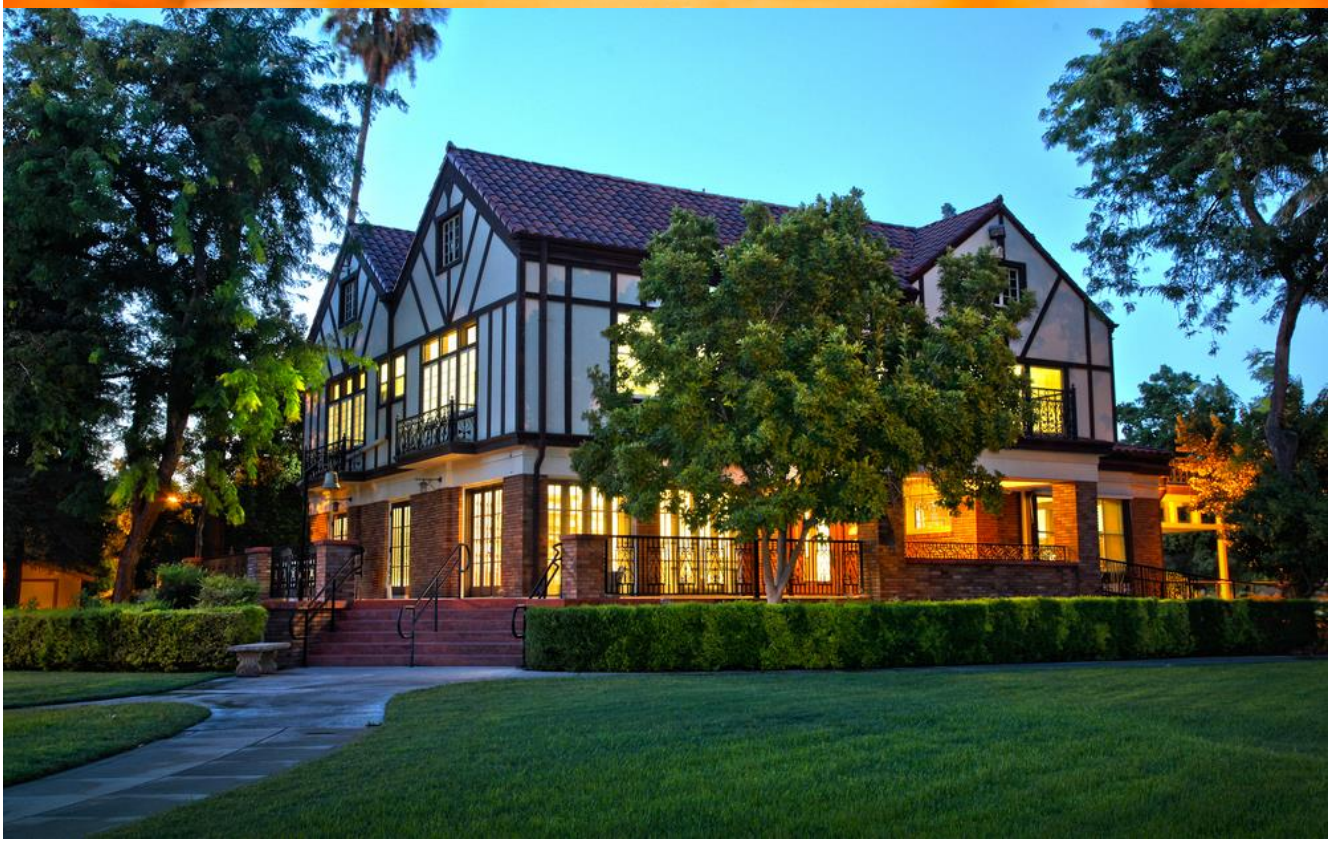
STUDENT HANDBOOK

Master of Arts Program in Marriage and Family Therapy



Fresno Pacific University Biblical Seminary

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WELCOME TO THE MFT PROGRAM

Welcome! We are excited to have you join the community at Fresno Pacific Biblical Seminary. You have chosen to enter a profession that assists people in moving towards health and wellness by exploring, restoring, and improving relationships. Our model for health reflects the values of the Kingdom of God and is confirmed in our hearts by the Holy Spirit.

As a student in this program, we trust you will test and confirm your gifts as you read, reflect, complete course assignments, and engage in discourse with faculty. Education for counseling involves the whole person – heart, body, soul, and mind – and is inclusive of both intra- and inter-personal relationships. Mastering the information presented in your courses and associated reading assignments will be critical but is only one part of your training as a new therapist. Developing an awareness of the mystery of the psyche, both as created and as cultivated, is also very important.

While here, you will be asked to align with a specific theoretical orientation that will include learning a variety of associated therapeutic strategies. These strategies help to prevent flippant, inconsistent, arbitrary, or unsafe interventions from being applied in the counseling setting. You will be involved in an intentional, stepwise progression of counseling experiences that will allow you to learn basic therapeutic skills for working with children, teens, individual adults, couples, and families. This will culminate in an intensive Practicum experience that will refine and integrate all the counseling skills learned in the classroom. This developmentally based immersion experience will help you to test your gifting for this work, your chosen theoretical orientation, your theological beliefs, and core convictions about yourself and your fit for the counseling profession.

The MFT program is intense and rewarding. Throughout the program, highly competent clinicians will supervise you. Faculty will speak directly into your life. Coursework, readings, assignments, and clinical interactions will make you aware of your intra-psychic strengths and weaknesses. As such, students are expected to engage in their own personal therapy during their course of study here. **Personal development is as important as theoretical and skill development.** During the Practicum year, financial assistance for the cost of personal therapy may be available for eligible students through a Therapy Assistance Fund. It is important to understand from the outset of this program that MFT students typically experience significant personal growth and change during their time here. This growth may directly impact your sense of self, calling, and all relational aspects of your life.

We are glad to have you as a part of the community at Fresno Pacific Biblical Seminary. We pray God's blessings on your time here. Please read this handbook carefully as it will provide answers to many of your questions. You can find additional information regarding university policies in the Fresno Pacific University Catalog at: http://www.fresno.edu/students/registrars-office/academic-catalogs

HOW TO USE THE HANDBOOK

The *MFT Program Handbook* provides written policies and expectations for students and faculty. You are expected to know all the information in the handbook. We recommend that you familiarize yourself with the content, download a new copy at the beginning of each school year and then refer to it often. (Found online at: http://www.fresno.edu/students/seminary-students)

Read the entire handbook once before you start your program to help familiarize yourself with the culture, policies, and procedures of the Seminary. Feel free to ask your advisor or the Seminary Program Assistant if you have any questions regarding the content of this handbook or MFT program policies.

Throughout the program, questions will arise such as, "*Which classes should I take?" "How many units do I need for financial aid?" "What do I need for Trainee-Practicum Assessment?" "What is Counseling Discernment and how do I prepare for it?"* All these questions and more can be answered by reading the handbook. Use the handbook as an encyclopedic reference. When you have questions, consult the handbook first, even if you also ask your peers, faculty, or staff.

To navigate easily from one section to the other, use the hyperlinks in the Table of Contents and the "Back to Table of Contents" link at the end of each section.

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WHO WE ARE

Description of the MFT Program at the Fresno Pacific Biblical Seminary

We are Christian

First and foremost, we are Christian. We seek to be faithful disciples of our Lord Jesus Christ (Tan, 1996, 2007) as we experience the Kingdom of God. Theologically we describe ourselves as Anabaptist and evangelical. A description of what this entails may be found in the Fresno Pacific Biblical Seminary Theological Witness Statement at: http://www.fresno.edu/about/seminary/theological-witness-statement. Based on these foundational beliefs, we are committed to training our students in Biblical Theology. Our faculty members have a living vibrant faith. Each faculty member has a significant history of experience serving the church in roles such as teacher, pastor, or missionary. Upon application to teach at FPU, all faculty are asked to affirm the MB confession of faith (http://www.fresno.edu/about/our-mission/confession-faith).

Based on our commitment to a Christian worldview, we require our students to complete academic courses in Biblical and Theological studies. We believe this is an important asset in fully equipping our students for their work as a counselor and do so in prayerful submission to Biblical Authority (II Timothy 2:15). We seek to prepare our students to demonstrate their commitment to live as a disciple of Jesus in Christian community, be able to articulate their commitment to a biblical-theological Christian perspective and be

able to interpret their own and others cultural contexts of ministry using theological perspectives integrated with social scientific approaches. A complete description of the goals of our program can be found in our desired student learning outcomes below. 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

Our program views individuals, couples, and family systems from a health and wholeness perspective. Most courses are taught from a growth-oriented, developmental counseling model. Additionally, to ensure well-rounded psychotherapeutic understanding, we also require that our students master psychopathology, clinical assessment, and several individual, couple, and family counseling theories. Counseling has its roots in educational and developmental psychology and focuses on helping people grow. It attends primarily to what has come to be called "wellness." At Fresno Pacific Biblical Seminary, in addition to focusing on individual growth, we stress the importance of understanding and addressing the systems in which our clients live – those of family, community, culture, spiritual, and religious. This is done so that we can prepare our students to practice leadership skills in marriage, family, and child counseling from a developmental and integrative perspective.

We strive for academic excellence as we teach the science and art of marriage and family therapy. Our graduates excel in their integrative mastery of the science and skills necessary to become Marriage and Family Therapy Associates. As a result, they are highly respected among their colleagues in both religious and secular settings.

Many programs present their courses in a "smorgasbord" approach where students choose their courses from a wide range of alternatives. While this certainly meets state licensing requirements, this approach neglects the importance of scaffolding in learning. Contrary to these programs, we work hard to have a program where courses build upon each other, helping our students move from elementary levels to more advanced levels in the counseling profession. Our students follow a developmental path and 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, church, missions, and a variety of other settings.

Completion of our program meets all the requirements for a student to become a Registered Marriage and Family Therapist Associate in California. However, the program is flexible enough to enable students to meet the requirements for membership in the American Association for Marriage and Family Therapy (AAMFT) or to be licensed in most jurisdictions around the world. Past graduates have served as counselors on at least 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 and serve alongside students who are preparing to become pastors, missionaries, Biblical scholars, urban activists, youth leaders, and church

educators. In addition to studying in many of the same classes with faculty in Bible, missions, and theology, we are part of the community of Fresno Pacific Biblical Seminary. In convocations, common meals, the courtyard, the halls, and community events, we interact with other students preparing to serve our Lord. This leads to both formal and informal encounters with other professionals and believers. The informal conversations often contribute to as much growth as classroom studies. We believe all our enriched by the connections formed within our larger Seminary community.

This placement of the MFT program within the seminary community is reflected in our integration of Biblical Theology with our counseling. Throughout the program, you will have opportunities to study theology, counseling, and dialogue about the intersection of the two disciplines. We also teach what Dr. Al Dueck, called "integrated courses" (personal communication, 1998). That is, as much as possible, all our courses incorporate elements of both counseling and theological concepts. This integration is more explicit and in greater depth in later courses than in earlier courses, but we work to include this integrative element in all courses. This commitment to integration throughout the program is intended to help the students who graduate from our program function as integrated people and to 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 (2000) 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 (p. 60).

We Are "Growing People"

We believe that the most important tool that counselors bring to counseling is their '*Self*.' The *person* of the counselor and how the counselor can relate to their clients are central tenets in the practice of psychotherapy. Therefore, our program stresses character development. This includes the development of appropriate skills for self-care in our students. Unlike many programs that only focus on teaching course content, we invest considerable energy in journeying alongside students as they mature in their own character development. This process formally begins with the initial admissions interview and continues throughout the program. Advising, coursework, labs, trainee-practicum assessment, and the counseling discernment that occurs in the student's final year of the program are all points at which a student's fit for the field are addressed (see *MFT Assessment Points for Student Fit for Program* below). The small size of our program and our faculty's commitment to student excellence allows us to continually address the professional and personal issues that arise in this line of work. All students are expected to participate in their own personal therapy so that they may experience what it is like to receive counseling from an experienced licensed professional. This also allows students to find a safe place to address the intra-psychic conflicts that inevitably arise as they confront their own history considering their course work and practicum experiences.

We are the Marriage and Family Therapy Program of the Fresno Pacific University Biblical Seminary
As part of a Seminary community that is constantly growing, we are training marriage and family therapists that are truly unique. Ours is a program that incorporates theology, character development, community involvement, and academic rigor as part of a comprehensive approach to counselor education.

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FRESNO PACIFIC BIBLICAL SEMINARY
STUDENT LEARNING OUTCOMES (PSLOs)

Our Mission Statement:
Fresno Pacific Biblical Seminary is a learning community that develops Kingdom-minded leaders who equip the Church and engage the world with the transformative love of Jesus.

Our Vision Statement:
Our impassioned young leaders unleashed…
Our neighbors and street corners transformed…
Our global family of Anabaptist churches empowered.

Outcomes for the Biblical Seminary[a]
Every student shall:
1. Demonstrate commitment to live as a disciple of Jesus in Christian community
2. Articulate commitment to a biblical-theological Christian perspective
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
4. Practice leadership skills in either Pastoral ministry (MDIV, MACM, MLC) or Marriage and Family Therapy (MFT)

Intentional Learning Practices Engaged Include:
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

[a] You will notice that these outcomes are stated twice in the section below. Each time they are restated, they are expressed in greater detail.

Seminary students are expected to:

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

1.1 Practice spiritual disciplines that promote maturing authentic discipleship
1.2 Demonstrate self-awareness that promotes maturing, authentic humanity
1.3 Accept coaching through mentoring relationships
1.4 Develop relationship with a cohort of fellow Seminary learners
1.5 Witness persuasively to the Gospel of Jesus Christ in a postmodern secular context
1.6 Lead individuals and a Christian community in spiritual growth

2. Articulate commitment to a biblical-theological Christian perspective

2.1 Exegete biblical texts within a design that includes the descriptive and constructive tasks
2.2 Describe personal and denominational theological position in dialogue with values of Anabaptism and the rest of Christian tradition
2.3 Articulate and defend a biblical view of leadership and Christian ministry
2.4 Analyze, synthesize, and engage contemporary church and world issues from a biblical-theological perspective

3. Interpret diverse 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
3.2 Utilize theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry
3.3 Assess the significance of cultural context for interpreting Scripture within and across cultures
3.4 Apply biblical-theological perspectives in serving and leading in one's own and other ministry contexts
3.5 Dialogue respectfully, witness effectively, serve and lead faithfully among diverse cultural and religious communities

Practicing leadership skills in marriage and family therapy includes the following:

4. Practice marriage and family therapy consistent with applicable laws and ethics.
5. Articulate and apply multiple, theoretically consistent counseling skills.
6. Accurately attend and attune to self, other, and system.
7. Synthesize and interpret relevant clinical, contextual, and scientific data to make accurate professional judgements.
8. Synthesize integrative views of humanity, theology, and counseling to explain human phenomena and promote shalom.
9. Demonstrate effective clinical documentation skills and produce quality academic product.

