In this rough time of budget cuts and furloughs I am inspired every day by the dedication of our faculty and administrators to keep to the high standards of our program.

Be proactive in your student experience. Make the most of this important time in your lives. Try to be in the moment and shift the focus from the finish line to where you are now...I promise you won't be sorry!

Michele McCarty, Newsletter Editor

Happy Fall/Winter!
CSUN Marriage Family Therapy Alumni/Student Network

BOARD OF DIRECTORS

President
Teresa Jacobs, M.A., MFT

Vice President of Membership/Secretary
Diana Castle, M.S., IMF
diana.castle@csun.edu
818.677.2549

Treasurer
Heidi Kwok, M.S., MFT

Newsletter Editor
Michele McCarty
mccartymichele@yahoo.com

Faculty Advisor
Stan Charnofsky, Ed.D.
stan.charnofsky@csun.edu
818.677.2548

MISSION STATEMENT

Our Mission...

The purpose of this organization is to encourage support and interaction among its members. Our goal also includes a hope to enrich the field of psychotherapy in general.

The Networker is published quarterly by the CSUN-MFT Alumni Student Network. Membership is available to all CSUN alumni and students of the EPC graduate program who focused on the MFT track.

The CSUN MFT A.S.N. offers many events including banquets, guest speakers, picnics, workshops, and scholarship opportunities.

For membership information and to be added to our mailing list, please contact Dr. Stan Charnofsky at 818.677.2548 or Vice President of Membership, Diana Castle at 818.677-2549.

The Networker welcomes feedback from all readers.
Welcome to both new and continuing students in CSUN’s Educational Psychology’s various tracts. We hope this will be a wonderful year for all.

Let’s take a moment to congratulate our 2008 graduating class on a job well done. This year the first part of the event was held in the Educational Quad, and was personal in nature, noticed by family and friends.

The MFT Alumni Student Network was put together in 1997 with the intent of involving students in a process of networking, staying connected, sharing valuable resources and opportunities. Please plan to become involved in the process and celebrate our accomplishments, joys and connections with friends and colleagues.

Once again there are great workshops coming up. Please review the workshops flyer and make plans early to join in. The workshops offer opportunities for current students to fulfill the requirements of the department, while networking with graduates, fulfilling continuing education credits, networking with community professionals and thus our profession benefits in many ways. If interested please contact Diana Castle or Heidi Kwok. Diana and Heidi were honored with a plaque and recognition for their wonderful work keeping this group running smoothly.

Let your voice be heard if you are interested in presenting at a workshops program. We are always interested in members input for speakers at the various programs put on by the Alumni Student Network during the year. It is a great way to market and possibly increase your business.

The speakers at our luncheons always enrich and add to the quality of our profession. Dr. Ian Russ (Board member for the Board of Behavior Science Examiners) provided important information and input for future thinking of where our profession is headed; Dr. Anne Thiel (a successful Therapist from Malibu) was very informative and enriched our lives with her presentation of ‘being authentic’. If you know of great speakers to present at our events please contact Dr. Stan Charnofsky.

During these times of challenge, keeping in touch with fellow students/instructors is critical. Job opportunities, office space, internship, traineeship positions, the friendships formed over years of a journey toward a shared destination cannot be filled by family or friends who may not have taken the same path. Please plan to become involved, or stay involved with the association.

Please take the opportunity to review this newsletter from cover to cover. Watch the mail and plan to join us in the soon to be announced luncheons, events, and workshops, give us some feedback in how to improve the MFT ASN’s services to the students, and if you are interested in being a part of what we do, let Stan, Diana, Heidi or myself hear from you.

Best wishes for the second half of the year 2009... ♥ Teresa Fordham-Jacobs, LFMT ♥
Faculty Corner

With Dr. Stan Charnofsky

Greetings to all Happy Fall!

Welcome to a new and challenging year in the world of MFTs and MFT programs! Our faculty are still here, despite the state-wide cutbacks, and the mandate to furlough ourselves two days each month—which means close to a ten percent cut in our salary.

There are many changes on the horizon. The legislature passed, and this year the governor signed, a bill that will change the curriculum for MFTs, beginning with the class that enters in 2012. It is called the Recovery approach to treatment, and involves more active involvement in our clients’ lives, families, schooling, etc. The purpose is to better serve poor and minority groups, and those with more severe emotional issues. Jokingly, I say that we can no longer expect only to serve, (in private practice), Encino housewives! More will be coming on this, as we adjust our curriculum to meet the new state mandates.

