The William Alanson White Institute
of Psychiatry, Psychoanalysis & Psychology

BULLETIN

Programs of Psychoanalytic and Psychotherapy Training (2026-2027)

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, M.D., 1892-1949
Frieda Fromm-Reichmann, M.D., 1889-1957
Clara Thompson, M.D., 1893-1958
Janet Rioch Bard, M.D., 1905-1974
Erich Fromm, Ph.D., 1900-1980
David McK. Rioch, M.D., 1900-1985

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MISSION STATEMENT AND AIMS

The William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology, founded in 1943 and 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 82nd 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.wawhite.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 9.5 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 Pascal Sauvayre, Ph.D., Orsi Hunyady, Ph.D., and Roger Frie, Ph.D., Psy.D.

LEADERSHIP OF THE INSTITUTE

COUNCIL OF FELLOWS

Seth Aronson, Ph.D.
Candela Bonaccorso, Psy.D.
Lori Bohm, Ph.D.
Esin Egit, Ph.D, L.P.
Izzy Eliaz, Ph.D.
Jacqueline Ferraro, D.M.H.
Debora Fraser, Ph.D.
Stephen Friedman, Ph.D.
Karen Gennaro, M.D., M.B.A. (Chair)
Judy Goldberg, Ph.D.
Stephane Goldsand, MBA, LP
Evelyn Hartman, Ph.D.
Ruth Imber, Ph.D.
Karen Marisak, Ph.D.
Stacey Nathan-Virga, Ph.D.
Jean Petrucelli, Ph.D.
Pascal Sauvayre, Ph.D.
Alice Sohn, Ph.D.
Sumru Tufekcioglu, Ph.D.

EMERITUS FELLOWS

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

OFFICERS AND TRUSTEES OF THE CORPORATION

Mary McRae, Ed.D., President
Andrew Gerber, M.D., Ph.D., Vice President
Ken Banta
Lucy Bruell
Jack Drescher, M.D.
Tom Hennes
Lenore Katkin, M.D.
Richard Pulik, Treasurer
Milton Williams, Jr.

HONORARY TRUSTEES

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

EXECUTIVE COMMITTEE

Jack Drescher, M.D., Acting Executive Director
Ana-Rosa Aboitiz, LCSW, Director, License-Qualifying Program in Psychoanalysis
Annamaria Abrams, MA, LP, Director, Online Intensive Psychoanalytic Psychotherapy Program
Seth Aronson, Psy.D., Director of Admissions
Patricia Bellucci, Ph.D., Director of Psychology Internship
Max Belkin, Ph.D., Director, Online Intensive Psychoanalytic Psychotherapy Program-Ukraine
Lisa Dubinsky, Psy.D., Director, Child & Adolescent Psychotherapy Training Program
Tomas Casado-Frankel, LMFT, Director of Outreach and Recruitment
Stephen Friedman, L.C.S.W-President, PS-WAWI
Karen Gennaro, M.D., M.B.A., Chair of the Council of Fellows
Ethan Graham, Ph.D., Director, Couples Therapy Training and Education Program
Evelyn Hartman, Ph.D., Chair, Committee on Appointments and Promotions
Richard Herman, Director of Administration
Jenny Kaufmann, Ph.D., Director of Curriculum
David Koch, Ph.D., Director of Social Work
Ines McMillan, LP, Director, Intensive Psychoanalytic Psychotherapy Program
Karen Chuck, L.C.S.W., J.D., Director of Clinical Services
Jean Petrucelli, Ph.D., Director of EDCAS and Conference Advisory Board
Alice Sohn, Ph.D., Director of Progression
Sumru Tufekcioglu, Ph.D., Director of Clinical Education

ADMINISTRATIVE STAFF

Jon Auman, Chief Technology Officer
Kenneth Elliot, Night Porter
Robert Real, Super
Faride Garcia, Business Manager
Meghana Giridhar, Registrar
Richard Herman, Director of Administration
Marie Marcan, Housekeeper
Elizabeth Rodman, Director, Events & Special Programs
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. & Karen Marisak, Ph.D. 2017
Gilead Nachmani, Ph.D. & Paul Lippmann, Ph.D., 2018
Lori Bohm, Ph.D. 2019
Jacqueline Ferraro, DMH 2023
Pat Pantone, Ph.D., 2024
Lawrence Brown, Ph.D. & Sheila Brown, Ph.D., 2025

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
Kathleen Pogue White, Ph.D. 2023
Seth Aronson, Psy.D. 2024

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.

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 a 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 pages 12 to 17.

(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 pages 17 to 23.

