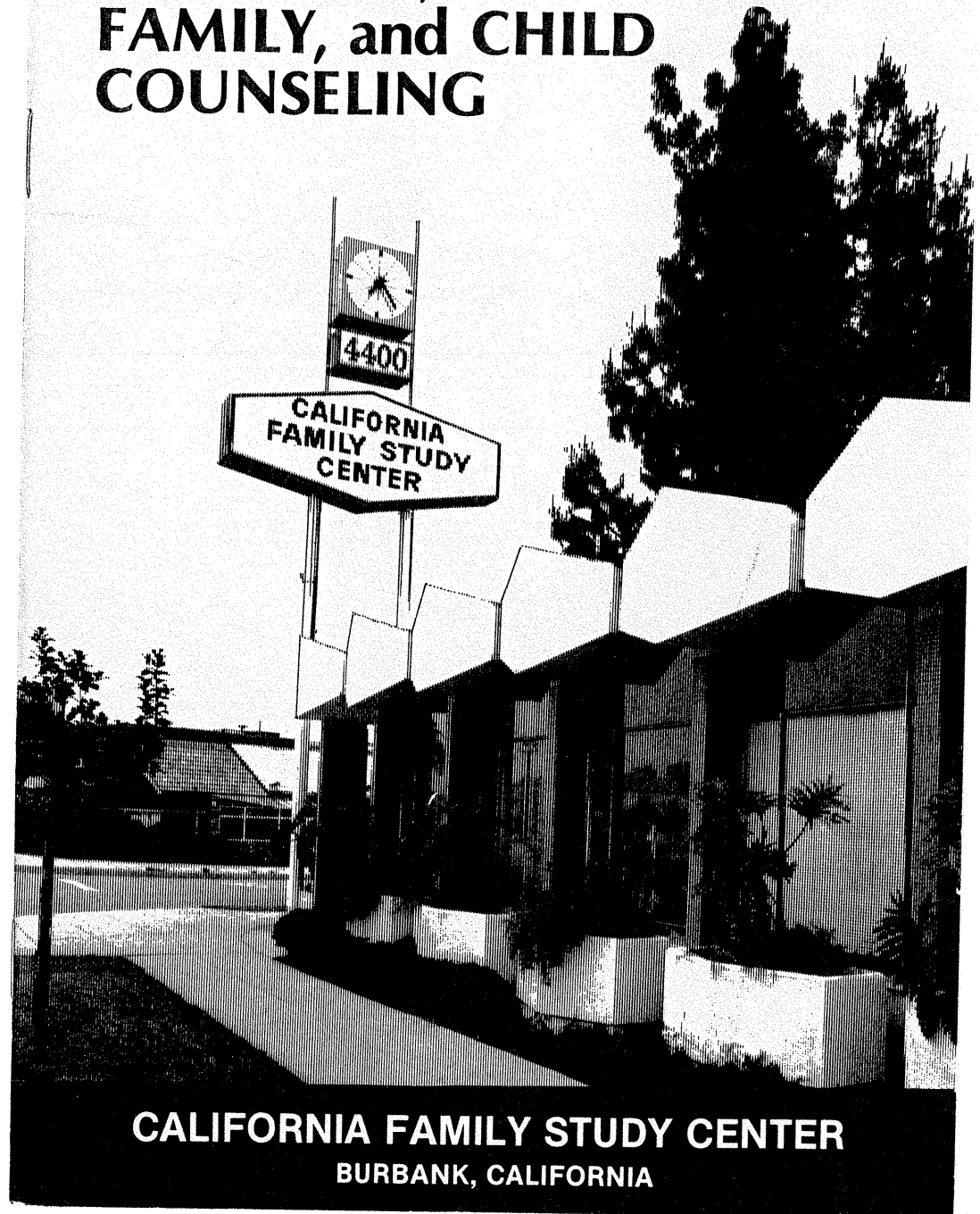


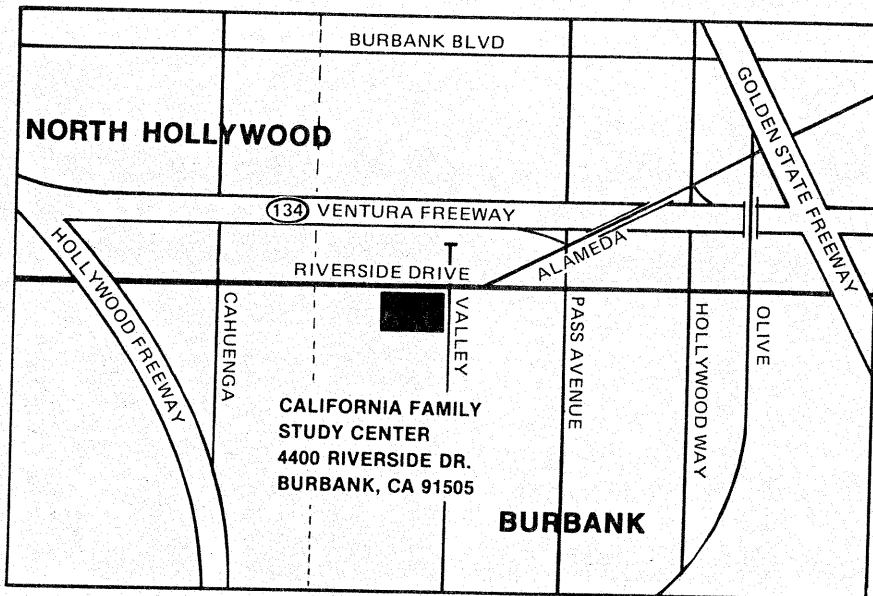
Master of Arts Degree Catalogue

**MARRIAGE,  
FAMILY, and CHILD  
COUNSELING**



**CALIFORNIA FAMILY STUDY CENTER**  
BURBANK, CALIFORNIA

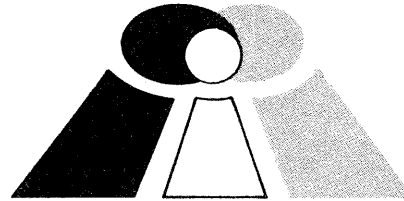
1981-1982



**CALIFORNIA FAMILY  
STUDY CENTER  
4400 RIVERSIDE DR.  
BURBANK, CA 91505  
(213) 843-0711**

## TABLE OF CONTENTS

Map .....	Inside front cover
	<b>PAGE</b>
General Information .....	1
Introduction .....	2
History .....	3
Accreditation .....	4
Statement of Purpose .....	4
Non-Discriminatory Policy .....	5
Bookstore .....	5
Library .....	5
Counseling and Personal Therapy for Students .....	5
Student Financial Aid .....	5
Fees and Expenses .....	6
Transcripts .....	6
Refund Policy .....	6
Withdrawal .....	7
Academic Regulations .....	7
Policy and Requirement Changes .....	8
Student Responsibilities .....	8
Termination of Registration .....	8
Admission to Provisional Graduate Standing .....	8
Comprehensive Oral Examination and Professional Paper .....	8
Requirements for Graduation .....	9
Summer M.A. Program .....	9
Program Description .....	10
Board of Trustees .....	14
Core Faculty .....	14
Visiting Faculty .....	14
Academic Calendar .....	Inside back cover



### GENERAL INFORMATION

Location: CFSC is located in the community of Burbank in the San Fernando Valley north and west of Los Angeles and in close proximity to shopping centers and other general services. There are no facilities for residence at the school. Nonetheless, we draw a significant number of students from out-of-state and from foreign countries.

## INTRODUCTION

Thank you for your interest in the California Family Study Center graduate program in Marriage, Family, and Child Therapy.\* We trust that the information contained in this catalogue will be helpful to you. We work to keep this information as up-to-date as possible. If the information in this catalogue does not completely answer the questions you have, please don't hesitate to call our Educational Center office; our staff will be more than happy to assist you.

