

# California Family Study Center

MASTER OF ARTS DEGREE  
1986-87 CATALOG

# California Family Study Center

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## ACADEMIC CALENDAR

	1986-87	1987-88	1988-89
Fall Semester Begins	Sep 2	Sep 1	Sep 6
Winter Vacation	Dec 21-Jan 4	Dec 20-Jan 3	Dec 18-Jan 2
Spring Semester Begins - 1st Yr	Jan 19	Jan 25	Jan 23
Spring Semester Begins - 2nd Yr	Jan 26	Jan 25	Jan 23
Winter Workshop Week	Feb 23	Feb 22	Feb 20
Spring Vacation	Apr 12-Apr 19	Mar 27-Apr 3	Mar 19-Mar 26
Spring Semester Ends	May 23	May 21	May 20
Graduation	May 30	May 22	May 21
Summer Semester Begins	Jun 22	Jun 20	June 26
Summer Workshop Week	Jul 13	Jul 11	Jul 10
Summer Semester Ends	Jul 29	Jul 27	Aug 2
Graduation	Jul 29	Jul 27	Aug 2

California Family Study Center (818) 843-0711  
4400 Riverside Drive, Burbank, California 91505-4079

# About the Center

## **What Distinguishes Our Program**

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

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

The degree-granting program blends academics and theory with practical clinical experience. Important to our students are the weekly requirements for close-range observation of and interaction with licensed therapists working with clients. Courses cover clinical, experiential and theoretical aspects of interpersonal and intrapersonal therapy. Students learn to integrate psychotherapeutic methods and to begin to 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 warmly encourages spouses to take part in some course segments. This is a well-received tradition at the Center, acknowledging that the work of a counselor cannot be "walled off" from the daily concerns of family.

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



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

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

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## **Introduction**

In its first 14 years, the California Family Study Center has helped 1600 men and women fulfill the educational requirements for licensure as a marriage, family, and child counselor in California. These students earned their Master of Arts degree through this pioneering program — most while continuing to work in full or part time careers.

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

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

Questions relating to your own particular career situation and long-term aims can best be answered at CFSC monthly orientation meetings. We invite you to call (818) 843-0711 for dates and times of these meetings.

## **The Center's Beginning**

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

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

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

At this time, the California Family Study Center has the honor of being the only free-standing accredited graduate school offering a master of arts degree in marriage and family therapy.

## **The Program's Structure**

In addition to regularly scheduled coursework, taken in once-weekly, day long classes, all first-year students take part in weekly study seminars, weekly case conferences, and monthly growth groups.

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

**Case conference** brings students into the counseling session between a licensed therapist and an individual or family members undergoing therapy.

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

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

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

# Master of Arts

## Degree Program

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

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

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

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

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

### Academic

1. Class Day — one day per week (8:30 a.m. - 4:30 p.m.).
2. Study Seminar — required in the first semester but optional in the second, third, and fourth semesters.

### Clinical/Personal Growth

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

\*Optional in second year of program

## Summer M.A. Program

For the tenth year, the California Family Study Center is offering a Summer M.A. program in Marriage, Family, and Child Therapy. Students who cannot participate in the regularly scheduled M.A. program (September to May) can earn their Master's degree in four summer semesters. This four summer program is equivalent to the regular two-year M.A. program. Certain approved variations which allow students to attend both the summer and regular programs are also available.

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

Students attend classes Monday through Friday from 9:00 a.m. to 5:00 p.m. for six weeks.



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

# Master of Arts

## Course Descriptions

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

### ■ First Semester

#### 506 INTRODUCTION TO MARRIAGE AND THE FAMILY (2)

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

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

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

#### 551 CONTEMPORARY THEORIES OF THERAPY (1)

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

#### 557 MARRIAGE THERAPY (2)

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

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

The growth and development of individuals biologically, socially, and psychologically are studied with consideration

given to implications for psychotherapy. The developmental models of Freud, Piaget, and Erikson are among those presented. Some consideration is given to developmental assessment of individuals and families in terms of both normalcy and psychopathology.

#### 553 HUMAN COMMUNICATION (1)

Human communication issues concerning language, thought, perceptions, and memory are presented. Appropriate interpersonal functioning is viewed in a general semantics framework. Application of communication skills are practiced by the students in group or simulated family settings.

