

2009–2010 Catalogue Addendum
September 24, 2009

POLICY

Page 59, Study Course Load Policy title change: **Student Enrollment Status Verification and Loan Deferment**

Page 59, Student Enrollment Status Verification and Loan Deferment Insert as last paragraph

Enrollment status:

Master of Arts - Full Time 8-12 units, Half Time 4-7 units,
Less than Half Time 1-3 units

Doctor of Psychology - Full Time 8-12 units, Half Time 4-7 units,
Less than Half Time 1-3 units

Doctor of Psychology, Clinical Psychology Internship - Full Time 4 units,
Half Time 2 units, Less than Half Time 1 unit

PROGRAMS

Page 34, School Psychology

ADMISSION REQUIREMENTS FOR SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM

The school psychology internship occurs in the final two semesters of the program after all course work and a total of 450 hours of practica/field work are finished. Candidates are responsible for completing all of the following steps to ensure successful fulfillment of all requirements for the school psychology credential.

1. The candidate must have verification of a passing score on the CBEST exam on file with the School Psychology Department.
2. The candidate must have completed all courses comprising the 48 semester units required during the first six semesters of the program. This includes 450 practica hours. Candidate will not be allowed to enroll in **SP 622, Internship**, until the 450 hours are completed and approved by the field work supervisor and faculty advisor. The candidate must have acceptable evaluations from field work supervisors and a minimal overall GPA of 3.0 for all coursework included in the academic plan before beginning an internship.
3. PGI does not place candidates in internships. Although the school provides

candidates with information about possible placement sites, it is the responsibility of the candidate to apply to contact school districts about internship positions. School districts require that the candidate go through an interview process at which they will need to bring a resume and portfolio. Some districts may pay a salary or stipend but most do not. Only if a school district agrees to hire the candidate as an intern can he or she obtain an Internship Credential from the California Commission for Teacher Credentialing (CCTC)

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

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

Page 19, School Counseling

Master of Arts (M.A.) in School Counseling with a Pupil Personnel Services Credential

Program Mission

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

Program Goals and Student Learning Outcomes

Program Goal 1 – Counseling Skills/Interventions

Program-Level Student Learning Outcomes

- Students use Counseling Skills/Interventions relevant to the field of School Counseling
- Students engage in collaborative activities with all stakeholders

Program Goal 2 – Legal and Ethical Practice

Program-Level Student Learning Outcomes

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

Program Goal 3 – Cultural Competency

Program-Level Student Learning Outcomes

- Students identify and appraise the influence of their own cultural beliefs and biases in their work as school counselors
- Students practice cultural competency in their professional capacity

Program Goal 4 - Theory

Program-Level Student Learning Outcomes

- Students summarize and synthesize theoretical models used in their school counseling professional projects
- Students synthesize knowledge of appropriate theories for the development of education plans for students' success.

Program Goal 5 – Research

Program-Level Student Learning Outcomes

- Students evaluate research related to School Counseling
- Students use relevant research to enhance their practice as school counselors

Program Goal 6 – Professional Behavior

Program-Level Student Learning Outcomes

- Students demonstrate professional behavior in all interactions with counselees, peers, faculty, staff, administrators, and other professionals.
- Students demonstrate self-awareness in the assessment of their own strengths and areas for growth in the practice of school counseling
- Students demonstrate respect, warmth, and attending behavior with counselees in a school setting.

Educational Philosophy and Training Model

The Master of Arts degree in School Counseling fulfills the State of California's requirements for the Pupil Personnel Services (PPS) Credential in School Counseling and

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

The Program's Structure

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

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

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

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

week. This coursework in psychology provides fundamental knowledge about the individual and systemic development and trains students in basic counseling skills.

Field Placement Services

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

Students begin the practicum/field experience process in the second semester to meet the state accreditation requirements. This process requires 100 hours of experience observing a school counselor in a school setting (after completion of SC505A), and participation in a Field Placement Practicum class throughout the entire field placement experience. Upon completion of the practicum experience students may begin collecting the additional 600 hours of field experience. Students also enroll in course SC505ABC, where they are supervised by School Counseling faculty. Students must attend an orientation with the School Counseling Director of Field Placement for in-depth instruction about field experience requirements.

