

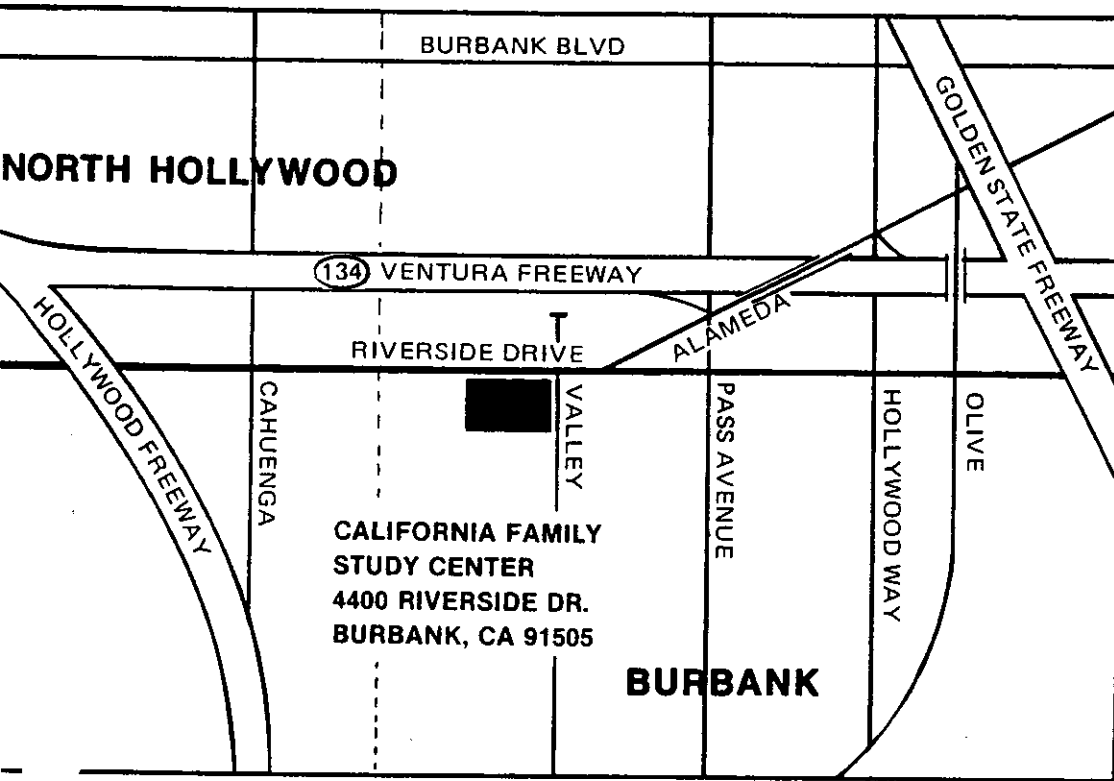
0285
-Master of Arts Degree Catalogue

MARRIAGE, FAMILY and CHILD COUNSELING



CALIFORNIA FAMILY STUDY CENTER

BURBANK, CALIFORNIA



CALIFORNIA FAMILY STUDY CENTER

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

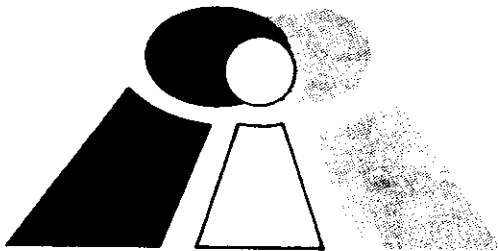


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GENERAL INFORMATION

Location: CFSC is located in the community of Burbank in the San Fernando Valley north and west of Los Angeles and in close proximity to shopping centers and other general services. There are no facilities for residence at the school. Nonetheless, we draw a significant number of students from out-of-state and foreign countries.

INTRODUCTION

Thank you for your interest in the California Family Study Center graduate program in Marriage, Family, and Child Therapy.* We trust that the information contained in this catalogue will be helpful to you. We work to keep this information as up-to-date as possible. If the information in this catalogue does not completely answer the questions you have, please don't hesitate to call our Educational Center office; our staff will be more than happy to assist you.