#### 571 FAMILY THERAPY (2)

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

### ■ Second Semester

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

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

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

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

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

This course deals with the diagnosis, prognosis, and treatment of individuals, couples, and families. The diagnosis of individuals includes the diagnostic criteria of the DSM-III,



descriptive developmental diagnosis, and other approaches to "abnormal" behavior. The diagnosis of dysfunction in couples and families is based on the works of leading family therapists. The relationship between diagnosis, prognosis, and treatment is explored in each category.

**564A ALCOHOL AND CHEMICAL DEPENDENCY TRAINING (.5)**

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

**567 GROUP THERAPY (1.5)**

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

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

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

**572 RESEARCH METHODOLOGY (2)**

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

**■ Third Semester**

**512 LEGAL AND PROFESSIONAL ISSUES (1)**

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

legal scope of the practice of Marriage, Family, and Child therapy. Codes of professional ethics and the function of professional organizations are also reviewed.

**513 APPLIED THERAPEUTIC METHODOLOGY I (2)**

This course reviews diagnostic and methodological theories and the types of psychotherapeutic techniques that emerge from these theories. The course also covers the integration of individual therapy into the framework of general systems theory. This includes the integration of diagnosis and intervention for gestalt, rational emotive therapy, reality therapy, transactional analysis, behavioral therapy, and other psychotherapy theories. A brief review of the epistemology of individual, group, and family therapy is included.

**536 CROSS-CULTURAL VALUES AND MORES (1)**

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

**537 PSYCHOPATHOLOGY (1)**

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

**577 TESTS AND MEASUREMENTS (2)**

This course surveys tests used in diagnosis and treatment of Marriage, Family, and Child cases. Students are shown how tests are constructed and used in counseling, with particular emphasis given to assessment instruments which may be valuable in family research: the MMPI, the ICL, and the Cattell 16PF, among others.

*Continued on following page.*

#### 597 PRACTICUM I (4)

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

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

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

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

#### ■ Fourth Semester

##### 509 STUDIES IN THERAPEUTIC GOALS (2)

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

##### 514 APPLIED THERAPEUTIC METHODOLOGY II (1.5)

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

##### 564B ALCOHOL AND CHEMICAL DEPENDENCY TRAINING (.5)

This course deals with the appropriate applied techniques in working with individuals and families in which alcoholism and chemical dependency are issues. Treatment issues for alcoholics, co-alcoholics, and adult children of alcoholics are explored. Counseling of family members in the alcoholic family system is stressed, as well as the integration of therapy

systems in providing services.

##### 579 FAMILY RESEARCH (2)

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

##### 598 PRACTICUM II (5)

See 597 PRACTICUM I, 3rd Semester

##### 579B PROFESSIONAL PAPER (2)

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 and guidance from CFSC faculty while the paper is being completed.

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#### **Comprehensive Oral Examination and Professional Paper**

The Comprehensive Oral Examination is taken by all students near the end of the two-year program. No thesis is required, but the professional paper mentioned above is required in the second year. This project is to cover a subject of interest chosen by the students with the approval of CFSC faculty. It must be pertinent to marriage and family therapy and provide a contribution to the marriage and family therapy field. Each student also presents his/her project to a gathering of peers and CFSC faculty members.

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

# Information

## **Academic Regulations**

### **Admission to Full-Time Status**

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

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

A completed application form with a nonrefundable fee is required at the time of application. Along with the application form, a Goals Statement is required.

Official transcripts of all college work must be sent to the CFSC Education Office directly from the previous institution(s) attended by the student. The transcripts must bear the institution's purple stamp or seal and arrive in sealed envelopes. Photocopies sent by students are not acceptable, and there are exceptions to this rule.

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



### **Admission to Provisional Graduate Standing:**

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

1. Insufficient prerequisite (12 units) coursework in the social sciences. Prior to the beginning of his/her second year in the program, the student in this category must make up the necessary units by doing coursework in the behavioral sciences at another accredited institution. A transcript of that work must be sent directly to the Education Office before the student can enroll in the second year of the program.
2. A grade point average in the undergraduate course work that does not meet the 3.0 requirement for admission, but is not below the 2.5 minimum. The student in this category must complete one semester 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.

### **Name Change**

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

### **Post M.A. Students**

A limited number of post M.A. students may enroll for specific course work to fulfill required BBSE course content areas. This is possible when the areas were not covered to the satisfaction of the BBSE in the student's graduate program. This enrollment is subject to the approval of the Vice President for Academic Affairs.

