

THE
WILLIAM
ALANSON
WHITE
INSTITUTE

Eating Disorders,
Compulsions &
Addictions, Educational
Program



INSATIABLE HUNGERS:

ITCHES, URGES & LUSTS

RELATIONAL PERSPECTIVES ON EATING
DISORDERS, COMPULSIONS & ADDICTIONS



A One-Year Comprehensive Program

www.wawhite.org

INSATIABLE HUNGERS: ITCHES, URGES AND LUSTS - RELATIONAL PERSPECTIVES ON EATING DISORDERS, COMPULSIONS & ADDICTIONS

What interferes with a person's experience of feeling satisfied, sated, their personal and relational desires fulfilled? For many individuals who experience the ravages of eating disorders, the pull of compulsions, and the force of drugs, alcohol, substances, or other substances, their hungers are rarely satiated. Rather, the high is never high enough, the scale is never low enough, and the image in the mirror is never good enough. There is always a longing for more, better, faster—even instant gratification takes too long. Further, in these pandemic times—which have only exacerbated experiences of isolation and difficulties accessing relational sustenance—these longings, and patients' experiences of deprivation, have intensified.

Destructive behaviors such as starving, bingeing, purging, cutting, self-mutilation, alcoholism, drug or relationship addiction, and other eating disorders (OEDNS) are symptoms that represent parts of the self that have, via trauma, retreated from relatedness. When needs and desires cannot be safely expressed and met in relational context, bodies become embattled and relationships with substances are the scenes of reenactment. Such patients are at war with their own bodies. Their bodies are rarely experienced as natural extensions of the self, with reliable cues that can be respected and responded to. Rather, bodies, the source of need and desire, are there to be punished, manipulated, and mistrusted. Unintegrated, unsymbolized parts of the desiring self are often sequestered in symptoms expressed through the body, in action, not words. This battle with the body, via attempts to control and the inevitable experience of being controlled by food, substances, and the like, takes center stage, and the potentials of mutuality, relatedness, and authenticity are muted, if not lost. An interpersonal-relational approach to treating these disorders of desire helps patients formulate their unformulated hungers in the context of the patient-therapist relationship. This, in turn, creates possibilities for satiation—for an experience of both self and others that feels full, and that opens the pathways to relational freedom.

THE INSTITUTE

The William Alanson White Institute (WAWI) is a psychoanalytic training facility founded in 1943 and incorporated under the New York Education Law in 1946 as a not-for-profit educational corporation. The Institute trains psychiatrists, psychologists, social workers and other mental health professionals in the theory and practice of psychoanalysis and offers courses in essential psychoanalytic concepts to individuals in other disciplines who wish to extend their skills and understanding in their own professions. It also provides clinical services and outreach programs to a wide range of populations in New York City and surrounding communities.

The curriculum at the Institute is grounded in the interpersonal tradition of psychoanalysis, recognizing the special contributions of two of its co-founders, Harry Stack Sullivan and Erich Fromm. Since its inception, WAWI has been unique among major psychoanalytic training institutes in emphasizing the psychodynamic role of interpersonal relations and interactions within the socio-cultural environment. The founders believed psychoanalysis must address societal as well as individual ills. It is in this spirit that the Eating Disorders, Compulsions and Addictions Service (EDCAS) was established in 1995 to offer clinical services, education, and training. Our goal is to promote a deeper understanding of a treatment approach that draws from the wellspring of contemporary thinking.

THE PROGRAM

The EDCAS program is a 37-week comprehensive course of study. The program focuses on integrating principles of interpersonal psychoanalysis with other treatment modalities. Theory and clinical casework are explored in the areas of eating disorders and disordered eating issues, body image, affect regulation, addiction to substances, relationships, exercise, and internet use. The curriculum combines 37 classes of didactic and clinical seminars, guest lectures, case conferences, individual and/or group supervision. Its aim is to provide a concentrated, practice-oriented educational experience to mental health professionals who want to use the interpersonal perspective in working with people who have eating disorders, compulsions, or addictions. Each participant will be assigned a mentor who will be available for consultation and support throughout the program. Individual and group supervisory consultation are optional for licensed program participants and offered in the private offices of the program faculty for a period of 20 weeks for a reduced fee of \$75 per session for individual and \$50 for group. This is a separate fee from program tuition. Participants are invited to attend the EDCAS Clinical Service meetings.

interactions between patient and therapist, the many “bodies” in the room, why a particular intervention is chosen, as well as transference and countertransference concerns will be discussed. Issues of the work with male eating disordered patients, body obsession, diagnosis, assessing the level of care, and techniques involving contracts, food charts, and food language as metaphor, will be viewed as part of the bridge one builds to enter the ritual-filled world of the eating disordered patient.