Our two-year program integrates clinical, experiential, and theoretical aspects of interpersonal and personal types of therapy. The program also trains students in the use of psychotherapeutic methods and gives a basis for a balanced approach to therapy. Effective interpersonal relationships and community processes in the context of a family systems approach are emphasized. The student becomes involved in his/her own growth processes, and spouses are able to take part in segments of the program.

A unique feature of the program is that classes are scheduled in blocks of time of one full day each week from 8:30 a.m. — 4:30 p.m. Persons employed full time or part time can pursue both the first and second year of the program. Some additional daytime or evening and full day participation is also required and arranged after classes begin. (See "Additional Clinical Experience" below.) The scheduling methods used make it possible for persons who are employed and/or who need to travel substantial distances to enter the program. The program is designed for a mature and diverse community of aspiring clinicians in marriage and family therapy.

The program is located in the clinical setting of the California Family Study Center, where the student is able to acquire the professional skills necessary to deal with cases in an agency setting. This program forms a foundation and provides all the necessary academic requirements for California licensure in Marriage, Family, and Child Counseling.

Additional Clinical Experience: In addition to the academic work, the California Family Study Center offers students an opportunity for a) personal growth (in an individual or group setting), b) limited co-therapy experience with individual supervision, and c) case conference/observational. In the observational setting, ongoing cases are handled by licensed therapists who also supervise the

*There are a number of transitions taking place in our field at this time. One of them involves replacement of the term "counseling" with the term "therapy" which more accurately describes the nature of the work. The degree being issued at this time employs the term "counseling," as does the California State license. In the near future, our degree will bear the title "Master of Arts in Marriage, Family, and Child Therapy."

trainees in their therapeutic work. The clinical experiences are required in the first year of the program and are optional in the second year. These hours are applicable toward the California Marriage, Family, and Child Counseling License.

For further information about the M.A. program at the California Family Study Center, address inquiries to the Educational Center, California Family Study Center, 4400 Riverside Drive, Burbank, California 91505. Telephone: (213) 843-0711.

HISTORY

The California Family Study Center was founded in North Hollywood, California, in 1971 with 25 students, and has, in a short period of time, come to the forefront of the training of marriage and family therapists. Up to and including 1981, more than 1000 students have received their Master of Arts degree through our program, and we are currently at our maximum student enrollment of 275. Many factors merge in accounting for this rapid growth. The vision of the founders, Clinton E. Phillips, Ph.D., and T. David Jansen, D.Min., was a major determinant. They sought to establish a fully integrated program of training beginning at the Master of Arts level. This approach drew together interpersonal psychological theory, a systems approach, first-hand experiential learning, and a focus on personal and interpersonal growth. Included also in the program concept is the participation of the students' spouses, which is encouraged at various steps along the way. As a result of this blending of experience and theory, the student is able to accelerate the learning process at both the clinical and academic levels.

In 1973, in order to accommodate a burgeoning student population, the Center expanded its staff and facilities to include our Burbank office. At the same time, we expanded to a two-year Master of Arts program, thus making it possible to offer more clinical experience to second-year students. It can be said that the California Family Study Center is truly at the heart of a movement toward raising the standards for training in the field of relationship therapy. From the very first, each student is exposed to and involved in clinical work. We pride ourselves on the fact that this experience stimulates academic achievement and the consequent development of capable clinicians; it has been the strength of the Center from the beginning.

Professionals from many fields have studied at the Center in order to broaden their own theoretical bases and improve their own particular skills. Management experts, teachers, clergymen, attorneys, counselors, and professionals from other fields employing interpersonal skills have found that the training offered at CFSC has had a significant and valuable impact on their careers; it has revolutionized and enhanced their work even when they have chosen not to specialize in marriage and family therapy.

