

California Family Study Center

Master of Arts
1995-1996 Catalog

Academic Calendar

	1995-1996	1996-1997
Fall Registration, Semester 1	August 26, 29 & 31	August 24, 27 & 29
Fall Registration, Semester 3	August 26	August 24
Fall Semester Begins	September 5 - 9	September 3-7
Winter Vacation	December 17 - January 1	December 18 - January 1
Winter Registration, Semester 1	January 6	January 4
Winter First Semester Begins	January 10 & 13	January 8 & 11
Winter Registration, 2nd & 4th Semester	January 20	January 18
2nd & 4th Semester begin class	January 23 - 27	January 21 - 25
Winter Workshop Week	February 20 - 24	February 18 - 22
Spring Vacation	March 31 - April 7	March 23 - 30
2nd Semester Registration	May 4	May 3
Summer 2nd Semester Begins	May 8 & 11	May 7 & 10
Spring Semester Ends (2nd Year)	May 18	May 17
Graduation	May 19	May 18
Spring Semester Ends (1st Year)	May 23	May 22
Summer 3rd & 4th Semester Begin	June 26*	June 25*
2nd Semester Vacation	July 1 - 6	June 30 - July 5
Summer Workshop Week	July 10 - 13	July 9 - 12
Summer Semester Ends	July 31	July 30
Graduation	July 31	July 30
2nd Semester Ends	August 14 & 17	August 13 & 16

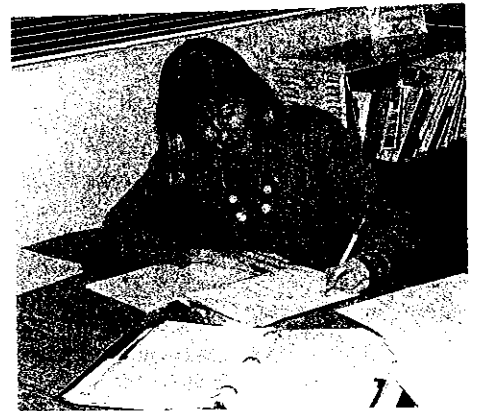
*Summer Semester dates may vary slightly depending on Los Angeles Unified School District's closing date.

Table of Contents

Name Change.....	2
What Distinguishes Our Program.....	3
Master of Arts Degree Program.....	4
The Program's Structure.....	5
Clinical Supervised Placement.....	5
M.A. Program Options.....	5
Pre-enrollment Courses.....	6
Course Descriptions.....	6-10
Elective Courses.....	10
Directed Studies Program.....	10
Admission Policies.....	11
Academic Policies.....	12-13
Requirements for Graduation.....	12
Costs and Financial Policies.....	14
Financial Aid.....	15
Student Services.....	16
Training Programs.....	17
Division of Professional Development.....	18
Faculty.....	19-20
Application.....	21
Goals Statement.....	23
Recommendation Forms.....	25-27

Name Change

As this catalog goes to press, we are excited about plans to finalize the adoption of Phillips Graduate Institute for the new name of California Family Study Center. California Family Study Center was founded in 1971 by Clinton E. Phillips for the purpose of providing the best possible graduate education in family therapy and human relations. The new name will honor our founder, reflect growth in our institution and describe the main purpose of our programs, graduate-level education.



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 (WASC), and meets all academic requirements of the Board of Behavioral Science Examiners (B.B.S.E.) for California Licensure in Marriage, Family and Child Counseling.

The degree-granting M.A. program blends academics and theory with practical clinical experience. Students appreciate the weekly observation of therapy sessions which cover experiential and theoretical aspects of interpersonal and intrapersonal therapy. Through emphasis on a balanced approach to therapy students form their own unique theoretical position. By adopting a *family systems approach*, CFSC's 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 CFSC, acknowledging that the work of a counselor cannot be "walled off" from the daily concerns of family.

To many of our students, the flexible, convenient schedule is a strong attraction. Classes are scheduled in one-day blocks each week, and include a Saturday option. This structure makes the program accessible to students who have work obligations and to those who must drive long distances. The two-year M.A. program sequence, a four-year summer sequence, an 18-month option, or a combination of choices are offered.

About the Center

California Family Study Center was established in 1971 by Clinton E. Phillips, Ph.D. and T. David Jansen, D. Min. The founders sought to establish a fully integrated training program using a family systems approach. 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. In 1995 the name was changed to Phillips Graduate Institute.