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, and mentorship. It is open to mental health professionals who are licensed and license-eligible in New York State in a profession that includes psychotherapy in its scope of practice. The program is designed to provide comprehensive preparation for treating young people from early childhood 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. It also addresses the gamut of contemporary issues including abuse, adoption, attention deficit disorder, divorce, LGBTQ+ 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, art therapists, mental health counselors, and other qualified individuals from related clinical and education disciplines. For more information please contact: Lisa Dubinsky, PsyD, Director. Tuition and fees are payable in advance. Current tuition for students in CAPTP is $867 per trimester ($2,600 for the academic year).

Eating Disorders, Compulsions & Addictions Program (EDCAS)

The EDCAS program is a 36-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. Students who have attended other WAWI programs may receive a $500 discount. Tuition is $3,850. Jean Petrucelli, Ph.D., CEDS-S, Director.

EDCAS RECAST (offered in 2025-26):

Held on 18 Fridays 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. 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. Tuition is $2,750. Jean Petrucelli, Ph.D., CEDS-S, 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 $3,000.

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., M.B.A., Director. Tuition $3,000.

Online Topic-Oriented Psychotherapy Program (Online TOPP):

An online program for clinicians who want to deepen their clinical work through focus on six seminal theorists of the Interpersonal perspective. Taught by senior analysts and by emerging thinkers, this year's program has been expanded to explore the ideas and work of six luminaries:
Sandor Ferenczi, Clara Thompson, Harry Stack Sullivan, Alberta Szalita, Freida Fromm-Reichmann, Erich Fromm.

Online Interpersonal Psychoanalytic Psychotherapy Program for Ukrainian Clinicians (IPPP-UKR): This is a one-year online program for Ukrainian mental health providers who would like to learn about interpersonal psychoanalytic psychotherapy. Through a combination of didactic seminars and clinical case discussions, the program aims to enhance clinical skills and theoretical understanding of working with diverse patients, including survivors of trauma. Max Belkin, Ph.D., Director. Tuition $1,200.

CLINICAL SERVICES OF THE WILLIAM ALANSON WHITE INSTITUTE

Overview

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 • Karen Chuck, Ph.D.
Director of Clinical Education • Sumru Tufekcioglu, 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 CAPTP. The Center provides individual treatment to children and adolescents ages 3-18. Treatment with children includes sessions with parents who are an important

focus of treatment. Psychological testing is also offered at the Center on a limited basis. 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.

INTERNSHIP PROGRAMS

Advanced Social Work Internship Program:
David E. Koch, PhD, LCSW-R Director
Stephen Friedman, PhD, LCSW, Assistant Director
Ana-Rosa Aboitiz, LCSW
Susan Fabrick, LCSW

Psychology Internship
Patricia Bellucci, PhD, Director

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 $90 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@wawhite.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@wawhite.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.

(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 nonrefundable $100 application fee. The deadline for application is May 1. Applications are also available on the Institute website at www.wawhite.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 Diplomat 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 master's 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. If the core required curriculum is completed but outstanding clinical work remains, a yearly matriculation fee (1/3 tuition) will be assessed beyond the fourth year. **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 no fewer than 300 hours. At least two thirds of this treatment must be conducted in person. Under very special circumstances the Training Committee may permit a candidate to reduce the number of weekly sessions or to terminate his/her/their 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 may also be 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 three (3) sessions per week for the first 300 hours. Subsequent frequency and duration are up to the candidate and analyst but must continue until graduation. 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 analysand.

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 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 may submit a request to the Director of Training to combine. (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. Each candidate may choose, if they wish, to work with one non-Supervising Analyst for a psychoanalytic case in supervision.

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/their 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. This 240-hour case will usually be presented by the candidate in the fourth-year, Clinical Education presentation that is a capstone of training. This case will ideally be seen 100% in person.

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.

Treatment Modalities: The William Alanson White Institute is first and foremost an Interpersonal institute. As such, we believe that being physically present in the clinical consulting room is integral to the training and experiential nature of the psychoanalytic endeavor. The Training Committee believes that in person work is vital to the experience of becoming a competent psychoanalyst. Whenever possible, the Training Committee strongly encourages clinical psychotherapy and psychoanalytic treatment to take place in-person. Candidates should discuss with supervisors (and analysts) to clarify safety concerns and to determine the need for virtual sessions. **Personal convenience of the candidate, patient, supervisor, or training analyst should not be the guiding principle for using virtual treatment and supervision.**

One psychoanalytic case, ideally the first, 240-hour case, must be seen 100% in person. Two cases may be seen at a rate of 2/3 in-person, 1/3 virtual. One case, but not the 240-hour case, may been conducted entirely virtually. Supervision may be conducted in person, online, or by hybrid means. A candidate's personal training psychoanalysis should be conducted in person, and may be conducted at a rate of 2/3 in person and 1/3 virtual.

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. This interest in diversity should extend to choice of supervisors as well.

