

*The Biblical Seminary at
Fresno Pacific University*

*Master of Arts Program in
MARRIAGE, FAMILY AND
CHILD COUNSELING
Student Handbook
2010-2011*



Empowering Leaders. Transforming Lives.

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Welcome to the MFCC Program.

You have chosen to enter a profession that assists people to become whole and healthy by exploring, restoring, and improving relationships. Our model for health reflects the values of the Reign of God and is confirmed in our hearts by the Holy Spirit.

We trust that as you read, reflect, and counsel as a student in this program you will test and confirm your gifts. Education for counseling involves the whole person--heart, body, soul, mind and relationships. Courses and reading are critical, but they are only one part of your training as a therapist. Developing an awareness of the mystery of the psyche both as created and conditioned is also very important. Developing a counseling orientation and some initial strategies of providing assistance keeps one from being inconsistent, whimsical and arbitrary. The practicum experience will help you to test your gifts, theories and convictions.

The MFCC program is intense and rewarding. Throughout the program very competent supervisors will supervise you. Furthermore, since the reading, assignments and clients' problems tend to make one aware of one's personal issues, the MFCC program encourages students to seek personal therapy during their study program. Personal development is as important as theoretical and skill development. Financial assistance for the cost of personal therapy may be available for eligible students through a Therapy Assistance Stipend with the approval of the Clinical Director of the On-Site Counseling Program, Mary Shamshoian. The Therapy Assistance Stipend is funded by donations from practicum sites, alumni, and others.

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodation for disabilities, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar.

We are glad to have you as a part of the community at MBBS and are praying that God will bless you in your growth. We hope this handbook answers many of your questions. If you have further questions, please feel free to talk with any of the faculty in the program.

Who We Are

A Description of the MFCC Program at the MB Biblical Seminary
at Fresno Pacific University

We are Christian

First and foremost, we are Christian, seeking to be faithful disciples of our Lord Jesus Christ (Tan, 1996, 2007) as we experience the Reign of God.

Theologically we describe ourselves as anabaptist and evangelical (as stated in the MBBS Theological Witness Statement at:

<http://www.mbseminary.edu/about/theological-witness-statement>), and therefore we are committed to training our students in Biblical Theology. Our faculty has a living vibrant faith. Each faculty member has a significant history of experience as a pastor and/or missionary. Each affirms the MB confession of faith (<http://www.mbseminary.edu/about/confession-of-faith>).

We require our students to complete a minimum of 10 units of Biblical/Theological studies (many of our students take more Bible and theology courses) in order to equip them to prayerfully and skillfully submit themselves to Biblical Authority (II Timothy 2:15). We seek to prepare our students to demonstrate commitment to live as a disciple of Jesus in Christian community, articulate commitment to a biblical theological Christian perspective and interpret one's own and other cultural contexts of ministry using theological perspectives integrated with social scientific approaches. (A more complete description of the goals of our program can be found in our desired learning outcomes.) We teach Biblical Theology, that is, theology centered on God's agenda as expressed in scripture rather than theology centered on a human agenda imposed upon scripture.

We are Marriage, Family, and Child Counselors

While we require that our students understand psychopathology, clinical assessment, at least twelve theories of individual counseling, and at least seven theories of family counseling, unlike our colleagues who teach psychiatry or clinical psychology, we teach from a growth oriented, developmental counseling model. Psychiatry and clinical psychology focus on psychopathology and its healing. Counseling, on the other hand, has its roots in education and developmental psychology. While counselors learn from the disciplines of psychiatry and clinical psychology, they focus on helping people grow, attending to what has come to be called "wellness." At MBBS, in addition to focusing on individual growth, we stress the importance of attending to and addressing the systems (family, community, and cultural) in which our clients live so that we can prepare our students to practice leadership skills in marriage, family, and child counseling.

We strive for academic excellence as we teach the science and art of marriage, family, and child counseling. Our graduates learn the science and skills necessary to become Marriage and Family Therapy Interns and as a result, are highly respected among their colleagues in both church and secular settings. Many programs present their courses in a “smorgasbord” approach where students choose their courses from a wide range of alternatives; they meet state requirements but do not build on each other. Contrary to these programs, we work hard to have a program whose courses builds on each other, helping the students move from elementary levels to more developed levels in the counseling profession. Our students are therefore prepared to serve God’s people as professionals in a wide variety of contexts. Graduates from our program have worked in community mental health, business, private practice, research, the church, and in missions.

Completion of our program meets all the requirements for a student to become a Marriage and Family Therapist Intern in California. However, the program is flexible enough to enable students to meet the requirements for membership in AAMFT or to be licensed in most jurisdictions around the world. Currently we have graduates serving as counselors on five different continents.

We are a part of a Seminary Community

We are neither a stand-alone school nor a department within a larger traditional graduate school. We study, serve, and live alongside students who are preparing to become pastors, missionaries, Biblical scholars, and missionaries. In addition to studying in many of the same classes with faculty in Bible, missions, and theology, we are part of the community of the MB Biblical Seminary at Fresno Pacific University. In chapel, common meal, coffee break, in the halls, and in many other places, we interact with other students preparing to serve our Lord at the MB Biblical Seminary. It is in those informal conversations as much or more than in the classroom that we grow from each other. As Lynn Jost, the seminary dean, said, “Studying with counseling students makes our M.Div. students better pastors and studying with M.Div. students makes our counseling students better counselors” (personal communication, 2007).

This integration in the seminary community is reflected in our integration of Biblical Theology with our counseling. Unlike other programs that teach courses in psychology, courses in theology, and then require courses in integration of theology and psychotherapy, we teach what Al Dueck called “integrated courses” (personal communication, 1998). That is, as much as possible, all our courses incorporate elements of counseling and biblical theology. This integration is more explicit and in greater depth in later courses than in earlier courses, but we work to include integration in all of our courses. This commitment to integration throughout the program is intended to help our graduates function as integrated people, who resist the cultural pressure to compartmentalize their lives. We do not intend to graduate “Christians who do counseling” but rather, we intend to

graduate “Christian Counselors.” By using the term “Christian Counselors” we are **not** referring to what is commonly called “Biblical Counseling.” Rather, we are describing people who are what Wylie calls “God besotted,” people who faithfully bring the tools of counseling and practical theology together in a thoughtful, ethical, and consistent manner in their ministry (2000 p.60).

We Are Growing People

We believe that the most important tool that counselors bring to counseling is their Self. Who the counselor is and how the counselor is able to relate to their clients are central to the practice of Marriage, Family, and Child Counseling. Therefore, our program stresses character development, including the development of appropriate skills for self care in our students. Unlike many programs that only focus on teaching content; we invest considerable energy in developing our students’ character. Formal character development begins with the initial interview to enter the program and continues with the trainee-practicum assessment, and ministry discernment in students’ final year of the program. However, it is the relatively small size of our program, and the faculty members’ commitment to teaching that allow us to continually address the professional and personal issues that arise in our students as they study. All of our students are required to participate in their own personal “training therapy” where they experience what it is like to receive counseling from an experienced licensed professional. This also allows them a safe place to address the issues that inevitably arise as they confront their own history in light of their course work.

We are the MFCC Program of the MB Biblical Seminary at FPU

As part of a seminary community that is constantly growing, we are training marriage, family and child counselors that are truly unique. Ours is a program that incorporates theology, character development, community involvement, and academic rigor as part of a holistic approach to counselor education.

Desired Outcomes of the MFCC Program

Mission Statement:

The mission of MBBS is to inspire and equip men and women to live as disciples of Jesus Christ and to serve and lead in the church and in the world.

Theological Core Value Statement

We give witness to a biblical theology that is both anabaptist and evangelical, teaching that the church is called by Jesus Christ to represent God's reign in the world by the power of the Holy Spirit as its community (being), servant (doing), and messenger (telling).

Intentional Learning Practices

1. Clear and effective oral and written communication
2. Close reading of texts
3. Social analysis
4. Theological reflection
5. Collaboration
6. Integrity and originality
7. Practical application
8. Information research literacy

Every student shall:

1. Demonstrate commitment to live as a disciple of Jesus in Christian community

- 1.1 Practice spiritual disciplines that promote maturing authentic discipleship
 - 1.1.1 Practice such personal spiritual disciplines as journaling, daily prayer, Bible reading, silence, solitude, fasting
 - 1.1.2 Demonstrate balance in time management, giving evidence of appropriate boundaries of work, study, family and friends, play
 - 1.1.3 Demonstrate social skills, fruit of the Spirit, open and honest communication
 - 1.1.4 Demonstrate appropriate stewardship of finances, giving evidence of prudent generosity, simplicity, and savings/debt management
 - 1.1.5 Claim with integrity the absence of such negative tendencies and behaviors as ethnocentrism, self-serving behavior, pornography and sexual addiction, drug and alcohol addiction
- 1.2 Demonstrate self-awareness that promotes maturing, authentic humanity
 - 1.2.1 Establish habits of physical and emotional self-care
 - 1.2.2 Demonstrate appropriate social and relational skills including clear interpersonal communication, healthy boundaries, and courtesy
 - 1.2.3 Practice integrity and ethical behavior in personal and professional relationships

- 1.2.4 Identify strengths, weaknesses, styles, and behavioral patterns using standard personality and temperament inventory results
- 1.2.5 Utilize feedback from mentors, peers, and others to insure accountability for personal growth
- 1.2.6 Write a Personal Growth Plan incorporating objective and subjective feedback, in order to achieve ongoing self-awareness objectives*
- 1.3 Accept coaching through mentoring relationships under the auspices of MBBS
 - 1.3.1 Write Personal Growth Plan and update as scheduled
 - 1.3.2 Initiate communication with faculty advisor at least semiannually
 - 1.3.3 Establish a relationship with a ministry supervisor/coach for guidance in leadership development
 - 1.3.4 Review Profiles of Ministry with faculty adviser and integrate findings into Personal Growth Plan
 - 1.3.5 Review commitment to and growth in discipleship goals articulated within Outcome #1 with mentor and integrate into Growth Plan*
- 1.4 Develop relationship with a cohort of fellow learners under the auspices of MBBS
 - 1.4.1 Examine truth claims with fellow learners
 - 1.4.2 Give and receive spiritual counsel in cohort
 - 1.4.3 Grow in character with other followers of Jesus' life and ministry
 - 1.4.4 Identify a primary cohort and formalize a commitment of mutual care
 - 1.4.5 Review and evaluate cohort function annually and report in Growth Plan
- 1.5 Witness persuasively to the Gospel of Jesus Christ in the contemporary context
 - 1.5.1 Communicate in word and deed that God's love is expressed in the Lord Jesus Christ and invite proper human response to God's love
 - 1.5.2 Analyze responses to evangelistic communication and adjust one's approach in a way that is faithful to Jesus and the context
 - 1.5.3 Invite people to embrace Christ as savior and to enter into kingdom mission and ministry
 - 1.5.4 Review growth as a witness to the Good News of Jesus in Growth Plan
- 1.6 Lead individuals and a Christian community in spiritual growth
 - 1.6.1 Identify a Christian community of primary commitment
 - 1.6.2 Attend and serve in a local congregation
 - 1.6.3 Exercise leadership in a local ministry
 - 1.6.4 Formulate a plan for service and leadership in that community that is incorporated in Personal Growth Plan
 - 1.6.5 Formalize a mentoring relationship of accountability with local leaders