Congratulations to Diane Gehart and her husband, on the birth of their baby, Michael!!! Diane is working this term; brought the little guy into a department meeting. Adorable!

Our faculty had a retreat at our Chair’s, Dr. Tarver-Behring’s, house, in August. A lot was discussed, the food was elegant, and the entertainment was provided by: Jordan Charnofsky (yes, he is my son) playing classical pieces, including his own compositions.

We had 166 applicants for our MFT program for this Fall, and carefully selected sixty incoming students (plus ten joint School Counseling/MFTs). A great bunch of new people! As faculty we love the eagerness of the new folks: attentive, wide-eyed, and PRESENT. I say present, because later in the program, when students get into fieldwork, etc., there is a tendency to be less devoted to one hundred percent attendance. As faculty, we want you in the classes—and always wide-eyed and bushy-tailed.

Our fall MFT/Alumni Student Network Welcome Bash will be held on Sunday, October 18. We hope to have many students and alumni there—a guest speaker, and a great brunch, and one hour of credit for continuing education.

At our LA Greater Area Consortium meeting at Phillips Graduate Institute on September 11, forty colleges and training institutions heard about the new Stipends available for this coming school year. The amount is $18,500 and there will be up to 72 of these given out by the County of LA, and some twenty given out by the State of California. The purpose is to serve minority and under-served populations, often with a different primary language. Specific information on applying, and the criteria to be eligible, will be distributed in the next couple of months. One must be graduating before next July 1st, 2010.

Finally: Enjoy your year in this remarkable program! We know the tuition has gone up. We know the faculty salaries have been docked (while still expecting to still deliver all the goodies to our students). Yet, despite all of that, we are here, you are here, the subject matter is amazing, and the partnership we have will produce unbelievably fine therapists: YOU!

Stan Charnofsky
Everything you need to know to ensure your hours count from day one of your traineeship. Answers to all of the questions that previously resulted in differing and conflicting answers. Answers nowhere else assembled in one place.

Everything previous generations of graduates had to learn the hard way AT YOUR FINGERTIPS!

The MFT Trainee: A Student’s Guide to BBS & CACREP Requirements

From Weekly Summary of Hours of Experience Logs to Liability Insurance to Supervision Ratios:

- Department of Educational Psychology and Counseling: Marriage and Family Therapy
- FIELD EXPERIENCE REQUIREMENTS (CACREP – 600 HOURS) SECOND YEAR
- Students: Semesters 3-5
- Board of Behavioral Sciences (BBS) MFT Licensure Walk Through: While You Are In School
- BBS Answers to Most Frequently Asked Questions Relating to Marriage and Family Therapist Interns and Trainees
- BBS MFT Breakdown of Required Experience Chart
- BBS A Guide to Supervision For MFT Interns and Trainees
- Sample Letter of Agreement For Offsite Supervision
- Sample FORM 9 BBS/CACREP – FIELDWORK WEEKLY SUMMARY OF HOURS OF EXPERIENCE
- Sample BBS WEEKLY SUMMARY OF HOURS OF EXPERIENCE
- FORM 9 & BBS WEEKLY SUMMARY OF HOURS OF EXPERIENCE BREAKDOWN
- MARRIAGE AND FAMILY THERAPIST EXPERIENCE VERIFICATION
- Experience Verification Form Breakdown
- MFT Experience Calculator Instructions
- Professional Experience Requirements for Trainees/Interns
- Professional Liability Insurance
- Board of Behavioral Sciences/CACREP Contact Information

ONLY A PSYCHOLOGIST, AS TALENTED AS I AM, CAN UNDERSTAND ME.
Greetings from my little corner of the world! It’s been a pleasure serving as the Chair of the Department of Educational Psychology and Counseling for the last year and a half. As a licensed psychologist who has taught MFT courses in our department in the past, I’ve always considered myself an honorary member of the Marriage and Family Therapy Program and adore the wonderful full and part-time faculty and exceptional students who help make this one of the most respected and successful graduate MFT programs in our area! And in the nation!

