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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 enter into 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 developed, is also very important.

While here, you will be asked to develop 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 of 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 of 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 (found online at: [http://www.fresno.edu/students/seminary-students](http://www.fresno.edu/students/seminary-students)), and then refer to it often.

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 MFT 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 Ministry Discernment and how do I prepare for it?” All of these questions and more can be answered by reading the handbook. Use the handbook like 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.

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](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. Each affirms the MB confession of faith ([http://www.fresno.edu/about/our-mission/confession-faith](http://www.fresno.edu/about/our-mission/confession-faith)).
Based on these beliefs, we require our students to complete a minimum of 10 units of 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, a minimum of twelve theories of individual counseling, and at least seven theories of family counseling. 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, cultural, 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 (for example, see Smith, 1993).

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 Interns. 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 Marriage and Family Therapist Intern in California. However, the program is flexible enough to enable students to meet the requirements for membership in AAMFT or to be
licensed in most jurisdictions around the world. 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, serve, and live 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 chapel, common meal, coffee break, the court yard, the halls, and in many other places, 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. As Lynn Jost, seminary faculty, said, “Studying with counseling students makes our M.Div. students better pastors and studying with M.Div. students makes our counseling students better counselors” (personal communication, 2007).

This placement of the MFT program within the seminary community is reflected in our integration of Biblical Theology with our counseling. Unlike other programs that teach courses in psychology, courses in theology, and then require courses in integration of theology and psychotherapy, we teach what Al Dueck, called “integrated courses” (personal communication, 1998). That is, as much as possible, all of 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 our graduates function as integrated people, who resist the cultural pressure to compartmentalize their lives. We do not intend to graduate “Christians who do counseling” but rather, we intend to graduate “Christian Counselors.” By using the term “Christian Counselors” we are *not* referring to what is commonly called “Biblical Counseling.” Rather, we are describing people who are what Wylie calls “God besotted,” people who faithfully bring the tools of counseling and practical theology together in a thoughtful, ethical, and consistent manner in their ministry (2000, p.60).

**We Are “Growing People”**

We believe that the most important tool that counselors bring to counseling is their *Self*. Who the counselor is and how the counselor is able to relate to their clients are central tenets in the practice of Marriage and Family Therapy. 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 developing the character of our students. Formal character development begins with the initial admissions interview and continues throughout the program. Advising, coursework, labs, trainee-practicum assessment, and the ministry 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 relatively 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 our students as they study. All of our 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 a safe place to address the intra-psychic conflicts that inevitably arise as they confront their own history in light of 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 holistic approach to counselor education.

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FRESNO PACIFIC BIBLICAL SEMINARY
STUDENT LEARNING OUTCOMES

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*

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

* You will notice that these outcomes are stated twice in the section below. Each time they are restated, they are expressed in greater detail.
4. Practice leadership skills in ________________
   pastoral ministry: M.Div., M.A.C.M.
   intercultural mission: M.A.U.M.
   marriage and family therapy: MFT
   educational leadership: M.A. in OT, NT, Theology

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

Every student shall

1. **Demonstrate commitment to live as a disciple of Jesus in Christian community**
   1.1 Practice spiritual disciplines that promote maturing authentic discipleship
   1.2 Demonstrate self-awareness that promotes maturing, authentic humanity
   1.3 Accept coaching through mentoring relationships under the auspices of the Seminary
   1.4 Develop relationship with a cohort of fellow learners under the auspices of the Seminary
   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 in the world
   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, and serve and lead faithfully among diverse cultural and religious communities

4. Practice leadership skills in marriage and family therapy
   4.1 Articulate integrative views of humanity, theology, and counseling
   4.2 Demonstrate understanding of individual and family life cycle development and intervention across the life span
   4.3 Demonstrate appropriate use of one’s personal self in response to human need
   4.4 Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
   4.5 Demonstrate understanding of a wide variety of counseling theories and techniques
   4.6 Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
   4.7 Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
   4.8 Demonstrate proactive commitment to a community of witness, justice, and peace
   4.9 Develop ability to understand, utilize, and evaluate research & assessment tools

ASSESSING PROGRESS TOWARD STUDENT LEARNING OUTCOMES: THE PERFORMANCE ASSESSMENT CATALOGUE

As we work to continually improve the quality of the MFT Program, we are constantly assessing students’ progress toward the desired outcomes. As part of this process, students are asked to complete different questionnaires at various points in their program regarding their progress toward the SLO’s. The Biblical Seminary also collects work samples that will comprise the Performance Assessment Catalogue (PAC). As can be seen below, the PAC for MFT students consists of the following:

(1) The student’s 10-minute counseling video from Introduction to Counseling,
(2) The student’s personal growth plan from Mentoring/Connecting,
(3) An updated personal growth plan from the student’s Trainee-Practicum Assessment,
(4) The student’s final paper from Biblical Interpretation I,
(5) The student’s Advanced Families paper or Thesis,
(6) The student’s Snyder paper from Church and God's Mission in the World,
(7) A critical reflection from Cross Cultural Counseling,
(8) A Semester Trainee Evaluation, completed by a supervisor,
(9) A written summary of a Pastoral Round Table Presentation, and
(10) The student’s report of their Ministry Discernment.

<table>
<thead>
<tr>
<th>PAC MFT DOCUMENTS COLLECTED</th>
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<tbody>
<tr>
<td><strong>Entry-Level Artifact</strong></td>
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<tr>
<td><strong>Character in Community</strong></td>
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<td><strong>Confessional Commitment</strong></td>
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<td><strong>Capacity &amp; Character</strong></td>
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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](http://www.fresno.edu/students/registrars-office/academic-catalogs). Below is a summary of some policies particularly relevant to MFT students.

**Bible Knowledge Requirement**

Students must meet a Bible knowledge requirement within the first 15 units of their seminary studies. To meet this requirement, students are encouraged to attend a one-day workshop (BIB 709) offered in the first month of the term. Alternative means of meeting the requirement are available upon inquiry with the Seminary Academic Dean.

**Class Attendance and Participation**

Class participation is one of the most significant parts of the shared learning experience at the seminary. Many classes use the seminar learning method. Seminary students who miss more than 25 percent of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this
policy may be considered because of medical or family emergencies. All exceptions must be approved by both the faculty member and the Dean of the Seminary.

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 to be 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 application is 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 generally 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 are allowed to 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. 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 accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician, or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to http://www.fresno.edu/disability-services.
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. Student must submit the appropriate form, available online from Registrar’s Office.

CampusCruiser
CampusCruiser is the University’s Web portal and should be used to access everything related to university online content, including event calendars, schedules, classes, campus life and email. Students are expected to check their fpu.edu email on a frequent and consistent basis (at least weekly).

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 Dean of Students for resolution. Decisions may also be appealed to the Seminary Dean for final resolution.

Right to Petition
Request for exception 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 nonrefundable 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) affords students certain rights with respect to their education records. Please see the university website for specific details.

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

**COUN 747L**
- 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

**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 736L**
- 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

**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

**Ministry 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 in order to best support the growth and development of the student. If students are able to maintain 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:**

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 in order 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 Dean or Associate Dean, 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**

Cynthia McGrady, Ph.D. is Assistant Professor and Program Director. Mary Shamshoian, M.A. LMFT, is the Director of the On-Site Counseling Program and adjunct faculty. David Bruce Rose, Ph.D. is Associate Professor. Autumn Lindberg, MA, LMFT, is director of the MFT program at the Visalia Center. Adam Ghali, Ph.D. is Assistant Professor. Delores Friesen, Ph.D., LMFT is Professor Emerita.

Others, including Valerie Elwell, M.A. MFTI, Amy Prieb, M.A. LMFT, Angela Turner, M.A. LMFT, Carin Barnes, M.A. MFTI, Christine Cogan-Mesa, M.A. LMFT, Claudia Vega, Ph.D., Eric Douglass, M.A. LMFT, Stephanie Zimmerman, M.A. LMFT, Susan Napolitano, Ph.D., and Sherry Walling, Ph.D. teach courses as adjunct faculty.

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 an Assistant Professor and Program Director in the Marriage and Family Therapy Program. She teaches courses in Psychopathology, Research, Psychological Testing and Family Assessment, 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 injury, anxiety disorders and anxiety-related illnesses, suicidal adolescents and adults, severe character pathology, and children in individual and group psychotherapies. Dr. McGrady is a licensed clinical psychologist since 1998 and has had a full-time psychotherapy practice at the Sullivan Center for Children.

Dr. McGrady has served on the Board of Directors for the Central California Baseball Academy, a nonprofit baseball organization which emphasizes academics, community service, and spiritual formation for underserved and disadvantaged youth. She has also served as the chair of the School Assessment & Review Team and the Intercultural Diversity Advisory Council for various school sites in the Clovis Unified School District. She has served on the Board of Directors for the San Joaquin Valley Psychological Association, Sullivan Foundation for Children, and as the Continuing Education Program Administrator for the Sullivan Center, organizing seminars and forums for mental health professionals in the community. Dr. McGrady’s research interests have focused on neuropsychological and cross-cultural issues, specifically examining traumatic brain-injury rehabilitation in children and adolescents, establishing rates of depression within the Hispanic population, and studying the classification of mental disorders. A particular focus of study has been how to effectively utilize and diagnose with the DSM system. In response to this interest, she holds seminars for students and mental health professionals in understanding the recent changes with the publication, adoption, and transition process from the DSM-IV-TR to the DSM-5.

Cynthia is a member of the College Church of Christ in Fresno, California. Her husband, Chris, is a teacher and coach for the Clovis Unified School District. Both Cynthia and Chris are strongly committed to mentoring children and adolescents. They both enjoy athletics and coach youth sports in softball, baseball, and football. Cynthia and Chris have one son.

Mary Shamshoian, M.A., LMFT, LPCC
Mary Shamshoian is the Clinical Director of the On-Site Counseling Program, responsible for overseeing program development and clinical supervision of trainees and interns in school and agency-based placements within On-Site. Mary is a graduate of Fresno Pacific University and received her
Master of Arts in Counseling from the University of San Francisco. Licensed in 1993, Mary has provided clinical services, supervision, consultation, and psycho-education in a variety of settings. She has worked with clinicians and clients in nonprofit agencies, residential and foster care, school-based services, and church-based programs. She has also taught at DeVry University. She has significant experience in crisis assessment and working with at risk youth. At Fresno Pacific Biblical Seminary, she has taught Introduction to Counseling, Psychology of Women, Family Violence, Group Counseling, Pre-Practicum, and has team-taught Pastoral Care and Counseling. Mary also supervises lab sections of courses. Mary has dual licensing in California as an LMFT and LPCC, and is a CAMFT Certified Supervisor.

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

David Bruce Rose, Ph.D.
Dr. David Bruce Rose is an Associate Professor in the Marriage and Family Therapy Program. He teaches a variety of courses including Practicum; Person, Family, and Culture; Cross-Cultural Counseling; Finding the Eye of the Storm: Christian Responses to Terrorism, Disaster, and War; Counseling Individuals and Couples; Research, Testing, and Family Assessment; Interpersonal Communication; Psychobiology and Psychopharmacology, and Pastoral Care and Counseling. He also supervises students in Counseling Lab courses. He is a Presbyterian minister and a licensed psychologist with a private practice. In his private practice, David conducts educational and psychological assessments. He has provided psychological consultation for pastors, physicians, mission agencies, law enforcement agencies, fire departments, and other public agencies. He specializes in work with couples and families in addition to his work with individuals.

David is Jewish and was the first in his family to trust Jesus. He is ordained as a teaching elder in the P.C.(U.S.A.) and has served as pastor to churches in Montana, Nevada, and California, as well as a Messianic Synagogue in Fresno. David serves on the national board of directors for Jews for Jesus. He previously served on the board of directors of the Christian Association for Psychological Studies, International (CAPS). He is past president of CAPS West, and past president of the San Joaquin Valley Psychological Association.

David is married to Mary, who works as a special education teacher with the Fresno Unified School District. David and Mary speak at retreats, workshops, seminars, and
churches. They recently started doing Autism Spectrum assessments together. They have two children, Robert and Benjamin, and eight grandchildren.

David has clinical experience in psychiatric hospitals, public schools, a non-profit clinic, and a community mental health clinic. David also taught psychology at the undergraduate level at Fresno Pacific and provided supervision at the Psychological Service Center for AIU. He was a research coordinator with the UCLA Clinic Study, a longitudinal outcome study of children in community mental health. His own research focused on faith development. He has written on the social effects of terrorism, war, and catastrophe, and on self-care for helping professionals. Currently he is working on the integration of various Christian traditions with the ethics of the Wellness and Recovery Movement.

