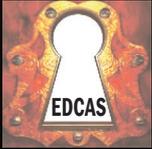


THE  
WILLIAM  
ALANSON  
WHITE  
INSTITUTE

Eating Disorders,  
Compulsions &  
Addictions, Educational  
Program



# Tasting Shame:

Food, drugs, alcohol, or sex  
Psychoanalytic Approaches to working with  
Eating Disorders, Compulsions, & Addictions



A One-Year Comprehensive Program

[www.wawhite.org](http://www.wawhite.org)

## **TASTING SHAME: FOOD, DRUGS, ALCOHOL, OR SEX PSYCHOANALYTIC APPROACHES TO WORKING WITH EATING DISORDERS, COMPULSIONS, & ADDICTIONS**

*What interferes with a person's experience of feeling satisfied, sated--their personal and relational desires fulfilled? For many individuals who experience the ravages of eating disorders, or the compulsive pull towards drugs, alcohol, or sex, their hungers feel out of control but their appetites are rarely satiated. Rather, the high is never high enough, the scale is never low enough, and the image in the mirror is never good enough. There is always a longing for more, less, better, faster—even instant gratification takes too long. Further, these turbulent cultural and political times for many have only exacerbated experiences of isolation, difficulties in interpersonal relationships and in accessing relational sustenance-- these longings, and patients' experiences of trauma, deprivation, shame, and the need for soothing have only intensified.*

*Destructive behaviors such as starving, bingeing, purging, and other eating disorders (OEDNS), cutting, self-mutilation, alcoholism, drug or relationship addiction, are compulsions that represent parts of the self that have, via trauma, retreated from relatedness. When needs and desires cannot be safely expressed and met in relational context, bodies become embattled, wanting becomes shameful, and relationships with substances are the scenes of reenactment. Bodies, the source of need and desire, are there to be punished, manipulated, and mistrusted. What was once the source of painful encounters with vulnerability to others now is transformed into a battle with the self via attempts to control-- and the inevitable experience of being controlled --by food, substances, and the like. Mutuality, relatedness, and authenticity are muted, if not lost. An interpersonal-relational approach to treating these disorders of desire helps patients formulate their unformulated hungers in the context of the patient-therapist relationship. This, in turn, creates possibilities for satiation—for an experience of both self and others that feels full--and that opens the pathways to relational freedom.*

### **THE INSTITUTE**

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

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

### **THE PROGRAM**

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The EDCAS program is a 36-week comprehensive course of study. The program focuses on integrating principles of interpersonal psychoanalysis with other treatment modalities. Theory and clinical casework are explored in the areas of eating disorders and disordered eating issues, body image, affect regulation, addiction to substances, relationships, exercise, and internet use. The curriculum combines 36 classes of didactic and clinical seminars, guest lectures, case conferences, individual and/or group supervision. Its aim is to provide a concentrated, practice-oriented educational experience to mental health professionals who want to use the interpersonal perspective in working with people who have eating disorders, compulsions, or addictions. Each participant will be assigned a mentor who will be available for consultation and support throughout the program. Individual and group supervisory consultation are optional for licensed program participants and offered in the private offices of the program faculty for a period of 20 weeks for a reduced fee of \$75 per session for individual and \$50 for group. This is a separate fee from program tuition. Participants are invited to attend the EDCAS Clinical Service meetings.

## ADMISSIONS

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Preference will be given to licensed mental health professionals practicing psychotherapy, either privately or in institutional settings. Therapists possessing a different educational background or professional experience may also apply. Participants are required to carry malpractice insurance and to provide their own psychotherapy patients for supervision.

All faculty and supervisors are graduates of the William Alanson White Institute, or EDCAS, with the exception of guest speakers from other analytic institutes or disciplines.

All classes will integrate clinical case material. Case material by participants will be encouraged. ALL CLASSES WILL BE HELD **VIRTUALLY ON ZOOM FRIDAYS** from 2:00-4:00pm. We will hold the last class and graduation in a **HYBRID** format that will allow virtual students to participate and students who can meet in person at THE WILLIAM ALANSON WHITE INSTITUTE, 20 WEST 74th St., NYC. Classes will begin on September 18th, 2026.

## TUITION

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The Program tuition is \$3850 and is non-refundable after the first three weeks of the start of the program. Should a participant choose to withdraw within the first three weeks, a penalty fee of \$250 will be incurred. Early application is encouraged. Continuing Education credits for physicians, psychologists, social workers, Licensed Psychoanalysts, Licensed Mental Health Counselors and Licensed Marriage and Family Therapists are provided. Application deadline is September 4th, 2026 and admissions are on a rolling basis of acceptance as space is limited so applying early is strongly recommended.