Psychotherapy Requirement: Candidates who do not participate in the Clinic Fellowship must 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, two patients on a weekly basis for one year, or one patient weekly for two years. 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/they must engage a new Supervising Analyst for the psychoanalytic treatment; the Supervisor of Psychotherapy may not continue as the Supervising Analyst.

Clinical Education Presentation: At some point in the fourth year, or after commencing work with the fourth analysand, the candidate will give a Clinical Case presentation at the Clinical Education meeting. This presentation will be scheduled with the Director of Clinical Education, usually toward the end of the third year of training. The case presentation should describe the candidate's best work with a case of significant duration. Preferably, a 240-hour case will be presented. Patient material should be anonymized and patients who are also in the field should be avoided for presentation.

Candidates should work with supervisors and, when appropriate, the Director of Clinical Education or Director of Progression or Training Committee Mentor on presentations. Candidates are encouraged to offer drafts of their presentation to the Director of Training or Training Committee Mentor, ideally two months ahead of presentation date. Presentations should be ultimately approved by the Supervising Analyst. If the supervised clinical work does not meet the minimum standard of the Training Committee, rewrites and a presentation to a small panel of the Training Committee may be required.

Training Committee: All candidates are reviewed by the Training Committee at least once during the academic year. Supervisors and Training Analysts are invited to attend these meetings. The candidate may receive feedback from their Training Committee mentor as well as their Advisor (generally the first supervisor). Training Analysts attend Training Committee meetings in an observational capacity only, and may discuss the meeting with candidates afterward.

At the end of each year, the Training Committee reviews candidates' eligibility to advance to the next year. Progression is contingent upon the candidate's compliance with all documentation required by

the State of New York if treating patients in our clinic, classroom attendance and participation, and satisfactory evaluations from instructors and supervisors.
In rare instances, candidates may be placed on probation. In this case, written notification will be issued to the candidate by the Training Committee. The candidate's supervisors and Training Analyst may also be informed.

Leaves of Absence: Candidates may take no more than three Leaves of Absence during their training. All Leaves of Absence must be approved by the Training Committee. Return from a Leave of Absence must be requested in advance, and are always at the discretion of the Training Committee. Candidates should be aware that they may not be able to join the class of their choosing upon return. If the Leave of Absence is for medical reasons, the Training Committee may request medical clearance prior to granting a return.

Probation, Suspension, Expulsion: In rare instance, candidates may be placed on probation or suspended or expelled from the program. Candidates will be notified of these actions in writing by the Training Committee. Grounds for probation, suspension, or expulsion include but are not limited to: violations to the WAWI Code of Conduct or professional Code of Ethics, failure to meet training standards, unauthorized practice or advertising oneself as a psychoanalyst, or egregious violations such as behavioral misconduct in the classroom, clinic, or with Institute faculty or staff.

In the event of a disciplinary action, the Training Committee will make an assessment based upon available data, possibly including reviews with supervisors, instructors, and other relevant sources of information. Candidates will then receive written notice. Upon receipt of notification, candidates will have ten days to appeal Training Committee findings, in writing, before a decision and disposition are finalized.

In the event of a suspension of a candidate's ability to work in the clinic, or of an expulsion, the Training Committee, with the help of the WAWI Clinic, will oversee patient protection and referrals, and mandatory notification if necessary.

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.

(B) LICENSURE-QUALIFYING PROGRAM IN PSYCHOANALYSIS

GENERAL INFORMATION

(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 Certificate Program in Psychoanalysis (A) that provides postgraduate training to psychiatrists, psychologists, and clinical social workers. The Licensure-Qualifying Program in Psychoanalysis (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 Ana-Rosa Aboitiz, 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 Institute offers an LQP Case Narrative Exam Preparation Course to be taken in the fourth year of training 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 Admissions.)

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 supervision of psychoanalytic cases 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 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: https://www.op.nysed.gov/psychoanalysts.

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 recommend 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 analysand.

The Institute does not have the authority or responsibility to establish the fees paid to personal analysts. To assist prospective candidates affording the cost of training, the Institute will provide a list of Institute Training Analysts who have agreed to provide reduced fees when there is financial need. Please contact the Directors of Admission and Training for this list.

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. 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 three to five supervised 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 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.