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

**Autumn Lindberg, M.A., LMFT**

Autumn received her M.A. in Marriage, Family, and Child Counseling from The California Institute of Integral Studies with an emphasis on Integral Counseling. She is currently the director for the MFT program at the Visalia Center and teaches courses including Grief Counseling, Practicum, and the lab section of Individuals and Couples. She has previously taught Counseling Children, Mentoring/Connecting and Introduction to Counseling. Autumn is actively pursuing her doctorate in Marriage and Family Therapy and is planning to conduct research in the area of improving post adoptive support services for couples who have recently adopted.

As Program Director for the three Rural Mental Health Clinics through Turning Point of Central California, Autumn supervised Fresno Pacific MFT practicum students with a focus on working implicitly and explicitly with Christ in a community mental health setting. Specializing in bereavement counseling, severe mental illness, and the Wellness and Recovery Model, Autumn enjoys finding creative ways to help students and supervisors navigate and thrive in secular settings. Autumn currently serves on the Board of Directors for Turning Point of Central California.

Autumn and her husband, Eric actively serve in ministry at Tulare Community Church. Together, the couple is raising their three exceptional children who they adopted through the foster care system over 5 years ago.
Adam A. Ghali, Ph.D.

Dr. Adam A. Ghali is an Assistant Professor in the Marriage and Family Therapy Program. He has been with the program since 2013. His teaching has included Professional Ethics, Individuals and Couples, Cross-Cultural Counseling Fresno and San Francisco, Advanced Families, Person, Family, and Culture, and starting in 2016, Human Development.

Adam 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. Adam is interested in the ways in which psychology is by its nature ethical, and what this means for the practices of psychology, psychotherapy, and particularly for ethics training for mental health professionals. His master’s thesis examined differing understandings of community membership among individuals from Jewish, Muslim, Protestant, and Catholic faith backgrounds. Adam also completed an MA in Theology with an emphasis in Christian Ethics.

A Canadian citizen, Adam 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, Adam has lived and worked or volunteered in Cairo, Egypt, Southern California, the Central Valley, and the Front Range of Colorado.

Adam has been a part of Mennonite Brethren and Mennonite churches since 2000, and identifies with the Anabaptist tradition. His Anabaptist heritage informs his broader interest in how psychology and the mental health traditions intersect with community, with social justice, and with other multidisciplinary fields such as sociology, economics, history, politics, ecology, and peacemaking and nonviolence.

Adam is currently completing his clinical hours towards licensure as a psychologist. He has had previous clinical experience in a variety of settings, including psychiatric inpatient, intensive outpatient and partial hospitalization, medical hospital, inpatient and outpatient substance abuse treatment, community mental health, managed care, and forensics. He is or has been a member of the American Psychological Association (APA), California Psychological Association (CPA), Christian Association for Psychological Studies (CAPS), and the American Academy of Religion (AAR) and has presented posters and/or papers at the conventions of APA, CAPS, and AAR.
Delores Friesen, Ph.D.

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

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

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

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

Delores likes to speak and lead workshops and retreats on a variety of topics. Her interests besides work include creative writing, growing roses, international ministry and travel. She served twelve years as a member of the Board of Directors of MB Missions and Service International. Her 2001 sabbatical was spent in ten African countries, researching how the church might become more involved in service and advocacy to those affected by the HIV/AIDS pandemic.

Delores is married to J. Stanley Friesen, a pastor and an adjunct professor. They are the parents of three adult children and six grandchildren.
Valerie Elwell, M.A., LMFT
Valerie Elwell received her M.A. in Marriage, Family, and Child Counseling from Fresno Pacific Biblical Seminary. She serves as Adjunct Faculty and student Advisor for Seminary and as Adjunct Faculty for Traditional Undergraduate Psychology Department. She has taught General Psychology and Introduction to Counseling. She has guest-lectured on Family Assessment, Family Therapy, working from a Systems perspective, HIV/AIDS, Human Sexuality, and Autism Spectrum Disorders. She has presented on the topics of Self-Care and Grief. She taught a 10-week Adult Sunday School course on Mental Health & the Church for North Fresno Church.

Valerie has experience working in residential group homes and in-home ABA treatment for children with Autism. She is a licensed Marriage and Family Therapist and has a private practice at Link Care Counseling Center. She works primarily with families and teens, but enjoys a wide variety of clients. Some of her topics of interest include integration, family therapy, self-care, grief, trauma, substance abuse, and social justice.

Valerie has traveled to Africa, Europe, Asia, and Israel/Palestine and looks forward to additional travel opportunities. She spends her spare time visiting with family, cycling, hiking, going to the beach, and playing recreational sports.

Angela Turner, M.A., LMFT
Angela Turner earned an M.A. in Marriage, Family, and Child Counseling from Fresno Pacific Biblical Seminary (formerly MBBS). She is Adjunct Faculty, and has taught and co-taught Ethics I, Interpersonal Communication, Lab courses, and Practicum I & II. She has been a guest lecturer on topics including crisis assessment and child abuse reporting, and relational aggression and its role in school bullying.

Angela holds a California MFT license. She serves as an administrator and clinical supervisor for the On-Site Counseling Program at FPBS. In her private practice she works with a variety of clients including children, adolescents, adults, couples, and families.

Prior to pursuing a career as an LMFT, Angela served in church ministry both in Reedley, CA and Auckland, New Zealand. She continues to be an active member and volunteer at Redeemer’s Church in Reedley, CA where she serves on the Board of Overseers.
Sherry Walling, Ph.D.
Sherry Walling is an adjunct professor in the Marriage, Family, and Therapy Program, teaching courses such as Introduction to Counseling, Cross Cultural Counseling, Practicum, and Speaking the Unspeakable: Psychological and Theological Approaches to Trauma. She holds a Ph.D. in Clinical Psychology and an M.A. in Theology from Fuller Theological Seminary. She completed a pre-doctoral fellowship in clinical-community psychology at Yale University School of Medicine and a postdoctoral fellowship in clinical research at the National Center for Posttraumatic Stress Disorder, Boston University School of Medicine. Her interests include family and community violence, trauma treatment and prevention, clinician identity, perinatal mental health, and community psychology. She was an Assistant Professor of Psychology at Fresno Pacific University where she taught undergraduate courses such as Theories of Counseling, Community Psychology, Cross Cultural Psychology and Statistics for the Behavioral Sciences. She is an active researcher and research consultant.

Sherry is married to Rob Walling and is the mother of two sons, Geffin and Fisher. She is an avid beach-goer, art-lover, and traveler.

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PLANNING FOR YOUR PROGRAM OF STUDY

MFT students are required to take 65 units for program completion. Many 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 classes are not always taught in the same order due to circumstances such as sabbaticals or faculty leave. Scheduling classes with your advisor will help insure that prerequisites are met. Students with other commitments often extend their course of study and find that they benefit greatly from the extended time to absorb and integrate their training experience.

When planning your program of study, begin by mapping out a degree plan 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. Please give a copy of your study plan to your faculty advisor and your mentoring instructor. 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 your mentoring group and fellow students as a source of support and orientation.

**Lectureships and Conferences** provide opportunities to develop as a professional and to network with other professionals. Therefore, it is highly recommended that all MFT students attend on-and off-campus lectureships. MFT students are encouraged to attend at least one professional conference event each year. In the past, Fresno Pacific Biblical Seminary students have attended the Christian Association for Psychological Studies International Conference, the California Association of Marriage and Family Therapists Conference, the American Association for Psychological Studies Conference, the Association for Play Therapy Conference, and the Fuller Seminary Integration Symposium. Academic credit can often be granted for participation in a lectureship or conference. Please check with your advisor regarding this possibility.

**Thesis or Advanced Family Studies Paper**
All MFT students are required to write a thesis or an advanced family studies paper as a visible culmination of their seminary studies. This is a process that allows you to integrate what you have learned in the program as well as a special opportunity to dialogue with other faculty and students who have pursued other disciplines. First and second-year students and students from other programs find attending these presentations stimulating and productive. Copies of theses and advanced families papers written by previous MFT students are available in Hiebert Library. [http://www.fresno.edu/library/](http://www.fresno.edu/library/). Information regarding the process of writing an Advanced Family Studies paper can be found in the syllabus for the Advanced Family Studies course.

**Writing a Thesis that Integrates Psychology/Counseling and Biblical Theology**
A thesis is both a process and a product. It is a learning experience and growth process where the student brings knowledge and skills derived from a wide range of sources together to address one specific problem. It is a product in that it makes an original contribution to the field of counseling. Because the MFT Program and Fresno Pacific Biblical Seminary integrate counseling and biblical theology, a thesis in this program should reflect a graduate level integration of the counseling and theological literature regarding the problem studied.

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

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.

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

The MFT Master of Arts degree is designed to meet the requirements of California Business and Professions Code Section 4980.37. Effective June 1, 2011, the MFT Master of Arts degree will meet both the pre-2012 and post-2012 requirements specified in BPC Sections 4980.36(b) or 4980.37.

The curriculum encourages the integration of theology, theory, personal formation and professional practice. The following is a list of courses, effective 2015-2016, which fulfill 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. Planning your program of study with your advisor is highly recommended.

<table>
<thead>
<tr>
<th>Biblical/Theological Studies (10 units)</th>
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</thead>
<tbody>
<tr>
<td>BIB 709 Bible Knowledge Requirement (0)</td>
</tr>
<tr>
<td>BIB 720 The Church and God’s Mission in the World (3)*</td>
</tr>
<tr>
<td>BIB 725 Biblical Interpretation 1 (2)</td>
</tr>
<tr>
<td>BIB 760 Theology for Integration* (3)</td>
</tr>
<tr>
<td>THEO 705 Christian Thought (2)</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Practical Studies (35-40 units)b</th>
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</thead>
</table>

b Where two numbers are listed, the lower number of units is required and the additional unit(s) are electives.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 710</td>
<td>Introduction to Counseling (1)</td>
<td></td>
</tr>
<tr>
<td>COUN 721</td>
<td>Professional Ethics in Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 726</td>
<td>Human Development (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 728</td>
<td>Family Violence (1.5)</td>
<td></td>
</tr>
<tr>
<td>COUN 730</td>
<td>Clinical Assessment (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 732</td>
<td>Aging and Long Term Care (1)</td>
<td></td>
</tr>
<tr>
<td>COUN 734</td>
<td>Counseling Families <strong>R</strong> (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 736</td>
<td>Counseling Children <strong>R</strong> (2-3)</td>
<td></td>
</tr>
<tr>
<td>COUN 736L</td>
<td>Counseling Children Lab <strong>R</strong> (1)</td>
<td></td>
</tr>
<tr>
<td>COUN 740</td>
<td>Psychopathology <strong>R</strong> (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 744</td>
<td>Research, Testing, and Family Assessment (2-3)</td>
<td></td>
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<tr>
<td>COUN 747</td>
<td>Counseling Individuals and Couples Modern Theories <strong>R</strong> (2)</td>
<td></td>
</tr>
<tr>
<td>COUN 747L</td>
<td>Counseling Individuals and Couples Lab <strong>R</strong> (1)</td>
<td></td>
</tr>
<tr>
<td>COUN 748</td>
<td>Counseling Individuals &amp; Couples Post-Modern Theories (1)</td>
<td></td>
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<tr>
<td>COUN 752</td>
<td>Human Sexuality <strong>R</strong> (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 754</td>
<td>Group Counseling (1-3)</td>
<td></td>
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<tr>
<td>COUN 755</td>
<td>Contemporary Issues in Counseling (1)</td>
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</tr>
<tr>
<td>COUN 756</td>
<td>Grief Counseling (1)</td>
<td></td>
</tr>
<tr>
<td>COUN 759</td>
<td>Psychobiology &amp; Psychopharmacology (.5)</td>
<td></td>
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<tr>
<td>COUN 760</td>
<td>Substance Abuse (1)</td>
<td></td>
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<tr>
<td>COUN 764</td>
<td>Trainee/Practicum Assessment <strong>R</strong> (0)</td>
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</table>

**Personal/Social Formation (11 units)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COUN 724</td>
<td>Interpersonal Communication (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 738</td>
<td>Person, Family, and Culture (2)</td>
<td></td>
</tr>
<tr>
<td>COUN 750A</td>
<td>or D Cross-Cultural Counseling [LA] or [San Francisco] (1.5)*</td>
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</tr>
<tr>
<td>COUN 750B</td>
<td>or C Cross-Cultural Counseling [Fresno] or [International] (1.5)*</td>
<td></td>
</tr>
<tr>
<td>MIN 705</td>
<td>Mentoring/Connecting (1)*</td>
<td></td>
</tr>
<tr>
<td>THEO 730</td>
<td>Discipleship and Ethics <strong>R</strong> (2)*</td>
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</table>

**Capstone (9-16 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 792</td>
<td>Summer Practicum <strong>R</strong> (1) <em>Optional Course, depending on placement.</em></td>
<td></td>
</tr>
<tr>
<td>COUN 793A</td>
<td>Practicum I <strong>R</strong> (3)</td>
<td></td>
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<tr>
<td>COUN 793B</td>
<td>Practicum II <strong>R</strong> (3)</td>
<td></td>
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<tr>
<td>COUN 790</td>
<td>Advanced Family Studies <strong>R</strong> (3) or COUN 799 Thesis (6)*</td>
<td></td>
</tr>
<tr>
<td>MIN 770</td>
<td>Ministry Discernment (0)*</td>
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</tbody>
</table>

**Electives 0-2**

- Play Therapy
- Counseling Sexual Addictions
- Counseling in Spanish I, Counseling in Spanish II
- Trauma: Speaking the Unspeakeable
- Prepare/Enrich
- Counseling Adolescents
- Vocational Counseling
- Dialectical Behavioral Therapy
- Special Topics

Additional units and pre-degree practicum hours may be required for AAMFT membership. Specific Information regarding AAMFT Membership can be found at [http://www.aamft.org/membership/membcat.asp](http://www.aamft.org/membership/membcat.asp)

*Must be FPU Biblical Seminary Course
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. As you plan your courses, you need to pay close attention to these prerequisites. You will not be able to register for classes without having adequately completed the necessary prerequisite(s). Planning your courses using the Degree Program Plan with your advisor will help prevent registration problems. Communicate regularly with your advisor and plan accordingly.