WEEK 4

OCTOBER 7th

GIRLS! DEVELOPMENTAL CHALLENGES FROM PUBERTY TO ADOLESCENCE

Course Instructor: Jacqueline Ferraro, D.M.H.

This class will focus on puberty and developmental issues in girls, taking into account efforts to develop an identity and sense of self as girls move through this critical period in their lives. The transition through puberty into adolescence involves significant changes in their physiology, body image, and cognition, with accompanying social and emotional elements. Coping with all of these changes can involve efforts to control weight (restricting and/or bingeing), cutting, drug and alcohol use, and sexual experimentation and activity. Relevant vignettes will be incorporated into class discussion.

WEEKS 5 & 6

OCTOBER 14th and OCTOBER 21st

EATING DISORDERS: THE INTERPERSONAL TREATMENT OF THE INDIVIDUAL AND THE FAMILY

Course Instructor: Judith Brisman, Ph.D.

This class will present an interpersonal approach to the treatment of anorexia, bulimia, and binge eating disorder, with a particular focus on the role of the family in the treatment of children, adolescents and young adults. Because of the complexity of eating-disordered patients’ dynamics and the urgency of life-debilitating symptoms, treatment often involves extension of the boundaries of traditional analytic work -- both with the individual and the family. An approach is offered in which direct symptom intervention occurs within the framework of an interpersonally-based analytic approach. Work with the family in that regard will be considered, contrasting it to the evolving family-based treatment models in which direct re-feeding by parents is urged. When is direct re-feeding helpful? When does it hurt? Questions regarding treatment choice will be explored and discussed. Complications, roadblocks, and treatment goals will be considered in developing an understanding of how best to reach these often unreachable patients.

WEEK 7

OCTOBER 28th

TACKLING OBESITY: PRACTICAL ADAPTATIONS, INTERPERSONAL TECHNIQUES

Course Instructor: Janet Tintner, Psy.D.

High recidivism rates and the frequency of redo bariatric surgeries highlight intractability in this arena. Meta analysis of research indicates short term weight loss is achievable. It is long-term maintenance that is crucial, but elusive. We must adapt to tackle this thorny issue. This course deals with this question practically, in a review of bariatric surgical options. Surgery is viewed as a tool (not a solution) in working with despair and intransigence in treating obesity. Psychological concerns, pre and post surgery, will be described. Clinically, this course demonstrates the use and import of the detailed inquiry as a means to facilitate awareness of eating in the here and now, as well as a means to demonstrate enactments of childhood experiences in current patterns.

WEEK 8

NOVEMBER 4th

BINGEING

Course Instructor: Stephanie Roth Goldberg, LCSW-R, CEDS

This class will explore the range of bingeing experiences through a *Health at Every Size* lens. We will consider the pressure of culture to be thin and add an analytic framework to our thinking about how the influence of culture contributes to one's dissociated hunger. We will explore the range of bingeing experiences, those that are part of a bulimia diagnosis, Binge Eating Disorder and those that follow a period of anorexia. In addition, this class will examine one's embodied and disembodied experiences during a binge and connect that to the range of emotional experiences with the aim of providing an interpersonal/relational perspective on the treatment of bingeing.

WEEK 9

NOVEMBER 11th

THE MALE EXPERIENCE OF EATING DISORDERS

Course Instructor: Tom Wooldridge, Psy.D., ABPP, FIPA, CEDS-S

Although eating disorders are usually associated with women, many men suffer from eating disorders. These lectures will look at the role of gender identity in the patient's experience and how it may be addressed in the treatment situation. We will discuss the role of identification in the development of gender identity, including identification with the father. We will also discuss muscle dysmorphia, a disorder that is more common in men than in women.

WEEK 10

NOVEMBER 18th

EATING AND THE GENDERED SELF

Course Instructor: Sarah Schoen, Ph.D.