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UNIVERSITY POLICIES

A full list of university policies is included in the FPU Catalog and on the FPU website. All students are expected to be fully knowledgeable of these policies which may be found at http://www.fresno.edu/students/registrars-office/academic-catalogs and Registration and Academic Policies - Fresno Pacific University - Modern Campus Catalog™
Below is a summary of some policies particularly relevant to MFT students:

Class Attendance and Participation
Class participation is one of the most significant parts of the shared learning experience. Many classes use the seminar learning method. Seminary students who miss more than 25 percent (25%) of the class time in a course may have their grade reduced by a full letter grade and may be at risk of failing the course. Exceptions to this policy may be considered because of medical or family emergencies. Both the faculty member and the Department Chair of the Seminary must approve of all exceptions.

Completion of All Assignments
Faculty often require a variety of assignments in a course so that students deal with the course material from several perspectives. Even though some of the assignments may constitute only a small percentage of the final grade, they may be significant in the total learning experience. Faculty may state in their syllabus that all the assignments must be completed to receive a passing (or other specified) grade. Students are required to keep a copy of all work that they submit. If an assignment that has been submitted to the instructor is lost, the student will be required to provide a replacement. If the student does not have a copy of their work, it will be presumed that the work was not completed and submitted.

Credit/No Credit Grades
Credit/No Credit (CR/NC) units are not calculated into a student's GPA. Check course descriptions to see if a course is graded CR/NC or if it may be graded CR/NC if a student elects to do so.

To receive a Credit grade, the work must be at least the equivalent of the grade required for program credit. If not, a grade of No Credit will be assigned. **A maximum of 9 units** in any degree may be taken for Credit/No Credit in addition to any CR/NC units assigned through advanced standing or courses only available as CR/NC. Students should be aware that some professional organizations do not recognize courses completed on a CR/NC basis. Students are responsible for being familiar with the requirements of their profession or future education. Therefore, **COUN courses for MFT students may not to be taken CR/NC. MIN/THEO/BIB courses may be taken for CR/NC if the student elects, but only the maximum of 9 units is allowed.**

Application for Credit/No Credit grading must be made by the deadline indicated in the academic calendar. Once approved, it may not be changed back to a letter grade.

Unsatisfactory Academic or Professional Progress
Students are expected to make satisfactory academic and professional progress throughout their academic programs. Satisfactory academic and professional progress is defined as earning an *overall* GPA of 3.0 or higher, and a GPA of 3.0 or higher in COUN courses; behaving consistently with the academic and non-academic codes of conduct; behaving in a manner consistent with professional and ethical standards and expectations and completing the program within a reasonable and specified time. Unsatisfactory professional progress may be indicated by violation of professional or ethical conduct, failure to comply with university rules or procedures, evidence of personal factors (personality, interpersonal, or intrapersonal functioning) that may hinder the student's professional competence, violation of the university's sexual harassment or anti-discrimination policies, or lack of readiness for counseling/ministry. MFT students are **required to earn a minimum grade of B- in all courses with a COUN prefix**. There is a limited number of times students may re-take courses to obtain this grade. Typically, students may only re-take a failed course one time. Further information regarding expectations of student conduct can be found in the Academic Policies published in the Fresno Pacific University Catalog.

Academic Honesty/Integrity
Everyone who participates in the educational process at FPU is expected to pursue honesty and integrity in all aspects of their academic work. Cases of academic dishonesty are first handled between instructors and students. Subsequent offenses are handled by the Dean and Provost. Depending upon the severity of the case, consequences may range from partial credit after work is redone to expulsion from the university. As in all situations where a member of the university violates the behavioral and academic expectations of the community, opportunity for restoration and restitution will be extended to those willing to work to correct the situation and reconcile with the university community if appropriate.

Behavioral Standards
Student behaviors disruptive to the educational process may result in the student being dismissed from a class or a program.

Sexual Harassment Policy
Harassment of a student or an employee of the University by other students, employees, supervisors, or agents of Fresno Pacific University will not be tolerated. All reports of harassment will be taken seriously, promptly investigated, and addressed by FPU in accordance with university policies and procedures.

Responsible Use of Technology
The use of campus computing resources at Fresno Pacific University is a privilege, not a right. Violations of university guidelines on computer use will result in disciplinary action, which may include any of the following: warnings, loss of computer privileges, suspension, or legal prosecution.

Disability
Students with disabilities are eligible for reasonable accommodation in their academic work in all classes. To receive assistance, the student with a disability must provide the Disability Access and Education (DAE) office with documentation which describes the specific disability. The documentation must be from a qualified professional in the area of disability (i.e., psychologist, physician, or educational diagnostician). Students with disabilities should contact the Disability Access and Education office at disability.services@fresno.edu or 559-453-7130 to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is filed, arrangements for reasonable accommodation can be made. For more information and for downloadable forms, please go to Disability Services | Fresno Pacific University.

Incompletes
Incomplete grades are to be issued only in the case of absence from classes due to unexpected and unavoidable circumstances, such as illness, accident, or death in the immediate family, which have made it impossible for the student to complete all course requirements as scheduled. A grade of incomplete is not to be issued for unsatisfactory work or failure to submit work through negligence. Students must petition for an Incomplete by submitting the appropriate form, available online from Registrar's Office.

My FPU (https://my.fpu.edu/campusm/home#menu)
My FPU is the University's Web portal and should be used to access everything related to online university content, including event calendars, schedules, classes, campus life, and email. Students are expected to check their Outlook 365 (students.fresno.edu) email on a frequent and consistent basis – at least weekly. This is the primary way faculty communicate with students.

Student and Faculty Dispute Resolution
Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance, or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor, the student should consult with the MFT Program Director who will attempt to resolve the issue. Students may also speak with the Seminary Department Chair for resolution. Decisions may also be sent in appeal to the Seminary Department Chair for final resolution.

Right to Petition
Request for exceptions to academic policies may be made when there are extenuating circumstances such as a serious medical condition, a death in the immediate family, or other traumatic, unforeseen events. Students should complete a petition form, along with the non-refundable fee, and submit it to the Registrar's Office. Petitions will be forwarded to the appropriate academic official or committee for consideration and decision.

Privacy
The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. Please see the university website for specific details.

TITLE IX EXCLUSION: SEMINARY MFT PROGRAM – RESPONDING TO PRIOR INCIDENTS OF SEXUAL HARASSMENT

The University shall consider and respond to requests for accommodations relating to prior incidents of sexual harassment that could contribute to a hostile educational environment or otherwise interfere with a student's access to education where both individuals are, at the time of the request, subject to the institution's policies.

In some cases, students may disclose incidents of sexual harassment or other sex-based misconduct during their academic program. Responsible Employees, and Confidential Resources acting outside the scope of their licensure or ordination, are still required to report these disclosures to the University's Title IX Coordinator. In such cases, investigation or adjudication of the alleged misconduct may not be required or possible; however, the University may provide the student with supportive measures and resources appropriate to the situation and consistent with the University's obligation to prevent a hostile educational environment or interference with the student's access to education.

Unique Considerations for the University's Marriage and Family Therapy Program: Notwithstanding the above, the University maintains a professional program for Marriage and Family Therapy ("MFT Program") within its Biblical Seminary school. A critical aspect of the MFT Program is to encourage applicants and students to disclose prior instances of trauma ("MFT Program Disclosures") which may impact the therapeutic relationship students in the program will establish with clients during their practical skills training and as a future licensed, professional marriage and family therapist. MFT Program Disclosures may include, but are not limited to, prior Sexual Harassment, Sexual Violence, Domestic Violence, Dating Violence, or other Sex-Based Misconduct. MFT Program Disclosures routinely occur during course assignments and as part of the academic advising provided to students by the MFT Program faculty and administration. Students in the MFT Program are also required to participate in individual counseling with a third-party provider in their final year of study. MFT Program Disclosures related to Sexual Harassment, Sexual Violence, Domestic Violence, Dating Violence, or other Sex-Based Misconduct are not required to be reported to the Title IX Coordinator under this policy so long as the MFT Program establishes and maintains a policy for addressing such disclosures, consistent with this Policy. That policy, at a minimum, shall require the following:

(1) MFT Program Disclosures of Sexual Harassment, Sexual Violence, domestic violence, dating violence, or other sex-based misconduct involving a campus community member as a potential respondent, involving a potential threat to the

campus community, or involving facts which indicate a potentially hostile educational environment or otherwise potentially interfere with a student's access to education are reported to the Title IX Coordinator;

(2) the MFT Program regularly gives advance written notice to its applicants and students of the circumstances when MFT Program Disclosures are and are not reported to the Title IX Coordinator, including providing examples;

(3) the MFT Program regularly provides its applicants and students with information regarding resources for counseling and reporting to law enforcement incidents of MFT Program Disclosures;

(4) the MFT Program regularly provides its applicants and students with information about the availability of academic accommodation for enrolled students with disabilities from the Office of Disability, Access and Education;

(5) the MFT Program provides written notice to its students that they may self-report prior incidents of Sexual Harassment, Sexual Violence, domestic violence, dating violence, or other sex-based misconduct to the Title IX Coordinator, that the Title IX Coordinator may provide Supportive Measures related to those prior incidents, and that they have the right to assistance from the Title IX Coordinator in reporting such prior incidents to law enforcement.

The Title IX Coordinator shall ensure that MFT Program faculty and administration are regularly trained on this section of the Policy. MFT Program faculty and administration are encouraged to consult with the Title IX Coordinator regarding whether, in a particular instance of a MFT Program Disclosure, a report to the Title IX Coordinator is required under this Policy.

Additional resources for those who are or have experienced harassment, discrimination, or sexual misconduct are available on the University's website here. Please contact the Title IX Coordinator with any questions or concerns or issues related to this policy.

SENSITIVE MATERIAL

Please be advised that the MFT program at Fresno Pacific University provides an open space for the critical and civil exchange of ideas. Some readings and other content in Seminary courses will include topics that some students may find offensive, upsetting, triggering, and/or traumatizing. Examples include content regarding political beliefs, diversity and inclusion, religion, sexuality, sexual assault or trauma, domestic violence, childhood abuse, and suicidal ideation/intent/attempts/completion. FPU instructors seek to warn students about potentially disturbing content as it may come up throughout various courses but due to the nature of class discussions may not always be able to provide forewarning. All students are requested to help to create an atmosphere of mutual respect, compassion, and sensitivity. If you need reasonable accommodation due to a mental or physical disability, you may seek such accommodation through Disability Services.

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MFT ASSESSMENT POINTS OF STUDENT FIT FOR PROGRAM

The MFT program is designed to develop each student in four core areas: **academics, character formation, skill acquisition**, and **professional identity**. Throughout the program, students can expect faculty to speak into their lives regarding their conduct in the classroom, at field placement sites, and on campus. The MFT faculty formally assesses a student's fit for program at each of the following junctures:

COUN 710 Introduction to Counseling

- ✓ Tolerating anxiety in mock session
- ✓ Providing informed consent and limits of confidentiality
- ✓ Appropriately and respectfully interacting with peers (offering/accepting feedback etc.)

COUN 747L Counseling Individuals Lab

- ✓ Tolerating anxiety in real session without withdrawing from or directing client
- ✓ Ability to connect authentically and empathically with others
- ✓ Providing consistent non-directive/Rogerian-type interventions
- ✓ Beginning awareness of prejudices, biases, and countertransference
- ✓ Awareness of own limitations/inadequacies and ability to identify path for remediation
- ✓ Engaging in case consultation
- ✓ Ability to accept and apply supervision feedback effectively
- ✓ Simultaneously attending to at least two areas of client process
- ✓ Exhibit understanding and compliance with legal/ethical requirements

COUN 736L Counseling Children Lab

- ✓ Tolerating anxiety in child sessions without pathologizing or "fixing" the client
- ✓ Ability to modify techniques to use non-verbal interventions to engage the client
- ✓ Exhibits an understanding of the appropriate use of play in treatment
- ✓ Exhibits understanding of and compliance with legal/ethical requirements
- ✓ Demonstrates professional identity and decorum within a school setting

COUN 764 Trainee-Practicum Assessment

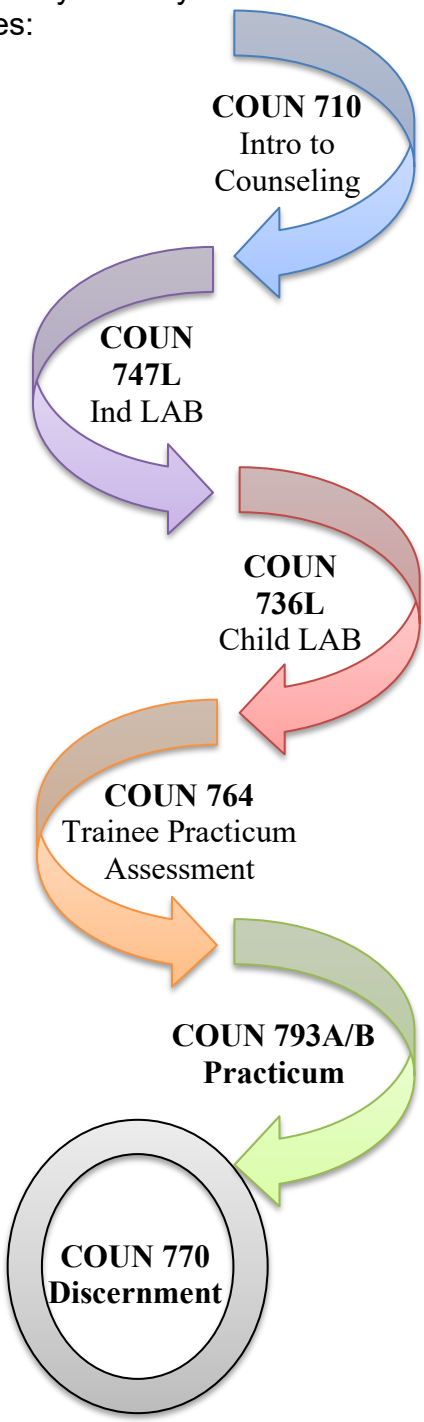
- ✓ Comprehensive review of progress in program to date (portfolio, interview, coursework, peer, and professor interactions)
- ✓ Ability to perform in an interview
- ✓ Accurate self-assessment of strengths and weaknesses
- ✓ Demonstrates ability to learn from supervision at accelerated level
- ✓ Ability to manage countertransference and anxiety effectively enough to safely work with multiple clients

COUN 793A/B Practicum

- ✓ Offering theory consistent interventions
- ✓ Making use of countertransference
- ✓ Guiding case consultation
- ✓ Ability to accept and apply supervision feedback
- ✓ Appropriately and effectively interacts with peers in empathic peer consultation
- ✓ Ability to exhibit consistent professional decorum at the practicum site
- ✓ Exhibits understanding and compliance with legal/ethical requirements

COUN 770 Senior Counseling Discernment

- ✓ Comprehensive review of progress in program to date (self-evaluation paper/meeting)
- ✓ Awareness of vocation, calling, areas of specialty, and preferred theoretical orientation
- ✓ Appropriately engages learned strategies for self-care

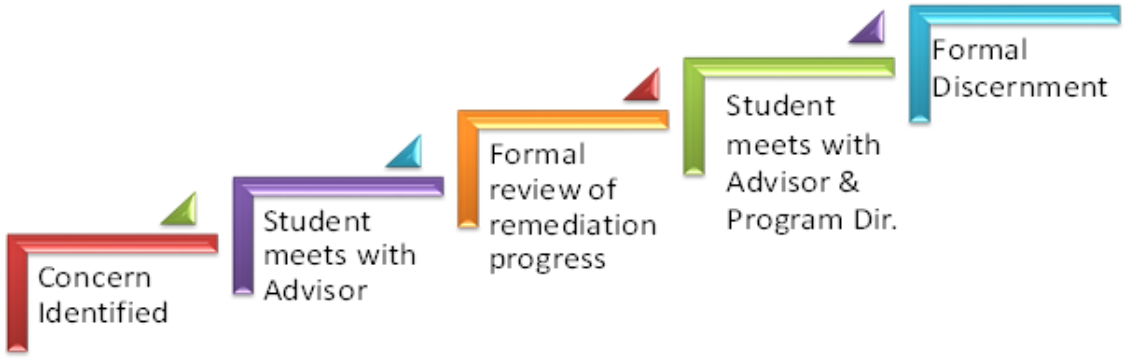


EVALUATIVE PROCESS OF STUDENT FIT FOR PROGRAM WHEN A FACULTY CONCERN IS IDENTIFIED

If a concern arises regarding any of the four core areas of development, the MFT faculty will engage in a formal communication process with the student. This process includes discussion of the student with additional MFT and/or Seminary faculty members as appropriate. When such discussion among faculty members occurs, a student may rest assured that the MFT department maintains a strong commitment to discretion in such matters. Discussion among faculty is designed to assist the student in achieving the best possible option for remediation and resolution of the identified problem(s). At each stage of the communication process, it will be determined whether additional steps should be taken to best support the growth and development of the student. If a student maintains academic standards, but faculty members are concerned with the student's ability to perform the job duties of a counselor, the student may not be allowed to move forward in the program.

