

nypsi

**New York
Psychoanalytic
Society & Institute**

**Academic Year
2016 - 2017**

nypsi

New York Psychoanalytic Society & Institute

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an Accredited Training Institute of

APSAA

A M E R I C A N

PSYCHOANALYTIC

A S S O C I A T I O N

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New York Psychoanalytic Society & Institute

New York Psychoanalytic Society
Founded February 12, 1911
Incorporated March 2, 1911

New York Psychoanalytic Institute
Established September 24, 1931
Incorporated June 24, 1932

New York Psychoanalytic Society & Institute
Incorporated September 17, 2003

New York Psychoanalytic Society & Institute (NYPSI) draws upon its 103 years of tradition and innovation to address the challenges of the twenty-first century, in keeping with its mission:

To promote excellence in the teaching, research, and provision of psychoanalytic treatment and the application of psychoanalytic principles in advisory, consultative, educational, and therapeutic services to the New York metropolitan community.

The diverse activities of NYPSI described in the following pages—our commitment to excellence in education embodied in our prestigious training programs in Adult Psychoanalysis, Child and Adolescent Psychoanalysis, and the Psychodynamic Psychotherapy Program; our leadership in the advancement of psychoanalytic science, through the cutting-edge investigation of the interface between psychoanalysis and neuroscience in the Neuropsychoanalysis Program (the first of its kind in the world); our service to the community exemplified by the Treatment Center (established in 1948, one of the oldest psychoanalytic treatment and referral services in the United States, providing affordable psychoanalytic treatment), our Parent Child Center (delivering guidance and education by child development experts to parents and their young children), and our Extension Program (presenting exciting educational curricula to both the wider professional and lay communities), to cite but a few of our programs—are illustrative of the leadership and service NYPSI continues to provide into our second century.

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NEW YORK PSYCHOANALYTIC SOCIETY & INSTITUTE

INTRODUCTION

New York Psychoanalytic Society & Institute, the oldest psychoanalytic organization in the United States, has a long history of leadership in psychoanalytic training and scholarship. At the beginning of the 21st Century, it remains dedicated to utilizing modern psychoanalytic principles to provide the finest educational, research, and community service activities for mental health professionals and the general public.

Our members, faculty, and students are heirs to a long tradition dating back to the founding of the New York Psychoanalytic Society in 1911 by A. A. Brill, one of the first practicing psychoanalysts in the United States. He was a leader in American psychoanalytic education, the first translator of Freud into English, and a public advocate for psychoanalytic ideas. In 1931, the New York Psychoanalytic Institute was established and more formal psychoanalytic education was begun. Over the decades many renowned analysts made their professional home at NYPSI, among them Heinz Hartmann, Ernst Kris, Rudolph Loewenstein, Margaret Mahler, Berta Bornstein, Jacob Arlow, and Charles Brenner.

Currently, NYPSI continues its commitment to the finest scholarship, education, and research. Our members include two former editors of the *Journal of the American Psychoanalytic Association* (Theodore Shapiro and Arnold Richards) and a former editor of the *Psychoanalytic Quarterly* (Sander Abend).

Our rigorous educational activities include the training of psychoanalytic candidates and psychotherapy students, as well as professionals in mental health and other fields whose work is enhanced by a psychoanalytic perspective. NYPSI also provides a variety of postgraduate educational opportunities and other benefits for the enhancement of its own members' intellectual and professional lives.

Clinical and community service activities include: Low-fee psychoanalysis and psychotherapy through the Treatment Center; parenting education; early childhood and school consultation; clinical outreach to mental health institutions; collaboration with community and social agencies; and partnerships with cultural institutions in the arts and sciences.

INTRODUCTION

Research activities are conducted in collaboration with other academic centers to investigate and further the development of psychoanalytic theory and technique, and to advance the application of psychoanalytic ideas to other fields.

All of the educational programs at the New York Psychoanalytic Society & Institute are conducted under the auspices of the Dean of Education and the Associate Dean of Education for Child and Adolescent Analysis.

Psychoanalytic Training – Adult Program

Our psychoanalytic training follows the tripartite model: personal analysis with a Training Analyst, weekly supervision of analytic cases in which a collegial experience is provided, and the didactic curriculum. The analytic candidate is assigned an advisor to mentor and guide him/her, and a class coordinator is provided as a resource to help candidates.