- 2. Articulate commitment to a biblical theological Christian perspective**
 - 2.1 Exegete biblical texts within a design that includes the descriptive and constructive tasks
 - 2.1.1 Narrate the biblical story, integrating the major biblical theological themes of the Old and New Testaments and the relationship between the testaments
 - 2.1.2 Teach others using multiple Bible study approaches
 - 2.1.3 Write 2 (or more) exegetical papers
 - 2.1.4 Evaluate lesson plans used in multiple teaching settings
 - 2.2 Describe personal and denominational theological position in dialogue with values of Anabaptism and the rest of Christian tradition
 - 2.2.1 Demonstrate familiarity with the Church's history, confessions and heritage
 - 2.2.2 Explain the central themes/doctrines of the Christian faith
 - 2.2.3 Describe a missionary witness in terms of the creation mandate, the Great Commandments and the Great Commission
 - 2.2.4 Describe an alternative cultural lifestyle that rejects godless values
 - 2.2.5 Describe discipleship as following Jesus with other faithful followers
 - 2.2.6 Describe the biblical call to justice and peacemaking as modeled by Jesus and the prophets
 - 2.2.7 Describe biblical community as the home of countercultural discipleship and missional church
 - 2.2.8 Write theological personal position paper
 - 2.2.9 Write integrative theological research paper (senior seminar)
 - 2.3 Articulate and defend a biblical view of leadership and Christian ministry in the world
 - 2.3.1 Explain discipleship, servanthood and leadership from a biblical perspective
 - 2.3.2 Evaluate current models of leadership for the church and society
 - 2.3.3 Describe the influence of the context on church leaders and the systemic nature of leadership issues within the congregation
 - 2.3.4 Write a personal theological philosophy of leadership ministry
 - 2.3.5 Process the personal theological philosophy of leadership ministry with cohort
 - 2.4 Analyze, synthesize, and engage contemporary church and world issues from a biblical theological perspective
 - 2.4.1 Describe the church as a body of people called to represent God's reign as its community, servant, and messenger in the world
 - 2.4.2 Identify ways in which the institutional church has both shaped and been shaped by society
 - 2.4.3 Analyze contemporary issues including nationalism, social justice, reconciliation, interpersonal relationships, environment and medical questions using a biblical theological paradigm that includes justice, peace, covenant community, and holiness

2.4.4 Write integrative theological research paper (senior seminar)

3. Interpret one's own and other cultural contexts of ministry using theological perspectives integrated with social scientific approaches

- 3.1 Describe the *missio Dei* view of church as a people called and sent to represent God's reign as community, servant, and messenger in dialogue with personal and denominational theology/history/sociology of church
- 3.1.1 Explain one's personal missional ecclesiology
 - 3.1.2 Describe how the principles of such social scientific approaches as psychology, anthropology and sociology apply to the mission of the church
 - 3.1.3 Explain the ways church leaders form God's people for the sake of the worlds in which they live
- 3.2 Utilize theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry
- 3.2.1 Assess the role of socioeconomic and ideological forces that shape a worldview
 - 3.2.2 Interpret cultural texts from a theological perspective
 - 3.2.3 Consistently demonstrate capacity to connect with and confront a cultural context in papers*, presentations, and/or sermons
- 3.3 Assess the significance of cultural context for interpreting Scripture within and across cultures
- 3.3.1 Compare traits of own culture with cultures that differ from one's own
 - 3.3.2 Evaluate such factors as gender, social status, age, and economic status in exegetical procedures and conclusions
 - 3.3.3 Write exegetical papers with explicit reference to cultural context
- 3.4 Apply biblical theological perspectives in serving and leading in one's own and other ministry contexts
- 3.4.1 Describe philosophical and theological foundations for cross-cultural ministry and contemporary issues in cross-cultural mission
 - 3.4.2 Evaluate one's own performance of ministry task in contexts that are culturally and religiously diverse with adviser, mentors, and cohort
 - 3.4.3 Write personal theological philosophy of ministry position paper
 - 3.4.4 Write a reflection/analysis of cross-cultural encounter analyzing the biblical theological factors
 - 3.4.5 Write a reflection/analysis of supervised ministry analyzing the significance of cultural issues for that context
- 3.5 Dialogue respectfully, witness effectively, and serve and lead faithfully among diverse cultural and religious communities
- 3.5.1 Describe an approach to proclaim the good news of Jesus to culturally or religiously distant people that demonstrates appreciation for those cultural and religious perspectives
 - 3.5.2 Evaluate one's own cultural and religious diversity experience, aptitude, and skills with mentors, cohort, and ministry discernment group and adapt learning plan accordingly

- 3.5.3 Invite people to embrace Christ as savior and to enter into kingdom mission and ministry
- 3.5.4 Describe growth as an evangelist in Personal Growth Plan

4. Practice leadership skills in marriage, family, and children counseling

- 4.1 Articulate integrative views of humanity, theology, and counseling
 - 4.1.1 Identify next steps in growth towards integration during admissions interview, trainee practicum assessment, and ministry discernment*
 - 4.1.2 Discuss and compare a variety of theological and psychological perspectives on human nature in its fullness
 - 4.1.3 Utilize appropriate implicit and explicit religious integration interventions in counseling sessions, as evidenced by review of audio/video tape and supervisor evaluation
 - 4.1.4 Write a thesis* or advanced families paper applying academic disciplines of Biblical studies, counseling principles, and beliefs/experience to demonstrate the integration of theology and psychology
- 4.2 Demonstrate understanding of individual and family life cycle development and intervention across the life span
 - 4.2.1 Describe key points within the life cycle (early childhood, adolescence, marriage, parenting, midlife, and end of life), and the issues that may arise from them including: the biological, social, and psychological aspects of development for all ages; spiritual development, including development of faith and religion; human sexual development, sexual functioning, and sexual response, including treatment and referral for sexual dysfunction; aging and long-term care
 - 4.2.2 Adequately complete required coursework in human development, human sexuality, counseling children, and counseling families
- 4.3 Demonstrate appropriate use of one's personal self in response to human need
 - 4.3.1 Describe one's own physical, social, cognitive, moral, psychological, family and spiritual development processes and how these intersect with the counseling process
 - 4.3.2 Assess the impact of one's own personal presence, nonverbal communication, communication style, conflict resolution skills, and counseling skills on the counseling relationship
 - 4.3.3 Cultivate personal qualities related to counseling ministry such as sensitivity, flexibility, insight, and compassion
 - 4.3.4 Develop awareness of one's own feelings, experiences, reactions, and beliefs and their implications for countertransference
 - 4.3.5 Utilize self-feedback (e.g. critical reflections, personal growth plan*) and feedback from others (e.g. personal therapy, clinical supervision, ministry discernment*) to assess progress towards personal goals

- 4.4 Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
 - 4.4.1 Describe the philosophical and theological underpinnings of ethical practice and the processes of ethical decision-making
 - 4.4.2 Adequately complete required coursework in legal and ethical standards of practice for counselors
 - 4.4.3 Assess the limits of one's scope of practice, training, and expertise, whether licensed by the state or confirmed by the church and make appropriate referrals accordingly
 - 4.4.4 Demonstrate understanding of legal/ethical principles of crisis management, including mandatory/permitted reporting
 - 4.4.5 Utilize case studies, case presentation, and individual and group supervision for ongoing evaluation of legal/ethical practice
- 4.5 Demonstrate understanding of a wide variety of counseling theories and techniques
 - 4.5.1 Adequately complete required coursework in communication theory/interpersonal communication, counseling individuals and couples, and counseling families
 - 4.5.2 Describe major historical and contemporary theories of counseling, distinguishing between individual approaches and systems approaches
 - 4.5.3 Describe the relationship between the problem/goal, choice of appropriate theory, and subsequent use of theory-consistent interventions
 - 4.5.4 Develop awareness of current theories and treatment implications of addictions/substance abuse
 - 4.5.5 Utilize feedback and supervision to assess application of counseling interventions during role-plays, pre-practicum, and practicum
- 4.6 Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
 - 4.6.1 Describe attachment theory and its implications for the development of symptomology, including addiction and family violence
 - 4.6.2 Recognize symptoms of mental disorders and relate symptoms to current DSM classification
 - 4.6.3 Utilize current DSM criteria to formulate diagnoses, within scope of practice
 - 4.6.4 Relate diagnoses to treatment choices, prognoses, and primary/adjunctive referrals as evidenced by supervisor evaluation
 - 4.6.5 Develop awareness of current psychopharmacological treatments and the appropriate use of medical/psychiatric referrals
 - 4.6.6 Utilize instructor, peer*, and supervisor feedback* to monitor progress towards competency regarding assessment and diagnostic goals

- 4.6.7 Adequately complete required coursework in clinical assessment and psychopathology
- 4.7 Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
 - 4.7.1 Develop appreciation of human diversity including gender, age, culture, ethnicity, religion, sexual orientation, socioeconomic status, and differing ability
 - 4.7.2 Develop awareness of the implications of diversity for human development, including the development of both counselor and counselee, and the impact of diversity on counseling relationship and referrals
 - 4.7.3 Experience exposure to cross-cultural and spiritually diverse communities via required coursework, and describe the values, mores, experiences, and expressions of these communities
 - 4.7.4 Utilize elective coursework and off-campus lectureships for in-depth exploration of the counseling needs of specific populations (e.g. survivors of war, GLBT, deaf culture, first responders, immigration/acclimation, etc.)
 - 4.7.5 Adequately complete required coursework in cross-cultural counseling
- 4.8 Demonstrate proactive commitment to a community of witness, justice, and peace
 - 4.8.1 Maintain membership in appropriate local/national professional associations
 - 4.8.2 Participate in campus/congregational/community/national/global efforts towards healing human brokenness, solidarity with the oppressed, reconciling humans in healthy relationship
 - 4.8.3 Demonstrate ability to intervene in cases of harm to self or others (e.g. family violence) by assessment/minimization of risk, detection of abuse, reporting when mandated/permitted, and treatment/intervention (including relevant community resources and referrals)
 - 4.8.4 Develop awareness of the dynamics of spiritual abuse, the psychological and theological impact on the abused, and implications for treatment
 - 4.8.5 Apply principles of group dynamics and systems theory in working at conflict resolution within communities including congregations, civic organizations, missions teams and other groups
 - 4.8.6 Utilize self-reflection and feedback from discernment groups* to identify gifts, talents, and skills which could be cultivated for the benefit of the larger community
 - 4.9 Develop ability to understand, utilize, and evaluate research and assessment tools
 - 4.9.1 Adequately complete required coursework on conducting psychosocial evaluations (Clinical Assessment)

- 4.9.2 Write a complete, narrative psychosocial assessment including biological, psychological, social, and spiritual/religious domains*
- 4.9.3 Appropriately utilize published research as part of current case presentations for Pastoral Counseling Roundtable*
- 4.9.4 Utilize and evaluate current research as part of thesis or advanced families paper*
- 4.9.5 Conduct appropriate clinical assessments leading to effective treatment plans as evidenced by supervisor evaluations* during practicum

**Assessing Progress Toward Desired Outcomes:
the Performance Assessment Catalogue**

As we work to continually improve the quality of the MFCC Program at MBBS, we are constantly assessing students' progress toward the desired outcomes. As part of this process students are asked to complete a questionnaire at various points in their program. In addition, a content oriented graduate examination is being prepared for graduating students. Finally as a direct measure, MBBS is collecting work samples that will comprise the Performance Assessment Catalogue (PAC). While the exact content of the PAC is still being determined, when this handbook was written, the PAC for MFCC students the PAC consisted of (1) the student's personal growth plan from Mentoring/Connecting, (2) an updated personal growth plan from the student's Trainee-Practicum Assessment, (3) the student's final paper from Biblical Interpretation 1, (4) the student's Advanced Families paper or Thesis, (5) the student's Snyder paper from Church and God's Mission in the World, (6) a critical reflection from Cross Cultural Counseling, (6) a Semester Trainee Evaluation, completed by a supervisor, and (7) a written summary of a Pastoral Round Table Presentation.

MFCC Faculty

David Bruce Rose, Ph.D. is the department chair and Marriage, Family and Child Counseling faculty. Mary Shamshoian, M.A. MLFT, is the Director of the On Site Program and adjunct faculty. Delores Friesen, Ph.D. is professor emeritus and continues to teach courses. Others, including Anne Lewis, Ph.D., Cynthia McGrady, Ph.D., and teach courses as adjunct faculty.

The MFCC faculty brings diverse personal resources and experience to the program. Students also have classes with most of the other seminary faculty in the Biblical/theological and personal/social formation classes. All faculty members are willing to answer questions and work with students on an individual basis. For information about course requirements and planning see your MFCC faculty advisor.

David Bruce Rose, Ph.D.