Procedural Guidelines for the Evaluation of MFT Student Performance

Review of progress for every MFT student will occur at least once each year. If a problem or concern is identified, the following assessment sequence will begin:



In the preceding figure, each triangle symbolizes a mini discernment to determine whether additional attention is warranted or necessary.

1. **Concern Identified:** Faculty/Program Director identifies a concern and completes the ***Communication Report Form*** (see Appendix 9). This is used to consult with the other members of the MFT faculty and advisors during regularly scheduled faculty meetings. A copy is provided to the Program Director to keep on record and to the advisor to address concerns with student. The forms are kept in secure locations according to FERPA requirements.

2. **Student Meets with Advisor**: The student is encouraged to meet individually with their advisor to discuss concerns and collaborate on solutions and strategies to the identified problem(s). Those solutions and strategies are then implemented in a remediation plan.

3. **Formal Review of Remediation Progress**: The concerns previously identified are re-addressed in a follow-up meeting with the MFT team to evaluate student progress towards remediation.

4. **Student Meets with Advisor and Program Director**: The Program Director, Advisor, and faculty representative (if appropriate) meet with the student to present findings, offer alternatives, and allow the student to respond and/or opt for a formal discernment meeting.

5. **Formal Discernment:** A formal meeting is held with the Seminary Department Chair, Program Director, Advisor, and student to make a final determination as to the appropriateness of the student's continuation in the MFT program.

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MFT FACULTY TEAM

Core MFT faculty includes the following: Cynthia McGrady, Ph.D. is a licensed Clinical Psychologist and an Associate Professor of Marriage and Family Therapy. She serves as the Seminary Department Chair. Adam Ghali, Ph.D. is a licensed Clinical Psychologist and Associate Professor. Cheryl Dueck Smith, D. Arts is a licensed Marriage & Family Therapist, Assistant Professor, and Disciplinary Lead of the MFT program. Angela Turner, M.A. LMFT, is the Director of the Pacific Counseling Program, practicum supervisor, and adjunct faculty. Bao Yang, M.A. LMFT, serves as an academic advisor and adjunct faculty. Autumn Lindberg, Ph.D. LMFT serves as a practicum instructor, supervisor, and adjunct faculty. Brian Ross, D.MIN and Leon Harris, Ph.D. teach ministry and theology courses for our MFT students. In addition to the listed core faculty, a variety of other professionals serve as adjunct instructors based on their unique areas of expertise in ministry and counseling fields.

The MFT 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.



Cynthia A. McGrady, Ph.D.

Dr. Cynthia McGrady is a licensed Clinical Psychologist and an Associate Professor of Marriage and Family Therapy. She serves as the Department Chair of Seminary. She is deeply invested in providing educational experiences that are holistic and integrative of bible, ministry, and theology alongside psychological theories and practice. Courses taught include Psychopathology, Research, Psychological Testing, and Family Assessment, Counseling Individuals & Couples, Clinical Assessment, and Practicum. Her doctorate is in Clinical Psychology, with an emphasis in Pediatric Neuropsychology. She has specialized training in working with individuals with traumatic brain injuries, anxiety disorders and anxiety-related illnesses, suicidal adolescents and adults, severe character pathology, children in individual and group psychotherapies, and clinical documentation models. A licensed clinical psychologist since 1998, Dr. McGrady has extensive clinical experience to share with students.

Dr. McGrady has served on a variety of Boards of Directors and Continuing Education agencies 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 adolescents, establishing rates of depression within Hispanic populations, and studying the classification of mental disorders. An area of study has been how to effectively utilize and diagnose with the DSM system. In response to this interest, she has held seminars for students and mental health professionals in understanding changes with the publication, adoption, and transition process from the DSM-IV-TR to the DSM-5.

Dr. McGrady is committed to intrapsychic development in students, producing excellent clinicians who thrive as they seek to help others navigate traumatic and difficult life circumstances. In 1964, Dr. McGrady's family helped to found the College Church of Christ in Fresno, California where they continue to worship and serve.



Adam A. Ghali, Ph.D.

Dr. Adam A. Ghali is an Associate Professor in the Marriage and Family Therapy Program. He has been with the program since 2013. His teaching has included Professional Ethics, Counseling theory, Cross-Cultural Counseling, Human Development, Psychopathology, and others.

Dr. Ghali completed his PhD in Clinical Psychology in 2012 at Fuller Theological Seminary in Pasadena, CA. His dissertation focused on the ethical dimension of the culture of psychology, studying how psychology is a value-laden enterprise, and what this means for the field. His master's thesis examined views on community membership among various religious traditions. Dr. Ghali also completed an MA in Theology with an emphasis in Christian Ethics.

Dr. Ghali grew up in Alberta, Canada, and lived in the greater Edmonton region, attending University of Alberta as an undergraduate student. Since completing his Bachelor of Science in Psychology, Dr. Ghali has lived and worked or volunteered in Cairo, Egypt, Southern California, Colorado, and the Central Valley. Dr. Ghali is married to Dr. Rachel Langford, who is also a Fuller-trained psychologist, and together they have two young children.

Dr. Ghali was introduced to the Mennonite Brethren church in college and has been a part of several Anabaptist-influenced churches in his different locations over the years. He is interested in the integration of theology and psychology, including the possibilities and limitations therein, and also studies how psychology can inform and must be informed by additional fields such as sociology, philosophy, economics, history, and politics to be attentive to the dynamics of the twenty-first century.

Dr. Ghali is a licensed psychologist, with clinical experience in a variety of settings, including outpatient community clinic, psychiatric inpatient, community mental health, and forensics. Alongside his experience in a variety of traditional psychotherapy approaches, he also has interests in ecopsychology and ecotherapy. He held membership in a variety of professional organizations, include the American Psychological Association, California Psychological Association, Christian Association for Psychological Studies, and Climate Psychology Alliance – North America (CPA-NA) and has presented posters or papers at several of their conventions.

Alongside his Marriage and Family Therapy teaching, mentoring, and scholarship responsibilities, Dr. Ghali is the FPU Director of Assessment, supporting programs and departments to gather student performance data and organizational information to promote continuous improvement and effective operations across the university.



Cheryl Dueck Smith, D. Arts, LMFT

Dr. Cheryl Dueck Smith is an Assistant Professor of Marriage and Family Therapy and serves as the Disciplinary Lead for the program. Cheryl grew up in Fresno and graduated from Fresno Pacific University with a BA in psychology. She completed her Masters in Marriage and Family Therapy, as well as a master's degree in Theology, from Fuller Theological Seminary. In 2018, she earned a doctorate in Marriage and Family Therapy Studies from Eastern University.

Cheryl married her college sweetheart, Peter Smith, in 1993. They enjoy time with their two adult sons and their significant others. Cheryl and her family have spent seven years living and serving internationally in Lithuania, Czech Republic, and Zambia. Her role as a mental health consultant in Zambia entailed leading Trauma Awareness and Recovery workshops for refugees as well as developing and teaching Peace Club curriculum for primary and secondary schools. Her development work took her to South Africa and Swaziland as well. Her theological training and interest in pastoral care led her to serve as an interim pastor for one year in a local congregation.

Cheryl is a licensed marriage and family therapist and certified in Emotionally Focused Couples Therapy (EFT). She is a clinician at Link Care Center and works with couples, individuals, and families from diverse backgrounds and perspectives. While she has expertise in couples therapy, additional topics of interest include missionary care, grief, identity formation, faith and spirituality, family therapy, and premarital counseling. She counts it a privilege to journey with clients as they learn to live authentically and to develop healthy emotional bonds with the people they love.



Angela Turner, M.A., LMFT

Angela (Angie) Turner is the Executive Director of Pacific Counseling Center, a counseling agency based at Fresno Pacific University. She also serves as adjunct faculty. Angie has served as Director-at-Large for the California Association of Marriage and Family Therapists (CAMFT), representing the MFT profession across the state of California. Angie specializes in training therapists and is a CAMFT Certified Supervisor.

Angie earned an M.A. in Marriage, Family, and Child Counseling from Fresno Pacific Biblical Seminary (formerly MBBS). She holds a California MFT license. In addition to her work with Pacific Counseling, she provides professional consultation for MFT Clinical Supervisors working toward certification.

Prior to pursuing a career as an LMFT, Angie served in church ministry both in Reedley, CA, and Auckland, New Zealand. Her work with adolescents in the church created in

her a desire to learn how to help teens who faced traumatic situations. This led to her MFT studies and discovering of her calling to be a therapist. Angie is auntie to two nieces and one nephew. She and her French husband like to travel and create art.



Bao Yang, M.A., LMFT

Bao Yang is an Adjunct Professor and Advisor of Marriage and Family Therapy program. Bao grew up in Fresno, and graduated from California State University, Fresno with a BA in Theatre Arts. She earned her master's degree in 2018 at Fresno Pacific Biblical Seminary in Marriage Family Therapy. She became a licensed Marriage and Family Therapist in 2023. She is committed to providing compassionate, client-centered care and is currently the Outreach and Training Coordinator and Clinical Supervisor at Pacific Counseling Center. Bao actively participates in professional development and community outreach to promote mental health awareness.



Autumn Lindberg, Ph.D., LMFT

Autumn received her M.A. in Marriage, Family, and Child Counseling from The California Institute of Integral Studies (CIIS) with an emphasis on Integral Counseling and her PhD. in Marriage and Family Therapy from Northcentral University. Her latest research is in permanency and resilience in foster adoptive families. She joined the FPBS team in Fall of 2012 and currently teaches Grief Counseling and Summer Practicum.

Autumn currently serves as the Business Development Director for Turning Point of Central California and maintains a successful private practice in downtown Visalia. She enjoys finding creative ways to help students and supervisors integrate their theology and their counseling practice; helping them thrive in both secular and faith-based settings.



Brian Ross, D.Min.

Brian A. Ross is Associate Professor of Pastoral Ministries at Fresno Pacific Biblical Seminary. He has taught everything from the history of the rise of secular ideas, to courses on prayer, from church planting to guest teaching in business courses. A twenty-six-year ministry veteran, he has served as a youth pastor, church planter, Senior Pastor, interim teaching pastor, church planting coach, preaching coach, pastoral search consultant, and outreach/strategy consultant. He is a minister with the Brethren in Christ denomination and currently volunteers as a founding board member at Midtown Vineyard Church in Fresno. A regular preacher at all kinds of churches (Mennonite to Pentecostal; 20 members to 2000 members), Ross is the author of *Signs of the Times: Pastoral Translations of Ministry and Culture in Honor of Leonard I. Sweet* and *The Practical (and Indispensable!) Pastor's Handbook: Exploring What You Actually Need to Do as a 21st Century Minister*. He has been married to Stephanie for twenty-five years and is the father of four young adult and teenage children**.**



Dr. Leon Harris, Ph.D.

Dr. Leon Harris is a Southern California native and theologian with a Ph.D. in Divinity (Systematic Theology) from the University of Aberdeen, and master's degrees (ThM, MDiv) from Talbot Theological Seminary. Formerly an associate professor of Theology at Biola University, he mentored first-generation students and developed inclusive academic programs. His scholarly work includes a monograph, book chapters, and peer-reviewed articles, with a focus on pneumatology, African American theology, and liberation theology. Rooted in his experience as a Black American scholar, Dr. Harris is passionate about creating learning environments that honor diverse cultural voices. He is a member of the American Academy of Religion, the Evangelical Theological Society, and the Society for Pentecostal Studies.
He remains active in community education through the Los Angeles Bible Training School.
In addition to his academic work, Dr. Harris has served in various church leadership roles, including elder, teacher, and Awana leader. Before entering academia, he worked in IT. He enjoys literature, film, theater, sports, and traveling with his wife, Joyce.

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PLANNING FOR YOUR PROGRAM OF STUDY

MFT students are required to take **65 units for program completion**. Some students take additional electives, resulting in them taking more than the required number of units during their time at Seminary. Students typically take three to five years to complete their degree. Be aware that many classes have prerequisites and courses are generally only taught once per year. Scheduling classes with your advisor will help ensure that prerequisites are met. Students with other commitments often extend their course of study and find that they benefit from the extended time to absorb and integrate their training experience.

When planning your program of study, begin by mapping out a degree plan found in Appendix 2. Bring this with you when you meet with your faculty advisor and when registering for subsequent semesters. Each semester, you are required to meet with your faculty advisor for approval of your plan of study. Examples of 3-year and 4-year degree program plans can be found in Appendix 3, Appendix 4, Appendix 5, and Appendix 6. Please also see Recommended Course Sequence for assistance in planning your course of study.

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 a rigorous academic environment can be unsettling. Allow yourself time for re-entry. Utilize fellow students as a source of support and orientation.

Capstone Integration of Marriage and Family Studies Papers
Students will enroll in a two-part capstone course sequence (COUN-791A & COUN - 791B), to be taken during a student's senior year, alongside their Practicum course (COUN-793A & COUN-793B). These classes provide students an opportunity to consolidate the theological integration learning they have developed in the MFT Integration Core Concept domains across their prior coursework, and to extend and apply the theological understanding to psychological and counseling concepts and clinical material.

Students will write a Theory and Theology Integration paper that articulates *why* the student adopts a particular counseling theory and how that theory corresponds with (or challenges) their theological worldview. Students will also submit either a paper or a project that provides a clinical and theological analysis of, and proposed solution to, a clinical, sociopsychological, or other counseling-related problem. Students will identify a topic in Marriage and Family Studies with direct clinical and sociopsychological relevance emerging from their practicum experience, affiliated mental health work, and

personal interest. Information regarding the process of writing these papers can be found in the syllabus for COUN-791B Integration of Marriage and Family Studies II.