This course will consider how cultural, developmental, and psychological forces influence the relationship between eating and gendered identity. The focus will be on how feelings about eating and bodies are tied to a person's experience of themselves as a *man*, or as a *woman*. For people with eating problems, experiences of self as desiring and desirable are often played out in relationship to food and body size. Clinical material will be used to explore how both the patient's and therapist's gendered selves, including feelings about their bodies and appetites, shape and transform the interpersonal field.

WEEK 11

2:00 to 4:30pm

DECEMBER 2nd

INVITED GUEST SPEAKERS **HYBRID MEETING - EXTENDED TIME SESSION**

THE ROLE OF THE NUTRITIONIST & MEDICAL PRACTITIONERS in the Treatment of Eating Disorders

Moderator: Jean Petrucelli, Ph.D., CEDS-S

Guest Speakers will include Judy Schwartz, M.D.; Karen Rosewater, M.D.;

Wendy S. Ziecheck, M.D.; Theresa Kinsella, MS, RD.; Robin Millet, MS, RD, CDN;

Marina S. Kurian, M.D., FACS

A multi-disciplinary approach to treatment involving the use of adjunct modalities will be examined in a roundtable discussion. Guest Speakers will include Nutritionists, Internists, Gynecologist and a Bariatric Surgeon.

WEEK 12

DECEMBER 9th

BODY IMAGE

Course Instructor: Elizabeth Halsted, Ph.D.

This class will explore the deep and complex psychological elements constituting the dynamic body image. We will identify the vital functions produced by a stable body image and the symptoms that arise from an unstable body image. Students and the instructor will offer clinical material and formulate interventions that generate the creation of new and more resilient body images.

WEEK 13**DECEMBER 16th****ENTERING THROUGH THE BODY: SOMATIC INTERVENTIONS IN THE THERAPEUTIC PROCESS****Course Instructors: Elizabeth Halsted, Ph.D. & Steven Tublin, Ph.D.**

Psychoanalysis, with its emphases on meaning and understanding, can be considered a top-down model of human experience. What we call “the mind” is the central player. Somatic psychology begins with bodily experience – sensation, kinetic impulses – and physiological models of emotion and phenomenology. With the body as central player, somatic approaches are thought to be bottom up. The two approaches combined provide a more thorough understanding of experience and a wider array of clinical interventions than either alone. In this class, we will introduce a somatic model and some interventions derived from it, that support emotional regulation and facilitate psychoanalytic inquiry.

2023**WEEK 14****JANUARY 6th****BRIDGING THEORY AND PRACTICE: CLINICAL CONUNDRUMS****Course Instructors: Sarah Schoen, Ph.D.; Jean Petrucelli, Ph.D., CEDS-S, and members of the EDCAS Steering Committee**

This course will use transference and countertransference data to bridge theoretical knowledge and clinical experience. Students will be encouraged to raise clinical dilemmas in an informal and spontaneous discussion. Themes in clinical material that integrate interpersonal and relational concepts in work with eating disordered patients will be highlighted.

WEEK 15**JANUARY 13th****EATING DISORDERS AND THE ORTHODOX JEWISH COMMUNITY: IT'S COMPLICATED****Course Instructors: Sharon Kofman, Ph.D. & Caryn Gorden, Psy.D.**

This course will explore the increased incidence of eating disorders within the Orthodox Jewish population from a psychoanalytic perspective. Contemporary socio-cultural, historical, and religious factors that contribute to Jewish identity will be examined. The role of ritual and eating practices, family and gender dynamics, and cultural issues specific to the body, desire, and sexuality will be discussed. We will consider the role of unconscious historical influences, such as the legacy of persecution, genocide, and intergenerational transmission of trauma, as critically contributing to this symptom picture in survivor families. Discussion will involve noteworthy clinical features, treatment dilemmas and countertransference experiences.

WEEK 16**JANUARY 20th****BLENDING CBT/DBT AND INTERPERSONAL PSYCHOTHERAPY IN THE TREATMENT OF EATING DISORDERS****Course Instructor: Carrie Gottlieb, Ph.D.**

This course will examine the similarities and differences between cognitive behavioral and dialectical behavior therapies and interpersonal psychotherapy. The integration of these therapies will be explored as they pertain to treatment and conceptualization of individuals with eating disorders. Discussion will focus on the blending of these approaches in treatment.

WEEK 17

JANUARY 27th

EMOTIONAL MODULATION

Course Instructor: Sandra Buechler, Ph.D.