Our two-year program integrates clinical, experiential, and theoretical aspects of interpersonal and personal types of therapy. The program also trains students in the use of psychotherapeutic methods and gives a basis for an eclectic approach to therapy. Effective interpersonal relationships and community processes in the context of a family systems approach are emphasized. The student becomes involved in his/her own growth processes, and spouses are able to take part in segments of the program.

A unique feature of the program is that classes are scheduled in blocks of time of one full day each week from 8:30 a.m. — 4:30 p.m. Persons employed full time or part time can pursue both the first and second year of the program. Some additional daytime or evening and full day participation is also required and arranged after classes begin. (See "Additional Clinical Experience" below.) The scheduling methods used make it possible for persons who are mature and/or who need to travel substantial distances to enter the program. The program is designed for a mature and diverse community of aspiring clinicians in marriage and family therapy.

The program is located in the clinical setting of the California Family Study Center, where the student is able to acquire the professional skills necessary to deal with cases in an agency setting. This program forms a foundation and provides all the necessary *academic* requirements for California licensure in Marriage, Family, and Child Counseling.

**Additional Clinical Experience:** In addition to the academic work, the California Family Study Foundation offers students an opportunity for a) personal growth (in an individual or group setting), b) limited co-therapy experience with individual supervision, and c) case conference/observational. In the observational setting, on-going cases are handled by licensed therapists who also supervise the trainees in their therapeutic work. The clinical experiences are required in the first year of the program and are optional in the second year. These hours are applicable toward the California Marriage, Family, and Child Counseling License.