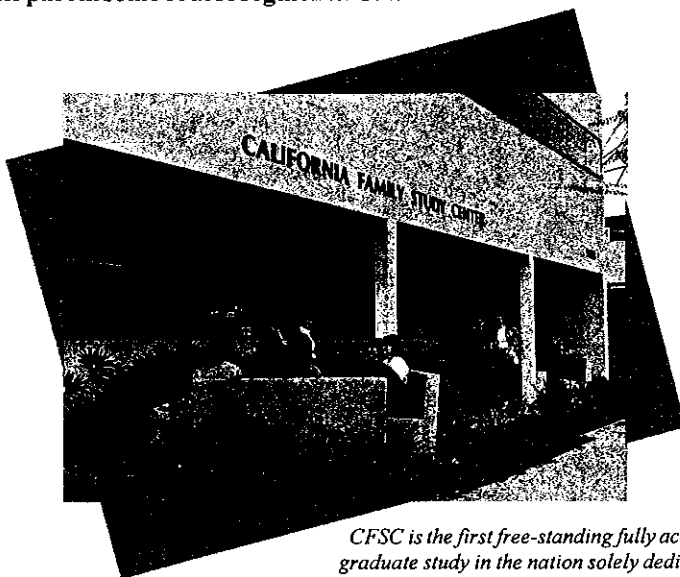


Edwin S. Cox, Ph.D.
President

Since its inception, California Family Study Center has helped over 2,500 men and women fulfill the educational requirement for licensure as Marriage, Family and Child Counselors. Managers, teachers, clergy, attorneys, doctors, counselors, and other professionals whose fields demand interpersonal counseling skills have benefitted from training at CFSC, even if they do not specialize in marriage and family therapy. With more than two decades of experience behind us, we may safely say that California Family Study Center has been instrumental in raising the standards for training in the field of Family Therapy. Students immediately become involved in clinical work, accelerating learning and academic achievement. The Center enjoys a reputation for providing 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 ext. 251 for the dates and times of these meetings.



CFSC is the first 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 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 are 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, first-hand experiential learning, and personal and interpersonal growth. This structure allows family therapy students to integrate the methods and theoretical stances that 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 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. Students participate in a Clinical Supervised Placement approved and evaluated by CFSC.

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 professionals in the field of Marriage and Family Therapy. The M.A. Program is open to people of all philosophies and religions. 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 California state 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 additionally scheduled study seminars and monthly growth groups.

Enrollment begins in September or January. Both start dates have a Saturday option.

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

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

Practicum/Case Conference for second semester students, includes the experiences listed under Case Conference and Practicum for students who have Clinical Supervised Placements.

Growth Group ensures that therapists in-training experience therapy as clients 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.

Summer M.A. Program

California Family Study Center offers a Summer M.A. Program in Marriage and Family Therapy. Students can earn a Master's Degree in four summer semesters by attending classes Monday through Friday 8:00 a.m. to 4:00 p.m. for six weeks.

Students in this M.A. Program participate in a supervised counseling program within their own region during the non-summer months. Those seeking B.B.S.E. licensure in the state of California must enroll in Field Study/Practicum concurrently with any Clinical Supervised Placement. Some assignments continue throughout the non-summer months.

M.A. Program Options

2-Year M.A. Program

California Family Study Center's 2-year M.A. Program option begins in September and ends in May. The program follows the structure listed below.

18-Month Option

Students who participate in the 18-month M.A. Program (January to May) can earn a Masters Degree by continuing to attend class throughout the summer. The program is equivalent to the regular 2-year M.A. program. Certain approved variations allow students to move between both programs. Check with the Education Office for special requirements.

Summer M.A.

A four-summer six week intensive M.A. is offered in consecutive summers. Students from other states or countries and teachers enjoy this option.

60-Unit M.A.

A 60-unit M.A. is available for those who wish to develop a specialty in one of our advanced clinical programs. Details of these options are listed on pages 9-10 and in the PACE catalog.

Student's Schedule (Fall/Spring)

Academic

- | | |
|------------------|---|
| 1. Class Day | one day per week
(8:00 a.m. - 4:00 - 4:30 p.m.) |
| 2. Study Seminar | required for the first semester but optional in the remaining semesters |

Clinical/Personal Growth

- | | |
|---|---|
| 1. Case Conference* and Practicum/Case Conference | one day per week for three hours (time to be arranged) |
| 2. Growth Group* | Total 45 hours, approximately once per month, daytime or evenings, 4-6 hours (time to be arranged) |
| 3. Clinical Supervised Placement | may begin after 12 units of M.A. coursework and must occur concurrently with a Practicum course. At least six units or more of practicum are required by the B.B.S.E. |

(The Center reserves the right to make changes in this schedule.)

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

Course Descriptions

The courses listed below are taught in all M.A. programs. It takes four semesters to complete the 48-unit M.A. program. The 60-unit M.A. program is on page 9. Units are in parentheses.

Pre-Enrollment Courses

These courses may fill CFSC M.A. requirements when a candidate has insufficient social sciences courses.

501 Written Fluency for Therapists-to-Be (1-2)

This course will help students express their thoughts on paper for writing the types of papers required in the M.A. Program. Recommended for students who have been away from school for a few years or who would like to sharpen their writing skills.