Emotions are a primary means of intrapersonal and interpersonal communication. As clinicians and as human beings, how can we best hear and use their messages? How can we learn to modulate them, to bring out their potential to enhance life, rather than detract from it? These questions will be explored in this course, with an emphasis on their clinical applications and a focus on the emotional cues that form a vital part of the fabric of the treatment interchange, as well as the rest of human experience.

WEEK 18

FEBRUARY 3rd

THE HORMONAL BODY AND ITS IMPACT ON THE PSYCHE

Course Instructor: Sue Kolod, Ph.D.

The impact of hormones on the psyche, of particular relevance to sexuality, appetite and self experience, has been largely avoided in contemporary psychoanalytic thought. Psychoanalytic treatment has focused on the ways in which the mind affects the body, i.e., how psychological conflict can be expressed through physical symptoms. This class will explore how the body can affect the mind. Research will be cited from evolutionary biology and endocrinology and case material will be used to demonstrate how an inquiry into hormonal experience can inform clinical work.

WEEK 19

FEBRUARY 10th

EATING DISORDERS IN THE CONFLUENCE OF RACIAL DIVERSITY AND CULTURAL PLURALISM

Course Instructors: Toni Andrews, Ph.D.; Rosa Lim, Ph.D.

Eating disorders are not just white, middle-class, heterosexual, cisgender and able-bodied, young girls' illnesses. This class explores personal, political, and clinical issues of race in eating disorder treatment including differences between the impact of oppression and assimilation stress on identity development, and culturally relevant treatment implications.

WEEK 20

FEBRUARY 17th (HYBRID)

"KNOWING THE SELF THROUGH THE BODY: DEVELOPING THE ANALYST'S INTERIOR WITNESS"

Course Instructors: Julia Shiang, Ed.D., Ph.D. & Zeynep Catay, Ph.D.

Learning to listen to the impulses of our own body movements provides a way to know the therapist's interior landscape. This landscape is made up of many identities, many selves, all in interaction. Can we become conscious of which self is operating in each moment? The ability to witness these various selves, to discern their assumptions may allow the therapist to new paths of self-knowledge and in the process further attune to the here-and-now of the therapist-client relationship. This class will be an exploration of the therapists' own interior witness as understood through body movements that arise spontaneously. Understanding how we witness ourselves through these impulses may help us uncover our own cultural frames, biases, and our unwitting contributions to ruptures. Participants will engage in experiential exercises within a body movement structure to learn how the theoretical frame widens our ways of seeing bringing greater self-knowing to the therapist's contribution to the process of change.

WEEK 21

FEBRUARY 24th

CASE PRESENTATION AND DISCUSSION BY CANDIDATES

Course Instructors: Discussion by EDCAS Faculty members and class participants

COMPULSIONS

WEEK 22

MARCH 3rd

CULTIVATING CURIOSITY IN EXERCISE ADDICTION

Course Instructor: Anton Hart, Ph.D.

This course will present an overview of the concept of cultivating curiosity. It will address the ways in which addictive and compulsive symptoms can be seen as problematic ways of dealing with the difficulties of lived experience. Practical considerations for cultivating curiosity in patients with addictive and compulsive exercise and body-image symptoms will be presented.

WEEK 23

MARCH 10th

INTERNET ADDICTION and the use of TECHNOLOGY MEDIATED COMPULSIVE RELATIONSHIPS

Course Instructor: Phillip Blumberg, Ph.D.

This class will situate online addictions within the broader context of sexual compulsions. Psychobiological and psychodynamic processes, including impairments in self-regulating systems, as well as separation-individuation conflicts which have been associated with online compulsions, will be reviewed. The class will examine the "virtual" nature of cyber sexuality--including chat rooms, interactive games, erotic e-mail, and web cams--and what it indicates about the changing nature of the contemporary American social character.

WEEK 24

MARCH 17th

WHEN COMPULSIONS ARE SOLUTIONS: CYBERSEX AND INTERNET PORN

Course Instructor: Todd Essig, Ph.D.

This course will explore clinical examples in which seemingly compulsive technologically-mediated sexual activity is later understood to have served crucial developmental and transitional functions. A treatment strategy is presented in which both the gains and losses of technology-mediated sexual experiences are explored. Three general questions are addressed: How does it work that technology can successfully mediate relationship experience? How and when does such mediation fail? What are the important differences between technologically-mediated relationship experiences and those experiences that come from being bodies together?