For further information about the M.A. program at the California Family Study Center, address inquiries to the Educational Center, California Family Study Center, 4400 Riverside Drive, Burbank, California 91505. Telephone: (213) 843-0711.

\*There are a number of transitions taking place in our field at this time. One of them involves replacement of the term "counseling" with the term "therapy" which more accurately describes the nature of the work. The degree being issued at this time employs the term "counseling," as does the California State license. In the near future, our degree will bear the title "Master of Arts in Marriage, Family, and Child Therapy."

## HISTORY

The California Family Study Center was founded in North Hollywood, California, in 1971 with 25 students, and has, in a short period of time, come to the forefront of the training of marriage and family therapists. Up to and including 1979, more than 900 students have received their Master of Arts degree through our program, and we are currently at our maximum student enrollment of 275. Many factors merge in accounting for this rapid growth. The vision of the founders, Clinton E. Phillips, Ph.D., and T. David Jansen, D.Min., was a major determinant. They sought to establish a fully integrated program of training beginning at the Master of Arts level. This approach drew together interpersonal psychological theory, a systems approach, first-hand experiential learning, and a focus on personal and interpersonal growth. Included also in the program concept is the participation of the students' spouses, which is encouraged at various steps along the way. As a result of this blending of experience and theory, the student is able to accelerate the learning process at both the clinical and academic levels.

In 1973, in order to accommodate a burgeoning student population, the Center expanded its staff and facilities to include our Burbank office. At the same time, we expanded to a two-year Master of Arts program, thus making it possible to offer more clinical experience to second-year students. It can be said that the California Family Study Center is truly at the heart of a movement toward raising the standards for training in the field of relationship therapy. From the very first, each student is exposed to and involved in clinical work. We pride ourselves on the fact that this experience stimulates academic achievement and the consequent development of capable clinicians; it has been the strength of the Center from the beginning.

Professionals from many fields have studied at the Center in order to broaden their own theoretical bases and improve their own particular skills. Management experts, teachers, clergymen, attorneys, counselors, and professionals from other fields employing interpersonal skills have found that the training offered at CFSC has had a significant and valuable impact on their careers; it has revolutionized and enhanced their work even when they have chosen not to specialize in marriage and family therapy.

In order to accommodate those who wanted to study at the Center but who found it difficult to do so because of distance or full-time careers, we expanded our facilities again in 1976 with the institution of a Summer M.A. program. This program is the equivalent of the regular two-year program. Students entering this program must have the capability for doing independent study and must have potential as marriage and family therapists. Through this effort, the goal of the Center is to draw students from a broader geographical base, and, in so doing, to elevate the standards of the profession throughout North America. Summer students spend six weeks per summer for four summers at the Center. Academic assignments are made prior to arrival in order to prepare students for the intense program, and, of course, students are responsible for extensive assignments which must be kept current throughout the periods between summers.

From the beginning, we have made it a policy to accept students from a wide variety of undergraduate and professional backgrounds in the belief that such an eclectic student body can only enhance and stimulate the learning experience for each student. Our beliefs have been confirmed, and we look forward to continued and inevitable growth in the years ahead.

## ACCREDITATION

The California Family Study Center has been an independent educational institution operating under agreement with Azusa Pacific College to provide an off-campus degree program. The Master of Arts degree has, up to this time, been issued by Azusa Pacific College (APC), a fully accredited California college. We are in the process of terminating, by mutual consent, our agreement with Azusa Pacific College in order to seek independent accreditation. As of October 1980 we obtained independent State Approval [OPPE Act 94310(b)], and we are currently in the process of obtaining independent: 1) Western Association of Schools and Colleges accreditation; and 2) American Association for Marriage and Family Therapy accreditation for our Master of Arts degree program. Our association with APC will continue until independent accreditation is obtained; until that time, APC will continue to issue the M.A. degree. According to our schedule, the degree will be issued by APC until May 1982. After that time (pending WASC accreditation) the degree will be issued by CFSC. Thus, students entering the two-year program in the Fall of 1981 would have their degrees issued by CFSC in May of 1983.



**EDWIN S. COX, M.A.**  
General Director

**CLINTON E. PHILLIPS, Ph.D.**  
Founding Director

## STATEMENT OF PURPOSE

The primary purpose of CFSC is to provide the best possible Master of Arts degree in Marriage, Family, and Child Therapy. To accomplish this, the focus is on three principal areas:

1. **Academic** — Students are given an in-depth study of the seminal work in the field, the major developments shaping the growth of the profession, and the important recent developments in theory and clinical methods.
2. **Clinical** — Students are exposed weekly to various clinical styles and methods by direct observation of actual cases being handled by the Center faculty. In addition, a significant feature of our teaching style is the use of student role-playing to give actual experience in being a therapist to a "family" of students. Clinical examples are used constantly by all instructors who, in addition to being instructors, maintain clinical practices.