In order to accommodate those who wanted to study at the Center but who found it difficult to do so because of distance or full-time careers, we expanded our facilities again in 1976 with the institution of a Summer M.A. program. This program is the equivalent of the regular two-year program. Students entering this program must have the capability for doing independent study and must have potential as marriage and family therapists. Through this effort, the goal of the Center is to draw students from a broader geographical base, and, in so doing, to elevate the standards of the profession throughout North America. Summer students spend six weeks per summer for four summers at the Center. Academic assignments are made prior to arrival in order to prepare students for the intense program, and, of course, students are responsible for extensive assignments which must be kept current throughout the periods between summers.

From the beginning, we have made it a policy to accept students from a wide variety of undergraduate and professional backgrounds in the belief that such an eclectic student body can only enhance and stimulate the learning experience for each student. Our beliefs have been confirmed, and we look forward to continued and inevitable growth in the years ahead.



Edwin S. Cox, PhD.
President

ACCREDITATION

The California Family Study Center has been an independent educational institution operating under agreement with Azusa Pacific University to provide an off-campus degree program. The Master of Arts degree has, up to this time, been issued by Azusa Pacific University (APU), an accredited California university. We are in the process of terminating, by mutual consent, our agreement with Azusa Pacific University in order to seek independent accreditation. As of October 1980 we obtained independent State Approval [OPPE Act 94310(b)], and we are currently in the process of obtaining independent: 1) Western Association of Schools and Colleges accreditation; and 2) American Association for Marriage and Family Therapy accreditation for our Master of Arts degree program. Our association with APU will continue until independent accreditation is obtained; until that time, APU will continue to issue the M.A. degree. According to our schedule, the degree will be issued by APU until May 1983. After that time (pending WASC accreditation) the degree will be issued by CFSC. Thus, students entering the two-year program in the Fall of 1982 would have their degrees issued by CFSC in May of 1984.

POST-DEGREE CLINICAL TRAINING PROGRAM

CFSC offers a post-degree clinical training program which is accredited by the American Association for Marriage and Family Therapy (AAMFT). For further information about this program, write to Edwin S. Cox, PhD., President.

LICENSING

For information about MFCC licensing requirements in the State of California, please contact the Board of Behavioral Science Examiners (BBSE), 1020 "N" Street, Sacramento, CA. 95814. Local phone number: (213) 620-2814

AZUSA PACIFIC UNIVERSITY

Jeanette Brookins is the Registrar, and Margaret Rodgers is the Graduate Programs Coordinator. Students can contact them by writing to:

Azusa Pacific University
Alosta and Citrus Ave.
Azusa, California 91702
Phone: (213) 969-3434

STATEMENT OF PURPOSE

The primary purpose of CFSC is to provide the best possible Master of Arts degree in Marriage, Family, and Child Therapy. To accomplish this, the focus is on three principal areas:

1. **Academic** — Students are given an in-depth study of the seminal work in the field, the major developments shaping the growth of the profession, and the important recent developments in theory and clinical methods.
2. **Clinical** — Students are exposed weekly to various clinical styles and methods by direct observation of actual cases being handled by the Center faculty. In addition, a significant feature of our teaching style is the use of student role-playing to give actual experience in being a therapist to a "family" of students. Clinical examples are used constantly by all instructors who, in addition to being instructors, maintain clinical practices.
3. **Personal Growth** — Since we believe that professionals in this field can be effective only if they have faced their own personal issues, we strongly emphasize the personal growth of our students. We require students to participate in 45 hours of growth groups during the first year of the program. An additional 45 hours of growth group work is optional during the second year. While individual therapy is not required, it is available to students at the Center. Nearly one-third of the written assignments are directed toward integration of the student's personal growth and differentiation with academic assignments.

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

NON-DISCRIMINATORY POLICY

The California Family Study Center, in compliance with Titles VI and VIII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, sex, age, or handicapped status in any of its policies, practices, or procedures.

LEARNING RESOURCE CENTER

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

BOOKSTORE

The CFSC Bookstore is open from 12:30 — 1:30 P.M., Tuesday through Saturday. During the week of registration, those hours are extended for students' convenience.

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. On-going therapy is available in conjunction with our Clinical Internship Program. Students are encouraged to avail themselves of the opportunity for this excellent therapy for dealing with personal growth issues.

