

William Alanson White
Institute
of Psychiatry,
Psychoanalysis
& Psychology

BULLETIN
Programs of Psychoanalytic and
Psychotherapy Training
2022-2023

**Based on the conviction that the study of lives in depth
provides the best foundation for all forms of psychotherapy
and for research into difficulties in living.**

Founded 1943

Harry Stack Sullivan, MD, 1892-1949

Frieda Fromm-Reichmann, MD, 1889-1957

Clara Thompson, MD, 1893-1958

Janet Rioch Bard, MD, 1905-1974

Erich Fromm, PhD, 1900-1980

David McK. Rioch, MD, 1900-1985

TABLE OF CONTENTS

Mission Statement and Aims.....	3
Facilities.....	3
Publications.....	4
Leadership of the Institute.....	4
Council of Fellows.....	4
Officers and Trustee.....	5
Executive Committee.....	5
Administrative Staff.....	5
Awards.....	6
Programs of the Institute.....	8
Division I – Psychoanalytic Training	8
Division II – Professional Education Programs	8
Intensive Psychoanalytic Psychotherapy Program.....	8
Child and Adolescent Psychotherapy Training Program.....	9
Eating Disorders, Compulsions and Addictions Program.....	9
EDCAS RECAST.....	9
Couples Therapy Training and Education Program.....	9
Online Intensive Psychoanalytic Psychotherapy Program.....	10
Online Topic-Oriented Psychotherapy Program.....	10
Online Intensive Psychoanalytic Psychotherapy Program (Russian).....	10
Division III – Clinical Services	10
Clinic Staff.....	11
Specialized Treatment Services.....	11
Eating Disorders, Compulsions & Addictions Service	11
LGBTQ Clinical Service.....	11
Psychoanalytic Psychotherapy for Artists.....	11
Child and Family Center.....	11
Clinic Fellowship Program.....	11
Clinical Education Meeting.....	12
Low-Cost Supervision Service.....	12
Research.....	12
Program Accreditation and Continuing Education.....	12
Division I – (A) Certificate Program in Psychoanalysis.....	13
Division I – (B) Licensure Qualifying Program in Psychoanalysis.....	18
Foreign Students.....	23
Scholarships, Fellowships and Loans.....	25
Required Curriculum Division I(A) and I(B).....	27
Elective Courses.....	35
Course Learning Objectives.....	46
Academic Calendar.....	57
Cross Registration.....	57
Grievance Procedure.....	57
Non Discrimination Policy.....	58

MISSION STATEMENT AND AIMS

The William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology, incorporated under the New York State Education Law on October 18, 1946 as a non-profit Educational Corporation, is an association whose primary function has historically been the training of resourceful psychoanalysts. The Institute is committed to innovation in the theory and practice of Interpersonal Psychoanalysis. Our focus is on the person as a social being within the surrounding culture. We train professionals to apply these principles in a broad array of clinical settings with diverse populations. Central to our mission is serving the public with a range of affordable clinical services. We create vibrant programs for professionals and the community at large. We believe that people, through the enhancement of their own capacities, may more fully cope with the problems of living and the challenges of being simply human.

The curriculum takes note of the psychological, socio-cultural and biological factors in human behavior. Taking as its basis the special contributions of two of the Institute's founders, Harry Stack Sullivan and Erich Fromm, it fosters study of the depths of human experience, focusing on the person as a social being, and on human behavior as interpersonal communication. The significant contributions of Sigmund Freud to the understanding of human behavior, and the vital pre- and post-Freudian developments of the study of personality find a place within the framework of its philosophy.

The Institute's activities extend beyond the training of psychoanalysts. It has many innovative programs, some as old as the Institute and others of more recent origin, that are described in this Bulletin and on our website. In these manifold functions, the Institute expresses its faith that people, through the enhancement of their own capacities, may more efficiently cope with the fantastic problems of being simply human.

FACILITIES

The William Alanson White Institute, a prestigious, internationally renowned psychoanalytic institute, founded in 1943, is now entering its 78th continuous year of operation. The Institute has operated under a New York State Regents Charter since 1946 and its low-cost Psychoanalytic Clinical Service has provided community service as a training facility for its students since 1948. Since 1964, the Institute has been housed in an architecturally distinguished landmark Georgian townhouse located at 20 West 74th Street, on Manhattan's Upper West Side just off Central Park West.

The Institute has five classrooms, 13 treatment rooms, a Library, and a conference room. In addition, the Institute's building houses its executive offices and support staff. The building is centrally air conditioned and has a wireless network that allows all staff and students to use laptop computers throughout the building and also provides a password protected intranet for secure electronic communication and full networking of all computer stations and printers available to professional and support staff. Technology support includes a Director of Information Technology and the outside consulting services of an independent contracted technical support team. The Institute's website address is: www.wawwhite.org

The Institute library is housed in two rooms. The second floor contains a specialized psychoanalytic library with more than a thousand books as well as bound volumes of major psychoanalytic journals that are available for reference. A library area is also housed in 3C for books on special subjects including those on developmental issues, and work with children and adolescents.

The Institute employs a support staff of 8.5 full-time equivalent employees including: secretarial, administrative, janitorial, building maintenance, and general office staff.

PUBLICATIONS

CONTEMPORARY PSYCHOANALYSIS, an international quarterly, is the journal of the William Alanson White Institute and the Psychoanalytic Society of the William Alanson White Institute. It was created to communicate the views of the Interpersonal psychoanalytic community on contemporary psychoanalytic theory and practice to all who are concerned with understanding human affairs and treating emotional difficulties. The Journal was founded in 1964 by Max Deutscher, Ph.D. and Rose Spiegel, M.D. The current Co-Editors are Susan Fabrick, L.C.S.W., and Ruth Livingston, Ph.D.

LEADERSHIP OF THE INSTITUTE

COUNCIL OF FELLOWS

Lori Bohm, Ph.D. (Chair)
Miri Abramis, Ph.D.
Seth Aronson, Ph.D.
Max Belkin, Ph.D.
Karen Chuck, JD, L.C.S.W.
Susan Fabrick, M.A., L.C.S.W.
Karen Gennaro, M.D.
Judith Goldberg, Ph.D.
Evelyn Hartman, Ph.D.
Ruth Imber, Ph.D.
David Koch, Ph.D.
Sharon Kofman, Ph.D.
Susan Kolod, Ph.D.
Karen Marisak, Ph.D.
Ira Moses, Ph.D.
Helen Quinones, Ph.D.
Alice Sohn, Ph.D.
Cleonie White, Ph.D.
Stefan Zicht, Ph.D.

Emeritus Fellows:

Anna M Antonovsky, Ph.D.
Mark Blechner, Ph.D.
Lawrence Brown, Ph.D.
Ruth Imber, Ph.D.
Janet Jeppson, MD (Deceased)
Jay S. Kwawer, Ph.D.
Edgar A. Levenson, M.D.
Carola Mann, Ph.D. (Deceased)
Dale Ortmeyer, Ph.D.
Miltiades Zaphiropoulos, M.D.(Deceased)

OFFICERS AND TRUSTEES OF THE CORPORATION

Kenneth Eisold, Ph.D., President
Andrew Gerber, M.D., Ph.D., Vice President
Ken Banta
Lucy Bruell
Tom Hennes
Lenore Katkin, M.D.
Elizabeth Krimendahl, Psy.D. (ex officio)
Marylou Lionells, Ph.D.
Mary McRae, Ed.D.
Richard Pulik
Milton Willams, Jr.

Honorary Trustees

Margot T. Egan
Charles C. Harrington, Ph.D.

EXECUTIVE COMMITTEE

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Seth Aronson, Psy.D., Director of Training
Albert Banta, Ph.D., Director of Clinical Education
Patricia Bellucci, Ph.D., Director of Psychology Internship
Max Belkin, Ph.D., Director, Russian Online Psychoanalytic Psychotherapy Program
Candela Bonaccorso, Psy.D., President, PSWAWI
Lori Caplovitz Bohm, Ph.D., Chair of the Council of Fellows
Jacqueline Ferraro, D.M.H., Director, Child & Adolescent Psychotherapy Training Program
Cynthia Field, Ph.D., Director of Outreach and Recruitment
Jenny Kaufmann, Ph.D., Director of Curriculum
Karen Gennaro, M.D., Director, Online Psychoanalytic Psychotherapy Program
Shelly Goldklank, Ph.D., Director, Couples Therapy Training and Education Program
Evelyn Hartman, Ph.D., Chair, Committee on Appointments and Promotions
Richard Herman, Director of Administration
Ines McMillan, LP, Director, Intensive Psychoanalytic Psychotherapy Program
Laura Miller, LCSW, Director, License-Qualifying Program in Psychoanalysis
Maria Nardone, Ph.D., Director, Technology and Global Learning
Stacey Nathan-Virga, Ph.D., Director of Clinical Services
Jean Petrucelli, Ph.D., Director of EDCAS and the Conference Advisory Board

ADMINISTRATIVE STAFF

Richard Herman, Director of Administration
Jon Auman, Chief Technology Officer
Kenneth Elliot, Night Porter
Gilbert Figueroa, Super
Meghana Giridhar, Registrar

Marie Marcan, Housekeeper
Marisol Pitre, Business Manager
Elizabeth Rodman, Administrative Manager
Leila Sosa, Clinic Administrator
Megan Wallace, Administrative Assistant

AWARDS

The following Fellows have been awarded the *Edith Seltzer Alt Distinguished Service Award* in recognition of their extraordinary contributions over many years to the Council of Fellows, the Institute and the professional community:

Mrs. Edith Alt 1980
Ralph M. Crowley, M.D. 1980
Edward S. Tauber, M.D. 1985
Rose Spiegel, M.D. 1986
Ruth Moulton, M.D. 1987
John L. Schimel, M.D. 1990
Miltiades Zaphiropoulos, M.D. 1990
Nathan Stockhamer, Ph.D. 2000
Edgar A. Levenson, M.D. 2001
Marylou Lionells, Ph.D. 2002
Jay S. Kwawer, Ph.D. 2003
Philip M. Bromberg, Ph.D. 2004
Jay R. Greenberg, Ph.D. 2004
Lawrence Epstein, Ph.D. 2005
Amnon Issacharoff, M.D. 2006
Joerg Bose, M.D. 2007
Carola Mann, Ph.D. 2008
Ira Moses, Ph.D. 2009
Seth Aronson, Psy.D. 2010
Sondra Wilk, Ph.D. 2010
Mark Blechner, Ph.D. 2011
George Satran, M.D. 2013
Jean Petrucelli, Ph.D. 2016
Ruth Imber, Ph.D. and Karen Marisak, Ph.D. 2017
Gilead Nachmani, Ph.D. and Paul Lippmann, Ph.D. 2018
Lori Bohm, Ph.D. 2019

The following people have been awarded the *William Alanson White Institute Certificate of Appreciation* in recognition of their distinguished and notable contributions to the goals, ideals, and principles of the William Alanson White Institute:

Silvano Arieti, M.D. 1969
Mary White Hinckley, M.D. 1969

Gerard Chrzanowski, M.D. 1970
Mrs. Anna Gourevitch 1972
Bertram Schaffner, M.D. 1972
June J. Christmas, M.D. 1979
Alberta Szalita, M.D. 1979
Arthur H. Feiner, Ph.D. 1994

The Director of the Institute may confer an award in recognition of special contributions to the ongoing work of the Institute, its mission, its training programs, or its community service activities. The following people have been recipients of the Director's Award:

Allan Cooper, Ph.D. 2001
Bertram Schaffner, M.D. 2002
Richard Gartner, Ph.D. 2004
John Fiscalini, Ph.D. 2005
Raul Ludmer, M.D. 2005
Robert Shapiro, Ph.D. 2005
Carola Mann, Ph.D. 2006
Jonas Cohler, Ph.D. 2007
Cynthia Field, Ph.D. 2010
Miltiades L. Zaphiropoulos, M.D. 2011
Edgar A. Levenson, M.D. 2012
Mitchell I. Kosh, Ph.D. 2013
Karen Marisak, Ph.D. 2014
Robert B. Shapiro, Ph.D. 2015
Robert Langan, Ph.D. & Sara Weber, Ph.D. 2015
Marisol Pitre & Richard Herman, 2016
Lori Bohm, Ph.D. & Darlene Ehrenberg, Ph.D. 2017
Jay Greenberg, Ph.D. & Stephen Mitchell, Ph.D. 2018
Charles Harrington, Ph.D. 2019

PROGRAMS OF THE INSTITUTE

The primary mission of the Institute is its psychoanalytic training program. The Institute has also had a long and treasured tradition of educational and humanitarian undertakings and of profound dedication to community and social issues. The power and excitement of psychoanalysis as well as its applicability to many aspects of human functioning are reflected in the programs described below. Mission and tradition continue to coalesce to extend the mutative potential of psychoanalysis and psychoanalytic therapy to ever-widening populations.

DIVISION I - PSYCHOANALYTIC TRAINING

(A) CERTIFICATE PROGRAM IN PSYCHOANALYSIS

(PSYCHOANALYTIC TRAINING FOR "EXEMPT" MENTAL HEALTH PROFESSIONALS)

The program of postgraduate training in psychoanalysis is open to qualified psychiatrists, psychologists, social workers, and other mental health professionals whose scope of practice includes "psychoanalysis" who seek rigorous training in the concepts and methods of psychoanalytic treatment. This program typically requires four to six years for completion of all requirements. Additional information on page 13.

(B) LICENSURE-QUALIFYING PROGRAM IN PSYCHOANALYSIS (PSYCHOANALYTIC TRAINING LEADING TO QUALIFICATION FOR NEW YORK STATE LICENSURE IN PSYCHOANALYSIS)

This program of training in psychoanalysis is open to applicants who have completed a Master's or higher degree in any field that is registered by the New York State Education Department, or substantially equivalent as determined by the Department of Education. The prescribed course of study is intended to qualify graduates to sit for the New York State licensing examination leading to becoming a "Licensed Psychoanalyst" ("L.P.") in New York State. The program offers rigorous training in the concepts and methods of psychoanalytic treatment. This program is registered by the New York State Education Department to provide training leading to an advanced certificate in psychoanalysis for candidates who are not licensed in an "exempt" profession and who meet the minimum education requirements for admission. The LQP typically requires four to six years for completion of all graduation requirements. Additional information on page 18.

DIVISION II – PROFESSIONAL EDUCATION PROGRAMS

Intensive Psychoanalytic Psychotherapy Program (IPPP) - A One-Year Program

This 28-week program provides a concentrated, practice-oriented educational experience for working clinicians (whose professional license includes providing psychotherapy in its "scope of practice") who wish to apply an Interpersonal psychoanalytic perspective to their work with patients. The program consists of clinical seminars, case conferences, and weekly individual consultation. Applicants are required to carry professional liability insurance and to provide their own psychotherapy patients for consultation. All faculty are graduate psychoanalysts of the Institute.

For the past several years, IPPP has offered an optional second year for students who have completed the one-year program or a similar program and wish to deepen and expand their knowledge. Further consultation in conducting intensive psychoanalytic psychotherapy will continue to be available for participants whose professional licenses include providing psychotherapy in its "scope of practice". The second-year curriculum will also include clinical seminars and clinical case conferences and will be divided into four modules. Seminars and case conferences will cover: the role of unconscious processes in psychoanalytic psychotherapy; the therapeutic relationship at all stages

of treatment; distinguishing interpersonal and relational approaches to therapy; and many other topics. For further information please contact Ines McMillan, LP, Director. Tuition \$3,975.

CHILD AND ADOLESCENT PSYCHOTHERAPY TRAINING PROGRAM (CAPTP)

A Three-Year Program

This innovative program combines course work with supervised clinical experience, personal growth, mentorship and opportunities for community involvement and observation. It is open to mental health professionals who are eligible to be licensed in New York State in a profession that includes psychotherapy in its “scope of practice”. Other qualified professionals may register for continuing education coursework in this program without the opportunity for clinical supervision, upon permission of the Director of Admissions. The program is designed to provide comprehensive preparation for treating young people from infancy through late adolescence. The program integrates an Interpersonal perspective on theory and treatment techniques with ideas from the classical and relational schools. Course work focuses on understanding the internal world of the child in relation to the family, school and culture and also addresses the gamut of contemporary issues including abuse, adoption, attention deficit disorder, divorce and learning disabilities.

The faculty and supervisors are drawn from graduates of the Institute and other centers of advanced training, and each one is distinguished by a particular area of expertise. Admission is open to psychiatrists, psychologists, social workers and other qualified individuals from related clinical and education disciplines. For more information please contact: Jacqueline Ferraro, D.M.H., Director.

Tuition and fees are payable in advance. Full tuition is required for the first three years. Current tuition for students in CAPTP is \$867 per trimester (\$2,600 for the academic year).

Eating Disorders, Compulsions & Addictions Program (offered in 2022-23)

The EDCAS program is a 37-week comprehensive course of study held weekly on Friday afternoon. 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 classes of didactic and clinical seminars, guest lectures, case conferences, individual and/or group supervision, and an off-site cooking and networking event. 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. Tuition is \$3,850. Jean Petrucelli, Ph.D., Director.

