with organizational difficulties. The course will apply Post-Modern theory and Collaborative Language Systems to the world of business **1 unit.**

OB626 Diversity in the Workplace

Increasingly, in the workplaces of the world management is discovering the value of diversity in the workforce. The availability of new and novel ideas from unexpected sources requires new "heating" techniques on the part of the modern manager. These challenges and the leveraging of these issues are the subject of this course. **1 unit.**

OB628 Developing Corporate Training

We will learn together in the process of actually developing a specific training to solve a specific problem in an organizational environment. The case study method will be used to illustrate several important issues and the development of the training necessary to address these issues. **1 unit.**

OB627 Organizational Assessment Tools

The most important initial task of the organizational consultant is to accurately assess the issues facing the organization in question. Interviews with the appropriate members of the organization, methods to prevent sabotage and failure of the consulting process and general methods of creative data acquisition will be presented and demonstrated. **1 unit.**



Graduate Elective Courses

Field Study/Practicum Series

- *Family Therapy*
- *Latino Family Therapy*
- *Child Therapy in School Setting*
- *Child Therapy in Clinical Setting*
 - *Mental Health*

Advanced Coursework

Chemical Dependency

Collaborative Therapies

Mediation

Child Therapy

Other Subjects of Interest

Graduate Elective Courses

Graduate elective coursework enables students who are interested in specializing in areas of interest, to enroll in coursework beyond the 48-Unit Master of Arts Degree Program requirements. To enhance marketplace positioning as graduates, students are encouraged to increase their knowledge base and training in any of the specialty areas described on pages 32 to 39. Students may enroll in graduate elective coursework, at any point in the program, to fulfill requirements for the 60-Unit (page 23) Master of Arts Degree.

In addition to the graduate elective courses outlined on pages 32 to 39, **Organizational Behavior** courses may also be taken for graduate elective semester unit credit (see course offerings on pages 26 to 29).

Field Study/Practicum Series

Courses in this series may be repeated for credit. Students must have approved trainee status from the Faculty Review Committee prior to enrollment in these courses. A prerequisite screening process is required for all these courses except **596- Field Study Practicum**.

596 Field Study Practicum

Course 596 is required when a student is in a clinical placement (traineeship) and is not concurrently enrolled in a Practicum or Case Conference course. Students (September enrollees) obtaining hours of experience during the summer break must take this course as well as students needing a fifth semester to complete the required practicum hours. **1-6 units.**

596B Family Therapy in Clinical Setting

This course emphasizes a family systems perspective in clinical practice, and provides extensive training in psychosocial assessment, DSM-IV diagnoses, and the progressive phases of therapy. Couple, families and individuals are served within a systems approach (Bowen, Structural, Developmental). The training focus and goals are designed to address the developmental

needs of beginning counselors. Students work collaboratively with each other and videotape their sessions to maximize training, supervision and client care. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

596C Latino Family Therapy Clinical Setting

This course emphasizes the clinical application of family systems theory and therapy with Latino families, and the cultural aspects of family dynamics. The families at this setting are primarily Spanish-speaking from the San Fernando Valley. Students receive clinical training and guidance through co-therapy collaboration, video recording of sessions, and direct observation by professional staff. Exploration of one's cultural origins and the examination of diversity within Latino families makes this course a rich and personal experience. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

596D Child Therapy in School Setting

This course provides training in child therapy with young children, and clinical experience at school setting. It specializes in the use of play therapy, art therapy and behavioral modification within a systemic understanding of the child's school environment and family relations. Training and clinical supervision are provided at Phillip along with regular on-site supervision. **3 units.**

Placement Site: Elementary schools in the San Fernando Valley.

596E Child Therapy in Clinical Setting

This course provides training in group and individual therapy for children and families with various therapeutic issues. Students receive training through observation and participation in structured group therapy sessions with children, parents and multi-family groups. The training and supervision will reflect a family systems perspective for the assessment, diagnosis and treatment of children and their families. Various other theoretical per

pectives will be explored in training and practice to provide an extensive hands-on approach to child therapy. **3 units.**

Placement Site: California Family Counseling Center, Encino, CA.

596F Mental Health in Community Setting

This course provides specialized training in the care of the chronically mentally ill in a community mental health center. The training incorporates a rehabilitation model which includes psychosocial assessments, psychotropic therapy, socialization and crisis intervention. **3 units.**

Placement Site: Verdugo Mental Health Center, Glendale, CA.

Advanced Coursework

615 Independent Research

Students conduct supervised individual research. Enrollment by permission only. Course of study is contracted with and evaluated by a faculty advisor. **2-3 units.**

616 Independent Study

A marriage and family therapy project is conducted by the student. Enrollment by permission only. Course of study is contracted with and evaluated by a faculty advisor. **2-3 units.**

641 Hypnosis in Marriage and Family Therapy

This course covers relevant knowledge in the field of hypnosis in the context of marriage and family therapy. In addition to recent theory and contemporary practice, historical information and myths concerning hypnosis are included. Demonstrations and face-to-face therapy by the participants help integrate the concepts and methods. **3 units.**

643 Use of the Creative Arts in Family and Individual Therapy

This course includes a series of experiential classes which illustrate the use of creative arts in a therapeutic setting. Use of the various arts with groups, families and individuals is discussed and demonstrated. This melding of art and therapy is designed not only to broaden the available methodology of therapists, but also to help participants increase their awareness and achieve new perspectives of therapeutic growth. Therapeutic issues developed in this course include self-exploration, risk-taking, spontaneity, self-esteem and interdependence.

Various series on music, movement and visual arts are planned. Students need not consider themselves artistic to take this course. Contact the Student Services Office for information on the current series. **1-4 units.**

644 A Seminar in Collaborative Health Care

This course explores ways health care professionals can collaborate with each other to improve healthcare quality and affordability both outside and within managed care. This seminar provides students with an overview of the emerging trends and ethical issues in collaborative health care. The student will investigate various models available today and will create a personal strategy for developing his or her own niche in the health care field. The course features faculty presentations, guest speakers, and student projects. **1-3 units.**

699 Practicum-III

See course number 597, Practicum, third semester. **4-6 units.**

Chemical Dependency

(Please see continuing education catalog for additional courses)

The curriculum is designed to meet educational goals for those seeking employment as alcoholism counselors, employee assistance workers and for mental health professionals interested in expanding their knowledge and clinical skills. All courses lead to a certificate in Chemical Dependency.

All classes are on a pass/fail basis, unless a grade request, in writing, is given to the instructor at the first class meeting.

To receive a Chemical Dependency certificate, students are required to complete core courses designated with an asterisk.

Students must take **three elective courses** to meet the certificate requirements. These courses will be offered on a rotating basis with a minimum of three being offered each year.

700 A Chemical Dependency Overview: Assessment, Intervention, Treatment and Recovery Issues

From a historical/sociocultural overview of substance use, misuse or abuse in the United States, this course examines individual and institutional values which highly correlate with chemically dependent behavior. This examination includes the earlier course focus on the basics of alcoholism, diagnosis, intervention, treatment, recovery and related appropriate referrals for alcoholics and their families.

Current identified "megatrends" (i.e., managed health care plans) and the cocaine epidemic have changed the course of treatment design and delivery of effective chemical dependency services today. This course deals with what those changes have been and how they have impacted society as a whole, as well as families and individuals caught up in the addictive cycle. A model for conceptualizing the recovery process will be presented as well as specific ways the "stages of recovery" may affect clients and their families.

Additionally, awareness will be raised regarding cultural (ethnic/class) and gender differences in the disease and treatment processes and exploring HIV and other substance abuse issues. An ecological approach that guides interventions for persons who misuse or abuse alcohol and other drugs will be considered with a corresponding emphasis upon individualized treatment and recovery programs. **30 hours, 2 units.**

*(*Required courses for a Phillips
Chemical Dependency certificate.
Course availability depends on enrollment)*

701 Family Dynamics and Systemic Clinical Practices

This course examines family systems theory and research as applied to the study of families and the therapy of drug abuse and addiction. A model will be presented for assessing the therapeutic needs of families as they deal with alcoholism and or other drug abuse problems. This model includes clinical skill development useful in working with identified client classifications (e.g., ACAs); couples and families in a variety of treatment modalities. An update on current theory and research will be explored, including co-dependency, enabling themes, relapse prevention and recovery. **10 hours, .67 units.**

***702 Overview of Alcohol and Other Drugs: Pharmacology, Assessment, Treatment and Research**

The most current classes of abusable drugs, various routes of administration, as well as the short and long term effects of the drugs will be presented. DSM-IV definitions of abuse and dependence will be reviewed and new and interesting ways to present basic drug effect information to clients will also be taught. Processes and instruments to be used in screening for drug or alcohol abuse or dependence and techniques for assessing the degree of chemical dependency involvement will be explained.