Dr. David Bruce Rose is an Associate Professor in the Marriage, Family and Child Counseling Program. He teaches a variety of courses including Practicum, Person, Family, and Culture, Professional Ethics II, Finding the Eye of the Storm: Christian Responses to Terrorism, Disaster, and War, Research, Testing, and Family Assessment, Counseling Individuals and Couples, Psychopharmacology, and Pastoral Care and Counseling. He is a Presbyterian minister and a licensed psychologist with a private practice. In his private practice, David specializes in work with families and has provided psychological consultation for pastors, physicians, mission agencies, law enforcement agencies and other public agencies.

David is Jewish and was the first in his family to trust Jesus. He is ordained as a minister of word and sacrament in the PC(USA) and has served as pastor to churches in Montana, Nevada, and California, as well as a Messianic Synagogue in Fresno. David serves on the national board of Jews for Jesus. He is a western region representative on the board of directors of the Christian Association for Psychological Studies, International (CAPS), past president of CAPS West, and past president of the Fresno Area Psychological Association.

David is married to Mary, who works as a special education teacher with the Fresno Unified School District. David and Mary speak at retreats, workshops, seminars, and churches. They have two children, Robert and Benjamin, and four grandchildren.

David has clinical experience in psychiatric hospitals, public schools, a non-profit clinic, and a community mental health clinic. David also taught psychology at Fresno Pacific College (now Fresno Pacific University) and provided supervision at the Psychological Service Center for AIU. He was a research coordinator with the UCLA Clinic Study, a longitudinal outcome study of children in community

mental health. His own research focused on faith development. He is also interested in the social effects of terrorism, war, and catastrophe.

David is a graduate of the College of Idaho, Fuller Theological Seminary, and California School of Professional Psychology, Fresno (now Alliant University). He has also studied marriage and family therapy at the University of Nevada-Las Vegas. David places significant emphasis on bringing his faith in Jesus to the art and science of counseling.

Delores Friesen, Ph.D.

Dr. Delores Friesen, Emeritus Professor of Pastoral Counseling, has taught courses in Counseling Families, Human Sexuality, Human Development, Cross-Cultural Counseling, Advanced Family Studies, Grief Counseling, HIV/AIDS and Interpersonal Communication.

Delores' doctorate is in Counseling and Human Development with an emphasis on Marriage and Family Counseling, Human Development, and Religion. Her Masters degree is in International and Comparative Education. She is trained in the Systems approach, with an eye towards prevention and holistic health. She loves to encourage students to read and access resources in the community and library. Children remain an important part of her life and counseling practice. She began her teaching career in grades 4-6, then spent thirteen years as a missionary in West Africa, where she taught in three theological schools, African Independent Churches and other adult education settings.

In addition, Delores' ministry and counseling experience includes seven years as Resource Minister in a congregation, two years as a counselor in the Athletic Department at the University of Iowa, and counseling practice in an elementary school setting and a family counseling center. Delores also worked as a student chaplain at the University of Iowa Medical Center for one year. She is a licensed Marriage and Family Therapist with specialties in aging, grief, sexuality, and marriage and family issues. She seeks to integrate her faith and her practical, caring style with the cultural and family context of her clients. Delores is a certified CAMFT supervisor.

Delores has authored two books, *Let Love Be Your Greatest*, *Living More With Less Study/Action Guide*, and has chapters in several books, including *Growing Towards Peace*, *Healing the Children of War*, *Sexuality: The Gift*, and *Mennonite Perspectives on Pastoral Counseling*. She has also edited a book of sermons by Mennonite Brethren women entitled *All Are Witnesses*.

Delores likes to speak and lead workshops and retreats on a variety of topics. Her interests besides work include creative writing, growing roses, international ministry and travel. She has just completed twelve years as a member of the Board of Directors of MB Missions and Service International. Her 2001 sabbatical

was spent in ten African countries, researching how the church might become more involved in service and advocacy to those affected by the HIV/AIDS pandemic.

Delores is married to J. Stanley Friesen, a pastor and an adjunct professor. They are the parents of three adult children and six grandchildren.

Mary Shamshoian, M.A., L.M.F.T.

Mary Shamshoian is the Clinical Director of the On-Site Counseling Program, responsible for overseeing program development and clinical supervision of trainees and interns in school, and agency-based placements within On-Site. Mary is a graduate of Fresno Pacific University and received her Master of Arts in Counseling from the University of San Francisco. Licensed in 1993, Mary has provided clinical services, supervision, consultation, and psycho-education in a variety of settings. She has worked with clinicians and clients in nonprofit agencies, residential and foster care, school-based services, and church-based programs. She has also taught at DeVry University. She specializes in crisis assessment, and working with at risk youth. At MBBS, she has taught Introduction to Counseling, Psychology of Women, Domestic Violence, Child Abuse, Group Counseling, Pre-Practicum, and has team-taught Pastoral Care and Counseling. Mary is a CAMFT Certified Supervisor.

Mary's theoretical orientation is psychosocial with an emphasis on developmental stages across the life span (Erikson). However, she is skilled in many counseling theories and styles.

Cynthia A. McGrady, Ph.D.

Dr. Cynthia McGrady is an Adjunct Professor in the Marriage, Family and Child Counseling Program. She teaches courses in Psychopathology, Psychological Testing and Family Assessment and Clinical Assessment. Cindy's doctorate is in Clinical Psychology, with an emphasis in Pediatric Neuropsychology. She has specialized training in working with children in individual and group psychotherapies, working with Anxiety Disorders and anxiety-related illnesses, and in working with severely characterologically disturbed adolescents and adults. Cindy is a licensed clinical psychologist and has had a full-time psychotherapy practice at the Sullivan Center for Children.

Cindy has served on the Board of Directors for the San Joaquin Psychological Association, and as the Continuing Education Program Administrator for the Sullivan Center, organizing seminars and forums for mental health professionals in the community. Dr. McGrady's research interests have focused on neuropsychological and cross-cultural issues, specifically examining traumatic brain-injury rehabilitation in children, and establishing rates of depression within the Hispanic population.

Cindy is a member of the Church of Christ. Her husband, Chris, works as a Middle School teacher. Both Cindy and Chris are strongly committed to mentoring children and adolescents. They both enjoy athletics and coach youth sports in softball, baseball, and football. Cindy and Chris have one son.

Anne T. Lewis, Ph.D.

Dr. Anne Lewis is an adjunct faculty in the MFCC program at MB Biblical Seminary. She received her M.A. and her Ph.D. from the University of Notre Dame. Dr. Lewis is a member of both the American Psychological Association and the San Joaquin Valley Psychological Association. At MBBS, she teaches Professional Ethics in Counseling and has taught Counseling Individuals and Couples. She has also served as an adjunct faculty member at Alliant University (formerly CSPP) and has taught several courses at CSUF in their Marriage and Family Program. Anne also has taught a course in the M.Th. program at the University of Notre Dame. Anne's doctorate is in Psychology. She has extensive experience in clinical work and supervision. She currently works as a clinician in a private practice.

Les Lucas, MA, LMFT

Les Lucas is an Adjunct Professor in the Marriage, Family and Child Counseling Program. He teaches the course in Substance Abuse. His Masters is in developmental psychology with a clinical emphasis.

He has specialized training working with transition aged youth (TAY), Adults and their families with substance use and other psychiatric disorders (co-occurring disorders – COD) utilizing wellness and recovery psychiatric rehabilitation principles and models as they learn to function effectively in their social/culturally defined roles in their community. He has been a local and state member of the California Association of Marriage and Family Therapist since 1988. He served on the local board of directors in the 1990's and served on numerous committees.

He has been a licensed MFT since 1983. He has had a part-time practice since that time. His other professional experience includes working with Federal and State TAY/Adult parolees and probationers with COD issues at Inpatient and Outpatient settings for 11 years, providing clinical coordination of inpatient and outpatient hospital-based substance abuse services for three years, managing drug prevention and treatment services for Fresno County for eight years and since 2000 being a Department of Behavioral Health clinical supervisor of intake services, the homeless mentally ill team, a day program for consumers receiving Welfare to Work benefits and a case management team for the seriously mentally ill and their families.

Since 1991, Les has also provided training throughout California to mental health, substance abuse, social service and rehabilitation service providers on

working with consumers with co-occurring disorders as they return to work or school. He is committed to social justice for those persons and their families living with the challenges of substance use and other psychiatric challenges. He taught from 1982-2000 at CSU, Fresno in the Family Therapy, Psychology, and Criminology Departments.

His theoretical orientation has evolved over his career from a structural family therapy perspective to the Comprehensive Continuous Integrated System of Care (CCISC) model of Ken Minkoff (1991) that integrates consumer/family driven services in a partnership with the family therapist who helps them achieve their social/culturally based goals.

Les has been married to Luanne (Lu) since 1972. They live in central Fresno with numerous cats and dogs.

PLANNING FOR YOUR STUDY PROGRAM

Students may begin taking classes before they have completed all prerequisites for admission. However, prerequisites for admission are usually completed by the end of the first semester of attendance.

For students entering the program in the 2010-2011 school year, the MFCC program is a 60 unit major. Students entering the program after the 2010-2011 school year will be required to take 65 units. Many students take electives, resulting in them taking more than the required units during their time at MBBS. Students usually take three to four years to complete their degree. Be aware that some classes have prerequisites and classes are not always taught in the same order due to circumstances such as sabbaticals. Scheduling classes with your advisor will help insure that prerequisites are met. Students with other commitments often extend their course of study and find that they fit greatly from the extended time to absorb and integrate their training experience.

When planning your program of study, begin by mapping out a degree plan (https://www.mbseminary.edu/files/download/MFCC_Degree_Plan_Form.pdf?file_id=13486558). Bring this with you when you meet with your faculty advisor when registering for subsequent semesters. Your faculty advisor will sign your plan of study. **Please give a copy of your study plan to your faculty advisor and your mentoring instructor.**

If you are coming from out-of-state or out-of-country, you may experience some culture shock. Allow yourself time and space for adjustment in your first year. In addition, depending on how long you have been out of school, returning to an academic environment can be unsettling. Allow yourself time for re-entry. Utilize your mentoring group and fellow students as a source of support and orientation.

Directed Studies can be used to pursue topics that are not formally taught in classes in which you might have further interest. Possible areas of Directed Study include Spiritual Direction and Healing, Men's/Women's Issues, Family Studies, Advanced Therapy Skills, Advanced Couple Counseling, Play Therapy, Psychodrama, Jung and Christianity, Special Topics in Counseling, Adoption, Premarital Counseling or other topics.

Lectureships and Conferences provide opportunities to develop as a professional and to network with other professionals. Therefore, it is highly recommended that all MFCC students attend on-campus lectureships. MFCC students are also encouraged to attend at least one professional conference or off-campus event each year. Academic credit can often be granted for participation in a lectureship or conference.

Thesis or Advanced Family Studies Paper

All MFCC students are required to write a thesis or an advanced family studies paper as a visible culmination of their seminary studies. This is a process that allows you to integrate what you have learned in the program as well as a special opportunity to dialogue with other faculty and students who have pursued other disciplines and majors. First and second-year students and students from other majors find attending these presentations stimulating and productive. Copies of theses and advanced family studies papers written by previous MFCC students are available in Heibert Library. <http://www.fresno.edu/library/>. Information regarding the process of writing an Advanced Family Studies paper can be found in the syllabus for the Advanced Family Studies course at <https://www.mbseminary.edu/fresno/courses/MF.780>

Writing a Thesis that Integrates Psychology/Counseling and Biblical Theology

A thesis is both a process and a product. It is learning and growing process where the student brings knowledge and skills derived from a wide range of sources together to address one specific problem. It is a product in that it makes an original contribution to the field of counseling. Because the MFCC Program and MBBS integrate counseling and biblical theology, a thesis in this program should reflect a graduate level integration of the counseling and theological literature regarding the problem studied.

An MFCC thesis at MB Biblical Seminary should normally include the collection and analysis of hard data. To clearly describe the process of data collection and analysis, the thesis should include at least the following sections: (1) Abstract, (2) Introduction, (3) Literature Review, (4) Description of the Methods used for data collection, (5) Results of data collection, and (6) Discussion. The introduction should clearly describe the research question and rationale for the study. The Literature Review should include a full review of the relevant counseling literature and a briefer, but still graduate level, review of the significant biblical and theological literature and discussion of their interaction. The Methods section describes the data collection process sufficiently to permit replication of the study. The Results section uses appropriate analysis techniques to summarize the data and draw implications from it. The Discussion section includes the implications of the data regarding the original research question, limitations of the study, and recommendations for further research.