502 Principles of Therapy - Experiential Format (1-3)

Basic principles of therapy are presented within an experiential/learning format. Hands-on experiences are designed to emphasize effective counseling, and the use of practical interpersonal skills.

Recommended for students with little or no previous therapeutic experience. Any interested students may enroll.

503 Preparation for Graduate School (1-2)

Section A: Time management for students Professional Study Skills: Explores methods for effective note-taking, use of readings, and study skills. Various types of exams and papers are covered. This course benefits those with test taking and/or paper writing anxiety.

Section B: Critical Thinking: Teaches comprehending what is important and critically assessing the potentials and limitations of the material. This covers the assessment and synthesization of textbooks and professional literature.

504 Overview of General Psychological Theories (1-3)

Psychological theories which influence present day marriage and family therapy is presented in this course. This course is recommended for students with no prior course work in psychology or family therapy.

First Semester

506 Introduction to Marriage and the Family (1)

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 (2)

This course explores psychological concepts and research on personality and behavior change. Theories and concepts covered include psychodynamic, learning theory and humanistic-existential models. The focus includes individual therapy styles, conditions leading to change, helper characteristics, and the therapeutic milieu.

508 Pragmatics of Psychotherapy (1)

A basic orientation to the psychotherapy process including establishing a therapeutic contract, understanding confidentiality, avoiding dual relationships, and ethical handling of financial issues.

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 Sociometry are some of the theories discussed, demonstrated, and experienced. Interpersonal theories of personality and group therapy are also included. 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 Couple Therapy (1)

This course examines theory and psychotherapeutic techniques for working with intimate partnerships. 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 Dyadic Adjustment Scale and the Myers-Briggs Personality Inventory, are experienced. Current research findings are also reviewed. Students practice their therapy skills with "role-playing" couples.

558 Human Growth and Development (3)

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 provides practical information on development of young children and adolescents as individuals within a family.

571 Family Therapy (3)

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 within a Metaframeworks perspective, and techniques are demonstrated and practiced. Professional and legal issues are integrated into the classes. Family of origin issues, multigenerational issues and structural family therapy are demonstrated. Tests for diagnosis and treatment of individuals and families are used. 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 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)

Treatment for the child and the adolescent in the family system is emphasized. 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 include the diagnostic criteria of the DSM-IV, 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 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, Michael White and other therapists who operate within 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.

Instructors work with students in small groups. The focus is on the development of individual research.

573 Practicum/Case Conference (1)

This program provides students with an opportunity for ongoing discussions concerning ethical practices and case management. The supervisor/supervisee responsibilities and duties in a Clinical Supervised Placement are discussed. After observing counseling sessions therapeutic issues are explored.



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. Aspects of test construction (e.g. validation, item analysis and test use, scoring and interpretation of results) are practiced.

536 Cultural Differences: Dealing With Ethnicity, Gender, and Sexual Orientation in Therapy (2)

Marriage, Family and Child Therapists must be prepared to counsel clients from a multiplicity of cultural backgrounds. This course guides students in focusing on their own culture of origin, to help them become aware of their own heritage, and increase their appreciation of the impact cultural differences have on each individual (encompassing racial, ethnic, gender, religious heritage, sexual orientation or socioeconomic status). In addition, the course will emphasize specific therapeutic skills needed for working successfully with clients from a variety of the aforementioned cultural domains.

537 Psychopathology in Individuals and Families (2)

Initially, this course surveys abnormal psychology -- the etiology, diagnosis and treatment of mental disorders -- from the individual perspective of the DSM IV. Students develop their skills in differential diagnosis, particularly with the disorders most commonly treated by family therapists. Next, the connection between individual pathology and problematic relationships is explored. Students become familiar with test instruments useful in the assessment of individual and systemic problems. Case studies illustrate the importance of recognizing pathology, and of treatment planning which includes referral to and cooperation with other mental health practitioners.



Richard Varnes, Ph.D.
Vice President for Organizational
Information Systems

597 Practicum I (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 Supervised 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 into 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.



Michele Harway, Ph.D.
Director of 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 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 (2)

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 family of origin work, 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 (2.5)

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 papers are placed in the CFSC Library.

598 Practicum II (4)

See course number 597, Practicum, third 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 M.F.C.C. licensure. Prerequisite for course 596 is the completion of at least one semester of coursework at CFSC and trainee readiness approval from the Faculty Review Committee. Students who have completed their

professional paper, but have other outstanding assignments or commitment and intend to attend 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 must enroll in 579B. This course ensures use of CFSC facilities and contact guidance from the CFSC faculty while the professional paper is being completed.

Comprehensive Written and Oral Examinations

The Comprehensive Written and Oral Examinations are required of all students near the end of the two-year program.

