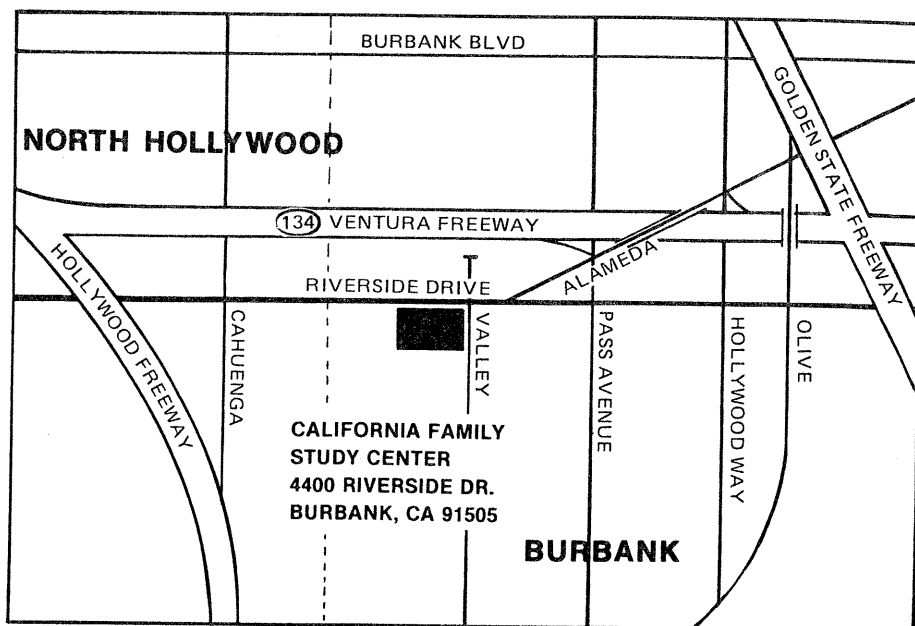


84
Master of Arts Degree Catalogue

**MARRIAGE,
FAMILY, and CHILD
THERAPY**



1984-1985



CALIFORNIA FAMILY STUDY CENTER

**4400 RIVERSIDE DR.
BURBANK, CA 91505
(213) 843-0711**

Please note: On January 7, 1984, the Burbank area code will be changed to 818.

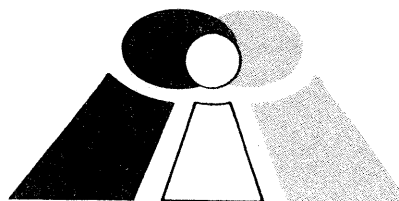


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GENERAL INFORMATION

Location: CFSC is located in the community of Burbank in the San Fernando Valley, northwest 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 Education Office; our staff will be more than happy to assist you. Orientation meetings are scheduled regularly and are the best way of obtaining the most current information.

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 a balanced approach to therapy. Effective interpersonal relationships and community processes in the context of a family system 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. to 4:30 p.m. In addition to this class work, CFSC requires first-year students to attend weekly study seminars, weekly case conferences, and monthly growth groups. Study seminars involve groups of students meeting to review current reading material and class assignments. Case conferences involve students observing licensed therapists handling ongoing cases. Growth groups offer an opportunity for personal growth in a group setting. Growth group hours are applicable to the California Marriage, Family, and Child Counseling license. Second-year students are required to attend weekly study seminars; case conferences and growth groups are optional for second-year students.

The scheduling methods used (see page 15) make attendance possible for persons who are employed and/or who need to travel substantial distances. The program is designed for a mature and diverse community of aspiring clinicians in marriage and family therapy. Located in the clinical setting of the California Family Study Center, the program forms a foundation and provides all the necessary academic requirements for the California license in Marriage, Family, and Child Counseling.

**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. Our degree bears the title "Master of Arts in Marriage, Family, and Child Therapy."*

HISTORY

The California Family Study Center was founded in 1971 in North Hollywood, California, with 25 students. It has, in a short period of time, come to the forefront for the training of marriage and family therapists. Up to and including 1983, more than 1400 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 training program 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. As a part of the program concept, students' spouses are encouraged to participate 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 location. 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 aimed at 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 very 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 CFSC training has had a significant and valuable impact on their careers, whether or not they have chosen to specialize in marriage and family therapy.