Speaking of national success, the MFT program went through a review last May from the CACREP accreditation team. CACREP stands for Council for Accreditation of Counseling and Related Programs, and is a national accreditation for MFT and other counseling programs with very high standards, which must be passed every seven years. Our program has been approved by this accreditation body for over twenty years. We are still awaiting final feedback from this review, but have received positive feedback about the MFT program, such as “high quality field sites, widespread respect for program faculty, praise for the student mentoring program, and a strong multicultural emphasis across various courses.” Two of our department-supported centers recognized by CACREP as “very supportive and encouraging of student growth” were the Mitchell Family Counseling Clinic, directed by Dr. Michael Laurent, and the Valley Trauma Center, under the leadership of Dr. Charles Hanson. Both centers continue to expand much needed services to the surrounding community, and to provide excellent training to our MFT students. In addition, all of our field sites were praised for their excellent work. The department sends out heartfelt thanks to all of our alumni who helped with this very important review, including our part time faculty, supervisors, employers, and former students who came to campus to visit with the review team.

Perhaps there has been no time more in need of the guidance and vision of the MFT profession than now. With the world becoming more challenging and complex every day, the MFT profession has emerged as a leader in finding solutions to the impact of these challenges on the human condition. The Recovery Model is a new service model offered by the MFT profession as a comprehensive approach for working with individuals and families with very involved issues.

Recently, the California Licensing Board passed a law requiring MFT programs to incorporate this approach in curriculum and fieldwork experiences in the near future. We have MFT faculty who are experts in the development of this model, such as Dr. Diane Gehart, and we are currently working on revisions in our MFT program to include this model under the leadership of our wonderful MFT coordinator, Dr. Stan Charnolsky. Please stay tuned for these exciting developments. May your lives be filled with gratitude and love!
Social Justice Counseling: Empowering Low-income Urban Youth

By
Richard D. Cortes, Ph.D.
Adjunct Faculty
Education Psychology and Counseling

Historically, counseling professionals have been addressing the social, emotional, and academic problems of low-income urban youth on an individual case-by-case basis. Although this method is still a common practice today, many counselors have come to realize that a large percentage of the urban youth share similar psychological and academic obstacles. According to Davidson, Waldo, & Adams (2006), the common problems that low-income urban youth face are low educational aspirations, depression, anger, anxiety, stress, violence, and poor treatment based on racial and gender biases. As a result, counseling scholars and practitioners today are shifting into social justice interventions to counteract these reoccurring systematic and socio-psychological problems (Eschenauer, 2005; Lee, 2005; Toporek, Gerstein, Fouad, Roysicar, & Isreal, 2006).

In response to this issue, the social justice counseling perspective encourages counselors to take on a more influential and proactive role to help bring change to an already failing urban, social, political, and educational system (Ginwright, Cammarota, & Noguera, 2005; Lee, 1998). Too many poor urban students of color are falling farther behind academically because of unaddressed societal and psychological factors (Education Trust, 2003; Kozol, 1995; Cordero Guzman, 1997). However, it would be unfair to state that the practice of social justice counseling is a new method.

According to Kiselica & Robinson (2001) and Faoud, Gerstein, & Toporek, 2006, early 20th century advocates like Clifford Beers who advocated for better treatment of the mentally ill, or Frank Parsons, a social reformer who pioneered the first vocational guidance program during the industrial revolution helped pave the way to ensuring social change. Clifford Beers initiated the mental health movement after being released from the mental hospital. Apparently, he was greatly appalled by the unsanitary and hostile conditions at the hospital, and as a result, wrote a book about his horrifying experiences at the mental hospital. Consequently, his book ignited worldwide protests, and eventually prompted mental healthcare facilities to improve practices and conditions for their patients (Kiselica & Robinson, 2001). According to Faoud et al. (2006), Frank Parsons organized the first Bureau of Vocation Guidance as a training ground for vocational counseling. Parsons felt the need to provide educational and training opportunities for the many immigrants and children who were constantly exploited during the industrial revolution era (Faoud et al., 2006; Herr, 2002; Kiselica & Robinson, 2001; Ratts, 2006).