- 3. Personal Growth** — Since we believe that professionals in this field can be effective only if they have faced their own personal issues, we strongly emphasize the personal growth of our students. We require students to participate in 45 hours of growth groups during the first year of the program. An additional 45 hours of growth group work is optional during the second year. While individual therapy is not required, it is available to students at the Center. Nearly one-third of the written assignments are directed toward integration of the student's personal growth and differentiation with academic assignments.

A broad exposure allows students to integrate those methods and theoretical stances which fit their own personal styles and ways of being as therapists.

## **NON-DISCRIMINATORY POLICY**

The California Family Study Center, in compliance with Titles VI and VIII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, sex, age, or handicapped status in any of its policies, practices, or procedures.

## **BOOKSTORE**

The CFSC Bookstore is open from 12:30 — 1:30 P.M. each school day. During the week of registration, those hours are extended for students' convenience.

## **LIBRARY**

The CFSC Library is open for students during their lunch hour on each school day. It is also open by appointment with the librarian, e.g., after class each day.

## **COUNSELING AND PERSONAL THERAPY FOR STUDENTS**

Students have access to faculty members, all of whom are licensed therapists, for the purpose of dealing with any immediate issues which may come up in the course of the program. On-going therapy is available in conjunction with our Clinical Internship Program. Students are encouraged to avail themselves of the opportunity for this excellent therapy for dealing with personal growth issues.

## **STUDENT FINANCIAL AID**

CFSC offers a limited number of partial scholarships to qualified applicants. Such scholarships have been received by Black and Spanish-speaking applicants. Please write the General Director for more information.

## FEES AND EXPENSES\*

Beginning in the Summer of 1981, tuition per semester unit is \$120.00.  
Case conference and growth group for first year students is \$200.00 per semester.  
The application fee totals \$45.00. (\$25.00 is sent to CFSC and \$20.00 is sent to APC.)  
The late registration fee (for registering after the first week of classes) is \$25.00.  
The graduation fee is \$45.00  
The entire two-year program currently totals 48 semester units.

## TRANSCRIPTS

All financial obligations to the Center must be met before any diploma, certificate, or transcript of credit will be issued.

## REFUND POLICY

In the event that a student wishes to withdraw from the program, refunds will be made as follows whether or not the student has attended any classes:

### Tuition excluding fees:

During the first two weeks of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of classes	20%
After the fifth week	0%

**Cancellation of Enrollment** — A student may terminate enrollment by sending a notice via REGISTERED MAIL. The effective date of cancellation is the date postmarked.

**Tuition Deposit** — We require a \$150.00 tuition deposit to be paid upon the student's receipt of our notification of acceptance. This deposit guarantees the student a space in the program. 100% of this deposit is applied to tuition the day the student enrolls. If s/he chooses not to enter CFSC, 50% (\$75.00) will be refunded if we are notified prior to the date stated in the acceptance letter.

**Instructional Material** — Once purchased, books and other materials are the property of the student. New, unmarked books may be returned to the bookstore for full refund.

**Three-Day Full Refund Period** — California State Administrative Code Section 18809(a)(4) states that if the enrollee cancels within three working days after registering, provided no classes have been attended or lessons completed, all tuition monies not including the \$150.00 deposit paid will be refunded. Since Registration Day at the Center is also the first day of classes, it would be unlikely that any student would find him/herself in this refund category. However, in the event that a student has, for some particular and personal reason, registered in advance, the three-day refund policy would apply.

Fees are not refundable.

Any student dismissed will be subject to refund by administrative action.

\*The Center reserves the right to make any change in tuition, refund policies, fees, and expenses without notice.



## WITHDRAWAL

If for any reason it becomes necessary to withdraw during a semester, a student must obtain permission from the faculty and send a letter to the Educational Center office stating the date and the reasons for withdrawal. A "withdrawal slip" will then be processed with the Registrar and the business office.

Since our program consists of an integrated series of classes, workshops, observational and clinical experiences, failure to follow the above procedure will result in a grade of "F" recorded for all courses the student is taking in a given semester.

## ACADEMIC REGULATIONS

### ADMISSION:

Two applications (see enclosures) are required. Additional applications may be obtained from the Educational Center office. Two nonrefundable fees are required at the time of application: one \$25.00 fee to be paid to the California Family Study Center and one \$20.00 fee to be paid to Azusa Pacific College.