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 (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 (3-5 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 FOR LQP

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 41 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:

LQP Required Courses

Course 112: Beginning the Treatment: Conceptual & Clinical Approaches
Course 116: Clinical Seminar - The Interpersonal Analyst
Course 118: Analytic Listening and Intervention
Course 215a: Character and Psychopathology
Course 215b: Psychopharmacology
Course 234: Theories of Child Development and Adult Psychotherapy: How the Past Lives in the Present
Course 301: Ethics and Professional Boundaries in Psychoanalytic Practice
Course 331: Comparative Theories of Therapeutic Action: The Goals of Psychoanalysis and How We Arrive There
Course 312: Working Psychoanalytically
Course 411: Neuroscience and Psychoanalysis
Course 413: Trauma and Dissociation
Course 415: Difficult Patients/Difficult Dyad
Course 417: Aspects of Termination
Course 501 – Clinical Case Seminar
Course 502 – Clinical Case Seminar
Course 503 – Clinical Case Seminar
Course 512: The Problem of Technique
Course 604: Integrating Interpersonal Psychoanalysis and Couples Therapy
Course 607: Current Research in Complex Psychopathology
Course 631: Clinical Listening: Holding onto Letting Go
Course 732: Child Abuse Identification and Reporting

For Course Descriptions for Required Courses for Programs A and B go to page 27.

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.

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 in 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

Psychoanalytic Candidates 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.

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 15th.

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 Kathleen White Scholarship

This scholarship aims to help defray the cost of training for African American candidates or students. Dr. Kathleen Pogue White was a founding member and director of our Program in Organizational Development. She wrote a seminal article on racism: "Surviving hating and being hated Some personal thoughts about racism from a psychoanalytic perspective (2002)" and was an invaluable consultant to WAWI's antiracism efforts. Recognized for her warmth, brilliance and directness, Dr. White touched scores of professionals and students with her wisdom and vitality.

The Edgar Levenson Scholarship

Established to help defray the costs of training for an outstandingly gifted student in financial need. Dr. Levenson was a preeminent American psychiatrist and psychoanalyst. A champion of Interpersonal theory, he transformed psychoanalytic thinking and practice with an emphasis on the crucial roles of the psychoanalyst's subjectivity, of the reality of the analyst in the patient's life, and the therapeutic relationship.

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.

Independently Administered Fellowship/Scholarship

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.

The Psychoanalytic Society of the William Alanson White Institute (composed of graduates of the Division I training program) offers a yearly scholarship of $3000 to help a BIPOC candidate with financial need. This scholarship is a cash award for the student's training and education-related costs other than tuition. It is intended to support the Psychoanalytic Society's commitment to increasing the diversity of our field. Applicants should submit a CV and brief personal introduction (three to four paragraphs), which also offers an idea of how you would use the scholarship. Please send inquiries and/or application materials to Cynthia Field, PhD, (c.field@wawhite.org) and Amara Clark, LCAT, ATR-BC, CASAC-T. (amararachelclark@gmail.com)

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.

Except where indicated, inquiries regarding the above scholarships, awards and loans should be addressed to Jack Drescher, M.D., Acting 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—Psychoanalytic Training (Certificate/LQP)

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.

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.

If the candidate's analyst is the instructor for a required course (levels 100 through 400), and the candidate and analyst decide that it is preferable for the candidate not to take the course, the candidate will have the option of one-on-one instruction ("Independent Study") and the Curriculum Committee will arrange for an alternative instructor.

If the candidate wishes to explore a topic not offered as an Elective Course, the candidate may be able to arrange for Independent Study. The candidate must receive approval of both the instructor (who may not be their Training Analyst) and the syllabus from the Curriculum Committee prior to commencement of the Independent Study. No more than one Independent Study course will count towards the 500/600-level requirement.

Listed below are descriptions of the required courses during each of the four years and the current electives. Candidates can start taking electives during their Second Year of Analytic Training. Candidates need to take five electives in all, including two required Clinical Case Seminar electives.

First Year Required Courses

110a: Evolution of Psychoanalytic Concepts I: Development of Freud's Theory
Evelyn Hartman, Ph.D.
10 sessions
This course provides an overview of Freudian Theory from 1893 thru 1915. It is the first trimester of a year-long review of Freudian theory. The course will demonstrate Freud's evolving conceptualizations of his mind and of clinical technique and will offer an appreciation of Freud, as a developing clinician and theoretician as well as an appreciation of how his ideas continue to apply to our work. We will learn how Freud's examination of his own life through his self-analysis contributed to the evolution of

his thinking. Freud's theoretical and clinical struggles will be elucidated and shown to resemble those conceptual and technical challenges with which we continue to grapple.

110b: Freud II
Victoria Malkin, Ph.D.
10 sessions
This class takes up Freud after his Lectures on Technique (1911–1915) to explore how Freud expanded and elaborated his basic ideas of the fundamental rules of psychoanalytic work—transference, resistance, free-association, neutrality and working through. Taking his papers on character and a case study (the Ratman) we will read with these concepts in mind to explore how Freud continues to develop his ideas and grapple with clinical questions that lead him to elaborate further to move "Beyond the Pleasure Principal" and into newer territories that continue to be taken up in later psychoanalytic thinking.