STUDENT FINANCIAL AID

CFSC offers a limited number of partial scholarships to qualified applicants. Scholarship categories include general, Spanish-speaking, and other minorities. Please write the Chair, Scholarship Committee, for more information.

For Federally Insured Student Loan (FISL) information and applications, contact the Financial Aid Office, Azusa Pacific University, Alostia and Citrus Avenue, Azusa, CA 91702, or phone (213) 969-3434.

FEES AND EXPENSES*

Beginning in the Fall of 1982, tuition per semester unit is \$132.00
Case conference and growth group for first year students is \$220.00 per semester.

The application fee totals \$55.00 (\$25.00 is sent to CFSC and \$30.00 is sent to APU.)

The late registration fee (for registering after the first week of classes) is \$25.00.

The student I.D. fee is \$3.00.

The graduation fee is \$45.00

The entire two-year program currently totals 48 semester units.

TRANSCRIPTS

All financial obligations to the Center must be met before any diploma, certificate, or transcript of credit will be issued.

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

REFUND POLICY

In the event that a student wishes to withdraw from the program, refunds will be made as follows whether or not the student has attended any classes:

Tuition excluding fees:

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

Cancellation of Enrollment — A student may terminate enrollment by sending a notice via REGISTERED MAIL. The effective date of cancellation is the date postmarked.

Tuition Deposit — We require a \$150.00 tuition deposit to be paid upon the student's receipt of our notification of acceptance. This deposit guarantees the student a space in the program. 100% of this deposit is applied to tuition the day the student enrolls. If s/he chooses not to enter CFSC, 50% (\$75.00) will be refunded if we are notified prior to the date stated in the acceptance letter.

Instructional Material — 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.

Three-Day Full Refund Period — California State Administrative Code Section 18809(a) (4) states that if the enrollee cancels within three working days after registering, provided no classes have been attended or lessons completed, all tuition monies not including the \$150.00 deposit paid will be refunded. Since Registration Day at the Center is also the first day of classes, it would be unlikely that any student would find him/herself in this refund category. However, in the event that a student has, for some particular and personal reason, registered in advance, the three-day refund policy would apply.

Fees are not refundable.

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

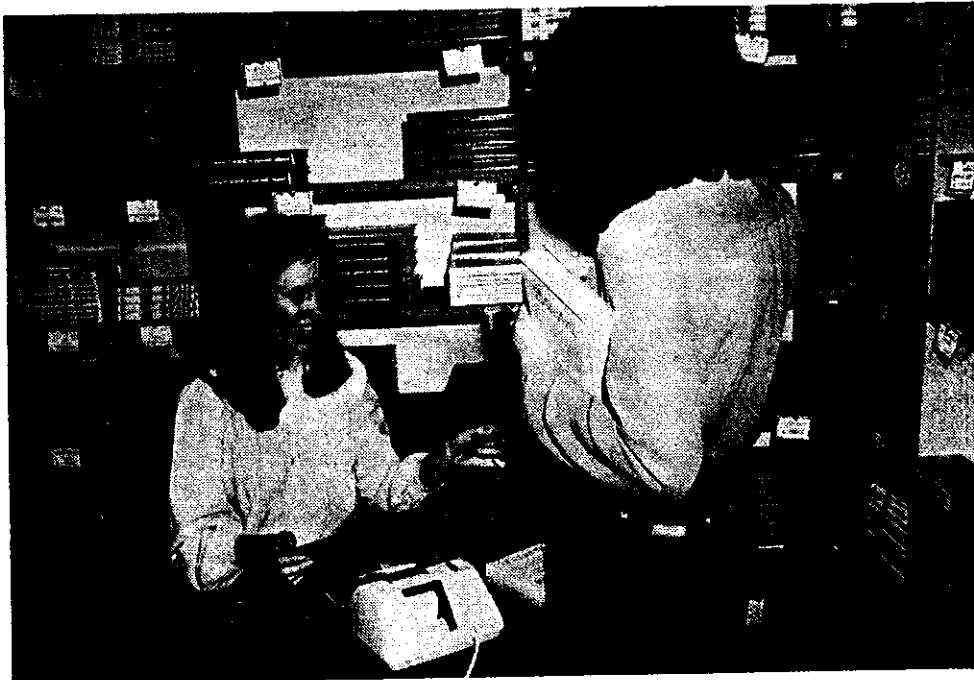
WITHDRAWAL

If for any reason, it becomes necessary to withdraw from the program during a semester, the student must send a letter to the Educational Center Office stating the date of and reasons for

withdrawal. 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 Educational Center Office, and s/he will then have a maximum of five years (from date of enrollment) to complete the program.



