

California Family Study Center

Master of Arts
1992-1993 Catalog

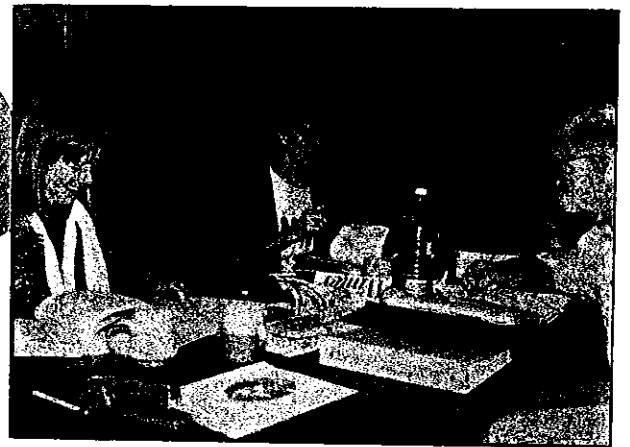
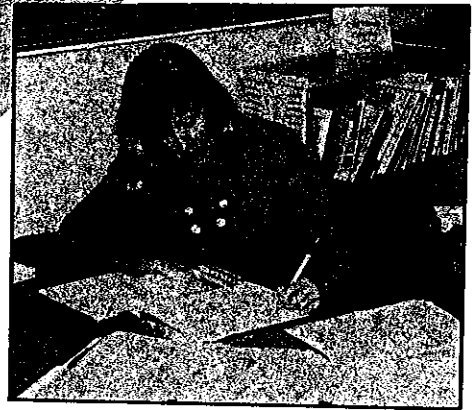
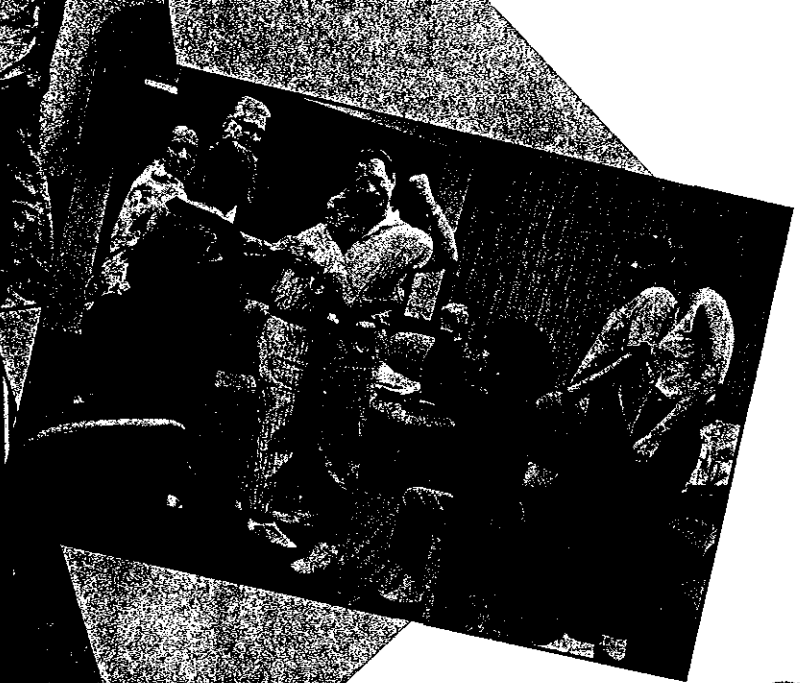
Academic Calendar

	1992-1993	1993-1994
Fall Registration	Aug 29	Aug 28
Fall Semester Begins	Sept 8	Sept 7
Winter Vacation	Dec 20- Jan 3	Dec 19-Jan 2
Spring Semester Begins	Jan 25	Jan 24
Winter Workshop Week	Feb 22	Feb 22
Spring Vacation	Apr 4-11	Mar 27-Apr 3
Spring Semester Ends (2nd yr)	May 22	May 21
Graduation	May 23	May 22
Spring Semester Ends (1st yr)	May 27	May 26
Summer Semester Begins	Jun 30*	Jun 29*
Summer Workshop Week	Jul 12	Jul 11
Summer Semester Ends	Aug 4*	Aug 3*
Graduation	Aug 4	Aug 3

* Summer semester dates may vary slightly depending Los Angeles Unified School District's closing date.

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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 California Licensure in Marriage, Family and Child Counseling.

The degree-granting M.A. program blends academics and theory with practical clinical experience. Important to our students are the weekly opportunities for observation of therapy sessions which cover 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 CFSC, acknowledging that the work

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

A strong attraction, to many of our students, is our flexible, convenient schedule. Classes are scheduled in one-day blocks each week, including a Saturday option. 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 choices may be elected.