The latest version of the American Society of Addiction Medicine Patient Placement Criteria will be presented. An overview of the treatment system, historically and presently will be explained with an emphasis on the content and importance of the various levels of outpatient treatment. Readiness for change issues will be introduced and appropriate treatment interventions for each level of readiness will be covered.

An overview of areas presently receiving funding from sources such as the National Institute of Drug Abuse and of the types of research presently being conducted, both nationally and locally. **20 hours, 1.33 units.**

***703 Addictions, Alcoholism,
Systems Theory and AA**

Discussion and lecture will revolve around styles of sobriety and the significance of epistemological beliefs regarding alcoholism and other chemical addictions. The course explores highlights of Gregory Bateson's cybernetically-based views on alcoholism and theological position related to Alcoholics Anonymous (AA). A framework for integrating a systemic perspective with the more traditional treatment views based upon the disease model is provided. A solution-focused approach with clients who are addicted to alcohol and/or other drugs will be examined. **10 hours, .67 units.**

***704 Chemical Dependency and Sexuality:
Healing the Sexual Self**

This course examines the relationship between chemical dependency, sexuality, and co-dependency. Physiological and social factors which impact the sexuality of the chemically dependent person will be examined. Sexual dysfunction in both males and females (including sexual addiction) and the general treatment of each will be outlined. Specific attention will be drawn to common relationship deficits in the chemically dependent client and their impact on healthy sexual functioning. Sexual assertion skills are identified in addressing these relationship deficits. **10 hours, .67 units.**

***705 Theory and Practice
of Group Treatment with
Different Client Classifications**

This course presents unique clinical anthropological considerations as a frame for viewing practices of group treatment with individuals and families dealing with chemical dependency issues. Family systems and self psychology theories will be presented as models for understanding the process clients go through in group therapy. This course is structured to include practical guidelines for starting brief solution-focused recovery groups and long-term process oriented groups (self-identified ACAs, Co-Dependent and/or substance abusing clients). Different therapeutic styles will be explored and demonstrated through experiential exercises. **10 hours, .67 units.**

The above courses total 90 hours, equivalent to 5 units.

727 The Art Of Intervention

The Intervention Procedure presented in this course has resulted in 95% of its recipients entering a treatment program the same day as the intervention (based on 3000+ cases). The process involves family and friends as well as the intervener and the patient. Course involves role-playing, explanation of risk factors, legal issues, fee structure, and specific steps to be taken to implement a successful Intervention. Case studies will be discussed with actual intervention patients.

10 hours, .67 units.

**720 Process Addictions: Alternative
Treatment Modalities for Eating Disorders**

This course introduces Rational-Emotive Behavioral Therapy (REBT) as an alternative modality for the treatment of anorexia, bulimia and over-eating. REBT focuses on currently held attitudes and maladaptive behaviors that sabotage a fuller life experience.

Students learn how to trace disturbed feelings about eating and about oneself, to irrational, inflexible, absolutistic thinking. Such rigid, unscientific thinking leads to slips, failures, binges, and most significantly to negative personal evaluations. REBT challenges such thinking and replaces it with more flexible, health enhancing thoughts. Students learn how to modify irrational thoughts through a combination of lectures and experiential exercises. **10 hours, .67 units.**

**716 Brief Treatment of Adolescents with
Drug and Alcohol Problems—
The Solution-Focused Approach**

This course helps therapists diagnose and treat substance abuse in the early stages and make use of outpatient and inpatient programs. Treatment plans developed by the instructor will be presented. Role playing helps demonstrate diagnostic effects of drugs on young people in this critical stage of development, showing the difference between normal behavior and symptoms of substance abuse. Young recovering abusers share their stories of recovery and how effective treatment works.

10 hours, .67 units.

728 Chemical Dependency and Spirituality

This course covers the relationship between chemical dependency and spirituality, in particular why and how a spiritual experience is helpful for substance abuse related problems, helpful therapist's notions of spirituality, countertransference issues, spiritual developmental states, 12 step sponsorship, spiritual directors and clergy, the role of community, art, ritual, and the problem of meaning for the addict and family members.

10 hours, .67 units.

803 HIV/AIDS Course

Instructors employ a lively format of lectures, videos, and patient interviews to present HIV protease inhibitor treatment regimens, issues of HIV in women, the management of anxiety, depression, and substance abuse, and regional community resources for patients. A panel of therapists discuss integration of medical aspects of treatment with practical applications of therapy with relationships. Students receive a syllabus for future reference.

7 hours, .47 units.

Collaborative Therapies

750 Collaborative Therapies: A Year-Long Certificated Training Program in Short-Term Therapy

A current "paradigm shift" within family therapy departs from traditional understandings of client problems and their solutions. Referred to variously as "postmodern" or "short-term" or "collaborative" therapies, these approaches are rooted in the cybernetic ideas of Gregory Bateson and have evolved toward the philosophical stance of social constructionism, which views reality as being continuously created in our social relationships through the language we use. Collaborative therapies make use of treatment teams during training, and students gain extensive experience participating on teams.

This course presents three of the collaborative approaches: Solution-Focused Therapy, Narrative Therapy and Collaborative Language Systems. While they are theoretically and philosophically related to each other, the three therapies are fundamentally distinct. The course can be taken as an overview of all three over a 30 week academic year, or any one can be taken separately as a 10

week unit. Training is provided in weekly seminars by content experts, who provide live therapy demonstrations (students view therapy through the one-way mirror), practice opportunities, videotaped case examples, lecture, discussion and supportive community for the cultivation of these new ideas. Individual case consultation is also available.

754 Ten-Week Intensive In Solution-Focused Brief Therapy

Solution-Focused Therapy, developed by Steve de Shazer and Insoo Kim Berg, is a well-researched approach, appropriate for a broad range of client problems, averaging four sessions, with a 78% success rate on follow-up three years after the last session (success defined, as client reports that the presenting problem is no longer a problem). Students learn: (1) how to formulate questions that elicit "news of difference" and identify "exceptions" to the problem, which is the assessment phase; and (2) how to collaborate with clients to plan how exceptions can happen more often, which constitutes the treatment plan. **30 hours, 2 units.**

751 Ten-Week Intensive in the Narrative Therapy of Michael White and David Epston

Students learn: (1) how to identify "unique outcomes", which resemble Solution-Focused "exceptions", (2) "externalize" client problems by talking about them as something outside of a person that oppresses them rather than as something the person "is", (3) "deconstruct" the problem by talking apart the history of the relationship of the problem to the person, and, finally, (4) help clients "reauthor" their life story into one that is preferable and empowering. **30 hours, 2 units.**

752 Ten-Week Intensive in Collaborative Language Systems

Co-developed by Harry Goolishian and Harriet Anderson in Texas and Tom Andersen of Norway, this approach regards problems as creating systems, rather than systems creating problems. Students learn to identify clusters of persons who talk about the problem as potential participants in therapy and to regard problems as capable of "dissolving" as the conversations about them change.

tudents learn unique skills of “listening” and languaging” with clients that create new conversational systems capable of “dissolving” problems.

9 hours, 2 units.

The hours for course numbers 754, 751 and 752 total 90, equivalent to 6 units.

801 Interviewing for Solutions: Working with Troubled Children and their Families

Based on Solution-Focused Brief Therapy (see Course #754), this course offers alternative treatment approaches and techniques to more traditional ways of helping troubled children and their families. Through lecture, videotape examples, handouts, exercises and discussions, students learn:

- To speak the language of solutions
- How to interview for solutions (six useful questions)
- Three intervention strategies
- Solutions maintenance approaches (versus relapse prevention)
- How to approach special difficulties, such as crisis management, violence, substance abuse or extreme behaviors

7 hours, .47 units.