A theoretical or exegetical thesis, while less common, is also acceptable in the MFCC Program at MB Biblical Seminary. The theoretical thesis should also integrate counseling and biblical theology and should follow the same structure as a thesis from the theology department.

DEGREE REQUIREMENTS FOR THE MASTER OF ARTS IN MARRIAGE, FAMILY AND CHILD COUNSELING

The MFCC Master of Arts degree is designed to meet the requirements of California Business and Professions Code Section 4980.37. Effective June 1, 2011, the MFCC Master of Arts degree will meet both the pre-2012 and post 2012 requirements specified in BPC Sections 4980.36(b) or 4980.37. The curriculum encourages the integration of theology, theory, personal formation and professional practice. The following is a list of courses, which fulfill the requirements of the MA: MFCC. To graduate with an MA in MFCC, the student must earn a 'B' or better in all required MF courses

MFCC Curriculum for students beginning before fall 2011.

Biblical/Theological Studies (10 units)

Biblical Interpretation 1 (2)
 Theology for Integration (3)
 The Church and God's Mission in the World (3)
 Christian Thought (2)

Practical Studies (33 units)

Clinical Assessment (2)
 Human Development (3)
 Psychopathology (3)
 Family Violence (1.5)
 Professional Ethics in Counseling (3)
 Human Sexuality (3)
 Counseling Individuals (2)
 Counseling Couples (1)
 Counseling Families (3)
 Counseling Children (2)
 Research, Testing, and Family Assessment (2)
 Trainee Practicum Assessment (0)
 Practicum 1 (3)
 Practicum 2 (3)
 MFCC Elective (.5)

Personal/Social Formation (11 units)

Mentoring/Connecting (1)
 Cross-Cultural Counseling (3)
 Interpersonal Communication (3)
 Discipleship and Ethics (2)
 Person, Family, and Culture (2)
 Advanced Family Studies (3) or Thesis (6)

Additional Electives (0-3 units)

Additional courses and training in Substance Abuse (1), HIV/AIDS (.5), Aging and Long Term Care (1), and Psychopharmacology (2) are also required for California Licensure. **Therefore, most students use these courses for their electives.** *Those seeking licensure in California must take Substance Abuse prior to graduation.*

MFCC Curriculum for Students Beginning After Spring 2011**Biblical/Theological Studies (10 units)**

Biblical Interpretation 1 (2)
 Theology for Integration (3)
 The Church and God's Mission in the World (3)
 Christian Thought (2)

Practical Studies (40-45 units)¹

Introduction to Counseling (1)²
 Clinical Assessment (2)
 Human Development (3)
 Psychopathology (3)
 Family Violence (1.5)
 Professional Ethics I (2)
 Professional Ethics II (1)
 Human Sexuality (3)
Counseling Individuals and Couples I (3)
 Counseling Individuals & Couples II (1)
 Counseling Families (3)
 Counseling Children (2-3)
 Research, Testing, and Family Assessment (2-3)
 Pre-Practicum (1)
 Trainee Practicum Assessment (0)
 Practicum 1 (3)
 Practicum 2 (3)
 Substance Abuse (1)
 HIV/AIDS (1)
 Psychobiology & Psychopharmacology (.5)
 Aging and Long Term Care (1)
 Group Counseling (1-3)
 Grief Counseling (1)

¹ Where two numbers are listed, the lower number of units is required and the additional unit(s) is electives.

² Students who have taken this course as undergraduates will have the requirement waived and will receive additional unit of elective.

Additional units may be required for AAMFT membership. Specific Information regarding AAMFT Membership can be found at <http://www.aamft.org/membership/membcat.asp>

Requirements for the combined M.A. in MFCC/M.Div. degree can be found at <https://www.mbseminary.edu/fresno/degrees/combined-master-of-divinity-ma-in-marriage-family-and-child-counseling>

RECOMMENDED THREE-YEAR MFCC COURSE SEQUENCE

For Students beginning prior to Fall 2011

PRE-ADMISSION SUMMER

Bible Knowledge Requirement (0 units) and any other pre-admission requirements
 Professional Ethics I (2 units) (*prerequisite for Counseling Labs and Practicum*)
 Professional Ethics II (1 unit)

Year 1

FALL

Intro to Counseling (1 unit) *and any other pre-admission requirements*
 Interpersonal Communication (3 units) (*prerequisite for Counseling Families*)
 Biblical Interpretation I (2 units)
 Mentoring/Connecting (1 unit)
 Human Development (3 units) (*or Year 2*) (*prerequisite for Counseling Children*)
 Family violence (1.5 units)
 Clinical Assessment (2 units) (*prerequisite for Psychopathology*)

SPRING

Christian Thought (2 units)
 Family Violence (1.5 units) (*or year 2*) (*prerequisite for prepracticum*)
 HIV/AIDS (1 unit) (*or year 2*)
 Cross Cultural Counseling (3 units) (*or Year 2*)
(may be taken in two sections of 1.5 units each)

SUMMER

Counseling Children (2 units) (*or Year 2*)
 Aging and Long Term Care (1 unit) (*or Year 2*)
 Person, Family and Culture (2 units) (*or Year 2*)

Year 2

FALL

The Church and God's Mission in the World (3 units)
 Research Testing and Assessment (2 units)
 Counseling Individuals (2 units)

Counseling Individuals Lab (.5 units)

SPRING

Psychopathology (3 units)
 Counseling Couples (1 unit)
 Counseling Couples Lab (.5)
 Discipleship & Ethics (2 units)
 Person, Family & Culture (2 units) *(or Year 1)*
 Human Sexuality (3 units) *(Or Year 1 or Summer)*
 Counseling Families (3 units)
 Pre-Practicum (1 unit)
 Trainee and Practicum Assessment (0 units)

SUMMER

Group Counseling (1 unit)
 Psychopharmacology (2 units)
 Substance Abuse (1 unit)
 Aging and Long Term Care (1 unit), *(or Year 1)*

Year 3

FALL

Theology for Integration (3 units) *(or Year 2)*
 Practicum (3 units)
 Elective Conflict Mediation or Family Mediation (3 units)
 Ministry Discernment (0 unit)

SPRING

Practicum (3 units)
 Advanced Family Studies (3 units) or Thesis (6 units)
 Family Mediation or other Electives (3 units)

RECOMMENDED THREE-YEAR MFCC COURSE SEQUENCE

For Students beginning Fall 2011 or later

Year I

Fall (including summer and fall intensive courses)

Bible Knowledge Requirement (0 units) and any other pre-admission requirements
 Professional Ethics I (2 units) *(prerequisite for Counseling Labs and Practicum)*
 Professional Ethics II (1 unit) *(or year 2)*
 Introduction to Counseling (1 unit) *and any other pre-admission requirements*
 Interpersonal Communication (3 units) *(prerequisite for Counseling Families)*
 Biblical Interpretation I (2 units)
 Mentoring/Connecting (1 unit)
 Human Development (3 units) *(or Year 2) (prerequisite for Counseling Children)*

SPRING

Christian Thought (2 units)
 HIV/AIDS (1 unit) (or year 2)
 Cross Cultural Counseling, LA (1.5 units)
 Cross Cultural Counseling, Fresno or International (1.5 units) (or year 2)
 Counseling Families (3 units)
 Person, Family and Culture (2 units) (or Year 2)
 Counseling Children (2) (or year 2)
 Grief Counseling (1) (or year 2)
 HIV/AIDS (1) (or year 2)

Year 2**FALL (including summer and fall intensive courses)**

Aging and Long Term Care (1 unit) (or year 3)
 Cross Cultural Counseling, Fresno or International (1.5 units) (or year 2)
 The Church and God's Mission in the World (3 units) (or Spring year 1)
 Research, Testing, and Family Assessment (2 units) (or year 3)
 Counseling Individuals and Couples I (3 units) (or year 1)
 Family violence (1.5 units) (prerequisite for Pre-practicum)
 Clinical Assessment (2 units) (prerequisite for Psychopathology)
 Psychopharmacology (1) (or year 3)
 Substance Abuse (1) (or year 3)
 Trainee-Practicum Assessment (0)

SPRING

Counseling Children (2 units) (or Year 2)
 Psychopathology (3 units)
 Counseling Individuals and Couples II (1 unit) (or year 1)
 Discipleship & Ethics (2 units)
 Human Sexuality (3 units)
 Pre-Practicum (1 unit)
 Trainee and Practicum Assessment (0 units)

Year 3**FALL (including summer and fall intensive courses)**

Psychopharmacology (1 unit) (or year 2)
 Substance Abuse (1 unit) (or year 2)
 Aging and Long Term Care (1 unit), (or Year 2)
 Theology for Integration (3 units) (or Year 2)
 Practicum (3 units)
 Elective Conflict Mediation or Family Mediation (3 units)
 Research, Testing, and Family Assessment (or year 2)
 Ministry Discernment (0 unit)

SPRING

Group Counseling (1 unit) (or year 2)

Practicum (3 units)

Advanced Family Studies (3 units) or Thesis (6 units)³

Family Mediation or other Electives (3 units)

MENTORING

All MBBS students are involved in a mentoring experience. The focus of the mentoring/connecting group is to process the seminary experience with other beginning students, and a Faculty Mentor. Mentoring also takes place in the context of supervision.

PERSONAL THERAPY

As a part of personal growth, MBBS trainees are expected to be in personal growth therapy with a therapist who has had experience working with therapists. While there may be many other well-trained therapists available in the area, many have not had experience treating counselors. The following is a list of therapists who are people with significant experience in training therapists and are comfortable addressing the spiritual issues involved in a trainee's personal growth. All have an MFT, LCSW, or psychologist license. Generally these therapists have more than five years of clinical experience.

THERAPIST	THERAPIST PHONE NUMBER
Carla Brandon, Ph.D.	(559) 445-3998
Gregory Cherney, Ph.D.	(559) 449-2732
Kimberly Dougherty, Ph.D.	(559) 435-3642
Christine Field, LMFT	<u>(559) 246-6203</u>
Mel Hamel, Ph.D.	(559) 355-5004
Sharon Hatherley PhD	(559) 734-7371
Judith Knapp, Ph.D.	(559) 226-9078
Sue Marble, MFT	(559) 229-3174
Joe Melton, LCSW	(559) 435-4512
Larry Morrica, Ph.D.	(559) 299-5451
Anne Petrovich, Ph.D.	(559) 228-0188
Jan Ritchey, MFT	(559) 439-5920
Christopher Rosik, Ph.D.	(559) 439-2647
Kevin Schellenberg, Ph.D.	(559) 435-1133
Tom Shaffer, Ph.D.	(559) 226-6997
Ron Teague, Ph.D.	(559) 226-9488
Michael Zimmerman, Ph.D.	(559) 298-5368

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³ Thesis replaces Advanced Family Studies but 3 units are credited in the Fall and three units in the Spring.

Occasionally a therapist on this list may provide supervision at a practicum site. A trainee may not receive supervision from their current or prior therapist. Please plan accordingly.

It is the trainee's responsibility to select a therapist. You are encouraged to put considerable energy in selecting the therapist you wish to work with. Talk to senior students and your faculty advisor for recommendations.

Normally, students may receive up to \$1500.00 toward their personal therapy. Money provided to trainees for therapy is a form of financial aid. The funds are contributed by agencies where trainees are placed, Fresno therapists, and interested individuals who are committed to your training. Perhaps in the future you will make a contribution to this fund. The Therapy Assistance Fund is limited. Students who take placements at agencies that contribute to the fund will be funded first. Students who are not placed in agencies that contribute to the fund will be funded as money is available. If a student is paid directly by their placement and the placement does not make a contribution to the fund, the first \$750 (\$1500 if the student is paid by two placements) paid to the student will be deducted from the funds provided to them by the Therapy Assistance Fund.