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 730 Discipleship &amp; Ethics</td>
<td>BIB 720 The Church &amp; God’s Mission in the World</td>
</tr>
</tbody>
</table>
| COUN 747 Counseling Individuals and Couples Modern Theories & COUN 747L Counseling Individuals and Couples 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 728 Family Violence  
COUN 726 Human Development |
| COUN 752 Human Sexuality                    | COUN 721 Professional Ethics in Counseling                                     |
| COUN 734 Counseling Families                | COUN 724 Interpersonal Communication                                           |
| COUN 740 Psychopathology                    | COUN 730 Clinical Assessment                                                   |
| BIB 760 Theology for Integration            | BIB 725 Biblical Interpretation 1                                              |
|                                             | THEO 730 Discipleship and Ethics*                                              |
| COUN 764 Trainee/Practicum Assessment       | MUST have at least 18 units in the program completed, however it is more common to have 45 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 and Couples Modern Theories  
COUN 747 L Counseling Individuals and Couples Lab  
May co-occur or previously been completed:  
COUN 734 Counseling Families  
COUN 736 Counseling Children  
COUN 736 L Counseling Children Lab  
COUN 740 Psychopathology  
Also at least one of the following:  
COUN 748 Counseling Individuals and Couples Post-Modern Theories  
COUN 750 Cross-Cultural Counseling  
COUN 752 Human Sexuality  
Completion of the following is also strongly recommended:  
COUN 760 Substance Abuse  
COUN 754 Group Counseling |
| COUN 792 Summer Practicum                   | COUN 764 Trainee/Practicum Assessment                                          |
Certificate in Cross Cultural Counseling and Member Care
The Certificate in Cross Cultural Counseling and Member Care is designed to equip students to more effectively provide counseling services in multicultural contexts including the “third culture” of missionaries and other NGO employees working in cultural contexts beyond their own. It requires additional work beyond an MA in MFT but it stands separately so individuals who have completed their MA in counseling at other institutions can still earn this certificate.

Requirements for Certificate in Cross-Cultural Counseling and Member Care (15 units)
MIN 728 Missionary Anthropology (3)
THEO 740 Global Christian Theologies (3)
PACS 751 Conflict and Peacemaking Across Cultures (3)
COUN 750C Cross Cultural Counseling III (3)\(^c\)
COUN 793D Cross Cultural Practicum (Pending GAC approval) [Placement must be in a cross-cultural context] (3)\(^d\)

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
For students who have earned another Master’s Degree from the Seminary:

\(^c\) Students may not use COUN 750C to meet the requirements of both the MA in Marriage and Family Therapy and the Certificate in Cross-Cultural Counseling and Member Care.

\(^d\) COUN 764 Trainee/Practicum Assessment (0) is a prerequisite for COUN 793D. Students who have not already completed that prerequisite must complete Trainee/Practicum Assessment prior to applying to cross-cultural practicum sites.
We are glad that you are interested in the MFT program. In order 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. These courses include, but are not limited to: Advanced Families, Interpersonal Communication, and Theology for Integration. Depending on your previous coursework, you will need to 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 course schedule for the Fresno campus. The Visalia campus planned courses can be accessed by contacting Program Director, Autumn Lindberg. Students may take courses at either campus.

Please note that these schedules are tentative and 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](http://www.fresno.edu/students/seminary-students).

There must be a minimum of 7 students enrolled in a course in order 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.

Most courses for the Certificate in Cross Cultural Counseling and Member Care are not offered every year. Refer to course offerings listed on the seminary webpage ([http://www.fresno.edu/students/seminary-students](http://www.fresno.edu/students/seminary-students)) or contact the Dean’s Assistant for non-counseling classes course rotation.
### Fresno Campus Tentative Course Offerings

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>BIB 709</td>
<td>BIB 720</td>
</tr>
<tr>
<td>Bible Knowledge Requirement</td>
<td>The Church and God’s Mission in the World (Online)</td>
</tr>
<tr>
<td>BIB 725</td>
<td>THEO 730</td>
</tr>
<tr>
<td>Biblical Interpretation I</td>
<td>Discipleship and Ethics</td>
</tr>
<tr>
<td>BIB 720</td>
<td>THEO 705</td>
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<tr>
<td>The Church and God’s Mission in the World</td>
<td>Christian Thought</td>
</tr>
<tr>
<td>THEO 730</td>
<td>MIN 705</td>
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<tr>
<td>Discipleship and Ethics (Online)</td>
<td>Mentoring &amp; Connecting</td>
</tr>
<tr>
<td>BIB 760</td>
<td>COUN 710</td>
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<tr>
<td>Theology for Integration</td>
<td>Introduction to Counseling</td>
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<tr>
<td>MIN 770</td>
<td>COUN 734</td>
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<tr>
<td>Ministry Discernment</td>
<td>Counseling Families</td>
</tr>
<tr>
<td>MIN 705</td>
<td>COUN 736</td>
</tr>
<tr>
<td>Mentoring &amp; Connecting</td>
<td>Counseling Children</td>
</tr>
<tr>
<td>COUN 710</td>
<td>COUN 736L</td>
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<tr>
<td>Introduction to Counseling</td>
<td>Counseling Children Lab</td>
</tr>
<tr>
<td>COUN 721</td>
<td>COUN 740</td>
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<tr>
<td>Professional Ethics in Counseling</td>
<td>Psychopathology</td>
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<tr>
<td>COUN 724</td>
<td>COUN 747</td>
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<tr>
<td>Interpersonal Communication</td>
<td>Counseling Individuals and Couples Modern Theories</td>
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<tr>
<td>COUN 726</td>
<td>COUN 747L</td>
</tr>
<tr>
<td>Human Development</td>
<td>Counseling Individuals &amp; Couples Lab</td>
</tr>
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<td>COUN 730</td>
<td>COUN 748</td>
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<tr>
<td>Clinical Assessment</td>
<td>Counseling Individuals and Couples Post Modern Theories</td>
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<tr>
<td>COUN 732</td>
<td>COUN 752</td>
</tr>
<tr>
<td>Aging and Long-Term Care</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>COUN 744</td>
<td>COUN 754</td>
</tr>
<tr>
<td>Research, Testing, and Family Assessment</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>COUN 750B</td>
<td>COUN 764</td>
</tr>
<tr>
<td>Cross-Cultural Counseling Fresno</td>
<td>Trainee/Practicum Assessment</td>
</tr>
<tr>
<td>COUN 793A</td>
<td>COUN 790</td>
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<tr>
<td>Practicum I</td>
<td>Advanced Families</td>
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<tr>
<td>COUN 799</td>
<td>COUN 793B</td>
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<tr>
<td>Thesis</td>
<td>Practicum II</td>
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<tr>
<td></td>
<td>COUN 799</td>
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<td></td>
<td>Thesis</td>
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**Summer**

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<tr>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>COUN 728</td>
<td>Family Violence (Hybrid or V-CON Class)</td>
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<tr>
<td>COUN 738</td>
<td>Person, Family, and Culture (Hybrid or V-CON Class)</td>
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<tr>
<td>COUN 755</td>
<td>Contemporary Issues in Counseling</td>
</tr>
<tr>
<td>COUN 750A/D</td>
<td>Cross-Cultural Counseling: LA or SF</td>
</tr>
<tr>
<td>COUN 756</td>
<td>Grief Counseling (May be offered in FRS or VIS)</td>
</tr>
<tr>
<td>COUN 759</td>
<td>Psychobiology and Psychopharmacology</td>
</tr>
<tr>
<td>COUN 760</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>COUN 792</td>
<td>Summer Practicum</td>
</tr>
</tbody>
</table>

**Elective courses:** Offered as needed, typically 1 per semester.

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RECOMMENDED MFT COURSE SEQUENCING

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.

Students at the Visalia Center can complete their degree in four years by successfully completing all of their courses in the sequence recommended by their advisor, however it is much more typical for working professionals to take longer than this. A four-year completion would include carrying 5-8 units per semester and taking courses year-round without a break. Visalia course formats include nights, weekends, online, and one-week intensive formats.

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 in order 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.

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.

PERSONAL THERAPY

We believe that personal therapy is a valuable experience for all of 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 in the course of graduate studies,
4. Obtaining first-hand experience with theoretical and practice models, and
5. Discerning your personal fit for this profession.

Once a student begins Practicum, they are expected to be in personal growth therapy 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. Generally, these therapists have more than five years of clinical experience. During a student’s Practicum year, 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. As such, it is a form of financial aid.

<table>
<thead>
<tr>
<th>THERAPIST</th>
<th>PHONE NUMBER</th>
<th>STUDENT FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Cherney, Ph.D.</td>
<td>(559) 449-2732</td>
<td>$110, reduced rate</td>
</tr>
<tr>
<td>Noelle Coppola, LMFT</td>
<td>(559) 426-6727</td>
<td>$65, student rate</td>
</tr>
<tr>
<td>Kimberly Dougherty, Ph.D.</td>
<td>(559) 225-8960</td>
<td>$90-115</td>
</tr>
<tr>
<td>Christine Field, LMFT</td>
<td>(559) 246-6203</td>
<td>$80, reduced rate</td>
</tr>
<tr>
<td>Annie Fujikawa, Ph.D.</td>
<td>(559) 439-2647</td>
<td>$80, reduced rate</td>
</tr>
<tr>
<td>Mel Hamel, Ph.D.</td>
<td>(559) 355-5004</td>
<td>$90, reduced rate</td>
</tr>
<tr>
<td>Sharon Hatherley PhD</td>
<td>(559) 734-7371</td>
<td>Ask for student rate</td>
</tr>
<tr>
<td>Sonja Hill, LMFT*</td>
<td>(559) 228-8537</td>
<td>$100</td>
</tr>
<tr>
<td>Judith Knapp, Ph.D.</td>
<td>(559) 226-9078</td>
<td>$100, reduced rate</td>
</tr>
<tr>
<td>Holly Pipkin, LMFT</td>
<td>(559) 321-7880</td>
<td>Adjustable rate</td>
</tr>
<tr>
<td>Jan Ritchey, LMFT</td>
<td>(559) 446-1631</td>
<td>$80, reduced rate</td>
</tr>
<tr>
<td>Frony Ritter, MFT*</td>
<td>(559) 635-4453</td>
<td>$110</td>
</tr>
<tr>
<td>Christopher Rosik, Ph.D.</td>
<td>(559) 439-2647 xt. 142</td>
<td>$80, reduced rate</td>
</tr>
<tr>
<td>Kevin Schellenberg Ph.D.</td>
<td>(559) 435-1133</td>
<td>Ask for student rate</td>
</tr>
<tr>
<td>Ron Teague, Ph.D.</td>
<td>(559) 226-9488</td>
<td>$140, reduced rate</td>
</tr>
<tr>
<td>Kristine Wallace, LMFT</td>
<td>(559) 304-6856</td>
<td>$70, reduced rate</td>
</tr>
<tr>
<td>Michael Zimmerman, Ph.D.</td>
<td>(559) 298-5368</td>
<td>$88, reduced rate</td>
</tr>
</tbody>
</table>

* Office located in Visalia

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.

Students should telephone the therapist to confirm current per session rate. Therapists reserve the right to change their fee at any time. Fees listed are provided as a courtesy and were last updated in June of 2016.

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

A student may request that the practicum instructor place an additional therapist on the list of providers. The practicum instructor will determine if the therapist meets the qualifications to become an approved therapist of trainees. A practicum trainee may elect to receive therapy from a therapist 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.

**THERAPY ASSISTANCE FUND**

The Therapy Assistance Fund may provide monies to students for personal therapy during their practicum year. The fund monies are a 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 making a contribution to this fund to enable more students to benefit from personal growth therapy.**

The Therapy Assistance Fund 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**. 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) in order 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 make a contribution to the fund, the student will be ineligible to receive reimbursement.