It is the Center's 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.



Edwin S. Cox, Ph.D.
President

SUMMER M.A. PROGRAM

For the ninth year, the California Family Study Center is offering a Summer M.A. program in Marriage, Family, and Child Therapy. Students who cannot participate in the regularly scheduled M.A. program (September to May) can earn their Master's degree in four summer semesters. This four-summer program is equivalent to the regular two-year M.A. program. Students attend classes Monday through Friday from 9:00 a.m. to 5:00 p.m. for six weeks.

All students in the Marriage, Family, and Child Therapy Summer M.A. program must have the capability for doing independent study and are requested to participate in a supervised counseling program within their own region during the non-summer months. The Center's 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.

ACCREDITATION

On June 24, 1983, the California Family Study Center was accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Up until that date, CFSC was an independent educational institution operating under agreement with Azusa Pacific University to provide an off-campus degree program; thus, the Master of Arts degree was issued by Azusa Pacific University until May 1983. We have now, by mutual consent, terminated our agreement with Azusa Pacific University. As of August 1983, all students will have their degrees issued by the California Family Study Center.

POST-DEGREE CLINICAL TRAINING PROGRAM

CFSC offers a post-M.A. clinical training program which is accredited by the American Association for Marriage and Family Therapy (AAMFT). For further information about this program, write to Richard P. Varnes, Ph.D., Vice President for Clinical Services and Training.

LICENSING

For information about MFCC licensing requirements in the State of California, please contact the Board of Behavioral Science Examiners (BBSE), 1021 O Street, Room A198, Sacramento, CA 95814. Local phone number: (213) 620-2814.

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** — Through classwork, reading assignments, and study seminars, 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 progress 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 most effective 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 involve integrating the student's personal growth and differentiation with the academic assignments.

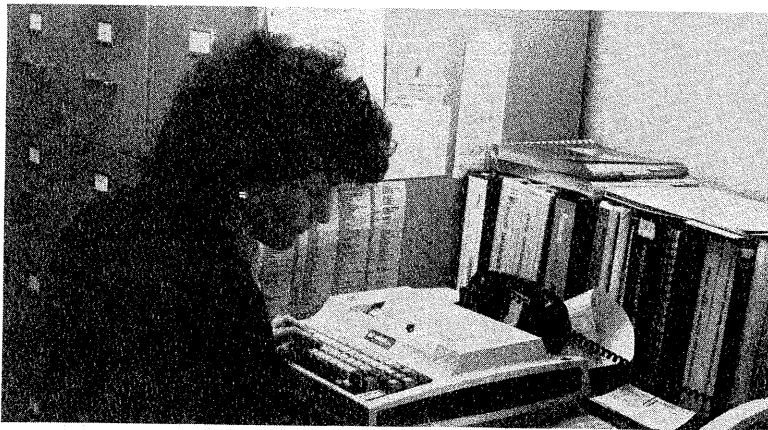
A broad exposure allows students to integrate those methods and theoretical stances which fit their own personal styles and ways of being as therapists.

NON-DISCRIMINATORY POLICY

The California Family Study Center, in compliance with Titles VI and VII 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.

LEARNING RESOURCE CENTER

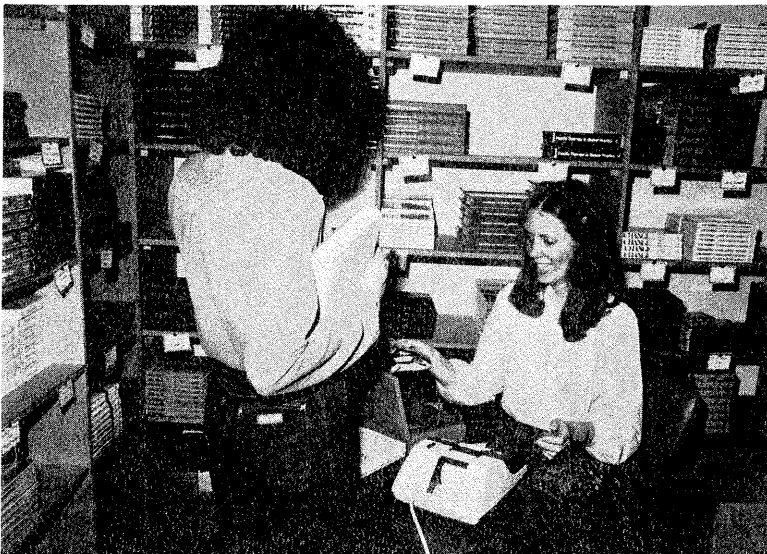
CFSC's Learning Resource Center provides an extensive collection of materials in all areas of marriage and family therapy for students, interns, and faculty. The LRC supports all facets of the instructional program through a variety of information services which include accessing the computerized literature databases for research purposes.