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

ACADEMIC REGULATIONS

ADMISSION:

Two applications (see enclosures) are required. Additional applications may be obtained from the Educational Center office. Two nonrefundable fees are required at the time of application: one \$25.00 fee to be paid to the California Family Study Center and one \$20.00 fee to be paid to Azusa Pacific University.

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

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.

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

Name Change: Much confusion and delay will be prevented if anyone who has had a name change since completing his/her coursework at another institution will notify that institution, our Educational Center Office, and the APU Registrar of that change.

GRADES AND GRADE AVERAGES:

Grade point weight is assigned as follows:

"A" is equal to 4 grade points for each semester unit.

"B" is equal to 3 grade points for each semester unit.

"C" is equal to 2 grade points for each semester unit.

No credit is given toward Master's degree work which earns less than a "C".

An "Incomplete" (Inc) is given only under special circumstances and upon recommendation of the faculty member concerned.

A student may have up to 12 weeks from date of issue to remove an "Inc" from his/her record. Petition for extension beyond that 12-week period is subject to review by the faculty member and the Vice President for Academic Affairs.

POLICY AND REQUIREMENT CHANGES:

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 Educational Center office.

STUDENT RESPONSIBILITIES:

All regulations concerning graduate study should be read carefully and referred to frequently. Students are urged, for their own protection, to become familiar with Center regulations regarding registration, grades, attendance, withdrawal, leave of absence, dropping of program, payment of tuition and fees, etc.

TERMINATION OF REGISTRATION:

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 in the first 24 units of coursework, or if the student's potential for becoming a capable and ethical clinician is seriously in question.

ADMISSION TO PROVISIONAL GRADUATE STANDING:

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

- 1) Insufficient prerequisite undergraduate coursework in the social sciences. The student in this category may, at the discretion of the Admissions Committee, submit an essay explaining at length why s/he wants to study Marriage and Family Therapy.
- 2) A grade point average in the undergraduate coursework that does not meet the 3.0 requirement for admission, but is not below the 2.5 minimum. The student in this category must complete one semester of coursework at CFSC with a grade point average of "B" or better in order to be placed in regular graduate standing.

COMPREHENSIVE ORAL EXAMINATION AND PROFESSIONAL PAPER:

The Comprehensive Oral Examination is taken by all students near the end of the two year program. No thesis is required, but a major professional paper is required in the second year. This project is to cover a subject of interest to the student and must be pertinent to Marriage and Family Therapy.

REQUIREMENTS FOR GRADUATION:

The Master of Arts degree is posted in May. All degree requirements must be met prior to that time:

- 1) satisfactory completion of the Comprehensive Oral Examination and the second year professional paper,
- 2) Notice of Intent to Graduate filed with APU and with the Educational Center 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) payment of all financial obligations to the Center.

SUMMER M.A. PROGRAM

This four-summer semester program is equivalent to the regular two-year program. Students entering this program must have the capability for doing independent study and potential as marriage and family therapists.

All students in the Marriage, Family, and Child Therapy Summer M.A. Program are requested to participate in a supervised counseling program within their own region during the non-summer months. The Center 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.

PROGRAM DESCRIPTION:

(N.B.: These course *titles* will apply after independent accreditation.)

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) clinical, 2) academic and theoretical, 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 persons of all philosophical and religious persuasions. A mature and experienced student population including professionals from many fields adds to the over-all impact of the program.

This program leads to a Master of Arts degree in Marriage, Family and Child Counseling (to be changed to "Therapy" in the near future). It also forms the academic foundation for the State of California license in Marriage, Family and Child Counseling.

