

**California Family
Study Center**

**MASTER OF ARTS
1991-92 CATALOG**

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Academic Calendar

	1991-92	1992-93	1993-94
Fall Registration	Aug 24	Aug 29	Aug 28
Fal Semester Begins	Sept 3	Sept 8	Sept 7
Winter Vacation	Dec 20 - Jan 3	Dec 20 - Jan 3	Dec 19 - Jan 2
Spring Semester Begins	Jan 21	Jan 25	Jan 24
Winter Workshop Week	Feb 24	Feb 22	Feb 22
Spring Vacation	Apr 12-19	Apr 4-11	Mar 27 - Apr 3
Spring Semester Ends (2nd yr.)	May 16	May 22	May 21
Graduation	May 17	May 23	May 22
Spring Semester Ends (1st yr.)	May 21	May 27	May 26
Summer Semester Begins	Jun 22	Jun 21	Jun 20
Summer Workshop Week	Jul 13	Jul 12	Jul 11
Summer Semester Ends	Jul 29	Jul 28	Jul 27
Graduation	Jul 29	Jul 28	Jul 27

California Family Study Center
 5433 Laurel Canyon Blvd., North Hollywood, CA 91607
 (818) 509-5959

About the Center

Introduction

In its 18 years of operation, the California Family Study Center has helped over 2000 men and women fulfill the educational requirements for licensure as a marriage, family, and child counselor in California. These students earned their master of arts degree through this pioneering program, most while continuing to work in full or part time careers.

Professionals from many fields have studied at the Center in order to broaden their theoretical bases and improve their particular skills. Managers, teachers, clergy, attorneys, counselors and professionals from other fields whose work demands interpersonal counseling skills have benefited from CFSC training - whether or not they intend to specialize in marriage and family therapy. Unquestionably, this rich blending of attitudes, experiences, and formal academic training accounts for much of the program's appeal to career-minded adults.

In this catalog you will find information about the Center's specific programs and courses, costs, and enrollment procedures. The professional theoretical and clinical basis for our curriculum is also included.

Questions relating to your own particular career situation and long-term aims can best be answered at CFSC monthly orientation meetings. We invite you to call (818) 509-5959 for dates and times of these meetings.



CFSC's facility is located at 5433 Laurel Canyon Boulevard, North Hollywood, California 91607

The Center's Beginning

California Family Study Center was founded in 1971 in North Hollywood. Twenty-five students enrolled that year.

The founders established an integrated, well rounded training program beginning at the master of arts level for the purpose of serving capable adults whose careers benefit from systematic learning. The response was immediate and strong. To accommodate rapid growth of enrollment, the Center moved two years later to the Burbank facility. By 1973 the Center had expanded to offer a two-year M.A. program, making it possible to offer more clinical experience to second-year students.

Clinton E. Phillips, Ph.D., founding director of the M.A. program, was actively involved with curriculum development until his death in 1981.

In 1987, the Center completed and occupied its new building in North Hollywood. At this time, the California Family Study Center has the honor of being the first free-standing accredited graduate school offering a master of arts degree in Marriage, Family, and Child Therapy.

About the Center

What Distinguishes Our Program

The California Family Study Center offers an accredited master of arts degree in Marriage, Family and Child Therapy. This program is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges and meets all academic requirements for the California License in Marriage, Family, and Child Counseling.

A strong attraction to individuals with time constraints is our flexible, convenient schedule. Classes are scheduled in one-day blocks each week, including Saturday. This structure makes the program accessible to students who have work obligations and those who must drive long distances. A two-year M.A. program sequence, a four-year summer sequence, or a combination of these choices, may be elected.

The degree-granting M.A. program blends academics and theory with practical clinical experience. Important to our students are the weekly requirements for close-range observation of and cover clinical, experiential and theoretical aspects of interpersonal and intrapersonal therapy. Students form their own unique theoretical position. The overriding emphasis is upon a balanced approach to therapy. By adopting a "family-systems" approach, our curriculum emphasizes effective interpersonal relationships and community processes, as well as intrapersonal awareness. Every student is very soon immersed in - and aware of - the processes by which he or she experiences professional and personal growth.

The Center encourages spouses to take part in some course segments. This is a well-received tradition at the Center, acknowledging that the work of a coun-



*Edwin S. Cox, Ph.D.
California Family Study Center President*

selor cannot be "walled off" from the daily concerns of family.

With two decades of experience behind us, we may safely say that the California Family Study Center has been instrumental in raising the standards for training in the field of family therapy. From the first week, every student becomes directly involved in clinical work, and the result is an acceleration of learning that leads to academic achievement. The Center enjoys a reputation for producing capable, self-reliant clinicians.

An integral part of the program of study is the CFSC Library which houses a comprehensive and organized collection of print and non-print materials in the area of marriage and family therapy.

In addition to these resources, the Library offers a wide variety of services such as computer literature searches, interlibrary loan of materials, independent listening and viewing of audio/video tapes, and professional research and reference assistance.

Master of Arts

Degree Program

CFSC's educational philosophy emphasizes a family systems approach to the investigation, understanding and treatment of human relationships. A three-pronged method integrates the family systems paradigm: intrapsychic and interpersonal psychological theory, firsthand experiential learning, personal and interpersonal growth. This structure allows family therapy students to integrate methods and theoretical stances which fit their personal and therapeutic styles.