111: History of Early/Middle Interpersonalism
Josh Yoselovsky, LCSW
10 sessions
The object of this course is to provide candidates exposure to theoretical and clinical works of early and middle Interpersonal Psychoanalysts. We will review some of the critical works of Sandor Ferenczi, Frieda Fromm-Reichmann, Alberta Szalita and Harold Searles. This course will introduce some of these lesser known, yet important contributors, to the class. We will seek to understand how the social, cultural, and political environment, in conjunction with each theorist's unique life history, influenced his/her theoretical and clinical approach. Finally, we will consider each theorist's impact and relevance to candidates current and theoretical approach with patients.

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 in Time: His Life and Thought
Don Troise, LCSW
7 sessions
Harry Stack Sullivan's extraordinary contributions to psychoanalysis have been undervalued even as they constitute a significant substratum for the elaboration of interpersonal and later, relational theory. This course will explore Sullivan's life and thought as intersecting, correspondent experiences. In particular, the influence of his marginalized identities on his developmental theory and his practice techniques will be considered in detail. Sullivan's life story and the commensurate theories he devised from it, reminds us that psychoanalytic theories are, essentially, stories too, and that psychoanalysis itself stands most securely in the Humanities than in any other realm.

114b: Erich Fromm: Clinical Practice in Social Context
Michael Thompson, Ph.D., L.P.
3 sessions
This course will introduce you to the ideas and theories of Erich Fromm. Fromm was a prominent post-Freudian thinker who sought to re-work Freud's ideas into a relational and social form of psychoanalysis. In this class, emphasis will be placed on his theoretical approach to the ways that social factors shape the development of the psyche, his insights about the genesis of psychological (and social) pathologies, his theory of psychic individuation, social character, and the nature of psychic health, thinking and the goals of psychoanalysis as a clinical as well as social enterprise.

116: Clinical Seminar - The Interpersonal Analyst
Sumru Tufekcioglu, 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: Freud III
Katherine Jenness, Ph.D.
10 sessions
This third class in a year-long sequence on the works of Sigmund Freud—explores the clinical implications of Freud's theoretical shift from the topographic model to the structural model of the mind. This class will examine three important works: Beyond the Pleasure Principle (1920), The Ego and the Id (1923) and Inhibitions, Symptoms and Anxiety (1926). In making this shift to a tripartite model, Freud introduced a new way to look at intrapsychic conflict— in that all three structures—the id, ego, and superego—contain unconscious aspects. The course will also look at the connection between Ego Psychology and Interpersonal Theory. In these later works, Freud shifted to the dual-drive model, emphasizing the importance of aggression as well as sexuality, and shifted his focus to a new developmentally based model of anxiety, derived from trauma.

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.

120: Beginning with Clara M. Thompson: The context, the person, her theories, and relevance
Ann D'Ercole, Ph.D.
5 sessions
This course examines the work of Clara M. Thompson, the pioneering 20th century psychoanalyst, a founder and Director of the WAWI. Drawing from her biography (D'Ercole, 2023), we follow her development including her transformative therapeutic experience as an analysand of Sandor Ferenczi as she becomes an outspoken advocate of a new psychoanalysis. Together with her colleagues—Harry Stack Sullivan, Frieda Fromm-Reichmann and Erich Fromm, she established the Interpersonal Psychoanalytic Tradition that is foundational to Relational Psychoanalysis.

Second Year Required Courses

210: The Narrative of Adolescence
Francesca Schwartz, Ph.D.
10 sessions
In thinking about development, Winnicott speaks of the dyadic matrix of early infancy with "there is no such thing as a baby. There is a baby and someone." The analyst-analysand couple create their relatedness, bringing to the endeavor the intrapsychic world, interpersonal history, and the immediate alchemy in the consultation room. Building on this matrix we will find our reactions to and with the patient, making use of what is evoked within us. We come into the consulting room as individuals and from there create a "third space." The adolescent has a special place in development of both internal and external life. We will investigate the adolescent "moment" from which identity takes shape. We will make use of clinical material along the way to bring our theoretical thinking alive. In addition, we will strive to locate the adolescent within the adult. We may even encounter our own adolescence in the mix!

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, ceaseless 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.

214: The Interactive Matrix
Jenny Kaufmann, Ph.D.
10 sessions
In this course we will consider the crucial concepts of transference and countertransference. We will look at how the concept has evolved from Freud into the present, and consider how the concept has changed from the patient/analyst displacing their respective issues onto the current relationship to looking at the total relationship involving old and new co-created object relationships. We will look at how Freud, Klein and neo-Kleinian thinkers (Racker) contributed to this evolution, and how more contemporary writers (Mitchell, Greenberg, Bach, Kohut & Winnicott) have complexified how we look at the transference-countertransference matrix. In doing so we will emphasize the contributions of interpersonal writers (Levenson and Ehrenberg), who have stressed the importance of the real relationship and the here-and-now interaction, bringing alive the patient's issues (what's "going on around here").