Please see your practicum instructor for specific information regarding reimbursement availability and amounts. [Back to Table of Contents.]

**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. [Back to Table of Contents.]

**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.

This emphasis on practical experience begins even before being admitted to the MFT program. As a requirement for admission to the program, students are expected to have at least 50 hours of supervised client contact in a counseling context. Students have obtained this experience in a volunteer position in agencies such as VORP, battered women’s shelters, special friends programs at a school, crisis pregnancy centers, hospital or hospice chaplaincy, or the Salvation Army Adult Rehabilitation (A.R.C.). They may have also obtained this experience in their previous employment. If you have not yet completed this requirement, it is strongly recommended that you complete placement at an approved site listed at: http://www.fresno.edu/students/seminary-students/mft-approved-organizations and if you have questions, consult with Mary Shamshoian, LMFT, the Director of OSCP before beginning a preadmission placement to insure that it fulfills the requirements for admission.

Students enrolled in COUN 747L Counseling Individuals and Couples Lab will provide counseling for an individual adult under the supervision of a faculty member. Students will meet for analysis of this experience and evaluation of their work in supervision groups of no more than ten students. Students will take this course concurrently with COUN 747 Counseling Individuals and Couples Modern Theories. COUN 710 Introduction to Counseling and COUN 721 Professional Ethics in Counseling are prerequisites for COUN 747L Counseling Individuals and Couples 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 course provides an opportunity for students to work on their skills with children by offering supportive counseling to pre-screened participants in mentoring programs at On-Site Counseling Program or other locations. The lab typically requires a commitment of two to three hours per week – one to two hours of client contact plus one hour of group supervision weekly – for ten to twenty weeks. 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 and go through a Trainee Practicum Assessment.

COUN 793A/B Practicum I and II are typically taken sequentially during the student’s senior year in the program. Normally, one placement is with the On-Site Counseling Program and one placement is with an agency in the community. Together Practicum I and II consists of two 9-to-12-month long placements with a minimum of 10 direct client contact hours per week (five direct client contact hours at each placement site). 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.*

If a site that begins in May is chosen, the student will need to register for **COUN 792 Summer Practicum** from May to August in order to meet BBS requirements. On-Site 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. The student is responsible for finding a placement for Practicum III in an appropriate agency and needs to make sure that the agency provides adequate supervision. Requirements for Practicum III are described more fully in the course syllabus.

The following is an experience flow-chart designed to visually represent the practical experience gained throughout the program.
COUN 793C Practicum III (Optional)

COUN 793A/B Practicum I & II

COUN 792 Summer Practicum (Optional)

COUN 764 Trainee Practicum Assessment

COUN 736L Counseling Children Lab

COUN 747L Counseling Individuals & Couples Lab

Prerequisites
COUN 710 Intro to Counseling
COUN 721 Professional Ethics
COUN 728 Family Violence

50 Volunteer Hours
(Program Pre-requisite)
PREREQUISITES FOR PRACTICUM I/II

Practicum I, II, and III permits 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 intern number they then become an **MFT Registered Intern**. After completing 3000 hours of supervised experience, MFT Registered Interns may sit for the exams required for licensure. Additional details regarding the licensure process can be found at [http://www.bbs.ca.gov/app-reg/mft_requirement.shtml](http://www.bbs.ca.gov/app-reg/mft_requirement.shtml).

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. The assessment team usually consists of three people, including the student and two faculty or staff members. 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, COUN 726 Human Development, COUN 728 Family Violence, COUN 730 Clinical Assessment, COUN 734 Counseling Families, COUN 736 Counseling Children, COUN 736L Counseling Children Lab, COUN 740 Psychopathology, COUN 747 Counseling Individuals and Couples: Modern Theories, COUN 747L Counseling Individuals and Couples 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 or D Cross-Cultural Counseling, or COUN 752 Human Sexuality. Completion of COUN 748 Counseling Individuals and Couples: Post-Modern Theories, COUN 754 Group Counseling, COUN 760 Substance Abuse, and COUN 744 Research Testing and Family Assessment are also strongly recommended before beginning practicum. **It is to the student’s advantage to have completed as many courses as possible in the program before entering practicum.**

Additionally, upon entering practicum, the student must demonstrate theoretical competency in one individual counseling approach and one family therapy approach. **Back to Table of Contents.**
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. It is strongly recommended 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, 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 is able to 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 two (2) copies of your portfolio and present them in a professional manner. You will need to turn in both copies of your portfolio at least two weeks prior to your interview or by the date designated by the Practicum Instructor. This date will be announced at the Orientation meeting in the fall. Portfolios must be turned in by 5:00 p.m. to the MFT Program Assistant’s box on the designated date. The MFT Program Assistant will distribute portfolios to the appropriate faculty members conducting your assessment. You will receive one edited copy of your portfolio back during your assessment.

Your assessment portfolio should include:

1. A draft Vita 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.
2. 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 **On-Site Counseling Center** and addressed appropriately to the On-Site Director.

3. **Two course lists** should be included: (1) A list of the courses you have completed and/or will complete prior to beginning Practicum and the grade obtained in each course, and (2) A list of courses to be completed in the Practicum year.

4. A summary of your **Counseling Lab experiences** and/or other relevant counseling and work experience. Please include the graded benchmark assessments from your Counseling Lab instructor.

5. A **brief focused biographical statement** which explains what you are learning about yourself and how you would like to work with clients. Include the following:
   a. An **updated version of your personal growth plan** which was written in Mentoring/Connecting addressing the “Four C’s” - Character, Confessional, Contextual, & Capacity. The update should reflect the personal and educational growth you have experienced since you first wrote the plan. What personal issues have been raised so far in your coursework and in your dealings with faculty, staff, and other students? What are your plans for addressing these issues? How are you working at your own transference and counter-transference issues?
   b. 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. 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 fulltime 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?

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

7. A **representative integrative paper** from a prior course.

8. Your completed **Practicum Application form**.
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 following the assessment.
9. Send electronic revised copies of CV and cover letters to MFT Program Assistant or designated faculty member.
10. Go through revision process with MFT Program Assistant or designated faculty member.
11. Obtain approval to send out CV and cover letters.
12. Apply to Practicum sites. (See Application Procedure for Practicum).

APPLICATION PROCEDURE FOR PRACTICUM

After you have been approved for Practicum via the successful completion of your Trainee-Practicum Assessment you may apply for Practicum. Submit the following to the MFT Program Assistant or designated faculty member:

1. A revised curriculum vita (CV), reflecting the changes suggested during your Trainee-Practicum Assessment.
2. Revised cover letters for each practicum site where you plan to apply.

You must wait for final approval from the MFT Program Assistant or designated faculty member reviewing your materials before sending your CV and cover letters to any desired placement sites.

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.
Applying to Practicum Sites

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 area. If you are unable to secure a Practicum placement, you may be unable to advance to Practicum the following academic year.

Once you have successfully passed your Trainee-Practicum Assessment and had your Cover Letter and CV approved, you may apply to specific practicum sites. Please note that all practicum sites must be approved by the practicum instructor. If you would like to serve at a site that is not included on the list of approved sites, you must get prior authorization/approval from the practicum instructor. Please note: Certain practicum sites have additional requirements. Fresno County requires you to submit copies of proof of insurance, both medical and automotive.

The following procedure should be used for practicum site application:

1. Send your individualized cover letter with a copy of your vita 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 called 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 different times. We encourage the 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.

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 at least two sites, please notify both your academic advisor and the practicum instructor, so that they can help you take further steps to find a placement.
MIN 770 MINISTRY 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 Ministry 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 Line
MFT students should enroll in MIN 770, schedule, and complete their ministry discernment either during the last half of the first practicum semester or during the beginning half of the final practicum semester. This allows time for the student to address any areas of concern that may be raised in the discernment process that could impact the student’s ability to successfully graduate from this program. **Please consult with your Practicum Instructor as to when your discernment should occur.** Final copies of discernment reports are a **PAC item** and must be uploaded by the student to the Task Stream system by the last day of the fall semester. If your discernment occurs in the Spring, uploading must occur by April 1st. A copy of the final report must also be given to the student's faculty advisor by this date. It is recommended that a student upload and email a copy to their advisor the week following the discernment.

Discernment Process
The discernment meeting will be chaired by the student’s advisor. The student, in consultation with the advisor, assembles a discernment group. The discernment group is typically comprised of **eight to ten people** and includes a combination of the following individuals:

- the student’s advisor (mandatory),
- practicum instructor (if available),
- possibly one other faculty member,
- spouse (if married) or significant other,
- practicum supervisor(s),
- two student peers,
- someone outside the field of counseling or psychology,
- pastor and/or one person from the church currently attending, and
- another person of the student’s choice who has been significant in their growth and development.
Each student is encouraged to choose people that have the ability to speak truthfully, effectively, and insightfully into their life and psyche. The discernment group should not simply be friends who will “say nice things.” 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 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.

The student should first contact his or her advisor for available times the advisor has to schedule the discernment meeting. The student is then responsible for contacting the MFT Program Assistant to schedule a discernment time that works with his or her advisor's schedule and the FPU room reservation schedule. The student should specify if any special technology equipment will be needed for their portion of the presentation (e.g. Wi-Fi connections or audiovisual equipment). It is the student’s responsibility to provide or ensure that needed equipment is available.

Preparation for the session should include the following:

1. **Choosing a Group**  
   Submit a list of your proposed discernment group members to your advisor a minimum of two (2) weeks prior to your scheduled discernment meeting. Your discernment group should be approved by your advisor prior to your asking any of the proposed individuals to serve in this capacity. After the advisor’s approval, the student may proceed with contacting group members. Provide each member of the group with a copy of the Guide for Participants in Ministry Discernment (below) and a copy of your Self-Assessment Reflection which is described below.

2. **Making Physical Arrangements**  
   Reserve a meeting room with the MFT Program Assistant. It is your responsibility to communicate to the person making room arrangements if you need Wi-Fi or audiovisual equipment. Often groups have light refreshments as part of their discernment meeting.

3. **Writing the Initial Reflection**  
   Write a Self-Assessment Reflection piece working from the outline provided below. Please note that the self-assessment is expected to make reference to the Personal Growth Plan written during the Mentoring/Connecting course at the beginning of the Seminary program and updated at least once during your Trainee-Practicum Assessment.

4. **Follow-up Report**  
   The student will write a follow-up report after the discernment meeting that will be kept in Task Stream as a PAC document. During the discernment meeting the student should arrange to have a discernment group member (someone other
than the student’s spouse or significant other) serve as a reporter for the meeting. A guide for writing a discernment report may be found below. The reporter should return a written report regarding the content of the discernment meeting to the student. This report should be reviewed and approved by both the student and the advisor.

After reviewing the notes taken by the reporter at the discernment meeting, the student is expected to write a personal response (300 words) to the discernment meeting. This personal response should focus on the following:

- Reflect on what has been learned through this process
- Identify issues raised by the group
- Note affirmation received
- Respond to areas of group counsel

5. Filing of PAC Documents in Task Stream

Task Stream is accessed via the Ministry Discernment course website on Campus Cruiser. It is the student’s responsibility to ensure that the following documents are filed electronically to Task Stream:

1. Self-Assessment Reflection document distributed to the group
2. Edited notes of the meeting written by the discernment group recorder
3. The student’s one-page response to the discernment process

**SELF-ASSESSMENT REFLECTION**

The student will write a narrative response addressing each of the areas noted below. Most reflections are about 5-7 pages. Refer to the updated Personal Growth Plan for comparison, noted areas of growth, and areas of weakness yet to be addressed. Reflect on:

1. **PERSONAL QUALITIES AND GROWTH**
   - Identify personal strengths and weaknesses.
   - Note insights gained from personality inventories, COUN 724 Interpersonal Communication, therapy, and feedback from your supervisor and others and how these shaped the development of your Personal Growth Plan (first written during the Mentoring/Connecting process).
   - Discuss progress toward meeting the goals laid out in the Personal Growth Plan.
   - Assess levels of spiritual “self-care” skills and routines (i.e. prayer, Scripture reading) and general life skills (e.g., schedule, finances).
   - Identify areas of personal growth while at Seminary.

2. **MARRIAGE, SINGleness and FAMILY LIFE**
   - If married, discuss strengths and growth areas in the marital relationship.
   - If single, discuss strengths and growth areas in life as a single adult.
• Reflect on relationships with extended family members and the level of support for vocational choices.
• If a parent, assess parenting effectiveness and family dynamics.

3. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)
Please rate your skills on each of the following outcomes on a scale from 1 to 10, with 10 being strong and significantly developed and 1 being low or underdeveloped for the following degree outcomes. You may also choose additional outcomes to address and rate, which are listed on pages 7-9.