The didactic program is continually evaluated and periodically revised on the basis of faculty and student evaluations. Adult analytic courses are fully integrated with courses in child and adolescent development in order to synthesize dynamic and developmental factors. The curriculum combines immersion in psychoanalytic theory; a thorough review of the psychoanalytic understanding of character, neurosis and other psychopathological states; courses in child and adolescent development; continuous case seminars (of both adult and child/adolescent patients); and research, empirical studies and neuropsychanalysis courses. While the curriculum emphasizes modern ego psychology, all contemporary psychoanalytic theories, including Object Relations, Modern Kleinian, Self-Psychology, and Relational theories are studied. Where possible, instructors who have been trained in each of those traditions will participate in the didactic curriculum. (See page 7.)

All applicants will be considered without regard to national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation. New York Psychoanalytic Society & Institute admits students of any national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the Institute and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and other Institute-administered programs.

INTRODUCTION

Psychoanalytic Training—Child and Adolescent Program

The Child and Adolescent Analysis Training Program offers what is perhaps the finest child and adolescent analytic education in the country. Some of the classes are conducted in conjunction with the Child and Adolescent Divisions of the Columbia Center for Psychoanalytic Training and Research and the Institute for Psychoanalytic Education affiliated with NYU. The core classes include courses in theory and technique, psychopathology, and continuous case seminars of children and adolescents. Candidates may elect to do Child/Adolescent training simultaneously with their adult analytic training, after completion of their adult training or as stand alone training. (See page 13.)

Scholars Program

The Scholars Program is designed to provide a psychoanalytic education to members of the academic community who wish to immerse themselves in the rigorous study of psychoanalysis. (See page 47.)

Psychodynamic Psychotherapy Program

The Psychodynamic Psychotherapy Program provides an enriched two-year curriculum designed to further the theoretical and clinical knowledge of psychodynamic principles. The program is open to qualified mental health professionals who are currently engaged in clinical work. Clinical supervision is provided in addition to didactic course work. An optional Child and Adolescent Track is offered. (See page 51.)

Psychoanalytic Fellowship

This one-year program introduces psychiatric residents, clinical psychology and social work doctoral students to theoretical and clinical concepts in psychoanalysis. (See page 56.)

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Postdoctoral Clinical Fellowship

This fellowship is a one year full-time or two year half-time program for psychologists who have their Ph.D. but are not yet licensed. It provides further training in psychoanalytically-oriented psychotherapy and psychological testing. (See page 56.)

Psychology Externship and Internship Programs

The externship provides psychology students early in their education with an in-depth clinical and didactic experience with members of the faculty at NYPSI. The curriculum includes seminars, a variety of clinical experiences, and opportunities to conduct psycho-educational and projective testing. The internship provides a more in-depth experience for psychology students at the end of their clinical psychology education and meets academic requirements for Ph.D. and Psy.D. degrees. Individual supervision with senior analysts is an important part of both programs. (See page 57.)

Pacella Research Center

“Promoting Basic and Applied Studies in Psychotherapy Research”

Our Research Center serves as an organizing hub for the research activities at NYPSI. A Silvan Research/Clinical Fellowship has been established for qualified individuals interested in pursuing psychoanalytic training in combination with full-time research careers. (See page 59.)

Academic Research/Referential Process Seminar

In this seminar analysts and researchers join in a dialogue to address clinical questions with systematically-obtained data. All mental health professionals, researchers, and students are invited. Contact Bernard Maskit at daap@optonline.net for further information. (See page 61.)

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Mount Sinai School of Medicine Department of Psychiatry

The affiliation between NYPSI and Mount Sinai provides opportunities for members and candidates to supervise and teach both adult psychiatric residents and child and adolescent psychiatry fellows, while enriching the Department's teaching program in psychodynamic psychiatry.

Post-Graduate Studies and Affiliated Staff of the Treatment Center

Colloquia and study groups are offered for members of NYPSI and for other mental health professionals. Clinical staff conferences of the Treatment Center include the participation of senior analytic candidates.

A monthly Works in Progress Seminar allows members, candidates, and other professionals to present their work and receive feedback. (See page 48.)

Scientific Meetings

Monthly scientific meetings, open to the public, include the presentation of scholarly papers and discussions about new ideas and controversies in psychoanalysis. (See page 63.)

The Arnold Pfeffer Center for Neuropsychanalysis

The Pfeffer Center aims to integrate the insights from psychoanalytic theory and those found from research in neuroscience as they apply to human behavior, with the aim of building bridges between the two fields of inquiry. Prominent neuroscientists and analysts participate in monthly meetings which are open to the public. Smaller research groups explore various issues in depth. (See page 64.)

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Extension Program

Colloquia, study groups, and seminars are offered to interested individuals from a variety of disciplines in order to highlight psychoanalytic concepts and ideas. (See page 65.)