Academically: students receive an in-depth study of the seminal works in the field, recent developments in theory and clinical methods, and the major advancements shaping the growth of the profession.

Clinically: actual cases being handled by the Center's licensed staff are observed through Case Conference and class demonstrations. CFSC provides experiential clinical opportunities for students to practice therapy with a "role-play family" of students.

Personally: the connection between personal growth and interpersonal therapeutic skill is emphasized. Students are required to participate in Growth Group in the first year of the program. Nearly one third of the written assignments include material directed toward the student's personal growth and differentiation.



Christine R. Varnes, M.A.
Vice President of
Academic Affairs

CFSC faculty and visiting clinicians who are experts in their particular specialty within the field of marriage and family therapy conduct the academic course work and clinical experiences.

The purpose of this approach is to develop well-rounded, well-grounded professionals in the field of marriage and family therapy.

The M.A. Program is open to people of all philosophical and religious persuasions. The multifaceted backgrounds of CFSC students contribute to the richness of the program.

Completion of the curriculum leads to a Master of Arts degree in Marriage, Family and Child Therapy. This degree forms the academic foundation for the State of California license in Marriage, Family and Child Counseling.

Master of Arts (continued)

The Program's Structure

In addition to regularly scheduled coursework taken in one-weekly, day long classes, all first-year students take part in a weekly case conference, bi-weekly study seminars, monthly growth groups, and research methodology labs.

Study Seminars enable students to review and strengthen their understanding of the reading and classwork they have completed that week. The study seminars are compulsory in the first semester optional in the remaining three semesters.

Research Methodology Labs bring students together in small groups, with a research instructor to begin to formulate the professional paper. The labs are scheduled during class hours with a few arranged after class hours.

Case Conference enables students to observe the counseling session of a licensed therapist with an individual or family members in therapy.

Growth Group helps insure that counselors themselves experience the process of therapy before obtaining their degree.

Case conference and growth groups are optional for second year students.

Clinical Supervised Placements

Clinical Supervised Placements are mandatory in the second year of the program. This fulfills the requirement of the California Board of Behavioral Science Examiners that marriage, family, and child counselor trainees participate in a clinically supervised placement concurrently with six units of practicum in order to qualify for an MFCC intern registration number.

A student may petition for a waiver of this requirement if the student wishes to earn the M.A. degree without qualifying for an MFCC intern registration number with the B.B.S.E.

STUDENT'S SCHEDULE (Fall/Spring)

Academic

1. Class Day - one day per week (8:00 a.m.- 4:00 p.m.)
2. Research Labs - In addition to regularly scheduled classes several three-hour research seminars are required.
3. Study Seminar* - required in the first semester but optional in the remaining three semesters.

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.
3. Clinical Supervised Placement - to begin in the third semester and to occur concurrently with six units of practicum as required by the B.B.S.E.

* Optional in second year of program.



*Richard P. Vannoy, Ph.D.
Vice President of
Clinical Services
and Training*

Summer M.A. Program

For the fourteenth 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. Certain approved variations which allow students to attend both the summer and regular programs are also available. Check with the Education Office for special requirements.

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 out-of-state students in arranging for supervision when requested. Reading and written assignments continue throughout the non-summer months to ensure continued growth and development.

Students attend classes Monday through Friday from 8:00 a.m. to 4:00 p.m. for six weeks.



CFSC Students Practicing Therapy in the Classroom

Admission Policies

Admissions to Full-Time Regular Graduate Standing:

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 twelve (12) units of work in the social sciences.
 3. Is earned with 3.0 grade point average in upper division coursework.
- Plus:
4. Two letters of recommendation.
 5. A Goals Statement.

A completed application form with a nonrefundable fee is required at the time of application. Letters of recommendation are required.

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

Most students are required to enroll for the entire 48-unit program.

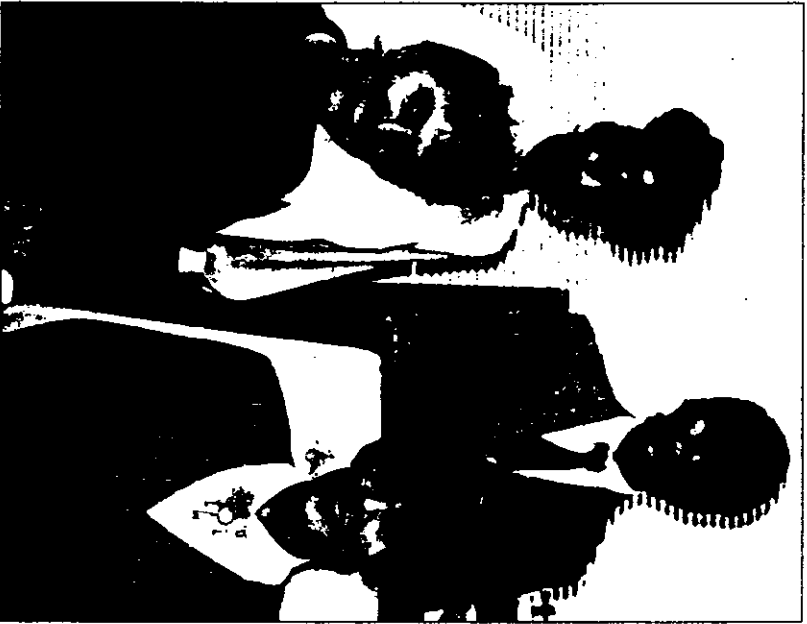
Admission to Full-Time Provisional Graduate Standing:

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

1. Insufficient prerequisite coursework (12 units) in the social sciences. Prior to the beginning of his/her second year in the program, the student must make up the necessary units by doing 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 an 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 3.0 requirement in upper division coursework, but is not below the 2.5 minimum. The student in this category must complete one semester at CFSC with a grade point average of "B" or better in order to be placed in regular graduate standing and remain in the program.