Margaret Pappas, Learning Resource Director, preparing a computer literature search.

BOOKSTORE

The CFSC bookstore is open during the fall and spring semesters from 12:30 – 1:30 p.m., Tuesday through Saturday. During the week of registration, those hours are extended for students' convenience.



Margo Boetticher, Bookstore Manager, helping a student select textbooks.

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. Therapy is available in conjunction with our clinical training program. Students are encouraged to avail themselves of the opportunity for dealing with personal growth issues.

STUDENT FINANCIAL AID

CFSC is currently authorized to administer the Guaranteed Student Loan Program. In order to receive financial aid the student must:

- 1.** be a national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands. (Holders of student visas are not eligible for aid.)
- 2.** be accepted for enrollment as at least a half-time student, or in the case of a student already attending the institution, be enrolled in good standing as at least a half-time student.

3. maintain satisfactory progress in the course of study according to the standards and practices of CFSC.
4. not be in default on any loan made from a student loan fund or now owe a refund on grants previously received.
5. be in need of financial assistance in order to pursue a course of study at CFSC.
6. be in compliance with Selective Service registration.

Eligibility is determined by a procedure requirement called "need analysis." When an application for aid is made, students provide information which is used to determine the financial aid situation. When all the information is received, a budget is assigned to fit the student's particular situation.

The information forms submitted are used to compute the financial strength of the family and/or student. This analysis yields the amount the student, and/or family, is expected to contribute toward yearly costs. The family contribution is based on the need analysis computation rather than the statement of the parent's ability to contribute. All students are expected to contribute toward their own expenses.

The last step in the need analysis is to subtract from the budget the student/parent contribution. The remainder, if any, is known as "financial need." Aid cannot exceed this amount.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

Rights:

1. All students are entitled to and are guaranteed fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind.
2. All students have the right to receive full and open information about various financial aid programs and their eligibility therefore. In addition, they have the right to know the selection and review processes used in awarding financial aid.
3. All students have the right to know the costs of attending the institution, the refund policies in case of withdrawal, the faculty, physical facilities of the institution, and data regarding student retention at CFSC.

Responsibilities:

1. All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal, and notify the Financial Aid Office of any changes in their financial or marital status, or unit load.
2. Students receiving aid must maintain satisfactory academic progress. (See page 12.)

All students receiving financial aid are expected to maintain certain standards. A student is considered to be in good standing and maintaining satisfactory progress when enrolled in and successfully completing the number of units for which financial assistance is being received.

For further information about financial aid, contact Maryanne Colvey, Student Financial Aid Officer.

VETERANS' BENEFITS

For information regarding veterans' benefits, contact Maryanne Colvey.

FEES AND EXPENSES*

Effective: Summer, 1984

Application fee	\$ 35.00
Tuition deposit (page 10)	\$200.00
Tuition per semester unit	\$160.00
(The entire two-year program currently totals 48 semester units.)	
Late registration fee	\$ 30.00
(for registering after the first week of classes)	
Case conference and growth group for first-year students (per semester)	\$270.00
Student government I.D. fee (per semester)	\$ 3.00
Graduation fee	\$ 45.00

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

REFUND POLICY

Three-Day Full Refund

California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all paid tuition monies not including his/her \$200.00 deposit, will be refunded.

In the event that a student wishes to withdraw from the program, CFSC must be notified **in writing**. Refunds will be made as follows whether or not any classes have been attended.

CFSC Refund Policy

During the first week of classes	100%
During the second week 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%

It is important for students to note that withdrawal from the program may not eliminate tuition liability. (See Refund Policy, page 9.) The amount refunded is based on the total tuition for the semester, and it is possible, in some cases, for a student to withdraw and still owe money.

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

No fees are refundable.