In the field experience, students must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics. Students receive a “Practicum/Field Experience Handbook” in SC505A Foundations of School Counseling class. This handbook provides specific guidelines for the field experience process. Students must have taken and preferably passed the California Basic Education Skills Test (CBEST) prior to beginning any field work, including the practicum experience. A Live Scan Service (fingerprint) form must be completed and cleared by the California Commission on Teacher Credentialing (CCTC) prior to any field placement in a school setting. A current tuberculosis skin test is also required within six months of beginning the field placement hours. Curriculum and/or field placement requirements are subject to change to meet state mandates and may occur without prior notice.

The **School Counseling Internship Program** is accredited by the CCTC, which means that students from Phillips Graduate Institute who are enrolled in the School Counseling/PPS program can be hired by California Public School Districts as employees while completing the required courses and their intern hours. Presently, Phillips is affiliated with thirty four (34) school districts in California. Completion of SC505A and SC505A-L which include 100 hours of fieldwork must be completed prior to consideration for internship status. Candidates must apply for an Internship Credential in School Counseling before being hired by a school district. This application is done through the Credential Analyst Office here at Phillips Graduate Institute. An internship handbook is also given to the new intern and a supervisor from Phillips Graduate Institute is assigned to each intern. This supervisor meets with the school-site supervisor and coordinates all agreements and plans for the internship experience.

REQUIREMENTS FOR THE SCHOOL COUNSELING INTERN PROGRAM

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

- CBEST- Provide proof of passing status to the School Counseling Department
- Have a Certificate of Clearance from the CCTC and/or a copy of a current Teacher Credential
- Evidence of a current passing TB Test within six months
- Complete the first twelve(12) units of the Foundational First year courses
- Complete SC505A Supervision and Mentoring Practicum in School Counseling
- Complete the first one hundred (100) hours and related evaluations. These forms must be reviewed and signed by the Field Placement Practicum Supervisor and submitted to the Director of Field Placement
- Complete the application for the CCTC intern Credential
- Participate and attend an Intern Orientation provided by the School Counseling Faculty.

Faculty Advisement

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

Workshops

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

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

Entry Options

Students may enter the School Counseling program in the Fall or Spring. Students seeking only the PPS or Child Welfare Attendance (CWA) credentials may enter in the

Fall, Spring, or Summer. Please call the Office of Admissions at (818) 386-5660 for dates and class schedules.

Admission Requirements:

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

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

- Demonstration of English proficiency may be required;

Completion of Phillips Graduate Institute Admissions Application Packet, which includes:

- Application form
- Goals Statement/Essay
- Three letters of recommendation
- Official Transcript(s) from each college or university
- Résumé/Statement of Experience
- Application fee; and
- Admissions interview with the School Counseling Department Chair or faculty.

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

**Master of Arts in School Counseling with a Pupil Personnel Services (PPS)
Credential 48 units**

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

CURRICULUM

First Semester • 13 units

- PSY501 Human Diversity (1 unit)
- PSY502A Family Therapy: Systemic Approaches (3 units)
- PSY503 Developmental Psychology (2 units)
- PSY507 Foundations of Counseling and Psychotherapy (2 units)
- PSY518A Introduction to Research – I (1 unit)
- PSY519A Case Conference Human Communication (3 units)
- PSY519A-L Group Dynamics Lab (0 units)
- SC505A Foundations of School Counseling (1 unit)