Every Student Shall:

______ 4.1 Articulate integrative views of humanity, theology, and counseling
______ 4.2 Demonstrate understanding of individual and family life cycle development and intervention across the life span
______ 4.3 Demonstrate appropriate use of one’s personal self in response to human need
______ 4.4 Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
______ 4.5 Demonstrate understanding of a wide variety of counseling theories and techniques
______ 4.6 Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
______ 4.7 Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
______ 4.8 Demonstrate proactive commitment to a community of witness, justice, and peace.
______ 4.9 Develop ability to understand, utilize, and evaluate research and assessment tools

4. VOCATIONAL DEVELOPMENT
• Identify personal spiritual gifts.
• Outline short term and long term vocational plans.
• Assess areas of strongest and weakest ministry readiness.
• Reflect insights about vocational direction gained from practicum.
• How do you perceive the adequacy of your knowledge and skills in the areas of counseling and ministry?

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

6. AREAS FOR GROUP COUNSEL
• Identify issues/questions for input and counsel from the group.
7. **ASSESSMENT OF SEMINARY**
   - Comment regarding the ways in which the MFT program and Seminary experience has been helpful in the growth process. Feel free to name specific instructors, courses, community life events, or other experiences that have been particularly important in shaping your development. Specific suggestions for improvement or areas the Seminary needs to further develop may also be included.

**SHARING BY STUDENT’S SPOUSE/SIGNIFICANT OTHER** (if appropriate)
The student’s spouse or significant other is invited to share their thoughts about the student during the discernment meeting.
   - Identify gifts, interests, and goals.
   - Discuss the student’s strengths and vocational goals.

**MINISTRY DISCERNMENT MEETING PRESENTATION**

Prepare a 15-20 minute oral presentation offering a brief autobiographical sketch for the discernment meeting. This should include a summary of key strengths and weaknesses presented in the reflection paper, and include areas about your life you know need to be discussed but perhaps chose not to put in writing.

Distribute the reflection piece and the Participant’s Guide to all members of the discernment group no later than **ONE WEEK PRIOR TO THE MEETING**. The student is responsible to make and distribute all copies.

**To summarize the steps for Ministry Discernment:**

1. Register for MIN 770 Ministry Discernment in the semester before anticipated graduation (typically Fall).
2. Meet with Advisor regarding the Discernment process and participants.
3. Schedule the time, date, and room assignment for the Discernment with the MFT Program Assistant.
4. Ask participants to save the date and give them the "Guide for Participants in Ministry Discernment".
5. Write report covering ALL of the areas above (Personal Qualities & Growth; Marriage, Singleness, & Family Life; PSLOs; Vocational Development; Therapeutic Style; Areas for Group Counsel; Assessment of Seminary; Sharing by Student’s Spouse).
6. Send written report to group. Remind them about parking, location, and instructions.
7. For the actual Discernment meeting: Designate a person to take notes during the meeting and provide her/him the Writing Guide (below). Bring light snacks.
8. Write follow-up report.
9. Email your final follow-up report to your advisor.
10. Upload Reflection paper, meeting notes, and Follow-up Report to Task Stream via Ministry Discernment course in Campus Cruiser.
GUIDE FOR PARTICIPANTS IN MINISTRY DISCERNMENT

Fresno Pacific Biblical Seminary

Thank you for your willingness to be involved in the ministry discernment process for an FPBS student. The Seminary is convinced that a vital part of our ministry is helping students understand themselves and to gain insights which will guide them in planning for their future.

More specifically, we desire that it be an opportunity for:
- the discernment and affirmation of gifts
- the identification of strengths and growth areas in the domains of interpersonal styles and skills, work management, life management, etc.
- processing the fit between vocational direction and gifts/strengths
- offering counsel regarding particular questions which the student may have or the group considers important
- the assessment of the student’s readiness for ministry

The actual discernment meeting will involve approximately 1.5-2 hours of time, most often on the Seminary campus. It is a fairly informal session led by the student’s faculty advisor and includes reflection by the student, a time of group discussion, and concluding prayer. The group consists of about 8-10 people (typically two faculty members, the student and spouse if married, practicum supervisors, pastor, two students, one person from the student’s local church, and one other person of the student’s choice).

The student is expected to provide a self-assessment document to all members of the group prior to the meeting. Participants are encouraged to jot down some of their own reflections about the student and to be prepared to offer them during the session. The following questions may serve as a guide in this endeavor:

- What are the student’s personal strengths and weaknesses?
- How would you assess spiritual “self-care” skills and routines (i.e. prayer, Scripture reading)?
- How well does the student manage life (e.g., schedule, finances)?
- In what ways have you seen growth while at Seminary?
- If married, what are strengths and growth areas of the relationship?
- If single, what are strengths and growth areas in this area of the student’s life?
- If a parent, how do you assess parenting effectiveness?
- How do you perceive the adequacy of the student’s knowledge and skills in the areas of counseling and ministry?
- In your opinion, what are the student’s spiritual gifts?
Program Learning Outcomes
Please rate the student on a scale from 1 to 10, with 10 being strong and significantly developed and 1 being low or underdeveloped for the following degree outcomes.

Every Student Shall:

_____ 4.1 Articulate integrative views of humanity, theology, and counseling
_____ 4.2 Demonstrate understanding of individual and family life cycle development and intervention across the life span
_____ 4.3 Demonstrate appropriate use of one’s personal self in response to human need
_____ 4.4 Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
_____ 4.5 Demonstrate understanding of a wide variety of counseling theories and techniques
_____ 4.6 Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
_____ 4.7 Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
_____ 4.8 Demonstrate proactive commitment to a community of witness, justice, and peace
_____ 4.9 Develop ability to understand, utilize, and evaluate research and assessment tools

The student’s spiritual gifts as you see them are...

Additional areas for counsel:
- How do you assess the student’s progress toward vocational goals?
- Are there any additional issues, questions, or counsel you want to offer?

Again, thank you for your wisdom and counsel. Your investment in this student’s life is invaluable.
MINISTRY DISCERNMENT REPORTER WRITING GUIDE

The task of taking notes and writing a summary report of what was said at this event is a special challenge. Thank you for the extra time and effort this requires.

The basic purposes of the report are:
1. To provide a record of the discernment so any needed follow-up prior to graduation is noted (e.g. courses to follow a new direction, counseling, a seminar on personal development area, etc.). This report helps the advisor in making sure that whatever follow-up is necessary will not fall through the cracks.

2. To provide a record of the discernment for the student’s use in composing his or her response to the discernment meeting.

FORMAT OF THE REPORT (two page maximum)
1. List the student’s name, the date of the discernment meeting, the participants, and the recorder.

2. Summarize the major points of the student’s oral presentation.

3. List the key points given by the group paying special attention to the following areas. If the group makes a consensus recommendation regarding something, please note this as a “Recommendation.”

   - **Strengths**
     What are the student’s strengths as a person?
     What are the student’s ministry gifts?
     What are the student’s vocational/skill strengths?

   - **Areas for further development**

   - **Vocational counsel**
     What kinds of ministries, settings, or positions did the group suggest the person pursue on a short-term basis? On a long-term basis?

   - **Areas of additional counsel**
     Please note any areas of additional counsel.

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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 Ebrary’s “Academic Complete” e-book package. This collection of academic electronic books grows on a monthly basis 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 is a member of Link+, a consortium of over 60 libraries in California and Nevada with over 11 million unique items. FPU library users may request items from the Link+ catalog, which will be delivered to Hiebert Library (usually within 2-4 business days) or any of the FPU regional centers (usually within 3-5 business days). You may keep Link+ books for 21 days, with the option of renewing for an additional 21 days. You may have Link+ audio-visual media for 7 days, with no option for renewal. Link+ cannot be used to request e-books or online articles. There is no charge to the library user for this service. You can access more information about Link+ on the library website: http://www.fresno.edu/students/hiebert-library.

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.

Students at the Visalia Center may, of course, visit the library in person, though the distance between Visalia and Fresno does pose difficulties for students wishing to use the library in this way. Circulating items in Hiebert Library may be checked out over the phone by Visalia Center students and delivered by shuttle service to the Visalia Center, usually within one day. When students are finished using the resource, they return it to the Visalia Center, from where it is shuttled back to the library. Visalia students can also e-mail Anne Guenther with their book request at aguenthe@fresno.edu. E-mail is preferred, and in that e-mail the student should include the student’s (1) name, (2) address, and (3) phone number.

If you have questions about accessing library resources, we encourage you to talk to other students, the library staff, and your academic advisor.
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 to obtain their admissions requirements.

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FINANCIAL AID

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

<table>
<thead>
<tr>
<th>Option #1</th>
<th>Fall 2016, 5+ units</th>
<th>Spring 2016, 5+ units</th>
<th>Summer 2016, 5+ units</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% annual loan eligibility</td>
<td>50% annual loan eligibility</td>
<td>0% annual loan eligibility remaining</td>
<td></td>
</tr>
<tr>
<td>Option #2</td>
<td>34% annual loan eligibility</td>
<td>33% annual loan eligibility</td>
<td>33% loan eligibility</td>
</tr>
</tbody>
</table>

*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 are in need of 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 Counselors, Chad Boling or Luke Harmon. You can schedule a time to speak with Luke by email Luke.Harmon@fresno.edu, by calling the Financial Aid office at (559) 453-2041, or by stopping by the office. The office is open Monday-Friday from the hours of 9:00am to 5:30pm.

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SCHOLARSHIPS & OTHER FINANCIAL ASSISTANCE

Hispanic Scholarship Fund
This organization provides various scholarships for Latino students. www.hsf.net

Qualifications
1. Have a minimum 3.0 cumulative GPA on a 4.0 scale (or the equivalent)
2. Be a U.S. citizen OR legal permanent resident with a valid permanent resident card or passport stamped I-551
3. Be pursuing or plan to pursue your first undergraduate or graduate degree
4. Must plan to apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA) beginning January 2012
5. Plan to enroll full-time as an undergraduate or graduate student at a U.S. accredited institution in the U.S., Puerto Rico, U.S. Virgin Islands, or Guam in the upcoming academic year

American Indian College Fund
The American Indian College Fund offers over 3,500 scholarships and other types of support for American Indian students. Qualifications vary by scholarship. www.collegefund.org

Fresno Women’s Network
The Fresno Women’s Network promotes the professional and personal development of men and women in the community. http://www.fresnowomensnetwork.org/

Qualifications
1. The applicant must have a minimum of a high school diploma or equivalent.

5 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 of these scholarship funds after your graduation. Please also consider developing a new scholarship fund.
2. The applicant must have completed a minimum of 12 units, must be currently enrolled in an accredited educational institution at the time the award is solicited and must be continuing his or her education in the Fall of 2012.
3. A minimum of a 3.0 GPA is required.
4. The criteria for scholarship selection will be based on varying degrees of the following: financial needs, academics, community involvement with stated goals and career objectives. The amount of the scholarships will vary based upon the stated criteria.

The Elks National Foundation Scholarships
The Elks National Foundation provides over $3.5 million in college scholarships each year through its three scholarship programs. The application process and deadlines vary for each program. [www.elks.org/enf/scholars/ourscholarships.cfm](http://www.elks.org/enf/scholars/ourscholarships.cfm)

United Negro College Fund
UNCF awards more than 10,000 scholarships through more than 400 scholarship opportunities, internship, fellowship opportunities and institutional grants. These awards support students at the undergraduate, graduate and doctoral levels. Each program has its own eligibility criteria, deadline, and required documentation. [www.uncf.org](http://www.uncf.org)

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

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

Procedure for selection:
1. MFT faculty makes nominations during the semester prior to graduation.
2. MFT department submits the names of at least two nominees to the Academic Committee for review, final selection, and approval.
3. The scholarship award winner is announced in Chapel.
4. A mental health professional is honored at the time of the announcement.
Past Honorees and Recipients of the FPBS Mental Health and Integration Award

- 2016
  - Honoree: Richard Smith
  - Recipient: Angela Paula Hernandez

- 2015
  - Honoree: Delores Friesen
  - Recipient: Christi Conley

- 2014
  - Honoree: Stanley Lindquist
  - Recipient: Elizabeth Cortez

- 2013
  - Honoree: John Franz
  - Recipient: Celeste Scott

- 2012
  - Honoree: Merrill Ewert
  - Recipient: Record not found

- 2011
  - Honoree: Alan Peters
  - Recipient: Vasily Todoriko

- 2010
  - Honoree: Mary Anne Fifield
  - Recipient: Forest Benedict

- 2009
  - Honoree: Record not found
  - Recipient: Brooke Ashley Denney

- 2008
  - Honoree: Record not found
  - Recipient: Record not found

- 2007
  - Honoree: Record not found
  - Recipient: Record not found

- 2006
  - Honoree: Verla Dick
  - Recipient: Holly Jones

- 2005
  - Honoree: Allen Guenther
  - Recipient: Christel D. Y. Gnonhossou

- 2004
  - Honoree: David Bruce Rose
  - Recipient: Jeremy Buhler
2002
  • Honoree: Waldo Hiebert
  • Recipient: James R. Somerville

2001
  • Honoree: Alvin C. Dueck
  • Recipient: Gregory Yoder

2000
  • Honoree: Irene Loewen
  • Recipient: Lori James

1999
  • Honoree: Frank C. Peters
  • Recipient: Carolyn Bergen

1998
  • Honoree: Arthur Jost
  • Recipient: Robert Fuchs

**FPBS Marriage and Family Therapy Designated Scholarship**
This scholarship was set up by an MFT professional to benefit a student studying in the MFT program. This scholarship is in the amount of $300.