The courses listed below are taught in both the regular and summer programs.

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)

The 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.

509 STUDIES IN THERAPEUTIC GOALS (3)

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

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 Professional and the Criminal Codes relevant to the field are presented. These include the issues of confidentiality and privilege and their limitations, procedures for working with minors, and the legal scope of the practice of marriage and family therapy. Codes of professional ethics and the function of professional organizations are also reviewed.



513 APPLIED THERAPEUTIC METHODOLOGY (2)

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

551 CONTEMPORARY THEORIES OF THERAPY (2)

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

552 SEXUAL ADJUSTMENT AND SEX THERAPY (2)

The 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.

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

561 CHILD AND ADOLESCENT THERAPY (2)

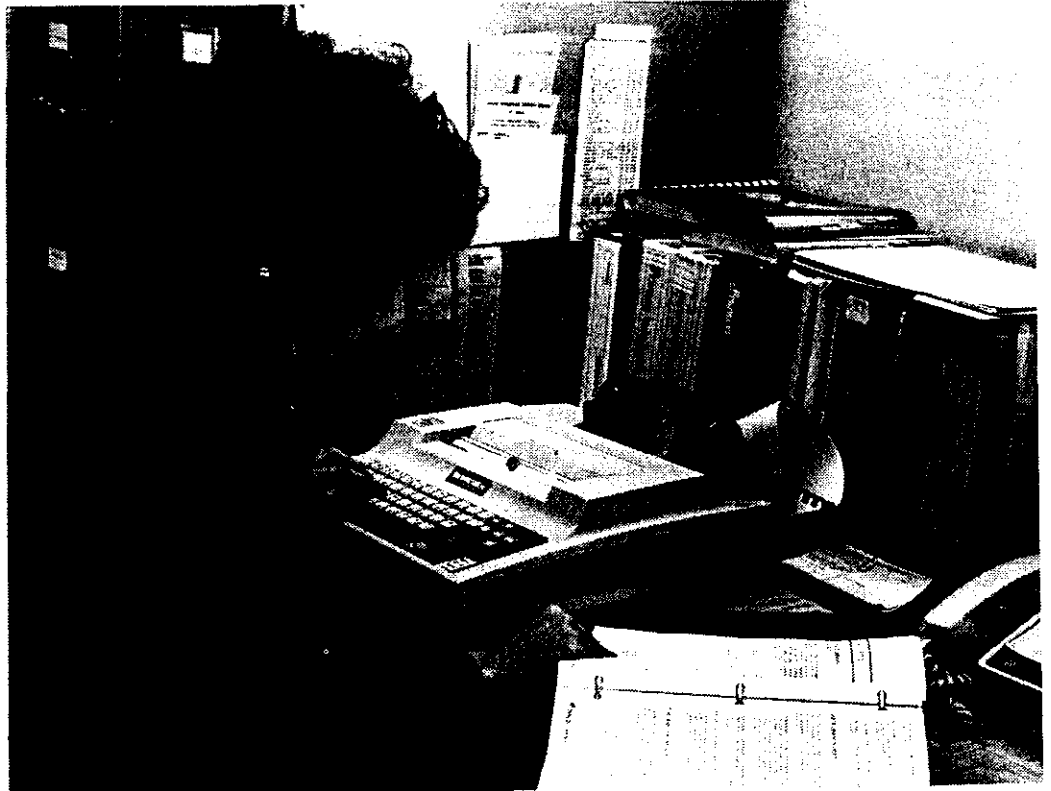
Major approaches to working with children and adolescents such as developmental and behavioral theories and methods of child therapy are explored and demonstrated. Skills for including children in family therapy sessions are presented. Specific clinical issues of childhood are considered (school phobias, peer difficulties, aggressive or withdrawn attitudes, etc.). Appropriate interpersonal and familial diagnoses are presented and treatment plans demonstrated. Special consideration is given to structural issues in stepfamilies, single parent families, and families in crisis.

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

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

567 GROUP THERAPY (2)

Theory and practice of various methods and techniques of 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.