About the Center

California Family Study Center was established in 1971 by Clinton E. Phillips, Ph.D. and his partner T. David Jansen, D. Min. The founders sought to establish a fully integrated training program using a family systems approach. The response to this program was immediate and strong. 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. In 1987, CFSC completed and occupied a new building on Laurel Canyon Boulevard, containing five classrooms, thirty-five counseling rooms, seven videotaping and play-back rooms, a library and bookstore.

Since its inception, California Family Study Center has helped over

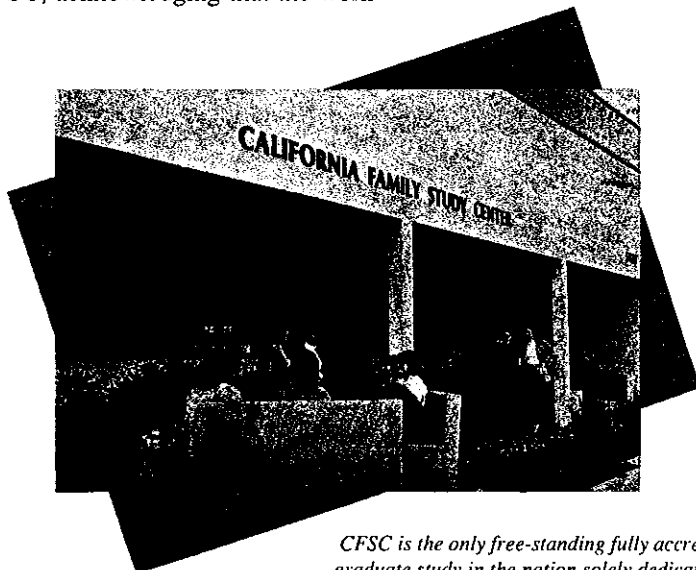


Edwin S. Cox, Ph.D.
California Family Study Center President

2,000 men and women fulfill the educational requirement for licensure as a Marriage, Family and Child Counselor. Managers, teachers, clergy, attorneys, counselors, and other professionals whose fields demand interpersonal counseling skill have benefited from training at CFSC, even if they do not specialize in marriage and family therapy. 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 leading to academic achievement. The Center enjoys a reputation for providing a program that produces capable, self-reliant clinicians.

In this catalog you will find information about California Family Study Center's specific programs, courses, costs, and enrollment procedures. The theoretical and clinical foundation of our curriculum is also discussed.

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



CFSC is the only free-standing fully accredited institute for graduate study in the nation solely dedicated to the training of marriage and family therapists.

Degree Program

CFSC's educational philosophy emphasizes a *family systems* approach to the investigation, understanding and treatment of human relationships. The M.A. program traditionally offers courses in psychological foundations of therapy, as well as contemporary concepts and techniques. These courses include theory and method presentations, case observation and demonstrations, therapeutic skills training, personal and professional development. Presentations may be made in the classroom, in a clinical setting with two-way mirrors, or in small interactive groups. 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 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.

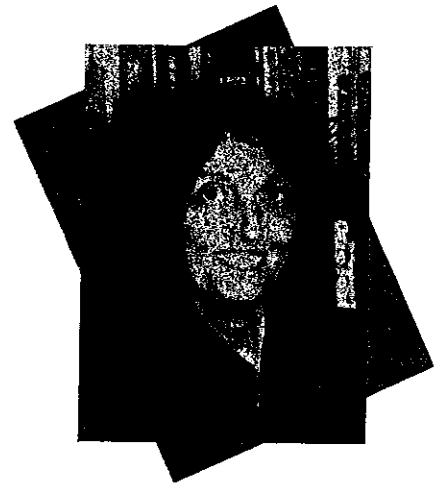
Clinically, actual cases being handled by the Center's licensed staff are observed in Case Conference and class demonstrations. CFSC provides experiential clinical opportunities for students to practice therapy with a "role-play family" of students.

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.

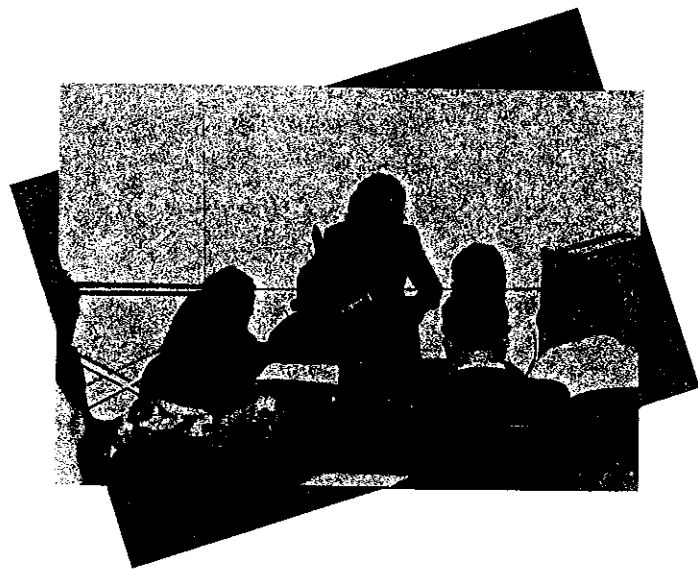
The purpose of this approach is to develop well-rounded, well-grounded professionalism in the field of marriage and family therapy. The M.A. program is open to people of all philosophical and religious persuasions. The multifaceted backgrounds of CFSC students contribute to the richness of the program.