Second Semester • 12 units

PSY502B	Family Therapy: Evolving Systemic Approaches (3 units)
PSY518B	Introduction to Research – II (1 unit)
PSY519B	Case Conference/Practicum: Assessment and Group Dynamics (3 units)
PSY519B-L	Group Dynamics Lab (0 units)
PSY520A	Abnormal Psychology (2 units)
PSY520B	Assessment and Treatment in a Developmental Context (2 units)
PSY521	Alcohol and Chemical Dependency (1 unit)
SC505A-L	Supervision and Mentoring for Practicum (0 units)
Third Semester • 12 units	
SC500	Ethical Practices in School Counseling (2 units)
SC504	Special Education (3 units)
SC505B	Field Experience Supervision in School Counseling (2.0 units)
SC510	Learning Theory and Educational Psychology (2 units)
SC511	Consultation and Systems Change (3 units)
Fourth Semester • 11 units	
SC501	Program Design, Development and Evaluation (2 units)
SC502	Educational and Career Planning (3 units)
SC505C	Field Experience Supervision in School Counseling extension (1 unit)
SC512	Leadership and Advocacy (2 units)
SC513	Classroom and Academic Intervention (2 units)
SC545	Professional Research Project (2 units)

Master of Arts in School Counseling with a Pupil Personnel Services (PPS) Credential Program

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

Passed the California Basic Educational Skills Test (CBEST); The CBEST test must be taken in the first semester of the program, if the candidate has not already taken and passed it. A candidate cannot receive a credential if they have not passed the CBEST examination required by the State of California for Credentials to be a counselor in the public school system.

- Completed Certificate of Clearance from the CCTC
- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher
- Completion of 100 hours of practicum experience
- Completion of 600 hours of field experience
- Seven hours of training in Child Abuse Education
- Completion of an exit interview with the School Counseling Department
- Participation in a candidacy review;

- Development of a portfolio presented at the candidacy review and department exit interview;
- Presentation of a three-hour workshop on a topic specific to School Counseling. (This is the professional project required for the master's degree).
- "Intent to Graduate" form on file with the Registrar one semester prior to the graduation date when a student expects to meet all graduation requirements.
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center;
- Return of all library materials; and
- Completion of an exit interview with the Office of Financial Aid (Financial Aid recipients only).

Completed field experience requirements;

Demonstrated competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics;

Current tuberculosis test that is clear;

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

Academic Proficiency

M.A. Programs

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The student must meet with his or her academic advisor to discuss the impact of repeating a course on program completion. The original grade received in the course, as well as the grade received upon retaking the course, are both averaged into the student's cumulative grade point average.

Requirements for Degree Completion:

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

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

- Completion of all 48 units of required courses with an overall GPA of 3.0 or higher;
- Completion of credential requirements established by the CCTC, including 7 hours of training in child abuse;
- Completion of 100 hours of practicum experience;

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

Course Descriptions

PSY501 HUMAN DIVERSITY 1 unit

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

PSY502A FAMILY THERAPY: SYSTEMIC APPROACHES 3 units

Beginning with systems theory and the historical context of the family therapy movement, this course examines the field of family therapy. Principles and underlying concepts from systems models are applied to family therapy and human relationships. Approaches such as Bowen, Object Relations, Structural, Strategic, Humanistic-Existential and Cognitive-Behavioral theories are explored. Students will examine their personal relationships as they begin to develop an integrative approach to family systems. . The course is part of a two-semester sequence and builds a foundation for postmodern approaches, including collaborative language theories, emphasized in second semester (PSY502B).

PSY502B FAMILY THERAPY: EVOLVING SYSTEMIC APPROACHES 3 units

As a continuation of PSY502A, the emphasis in this course is on the rich, complex diversity of contemporary theoretical models that are part of the evolving field of family

counseling. The course explores the interconnected philosophies and clinical ideas of Experiential Family Therapy, Postmodern Approaches (Solution-Focused, Narrative, and Social Constructionism) and current developments including themes and interventions. Students are encouraged to integrate as they compare and contrast theories.

PSY503 DEVELOPMENTAL PSYCHOLOGY 2 units

Theories of normal biological, psychological and social development over the lifespan of individuals and systems are reviewed. Philosophies of major theorists are compared and contrasted. Interactions between developmental phases in individuals and larger systems are explored.