EDCAS RECAST (offered in 2023-24)

Held on every other Friday from 2:00 – 4:00pm. The focus will be on presenting and discussing clinical material to illuminate various topics of interest with one to two articles of reading for each meeting. Tuition not decided. There is a \$50 registration fee and a \$200 deposit is requested upon acceptance to the program. Students who have attended other WAWI programs may receive a \$500 discount. Jean Petrucelli, Ph.D., Director.

The Couples Therapy Training and Education Program (CTTEP):

A practice-focused one-year program that integrates didactics and intensive case study from Interpersonal Psychoanalytic-Systemic Couples Therapy perspectives. Though CTTEP emphasizes Interpersonal Psychoanalytic-Systemic Couples Therapy, the training includes additional

psychoanalytic-systemic points of view. Our approach both in theory of technique and practical guidance about intervening is defined by integrating core psychoanalytic constructs with constructs that define systems work. For example, we integrate the inevitability and usefulness of transference/countertransference phenomena and the enactment in the therapy of the therapeutic issues with the interlocking co-construction of couples' problems, triangulation and the intergenerational transmission of unresolved issues that constrain couples' interactional experiences and choices. Shelly Goldklank, Ph.D., Director, and Ethan Graham, Ph.D., Director of Training. Tuition \$2,985.

Online Intensive Psychoanalytic Psychotherapy Program (Online IPPP):

The Online IPPP is a 28-week, practice oriented, totally interactive educational program. It is designed for working clinicians who wish to learn the Interpersonal psychoanalytic perspective, but are unable to come to New York City to participate in our in-person program. Both the New York-based and the Online IPPP programs enable students to deepen their clinical work and learn to apply new theoretical concepts to clinical situations. Through coursework, clinical case seminars and a collegial peer experience, clinicians will learn to approach their work with an increasingly sophisticated psychodynamic sensibility. Karen Gennaro, M.D., Director. Tuition \$3,000.

Online Topic-Oriented Psychotherapy Program (Online TOPP):

This is a totally interactive online program offering 28 weeks of instruction on four select topics from an Interpersonal perspective. This advanced program begins in January, 2022 and runs until early August, 2023 and includes senior analysts presenting a program covering the psychoanalytic contributions of four of the *Luminaries of the Interpersonal Tradition*. Karen Gennaro, M.D., Director. Tuition is \$3,000.

Online Interpersonal Psychoanalytic Psychotherapy Program for Russian Speakers (no entering class in 2022-23):

This is a two-year online program designed exclusively for Russian-speaking mental health practitioners who would like to learn about the Interpersonal/relational tradition of psychoanalytic psychotherapy. Including both theoretical and clinical discussions, the program aims to enhance clinical skills and theoretical understanding of working with diverse patient populations. The program includes weekly clinical theory seminars and clinical case discussions. Max Belkin, Ph.D., and Sharon Kofman, Ph.D., Co-Directors. Tuition \$3,000.

DIVISION III – CLINICAL SERVICES OF THE WILLIAM ALANSON WHITE INSTITUTE

In 1948, the Institute initiated one of the first low-cost Psychoanalytic Services in the country. The Services have been continually expanded in response to changing community and cultural needs for therapeutic services. The Clinic operates by the authority of a Waiver Certificate from the New York State Education Department. The present certificate is valid through 3/31/2024. It authorizes the following professions to function in the clinic: Licensed Certified Social Workers, Licensed Masters Social Workers, Licensed Mental Health Counselors, Licensed Marriage and Family Therapists, Licensed Creative Arts Therapists, Licensed Psychoanalysts and Psychologists.

Clinical Services Staff includes: the Director of Clinical Services, a Psychiatric Consultant, a part-time Chief Psychiatric Social Worker and a full-time Clinic Administrator. and a Director of Clinical Education, whose responsibilities include overseeing a program of continuing professional education throughout the academic year as well as supervising required clinical presentations by all

psychoanalytic candidates. The Clinical Services annually serve a broad segment of the population of the community including: the uninsured, the underinsured, people who are part-time employees, students, and the unemployed.

Clinical Services Staff

Director • Stacey Nathan-Virga, Ph.D.

Director of Clinical Education • Albert Banta, Ph.D.

Chief Psychiatric Consultant • Jeffrey H. Sacks, D.O.

Chief Psychiatric Social Worker • Viki Rosman, L.C.S.W.

The PSYCHOANALYTIC CLINIC offers psychoanalytic treatment in which patients are seen at least three times weekly. The PSYCHOTHERAPY SERVICE offers once or twice weekly individual therapy.

SPECIALIZED TREATMENT SERVICES:

The EATING DISORDERS, COMPULSIONS & ADDICTIONS SERVICE provide a meaningful option for patients who have negotiated the early stages of recovery and want to go beyond behavioral change to the deep shifts in character that psychoanalysis and psychoanalytic psychotherapy offer. The demand for this kind of in-depth treatment has grown as the problems of addiction and compulsion remain embedded in society. Interpersonal perspectives and techniques are well suited to offering opportunities for analytic introspection and character change to patients with a history of addiction.

The LGBTQ CLINICAL SERVICE serves the unique needs and problems of lesbian, gay, bisexual, transgender, and queer/questioning patients and their families.

The PSYCHOANALYTIC PSYCHOTHERAPY FOR ARTISTS SERVICE offers therapy to facilitate creativity and to help with difficulties that interfere with the lives and work of performing and creative artists, based on the conviction that problems such as writer's block, stage fright, self-undermining behaviors, career changes, and other emotional struggles are best treated with exploratory psychotherapy. Authentic self-expression and emotional responsiveness, common goals both in artistic work and in therapy, are prerequisites for dealing effectively with inner conflicts and personality issues. Psychotherapy and psychoanalysis can contribute not only to a greater emotional aliveness in the artist's personal life, but also to the vitality and wholeness of the artistic process.

The CHILD AND FAMILY CENTER offers the supervised experience of child and adolescent psychotherapy to candidates in the psychoanalytic training program and to CAPTP students. The project provides individual treatment to children and adolescents ages 3-18 after an initial screening procedure which might include sessions with family, school representatives, play sessions with the child, or psychological testing. For more information contact Susan Rose, Ph.D., Director of the Child and Family Center.

CLINIC FELLOWSHIP

The Institute offers a Clinic Fellowship for first- and second-year candidates who are "exempt" professionals in the Institute's Division I Certificate Program in Psychoanalysis. The Fellowship is an

excellent opportunity for enhanced clinical training and partial subsidy of training expenses. Details are available from the Director of Clinical Services.

CLINICAL EDUCATION MEETING

The Clinical Education Meeting is a weekly 90-minute meeting that functions as a general forum for presentation of theoretical and clinical material, for Clinical Services and for members of the wider Institute and psychoanalytic community. Candidates and graduates are invited to attend and to present their own areas of special interest. Candidates are required to make a formal presentation of their work with a patient from the Psychoanalytic Service. Candidates who hold a Clinic Fellowship are required to present one psychotherapy patient. The meeting is held Tuesdays from 10:00 – 11:30 am.

LOW-COST PSYCHOTHERAPY SUPERVISION SERVICE

The Institute has long been committed to expanding and improving psychotherapeutic services in the wider community. Members of the Institute faculty are available for individual supervision to all mental health professionals whose licensed “scope of practice” includes the private practice of psychotherapy or psychoanalysis. Professionals enrolling in this program are required to maintain professional liability insurance and to provide evidence of current coverage. There is a \$100 application fee and ongoing supervision for up to 40 hours is currently billed at \$75 per session. Diane Goldkopf, Ph.D., Director

RESEARCH

The psychoanalytic process is recognized as a rich source of observation and hypotheses, yet the application of scientific methods in this area has lagged far behind clinical insights. Graduates and candidates are encouraged to conduct original investigations into the cause, treatment and prevention of mental illness. For appropriate projects, the extensive material provided by the Clinical Services of the Institute is made available so that this vast store of clinical experience can be translated into systematic research findings. Research proposals and projects conducted at the White Institute are subject to prior review and approval by our Institutional Review Board.

The Institute has an Institutional Review Board, which is registered with the U.S. Department of Health and Human Services (HHS). For information about the IRB, please contact: r.herman@wawwhite.org.

PROGRAM ACCREDITATION AND CONTINUING EDUCATION

Most Institute programs and events include Continuing Education Credits; some include Continuing Medical Education Credits. For information about CE/CMEs contact Richard Herman, r.herman@wawwhite.org.

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. WAWI is recognized by the New York State Education Department 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 #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 Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the 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 [2] AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

For 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.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

DIVISION I • (A) CERTIFICATE PROGRAM IN PSYCHOANALYSIS

APPLICATION

Application forms for enrollment in the program of training may be obtained from the Registrar, and must be accompanied by a \$100 application fee, which is not refundable. Applications are also

available on the Institute website at www.wawwhite.org. A matriculation fee of \$1,000 will be applicable to the first trimester's tuition and is due upon acceptance of an applicant as a candidate.

The Certificate Program in Psychoanalysis typically requires four-to-six years to complete all requirements for graduation. Application will require several personal interviews in addition to submission of credentials and recommendation. (Some applicants who are not accepted may reapply on the recommendation of the Director of Training.)

The William Alanson White Institute admits students of any race, color, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, and sexual orientation, national or ethnic origin in administration of its educational policies, fellowship and loan programs, and other school-administered programs.

ELIGIBILITY FOR MATRICULATION

The William Alanson White Institute is committed to offering psychoanalytic training to highly motivated, exceptional individuals from a variety of disciplines and backgrounds. Eligible applicants must meet all current criteria for admission, including New York State licensed or license-eligible (or eligible for a "limited permit") in one of the professions that includes psychoanalysis in its statutory "scope of practice."

Psychiatrist - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis is open to graduates of medical schools who have completed at least one year of psychiatric residency. Upon admission, psychiatrists will be required to present a New York State license, and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients.

CONCURRENT REQUIREMENTS: Four years of approved psychiatry residency must be completed prior to graduation. This must include at least three months experience in an out-patient department or mental health clinic. Successful completion of this program provides eligibility for Fellowship in The American Academy of Psychoanalysis and Dynamic Psychiatry.

Psychologist - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis is open to applicants with a doctoral level degree in Psychology. In addition, the applicant must have completed a one-year, full-time clinical internship. Additional supervised clinical work will be reviewed by the Admissions Committee. Upon admission, psychologists will be required to present a New York State license or limited permit, and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients. Successful completing of this program provides eligibility for the American Board of Psychoanalysis in Psychology Diplomate examination.

Licensed Clinical Social Worker - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis will be open to Social Workers who have a doctoral degree in clinical social work from an accredited program which includes a two-year clinical internship or who have a masters' degree in social work and are New York State Licensed Clinical Social Workers (L.C.S.W.). Upon admission, clinical social workers will be required to present a current New York State license,

and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients.

Licensed Master Social Worker - Admission Requirements: Matriculation as a candidate for the Certificate in Psychoanalysis will be open to master's level social workers who are New York State Licensed Master Social Workers (L.M.S.W.), subject to clinical training regulations of the New York State Education Department.

Upon admission, Licensed Master Social Workers (L.M.S.W.) will be required to present evidence of a New York State license (L.M.S.W.) and current registration, as well as current professional liability insurance in order to be granted permission to conduct supervised work with patients. Supervisors will assume legal and professional responsibility for all patients seen in the Institute clinic by L.M.S.W. candidates. Until the receipt of the L.C.S.W., the L.M.S.W. candidate must see all of their patients in the WAWI clinic in accordance with the social work licensing law. While matriculating as an L.M.S.W. in the WAWI psychoanalytic program and treating patients in the WAWI clinic, the candidate may be asked to attend various diagnostic and technique classes that are offered through the LQP if previous clinical experience did not sufficiently cover necessary clinical skills.

Outstanding applicants who do not meet the above criteria will be evaluated on a case-by case basis. They may be eligible to apply to the Institute's Licensure-Qualifying Program in Psychoanalysis [Division I (B)], described below.

REQUIRED CLINICAL TRAINING

The curriculum of both psychoanalytic training programs (the Certificate Program in Psychoanalysis and the Licensure-Qualifying Program in Psychoanalysis) provides candidates with a survey of the principal issues that shape clinical and theoretical psychoanalysis. Candidates in both programs take most classes and seminars together, and each entering class moves largely as a group through 360 class sessions meeting over the span of four years. Three classes are held on Tuesday evenings during three ten-week trimesters per academic year. In addition, candidates select a total of five classes from among the 500-level Clinical Case Seminars and 600-level Elective Courses. When the core required curriculum has been completed, candidates must take three 500/600-level courses per year to maintain enrollment. All coursework must be completed within six years unless the Director of Training grants an extension.

Personal Psychoanalysis:

Since the personal psychoanalysis is considered an integral part of the psychoanalytic training program, it is anticipated that candidates will remain in psychoanalysis through graduation. This analysis is conducted at the rate of at least three sessions per week for 300 hours. Under very special circumstances the Training Committee may permit a candidate to reduce the number of weekly sessions or to terminate his or her analysis prior to completion of training. In addition, the Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate's work.

Each candidate is required to undergo personal psychoanalysis as a means of attaining awareness of personality factors that would interfere with the ability to conduct psychoanalytic treatment. This analysis must be undertaken with an approved Training Analyst of the Institute. Applicants who are engaged in an ongoing, productive treatment with an Institute graduate (at least five years post-graduation) may apply to the Training Committee for a waiver of this requirement and permission

to continue their personal analysis with their analyst in fulfillment of the training analysis requirement. Waivers are also permitted for those who have attained Training Analyst status at a member Institute of the American Psychoanalytic. Arrangements for analysis must be made by the candidate upon acceptance by the Institute and should begin no later than October 1st of the first academic year of candidacy. The personal analysis must be at the rate of at least three (3) sessions per week for the first 300 hours. Subsequent frequency and duration are up to the candidate and analyst. The Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate's work. In order to preserve the integrity of the analysis, the candidate's analyst is expressly excluded from participation in any administrative decisions regarding his/her analysis.

Psychoanalysis Under Supervision: Clinical work with four patients, each of whom is seen at least three times weekly, under the direction of at least three supervising analysts of the Institute for a minimum of 200 supervision hours total, is required. This requirement must be met prior to June 1 of the year of graduation. Each supervisor must be seen for a minimum of 40 hours, but not more than 80 hours, if credit is to be given. A different patient should be presented to each supervisor. Fees for psychoanalytic supervision are to be arranged between the candidate and the supervising analyst. Fees are not to exceed \$75 per session.

The first psychoanalytic case will be referred to by the Psychoanalytic Service of the Clinical Services. This patient must be seen for a minimum of 240 hours at a frequency of at least three times weekly and supervised weekly during that period by a Supervising Analyst. In unusual or exceptional circumstances, and only with the prior consent of the Director of Training and the Director of Clinical Services, a private patient from the candidate's practice may be substituted for the clinic case, with fees for 240 hours paid to the Institute; this case must be transferred to the clinic and this requires both the submission of a clinic application from the patient and screening by the Director of Clinical Services. All fees from the first psychoanalytic case referred from the Clinical Services are retained by the Clinical Services. If the patient terminates the treatment prematurely, or before the minimum 240 hours has been reached, the candidate may combine another patient's psychoanalytic hours until the total number of psychoanalytic hours contributed to the Clinical Services reaches 240 hours.

If the first psychoanalytic case terminates treatment or reduces frequency to fewer than three sessions weekly, the candidate must begin work with a new psychoanalytic case. (If the terminated case has been seen for at least 120 hours at a minimum frequency of three times weekly, the case can be used toward fulfillment of the psychoanalytic case requirements for subsequent cases.) Supervision on the first psychoanalytic case should include a minimum of 80 hours of supervision, either with one Supervising Analyst or with two Supervising Analysts for a minimum of 40 hours of supervision with each.

Barring extraordinary circumstances, the candidate will carry the analysis to completion. If the treatment extends beyond the 240 hours, the therapist will transfer the patient to his/her private practice. Treatment will be at least three times a week for the first two years, and as frequently thereafter as necessary. A prerequisite for undertaking psychoanalysis under supervision is approval by the Director of Training. Prior to requesting approval, the candidate must have completed one trimester of course work and be in personal psychoanalysis.

Additional Psychoanalytic Cases (beyond the first case): Additional psychoanalytic cases need to be seen for a minimum of 120 hours at a minimum frequency of three times weekly. Supervising Analysts need to be seen for a minimum of 40 hours for each case to fulfill credit toward graduation requirements. Additional patients for supervision are the responsibility of the candidate. Patients may

be referred from the Psychoanalytic Service when available, although these will be referred to the candidate's private practice from the start.

Though hours of treatment cannot be combined to compensate for patients who terminate treatment prematurely or before the minimum required hours have been completed, a candidate may apply to the Training Committee for graduation on the basis of "equivalence" if their work includes one case that falls short of the graduation requirement.

Duration of Supervision Requirement: All candidates are required to continue supervision until graduation. Each psychoanalytic supervision for credit must be on a weekly basis on only one continuous case.

Diversity Requirement:

Psychoanalytic supervision will consist of experience with supervisors of at least two genders. Candidates are expected to work with four cases reflecting a diversity of characteristics including, but not limited to, gender, identity, race, religion, ethnicity, culture, sexual orientation and socioeconomic status.