A student may request that the practicum instructor place an additional therapist on the list of providers. The practicum instructor will then determine if the therapist meets the qualifications to become an approved training therapist. The student may elect to see any therapist even if the therapist does not meet the qualifications but money for that therapy will not be available from the therapy assistance fund.

COUNSELING ROUNDTABLE

Part of the process of becoming a therapist is to struggle with others about how to address specific needs of counselees. The Counseling Roundtable is an opportunity for students in the MFCC program and in the M.DIV. Pastoral Counseling program to present cases for feedback. From time to time, a mental health professional is invited to present a case. The time and schedule are usually during practicum. **All students in the program are encouraged to attend.**

PRACTICAL EXPERIENCE

Overview

The MFCC program at M.B.B.S. is a "terminal degree" in that, at the completion of the program, the student is academically prepared to begin a career as a counselor without further academic preparation. The program, therefore, includes a strong emphasis on practical experience. These experiences help the student

develop the skills necessary to function as a counselor and enable the student to apply the information gained in academic classes to the problems presented in the counseling room. Practical experiences are scheduled throughout the program.

Before admission to the program, students are expected to **have at least 50 hours of supervised client contact** in a counseling context. Students have found this experience in a volunteer position with an agency such as VORP, battered women's shelters, or special friends program at a school, crisis pregnancy centers, hospital or hospice chaplaincy, and the Salvation Army Adult Rehabilitation (A.R.C.) If you have not yet completed this requirement, it is strongly recommended that you consult with Mary Shamshoian, LMFT, the Director of OSCP before beginning a preadmission placement to insure that it fulfills the requirements for admission.

Students enrolled in **Counseling Individuals and Couples I** will provide counseling for one beneficiary at the Salvation Army ARC under the supervision of the course instructor. Supervision groups are limited to eight students. Introduction to Counseling and Professional Ethics I are prerequisites for Counseling Individuals and Couples I. This experience **does not** meet the requirements for trainee hours and cannot be counted toward licensure.

The one unit **Pre-Practicum** course provides an opportunity for beginning counselors to work on their rapport building skills with children by **offering supportive counseling to pre-screened participants in mentoring programs at On-Site or other locations**. Pre-Practicum typically requires a commitment of two to three hours per week (one to two hours client contact plus one hour of group supervision) for ten to twenty weeks depending on whether it is completed in one or two semesters. Family Violence is a prerequisite for Pre-Practicum and Professional Ethics I is strongly recommended. The supervision group(s) will consist of students enrolled in Pre-Practicum. The On-Site Counseling Program usually provides the sites and pre-screens the participants.

Practicum I and II are typically taken sequentially during the student's senior year in the program. Normally, one placement is with On-Site Counseling and one placement is with an agency in the community. Together **Practicum I and II both consist of two 9 to 12 month long placements with an average of five client contact hours per week in each placement**. Please note: Some practicum placements begin in May and continue for 12-14 months. **On-Site placements extend beyond the MBBS calendar and students are expected to be at their campus site through December and May** See below for requirements to apply for practicum

The agencies in which the student is placed are responsible for providing adequate supervision for the counseling done in that context. During your

practicum experience you are also required to attend the practicum class and meet all the course requirements described in the class syllabus.

Some students elect to take **Practicum III** either to gain additional training and experience toward licensure or certification (AAMFT) requirements. The student is responsible for finding a placement for practicum III in an appropriate agency and needs to make sure that the agency provides adequate supervision. Requirements for Practicum III are described more fully in the course syllabus.

PREREQUISITES FOR PRACTICUM I/II

The traineeship permits students the experience of providing therapy under supervision. In the state of California, an M.F.T. a student in practicum is referred to as a trainee. Graduates of an approved program register with the BBS. They are then issued an intern number and officially become M.F.T. interns.

Before a student may enroll in practicum, s/he must be approved through a 0 unit process called **Trainee-Practicum Assessment**. This includes a meeting to examine the potential trainee's academic and personal readiness to enter practicum and begin counseling clients. The assessment team usually consists of three or four people, including the student, his/her advisor, and the practicum instructor. **Trainee-Practicum Assessment normally takes place during the semester PRIOR to taking practicum.**

To be approved at assessment, the student must demonstrate that s/he has been admitted to the degree program, has successfully completed **at least 18 units of MFCC coursework**, has remediated any MFCC courses in which a grade of "C" or below was received, and has made sufficient progress towards addressing concerns of personal character or maturity raised during discernment and advising meetings.

Students in practicum are expected to possess the necessary theoretical background. This will generally be met by the completion of course work in: Counseling Individuals (or Counseling Individuals and Couples I & II), Interpersonal Communication, Child Abuse (or Family Violence), Counseling Families, Psychopathology, and Ethics I and Ethics II. Also at least one of the following should have been completed: Cross-Cultural Counseling, Human Development, Counseling Couples, or Human Sexuality. Completion of Counseling Children, Domestic Violence, Substance Abuse, and Research, Testing and Assessment is also strongly recommended before beginning practicum. **It is to the student's advantage to have completed as many courses as possible in the program before entering the practicum.** Upon entering practicum, the student must demonstrate theoretical competency in one individual counseling approach and one family therapy approach.

Students should complete the Trainee-Practicum Assessment process **early** in the spring semester, prior to enrolling in practicum.

PREPARING FOR TRAINEE-PRACTICUM ASSESSMENT

Trainee-Practicum Assessment is a required 0 unit course. Register for it during the semester prior to the semester you expect to take Practicum I. An orientation for Trainee-Practicum Assessment will be held late in the Fall semester. While not mandatory, it is strongly recommended students considering taking Practicum the next year attend.

Prior to your Trainee-Practicum assessment, review the list of approved practicum sites, discuss them with current trainees, and consider which might provide the best training experience for you.

Please prepare the following portfolio, give it to your advisor before your Trainee-Practicum assessment meeting, and make an appointment to meet with the MFCC Faculty for your assessment. During that meeting you will review your materials, and talk with faculty about your readiness to begin practicum, as well as which sites you should consider applying to.

Your portfolio should include:

1. Draft Vita with all relevant experience, professional workshops included. This will be used to apply to practicum sites once faculty have approved it.
2. A list of the courses you have completed, and will complete prior to beginning practicum.
- 3 Summarize your Pre-Practicum and/or other relevant counseling and work experience.
4. A brief focused biographical statement which explains what you are learning about yourself and how you would like to work with clients. Include the following:
 - (A) An updated version of your personal growth plan from mentoring/connecting.
 - (B) What personal issues have been raised so far in your coursework and in your dealings with faculty, staff, and other students? What are your plans for addressing these issues? How are you working at your own transference and counter transference issues?
 - (C) What theory or theories are you drawn to? What types of settings or clients do you feel ready to work with? Where do you feel not ready or unprepared?
 - (D) How are you planning to complete your practicum-one year, two sites or two years working only at one site at a time? How will work, family and course enrollment schedules affect your availability?
5. A sample psychosocial narrative report from a prior course.
6. A representative integrative paper from a prior course.
7. An updated copy of your personal growth plan, first written in Mentoring/Connecting
8. Your completed Practicum Application form.

APPLICATION PROCEDURE FOR PRACTICUM

After you have completed your Trainee-Practicum Assessment you may apply for practicum. Submit

1. A copy of your practicum application.
2. A revised curriculum vita, reflecting the changes suggested during your Trainee-Practicum Assessment.
3. A draft cover letter for each practicum site where you plan to apply.

APPLYING TO PRACTICUM SITES

Being accepted to practicum does not assure you of being accepted at a practicum site. Students must apply to and be accepted by specific practicum sites. Once you have been accepted to practicum you may apply to specific practicum sites using the following procedure. Please note that all practicum sites must be approved by the practicum instructor. If you would like to serve at a site that is not included on the list of approved sites, before you may apply, you must get approval from the practicum instructor.

1. Once the Practicum Instructor has approved them, send a letter with a copy of your vita to the agencies that you and the Practicum instructor ranked as most appropriate. (Note that you may not send out your vita or cover letter without approval from the Practicum Instructor.) Indicate that you wish to apply for placement as an MFT trainee. Wait to be called for an interview.
2. Interview with agencies that invite you.
3. Trainees will hear from the agencies when all interviews by all students have been completed. On a date specified by the practicum instructor, the agency will call and indicate whether they wish to have you placed there next year. If an agency offers you a position after the interview, do not accept the offer but tell them you must wait until the designated day to respond to the offer. You then have by noon that day to respond to the agency. This will allow agencies that have been unable to fill their trainee positions to call their second choice later in the day. As you decide which placements to accept, please note that therapy assistance stipends may be available to Trainees working at some, but not all placement sites. After you hear from the agencies and decide on a specific practicum site, notify the Practicum Instructor via email immediately. If you are not selected for at least two sites, please notify both your Academic Advisor and the Practicum Instructor, so that they can help you take further steps to find a placement.
5. Make arrangements with the agencies for your starting date.

MF-660: MINISTRY DISCERNMENT FOR MFCC STUDENTS

BACKGROUND AND PURPOSE

Discernment, affirmation, and counsel – all are helpful in persons reaching their potential as therapists. MBBS is committed to walking with students through their Seminary career and to provide these supports. MF-660 is a zero unit course designed to assess the student's readiness for the profession of counseling, integrate a student's development as a counselor.

TIME LINE

MFCC students should enroll in MF-660, schedule and **complete their ministry discernment before JANUARY 1st, DURING THE LAST HALF OF THE FIRST PRACTICUM SEMESTER AND BEFORE YOUR FINAL SEMESTER OF PRACTICUM, so there is time to address any issues that may be raised in the discernment process.** Final copies of discernment reports are due to the faculty advisor and the Student Dean's office by **March 1** of the year a student plans to graduate.

DISCERNMENT PROCESS

In consultation with your faculty advisor, you choose the members of the discernment group. The group is composed of:

- Your Academic advisor and the Practicum Instructor (if different)
- Two students who know you well
- Someone outside the field of counseling or psychotherapy

Additional members of the group may include:

- The student's spouse, if married
- Current supervisor

Pastor or other church leader

Others who the student wants to speak into their life in this process

The student and advisor should agree on a place and time (1.5 hour block) for the discernment meeting. The student is responsible for reserving the room and any audiovisual equipment. The discernment group will dialogue around gifts, seminary experience, and goals for ministry as a therapist. The student's faculty advisor chairs the meeting.

Preparation for the session should include the following:

1. Choosing a Group

Submit a list of proposed discernment group members to the advisor prior to contacting them. Given the advisor's approval, the student should invite the participants **a minimum of two (2) weeks prior to the scheduled meeting.** Send an invitation letter and the written report to all group members.

2. Making Arrangements

Reserve a meeting room with the North Wing Receptionist. Traditionally, the student prepares light refreshments as part of their group time.

3. Preparing for the Discernment Meeting

The student should arrange to have a discernment group member (not the student's spouse) serve as a recorder for the meeting. The recorder should return a written report to be reviewed and approved by **both** the student and the faculty advisor. The report will then be forwarded to the Student Dean. **It is the student's responsibility to ensure that the report is approved by his or her faculty advisor, and that the corrected copy of this discernment report is submitted. Students are not cleared for graduation until this is done.**

4. The Discernment Report

The following questions may be addressed in your written report:

PERSONAL AND RELATIONAL GROWTH

- What are your personal strengths and weaknesses?
- What insights about yourself have you gained from the personality inventories, classes, therapy, and feedback from your supervisor and others?
- How would you assess your spiritual "self-care" skills and routines (i.e., prayer, Scripture reading, church involvement)?
- How would you assess your personal "self-care" skills and routines (e.g., schedule, finances, stress, and support network)?
- In what ways have you grown personally while at seminary?
- If married, what are strength and growth areas of your relationship?
- If unmarried, what are the strength and growth areas of your relationships with others?
- What is the nature of your relationship with your extended family? Do you have their blessing for ministry in counseling?
- If a parent, how do you assess your parenting effectiveness?

COUNSELING SKILLS

How do you perceive the adequacy of your knowledge and skills in the areas of counseling and ministry?

Degree Outcomes

Please rate your skills on a scale from 1 to 10, with 10 being strong and significantly developed and 1 being low or underdeveloped for the following degree outcomes.