Tuition Deposit — We require a \$200.00 tuition deposit to be paid upon the student's receipt of the CFSC pre-registration package. This deposit guarantees the student a space in the program. 100% of this deposit is applied to the tuition at the time of registration. If the student chooses not to enter CFSC, 50% (\$100.00) will be refunded if we are notified **in writing** prior to the date stated in the pre-registration package. This \$200.00 cannot be applied to another semester. The tuition deposit will be refunded in full if the student is denied entrance into the program.

Instructional Materials — Once purchased, books and other materials are the property of the student. New, unmarked books may be returned to the bookstore for full refund within 10 days of purchase. Returned books must be accompanied by the receipt.

Summer Program Refund Policy — Because of the special nature of the Summer M.A. class schedule, refunds will be made as follows if the student has attended any classes or completed any assignments:

Tuition excluding fees:

After the first day of class	80%
After the second day of class	60%
After the third day of class	40%
After the fourth day of class	0%

All matters pertaining to cancellation of enrollment, tuition deposit, etc., as stated previously, apply to summer students.

TRANSCRIPTS

All financial obligations to the Center must be met before any diploma, certificate, BBSE course content verification letter, or transcript of credit will be issued. The fee is \$4.00 for the first transcript copy and \$1.00 for each additional copy requested at the same time. (Make check payable to the California Family Study Center.)

WITHDRAWAL

If, for any reason, it becomes necessary to withdraw from the program during a semester, the student must complete a withdrawal form obtained from the Education Office. The request will then be processed with the registrar and the business office, and the student will be sent an official withdrawal notice. A "W" will be issued for all courses and will be placed on the student's transcript.

LEAVE OF ABSENCE

A student may request a leave of absence from the program at any time following the completion of the semester in which s/he is currently enrolled. The student must complete a leave of absence form obtained from the Education Office, and s/he will then have a maximum of five years (from date of enrollment) to complete the program.

POSTPONEMENT/READMISSION POLICY

A student who has applied to the M.A. program and has been accepted can postpone entrance into the program. If the student must delay entrance into the program again after that initial postponement, s/he must submit a new application form and pay another application fee.

ACADEMIC REGULATIONS

Admission:

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.

A \$35.00 nonrefundable fee, payable to the California Family Study Center, is required at the time of application. A goals statement must also be filled out and returned with the application.

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. includes 12 units of work in the social sciences
3. was earned with a 3.0 grade point average in upper division coursework.

Admission to Provisional Graduate Standing:

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

1. Insufficient prerequisite (12 units) undergraduate coursework in the social sciences. Prior to the beginning of his/her second year in the program, the student in this category must make up the necessary units by doing coursework in the behavioral sciences at another accredited institution. A transcript of that work must be sent directly to the Education Office before the student can enroll in the second year of the program.
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 CSFC with a grade point average of "3.0" or better in order to be placed in regular graduate standing and remain in the program.

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

Name Change: If an applicant has had a name change since completing coursework at another institution, s/he can prevent much confusion and delay by notifying both CFSC and the other institution(s) of that change.



Christine Varnes (far left) observing experiential classroom work.

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." Students who were admitted to the program with regular graduate standing, but who have less than a 3.0 grade point average for any semester, will be put on probation for the following semester. The overall GPA must then be brought back up to 3.0 or the student will be dropped from the program.

An "Incomplete" (Inc) is given upon recommendation of a faculty member when a student fails to complete course work by the end of the semester. A student may have up to 12 weeks from date of issue to remove an Incomplete from his/her record. Petition for extension beyond that 12-week period is subject to review by the faculty member and the Vice President for Academic Affairs. If an extension is not granted, the Incomplete will automatically be recorded as a "Fail."

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

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 Education 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 all Center policies regarding the M.A. program.

ACADEMIC TERMINATION

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, if the student's behavior in academic or clinical settings is disruptive to the learning and training process of other students, or if the student's potential for becoming a capable and ethical clinician is seriously in question.