Psychotherapy Requirement: Candidates who do not participate in the Clinic Fellowship need to contribute a minimum of 80 hours of psychotherapy to the Clinical Services. These hours may be accrued by treating one patient on a twice-weekly basis or two patients on a weekly basis, for one year. Candidates are credited \$25 per patient hour to an account that may be used to offset training expenses.

This requirement can be met by individual psychotherapy (adult, adolescent, or child), special modalities of therapy (group, family, or couples), or participation in a clinical project. The Psychotherapy Requirement provides candidates with the opportunity to apply psychoanalytic knowledge to a different form of treatment. This work will be supervised weekly, at no charge to candidates, by a Supervisor of Psychotherapy chosen by the candidate from the Institute's list of Supervisors of Psychotherapy. This requirement must be fulfilled prior to June 1 of the year of anticipated graduation. Some candidates may provide additional psychotherapy as part of the Clinic Fellowship. If a candidate wants to transfer a patient from the Psychotherapy Service to the Psychoanalytic Service, s/he must engage a new Supervising Analyst for the psychoanalytic treatment; the Supervisor of Psychotherapy may not continue as the Supervising Analyst.

FEES

Tuition and fees are payable in advance. Admission to courses will be authorized only when fees are paid and previous indebtedness is discharged unless arrangements are made with the Business Manager. Students who do not notify the Registrar of inability to attend a course prior to its first session will be charged 50% of the fee for the course. After the second session of the course the full tuition fee will be charged.

Full tuition is required for the first four years. Current tuition for candidates in Division I is \$2,100 per trimester. This fee covers all required courses and required electives for each of the first twelve trimesters. Candidates may also enroll in one additional elective each semester without payment of additional fees. After four years of training, which would be a total of 12 trimesters, the candidate will pay half tuition until graduation. An administrative fee is charged for each trimester a candidate is on

leave of absence. Request for full and partial leave of absence requires application to the Director of Training and the approval of the Institute administration.

Candidates are required to pay an annual Reserve Library fee of \$175, providing access to the Institute's online library materials, with their first trimester's tuition.

Fees for personal psychoanalysis and for psychoanalysis under supervision are determined by mutual arrangement between each candidate and his or her training or supervising analyst. However, fees for psychoanalytic supervision are not to exceed \$75 per session.

CERTIFICATES

Candidates who satisfactorily complete the full program of training will be granted the Certificate in Psychoanalysis. The program will ordinarily require four to six years. Course credit is given only to those who fulfill all requirements and whose absences do not exceed 20% of the total hours of each course (when appropriate the guidelines of accrediting organizations will take precedence).

Decision as to successful completion of training is made by a vote of the Council of Fellows, upon recommendation by the Training Committee. As in the case of admission to the program, readiness for graduation is not based solely on scholastic and technical competence. The candidate's personal and professional integrity, clinical proficiency, soundness of judgment and commitment to the profession will be considered by the Training Committee following completion of all academic requirements.

DIVISION I • (B) LICENSURE-QUALIFYING PROGRAM IN PSYCHOANALYSIS

GENERAL INFORMATION

DIVISION I • (B) LICENSURE-QUALIFYING PROGRAM REQUIREMENTS

The William Alanson White Institute is committed to offering psychoanalytic training to highly motivated, exceptional individuals from a variety of disciplines and backgrounds in addition to its traditional Division I (A) Certificate Program in Psychoanalysis that provides postgraduate training to psychiatrists, psychologists, and clinical social workers. The Licensure-Qualifying Program in Psychoanalysis (Division I (B)) reflects the Institute's commitment to providing such training opportunities.

This program is registered by the New York State Education Department to provide training leading to an advanced certificate in psychoanalysis for candidates who are not licensed in an "exempt" profession and who meet the minimum education requirements for admission. Questions about eligibility to apply for training in the program may be directed to Laura Miller, LCSW, Director.

ELIGIBILITY FOR MATRICULATION

Matriculation as a candidate for the Licensure-Qualifying Program in Psychoanalysis is open to applicants who have completed graduate study and earned a master's degree or higher in any field

that is registered by the New York State Education Department or substantially equivalent as determined by the Department.

The prescribed course of study, a rigorous training in the concepts and methods of psychoanalytic treatment, is intended to qualify graduates to sit for the New York State licensing examination leading to becoming a “Licensed Psychoanalyst” (“L.P.”) in New York State. The White Institute offers an LQP Case Narrative Exam Preparation Course to be taken after the completion of all Division I requirements in preparation for the NYS Licensure Exam.

ADMISSION

Application forms may be obtained from the Registrar and must be accompanied by a \$100 application fee which is not refundable. Applications are also available on the Institute website at www.wawhite.org. The deadline for application to the training program is May 1. Special permission is required for late application. A matriculation fee of \$1,000 will be applicable to the first trimester’s tuition and is payable upon acceptance of an applicant as a candidate. Application will require several personal interviews in addition to submission of credentials and recommendation letters. (Some applicants who are not accepted may reapply on the recommendation of the Director of Training.)

The William Alanson White Institute admits students of any race, color, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin in administration of its educational policies, fellowship and loan programs, and other school administered programs.

Fees for supervision

Candidates will pay to the Institute all fees for course work and supervised experience completed as part of the education program. Fees for psychoanalysis under supervision will be included in tuition fees charged by the Institute (in addition to coursework tuition), as incurred. The fees (not to exceed \$75 per session) will be paid to the Institute as part of required tuition, and not to the Supervising Analyst directly.

CERTIFICATES

Candidates who satisfactorily complete the full program of training will be granted the Licensure-Qualifying Program’s Certificate in Psychoanalysis. Although the Licensure-Qualifying Program in Psychoanalysis is designed to enable its graduates to sit for the New York State licensing examination in Psychoanalysis, the Institute does not grant State licenses. Questions about procedures for seeking a New York State Licensure in Psychoanalysis should be directed to the State Department of Education: <http://www.op.nysed.gov/prof/mhp/psyanllic.htm>.

Course credit is given only to those who fulfill all requirements and whose absences do not exceed 20% of the total hours of each course. The guidelines of accrediting organizations will take precedence over this requirement.

Decision as to successful completion of training is made by an affirmation of the Council of Fellows upon recommendation by the Training Committee. As in the case of admission to the program, readiness for graduation is not based solely on scholastic and technical competence. The candidate’s personal and professional integrity, clinical proficiency,

soundness of judgment and commitment to the profession will be considered by the Training Committee following completion of all academic requirements.

REQUIRED CLINICAL TRAINING

Personal Psychoanalysis: Each candidate is required to undergo personal psychoanalysis as a means of attaining awareness of personality factors that would interfere with the ability to conduct psychoanalytic treatment. The personal psychoanalyst shall be selected by the candidate – not the Institute – and the student is responsible for payment of fees for this personal psychoanalysis. The Institute maintains a list of approved Training Analysts, including Training Analysts who have indicated their availability to treat candidates at reduced fees. The personal Training Analyst is responsible for verifying to the Institute the completion of the required hours. Criteria established for the list of acceptable Training Analysts includes licensure and registration in a profession established under Title VIII of the New York State Education Law and competence to practice psychoanalysis.

Arrangements for analysis must be made by the candidate upon acceptance by the Institute and should begin no later than October 1st of the first academic year of candidacy. New York State Education Law and Regulations require at least 300 hours of personal psychoanalysis. The Training Analysis must be at the rate of at least 3 sessions per week for the first 300 hours. Subsequent frequency and duration are up to the candidate and analyst. The Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate's work. In order to preserve the integrity of the analysis, the candidate's analyst is expressly excluded from participation in any administrative decisions regarding his/her/their analysis.

The Institute does not have the authority or responsibility to establish the fees paid to personal analysts. To assist prospective candidates in estimating the cost of education in psychoanalysis, the Institute will provide a reasonable range of fees charged by Training Analysts; a number of Institute Training Analysts have agreed to provide reduced fees when there is financial need.

Psychoanalysis under Supervision (Institute requirements): Clinical work with four patients, each of whom is seen at least three times weekly, under the direction of at least four supervising analysts of the Institute for a minimum of 200 "supervision hours" (of 45-minutes each) total, is required. The Institute retains responsibility for all supervised work, including assignment of all supervising analysts, who are responsible for the patients to be seen by the candidate under supervision. All supervised practice must be in accordance with New York State laws and State Education Department regulations. The supervisor is responsible for ensuring compliance and upon satisfaction of the education requirements, will report to the State Board on Form 4B all supervised practice hours that may be counted toward licensure. Candidates may commence their clinical work in psychoanalysis upon approval of the Training Committee. Prior to requesting the approval of the Training Committee, the candidate must have completed a minimum of two trimesters of course work, a minimum of two intakes, and be engaged in personal psychoanalysis of at least three sessions weekly.

Institute requirements for psychoanalysis under supervision must be distributed as follows for LQP candidates as per New York State Education Department regulations: 1) one psychoanalytic supervisor must be seen for a minimum of 50 weekly sessions, on a single case; 2) another psychoanalytic supervisor must be seen for a minimum of 100 weekly sessions with one or more additional cases; 3) subsequent psychoanalytic supervisors (at least two) must be seen for a

minimum of 40 sessions each. A different patient should be presented to each supervisor (i.e., the candidate cannot present more than a single case to a Supervising Analyst for credit); however, in order to complete the 100-hour supervisory requirement, if the candidate has completed a case with the supervisor, or if the patient terminates psychoanalytic treatment, a new case may be presented. All supervision sessions will be for a minimum of 45 minutes, with an additional 10-15 minutes of reflection and record-keeping by supervisor and candidate. Supervisory requirements must be met prior to June 1 of the year of graduation.

LQP candidates must be in continuous, year-round supervision until they are licensed by the New York State Education Department, and hence authorized to practice independently. Post-graduation, the Institute will continue to maintain a maximum supervision fee of \$75 per session for LQP graduates while they are on the Limited Permit. Post-graduation, the candidate may request the approval of the Director of Clinical Services and the Training Committee to increase the number of patients per each psychoanalytic supervisor.

Fees for psychoanalytic supervision during training are to be paid directly to the Institute, incorporated into tuition charges, billed by and paid to the Institute, not the Supervising Analyst, according to the current schedule of fees for Institute Supervising Analysts. Supervising Analysts will be paid directly by the Institute, not by the candidate in training. Fees are not to exceed \$75 per session.

The Institute will provide students with a list of approved Supervising Analysts. Supervising Analysts of the Institute are all trained as psychoanalysts and are graduates of the Institute's Certificate Program in Psychoanalysis. Each Supervising Analyst is licensed to practice in one of the "exempt" professions in New York State whose "scope of practice" includes psychoanalysis or is licensed under Article 163 as a "psychoanalyst". The current list of approved Supervising Analysts and other Supervisors of the Institute will indicate which of these supervisors are Licensed Psychoanalysts ("L.P."). The Institute appoints Supervising Analysts in a selective process that requires each to present clinical supervisory work to a standing committee of the Institute charged with the appointment of graduates to such roles.

All psychoanalytic patients seen by candidates enrolled in the Institute's Licensure Qualifying Program in Psychoanalysis will be referred by the Psychoanalytic Service of the Institute's Clinical Services and seen under the auspices of the Clinical Services. The first patient must be seen for a minimum of 240 hours and supervised weekly during that period by a supervising analyst. Barring extraordinary circumstances, the candidate will carry the analysis to completion. Treatment will be at least three times a week for the first two years, and as frequently thereafter as necessary. The Institute delegates responsibility for the treatment of cases seen in the Psychoanalytic Service to the Supervising Analysts who are responsible for all patients seen by candidates under supervision.

Each candidate is required to treat at least four cases, for a minimum of three sessions weekly, under the direction of at least four supervising analysts, for a minimum of 750 sessions of supervised psychoanalytic treatment (as per NYS). All supervised psychoanalysis must be done on site in accordance with the regulations of the New York State Education Department at the Institute's low-cost Psychoanalytic Service. Private offices of students matriculated in the Institute's Licensure-Qualifying Program (Division I (B)) are not acceptable settings in which students may complete the required hours of supervised practice, even for those students who might be licensed in other professions whose scope of practice includes psychotherapy. Likewise, all clinical supervision

must be done in accordance with the New York State Education Department's regulations. A qualified Supervising Analyst must be on site when the student is practicing psychoanalysis.

Psychotherapy Requirement: Each candidate is required to conduct a minimum of 80 45-minute hours of psychoanalytic psychotherapy in the Clinical Services under the direction of one of the Institute's Supervisors of Psychotherapy on a weekly basis by a Supervisor of Psychotherapy (there is no charge for this supervision). The requirement may be met by individual psychotherapy (adult or child), special modalities of therapy (group, family, couples), or participation in a clinical project. Verification of these supervisory hours must be provided by the supervisor on Form 4B to the New York State Education Department at the appropriate time. A maximum of two cases may be supervised by a given supervisor. This requirement must be fulfilled prior to June 1 of the year of graduation.

The Psychotherapy Requirement is part of the sequence of curricular requirements that includes the Intake Practicum Requirement, the Clinical Services Meeting, the Clinic Fellows Seminar, and the "700-series" seminars listed in the Bulletin. Completion of the Intake Practicum Requirement (3 supervised clinic intake cases) and approval of the Training Committee and Director of Clinical Services are prerequisites to beginning the Psychoanalytic Psychotherapy Requirement. Typically, the Intake Practicum Requirement will begin during the first year of training and the Psychotherapy Requirement will begin no earlier than the second year of training.

A patient being seen in psychotherapy who wishes to be seen in psychoanalysis may be referred to psychoanalysis only on the basis of a decision made by the patient and a licensed supervisor, not by a candidate or permit holder (who may not independently treat or refer patients). This decision should be made by the patient in accordance with acceptable practices for referring patients and informed consent by the patient.

Diversity Requirement: Psychoanalytic supervision will consist of experience with supervisors of at least two genders. Candidates are expected to work with four cases reflecting a diversity of characteristics including, but not limited to: gender, identity, race, religion, ethnicity, culture, sexual orientation and socioeconomic status.

Required Clinical Seminars: All first-year candidates in Division I (B)—Licensure - Qualifying Program in Psychoanalysis are required to participate in a clinical seminar program on Tuesdays from 10:00 am – 3:00 pm and Thursdays from 3:00 pm - 4:00 pm. These seminars will increase the candidate's exposure to psychoanalytic clinical theory and treatment.

First year candidates are required to attend the Clinical Education Meeting (from 10:00 am – 11:30 am), the Intake Course (from 11:45 am – 12:45 pm the first half of the year); the Clinic Meeting (1:00 pm – 2:00 pm), and the Postdoctoral Fellows Clinical Seminar (2:00 pm – 3:00 pm). They are also required to attend the clinical sequence on Thursdays from 3:00 pm -4:00 pm.

Second, Third and Fourth Year candidates are required to attend the Clinical Education Meeting (10:00 am – 11:30 am) and the Clinic Meeting (1:00 pm – 2:00 pm) on Tuesday.

Fifth and Sixth Year candidates and Limited Permit holders are required to attend the Clinic Meeting (1:00-2:00 pm Tuesdays).

Tuition Credit: LQP candidates will receive credit toward tuition fees at the Clinical Services. Tuition credit will be computed at the rate of \$10 per session for psychoanalysis (beginning after the 240-hour “first case” requirement is fulfilled) and at the rate of \$25 for the 80-hour Psychoanalytic Psychotherapy requirement.

Other Requirements: Once the Training Committee has approved a candidate for graduation, the candidate will be considered to have met the New York State requirements for a Limited Permit in Psychoanalysis. Limited Permits issued by the New York State Education Department are site-specific and the Institute’s Clinical Services will provide the site for continuing treatment within the scope of practice of the Limited Permit.

BOUNDARIES OF PROFESSIONAL COMPETENCE

New York State law governing the practice of psychoanalysis by Licensed Psychoanalysts requires that the provision of mental health services for “serious mental illness” on a continuous and sustained basis requires a medical evaluation of the illness by, and consultation with, a physician regarding such illness, in order to determine and advise whether any medical care is indicated for such illness. “Serious mental illness” is defined by law as including schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention-deficit hyperactivity disorder and autism. The Institute provides opportunities to candidates in our Licensure-Qualifying Program in Psychoanalysis to consult with a physician.

REQUIRED COURSES

Required coursework comprises classroom instruction in each of the following areas, prescribed by the New York State Education Department: personality development; psychoanalytic theory of psychopathology; psychoanalytic theory of psycho-diagnosis; sociocultural influences on growth and psychopathology; practice technique (including dreams and symbolic processes); analysis of resistance, transference, and countertransference; case seminars on clinical practice; practice in psychopathology and psycho-diagnosis; professional ethics and psychoanalytic research methodology. The Institute’s curricular requirements exceed the New York State minimum requirements and currently comprise more than 540 hours of classroom instruction. The Institute requires that all candidates enrolled in the Division I (B) Licensure Qualifying Program complete the five “700 series” courses described in the “Course Descriptions” beginning on page 20 of this Bulletin, below.

In addition, in accordance with New York State Education Law as applicable to all professionals seeking New York State licensure as a “Licensed Psychoanalyst,” all matriculants are required to complete at least two (2) clock hours of training in the identification and reporting of child abuse and maltreatment, and to provide a certificate that attests to its satisfactory completion.