Contact the CFSC registrar for additional provisional student requirements.



The Education Office, from left, Kim Bell, Ken Adams, Academic Affairs Associates; (front row) Shelby Robison, Registrar, Theresa Cianci, Graduate Advisor and Coordinator of Student Administrative Services

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 CPSC and the other institution(s) of that change.

Post M.A. Students

A limited number of post M.A. students may enroll for specific coursework to fulfill required Board of Behavioral Science Examiners core content areas. This is possible when the areas were not covered in the student's graduate program to the satisfaction of the B.B.S.E. This enrollment is subject to the approval of the Vice President for Academic Affairs.

Transfer of Units

Occasionally applicants will have taken qualifying graduate courses from another graduate institution acceptable to the Board of Behavioral Science Examiners of the State of California. These courses will be evaluated by the admissions committee and credit given where appropriate. (For out-of-state applicants, the equivalency requirements of the California Board of Behavioral Science Examiners may not be applicable.)

Course Descriptions

See pre-enrollment courses on page 20.

The courses listed below are taught in both the regular and summer M.A. programs. The number of units is in parentheses. The program consists of four semesters.

Marriage, Family and Child Therapy Program

■ 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 symbolic-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, Watson, Bandura, and Rogers, as well as interpersonal psychology and group process. The focus includes individual therapy styles, conditions leading to change, helper characteristics, and the therapeutic milieu.

554 CONTEMPORARY THEORIES OF THERAPY AND HUMAN COMMUNICATIONS (2)

This course covers several modern theories of therapy and human communications. Gestalt, Transactional Analysis, Bioenergetics, and Interper-

sonal are among the theories discussed, demonstrated, and experienced. Issues concerning language, perception, and cognition relative to appropriate interpersonal functioning are presented in a general semantics framework. All these theories are reviewed for their application to marriage and family therapy.

557 MARRIAGE THERAPY (2)

This course examines applied psychotherapeutic techniques designed to enrich couples lives 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 ethical and legal considerations of the profession.

558 HUMAN GROWTH AND DEVELOPMENT (2)

This course offers theories and information on normal development of both individuals and families over the life cycle. It compares and contrasts philosophies of major developmental theorists, emphasizing normal development. Human biological, social, and psychological growth and development are studied with consideration given to implications for psychotherapy. The course also provides considerable practical information on ages and stages of young children and adolescents as individuals within a family.

571 FAMILY THERAPY (2)

The historical development of systems theory is presented and applied to family functioning and family therapy. Systems thinking is developed and applied to an overview of current theory and methodology of family therapy. Major theories are

discussed, and techniques demonstrated and practiced. Professional ethics and legal aspects are integrated into the various classes. Family of origin issues are covered from a multigenerational perspective and structural family therapy is demonstrated. Students experience clinical practice while "Role-Playing" family members and therapists.

■ Second Semester

552 SEXUAL ADJUSTMENT AND SEX THERAPY

Current knowledge of human sexuality and psychosexual development is presented. In addition to human sexual anatomy, physiology, and normal sexual development, issues of intimacy in relationships, and special issues concerning couples are explored. Presentation include sexual dysfunction and processes of enrichment and remediation as well as a cultural context for sexuality and sex roles.

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

Working with the child and the adolescent in the family system is emphasized. Focus is on treatment for young people. Age appropriate behavior is discussed, typical and abnormal patterns are explored, and skills for including children in family sessions are presented. Special consideration is given to structural issues in stepfamilies, single parent families, divorcing families, and families in crisis.

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

This course deals with the assessment, diagnosis, and treatment of individuals, couples, and families. The diagnosis and treatment of individuals includes the diagnostic criteria of the DSMIII-R, descriptive

developmental diagnosis, and systems' treatment approaches. The works of leading family therapists are used to determine the diagnosis and treatment of dysfunction in couples and families. Multidisciplinary networking approaches are explored in relationship to individuals, couples and families.

564A ALCOHOL AND CHEMICAL DEPENDENCY TRAINING (5)

This course reviews current theories of the etiology of substance abuse, the medical and legal aspects, and major treatment approaches to alcoholism and chemical dependency. Community resources, the referral process, and recognition of populations at risk are covered.

567 GROUP APPROACHES IN FAMILY THERAPY (1.5)

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. It emphasizes 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 the perspective of systems theory. Students observe the practical application of systems concepts in therapy and practice these techniques in class.

Course Descriptions (continued)

572 RESEARCH METHODOLOGY (2)

In this course, the logic and planning of a research project will be discussed, emphasizing the critical components of: general research design; reviewing appropriate literature; sampling techniques; collection, analysis and interpretation of empirical data, the relationship of the scientific research process and the clinical practice of therapy; ethics of conducting research and drawing conclusions.