**WEEK 1 September 18th, 2026 2:00 to 4:00pm FRIDAY**

**INTRODUCTION: INTERPERSONAL PERSPECTIVES ON EATING DISORDERS, COMPULSIONS & ADDICTIONS.**

- Welcome by Jean Petrucelli, Ph.D., CEDS-S, Director, and Co-Founder of EDCAS, Training & Supervising Analyst, Faculty
- The Interpersonal Perspective in Clinical Treatment  
Anton Hart, Ph.D. Training & Supervising Analyst, Faculty
- Orientation: Meet and greet participants and faculty

## EATING DISORDERS

**WEEKS 2 & 3      September 25th and October 2<sup>nd</sup>      2:00 to 4:00pm**

**EATING DISORDERS: CLINICAL APPLICATIONS UTILIZING THE INTERFACE OF CONCEPTS OF ATTACHMENT, SELF REGULATION, AFFECT REGULATION, NEUROBIOLOGY AND THE ANALYTIC RELATIONSHIP**

**Course Instructor: Jean Petrucelli, Ph.D., CEDS-S**

Using clinical case material, this course will present a detailed, practical exploration of how one works analytically with anorexic, bulimic, and binge-eating patients beyond symptom alleviation. Understanding the neurobiological underpinnings and the implications of these findings in clinical treatment, the concepts of attachment theory, self-regulation and affect regulation will be viewed as interpersonal constructs. The need for novelty will be illustrated in clinical moments where the relational field shifts. The ongoing exploration of interactions between patient and therapist, the many “bodies” in the room, why a particular intervention is chosen, as well as transferential and countertransferential concerns will be discussed. Issues of the often-neglected work with male eating disordered patients, body obsession, diagnosis, assessing the level of care, and techniques involving contracts, food charts, and food language as metaphor, will be viewed as part of the bridge one builds to enter the ritual-filled world of the eating disordered patient.

**WEEK 4****October 9th****GIRLS! DEVELOPMENTAL CHALLENGES FROM PUBERTY TO ADOLESCENCE****Course Instructor: Jacqueline Ferraro, D.M.H.**

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

**WEEKS 5 & 6****October 16th and October 23rd****EATING DISORDERS: THE INTERPERSONAL TREATMENT OF THE INDIVIDUAL AND THE FAMILY****Course Instructor: Judith Brisman, Ph.D.**

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

**WEEK 7****October 30th****CHANGING THE CONVERSATION ABOUT OBESITY: THE PRACTICAL AND SYMBOLIC ADAPTATIONS, THE POLITICS OF WEIGHT SCIENCE, DESIRE, AND INTERPERSONAL TREATMENT****Course Instructors: Jean Petrucelli, Ph.D., CEDS-S and Nina Harkavy, ScM, CGC**

It can be difficult to talk productively with people about their weight and body size and to shift perceptions filled with negativity and lacking empathy. When weight loss is focused on, with chronic attempts to follow fad diets, high recidivism rates after weight loss follow.

**PART ONE** explores how weight science has its origins in racism, sexism, and classism and lacks scientific rigor. Weight stigma and weight discrimination are prevalent, resulting in negative physical and psychological consequences. Health at every size (HAES) shifts focus from weight management to health promotion and has been shown to improve physiological measures of health, health behaviors, and psychological outcomes.

**PART TWO** explores how the recent availability of semaglutide injections (GLP1's), originally developed for the treatment of type 2 diabetes, but found to be a weight loss medication, has only added complexity. While heralded as a game changer, semaglutides have their pros and cons, both of which need to be carefully considered.

This class will wrestle with these controversial issues theoretically and clinically. We will explore first how to think about weight science and then how interpersonal psychoanalytic techniques can facilitate awareness of feelings about eating in the here and now, as well as

help us become aware of how childhood relational experiences—for example, of hunger, deprivation, acceptance, and need—are enacted and can be transformed in the therapeutic relationship.