All required work must be completed within six years unless the Director of Training grants an extension. In addition to the completion of required courses in the sequential curriculum, if additional requirements for graduation (such as supervised clinical hours) have not yet been completed, candidates must take three elective courses per year. Clinical Case Seminars are strongly recommended in fulfillment of this additional requirement. Candidates are permitted to change the sequence of certain courses if they feel it will be helpful in their training with the approval of the Directors of Training and Curriculum. If personal issues require a candidate to limit time commitments or otherwise alter the curriculum, individual arrangements may be made requested through consultation with the Directors of Training and Curriculum.

Issues relating to the “scope of practice” of Licensed Psychoanalysts, as addressed above in the section labeled “BOUNDARIES OF PROFESSIONAL COMPETENCE,” are addressed in a number of courses in the required curriculum. These courses will discuss practice by Licensed Psychoanalysts as defined by law and when consultation is required to rule out physical/mental causes. These courses include the following:

Course 112 – Beginning the Treatment: Conceptual & Clinical Approaches
Course 123 – The Problem of Technique
Course 220 – Psychopathology: Issues of Diagnosis, Entity vs. Process and Character
Course 231 – Ethics in Psychoanalytic Practice
Course 312 – Working Psychoanalytically
Course 410 – Faculty and Candidate Case Presentations of Psychoanalytic Clinical Process Course
Course 411 – Neuroscience and Psychoanalysis
Course 422 – Trauma and Dissociation
Course 431 – Current Issues and Controversies
Course 520 – Clinical Case Seminar
Course 521 – Clinical Case Seminar
Course 522 – Clinical Case Seminar: Interpersonal and Relational Approaches to Counter-transference
Course 531 – Counter-transference: Clinical Case Seminar (Instructor TBA)
Course 613 – Integrating Interpersonal Psychoanalysis and Couples Therapy
Course 620 – Current Research in Complex Psychopathology
Course 621 – Comparative Models of Therapeutic Action
Course 732 – Child Abuse Identification and Reporting

For Course Descriptions for Required Courses for Division I-A and I-B go to page 20.

LQP Required Courses

710: Mark Goldenthal, Ph.D., Psychopathology for Psychoanalysts (LQP)
711: Ines McMillan, L.P., MSc. Initial Consultation: Intake and Assessment Practicum (LQP)
721: Deborah Fraser, Ph.D. The Role of Developmental History in Interpersonal Psychoanalysis (LQP)
722: David Applebaum, Psy.D. Introduction to Psychoanalytic Clinical Process (LQP)
731: Stefan R. Zicht, Psy.D. Practical Aspects and Frame Issues in Psychoanalysis and Psychoanalytic Psychotherapy (LQP)

The Institute offers an LQP Case Narrative Exam Preparation Course to be taken in the last year of training in preparation for the NYS Licensure Exam.

FOREIGN STUDENTS

The Institute has been approved by the Department of Homeland Security Student and Exchange Visitors Service, (SEVIS) of the United States as an educational Institution that may be attended by foreign students under Section 4(e) of the Immigration Act of 1952. This allows the Institute to sponsor F-1 Visa to full time candidates and students. F-1 visas allow for training related work, after the first year of enrollment.

In order to matriculate in the Institute's Licensure-Qualifying Program, including being able to work with patients in the Institute's Clinical Services, New York State Education Department recognition of an applicant's master's degree or equivalent will be required. LQP applicants must submit their foreign training credentials to the NYSED Office of the Professions, for the purpose of enabling SED to review and approve these credentials.

The required process involves 3 steps:

- (1) Applicants must apply to sit for the L.P. licensing examination (even though candidates will not actually be admitted to the examination until after they have completed psychoanalytic training). This will enable SED to evaluate and verify prior training in a foreign institution. The process includes arranging for an official transcript to be sent to SED directly by the degree-granting institution(s). If an applicant's transcript is not in English, candidates will need to arrange for translation by one of the official translating services recognized by SED, as listed on SED's website.
- (2) In connection with step (1), applicants must complete Form 1 online along with payment in the amount of \$371, payable to the New York State Education Department.
- (3) Applicants will need to arrange for the direct submission of Form 2A to the foreign academic institution for transmission along with an official transcript to SED. Please note that forms cannot be faxed and must be submitted directly by the foreign institution, not the applicant.

Foreign Students with USA or Canadian Master's degrees from an accredited university may be exempt from these requirements. Contact Richard Herman at: r.herman@wawwhite.org.

All relevant forms can be found on the website of the New York State Education Department:

<http://www.op.nysed.gov/prof/mhp/psyanlforms.htm>. The address for The NYSED is:

New York State Department of Education, Office of the Professions, Division of Professional Licensing, Psychoanalytic Unit; 89 Washington Avenue; Albany, New York 12234-1000.

SCHOLARSHIPS, FELLOWSHIPS AND LOANS

The Institute has received several gifts and bequests to establish memorials at the Institute. The donors have made these contributions because they have known and esteemed the work of the Institute and its graduates and because they believe its vision will endure. Applications for scholarships are due by August 1st and November 1st.

Institute Administered Scholarships

June Jackson Christmas Scholarships—Division I and CAPTP

These scholarships honor the Institute's first Black female graduate, June Jackson Christmas, MD, who graduated in 1959. These need-based scholarships are awarded to Black candidates in Division I (our adult analytic training program) and our Child and Adolescent Psychotherapy Training Program and provide funding for up to the full amount of program tuition. The scholarships are renewable on a yearly basis. Dr. Christmas used her psychoanalytic training to inform her work in a range of urban mental health settings, including as a psychiatrist at Riverdale Children's Association, Founder/Director, Harlem Hospital Rehabilitation Center, Harlem Hospital/Columbia University (1962-1972), and NYC Commissioner of Mental Health, Mental Retardation and Alcoholism Services from 1972 till 1980. Dr. Christmas also led the transition team for Carter's incoming Department of Health, Education and Welfare; served as a member of New York Governor Mario Cuomo's Advisory

Committee on Black Affairs in 1986; and chaired NYC Mayor David Dinkins' Advisory Council on Child Health in New York City from 1990 to 1994. Dr. Christmas retired from private practice in 2019.

The **Mark J. Blechner Psychoanalytic Scholarship** is awarded to a person of color or a transgender person with financial need and high ability. It provides funding toward the Institute's tuition for one year of psychoanalytic training in Division I, with year-to-year renewal for up to three years based upon the scholarship winner's performance in the preceding year of training.

The **Marylou Lionells Psychoanalytic Scholarship Endowment Fund** was created to encourage a broad spectrum of meritorious professionals, who might otherwise have been unable to do so, to pursue psychoanalytic training.

The **Benjamin Wolstein Memorial Scholarship Fund** has been established to help defray the costs of training of an outstandingly gifted student in financial need.

The **Michael Herman Scholarship** is in memory of Michael Herman, who suffered from lifelong depression. The scholarship is intended for Division I candidates with a strong interest in working with chronically depressed patients. It has been endowed with funds left in Mr. Herman's will at the request of his mother, Iris Ivers, and his stepsister, Dr. Karen Ivers. Applicants are required to provide a statement outlining their interest as well as documentation of financial need. The scholarship is renewable on a yearly basis.

Independently Administered Fellowship

Catherine Stuart Memorial Fellowship

Catherine Stuart was a graduate of the White Alanson White Institute. Prior to her untimely passing in 2007, Cathy had begun to address the challenge of increasing the diversity of analytic candidates at White and broadening the conversation about race and gender at the Institute. This fellowship encourages applicants who would increase the diversity of the class or who would bring significant clinical experience serving diverse clinical populations. Applicants for grants should submit a CV and a brief personal introduction of three to four paragraphs about how they meet the Fellowship's mission to Bill Lubart (doclubart@gmail.com) or directly submit materials to: William D. Lubart, PhD, Catherine Stuart Memorial Fellowship; 450 West 24th Street, Suite 1A; NY, NY 10011.

Loans

The Judith Harris Selig Memorial Fund has established a revolving educational loan fund to defray expenses of training for needy candidates. It is intended to aid worthy applicants whose financial resources are inadequate.

The Jane Michel McGarry Revolving Loan Fund has been established as an educational fund to defray expenses of training. It is intended to aid worthy psychologists whose financial resources are inadequate.

Candidate Assistance Fund of the American Psychoanalytic Association provides loans up to \$5,000 to analytic candidates. Loans, to be repaid within a maximum of six years, are made from a revolving fund. Thus, repayment is critical in order to continue making loans. Loans are interest-free, but carry a one-time 1% service charge that is deducted when the loan is made. Loans are based on

need and ability to repay. Any questions should be addressed to Tom Newman at tnewman@apsa.org.

Veterans Administration Benefits are available to eligible students.

Except where indicated, inquiries regarding the above scholarships, awards and loans should be addressed to Elizabeth Krimendahl, Psy.D., Executive Director, at (212) 873-0725, Ext. 15 or director@wawhite.org for confidential consideration by the Financial Aid Committee. In keeping with the mandate of the Board of Trustees, any financial aid must be need-based and may be further subject to the donor restrictions. See Financial Aid Policies and Application on our website for a list of the required documentation.

REQUIRED COURSES—DIVISION I-A and I-B

All required work must be completed within six years unless the Director of Training grants an extension. When the required curriculum has been completed, candidates must take three elective courses per year. Clinical Case Seminars are strongly recommended. Candidates are permitted to change the sequence of certain courses if they feel it will be helpful in their training. If a variation in sequence is desired, candidates should contact the Director of Curriculum. If personal issues require a candidate to limit time commitments or otherwise alter the curriculum, individual arrangements may be made through the Director of Curriculum.

Listed below are descriptions of the required courses during each of the four years and the current electives.

First Year Required Courses

110: Evolution of Psychoanalytic Concepts I: The Development of Freud's Theory

David Thurn, LCSW, Ph.D.

15 sessions

This course will trace the development of Freud's thinking as he struggled to create a distinctively psychoanalytic vision of human experience. Beginning with the earliest works, we will explore his efforts to grapple with the clinical and conceptual problems that confronted a new and evolving discipline. Studying the history of Freud's struggles and his solutions should illuminate the difficulties and the possibilities that confront psychoanalytic theory and practice to this day.

111: Developing Interpersonalism in Historical Context: Sullivan, Thompson, Fromm and the Pioneers

Philip Blumberg, Ph.D.

10 sessions

The goals of this course are essentially two-fold: an historical accounting of the "life and times" of the founders of Interpersonal psychoanalysis with a view towards contextualizing their notions of theory and praxis in their lived lives; while at the same time, implicitly and explicitly orienting students to think more deeply about their own "lives and times" and how those factors come to bear on their own developing personal metapsychologies and psychoanalytic identities.

112: Beginning the Treatment - Conceptual and Clinical Approaches

Gary Schlesinger, Ph.D.

10 sessions

This course will attempt to familiarize candidates with the complex issues involved in beginning a psychoanalytic treatment. I will try to provide a comparative, contextual approach to the clinical issues involved as one's beliefs about what facilitates mutative experience may determine how one seeks to begin a treatment. I will use a combination of readings discussing conceptual and practical matters and clinical material from both my practice and cases presented by candidates.

113: Pragmatics and Poetry: The Clinical Work of Edgar Levenson

Miri Abramis, Ph.D.

10 sessions

Edgar Levenson's work represents the most significant advance in interpersonal psychoanalysis since Sullivan, from participant observation to theorizing the analyst's subjectivity as central in analytic change. As Don Stern has written, he is "more responsible than any other single writer for the current emphasis in North American psychoanalysis on the inevitable, unconscious, personal participation of the analyst on the therapeutic relationship." Having said this, Levenson, now in his 90's, is also one of the least well-known major psychoanalytic thinkers in the contemporary psychoanalytic world, despite his prominence in the late 70's and 80's, when debates between the two-person interpersonal perspective and one-person classical Freudian model were central, and the idea that we "cannot not interact" was radical. In the next ten weeks we will take a deep dive into Levenson's work, beginning by placing his work in the development of interpersonal thought, especially Sullivan. We will read a selection of papers from his early work and end with Levenson's (2019) last paper, *Quo Vadis* presented at WAWI's 75th Anniversary Conference.

114a: Sullivan and the Beginnings of Interpersonal Psychoanalysis

Philip Rosenbaum, Ph.D.

7 sessions

In this class, we will focus on select work of Harry Stack Sullivan, one of the founders of the Interpersonal school of psychoanalysis. This course aims to provide an overview of his important contributions to Interpersonal psychoanalysis. Through close textual readings and hopefully vigorous in-class discussion, we will work to understand Sullivan's interpersonal theory of development, personality, emotion pathology. We will also discuss his clinical technique and the ways of applying his theory towards conceptualizing and treating patients. Further, we will consider his work both within its historical time and context and discuss and explore its relevance and limitations for contemporary practice.

114b: Erich Fromm: Clinical Practice in Social Context

Roger Frie, Ph.D., Psy.D., R.Psych

3 sessions

Given Fromm's stature as a public intellectual, it is easy to overlook the fact that he was first and foremost a pioneering psychoanalyst who founded psychoanalytic institutes and organizations in Germany, the US and Mexico. This short course sheds light on Fromm's key clinical contributions. Fromm's clinical ideas are discussed in their historical context and parallels with contemporary relational psychoanalysis are considered. Fromm's work helps us to understand that clinical practice, like human experience, can never be separated from the social and political surround.

115: Inquiry and Free Association

Ira Moses, Ph.D.

10 sessions

We will review ways to integrate inquiry and modified free association with a variety of patients including those who tend to externalize, avoid introspection, act out, self-medicate, etc. We will also consider the 1) transference and countertransference dynamics of inquiry 2) the therapeutic action of inquiry to further the patient's articulation of inner experience and 3) inquiry as a counterpoint to the therapist's intuitive assumptions.

116: Clinical Case Seminar

Irwin Hirsch, Ph.D.

5 sessions

This five-week clinical seminar is devoted to a focus on examining the interaction between patient and analyst. Equal attention is paid to transference and countertransference (the transference-countertransference matrix), highlighting the degree to which this emphasis reflects the heart of therapeutic action. Clinical illustration will liberally accompany presentation and discussion of theoretical concepts.

117: Evolution of Psychoanalytic Concepts II: Freud and The Evolution of Psychoanalytic Technique

David Rappaport, L.C.S.W.

15 sessions

This course will study the historical evolution of the theory of psychoanalytic technique. Beginning with Freud's technical papers, evolving ideas about classical psychoanalysis as a treatment method will be studied, highlighting the history of psychoanalysis and developing and ongoing controversies about psychoanalytic practice. Among the concepts explored are: technical considerations; the analytic attitude; transference and resistance; abstinence and neutrality; the role of interpretation; mutative factors in treatment; self-disclosure and countertransference; the clinical situation and personal interaction.

118: Analytic Listening and Intervention

David Appelbaum, Psy.D.

5 sessions

This five sessions course focuses on analytic listening, guided by idea that a core feature of the psychoanalytic approach entails working closely with the patient's own process. During our meetings we will study the concept of analytic listening from different historical and theoretical vantage points including: the therapeutic impact of listening, listening with the third ear, neutrality, empathic immersion, meditative techniques, inquiry and barriers to listening. Clinical material will be shared by candidates to to examine how we listen to our patients.

Second Year Required Courses

210: Evolution of the Person in Childhood and Adolescence - Clinical Theories - Their Sources and Context

Robert B. Shapiro, Ph.D.

10 sessions

A study of personality development from the points of view of intra- and interpersonal factors in the individual, the family, the society and the culture. This course will highlight the clinical implications of early life experiences.

211a: Teletherapy and Teleanalysis: Considering the Gains and Losses of Screen Relations Based Treatments (SRBT)

Todd Essig, Ph.D.

This seminar explores the similarities and differences between in-person and technologically-mediated psychoanalytic care. Among the issues considered are the influence of technology-use on frame setting, transference-countertransference, clinical listening, and processes of mourning. The context contrasts are used to illuminate both what takes place on screen and in-person.

This seminar will take a psychoanalytic look at the history, current status and future possibilities for screen relations. This will include understanding how telepresence works; exploring how to help patients who struggle with screen relations run amok; and when and how to use screen relations to mediate a psychoanalytic treatment, as well as when not to.

211b: Ethics in Psychoanalytic Practice

Julie Marcuse, Ph.D.

5 sessions

This course addresses ethical issues in psychoanalysis with a particular emphasis on large and small ethical dilemmas that arise for the clinician in the course of practice. Using selected readings and case examples brought in by the instructor and participants, the class aspires to be a non-judgmental forum for the discussion of how the therapist's inner life can interfere with the capacity to hold onto an analytic stance best suited to the patient's needs. The necessity for peer supervision as a means to protect against such emotional slippage is discussed. Particular attention will be paid to boundaries and boundary violations, for example the complexities of maintaining confidentiality in training institute settings.

212: Emergent Properties of the Interpersonal Field

Donnel Stern, Ph.D.

10 sessions

All clinical events are emergent and involve both patient and analyst. The unpredictable and changing nature of the interpersonal field, especially its unconsciously mediated aspects, determines the experience that patient and analyst can have in one another's presence; but we can just as well say that patient and analyst, simply by doing their work together, ceaselessly configure and reconfigure the field. These principles will be studied in clinical material supplied by seminar members, each of whom will have an opportunity to present their work.