Students who successfully complete MFT coursework in therapy, theology, and integration will receive a Seminary Certificate of Integration upon graduation.

A theoretical or exegetical thesis, while less common, is also acceptable in the MFT Program at FPU 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. Please see the MFT Program Director if you wish to write a thesis during your course of study.

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DEGREE REQUIREMENTS
FOR THE MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

The Marriage & Family Therapy program at Fresno Pacific University is designed to meet the requirements of California Business and Professions Code (BPC) section 4980.36 – License Requirements for Marriage and Family Therapists. The degree program has been reviewed and accepted as meeting licensing requirements by the state of California Board of Behavioral Sciences.

The MFT curriculum encourages the integration of theology, theory, personal formation, and professional practice. The following list of courses fulfills the requirements of the MA: MFT. **To graduate with an MA in MFT, the student must earn a 'B-' or better in all required COUN courses**. **PR** next to the course indicates this course has prerequisites. When planning your courses, consider which order you will need to sequence your classes. Following the 3-or 4-year plan and planning your program of study with your advisor is highly recommended.

Biblical/Theological Studies (6.5 units)
BIB 720 The Church and God's Mission in the World (1.5) *
BIB 760 Theology for Integration PR (2) *
THEO 708 Intro to Bible, Christian Theology & Culture (1.5)
THEO 712 Story of the Church & It's Theology (1.5)

Practical Studies (36-39 units)[b]
COUN 710 Introduction to Counseling (1)
COUN 721 Professional Ethics in Counseling (3)
COUN 726 Human Development (3)
COUN 728 Family Violence (1.5)

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

*Must be FPU Biblical Seminary Course

COUN 730 Clinical Assessment (3)
COUN 732 Aging and Long-Term Care (1)
COUN 734 Counseling Couples & Families [PR] (3)
COUN 736 Counseling Children [PR] (2)
COUN 736L Counseling Children Lab [PR] (1)
COUN 740 Psychopathology [PR] (3)
COUN 744 Research, Testing, and Family Assessment (2-3)
COUN 747 Counseling Individuals [PR] (2)
COUN 747L Counseling Individuals Lab [PR] (1)
COUN 752 Human Sexuality [PR] (3)
COUN 754 Group Counseling (1-3)
COUN 755 Contemporary Issues in Counseling (1)
COUN 756 Grief Counseling (1)
COUN 759 Psychobiology & Psychopharmacology (0.5)
COUN 760 Substance Use Disorders (1)
COUN 764 Trainee/Practicum Assessment [PR] (0)
COUN 789 Trauma & Resilience (2)

Personal/Social Formation (12.5 units)
COUN 724 Interpersonal Communication & Family Systems (3)
COUN 738 Person, Family, and Culture (2)
COUN 750B Cross-Cultural Counseling: Core Competencies (1.5) *
COUN 750D or C Cross-Cultural Counseling [Experiential] or [International] (1.5) *
COUN 705A/B/C Mentoring in Integration A/B/C (1.5) *
MIN 709 Spirituality & Wellness (1.5)
THEO 730 Discipleship and Ethics [PR] (1.5) *

Capstone (10-16 units)
COUN 792 Summer Practicum & Telehealth Practices [PR] (1)
COUN 793A Practicum I [PR] (3)
COUN 793B Practicum II [PR] (3)
COUN 791A/B Integration of Marriage & Family Studies I/II [PR] (3) or COUN 799 Thesis (6) *
COUN 770 Senior Counseling Discernment (0) *

Electives (Offered in addition to program units and at the discretion of the MFT department for student enrichment)
Art Therapy, Play Therapy, Counseling Sexual Addictions, Counseling in Spanish I, Counseling in Spanish II, Prepare/Enrich, Counseling Adolescents, Vocational Counseling, Dialectical Behavioral Therapy, Advanced Substance Abuse, Racial Trauma, Assessing the Impact and Trauma of Migration, Special Topics

Additional units and pre-degree practicum hours may be required for AAMFT membership. Specific Information regarding AAMFT Membership can be found here.

Additional units may be required for licensure in jurisdictions other than California. It is the student's responsibility to determine what course work is required to meet licensure outside California.

PREREQUISITES LIST

The table below lists courses with prerequisites. You will not be able to register for classes without having completed the prerequisite(s). Regular communication and planning your courses with your advisor will help prevent registration problems.

Course	Prerequisite(s)
THEO 730 Discipleship & Ethics	BIB 720 The Church & God's Mission in the World
COUN 747 Counseling Individuals & COUN 747L Counseling Individuals Lab (Must take these classes together)	COUN 710 Introduction to Counseling COUN 721 Professional Ethics in Counseling
COUN 736 Counseling Children & COUN 736L Counseling Children Lab (Must take these classes together)	COUN 721 Professional Ethics in Counseling COUN 726 Human Development COUN 728 Family Violence
COUN 752 Human Sexuality	COUN 721 Professional Ethics in Counseling
COUN 734 Counseling Couples & Families	COUN 724 Interpersonal Communication
COUN 740 Psychopathology	COUN 730 Clinical Assessment
BIB 760 Theology for Integration	THEO 708 Intro to Bible, Christian Theology & Culture
COUN 764 Trainee/Practicum Assessment	MUST have at least 18 units in the program completed, however, it is more common to have 50 or more completed. COUN 721 Professional Ethics in Counseling COUN 724 Interpersonal Communication COUN 726 Human Development COUN 728 Family Violence COUN 747 Counseling Individuals COUN 747 L Counseling Individuals Lab *May co-occur or previously been completed:* COUN 734 Counseling Couples & Families COUN 736 Counseling Children COUN 736L Counseling Children Lab COUN 740 Psychopathology *Also at least one of the following:* COUN 750B/C/D Cross-Cultural Counseling Core Competencies, Experiential, INT COUN 752 Human Sexuality *Completion of the following is also strongly recommended:* COUN 760 Substance Use Disorders COUN 754 Group Counseling
COUN 792 Summer Practicum & Telehealth Practices AND COUN 793 A/B/C Practicum I, II, and III	COUN 764 Trainee/Practicum Assessment COUN 721 Professional Ethics in Counseling COUN 724 Interpersonal Communication COUN 726 Human Development COUN 728 Family Violence COUN 734 Counseling Families COUN 736 Counseling Children COUN 736L Counseling Children Lab COUN 740 Psychopathology COUN 747 Counseling Individuals COUN 747L Counseling Individuals Lab
COUN 791 A/B Integration of Marriage & Family Studies I/II	COUN 734 Counseling Families BIB 760 Theology for Integration
COUN 799 Thesis	50 units of coursework must be completed

Combined Counseling and Ministry Degrees
Students who wish to pursue deeper studies in ministry may enroll in a combined degree program. Requirements for the combined MA MFT/M.Div. degree can be found with the admissions office and in Appendix 7.

Repeating Courses for Additional Units
If a student has earned another master's degree from the Seminary and wishes to pursue an additional MFT degree, you are welcome to do so. To meet the requirements for the MFT degree, some of the coursework that you have already completed will need to be taken for additional units (e.g., Interpersonal Communication). Please discuss with the professor and the program director what is appropriate for your completion of the additional units. You will be required to attend all class sessions.

Waiving Courses
For students who have completed an approved course, students may petition to have the completed course waived. An approved waiver form needs to be completed and submitted to the Registrar's Office. If a course is waived, the student may need to take additional elective unit(s) to meet the 65-unit requirement for the program. The additional elective unit may be in any seminary course and is not limited to COUN courses, but many students choose to take COUN courses to fulfill this requirement.

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TENTATIVE COURSE SCHEDULES

To enable you to develop your degree plan, below you will find a tentative schedule of when courses are offered. These schedules may change without notice due to sabbaticals, faculty availability, enrollment, and other factors. Current course schedules may be located at http://www.fresno.edu/students/seminary-students.

There must be **a minimum of 7 students** enrolled in a course for that section of the course to remain open. Courses may close due to lack of enrollment or new sections may open due to high enrollment. All courses may be offered in face-to-face, hybrid, or online formats.

RECOMMENDED MFT COURSE SEQUENCING

The MFT faculty has created both 3-year and 4-year recommended course sequences. These take into account unit load, prerequisites, and development as a therapist (see Appendices 3, 4, 5, 6). Examples are intended to inform students of the unit load they will need to carry to graduate in either 3 or 4 years. This information is intended to be

used to make decisions about which course to take and when to meet your educational and career goals. **PR** next to the course indicates this course has prerequisites. When planning your courses, consider the order in which you will need to sequence your classes. See your advisor with any questions.

As Practicum is offered in a Fall-Spring sequence, students beginning in the Spring Semester will need three and one-half years to complete their program.

Your advisor may recommend various sequences of courses based upon your previous experience or learning style. It is to your advantage to collaborate with your advisor to develop your individually recommended program plan. You are required to meet with your advisor and obtain approval for registering for courses each semester.

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COURSE OFFERINGS BY SEMESTER

Fall	
MIN 709	Spirituality & Wellness
THEO 708	Intro to Bible, Christian Theology & Culture
THEO 712	Story of the Church & It's Theology
COUN 710	Introduction to Counseling
COUN 721	Professional Ethics in Counseling
COUN 724	Interpersonal Communication & Family Systems
COUN 726	Human Development
COUN 730	Clinical Assessment
COUN 732	Aging and Long-Term Care
COUN 738	Person, Family, and Culture
COUN 744	Research, Testing, and Family Assessment
COUN 750B	Cross-Cultural Counseling: Core Competencies
COUN 791A	Integration of Marriage & Family Studies I
COUN 793A	Practicum I
COUN 799	Thesis

Spring	
BIB 720	The Church and God's Mission in the World
BIB 760	Theology for Integration
THEO 730	Discipleship and Ethics
COUN 705A/B/C	Mentoring in Integration A/B/C
COUN 710	Introduction to Counseling
COUN 734	Counseling Couples & Families
COUN 736	Counseling Children
COUN 736L	Counseling Children Lab
COUN 740	Psychopathology
COUN 747	Counseling Individuals
COUN 747L	Counseling Individuals Lab
COUN 752	Human Sexuality
COUN 754	Group Counseling
COUN 764	Trainee-Practicum Assessment
COUN 770	Counseling Discernment
COUN 791B	Integration of Marriage & Family Studies II
COUN 793B	Practicum II
COUN 799	Thesis

Summer	
COUN 728	Family Violence
COUN 755	Contemporary Issues in Counseling
COUN 750C/D	Cross-Cultural Counseling: Experiential or INT
COUN 756	Grief Counseling
COUN 759	Psychobiology and Psychopharmacology
COUN 760	Substance Use Disorders
COUN 789	Trauma & Resilience
COUN 792	Summer Practicum & Telehealth Practices

PERSONAL GROWTH THERAPY

We believe that personal therapy is a valuable experience for all our students. This is particularly true during the practicum year. Benefits of personal therapy include:

1. Having your own experience as a client
2. Having support and encouragement as you move through graduate studies
3. Developing insight into personal dynamics, issues, and problems that may arise during graduate studies
4. Obtaining first-hand experience with theoretical and practice models
5. Discerning your personal fit for this profession
6. Discovery and transformation within your own psyche
7. Equipping you to cope effectively with an extremely high stress career
8. Inoculation against therapist burnout
9. Understanding core motives and needs
10. Improving psychological, spiritual, and physical health and wellness
11. Increasing understanding of the therapeutic process
12. Assisting in establishing your own therapeutic modality and style
13. Increasing accurate empathy for the client's experience and perspective

While students are expected to be in personal therapy once they begin Practicum, engaging this source of support earlier in the program is recommended. Good therapeutic experiences often result when you work with a therapist who has had experience working with other therapists. While there are many well-trained therapists available in the area, most have not had experience treating other counselors. The following is a list of therapists who have significant experience in treating therapists and are comfortable addressing the spiritual issues involved in an FPBS trainee's personal growth. All hold a license in MFT, social work, or psychology and have more than five years of clinical experience.

It is the student's responsibility to select a therapist. You are encouraged to put considerable energy into selecting the therapist you wish to work with. Talk to senior students and your faculty advisor for recommendations. Be sure to consider whether the agency or therapist you select might be a future desired employment location as this would create a potential conflict of interest for future employment.

During a student's Practicum year, it is possible that some monetary assistance for personal growth therapy may be available through the Therapy Assistance Fund. This fund is maintained through donations and specifically designates monies to offset personal therapy costs for practicum students. For a practicum trainee to receive support from the Therapy Assistance Fund their practicum placement agency must contribute to the fund and a master therapist from the following list must be utilized. This is not an exhaustive list of preferred therapists in our valley as many excellent therapists

teach or supervise within our program disqualifying them from working with students. If you wish to have someone considered for inclusion on this list, please discuss this with the MFT Program Director. A practicum trainee may elect to receive therapy from a therapist who is not on this list, even if the therapist does not meet the minimum stated qualifications above. However, in doing so, the trainee forfeits the potential use of monies provided by the Therapy Assistance Fund. Money provided to trainees is a form of financial aid and is a result of contributions from agencies, therapists, and interested individuals who are committed to your training.

Preferred Therapist Information
The types of information below will vary based on what was provided by the therapist and is subject to change.

- ***Kelly Baker, LMFT*** | 559.236.5889 | Telehealth or in-person | https://www.hanfordonyxcounseling.com/meet-our-team/kelly-baker-3/

- ***Carin Barnes, LMFT*** | 559.972.8294 | https://www.carinbarnes.com/

- ***Paola Caraker, LMFT*** | Telehealth or in person sessions | 559.304.8557 | Sessions available for English or Spanish speakers | Paola Caraker - Home (paola-caraker-mft.org)

- ***Jennifer De La Cruz, LMFT*** | 559-628-0082 | jdelacruz.lmft@gmail.com

- ***Seng Leang Chea, LMFT*** | Telehealth or in-person | 559.380.6690 | Sessions available for English or Cambodian speakers

- ***Rachel Dehlan, LMFT*** | 559-242-6850 | https://racheldehlan-lmft.clientsecure.me/ https://www.psychologytoday.com/us/therapists/rachel-dehlan-fresno-ca/1322436

- ***Noelle Coppola, LMFT*** | Telehealth or in-person | On most insurance panels and will bill for services. | 559.426.6727 call or text | coppola.noelle@gmail.com | Some sliding scale services offered based on financial need | https://www.caredash.com/doctors/noelle-coppola-lmft-fresno-ca

- ***Nohemi Escamilla, LMFT*** | Telehealth or in-person | 559.908.7453 | Some sliding scale services offered based on financial need |Accepts some insurance | Voicemail message likely conveys practice is full, but will take FPU MFT students based on availability | Sessions available for English or Spanish speakers

- ***Christine Field, LMFT*** | Telehealth or in-person | 559.246.6203 call or text

- ***Mel Hamel, Ph.D.*** Licensed Psychologist | 559.355.5004
- ***Sonja Hill, LMFT*** | Telehealth or in-person | 559.228.8537
- ***Christine L. Landis, LCSW*** | Telehealth only (based in Oregon but maintains a California license) | 559.797.1508
- ***Brad Lyons, PsyD.*** Licensed Psychologist | 559.709.7387 | bradlyons@mac.com
- ***Katherine Lyons, PsyD.*** Licensed Psychologist | 559.709.7426
- ***Aaryn Mackey, LMFT*** | 559.432.4042 | https://www.aarynmackey.com/
- ***Rebecca Orchard, LMFT*** | 559.549.7319 | Call or text for student rate
- ***Jay Pope, Ph.D.*** | Licensed Psychologist | 50-minute couple/family sessions available | www.uptown-psych.com
- ***Frony Ritter, LMFT*** | Her voicemail says she is not accepting new clients but would like you to still leave a message as she will continue to see Seminary students | 559.635.4453 text or call | https://fronyrittermft.com/
- ***Kevin Schellenberg, Ph.D.*** Licensed Psychologist | 559.435-1133
- ***Robert C. Taylor, Ph.D., ABPP*** Licensed Psychologist | Telehealth or in-person | 559.222.2556 | He does not have a student rate but will consider alternative arrangements on a case-by-case basis.
- ***Veola Vazquez, PsyD.*** Licensed Psychologist | Telehealth or in-person (travel required) | 951.215.6597 | Dr. Veola Vazquez | Discounted student rate possible
- ***Stephanie Zimmerman, LMFT*** | 559.495.9231 | Call for rate | https://www.zimmermantherapygroup.com/

*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. Also, consider strongly whether you may wish to be employed post-graduation at an above-listed agency. Receiving personal therapy from someone at that agency may not be advisable.*

Students should telephone the therapist to confirm current session rate. Therapists reserve the right to change their fee at any time.