This course is presented in seminar form. Instructors work in small groups giving the students individual attention. Practical application includes the study of clinical research literature and the development of individual research.

■ Third Semester

512 LEGAL AND PROFESSIONAL ISSUES (1)

This course reviews aspects of family law relevant to marriage and family therapy. The legal rights and obligations of spouses in marriage, divorce, property settlement, and child custody are included. The role a marriage and family therapist may play in divorce mediation or other action in family court is examined. Portions of the Business and Professions Code and the Criminal Code relevant to the field are presented, including 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 offered.

513 APPLIED THERAPEUTIC METHODOLOGY I (2)

This course demonstrates diagnostic and methodological theories and the type of psychotherapeutic techniques that emerge from these theories. Also covered is the integration of individual therapy into the framework of general systems theory. This includes therapeutic application of methods used by leading marriage and family therapists demonstrated by video presentation and practiced by the student. Critical epistemology issues of family, group, and individual therapy are reviewed.

536 CROSS-CULTURAL VALUES AND MORES (1)

Cultural patterns and behavior are explored and clinical issues relating to these patterns are presented. Similar aspects of humankind are emphasized, and cultural differences are discussed. The bi-cultural identification process is studied from several cultural perspectives with opportunity for clinical application through small group processing. The sociocultural and psychological focus of the course includes the effect of the therapist's own cultural background on his/her ability to function as a family therapist.

537 PSYCHOPATHOLOGY (1)

The DSM-III-R and psychopathology are reviewed, and implications for family therapy are discussed. The course contains criteria for diagnosis, prognosis, and treatment methods with emphasis on proper diagnosis for therapy and for the appropriate referral. 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 by therapists to diagnose and treat individuals, families, and to conduct research on family systems. Aspects of test construction, e.g., validation and item analysis and of test use, e.g., scoring and interpretation of results, are introduced and practiced. The Family Adaptability and Cohesion Scales (FACES III), the Dyadic Adjustment Scale (DAS), and the Personal Authority in the Family System Questionnaire (PAFS-Q) are among the assessment instruments used.

597 PRACTICUM I (4)

This practicum provides students with an opportunity for ongoing group supervision. Students present cases using audio or videotape whenever possible. Students also discuss cases from their Clinical Supervised Placement (required by the B.B.S.E., see page 6.) Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses. Students are encouraged to integrate systems theories and other appropriate theories in their approach to clients. Assessment, diagnosis, prognosis, treatment plans, and follow-up methods are explored for individuals, couples, and families. Appropriate reading assignments are made.

Many clinical issues arise with presentation of the case: structuring initial interviews, setting fees, diagnosis, professional ethics, suicide, domestic violence, making effective referrals, and 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.

■ **Fourth Semester**

509 PHILOSOPHICAL, LEGAL, AND ETHICAL ISSUES IN FAMILY THERAPY (2)

This course examines the philosophical and ethical foundations of therapy and expands on legal issues including child abuse assessment, reporting, and intervention. Specific issues explored include appropriate referrals and terminations, responsible financial practices and ethics in private practice. Emphasis is placed on the student's human values, professional behavior and ethics. Students assess the values which underlie their own therapeutic goals and the philosophical concerns related to their theoretical position.

514 APPLIED THERAPEUTIC METHODOLOGY II (1.5)

Various psychotherapeutic approaches are presented for integration into the framework of general systems theory. Techniques for increasing insight and producing change in clients are reviewed. Family-of-origin approaches, with emphasis on applied therapeutic methodology, are illustrated.

564B ALCOHOL AND CHEMICAL DEPENDENCY TRAINING (5)

This course deals with appropriate applied techniques for working with individuals and families in which alcoholism and chemical dependency are factors. Treatment of alcoholism, and chemical dependency are explored with focus on the alcoholic family system. The presentations include the integration of therapy systems when providing services.

579 FAMILY RESEARCH (2)

Research findings relevant to the field of marriage and family therapy are the major focus of this course. Classes emphasize the importance of research in

Course Descriptions (continued)

clinical practice. Students are required to: a) carry out a substantial experiment or library research project under the supervision of a faculty member, or b) review appropriate literature, and design and present a workshop learning experience for fellow students and interested professionals. Students in category "a" present their research to faculty and fellow students in poster sessions. A copy of the completed professional paper is placed in the CFSC library.

598 PRACTICUM II (5)

See 597 PRACTICUM I, 3rd Semester

596 FIELD STUDY/PRACTICUM (1-3)

This course is required for all CFSC students who are not currently enrolled full-time, and who have a clinical supervised placement. Students must be enrolled at CFSC concurrently with participation in any clinical supervised placement where students gain trainee hours toward MFCC licensure. Prerequisite for course 569A is the completion of at least one semester of coursework at CFSC. A student may enroll in this course for one semester. If a student requires enrollment in 596A for two consecutive semesters, a request must be made to the Admissions Committee. Students who have completed four semesters at CFSC, have not yet completed their professional paper, and intend to stay in or begin a clinical supervised placement must take this course.

597B PROFESSIONAL PAPER (2)

Students who require extended research time and/or supervision beyond the fourth semester deadline may enroll in 597B. This course ensures use of CFSC facilities and contact and guidance from CFSC faculty while the paper is being completed.