213: For this year only, the second-year class will double up with the first-year class to take classes (114a and 114b):

114a: Sullivan and the Beginnings of Interpersonal Psychoanalysis

Philip Rosenbaum, Ph.D.

7 sessions

In this class, we will focus on select work of Harry Stack Sullivan, one of the founders of the Interpersonal school of psychoanalysis. This course aims to provide an overview of his important contributions to Interpersonal psychoanalysis. Through close textual readings and hopefully vigorous in-class discussion, we will work to understand Sullivan's interpersonal theory of development, personality, emotion pathology. We will also discuss his clinical technique and the ways of applying his theory towards conceptualizing and treating patients. Further, we will consider his work both within

its historical time and context and discuss and explore its relevance and limitations for contemporary practice.

114b: Erich Fromm: Clinical Practice in Social Context

Roger Frie, Ph.D.

3 sessions

Given Fromm's stature as a public intellectual, it is easy to overlook the fact that he was first and foremost a pioneering psychoanalyst who founded psychoanalytic institutes and organizations in Germany, the US and Mexico. This short course sheds light on Fromm's key clinical contributions. Fromm's clinical ideas are discussed in their historical context and parallels with contemporary relational psychoanalysis are considered. Fromm's work helps us to understand that clinical practice, like human experience, can never be separated from the social and political surround.

214: The Analytic Interaction

Darlene B. Ehrenberg, Ph.D., Elizabeth Krimendahl, PsyD, and Warren Wilner, Ph.D.

10 sessions

This course examines Analytic Interaction both historically and with a contemporary Interpersonal lens.

215: Character and Psychopathology

Evelyn Hartman, Ph.D. and Melanie Israelovitch, M.D.

10 sessions

In this course we will examine the complexity of character and the ways that characterological styles help to foster and impede the ability of our patients to live their lives in the face of struggles, big and small, through daily living and during major life events. We will consider how we, as interpersonal analysts living within our own characterological styles, use ourselves and the intense reactions that may arise, as we confront the challenge of helping our patients live more fully within their character and in their world. We will also consider the interplay of psychopharmacology with character style and treatment.

216: Modern Interpersonal and Relational Perspectives

Emily Kuriloff, Psy.D.

10 sessions

This course will be the third course in a second year survey of Interpersonal Psychoanalysis beginning with Sullivan's work and taking the student into the present. Both linkages to the past and the uniqueness of current positions are to be defined and compared. This course will build on the two previous courses in presenting contemporary interpersonal and relational views.

217: Hot Moments and Racialized/Clinical Encounters

Michelle Stephens

5 sessions

In the mid-1990s, a group of psychoanalysts in Boston theorized that we could better understand therapeutic action and change by focusing on developmental dynamics observed in the infant-mother relation and described in infancy studies. In so doing, they offered a pathway that linked the developmental and the social, that is, the realms of subjective development, intersubjective attachment, and interpersonal relations and affiliations. Framed by that insight, this course explores how it could be useful for thinking through the engagements between psychoanalytic thinking and racial formation. The course organizes both psychoanalytic readings and theoretical accounts of

racialization around cases of difficult racialized encounters both in and out of the consulting room. The aim is to help clinicians develop both technical tools and theoretical frames that can help them sit in a tense racialized enactment, recognize racial transferences, contain racialized projections and introjections moving between analyst and analysand, and most importantly, feel safe enough to release all frames to stay alive to the moment and keep thinking, during “hot,” “now,” moments of intra-racial and interracial encounter.

218: Psychoanalytic Writing

Ruth Livingston, Ph.D. Co-Editor-in-Chief, Contemporary Psychoanalysis

5 sessions

This seminar/workshop for 2nd Year Candidates will focus on psychoanalytic writing: case presentations/conference presentations/journal writing/and writing with a psychoanalytic lens for blogs and other social media. We will consider the pros and cons of writing as psychoanalysts – including the ethical issues, such as patient confidentiality. What writing factors contribute to strong oral presentations, such as a case or a conference paper? How are psychoanalytic ideas and case material transformed into articles for professional journals? What about using our professional knowledge to write for the lay public? What are the differences and similarities among these psychoanalytic writing opportunities? In addition to readings, this seminar/workshop will include some in-class writing exercises as well as between-class short writing assignments.

230: Psychoanalysis: Race, Class, Culture, Difference

Neil Altman, Ph.D. and Cleonie White, Ph.D.

10 sessions

This course addresses various ways issues of race, ethnicity, social class, and difference influence the treatment process. The first section of the course provides a broad conceptual framework; the second section focuses on the Hispanic population of the United States as a case in point.

Third Year Required Courses

311: Seminar - Faculty and Candidate Presentations of Psychoanalytic Clinical Process

Sue Kolod, Ph.D.

5 sessions

In this seminar senior psychoanalysts will present detailed clinical process material to demonstrate both how they work as well as to conceptualize what is transpiring. Candidates will be encouraged to question, explore and critique the material. Candidates will also have the opportunity to present clinical material. There is no formal reading syllabus for this class, though readings may be assigned as the need arises.

313: Overview of Self Psychology: It's Emphases and Evolution

Peter Kaufmann, Ph.D.

10 sessions

In this overview course about Self Psychology, we will review its particular emphases in terms of understanding patients and clinical practice and how it has evolved. We will begin by considering the contributions of Heinz Kohut, the founder of Self Psychology and highlight his ideas about empathy, selfobject relatedness and the selfobject transferences. “the leading edge” and “the trailing edge”. Then we will study how subsequent Self Psychologists- Dick Geist, Marian Tolpin, Robert Stolorow, Frank Lachmann, Jim Fosshage and Steven Stern have elaborated upon these ideas by considering how the repetitive dimension of experience is represented, how much development and treatment are

two-person processes and the significance of the parent's and analyst's role as a separate subject. We also will compare these writers with contributors from the Interpersonal tradition so that the candidates can better appreciate the similarities and differences between practitioners in these two traditions.

310: Object Relations Theory

Seth Aronson, Psy.D. & Deborah Fraser, Ph.D.

15 sessions

This course provides an overview of object relations theory through a consecutive focus on three major contributors: Klein, The British Middle School and Fairbairn.

312: Working Psychoanalytically

Alice Sohn, Ph.D.

10 sessions

The purpose of this course is to examine and consolidate psychoanalytic thinking in its application both to short- and long-term clinical work, and in particular to work with "difficult" patients posing difficult treatment predicaments. Working psychoanalytically entails an awareness of transference, insight and working through, as well as an interpersonal engagement with patients in whatever ways they choose to present themselves. This way of working effectively integrates psychoanalysis and psychotherapy in a common interpersonal approach. Readings will frame problematic situations for class discussion; presentations of clinical examples by instructors and candidates will provide in vivo application.

318: Race in Clinical Space

Kathy White, Ph.D.

Advanced Clinical Seminar

8 sessions

Saturday morning 10:30 am—12:00 pm

March 4th, 11th, 18th; April 8th, 15th, 22nd, 29th; May 6th, 2023.

Zoom

This Seminar raises awareness of unconscious states of mind around race, using a variation of the Balint method. The focus is on collective deep listening to cases where there are significant racial, ethnic and/or cultural differences between therapist and patient (as is often the case). The instructor's hope is that folks learn and fall in love with the idiosyncrasies of their countertransference leanings. Acceptance and love help us use our internal experience more readily and gracefully. Since there are eight candidates and eight classes, everyone will get a chance to present their work. The extended class time will allow for an in-depth exploration into the material.

331: Comparative Theories of Therapeutic Action

Christopher Bonovitz, Ph.D.

10 sessions

This course will compare and contrast theories of therapeutic action across different psychoanalytic schools of thought. Using the candidates' knowledge of interpersonal psychoanalysis as a point of reference, forays into some of the other major psychoanalytic theories will involve reading early and contemporary theorists in developing a framework for how theoretical ideas translate into conceptions of mutative action and the presumed processes involved with bringing about change.

332: Dreams in Psychoanalysis

Gudrun Opitz, Ph.D.

10 sessions

This course addresses theoretical aspects of unconscious processes and their communication as seen in dreams. The focus will be, first, on understanding the structure of dreams and the psychology of the dream process, and second, on the clinical use of dreams in all phases of unconscious processes and their communication as seen in dreams.

Fourth Year Required Courses

411: Neuroscience and Psychoanalysis

Josh Bazell, M.D. & Andrew Gerber, Ph.D.

10 sessions

Neuroscience and psychoanalysis in theory and practice. What scientific evidence exists to support the techniques and assumptions of psychoanalysis? How has psychoanalysis affected neuroscience? How does the brain host the mind? This course will ask these and other questions through a study of both classic and contemporary research.

412: Contemporary Kleinian Viewpoints

Jay Greenberg, Ph.D. & Seth Aronson, Psy.D.

10 sessions

This course covers the major contributions of important neo-Kleinians such as Wilfred Bion, Hanna Segal, Betty Joseph, Ronald Britton and John Steiner, and explores post-Kleinian developments and issues such as contemporary understandings of the Paranoid-Schizoid, Depressive and Oedipal positions, therapeutic action and interaction, and the clinical use of projective identification. These contemporary Kleinian views will be compared and contrasted with interpersonal perspectives

413: Trauma and Dissociation

Elizabeth Hegeman, Ph.D. & Sharon Kofman, Ph.D.

10 sessions

The focus of this seminar will be to read contemporary essays on trauma, dissociation, and treatment. All participants will be encouraged to reflect on the readings through the lens of their own work with traumatized patients.

415: Difficult Patients/Difficult Dyads

Jennifer Stevens, Ph.D. & Daniel Knauss, Ph.D.

This condensed course will address the challenges that work with patients recognized as “difficult” pose for therapists. Course material will address not only patient pathology, but also the ways in which patient and therapist can become entangled in unproductive forms of engagement together. A review of the dynamics and phenomenology of narcissistic character structure, borderline organization, and forms of developmental deficit or obstruction will both frame and be woven through the various topics covered in the seminar, as they seem necessary to any discussion of difficult treatment situations.

416: Gender, Sex & Sexuality: Freud and beyond

Katharina Rothe, Ph.D.

10 sessions

This course will introduce the candidates to non-biologicistic, non-heteronormative ways of thinking about gender, sex, drives, desire, and sexualities. Starting with Freud and then moving beyond Freud, we will study conceptualizations that neither reduce the human being to biology nor to sociology or culture.

417: Aspects of Termination

Sarah Stemp, Ph.D.

10 sessions

This course will focus upon the co-construction and experience of the termination phase of psychoanalysis and psychoanalytic psychotherapy. We will consider issues involved in other kinds of endings as well, such as terminations due to a variety of external factors, or prolonged impasse. The course will address assessment of readiness (timing), characteristic issues which typically emerge for patient and analyst during the termination phase (e.g., mourning, regression, pride in and envy of growth and achievement, acceptance of limitation and imperfection, etc.), and questions around post-termination contact. Throughout, using clinical material, particular attention will be given to transference-countertransference dimensions of the termination process.

500 Level Courses: Electives

NO CE/CME CREDITS AVAILABLE FOR ELECTIVES

510: Countertransference Conflicts with Setting Limits and Acting-out Patients

Ira Moses, M.D.

10 sessions, winter

Tuesdays, 11:45 AM - 12:45 PM

Analysts are treating patients who a generation ago would not have been accepted for treatment, including patients who put themselves at risk for harming self or others through substance abuse, unprotected sex, certain impulse disorders, etc. Although the real-life consequences of such actions complicate or sabotage the treatment, analysts often feel conflicted about addressing these behaviors and may avoid doing so. Bringing these problems to patients' attention can feel incompatible with some of our cherished notions about ideal therapeutic interaction, such as respecting patients' autonomy, maintaining neutrality, or acting as containers of patients' aggression. We may also fear hurting or angering patients who will then bolt from treatment; this anxiety about losing patience is particularly germane in training cases. Contrariwise, failing to focus on acting out may result in a pseudo-mutual alliance in the sessions while the patient's life outside of treatment is falling apart. Using clinical vignettes, this seminar will pose the following questions: (1) Would early and systematic exploration of patients' destructive actions reduce our countertransference conflicts? (2) Are we imposing our own sense of risk or lifestyle on patients? (3) How can we help patients become curious about their destructive behaviors while we manage their often-heated transference reactions? (4) Is there a danger of our over-identifying with patients' acting out and unwittingly condoning it, or even vicariously enjoying it? and (5) When setting limits is necessary, how can we find the words and tone to do so collaboratively rather than retaliatory?

511: Clinical Case Seminar - Working at the Intimate Edge

Darlene B. Ehrenberg, Ph.D.

10 sessions

Tuesdays, 11:45 a.m. - 1:15 p.m.

The focus of this seminar will be on how, when appropriate, the exquisite tracking of moment-to-moment shifts in the affective experience of both patient and analyst, as they engage with each other, can allow for opening immediate experience in ways that can become transforming. Theoretical issues relating to how we use ourselves as analytic instrument, given our unconscious vulnerabilities, will also be explored, with special consideration of conceptions of the nature of therapeutic action, and how the choices we make in terms of how we respond (or not) at any given moment may open and close different analytic possibilities. Attention will also be paid to issues of "being" vs. "knowing" in the analytic encounter. Participants are encouraged to bring in clinical process if they would like to.

512: The Problem of Technique

Rick Loewus, Ph.D.

Second Trimester

Day/Time TBD

Psychoanalytic technique has fallen on hard times. It is generally accepted that there is no received technique, no one right way to handle any given clinical interaction. At the same time candidates come to training to learn general principles, perhaps even specific skills, necessary to conduct a successful analytic treatment. We will explore this tension through readings drawn from conflicting visions of analytic technique – received, improvised, spontaneous. The readings raise questions regarding the definition of fundamental tenets of clinical theory, the technical hypotheses they generate, and the problems they raise. During classes we will analyze transcripts of clinical process in order to explore the controversies raised by each week's readings and to gain our own perspective into the fundamental problem of learning to conduct a psychoanalytic treatment.

514: Group and Community in Contemporary Psychoanalysis

Billie Pivnick, Ph.D. & Jane Hassinger, DCSW

Third Trimester (day and time TBD)

10 sessions

Community psychoanalysts work with the complex cultural/historical and intersubjective, dynamics common to group and community life. As far back as 1919, with Freud's call for a "psychoanalysis for the people," (Danto, 2005) psychoanalytic practitioners have turned their attention to the mental health needs of communities. Founders of WAWI, including Erich Fromm and Harry Stack Sullivan, viewed interpersonal relations as inseparable from psychic development and laid the groundwork for thinking about how the influences of the intergenerational transmission of trauma, the social/political surround and the individual's direct participation in the social world contributes to the construction of subjectivity and identity development. When society fails to act responsibly to contain the suffering of individuals and groups, traumatic levels of hopelessness often emerge. In these instances, the entire unconscious *group matrix* - dyad, group, family, institution - of communication and relationships can be affected, which in turn influences the organization of the individual psyche (Tubert-Oklander, 2014). These relationships between the individual and the group are constantly at play and influential in the evolution of individual and group identities, as well as individual and group/community psychopathologies. In this class, we will explore the history of psychoanalytic approaches to working in community settings as well as contemporary approaches that emphasize group psychoanalytic theories. Furthermore, we will consider what it means psychologically to be both a community member and a citizen as well as introduce a new concept—'relational citizenship', the intersubjective experience of oneself as a generative citizen among citizens, an intersubjective self-state in which the individual and the sociopolitical are psychically linked, and through which the challenges of identifying with and belonging to one or more collectivities are recognized and negotiated [Hassinger & Pivnick.

(2022). The 'Community Turn': Relational Citizenship in the Psychoanalytic Community Collaboratory. *IJP*, 103, 1, 120-143]. The following question will guide our explorations: How can psychoanalysts contribute to the nurturing of generative relationships and solutions for persistent toxic problems in our communities?

516: The Works of Jessica Benjamin: An Overview

Victoria C. Demos, Ph.D.

of sessions TBD

Zoom/Saturday mornings

Second Trimester 2022-2023

Jessica Benjamin is one of the first psychoanalysts to introduce feminism and gender studies into psychoanalytic thought. In her first book, *The Bonds of Love: Psychoanalysis, Feminism and the Problem of Domination*, (1988), she introduces this relationship between gender and psychoanalysis, critiques the Oedipal phase and outlines her thoughts on recognition. In *Like Subjects, Love Objects: Essays on Recognition and Sexual Difference* (1995), she presents her own developmental theory of intersubjectivity theory. In her 1998, *Shadow of the Other: Intersubjectivity and Gender in Psychoanalysis*, she continues her social critique by exploring ideas of gender, and authority both in development and in the analytic situation. In her most recent, *Beyond Doer and Done To: Recognition Theory, Intersubjectivity and the Third* (2018), discusses her ideas of the many forms of Thirdness, witnessing and failed witnessing, play and the lawful world. This elective proposes to give an overview of Benjamin's major ideas and themes from each of these periods of her work.

518: Love and power, subjectivity and the collective, introducing social theory into psychoanalysis

Eyal Rozmarin, Ph.D.