THERAPY ASSISTANCE FUND

The Therapy Assistance Fund may provide monies to students for personal therapy during their practicum year. This fund is renewed annually as a direct result of contributions from agencies where trainees are placed, therapists, alumni, and interested individuals who are committed to student growth and development. **Upon graduating from FPBS, please consider contributing to this fund to enable more students to benefit from personal growth therapy.**

The Therapy Assistance Fund is not guaranteed and is limited. If your placement site contributes to the Therapy Assistance Fund, then you will be able to apply for reimbursement of personal therapy expenses incurred **during your Practicum year** up to a set amount. You may apply for reimbursement after the first day of the Fall semester of your practicum year. All reimbursement applications must be filed by the **last day of the semester** in which the personal therapy session was incurred (e.g., in the months of December and April) to be considered for reimbursement. Late applications will not be reimbursed. If a student is paid directly by their placement and the placement does not contribute to the fund, the student will be ineligible to receive reimbursement.

Please see your practicum instructor for specific information regarding reimbursement availability and amounts.

COUNSELING ROUNDTABLE

Part of the process of becoming a therapist is learning how to engage in case consultation. This involves actively inviting evaluation and critique of your therapeutic work from faculty, supervisors, and peers. The Counseling Roundtable is a formal means by which to do this for students enrolled in the Practicum courses. The Counseling Roundtable is an excellent opportunity for students in the MFT program to receive feedback on their clinical work. Please see the current *Practicum Manual* for specifics on this learning experience.

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PRACTICAL EXPERIENCE

Overview

The MFT program at Fresno Pacific Biblical Seminary is a “terminal degree” in that, at the completion of the program, the student is academically prepared to begin a career as a counselor. 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 in a developmental sequence throughout the program. Students are required to comply with all pre-licensing and agency requirements before seeing live clients (live-scan fingerprinting, obtaining malpractice insurance, background checks, etc.). All costs associated with this are the students' responsibility.

Students enrolled in **COUN-747L Counseling Individuals Lab** will provide counseling for an individual adult under the supervision of a faculty member. Students will meet for assessment of this experience and evaluation of their work in small supervision groups. COUN-710 Introduction to Counseling and COUN-721 Professional Ethics in Counseling are prerequisites for COUN-747L Counseling Individuals Lab. The experience in this course **does not** meet the requirements for trainee hours and cannot be counted toward licensure.

The COUN-736L **Counseling Children Lab** provides an opportunity for students to work on developing their counseling skills with children. The lab typically requires a commitment of three to four hours per week for the semester in addition to class time. Students will take this course concurrently with COUN-736 Counseling Children. COUN-728 Family Violence and COUN-721 Professional Ethics in Counseling are prerequisites for this lab.

Prior to starting Practicum as a trainee, students must apply for practicum via COUN-764 and go through a Trainee Practicum Assessment.

COUN-792 Summer Practicum & Telehealth Practices, and COUN-793A/B Practicum I and II are typically taken sequentially during the student's senior year in the program. Students may choose a single- or dual-site placement. Together Practicum I and II consists of **one (or two) 9-to-12-month** long placement(s) with a minimum of 10 direct client contact hours per week (five direct client contact hours at each site if dual-site placement). Required time spent in individual and group supervision, documentation, assessment, training, and advocacy is in addition to direct client contact. Thus, it is typical for students to **spend 20-30 hours per week** in their combined placement sites. Time spent in Practicum class and completing Practicum assignments is in addition to this. *Please note: Some practicum placement sites begin in May/June and continue for 12-14 months.* Pacific Counseling Program placements and some other agency placements extend beyond the Fresno Pacific Biblical Seminary academic calendar year. Students are expected to be at their campus/agency site through the entire contract for their site. 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 **COUN-793C Practicum III** either to gain additional training and experience toward licensure or certification (AAMFT) requirements. Students who are not fully prepared for the field of counseling may also be required to take COUN-793C for additional training and experience. Requirements for Practicum III are described more fully in the course syllabus.

PREREQUISITES FOR SUMMER PRACTICUM & PRACTICUM I/II

Practicum I, II, and III permit students the experience of providing direct therapeutic services under the supervision of licensed clinicians in various local agencies. In the state of California, an MFT student in practicum is referred to as a ***Trainee***. Graduates of an approved MFT program register with the Board of Behavioral Science (BBS). Upon issuance of an official BBS Associate number, they then become an ***MFT Associate***. After completing 3000 hours of supervised experience, Associate MFTs may sit for the exams required for licensure. Details regarding the licensure process can be found at https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf.

Before a student may enroll in practicum, s/he must be approved through a zero (0) unit evaluation process called **Trainee-Practicum Assessment**. The evaluation process includes a mini-discernment meeting to examine the potential trainee's academic and personal readiness to enter practicum and begin counseling clients. Trainee-Practicum Assessment normally takes place early in the Spring semester, the year 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 MFT coursework (although closer to 50 units is more typical), has remediated any MFT courses in which a grade of "C+" or below was received, and has made sufficient progress toward addressing concerns of personal character or maturity raised during discernment and advising meetings.

Students in practicum are expected to possess the necessary theoretical acumen to assess and understand their clients and to conduct effective therapy. This will generally be met by the required completion of coursework in COUN-721 Professional Ethics in Counseling, COUN-724 Interpersonal Communication & Family Systems, COUN-726 Human Development, COUN-728 Family Violence, COUN-730 Clinical Assessment, COUN-734 Counseling Couples & Families, COUN-736 Counseling Children, COUN-736L Counseling Children Lab, COUN-740 Psychopathology, COUN-747 Counseling Individuals, COUN-747L Counseling Individuals Lab, and COUN-764 Trainee/Practicum Assessment. Also, at least one of the following should have been completed prior to starting a practicum placement: COUN-750 A, B, C, D Cross-Cultural Counseling, or COUN-752 Human Sexuality. Completion of COUN-754 Group Counseling, COUN-760 Substance Use Disorders, and COUN-744 Research Testing and Family Assessment

are also strongly recommended before beginning practicum. **It is to the students' advantage to have completed as many courses as possible in the program before entering practicum.**

Additionally, upon entering practicum, the student must demonstrate theoretical competency in one individual counseling approach and one family therapy approach.

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PREPARING FOR TRAINEE-PRACTICUM ASSESSMENT

COUN-764 Trainee-Practicum Assessment is a required zero (0) unit course. Students register for it during the semester prior to the semester the student expects to take Practicum I (typically Spring, as Practicum runs in a Fall-Spring sequence). An orientation for Trainee-Practicum Assessment is held each Fall, late in the semester (late November/early December). It is strongly recommended that students attend this orientation to answer questions and clarify procedures if they plan to apply for Practicum in the following year.

Prior to participating in the Trainee-Practicum Assessment interview, students are expected to review the list of approved practicum sites, discuss them with current trainees (practicum students), and consider which site might provide the best fit for their personal training needs. During the assessment interview, the student will review portfolio materials and talk with faculty about readiness to begin Practicum. Sites which could serve as an appropriate or recommended placement for the student will be discussed. It is recommended that the student discuss potential agency placement sites with their advisor prior to the Trainee-Practicum Assessment interview.

If a student can maintain academic standards, but faculty are concerned with the student's ability to perform the job duties of a counselor, the student may not be allowed to move forward in the program.

Successful completion of the Trainee-Practicum Assessment requires professionalism and attention to detail. **DO NOT WAIT UNTIL THE LAST MINUTE TO PREPARE YOURSELF OR YOUR PORTFOLIO!** Writing your applications, gathering documents, and revising your curricula vitae takes time. It is unprofessional to miss or ask for an extension of deadlines for these materials.

The **Trainee-Practicum Assessment Portfolio** consists of the information noted below. Please prepare **a digital portfolio** for submission on Canvas. Your digital portfolio should be submitted by the date and time given at the Orientation meeting.

Your assessment portfolio should include:

1. Your completed **Practicum Application form.**

2. 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 in your biographical statement paper:
   a. **PTP Update –** Please provide an **updated version of your Pathways to Transformation Paper (PTP).** Your PTP was written in COUN-724 Interpersonal Communication & Family Systems. The PTP update should reflect the personal and educational growth you have experienced since you first wrote the plan. What have you learned about yourself so far? Have any personal issues been raised in your coursework and/or in your dealings with faculty, staff, and other students? What things have you self-identified as impacting your therapeutic work? What are your plans for addressing these issues? How are you working at identifying and managing your own transference and countertransference? Elaborate briefly on elements likely to be brought forth in the counseling relationship as you work with clients.
   b. **Theoretical Orientation –** 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?
   c. **Pragmatic Considerations –** How are you planning to complete your practicum year? Will financial obligations require you to work outside of your placement sites? If so, will this be full-time or part-time status? How will work, family, and course enrollment schedules affect your availability? What self-care practices and routines will you have in place to assist you during the Practicum year?

3. A draft **Curriculum Vita** (CV) with all relevant work and educational experience, including professional workshops attended and membership in professional organizations. This will be used to apply to practicum sites once it has been approved by MFT Faculty. You can find additional CV information here.

4. A **professional Cover Letter** explaining your interest in working for the site/agency as an MFT Trainee the following academic year and requesting an interview. You will write personalized cover letters for each site you apply to. The cover letter submitted in your assessment portfolio should be written to **Pacific Counseling Program** and addressed appropriately to the Pacific Counseling Director.

5. An **unofficial Transcript** and **two course lists** should be included (for a total of **three** documents): (1) Your unofficial graduate FPBS transcript, (2) A list of the courses you have completed and/or will complete prior to beginning Practicum and the grade obtained in each course (this is in addition to your printed unofficial transcript), and (3) A list of planned courses projected to be completed in the Practicum year.

6. A statement regarding your **Counseling Lab experiences** and/or other relevant counseling and work experience. This would include an introspective analysis of things you became aware of about yourself during your time in the lab placement. In addition to this statement, please also include the **graded benchmark assessments** from your Counseling Lab instructors from COUN-747L, and COUN-736L. Include the instructor evaluation from COUN-710 if you have not completed COUN-736L.

7. A **sample psychosocial narrative report** from a prior course (e.g. Clinical Assessment, Counseling Children, etc.).

8. A **representative integrative paper** from a prior course (e.g. Signature Assignments from Cross-Cultural: Core Competencies, Experiential, or International).

To summarize the Trainee-Practicum Assessment Process:

1. Determine with your advisor when is it appropriate for you to register for COUN-764 Trainee-Practicum Assessment (this typically will be a Fall semester registration for the upcoming Spring semester).
2. Register for COUN-764 Trainee-Practicum Assessment.
3. Attend the Practicum Orientation Meeting (late Fall).
4. Discuss Practicum site placement with your advisor, current and past Trainees, faculty, and/or staff.
5. Prepare your professional portfolio and application. Turn it in on time.
6. Sign up for your assessment interview with the MFT Program Assistant.
7. Attend the Trainee-Practicum Assessment evaluation interview. Dress professionally. This is a professional interview.
8. Revise CV and cover letters as directed. Follow any additional instructions given to you during the assessment. Request permission from those you wish to use as references.
9. Send electronic revised copies of CV and cover letters to designated faculty or reviewer.
10. Obtain approval to send out CV and cover letters.
11. Apply to Practicum sites. (See *Application Procedure for Practicum*).

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APPLICATION PROCEDURE FOR PRACTICUM

After you have been approved for Practicum via the successful completion of your Trainee-Practicum Assessment AND your cover letter(s) and CV have been approved, you may apply to approved practicum agencies. **Please do not send out materials to desired placement sites without explicit written approval of your cover letter and CV.**

Please note: Practicum placement is contingent upon the student's ability to pass required courses with a B- or better. Failure to pass any required courses for Practicum will result in the student contacting the site and notifying them that he/she will be unable to start placement due to his/her inability to pass required courses. The student will also be unable to register for Practicum until the courses are remediated.

Successfully passing your Trainee-Practicum Assessment does not assure you of being accepted at a practicum site or having a practicum placement for the following academic year. This is a highly competitive job market, and you will be vying for placements with students from several other schools in the greater Fresno and South Valley areas. If you are unable to secure a Practicum placement, you may be unable to advance to Practicum the following academic year.

Please note that the practicum instructor must approve all practicum sites. If you would like to serve at a site that is not included on the list of approved sites, you must complete a *New Practicum Site Request Application* and get prior authorization/approval from the practicum instructor. Certain practicum sites have additional application requirements. For example, Fresno County requires you to submit copies of proof of insurance, both medical and automotive, complete certain classes, and obtain certain health clearances.

The following procedure should be used for practicum site application:

1. Send your **individualized cover letter** with a copy of your **vitae** to the practicum agencies determined in your assessment interview. *(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 and request an interview with the agency program director. Wait to be contacted for an interview.

2. **Interview** with agencies that invite you.

3. Send a **thank you note** to the people who interviewed you.

4. **Reception of an offer**: Agencies interview for practicum placements at various times. We encourage agencies to conduct their interviews in March and April, but agencies determine their own interview period. If an agency offers you a position after the interview, you may choose to accept the offer or ask them for some time to think about the offer and a date when they need a response. You may have other interviews scheduled and need more time before you respond. How you respond is a critical interviewing job skill. You need to be considerate of the placement as you decide. **Note that if you accept a position, you are expected to fill that position even if another placement site offers you a position later. As you decide which placements to accept, please note that therapy assistance funds may be available to trainees working at some, but**

not all placement sites. This may factor into your decision of which site to accept.