PSY507 FOUNDATIONS OF COUNSELING AND PSYCHOTHERAPY 2 units

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include Psychodynamic, Behavioral and Humanistic-Existential models. The focus includes a historical perspective, individual consulting and counseling styles, conditions leading to change, and helper characteristics.

PSY518A INTRODUCTION TO RESEARCH–I 1 unit

This course begins a two-semester sequence (with PSY518B) culminating in SC545. In this first semester, students are introduced to methodological and ethical issues in the area of psychological research. They learn how to locate information and how to critically evaluate sources. The goal is to become intelligent consumers of research relevant to professional practice.

PSY518B INTRODUCTION TO RESEARCH–II 1 unit

This course builds on processes begun in 518A, as students continue to practice critical analysis of research. The focus is to become familiar with standard research methodologies—quantitative, qualitative, experimental research and literature review. Students are introduced to the professional project options—Professional Presentation or Writing for Publication. They begin to select a topic for their final professional project and identify the most appropriate format for that topic.

PSY519A CASE CONFERENCE: PRAGMATICS AND HUMAN COMMUNICATION 3 units

Students are oriented to the practice of psychotherapy/counseling including establishing an understanding of confidentiality, avoiding dual relationships, and ethically handling issues. Throughout the course, students observe actual therapy/counselor behind a one-way mirror, and participate in discussion with the instructor about the communication techniques used. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced. The course provides an experiential and practical demonstration of the foundational concepts presented in first semester courses.

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

Students continue from first semester (PSY519A) the observational process with students/families, discussing processes with the instructor. Assessment and treatment concepts presented in PSY520 are demonstrated and applied in the work with the case conference student/family. Theory and practice of group processes are explored, experienced and demonstrated using the case conference/practicum group as a laboratory.

PSY519AB-L GROUP DYNAMICS LAB 0 units • CR/NCR

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

PSY520A ABNORMAL PSYCHOLOGY 2 units

This course surveys abnormal psychology from the “medical model” perspective of the DSM-IV. Students develop skills in differential diagnosis, but are also encouraged to think critically and comparatively about the concepts of mental illness and psychopathology. Emphasis is on understanding disorders most frequently encountered by mental health professionals in agencies, schools and private practice.

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

Prerequisite: PSY520A or its equivalent.

This course continues skills training in the processes of assessment and treatment planning, beginning with the DSM-IV but broadening to include theoretical models as well. Students learn specific intervention strategies appropriate to different presenting problems and developmental stages. The emphasis is on assessment and treatment planning with children and adolescents, both as individuals and in family therapy. Practical management and professional skills effective with these age groups are modeled and discussed.

PSY521 ALCOHOL AND CHEMICAL DEPENDENCY 1 unit

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

SC500 ETHICAL PRACTICES IN SCHOOL COUNSELING 2 units

This course continues to expand students’ knowledge regarding ethical issues that were initially presented in case conference and practicum (PSY519A-B) during the first year. Specific legal and ethical issues related to public school systems and the role of the school counselor in attending to legal and ethical issues are explored, including child abuse mandates, special education regulations, general ethical conduct, confidentiality, and issues regarding advising and counseling minors and pupil records. This course also requires attendance at a day-long class on child abuse detection and prevention.

SC501 PROGRAM DESIGN, DEVELOPMENT AND EVALUATION 2 units

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

SC502 EDUCATIONAL AND CAREER PLANNING 3 units

Career counseling theory and practice are explored along with development, administration, and scoring of career inventories. Goal setting, occupational information

and job search strategies are studied. State requirements for academic progress and high school graduation are covered. High School Exit Examination and Proficiency testing as well as career and educational testing tools are also discussed.

SC504 SPECIAL EDUCATION 3 units

This course offers an overview of the study of exceptional persons, special education programs in public and private schools, and current state and federal laws. Material is presented in a didactic and observational format. Assessment and Individualized Educational Plan (IEP) development, as well as strategies for classroom remediation and ancillary services are covered. Students develop behavior intervention plans. California Education Code and regulations relative to behavioral interventions for special education students are provided.