10 Sessions (not offered in 22-23)

This course offers a preliminary exploration of the social-collective aspects of subjective life and experience. We will read and think together about the many ways in which subjectivity is structured and regulated by socio-political and historical forces, forces that operate on the level of the collective but impact each of us directly and intimately. Often through the mediation of the nuclear family. We will consider how this always changing reality animates our lives and our experience, and how, therefore, it requires that we keep adjusting our psychoanalytic lenses, both in theory and in our clinical practice.

Our emphasis will be on reading primary sources in social theory, and looking at how they might be engaged by the capacities and needs of psychoanalysis. We will venture into 2nd wave feminist critique (Firestone, Wittig), insurgent psychiatry (Laing, Fanon), French post-structural thinking (Foucault, Deleuze & Guattari, Althusser) and the Frankfurt School (Fromm, Adorno, Horkheimer). We will consider some contemporary exploration of subjectivity (Butler, Bauman, Clough, Preciado). We might also read psychoanalysts who have already engaged social theory in their writing. All as time permits, with the understanding that the subject-matter and literature are demanding. (Most of the reading therefore suggested, not required.) We will explore social theory, but try to always remain close to the questions that concern us as clinicians. And so please expect to bring your/our clinical work into the room.

520: Clinical Case Seminar

Eric Singer, Ph.D.

10 sessions

Tuesdays, 1:45 - 3:15 p.m.

The focal point of this seminar will be the role of the analyst's personality as it affects the course of the analysis. Candidates will present vignettes from their work for discussion

522: Advanced Seminar: Self in Interpersonal Context

Joerg Bose, M.D.

10 Sessions

Third Trimester/Zoom/Saturdays

This course will focus on current understandings of self development in relational terms. Exploring the functional role of self-other configurations will provide keys to the treatment of many chronically difficult conditions. The clinical phenomena of shame, rage, and hate can often be understood and approached as symptoms of a fragile or overcompensating state of self or identity.

530: Talking Taboo, Writing Taboo: Opening up feelings – Inviting discussion of the Analyst's Physical Self

Ruth H. Livingston, Ph.D. & Janet Tintner, Psy.D.

10 sessions

This clinical seminar will identify and invite articulation of complex, "taboo" feelings about the analyst's physical self – including visible and invisible physical factors -- that patient may resist, dissociate, or deny. It is hoped that expressing such feelings in the context of the analytic relationship will galvanize unspoken and forbidden aspects of the negative transference/countertransference, and thus enliven and enrich the treatment. Technical problems will be addressed, and clinical discussion will pinpoint facets of individual analysts' physicality that may be difficult to hear and discuss. Both instructors will use their ongoing written work in this arena, and candidates will also use clinical discussions to develop a written project of some sort, i.e., a blog, a paper, or an oral presentation.

532: Advanced Clinical Seminar in Working with Sexually Abused and/or Dissociated Patients

Richard Gartner, Ph.D.

10 sessions

Thursdays, 1:30 - 3:00 pm

This seminar includes intensive ongoing discussion of students' cases that have issues involving sexual abuse and/or dissociation due to trauma. Students should have some familiarity with the work of Bromberg, Davies and Frawley, and Gartner, or expect to read from their work during the course.

600 Level Courses: Electives

601: Credo: My Psychoanalysis

Claire Basescu, Ph.D.

10 sessions

Teaching Fall 2022/Instructor's Office

Fridays 12:15-1:45 PM

This class invites students to articulate their own developing views of therapy and therapeutic action. It is a writing class, focused on short, informal pieces of writing. Students will be asked to identify quotations from their readings or clinical anecdotes from their practices and to write about them. The goal is to encourage exploration, self-awareness and self-definition. The class atmosphere will be one of creativity and playfulness. Each participant (including the instructor) will contribute about a page a

week to the rotating class discussion. There may be some writing prompts or small assignments from the instructor. (For a longer course description, you may contact: clairebasescu@gmail.com.)

602: Reading as Stance

Robert Langan, Ph.D.

10 sessions

Day/Time to be determined

This seminar proposes collaboratively to construct a notion of psychological stance as a kind of reading, an active and automatic construction of experience into self-in-the-world. Commonalities in the reading of literature, self, and another person will be considered. Literary readings might include Nabokov, Bakhtin, Bromberg, and Winnicott, depending on the interests of the class.

603: Psychodynamics of Love

Evelyn Hartman, Ph.D.

10 sessions

Mondays, 1:00 - 2:30 PM

Time and dates are negotiable.

This course will examine the psychoanalytic literature on the dynamics of romantic love. We will consider definitions of and developmental precursors to romantic love as well as developmental trajectories that lead to difficulties in love relationships. We will examine the development of sexuality and attachment and its relationship to the development of a romantic object. Subjective dimensions of romantic love such as passion, desire and erotic experience as well as the role of fantasy within these will be examined. Finally, changes over time in long lasting love relationships will be addressed. Clinical examples will be presented.

604: Integrating Interpersonal Psychoanalysis and Couples Therapy

Shelly Goldklank, Ph.D.

10 sessions

Tuesdays, 12:15 – 1:45 p.m. (Flexible)

Will be held at the instructor's office.

We will discuss an integrative psychoanalytic-systemic approach to treating couples in psychotherapy.

605: Clinical/Analytic Research Course for Candidates and Faculty

Joseph Schachter, M.D., Ph.D.

10 sessions

Wednesdays, 12:00 - 1:30 p.m.

The purpose of this course is to assess whether developing a research orientation towards clinical material will increase the range and scope of psychodynamic hypotheses about that material. The development of a research orientation involves enhancing awareness of the limitation of our knowledge and understanding of these clinical materials. Emphasis will be placed upon the tentativeness with which interventions should be made and the capacity to develop tolerance for uncertainty. Sessions for each patient discussed will be presented seriatim for four weeks each.

606: Psychoanalytic Approaches to Supervision

Robert Gaines, Ph.D.

10 sessions

Tuesdays, 1:30 - 3:00 p.m.

Will be held at instructor's office.

This course will be aimed at students who have had no formal training in supervision or have begun doing some supervision. While there is no cohesive model of the supervisory process, it has been more thoroughly studied and conceptualized than many clinicians realize. This course will attempt to acquaint students with that work. This course will attempt to articulate an interpersonal/relational point of view. The main features of that point of view are an emphasis on the supervisory relationship as a collaborative endeavor, and an alertness to the ongoing experiences of both participants in the relationship and the way those experiences can facilitate or hinder learning.

This course will aim to acquaint students with the basic tools of the supervisor and to give them some experiential exposure to their own personally based biases, blind spots, strengths, and weaknesses as supervisors.

607: Current Research in Complex Psychopathology

Mark Goldenthal, Ph.D.

10 sessions

Tuesdays, 3:00 - 4:30 p.m.

When failure in the facilitating environment seems an inadequate explanation for the complexity and severity of a person's psychopathology, having access to research may enhance the quest for meaning and understanding. This course will review current research about psychopathology including depressive disorders, bipolar disorders, and various combinations of affective disorders with anxiety, attention deficits, and personality disorders. Studies in biological psychiatry, clinical and neuropsychology research will be discussed. The focus will be on the reciprocal interaction of biological and psychological processes especially as it impacts psychoanalytic work (e.g. affect regulation, primitive defenses, object representations, counter-transference, etc.) with people who have severe and complex psychopathology.

608: Between Psychoanalysis and Society

Emily Kuriloff, Psy.D.

10 sessions

Day/Time to be determined

This elective will explore the ways in which psychoanalysis has been profoundly influenced by, and in turn has shaped public and private "culture", both yesterday and today. This relationship will be explored critically, but also as a powerful potential. Topics will include, broadly speaking, shifting notions, experiences, and emphases regarding: sexuality, aggression, agency, authority, intimacy, health, illness, religion, race, and ethnicity, gender...How, finally is psychoanalysis--as both sensibility and method-- molded by today's reality? Has it, or can it be transformative? How?

610: Dream Group

Evelyn Hartman, Ph.D.

Mondays, 1:00 - 2:30 PM

Day/Time to be determined

As we listen to our patients' dreams, we will consider their associations and our associations, with an ear to group process, as we understand the unique contribution offered by a dream along the royal road of analytic work.

611: The Relationality of Harold Searles

Ronald N. Puddu, LCSW

10 sessions

Tuesdays, 11:45 - 1:15 p.m.

Familiarity with Harold Searles' therapeutic sensibility has the effect of enhancing one's ability to use subjective affective experience in understanding treatment difficulties. This may, in turn, engender a growing feeling of confident functioning so important to the process of consolidating a therapeutic identity and personal therapeutic style. We will be exposed to Searles' creative mind where developmental thinking is closely tied to clinical understandings and interventions that are unique in the analytic literature. Anticipating multiple self-state theory is Searles' interest in bi-lateral dissociative experience and the inevitable enactments that lead to their explication. He contends that patient's impressions of the analyst are rooted in some dissociated "not me" reality concerning the analyst's personality or self-state and that waking the analyst from this dissociated slumber is prerequisite to growth on the part of both participants. Within his non-dogmatic integration of internal object-relations theory with inter-personal theory as but two sides of one coin, familiarity with his work contributes to candidate's self-consolidating access to inner process in the face of the inevitable vicissitudes of the treatment situation.

612: Erotic Transference/Countertransference

Melissa Ritter, Ph.D.

10 sessions

Fridays, 11:30 - 1:00 p.m.

This will be a small group (limited to 6 advanced candidates) clinical case/process seminar with supplemental readings. The open discussion of what is a particularly challenging, often tangled, sometimes aversive, occasionally enthralling, aspect of clinical work will be central to this training experience. Participants will be encouraged to share questions, concerns, confusions, theories and the random certainty. We will focus on the clinical work of both candidates and instructor.

Comparative Conceptualizations and Treatment Approaches to the Grandiose Patient.

613: Comparative Conceptualizations and Treatment Approaches to the Grandiose Patient

Jenny Kaufmann, Ph.D.

Day/Time/Number of Classes to be determined

How do you understand and work with patients who present with what different clinician writers have conceptualized as defensive grandiosity, defensive omnipotence, false self disorders, manic defenses, and the grandiose pathological self? These patients can present as overtly arrogant, entitled and in control or on top of everything or they can be deflated, and self deprecating while maintaining secret fantasies of perfectionistic grandeur. We will consider and compare Kohut, Stolorow, Winnicott, Bach, Bromberg, Fiscalini, Mitchell, Klein and Kernberg's perspective about such patients. In the process we will not only think about how these writers conceptualize such patients but also consider how they vary in terms of how to approach these patients clinically. Candidates will be encouraged to evolve their own more integrated and inclusive approach and apply their cases to clinical cases throughout.

614: Immigration

Orshi Hunyady, Ph.D.

10 sessions

Third Trimester: Time/place TBD

Immigration is a life-altering experience for the individual undergoing it, one that often borders on the traumatic and is quite frequently minimized or ignored during treatment. The intent of this elective is to bring attention to the nature and significance that immigration plays in patients' difficulties. We will have readings and discussion on topics, such as the inevitable losses and potential gains associated with immigration; the pressures, functions, and ultimate impossibility of assimilation; the challenges

that immigration presents in terms of continuity and change in the self. Designed as a supervision group, the elective will focus on clinical work and use the clinician's counter-transference to reveal and understand immigration-related dynamics as these emerge for patient and therapist alike. Over the course of the trimester, each participant will be asked to present at least one treatment in which relevant issues either openly surfaced, were avoided, or were discussed but curtailed. We will talk not only about the issues and dynamics themselves but also the anxiety that typically surrounds their exploration.

615: Attending Within: Strategies of Buddhism and Psychoanalysis

Robert Langan, Ph.D.

10 sessions

Dates and Time by Arrangement.

Will be held at instructor's office.

How do you decide, when sitting with a patient, or for that matter, when sitting with yourself, what to pay attention to? A foundational assumption of psychoanalysis is that one has more leeway in choosing than at first it appears, and that by choosing differently comes the possibility of living differently. One can alter the nature of self experience. Similarly, a foundational assumption of Buddhism is that the givens of reality are in a profound way illusory, and that realization of how this is so leads to a profound alteration in the nature of self experience. The strategies of Buddhism and psychoanalysis that lead toward such alteration bear comparison. The goal of the course is to highlight attention to attention as an introspective wild card in personality change. Its relevance is both clinical and personal.

616: Historical Trauma: Embeddedness in Generations

Sharon Kofman, Ph.D.

10 sessions

Tuesdays or Thursdays 3:00 - 4:15 p.m.

The intersubjective turn in psychoanalysis has heightened interest in the intergenerational transmission of trauma and its haunting consequences. With a focus on early relational trauma and historical trauma, we will explore how trauma is transferred and complexly manifested in subsequent generations. We will trace the variety of ways the concept of intergenerational transmission is conceptualized and considered within contemporary psychoanalytic adult and parent-infant treatment. We will also explore the relevance of these processes for clinical listening and the patient-analyst interaction. Materials for the course will include case studies and treatment literature, memoirs, and film excerpts.

618: Lacanversation

Pascal Sauvayre, Ph.D.

Day/Time TBD

To be held in instructor's office.

The goal of this course is to establish a rudimentary knowledge of Lacan's theory and clinical approach (Lacanian 101) to provide a point of difference (for us) from which to view Freud and psychoanalysis in America, and thereby to bring into focus assumptions that would otherwise remain unquestioned (at least in these unique ways). Some of Lacan's seminal texts from *Ecrits* and *The Four Fundamental Concepts of Psychoanalysis* are studied in detail, with the help of accompanying explanations and commentaries by Fink, Žižek, and Winnicott. The expectation is to familiarize ourselves with the language and way of thinking, enough to seem conversant only for the uninitiated,

but acknowledging that we could converse haltingly in broken Lacanian to those educated in this mindset. It is hoped that this Lacanian primer will help us expand our psychoanalytic horizons, not just as American psychoanalysts, but also as Interpersonalists.

619: Winnicott's Search for Himself as Clinician

Dodi Goldman

4 immersive sessions

This class has filled its quota for this year.

Psychoanalytic ideas flourish in a variety of ways: through careful attention to accumulated clinical data over time, observations of child development, open discourse with extra analytic disciplines, accommodation to shifting cultural trends. But innovative theories also form externalized symbolic structures reflecting the theorist's own self. They can be efforts at self cure. Using Winnicott as illustration, the elective explores how Winnicott's theory mirrors his own subjectivity. Participants will read together passages from Winnicott's private correspondences, autobiographical notebook, and public talks to consider the link between his life and theory.

620: Psychotherapy with LGBTQ People

Deborah Glazer, Ph.D. and Frank Marrocco, Ph.D.

10 sessions

Fridays 10:30 AM - 11:45 AM

This course is designed to enhance participants' knowledge of the range of issues commonly faced by LGBTQ people throughout the lifespan. The course integrates a developmental/theoretical perspective with an in-depth clinical exploration of the treatment issues specific to LGBTQ individuals. Students will develop an understanding of the intrapsychic and interpersonal issues that arise when working with patients with non-normative gender identification and sexuality. Special topics include: exploration of alternative developmental theories for LGBTQ individuals; understanding the relationship (or lack thereof) between gender experience and sexual desire; transphenomena; the effects of the closet; regulatory anxiety; special topics in transference/countertransference; therapists' self-disclosure; etc.

622: Laplanche: The Challenge of Translation

Pascal Sauvayre, Ph.D. & Katharina Rothe, Ph.D.

Time and place TBD

The concept of translation is foundational to Laplanche's thought, for both his metapsychology and his clinical theory. We will follow how his careful reading and translation of Freud (he oversaw the translation of his complete works into French) is used as the springboard for the development of his thought. By 'putting Freud to work', as he says, he develops the 'generalized theory of seduction' from which emerges the core 'drive to translate the implanted enigmatic message'. Related metapsychological concepts then include the fundamental anthropological situation, sexuality, the unconscious, and the original wound as the opening to the other. In the second section of the course, we will explore how these metapsychological concepts are then translated into clinical theory with such notions as the hollowed out transference, the translation of the analyst's enigma, and treatment as a dialectic of psychoanalysis (as an anti-hermeneutic) and psychotherapy (as a hermeneutic).

624: A Cruise to the Beyond

Pascal Sauvayre, Ph.D.

Time and place TBD

Go on a comparative psychoanalysis cruise to the Beyond with stopovers in Freud, Lacan, Sullivan, and Laplanche; with generous portions of unconscious wishes, of the real, of desire, of jouissance, of anxiety, of tension, of the sexual, and of the enigmatic message. While the servings are all-you-can-eat, digestion and metabolization are not guaranteed, not even for the cruise director.

631: Clinical Listening: Holding onto Letting Go

Robert Langan, Ph.D.

10 sessions

Tuesdays 11:45 - 1:00 p.m.

When sitting with a patient (or when sitting with yourself) how is it your attention tightly focuses, or loosely wanders away? This course explores this question both theoretically and experientially. Readings will draw on Freud, Farber, Ghent, Stern et al., as well as Buddhist writers. Class exercises will tap clinical process, dreams, meditation, visualization, association, and thought/feeling linkages. The goal of the course is to posit attention to attention as an introspective wild card fostering personality change.