**Criteria:**
1. MFT student who has taken at least 30 units.
2. A minimum GPA of 3.0
3. Demonstrates effective counseling skills.
4. Awarded to a student who will be returning in the fall.

**Procedure for selection:**
1. MFT faculty and financial aid committee make recommendation.
2. Recipient approved by faculty

**Past Year's Recipient:**
2016 Caroline Dower

**MFT Clinical Honors Scholarship**
$500.00 awarded in Fall semester

**Criteria:**
1. An MFT student who demonstrates significant clinical potential for contribution to the field and/or leadership within the community.
2. Demonstrated academic achievement, including counseling skills.
3. Expresses ministry and mission through counseling
4. Contributes to Seminary life and/or peer formation
5. Utilizes faculty, supervisor, collegial and peer feedback for growth
Note: This scholarship is to be awarded to high achieving students with particular gifting and promise of effectiveness in the field, including personal growth and formation. If other criteria are met, preference shall be given to recipients who have a sense of calling to work with those who are underserved; those who have shown the most improvement while studying at FPBS and student(s) who demonstrate financial need.

Past Year's Recipient:
2016 Amanda Bernabe

MFT Faculty Honors Scholarship
$1000.00 awarded in Fall semester

Criteria:
1. An MFT student with potential for leadership within the field and community through his or her degree and skills
2. Recognized academic achievement, including critical thinking, integration and innovation
3. Evidences faith commitment and service to the community and church
4. Engaged in ongoing personal formation and growth

Note: Scholarship is to be awarded to high achieving students with particular gifting and promise of effectiveness in the field, including personal growth and formation. If other criteria are met, preference shall be given to recipients who have a sense of calling to work with those who are underserved; those who have shown the most improvement while studying at FPBS and student(s) who demonstrate financial need.

Past Year's Recipient:
2016 Jenna Duffin

FPU Church Match Scholarship
The FPU Church Match Scholarship offers students’ churches the chance to get involved in their education. FPU will match 2:1 the amount provided by your church up to $500 per semester for churches belonging to the Pacific District of Mennonite Brethren Churches. FPU will match 1:1 up to $250 per semester for churches not belonging to the Pacific District.

It is the student's responsibility to contact their church to request participation in the Church Match Scholarship Program and the check must come from the church (cash and personal checks will not be accepted). There are deadlines each semester. Contact your financial aid counselor or the Student Financial Services Office at (559) 453-2041 if you have more questions.

Church match checks with the student’s name and FPU ID should be sent to:
Fresno Pacific University
Student Financial Services Office
1717 S. Chestnut Ave., #2004
Fresno, CA 93702
In addition, there are other FPBS scholarships, which are awarded to FPBS students. MFT students are considered for a number of these. You need to apply online at http://scholarships.fresno.edu/. Read the instructions on how to apply for scholarships and look at the pages of Seminary scholarships available. You will need to create a username and password for this site and you may apply for no more than 5 scholarships, so pick ones that best fit you. The deadline for application for Seminary students is **August 15th** each year.

**Additional Links for Scholarships**

http://www.fastweb.com/college-scholarships: to find scholarships, match scholarships, and scholarship tips
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.

**Mental Health Loan Assumption Program**

The MHLAP is jointly administered by the Health Professions Education Foundation (Foundation) and the California Department of Mental Health (DMH) and is funded $2.5 million annually by the Mental Health Services Act. Applicants may apply for up to $10,000 in exchange for a 12-month service obligation, working or volunteering in a position within the public mental health system that is deemed as hard to fill or hard to retain by the County Mental Health Director or his/her designee.

**Qualifications:**

Eligible professions include: psychologists, psychiatrists, marriage and family therapists, clinical social workers, psychiatric nurse practitioners, and postdoctoral psychological trainees and assistants. Eligible employers include: "publicly-funded mental health programs/services that are administered, in whole or in part, by the Department of Mental Health or County. This does not include publicly-funded programs and/or services administered, in whole or in part, by correctional entities or services provided in correctional facilities."

**Procedure for selection:**

A copy of the updated application and application instructions is available at the following website: [http://www.oshpd.ca.gov/HPEF/MHLAP.html](http://www.oshpd.ca.gov/HPEF/MHLAP.html). Previously, applicants were required to submit the County Employment or Volunteer Verification Form directly to their County Mental Health Director. To facilitate the application process, applicants are now required to submit all forms to the Foundation and the Foundation will forward
the appropriate forms to the County Mental Health Director. Please read the application instructions carefully and postmark all required materials by the posted deadline to:

Health Professions Education Foundation  
Mental Health Loan Assumption Program  
400 R Street, Room 460  
Sacramento, CA 95811

On the Foundation website (http://www.oshpd.ca.gov/HPEF/MHLAP.html), please refer to the Frequently Asked Questions, the application instructions, or call 1(800)773-1669.  

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CONFERENCE AND WORKSHOPS

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

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

Local CAPS meetings are no longer meeting regularly due to lack of interest. If someone is interested, the local contact person is Christopher Rosik at 439-5920 for further information.

The local San Joaquin CAMFT Chapter has regular events that can be found on their website at: http://camft-csjvchapter.org/chapter-events/.

Some other local agencies or organizations that regularly sponsor events include: Kings View, Fresno Community Hospital, St. Agnes Hospital and the Sullivan Center for Children. Tulare County sponsors an annual Child Abuse Conference at the Visalia Convention Center every spring. Their Facebook page is the most active website for information on upcoming events. Alliant International University and California State University at Fresno also provide CEU courses, and guest lectures, which FPBS students are welcome to attend.
Because of Fresno's close proximity to both San Francisco and Los Angeles, there are innumerable regional and national conferences and training courses available within a few hours driving distance. Fuller Seminary sponsors the Integration Symposium every February. The CAMFT conference alternates meeting in either the Los Angeles or San Francisco area each spring. The Evolution of Psychotherapy Conference is often scheduled in southern California. These are outstanding opportunities to meet authors and world-renowned family therapists. Sometimes conference fees are waived for students who are willing to serve as volunteers.

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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 some kind of regulation, certification, or licensure is required for all persons 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/](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/](http://www.aamft.org/)

**Convictions**

Any felony or misdemeanor conviction, including DUI’s 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 sites. **It is the student’s responsibility to be informed of how previous convictions might affect the license they wish to pursue.** See the BBS website on Criminal Convictions for more information.
SUGGESTIONS FOR REPORTING COURSEWORK IN OTHER JURISDICTIONS

Below are some possible ways of applying your coursework to the categories required for membership in AAMFT or licensure in other 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**
Thesis or Advanced Family Studies
Person, Family, and Culture
Cross-Cultural Counseling
Substance Abuse
Interpersonal Communication: Person, Family, Community
Family Violence

**MARITAL AND FAMILY THERAPY**
Counseling Individuals and Couples Modern, Post-Modern, and Lab
Counseling 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

What is the Bible Knowledge Requirement?
The Bible Knowledge Requirement (BKR) gives a broad overview of the Bible to provide a foundational framework for Biblical understanding necessary for Bible and Theology classes. This is to prepare you for your study in BIB/MIN/THEO courses. It is typically taught in an all-day Saturday format.
Why should I participate in the community events like Retreat, Coffee Breaks, Community Prayers, Chapel, and Common Meal?
Your experience at the Seminary will be greatly 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 relationship among students, faculty, local churches, and global church communities.

Every year the Seminary holds a Fall Retreat which is typically the last weekend in September or first weekend in October. Families are welcome and encouraged to attend. The Student Leadership Team (SLT) hosts this retreat and it often includes worship sessions, games, free time, and discourse with other students. Childcare is typically provided. The Fall Retreat offers a weekend away from studies to spend time with fellow students, faculty, and families. The Fall Retreat allows a student to get to know people on a more personal level and provides insight into Seminary life. The past few years the retreat has been held at Camp Keola near Huntington Lake, CA.

Coffee Breaks are sponsored by SLT and are held weekly. The time varies each semester and is chosen based upon class enrollment to maximize the number of people able to attend. Snacks and coffee are provided for students for an informal time to chat and socialize. Connect with people in your class or the class across the hall to improve your community experience.

Chapel is typically held on Wednesdays during the lunch hour and is a great way to commune in worship with fellow Seminary students. Chapel offers opportunities to hear how God has inspired faculty, staff, and fellow students as they lead worship, song, prayers, and preaching. It is also a time where community announcements are made.

Common Meal is a meal offered either immediately preceding or following chapel on Wednesdays. 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.

All of these activities 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.

What is different about the Visalia Center?
While it is true that the same courses, often taught by the same faculty, will be offered at the Visalia Center, there are some definite distinctions. Course schedules are tailored to the working professional with courses offered in evening, online, weekend, and intensive formats. Common meals are often potluck style dinners before evening
classes initiated by peers. Visalia students are encouraged to participate in local service projects and study groups in an effort to build community and to nurture life-long relationships. Visalia students are welcome and encouraged to participate in Fresno events. Fresno students find the additional course formats in Visalia beneficial, providing flexibility in their schedules.

**What is Module Week?**
Module week is one of several opportunities for students to take intensive courses both on and off campus. This week occurs once during the fall semester and once during the spring semester and often features topics of special interest to MFT students.

I understand that sometimes students interested in Pastoral Counseling are first admitted to another degree in the Seminary rather than directly into the MFT program. Why is this?
The criteria for direct admission to the MFT program can be found in the FPBS catalog. In brief, these are: a) Completion of a B.A. degree (preferably in social sciences); b) Submission of GRE scores; c) Significant counseling/life experience; d) Evidence of personal well-being; and e) Undergraduate courses in Introduction to Psychology, Human Development, and Abnormal Psychology or Completion of the GRE Advanced Psychology Exam at the 50th percentile or better. If a student does not meet these criteria, other options, including the opportunity to take MFT coursework, become available through other certificates or degrees in the Seminary. Once these requirements are met, the student may transfer into the MFT program with no penalty.

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: M.A. MFT, M.A. Theology or Biblical Studies, M.A. in New Testament, M.A. in Old Testament, M.A. in Urban Mission, 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 coursework, 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 of the coursework specified. M.Div. students also need to take a Biblical language and complete a supervised ministry experience. For AAPC certification, the M.Div. is the preferred degree. It is also a more adequate preparation for the kinds of work and expectations of a congregation for pastoral counselors, or in some Christian counseling settings. Some of our M.Div. pastoral counseling graduates 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 extensive background/experience or 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 issues, 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 often remain in Fresno for at least part of the summer, in order 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 1/2 to 4 years, by taking 6-9 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 persons 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 including MIN 705 Mentoring/Connecting, THEO 705 Christian Thought, COUN 724 Interpersonal Communication, THEO 730 Discipleship and Ethics, and COUN 750A/D Cross-Cultural Counseling/Encounter for every student.

The state of California requires specific instruction in several areas of study, and these make up most of the remaining units in the 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 deal 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.

If you are willing to take courses at both the Visalia Center and the Fresno Main campus, this offers additional flexibility.

**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 (SLOs) 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 persons 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 has a focus on growth, transformation, change, and justice. Pastoral counselors have a responsibility to be advocates for the poor, dispossessed, abused, and will work to change the evil systems and powers 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 application 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 and Couples 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, typically at two placement sites within the community. Practicum III is also available. See the practical experience flow chart for a visual representation.
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." The 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 theories and therapeutic techniques in order to work effectively with a variety of supervisors and settings, and in order to pass the California licensing exam. FPBS encourages the integration of theology and psychology, and also 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 jurisdiction 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 Intern status. MFT Registered Interns work under the supervision of licensed therapists until they have 3000 hours of documented counseling experience. Upon completion of the 3000 licensing hours, Interns are eligible to take written and vignette state licensure exams. After the successful completion of these two exams, Interns 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 is intensive one-on-one and group supervision and encouragement to utilize personal therapy.

The program is offered in the context of a seminary where students have contact with other students from around the world, who have a variety of disciplinary interests. This international and inter-church context is hard to duplicate elsewhere. Students in the program get to know the entire faculty of 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 from Systemic, Psychodynamic, Object Relations, 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 possible job openings and are willing to assist in resume, reference, and interview preparation. Students are also welcome to utilize the career services office to find jobs, work on interviewing skills, and obtaining 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 several online resources that are helpful.