All students applying to the Master of Arts degree program must have a Bachelor's degree which:

- 1) is from an accredited college or university.
- 2) included 12 units of work in the social sciences.
- 3) was earned with a 3.0 grade point average in upper division coursework.

No units can be transferred from another graduate school program, and all students are required to enroll for our entire 48-unit program. Graduate Record Examinations are not required for admission.

Official transcripts of all college work must be sent to the Azusa Pacific College Registrar's Office, as well as to the CFSC Educational Center office, *directly* from the previous institution(s) attended by the student. The transcripts must bear the institution's purple stamp or seal and come in sealed envelopes. Photocopies sent by students are not acceptable; there are *no* exceptions to this rule.

*Name Change:* Much confusion and delay will be prevented if anyone who has had a name change since completing his/her coursework at another institution will notify that institution, our Educational Center office, and the APC Registrar of that change.

### GRADES AND GRADE AVERAGES:

Grade point weight is assigned as follows:

"A" is equal to 4 grade points for each semester unit.

"B" is equal to 3 grade points for each semester unit.

"C" is equal to 2 grade points for each semester unit.

No credit is given toward Master's degree work which earns less than a "C".

An "Incomplete" (Inc) is given only under special circumstances and upon recommendation of the faculty member concerned.

A student may have up to 12 weeks from date of issue to remove an "Inc" from his/her record. Petition for extension beyond that 12-week period is subject to review by the faculty member and the General Director.

## **POLICY AND REQUIREMENT CHANGES:**

The Family Education Rights and Privacy Act of 1974, better known as the Buckley Amendment of FERPA, provides, generally, that 1) students shall have the right of access to their educational records, and 2) educational institutions shall not release educational records to non-school employees without consent of the student. "Students" as used in this notice also includes former students. Written consent of the student is required before CFSC can release information concerning the student to prospective employers, government agencies, credit bureaus, etc. Students and alumni applying for jobs, credit, etc., can expedite their applications by providing us with written permission to release their records, specifying which records and to whom the release should be made. For further details on and exceptions to the policies affecting disclosure of student records, contact our Educational Center office.

## **STUDENT RESPONSIBILITIES:**

All regulations concerning graduate study should be read carefully and referred to frequently. Students are urged, for their own protection, to become familiar with Center regulations regarding registration, grades, attendance, withdrawal, payment of tuitions and fees, etc.

## **TERMINATION OF REGISTRATION:**

Continuous satisfactory progress at both the personal and academic level is required. A student may be disqualified from further graduate work if an average of "B" is not maintained in the first 24 units of coursework, or if the student's potential for becoming a capable and ethical clinician is seriously in question.

## **ADMISSION TO PROVISIONAL GRADUATE STANDING:**

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

- 1) Insufficient prerequisite undergraduate coursework in the social sciences. The student in this category may, at the discretion of the Admissions Committee, submit an essay explaining at length why s/he wants to study Marriage and Family Therapy.
- 2) A grade point average in the undergraduate coursework that does not meet the 3.0 requirement for admission, but is not below the 2.5 minimum. The student in this category must complete one semester of coursework at CFSC with a grade point average of "B" or better in order to be placed in regular graduate standing.

## **COMPREHENSIVE ORAL EXAMINATION AND PROFESSIONAL PAPER:**

The Comprehensive Oral Examination is taken by all students near the end of the two year program. No thesis is required, but a major professional paper is required in the second year. This project is to cover a subject of interest to the student and must be pertinent to Marriage and Family Therapy.

## REQUIREMENTS FOR GRADUATION:

The Master of Arts degree is posted in May. All degree requirements must be met prior to that time:

- 1) satisfactory completion of the Comprehensive Oral Examination and the second year professional paper,
- 2) completion of the entire 48-unit program with a grade point average of "B" or better,
- 3) payment of all financial obligations to the Center,
- 4) Notice of Intent to Graduate filed with the Educational Center office at least 60 days prior to the ending date of the school year.

## SUMMER M.A. PROGRAM

This four-summer semester program is equivalent to the regular two-year program. Students entering this program must have the capability for doing independent study and must have potential as marriage and family therapists.

All students in the Marriage, Family, and Child Therapy Summer M.A. Program are requested to participate in a supervised counseling program within their own region during the non-summer months. The Center faculty will assist each student in arranging for supervision when requested; reading and written assignments continue throughout the non-summer months to insure continued growth and development.



CLASSROOM SETTING

## PROGRAM DESCRIPTION:

(N.B.: These course *titles* will apply after independent accreditation.)