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 the professional paper mentioned above is required in the second year. This project is to cover a subject chosen by the student with the approval of CFSC faculty. It must be pertinent to marriage and family therapy and provide a contribution to the marriage and family therapy field. Each student also presents his/her project to a gathering of peers and CFSC faculty members.



Michele Hanrahan, Ph.D.
Director of Research



Kallig Webster, M.A.
CFSC Faculty

Academic Policies and Regulations

See Admission Policies on pages 8-9

Grades and Grade Averages:

"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 towards Master's degree work which carries 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" (Incl) is given upon recommendation of a faculty member when a student fails to complete coursework by the end of the semester. A student may have up to 24 weeks from the date of issue to remove an Incomplete from his/her record. Petition for extension beyond 24-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 "Permanent Incomplete."

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 that time.

- 1) satisfactory completion of all assignments, the Pre-Oral Examination, and the 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 "B" or better.
- 4) completion of case conference, growth group, research methodology lab, and study seminar attendance requirements.
- 5) payment of all financial obligations to the Center.



Libby Register, M.A.
Practicum & Case Conference Coordinator

Transcripts

All financial obligations to the Center must be met before any diploma, certificate, B.B.S.E. course content verification letter, or transcript of credit will be issued. The fee is \$4.00 for the first transcript copy and \$2.00 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.

Academic Policies and Regulations (continued)

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 the 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 for one year. 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.

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.

Non-Discrimination 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 Amendment of 1972, admits students of either sex and any race, color, religion, sexual orientation, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against students on the basis of sex, race, color, handicap, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs.



Patricia Edmister, Ph.D.
Director of Developmental
Psychology and Children's
Services



Tad Brantz, Ph.D.
Director of Systems
Research

Family Education Rights and Privacy Act

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.

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.



*Songsin Lee
Director of Business Affairs*

Cost and Financial Policies

Fees and Expenses*

Application fee	\$50.00
Tuition deposit	\$200.00
Tuition per semester unit	\$325.00
(The entire two-year program currently totals 48 semester units).	
Late registration fee (for registering after the first week of class)	
Case conference and growth group for first year students (per semester).....	\$525.00
Student government I.D. fee	\$6.00
Graduation fee	\$90.00
Returned check charge	\$10.00

* The Center reserves the right to make any changes in tuition, refund policy, fees, and expenses without notice. Visa and Mastercard accepted.

Tuition Deposit — We require a \$200.00 tuition deposit to be paid upon the student's receipt of the CFSC pre-registration package. The 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. It is policy of California Family Study Center that deferred payment privileges will be extended only to those students who have a good credit record and have not been late on more than one previous loan payment.

Refund Policy

Three-Day Full Refund Period

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.
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 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%

It is important for students to note that withdrawal from the program may not eliminate tuition liability. (See withdrawal section page.) 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.

Summer Program Refund Policy

Before or on the third day of class	80%
Before the fourth day of class	60%
Before the fifth day of class	40%
Before the sixth day of class	0%

Student Financial Aid

CFSC is a participant in two of the federal Title IV loan programs: Stafford Loans for Students (formerly named Guaranteed Student Loans) and Supplemental Loans for Students. Stafford Loans are need-based loans, which entail qualifying through the Department of Education's approved regulations. Supplemental Loans for Students are available to students in good standing in CFSC's M.A. program and are not need-based.

Eligibility for a Stafford Loan

Students show eligibility for a Stafford Loan with an initial process of filing a Student Aid Application for California (SAAC) with the College Scholarship Service. A student aid report is issued to both the student and CFSC, where an analysis of eligibility is completed. A student must be a U.S. citizen, a permanent resident of the U.S., Northern Mariana Islands, or Trust Territory of the Pacific Islands, or hold an Arrival-Departure Record (I-94) with certain qualifying endorsements. Holders of student visas are not eligible for aid.

Financial Aid Transcripts from all schools attended since high school must be sent to the Financial Aid Office at CFSC, and the loan application process will be completed only after official acceptance by the registrar's office.



Betsy Kraus
Financial Aid Officer

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 thereof. 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 section under "Academic Termination").

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 the financial aid officer.

Scholarship and Veteran Benefits

CFSC is an approved school for V.A. benefits. Call the Financial Aid Office for information regarding possible scholarships.

Elective Courses

Pre-Enrollment Courses

502 **OVERVIEW OF BASIC PRINCIPLES OF THERAPY (1-3)**

This course presents basic principles of therapy within an experiential/learning format. Hands-on experiences are designed to emphasize the basic components of effective counseling. Using interpersonal skills relevant to the therapeutic process will help students to integrate theories and methods at a practical level.

This class is strongly recommended for those students with little or no previous experience working in a therapeutic setting. Any interested students, however, may enroll.

504 **OVERVIEW OF GENERAL PSYCHOLOGICAL THEORIES (1-3)**

This course presents important general background information covering the development of psychological theories which have influenced present day marriage and family therapy.

This course is recommended for those students who have had no prior coursework in psychology or family therapy. This course is offered through the independent studies program.

These courses may be taken in order to fulfill CFSC M.A. requirements in which there may be deficiencies as a result of insufficient course work in the social sciences.