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

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



*Christine R. Varnes, M.A.
Vice President for Academic Affairs*



The Program's Structure

Regularly scheduled coursework, is taken in once-weekly, day-long classes, and all first-year students take part in a 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 and optional in the remaining three semesters.

Case Conference enables students to observe the counseling session of a licensed therapist with an individual, a couple or family members in therapy. After the session the students and the therapist explore the therapeutic issues from the session. Discussion, role play, sculpting and group interaction are common themes in the learning experience of case conference.

Growth Group helps ensure that therapists in-training experience the process of therapy before obtaining their degree. The growth group is available to students with or without their significant others.

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.

Summer M.A. Program

California Family Study Center offers 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 8:00 a.m. to 4:00 p.m. for six weeks. Certain approved variations which allow students to attend both summer and regular programs are also available. Check with the Registrar's 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 CFSC 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.

Student's Schedule (Fall/Spring)

Academic

1. Class Day one day per week (8:00 a.m. - 4:00 p.m.)
2. Study Seminar required for the first semester but optional in the remaining semesters

Clinical/Personal Growth

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

3. Clinical Supervised Placement Begins in the third semester or sooner and occurs concurrently with six units of practicum as required by the B.B.S.E.

*Required in the first year, optional in the second year.

Course Descriptions

The courses listed below are taught in both the regular and the summer M.A. programs. It takes four semesters to complete the 48-unit M.A. program. Units are in parenthesis.

Pre-Enrollment Courses

These courses are offered to fulfill the CFSC M.A. requirements when a candidate has had insufficient course work in the social sciences.

502 Overview of Basic Principles of Therapy (1-3)

Basic principles of therapy are presented within an experiential/learning format. Hands-on experiences are designed to emphasize the basic components of effective counseling, using interpersonal skills relevant to therapeutic methods at the practical level.

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

504 Overview of General Psychological Theories (1-3)

Important general background information covering the development of psychological theories influencing present day marriage and family therapy is presented in this course.

This course is recommended for those students who have had no prior course work in psychology or family therapy and is offered through the independent studies 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 Interpersonal are among some of 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 theory and psychotherapeutic techniques. Various methods of intervention are designed to enrich couples' lives and negotiate change. Couple communication style and communication theory are taught. Use of several assessment instruments, such as the Myers-Briggs Personality Inventory, are experienced. 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 therapy. An overview of systems thinking includes current theory and methodology of family therapy. Major theories are discussed, and techniques demonstrated and practiced. Professional and legal issues are integrated into the classes. Family of origin issues, multigenerational issues and structural family therapy are demonstrated. Students attend classes Monday through Friday from 8:00 a.m. to 4:00 p.m. for six weeks. Students experience clinical practice while "Role-Playing" family members and therapists.

Second Semester

552 Sexual Adjustment and Sex Therapy (2)

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. Presentations 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 individual, couples, and families. The diagnosis and treatment of individual 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 recognitions 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 Application 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.

572 Research Methodology (2)

In this course, the logic and planning of the student's professional paper is discussed. Emphasis is placed on the critical components of general research design, reviewing appropriate literature, sampling techniques, collection, analysis, and interpretation of data, the relationship of the 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 students individual attention. The focus is on the development of individual research.



Third Semester

512 Legal and Professional Issues (1)

This course reviews aspects of California 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 organizations are discussed.

513 Applied Therapeutic Methodology I (2)

This course involves the application of various theoretical models to significant clinical issues. Through demonstration, videotape and role play, faculty members will illustrate the practical "doingness" of theories such as Minuchin, Bowen, strategic, and Satir. Students will also be offered eclectic models for dealing with basic clinical issues with individuals, couples, and families, such as conducting an initial evaluation, developing a therapeutic alliance, goal setting, evaluating progress, and termination.

536 Cross-Cultural Values and Mores (1)

Cultural patterns and behaviors are explored and clinical issues relating to these patterns are presented. Similar aspects of humankind are emphasized; 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 cultural background on his/her ability to function as a family therapist.