# Cost and Financial Policies

## Fees and Expenses\*

Application fee .....	\$ 45.00
Tuition deposit .....	\$200.00
Tuition per semester unit .....	\$195.00
(The entire two-year program currently totals 48 semester units.)	
Late registration fee (for registering after the first week of classes) .....	\$ 35.00
Case conference and growth group for first year students (per semester) .....	\$310.00
Student government I.D. fee .....	\$ 3.00
Graduation fee .....	\$ 65.00
Returned check charge .....	\$ 10.00

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

Visa & Mastercharge accepted.

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

## Refund Policy

### Three-Day Full Refund Period

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

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

### CFSC Refund Policy

During the first week of classes .....	100%
During the second week of classes .....	80%
During the third week of classes .....	60%
During the fourth week of classes .....	40%
During the fifth week of classes .....	20%
After the fifth week .....	0%

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

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

No fees are refundable.

### Summer Program Refund Policy

Before or on the third day of class .....	100%
After the third day of class .....	80%
After the fourth day of class .....	60%
After the fifth day of class .....	40%
After the sixth day of class .....	0%
No fees are refundable.	

## **Student Financial Aid**

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

1. be a national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands. (Holders of student visas are not eligible for aid.)
2. be accepted for enrollment as at least a half-time student, or in the case of a student already attending the institution, be enrolled in good standing as at least a half-time student.
3. maintain satisfactory progress in the course of study according to the standards and practices of CFSC.
4. not be in default on any loan made from a student loan fund and now owe a refund on grants previously received.
5. be in need of financial assistance in order to pursue a course of study at CFSC.
6. be in compliance with Selective Service registration.

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

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

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

## **Rights and Responsibilities of Students Receiving Aid**

### **Rights:**

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

### **Responsibilities:**

1. All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal, and notify the Financial Aid Office of any changes in their financial or marital status, or unit load.
2. Students receiving aid must maintain satisfactory academic progress. (See page 9)

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

For further information about financial aid, contact the financial aid officer.

### **Scholarship and Veterans Benefits**

For information contact the Financial Aid office.

# Academic Policies and Regulations

## **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 GPA must then be brought back up to 3.0 or the student will be dropped from the program.

An "Incomplete" (Inc) is given upon recommendation of a faculty member when a student fails to complete course work by the end of the semester. A student may have up to 24 weeks from date of issue to remove an Incomplete from his/her record. Petition for extension beyond that 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"



### **Transcripts**

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

### **Withdrawal**

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

### **Leave of Absence**

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

### **Postponement/Readmission Policy**

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



### ***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, does not discriminate on the basis of race, color, national origin, sex, age, or handicapped status in any of its policies, practices, or procedures.

### ***Family Education Rights and Privacy Act***

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

### ***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.

# Non-Degree Program

## **Clinical Internship Program**

The post-degree clinical internship program in marriage and family therapy provides in-depth clinical experience, supervision, and training to graduates with advanced degrees approximating the model curriculum of the American Association for Marriage and Family Therapy. Fully accredited by AAMFT, the entire program takes two years to complete and leads to a certificate. Selections are made twice each year on the basis of application and interview.

## **Clinical Externship Program**

The post-graduate externship is open to qualified mental health professionals and MFCC licensure candidates currently engaged in clinical practice in institutional or private settings where they have their own clinical population.

The clinical externship is designed to enhance participants' clinical skills as family therapists and provides an opportunity for supervision of their cases. The clinical Externship Program is offered each spring and Extern Supervision can be scheduled on an individual or group basis.

For more information, contact the Coordinator of Post-Degree Academic Studies Program.



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





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### **Elective Courses**

CFSC offers elective courses for CFSC students and alumni, and qualified students and professionals. The elective courses are designed to provide theoretical and methodological expertise for the enhancement of therapy. Electives include the list below and the courses in the Chemical Dependency Program. For additional elective courses added after Summer 1985, contact the CFSC Education Office.

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

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

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

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

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

(This course is open to Spanish-speaking interns and therapists.) This course covers cultural issues of importance to therapists of Latino families. The 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.