5. After you hear from the practicum agencies and decide on a specific practicum site, **notify the MFT Program Assistant and the Practicum Instructor** via email immediately. If you are not selected for a site, please notify both your academic advisor and the practicum instructor, so that they can help you take further steps to find a placement.

6. Make arrangements directly with the accepted placement agencies for your **starting date** *and* **ending date** for the placement. Obtain necessary paperwork from the Practicum Manual.

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COUN 770 SENIOR COUNSELING DISCERNMENT PROCEDURES FOR MFT STUDENTS

Background and Purpose
Fresno Pacific Biblical Seminary is committed to walk with students through their Seminary career and to provide support through discernment, affirmation, and counsel. The Senior Counseling Discernment is the last of the formal discernment sessions a student will go through. It is designed to provide feedback to the student regarding their development as a person and a professional and to assess the student's readiness for ministry as a counselor.

Time Frame
MFT students should enroll in COUN-770, schedule, and complete their counseling discernment during their final practicum semester. The discernment paper and follow-up reflection from the discernment meeting should be uploaded to the course Canvas site by May 1st.

Discernment Process
The discernment meeting will be chaired by the student's advisor. The student, in consultation with their advisor, assembles a discernment group. The discernment group is typically comprised of eight to ten people representing family, student peers, practicum supervisor, and a pastor or spiritual mentor. Each student is encouraged to choose people that can speak truthfully, effectively, and insightfully into their life and professional development. The aim of the process is to choose individuals who can speak to how the student is perceived by others, relates to others, the student's current areas of strength, and their needed areas of continued growth.

The student will write a Self-Assessment Reflection (generally 6–8 pages), referencing the Pathways to Transformation Paper (PTP) written earlier in the program. The discernment group will discuss the student's gifts, seminary experience, goals for ministry, and potential places the student's gifts can best be utilized vocationally, using

the reflection paper as a foundation for the discussion. A participant will be asked to take notes of the meeting, enabling the student to retain the feedback from the evening, which can be included in their follow-up report.

Overview of Senior Counseling Discernment Steps (additional details provided in course syllabus):

1. Register for COUN-770 Senior Counseling Discernment in the final semester before graduation (typically Spring).
2. Meet with advisor regarding the discernment process and participants.
3. Schedule the time, date, and room assignment (if needed) for the discernment with the Seminary Program Assistant.
4. Ask participants to save the date.
5. Write Self-Assessment Reflection and send to advisor for revision.
6. Send revised report to group with meeting instructions found in syllabus.
7. Designate a person to take notes during the meeting.
8. Prepare a short autobiographical review for the discernment meeting. Bring a meal or light snacks to share if desired.
9. Write follow-up report.
10. Upload Reflection paper and Follow-up Report to Senior Counseling Discernment course in Canvas.

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LIBRARY RESOURCES

Hiebert Library has extensive electronic resources available to all students and faculty. You may log in from any location to utilize these resources. The library subscribes to ProQuest's "Academic Complete" e-book package. This collection of academic electronic books grows monthly and includes well over 69,000 volumes. At least 500 of these volumes are directly related to family therapy or counseling, though many other available e-books will also have relevance to topics that MFT students would be studying. Hiebert Library continually updates and expands their electronic offerings.

All FPU students also have access through Hiebert Library to numerous full-text online journals and other resources through EBSCO, JSTOR, and Sage Journals Online. Of particular value to counseling program students are the ERIC, PsycINFO, and PsycArticles databases from EBSCO. Currently, the library subscribes to over 200 full-text online journals related to the fields of psychology, therapy, and counseling.

Hiebert Library, located on the main Fresno campus, is the primary library resource for all of Fresno Pacific University's regional centers. It serves those centers in a variety of ways.

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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 campus have granted our graduates advanced standing towards their doctoral programs. Each student is evaluated on a case-by-case basis. Please contact the specific doctoral institution you are considering and obtain their admissions requirements.

FINANCIAL AID

We strongly encourage students to be good stewards of their money and plan ahead when making financial decisions. Financial planning sites, like https://www.myeecu.org/home/news-resources/financial-resources/financial-planning, may be helpful.

Graduate students, seminary or non-seminary, **may or may not qualify** for financial aid in the summer semester. Qualification depends on numerous factors. *Some* of these factors include whether the student received 100% of loan aid eligibility in the fall and spring in the academic year prior to the summer semester, there would be no remaining loan eligibility for the summer semester. A table is below to help visualize loan eligibility.

	Fall 5+ units	Spring 5+ units	Summer 5+ units
Option #1	50% annual loan eligibility	50% annual loan eligibility	0% annual loan eligibility remaining
Option #2	34% annual loan eligibility	33% annual loan eligibility	33% loan eligibility

*Annual loan percentages/amounts may be less than those written above if the student has grants and scholarships also awarded during that semester. Loan percentages/amounts are only allowed up to the student's financial aid cost of attendance.

If the student registers/completes **less than 5 units for summer**, they are ineligible for Direct Loans, even if there was remaining aid after the fall and spring semesters. A graduate student must register/complete 5+ units to qualify for loans. All 5 of the units MUST be units taken at FPU. **Units taken elsewhere do not qualify**.

If a student plans to attend less than 5 units in the summer, it would be to their benefit to divide their loan eligibility as shown in Option #1 in the table above.

It has come to the attention of financial aid staff that some students may have been told that your summer units can be added to the past spring semester or the coming fall semester; this is not the case. Each semester and the units that you register for each semester, count only for that semester.

Please remember that the above options are something that you should carefully

consider when planning your academic year at FPU if you need financial assistance in the form of Federal Direct Loans. If you have any questions regarding what your financial aid options are, please do not hesitate to schedule an in-person or phone appointment with Financial Aid Counselor by calling the Financial Aid office at (559) 453-2041, or by stopping by the office on campus.

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SCHOLARSHIPS & OTHER FINANCIAL ASSISTANCE[3]

There are many private donor scholarships available for seminary students. These scholarships offer meaningful financial support made possible through the generosity of FPU donors. Private donor scholarships typically open for application early in the spring semester for award the following academic year. Please watch university and seminary communications for the application window. Please see Student Financial Services for information about these and other financial assistance opportunities.

Non-Exhaustive List of Links for Scholarships
http://www.fresno.edu/financial_aid/graduate/scholarships: lists specific scholarships and grants available to graduate students at FPU and provides links to helpful websites
http://scholarships.fresno.edu/: application for FPU scholarships for the up-coming year
http://www.fresno.edu/financial_aid/graduate/downloads: lists applications and forms needed for grants and scholarships
http://www.fresno.edu/financial_aid/graduate/loans: loan information
http://www.fresno.edu/financial_aid/graduate/links: lists links to various forms of financial aid
http://www.fresno.edu/students/student-financial-services/sfs-resource-links: Resources to additional resources.

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CONFERENCES AND WORKSHOPS

Students are encouraged to attend conferences, lectureships, and workshops to learn about specialized areas of interest and broaden the scope of their clinical knowledge. The MFT Program sponsors guest lectureships on campus. Other out-of-town and out-of-state people also come to our campus occasionally as adjunct professors. This gives students a chance to interact with and learn from outstanding professionals who integrate faith and counseling theories.

[3] The FPBS scholarships are funded entirely by donations from people who want to help others prepare for ministry as counselors at the Fresno Pacific Biblical Seminary. Please consider making a gift to either or both scholarship funds after your graduation. Please also consider developing a new scholarship fund.

In addition to FPBS sponsored events, there are opportunities to expand your education and networking circles through local, regional, statewide, and national conferences. **MFT students are strongly encouraged to participate in professional conferences or events off campus.** Conference information may be found online or in professional magazines and journals. Local opportunities may be advertised through the Seminary newsletter.

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LICENSING AND CERTIFICATION REQUIREMENTS

Getting a degree in marriage and family therapy is a very important part of your preparation as a therapist. However, it is only the beginning of your training as a therapist since regulation, certification, or licensure is required for all people who offer services in the public domain.

Licensing requirements vary from state-to-state and province-to-province. Students are advised to obtain the appropriate information from locations that they intend to pursue for employment at the beginning of their study program so that any necessary adjustments to coursework may potentially be made. **It is the student's responsibility to be informed and to ensure that they meet all the requirements for the region and type of 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 FPBS MFT degree. For specific membership requirements see: http://www.aamft.org/

Convictions
Any felony or misdemeanor conviction, including DUIs or *nolo contendre* pleas, may have adverse impact on your application for BBS licensure or application to other similar licensing boards and organizations. Such convictions may become evident during the Live Scan fingerprinting process. This may result in an inability to obtain a Marriage & Family Therapy license, or even to be placed at Practicum or Lab sites. **It is the student's responsibility to be informed of how previous convictions might affect the license they wish to pursue**. Students have the option of informing the MFT Program Director of previous legal difficulties at the outset of the program for assistance in determining the best course of action moving forward. See the BBS website on Criminal Convictions for more information.

SUGGESTIONS FOR REPORTING COURSEWORK IN OTHER JURISDICTIONS
Below are some ways of applying your coursework to the categories required for membership in AAMFT or licensure in other jurisdictions. 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
Integration of Marriage and Family Studies I/II
Person, Family, and Culture
Cross-Cultural Counseling
Substance Abuse
Interpersonal Communication and Family Systems
Family Violence

MARITAL AND FAMILY THERAPY
Counseling Individuals and Lab
Counseling Couples and Families
Research Testing and Family Assessment
Counseling Children and Lab

HUMAN DEVELOPMENT
Human Development
Human Sexuality
Psychopathology

PROFESSIONAL STUDIES
Professional Ethics in Counseling

RESEARCH
Research, Testing, and Family Assessment

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

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FREQUENTLY ASKED QUESTIONS

Why should I participate in community events and activities like Common Meal?
Your experience at the Seminary will be enhanced by participation in community events. Community is a source of support, growth, and development. Allow the community to function as it should. Connect with others. Part of the vision of the MFT program and FPBS is for our students to be personally formed by their Seminary community. We value the relationship among students, faculty, local churches, and global church communities.

Common Meal is a dinner being offered weekly in the B.C. Lounge, health restrictions permitting. Faculty, staff, and students participate in Common Meal to discuss Seminary life, take a break, and enjoy some time together. It is a good time to ask miscellaneous questions about classes, assignments, group projects, or just vent about that test just taken or that big paper coming up. We view common meal as a large part of seminary community life. There is no cost at the time of the meal, as common meal is funded through student activity fees. Activities like Common Meal are designed to help facilitate connection in the community. Take advantage of these opportunities to get to know the people around you during your Seminary education.

I understand that I can do the M.A. MFT degree or the M.Div. Pastoral Counseling program or both. What is the difference?
There are several degree programs at the seminary including M.A. MFT, M.A. in Christian Ministry, and M.Div. Master of Divinity. There are students who complete both an MFT degree and one of the others. See Appendix 7 for one example. The major difference is that the M.Div. has 90 units instead of 65 units of course work, but the M.Div. can be tailored to meet the student's own particular gifts, interests, and vocational objectives. The MFT M.A. is more narrowly defined with almost all 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 hold church staff positions while others have served in overseas missions, hospitals, nursing homes, prisons, and Christian counseling centers.

How long will it take to complete the MFT Program if I go full-time or part-time?
The fastest a student can complete the MFT Program if going full-time is three years, unless you have a previous master's degree or significant transfer credit from another graduate institution. Typically, students take longer than this. The external responsibilities a student carries (family, employment, personal responsibilities, etc.), and the student's ability to process information also affect the time it takes to complete the program. Some students retain information at a higher rate and can comfortably carry a heavier load than others. Students continue over the summer to take classes and to begin practicum hours. Some students find they benefit significantly from extending their program of study.

Students are still considered full-time for financial aid purposes if taking a minimum of 5 units per semester. The program can be completed within 3 to 4 years, with variable units per semester, depending on scheduling and sequencing of coursework. See examples of the 3-year and 4-year plans in Appendices 3/5 and Appendices 4/6. It is also possible to collect some hours as an MFT Trainee towards your California license while you are a student if this fits your career goals. With the additional time needed to collect 3000 hours under supervision, most people need four to six years, including their M.A. study program and internship, to reach readiness for licensing in California.

How flexible is the program?
The program is very flexible in some ways and very specific in other ways. The Seminary, for example, requires foundational Biblical/theological studies and personal/social formation courses THEO-708 Intro to Bible, Christian Theology & Culture, COUN-724 Interpersonal Communication & Family Systems, THEO-730 Discipleship and Ethics, and COUN-750 Cross-Cultural Counseling 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 MFT 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 of 9 credits that may be earned in this manner. In addition, students must sustain a B level grade or better in COUN courses. Students must also be willing and open to dealing with personal issues in personal therapy and be committed to integrative studies.

Classes are typically offered in a rotating manner, but some classes are only offered at certain times and certain days. You may need to be flexible in adjusting your personal or work schedule to accommodate the requirements for the program. Because you have more courses to choose from, the beginning of the program tends to be the most flexible, and it gets less flexible as you progress in the program.

What kind of therapists does FPBS hope to train?
FPBS seeks to train therapists 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 Student Learning Outcomes (PSLOs) 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, as its intended goal is to bring healing. The FPBS **MFT Program is designed to train people both for clinical and for pastoral counseling. We do not see this as something between which one needs to choose. The MFT Program is both clinical and pastoral** while the focus remains on Marriage & Family Therapy. 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 need to 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 professions 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 focuses 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 causing 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 Kingdom 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 in the FPBS MFT program. Classes vary, however, in the kinds and amount of practical applications they employ. 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 emerging skills in protected settings within the courses themselves. Typically, in the first year, the student will begin to have practical experience through COUN-747L Counseling Individuals Lab. More experience will be gained the following year in COUN-736L Counseling Children Lab course. During the final year, students will complete the required hours of counseling practicum, at one or two placement sites within the community. Practicum III is also available.

How long do practicum contracts last?
In the Practicum year, students will 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 FPBS school and practicum calendar. This means that you may be expected to continue working at your practicum placement site after you have graduated from FPBS. Length of practicum placement is negotiated directly with the specific practicum site. Recent graduates who have been placed at those sites previously will have practical information about site requirements.

Is there one counseling model or theory FPBS 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 "Kingdom of God in the church and in the world.” Psychological literature and interventions learned in the program are tools that will be crucial in accomplishing this ideal. Our task is to

understand what the values of the Kingdom of God are and what techniques and insights the social sciences provide to assist us towards this goal.

Students need to understand the major individual and family counseling theories and therapeutic techniques to work effectively with a variety of supervisors and settings, and to pass the California licensing exam. FPBS encourages the integration of theology and psychology and encourages a focus on a systems approach that includes context, family of origin, community, culture, and society as well as intra-psychic and psychodynamic concerns. Because our graduates are involved in ministry around the world, diversity in counseling models taught 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 MFT licensing? How important is it that students from other states, provinces, or countries go through the licensing process?
Getting a degree in marriage and family therapy 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 area in which you might practice your profession at the beginning of your program** (i.e., licensing requirements in other states, provinces, or countries).