SC505A FOUNDATIONS OF SCHOOL COUNSELING 1 unit

This course is an introduction to the field of School Counseling and builds on skill and knowledge learned in the first semester. It introduces students to the roles counselors play in public schools and the ethical and legal guidelines of the profession. In addition to lecture and classroom discussion, students will learn the history of education and how the profession of school counselors began.

SC505A-L SUPERVISION AND MENTORING: FIELD EXPERIENCE IN SCHOOL COUNSELING

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

SC505B FIELD EXPERIENCE IN SCHOOL COUNSELING 2 units

Prerequisite: SC505A-L.

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

SC510 LEARNING THEORY AND EDUCATIONAL PSYCHOLOGY 2 units

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

SC511 CONSULTATION AND SYSTEMS CHANGE 3 units

This course revisits systems theory and systems change in regard to the role of the school counselor in creating change in schools and communities. Students learn to collaborate effectively with various stakeholders in the school system including parents, community

members, teachers, and other school personnel to create supportive learning environments for all pupils.

SC512 LEADERSHIP AND ADVOCACY 2 units

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

SC513 CLASSROOM AND ACADEMIC INTERVENTION 2 units

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

SC545 PROFESSIONAL RESEARCH PROJECT 2 units

A three-hour workshop presentation is required of all school counseling master's degree candidates. The chosen topic must be pertinent to the field of school counseling and approved by the school counseling faculty. Students work closely with a research advisor to complete their professional projects.

Extended Coursework

SC505C FIELD EXPERIENCE IN SCHOOL COUNSELING 1 unit • CR/NCR

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

SC546 PROFESSIONAL RESEARCH PROJECT 1 unit • CR/NCR

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

Pupil Personnel Services (PPS) Credential

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential only must have a 48 unit master's degree in a counseling-related field and must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic transcripts and an interview with the Department Chair to determine a course of study for completion of the credential.

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

Internship Program

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

Child Welfare and Attendance (CWA) Credential

Child Welfare and Attendance counselors are skilled "trouble-shooters" in correcting Average Daily Attendance (ADA). Concerns and problem areas can be targeted by examining attendance policies, procedures, records, and programs. Once problems are

known, pertinent solutions can be suggested. Because of the many fine points of law and procedures associated with building maximum levels of school attendance, the Child Welfare and Attendance specialist is needed to make corrective efforts.

The CWA counselor usually: accesses appropriate services from both public and private providers, including law enforcement and social services; provides staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; addresses school policies and procedures that inhibit academic success; implements strategies to improve student attendance; participates in school-wide reform efforts; and promotes understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

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

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

CWA 547

CWA 548

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

Course Descriptions

CWA 547 CHILD WELFARE AND ATTENDANCE SEMINAR 4 units

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

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

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

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

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

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

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

70 units

This program allows students to combine the Master of Arts in Psychology, Marriage and Family Therapy emphasis with the Pupil Personnel Services credential. This combination qualifies graduates to pursue both MFT licensure in California and work in the public school system.

CURRICULUM

First Semester • 13 units

- PSY501 Human Diversity (1 unit)
- PSY502A Family Therapy: Systemic Approaches (3 units)
- PSY503 Developmental Psychology (2 units)
- PSY507 Foundations of Psychotherapy (2 units)
- PSY518A Introduction to Research – I (1 unit)
- PSY519A Case Conference/Practicum (3 units)
- PSY519A-L Group Dynamics Lab
- SC505A Foundations of School Counseling (1 unit)

Second Semester • 12 units

- PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
- SC505A-L Practicum in School Counseling (0 units)
- PSY518B Introduction to Research – II (1 unit)
- PSY519B Case Conference/Practicum (3 units)
- PSY519B-L Group Dynamics Lab
- PSY520A Abnormal Psychology (2 units)
- PSY520B Assessment and Treatment in a Developmental Context (2 units)
- PSY521 Alcohol and Chemical Dependency (1 unit)