60-Unit M.A. Program

Courses in the 60-unit M.A. Program are agreed upon by the student and the faculty advisor. The appropriate combination from the following courses, PACE offerings, and independent studies may be crafted to fit the specific program designed for the student.

693 Advanced Clinical Studies (3-6)

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

699 Practicum III (4-6)

See course number 597, Practicum, third semester.

6XX Elective Courses (2-6)

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 coursework 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 Advancement & Continuing Education Division (PACE)*.

615 Independent Research (2-3)

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

616 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 and evaluated by a faculty advisor.

617A Cross-Cultural Counseling-Advanced Practicum with Latino Families (3-6)

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.)

641 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 in-

cluded. Demonstrations and face-to-face therapy by the participants help integrate the concepts and methods.

643 Use of the Creative Arts in Family and Individual Therapy (1-4)

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.



Katherine Wexler, M.A.
Directed Studies Program Coordinator



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



Patricia Edmister, Ph.D.
Director of Developmental Psychology

Admission Policies

Admission 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 and a written goals statement are required.

Official transcripts of all college work must be sent to the CFSC Admissions Office directly from the previous institution(s) attended by the student. The transcripts must bear the institution's original 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 in the social sciences (12 units). 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 course-work in the behavioral sciences at an accredited institution. CFSC pre-enrollment classes may be taken to fulfill this requirement. 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.
3. Applicants requesting provisional acceptance must provide a third letter of recommendation.

Contact the Office of the Registrar for additional provisional student requirements.

Post M.A. Students

CFSC offers post-M.A. students courses needed to fulfill B.B.S.E. requirements when that student's graduate program did not cover specific material to the satisfaction of the B.B.S.E. Enrollment is subject to the approval of the Vice President for Academic Affairs, and is limited.

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.)



CFSC Core Faculty

Academic Policies and Regulations



Grades and Grade Averages

The M.A. program grading system includes “pluses” and “minuses” for grading point values. The system is:

<u>Grade</u>	<u>Grade Point Value</u>
A.....	4.000
A-.....	3.667
B+.....	3.333
B.....	3.000
B-.....	2.667
C+.....	2.333
C.....	2.000
C-.....	1.667

No credit is given towards Master's Degree work which earns less than a “C-”. Students who have less than a 3.0 grade point average for any semester will be put on academic 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.

A grade of “C” or lower can be raised to a “B” grade upon successful completion of a specific paper designed for each assignment. This ensures that the student has the opportunity to learn the required material and is not permanently penalized with a less than satisfactory grade.

Incompletes

An “Incomplete” (I) 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.”

A “Permanent Incomplete” results when incomplete coursework is not made up or when a required assignment is not submitted.

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, the 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 or 60-unit program with a grade point average of “B” or better.

4. Completion of Case Conference, Growth Group, Practicum/Case Conference, Practicum, and Study Seminar attendance requirements.

5. Payment of all financial obligations to CFSC.

6. Completion of required Clinical Supervised Placement concurrent with Practicum (this requirement is modified for those not seeking B.B.S.E. licensure).

7. Return of all Library materials.

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 \$5.00 for the first transcript copy and \$3.00 for each additional copy requested at the same time. (Make check payable to the California Family Study Center.) Transcripts take 2 to 4 weeks to complete.

Completion of Coursework for Fulfillment of BBSE Requirements

Coursework must be completed within two weeks of the last day of full time enrollment in order for the graduation date to be effective that semester.



*Theresa Cianci, M.A.
Graduate Advisor, Coordinator of
Administrative Student Services*

Coursework submitted after two weeks will result in a graduation date effective at the close of the next semester. For students in a Clinical Supervised Placement, the B.B.S.E. requires concurrent enrollment in a practicum; therefore, during this additional semester, enrollment in course 596 is required.

BBSE Intern Registration Requirements

Students are fingerprinted when they first register with the B.B.S.E. upon completion of the Masters Program. The B.B.S.E. requires that graduates applying for intern registration must submit the completed application - including transcripts - within 90 days of the date of graduation. Failure to adhere to this requirement will result in loss of intern hours earned from the date of graduation to the date that the intern receives the intern registration number.

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, the Business Office, and the Financial Aid 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.

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

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 Registrar.

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. 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.

Costs and Financial Policies

Fees and Expenses*

Application Fee	\$50
Tuition Deposit	\$250
Tuition per semester unit	\$400
(The entire four-semester program currently totals 48 semester units.)	
Late registration Fee.....	\$50
(If registering after the first week of class.)	
Case Conference	
(1st year/per semester)	\$300
Growth Group	
(1st year/per semester)	\$300
Couples Growth Group	
Significant other fee (per hour).....	\$6
Practicum Administrative Fee	
(2nd, 3rd, 4th semesters).....	\$150
Student ID card.....	\$10
Graduation Fee	\$110
Returned Check Charge.....	\$10
Materials Fee.....	\$25

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 \$250 tuition deposit is required upon the student's receipt of the CFSC pre-registration package. The deposit reserves a space for the student in the program, and is applied to the tuition at the time of registration. If the student decides not to enter CFSC, 50% (\$125) will be refunded provided that the student notifies CFSC in writing prior to the date stated in the pre-registration package. This \$250 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 deferred payment.