In California, a person must graduate from a BBS-approved Marriage and Family Therapy educational program (like FPBS). The graduate may then apply to BBS for MFT Associate status. MFT Registered Associates work under the supervision of licensed therapists until they have **3000 hours of documented counseling experience**. Associates are required to take a Laws and Ethics exam each year until it is passed. Upon completion of the 3000 licensing hours, Associates are eligible to take the state clinical licensure exam. After the successful completion of these two exams, Associates are issued a state license to practice as a Licensed Marriage and Family Therapist (LMFT). For many people, this is a three to five-year process and time investment **after** the completion of their degree.

How does the FPBS counseling program compare in general to other programs and those in secular universities?
The FPBS MFT program gives attention to the place of community in the healing process. In addition to their professional training and doctoral studies, FPBS faculty members have 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 FPBS MFT 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 are 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 FPBS and work across several disciplines.

See the "Who We Are" section for more detail on who we are and how we differ from other programs.

What are the theoretical orientations of the FPBS MFT 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 in Systemic, Psychodynamic, Emotionally Focused Therapy, Ecosystemic, Biopsychosocial, and Wellness and Recovery orientations. They have had training and experience working in many other theoretical orientations.

Will FPBS help me find a counseling job after I graduate?
FPBS assists students and graduates in the placement process. However, no training institution can guarantee job security or availability. The Director of the MFT Program, faculty, and staff work together to keep students informed of job openings and are willing to assist in resume, reference, and interview preparation. Students may also utilize the career services office to find jobs, work on interviewing skills, and obtain help writing their Curriculum Vitae (CV). 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 job board where resumes and job offers can be exchanged. The process of Trainee-Practicum Assessment, which prepares students for 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.

What is APA format?
APA format is the required format for written papers in counseling classes. We encourage you to familiarize yourself with APA format. Bookmark the following resources and use them often. In addition to the APA Publication Manual that can be found on reserve at Hiebert Library (BF76.7. P83 2010), there are other online resources that are helpful.

a. Purdue's Online Writing Lab has an overall guide as well as citation help at: http://owl.english.purdue.edu/owl/resource/560/01/.
b. The APA website includes quick references to questions on citing, formatting, and references: http://www.apastyle.org/.

What is an Exit Interview and when does it happen?

Exit Interviews are held during the semester of graduation, typically during the Spring semester. The Department Chair of the Seminary and other faculty assist in these interviews, asking specific questions regarding feedback of the seminary experience. These interviews are highly valued by the faculty and institution. We use this feedback to change and improve the experience of students. The Program Assistant will contact graduates to set up these interviews in their last semester.

What is Grad Gala?
The seminary has a standing Grad Gala celebration to honor and send off graduates. Faculty, staff, students, and family of graduates typically attend, and tickets are required for entrance. Graduates typically receive a specified number of free tickets. The celebration typically takes place the day before graduation in the Spring semester. Guests enjoy a nice dinner, student and faculty speeches, and hooding of the graduates. The Student Leadership Team (SLT) and the Department Chair partner together to arrange and host the Grad Gala.

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Appendix 1
SCHEDULE OF DEADLINES

FIRST YEAR

a. Program Orientation during Fall New Student Orientation event
b. Scholarship Application (Deadline is March 15th)
c. Finish all prerequisites if you have not been officially admitted into the program

MIDDLE YEARS

d. Scholarship Application (Deadline is March 15th)
e. Pay close attention to prerequisites as you are registering for courses
f. Register for COUN-764 Trainee-Practicum Assessment in the Spring prior to the semester you expect to enter Practicum (Consult Advisor to determine your readiness for Practicum and the Assessment process)
g. Apply for Practicum in the first month of the Spring Semester prior to enrollment in Practicum. Refer to Applying to Practicum section for more information on Trainee-Practicum Assessment and the application process.

FINAL YEAR

h. Practicum Placement orientations will be announced by your site (some as early as May)
i. Scholarship Application (Deadline is March 15th)
j. Two semesters prior to graduation (typically Fall): complete and submit degree application form to the Registrar. Directions can be found at https://www.fresno.edu/students/registrars-office/graduation
k. Final semester prior to graduation (typically Spring): Think and pray about who you would like to ask to be at your Senior Counseling Discernment. Prepare your Self-Assessment Report and meet with your Advisor for Senior Counseling Discernment Group approval. For more information refer to Senior Counseling Discernment.
l. Semester of Graduation: Exit Interview
m. Semester of Graduation: Grad Gala & Graduation!

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Appendix 2

Degree Program Plan:
M.A. in Marriage, Family, and Therapy (65 units)
Effective July 2023

Student: _____ Date _____
Advisor: _____ Anticipated Graduation Date: _____

KEY: Left Column: Typically Fall; Right Column: Typically, Spring; Green: Typically, Summer; *Italics: highly recommended first semester courses*
Su=Summer, F= Fall, SP= Spring, #= year in which class is taken

Beginning Level Courses			
COUN 710 Introduction to Counseling (1)		COUN 747 Counseling Individuals (2) PR—Must be taken with COUN 747L	
COUN 721 Professional Ethics in Counseling (3)		COUN 747L Counseling Individuals Lab (1) PR—Must be taken with COUN 747	
COUN 724 Interpersonal Communication & Family Systems (3)		COUN 705A Mentoring in Integration I (0.5)	
MIN 709 Spirituality & Wellness (1.5)		BIB 720 The Church & God's Mission in the World (1.5)	
THEO 708 Intro to Bible, Christian Theology & Culture (1.5)			
Middle-Level Courses			
COUN 728 Family Violence (1.5)		COUN 755 Contemporary Issues in Counseling (1)	
COUN 750 C or D Cross-Cultural Counseling: INT or SF (1.5)		COUN 756 Grief Counseling (1)	
COUN 760 Substance Use Disorders (1)		COUN 758 Psychobiology and Psychopharmacology (0.5)	
COUN 726 Human Development (3)		COUN 705B Mentoring in Integration II (0.5)	
COUN 730 Clinical Assessment (3)		COUN 734 Counseling Couples & Families (3) PR	
COUN 732 Aging and Long-Term Care (1)		COUN 736 Counseling Children (2) PR—Must take with COUN 736L	
COUN 738 Person, Family, and Culture (2)		COUN 736L Counseling Children Lab (1) PR—Must take with COUN 736	
COUN 744 Research Testing and Family Assessment (2-3)		COUN 740 Psychopathology (3) PR	
COUN 750 B Cross-Cultural Counseling: Core Competencies (1.5)		COUN 752 Human Sexuality (3) PR	
THEO 712 Story of the Church & It's Theology (1.5)		COUN 754 Group Counseling (1-3)	
		COUN 764 Trainee/Practicum Assessment (0) PR	
		BIB 760 Theology for Integration (2) PR	
		THEO 730 Discipleship & Ethics (1.5) PR	
Senior Level Courses			
COUN 792 Summer Practicum & Telehealth Practices (1) PR		COUN 789 Trauma & Resilience (2)	
COUN 791A Integration of Marriage & Family Studies I PR (1) OR COUN 799 Thesis (6) PR		COUN 705C Mentoring in Integration III (0.5)	
COUN 793A Practicum 1 (3) PR		COUN 791B Integration of Marriage & Family Studies II PR (2) OR COUN 799 Thesis (6) PR	
COUN 770 Senior Counseling Discernment (0)		COUN 793B Practicum 2 (3) PR	
PR This course has a prerequisite.			

Appendix 3
Recommended 3-year Course Sequence
M.A. in Marriage and Family Therapy

DEGREE PROGRAM PLAN

Updated NOVEMBER 19, 2025

3-YEAR EXAMPLE

M.A. in MARRIAGE FAMILY THERAPY (65 units)

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	
COUN 721 Professional Ethics (3)	PR COUN 747 Coun Individuals (2)	COUN 728 Family Violence (1.5)	COUN 726 Human Development (3)	PR COUN 734 Counseling Couples & Families (3)	PR COUN 792 Summer Practicum & Telehealth Practices (1)	PR COUN 793A Practicum I (3)	PR COUN 793B Practicum II (3)	
COUN 724 Interpersonal Comm & Fam Sys (3)	PR COUN 747L Coun Individuals LAB (1)	COUN 750D Cross Cultural Experiential **OR** COUN 750C Cross Cultural International (1.5)	COUN 730 Clinical Assessment (3)	PR COUN 740 Psychopathology (3)	COUN 755 Contemporary Issues (1)	COUN 738 Person, Family, Culture (2)	PR COUN 791B Integration of Marriage & Family Studies II (2)	
COUN 710 Intro to Counseling (1)	COUN 754 Group Counseling (1)	COUN 756 Grief Counseling (1)	COUN 744 Research, Testing, Family Assessment (2)	PR COUN 736 Counseling Children (2)	COUN 789 Trauma & Resilience (2)	PR COUN 791A Integration of Marriage & Family Studies I (1)	PR COUN 705C Mentoring in Integration III (0.5)	
THEO 708 Intro to Bible, Christian Theol & Culture (1.5)	PR COUN 752 Human Sexuality (3)	COUN 760 Substance Use Disorders (1)	COUN 750B Cross Cultural Coun:CoreC (1.5)	PR COUN 736L Counseling Children LAB (1)			PR COUN 770 Senior Counseling Discernment (0)	
MIN 709 Spirituality & Wellness (1.5)	BIB 520 Church & God's Mission in the World (1.5)	COUN 759 Psychobiology/ Psychopharm (.5)	COUN 732 Aging & Long Term Care (1)	PR COUN 764 Training Practicum Assessment (0)				
	PR THEO 730 Discipleship & Ethics (1.5)		THEO 512 Story of the Church & It's Theology (1.5)	PR BIB 760 Theology for Integration (2)				
	COUN 705A Mentoring in Integration I (0.5)			PR COUN 705B Mentoring in Integration II (0.5)				
TOTAL UNITS:								
10	**10.5**	**5.5**	**12**	**11.5**	**4**	**6**	**5.5**	**65**

PR **Indicates the course has a prerequisite(s) which must be taken *prior* to taking this course.**

Appendix 4
Recommended 4-year Course Sequence
M.A. in Marriage and Family Therapy

DEGREE PROGRAM PLAN

Updated NOVEMBER 19, 2025

4-YEAR EXAMPLE

M.A. in MARRIAGE FAMILY THERAPY (65 units)

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	Summer 3	Fall 4	Spring 4
COUN 721 Professional Ethics (3)	PR COUN 747 Coun Individuals (2)	COUN 728 Family Violence (1.5)	COUN 726 Human Development (3)	PR COUN 736 Counseling Children (2)	COUN 755 Contemp. Issues (1)	COUN 730 Clinical Assessment (3)	PR COUN 740 Psychopathology (3)	PR COUN 792 Summer Practicum & Telehealth Practices (1)	PR COUN 793A Practicum I (3)	PR COUN 793B Practicum II (3)
COUN 724 Interpersonal Comm & Fam Sys (3)	PR COUN 747L Coun Individuals LAB (1)	COUN 750D Cross Cultural Experiential OR COUN 750C Cross Cultural International (1.5)	COUN 750B Cross Cultural Coun:CoreC (1.5)	PR COUN 736L Counseling Children LAB (1)	COUN 756 Grief Counseling (1)	COUN 744 Research, Testing, Family Assess (2)	PR COUN 734 Counseling Couples & Families (3)	COUN 789 Trauma & Resilience (2)	PR COUN 791A Integration of Marriage & Family Studies I (1)	PR COUN 791B Integration of Marriage & Family Studies II (2)
COUN 710 Intro to Counseling (1)	COUN 754 Group Counseling (1)	COUN 760 Substance Use Disorders (1)	THEO 512 Story of the Church & It's Theology (1.5)	PR COUN 752 Human Sexuality (3)	COUN 759 Psychobiology Psychopharm (.5)	COUN 738 Person, Family, Culture (2)	PR BIB 760 Theology for Integration (2)		COUN 732 Aging & Long Term Care (1)	PR COUN 770 Senior Counseling Discernment (0)
THEO 708 Intro to Bible, Christian Theology & Culture (1.5)	BIB 520 Church & God's Mission in the World (1.5)		MIN 709 Spirituality & Wellness (1.5)	PR THEO 730 Discipleship & Ethics (1.5)			PR COUN 764 Training Practicum Assessment (0)			
	COUN 705A Mentoring in Integration I (0.5)			PR COUN 705B Mentoring in Integration II (0.5)			PR COUN 705C Mentoring in Integration III (0.5)			
TOTAL UNITS:										
8.5	**6**	**4**	**7.5**	**8**	**2.5**	**7**	**8.5**	**3**	**5**	**5**	**65**

PR **Indicates the course has a prerequisite(s) which must be taken *prior* to taking this course.**

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Appendix 5

3-Year Example

Degree Program Plan:
M.A. in Marriage & Family Therapy (65 units)
Effective July 2023

KEY: Left Column: Typically Fall; Right Column: Typically, Spring; Green: Typically, Summer; *Italics: highly recommended first semester courses*
Su=Summer, F= Fall, SP= Spring, #= year in which class is taken

Anticipated Graduation Date: In 3 years

Note: This is one example. See your advisor for what will be best for you.

Beginning Level Courses			
COUN 710 Introduction to Counseling (1)	F1	COUN 747 Counseling Individuals (2) PR—Must be taken with COUN 747L	SP1
COUN 721 Professional Ethics in Counseling (3)	F1	COUN 747L Counseling Individuals Lab (1) PR—Must be taken with COUN 747	SP1
COUN 724 Interpersonal Communication & Family Systems (3)	F1	COUN 705A Mentoring in Integration I (0.5)	SP1
MIN 709 Spirituality & Wellness (1.5)	F1	BIB 720 The Church & God's Mission in the World (1.5)	SP1
THEO 708 Intro to Bible, Christian Theology & Culture (1.5)	F1		
Middle-Level Courses			
COUN 728 Family Violence (1.5)	SU1	COUN 755 Contemporary Issues in Counseling (1)	SU2
COUN 750 C or D Cross-Cultural Counseling: INT or SF (1.5)	SU1	COUN 756 Grief Counseling (1)	SU1
COUN 760 Substance Use Disorders (1)	SU1	COUN 758 Psychobiology and Psychopharmacology (0.5)	SU1
COUN 726 Human Development (3)	F2	COUN 705B Mentoring in Integration II (0.5)	SP2
COUN 730 Clinical Assessment (3)	F2	COUN 734 Counseling Couples & Families (3) PR	SP2
COUN 732 Aging and Long-Term Care (1)	F2	COUN 736 Counseling Children (2) PR—Must take with COUN 736L	SP2
COUN 738 Person, Family, and Culture (2)	F3	COUN 736L Counseling Children Lab (1) PR—Must take with COUN 736	SP2
COUN 744 Research Testing and Family Assessment (2-3)	F2	COUN 740 Psychopathology (3) PR	SP2
COUN 750 B Cross-Cultural Counseling: Core Competencies (1.5)	F2	COUN 752 Human Sexuality (3) PR	SP1
THEO 712 Story of the Church & It's Theology (1.5)	F2	COUN 754 Group Counseling (1-3)	SP1
		COUN 764 Trainee/Practicum Assessment (0) PR	SP2
		BIB 760 Theology for Integration (2) PR	SP2
		THEO 730 Discipleship & Ethics (1.5) PR	SP1
Senior Level Courses			
COUN 792 Summer Practicum & Telehealth Practices (1) PR	SU2	COUN 789 Trauma & Resilience (2)	SU2
COUN 791A Integration of Marriage & Family Studies I PR (1) OR COUN 799 Thesis (6) PR	F3	COUN 705C Mentoring in Integration III (0.5)	SP3
COUN 793A Practicum 1 (3) PR	F3	COUN 791B Integration of Marriage & Family Studies II PR (2) OR COUN 799 Thesis (6) PR	SP3
COUN 770 Senior Counseling Discernment (0)	F3	COUN 793B Practicum 2 (3) PR	SP3
PR This course has a prerequisite.			