Elective Courses

CFSC offers elective courses for CFSC students and alumni, and qualified students and professionals. The elective courses are designed to provide theoretical and methodological expertise for the enhancement of therapy. Electives include the list below and the courses in the Chemical Dependency Program. For additional elective courses added after Summer, 1989, contact the CFSC Education Office.

515 **INDEPENDENT RESEARCH (2-3)**

Supervised individual research and readings. Enrollment by permission only. Course study contracted with a faculty member.

516 **INDEPENDENT STUDIES PROGRAM (2-3)**

Enrollment by permission only. A project relevant to marriage and family therapy is conducted by the student. Course of study contracted with a faculty member.

517A **CROSS-CULTURAL COUNSELING — ADVANCED PRACTICUM WITH LATINO FAMILIES (3)**

(This course is open to Spanish-speaking interns and therapists.) This course covers cultural issues of importance to therapists of Latino families. The formal includes co-therapy experiences with Latino families in a clinical setting. Group supervision focuses on clinical assessment and intervention, including intergenerational patterns, immigration, and acculturation. Participants must carry their own malpractice insurance.

5-41 HYPNOSIS IN MARRIAGE AND FAMILY THERAPY (3)

This course covers relevant knowledge in the field of hypnosis in the context of marriage and family therapy. In addition to recent theory and contemporary practice, historical information and myths concerning hypnosis are included. Demonstrations and face-to-face therapy by the participants help integrate the concepts and methods.

5-43 USE OF THE CREATIVE ARTS IN FAMILY AND INDIVIDUAL THERAPY (1-3)

This course includes a series of experiential classes which illustrate the use of creative arts in a therapeutic setting. Use of various arts with groups, families, and individuals is discussed and demonstrated. This melding of art and therapy is designed not only to broaden the available methodology of therapists, but also to help participants increase their awareness and achieve new perspectives of therapeutic growth. Therapeutic issues developed in the course include self-exploration, risk-taking, spontaneity, self-esteem, and interdependence.

Various series on music, movement, and visual arts are planned. Students need not consider themselves artistic to attend this course. Contact the Education Office for information on the current series.

Note: See Chemical Dependency Certificate Program for additional elective courses.



CFSC Students Learning Theories of Therapy



CFSC Students Using Therapeutic Methods

Non-Degree Programs

Chemical Dependency Certificate Program

The California Family Study Center has developed a Chemical Dependency Studies Program designed for mental health professionals. The program offers graduate level education and training in diagnosis, treatment, and prevention. The program is open to therapists, counselors, interns, and students. The certificate is available to participants of M.A. standing and above who have completed graduate level work in marriage and family therapy, social work, or psychology.

Requirements for Certification

I. The following are required courses from CFSOC's

Chemical Dependency Program:

- 521CD Alcohol: Intervention, Treatment and Recovery (3)
- 525CD Chemical Dependency: Pharmacology, Assessment and Treatment (3)
- 522CD Family Dynamics of Alcoholism and Recovery (1)
- 532CD Alcohol and Sexuality (1)



*Ellen Brennan, Ph.D.
Director of Chemical
Studies Program*

- 528CD Alcoholism, Systems Theory and A.A. (1)
- 538CD Theory and Practice: The Use of Group Treatment with Alcoholics, Co-Alcoholics and Adult Children of Alcoholics (1)

- 533CD Alcohol and the Family Conference (.5)

II. Three units are required from the following

list of courses:

- 520CD The Narrative of Loss: Grief and Loss Issues with Chemically Dependent Families (1)
- 523CD How to Clinically Deal with Relapse in the Field of Alcoholism and Drug Treatment (1)
- 536CD Women and Alcohol Problems (1)
- 527CD Recent Theory and Research in the Field of Alcoholism and Drug Treatment (1)
- 529CD Family and Individual Intervention for the Private Practitioner (1)
- 531CD Field Study (Required for students applying for CAADAC certification - optional for all students) (1-3)
- 535CD The Effects of Alcohol and Drugs on Adolescents at Various Stages of Development (1)
- 540CD Counseling the Chemically Dependent and Recovering Gay or Lesbian Client (1)

III. Completion of graduate level work in the following areas (10 units):

- a. Human Psychological and Social Development
- b. Theories of Marriage, Family, and Child Therapy
- c. Human Sexuality
- d. Group Therapy
- e. Practicum

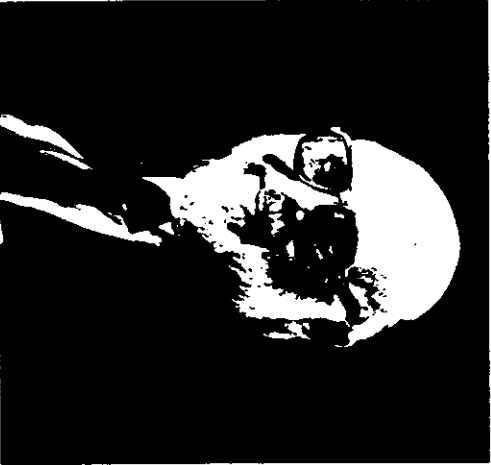
Note to students who do not have M.A. degree

A certificate is not issued for non-M.A. students; however, students concurrently enrolled or planning to enroll in a graduate program may take six (6) units of graduate level chemical dependency courses before enrollment. These units will apply to certification upon completion of all requirements.