802 Using Narrative Therapy with People in Transitions

Course explores various transitions (e.g., adolescence, separation, divorce, moving, changing jobs, death, terminal illness, migration, unemployment, becoming parents and retirement) and examines metaphors of transition, which assist persons to co-author their transition journeys (see Course #751 for description of Narrative Therapy). Learning occurs via case studies, videos, live client demonstrations, examples from students’ lives, and student participation on therapeutic reflecting teams. **6 hours, .4 units.**

805 A Narrative Therapy Exploration of the Landscape of Identity: A day with John Winslade

Using the approaches of Narrative Therapy, trainer John Winslade helps students learn how to work with dominant stories and develop alterna-

tive stories with clients. Methods are described, demonstrated and practiced via structured discussion, demonstration, narrative interviews, reflecting team work and skill practice exercises.

7 hours, .47 units.

806 Brief Solution-Oriented Hypnosis— An Empowering Approach to Inner Healing: A day with Bill O’Hanlon

Hypnotherapist and author, Bill O’Hanlon, presents a clear and ethical way for students to learn the Solution-Oriented approach to hypnotic work with clients. Learning occurs via lecture, discussion, videotaped therapy sessions and structured exercises to practice new skills. **7 hours, .47 units.**

808 Reflecting Processes and Collaborative Language Systems: Three days with Tom Andersen and Harlene Anderson

The two living developers of this approach describe and demonstrate what it means to hold “non-deficit” views of client problems, to take a “non-expert” posture as a therapist and to employ therapeutic reflecting teams. **21 hours, 1.4 units.**

814 More of “What Works”— Practical Applications of Collective Wisdom: Implementing “What Works” in Psychotherapy with Scott Miller

Course focuses on transtheoretical or universal factors with the heaviest influence on successful psychotherapy outcomes, what Miller refers to as “what works” in psychotherapy. Through demonstration, lecture, discussion, video and structured experiential exercises, students learn to do “what works”. **15 hours, 2 units.**

*(Refer to continuing education catalog
for additional course offerings)*

Mediation

Mediation: Conflict Resolution

A growing movement throughout the U.S. and the world has been the recognition that conflict can be resolved through the process of mediation. As this movement expands, there will be a need for highly trained and skilled mediators to address

all forms of conflict resolution, including: divorce, business, school, labor and workplace, community and governmental issues.

The key to potent dispute resolution requires a paradigm shift from acting as competitors to acting as collaborators. The crucial factor for successful conflict resolution is creating solutions which meet the needs and maintain the integrity of all participants.

Mediation Courses

890 Divorce Mediation, 2.67 units

891 General Mediation, 2.67 units

892 Advanced Divorce Mediation, 1 unit

The above Mediation courses total 95 hours, equivalent to 6.33 units.

Child Therapy

(Course offerings may vary, please refer to the current continuing education catalog)

763 Play Therapy with Traumatized Children

This course's focus is hands-on treatment techniques and assessment tools for children who have been traumatized.

Session 1– Theoretical Orientations of Play Therapy. This session explores the following theoretical frameworks in the field of play therapy: Cognitive-Behavioral, Object Relations, Trauma, Ericksonian, and Narrative (comparison between narrative and other theories).

Session 2– Assessment Tools. This session provides the learner with assessment tools to utilize in a play therapy setting.

Sessions 3 and 4– These two sessions explore the use of metaphor, literature and storytelling techniques in Play Therapy. Students learn how to make up their own metaphors for their clients.

Session 5– The angry impulsive child. This session provides students with an understanding as well as hands-on techniques to work with impulsive children. **15 hours, 1 unit.**

764 Attachment Issues

This course focuses on attachment issues that arise in each developmental stage: early infancy, latency, adolescent, adult.

Assessment tools, therapeutic interventions and attachment theory are presented. **15 hours, 1 unit**

767 Sand Tray Therapy

This course provides intensive work in sand tray therapy. Students encounter several methods of sandtray therapy and case studies which include slides and live presentations of sandtray work.

15 hours, 1 unit.

761 Art Therapy and Adolescents

Treatment for adolescent youths presents a major challenge to today's clinical world. Often the adolescent is court referred or disengaged from his/her family. Therapy is rarely sought or admired by most young people, and their resistance to engaging in treatment is powerful. This course offers the clinician tools to help enlist the interest of the adolescent in creative expressions. Art Therapy can lead to pleasurable therapeutic narrative which helps therapists establish effective relationships.

The course will be experiential, with a variety of tasks, media and information appropriate to therapy with adolescents. No art "talent" is required. A small fee for materials will be requested. **7.5 hours, .5 units.**

762 Drama Therapy

Narrative concepts coupled with drama therapy principles bring forth the development of: Wonder Space, Transformational Circle, Consultation Corner, Action Rituals, Abilities and Knowledge Extensions.

Action-oriented techniques utilizing drama, creative arts, and narrative are presented didactically and experientially, that allow children to explore their feelings, stories, ideas and conflicts.

7.5 hours, .5 units.

Other Subjects of Interest

734 Bowen Theory

This course guides students in the application of Bowen Theory for personal and clinical use. Students are introduced to a six-phase model that facilitates the process of redefining a self in emotional systems. This model, the D-Self Model, provides objectives, strategies, and step-by-step directions in the process of differentiation, triangling and defining a self. The model is guided by the concepts of Bowen Theory and can be clinically applied to clients who are doing family of origin work or who are in the process of defining themselves in all of their relationships. Students may apply the model to their own emotional systems.

The course will include an overview of Bowen Theory; it is anticipated that students have already been introduced to the theory. The course offers a depth understanding of the theory and addresses common misconceptions that exist about the theory. Students receive a workbook with materials and articles on Bowen Theory, information on family of origin work, and articles on the therapist's own process of differentiation. **15 hours, 1 unit.**

43 The Cognitive-Behavioral Interventions

Achieving treatment goals within a relatively brief period of time is of great concern in the era of managed care. Treatment strategies that achieve change quickly need to be critically identified and examined. Cognitive-Behavioral models have demonstrated efficacy in producing long-lasting change in a short period of time. This five week course introduces the basics of the cognitive-behavioral approaches. The work of popular cognitive-behavioral theorists including; Ellis, Beck, Meichenbaum and others are covered. Matching various disorders with the most effective treatment models is examined, and experiential demonstration and practice takes place in class.

15 hours, .8 units.

740 Art Therapy and Journaling-- Two-Day Training for Clinical Practice

Contemporary Art Therapy offers a powerful process for personal growth. It enables words and images to flow without the interference of the internal "critic." Creative journaling helps strengthen communication skills, and studies have shown that journaling helps increase self-esteem. It can be used as a short-term intervention.

Art Therapy techniques are an excellent adjunct to therapy with clients, as journaling can be used with individuals, couples and groups, as well as with clients of all ages.

This training utilizes a creative "sampler" of media: painting, collage, music, writing and drawing; and is designed to help clients release unexpressed emotions, discover hidden desires, remove blocks to creativity, and provide insight. No prior writing or drawing experience is necessary.

15 hours, 1 unit.



Academic Policies and Information

Admission Application Procedures

Student Services

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Library

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M.A. Program Admission Policies

Admission to Full-Time

Regular Graduate Standing

All students applying to the Master of Arts Degree Program must have a bachelor's degree which:

1. Is from an accredited college or university.
2. Includes 12 units in social sciences.
3. Is earned with a 3.0 grade point average.

Also required:

4. Two letters of recommendation (from non-family members).
 5. A Goals Statement.
 6. Attendance at one Phillips information/orientation session.
 7. A completed application is required.
- There is no application fee.

Priority application deadlines:

- Fall/September August 15
- Spring/January December 15
- May/Evening April 15

Phillips has a rolling admissions process that continues beyond the priority application deadline. Applicant interviews may be required by the Admissions Office.

Official transcripts of all college work must be sent to the Phillips Admissions Office directly from each institution previously attended by the student. The transcripts must bear the institution's original stamp or seal and must arrive in sealed envelopes.

To prevent delays in the evaluation process, applicants are encouraged to notify the Admissions Office if there has been a name change since completing coursework at another institution. Graduate Record Examinations are not required.

Admission to Full-Time

Provisional Graduate Standing

An applicant may enter the program with provisional standing for one of the following reasons:

1. *Insufficient prerequisite coursework in the social sciences (12 units).* Prior to the beginning of the second year in the program, students in this category must make up the necessary units by doing coursework in the behavioral sciences at an accredited institution. Phillips pre-enrollment classes may be taken to fulfill this requirement. A transcript of that work must be sent directly to the Registrar's Office

before the student can enroll in the second year of the program.