Every Student Shall:

- 4.1 Articulate integrative views of humanity, theology, and counseling
- 4.2 Demonstrate understanding of individual and family life cycle development and intervention across the life span

- 4.3 Demonstrate appropriate use of one's personal self in response to human need
 - 4.7 Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
 - 4.8 Demonstrate understanding of a wide variety of counseling theories and techniques
 - 4.9 Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
 - 4.7 Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
 - 4.8 Demonstrate proactive commitment to a community of witness, justice, and peace.
 - 4.10 Develop ability to understand, utilize, and evaluate research and assessment tools
- (You may also choose to address other desired outcomes as listed on pages 7-10.)

VOCATIONAL DEVELOPMENT

- What are your spiritual gifts as you see them?
- What are your short and long term vocational plans?
- In what areas do you feel most and least ready for ministry?

THERAPEUTIC STYLE

Briefly describe your therapeutic style or orientation. How well does your personality relate to your style? How has your self-awareness affected your emerging style? (You may wish to quote from your Practicum "Theory Paper" for this portion of the report.)

AREAS FOR GROUP COUNSEL

What are specific issues or questions you want the group to provide input and counsel for you?

SAMPLE LETTER TO PARTICIPANTS IN MINISTRY DISCERNMENT FOR MFCC TRAINEES

Dear Ministry Discernment Participant,

We appreciate your willingness to be involved in a ministry discernment for one of our MFCC students. We are convinced that a vital part of our training is to help students understand themselves and gain insights to guide them in planning for their future. More specifically, we hope that this will be an opportunity for the discernment and affirmation of gifts and the identification of strength and growth areas in the domains of interpersonal styles and skills, life management and counseling skills. We hope to process the fit between vocational direction and gifts/strengths, offering counsel regarding particular questions which the student may have as well as those the group considers

important. The discernment session is also the assessment of the student's readiness for ministry in counseling.

The actual discernment session will involve approximately 1.5 hours and will meet at (insert date, time, and location). It is a fairly informal session led by the student's faculty advisor. The group consists of 6-7 people: student (and spouse if married), MFCC faculty member(s), 1-2 students (one student enrolled in the MFCC program), and the student's supervisor.

The flow of the discernment session is often as follows:

- Introductions of the discernment group;
- Brief "life story" by the person being discerned;
- Dialogue around the self-reflections prepared by the student (and spouse if applicable);
- Focus on counsel for vocational direction and any other areas for which counsel is requested;
- Prayer for the person or couple.

The MFCC student will provide you with a copy of his or her Discernment Report. Please read it carefully and come prepared to interact with the group.

Thank you for your participation.
Sincerely,

David Bruce Rose, Ph.D.
Practicum Instructor

LIBRARY RESOURCES

Your primary library resource is the **Hiebert Library**. See <http://www.mbseminary.edu/fresno/library/> for more information.

If you want to do research at **Alliant International University (AIU)** in Fresno or **California State University at Fresno (CSUF)**, you may do so free of charge. The Hiebert Library will issue you a letter of reference allowing you to checkout books from either source.

You may also access resources at other schools through the inter-library loan system. The staff at the Hiebert Library is able to assist you with this process.

OPPORTUNITIES FOR FURTHER STUDY

Some graduates of this program choose to go on to do doctoral work in Clinical Psychology or Family Counseling. In the past, **Fuller Theological Seminary - School of Psychology** in Pasadena and **Alliant University**, Fresno have

granted our graduates advanced standing towards their doctoral programs. Each student is evaluated on a case by case basis

SCHOLARSHIPS⁴

Mental Health and Integration Scholarship

This scholarship is funded by persons interested in honoring men and women in the Mennonite community who have made a significant contribution to the dialogue of faith and mental health. The scholarship award is typically \$250, but may vary depending on funding sources. The scholarship is to be awarded to a person in the Marriage, Family and Child Counseling or the Masters of Divinity program of the Mennonite Brethren Biblical Seminary or a Pastoral Counseling Major who shows promise as a therapist and as a person who will integrate issues of faith and healing.

Qualifications:

1. In the final year of studies
2. A minimum GPA of 3.5
3. Evidence of commitment to integration skills and research in practicum and in senior seminar/thesis.
4. Commitment to the field of pastoral and family counseling.

Procedure for selection:

1. MFCC faculty makes nominations during the second to last semester before graduation.
2. MFCC department submits the names of at least two nominees to Academic Committee for review, final selection and approval.
3. The scholarship award winner is announced in Chapel.
4. A Mennonite mental health professional is honored at the time of the announcement.

Marriage, Family, and Child Counseling Designated Scholarship

This scholarship was set up by an MFCC professional to benefit a student studying in the MFCC program. This scholarship is in the amount of \$300.

Qualifications:

1. MFCC student who has taken at least 30 units.
2. A minimum GPA of 3.0

⁴ These scholarships are funded entirely by donations from people who want to help others prepare for ministry as counselors at the MB Biblical Seminary. Please consider making a gift to either or both of these scholarship funds after your graduation.

3. Demonstrates effective skills.
4. Awarded to a student who will be returning in the fall.

Procedure for selection:

1. MFCC faculty and financial aid committee make recommendation.
2. Recipient approved by faculty

In addition, there are other MBBS scholarships, which are awarded to MBBS students. MFCC students are considered for a number of these. The financial aid office can provide additional information.

CONFERENCES AND WORKSHOPS

MBBS: The MFCC Program sponsors guest lectureships on campus. Other out-of-town and out-of-state persons also come to our campus occasionally as adjunct professors. This gives students a chance to interact with and learn from outstanding persons who integrate faith and counseling theories.

LOCAL, REGIONAL, STATE, NATIONAL: In addition to MBBS sponsored events, there are opportunities to expand your education and networking circles through local, regional, statewide and national conferences. **Every MFCC student is strongly encouraged to participate in at least one professional conference or event off campus each year.** Information regarding conferences is posted on the bulletin board in the hallway or announced in the Pipeline. Conference information may also be found in professional magazines and journals. If you hear of other good events please post them or inform MFCC faculty so other students may be notified.

Local CAPS meetings are held twice a year at MBBS. Contact Christopher Rosik at 439-5920 for further information.

Local CAMFT Chapter meets bi-monthly on the second Saturday of the month from 9:30 a.m. until noon at St. Agnes Hospital on Herndon Ave., in Fresno; however the meeting room may vary. Please call (559) 444-2144 for meeting information or to receive a newsletter, which has the details. Call Patty Jensen,

Some other local agencies or organizations that regularly sponsor events include: Kings View, Fresno Community Hospital, St. Agnes Hospital and the Sullivan Center for Children. Tulare County sponsors an annual Child Abuse Conference at the Visalia Convention Center every spring. Alliant International University and California State University at Fresno also provide CEU courses, and guest lectures, which MBBS students are welcome to attend. Because of Fresno's close proximity to both San Francisco and Los Angeles, there are innumerable regional and national conferences and training courses available within a few hours driving distance. Fuller Seminary sponsors the

Integration Symposium every February. The CAMFT conference alternates meeting in either the Los Angeles or San Francisco area each spring. The Evolution of Psychotherapy Conference is often scheduled in southern California. These are outstanding opportunities to meet authors and world-renowned family therapists. Sometimes conference fees are waived for students who are willing to serve as volunteers.

LICENSING AND CERTIFICATION REQUIREMENTS

Getting a degree in marriage, family and child counseling is a very important part of your preparation as a counselor. However, it is only the beginning of your training as a counselor since some kind of regulation and certification or licensure is required for all persons who offer services to the public. Licensure requirements vary from state to state and province to province. Students are advised to write for the appropriate information from locations that they intend to pursue for employment at the beginning of their study program, so that any necessary adjustments may be made appropriately. **It is the student's responsibility to be informed and to ensure that they meet all the requirements for the licensing they wish to pursue.** It is not the program's responsibility to be informed of the varying requirements. You may obtain a copy of current laws and regulations for LMFTs in California at <http://www.bbs.ca.gov/>.

AAMFT Certification

Some of our students seek membership with the American Association of Marriage and Family Therapists (AAMFT), which has similar **but not identical** educational requirements to California licensure and the MBBS/MFCC degree. For specific membership requirements see: <http://www.aamft.org/>

SUGGESTIONS FOR REPORTING COURSEWORK IN OTHER JURISDICTIONS.

Below are some possible ways of applying your coursework to the categories required for membership in AAMFT or licensure in other jurisdiction. The most accurate way to make sure courses meet specific requirements is to compare the Course Objective and the Related Degree Outcomes with the specific requirement.

MARITAL AND FAMILY STUDIES

Thesis or Advanced Family Studies
 Person, Family, and Culture
 Cross-Cultural Counseling I & II
 Substance Abuse
 Interpersonal Communication: Person, Family, Community
 Family Violence

MARITAL AND FAMILY THERAPY

Counseling Individuals and Couples I & II
Counseling Families
Research Testing and Family Assessment
Counseling Children

HUMAN DEVELOPMENT

Human Development
Human Sexuality
Psychopathology

PROFESSIONAL STUDIES

Professional Ethics in Counseling I & II

RESEARCH

Research, Testing, and Family Assessment

PRACTICUM

Practicum (some jurisdictions may require Practicum III to get 300 hours)

FREQUENTLY ASKED QUESTIONS

I understand that sometimes students interested in Pastoral Counseling are first admitted to another degree in the Seminary rather than directly into the MFCC program. Why is this?

The criteria for direct admission to the MFCC program can be found in the MBBS catalog. In brief, these are: a) Completion of a B.A. degree (preferably in social sciences); b) Submission of MAT or GRE scores; c) Significant counseling/life experience; d) Evidence of personal well-being; and e) Undergraduate courses in Introduction to Psychology, Human Development, Abnormal Psychology and another social science course or Completion of the GRE Advanced Psychology Exam at the 50th percentile or better. If a student does not meet these criteria, other options, including the opportunity to take MFCC coursework, become available through to another degree in the Seminary. Once these requirements are met the student may transfer into the MFCC program with no disadvantage.

I understand that I can do the M.A. MFCC degree or the M.Div. Pastoral Counseling program or both. What is the difference?

There are several degree programs at the seminary: M.A. MFCC; M.A. Theology or Biblical Studies; M.A. in Intercultural Mission, M.A. in Christian Ministry, and M.Div. pastoral programs. There are students who complete both an MFCC degree and one of the others. See <http://www.mbseminary.edu/fresno/degrees/combined-master-of-divinity-ma-in-marriage-family-and-child-counseling> for one example. The major difference is that the M.Div. has 90 hours instead of 60 hours of course work, but this program can be tailored to meet the student's own particular gifts, interests and vocational objectives; whereas the MA/MFCC is more narrowly defined with almost all of the coursework specified. M.Div. students also need to take a Biblical language and complete a supervised ministry experience. For AAPC certification, the M.Div. is the preferred degree. It is also a more adequate preparation for the kinds of work and expectations of a congregation for pastoral counselors, or in some Christian counseling settings. Some of our M.Div. pastoral counseling graduates are church staff; others are serving in overseas missions, hospitals, nursing homes, prisons, and Christian counseling centers.

How long will it take to complete the MFCC Program if I go full-time or part-time?

It usually takes three years to complete the MFCC program unless you have extensive background/experience or a previous Masters degree or significant transfer credit from another graduate institution. The external responsibilities a student carries (family, employment, personal issues, etc.); and the student's ability to process information (some students retain information at a higher rate and can comfortably carry a heavier load than others) also affect the time it takes

to complete the program. Students often remain in Fresno for at least part of the summer, in order to take classes and to begin practicum hours. In the Practicum year, they will also need to plan to stay at their practicum sites, as long as the agency or school contract requires. Working through the public school year or a full calendar year of twelve months (three additional months) may be required at some sites instead of the nine month MBBS school and practicum calendar. Some students find they really benefit from extending their program. By taking three courses each semester (6-9 units), one is still considered a full-time student for financial aid purposes, and the program can be completed within 3 1/2 to 4 years depending on scheduling and sequencing of coursework. It is also possible to collect some hours as an MFCC Trainee, towards your California licensure while you are a student, if this fits your career goals. With the additional time needed to collect 3000 hours under supervision, most persons need four to six years, including their M.A. study program and internship, to reach the licensing goal in California.