The program consists of an integrated series of classes, workshops, observational and clinical experiences, and personal growth work designed to cover all the course work listed below. The program is held in a clinical setting which allows for a nontraditional approach. The concern of the program is to develop the aspiring professional therapist in three areas: 1) clinical, 2) academic and theoretical, and 3) personal growth. These are blended and integrated in such a manner that progress in one area facilitates progress in the other areas.

The Center believes in experiential training, and the student is exposed to live counseling situations from the start of the program. Each student is urged to develop in specialized areas and to develop the skill of teaching classes for the public. Clinicians from CFSC and visiting experts in the practice of marriage, family, child, adolescent therapy conduct the training.

The program is open to persons of all philosophical and religious persuasions. A mature and experienced student population including professionals from many fields adds to the over-all impact of the program.

This program leads to a Master of Arts degree in Marriage, Family, and Child Counseling (to be changed to "Therapy" in the near future). It also forms a foundation for the State of California license in Marriage, Family, and Child Counseling.

The courses listed below are taught in both the regular and summer programs.

### **505 MARRIAGE AND FAMILY LIFE EDUCATION (3)**

This course is designed to acquaint the student with current information resources relative to education in marriage and family living. The course examines cross-cultural mores and values, social development and social issues, and ethical/legal problems sometimes encountered in therapy. Particular attention is given to medical considerations, stepfamilies, changing roles of men and women, alcoholism, domestic violence, and single parenting.

### **507 PSYCHOLOGICAL FOUNDATIONS OF THERAPY (3)**

The course explores various psychological concepts and research on personality and behavior change. Theories and concepts covered include those of Freud, Adler, Jung, and Rogers as well as interpersonal psychology and group process. The focus is on factors such as individual therapy styles, conditions leading to change, helper characteristics, and the therapeutic milieu.

### **509 STUDIES IN THERAPEUTIC GOALS (3)**

The course examines the philosophical and ethical foundations of therapy and psychotherapy. Students assess the values which underlie their own goals in a helping relationship. Use of contracts and other goal-setting techniques with clients are discussed. Applied psychotherapeutic techniques are viewed simply and in the context of comparing and interpreting them not only with students' personal values but with the discoveries of current research and practice.

**511 APPLICATIONS OF MEDIA TECHNOLOGY TO COUNSELING, COUNSELOR TRAINING AND SUPERVISION (2)**

Students learn about the uses of various media for feedback and modeling of counseling skills, and the ethical and legal aspects of media use. "Soft" and "Hard" ware technology is applied to enhance student sensitivity and improve helping skills.

**551 CONTEMPORARY THEORIES OF THERAPY (2)**

This course covers several popular theories of therapy and their applications to marriage and family therapy. Gestalt, Transactional Analysis, Bioenergetics, behavioral, and client-centered are among those discussed.

**552 SEXUAL ADJUSTMENT AND SEX THERAPY (2)**

The course presents current knowledge of human sexuality and psychosexual development. The anatomy and physiology of normal human sexual responses are studied. Sexual dysfunction and processes of remediation and enrichment are discussed, as are sexuality and sex roles in a cultural context.

**557 MARRIAGE THERAPY (2)**

This course covers the appropriate applied psychotherapeutic techniques to enrich and negotiate change in marital relationships. It deals with negotiation and differences, communication theory and training, "fight" training and other methods of intervention. Use of several assessment instruments is taught. Current research findings and cross-cultural aspects are also reviewed, as are certain ethical and legal considerations of the profession.

**558 HUMAN GROWTH AND DEVELOPMENT (2)**

The growth and development of individuals biologically, socially, and psychologically is studied with consideration given to implications for psychotherapy. The developmental models of Freud, Piaget, and Erik Erikson are among those presented. Some consideration is given to developmental assessment of individuals and families in terms of both normalcy and psychopathology.

**561 CHILD AND ADOLESCENT THERAPY (2)**

Major approaches to working with children and adolescents such as Play Therapy, mutual storytelling, Adlerian and behavioral theories and methods of child therapy are explored and demonstrated. Group therapy process with children and adolescents is introduced, and skills for including children in family therapy sessions are presented. Specific clinical issues of childhood are considered (school phobias, peer difficulties, aggressive or withdrawn attitudes, etc.).

**562 PARENT-CHILD RELATIONSHIP THERAPY (2)**

Both theory and practice of parent-child therapy sessions is studied. Appropriate interpersonal and familial diagnoses are made and treatment plans demonstrated. Special consideration is given to structural issues in stepfamilies, single parent families, and families in crisis.

### **567 GROUP THERAPY (2)**

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

### **568 THERAPEUTIC APPLICATIONS OF SYSTEMS THEORY (3)**

This course involves in-depth study of systems theory and methods of communication analysis with an emphasis on the practical application of theory to marriage, family, and child therapy situations. Students analyze the clinical work of Murray Bowen, W. Robert Beavers, Carl Whitaker, Jay Haley, and other therapists who operate from a systems point of view.