641: After the intersubjectivists: Paul Ricoeur's Therapeutic Mutual Recognition

Jeffrey Sacks, D.O.

Day/Time to be determined

This course schedule is flexible within the first or second trimester

Paul Ricoeur, a philosophical anthropologist, formulated and utilized an interdisciplinary language to understand and examine the clinical psychoanalytic process. In this course we will examine his ideas to explore how creativity affects therapeutic action from interpretation to mutual recognition. Vulnerability and gratitude are among the many complex human experiences we will examine within Psychoanalytic work.

642: The Infantile Sexual: Enigma and Transgression

Avgi Saketopoulou, Psy.D.

Office in Soho, TBD

This course surveys a body of psychoanalytic thought on how normative as well as perverse and transgressive sexualities are all shot through the infantile sexual. We will engage questions of normality vs. pathology trace a history of ideas as to infantile sexuality, as to what counts as the sexual body and will begin to track how these issues manifest in the consulting room. What you can most hope to gain is learning how to bear sitting with this kind of content in the presence of your patients.

643: Death for Clinicians: How to Treat a Patient who is Dying

Rande Brown

10 sessions

Place and Time TBD

This course will examine the psychoanalytic challenges of treating a patient who is dying. Death is not a comfortable topic for most people to discuss and, in contemporary society, the process of dying has been sanitized to the point of dissociation. This course is intended to make the clinician more

competent in dealing with the subject of death by explicitly and openly examining issues that may arise in the clinical encounter with a dying patient, including how to talk about death, how to practice active listening, and how to deal with issues that arise around acceptance, transference and countertransference, anticipatory mourning, the notion of spirituality, and opportunities for growth and transformation at the end of life. Participants will be encouraged to present clinical material throughout the course and will be asked to write a brief journal entry each week to reflect on the experience of reading that week's papers.

700 Level: Required Courses for License-Qualifying Program

710: Psychopathology for Psychoanalysts (LQP)

Mark Goldenthal, Ph.D.

10 sessions

Thursdays, 3:00 - 4:00 PM

This introductory course in psychopathology and differential diagnosis (requiring multiple brief class presentations and write-ups) addresses the use of the American Psychiatric Association's Diagnostic and Statistical Manual ("DSM"). Guided by DSM, schizophrenia and bipolar disorders are diagnosed with regard to symptom profiles and course of illness. The complexity of affective spectrum disorders (including bipolar II, bipolar depression, and mixed states) is approached from several orientations: biological psychiatry, epidemiology, and early psychoanalytic models. Various models of affective spectrum disorder in the psychoanalytic literature are discussed in understanding unipolar depression. Anxiety Disorders (including Obsessive Compulsive Disorder and Post Traumatic Stress Disorder) illustrate psychoanalytic theories of anxiety. The complex domain of Personality Disorders is approached from a descriptive and psychoanalytic perspective. The diagnosis and treatment of patients who are actively suicidal, self-mutilating or in other ways actively self-destructive is also addressed.

711: Initial Consultation: Intake and Assessment Practicum (LQP)

Ines McMillan, L.P.

12 sessions

Tuesdays, 11:40 AM - 12:40 PM

This half-year practicum will involve each candidate doing a minimum of 3 two-session intake interviews in the Institute's Clinical Services, with a supervisor present during these interviews, primarily as an observer. The candidate will write a report on each case and will also participate in a weekly group supervision. The supervisory group will meet weekly for the first trimester and second trimester until the holiday break in December. Candidates will also be assigned individual supervisors.

721: The Role of Developmental History in Interpersonal Psychoanalysis (LQP)

Deborah Fraser, Ph.D.

5 sessions

Thursdays, 3:00 - 4:00 PM

Introduces the nature and use of historical data in the interpersonal psychoanalytic approach. A review of basic developmental concepts will support candidates' understanding of how to take a developmental history with adult patients in psychotherapy and psychoanalysis.

722: Introduction to Psychoanalytic Clinical Process (LQP)

David Applebaum, Psy.D.

5 sessions

Thursdays, 3:00 - 4:00 PM

Introductory overview of the psychoanalytic process, with an emphasis on interpersonal concepts. Candidates will be introduced to key psychoanalytic concepts including: the role of the unconscious, transference, countertransference and the nature of therapeutic action. The emphasis will be on understanding these concepts from a clinical perspective. Additionally, candidates will be introduced to the use of specific interpersonal treatment strategies including participant observation and the detailed inquiry.

731: Practical Aspects and Frame Issues in Psychoanalysis and Psychoanalytic Psychotherapy (LQP)

Stefan R. Zicht, Psy.D.

5 sessions

This course will address some of the key aspects of the psychoanalytic frame including confidentiality and privacy, fees and the meaning of money, crises and emergencies, establishing a working relationship, scheduling, breaks in the frame, the analyst's ethical stance, and boundaries and boundary violations. The Institute offers an LQP Case Narrative Exam Preparation Course to be taken in the year before graduation or after the completion of all Division I requirements.

DIVISION IA and IB: Certificate Program in Psychoanalysis
Learning Objectives for Required Courses

First Year 2022-2023

110: Evolution of Psychoanalytic Concepts I: The Development of Freud's Theory

David Thurn, LCSW, Ph.D.

Upon completion of this course the candidate will be able to:

1. Explain the evolution of Freud's model of the mind.
2. Discuss ways in which Freud's formulations opened the way for others to develop alternative psychoanalytic approaches.
3. Articulate all of the above-mentioned theoretical and technical concepts as well as the key historical turning points and discuss their potential usefulness or lack of usefulness in clinical work.
4. Describe the clinical circumstances that led to Freud's creation of psychoanalysis.
5. Describe Freud's goals in establishing a uniquely psychoanalytic life historical narrative.
6. Discuss the relationship between the theoretical and clinical aims of Freud's theory.
7. Evaluate the data--clinical and extra-clinical--that led Freud to formulate his early theories.
8. Describe the way in which Freud arrived at his theory of the primacy of sexuality in the etiology of the neuroses.

112: Beginning the Treatment - Conceptual and Clinical Approaches

Gary Schlesinger, Ph.D.

Upon completion of this course:

1. Students will be able to describe the changes in the culture of authority that bear on beginning a psychotherapeutic treatment today.
2. Students will be able to describe the effect of technology on the dissemination of medical information and how this influences treatment practice.
3. Students will be able to describe the effects of modern consumer culture on the practice of psychotherapy.
4. Students will be able to explain the relationship between psychoanalytic theories of development and theories of therapeutic action.
5. Students will be able to explain the relationship between the theory of therapeutic action and how to begin a treatment within that model.
6. Students will be able to describe Freud's approach to beginning the treatment.
7. Students will be able to describe Freud's views on the role of money in the therapeutic relationship.
8. Students will be able to explain why Freud saw the couch as useful in psychoanalysis.

113: Pragmatics and Poetry: The Clinical Work of Edgar Levenson

Miri Abramis, Ph.D.

Upon completion of this course:

1. Students will be able to describe Levenson's observation that what gets spoken about in analysis gets played out between patient and analyst.
2. Students will be able to explain the following quote and its implications for interpersonal psychoanalysis: "We don't know who discovered water, but we are pretty sure it wasn't the fish."
3. Students will be able to describe Levenson's understanding of "working above the line," vs. below the line in interpersonal psychoanalysis.
4. Students will be able to compare the methodology for tapping into the flow of consciousness in classical and interpersonal theory.
5. Students will be able to articulate Levenson's algorithm for psychoanalysis.
6. Students will be able to describe the clinical usefulness of detailed inquiry versus interpretation in interpersonal psychoanalysis.
7. Students will be able to compare classical versus interpersonal ideas regarding resistance.
8. Students will be able to describe Levenson's description of a standoff in analysis and technique for moving forward with the patient in a productive manner.
6. Students will be able to explain Levenson's distinction between the poetry and pragmatics of interpersonal psychoanalysis.

114: Developing Interpersonalism in Historical Context: Sullivan, Thompson, Fromm and the Pioneers

Philip Blumberg, Ph.D.

Upon completion of this course the candidate will be able to:

1. To explain the historical development of interpersonalism as both outgrowth and critique of mainstream psychoanalysis.
2. To identify major ideas of major interpersonal thinkers and how those ideas are relevant to the practice of psychoanalysis.
3. To outline theory in relation to theorist's personalities and lives.

114a Sullivan and the Beginnings of Interpersonal Psychoanalysis

Philip Rosenbaum, Ph.D.

Upon completion of this course:

1. Students will be able to identify significant biographical events in the life of H.S. Sullivan
2. Students will be able to explain the theoretical basis of Sullivan's concept of Self system.
3. Students will be able to link Sullivan's concept of Self system with concept of Modes of Experience.
4. Students will be able to explain Sullivan's concept of Participant Observation.
5. Students will be able to differentiate Sullivan's concept of Parataxic Distortions from classical concept of Transference.
6. Students will be able to present and discuss clinical applications of concept of Self system

114b Erich Fromm: Clinical Practice in Social Context

Roger Frie, PhD

Upon completion of this course the candidate will be able to:

1. To explain Fromm's significance for the emergence of interpersonal psychoanalysis
2. To clarify the place of Fromm's pioneering psychoanalytic work in the context of his life and work
3. To explore the notion of "central relatedness"
4. To demonstrate the way in which clinical practice is always and inevitably shaped by the social surround in which it takes place
5. To discuss the connections between society, social character and psychological well being.

117: Evolution of Psychoanalytic Concepts II: Freud and The Evolution of Psychoanalytic Technique

David Rappaport, L.C.S.W.

Upon completion of this course the candidate will be able:

1. Describe the earliest model of psychoanalytic method developed by Freud and Breuer, based on free association and the liberation of repressed memories.
2. Explain the "seduction theory" of neurotic psychopathology, including the distinction between this theory of the origin of neurosis with the subsequent revision in the theory of "wish fulfillment."
3. Identify and explain the core elements of the "classical" theory of psychoanalytic technique
4. Explain the concept of "transference" and its relevance to clinical process in psychoanalytic treatment.
5. Define the early scope of psychoanalytic practice, indicating its applicability to such syndromes as "psychoneurosis" and its contraindications for the treatment of schizophrenia.
6. Discuss the difference between "transference" and the "'real' (non-transference) relationship" between patient and psychoanalyst.
7. Explain the rationale, in classical psychoanalysis, for the "neutral" or "anonymous" stance of detachment reflected in the "blank screen" of the psychoanalyst's persona.
8. Identify the early core challenge to classical psychoanalytic technique reflected in the critiques of Rank and Ferenczi and explain how the alternative approach proposed might be therapeutically effective.
9. Explain the rationale for Ferenczi's expansion of psychoanalytic method to include the "real" relationship as a therapeutic technique and the implications of this technical stance for the analysis of countertransference.

10. Identify the role of “regression” in classical psychoanalytic process and the difference between benign and malignant regressions.

115: Inquiry and Free Association

Ira Moses, Ph.D.

Upon completion of this course the candidate will be able:

1. Apply the technique of Free Association in long-term treatment.
2. Utilize modified free association to case material.
3. Compare and contrast the technique of Inquiry with Interpretation.
4. Use detailed listening to rate the frequency of interventions in case material of the following: Observations, clarifications, empathic comments, confrontation, interpretations, and inquiries.
5. Assess the differences between inquiry and intrusiveness.
6. Apply inquiry to dream analysis.
7. Use inquiry to intervene with superficial and avoidant patients.
8. Assess the patient's response to the therapist's intervention

116: Clinical Case Seminar

Irwin Hirsch, Ph.D.

Upon completion of this course:

1. Candidates will be able to discuss how they have become more attentive to their subjective reactions to patients.
2. Candidates will explain their greater sensitivity to patients' transferences to them.
3. Candidates will use Countertransference productively.
4. Candidates will discuss the degree to which different patients provoke very different emotional reactions and responses.
5. Candidates will analyze their awareness of the degree to which their own unconscious processes impact their patients' experience.

117: Evolution of Psychoanalytic Concepts II: Freud and The Evolution of Psychoanalytic Technique

David Rappaport, L.C.S.W.

Upon completion of this course the candidate will be able:

1. Describe the earliest model of psychoanalytic method developed by Freud and Breuer, based on free association and the liberation of repressed memories.
2. Explain the “seduction theory” of neurotic psychopathology, including the distinction between this theory of the origin of neurosis with the subsequent revision in the theory of “wish fulfillment.”
3. Identify and explain the core elements of the “classical” theory of psychoanalytic technique, including free association, interpretation, and transference.
4. Explain the concept of “transference” and its relevance to clinical process in psychoanalytic treatment.
5. Define the early scope of psychoanalytic practice, indicating its applicability to such syndromes as “psychoneurosis” and its contraindications for the treatment of schizophrenia
6. Discuss the difference between “transference” and the “‘real’ (non-transference) relationship” between patient and psychoanalyst.
7. Explain the rationale, in classical psychoanalysis, for the “neutral” or “anonymous” stance of detachment reflected in the “blank screen” of the psychoanalyst's persona.

Second Year 2022-2023

210: Evolution of the Person in Childhood and Adolescence - Clinical Theories - Their Sources and Context

Robert B. Shapiro, Ph.D.

Upon completion of this course the candidate will be able to:

1. Describe Winnicott's concept of Transitional Objects.
2. Describe the relationship between Mahler's concept of Separation Individuation and the Compulsion to Repeat.
3. Apply the concept of Transitional Objects to the analytic relationship.
4. Describe and explain Stern's critique of Mahler's work.
5. Describe Anna Freud's theories of Adolescent Development.
6. Describe the transference countertransference difficulties in terminating a Training Analysis.
7. Describe Sullivan's theoretical understanding of the stages of adolescent development.
8. Apply Freud's understanding of psychosexual stages and their relationship to clinical practice.

214a: Sullivan and the Beginnings of Interpersonal Psychoanalysis

Philip Rosenbaum, Ph.D. (Combined with first year)

Upon completion of this course:

1. Students will be able to identify significant biographical events in the life of H.S. Sullivan
2. Students will be able to explain the theoretical basis of Sullivan's concept of Self system.
3. Students will be able to link Sullivan's concept of Self system with the concept of Modes of Experience.
4. Students will be able to explain Sullivan's concept of Participant Observation.
5. Students will be able to differentiate Sullivan's concept of Parataxic Distortions from the classical concept of Transference.
6. Students will be able to present and discuss clinical applications of concept of Self system.

114b Erich Fromm: Clinical Practice in Social Context

Roger Frie, PhD

Upon completion of this course the candidate will be able:

1. To explain Fromm's significance for the emergence of interpersonal psychoanalysis
2. To clarify the place of Fromm's pioneering psychoanalytic work in the context of his life and work
3. To explain the notion of "central relatedness"
4. To demonstrate the way in which clinical practice is always and inevitably shaped by the social surround in which it takes place
5. To discuss the connections between society, social character and psychological well being.

212: Emergent Properties of the Interpersonal Field

Donnel Stern, Ph.D.

Upon completion of this course the candidate will be able to:

1. Explain the various positions about the role of unconscious fantasy in interpersonal and relational psychoanalysis.
2. Explain the part played by implicit relational knowing in psychotherapy and psychoanalysis.
3. Describe Winnicott's idea of "use of an object" and its application in the work of Benjamin.
4. Explain the dialectic of recognition and complementarity.
5. Demonstrate the knowledge of the criticisms of relational clinical practice based on an overemphasis of the analyst being the good object.
6. Explain the rationale for variations in session frequency.
7. Explain the position on the question of how crucial empirical research is in psychoanalysis and psychotherapy.
8. Describe three different positions about the nature of termination in psychoanalysis.

214: The Analytic Interaction

Darlene B. Ehrenberg, Ph.D., Elizabeth Krimendahl, Psy.D., and Warren Wilner, Ph.D.

Upon completion of this course the candidate will be able to:

1. Participate in a general discussion of the concept of transference and countertransference
2. Discuss different theoretical approaches to countertransference, based on reading by Burke and Tansey.
3. Participate in case presentation by candidate, with a focus on countertransferential issues in the case.
4. Explain classical thinking with regards to CT, based on the readings of Ted Jacobs.
5. Discuss the issue of expressive and non-expressive working with CT.
6. Using the reading by Renik, discuss the systemic use of an expressive approach to CT.
7. Present cases with a focus on interaction.

215: Character and Psychopathology

Evelyn Hartman, Ph.D. and Melanie Israelovitch, M.D.

Upon completion of this course the candidate will be able to:

1. Consider personality disturbance as dysfunctional forms (i.e., detached, enmeshed, dissociated) of self and other relatedness.
2. Describe the schizoid response to bad object experience.
3. Identify at least one narcissistic subtype and/or polarized pattern in narcissistic interaction
4. State how psychotherapy can be a somatic treatment and medication can be symbolic of a patient's object relations.
5. Examine the idea that embodied mind is a relational construct.
6. Describe how neurobiological and psychoanalytic models of addiction are compatible.

216: Modern Interpersonal and Relational Perspectives

Emily Kuriloff, Psy.D.

Upon completion of this course the Candidate will be able to:

1. List the major theorists in the modern interpersonal tradition, discuss the relationship between early interpersonal and later interpersonal theoretical and clinical developments.
2. Select from their clinical cases examples of interactions that fit theoretical formulations discussed in class.
3. Apply theory and its praxis to case material presented by instructor and/or student.