How flexible is the program?

The program is very flexible in some ways and very specified in other ways. The seminary, for example, requires foundational Biblical/theological studies and personal/social formation courses including Mentoring, Christian Thought, Interpersonal Communication, Discipleship and Ethics, and Cross-Cultural Counseling/Encounter for every student.

The state of California requires specific instruction in several areas of study, and these make up most of the remaining units in the MFCC program. Thus, there is little room for elective courses or substitutions unless a student is not pursuing California licensure or comes into the program with transfer credits, advanced standing, or graduate study that would qualify for testing out of certain requirements. However, there is a limit to the number of 9 credits to be earned in this manner. In addition, students must sustain a B level grade in courses in their major; be willing and open to deal with personal issues in personal therapy; and be committed to integrative studies.

What kind of counselors does MBBS hope to train?

MBBS seeks to train counselors who:

- Have and are developing Christian character;
- Take care of their soul;
- Are informed of the major approaches and research relating to counseling issues and interventions;
- Are skilled as beginning therapists;
- Are committed to dialogue between psychology and theology;
- Are active in the church community;
- Are active in the professional community of counselors;
- Are committed to mission and ministry.

See the Desired Outcomes (p. 8) for more specific goals.

Is the program designed for training in clinical or pastoral counseling?

First, we should define Pastoral Counseling. Pastoral counseling is counseling from a pastoral point of view. It takes seriously both the needs of the counselee and a faith tradition. Pastoral Counseling is not evangelism, though it is intended to bring healing. **The MFCC Program is designed to train persons both for clinical and for pastoral counseling. We do not see this as something between which one needs to choose. The MBBS Program is both clinical and pastoral while the focus remains Marriage, Family and Child Counseling.** The program asks students to read in both the clinical and the pastoral counseling literature. It prepares students who wish to work either in a church setting or in a clinical setting. We prepare students to deal with the level of difficulty that a clinical setting provides from the orientation of a pastoral counselor.

It is our philosophy that both pastors and clinicians be thoroughly trained in assessment, intervention, and prevention. The scope and focus of practice may vary considerably, and clinical counselors often do more in-depth work, while a pastoral counselor in a congregational setting may focus more on crisis, premarital, and family counseling. Both deal with problems of evil, faith, spirituality, and healing. Pastoral counseling is an approach to counseling which openly and freely acknowledges God's presence and power in the process of conversation, confrontation and healing. It has a focus on growth, transformation, change, and justice. Pastoral counselors have a responsibility to be advocates for the poor, dispossessed, abused, and will work to change the evil systems and powers, which cause oppression and pain, in addition to ministering to hurting people. That is, it is not enough to help people adjust to what is; a counselor in the Reign of God works to empower others through the grace and power of the Gospel until God reigns throughout our world.

How much of the program includes practical experience?

There is an attempt to keep practical experience wedded closely to study and theory. Classes vary, however, in the kinds and amount of practical application. Certain subjects and professors demand more of a hands-on approach to learning while others require more mastery of facts, texts, and theory. Students begin with observation, interviews and using their skills in their courses. In the first year or second year, the student will begin to have practical experience through the Pre-Practicum course. During their final year they will complete the required hours of counseling practicum, typically at two placement sites. Some students elect to spread Practicum over two years. Practicum III is also available.

Is there one counseling model or theory MBBS endorses over any other?

Although there is no one model or theory that is emphasized, the perspective that we advocate serves as a framework for using and choosing other appropriate theories. That basic approach assumes that we are called to build the "Reign of God in the church and in the world." The psychological literature and interventions are tools along the way that may be helpful. Our task is to understand what the values of the Reign of God are and what techniques and insights of the social sciences might be helpful. One needs to understand the major individual and family theories and techniques in order to work effectively with a variety of supervisors and settings in practicum. There is an attempt to encourage integration of theology and psychology, and a focus on a systems approach that includes context, family of origin, community, culture, and society as well as intrapsychic and psychodynamic concerns. Because our graduates are involved in ministry around the world, diversity is important. Students, therefore, are free to focus more in depth on one or two theories, and are in fact encouraged to develop their own style and theory of counseling as an integral part of their personal development while in the program.

What is required for MFCC licensing? How important is it that students from other states, provinces, or countries go through the licensing program?

Getting a degree in marriage and family counseling is a very important part of your preparation as a counselor. However, it is only the beginning of your training as a counselor. All states and most Canadian provinces regulate the profession by a series of licensing requirements. It is important to learn the requirements of any jurisdiction in which you might practice your profession at the beginning of your program (i.e. other states, provinces or country).

In California, for example, Marriage and Family Therapists work under supervision until they have 3000 hours of documented experience. They then take written and vignette exams, and after the successful completion of these three steps they are issued a state license to practice as a Licensed Marriage and Family Therapist. For many people this is a three to five-year process and time investment **after** the completion of their degree.

How does the MBBS counseling program compare in general to other programs and those in secular universities?

The MBBS MFCC program gives attention to the place of community in the healing process. In addition to their professional training and doctoral studies, MBBS faculty has church ministry and cross-cultural experience. They are competent scholars, who write, speak and do research for the wider academic, church, and world community. The MBBS MFCC program has high standards of excellence, and demands more of students in terms of courses in theology and Biblical studies. Although many secular materials and tests are used, there is a

focus on integration between theology and psychology. Instead of teaching one model of counseling, the program encourages students to grow in faith and in their ability to critique, utilize and integrate various aspects of knowledge and practice. There is intensive one on one and group supervision, and encouragement to utilize personal therapy.

The program is offered in the context of a seminary where students have contact with other students from around the world, who have a variety of disciplinary interests. This international and inter-church context is hard to duplicate elsewhere. Students in the program get to know the entire faculty of MBBS, and work across several disciplines.

See the Program Description (p. 5) for more detail on who we are and how we differ from other programs.

What are the theoretical orientations of the MBBS MFCC professors?

Our faculty members work from several different theoretical orientations. This is the result of an intentional effort to provide students with a deep and broad educational experience. Current faculty members work from Systemic, Psychodynamic, Object Relations, Ecosystemic, Biopsycosocial, and Wellness and Recovery orientations. They have had training and experience working in many other theoretical orientations. A review of the course syllabi available at <http://www.mbseminary.edu/fresno/courses/departments#MF> shows the range of theoretical orientations taught at MBBS.

Will MBBS help me find a counseling job after I graduate?

MBBS assists students and graduates in the placement process. However, no training institution can guarantee job security or availability. The Director of the MFCC Program, faculty and staff works together to keep students informed of possible openings and are willing to assist in resume, reference, and interview preparation. Students are also expected and encouraged to network with each other and with professionals, agencies, and institutions in the fields and geographical areas of interest. Professional conferences often have a jobs board where resumes and job offers can be exchanged. Applying and interviewing for practicum placement is an important step in getting ready for job placement. Volunteer experiences are another avenue that should not be neglected.

Appendix 1 SCHEDULE OF DEADLINES

Deadline Date

FIRST YEAR

Fingerprinting for DOJ Clearance upon notification of admission to degree
Submit Liability insurance upon notification of admission to degree
Program Orientation during 1st Year Orientation
Scholarship Application (begin process by January 1)

SECOND YEAR

Trainee & Practicum Assessment After completion of 18 units in the program
(Consult Advisor)
Apply for Practicum First month of Spring Semester prior to enrollment in
Practicum

THIRD YEAR

Non-On-Site Placement TBA (some as early as May) orientations
OSCP Orientation Last week of August or 1st week of Sept.
Confirm with OSCP Director
Two semesters prior to graduation: complete and submit an [Intent to Graduate Form](#) to the Registrar.
Ministry Discernment Group Before January 1. Consult Advisor.

Appendix 2 Practicum Application

Name:
Email:

Daytime Phone:
Evening Phone:
Cell Phone:

I would like to complete Practicum I and II in _____ semesters
(List 2 or more semesters)

Some placements would like students to begin before September 1. You may also wish to begin earlier so as to collect more hours and have a lighter load later. What date are you prepared to begin practicum?

In light of your practicum assessment, what personal qualities and assets do you bring to practicum?

In light of your practicum assessment, what are your interests, goals, and hopes for practicum?

In light of your practicum assessment, what areas (client types, skills, settings, etc.) do you want to give special attention to in your practicum?

Have you had personal psychotherapy?

Are you prepared to address personal issues in psychotherapy as part of the practicum experience?

Are you planning to pursue California Licensure?

Are you planning to seek licensure elsewhere?

Are you planning to pursue affiliation with AAMFT?
(Note: AAMFT requires 300 client contact hours in practicum.)

Do you have any work, family, or other personal obligations that you wish to be considered in our decisions regarding your practicum placement?

Signature:

Date:

Attach your vita and draft cover letters and submit to the practicum instructor as soon as possible after completing your practicum assessment.

Appendix 3 ALPHABET SOUP

Every institution and profession has its jargon, acronyms and abbreviations. Here are some of the more commonly used ones. If you hear something you do not understand, please ask.

AACC- American Association of Christian Counselors. This organization hosts an annual conference and publishes a Christian counseling magazine.

AAMFT - American Association of Marriage and Family Therapists, a bi-national organization which certifies mental health professionals in North America. Their annual conference attracts 3,000-5,000 Canadian, American and International professionals.

AAPC - American Association of Pastoral Counselors.

ACA - American Counseling Association

AIU – Alliant International University offers M.A. and Ph.D. studies in Clinical and Forensic Psychology. It is located on Clinton across from the Fresno/Yosemite International Airport. (Alliant University is now the umbrella institution for CSPP.) MBBS students are welcome to use the Kaufman Library, including all journal and video holdings.

APA - American Psychological Association, publisher of books and journals

ASERVIC - Association for Spiritual, Ethical, Religious and Values Issues in counseling. ASERVIC is a division of ACA and publishes the journal *Counseling and Values*.

BBS - Board of Behavioral Sciences (formerly BBSE, Board of Behavioral Science Examiners). This body under the direction of the legislature, examines, regulates, certifies, and licenses mental health professionals in the State of California.

CAMFT - California Association of Marriage and Family Therapists, statewide organization with almost as many members as AAMFT. CAMFT sponsors an annual conference, publishes The California Therapist magazine, and provides insurance, legal advice, and a host of other services and benefits to its members.

CAPS - Christian Association of Psychological Studies. CAPS is a professional association of Christians who serve as: Psychologists, Marriage & Family Therapists, Professional Counselors, Pastoral Counselors, Psychiatrists, Professors & Researchers, Social Workers, Psychiatric Nurses, Guidance Counselors, Students, & Professionals in Training. CAPS exists to encourage:

Understanding of the relationship between Christianity and the behavioral sciences at both the clinical/counseling and the theoretical/research levels, fellowship among Christians in psychological and related professions, the spiritual, emotional and professional well-being of its members, educational and research opportunities that assist the profession and the community at large.

CCC/CCE – Cross-Cultural Counseling/Cross-Cultural Encounter. This Cross-Cultural experience takes place in Los Angeles, Fresno, and occasionally in other countries early in the student's course of study. It is a joint class with separate assignments and projects for MFCC and non-MFCC students. MFCC students take it under CCC (MF-520) and non-MFCC take it under CCE (IS-520).

CSUF - California State University at Fresno, is located on Shaw Avenue, between Cedar Avenue and Maple Avenue. The Henry Madden Library, Kennel Bookstore, and extended education courses are a valuable community resource.

D/C – Discharge. Termination of a client; closing a client's chart. All clients must be properly discharged upon termination, which includes completion of the appropriate forms and submitting requested reports.

DOJ – California Department of Justice. Students must receive clearance by the California Department of Justice prior to providing counseling services to minors in the public schools. This mandate is pursuant to the passing of Assembly Bill 1610 ("Meagan's Law").

DSM-IV-TR - The new text revision of the 4th edition of the diagnostic and statistical manual of mental disorders.

Dx – Diagnosis.

LMFT (or MFT) – Licensed Marriage and Family Therapist, the nomenclature for the profession and degree, passed by the California State Legislature August, 1998. This name change took effect January 1999. Twenty-four other states also use this title.