WEEK 25

MARCH 24th

SEXUAL ABUSE, COMPULSION AND DYSFUNCTION

Course Instructor: Richard B. Gartner, Ph.D.

This course will explore how sexual abuse, sexual compulsivity, and sexual dysfunction are interrelated factors in understanding compulsive, "anorectic," and/or kinky sexual behavior. We will focus on clarifying and sorting through the potential meanings of patients' sexual expression. Additionally, we will look at treatments that either develop alternate sexual expression or help the patient feel more comfortable with sexual patterns that he or she perceives as shameful or abnormal.

ADDICTIONS

WEEK 26

MARCH 31st

TREATING ADDICTIONS FROM AN INTERPERSONAL & RELATIONAL APPROACH

Course Instructor: Jean Petrucci, Ph.D., CEDS-S

The treatment of substance abuse, be it alcohol or drugs, presents clinicians with patients who are psychotherapeutically difficult to reach and who create unique transference/countertransference patterns. Case material will be used to explore the interplay between attending directly to the addiction and disengaging from the pull to do so between therapist and patient. The emphasis in treatment is on how relational interactions contribute to and maintain addictive patterns. Using a multiple states dissociative model, this class will focus on various treatment issues and concerns including: how the addiction functions as an attempt to repair, the myths of addiction, affect regulation, and the concepts of mindfulness, helplessness and powerlessness.

WEEK 27

APRIL 7th

TREATING ADDICTION IN THE ADOLESCENT AND COLLEGE STUDENT

Course Instructor: Patricia Bellucci, Ph.D. & Michelle Kennedy, LCSW

This course will address questions of use and abuse of drugs and alcohol among young adults and adolescents. Developmental conflicts, self-medication, and the social context in which this population functions --i.e., school, peer group, family-- will be discussed. The use of consultation, transference, countertransference, and referral to adjunct treatments will be considered.

WEEK 28

APRIL 14th

THE CONVERGENCE OF HARM REDUCTION THERAPY AND RELATIONAL PSYCHOANALYSIS IN TREATING SUBSTANCE MISUSE

Course Instructor: Debra Rothschild, Ph.D.

Harm Reduction Therapy is a form of treating substance misuse that expands the traditional "disease concept" model to one that allows for an individualized approach based on the needs of each patient. Harm Reduction Therapy aims to reduce any harm or risk that substance use may impose on the user or on others, and its practice is collaborative and emphasizes respect for the individual and treatment of a whole person in context. In this respect, it differs from the traditional treatment of alcoholism or substance abuse that has focused on the elimination of misuse or addiction. We will introduce and review psychoanalytic theories specifically relevant to the treatment of substance misuse and show how they dovetail with Harm Reduction therapy. Clinical material will be used to demonstrate an integrated approach to treatment based on the converging principles of Harm Reduction and Relational Psychoanalysis.

WEEK 29

APRIL 21st

SEEING WITHOUT THE SELF: PSYCHEDELIC ASSISTED THERAPY

Course Instructor: Jeffrey Guss, M.D.

This class will consist of a close reading of Lawrence Fischman's foundational paper "Seeing Without the Self: Discovering new meaning with psychedelic-assisted psychotherapy", published in *Neuropsychoanalysis* in 2019. This paper introduces core phenomena of the psychedelic experience in psychoanalytic and neuropsychoanalytic terms. Concepts examined include ego dissolution, oceanic union/connection, primary process, defense mechanisms, regression and mentalization as they occur in psychedelic work but described in the language of psychoanalysis. This class will provide fluency

with a variety of experiences common in psychedelic work as they are described in psychoanalytic terminology.

WEEK 30

APRIL 28th

THE PSYCHOPHARMACOLOGY OF ADDICTIONS AND EATING DISORDERS

Course Instructor: A. Mittsi Crossman, M.D. & Melanie Israelovitch, M.D.

The psychopharmacology of substance disorders, including those involving food, encompasses a complex interplay between biological, psychological, and sociological factors intrinsic to the disorders and to their treatments. This course will address the indications and contraindications for the application of a variety of psychopharmacological agents as a component of treatment. Participants will be encouraged to present questions from their own practices.