Elements of Social Justice Counseling

According to the literature, the practice of social justice counseling in urban schools and communities involves counseling professionals to understand the oppressive systematic and institutional barriers that have traditionally prevented students from academically succeeding and what can be done to change it (Davidson, Waldo, and Adams, 2006; McWhirter, 1991). Specifically, social justice counseling efforts consist of special responsibilities and competencies (ACA, 2004; Fouad et al., 2006). For instance, according to Roysicar (2006), it is the responsibility of the counseling professional to “educate themselves about their roles in a system of privilege and oppression” (p. 78). In essence, counselors have the opportunity to observe the effects of oppression in the school context; however, some fail to recognize the need to change these oppressive practices as a result of sheer ignorance (Nillson & Schmidt, 2005). Historically, counseling and teaching professionals have referred to deficit models as a method to explaining the problems of marginalized groups (Bemak & Chung, 2005; Solorzano & Yosso, 2001). Evidently, this form of logic placed the onus on the marginalized, thus further sustaining the status quo (Bemak & Chung, 2005).

Currently, scholars strongly emphasize the importance of multicultural training for counselors (Arredondo et al., 1996; Astramovich, 2003; Vera & Speight, 2003). For instance, as implied above, counselors’ practice of placing poor students of color in lower track or special education classes is a manifestation of the deficient model orientation (Bemak & Chung, 2005; Eschenauer, 2005; Kozol, 1995, 1997; Oakes, 1985; Sleeter & Grant, 1999; Solorzano & Yosso, 2001). Consequently, this form of logic can be detrimental to the psychosocial development of the student (Oakes, 1985).

In a case study on urban minority tracking, school counselors are euphemistically coined the “gate keepers” (Concha & Clark, 2002). In other words, school counselors have the ultimate authority to decide who will be college-bound or vocational bound (Rosenbaum, Rafiullah Miller, & Scott Krei, 1996; Herr, 2002). Apparently, the decisions that counselors make may have a significant impact on the success of the student (House, 2002). As such, it is imperative that counselors receive the necessary multicultural training to avoid personal negative stereotypes that may influence academic decisions on the behalf of the students (Coizet, Desert, Dutrevis, Leyens, 2001; Solorzano & Yosso, 2001).

Advocacy and Social Action Competencies

As stated earlier, engaging in advocacy and social action are important elements to the social justice counseling paradigm. Developing both competencies can help school counselors focus on the environment rather than just the individual student (Watson, Collins, & Collins Correia, 2004). According to Cohen...
et al. (2001), social justice advocacy consists of the following principles:

- Respects and protects human rights.
- Respects and preserves the dignity of all people, regardless of differences.
- Eradicates cruelty by protecting people from abuse, violence, and humiliation caused by communities and institutions.
- Provides public space for people to challenge unjust behaviors.
- Engages people in decision-making processes that affect their lives.
- Protects people from risk and harassment when they participate and exercise their rights.
- Fixes responsibility on society’s powerful institutions, both within and outside of government, to protect people from harm and help improve their lives (see p. 8).

As suggested by Cohen et al., counseling professionals must promote the dignity of others, since many may feel voiceless or oppressed as a result of the social injustices that they may have experienced. According to Astramovich and Harris (2007), advocacy efforts must start with counselors empowering their students to advocate for themselves as a means to affect social change. If students are not encouraged to do so, it is feared that some may develop a sense of helplessness and co-dependency (Astramovich and Harris, 2006; Watson, Collins, & Collins Correa, 2004; McWhirter, 1991). Nevertheless, McWhirter (1991) argues that counselors need to understand the importance of empowerment.

**Case Examples of Social Justice Counseling Practices**

In 2006, Faoud et al. compiled one of the first handbooks for social justice counseling. In this seminal handbook, several chapters are dedicated to the betterment of marginalized urban student issues. Specifically, a list of prominent social justice scholars discuss issues of family trauma, health care access, environmental racism, unsafe school climate, and improving curriculum in inner-city schools. Other relevant articles describing successful social justice counseling interventions were also found in the review of the literature. As a result, in the following sub-sections, some case examples of effective social justice counseling practices in the urban schools and its communities are described:

**Addressing Family Trauma**

It is evident that with sufficient multicultural and ecological systems training, school counselors can be more instrumental in the academic success of urban youth (Conye & Cook, 2004; Roysicar, 2006; Fouad et al., 2006). Roysicar (2006) recommends that counselors pay close attention to the nuances of poverty. In the context of urban student barriers, Roysicar indicates that there may be issues of health care access, inadequate parenting, and exposure to anti-social role models. In a related study, Evans and English (2002) report that low-income children are more likely to suffer from serious family turmoil (e.g., family separation and higher levels of violence). Evans and English further add that youth living in poverty tend to live in more crowded, lower quality housing environments that tend to cause higher levels of socio-emotional stress.