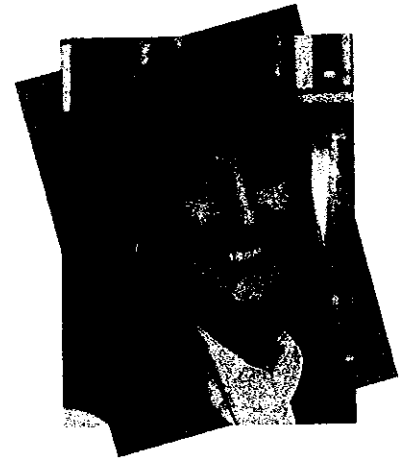
Refund Policy

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 \$250 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 four weeks of classes.....	80%
During the fifth week of class.....	60%
During the sixth week of class.....	40%
During the seventh week of class.....	20%
At the eighth week of class and thereafter.....	0%

Summer Program Refund Policy

On or before the fourth day of class.....	80%
During the fifth day of class.....	60%
During the sixth day of class.....	40%
During the seventh day of class.....	20%
At the eighth day of class and thereafter.....	0%



Nora Valentina B.S.
Controller





*Cynthia Koski, B.S.
Financial Aid Officer*

ALL students are eligible for either a Subsidized Stafford Loan (interest paid by the federal government while in school) or Unsubsidized Stafford Loan (interest assumed by the student while in school). This student aid program is directed by the federal government and is regulated through the Department of Education.

Eligibility Determination For Stafford Loans

Students submit a "Free Application for Federal Student Aid" (FFSA) in order to receive a Student Aid Report (SAR), or may submit the application to the Financial Aid Office with a copy of their previous federal tax returns in order to receive an Electronic Student Aid Report (ESAR). The SAR/ESAR determines "need based" or "non -need based" Stafford eligibility. SAR's must be submitted to the financial Aid Office in order to apply for a student loan and ESAR's are received by 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. Holders of student visas are not eligible for student 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").

3. 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 Arden-Richey, M.A.
M.A. Program Coordinator*



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 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 required texts and materials in addition to a wide selection of recommended books in the helping professions. 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., Tuesday and Thursday evenings from 4:00 to 6:30 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 Wednesdays and Saturdays, 12:00 to 1:00 p.m., and Tuesday and Thursday evenings from 4:00 to 6:30 p.m. These hours are extended for the students' convenience during registration. Please call (818)-509-5959 ext. 102 for more information.

Bookstore Refund Policy

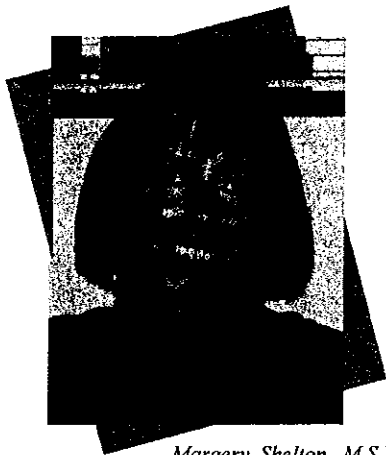
Once purchased, books and other materials are the property of the student. New, unmarked books may be returned to the bookstore for a full refund within 30 days of purchase. Returned books must be accompanied by the receipt.

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 an 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.



Margery Shelton, M.S.W.
Director of Clinical Training
Programs



Thomas H. Seibt, M.A.
Associate Director of
Clinical Programs



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

Clinical Placement Service

Office of Clinical Placement Services

CFSC's Office of Clinical Placement Services (CPS) provides students with a valuable link to community resources and professional activities. CPS staff informs students of the State Board of Behavioral Science Examiners (BBSE) licensing regulations and procedures for licensure as a Marriage, Family and Child Counselor (MFCC). CFSC assists students in acquiring approved supervised clinical placements (traineeships) throughout Southern California.

Practicum Experience

CFSC students seeking MFCC licensure are required to acquire hours of practicum experience in an approved placement prior to the completion of the masters degree. The practicum experience, part of the student's clinical training, allows the students to provide client services under the supervision of licensed professionals. CFSC's approved training sites include counseling centers, schools, mental health programs and hospitals. Students may begin their practicum experience after they have completed their first semester and have been designated by CFSC as **trainees** ready to begin clinical training. Students seeking licensure by the California BBSE must be in a traineeship by the start of their third semester.

CFSC Placements

CFSC Clinical Training Programs

CFSC offers four clinical training opportunities under the direct supervision of licensed CFSC supervisors.