537 Psychopathology (1)

A basic overview of abnormal psychology is presented, including etiology, diagnosis and treatment models. The emphasis is on developing skill with DSM-III-R differential diagnosis, accenting disorders which are most commonly seen in private practice. The importance of recognizing pathology is illustrated; and the process of referral and effective cooperation within the helping professions, for the benefit the individual and the family, is investigated.

577 Tests and Measurements (2)

This course surveys tests used by therapists to diagnose and treat individuals, children, and 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 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 (4)

This program 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 Supervision



Michele Harway, Ph.D.
Director of Research

Placement (required by the B.B.S.E., see page 17). Practicum leaders facilitate student involvement with case vignettes and evaluate students' responses. Students are encouraged to integrate systems 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 the presentation of the cases, such as 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 experience and growth/training groups as well as theoretical and practical exposure to experts in the field.



*Tad Frantz, R.N., Ph.D.
Director of Systems Research*

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. A variety of clinical issues are explored including working with gay clients, resolving grief and helping step-families.

564B Alcohol and Chemical Dependency Training (.5)

This course deals with appropriate techniques for working with individuals and families in which alcoholism and chemical dependency are factors. Treatment is illustrated with case studies emphasizing the physical and sexual abuse that often occurs in chemically dependent families.

579 Professional Paper Research (2)

A professional paper 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 the marriage and family therapy field. Each student also presents his/her project to a gathering of peers and CFSC faculty members.

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 course number 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 hours toward MFCC licensure. Prerequisite for course 596 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 596 for two consecutive semesters, a request must be made to the Admissions Committee. Students who have completed their professional paper, and intend to stay in or begin a clinical supervised placement must take this course.

579B Professional Paper

Students who require extended research time and/or supervision beyond the fourth semester deadline may enroll in 579B. This course ensures use of CFSC facilities and contact guidance from the CFSC faculty while paper is being completed.

Comprehensive Oral Examination

The Comprehensive Oral Examination is required of all students near the end of the two-year program.

60-Unit M.A. Program

A 60-unit M.A. degree is awarded after the completion of the additional courses listed below.

593 Advanced Clinical Studies (3-4)

Under the direction of a faculty member, the student creates a written/video project demonstrating development of family systems theory in a clinical setting.

599 Practicum III (4-6)

See course number 597, Practicum I, third semester.

Elective Courses (2-5)

The student may fulfill the remaining course unit requirements by completing one or more of the elective courses offered by CFSC. Additionally, up to six units of approved graduate level course work from an accredited university may be transferred.

Elective Courses

CFSC offers elective courses for CFSC students, 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 *Professional Development & Continuing Education Division*.

515 Independent Research (2-3)

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

516 Independent Study (2-3)

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

517A Cross-Cultural Counseling-Advanced Practicum with Latino Families (3)

This course covers cultural issues of importance to therapists of latino families. The format 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. (Open to Spanish speaking interns and therapists.)

541 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.

543 Use of the Creative Arts in Family and Individual Therapy (1-3)

This course will include a series of experiential classes which illustrate the use of creative arts in a therapeutic setting. Use of the 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 this 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 take this course. Contact the Education Office for information on the current series.

Directed Studies Program

Most of the courses listed in this catalog are available to students not enrolled in the regular masters program via the Directed Studies Program. Coursework is assigned in a tutorial setting based on the needs and existing level of knowledge of the individual student. Directed Studies students will be expected to demonstrate the same level of mastery as students taking the course in the regular program. However, much of the coursework is done through independent reading assignments and viewing videotapes. Those registering

for Directed Studies courses must have a bachelors degree. Directed Studies may not be used to fulfill the requirements for the CFSC masters degree, although course credit is often fully transferable into other graduate programs, and meets B.B.S.E. requirements.



Patricia Edmister, Ph.D.
Director of Developmental Psychology



Katherine Wexler, M.A.
Directed Studies Program Coordinator

Admission Policies



Shelby Robison
Registrar

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 a 3.0 grade point average in upper division coursework.

Also:

4. Two letters of recommendation (not from family members).
5. A Goals Statement.
6. Attendance at one CFSC orientation meeting.

A completed application form with a non-refundable 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 must arrive in sealed envelopes. Photocopies sent by students are not acceptable, and there are no exceptions made to this rule. 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. 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 students 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 Office of the Registrar 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 the 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 Office of the Registrar for additional provisional student requirements.

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.)

Academic Policies and Regulations



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 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 Grade Point Average (GPA) must be brought back up to a 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 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 the 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 CFSC.
6. Completion of required Trainee Placement, concurrent with Practicum (this requirement will be modified for those not seeking B.B.S.E. licensure).

Transcripts

All financial obligations to CFSC 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 it becomes necessary to withdraw from the program during a semester for any reason, 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, 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.