WEEK 31

MAY 5th

THE INTERFACE OF SPIRITUALITY, PSYCHOANALYSIS AND ADDICTION IN WORKING WITH PATIENTS IN RECOVERY

Course Instructor: Annie Chanler, Ph.D.

This class will focus on the interface of spirituality, with particular attention paid to mindfulness and psychoanalysis when working with patients in recovery. We will consider the value of loving kindness while peeling away the layers of deeply embedded feelings of inadequacy, pain and anger. Spirituality helps addicts connect to suffering with compassion. Like psychoanalysis, it encourages reflection and non-judgmental self-awareness. It creates an internal spaciousness through non-reaction and helps build self-respect. Both inspire a generosity towards self, self-confidence and a positive self-identity. Discussion of how the interpretation of events-- not the events themselves-- that cause distress will be explored.

WEEK 32

MAY 12th

DISSOCIATIVE IDENTITY DISORDER: THE REAL MAGICAL MYSTERY TOUR

Course Instructor: Sheldon Itzkowitz, Ph.D., ABPP

Clinicians frequently miss subtle state changes that accompany normal dissociative processes. Patients at the extreme end of the continuum of dissociative disorders often display noticeable self-state changes/switches that can be dramatic and disarming. These switches function to keep information (feelings, thoughts, memories) compartmentalized as a means of maintaining a level of emotional equilibrium, staving off further emotional dysregulation. Pathological dissociation caused by unprocessable shock and betrayal trauma results in the mind becoming compartmentalized and structured by dissociation. Dissociated self-states/alter personalities become islands of "personified selves" most frequently unknowable to each other.

Dr. Itzkowitz will present a series of video clips of his work with patients who suffer from DID to show how shifts in self states occur. He will demonstrate how he engages these states and uses his experience intersubjectively to help patients loosen their defensive reliance on dissociation.

WEEK 33

MAY 19th

COUPLES' UNCONSCIOUS COLLUSION IN COMPULSIONS

Course Instructor: Shelly Goldklank, Ph.D.

Birds of a feather flock together and opposites attract. Clinical couples often present with a similarity of underlying fears and a complementarity of styles in dealing with those fears. Thus, in some clinical couples, addictions or eating disorders present in one partner are consistent with attributes that initially attracted that partner to the other because of shared unresolved dilemmas. They have fundamentally similar issues which they have coped

with in opposite styles. The complaints about the disorder are, therefore, not only telling about the partner who has them, but also about unresolved issues in the mate. Participants in this class will use this understanding to gain leverage in helping the couple change.

WEEK 34

MAY 26th

ELUSIVE LOVE IN LOVE AND FANTASY

PART ONE: SEARCHING FOR LOVE FROM THE OUTSIDE IN

Course Instructor: Sivan Baron, J.D., LCSW

Part one will explore the ways in which patients with eating disorders, compulsions and addiction are in "relationship" with their object of abuse/addiction. We will also look at the way that fantasies about romantic love/partnership operate as solutions to conscious and unconscious depressive anxieties. In fantasy the romantic partner becomes the object that magically delivers happiness, wholeness and even thinness. Case material will be presented for discussion.

PART TWO: IN LOVE AND FANTASY

Course Instructor: Evelyn Hartman, Ph.D.

This course will examine addictions and obsessions with different types of fantasies of love, whether actualized or not, that impede having fulfilling love relationships. The focus will be on understanding the factors that contribute to creating these fantasies as well as the power that sustains them.

WEEK 35

JUNE 2nd

ENSLAVED BY DESIRE: RELATIONSHIP ADDICTION

Course Instructor: Jill Howard, Ph.D.

This course will use Fairbairn's theory of the exciting-rejecting object as a way to think about addictive relationships. We will consider this theory as one explanation for people being unable to sustain long-term monogamous relationships. This issue will be explored, through readings and case material, as a dynamic that helps explain the difficulty we see with patients getting married and with people having extra-marital affairs.

WEEK 36

JUNE 9th

THE MINDBRAIN AND DREAMS

Course Instructor: Mark Blechner, Ph.D.