Clinical Trainee Program. This program teams trainees as co-therapist to provide individual, couple and family counseling. Videotaped sessions maximize training and supervision. Openings: 8.

School Counseling Program. Trainees provide counseling services to students and the students families, for local elementary schools. Training and supervision is provided at CFSC. Openings: 16

Children's Therapy Program. Trainees in this program provide group and

individual therapy to children with impulse control problems. Trainees receive training through observation and co-therapy participation with MFCC Interns. Openings: 8

Spanish-Speaking Program. This program offers Spanish-speaking counseling services to families, couples and children. Training includes co-therapy participation and observation of clinical sessions.

Clinical Internship Program

CFSC provides two Post-Degree Clinical Internships in Marriage and Family Therapy: The general **Clinical Internship** and the **Brief Therapy Internship**. Both provide in-depth clinical experiences, supervision, and training to graduates of accredited programs in Marriage and Family Therapy and professionals from other mental health disciplines. Our supervisors have extensive experience in the supervision of clinicians of all disciplines, and most are AAMFT-Approved Supervisors.

The Brief Therapy Clinical Internship teaches Brief Therapy practice and theory. Interns are required to take (or have taken) the year-long Brief Therapy Training course through PACE. The supervision is done from the Brief Therapy model.

Interns have the opportunity for experience in individual, couple, family and group therapy with adults and children. They also have the opportunity to work in the Spanish-Speaking Program, the Children's Therapy Training Program, or the School Counseling Program.

Intern selections are generally made in the Spring of each year. Internships require a one-year commitment.

The academic training portion of both Internship programs consists of twelve units of coursework over a two-year period. Emphasis is on learning through active participation.

CFSC's internships afford the opportunity to meet or exceed the requirements by the Board of Behavioral Science Examiners to sit for licensure. Outcome studies have shown that the graduates are significantly more successful than others.

For further information and applications, please contact Janet Nesel, Clinical Administrative Coordinator.

Division of Professional Advancement & Continuing Education

The Professional Advancement and Continuing Education Division (PACE) at California Family Study Center offers certificate and extension programs, and continuously develops new departments and programs. This growing division is designed to be responsive to the changing needs, schedules and expanding awareness of our community and conforms to the upcoming requirements for Mandatory Continuing Education (MCE). Each PACE catalog provides a comprehensive schedule of programs designed to introduce and update ideas and practices to keep PACE with our changing field.

Since 1971, CFSC has offered a WASC accredited master's degree program in Marriage, Family and Child Therapy, that meets all BBSE academic requirements for state licensure.

We are building a foundation of departments, certificated programs, courses, workshops and special events that will serve the community of CFSC graduates, as well as other therapists, educators, counselors, nurses and students interested in expanding their knowledge base and clinical competence.

PACE operates as an autonomous entity within CFSC, under the direction of Jennifer Andrews, Ph.D. All classes are conducted at the graduate level and will be graded pass/fail unless the student requests a grade from the instructor on the first day of class. Transcripts for completed courses will be available through PACE by written request at a nominal fee. Classes are credited in either semester units or contact hours to accommodate persons seeking CEUs and others wanting to transfer credits. To receive semester credits, arrangements for a "work product" must be made with the instructor, in advance.

We are approved by the Board of Registered Nursing to grant continuing education credit for all PACE courses (Provider #CEP10867), and our Chemical Dependency department is approved by the California Association of Alcohol and Drug Abuse Counselors (CADCEP provider #2N-860550596)

We look forward to bringing you courses that represent both basic and innovative learning in the field of Marriage and Family Therapy. We hope to bring diversity of orientation offered by well qualified faculty.

Request the current PACE catalog for detailed description of the following certificated programs and additional offerings.

- Child Therapy Training**
- Adolescent Therapy Training**
- Supervision of Supervision (Pre-approved by A.A.M.F.T.)**
- Narrative Therapy Training**
- Brief-Solution Focused Therapy Training**

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 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 certificate in Chemical Dependency. CAADAC approved. Program meets year-round. Specialty courses individually available. Faculty consists of distinguished professionals in the Chemical Dependency field.

PACE has also developed and is currently offering a series which we call "Saturday Morning Samplers". These are 3-hour, low cost, low commitment training opportunities which focus on a wide variety of contemporary and prominent topics such as: **Adult ADD (Attention Deficit Disorder), Understanding the DSM-IV, Introduction to Art Psychotherapy/Developmental Assessment Workshop, Crisis Management and the Older Adult, Metaframeworks: The Three Hour Tour, Conversational Hypnosis for Nonhypnoterapists, Differentiation Made Easy: Bowen Theory, Domestic Violence, Working with and Identifying Gang Members, AIDS: Empowerment in the Face of Disease, The Post-3,000 Hours Ritual: Preparing to Apply for the MFCCE Exam, Understanding and Working with Suicidal Elders, Effective Short-Term Cognitive-Behavioral Interventions: The State of the Art, and PTSD (Post Traumatic Stress Disorder) and the Borderline Profile.**

Perhaps you can imagine what a difference some of these courses might make to your own practice or for an increased sense of professionalism. We look forward to our third year of continued innovative programming at CFSC, and to your participation.