2. *A grade point average in the undergraduate coursework that does not meet 3.0 requirement in the upper division coursework, but is not below the 2.5 minimum.* The student in this category must complete one semester at Phillips with a grade point average of "B" or better in order to be placed in regular graduate standing and remain in the program.

Applicants requesting provisional acceptance must provide a third letter of recommendation. Contact the Registrar's Office for additional provisional student requirements.

Admission to

Conditional Graduate Standing

An applicant may enter the program with conditional standing pending receipt of a complete application for admission. Conditional status must be cleared in order to receive approved graduate credit.

Campus Visitation

Prospective students are welcome and encouraged to visit Phillips Graduate Institute's campus at information/orientation sessions, open house events and class visits.

Postponement/Readmission Policy

A student who has applied to the M.A. Program and has been accepted may postpone entrance into the program, for up to one year. Applicants may be required to update portions of the application upon request.

Transfer of Credit Policy

Students may transfer a maximum of 12 semester units of graduate level coursework toward the requirements of the Master of Arts Degree in Marital and Family Therapy or Master of Arts Degree in Organizational Behavior. Transfer units must be earned at an accredited graduate institution and must be comparable in nature, content and level of Phillips' courses. Transfer credits must be earned with a grade of "C" or better in order to be considered. Individuals desiring transfer of credit must complete the "Request for Transfer of Credit" form indicating coursework requested for transfer. Forms are available in the Registrar's Office. Complete course descriptions are required for each transfer course. Students receiving transfer credit are required to demonstrate competency of Phillips' coursework through completion of all re-

quired assignments and exams or receive the Dean's approval for petition of exemption from assignment and exam requirements. Students receiving transfer credit may be required to audit courses. Please refer to the audit policy below.

Phillips' M.A., M.F.T. graduates returning for the M.A., O.B. Program may be eligible for 26 semester units of transfer credit.

Student Services

The Student Services Office provides academic advisement and services for the following: case conference, growth group, assignment extensions, petitions, winter workshop enrollment, professional organization enrollment, attendance and graduation. In addition to personal contact with the academic advisor, it is the responsibility of each student to become thoroughly familiar with the catalog in order to be certain that all requirements are being met.

Academic Policies, Regulations and Requirements

Students enrolled in the Phillips Graduate Institute program are considered to be full-time status.

Students must register for each semester. An official registration will be scheduled. After the official registration period is passed, a late registration fee will be applied. (Please refer to the Financial Information section for fees).

Students may file a "general petition" form obtained through the Student Services Office, for individual requests for changes to; class day, grades, make-up or missed classes, tests and workshops, case conference, growth group, practicum and any other exceptions to policy.

Students are required to provide updated and current information as to any change of name, address and/or phone. Appropriate forms are available through the Student Services Office.

Parking

A parking permit is required for parking on campus. Permits are provided to registered students at no additional charge.

Attendance Policy

Attendance is required for all scheduled classes, case conferences and growth groups. Attendance is a part of the Satisfactory Progress standards students must adhere to and is required due to Phillips' curriculum being heavily interactional,

participatory and "hands-on." Students must notify the Student Services Office to arrange appropriate "make-up" experiences for absenteeism. Failure to do so could jeopardize federal financial aid or delay graduation. Attendance is monitored. A maximum of four absences is permitted during each semester. Students are assessed each semester for Satisfactory Academic Progress, the criteria being satisfactory attendance and successful completion of all coursework.

Child/Family Member Policy

When Phillips graduate students, who are primary caretakers of young infants, are unable to arrange child care, they may bring their infants to class when the following conditions are met: A) The presence of the infant (not yet walking, crawling or talking) does not adversely affect the learning environment in the classroom (examples might include an infant crying or mother talking verbally to the child during a class presentation) B) Caretaker and infant sit at the back of the room so as to be less visually distracting to other students; and C) The student has discussed the situation with the Dean and obtained permission.

We welcome occasional visits from adult family members of students. However, permission to sit in a class must be obtained in advance from the classroom instructor(s). Family members may not attend case conferences.

Course Audit Policy

The following three categories apply to course audits:

1. *Audit with no fee*– applies to students who have received transfer of credit approval and exemption from assignments and/or exams. Also applies to students who have received approval for a request for audit fee waiver.
2. *Audit with 15% of total course tuition due as audit fee*– applies to students who may need to "sit in on the course" but are not required to complete assignments or exams. Such would be the case with transfer students who have received approval for petition of exemption from assignment and exam requirements.
3. *Audit with 30% of total course tuition due as audit fee*– applies to students who are required to "sit in on the course" and complete required assignments and exams. Such would be the case with transfer students who are required to complete course assignments and exams. Re-entry and/or transfer students may have certain

courses under the audit category 1, 2, and/or 3 depending on specifics related to each course within a given semester.

Grading System

The grades A, B, C and D may be modified by plus (+) or minus (-) suffixes. Each letter grade earns a specific grade point per unit as follows: A grade of "A+" and "A" earns 4.0 grade points; "A-" earns a grade point of 3.7; "B+" earns a grade point of 3.3; "B" earns a grade point of 3.0; "B-" earns a grade point of 2.7; "C+" earns a grade point of 2.3; "C" earns a grade point of 2.0; "C-" earns a grade point of 1.7; "D+" earns a grade point of 1.3; "D" earns a grade point of 1.0; "D-" earns a grade point of .7; "F" earns a grade point of 0.

Representation of each letter grade is as follows: "A+, A, A-" superior work, "B+, B" very good, "B-" satisfactory, "C+, C, C-" less than satisfactory, "D" or "F" unsatisfactory. Grades of Incomplete ("I") are not included in grade point average calculations.

Academic Honesty

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

Academic Freedom

Academic freedom at Phillips assures both faculty and students the freedom to critically examine the growing variety of philosophies, theories and methodologies related to the helping professions; to assess truth claims made by scholars and clinical practitioners and to integrate their own individual philosophy, theory and methodology for practice.

Faculty Advisement

Core faculty and Adjunct faculty are accessible to students for questions and consultation. Students are encouraged to schedule an appointment to meet with faculty. The faculty values and welcomes open communication with students. Each student will be assigned a faculty advisor who is a member of the core faculty. Students are required to meet with their faculty advisor early in the first semester. All subsequent meetings may be scheduled as needed.

Faculty Evaluations

A Faculty Committee reviews every student's progress at the end of each semester. This includes grades, written evaluations, clinical skills and faculty observations concerning student fitness for the profession. After completion of the first semester, students are evaluated as to their appropriateness to begin traineeships. Students will be issued certificates designating traineeship status. The results of the evaluation are recorded in the student's permanent record. Additional student feedback will be given after this process, only when deemed necessary due to student's academic performance and/or professional progress. In such cases, appropriate faculty members are appointed by the Faculty Committee to speak to the student and a written record of the communication is added to the file.

Appealing Academic Decisions

Should a student have a grievance or concern regarding a faculty's evaluation of the student's work, the student must first meet with the faculty to discuss the issue. If the issue cannot be resolved, the student may petition the Academic Affairs Committee. This committee will consider the situation and an independent decision will be made. Petition forms are available through the Student Services Office.

Student Privacy Policy

Because of the experiential nature of some classroom activities, students sometimes volunteer to role-play or even "be themselves" as psychotherapy clients. Additionally, in discussing case material, students often refer to their personal lives and histories. It is Phillips Graduate Institute's policy 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 the client or someone working as a client. As such, material in this category may not be discussed outside the educational context in which it occurs, and no personal material may be revealed. No video or audiotaped recordings or written or electronic records of confidential material may leave Phillips' premises without the permission of the President, the Dean or the faculty. Phillips Graduate Institute respects the confidentiality of all matters pertaining to its students. Therefore information of any kind will not be released to others or agencies outside the institution without the student's written consent.

Policy on Psychotherapy for Students

Phillips strongly encourages students to become involved in individual or family therapy in addition to their Growth Group experience. Occasionally, faculty may observe interactions or processes with a particular student that suggest the desirability of personal work and thereby recommend the student seek professional guidance. It is Phillips' policy that faculty does not begin psychotherapy with students. Students are not required to begin therapy and refraining from doing so does not affect grades or academic progress.