This class argues that the mind and brain should be understood as a single unit – the "mindbrain" – which manipulates our raw perceptions of the world and reshapes that world through **dreams**, thoughts, and artistic creation. You will explore how dreams are key to understanding mental processes, and how working with dreams clinically with individuals and groups provides an essential route towards achieving transformation within the psychoanalytic process. Covering such key topics as knowledge, emotion, metaphor, and memory, this class sets out a radical new agenda for understanding the importance of dreams in human thought and their clinical importance in psychoanalysis. Blechner draws on the latest neuroscientific findings to set out a new way of how the mindbrain constructs reality, and provides guidance on how best to help clinicians understand their patients as well as their own dreams.

WEEK 37

JUNE 16th (HYBRID)

CASE PRESENTATION AND DISCUSSION BY CANDIDATES

Course Instructors: Discussion by EDCAS Faculty members and class participants

Time: 200 to 4:00pm followed by

GRADUATION CEREMONY

FRIDAY EVENING 4:00 to 5:00pm

SAVE THE DATE!

EDCAS 2022-2023 CALENDAR for TUESDAY 10:00 CONFERENCES ON ZOOM

These conferences are open to all EDCAS students—past and current –
in addition to members of the White Institute.

It is not mandatory to attend....just icing on the cake.

TIME: 10:00 to 11:30am (**ZOOM**)

PLACE: The William Alanson White Institute (**ZOOM**)

.....

DATE: Tuesday, October 4th, 2022 (**ZOOM**)

TITLE: **BODY EXPERIENCE IN OLDER AGE**

PRESENTER: Susan H. Sands, Ph.D.

.....

DATE: Tuesday, December 6th, 2022 (**ZOOM**)

TITLE: **WHEN SECRETS EMERGE IN PSYCHOTHERAPY:
NEW PERSPECTIVES ON THE BODY, SOMATIC
COUNTERTRANSFERENCE AND SELF-CARE IN
THE TREATMENT OF EATING DISORDERS**

PRESENTER: Katherine J. Zerbe, M.D.

.....

DATE: Tuesday, March 7th, 2023 (**ZOOM**)

TITLE: **DOES PSYCHEDELIC THERAPY NEED A
THERAPEUTIC PLATFORM?**

PRESENTER: Jeffrey Guss, M.D.

.....

DATE: Tuesday, May 2nd, 2023 (**ZOOM**)

TITLE: **RUPTURES AND CRISES IN TERMINATION**

PRESENTER: Jill Salberg, Ph.D., ABPP

SPECIAL HIGHLIGHTS FOR PROGRAM PARTICIPANTS

DIRECTORY

We will supply every student with a Directory book for all of the program participants and faculty. In addition to your name and contact information, your listing will include a one or two paragraph description of your background, your areas of specialization and interest, and patient populations with whom you work. It will also list whether you are part of any managed care panels and if you have a sliding scale fee. We have found this to be tremendously helpful for making referrals and building one's practice.

JOURNAL SUBSCRIPTION

We also offer a one-year online complimentary subscription to the journal *Contemporary Psychoanalysis*.

SPECIAL OFFER!

**All Accepted EDCAS Students Receive
A One Year Complimentary "Online" Subscription to:**

**An Extraordinary Forum for Psychoanalytic Ideas
and Clinical Innovations**

CONTEMPORARY PSYCHOANALYSIS

Journal of the William Alanson White Society
and William Alanson White Institute

**Susan Fabrick, MA, LCSW and Ruth Livingston, Ph.D.,
Editors-in-Chief**

**The Latest Contributions of Established Writers
Fresh Ideas from New Voices!**

DIRECTOR and FOUNDER, EDCAS

Jean Petrucelli, Ph.D., CEDS-S

EDCAS STEERING COMMITTEE

Jacqueline Ferraro, D.M.H.; Elizabeth Halsted, Ph.D.; Jill Howard, Ph.D.;
Stephanie Roth-Goldberg, LCSW-R, CEDS; Rosa Lim, Ph.D.; Sarah Schoen, Ph.D.;
Janet Tintner, Psy.D.