**WEEK 8**                      **November 6th**  
**EATING AND THE GENDERED SELF**

**Course Instructor: Sarah Schoen, Ph.D.**

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

**WEEK 9**                      **November 13th**  
**THE MALE EXPERIENCE OF EATING DISORDERS**

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

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

**WEEK 10**                      **November 20th**  
**BINGEING**

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

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

**WEEK 11**                      **December 4th**                      **2:00 to 4:30pm**  
**INVITED GUEST SPEAKERS \*\*\*\*\* - EXTENDED TIME SESSION\*\*\*\*\***  
**THE ROLE OF THE NUTRITIONIST & MEDICAL PRACTITIONERS in the Treatment of Eating Disorders**

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

**Guest Speakers will include Judy Schwartz, MD; Karen Rosewater, MD; Wendy S. Ziecheck, MD; Theresa Kinsella, MS, RD.; Robin Millet, MS, RD, CDN; Marina S. Kurian, MD, FACS, Barrie Weinstein, MD**

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

**WEEK 12**                      **December 11th**

**BODY IMAGE**

**Course Instructors: Elizabeth Halsted, Ph.D. & Alizah Lowell, LCSW-R**

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

**WEEK 13**                      **December 18th**

**BLENDING CBT/DBT AND INTERPERSONAL PSYCHOTHERAPY IN THE TREATMENT OF EATING DISORDERS**

**Course Instructor: Carrie Gottlieb, Ph.D.**

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

**2027**

**WEEK 14**                      **January 8<sup>th</sup>, 2027**

**MENOPAUSE: Taking Stock of Your Life**

**Course Instructor: Sue Kolod, Ph.D.**

“What’s happening to me?” For some women, the life span from peri-menopause to post-menopause is confusing and disorienting. Like puberty, changes occur in the body, the mind and in one’s identity. Although menopause is different for every woman, for some, it is a difficult transition. It can be a time of mourning; children leaving home and parents aging or dying. But it also is a time in a woman’s life when she can try something new—do things differently and, become the “subject of her own desire”. Psychoanalytic treatment has focused on the ways in which the mind affects the body, i.e., how psychological conflict can be expressed through physical symptoms. This class will explore how the body can affect the mind. Research will be cited from evolutionary biology and endocrinology and case material will be used to demonstrate how an inquiry into hormonal experience can inform clinical work.