- There is a document that can serve as a template for writing papers in APA format and can be found at: [www.siue.edu/~prose/classes/APAFormatTemplate.doc](http://www.siue.edu/~prose/classes/APAFormatTemplate.doc).
- Doug Degelman at Vanguard University published a quick reference guide for APA format, which can also be downloaded as a pdf: [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/).
- Purdue’s Online Writing Lab also has an overall guide as well as citation help at: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
- Last, but certainly not least, is the APA itself! Their website includes quick references to questions on citing (how to cite Facebook and Twitter!), formatting, and most popular citations. Check it out! [http://www.apastyle.org/](http://www.apastyle.org/).

What is a FORRMAL?
FORRMAL is an acronym for a specific process of doing Biblical Interpretation. FORRMAL is one method of inductive Bible study. This method is taught and used in Biblical Interpretation I. These skills are built upon in Theology for Integration and are further used in Advanced Family Studies. A copy of the FORRMAL guide is typically provided in each of these courses, but you may also find a copy online at [http://www.fresno.edu/students/seminary-students](http://www.fresno.edu/students/seminary-students).

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 Associate Dean 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 Associate Dean or Dean’s 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. Faculty, staff, and students pay a small amount for their 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 Associate Dean partner together to arrange and host the Grad Gala.

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Appendix 1
SCHEDULE OF DEADLINES

FIRST YEAR
- Program Orientation during 1st Year Orientation
- Scholarship Application (Deadline is August 15th)
- Finish all prerequisites if you have not been officially admitted into the program

MIDDLE YEARS
- Scholarship Application (Deadline is August 15th)
- Pay close attention to prerequisites as you are registering for courses
- 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)
- 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
- Non-On-Site Placement orientations will be announced by your site (some as early as May)
- Scholarship Application (Deadline is August 15th)
- On-Site Counseling Program (OSCP) Orientation typically occurs the week before Fresno Unified School District begins (mid-late August). Confirm the specific date with the OSCP Director
- Two semesters prior to graduation (typically Fall): complete and submit degree application form to the Registrar. The degree application can be completed online through CampusCruiser under the MyServices tab.
- Two semesters prior to graduation (typically Fall): Think and pray about who you would like to ask to be at your Ministry Discernment Group. Prepare your Self-Assessment Report and meet with your Advisor for Ministry Discernment Group approval. For more information refer to Ministry Discernment.
- Semester of Graduation: Exit Interview
- 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 2015**

**Student:** ___________________________  **Date** ______________________

**Advisor:** _____________________      **Anticipated Graduation Date:** _______________

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#### Beginning Level Courses

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<td>Introduction to Counseling (1)</td>
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<td>COUN 721</td>
<td>Professional Ethics in Counseling (3)</td>
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<td>MIN 705</td>
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<td>Bible Knowledge Requirement (0)</td>
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<td>Interpersonal Communication (3)</td>
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<td>Human Development (3)</td>
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<td>COUN 758</td>
<td>Psychobiology and Psychopharmacology (0.5)</td>
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<td>COUN 750 A</td>
<td>Cross-Cultural Counseling: LA or SF (1.5)</td>
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<td>COUN 760</td>
<td>Substance Abuse (1)</td>
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<td>COUN 730</td>
<td>Clinical Assessment (3)</td>
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<td>COUN 750 B</td>
<td>Cross-Cultural Counseling: Fresno/Visalia or International (1.5)</td>
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<td>COUN 744</td>
<td>Research Testing and Family Assessment (2)</td>
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<td>BIB 760</td>
<td>Theology for Integration (3)</td>
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<td>COUN 722</td>
<td>Summer Practicum (1) PR (Optional)</td>
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#### Senior Level Courses

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**Notes:**
- **Su** = Summer; **F** = Fall; **SP** = Spring; **#** = year in which class is taken.
- **PR** This course has a prerequisite.

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

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
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<th>Spring 3</th>
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<tbody>
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<td>COUN 721</td>
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<td>COUN 728</td>
<td>COUN 726</td>
<td>PR COUN 734</td>
<td>COUN 738</td>
<td>PR COUN 793A</td>
<td>PR COUN 793B</td>
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<td>Professional</td>
<td>Coun Ind &amp; Cpls</td>
<td>Family Violence</td>
<td>Human</td>
<td>Counseling</td>
<td>Person, Family</td>
<td>Practicum 1</td>
<td>Practicum 2</td>
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<td>Ethics (3)</td>
<td>Mod (2)</td>
<td>(1.5-2)</td>
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<td>Families (3)</td>
<td>Culture (2)</td>
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<td>COUN 724</td>
<td>PR COUN 747L</td>
<td>COUN 750</td>
<td>COUN 730</td>
<td>PR COUN 740</td>
<td>COUN 755</td>
<td>COUN 732</td>
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<td>Interpersonal</td>
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<td>Cross Cultural</td>
<td>Clinical</td>
<td>Psychopathology</td>
<td>Contemporary</td>
<td>Aging &amp; Long</td>
<td>Adv Family</td>
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<td>Communication</td>
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<td>Coun-SF/LA (1.5)</td>
<td>Assessment</td>
<td>(3)</td>
<td>Issues (1)</td>
<td>Term Care (1)</td>
<td>Studies (3)</td>
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<tr>
<td>COUN 710</td>
<td>COUN 748</td>
<td>COUN 759</td>
<td>COUN 750</td>
<td>PR COUN 736</td>
<td>COUN 756</td>
<td>PR BIB 760</td>
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<td>Intro to</td>
<td>Coun Ind &amp; Cpls</td>
<td>Psychobiology/</td>
<td>Cross Cultural</td>
<td>Counseling</td>
<td>Grief Counseling</td>
<td>Theology for</td>
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<td>Post Mod (1)</td>
<td>Psychopharm (.5)</td>
<td>Coun-Frs/Vis/Int</td>
<td>Children (2)</td>
<td>(1)</td>
<td>Integration (3)</td>
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<td></td>
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<td>(2-3)</td>
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</tr>
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<td>MIN 705</td>
<td>PR COUN 752</td>
<td>COUN 760</td>
<td>COUN 750</td>
<td>PR COUN 736L</td>
<td>COUN 792</td>
<td>MIN 770</td>
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<td>Cross Cultural</td>
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<td>Summer</td>
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<td>Abuse (1)</td>
<td>Coun-Frs/Vis/Int</td>
<td>Children LAB (1)</td>
<td>Practicum (1)</td>
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<td>BIB 720</td>
<td>THEO 705</td>
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<td>COUN 754</td>
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<tr>
<td>Church &amp; God's</td>
<td>Christian Thought</td>
<td>Biblical</td>
<td>Group</td>
<td>Training</td>
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</tr>
<tr>
<td>Mission in the World (3)</td>
<td>(2)</td>
<td>Interpretation</td>
<td>Counseling</td>
<td>Practicum</td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 (2)</td>
<td>(1-3)</td>
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<td>(0)</td>
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<tr>
<td>BIB 709 Bible</td>
<td>THEO 730</td>
<td>BIB 725</td>
<td>COUN 754</td>
<td>PR COUN 764</td>
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<tr>
<td>Knowledge Req (0)</td>
<td>Discipleship &amp;</td>
<td>Biblical</td>
<td>Group</td>
<td>Training</td>
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<tr>
<td>Req (0)</td>
<td>Ethics (2)</td>
<td>Interpretation</td>
<td>Counseling</td>
<td>Practicum</td>
<td>Assessment</td>
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<td>(1-3)</td>
<td>(0)</td>
<td>(0)</td>
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</tr>
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</table>

**TOTAL UNITS:**

| 11 | 11 | 4.5-5 | 11.5-12.5 | 10 | 4.0-5 | 7 | 6 |

PR indicates the course has a prerequisite which must be taken prior to taking this course.

**NOTE:** This is one schedule example. Please see your advisor for the schedule that will work best for you.

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

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Summer 3</th>
<th>Fall 4</th>
<th>Spring 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 721 Professional Ethics (3)</td>
<td></td>
<td></td>
<td>COUN 728 Family Violence (1.5-2)</td>
<td></td>
<td></td>
<td>COUN 726 Human Development (3)</td>
<td></td>
<td>COUN 734 Counseling Families (3)</td>
<td></td>
<td>COUN 730 Clinical Assessment (3)</td>
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<tr>
<td>PR</td>
<td>COUN 747 Coun Ind &amp; Cpls Mod (2)</td>
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<td>PR</td>
<td>COUN 734 Counseling Families (3)</td>
<td></td>
<td>PR</td>
<td>COUN 740 Psychopathology (3)</td>
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<td>PR</td>
<td>COUN 792 Summer Practicum 1 (1)*OPTIONAL</td>
</tr>
<tr>
<td>COUN 724 Interpersonal Comm (3)</td>
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<td></td>
<td>BIB 720 Church &amp; God's Mission in the World (3)</td>
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<td></td>
<td>COUN 744 Research, Testing, Family Assessment (2-3)</td>
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<td>COUN 752 Human Sexuality (3)</td>
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<td>PR</td>
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<tr>
<td>PR</td>
<td>COUN 747L Coun Ind &amp; Cpls Mod LAB (1)</td>
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<td>PR</td>
<td>COUN 736 Counseling Children (2)</td>
<td></td>
<td>PR</td>
<td>THEO 730 Discipleship &amp; Ethics (2)</td>
<td></td>
<td>PR</td>
<td>MIN 770 Ministry Discernment (0)</td>
</tr>
<tr>
<td>COUN 710 Intro to Counseling (1)</td>
<td></td>
<td></td>
<td>COUN 748 Coun Ind &amp; Cpls Post Mod (1)</td>
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<td></td>
<td>COUN 750 Cross Cultural Coun-SF/LA (1.5)</td>
<td></td>
<td>COUN 756 Grief Counseling (1)</td>
<td></td>
<td>PR</td>
</tr>
<tr>
<td>MIN 705 Mentoring &amp; Connecting (1)</td>
<td></td>
<td></td>
<td>COUN 760 Substance Abuse (1)</td>
<td></td>
<td></td>
<td>COUN 754 Group Counseling (1-3)</td>
<td></td>
<td>COUN 732 Aging &amp; Long Term Care (1)</td>
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<td>PR</td>
</tr>
<tr>
<td>BIB 709 Bible Knowledge Req (0)</td>
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<td></td>
<td>BIB 725 Biblical Interpretation 1 (2)</td>
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</table>

**TOTAL UNITS:**

| 8 | 6 | 4.5-5 | 6 | 7 | 4 | 9.5-10.5 | 8 | 1* | 6 | 6 |

PR indicates the course has a prerequisite which must be taken prior to taking this course.

**NOTE:** This is one schedule example. Please see your advisor for the schedule that will work best for you.

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### Appendix 5

**3-Year Example**

Degree Program Plan:

M.A. in Marriage & Family Therapy (65 units)

*Effective July 2013*

**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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 710</td>
<td>Introduction to Counseling (1)</td>
<td>F1</td>
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</tr>
<tr>
<td>COUN 721</td>
<td>Professional Ethics in Counseling (3)</td>
<td>F1</td>
<td></td>
</tr>
<tr>
<td>MIN 705</td>
<td>Mentoring/Connecting (1)</td>
<td>F1</td>
<td></td>
</tr>
<tr>
<td>BIB 709</td>
<td>Bible Knowledge Requirement (0)</td>
<td>F1/SP1</td>
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<tr>
<td>COUN 720</td>
<td>The Church &amp; God’s Mission in the World (3)</td>
<td>F1</td>
<td></td>
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<tr>
<td>COUN 726</td>
<td>Interpersonal Communication (3)</td>
<td>F1</td>
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</table>

#### Middle Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 728</td>
<td>Family Violence (1.5)</td>
<td>SUM1</td>
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</tr>
<tr>
<td>COUN 758</td>
<td>Psychobiology and Psychopharmacology (0.5)</td>
<td>SUM1</td>
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</tr>
<tr>
<td>COUN 750 A</td>
<td>Cross-Cultural Counseling: LA or SF (1.5)</td>
<td>SUM1</td>
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<tr>
<td>COUN 760</td>
<td>Substance Abuse (1)</td>
<td>SUM1</td>
<td></td>
</tr>
<tr>
<td>BIB 725</td>
<td>Biblical Interpretation 1(2)</td>
<td>F2</td>
<td></td>
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<tr>
<td>COUN 730</td>
<td>Clinical Assessment (3)</td>
<td>F2</td>
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<tr>
<td>COUN 750 B</td>
<td>Cross-Cultural Counseling: Fresno/Visalia or International (1.5)</td>
<td>F2</td>
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<tr>
<td>COUN 744</td>
<td>Research Testing and Family Assessment (2)</td>
<td>F2</td>
<td></td>
</tr>
<tr>
<td>COUN 732</td>
<td>Aging and Long Term Care (1)</td>
<td>F3</td>
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#### Senior Level Courses

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<thead>
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<th>Course Title</th>
<th>Semester</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>COUN 792</td>
<td>Summer Practicum (1) PR (Optional)</td>
<td>SUM2</td>
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<tr>
<td>BIB 760</td>
<td>Theology for Integration (3) PR</td>
<td>F3</td>
<td></td>
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<tr>
<td>COUN 793 A</td>
<td>Practicum 1 (3) PR</td>
<td>F3</td>
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---
This course has a prerequisite.