In instances where students are clients of a Phillips faculty member prior to enrollment in the program, faculty/therapist must discuss boundary issues with the client/student. An understanding of expectations by both participants must be clear. Decisions will be made on a case-by-case basis, considering the rights and needs of both parties. Should this prior relationship exist, the following regulations apply:

- Faculty may not grade any assignments written by the student.
- Faculty may not grade essay tests written by the student.
- Student may not be placed in a Case Conference or Practicum led by the faculty.

Faculty serving as a Phillips Committee Member may not be the sole person making decisions relating directly to the student and must abstain from voting on matters concerning the student.

Any requests for exceptions to this policy must be submitted to the Academic Affairs Committee.

Satisfactory Academic Progress and Incomplete Grade Policy

Students may have up to two approved grades of incomplete without jeopardizing "Satisfactory Academic Progress." Students must complete the "request for incomplete" form with the Student Services Office. Students with no more than two grades of incomplete may be eligible for continuation of financial aid funds. A student has up to 24 weeks from the date of issue to remove an "incomplete" from the record. Petition for extension beyond the 24-week period is subject to review by the course faculty member and the Dean of the Master of Arts Degree Programs. A fee of \$100.00 is required in order to have the incomplete grade changed. Incomplete grades must be cleared prior to graduation.

If a paper is "delayed" as a result of instructor extension of due date, the incomplete will be re-

ported on the grade report, however, the \$100 fee to remove the incomplete will not apply. (The \$100 incomplete removal fee will apply in this case if the student does not submit the paper by the required extension date).

Grade Reports

Grade reports are issued to students upon completion of each semester at Phillips. Students with outstanding balances may have a hold placed on their academic records.

Academic Probation/Termination

Continuous satisfactory progress at both the clinical and academic level is required. A student may be disqualified from further graduate work if a minimum "3.0" GPA is not maintained; if the student's behavior in academic or clinical settings is disruptive to the learning and training process of other students; or if the student's potential for becoming a capable and ethical clinician is seriously in question. If a student's GPA falls below a "3.0" average, the student is placed on an automatic academic probation for one semester. If the GPA is raised to a "3.0" average during this semester, the student is returned to regular standing. If the GPA is not raised to a "3.0" average, academic termination may occur.

Assignments, Due Dates and Extensions

Assignments are to be turned in to the Student Services Office by no later than 5:00 p.m. on Saturday of the week the assignment is due. Assignments are recorded daily and then distributed to faculty to be graded. Graded assignments are returned and placed in the campus mail box. This complete process takes two to four weeks.

Due date extensions are granted for a maximum of two weeks, provided the student completes a request form at least one week prior to the due date. Assignments submitted after the due date without approved extensions will not be graded higher than a "B". Extensions beyond the two week period require students to submit a written petition. A maximum of two extensions will be granted each semester. Exceptions to the above must be approved by the Student Services Office.

Extending the length of any assignment requires the written approval of the faculty member. Students must receive a pass grade for the professional paper proposal prior to enrolling in fourth semester. Students approved for the extension beyond the normal graduation date must register and enroll in the Professional Paper Course, 579B. Current tuition rates apply and registration ensures

contact and guidance with Phillips Graduate Institute faculty until completion.

Workshops

Students are required to attend workshops, in addition to regular classes, as part of the Marital and Family Therapy M.A. program. These are held on a day other than the student's regular class day. Information will be provided to students to allow for planning and selection. The Child Abuse Workshop is required to qualify for the California M.F.C.C. license. Students unable to attend mandatory workshops on Phillips campus must attend a comparable, state-approved workshop at their own expense. The Student Services Office assists students in locating off site workshops.

Any therapy-related workshops attended while enrolled as a student, either at Phillips or elsewhere, over and above the M.A. program minimum requirement, will be validated by the student's Practicum or Case Conference supervisor as soon as the student is in a clinical placement. These hours count toward the 3000 hours required by the B.B.S. for state licensure.

Traineeships

Second year students of the Marital and Family Therapy program are required to be in a supervised clinical placement, unless an intent of placement form is signed stating the student will not obtain a placement due to not intending to be a licensed M.F.C.C. in the state of California. All students must assume responsibility for submitting the required paperwork related to their clinical placement for inclusion in the Phillips file.

Students are responsible for tracking B.B.S. hours earned at Phillips. Students must submit a copy of all hours obtained at Phillips to the Student Services Office in order to have this documentation in the students' clinical file. This submission must be completed prior to graduation. Please refer to the Clinical Placement Handbook for further information.

Comprehensive Oral Qualifying Examination

All second year students must take a qualifying exam before taking the Comprehensive Oral Examination. This written exam is offered at the beginning of the final semester and is graded as pass/fail.

To qualify, register and take the Comprehensive Oral Examination, the following criteria must be met:

- Completion of coursework, assignments and tests from semesters 1, 2 and 3.
- Completion of the following fourth semester assignments:
 - Professional Case Summary II
 - Theoretical Position Paper
- Successful completion of the pre-oral qualifying exam
- Satisfaction of all financial obligations

Requirements for Degree Completion

The Master of Arts degree is posted in February, June and September. All of the following requirements must be met prior to degree posting:

1. Satisfactory completion of all coursework, the Comprehensive Written Exam, the Oral Examination and the Professional Paper.
2. Notice of Intent to Graduate filed with the Student Services Office at least 60 days prior to the ending date of the school year.
3. Completion of the entire 48-Unit, 60-Unit, or 70-Unit program with a grade point average of "3.0" or better.
4. Completion of Case Conference, Growth Group, Case Conference/Practicum, Practicum and Study Group attendance requirements.
5. Payment of all financial obligations to Phillips.
6. Completion of required hours of Supervised Clinical Placement concurrent with Practicum. This requirement is modified for those not seeking B.B.S. licensure.
7. Return of all Library materials.

Completion of Coursework for Fulfillment of State Requirements

Coursework must be completed within two weeks of the last day of full time enrollment for the semester in order for the graduation date to be effective. Coursework submitted after two weeks will result in a graduation date effective at the close of the next semester. For students in a supervised clinical placement, the State's licensing laws require concurrent enrollment in a practicum course; therefore, during this additional semester, enrollment in course 596 is required.

Transcripts of Academic Records

All financial obligations to Phillips must be met before any diploma, certificate, B.B.S. course content verification letter, or transcript of credit will be issued. The transcript fee is \$5.00 and \$3.00 for each additional copy requested at the same time. A "rush" transcript fee is \$10.00 and processed

-2 days. (Make check payable to Phillips Graduate Institute.)

Leave of Absence

A student may request a leave of absence from the program by completing a leave of absence form obtained from the Student Services Office. Students have a maximum of five years from the date of initial enrollment to complete the program. Once a leave of absence exceeds a 60 day period, the leave status changes to withdrawal.

Withdrawal

Withdrawal from the program, for any reason, requires the completion of a withdrawal form which is obtained from the Student Services Office. The request will then be processed with the Registrar, the Business Office, and the Financial Aid Office. The student will be sent an official withdrawal notice. A grade of "W" will be issued for all courses and will be placed on the student's transcript. Students have a maximum of five years from the date of initial enrollment to complete the program.

Re-Entry

Students must contact the Student Services Office to request re-entry into the program. Upon return, it is the student's responsibility to complete outstanding exams and/or assignments and also notify the Registrar's Office of the intention to re-enter.

Honor Society

Honor Society members, as part of their service to the Phillips Graduate Institute community, provide student support and strategies for succeeding in graduate school. Reflecting Phillips' educational philosophy, outstanding achievement by students is recognized through Alpha Epsilon Lambda—the National Honor Society for Graduate and Professional School Students. Since early 1997, when the Alpha Beta Chapter of Alpha Epsilon Lambda was installed on campus, students who excel in academic, clinical and leadership areas have been honored through membership in the



chapter. The mission of the Honor Society is "To confer distinction for high achievement, promote leadership development, promote scholarship and intellectual development, enrich the intellectual environment of graduate education institutions and encourage high standards of ethical behavior." The Alpha Beta chapter also recognizes clinical abilities. Induction ceremonies are conducted annually.

Legal Notices

Non-Discrimination Policy

Phillips, in compliance 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 sex, and of any race, color, religion, sexual orientation or national and 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 sex, race, color, handicap, age, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs.

Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act of 1974, better known as the Buckley Amendment, provides generally, that 1) students shall have the right of access to their educational records, and 2) educational institutions shall not release educational records to non-school employees without the consent of the student. "Students" as used in this notice also includes former students.