**WEEK 15**                      **January 15th**

**EATING DISORDERS AND THE ORTHODOX JEWISH COMMUNITY: IT’S COMPLICATED**

**Course Instructors: Sharon Kofman, Ph.D. & Caryn Gorden, Psy.D.**

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

**WEEK 17**

**January 29<sup>th</sup>**

**BRIDGING THEORY AND PRACTICE: CLINICAL CONUNDRUMS**

**Course Instructors: Sarah Schoen, Ph.D.; Jean Petrucelli, Ph.D., CEDS-S, and members of the EDCAS Steering Committee**

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

**WEEK 18**

**February 5<sup>th</sup>**

**EMOTIONAL MODULATION**

**Course Instructor: Sandra Buechler, Ph.D.**

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

**WEEK 19**

**February 12<sup>th</sup>**

**EATING DISORDERS IN THE CONFLUENCE OF RACIAL DIVERSITY AND CULTURAL PLURALISM**

**Course Instructor: Rosa Lim, Ph.D. & Norman H. Kim, Ph.D.**

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

**WEEK 20**

**February 19<sup>th</sup>**

**CASE PRESENTATION AND DISCUSSION BY CANDIDATES**

**Course Instructors: Discussion by EDCAS Faculty members and class participants**

## **COMPULSIONS**

**WEEK 21**

**February 26<sup>th</sup>**

**CULTIVATING CURIOSITY IN EXERCISE ADDICTION**

**Course Instructor: Anton Hart, Ph.D.**

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

**WEEK 22**

**March 5<sup>th</sup>**

**SEXUAL ABUSE, COMPULSION, & DYSFUNCTION**

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

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

**WEEK 23**                      **March 12th**

**WHEN COMPULSIONS ARE SOLUTIONS: CYBERSEX AND INTERNET PORN**

**Course Instructor: Todd Essig, Ph.D.**

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

**WEEK 24**                      **March 19th**

**INTERNET ADDICTION and the use of TECHNOLOGY MEDIATED COMPULSIVE RELATIONSHIPS**

**Course Instructor: Phillip Blumberg, Ph.D.**

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

## **ADDICTIONS**

**WEEK 25**                      **April 2nd**

**TREATING ADDICTIONS FROM AN INTERPERSONAL & RELATIONAL APPROACH**

**Course Instructor: Jean Petrucelli, Ph.D., CEDS-S**

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

**WEEK 26**                      **April 9th**

**THE PSYCHOPHARMACOLOGY OF ADDICTIONS AND EATING DISORDERS**

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

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

**WEEK 27**

**April 16th**

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

**Course Instructor: Debra Rothschild, Ph.D.**

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

**WEEK 28**

**April 23rd**

**SEEING WITHOUT THE SELF: PSYCHEDELIC ASSISTED THERAPY**

**Course Instructor: Jeffrey Guss, M.D.**

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

**WEEK 29**

**April 30th**

**TREATING ADDICTION IN THE ADOLESCENT AND COLLEGE STUDENT**

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

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

**WEEK 30**

**May 7th**

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

**Course Instructor: Annie Chanler, Ph.D.**

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

**WEEK 31**

**May 14th**

**DISSOCIATIVE IDENTITY DISORDER: THE REAL MAGICAL MYSTERY TOUR**

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

Clinicians frequently miss subtle state changes that accompany normal dissociative processes. Patients at the extreme end of the continuum of dissociative disorders often display noticeable self-state changes/switches that can be dramatic and disarming. These switches function to keep information (feelings, thoughts, memories) compartmentalized as a means of maintaining a level of emotional equilibrium, staving off further emotional dysregulation. Pathological dissociation caused by unprocessable shock and betrayal trauma results in the mind becoming compartmentalized and structured by dissociation. Dissociated self-states/alter personalities become islands of “personified selves” most frequently unknowable to each other. Dr. Itzkowitz will present a series of video clips of his work with patients who suffer from DID to show how shifts in self-states occur. He will demonstrate how he engages these states and uses his experience intersubjectively to help patients loosen their defensive reliance on dissociation.

**WEEK 32**

**May 21st**

**COUPLES UNCONSCIOUS COLLUSION IN COMPULSIONS**

**Course Instructors: Elena Mancini, Ph.D., LP & Sivan Baron, J.D., LCSW**

Birds of a feather flock together and opposites attract. Clinical couples often present with a similarity of underlying fears and a complementarity of styles in dealing with those fears. Thus, in some clinical couples, addictions or eating disorders present in one partner are consistent with attributes that initially attracted that partner to the other because of shared unresolved dilemmas. They have fundamentally similar issues which they have coped with in opposite styles. The complaints about the disorder are, therefore, not only telling about the partner who has them, but also about unresolved issues in the mate. Participants in this class will use this understanding to gain leverage in helping the couple change. In addition, this class will introduce the idea of analyzing couples’ impasses along developmental lines drawing from Ellyn Bader and Pete Pearson’s Developmental Model.

**WEEK 33**

**June 4th**

**ELUSIVE LOVE IN FANTASY**

**Course Instructor: Evelyn Hartman, Ph.D.**

This course will explore addictions and obsessions with different types of fantasies of love, whether actualized or not, that impede having fulfilling love relationships. Developmental precursors that contribute to creating these fantasies as well as the power that sustains them will be considered. Subjective dimensions of romantic love as passion, desire, and erotic experience will be examined. Clinical examples will be shared and discussed.

**WEEK 34**

**June 11th**

**ENSLAVED BY DESIRE: RELATIONSHIP ADDICTION**

**Course Instructor: Jill Howard, Ph.D.**

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

**WEEK 35**                      **June 18th**

**IN YOUR DREAMS**

**Course Instructor: Gudrun Opitz, Ph.D.**

The human mind processes experience in deeply personal and often hidden ways. Dreams offer a rare, intimate space where these inner processes can be known and shared, creating the possibility of a kind of understanding that is difficult to achieve elsewhere. In this sense, the most intimate holding in psychoanalytic work emerges in dreams. Dreams invite us into the hidden life of the psyche, revealing past trauma, relational patterns, internalized constructs, unspoken wishes, anxieties they evoke, and defenses that protect against them. In eating disorders, addiction, and compulsive behaviors—where experience is often enacted rather than symbolized—dreams can open a transitional space in which unconscious material becomes available for thought. Within this relational space, emotional states that might otherwise be regulated through substances or compulsive acts can begin to be experienced, held, and metabolized in relationship. Drawing on Freud, Jung, and interpersonal traditions, this course explores dream work as a collaborative process that allows disowned aspects of the self to emerge, be held, and gradually find expression, not only in dreams but in waking life as well.