*Thersa Cianci
Graduate Advisor, Coordinator of
Administrative Student Services*



*Lynne Azpeitia, M.A.
Director of Experiential Family Therapy Training
& Case Conference Coordinator*

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 the 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

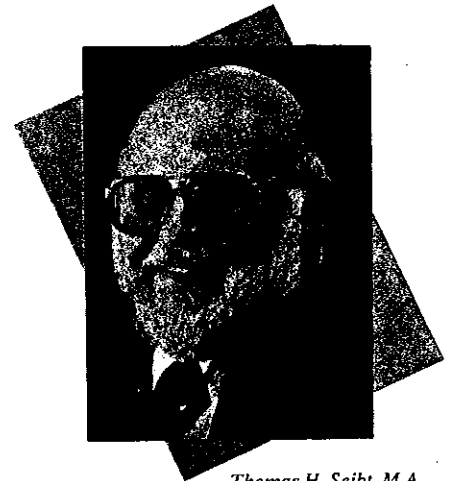
The California Family Study Center, in compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, admits students of either sex, and any race, color, religion, sexual orientation or national and ethnic origin to all rights, privileges, programs, 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, age, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs.

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 the 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 perspective employers, government agencies, credit bureaus, etc. Student and alumni applying for jobs, credit, etc., can expedite their applications by providing us with written permission to release their records and to whom the release should be made. For further details on and exceptions to the policies affecting the disclosure of student records contact the Education Office.

Academic Termination

Continuous and 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. When a student's GPA falls below a "B" average academic probation is automatic for one semester. If the GPA is raised to a "B" average during this semester the student is returned to regular standing. If the GPA is not raised to a "B" average academic termination occurs.



*Thomas H. Seibt, M.A.
Director of Post Academic Training
& Intern Supervision*

Costs and Financial Policies

Fees and Expenses*

Application Fee	\$50
Tuition Deposit	\$200
Tuition per semester unit	\$340
(The entire two-year program currently totals 48 semester units.)	
Late registration Fee	\$50
(If registering after the first week of class.)	
Case Conference (1st year/per semester)	\$275
Growth Group (1st year/per semester)	\$275
Student ID card	\$6
Graduation Fee	\$105
Returned Check Charge	\$15

VISA and MasterCard accepted.

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

Tuition Deposit

A \$200 tuition deposit is required upon the student's receipt of the CFSC pre-registration package. The deposit reserves the student a space in the program, and is applied to the tuition at the time of registration. If the student decides not to enter CFSC, 50% (\$100) will be refunded provided that you notify CFSC in writing prior to the date stated in the pre-registration package. This \$200 cannot be applied to another semester. The tuition deposit will be refunded in full if the student is denied entrance to the program. It is the policy of the 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 the \$200 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.

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

Summer Program Refund Policy

On or before the second day of class.....	80%
During the third day of class.....	60%
During the fourth day of class.....	40%
During the fifth day of class.....	20%
After the fifth day of class.....	0%



Songsin Lee
Director of Business Affairs





Betsy Kraus
Financial Aid Officer

CFSC participates in both the need-based Stafford Loan Program and Supplemental Loans for Students. This student aid is directed by the federal government and is regulated through the Department of Education. The Stafford Loan is a federally-supported low interest educational loan which entails qualifying through approved Title IV regulations. The Supplemental Loan Program is a non-need based loan available to students in good academic standing.

ELIGIBILITY FOR A STAFFORD LOAN

Students applying for a Stafford Loan initially complete a Student Aid Application for California (SAAC) and forward it to *The College Scholarship Service*. A student aid report is issued to the student through the Department of Education, and CFSC receives a certified "need analysis" report form. The College Scholarship Service. The analysis for Stafford eligibility is completed in the Financial Aid Office. 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

Financial Aid Transcripts from all schools attended since high school, (whether or not the student received any financial aid at those institutions) must be forwarded to the Financial Aid Office at CFSC. Students must be officially accepted with a letter from the Registrar's Office before the completion of the loan process.

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 an institution, the refund policies in case of withdrawal, the faculty, physical facilities of the institution, and data regarding student retention at CFSC.

Responsibilities

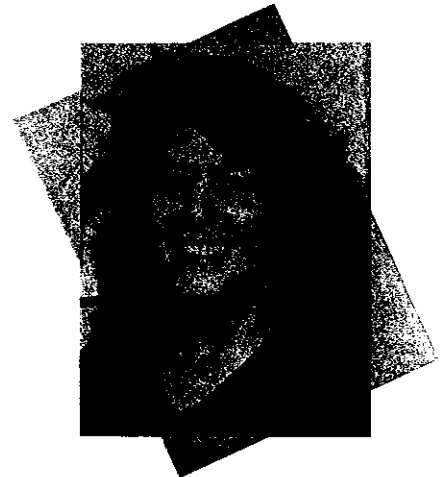
1. All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal, and notify the Financial Aid Officer of any changes in their financial or marital status, or unit load.