### **571 FAMILY THERAPY (2)**

The course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, and psychodynamic and communications concepts in the interpersonal field are also included. Treatment is also considered in terms of cross-cultural implications. Major authors are discussed, and their techniques are demonstrated and practiced. Professional ethics and legal aspects are integrated into the various classes.

### **572 RESEARCH METHODOLOGY (2)**

Relevant theories are surveyed, and materials are reviewed for purpose, design and outcome. Research design and methods for critical analysis of statistical data are presented. Criticism of current research methodology is employed. Differences between models for individually-oriented theories of psychopathology and models for family systems are reviewed.

### **577 TESTS AND MEASUREMENTS (2)**

This course surveys tests used in diagnosis and treatment of marriage, family, and child cases. The DSM-III is reviewed. Students are shown how tests are constructed and used in counseling, with particular emphasis given to assessment instruments which may be valuable in family research: the MMPI, the ICL, and the Cattell 16PF among others.

### **579 FAMILY RESEARCH (2)**

Recent family research is reviewed with suggestions for improvement of design. The DSM-III and psychopathology are reviewed with implications for family therapy discussed. Efforts are made to delineate appropriate research areas, appropriate theory, and methodology. Students are required to: a) carry out a substantial experimental or library research project under the supervision of a faculty member, or b) research and present a workshop learning experience for fellow students and interested professionals.

### **598 PRACTICUM I & II (6)**

The Practicum involves students in an on-going process of group supervision. Students, interns at the Counseling Center, and the Practicum group leader present their cases, using audio or videotape whenever possible.

Diagnosis, prognosis, plans of treatment, follow-up methods are explored, and assessment of outcome is stressed; review and application of test materials are included. Appropriate reading assignments are carried out and reviewed.

The Center occasionally provides students with opportunities to co-counsel with interns or staff members, but a majority of students use referral sources to locate clinical experience at other agencies which employ paraprofessional therapists.

Practicum encourages students to synthesize theoretical models and practical skills and to communicate their understanding of that synthesis in a number of contexts. A variety of clinical issues usually arises in the cases presented: structuring an initial interview, diagnosis, setting fees, professional ethics, suicide, domestic violence, making effective referrals, terminating appropriately. Practicum leaders handle these and other issues which arise in the context of group consultation. Dealing with group process for personal growth is also encouraged.

In the Summer M.A. program, the Practicum also includes theoretical and practical exposure to experts in the field and case conferences and growth groups as part of the Practicum process.



**LIBRARY**

## **BOARD OF TRUSTEES**

Carlfred Broderick, Ph.D.  
Edwin S. Cox, M.A.  
Veloris Hallberg, Ed.D.  
Frederic Hudson, Ph.D.  
George L. Maison, M.D. (Chair)  
Howard Miller, M.A.  
Clinton E. Phillips, Ph.D.  
Robin Ribakoff, M.A.  
George M. Turner, J.D.  
Rebeca P. Willis, M.A.  
Jodine Wood (Student Member)

## **CORE FACULTY**

Clinton E. Phillips, Ph.D., Director  
Edwin S. Cox, M.A., General Director  
Lynne M. Azpeitia, M.A., Clinical Supervisor  
Richard A. Cohn, M.A., Case Conference Coordinator  
Thomas E. Ellis, M.Div., Supervisor and Director of CFSC, Camarillo Office  
Hadley Fitzgerald, M.A., Chair, Accreditation Committee  
Jose Luis B. Flores, M.A., Supervisor and Director of  
Spanish-Speaking Programs  
Tad Goguen, R.N., M.A., Intern Programs Coordinator, Clinical Supervisor  
Jerald E. Hansen, M.A., Director, Counseling Center and Director,  
Teen Growth Center  
Richard H. Mac Donald, Ph.D., Family Life Education  
Elizabeth J. Register, M.A., Practicum Coordinator and Supervisor  
Thomas H. Seibt, M.A., Supervisor and Public Relations  
Ron Soderquist, Th.M., Supervisor and Director of CFSC,  
Westlake Village Office  
Lo Sprague, Ph.D., Clinical Supervisor  
Christine R. Varnes, M.A., Director of Programs  
Richard P. Varnes, Ph.D., Chair of the Academic Faculty,  
Summer M.A. Director  
Kathy Wexler, M.A., Coordinator of Groups and Clinical Supervisor