**WEEK 36**

**June 25th (HYBRID)**

**CASE PRESENTATION AND DISCUSSION BY CANDIDATES**

**Course Instructors: Discussion by EDCAS Faculty members and class participants**

**Time: 2:00 to 4:00pm followed by**

**GRADUATION CEREMONY**

**FRIDAY 4:00 to 5:00pm**

**The William Alanson White Institute**

**20 West 74<sup>th</sup> St, New York, NY**

## SPECIAL HIGHLIGHTS FOR PROGRAM PARTICIPANTS

### DIRECTORY

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

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### JOURNAL SUBSCRIPTION

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

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### **SPECIAL OFFER!**

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

### **CONTEMPORARY PSYCHOANALYSIS**

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

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

**Editors-in-Chief --Roger Frie, Ph.D.; Orshi Hunyady, Ph.D. &  
Pascal Sauvayre, Ph.D.**

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

## SAVE THE DATES!

### EDCAS 2026-2027 CALENDAR for TUESDAY 10:00 CONFERENCES ON ZOOM

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

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

**TIME:** 10:00 – 11:30am (ZOOM)

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

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**DATE:** Tuesday, October 6th, 2026 (ZOOM)

**TITLE:** THE SHOCK OF TRAUMA AND THE  
INSCRUTABILITY OF MEMORY AND DESIRE

**PRESENTER:** Lauren Levine, Ph.D.

.....

**DATE:** December 1st, 2026 (ZOOM)

**TITLE:** THROUGH THE LENS: TREATING EATING  
DISORDERS AND THE FAMILY

**PRESENTER:** Donna Fish, LCSWR

.....

**DATE:** Tuesday, March 2nd, 2027 (ZOOM)

**TITLE:** PSYCHOANALYTIC PERSPECTIVES ON  
WORKING WITH GAY MEN WHO MISUSE  
SUBSTANCES

**PRESENTER:** Joseph Ruggiero, Ph.D.

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**DATE:** Tuesday, May 4th, 2027 (ZOOM)

**TITLE:** WHO'S AFRAID OF MEANING AND METAPHOR  
IN OCD TREATMENT? THE POWER AND POETRY  
OF A RELATIONAL APPROACH

**PRESENTER:** Michae Alcée, Ph.D.

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Brochure Design: Jean Petrucelli, Ph.D., CEDS-S & Eliabeth Halsted, Ph.D.

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

**For Psychologists:** The William Alanson White Institute is approved by the American Psychological Association to sponsor Continuing Education for Psychologists. The William Alanson White Institute maintains responsibility for these programs and their contents.

William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0004.

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

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

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

The American Psychoanalytic Association designates this Live Activity for a maximum of 70[AMA PRA Category 1 Credit(s)]™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

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

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

Updated July 2021-

### **For Licensed Mental Health Counselors:**

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

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

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

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

# APPLICATION FORM

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Please submit this application via postal mail or online, at [www.wawwhite.org](http://www.wawwhite.org) along with an application fee of \$50 made payable to: The William Alanson White Institute, Attn: EDCAS, 20 West 74th St, New York, N.Y. 10023. To apply online go to [www.wawwhite.org](http://www.wawwhite.org), click on Training & Education, then Eating Disorders, Compulsions & Addictions Service. If you have any questions about the program, please contact Richard Herman at 212-873-0725, ext. 20; [r.herman@wawwhite.org](mailto:r.herman@wawwhite.org) or Dr. Jean Petrucelli at [drjmpetrucelli@gmail.com](mailto:drjmpetrucelli@gmail.com). Applications will be considered upon submission on a rolling basis and class size will be limited so early submissions are recommended. If you have been a student in any other program at WAWI including EDCAS RECAST, IPPP, CAPTP, CTTEP, TOPP etc. you are entitled to a \$500 tuition reduction. **Deadline for application is September 6th, 2026.** Early admissions encouraged.

NAME: \_\_\_\_\_ DEGREE: \_\_\_\_\_

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HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_

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HOW DID YOU HEAR ABOUT THE PROGRAM?

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YOUR CURRENT WORK ROLE: \_\_\_\_\_

EMPLOYING ORGANIZATION: \_\_\_\_\_

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

FIRST REFERENCE: \_\_\_\_\_

ADDRESS & PHONE: \_\_\_\_\_

POSITION & RELATIONSHIP: \_\_\_\_\_

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ADDRESS & PHONE: \_\_\_\_\_

POSITION & RELATIONSHIP: \_\_\_\_\_

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

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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*of Psychiatry, Psychoanalysis & Psychology*  
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