The Abraham A. Brill Library

Our library is one of the largest psychoanalytic libraries in the world. It serves members and candidates, and is open to the psychoanalytic and scholarly community for research purposes. (See page 72.)

The Archives and Special Collections

A rich collection of documents and manuscripts of historical importance, including a Rare Book Collection, is made available to qualified scholars upon application and approval. (See page 73.)

NEW YORK PSYCHOANALYTIC SOCIETY & INSTITUTE

OFFICERS

President.....Michele Press, M.D.
Vice-President.....Lisa Deutscher, M.D.
Secretary.....Allison Lomonaco, M.D.
Treasurer.....Adam Libow, M.D.

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Associate Dean of Education for Child Analysis
Christian Maetzener, M.D.

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Leon Hoffman, M.D.	Robert Smith, M.D.
Alexander Kalogerakis, M.D. (<i>ex-officio</i>)	

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Child Analysis Committee.....	Christian Maetzener, M.D., <i>Chair</i>
Curriculum Committee.....	Robert Smith, M.D., <i>Chair</i>
Post-Graduate Development.....	Jane Algus, M.D., <i>Chair</i>
Progression Committee.....	Jean Roiphe, M.D., <i>Chair</i>

FACULTY

Kathy Berkman, M.D., <i>Interim Chair</i>	David Goldenberg, M.D., <i>Secretary</i>
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(*ex-officio*)

Christian Maetzener, M.D., *Alternate*
(*ex-officio*)

Herbert Wyman, M.D., *Fellow*

Helene Keable, M.D., *Alternate*

The American Psychoanalytic Association Representatives to the Executive Council

Maxine F. Gann, Ph.D., *Councilor*

M. Geraldine Hoban, Ph.D., *Alternate*

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Curriculum.....Alexander Kalogerakis, M.D. & Mary Sickles, M.D.
Liaison to COCAA.....Mary Sickles, M.D.
Liaison to Research Center.....Leon Hoffman, M.D.
Liaison to Treatment Center.....Sabina Preter, M.D., Ph.D.
Practice Building.....Susan Sherkow, M.D.
Progression.....Sally Clement, Ph.D., LCSW
“Dialogues On...” Series.....Mary Sickles, M.D.

CANDIDATES' ORGANIZATION

The NYPSI Candidates' Organization is a leadership and networking group led by two elected, current psychoanalytic candidates. The goals of the group include addressing the needs of candidates, helping candidates navigate the rigorous work of psychoanalytic training at NYPSI, and promoting student body cohesion through meetings and social gatherings. The co-chairs act as the liaisons between the administration and candidates and are elected for a term of two years. The Candidates' Organization Chairs (serving 2016 - 2018) are TBA.

COMMITTEES OF THE SOCIETY & INSTITUTE

Finance & Operations.....Adam Libow, M.D., *Chair*
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Newsletter.....Maxine Gann, Ph.D. and Rebecca Twersky, M.D., *Co-Chairs*
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Sharon M. Weller, M.P.A.

Christian Maetzener, M.D.

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Development.....Maxine F. Gann, Ph.D., *Chair*

Insurance.....Robert Scharf, M.D., *Chair*

Education Finance.....Howard Bliwise, M.D., *Chair*

Investment Advisory.....Christian Maetzener, M.D., *Chair*

Membership.....Lisa A. Goldsmith, Ph.D., *Chair*

Personnel.....Anna Miari, M.D., *Chair*

WAYS TO SUPPORT NYPSI

NYPSI was named by *Time Out New York* magazine as presenting one of the 20 best lecture series in New York City. We are proud of our outstanding roster of films, lectures and programs including the “Conversations with...” Series, the “Dialogues on...” Series, and the Library Film Series. Please help us engage the wider community by promoting our programs to others.

NYPSI is a 501(c)(3) not for profit organization. We depend on membership dues, program and course fees, and grants for income, but these do not fully cover our operating expenses. We also rely on members and friends for personal contributions. Donations are welcome and can be made by check or by credit card online at www.nypsi.org.

In June 2012, NYPSI launched its Legacy Partner Program to recognize members and friends who have made a planned gift or bequest to the Institute. There are many planned giving vehicles that provide life income for you or your family and offer you significant tax benefits. Support NYPSI by naming it a beneficiary of your Will or Trust, IRA or other retirement plan, Life insurance policy, Life income or other planned gift (charitable gift annuity, charitable remainder trust, charitable lead trust, pooled income fund, or remainder interest in a personal residence).

Please contact Sharon Weller at 212.879.7050 for more information.