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

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.

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.

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.

577 TESTS AND MEASUREMENTS (2)

This course surveys tests used in diagnosis and treatment of marriage, family, and child cases. The DSM-III is reviewed. 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.

579 FAMILY RESEARCH (2)

Recent family research is reviewed with suggestions for improvement of design. The DSM-III and psychopathology are reviewed with implications for family therapy discussed. Efforts are made to delineate appropriate research areas, appropriate theory, and methodology. Students are required to: a) carry out a substantial experimental 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.

597 and 598 PRACTICUM I (6) & II (6)

The Practicum involves students in an on-going process of group supervision. Students, present cases using audio- or videotape whenever possible. Practicum leaders facilitate student involvement with case vignettes and evaluate student 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 arise 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 theoretical and practical exposure to experts in the field as well as case conferences and growth groups.

BOARD OF TRUSTEES

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Lo Sprague, Ph.D., Clinical Supervisor
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Supervisor

VISITING FACULTY

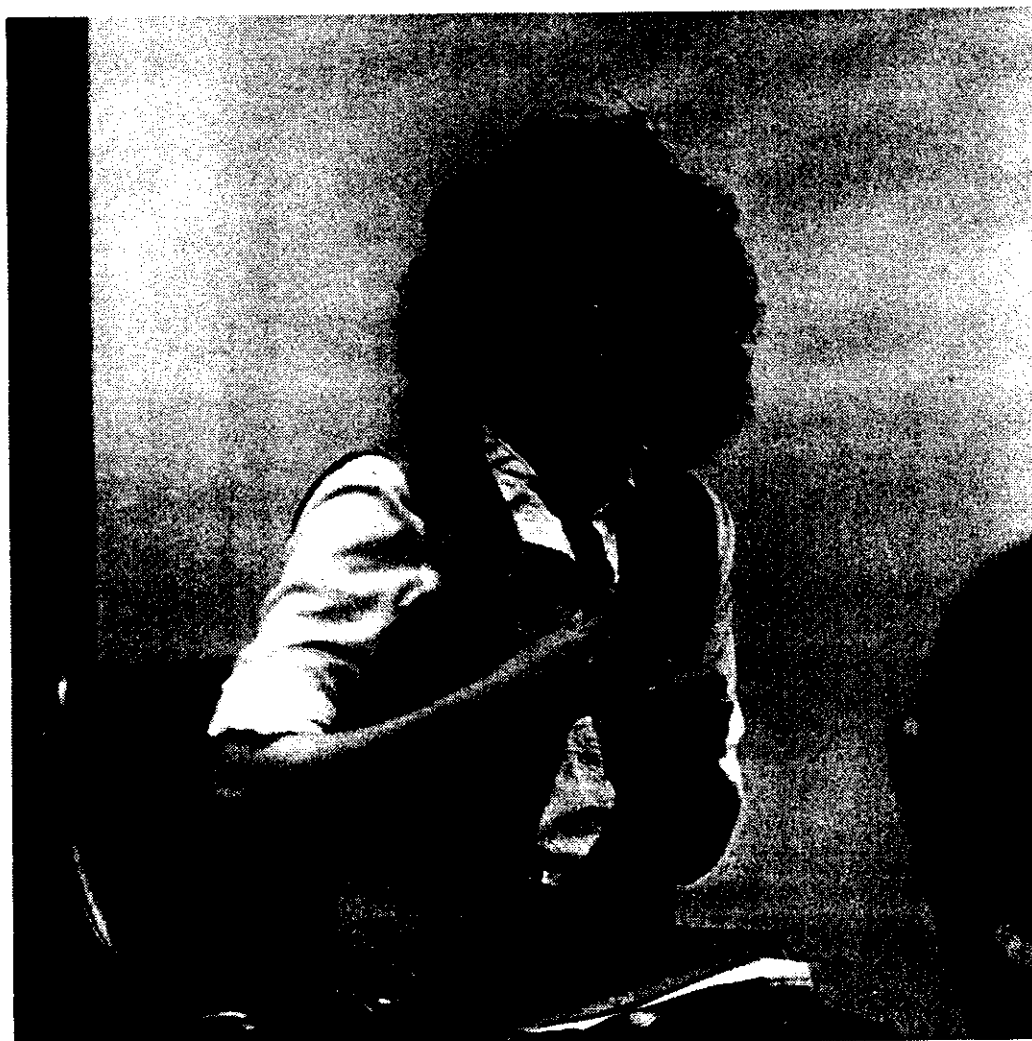
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Kaiser Permanente, Woodland Hills, California