2. Students receiving financial aid must maintain satisfactory academic progress from semester to semester with the multiple check disbursement federal policy (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 contact the Financial Aid Officer.

Scholarship and Veteran Benefits

CFSC is an approved school for V.A. benefits. There are a limited number of these scholarships available and information for alternate loan sources is available through the Financial Aid Office.



Toni Richey
Assistant to the Vice President
for Academic Affairs

Division of Professional Development & Continuing Education

This newly founded division will be expanding offerings to meet the growing needs of the professional community. Programs scheduled for the 1992-93 academic year include the Chemical Dependency Studies Program, Narrative Therapy, Satir's Magic, Child Therapy Training, and Future Seminars with Visiting Faculty.

Chemical Dependency Studies Program

The Chemical Dependency program offers a graduate level education and training for therapists, counselors, nurses, and students who are working with families or individuals where alcohol and/or drug abuse is an issue. The family system based curriculum is designed to meet educational goals for those seeking employment as alcoholism counselors, employee assistance workers, and for mental health professionals interested in expanding their knowledge and clinical skills. All courses lead to a certificate in Chemical Dependency. CAADAC approved.

Program meets October through May. Specialty courses individually available.

Faculty: Distinguished professionals in the Chemical Dependency field.

Future Seminars with Visiting Faculty

Seminars scheduled for the 1992-93 academic year include:

Michael White - "Enigmas, Mysteries, Fascination: The Gateway to Alternative Territories"

David Epston - "Narrative Means to Therapeutic Ends"

Dates to be announced in Division of Professional Development & Continuing Education catalog.

Narrative Therapy

Non-pathology seeking, more collaborative paradigms based on conversational methods. Lives and relationships are re-authored through co-created narrative. Students will be introduced to these ideas through lecture, videotape and experiential exercises. A live family will be seen each meeting.

Program meets October through May, Monday evenings 7-10 p.m.

Preview Dates: June 9, June 27, July 10, July 25, August 10, August 29, September 19. Call for brochure.

Faculty: Jennifer Andrews, Ph.D. and David Clark, Ph.D.

Virginia Satir's Magic

Learn, experience and practice the elements of Virginia Satir's unique process of family therapy. The model's major techniques and change processes will be presented via demonstration, discussion, experiential exercises, small group work and case consultation. This ongoing weekly training group offers intensive family therapy training to therapists, interns and students as well as professionals in related fields.

Program meets Friday mornings, 10 a.m. - 12 p.m.

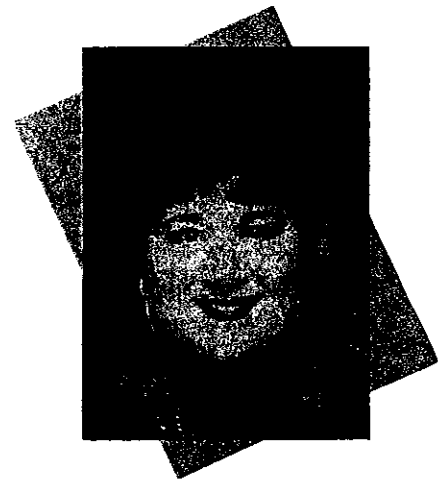
Faculty: Lynne Azpeitia, M.A.

Child Therapy Training Program

The Child Therapy Training Program is a specialized training program for mental health professionals who wish to gain expertise in working with children. Various theoretical frameworks in child psychotherapy will be explored, and participants will receive a wide variety of hands-on treatment techniques to assist them in working with children. Techniques in the areas of sandtray therapy, art therapy, story telling, and bibliotherapy, puppet therapy, drama therapy, and therapeutic metaphors will be presented.

Program meets October through January.

Faculty: Carolyn Cunningham, Ph.D.



*Jennifer Andrews, Ph.D.
Director of Professional Development
& Continuing Education Division*

For more information on these programs request the *Professional Development & Continuing Education Division Catalog* from the CFSC Education Office.

Training Programs



*Richard P. Varnes, Ph.D.
Vice President for Clinical
Services & Training*



*Hanna Chusid, Ed.D.
Director of Interns*



*José Luis Flores, M.A.
Director of Clinical Placement*

Clinical Internship Program

The Post-degree Clinical Internship Program in Marriage and Family Therapy provides in-depth clinical experiences, supervision, and training to graduates of accredited programs in Marriage and Family Therapy and professionals with other mental health counseling licenses. This internship program provides the structure necessary to allow the client contact hours to meet and substantially exceed the requirements of the Board of Behavioral Science Examiners. Each intern is required to attend 2-3 hours of seminar training, two hours of group supervision, and one hour of individual supervision every week. Clients are assigned by way of intern availability and interns are encouraged to treat as many clients as their hours of availability will comfortably allow. Most of our supervisors are "AAMFT Approved" and have many years experience in the training and supervising of Marriage and Family Therapists.