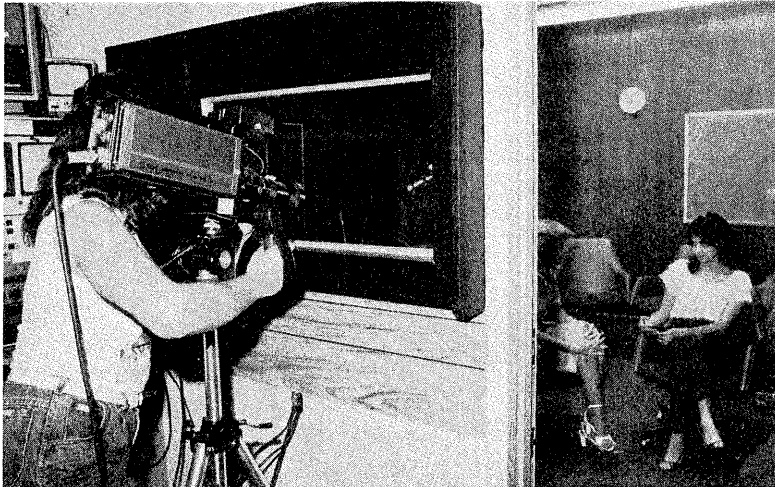
COMPREHENSIVE ORAL EXAMINATION AND PROFESSIONAL PAPER

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 January, May, and August. All of the following degree requirements must be met prior to posting:

1. satisfactory completion of all assignments, the Comprehensive Oral Examination, and the second year professional paper.
2. notice of Intent to Graduate filed with the Education Office at least 60 days prior to the ending date of the school year.
3. completion of the entire 48-unit program with a grade point average of "3.0" or better.
4. completion of case conference, growth group, and study seminar attendance requirements.
5. payment of all financial obligations to the Center.



Video tape is an important teaching tool at the California Family Study Center.

PROGRAM DESCRIPTION

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) academic, (2) clinical, 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, and adolescent therapy conduct the training.

The program is open to people of all philosophical and religious persuasions. A mature and experienced student population adds to the over-all impact of the program.

As stated previously, this program leads to a Master of Arts degree in Marriage, Family, and Child Therapy. It also forms the academic foundation for the State of California license in Marriage, Family, and Child Counseling.

STUDENT'S SCHEDULE (*requirements in the M.A. program, Fall/Spring*)

Academic

1. Class Day — one day per week (8:30 a.m. – 4:30 p.m.).
2. Study Seminar — one day per week for 1½ hours (time to be arranged).

Clinical/Personal Growth

1. Case Conference* — one day per week for 3 hours (time to be arranged).
2. Growth Group* — approximately one day per month, daytime or evenings, for 6 hours (time to be arranged). Total: 45 hrs.

**optional in second year of program*

COURSE DESCRIPTIONS

The courses listed below are taught in both the regular and summer M.A. programs. Number of units is in parenthesis.

FIRST SEMESTER:

506 INTRODUCTION TO MARRIAGE AND THE FAMILY (2)

Marriage and the family are defined as social institutions, and their characteristics are reviewed in both historical and cross-cultural perspectives. Three conceptual frameworks are presented: the structural-functional, the social-interactional, and the developmental. Implications for family therapy are developed in each framework.

507 PSYCHOLOGICAL FOUNDATIONS OF THERAPY (3)

This 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.

551 CONTEMPORARY THEORIES OF THERAPY (2)

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

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, and other methods of intervention. Use of several assessment instruments is taught. Current research findings 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 are studied with consideration given to implications for psychotherapy. The developmental models of Freud, Piaget, and Erikson are among those presented. Some consideration is given to developmental assessment of individuals and families in terms of both normalcy and psychopathology.

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.

SECOND SEMESTER:

552 SEXUAL ADJUSTMENT AND SEX THERAPY (2)

This 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.

561 THE CHILD AND THE ADOLESCENT IN THE FAMILY SYSTEM (2)

The functioning of the child and the adolescent in the family system is studied. Age appropriate behavior is discussed, typical and abnormal patterns are explored, and skills for including children in family sessions are presented. Specific clinical issues of childhood are considered, (school phobias, peer difficulties, aggressive or withdrawn attitudes, etc.), with concern for the effect on the child and family. Appropriate interpersonal and family diagnoses are presented, and treatment plans are demonstrated. Special consideration is given to structural issues in stepfamilies, single parent families, and families in crisis.