### Units by Semester

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<th>Year 3</th>
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<td>SUM 2</td>
<td>4-5*</td>
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**TOTAL Units (with optional Summer Practicum)** | 65-66

*In order 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 for 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 2013

Anticipated Graduation Date: In 4 years
Note: This is one example. See your advisor for what will be best for you.

### Beginning Level Courses

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<thead>
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<th>Course</th>
<th>Year</th>
<th>Remarks</th>
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<tr>
<td>COUN 710 Introduction to Counseling (1)</td>
<td>F1</td>
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</tr>
<tr>
<td>COUN 721 Professional Ethics in Counseling (3)</td>
<td>F1</td>
<td></td>
</tr>
<tr>
<td>MIN 705 Mentoring/Connecting (1)</td>
<td>F1</td>
<td></td>
</tr>
<tr>
<td>BIB 709 Bible Knowledge Requirement (0)</td>
<td>F1/SP1</td>
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<tr>
<td>BIB 720 The Church &amp; God’s Mission in the World (3)</td>
<td>F2</td>
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</tr>
<tr>
<td>COUN 724 Interpersonal Communication (3)</td>
<td>F1</td>
<td></td>
</tr>
<tr>
<td>COUN 726 Human Development (3)</td>
<td>F2</td>
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### Middle Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>COUN 728 Family Violence (1.5)</td>
<td>SUM1</td>
<td>COUN 755 Contemporary Issues in Counseling (1)</td>
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<tr>
<td>COUN 758 Psychobiology and Psychopharmacology (0.5)</td>
<td>SUM1</td>
<td>COUN 756 Grief Counseling (1)</td>
</tr>
<tr>
<td>COUN 750 A or D Cross-Cultural Counseling: LA or SF (1.5)</td>
<td>SUM1</td>
<td>COUN 738 Person, Family and Culture (2)</td>
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<tr>
<td>COUN 760 Substance Abuse (1)</td>
<td>SUM1</td>
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</tr>
<tr>
<td>BIB 725 Biblical Interpretation 1 (2)</td>
<td>F3</td>
<td>THEO 730 Discipleship &amp; Ethics (2) PR</td>
</tr>
<tr>
<td>COUN 730 Clinical Assessment (3)</td>
<td>F3</td>
<td>COUN 752 Human Sexuality (3) PR</td>
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<tr>
<td>COUN 750 B or C Cross-Cultural Counseling: Fresno/Visalia or International (1.5)</td>
<td>F3</td>
<td>COUN 734 Counseling Families (3) PR</td>
</tr>
<tr>
<td>COUN 744 Research Testing and Family Assessment (2)</td>
<td>F3</td>
<td>COUN 736 Counseling Children (2) PR</td>
</tr>
<tr>
<td>COUN 732 Aging and Long Term Care (1)</td>
<td>F3</td>
<td>COUN 736L Counseling Children Lab (1) PR</td>
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<tr>
<td>COUN 740 Psychopathology (3) PR</td>
<td>SP3</td>
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<td>COUN 754 Group Counseling (1)</td>
<td>SP2</td>
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<tr>
<td>COUN 764 Trainee/Practicum Assessment (0) PR</td>
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### Senior Level Courses

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<th>Course</th>
<th>Year</th>
<th>Remarks</th>
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<tr>
<td>COUN 792 Summer Practicum (1) PR (Optional)</td>
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<tr>
<td>BIB 760 Theology for Integration (3) PR</td>
<td>F4</td>
<td>COUN 790 Advanced Family Studies PR (3) OR COUN 799 Thesis (6) PR</td>
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<tr>
<td>COUN 793A Practicum 1 (3) PR</td>
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<td>COUN 793B Practicum 2 (3) PR</td>
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</table>
This course has a prerequisite.

Units by Semester

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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>8</td>
<td>F2</td>
<td>6</td>
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<td>SP1</td>
<td>6</td>
<td>SP2</td>
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<tr>
<td>SUM1</td>
<td>4.5*</td>
<td>SUM2</td>
<td>4*</td>
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</table>

Total Units (with optional Summer Practicum) | 66

*In order 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 for 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 (120 units)
Effective July 2013

Student: ______________________     Date: ________________________________
Advisor: ______________________    Anticipated Graduation Date: _________

<table>
<thead>
<tr>
<th>Foundations (27 units)</th>
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<tr>
<td>BIB 725 Biblical Interpretation 1 (3)</td>
<td>BIB 720 The Church &amp; God’s Mission in the World (3)</td>
</tr>
<tr>
<td>THEO 705 Christian Thought (2)</td>
<td>MIN 705 Mentoring/Connecting (1)</td>
</tr>
<tr>
<td>COUN 710 Intro to Counseling (1)</td>
<td>COUN 750 Cross-Cultural Counseling (3)—Each CCC course is 1.5 units. Choose from COUN 750A or D and either B or C.</td>
</tr>
<tr>
<td>HIST 712 History of Christianity (3)</td>
<td>COUN 724 Interpersonal Communication (3)</td>
</tr>
<tr>
<td>COUN 730 Clinical Assessment (3)</td>
<td>COUN 721 Professional Ethics in Counseling (3)</td>
</tr>
<tr>
<td>COUN 726 Human Development (3)</td>
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</tr>
<tr>
<td>COUN 728 Family Violence (1.5)</td>
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<table>
<thead>
<tr>
<th>Expanding the Base (25 units)</th>
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<tbody>
<tr>
<td>BIB 710-711/711-716 Biblical Language 1-2 (6) *PR</td>
<td>THEO 730 Discipleship &amp; Ethics (3)*PR</td>
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<tr>
<td>BIB 750, 752 Biblical Theology 1-2 (6)</td>
<td>MIN 710 Spiritual Formation (2)</td>
</tr>
<tr>
<td>MIN 720 Personal Evangelism (1)</td>
<td>COUN 738 Person, Family and Culture (2)</td>
</tr>
<tr>
<td>COUN 736 Counseling Children (2) PR</td>
<td>COUN 740 Psychopathology (3) PR</td>
</tr>
<tr>
<td>COUN 736L Counseling Children Lab (1)</td>
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</table>

<table>
<thead>
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<th>Testing the Theory (23.5 units)</th>
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</thead>
<tbody>
<tr>
<td>BIB 712/717 Biblical Language 3 (3) * PR</td>
<td>COUN 744 Research Testing and Family Assessment (2)</td>
</tr>
<tr>
<td>MIN 793A-C Supervised Ministry Experience 1-3 (4.5)*PR</td>
<td>COUN 764 Trainee/Practicum Assessment (0)</td>
</tr>
<tr>
<td>THEO 715 Anabaptist Mennonite Brethren Studies (3)*PR OR HIST 718 North American Religious History (3) PR</td>
<td>COUN 747 Counseling Individuals and Couples Modern Theories (2) *PR</td>
</tr>
<tr>
<td>COUN 752 Human Sexuality (3) PR</td>
<td>COUN 747L Counseling Individuals and Couples Lab (0) *PR</td>
</tr>
<tr>
<td>COUN 734 Counseling Families (3) PR</td>
<td>COUN 748 Counseling Individuals and Couples Post-Modern Theories (1)</td>
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<td>COUN 736L Counseling Children Lab (1) PR</td>
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<table>
<thead>
<tr>
<th>Practicing the Theory (17 units)</th>
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<tbody>
<tr>
<td>MIN 740 Preaching 1 (3) PR or MIN 742 Preaching for Contemporary Listeners (3)</td>
<td>COUN 793A Practicum 1 (3) PR</td>
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<tr>
<td>MIN 744 Pastoral Care &amp; Counseling (3) PR</td>
<td>COUN 793B Practicum 2 (3) PR</td>
</tr>
<tr>
<td>MIN 746 Christian Worship (3) PR</td>
<td>PACS 700 Basic Institute in Conflict Management and Mediation (2)</td>
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<tr>
<th>Capstone (8.5-11.5 units)</th>
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<tbody>
<tr>
<td>MIN 793D Supervised Ministry Experience 4 (1.5)*PR</td>
<td>MIN 748 Pastoral Leadership (3) *PR</td>
</tr>
<tr>
<td>COUN 790 Advanced Family Studies (3) PR OR COUN 799 Thesis (6)</td>
<td>MIN 770 Ministry Discernment (0)</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>BIB 760</td>
<td>Theology for Integration (3)</td>
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</table>

**Electives (16-19 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>New or Old Testament Bible Content Courses (5-6)</td>
<td></td>
</tr>
<tr>
<td>1)</td>
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<td>2)</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ministry (MIN) Courses (3)</td>
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<tr>
<td>1)</td>
<td></td>
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<td>2)</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
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<tr>
<td>MFT CA Licensure Requirements (3.5)</td>
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</tr>
<tr>
<td>1) COUN 760 Substance Abuse (1)</td>
<td></td>
</tr>
<tr>
<td>2) COUN 755 Contemporary Issues in Counseling (1)</td>
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</tr>
<tr>
<td>3) COUN 759 Psychobiology and Psychopharmacology (0.5)</td>
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</tr>
<tr>
<td>4) COUN 732 Aging and Long Term Care (1)</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Free Electives (4.5-7.5)</td>
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<tr>
<td>1)</td>
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<td>2)</td>
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<td>3)</td>
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<td>4)</td>
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</table>

* Students may petition the Academic Dean to substitute biblical language requirements (9 units) with BIB 722 Bible Language Tools (3) and 6 units of Bible Content Courses. Interested students should discuss this option with their faculty advisor.

**PR** This course has a prerequisite.

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Appendix 8
Practicum Application

Name:       Daytime Phone:
Email:      Evening Phone:
Date of Matriculation: (Date of your first class)  Cell Phone:

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.

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

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

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

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

Have you had personal psychotherapy?

In what ways are you prepared to address personal issues in psychotherapy as part of the practicum experience?
Are you planning to pursue California Licensure?

Are you planning to seek licensure elsewhere?

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

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

Signature: ________________________________ Date: _____________

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

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### Seminary Student Communication Report

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date of Observation:</th>
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<thead>
<tr>
<th>Assigned Advisor:</th>
<th>Date of Team Consultation:</th>
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</table>

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:

Advisor Signature:

Program Director Signature:

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

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

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

**AAPC** - American Association of Pastoral Counselors.

**ACA** - American Counseling Association

**AIU** – Alliant International University offers M.A. and Ph.D. studies in Clinical and Forensic Psychology. It is located on Clinton across from the Fresno/Yosemite International Airport. 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/CCE –** Cross-Cultural Counseling/Cross-Cultural Encounter. This Cross-Cultural experience takes place in San Francisco, Fresno, and occasionally in other countries. This course is best when taken early in the student’s course of study. It is a joint class with non-MFT students, however separate assignments and projects for MFT and non-MFT students are required. MFT students take it under CCC (COUN-750) and non-MFT take it under CCE (MIN-750).

**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 Vita. This is an academic, professional way of presenting job history, achievements. Think of an extended resume. There are examples of CV’s 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-IV-TR -** The text revision of the 4th edition of the diagnostic and statistical manual of mental disorders.

**DSM 5 -** The current version of the Diagnostic and Statistical Manual of Mental Disorders.

**Dx –** Diagnosis.

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

**MB -** Mennonite Brethren, a denomination in the Anabaptist and Evangelical tradition, whose historical tradition reaches back to Russia, Holland, and Poland. Significant portions of the denomination’s churches are located in Canada and over half of the membership is located in other countries, especially Democratic Republic of Congo (formerly Zaire), Brazil, Paraguay, India, and Europe.
MCC - Mennonite Central Committee: A Relief and Service organization of churches in the Anabaptist Mennonite tradition. The Western Regional office is located at 1010 "G" Street, Reedley, CA 93654. Telephone: (559) 638-6911. Many counseling students use their educational packets and audiovisual resources on Abuse, AIDS, and Conflict Mediation. You may also wish to request copies of their publications: Women’s Concerns Report and Conciliation Quarterly from MCC, P.O. Box 500, 21 South 12th Street, Akron, PA 17501-0500. The Canada Headquarters address is: 134 Plaza Drive, Winnipeg, MB R3T 5K9. The website is http://www.mcc.org.

MFCC – Marriage Family 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.

OSCP – On-Site Counseling Program

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

Tx – Treatment or therapy or therapist.

VORP - Victim Offender Reconciliation Program, a local volunteer opportunity to work with first time offenders and victims and their families. Call the Peace and Conflict Studies Center at 453-3418 for more information. Several hours of training in Biblical Conflict Management and Active Listening Skills are provided to the person who volunteers. The FPU VORP website is: peace.fresno.edu. Their national website is http://www.vorp.com.

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References


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