Intern selections are made on an ongoing basis throughout the year. An intern selection committee evaluates each intern application and the applicants are notified within 60 days as to the availability of space and their suitability for our program. Intern applicant trainability is of primary importance in the selection of candidates to the program.

The academic training portion of the internship program consists of twelve units of coursework over a two-year period. The intern seminars combine didactic presentations with experiential learning. Emphasis is on learning through active participation.

This program provides the intern with as much experience as possible in both private practice and agency practice. Outcome studies have shown that the graduates of this program are significantly more successful than others.

For further information and application forms please contact the Post-Degree Training Officer.

The CFSC Trainee Program

Those students that have not yet graduated from an appropriate masters degree program but need to acquire hours for their practicum experience must find a suitable placement prior to the completion of the Masters Degree in Marriage and Family Therapy. The California Family Study Center offers such a program for a limited number of the students. This program includes a group supervision session, a training session and individual supervision as necessary. Applications are taken for this program during the second semester so that students can begin acquiring direct handling experience early in the program.

For more information please contact the Trainee Program Information Coordinator.

Trainee Clinical Placement Program

CFSC provides a valuable linkage with community resources and professional activities through the office of Clinical Placement Service (CPS). CPS staff inform students of the state licensing regulations and procedures for marriage and family therapists. Several informative forums are scheduled throughout the year to keep students current on regulatory and legislative changes.

Clinical Placement Services guides students in registering as MFCC trainees with the state's Board of Behavioral Science Examiners and in complying with applicable requirements and procedures. CPS also assists students in acquiring supervised clinical training (traineeships) in counseling centers, schools, mental health programs, and hospitals throughout Southern California. Because of their strong foundation in family systems, CFSC student-trainees are much valued by these clinical placement agencies.

Student Services



Mark Stover, M.L.S.
Library Director

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 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.

Bookstore

The CFSC Bookstore carries requested 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 normal bookstore hours, may arrange to have material 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 Fall and Spring Semesters as follows: Tuesday through Thursday 12:00 to 1:00 p.m., Monday and Thursday evenings from 4:00 to 7:00 p.m. and Saturdays 12:00 to 1:00 p.m. and 4:00 to 4:30 p.m.

During Summer Session the bookstore is open Monday, Wednesday and Thursday 12:00 to 1:00 p.m. These hours are extended for the students' convenience during registration. Please call (818)-509-5959 ext. 102 for current bookstore hours.

Bookstore 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 Procedure. Faculty and staff members will assist in finding and appropriate clinical setting for dealing with personal growth issues and psychotherapy.



The CFSC Bookstore, managed by Margo Boetticher, carries text books as well as books appropriate for clients.

Administration and Faculty

Board of Trustees

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Christine R. Varnes, M.A., Vice President for Academic Affairs
Richard P. Varnes, Ph.D., Vice President for Clinical Services and Training
Jennifer Andrews, Ph.D., Director of Professional Development & Continuing Education Division
Lynne M. Azpeitia, M.A., Director of Experiential Family Therapy Training and Case Conference Coordinator
Hanna Chusid, Ed.D., Director of Interns
Patricia Edmister, Ph.D., Director of Developmental Psychology
José Luis Flores, M.A., Director of Clinical Placement & Professional Liason, Clinical Supervisor, Program Director Child Abuse Services
Tad Frantz, R.N., Ph.D., Director of Systems Research, Clinical Supervisor
Michele Harway, Ph.D., Director of Research, Clinical Supervisor
Mark Stover, M.L.S., Library Director
Thomas H. Seibt, M.A., Director of Post Academic Training & Intern Supervision, Clinical Supervisor
Katherine Wexler, M.A., Clinical Supervisor, Directed Studies Program Coordinator

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
Linda Glick, M.A., Private Practice, Sherman Oaks, California
Nan Gold, M.A., Private Practice, Toluca Lake, California
Nancy Golden, M.A., Private Practice, Sherman Oaks, California
Bill Kaufman, M.A., Private Practice, Venice, California
Moon Kerson, Ph.D., Clinical Supervisor, Private Practice, West Los Angeles, California
Jan Larsen, M.A., Clinical Supervisor, Private Practice, Santa Monica, California
Lee Lipp, Ph.D., Clinical Supervisor, Private Practice, Sherman Oaks, California
Robert Mann, M.A., Private Practice, Toluca Lake, California
Helen Meek, M.A., Private Practice, Sherman Oaks, California
Lynn Meek, M.A., Private Practice, Sherman Oaks, California
Robin Ribakoff, M.A., Clinical Supervisor, Private Practice, Sherman Oaks, California
William Rolfe, M.A., Private Practice, Westwood, California
Brenda Underhill, M.A., Faculty, Chemical Dependency Studies Program, Executive Director, Alcoholism Center for Women, Los Angeles, California