563 DIAGNOSIS, PROGNOSIS, AND TREATMENT: THEIR RELATIONSHIP (2)

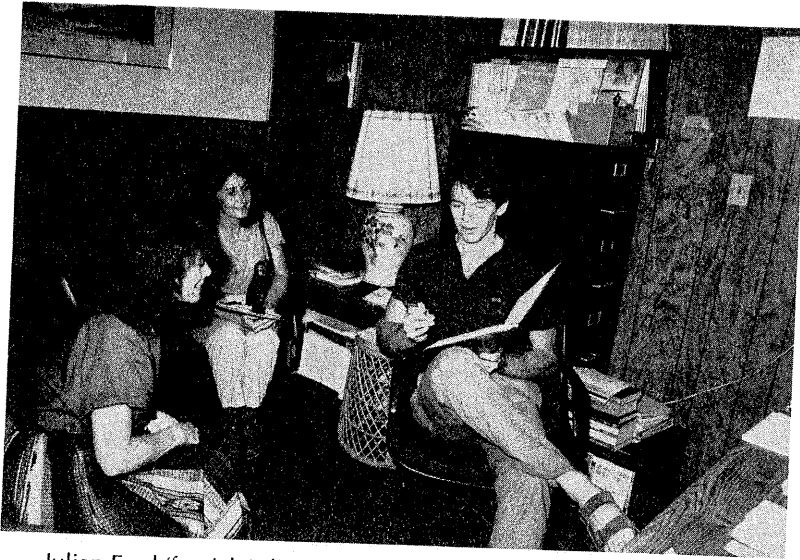
This course deals with the diagnosis, prognosis, and treatment of individuals, couples, and families. The diagnosis of individuals includes the diagnostic criteria of the DSM-III, descriptive developmental diagnosis, and other approaches to "abnormal" behavior. The diagnosis of dysfunction in couples and families is based on the works of leading family therapists. The relationship between diagnosis, prognosis, and treatment is explored in each category.

567 GROUP THERAPY (2)

Theory and practice of various methods and techniques for 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.



Julian Ford (far right) discussing professional papers with students.

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.

THIRD SEMESTER:

512 LEGAL AND PROFESSIONAL ISSUES (1)

This course reviews aspects of family law relevant to marriage and family therapy. The course deals with the legal rights and obligations of spouses in marriage, divorce, property settlements, and child custody. It examines the role a marriage and family therapist may play in divorce mediation or other action in family court. Portions of the Business, Professional and Criminal Codes relevant to the field are presented. These include the issues of confidentiality and privilege and their limitations, procedures for working with minors, and the legal scope of the practice of marriage, family, and child therapy. Codes of professional ethics and the function of professional organizations are also reviewed.

513 APPLIED THERAPEUTIC METHODOLOGY I (2)

This course reviews diagnostic and methodological theories and the types of psychotherapeutic techniques that emerge from these theories. The course also covers the integration of individual therapy into the framework of general systems theory. This includes the integration of diagnosis and intervention for Gestalt, R.E.T., Ego Psychology, and other intrapersonal theories. A brief review of the epistemology of individual, group, and family therapy is included.

536 CROSS-CULTURAL VALUES AND MORES (1)

Cultural patterns and behaviors are explored, and implications for diagnosis and treatment are covered. Similar aspects of humankind are emphasized, and cultural differences are discussed. The effect of the therapist's own cultural background and his/her ability to function as a family therapist is investigated.

537 PSYCHOPATHOLOGY (1)

The DSM-III and psychopathology are reviewed, and implications for family therapy are discussed. The course contains diagnosis, prognosis, and treatment methods with emphasis on proper diagnosis for therapy and for appropriate referral. Instructors present the advantages and disadvantages of various intrapsychic and interpsychic approaches for particular clinical situations. The course covers effective cooperation within the helping professions for the benefit of the individual and the family.

577 TESTS AND MEASUREMENTS (2)

This course surveys tests used in diagnosis and treatment of marriage, family, and child cases. 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: MMPI, the ICL, and the Cattell 16PF, among others.