215a: Character and Psychopathology
Hubertus Raben, L.P.
8 sessions
This course examines the complexity of character and the ways that characterological styles help to foster and impede the ability of patients to live their lives in the face of struggles, big and small, through daily living and during major life events. We will discover how our own particular character style will create a specific interpersonal relationship to our patients so we are more aware how to help them living a fuller life with their character in the world. And we will discuss how the current political climate interferes in all out ability to function and what we could do about that.

215b: Psychopharmacology
Melanie Israelovitch, M.D.
2 sessions
In these two classes, we will focus on the interplay of psychopharmacology with character style and treatment.

216: Standing in the Spaces with Philip Bromberg
Instructor: Judd Bortner, Ph.D.
10 sessions
This course, both theoretical and clinical in content, shall explore the work of Philip M. Bromberg, who transformed the *Detailed Inquiry,* and all of Interpersonal Psychoanalytic theory and praxis from a positivist search for Truth/Reality (aka an Interpersonal Ego Psychology) to a shared therapeutic process, during which multiple, discontinuous self states emerge, or are dissociated in response to the ever changing relatedness in the consulting room. Such shifts, as Bromberg refers to this action, emerge from the threat of traumatic repetition, and cripple possibilities for intimacy. Using both his scholarly writings, his clinical vignettes, and student representations of process, candidates shall develop greater attunement to such self-other schemata, enactments of, and explore ways of working through such repetitions.

220: How Psychoanalysts Gaze: Race, Ethnicity, Culture, and "Hot" Moments of Clinical Encounter

Michelle Stephens, Ph.D., & Cleonie White, Ph.D.

10 sessions

This course addresses various ways in which issues of race, ethnicity, and cultural difference influence the clinical encounter and the treatment process. Is race a scientific reality or a social/political construct? To whom does race belong? Is race, and the Racialized Othering observed in the culture at large, present in the seemingly more contained field represented in the analytic room? How does its presence in the psychoanalytic relationship exert influence?

221: Credo: My Psychoanalysis

Claire Basescu, Ph.D.

10 sessions

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.)

232: Stephen Mitchell: Catalyst

Elizabeth Krimendahl, Psy.D.

10 sessions

Mitchell is considered the originator of relational psychoanalysis; he blended interpersonal theory and technique with object relations and self-psychological concepts. This course surveys the development of Mitchell's thought on interpersonal-relational analysis, focusing on topics such as narcissism, therapeutic action, the analytic relationship, love and guilt.

234: Theories of Child Development and Adult Psychotherapy: How the Past Lives in the Present

Toni Andrews, Ph.D.

10 sessions

All psychoanalytic theories postulate that past experiences affect the present functioning of our patients. In this course, we will consider contemporary child development theories from an Interpersonal perspective with an eye toward enhancing our clinical understanding of adult patients. We will survey the literature on early infant studies, the development of emotional regulation and mental inaction, attachment theory, latency, adolescence and identity development. Our focus will include connecting developmental theory to adult functioning and psychopathology. Class time will be divided between lecture and discussion of assigned readings and clinical case material.

Third Year Required Courses

301: Ethics and Professional Boundaries in Psychoanalytic Practice
Karen Gennaro, MD, MBA
5 sessions
The purpose of this course is to provide candidates with a forum for the consideration of ethical issues in psychoanalytic practice. We will review selected ethical principles and discuss their application across a broad range of topics. Emphasis will be on both cultivating alertness to ethical matters and on the unique capacity of the psychoanalyst to consider and illuminate ethical ambiguities and dilemmas. It is hoped that candidates will have an opportunity to explore ethical matters openly with each other and with the instructor. Participants are encouraged to bring up ethical issues encountered in their own work for the purpose of group consultation in the context of the class.

310a: Object Relations Theory
Seth Aronson, Psy.D.
8 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.

310b: The Evolution of Object Relations in Development
Deborah Fraser, Ph.D.
7 sessions
This course explores the foundational contributions of Donald Winnicott to object relations theory, examining the infant's earliest interactions with the primary object and the development of mature object relations. Emphasis will be placed on the impact of environmental failures on the infant's emerging psyche. Clinical applications of these ideas will be discussed through the works of André Green, Enid Balint, Patrick Casement, and Jed Sekoff, culminating in an article by Thomas Ogden that provides a framework for discovering one's own psychoanalytic object.

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.

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,

self-object relatedness and the self-object 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.

331: Comparative Theories of Therapeutic Action: The Goals of Psychoanalysis and How We Arrive There

Christopher Bonovitz, Psy.D.