As a result, Roysicar (2006) suggests that counseling professionals implement prevention programs for high risk youth. This program consists of three components: (1) classroom psychoeducational instruction (e.g., decision making, peer pressure, career exploration, goal setting, etc.); (2) small group parent sessions addressing the challenges of parenting and parent stress management; (3) consultation with teachers and administrators regarding the adverse socioeconomic conditions affecting families (see p. 80). Roysicar envisions a school-based universal prevention system that can help alleviate the harsh socioeconomic and socio-emotional realities of their students so they can peacefully focus on their academic success. Ultimately, counselors can help design and facilitate intervention programs that focus on family and community collaboration. This form of advocacy and outreach are prime examples illustrated under ACA’s (2004) Advocacy Competencies Model and Bronfenbrenner’s (1979) Ecological Model Theory. **Addressing Health Care Access**

At the macrosystematic level, Davidson et al. (2006) explains how shortages of health care can inevitably cause low-income children to fall prey to diseases and other serious illnesses. According to a recent U.S. Department of Health and Human Services (2003) report, there are significant disparities in health care access for members of racial and ethnic minority groups as well as those of lower social class groups (see Hopps and Lui, 2006). This social inequity may explain some of the high rates of absenteeism among low-income minority students (Lee, 2005). According to Evans and English (2002), children living in poverty have higher blood pressure as opposed to their middle and upper class peers. As such, Hopps and Lui (2006) argue that counseling professionals can promote systemic social justice interventions that focus on outreach and the psychoeducation of low-income families relating to health care and stress management.

At the community level, Hopps and Lui also recommend that counseling professionals strengthen their relationships with neighborhood associations, health professionals and community leaders for advocacy and outreach support. Outreach and educational programs like AIME (Achieving Independence and Medical Empowerment) and Building Better Families, which are facilitated by physicians, psychologists, and counselors, are designed to encourage and educate low-income families about taking on a more active role in properly managing their health, as well as understanding their historical origins and patterns of family dysfunctions, and how it can be improved for better health (Hollemann, Bray, Davis, & Hollemann, 2004).

**Environmental Racism**

Research indicates that urban ethnic minorities, particularly youth, are more likely to be exposed to toxic waste and other certain types of contaminants, and as a result, many are vulnerable to contracting diseases and other serious illnesses (Santiago-Rivera, Talka, & Tully, 2006). According to Santiago-Rivera et al. (2006), “the neurobehavioral effects to toxic solvents have been shown to promote cognitive deficits in memory, intelligence, and spatial relations” (p. 187). Evidently, a larger number of low-income ethnic minorities are living next to hazardous waste facilities (Santiago-Rivera et al., 2006). In a recent study done by the Center for Disease Control and Prevention, findings show that nearly 25% of all children living in...
central Harlem (well above the national norm of 6%) have asthma and other serious health conditions as a result of air pollution, feces of cockroaches and dust mites, and the heavy congestion of diesel bus and truck traffic that dispose toxic fumes (Perez-Pena, 2003). Needless to say, these environmental factors may lead poor health and poor academic performance (Santiago-Rivera et al., 2006).

Santiago-Rivera et al. recommends that counselors become more proactive in stopping environmental contamination. The authors recommend that counselors adopt an environmental justice framework that is focused in combating environmental racism. For example, counseling professionals can help by establishing community collaborations with parents, neighbors, local public health and community officials in order to stop environmental contamination. Counseling professionals can take on the role of “crisis counselor, educator, consultant, advocate, mediator, researcher, and collaborator with community leaders and other helping professionals” (Santiago-Rivera et al., p. 193).

Conclusion

It is indicated in the literature that the traditional individualistic, psychoanalytic approach to working with low-income inner-city students has not proven to be an effective model with this population (Lee, 2005). Many social justice scholars are now pushing for practitioners to adopt a systemic approach in order to develop an understanding of how societal and environmental issues negatively affect the development of a student (Bemak & Chung, 2005; Faoud et al., 2006; Lee, 1998, 2005). Under the social justice paradigm, counselors are urged to leave their comfortable offices to proactively advocate for their students, as well as establish professional relationships with families, community-based organizations, and community leaders for support (ACA, 2004; Lee, 1998, 2005). However, as suggested in the literature, it is important for counselors to develop multicultural and advocacy competencies before they engage in social justice work.