Written consent of the student is required before Phillips can release information concerning the student to perspective employers, government agencies, credit bureaus, etc. Students and alumni applying for jobs, credit, etc., can expedite their applications by providing us with written permission to release their records and to whom the release should be made.

For further details on and exceptions to the policies affecting the disclosure of student records, contact the Registrar's Office.

Policy on Drugs and Alcohol

In accordance with the Department of Education's federal requirement on drug-free schools and campuses, the following applies to Phillips Graduate Institute/California Family Counseling Center students:

- Phillips clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students on its property or as part of any of its activities.
- Applicable legal sanctions under federal law for the unlawful possession or distribution of illicit drugs and alcohol (provided to students during first semester registration).
- A description of the health risks associated with the use of illicit drugs and alcohol abuse (provided to students during first semester registration).
- Phillips will impose disciplinary sanctions on any student who does not follow Phillips 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.

Financial Aid

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

Financial Aid Eligibility

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

- Be a U.S. citizen, or a permanent resident
- Be officially accepted for admission to Phillips Graduate Institute
- Be enrolled in good standing with at least half-time basis
- Maintain satisfactory progress (attendance and academics)
- Not be in default on any Title IV loans or owe a repayment on any Title IV grant
- Be registered with Selective Services. Males who are the age of 26 and older are not required to register

How to Apply

Complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The FAFSA must be submitted, preferably directly to Phillips Graduate Institute's Financial Aid Office. Also required for submission; a copy of the previous years federal tax returns (1040, 1040A or 1040EZ); copy of driver's license and social security card and if a student is a non-citizen, both

sides of form I-151 or I-551 Alien Registration card (green card). Further documentation is required to complete a file. The Financial Aid Office will guide the student through the completion of this process.

Federal Loan Program

Phillips Graduate Institute participates in administering the Federal Stafford Loan (Subsidized and Unsubsidized). The Subsidized Stafford loan is available to students who demonstrate financial need. The current maximum award, per academic year, is \$8,500 and is interest free while enrolled in the program with at least half time units. The Unsubsidized Stafford loan is available to students who do not demonstrate financial need. The current maximum award, per academic year, is \$10,000 and is an interest accruing loan beginning the first day of enrollment. Repayment for Stafford loans begins six months after the last date of full time attendance. Students must be officially accepted by the Admission Department before completion of the loan process.

Scholarships and Veteran Benefits

A limited number of Phillips' school scholarships are available. The scholarship application with deadlines for each enrollment option is included in the Financial Aid Packet. Phillips is approved for Veteran Administration benefits.

In-School Deferment

In order to defer student loan payments while attending school, a deferment form must be filed. A deferment form is the official document used by the federal government for updating the lender and/or school on the student's enrollment status. Students must initiate this process by completing a deferment form and submitting it to the Registrar's Office for processing.

Rights and Responsibilities of Students Receiving Aid

Rights:

1. All students are entitled to and are guaranteed fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind.

2. All students have the right to receive full and open information about various financial aid programs and their eligibility thereof. In addition, they have the right to know the selecti

and review processes used in awarding financial aid.

3. All students have the right to know the costs of attending an institution, the refund policies in case of withdrawal, the faculty, physical facilities of the institution, and data regarding student retention at Phillips.

Responsibilities:

1. All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal, and notify the Financial Aid Department of any changes in their financial, marital status, or unit load.

2. Students receiving financial aid must maintain Satisfactory Academic Progress from semester to semester. Per federal policy, funding is received in multiple disbursements.

3. All students receiving financial aid are expected to maintain certain standards. A student is considered to be in good standing and maintaining satisfactory progress when enrolled in and successfully completing the number of units for which financial assistance is being received. For further information contact the Financial Aid Department.

Financial Information

Tuition and Fees*

• Application fee	\$0
• Tuition deposit	\$100
• Tuition per semester unit (The entire four-semester program currently totals 48 semester units.)	\$475
• Late registration fee (If registering after the first week of class)	\$50
• Case Conference (1st, 2nd semesters)	\$350
• Growth Group (1st, 2nd semesters)	\$325
• Couples Growth Group Significant Other fee (per hour)	\$7
• Placement Services fee (2nd, 3rd, 4th semesters)	\$160

• ID card (1st, 3rd semesters)	\$10
• Graduation fee	\$125
• Materials fee (2nd, 3rd, 4th semesters)	\$30

Miscellaneous Fees

• Returned Check Charge	\$10
• Transcript Processing Fee	\$5
• Each Additional Transcript (Processed at the same time)	\$3
• Rush Transcript Processing Fee	\$10
• Student Loan Reinstatement/Reissue Fee	\$25

VISA and MasterCard accepted.

* Phillips reserves the right to make changes in tuition, refund policy, fees and expenses without notice.

Tuition Deposit

A \$100 tuition deposit is due upon acceptance into the program. The deposit reserves a space in the program, and is applied to the tuition at the time of registration. The tuition deposit is non-refundable.

Payment Options

Students may opt to pay by choosing one of the following options.

- Payment in full, for the year (discount applies)
- Payment in full, for the semester
- Federal loan program
- Deferred payment plan

Deferred Payment Plan

This plan offers students a payment schedule. Students incur a \$100 fee for the deferred payment plan option. Tuition and fees are totaled and divided into four payments of which the first payment is due at registration. Billing statements reflecting balance due are produced each month. Any unpaid portion or late payments are subject to a 1.5% delinquency charge. Students 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.

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

Phillips reserves the right to cancel student registration due to non-payment of tuition and fees.

Refund Policy

Three-Day Full Refund Period: California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all paid tuition monies not including the \$100 deposit will be refunded. In the event that a student wishes to withdraw from the program, Phillips must be notified in writing. Refunds will be made as follows whether or not any classes have been attended.

- During the first four weeks of classes 80%
- During the fifth week of class 60%
- During the sixth week of class 40%
- During the seventh week of class 20%
- At the eighth week of class and thereafter 0%

Clinical Placement

Phillips students are assisted with their placement experience through the Clinical Placement Office. The Clinical Placement office provides students with a valuable link to community resources, clinical training opportunities and professional organizations. Students are assisted in acquiring approved supervised clinical placements (traineeships) throughout Southern California.

Students seeking the California license as a Marriage, Family and Child Counselors (M.F.C.C.) are required to complete 150 hours of practicum experience in an approved training agency prior to the completion of the master's degree. The practicum experience, part of the student's clinical training, allows the student to provide client services under the supervision of licensed professionals. Phillips' approved training sites include counseling centers, schools, mental health programs and hospitals. Students may begin their practicum experience after they have completed their first semester and have been designated by Phillips faculty as *trainees* ready to begin clinical work. Students seeking licensure as Marriage, Family and Child Counselors must be in a clinical placement by the beginning of the third semester.

The following represents some of the functions and services of the Clinical Placement Office:

* Publishes the *Handbook for Clinical Placement Experience*. A copy is provided to student and placement supervisors.

* Approves appropriate settings for student training and coordinates clinical training affiliations between Phillips and training agencies

* The office acts as liaison between Phillips at the state's licensing board and informs student of the state's laws, regulations and procedure regarding Marriage, Family and Child Counselor licensure.

* Monitors students' progress in field placement and facilitates communication between the student's field supervisors and practicum instructors.

Library

The library is an integral part of the teaching and learning process at Phillips. The library facility offers an open and stimulating atmosphere in which to study and do research.

The library's growing collection of materials includes 6,000 volumes of books, 1,200 audiotape, 400 videotapes, and 150 current subscriptions, journals and indexes in the field of marriage and family therapy and related disciplines.

Students in our library utilize state-of-the-art information technology, including CD-ROM databases, PsycLit (equivalent of Psychological Abstracts), ERIC, Dissertation Abstracts, Family Studies Database, the World Wide Web, and an online computer catalog that provides access to the library's holdings. These resources can be used from within the library or through dial-up access from home or office.

The Phillips library is a member of the Online Computer Library Center (OCLC) network linking it to thousands of other libraries around the world and providing extensive interlibrary loan privileges for our students. Our Web-Site is located at www.pgi.edu.

Bookstore

The Phillips Bookstore carries required texts and materials in addition to a wide selection of recommended books in the helping professions. Many of the books for sale are appropriate for client work. At the start of each semester the student will have

the option to purchase a "Book Box." The "Book Box" will contain all the required readings for a semester.