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

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



### **Chemical Dependency Certificate Program**

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



### **■ Requirements for Certification**

#### **I. Chemical Dependency Core Classes (9 units):**

- 521CD Alcohol: Intervention, Treatment, and Recovery (3)
- 522CD The Chemically Dependent Family (2)
- 530CD Pharmacology of Alcohol and Other Drugs (1)
- 532CD Alcohol and Sexuality (1)
- 533CD Alcohol and the Family Conference (.5)
- 535CD The Effect of Alcohol and Drugs at Various Stages of Development (1)
- 538CD Theory and Practice: The Use of Group Treatment with Alcoholics, Co-Alcoholics, and Adult Children of Alcoholics (1)
- 539CD Cocaine: Issues and Treatment (1)

#### **II. Chemical Dependency Electives (1 unit each).**

##### **Select 3 courses from the following:**

- 523CD How to Clinically Deal with Relapse in the Field of Alcoholism Treatment (1)
- 524CD Alcohol, Drugs, and Family Violence (1)
- 526CD Special Topics Related to Chemical Dependency (1)
- 527CD Recent Theory and Research in the Field of Alcoholism Treatment (1)
- 531CD Field Study (1-3)

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

- a. Human Psychological and Social Development
- b. Theories of Marriage, Family, and Child Therapy
- c. Psychological Foundations of Therapy
- d. Human Communications
- e. Applied Therapeutic Methodology
- f. Human Sexuality
- g. Group Therapy

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

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

# Student Services



## ***Counseling and Personal Therapy for Students***

Students have access to faculty members, all of whom are licensed therapists, for the purpose of dealing with any immediate issues which may come up in the course of the program. Therapy is available in conjunction with our clinical training program. Students are encouraged to avail themselves of the opportunity for dealing with personal growth issues.

## ***Learning Resource Center (LRC)***

CFSC's Learning Resource Center provides an extensive collection of print and non-print materials in all areas of marriage and family counseling, i.e. books, pamphlets, periodicals, newsletters, professional papers, computer printouts from bibliographic databases, films, filmstrips, audio and video cassettes.

The LRC supports all facets of the instructional program through a variety of information services which include accessing the computerized bibliographic databases for research purposes.

The LRC is open from 12:30 p.m. to 7:00 p.m. Tuesday through Friday, and 7:30 a.m. to 1:30 p.m. on Saturdays during Fall and Spring semesters. During the summer session, the LRC is open from 12:00 p.m. to 7:00 p.m. Tuesday through Friday and 9:00 a.m. to 1:00 p.m. on Saturday.



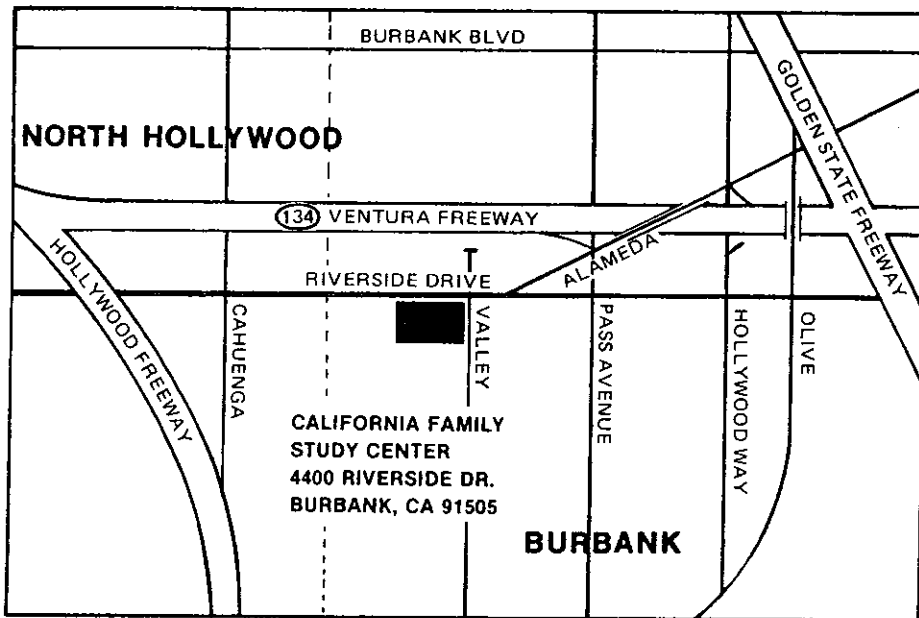
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### **Bookstore**

The CFSC bookstore is open during the fall and spring semester from 12:30 - 1:30 p.m., Tuesday through Saturday, and from 12:00 to 1:00 p.m. - Monday through Friday during summer session. These hours are extended for students' convenience during the weeks of registration. All texts and other required materials are available at the CFSC bookstore. We also carry a wide selection of recommended books in the helping profession including appropriate readings for clients.