ADULT PSYCHOANALYTIC TRAINING PROGRAM

EDUCATIONAL PHILOSOPHY

The educational objectives of psychoanalytic training at the New York Psychoanalytic Institute are to provide students with a core competence in clinical psychoanalysis and to facilitate their critical and creative thinking about psychoanalysis. The education consists of simultaneous participation in a personal analysis, supervised psychoanalytic clinical work, and a didactic curriculum. Because the discipline of psychoanalysis is marked both by continuity and change, the didactic curriculum at the New York Psychoanalytic Institute is regularly revised and updated. Our courses begin with a study of the evolution of contemporary conflict theory from its origins in Freud and ego psychology. We then study the integration of Object Relations, Contemporary Kleinian, Self Psychology and Relational theories with Conflict theory.

A central challenge of psychoanalytic education is the integration of theory with clinical practice. Our curriculum addresses this integration by emphasizing the clinical implications of theory, using clinical illustrations throughout the series of theory courses. Clinical and technique courses then emphasize the principles of clinical work. In the first year students learn about the psychoanalytic consultation process and about psychoanalytic listening. Extensive continuous case conferences are given in the second, third and fourth years.

Analysts trained in child and adolescent psychoanalysis contribute significantly to adult psychoanalytic training. The four-year core curriculum includes courses on infancy, latency, and adolescence, and the presentation of child analyses in third and fourth year continuous case conferences. Developmental issues are further explored in a sequence of more advanced courses that cover normal and abnormal sexual development, and the universal themes of childhood fantasy.

Several courses augment the clinical curriculum: an introduction to psychoanalytic research; a course that integrates psychoanalytic perspectives on mental functioning with advances in neuroscience; and a sequence of writing courses on communicating clinical process. Additionally, the Institute encourages students to pursue the postgraduate continuing education that is necessary for a fruitful and engaged psychoanalytic career.

PSYCHOANALYTIC TRAINING PROGRAM

Because psychoanalysis intersects with many other disciplines, we encourage students to attend meetings of the Arnold Pfeffer Center for Neuropsychanalysis, based at the New York Psychoanalytic Society & Institute.

REQUIREMENTS OF PSYCHOANALYTIC TRAINING PROGRAM

A. Training Analysis

The training analysis is a requirement of psychoanalytic education. Its therapeutic goals are the same as those of a therapeutic analysis. Its educational goals include freedom from personality factors that could interfere with the ability to conduct psychoanalytic treatment independently. The training analysis is conducted over four or five analytic sessions per week.

The Admissions Committee takes the responsibility of referring accepted students for preparatory analysis with a member of the Faculty. Students will start their preparatory analysis when they matriculate at the Institute and begin the didactic program at the same time.

B. Didactic Program

The core curriculum of classes is scheduled over a period of four years. Completion of requirements for supervised and independent clinical work often requires additional time.

C. Supervised Analytic Cases

The tripartite model of psychoanalytic education requires that progression through course work proceed simultaneously with increasing clinical immersion. Minimal clinical case requirements for progression are as follows:

Students are encouraged, if qualified, to begin their first case as soon as possible, usually during the second trimester of the first year. Students must have one case currently in supervised psychoanalysis, or previously have had one case in supervised psychoanalysis long enough to ensure meaningful clinical experience, in order to progress to the second year. Students must have two cases currently in supervised psychoanalysis, or previously have had two cases in supervised psychoanalysis long enough to ensure meaningful clinical experience, in order to progress to the third and fourth years.

OVERVIEW OF THE CURRICULUM

The curriculum consists of four years of courses that are grouped under the general topics of psychoanalytic theory, development, technique, clinical case seminars, psychopathology, psychoanalytic research and critical thinking, and psychoanalytic writing. The courses given within each subject area are coordinated to help foster the candidate's increasingly sophisticated integration of psychoanalytic knowledge and practice.

Psychoanalytic Theory:

Psychoanalytic theory is taught in all four years of the curriculum. The theoretical curriculum begins with an 18 session course in the first year that provides a general *Orientation to Psychoanalysis*. This orientation begins with an outline of the basic elements of a psychoanalytic theory of mind, continues with an overview of the historical development of psychoanalytic theory, from pre-Freudian ideas about the mind through Freud as well as the subsequent development of each of the major lines of theory within psychoanalysis, and concludes with a basic outline of modern conflict theory and the contemporary ego psychological view of the mind. A two year long Freud course, taught over the first and second years, gives students an in-depth understanding of the development of Freud's thinking, providing a firm foundation in both the historical and theoretical origins of psychoanalysis as a field of knowledge; it also allows students to recognize contradictions within his theory, pinpointing areas from which later theoretical controversies emerged. The second through fourth years include major courses that address developments in ego psychology, in object relations, in relational psychoanalytic perspectives, and in theories about the self and narcissism. These courses will include the participation of guest lecturers who use these various theoretical models in their clinical work to enhance understanding and critical inquiry about what each model may afford or foreclose. There is also a course on comparative psychoanalytic theory and technique in which analysts with different theoretical orientations discuss the same clinical material.