Third Semester • 12 units

- PSY518C Professional Project – I (Paper, Presentation, or Publication Track) (1 unit)
- PSY531A Applied Therapeutic Methodology – I (3 units)
- PSY532 Sexuality and Sex Therapy (1 unit)
- PSY533A Practicum – I (3 units)
- PSY534 Couple Therapy (1 unit)
- PSY539 Legal, Ethical and Professional Issues (2 units)
- PSY540A Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)

Fourth Semester • 12 units

- PSY518D Professional Project – II (1 unit)
- PSY531B Applied Therapeutic Methodology – II (3 units)
- PSY533B Practicum – II (3 units)
- PSY540B Optional: Professional Issues for Marriage and Family Therapists (1 unit)

- PSY547 Psychopharmacology (2 units)
- PSY549 Psychological Testing (2 units)
- Pupil Personnel Services (PPS) Credential Courses Taken as Offered
- SC500 Ethical Practices in School Counseling (2 units)
- SC501 Program Design, Development and Evaluation (2 units)
- SC502 Educational and Career Planning (3 units)
- SC504 Special Education (3 units)
- SC505B Field Experience in School Counseling (2 units)
- SC505C Field Experience in School Counseling (1 unit) Extended course
- SC510 Learning Theory and Educational Psychology (2 units)
- SC511 Consultation and Systems Change (3 units)
- SC512 Leadership and Advocacy (2 units)
- SC513 Classroom and Academic Intervention (2 units)

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

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

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

CURRICULUM

First Semester • 17 units

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

Second Semester • 15 units

- PSY502B Family Therapy: Evolving Systemic Approaches (3 units)
- PSY519B Case Conference/Practicum (3 units)
- PSY519B-L Group Dynamics Lab
- PSY520A Abnormal Psychology (2 units)
- PSY520B Assessment and Treatment in a Developmental Context (2 units)
- PSY521 Alcohol and Chemical Dependency (1 unit)
- PSY542 Introduction to Research – II (1 unit)

PSY569 Art Therapy Dynamics and Applications (3 units)

Optional Summer Semester

PSY546 Professional Project Extension (1 unit)

PSY596 Field Study Practicum (2 units)

Third Semester • 14 units

PSY531A Applied Therapeutic Methodology – I (3 units)

PSY532 Sexuality and Sex Therapy (1 unit)

PSY533A Practicum – I (3 units)

PSY534 Couple Therapy (1 unit)

PSY539 Legal, Ethical and Professional Issues (2 units)

PSY540A Optional: Contemporary Issues in Marriage and Family Therapy (1 unit)

PSY543 Professional Research Paper (1 unit)

PSY566 Introduction to Psychoneurobiology (3 units)

Fourth Semester • 14 units

PSY531B Applied Therapeutic Methodology – II (3 units)

PSY533B Practicum – II (3 units)

PSY540B Optional: Professional Issues for Marriage and Family Therapists (1 unit)

PSY544 Professional Paper Research - II (1 unit)

PSY547 Psychopharmacology (2 units)

PSY549 Psychological Testing (2 units)

PSY567 Psychoneurobiology Applications (3 units)

Pupil Personnel Services (PPS) Credential Courses (taken as offered)

SC500 Ethical Practices in School Counseling (2 units)

SC501 Program Design, Development and Evaluation (2 units)

SC502 Educational and Career Planning (3 units)

SC504 Special Education (3 units)

SC505A Foundations of School Counseling (1 unit)

SC505A-L Practicum in School Counseling (0 units)

SC505B Field Experience in School Counseling (2 units)

SC505C Field Experience in School Counseling (1 unit) Extension Course

SC510 Learning Theory and Educational Psychology (2 units)

SC511 Consultation and Systems Change (3 units)

SC512 Leadership and Advocacy (2 units)

SC513 Classroom and Academic Intervention (2 units)

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

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

COURSES

Page 48, PSY696 Doctor of Psychology in Clinical Psychology Extended Coursework, Replace with the following:

PSY 696 A - B Case Consultation Extension

1 unit

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