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





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Thomas E. Ellis, M. Div., Clinical Supervisor; Private Practice,  
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Martin Farash, M.A., Clinical Supervisor; Private practice, Woodland  
Hills, California  
Moon Kerson, M.A., Clinical Supervisor; Private practice, West Los  
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Jan Larson, M.A., Clinical Supervisor; Private practice, Venice,  
California  
Lee Lipp, M.A., Clinical Supervisor; Private practice, Sherman Oaks,  
California  
Lynn Meek, M.A., Clinical Supervisor; Private practice, Sherman Oaks,  
California  
Robin Ribakoff, M.A., Clinical Supervisor; Private practice, Sherman  
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Arlene Spivak, M.A., Clinical Supervisor; Private practice, West Los  
Angeles, California  
Brenda Underhill, M.A., Faculty, Chemical Dependency Program;  
Executive Director, Alcoholism Center for Women, Los Angeles  
Jose Luis Flores, Senior Supervisor for the Family Unit, El Centro  
Mental Health Center, Los Angeles, California

### **Visiting Faculty**

Ali Abu-Bekr, M.A., Private Practice, Sherman Oaks, California  
Arthur Bernard, M.A., Private Practice, Sherman Oaks, California  
Yetta Bernhard, Ph.D., Private Practice, Sherman Oaks, California  
Claudia Black, M.S.W., Ph.D., Educator/Consultant, Laguna Beach,  
California  
Margo Boetticher, M.A., Private Practice, Sherman Oaks, California  
Andrew A. Bonin, M.D., Director, Department of Family Practice,  
Kaiser Permanente, Woodland Hills, California  
\*Murray Bowen, M.D., Chairman, Department of Family Psychiatry,  
Georgetown University, Washington, D.C.  
Carlfred Broderick, Ph.D., Director, Marriage and Family Counseling  
Program, USC, Los Angeles, California  
\*Stanley Caplan, Ed.D., Psychologist in Private Practice, Albuquerque,  
New Mexico  
Robert Carroll, M.D., Private Practice, Family Psychiatrist, Westwood;  
Clinical Professor of Psychiatry, U.C.L.A.  
Lorie Dwinell, M.S.W., A.C.S.W.; Psychotherapist; Alcohol Educator/  
Consultant, Seattle, Washington  
David Duntap, Ph.D., Jungian Analyst, Management Consultant, Los  
Angeles, California  
\*Richard Farson, Ph.D., Professor, Humanistic Psychology Institute,  
San Francisco, California  
Melba Finkelstein, Ph.D., Hypnotherapist in Private Practice,  
Gardena, California



- \*James Framo, Ph.D., School of Human Behavior, U.S. International University, San Diego, California
- Kristi Fredrickson, M.A., Private Practice, Simi Valley, California
- Sandra Garfield, Ph.D., President, Psychodrama Institute West Coast, Los Angeles, California
- \*John Gladfelter, Ph.D., Associate Professor of Psychology, Department of Psychiatry, University of Texas, Dallas
- Shirlee Gomer, M.A., Founder/Director, California Psychodrama Counseling Institute, Los Angeles, California
- E. Ronald Hulbert, Ph.D., Principal Family Counselor, Conciliation Court Division of Los Angeles Superior Court, Los Angeles, California
- Cynthia Hunter, M.A., Social Worker, St. John's Hospital, Oxnard, California
- Nicholas Ingram, J.D., M.A., Private Practice, Santa Monica, California
- Mary Ann Klausner, M.A., Alcohol Educator, Sexologist, Fullerton College, Cypress College, California
- Michael Leeds, M.A., Program Director: Chemical Dependency and Domestic Violence, Verdugo Mental Health Center, Glendale, California
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- Jeanne Obert, M.A., Associate Director, Matrix, Beverly Hills, California
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- \*Virginia Satir, M.A., Pioneer in Family Therapy, Palo Alto, California
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- Roland Summit, M.D., Head Physician, Community Consultation Services, Harbor General Hospital, Torrance, California
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- \*John Weakland, Ph.D., Assistant Director, Brief Therapy Center, Mental Research Institute, Palo Alto, California
- \*Carl Whitaker, M.D., Professor of Psychiatry, University of Wisconsin Medical School, Wisconsin

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



**California Family Study Center**

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