FACULTY & CLINICAL CONSULTANTS

Toni Andrews, Ph.D.	Shelly Goldklank, Ph.D.	*Rosa Lim, Ph.D.
Sivan Baron, J.D., LCSW	*Caryn Gorden, Psy.D.	Jean Petrucelli, Ph.D., CEDS-S
Patricia Bellucci, Ph.D.	*Carrie Gottlieb, Ph.D.	Stephanie Roth-Goldberg, LCSW, CDES
Mark Blechner, Ph.D	*Jeffrey Guss, M.D.	*Debra Rothschild, Ph.D.
Phillip Blumberg, Ph.D.	Elizabeth Halsted, Ph.D.	Sarah Schoen, Ph.D.
Judith Brisman, Ph.D.	Anton Hart, Ph.D.	*Julia Shiang, Ed.D, Ph.D.
Sandra Buechler, Ph.D.	Evelyn Hartman, Ph.D.	Janet Tintner, Psy.D.
*Zeynep Catay, Ph.D.	Jill Howard, Ph.D.	Steven Tublin, Ph.D.
Annie Chanler, Ph.D.	Melanie Israelovitch, M.D.	*Tom Wooldridge, Psy.D., ABPP, FIPA, CEDS-S
A. Mittsi Crossman, M.D.	*Sheldon Itzkowitz, Ph.D., ABPP	
Todd Essig, Ph.D.	*Michelle Kennedy, LCSW	
Jacqueline Ferraro, D.M.H.	Sharon Kofman, Ph.D.	
Richard B. Gartner, Ph.D.	Sue Kolod, Ph.D.	* <i>Guest Faculty</i>

Brochure Design: Jean Petrucelli, Ph.D., CED-S Layout: Carlos Anthony Acha

Cover Artwork by Mia Paronto

This program is approved for 70 Continuing Education Contact Hours, (CE, CME credits) for Psychologists, Physicians, Social Workers, Licensed Mental Health Counselors, Licensed Creative Arts Therapists, Licensed Marriage & Family Therapists. Credits are calculated on a credit per hour basis.

For Psychologists: The William Alanson White Institute is approved by the American Psychological Association to sponsor Continuing Education for Psychologists. The William Alanson White Institute maintains responsibility for these programs and their contents. William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0004.

For Social Workers: William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0159.

For Licensed Psychoanalysts: William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts. #P-0007.

For Physicians: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the William Alanson White Institute. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians."

The American Psychoanalytic Association designates this Live Activity for a maximum of 70[AMA PRA Category 1 Credit(s)]™.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters for this educational activity have relevant financial relationship(s)* to disclose with ineligible companies* whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

*Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company.

Updated July 2021 -

For Licensed Mental Health Counselors:

William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors #MHC-0025.

For Licensed Marriage and Family Therapists: William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists #MFT-0019.

For Licensed Creative Arts Therapists: William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed creative arts therapists. #CAT-0011.

Continuing Education Credits: CE credits are calculated on a credit per course hour basis.

APPLICATION FORM

Please submit this application via postal mail or online, at www.wawhte.org, along with an application fee of \$50 made payable to: The William Alanson White Institute, Attn: EDCAS, 20 West 74th Street, New York, N.Y. 10023. To apply online go to www.wawwhite.org, click on Training & Education, then Eating Disorders, Compulsions & Addictions Service. If you have any questions about the program, please contact Richard Herman at 212-873-0725 ext. 26; r.herman@wawwhite.org or Dr. Jean Petrucelli at drjmpetrucelli@gmail.com. Applications will be considered upon submission on a rolling basis and class size will be limited so early submissions are recommended. If you have been a student in any other program at WAWI including EDCAS RECAST, IPPP, etc. you are entitled to a \$500 tuition reduction. Deadline for application is **September 1st, 2022**.

NAME: _____ DEGREE: _____

ADDRESS: _____

HOME PHONE: _____ WORK PHONE: _____

E-MAIL ADDRESS: _____

HOW DID YOU HEAR ABOUT THE PROGRAM?

YOUR CURRENT WORK ROLE: _____

EMPLOYING ORGANIZATION: _____

Please provide the name, address and telephone number of two people familiar with your work. Please ask each of them to write a letter of recommendation on your behalf. (These must be on file to complete the admissions process.)

FIRST REFERENCE: _____

ADDRESS & PHONE: _____

POSITION & RELATIONSHIP: _____

SECOND REFERENCE: _____

ADDRESS & PHONE: _____

POSITION & RELATIONSHIP: _____

Please attach a statement regarding your interest in our Program. How do you see it helping you achieve your career goals? Additional supporting documentation required: Please send 2 letters of recommendation, your CV or Resume, and proof of Malpractice Insurance, either to r.herman@wawwhite.org, or by postal mail with your application to the Institute.

SIGNATURE: _____ DATE: _____