- *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
- Matthew Brunner, M.D., Geriatric Counselor
- *Stanley Caplan, Ed.D., Psychologist in Private Practice,
Albuquerque, New Mexico
- Peg Delaney, M.A., Private Practice, Seattle, Washington
- Robert Dosh, M.A., Staff Psychologist, West Valley School for
Special Education, Canoga Park, California
- Martin Farash, M.A., Private Practice, Woodland Hills, California
- *Richard Farson, Ph.D., Professor, Humanistic Psychology Institute,
San Francisco
- Melba Finkelstein, Ph.D., Hypnotherapist in Private Practice,
Gardena, California
- *James Framo, Ph.D., Psychology Department, Temple University,
Philadelphia,
- Kristi Fredrickson, M.A., Private Practice, Simi Valley, California
- Sandra Garfield, Ph.D., President, Psychodrama Institute West
Coast, Los Angeles
- *John Gladfelter, Ph.D., Associate Professor of Psychology,
Department of Psychiatry, University of Texas, Dallas
- Clarann Goldring, M.A., Director of Counseling, West Valley
Center for Educational Therapy, Canoga Park, California
- Shirlee Gomer, M.A., Founder/Director, California Psychodrama
Counseling Institute, Los Angeles
- David Gorton, J.D., M.A., Private Practice, Gestalt Therapy
Center, Encino, California
- Gwynne Guibord, M.A., Associate Fellow and Staff, Institute for
Rational-Emotive Therapy, Los Angeles
- E. Ronald Hulbert, Ph.D., Principal Family Counselor, Conciliation
Court Division of Los Angeles Superior Court
- Cynthia Hunter, M.A., Social Worker, St. John's Hospital, Oxnard,
California
- Nicholas Ingram, J.D., M.A., Private Practice, Los Angeles
- Thomas Malcolm, Ph.D., Professor of Psychology, Azusa Pacific
University
- *Ruth McClendon, M.S.W., Assistant Clinical Professor, Langley
Porter Neuropsychiatric Institute
- Hugh McIsaac, M.S., Director of Conciliation Court, Los Angeles
- Howard Miller, M.A., Consultant on Cross-Cultural Relations
- *Augustus Napier, Ph.D., Private Practice, Atlanta, Georgia
- Robin Ribakoff, M.A., Private Practice, Los Angeles
- *Virginia Satir, M.A., Pioneer in Family Therapy
- Sheryn T. Scott, M.A., Private Practice, Altadena and Orange,
California
- Irvin C. Sittler, M.Ed., Crossroads Hospital, Van Nuys, California
- Lorraine Smith, M.A., Private Practice, No. Hollywood, California

VISITING FACULTY, cont.

- *Richard Stuart, D.S.W., Professor of Psychology and Social Work,
Director of the Marriage and Family Counseling Bureau,
University of Utah
- *Paul Watzlawick, Ph.D., Mental Research Institute, Palo Alto,
California, and Clinical Assistant Professor of Psychiatry,
Stanford University School of Medicine
- Nancy R. Wexler, M.A., Gerontologist, Private Practice, Tarzana,
California.
- *Carl Whitaker, M.D., Professor of Psychiatry, University of
Wisconsin Medical School

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



ACADEMIC CALENDAR

Fall semester classes begin September 7, 1982.
Students have one week off at Thanksgiving and two weeks off at Christmas/Hanukkah.
There is no semester break.
Students have one week off at Easter/Passover.
Classes end May 14, 1983 for second year students and May 28, 1983, for first year students.
Summer M.A. classes begin July 5, 1983.