## **VISITING FACULTY**

Arthur Bernard, M.A., Director, Dream Center, Sherman Oaks, California  
Yetta Bernhard, M.S., Private Practice, Los Angeles,  
Communications Consultant  
\*Murray Bowen, M.D., Chairman, Department of Family Psychiatry,  
Georgetown University, Washington, D.C.  
Carlfred Broderick, Ph.D., Director, Marriage and Family  
Counseling Program, USC  
Matthey Brunner, M.D., Geriatric Counselor  
\*Stanley Caplan, Ed.D., Psychologist, Private Practice,  
Albuquerque, New Mexico  
Peg Delaney, M.A., Private Practice, Seattle, Washington  
Robert Dosh, M.A., Staff Psychologist, West Valley School for  
Special Education, Canoga Park, California  
Martin Farash, M.A., Private Practice, Woodland Hills, California



## **VISITING FACULTY, cont.**

- \*Richard Farson, Ph.D., Professor, Humanistic Psychology Institute,  
San Francisco
- Melba Finkelstein, Ph.D., Hypnotherapist in Private Practice,  
Gardena, California
- Julian Ford, Ph.D., Director of Psychological Services Program at UCLA  
Center for Health Enhancement
- \*James Framo, Ph.D., Psychology Department, Temple University,  
Philadelphia
- Sandra Garfield, Ph.D., President, Psychodrama Institute West Coast,  
Los Angeles
- \*John Gladfelter, Ph.D., Associate Professor of Psychology, Department of  
Psychiatry, University of Texas, Dallas
- Clarann Goldring, M.A., Director of Counseling, West Valley Center for  
Educational Therapy, Canoga Park, California
- Shirlee Gomer, M.A., Founder/Director, California Psychodrama  
Counseling Institute, Los Angeles
- David Gorton, J.D., M.A., Private Practice, Gestalt Therapy Center,  
Encino, California
- Gwynne Guibord, M.A., Associate Fellow and Staff, Institute for Rational-  
Emotive Therapy, Los Angeles
- E. Ronald Hulbert, Ph.D., Principal Family Counselor, Conciliation Court  
Division of Los Angeles Superior Court
- Nicholas Ingram, J.D., M.A., Private Practice, Los Angeles
- Bruce Jones, Ph.D., Associate Professor, California State College,  
Bakersfield
- Thomas Malcolm, Ph.D., Professor of Psychology, Azusa Pacific College
- \*Ruth McClendon, M.S.W., President, International Transactional  
Analysis Association
- Hugh McIsaac, M.S., Director of Conciliation Court, Los Angeles
- Howard Miller, M.A., District Parole Administrator, California Department  
of Corrections, Parole and Community Services Division, Los Angeles
- \*Augustus Napier, Ph.D., Private Practice, Atlanta, Georgia
- Robin Ribakoff, M.A., Private Practice, Los Angeles
- \*Virginia Satir, M.A., Mental Research Institute, Palo Alto, California
- Sheryn T. Scott, M.A., Private Practice, Altadena and Orange, California
- Irvin C. Sittler, M.Ed., Crossroads Hospital, Van Nuys, California
- Lorraine Smith, M.A., Research Assistant, USC
- \*Richard Stuart, D.S.W., Professor of Psychology and Social Work, Director  
of the Marriage and Family Counseling Bureau, University of Utah
- \*Paul Watzlawick, Ph.D., Mental Research Institute, Palo Alto, California,  
and Clinical Assistant Professor of Psychiatry, Stanford University  
School of Medicine
- \*Carl Whitaker, M.D., Professor of Psychiatry, University of Wisconsin  
Medical School
- Renee Zalesny, M.A., Clinical Thanatologist and Co-Director of Life Crisis  
Service for David Brotman Hospital, Culver City, California

\*These individuals are nationally known in the field of marriage and family therapy. They are scheduled for special all-day classes approximately once every two years, or more often if their schedules permit.

## **ACADEMIC CALENDAR**

Summer M.A. classes begin June 30, 1981.

Fall semester classes begin September 8, 1981.

Students have one week off at Thanksgiving and two weeks off at Christmas/Hanukkah.

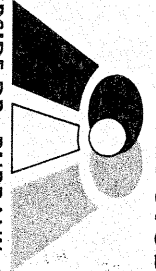
There is no semester break.

Students have one week off at Easter/Passover.

Classes end the last week in April for second year students and the last week in May for first year students.

Summer M.A. classes begin June 30, 1982.

**CALIFORNIA FAMILY STUDY CENTER**



4400 RIVERSIDE DR., BURBANK, CA. 91505

NON-PROFIT ORG.  
US POSTAGE PAID  
Permit No. 4006  
Burbank, CA 91505

**HERE IS INFORMATION THAT  
YOU HAVE REQUESTED!**