10 sessions

The purpose of this course is to compare and contrast different theoretical perspectives on therapeutic action. The notion of therapeutic goals vs. psychoanalytic goals will be explored with an eye towards how each theory conceptualizes what is mutation as well as their respective mechanisms of change. Aspects of therapeutic action that will be considered include enactment, role of countertransference, here-and-now vs reconstructing the past, hate and love in the analytic relationship, and the role of interpretive action and insight as compared to experiential moments of meeting, as well as how the patient’s envy of the analyst may contribute to negative therapeutic reaction.

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.

335: Psychoanalysis in Context: A History of Ideas

Pascal Sauvayre, Ph.D. and Orsi Hunyady, Ph.D.

10 Sessions

This course studies foundational psychoanalytic concepts by exploring their origins in intellectual history. The different, and often opposed, psychoanalytic theories of mind are linked back to their philosophical roots. This is also the story of the emergence of the ‘subject’ walking in lock step with its de-centering through various forms of laterite, from the intersubjective to alienation. The aim is to contextualize key psychoanalytic ideas and to anchor their relevance in clinical experience. Since the class emphasizes reflection and close reading, required readings will be kept to a strict minimum (often limited to excerpts of a few paragraphs or pages), but the students are invited to peruse the full readings, and to suggest passages, or other readings, they find of particular interest.

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.

412a: Contemporary Kleinian Viewpoints
Seth Aronson, Psy.D.
5 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.

412b: Introduction to non-Anglophone Psychoanalysis
Jay Greenberg, Ph.D.
5 sessions
This course offers a brief introduction to the thinking of some analysts working in non-Anglophone communities. We read seminal papers by authors from Latin America, Italy, and France, with the aim of facilitating students' awareness of ways of thinking very different from those that are most familiar in North America.

413: Trauma and Dissociation
Instructor: David Banthin, Ph.D.
10 sessions
The class provides candidates the opportunity to explore, discuss and deepen their understanding of the nature of trauma, its sequelae and treatment from different theoretical and clinical perspectives. Key themes candidates will explore throughout the course include the ongoing tensions and paradoxes inherent in the (so-called) "rejection of the seduction hypothesis", the non-linear impact of trauma and the role of resilience, the complex relationship between trauma, personality, dissociation and culture, the private and public dimensions of trauma. Dr. Banthin will draw on his treatment and research experience in helping patients with military trauma, sexual trauma, childhood trauma and dissociative disorders during his time at the Bronx VA Medical Center and Mt. Sinai Medical School.

415: Difficult Patients/Difficult Dyads
Jennifer Stevens, Ph.D. & Daniel Knauss Psy.D.
5 sessions of 2.5 hours – This course is taught on weekends, at a time and dates determined by the instructor in collaboration with the candidates.
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: Sexuality & Gender
Instructor: Bevin Campbell, Psy.D. & Gal Katz, Ph.D.
10 sessions
Proceeding from some of Freud's (and other classical writers') foundational work on sexuality and gender, this class will frame this topic as relevant to all things psychoanalytic (and indeed human) while engaging with recent critique from feminist, queer, and/or interpersonal perspectives, and with the effects of cultural and technological transformation on sexuality. Many of the class meetings revolve around clinically focused readings be it the challenge of working across gender differences, sex and relationships, or erotic transference and countertransference. While we provide a strong foundation in models of gender and sexual development, we hope to also prepare students to work with a range of clinical issues related to gender identity and sexuality.

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

501: Clinical Case Seminar - Fall 2026
Miri Abramis, Ph.D.
8 sessions: Start Date: September 16
Wednesdays 2:00–3:30 PM In-person

502: Clinical Case Seminar - Winter 2026-2027
Evelyn Hartman, Ph.D.
8 sessions: Start Date: December 1
Fridays 1:30–3:00 PM via Zoom

503: Clinical Case Seminar - Spring 2027
Marcelo Rubin, Ph.D.
8 sessions: Start Date: March 3
Wednesdays 7:30–9:00 PM via Zoom
(More Opportunities for Clinical Seminar Electives will be available during the 2027-2028 Academic Year)

510: Forbidden Discourse

Ira Moses, Ph.D.

5 sessions: September 23, 30, October 7,14 21

Wednesdays 9:00- 10:15 AM via Zoom

As increasingly reductionistic—and, at times, strident—rhetoric is embraced in some analytic forums, our clinical inquiry may become constricted. Demands for affirmation may, at times, replace genuine discussion. Too often, we may self-censor out of fear of provoking hurt feelings and/or anger. (A recent study revealed that at least two-thirds of university students report self-censoring.)

This clinical seminar will require a willingness to question one's ideology and a priori assumptions about some of the most sensitive subjects in the service of open exploration. We will undertake a detailed inquiry into how specific words and slogans are employed within narratives that have become quite influential in the current socio-political climate. The central focus, however, will be the examination of how these social issues may or may not be brought into the clinical process. Topics such as " identity thinking", the Israel–Gaza conflict, transgender issues, and race are considered.