4. Rate one's own participation with the patient as more or less therapeutic in a particular interpersonal moment.
5. Write process material for class presentation based upon interpersonal theories and praxis discussed in class.

217: Hot Moments: Clinical and Racialized Encounters

Michelle Stevens, PhD

Upon completion of this course the Candidate will be able to:

1. Identify key clinical and psychoanalytic contributions of the Boston Process Change Group's notion of "hot moments," and its link to other psychoanalytic approaches
2. Link the notion of hot moments to charged interpersonal encounters that reverberate across multiple levels of a social and psychic system, such as microaggressions
3. Identify the impact and features of such charged, racialized moments as they emerge in and as enactments in the dyad and in other psychoanalytic settings
4. Distinguish between different psychoanalytic approaches and their engagement with theories of racial formation
5. Assess the active presence and/or dissociated absence of racialized psychodynamics in clinical work with patients.

218: Psychoanalytic Writing

Ruth Livingston, Ph.D. Co-Editor-in-Chief, Contemporary Psychoanalysis

Upon completion of this course:

1. Candidates will compare the differences and similarities among various types of psychoanalytic writing, including oral presentations, writing for journal publication, and writing for the lay public.
2. Candidates will explore obstacles to psychoanalytic writing and ways to confront them.
3. Candidates will understand the importance of style, voice, tone, action, etc., and will recognize these factors may differ among various types of psychoanalytic writing.
4. Candidates will discuss various examples of writing about the psychoanalytic process, including how to weave scholarly material with case material and what makes good beginnings, middles, and endings.
5. Candidates will explore various ways to protect the confidentiality of patients when writing case histories.
6. Candidates discuss how an article for a psychoanalytic journal proceeds from submission, through blind review, to publication.
7. Candidates will explore their personal writing styles and consider how to expand their ideas into oral (but written) presentations, psychoanalytic journal articles, and presentations to the lay public (orally or through on-line publications, such as blogs and other social media).

230: Psychoanalysis: Race, Class, Culture, Difference

Neil Altman, Ph.D. and Cleonie White, Ph.D.

Upon completion of this course the candidate will be able to:

1. Discuss race in the contexts of contemporary society and the psychoanalytic encounter.
2. Discuss ethnicity in the contexts of contemporary society and the psychoanalytic encounter.
3. Discuss social class in the contexts of contemporary society and the psychoanalytic encounter.
4. Explain how racial bias can emerge in the transference.
5. Explain how class bias can emerge in the transference.

6. Explain how cultural bias can emerge in the transference.
7. Discuss potential countertransference enactments derived from racial biases/prejudices existing in the analyst's subjectivity.



Third Year 2022-23

310: (Seminar) Object Relations Theory

Seth Aronson, Psy.D. & Deborah Fraser, Ph.D

Upon completion of this course the candidate will be able to:

1. Apply transference manifestations to formulate useful interventions and Object Relations Theory interpretations.
 2. List behavioral manifestations of countertransference dynamics.
- Upon completion of this course the Candidate will be able:
3. Apply countertransference manifestations to formulate useful (Melanie Klein) interventions and interpretations.
 4. Name two theoreticians who influenced Melanie Klein's thinking.
 5. Describe two characteristics of the Depressive position.
 6. List behavioral manifestations of resistance dynamics.
 3. Describe two characteristics of the Paranoid-Schizoid position.
 7. Utilize resistance manifestations to formulate useful interventions and 4. Explain how major events in Klein's life shaped her thinking.
 6. Describe three clinical manifestations of envy.
 8. Explain two functions of projective identification.
 9. Describe how Klein's theory explains the development of symbolic function.
 10. Name three differences between Klein's thinking and Anna Freud's thinking with regard to child treatment. (Winnicott)
 11. Explain Winnicott's overarching theory of the development and sustenance of the "self."
 12. Explain Winnicott's theory about development of the abilities to play and lead a creative life, including the capacity to be alone.
 13. Explicate Winnicott's concepts of "true self" and "false self."
 14. Explicate Winnicott's theory about transitional phenomena and illusion.
 15. Explicate Winnicott's distinction between relating to the object versus using the object.
 16. Discuss Winnicott's clinical uses of regression and "holding and interpretation."
 17. Discuss Winnicott's clinical uses of transference and countertransference, including hate.
 18. Explain Winnicott's concept of the "good-enough" mother and its influence

311: Seminar - Faculty and Candidate Presentations of Psychoanalytic Clinical Process

Sue Kolod, Ph.D.

Upon completion of this course the candidate will be able to:

1. Experience enhanced ability to examine the minute-to-minute interaction in a session.
2. Explain how diverse theoretical positions affect how one views clinical material.
3. Describe unconscious ways the analysand's emotional responses (transference) can be manifest in the clinical material.
4. Describe unconscious ways the analyst's emotional responses (countertransference) can be manifest in the clinical material.
5. Notice variation in pacing and word-flow in relation to diverse cognitive and affective states.

6. Describe clinically how different analysts' styles can address comparable core problems in living.
7. Assess the changing quality of analyst-patient cooperation as manifest in clinical moments.
9. Experience listening itself as an active process, responsive to various forms of engagement and disengagement with the analysis.

312: Working Psychoanalytically

Alice Sohn, Ph.D.

Upon completion of this course the candidate will be able:

1. Apply adaptive psychoanalytic understanding to a variety of treatment situations, from single contact consultations to treatments of multiple sessions per week lasting years.
2. Explain the drawbacks of polarizing psychoanalysis vs. psychotherapy.
3. Describe psychotherapy from a psychoanalytic point of view.
4. Describe psychoanalysis from a psychotherapeutic point of view.
5. Apply psychoanalytic understanding to inform the treatment of patients ranging across a variety of diagnoses.
6. Provide an example of how pathological processes may on occasion be adaptive.
7. Describe treatment adaptations for those patients who are experienced by the therapist as difficult, often with the diagnosis of schizophrenia or severe personality disorders.
8. To develop one's own sensitivity in the immediate interactive moment between patient and analyst.

313: Overview of Self Psychology: It's Emphases and Evolution

Peter Kaufmann, PhD

Upon completion of this course the Candidate will be able:

1. Grapple with the paradoxes of self as being both a structure and a process, and of being created through both solitary and interpersonal experiences.
2. Develop an overview of the main concepts of self-psychology.
3. Recognize the different forms of self-object transferences.
4. Describe empathy as a tool in diagnosing and treating patients.
5. Explain a clinical impasse on the basis of empathic failure

331: Comparative Theories of Therapeutic Action

Christopher Bonovitz, Ph.D.

Upon completion of this course the Candidate will be able:

1. Explain the various theories of therapeutic action.
2. Demonstrate knowledge of how Self Psychology views what changes in psychotherapy.
3. Explain the Modern Freudian theory of change.
4. Demonstrate knowledge of the Interpersonal perspective on therapeutic action.
5. Explain the Contemporary Kleinian theory of change.
6. Possess a working knowledge of these theories in order to be able to compare these different theories.
7. Describe the connection between each theory's notion of change and its recommended techniques.
8. Demonstrate knowledge of each theory's goals.

332: Dreams in Psychoanalysis

Gudrun Opitz, Ph.D.

Upon completion of this course:

1. Students will be able to explain Freud's theory on dreams including why we dream, his method of interpreting dreams including the importance of reversing the dream-work in order to find the latent dream thoughts, and understand concepts such as condensation, displacement, and wish fulfillment.
2. Students will understand Jung's contributions in the area of dreams including his ideas on the value of dreams, the manifest content not only being a disguise, symbols, his theory of Compensation, the Objective vs. Subjective Levels of interpretation, Amplification of reference to any kind of mythical, religious, fairytale, archetypal association, and Transference Level interpretation.
3. Students will become aware of the changes in the 1930s with the prominence of ego psychology including the decrease in interest in dreams and Erikson's ideas regarding the importance of thorough training in dreams and his method of looking at different configurations of the manifest material to understand the dreamer in the context of the analytic treatment, their social context, their developmental stage, or an acute crisis.
4. Students will learn about Ullman's revision to dream theory by developing and applying techniques for translating the dream metaphor into something that helps the dreamer express a previously unspoken experience. Students will also become familiarized with Mark Blechner's six primary metaphors in dream interpretation (i.e., the body, the "mindbrain", sex, emotion, the dreamer's situation in life, and interpersonal relationships).
5. Students will gain knowledge about the Kris Study Groups conclusion that the dream is not different from any other psychoanalytic data and why. Students will also learn about Greenson's claim that the dream is in an exceptional position and will become familiar with Greenson's method of examining dreams as communication about the transference and what obstacles might prevent this awareness.
6. Students will be able to discuss the development of interpersonal ideas in dream interpretation including Sullivan's rejection of the idea of dream censorship, disguise, and distortion. Students will gain knowledge about how Levenson's realization that what is talked about in psychoanalysis is simultaneously acted in the talking (in language) between patient and analyst and how this provides a new perspective on dream analysis.
7. Students will learn about Pulver's approaches for understanding the manifest dream including decoding the manifest dream elements and using the manifest material to discuss traumatic and non-traumatic childhood experiences. Students will also understand Blechner's concept of inter-objects in dreams.
8. Students will be able to discuss how Goldberger approached dreams through the analysis of defense. They will also be able to see how details within a dream can show avoidance of self-awareness, and the factors that make these avoidances feel imperative. Students will also become familiar with different ways defenses can appear in dreams as described by Blechner.
9. Students will be able to discuss Blechner's (1995) idea that dreams in psychoanalysis can reflect the countertransference, counter-resistance, and counter-anxiety of the analyst and how dreams can be used by the analyst as supervision. Students will also learn about how to use their own dreams about patients to gain insight.



Fourth Year 2022-23

411: Neuroscience and Psychoanalysis

Josh Bazell, M.D. & Andrew Gerber, Ph.D.

Neuroscience and Psychoanalysis

Upon completion of this course the Candidate will be able:

1. Familiarize candidates with some current areas of research on brain functioning: (e.g. plasticity in adult brains, methods of studying perception, mirror neurons) and some thoughts about how psychiatric medications act.
2. Apply some concepts and research from neuroscience to psychoanalytic thinking.
3. Psychoanalytic theory needs to be compatible with scientific evidence.

412: Contemporary Kleinian Viewpoints

Jay Greenberg, Ph.D. & Seth Aronson, Psy.D.

Upon completion of this course the Candidate will be able:

1. Identify two of the major therapeutic action principles in contemporary Kleinian thinking.
2. Distinguish two differences between interpersonal/relational ideas and Kleinian ideas.
3. Name two similarities between the interpersonal school and the Kleinian school.
4. The above objectives will result in an increase in clinical competence.

413: Trauma and Dissociation

Elizabeth Hegeman, Ph.D. & Sharon Kofman, Ph.D.

Upon completion of this course:

1. Participants will discuss symptoms of PTSD as signs of dissociation.
2. Participants will give clinical examples of the impact of trauma from their own experience.
3. Participants will be able to describe the difference between the effects of adult-onset trauma and chronic childhood trauma as it influences personality development.
4. Participants will read and discuss theories of mental processes such as mentalization, repression, dissociation, and somatization as to how they are influenced by trauma.
5. Participants will be aware of the transference and countertransference patterns arising from victimization and abuse of power.

415: Difficult Patients/Difficult Dyads

Jennifer Stevens, Ph.D.

Upon completion of this course the Candidate will be able:

1. Participants will be able to discuss two ways of conceptualizing several central areas of psychological difficulty/developmental delay for some difficult to treat patients.
2. Participants will be able to define Winnicott's concept of "transitional relatedness."
3. Participants will be able to identify at least three (3) broad areas of psychological functioning, which are impaired, or underdeveloped in the "difficult patients" discussed.

416: Gender, Sex & Sexuality: Freud and beyond

Katharina Rothe, Ph.D.

Upon completion of this course the Candidate will be able:

1. Demonstrate knowledge of early psychoanalytic theories of sexuality.
2. Describe the impact of these theories on contemporary psychoanalytic views of the body.
3. Become familiar with a variety of sexual practices.
4. Inquire more openly about patients' sexual practices and proclivities.

5. Discuss countertransference reactions evoked by diverse presentations of patients' sexuality.
6. Apply current knowledge regarding the impact of the hormonal body on the psyche to clinical work.

417: Aspects of Termination

Sarah Stemp, Ph.D.

Upon completion of this course the Candidate will be able:

1. To identify three types of characteristic experiences the patient is likely to undergo during the termination phase of a "good enough" psychoanalysis/psychotherapy, and to list three indicators of patient readiness for termination.
 2. To describe three issues with which the analyst/therapist is likely to struggle in the countertransference during the termination phase, and to describe two differences between interpersonal/relational and classical approaches to termination.
 3. Post-Termination: to discuss an advantage and a disadvantage of maintaining some contact with the analyst post-termination and to give two examples of what would constitute use of self analysis after termination.
 4. To describe two illustrations of enactment during termination involving return of self states of patient and analyst from earlier developmental levels and earlier points in the therapy and to give two examples of ways that mourning for the relationship with the analyst might become manifest during termination and post termination.
 5. To create two clinical examples of how discussion of acceptance of imperfection and limitation of therapist and patient characteristically come up during termination and to discuss an example where the way that the analyst participated in the ending "spoiled" the gains of the analysis taken as a whole.
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ACADEMIC CALENDAR

Trimesters are 10 weeks long. The first trimester begins after Labor Day; the second trimester begins in November; the third trimester begins in March. There is a three-week break from December to January. Courses are not scheduled on Rosh Hashanah, Yom Kippur, or the eve of Passover. The Institute is closed on all legal holidays and for the last two weeks of August.

CROSS-REGISTRATION IN OTHER INSTITUTE TRAINING PROGRAMS

Candidates in Division I are eligible to enroll in courses in the Institute's Child and Adolescent Psychotherapy Training Program upon approval of their application. Candidates seeking to cross-register must apply to the Director of Training who will convey this request to the Director of Training of the Child and Adolescent Psychotherapy Training Program, who will in turn confer with that Program's Director of Curriculum and the course instructor. Decisions will be made on an individual basis and will consider any issues relevant to the particular class and its composition. No additional fees are charged for cross-registration.

GRIEVANCE PROCEDURE

The Institute's formal grievance policy provides that when a participant expresses a grievance (either orally or in writing) requesting that the Institute take action, the following procedures are followed:

1. If a grievance falls within the domain of the Division I curriculum, this grievance will be referred to the Institute's standing Curriculum Committee. The Institute's Director of Curriculum may address the complaint him/herself or may confer with another department Directors. Some grievances may

eventually be brought to the Institute's Executive Committee, which will seek an equitable disposition of the grievance. The Executive Committee will formulate a response to the complaint and recommend action, if necessary. Such recommended action will be conveyed directly to the complainant by the Executive Committee, if appropriate. The Institute will make every attempt to keep the complainant apprised of deliberations concerning the grievance and to attempt to ameliorate the difficulty.

2. If a grievance concerns the Institute's clinical services, including a grievance expressed by a consumer of these services, the grievance shall be presented to the Institute's Director of Clinical Services, who will investigate the complaint, consulting with the patient/consumer, the student, and the student's Supervising Analyst or Supervisor of Psychotherapy. The Director of Clinical Services will consult with the Director of the Institute (on a confidential basis) to report all such grievances and, in collaboration with the Director, will formulate a response to the complainant. When indicated, the Director and the Director of Clinical Services will seek the consultation of the Institute's Executive Committee. The Director of Clinical Services will have the primary responsibility for monitoring the ethical conduct of clinical services by students and their supervisors. The complainant will be advised directly by the Director of Clinical Services of his/her/their investigation of the grievance and the Institute's proposed resolution.

3. The Institute's grievance policy requires that all grievances be addressed in a timely fashion. The Institute will seek legal counsel as indicated if grievances cannot be resolved informally. The student, consumer, or faculty member who initiated the grievance will then be informed of the status of his/her complaint at all levels of investigation and resolution. Confidential records of all grievances will be kept in a locked file in the Institute's Executive Offices and written copies of Grievance Procedures will be available upon request.

4. The Ombuds will serve as a mediator and consultant in disputes between parties across all Institute programs. The duties of the Ombuds will be to assist members of the community in resolving intra-institute conflicts in a way that is fair, impartial and confidential. The Ombuds, along with the parties involved, will discuss on a case-by-case basis how the Ombuds can be most helpful; for instance, by acting as a consultant to one or both parties or sitting down with both parties together. The Ombuds is knowledgeable about the organizational structure of the Institute and will be able to direct parties to existing institutional means of recourse if that is appropriate. The authority of the Ombuds rests with the structures/bodies that are in place at the Institute. The Ombuds is a consultant not a judge.

NON-DISCRIMINATION POLICY:

The Institute has--throughout its history--promoted institutional diversity and pluralism in every aspect of its functioning including staff hiring, selecting students and faculty, and developing content for all programs including CE programs. The Institute's non-discrimination policy applies to the entire Institute community, including faculty, staff, organizational groups, administrative units, Institute-sponsored activities, etc. Discrimination against any Institute community member or participant on the basis of age, color, gender, disability status, height, weight, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, is prohibited.