The implementation and instruction of social justice counseling frameworks in CACREP-accredited graduate counseling programs and professional development courses are still in their infancy (Lee, 2005; Ratts, 2006). Counselors are still practicing traditional counseling methodologies that further sustain the status quo (Bemak & Chung, 2005). Thus, it is critical that counselors shift paradigms and engage in social action to ensure that students of all races, ethnicities, social classes, and sexual orientations receive equal structural opportunities and respect (Faoud et al., 2006). Counseling professionals must examine the person’s environment before effectively assessing the individual’s emotional problems. As Kurt Lewin demonstrated, “behavior is the function of the person and its environment.”

References


Words Of Wisdom
Celebrating Maya Angelou

Achievement brings its own anticlimax.

At fifteen life had taught me undeniably that surrender, in its place, was as honorable as resistance, especially if one had no choice.

Bitterness is like cancer. It eats upon the host. But anger is like fire. It burns it all clean.

Children's talent to endure stems from their ignorance of alternatives.

How important it is for us to recognize and celebrate our heroes and she-ros!

I have found that among its other benefits, giving liberates the soul of the giver.

I long, as does every human being, to be at home wherever I find myself.

I love to see a young girl go out and grab the world by the lapels. Life's a bitch. You've got to go out and kick ass.

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

I've learned that you shouldn't go through life with a catcher's mitt on both hands; you need to be able to throw something back.

It is time for parents to teach young people early on that in diversity there is beauty and there is strength.

Most plain girls are virtuous because of the scarcity of opportunity to be otherwise.

My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.

The sadness of the women's movement is that they don't allow the necessity of love. See, I don't personally trust any revolution where love is not allowed.

There is nothing so pitiful as a young cynic because he has gone from knowing nothing to believing nothing.

There's a world of difference between truth and facts. Facts can obscure the truth.

If you don't like something, change it. If you can't change it, change your attitude.

-Maya Angelou
Congratulations to our 2009 Graduates!

Barbara White
Tricia Lethcoe
La Donna Haltom
Alison Dawn Jacobs
Roubina Minassian
Eric Hotchandami
Eniko Danics Gold
Pedro Palafox
Lilac Shay
Svetlana Kogut
Jeri Ware Johnson
Elizabeth Rodriguez
Christiana DaSilva
Armando
Hernandez-Paz
Melissa Goodwin
Stacy Tamayo
Jenna Flowerree
Ed Keaveny
Gabriela Casas
Margarita
Danielyan
Lusine Khachatryan
Susanna Franchi
(Camarillo)

John Lark
Roxana Vahdat
Selena Valdez
Sara Friedman
Karina Green-Kortbein
Holly Sparks
Janet Goldstein-Ball
Magnolia Ghassemi
Nancy Becker-Kennedy
Katrina Babalian
Sarvnaz Khajavi
Maya Dennis-Willis
Shannon Poulos-Hernandez
Yuka Kawasaki
Enjil Poloss
Laura Hageman
Scholten
Jackie Lowzik
Elsa Martinez
Alyson Stack
Veronica Ornelas
Abby Vinson

Alina C. Whitmore
Erica K. Castaneda
Marcla Diaz-Smoire
Jennifer Evans
Maria Finnerty
Susan Rosen
Sahar Natalie
Ebrahimi
Shlomit Yelin-Arber
Julie Trudeau
Karina Trudeau - Fadai
John Hawkins
Malorie Martinez
Shazia Shah
Glenn Lee Abrams
Charnae V. Bailey
Anabella Dubon-Selders
Craig Rozdilsky
Erin McGrath
Scott Walker
(Camarillo)
The *Networker* is published by the **CSUN MFT A/S Network**. Membership is available to all CSUN alumni and students of the EPC graduate program who focused on the MFT track. For membership info, advertisements details, or additional information about our organization please use our Board of Director's contact list on page 2 or visit our website http://www.csun.edu/~mftasn/

CSUN, Marriage Family Therapist Alumni/Student Network
In cooperation with Stan Charnofsky
Dept. of Education, Psychology & Counseling
18111 Nordhoff Street
Northridge, CA 91330-8265