MB - Mennonite Brethren, a denomination in the Anabaptist and Evangelical tradition, whose historical tradition reaches back to Russia, Holland, and Poland. Significant portions of the denomination's churches are located in Canada and over half of the membership is located in other countries, especially Democratic Republic of Congo (formerly Zaire), Brazil, Paraguay, India and Europe.

MCC - Mennonite Central Committee: A Relief and Service organization of churches in the Anabaptist Mennonite tradition. The Western Regional office is located at 1010 "G" Street, Reedley, CA 93654. Telephone: (559) 638-6911. Many counseling students use their educational packets and audiovisual resources on Abuse, AIDS, and Conflict Mediation. You may also wish to request

copies of their publications: Women's Concerns Report and Conciliation Quarterly from MCC, P.O. Box 500, 21 South 12th Street, Akron, PA 17501-0500. The Canada Headquarters address is: 134 Plaza Drive, Winnipeg, MB R3T 5K9. The website is <http://www.mcc.org>.

MFCC - Marriage, Family and Child Counselor. The title of the Master's degree in counseling at MBBS. Formerly the California licensing designation, which is now called "MFT" or Marriage and Family Therapist. We chose to retain the title MFCC for our degree to reflect our emphasis on working with children and their families.

MFT – Marriage and Family Therapist. In 1999, the California legislature approved a name change to the licensing designation. The license now granted to a masters level trained counseling professional is that of "Marriage and Family Therapist."

OSCP – On-Site Counseling Program

R/O - Rule out, as in DSM-IV diagnosis.

Tx – Treatment or therapy or therapist.

VORP - Victim Offender Reconciliation Program, a local volunteer opportunity to work with first time offenders and victims and their families. Call the Peace and Conflict Studies Center at 453-2000 for more information. Several hours of training in Biblical Conflict Management and Active Listening Skills are provided to the person who volunteers. Their website is <http://www.vorp.com>.

Appendix 4 DIRECTORY OF MFCC ALUMNI

Class of 1985

Colucci, Anthony (deceased)
Visalia, CA
McFadden, Judith
Clovis, CA
Vogt, Ronald
Akron, PA

Class of 1986

Breuning, Mary
Bellingham, WA
Janzen, Kenneth
Fresno, CA

Class of 1988

Kliewer, Lynn
Reedley, CA
Payette, Diane
N. Vancouver, BC
CANADA
Bucci, Michel (deceased)

Class of 1989

Geddert, Gertrud
Fresno, CA
Reimer, Will, Ph.D.
Abbotsford, BC
CANADA
Sukkau, Erika
Trujillo,
PERU
Wall, Johann
Dinuba, CA
Wiebe, Valerie
Winnipeg, MB
CANADA

Class of 1990

Bergen, Walter
Chilliwack, BC
CANADA

Falk, Steve
Black Creek, BC
CANADA
Gray, Kathleen
Reedley, CA
Hjalmarson, Len
Kelowna, BC
CANADA
Martin, Bryan
Fresno, CA
Peters, Audrey
Lethbridge, AB
CANADA
Thiessen, Vange, AAMFT
Abbotsford, BC
CANADA

Class of 1991

Baehler, Magdaleine
SWITZERLAND
Gorzen, Karin
Asuncion, PARAGUAY

Class of 1992

Enns, Donald
Abbotsford, BC
CANADA
Fast, Karen
Winnipeg, MB
CANADA
Ferreira, Sonia
Sao Paulo, S.P.
BRAZIL
Fifield, Mary Anne, DMFT, CAS,
San Jose, CA
Friesen, David
Fresno, CA
Heidebrecht, Sherry
Winnipeg, MB
CANADA
Hershey-Bergen, Julie
Hepburn, SK
CANADA

Metz, Ken
 PERU
 Reimer, D. Bruce
 Black Creek, BC
 CANADA
 Ruble, Joel
 Fresno, CA
 Siemens, Julie
 Winnipeg, MB
 CANADA
 Siemens, Wayne
 Winnipeg, MB
 CANADA
 Unger, Merrill
 Winnipeg, MB
 CANADA
 Unruh, Art
 Clearbrook, BC
 CANADA
 White, Linda, Ph.D.
 Granite City, IL

Class of 1993

Deines, Edward
 Ephrata, PA
 Enns-Rempel, Connie
 Fresno, CA
 Fast, David
 Grande Prairie, AB
 CANADA
 Martens, Dorothy
 Chilliwack, BC
 CANADA
 Neufeld, Gordon
 Bellingham, WA
 Thiessen, Walter
 Moores Mills, NB
 CANADA
 Untalon, Pete
 Sanger, CA

Class of 1994

Hassenteufel, Heide
 Coalinga, CA
 Klassen, Joanne
 Portage La Prairie, MB

Martens, Joan
 Fresno, CA
 Parks, Wallace
 Visalia, CA
 Reynolds, Lynda, Ph.D.
 Parksville, BC
 CANADA
 Wallers, Sharon
 Fresno, CA

Class of 1995

Adams, Susie
 Visalia, CA
 Collett, Colin
 High Prairie, AB
 CANADA
 Kittlitz, Larry
 Pitt Meadows, BC
 CANADA
 Kittlitz, Wendy
 Pitt Meadows, BC
 CANADA
 Dyck, Cheryl
 Morden, MB
 CANADA
 MacNeill, Dave
 Clovis, CA
 Martens, Phyllis
 Fresno, CA

Class of 1996

Dunn, James
 High Prairie, AB
 Kuna, Sam
 SINGAPORE
 Mavrogeorge, Paul
 Fresno, CA
 Plett Kutz, Lisa
 Winkler, MB
 CANADA
 Ritter, Frony
 Visalia, CA
 Thiessen, Rosalyn AAMFT
 Jordan Station, ON
 CANADA
 Thiessen, Sachiko

Coquitlam, BC
CANADA
Watson, Roger
Hanford, CA
Zorrilla, Amy
Akron, PA

Class of 1997

Adams, Todd
Turlock, CA
Stahl, Herman
Abbotsford, BC
CANADA

Class of 1998

Drake, Glenn
Visalia, CA
Fuchs, Brigitte
GERMANY
Fuchs, Robert
GERMANY
Heppner, Pearl
Fresno, CA
Young, Perry
Fresno, CA

Class of 1999

Armstrong, Rebecca
Fresno, CA
Bergen, Carolyn Olfert
Winnipeg, MB
CANADA
Bergstrom, Virginia
Fresno, CA
Escamilla, Nohemi
Fresno, CA
Gingerich, David
Craig, Ontario
CANADA
Hill, Sonja
Fresno, CA
Kidner, Dianne
Richmond, B.C.
CANADA
Thelin, Ruth
Indianapolis, IN

Villar, Ruth
Asuncion, PARAGUAY
Woodman, Pamela
Newton, KS

Class of 2000

Ewert, Marlene
Newton, KS
Gossen, Anna
GERMANY
James, Lori
Fresno, CA
Katuala, Yvette
Oakland, CA
Hinojosa Maribel Ramirez
Edinburg TX

Class of 2001

Aw, Alan
San Francisco, CA
Carlisle, Melinda
Cupertino, San Jose, CA
Veenstra, Mark
Hampton, ON
CANADA
Yoder, Greg
Fresno, CA

Class of 2002

Sommerville, Jim (deceased)
Rose, Kathe
Visalia, CA
Harder, Richard
Winnipeg, MB
CANADA
Mittman, Kathy
Visalia, CA

Class of 2004

Baez, Monica
Quito, ECUADOR
Maghakian, Salpi Cardoux
Studio City, CA
Neufeld, Garth
Saskatoon, Saskatchewan
CANADA

Pauls, Dyan
 Langley, BC
 CANADA
 Regier, Carlin
 Denver, CO
 Reimer, Virginia
 Black Creek, BC
 CANADA
 Renyolds, Cindy
 Porterville, CA
 Thomas, Leia
 Visalia, CA

Class of 2005

Buhler, Jay
 Edmonton, AB
 CANADA
 Buhler, Marcia
 Edmonton, AB
 CANADA
 Akloubou, Christel Gnonhossou
 BENIN, West Africa
 Lindell, Cassandra
 Fresno, CA
 Spriggs, Kathie
 Fresno, CA
 Stone, Emily
 Cleveland, TN

Class of 2006

Addington, Amy
 Fresno, CA
 Coppola, Noelle
 Fresno, CA
 Echeverria, Rosie
 Hanford, CA
 Friesen, Sharilyn
 Fresno, CA
 Jones, Holly
 Fresno, CA
 Turner, Angela
 Reedley, CA

Class of 2007

Chambers, Jeri Pauline
 Porterville, CA

Griffith, Beverly Jane
 Fresno, CA
 Lewis, Sherron Kaye
 Porterville, CA
 Lion, Rose Trinidad
 Fresno, CA
 McCarty, Kaitlyn Joann
 Costa Mesa, CA
 Morris, Jeanine M.
 Visalia, CA
 Ramon, Monica Anne
 Fresno, CA
 Sanford, Jennifer Lynn
 Vashon Island, WA

Class of 2008

Eason, Sherri K.
 Plainsburg (Merced), CA
 Nelson, Mary Evelyn James
 Oakhurst, CA
 Qualle, Cordie Micah
 Clovis, CA
 Spurlock, Sarah
 Indianapolis, IN
 Wolter, David John
 Clovis, CA
 Yoder, Gabriel
 Altkirch, France
 Yoder, Marie-Noelle
 Altkirch, France

Class of 2009

Brazil, Jennifer Lee
 Fresno, CA
 Denni, Brooke Ashley
 Fresno, CA
 Dodson, Tamara Madie
 Tulare, CA
 Enns, Katharine
 Aylmer, ON
 CANADA
 Gossen, Alyssa
 Kremlin, OK
 Gray, Daniel Aaron
 Reedley, CA
 Griffith, Jay R.

Clovis, CA
Janzen, Amy L.
Visalia, CA
Padilla, Charles M.
Fresno, CA
Sanford-Tapley, Jennifer Lynn
Vashon Island, WA
Tucker, Vikki M.
Fresno, CA
Vogel, Robyn Miriam
Fairfield, CA
Zimmerman, Stephanie Renee
Fresno, CA

Class of 2010

Erin Bader
Hanford, CA
Forest Benedict
Fresno, CA
Heidi E. Gray
Fresno, CA
Tracy Kristoff
Tulare, CA
Alekesy Kunda
Sacramento, CA
Jason W. Neese
Visalia, CA
Noushafarin Tabatabai
Tulare, CA
Shannon Webber-Harrison
Merced, CA

Appendix 5

AUDIO-VISUALS AND ADDITIONAL RESOURCES

Video and Audio Tapes

The MFCC program has a growing tape library that is available to counseling students. These video and audio tapes are housed in the Campus Center (North Wing) reception area and they may be checked out for one-day or weekend use. Many of the major counseling therapists are represented in this collection, as well as audio and/or video series from national CAMFT conferences and some from MFCC lecture series held at MBBS. It is important to carefully check in these videos as you may be liable for any materials not returned. Please do not take them without signing them out at the North Wing front desk. There are also many counseling videos in the Hiebert Library.

Class Readers

There are a number of binders available on the bookshelf located in the Campus Center (North Wing) hallway by Delores Friesen's office. These binders, which have supplemental articles for various classes, may be checked out for various time periods that are usually specified on the binder or in the class syllabus. If you have difficulty locating a particular sign-out/sign-in binder, please consult the faculty or the Receptionist. Please return all videos and binders promptly so that others can use them.

References

- Tan, S. (1996) Religion in clinical practice: Implicit and explicit integration. In E.P. Shafanske (Ed.) *Religion and the clinical practice of psychology*. Washington, D.C.: APA..
- Tan, S. (2007). Integration and beyond: Principled, professional, personal. In Stevenson, D.H. Stevenson, B.E. Eck, & P.C.Hill *Psychology & Christianity integration: Seminal works that shaped the movement*. Batavia, IL: CAPS.
- Wylie, M. S. (2000). Soul therapy. *Family Therapy Networker*, 24-1. 26-37 & 60-61.