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

Administration and Faculty

Board of Trustees

Arthur H. Bernstein, J.D., *Chairman*
Edwin S. Cox, Ph.D.
Edwin A. Handler, M.A.
Kendall G. Hanshaw
Judge Haig Kehiayan, J.D.
Barbara Bergan, *Student Representative*
Evelyn Levitt, M.A.
Robert Mann, M.A., *Alumni Representative*
Gloria Mahdesian, Ph.D.
Henry Mayhew
Mary McAlister, M.A.
Carolyn Miller, *Vice Chair*
Richard Orkin, M.A.
Charles Pedrotta
Roberta Robinson, M.A.
Pat Rubenstein, Ph.D.
Tom Seibt, M.A., *Faculty Representative*
Mary Thornton

Core Faculty

Edwin S. Cox, Ph.D., President
Christine R. Varnes, M.A., Vice President for Academic Affairs
Richard P. Varnes, Ph.D., Vice President for Organizational Information Systems
Jennifer Andrews, Ph.D., Director of Professional Advancement & Continuing Education Division
Patricia Edmister, Ph.D., Director of Developmental Psychology
José Luis Flores, M.A., Director of Clinical Placement & Professional Liason, Director of Clinical Trainee Programs
Tad Frantz, R.N., Ph.D., Director of Systems Research, Clinical Supervisor
Michele Harway, Ph.D., Director of Research, Clinical Supervisor
Thomas H. Seibt, M.A., Associate Director of Clinical Programs, Clinical Supervisor
Margery Shelton, M.S.W., Director of Clinical Programs
Mark Stover, M.L.S., Library Director
Katherine Wexler, M.A., Clinical Supervisor, Directed Studies Program Coordinator