Bookstore Hours

Please call the Phillips reception desk (818) 386-5600 for the bookstore hours. Professionals wishing to purchase books but who are unable to come in during normal bookstore hours may arrange to have material left at the reception desk or mailed to their home or office. Contact the Bookstore for more information at (818) 386-5674.

Bookstore Refund Policy

Once purchased, books and other materials are the property of the student. New, unmarked books may be returned to the bookstore for a full refund within 30 days of purchase. Returned books must be accompanied by the receipt. Books purchased as part of the "Book Box" containing all required texts for a given semester, are not refundable and are stamped on the inside cover.



Services of Phillips

*California Family
Counseling Center*

- *Clinical Trainee Programs*
- *Clinical Intern Programs*

*Professional Advancement and
Continuing Education*

Community Relations

California Family Counseling Center

“CalFam”

Phillips provides counseling services through the California Family Counseling Center. “CalFam” is a non-profit counseling service that also provides training for marriage and family therapists. A wide variety of services are designed to meet the needs of individuals, families, couples, adults, seniors, children and adolescents seeking confidential, caring and supportive therapy. CalFam traineeship and internship programs are supervised by core and adjunct faculty and carefully selected clinical supervision.

Clinical Trainee Programs

Phillips offers its students four clinical training programs (listed and described below) through the California Family Counseling Center. These training programs fulfill the clinical placement requirement (traineeship) of the master’s program. Phillips faculty provide the clinical training and supervision.

Enrollment

Clinical Trainee programs begin in June. Applications for these programs are accepted in January and February. Information Sessions are held for students requiring more knowledge. A 12-month commitment is required from June through May. The traineeship program fee is \$100 per month.

Family Therapy Program

The *Family Therapy Program* offers specialized training in psychotherapy for beginning therapists. Students in this program see a varied clientele for individual, couple and family therapy. The program emphasizes a family systems perspective in clinical practice. Students also receive extensive training in psychosocial assessment, DSM diagnoses, and the clinical application of Metaframeworks. These students are teamed with one another when seeing families. All sessions are videotaped to maximize training, supervision and client care. Students receive group supervision and two hours of in-service training each week. Students meet on Friday mornings, 8:30 a.m. to 1:00 p.m., for training and group supervision, and see clients on

Friday afternoons/evenings or all day Saturday. Openings available: 8.

School Counseling Program

The *School Counseling Program* has been an on-going program at “CalFam” for 16 years, providing school-based counseling services to community schools. The program specializes in child therapy (art therapy and play therapy) within the systemic perspective of the child’s school and family. Students are assigned to local public or private schools where they offer counseling to the children and their families. On-site supervision provided each month or as needed. Students meet on Wednesday mornings, 9:00 a.m. to 12:00 p.m. at Phillips for training and group supervision, and spend six hours during the week at their assigned school. Openings available: 12.

Children’s Therapy Program

The *Children’s Therapy Program* provides group, individual and family therapy to children and their families. The children are seen at “CalFam” for weekly group therapy while parents participate in their own group sessions. Students in this program receive training through observation and participation in the structured group activities; they work as group facilitators with M.F.C.C. Interns and licensed staff. In addition, students see the children for individual treatment sessions at “CalFam.” Students meet on Wednesday evenings, 5:00 p.m. to 10:00 p.m., for supervision and the children’s group therapy. The children’s individual therapy sessions are scheduled anytime during the week. Openings available: 8.

Latino Family Therapy Program

The *Latino Family Therapy Program* is an integral part of the Spanish-speaking services provided by “CalFam” to the predominately Latino communities in the San Fernando Valley. Students must be fluent in Spanish as the therapy and supervision is conducted in this language. Students are able to raise their proficiency in and learn clinical use of Spanish. Clients of the program are seen through a collaborative approach that includes direct therapy care, direct observation and feedback to supervisor, and the use of consulting teams. The emphasis of the program is in the clinical application of family systems theories with Latino families, and the cultural aspects of family dynamics and personal behavior. Students meet Tuesday evenings, 5:00 p.m. to 10:00 p.m., for training, group

upervision and family therapy. Students may see additional clients during the week. Openings available: 8.

Clinical Intern Program

“CalFam” provides two Post-Degree Clinical Internships in Marriage and Family Therapy in addition to short internships in several specialty areas such as domestic violence, the women’s project and children’s programs. The year long internships are the general **Clinical Internship** and the **Brief Therapy Internship**. Both provide in-depth clinical experiences, supervision, and training to graduates of accredited programs in Marriage and Family Therapy and professionals from other mental health disciplines. These internships provide comprehensive training in the clinical skills necessary for a licensed professional. Supervisors have extensive experience in the training and supervision of clinicians of all disciplines, and some are AAMFT-Approved Supervisors.

Interns are required to attend two to three hours of seminar training, two hours of group supervision, and one hour of individual supervision each week. Interns will experience individual, couple, family and group therapy with adults and children. They may also work in the Spanish-Speaking, the Children’s Therapy Training, or the School Counseling Programs.

The Brief Therapy Clinical Internship teaches time-efficient approaches, which are requested by Managed Care and other third-party payors. Interns are required to take (or have taken) the year-long Brief Therapy Training course through Continuing Education. Supervisors are trained in Brief Therapy and supervise from this model.

Intern selections are generally made in the spring and fall of each year and on a space-available-basis throughout the year. An intern selection committee evaluates each application, and applicants are notified of their acceptance within 60 days of the beginning of the selection process. The intern applicant’s motivation to learn is of primary importance in the selection of the candidates to the program. Internships require a one-year commitment.

The academic training portion of both internship programs combines didactic presentations with experiential learning. Emphasis is on learning through active participation.

“CalFam” internships meet or exceed the requirements by the Board of Behavioral Science

Examiners to sit for the licensing exam. Outcome studies have shown that Phillips graduates are significantly more successful than candidates from other training programs.

For further information and applications, please contact the Clinical Administrative Assistant, at (818) 386-5615.

Professional Advancement and Continuing Education

Professional Advancement and Continuing Education at Phillips Graduate Institute offers certificate and extension programs, and continuously develops new departments and programs. This department is designed to be responsive to the changing needs, schedules and expanding awareness of our community and conforms to the new requirement for Mandatory Continuing Education. The continuing education catalog provides a comprehensive schedule of programs designed to introduce and update ideas and practices to stay abreast of our changing field.

We are building a foundation of certificated programs, courses, workshops and special events to serve the community of Phillips alumni, other therapists, educators, counselors, nurses and students interested in expanding their knowledge and clinical competence.

As a service of Phillips, all classes taken for academic credit are conducted at the graduate level and will be graded pass/fail unless the student requests a grade from the instructor on the first day of class. Transcripts for completed courses will be available by written request at a nominal fee. Classes are credited in either semester units or contact hours to accommodate persons seeking Continuing Education Units (CEU's) and others wanting to transfer credits. To receive semester credits, arrangements for a “work product” must be made with the instructor in advance.

Approved by the Board of Registered Nursing to grant continuing education credit for all courses (Provider #CEP10867), the Chemical Dependency department is approved by the California Association of Alcohol and Drug Abuse Counselors (CADCEP provider #2N-860550596) and the department has approval for some of the programs for Mandatory Continuing Education Providers (MCEP's) for California Psychologists. The

program is in the process of being approved for continuing education by the National Association of Social Workers (NASW).

Request the current catalog or update for detailed descriptions of the following certificated programs and additional offerings.

- Child Therapy Training
- Adolescent Therapy Training
- Supervision of Supervision (Pre-Approved by AAMFT)
- Narrative Therapy Training
- Solution-Focused Training
- Chemical Dependency Certificate program

For the current catalog information about continuing education, call (800) 815-7223.

Community Relations

Phillips has been a leader in the field of human relations for over 27 years. A nonprofit educational, counseling, training, and research center, Phillips has trained over 3500 family therapists. Phillips is comprised of four divisions:

- Master of Arts Degree Program in Marital and Family Therapy;
- Master of Arts Degree Program in Organizational Behavior, Certificate and Seminar Programs;
- California Family Counseling Center (CFCC) serving individuals, couples, families and the greater community;
- Professional Advancement and Continuing Education Program, providing training for mental health practitioners, educators, nurses, public safety personnel and students.