Units by Semester for 3-Year Plan

Year 1		**Year 2**		**Year 3**	
F1	10	F2	12	F3	6
SP1	10.5	SP2	11.5	SP3	5.5
SUM 1	5.5	SUM 2	4*		
				TOTAL Units	**65**

*To qualify for Financial Aid, you will need to have 5 or more units. You will need to work with Financial Aid to come up with a plan that fits you. See the Financial Aid section for more detail.

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Appendix 6

4-Year Example

Degree Program Plan:
M.A. in Marriage & Family Therapy (65 units)
Effective July 2023

KEY: Left Column: Typically Fall; Right Column: Typically, Spring; Green: Typically, Summer; *Italics: highly recommended first semester courses*
Su=Summer, F= Fall, SP= Spring, #= year in which class is taken

Anticipated Graduation Date: In 4 years

Note: This is one example. See your advisor for what will be best for you.

Beginning Level Courses			
COUN 710 Introduction to Counseling (1)	F1	COUN 747 Counseling Individuals (2) PR—Must be taken with COUN 747L	SP1
COUN 721 Professional Ethics in Counseling (3)	F1	COUN 747L Counseling Individuals Lab (1) PR—Must be taken with COUN 747	SP1
COUN 724 Interpersonal Communication & Family Systems (3)	F1	COUN 705A Mentoring in Integration I (0.5)	SP1
MIN 709 Spirituality & Wellness (1.5)	F2	BIB 720 The Church & God's Mission in the World (1.5)	SP1
THEO 708 Intro to Bible, Christian Theology & Culture (1.5)	F1		
Middle-Level Courses			
COUN 728 Family Violence (1.5)	SU1	COUN 755 Contemporary Issues in Counseling (1)	SU2
COUN 750 C or D Cross-Cultural Counseling: INT or SF (1.5)	SU1	COUN 756 Grief Counseling (1)	SU2
COUN 760 Substance Use Disorders (1)	SU1	COUN 758 Psychobiology and Psychopharmacology (0.5)	SU2
COUN 726 Human Development (3)	F2	COUN 705B Mentoring in Integration II (0.5)	SP2
COUN 730 Clinical Assessment (3)	F3	COUN 734 Counseling Couples & Families (3) PR	SP3
COUN 732 Aging and Long-Term Care (1)	F3	COUN 736 Counseling Children (2) PR—Must take with COUN 736L	SP2
COUN 738 Person, Family, and Culture (2)	F3	COUN 736L Counseling Children Lab (1) PR—Must take with COUN 736	SP2
COUN 744 Research Testing and Family Assessment (2-3)	F3	COUN 740 Psychopathology (3) PR	SP3
COUN 750 B Cross-Cultural Counseling: Core Competencies (1.5)	F2	COUN 752 Human Sexuality (3) PR	SP2
THEO 712 Story of the Church & It's Theology (1.5)	F2	COUN 754 Group Counseling (1-3)	SP1
		COUN 764 Trainee/Practicum Assessment (0) PR	SP3
		BIB 760 Theology for Integration (2) PR	SP3
		THEO 730 Discipleship & Ethics (1.5) PR	SP2
Senior Level Courses			
COUN 792 Summer Practicum & Telehealth Practices (1) PR	SU3	COUN 789 Trauma & Resilience (2)	SU3
COUN 791A Integration of Marriage & Family Studies I PR (1) OR COUN 799 Thesis (6) PR	F4	COUN 705C Mentoring in Integration III (0.5)	SP3
COUN 793A Practicum 1 (3) PR	F4	COUN 791B Integration of Marriage & Family Studies II PR (2) OR COUN 799 Thesis (6) PR	SP4
COUN 770 Senior Counseling Discernment (0)	F4	COUN 793B Practicum 2 (3) PR	SP4
PR This course has a prerequisite.			

Units by Semester for 4-Year Plan

Year 1		**Year 2**		**Year 3**		**Year 4**	
F1	8.5	F2	7.5	F3	8	F4	4*
SP1	6	SP2	8	SP3	8.5	SP4	5
SUM1	4*	SUM2	2.5*	SUM3	3*		
						Total Units	**65**

*To qualify for Financial Aid, you will need to have 5 or more units. You will need to work with Financial Aid to come up with a plan that fits you. See the Financial Aid section for more detail.

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Appendix 7

Degree Program Plan:
Master of Divinity & M.A. in Marriage and Family Therapy (105 units)
Effective July 2023

Overview

The intent of the **Marriage and Family Therapy (MFT)** program is to prepare Christian counselors with the knowledge, skill, and insight to practice counseling in the church or in clinical settings. The curriculum encourages the integration of theology, theory, personal formation, and professional practice. Students are expected to engage in their own personal counseling to enhance personal growth, self-awareness, and understanding of the therapeutic process in preparation for work in this field.

The intent of the **Master of Divinity (MDiv)** program is to prepare people for pastoral leadership, family ministry, youth work, pastoral care and counseling, chaplaincy, church planting, Bible teaching, community development and cross-cultural ministry; this degree combines classroom and field-based learning to produce personal growth in biblical knowledge, theological understanding, community building, and practical ministry experience. Under supervision, students engage in the practices of ministry for four semesters. Elective units provide an opportunity for specialization. The M.Div. is the required degree for admission to Doctor of Ministry programs and for board certification as a chaplain.

Required Courses (105 Units)

Biblical and Theological Reflection (29 units)

- BIB 709 - Bible Knowledge Requirement Seminar Credits 0
- BIB 725 - Understanding, Interpreting and Teaching Scripture Credits 2 - 3
  Must be taken as a 3-unit course
- BIB 720 - The Church and God's Mission in the World Credits 1.5 - 3
  Must be taken for 3 units and be an FPU Biblical Seminary course
- THEO 712 - The Story of the Church and Its Theology Credits 1.5 - 3
  Must be taken as a 3-unit course
- THEO 730 - Discipleship and Ethics Credits 1.5 - 3
  Must be taken for 3-units and be an FPU Biblical Seminary course
- Biblical Languages - Choose either Greek or Hebrew 9*
  - BIB 710 - Elementary Greek I Credits 3 and
  - BIB 711 - Elementary Greek II Credits 3 and
  - BIB 712 - Intermediate Greek Exegesis Credits 3, or
  - BIB 715 - Elementary Hebrew I Credits 3 and
  - BIB 716 - Elementary Hebrew II Credits 3 and
  - BIB 717 - Intermediate Hebrew Exegesis Credits 3
- BIB 750 - Old Testament Theology Credits 3 **
- BIB 752 - New Testament Theology Credits 3 **
- BIB 760 - Theology for Integration Credits 2

* Students may petition to substitute biblical language requirements (9 units) with BIB

722 - Biblical Language Tools (3) and (6) units of Biblical content courses.

** Either Old Testament or New Testament Theology must be an FPU Biblical Seminary course.

Personal and Holistic Formation (4 units)

- MIN 704 - Discerning Vocation and Calling Credits 1
- MIN 712 - The Charismatic Experience Credits 1.5
- MIN 714 - Spirit, Character, and Transformation Credits 1.5

Missional and Practical Application (21 units)

- COUN 750B - Cross-Cultural Counseling: Core Competencies Credits 1.5
- COUN 750C - Cross-Cultural Counseling: International Credits 1.5 or
- COUN 750D - Cross-Cultural Counseling: San Francisco Credits 1.5
- MIN 718 - Effective Contemporary Public Communication Credits 3
- MIN 753 - Leading Organizations and Volunteers for Mission Credits 3
- MIN 762 - Exegeting and Serving Your Neighborhood Credits 1.5
- MIN 768 - Serving Resiliently Through Crises and Trauma Credits 1.5 - 3
- THEO 719 - Exploring Secular Culture & Connecting with Secular People Credits 3
- MIN 793A - The Practice of Ministry I Credits 1.5 *
  Must be an FPU Biblical Seminary course
- MIN 793B - The Practice of Ministry II Credits 1.5 *
  Must be an FPU Biblical Seminary course
- MIN 793C - Practice of Ministry III Credits 1.5 *
  Must be an FPU Biblical Seminary course
- MIN 793D - Practice of Ministry IV Credits 1.5 *
  Must be an FPU Biblical Seminary course

* Students do not need to take the Practice of Ministry series in order.

Specialization (48 units)

- COUN 710 - Introduction to Counseling Credits 1
- COUN 721 - Professional Ethics in Counseling Credits 3
- COUN 724 - Interpersonal Communication and Family Systems Credits 2 - 3
  Must be taken as a 3-unit course
- COUN 726 - Human Development Credits 3
- COUN 728 - Family Violence Credits 1.5
- COUN 730 - Clinical Assessment Credits 3
- COUN 732 - Aging and Long-Term Care Credits 1
- COUN 734 - Counseling Couples and Families Credits 3
- COUN 736 - Counseling Children Credits 2
- COUN 736L - Counseling Children Lab Credits 1
- COUN 738 - Person, Family, and Culture Credits 2
- COUN 740 - Psychopathology Credits 3
- COUN 744 - Research, Testing and Family Assessment Credits 2 - 3
  At least 2 units required
- COUN 747 - Counseling Individuals Credits 2

- COUN 747L - Counseling Individuals Lab Credits 1
- COUN 752 - Human Sexuality Credits 1 - 3
  Must be taken as a 3 unit course
- COUN 754 - Group Counseling Credits 1 – 3
  At least 1 unit required
- COUN 755 - Contemporary Issues in Counseling Credits 1
- COUN 756 - Grief Counseling Credits 1
- COUN 759 - Psychobiology and Psychopharmacology Credits: 0.5
- COUN 760 - Substance Use Disorders Credits 1
- COUN 764 - Trainee/Practicum Assessment Credits 0
- COUN 789 - Trauma and Resilience Credits 2
- COUN 792 - Summer Practicum and Telehealth Practices Credits 1
- COUN 793A - Practicum I Credits 3
- COUN 793B - Practicum II Credits 3

Integration (3 units)

- COUN 770 - Senior Counseling Discernment Credits 0
  Must be an FPU Biblical Seminary course
- COUN 791A - Integration of Marriage and Family Studies I Credits 1
  Must be an FPU Biblical Seminary course, and
- COUN 791B - Integration of Marriage and Family Studies II Credits 2
  Must be an FPU Biblical Seminary course, or
- COUN 799 - Thesis Credits 3 - 6

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Appendix 8
Practicum Application
For Academic Year: _____

Please type all responses

Name: **FPU ID#:**

Email: **Cell Phone:**

Date of Matriculation (Date of your first class):

Preferred Practicum Start Date: Summer Fall No Preference (Circle one)

Please note: Practicum placement is contingent upon the student's ability to pass required courses with a B- or better. Failure to pass any required courses for Practicum, including those taken in Spring semester of application, will result in the student contacting accepted site placement(s) and notifying them that he/she will be unable to start placement due to his/her inability to pass required courses. The student will be unable to register for Practicum until the courses are remediated.

1. What personal qualities and assets do you bring to practicum?

2. What are your interests, goals, and hopes for practicum?

3. What areas (client types, skills, settings, etc.) do you want to give special attention to in your practicum year?

4. What are growth areas for you?

5. Do you speak any other languages besides English? If so, what is your level of fluency in reading, writing, and speaking? Would you be able to conduct therapy sessions in this language?

6. Have you had personal psychotherapy? Please state modality (individual, group, family, couples, etc.), dates, and frequency of sessions.

7. Are you planning to work during practicum? If yes, please state name of employer, type of work, and average hours per week spent at job.

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

9. Are you planning to pursue California Licensure?

10. Are you planning to seek licensure elsewhere?

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

12. Is there any additional information you wish to share for consideration?

Signature: _____Date: _____

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Appendix 9: COMMUNICATION REPORT FORM

(See form on following page)

FRESNO PACIFIC UNIVERSITY

Biblical Seminary
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
www.fresno.edu

Seminary Student Communication Report

Student Name:	Date of Observation:
Assigned Advisor:	Date of Team Consultation:
This behavior exhibits: ☐ Failure to meet minimum standards ☐ Exceeds standard expectations ☐ Specific advising concern/request	
Is this the first communication report for this student? ☐ Yes ☐No	
If the incident/behavior was witnessed by others, please list names and position (if in class, please indicate course number and date): ☐N/A	

AREA OF CONCERN/COMMENDATION (REFERENCE SPECIFIC OBSERVABLE EVIDENCE) OR REASON FOR ADVISING REQUEST

PROGRAM OUTCOMES ASSOCIATED WITH THESE BEHAVIORS (ACADEMIC PROGRESS/BENCHMARKS/SLOS)

REVIEWER RECOMMENDATION

ADDITIONAL RELATED FINDINGS EXPRESSED DURING THE TEAM CONSULTATION

TEAM RECOMMENDATION

☐ Advisor to meet with student (within 30 days) and re-review ☐ Student to be recommended for scholarship consideration ☐ Student to be transferred to another advisor (explain below) ☐ Due to the severity of the concern, more immediate attention is recommended (explain below):	Reviewer Signature:
Comments:	Advisor Signature:
	Program Director Signature:

Appendix 10
ALPHABET SOUP

Every institution and profession contain 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. FPBS students are welcome to use the Kaufman Library at Alliant, 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 – Cross-Cultural Counseling. This Cross-cultural experience takes place in the Central Valley and occasionally in other countries. This course is best when taken early in the student's course of study.

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.

CV- Curriculum Vitae. This is an academic, professional way of presenting job history, achievements. Think of an extended resume. There are examples of CVs in the Practicum Manual.

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 5- A version of the Diagnostic and Statistical Manual of Mental Disorders.

DSM-5-TR-The most current version of theDiagnostic and Statistical Manual of Mental Disorders (Fifth Edition, Text Revision)

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 in Canada and over half of the membership is 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. The website is http://www.mcc.org.

MFCC – Marriage Family Child Counseling. In 1999, the California legislature approved a name change to the licensing designation. The license now granted to a master's level trained counseling professional is that of "Marriage and Family Therapist." Prior to 2013, we chose to retain the title MFCC for our degree to reflect our emphasis on working with children and their families. While we still retain the emphasis in our program, we changed the program to MFT to reflect current terminology and make it easier for people to find our program in internet searches.

MFT – Marriage and Family Therapist. The California licensing designation and the title of the master's degree in counseling at FPBS as of the graduating class of 2014.

PCC – Pacific Counseling Center. Located at Fresno Pacific University.

R/O - Rule out, as in DSM-5 diagnosis.

Tx – Treatment or therapy or therapist.

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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.

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