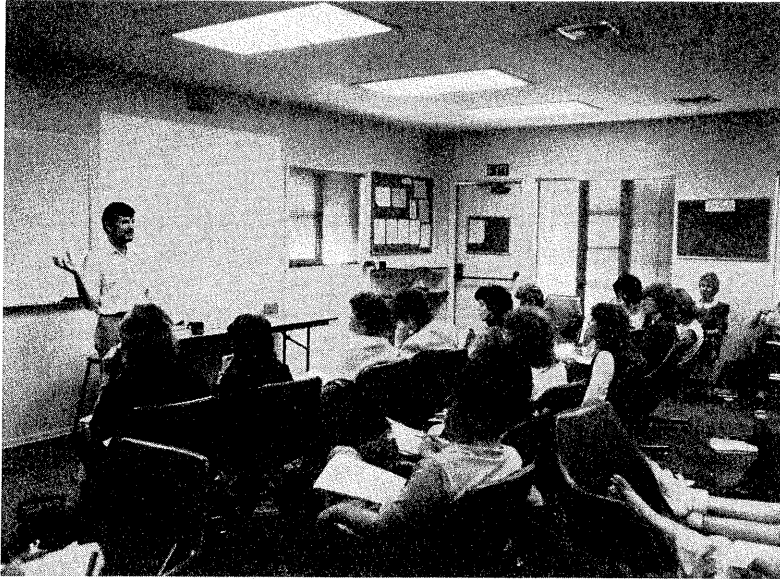
597 PRACTICUM I (4)

The Practicum involves students in an on-going process of group supervision. Students present cases using audio or videotape whenever possible. Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses using the categories on student evaluation forms.

Students are encouraged to integrate systems theories and intrapsychic theories in their approach to clients. Diagnosis, prognosis, treatment plans, and follow-up methods are explored for individuals, couples, and families. Appropriate reading assignments are made.

A variety of clinical issues usually arises in the cases presented: structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, appropriate termination. Practicum leaders handle these and other issues which develop in the context of group consultation. Students are encouraged to deal with their personal growth as it relates to case handling and the group process.

In the Summer M.A. program, the Practicum also includes case conference and growth groups as well as theoretical and practical exposure to experts in the field.



Richard Varnes during a class lecture.

FOURTH SEMESTER:

509 STUDIES IN THERAPEUTIC GOALS (2)

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

514 APPLIED THERAPEUTIC METHODOLOGY II (2)

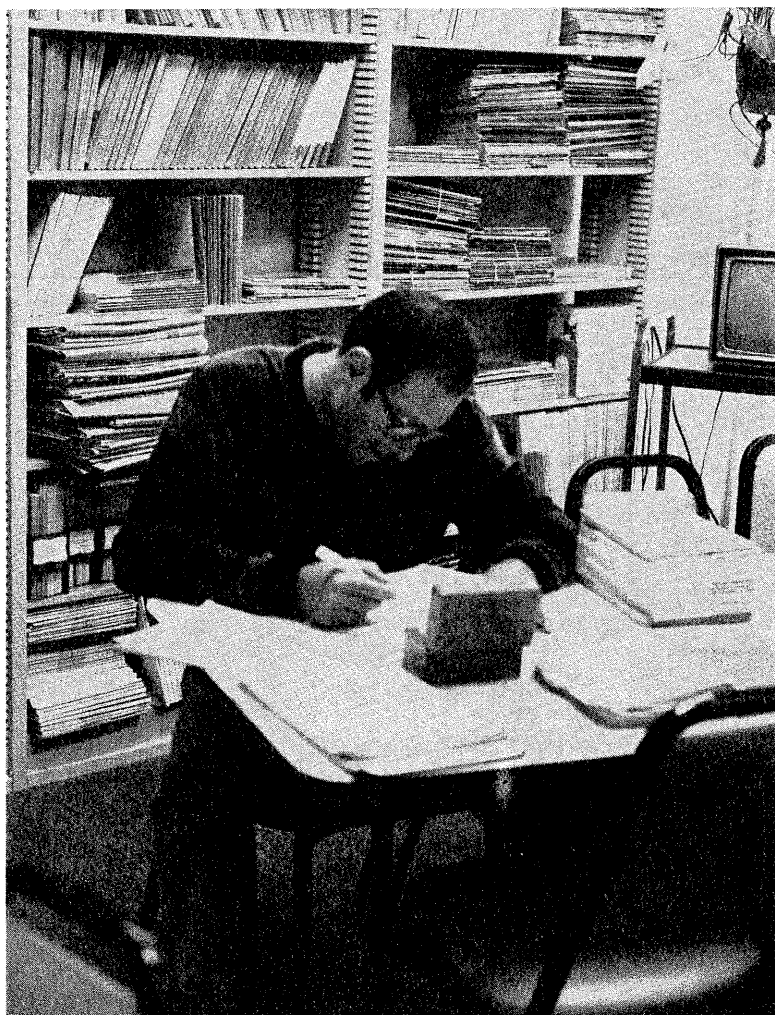
Various psychotherapeutic approaches are presented for integration into the framework of general systems theory. Substance abuse issues are covered. Techniques for increasing insight and producing change include the use of imagery, metaphor, catharsis, and rationality.

