

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 Principle” 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, Albert 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

Instructor TBD

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 than many clinicians realize. This course will attempt to acquaint students with that work. This course will attempt to articulate an interpersonal/relational point of view. The main features of that point of view are an emphasis on the supervisory relationship as a collaborative endeavor, and an alertness to the ongoing experiences of both participants in the relationship and the way those experiences can facilitate or hinder learning.

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

607: Current Research in Complex Psychopathology

Mark Goldenthal, Ph.D.

10 sessions

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, Žizek, 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.