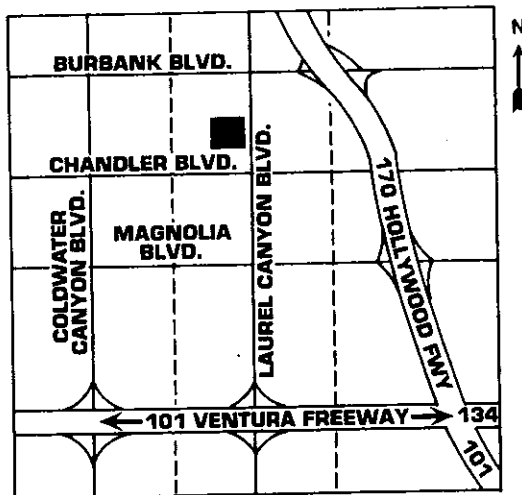
Adjunct Faculty

Daniel Alonzo, M.A., Private Practice, Los Feliz/Silverlake, California
Susan Appleton, M.A., Private Practice, Los Feliz/Silverlake, California
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
Deborah Buttita, M.A., Private Practice, La Canada, California
Jeanie Cohen, M.A., Private Practice, Woodland Hills, 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
Susan Hyatt, M.A., Private Practice, North Hollywood, California
Bill Kaufman, M.A., Private Practice, Venice, California
Moon Kerson, Ph.D., Clinical Supervisor, Private Practice, West Los Angeles, California
Renée Lang-Berg, M.A., Director of the Center for Individual and Family Counseling, North Hollywood, California
Jan Larson, M.A., Clinical Supervisor, Private Practice, Santa Monica, California
Lee Lipp, Ph.D., 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
Nina Miller, M.A., Private Practice, Los Angeles, California
Jan Morgan, M.A., Private Practice, Encino, California
Sally A. Olshan, M.A., Co-director Center for Therapy, Sherman Oaks, California
Fred Potter, M.A., L.I.F.E. Counseling, Monrovia, California
Roberta Robinson, M.A., M.S., Private Practice, Burbank, California
Ira Brady Rubin, M.A., Private Practice, Los Feliz/Silverlake, California
Harriet Scheir, M.A., Private Practice, Encino, California
Linda Sherman, M.A., Psy.D. Private Practice, North Hollywood, and Tarzana, California
William Rolfe, M.A., Private Practice, Westwood, 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
- Toni Arden-Richey, M.A.**, CFSC, North Hollywood, California
- Lynne M. Azpeitia, M.A.**, Private Practice, Sherman Oaks, California
- Maxine Baker-Jackson, J.D.**, Los Angeles City Family Court System, Los Angeles, California
- Tony Beliz, Ph.D.**, El Centro Human Services Corporation, Los Angeles, California
- Yetta Bernhard, Ph.D.**, Private Practice, Los Angeles, California
- Arthur 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
- Carlfred Broderick, Ph.D.**, Director of Marriage and Family Counseling Program, U.S.C., Los Angeles, California
- Karen Calson, M.A.**, Private Practice, South Pasadena, California
- Sam Chan, Ph.D.**, Director of Psychological Services Center, California School of Professional Psychology, Alhambra, California
- David Clark, Ph.D., C.A.D.C.**, Coordinator CFSC Chemical Dependency Studies Program, Family Therapist, Westwood, California
- William Coburn, Ph.D.**, Private Practice, Westwood, California
- Cynthia Cooley, M.A.**, Private Practice, Seattle, Washington
- Stephanie Covington, Ph.D.**,* Consultant for Women's Treatment, The Betty Ford Center, La Jolla, California
- Mario de Salvo, M.A.**, Private Practice, Sherman Oaks, California
- Paula Gelber Dromi, Ph.D., LCSW**, Private Practice, Los Angeles, and Santa Monica, California
- Jennifer B. El-Warari, M.P.H.**, Los Angeles, California
- Donna Emmanuel, M.A.**, Private Practice, Sherman Oaks, California
- David Epston, M.A.**,* Family Therapy Centre, Auckland, New Zealand
- Ester Gillies, 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.**, Clinical Supervisor, Hypnotherapist, Private Practice, North Hollywood, California
- Les Forman, Ph.D.**, Northridge Hospital, Private Practice, Tarzana, California
- Chuck Franklin, Ph.D.**, Private Practice, Sherman Oaks, California
- John Gladfelter, Ph.D.**,* Associate Professor of Psychology, Department of Psychiatry, University of Texas, Dallas, Texas
- Myron Goldenberg, Pharm. D., Ph.D.**, Private Practice, Santa Monica, California
- Shirlee Gomer, M.A.**, Founder/Director California Psychodrama Counseling Institute, Los Psychodrama Counseling Institute, Los Angeles, California
- Lynda Harbert, M.F.**, Private Practice, Rosemead, California
- James Harper, Ph.D.**,* Brigham Young University, Provo, Utah
- May Hartman, MSW, LCSW**, Private Practice, Santa Monica, California
- 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
- Lisa Kabot, LCSW**, Private Practice, Clinical Supervisor of Adolescent Family Treatment Program, Northridge, California
- Barbara Lang, Ph.D., L.C.S.W.**, Private Practice, Los Angeles, California
- Richard Leslie, J.D.**,* Legal Counsel, CAMFT, San Diego, California
- Peter Lynch, M.S.W.**,* Smith School of Social Work, New Haven, Connecticut
- Connie Marco, M.A.**, MFCC Intern CFSC, North Hollywood, California
- Dee Dee Mascarenas, M.A.**, Private Practice, Encino, California
- Theodore Millon, Ph.D.**, Professor, Harvard Medical School, Professor, University of Miami
- Rosalie Minkin, M.S.W., T.E.P.**, Consultant, Trainer, Teacher, Santa Monica, California
- Kenneth T. Mitsuhashi, M.S.W.**, Assistant Director, Division of Patient and Family Services, Children's Hospital, Los Angeles, California
- Kim Nakae, M.A.**, Director of Chemical Dependency Program, Torrance Memorial Medical Center, Private Practice, Redondo Beach, California
- Jeanne Obert, M.A.**, Director, Matrix Center, Beverly Hills, California
- Ernest Pipes**, Unitarian Minister, Santa Monica, California
- Shelby Robison, M.A.**, Anacapa By the Sea Partial Hospitalization Program/Psychiatry Management Resources, Studio City, California
- Dina Rosen, M.A., L.C.S.W.**, AIDS Service Center, Pasadena, California
- Scott Rosengard, M.A.**, CFSC, North Hollywood, California
- Iris Santos, M.A.**, Private Practice, Encino, California
- David M. Schnarch, Ph.D.**, Clinical Psychologist & Associate Clinical Professor of Psychiatry Urology, Louisiana State University School of Medicine, New Orleans, Louisiana
- Ken Segel-Evans, M.A.**, Director of Another Way, West Los Angeles, California
- Joe Shaub, Attorney at Law, MFCC**, Beverly Hills, California
- Lynn Shook, Ph.D.**, Private Practice, Los Angeles, California
- Quinlan Strong, M.A.**, Psy-Program Coordinator, Pine Grove Hospital, Canoga Park, California
- Diana Vartan, M.A.**, Private Practice, Glendale, California
- Michael White***, Dulwich Centre, Adelaide, Australia
- Karen J. Williams, Ph.D.**, Drew Child Development Center, Child Abuse Treatment Center, Los Angeles, California
- Paulette Theresa Williamson, M.A.**, MFCC Intern, Hollywood YMCA and LA Free Clinic, Hollywood, 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.



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