Clinical Internship Program

The post-degree clinical internship program in marriage and family therapy provides in-depth clinical experiences, supervision, and training to graduates with advanced degrees. This internship is accredited by the American Association for Marriage and Family Therapy. Selections are made twice each year on the basis of application and interview.

The academic training portion of the internship program consists of twelve units of coursework acquired over a two-year period. The teaching format of the intern seminars combines didactic presentations with experiential learning. The emphasis in the seminars is on learning through active participation. Please contact the Post-Degree Training Office for more information.



*Tom Scribl, M.A.
Director of Post Degree Training
and Supervision*



*Laine Azpetita, M.A.
Director of Interns*

Independent Study Program

Independent study courses are offered to assist those who are not CFSC M.A. degree students in fulfilling specific course content areas for the Board of Behavioral Science Examiners. These students have graduated from M.A. or Ph.D. programs which meet all BBSE requirements except one or two courses. Our courses are tailored to meet the needs of the individual student and usually include a combination of classroom participation and special independent work selected by the CFSC faculty.

No CFSC M.A. degree program students enroll in these independent studies classes.

Student Services

Trainee Clinical Placement Program

California Family Study Center offers a trainee placement program for CFSC students. The student trainee coordinator has contact with placements in the area and makes recommendations based on student ability and interest. Students may obtain a traineeship at any time after enrollment in the M.A. program.

Library Services

The Library is an integral part of the teaching and learning process at CFSC. The Library facility offers an open and stimulating atmosphere in which to study and do research.

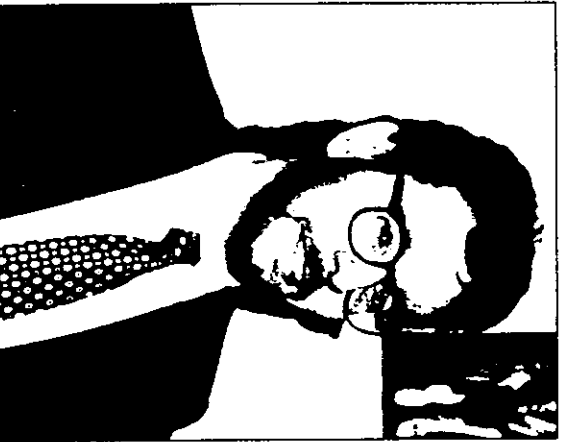
The Library's growing collection of materials includes 5,000 volumes of books, a large collection of audio and video cassettes, periodicals and indexes to the literature in the fields of mental health.

Students in our Library utilize state-of-the-art information technology, including computerized database searching on CD ROM (laser disk) for research, and on an online computer to access the Library's holdings.

The CFSC Library is a member of the Online Computer Library Center (OCLC) Network, linking it to 6,000 libraries around the country and providing nationwide borrowing privileges to our library.



*Jose Luis Flores, M.A.
Director of Clinical
Placement &
Professional Liaison*



*Mark Stover, M.L.S.
Library Director*

Bookstore

The CFSC bookstore carries required texts and materials in addition to a wide selection of recommended books in the helping profession. Many of the books for sale are appropriate for clients. Professionals wishing to purchase books, but who are unable to come by during regular bookstore hours, may arrange to have materials left at the reception desk or mailed to their home or office. Contact the bookstore manager for more information.

Bookstore Hours

The bookstore is open during the Fall and Spring Semesters as follows: Tuesday through Thursday 12:00 to 1:00 p.m.; Saturday 12:00 to 1:00 p.m. and 4:00 to 4:30 p.m. During the summer session, the bookstore is open Monday, Wednesday, and Thursday 12:00 to 1:00 p.m. These hours are extended for the student's convenience during registration. The bookstore is closed when school is not in session.

Refund Policy

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

Counseling and Personal Therapy for Students

Students have access to CFSC faculty members for the purpose of dealing with immediate issues which may come up in the course of the program. However, there are very clear policies concerning faculty/student and faculty/client boundaries at CFSC which are elaborated upon in the Student Handbook and the Manual of Standard Operating Procedures. Faculty and clinical staff members will assist in finding an appropriate clinical setting for dealing with personal growth issues and psychotherapy.



*Margo Boettcher, M.A.
Bookstore Manager*



*Linné Azpeltá, CFSC Faculty,
Teaching Family Sculpting*

Administration & Faculty

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Patricia Edmister, Ph.D., Director of Developmental Psychology
Tad Frantz, R.N., Ph.D., Director of Systems Research, Clinical Supervisor
Michele Harway, Ph.D., Director of Research, Clinical Supervisor
Amy Greenwold, M.L.S., Library Director
Elizabeth J. Register, M.A., Practicum and Case Conference Coordinator, Clinical Supervisor

Thomas H. Selbt, M.A., Director of Post Academic Training & Intern Supervision, Clinical Supervisor
Katherine Wexler, M.A., Coordinator of Groups, Clinical Supervisor