Participants will present clinical vignettes for discussion, accompanied by supplemental readings. We will strive to consider opposing perspectives thoughtfully and respectfully. Though disagreement will be encouraged, participants will be expected to listen openly to colleagues who may hold opposing passionate views. For further information, contact Ira Moses at <iramoses@gmail.com>

512: The Problem of Technique

Rick Loewus, Ph.D.

10 sessions

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

8 sessions

In this seminar, we will explore the history of psychoanalytic approaches to working in group and community settings as well as contemporary clinical approaches to individual psychotherapy that emphasize how the inner world is enacted socially and the exterior group is taken into interior life as 'groups-in-the-mind." Through both readings and experiential learning in the class, we will consider the inextricable intertwining of self as an individual and as a group member. We will explore our new concept—'relational citizenship'—the intersubjective experience of oneself as a generative citizen among citizens. Relational citizenship is 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 collectives are recognized and negotiated. The following question will guide our explorations: How can psychoanalysts simultaneously be consultants, citizens, and collaborators. In addition to classic readings about group dynamics (Bion, Menzies-Lyth, Hayden & Molenkamp,

Hopper, Fanon, Dalal, Tubert-Oklander, Shapiro & Carr, Glassman), we will include optional contemporary works by Altman, Twemlow, Parens, Bragin, Rudden, Sauvayre & Frie, and explore clinical vignettes from our own publications. We hope to gather as a group of at least four people so we can also examine our functioning as a group.

516: The Works of Jessica Benjamin: An Overview

Victoria C. Demos, Ph.D.

6 sessions

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

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

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

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

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

602: Reading as Stance

Robert Langan, Ph.D.

10 sessions

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

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
We take a brief journey into interpersonal psychoanalytic systemic couples therapy. We'll cover crucial diagnostic categories, inevitable triadic enactments, and some specific topics such as talking about sex. We see how intergenerational transmission of unresolved issues constrains how the couple members act with one another and who they allow themselves to be. This is a theory and application experience.

606: Psychoanalytic Approaches to Supervision
Robert Gaines, Ph.D.
10 sessions
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 then 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
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.

610: Dream Group
Evelyn Hartman, Ph.D.
10 sessions
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.

612: Erotic Transference/Countertransference: Clinical and Ethical Considerations
Melissa Ritter, Ph.D.
10 sessions
The exploration of "the erotic," an aspect of clinical work that is particularly challenging, often tangled, sometimes aversive, occasionally enthralling, and almost always destabilizing is centered in this small group (maximum 5 candidates) seminar that includes weekly readings, as well as clinical discussion. Participants are encouraged to share questions concerns, confusions, theories, and the random certainty. We focus on the clinical work of both candidates and instructor.

613: Comparative Conceptualizations and Treatment Approaches to the Grandiose Patient
Jenny Kaufmann, Ph.D.
10 sessions
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
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 countertransference 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
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
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.
10 sessions
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, Zizek, 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 sessions
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
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.
10 sessions
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.
10 sessions
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
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.
10 sessions
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.

645: The Writing Psychoanalyst
Ruth Livingston, Ph.D.
10 sessions
This elective is designed for psychoanalytic candidates preparing oral presentations or manuscripts for professional and scholarly journals, such as Contemporary Psychoanalysis. The course explores what makes psychoanalytic writing both accessible and meaningful contribution to the field. Centered on participants' own writing projects, the course provides a supportive environment for developing an individual voice and style, refining works in progress, and cultivating confidence in the creative process. Participants should bring a current or prospective writing project and be prepared to discuss it in class. Ongoing consultation is available after the course as participants prepare their work for presentation or publication.

648: WR Bion—on "Caesura:
Deborah Sherman, BC-DMT, LMHC
10 sessions
In what way is "being born" an arrival, a new beginning, a point of origin? And how does "being born" precipitate an ending, a loss, a catastrophe, even? What do we go "through" in order to get born, again and again? In this seminar, we will look at WR Bion's paper, "Caesura" (1977). In this paper, Bion explores the ways in which, despite multiple gaps, breaks, disasters, and disjunction in our minds/beings, there is yet a continuity between intra-uterine life and all that comes after. We will look, in particular, at Bion's suggestions in this paper for practicing Psychoanalysis. Because Bion wrote extensively about the effects of catastrophic loss and change on our minds/beings, after "Caesura," we may include in this study several of his other writings, such as, "A Theory of Thinking" (1962), "Attacks on Linking" (1959) and parts of "Attention and Interpretation" (1970).

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 Appelbaum, 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.

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 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@wawhite.org.

All relevant forms can be found on the website of the New York State Education Department: https://www.op.nysed.gov/psychoanalysts. 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.

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.