Visiting Faculty

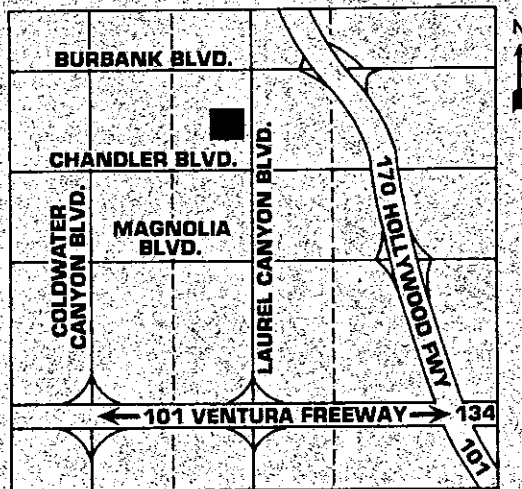
- Ali Abu-Bekr, M.A.**, Private Practice, Sherman Oaks, California
- Lucinda Alibrandi, Ph.D.**, Instructor, Saddleback College, Department of Health Science and Human Services, Private Practice, Orange County
- Maxine Baker-Jackson, J.D.**, Los Angeles City Family Court System, Los Angeles, California
- Arthur Bernard, M.A.**, Private Practice, Sherman Oaks, California
- Yetta Bernard, Ph.D.**, Private Practice, Sherman Oaks, California
- Claudia Black, M.S.W., Ph.D.**, Education Consultant, Laguna Beach, California
- Margo Boetticher, M.A.**, Private Practice, Sherman Oaks, California
- Ellen Brennan, Ph.D.**, Private Practice, Pasadena, California
- Carlfred Broderick, Ph.D.**, Director of Marriage and Family Counseling Program, U.S.C., Los Angeles, California
- Stanley Caplan, Ed.D.***, Private Practice, Albuquerque, New Mexico
- Sam Chan, Ph.D.**, Director of Psychological Services Center, California School of Professional Psychology, Alhambra, California
- Jeanie Cohen, M.A.**, Private Practice, Woodland Hills, California
- Cynthia Cooley, M.A.**, Private Practice, Seattle, Washington
- Mario de Salvo, M.A.**, Private Practice, Sherman Oaks, California
- Jennifer B. El-Warari, Ph.D.**, Los Angeles, California
- David Epston, M.A.***, Family Therapy Centre, Auckland, New Zealand
- Ester Gilles, MSW, LCSW**, Advisor to National Center on Child Abuse and Neglect, Advisor to Child Maltreatment & Family Violence Program, UCLA, Los Angeles, California
- Melba Finkelstein, Ph.D.**, Hypnotherapist, Private Practice, Gardena, California
- Les Forman, Ph.D.**, Northridge Hospital, Private Practice, Tarzana, California
- Kristi Frederickson, M.A.**, Private Practice, Simi Valley, California
- John Gladfeltner, Ph.D.***, Associate Professor of Psychology, Department of Psychiatry, University of Texas, Dallas, Texas
- Michael Glasser, M.D.**, Private Practice, Encino, California
- Shirlee Gomer, M.A.**, Founder/Director California Psychodrama Counseling Institute, Los Angeles, California
- James Harper, Ph.D.**, Brigham Young University, Provo, Utah
- Margaret Hoopes, Ph.D.**, Brigham Young University, Provo, Utah
- 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 Womens' University, Denton, Texas
- Jim Juhan, M.A., D. Men**, San Francisco, 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, California
- 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
- Rex Reece, M.A., MFCC**, Private Practice, West Hollywood, California
- Sheryn T. Scott, M.A.**, Private Practice, Altadena and Orange, California
- Ian Shaffer, M.D.**, Private Practice, Encino, California
- Carole Snow, Ph.D.**, Private Practice, Pasadena, California, Assistant Dean, School of Engineering, U.S.C., Los Angeles, California
- Michael White***, Dulwich Centre, Adelaide, Australia
- Karen J. Williams, Ph.D.**, Drew Child Development Center, Child Abuse Treatment Center, Los Angeles, California

*These individuals are nationally and internationally known in the field of marriage and family therapy. They present special all day classes as their schedules permit.

Student Services

- Financial Aid Officer: Betsy Kraus
Director of Business Affairs: Songsin "Sam" Lee
Academic Affairs: Theresa Cianci
Registrar: Shelby Robison
Trainee Placement: José Luis Flores
Library Director: Mark Stover
Bookstore: Margo Boetticher

Photographs by Anthony Migliore



California Family Study Center
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