CFCC, also known as "CalFam" carries forward the community service mission of Phillips Graduate Institute and, to date, has helped over 35,000 families reach a higher level of functioning to lead more productive lives. Educational, professional, healthcare, and religious organizations, agencies, businesses, families, and individuals benefit as Phillips listens to the community, maintains existing services, and develops new prototypical programming.

"CalFam" offers individual, couple, family, child and group counseling based on the client's ability to pay. Staffed by 50 MFCC Interns and Student Trainees, under the supervision of licensed multi-

disciplinary professors and practitioners, "CalFam" provides thousands of hours of counseling to clients throughout the Greater San Fernando Valley and adjacent communities.

Among "CalFam's" many services are:

Latino Family Therapy Program for the Spanish-speaking community; School Counseling and Education Program (in English and Spanish); child and family counseling and parent and teacher training at school sites; Speakers Bureau with wide range of free mental health seminars for the community; Social Skills and Tutoring Program

Weekly Effective Living Classes, free to the public, on mental health topics; Technical Assistance support and expertise— to over 200 community agencies throughout Greater Los Angeles; Collaboration among 18 institutions of higher education, including Pepperdine University, the California State University System, and private colleges such as Mount St. Mary's; Training programs hosted by Phillips for local schools and communities; Annual events— Child Safety Fair, Days of Dialogue on Race Relations, Breast Cancer Awareness Workshops— for Southern Californians.

The Spanish-speaking services of Phillips Graduate Institute/California Family Counseling Center were initiated by José Luis Flores, M.A. in 1978, when the Spanish-Speaking Training and Counseling Center was created. Its mission was twofold— to provide training and clinical experience to students of the Institute's Master of Arts Degree Program and to offer family therapy to the growing Latino population of the San Fernando Valley.

The Latino Family Therapy Program provides low-cost delivery of multiple counseling services and culturally sensitive educational classes at the Counseling Center to the San Fernando Valley Spanish-speaking population.

The School Counseling Program emphasizes improving the self-esteem of children and adolescents, helping to make public school students learning ready, increasing academic gains, and supporting each child's transition into productive living by enhancing family and school relationships. Additionally, teacher training in conflict management and communication skills is an active part of the program, along with parenting skills classes. The Latino Family Therapy Program collaborates with this program providing school-site counseling a minimum of one day per week to offer Spanish language counseling and parent education services to the Los Angeles Unified School District (LAUSD) children and their families at no cost.

teachers, administrators, classroom aides, and classified personnel access these counseling services by identifying and referring children-in-need. Community involvement is powerful, drawing business leaders, social workers, parent volunteers, and others to the promise of Phillips Graduate Institute. We are pleased to be an integral part of the community and look forward to continuing our service as we move into the next century.



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Board of Trustees*

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 Edwin S. Cox,
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 Finance and
 Administration

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Mary Thornton

Holiday Schedule

Holiday	1998	1999
New Years Day	January 1	January 1
Martin Luther King, Jr. Day	January 19	January 18
Presidents Day	February 16	February 15
Good Friday	April 10	April 2
Memorial Day	May 25	May 31
Independence Day	July 4	July 4 & 5
Labor Day Weekend	September 5	September 4
Labor Day	September 7	September 6
Thanksgiving Day	November 26	November 25
Day After Thanksgiving	November 27	November 26
Thanksgiving Weekend	November 28	November 27
Christmas Eve	December 24	December 24
Christmas Day	December 25	December 25
Christmas Weekend	December 26	December 26
New Years Eve	December 31	December 31

Departmental Telephone Directory

Departments	Telephone Number	E-mail
Accounting	(818) 386-5660	
Master of Arts Admissions	(818) 386-5638 (800) 969-PHILLIPS	admit@pgi.edu
Bookstore	(818) 386-5674	
Clinical Placement	(818) 386-5671	
Community Relations	(818) 386-5684	
Professional Advancement and Continuing Education	(818) 386-5602 (800) 815-7223	
Counseling Center ("CalFam")	(818) 907-9980	
Student Services	(818) 386-5630	
Financial Aid	(818) 386-5635	
Library	(818) 386-5640	
Organizational Behavior	(818) 386-5659 (818) 386-5656	
Phillips Main Number	(818) 386-5600	

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- Connie Marco, M.A., MFCC Intern Phillips, Encino
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- Theodore Millon, Ph.D.,* Professor, Harvard Medical School, Professor, University of Miami
- Mark Mitchell, M.A., Private Practice, Encino
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- Marjorie Shelton, M.A., LCSW, Private Practice, Pomona
- Michael Walker, Ph.D., Private Practice
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- Michael White,* Dulwich Centre, Adelaide, Australia
- Karen J. Williams, Ph.D., Drew Child Development Center, Child Abuse Treatment Center, Los Angeles

**These individuals are nationally and internationally known in the field of marriage and family therapy. They present special all day classes as their schedules permit.*

*Master of Arts
Degree Programs
Application*

Application Form

Goals Statement

Recommendation Forms





APPLICATION FORM

Phillips Graduate Institute – Master of Arts Degree Programs

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)

Instructions: Please complete this form and mail it to the Phillips Graduate Institute Office of Admissions-- 5445 Balboa Blvd., Encino, CA 91316-1509. This form will begin your application process. *Your application will be evaluated upon receipt of your complete application, including statement of goals, two letters of recommendation, and all official transcripts.* There is no application fee. **Please print legibly.**

Name: _____
last first middle prior or maiden

Address: _____
number & street city state zip

Phone: _____ Date of Birth: _____
home work

Citizen of: _____ If Veteran, Dates of Service: _____ Occupation: _____

Marital Status: Married Separated Divorced Single Number of Children: _____

Contact in case of emergency: _____
name relationship phone

List in chronological order all colleges attended (regardless of whether courses were completed for credit). It is your responsibility to have all official transcripts of college work **sent directly from each college attended to Phillips (Attn: Admissions Office).**

<i>Date of attendance</i>	<i>College & Location</i>	<i>Degree or # of units</i>	<i>Major</i>	<i>Graduation Date</i>

1. Describe any professional or paraprofessional experience you have had.

- 2. I understand that the training for which I hereby make application will not in itself qualify me for a marriage, family, and child counselor license. It satisfies only the Board of Behavioral Sciences minimum education requirement as contained in Section 1830(c) of the California Administrative code.
- 3. It is further recognized by the undersigned that the initial acceptance into the program does not obligate Phillips Graduate Institute, nor any of its representatives, to maintain any student in the program if said student is found to be unfit for the program by any reason of personality or attitudinal characteristics.
- 4. **3-DAY FULL REFUND PERIOD:** California State Administrative Code section 18809 (a)(4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all tuition monies paid will be refunded. Fees are not refundable.
- 5. Any questions or problems concerning this Institution which have not been satisfactorily answered or resolved by the Institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 95814.
- 6. Since this is a program which involves the development of professional potential in interpersonal relationships, I understand that I am required to attend an Orientation/Interview prior to enrollment in the program.

I wish to begin the program in the (check one)
 January 19____ May (Evening) 19____ September 19____

This is the first time I have applied to Phillips' M.A. program:
 Yes No If no, date of last application: _____

Signed: _____ Social Security #: _____ Date: _____

- I am interested in the following (mark one or both):*
- Master of Arts Degree in Organizational Behavior • (818) 386-5638
 - Master of Arts Degree in Marital & Family Therapy • (818) 386-5638

RECOMMENDATION FORM

Please return to: **Phillips Graduate Institute**- Admissions Office, 5445 Balboa Boulevard, Encino, CA 91316-1509

Applicant's name: _____

The person named above has applied for admission to the Master of Arts degree program in Marital and Family Therapy and/or Organizational Behavior. Your evaluation of the applicant will help the Admissions Committee with the selection process.

How long have you known the applicant? _____

In what capacity? _____

Compared with others you have known in this capacity, how would you rank the applicant's performance?

- Superior Above Average Average Below Average

How would you rate the applicant's interpersonal skills?

- Superior Above Average Average Below Average

Please check the appropriate response:

	Superior	Above Average	Average	Below Average	No Basis For Judgement
Communication Skills					
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity & Professional Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you know to be true about the applicant's potential for graduate study and for a career in Marriage, Family and Child Counseling and/or Organizational Behavior?

Signature

Date

Printed Name

Position/Title

Address

City

State

Zip

Phone Number (where you can be contacted if necessary)

(attach business card if available)

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Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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