Adjunct Faculty

Helen Bass, M.A., Private Practice, Van Nuys, California
Lorraine Barak, M.A., Private Practice, Toluca Lake, California
Jessica Barrett, M.A., Private Practice, Toluca Lake, California
Ginger Bartel-Sherb, M.A., Private Practice, Toluca Lake, California
Gloria Crudgington, M.A., Private Practice, Pasadena, California
Mary Donovan, M.A., Private Practice, Los Angeles, California
Martin Farash, M.A., Clinical Supervisor; Private Practice, Woodland Hills, California
José Luis Flores, M.A., Director of Clinical Placement & Professional Liaison, Clinical Supervisor; Program Director, Child Abuse Services, Los Angeles, California
Linda Glick, M.A., Private Practice, Sherman Oaks, California
Nan Gold, M.A., Private Practice, Toluca Lake, California
Moon Kerson, Ph.D., Clinical Supervisor; Private Practice, West Los Angeles, California
Jan Larsen, M.A., Clinical Supervisor; Private Practice, Venice, California
Lee Lipp, Ph.D., Clinical Supervisor; Private Practice, Sherman Oaks, California
Robin Ribakoff, M.A., Clinical Supervisor; Private Practice, Sherman Oaks, California
William Rolfe, M.A., Private Practice, Westwood, California
Arlene Spivak, M.A., Clinical Supervisor; Private Practice, West Los Angeles, California
Mary Tott, M.A., Clinical Supervisor and Director of the A.C.E. Program at Bridge: A Way Across, in Burbank, California



Patricia Edmister, Ph.D., Observing Student Case Reports



CFSC Interns

Brenda Underhill, M.A., Faculty, Chemical Dependency Studies Program; Executive Director, Alcoholism Center for Women, Los Angeles, California

Visiting Faculty

- Ali Abu-Bekr, M.A.**, Private Practice, Sherman Oaks, California
- Lucinda Alibrandi, Ph.D.**, Instructor, Saddleback College, Department of Health Science and Human Services; Private Practice, Orange County
- Bronwyn D. Anthony, Ph.D.**, Private Practice, West Los Angeles, California and South Bay
- Joanne Barge, M.A.**, Family Therapist/Instructor, U.C.L.A. Extension, Los Angeles, California
- Arthur Bernard, M.A.**, Private Practice, Sherman Oaks, California
- Yetta Bernhard, Ph.D.**, Private Practice, Sherman Oaks, California
- Claudia Black, M.S.W., Ph.D.**, Education/Consultant, Laguna Beach, California
- Margo Boettcher, M.A.**, Private Practice, Sherman Oaks, California
- Carlred Broderick, Ph.D.**, Director of Marriage and Family Counseling Program, USC, Los Angeles, California
- Stanley Caplan, Ed.D.***, Private Practice, Albuquerque, New Mexico
- Robert Carroll, M.D.**, Private Practice, Family Psychiatrist, Westwood; Clinical Professor of Psychiatry, UCLA
- George Choi**, Private Practice, Rosemead, California
- Jeanie Cohen, M.A.**, Private Practice, Woodland Hills, California
- Stuart Cumming-Bond, M. Div., M.A.**, Presbyterian Pastor and Private Practice, Palos Verdes, California

Lorie Dwinell, M.S.W., A.C.S.W., Psychotherapist:
Alcohol Educator/Consultant, Seattle,
Washington

Jennifer B. El-Warari, Ph.D.
Practice, Gardena, California

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

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

John Gladfelter, Ph.D.*, Associate Professor of
Psychology, Department of Psychiatry, University
of Texas, Dallas

Michael Glasser, M.D., Private Practice, Lincoln
Shirlee Gomer, M.A., Founder/Director, California
Psychodrama Counseling Institute, Los Angeles,
California

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

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

Glen Jennings, Ph.D., Texas Women's University,
Denton, Texas

Jim Juhan, M.A., D. Men, San Francisco, CA

Mary Ann Klausner, M.A., Alcohol Educator,
Sexologist, Fullerton College, Cypress College,
California

Richard Leslie, J.D., Legal Commissioner and
Intern, Executive Director, CAMFT, San Diego,
California

Nina Miller, M.A., Private Practice, Los Angeles,
California

Kenneth T. Mitsuhashi, M.S.W., Assistant Director,
Division of Patient and Family Services,
Children's Hospital of Los Angeles

Judy Needham, M.A., Private Practice, Encino,
California

Melva Newman, M.S.W., Assistant Professor,
Department of Sociology, C.S.U. Los Angeles

Jeanne Obert, M.A., Associate Director, Matrix
Center, Beverly Hills, California

Stuart D. Perlman, Ph.D., Assistant Clinical
Professor, Department of Psychology, U.C.L.A.;
Private Practice, Los Angeles, California

Richard A. Rawson, Ph.D., Director, Matrix Center,
Beverly Hills, California

Sheryn T. Scott, M.A., Private Practice, Altadena
and Orange, California

Ian Shaffer, M.D., Private Practice, Encino,
California

Carol Snow, Ph.D., Private Practice, Pasadena,
California; Assistant Dean, School of
Engineering, U.S.C., Los Angeles, California

David Taylor, M.A., Private Practice, Encino,
California

Student Services

Financial Aid Officer: Betsy Kraus

Director of Business Affairs: Songsin Lee

Academic Affairs: Theresa Claudi and Margaret
Arnour

Registrar: Phil Imhoff

Trainee Placement: Jose Louis Flores

Library: Amy Greenwald

Bookstore: Margo Baxettler

* These individuals are nationally known in the field
of marriage and family therapy. They are scheduled
for special all-day classes every few years, or as their
schedules permit.

PHOTOGRAPHS BY CARLOS CHAVEZ