579 FAMILY RESEARCH (2)

Recent family research is reviewed with suggestions for improvement of design. Efforts are made to delineate appropriate research areas, appropriate theory, and methodology. Students are required to: (a) carry out a substantial experiment 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 II (5)

See **597 PRACTICUM I**, 3rd Semester



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Margo Boetticher, M.A., Private Practice, Sherman Oaks, California
Andrew A. Bonin, M.D., Director, Department of Family Practice,
Kaiser Permanente, Woodland Hills, California

*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, Los Angeles, California

*Stanley Caplan, Ed.D., Psychologist in Private Practice, Albuquerque, New Mexico

Richard Cohn, M.A., Private Practice, Sherman Oaks, California

Martin Farash, M.A., Private Practice, Woodland Hills, California

*Richard Farson, Ph.D., Professor, Humanistic Psychology Institute, San Francisco, California

Melba Finkelstein, Ph.D., Hypnotherapist in Private Practice, Gardena, California

*James Framo, Ph.D., School of Human Behavior, U.S. International University, San Diego, California

Kristi Fredrickson, M.A., Private Practice, Simi Valley, California

Sandra Garfield, Ph.D., President, Psychodrama Institute West Coast, Los Angeles, California

*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, California

David Gorton, J.D., Ph.D., Private Practice, Gestalt Therapy Center, Encino, California

Gwynne Guibord, Ph.D., Partner, Guibord and Sprague Associates, Los Angeles, California

E. Ronald Hulbert, Ph.D., Principal Family Counselor, Conciliation Court Division of Los Angeles Superior Court, Los Angeles CA

Cynthia Hunter, M.A., Social Worker, St. John's Hospital, Oxnard, California

Nicholas Ingram, J.D., M.A., Private Practice, Santa Monica, California

Moon Kerson, M.S., Private Practice, West Los Angeles, California

Jan Larson, M.A., Private Practice, Main Street Counseling Associates, Venice, California

Michael Leeds, M.A., Program Director: Chemical Dependence and Domestic Violence, Verdugo Mental Health Center, Glendale, California

Richard Leslie, J.D., Legal Counsel and Interim Executive Director, CAMFT, San Diego, California

Lee Lipp, M.A., Private Practice, Sherman Oaks, California

Richard MacDonald, Ph.D., Professor California State University, Northridge; Private Practice, Sherman Oaks, California

*Ruth McClendon, M.S.W., Assistant Clinical Professor, Langley Porter Neuropsychiatric Institute, California

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Robin Ribakoff, M.A., Private Practice, Los Angeles, California
Diane Ross, Ph.D., Private Practice, Los Angeles, California
* Virginia Satir, M.A., Pioneer in Family Therapy, Palo Alto,
California
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Lorraine Smith, M.A., Private Practice, North Hollywood, California
Arlene Spivak, M.A., Private Practice, West Los Angeles, California
* 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, Palo Alto, California
* Carl Whitaker, M.D., Professor of Psychiatry, University of
Wisconsin Medical School, Wisconsin

** 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 as their schedules permit.*

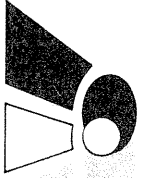
ACADEMIC CALENDAR

Summer M.A. classes begin June 25, 1984, and end August 1, 1984.

Fall Semester classes begin September 4–8, 1984. Students have one week off at Thanksgiving and Easter, and two weeks off at Christmas/Hanukkah. There is no semester break.

Classes end May 7–11, 1985 for second year students and May 28–June 1, 1985 for first year students.

CALIFORNIA FAMILY STUDY CENTER



4400 RIVERSIDE DR., BURBANK, CA. 91505

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