Development:

A sequence of courses in the first year consider general principles of development, and then trace the development of the child from early infancy through adolescence, with an accompanying study of relevant findings from child observational research. A second year course looks at the major issues and phases encountered in *Adult Development* (including an examination of controversies as to whether these can properly be considered "developmental"). A second year course on child psychoanalysis introduces historical, theoretical, technical and clinical perspectives on this topic, with

PSYCHOANALYTIC TRAINING PROGRAM

a focus on how child analytic work informs the work of the adult analyst. A group of three related courses in the third and fourth years consider the development of gender, unconscious phantasy, and sexuality.

Psychoanalytic Technique:

A four year sequence of courses introduces basic principles and topics of technique and then revisits these issues from increasingly expanded and sophisticated perspectives to keep pace with the growing clinical knowledge of the students. Topics covered over the course of the four years include the assessment of analyzability, conversion from psychotherapy, the analytic attitude and situation, transference, countertransference, resistance, interpretation and insight, reconstruction, dream interpretation, action and enactment, abstinence and neutrality, empathy, therapeutic alliance, psychoanalytic technique in the pregnant analyst, use of medication, negative therapeutic reaction, impasses, stalemates and termination. An advanced course in the fourth year invites guest clinicians with different technical approaches (contemporary relational, self psychology, contemporary Kleinian, close process attention) to discuss their technique in relation to clinical material. Another fourth year course on *Advanced Assessment of Analyzability* allows for a consideration of impasses and failed cases, in addition to successfully analyzed cases.

Clinical Seminars:

Closely integrated with the track of courses on psychoanalytic technique are a set of courses involving the presentation of clinical material. Courses in the first year include an *Introduction to Psychoanalytic Listening*, with presentation of the candidates' clinical material from psychotherapy and a seminar on *Psychoanalytic Case Development*. The course on *Assessment of Analyzability* also involves a direct clinical component, as candidates assess patients for analysis with individual supervision. *Continuous Case Conferences* run for the remaining three years of the curriculum and involve the presentation of both adult and child cases. Ethics courses considering issues such as competence and responsibility; confidentiality; boundary issues and violations; illness and impairment in the analyst; and special issues arising in the training setting are taught in both the first and fourth years. A second year course on *Recorded Analyses* allows candidates to hear a senior clinician's analytic work. A fourth year course on *Dreams in Clinical Practice* teaches a contemporary analytic approach to the use of dreams in clinical work.

PSYCHOANALYTIC TRAINING PROGRAM

Psychopathology:

Psychopathology is approached from a modern psychoanalytic perspective throughout the curriculum. The first year includes a short module on Basic principles of *Psychoanalytic Diagnosis* that is taught in conjunction with the course on *Assessment of Analyzability*, to assist candidates in evaluating patients for analysis. A course on *Character and Neurosis* is taught in the second year. In the third year, more severe psychopathology is addressed with the courses *Borderline States* and *Trauma*. The fourth year also includes courses which address *Affect and Affect Pathology* as well as *Sexuality*.

Psychoanalytic Research and Critical Thinking:

While all courses in the curriculum are taught with the aim of promoting open-minded critical inquiry, a series of courses have a particular focus on considering the nature of psychoanalytic data; familiarizing candidates with certain controversies in the field regarding different epistemological points of view about what kind of discipline psychoanalysis is; and appreciating the epistemological problems that have to be considered when using information and theory from other disciplines. A short *Critical Thinking* module at the end of the first year, designed to integrate with the Development Sequence, considers controversies about the relevance of data from direct infant and child observation and developmental research to analysis. A course in the second year on *Empirical Approaches to Psychoanalytic Thinking* presents a critical examination of the principles of psychoanalytic research, methodology, and selected areas of current research, as well as a consideration of the place of psychoanalysis amongst the sciences. In the third year, a course on *Contemporary Topics in Neuroscience and Psychoanalysis* addresses the issue of interdisciplinary approaches, including their potential usefulness and pitfalls, and then considers topics in neuroscience and cognitive science. In addition there are special seminars on the developing interdisciplinary field of neuropsychanalysis.

Psychoanalytic Writing Sequence:

A sequence of courses in the second and third years teaches candidates to write about psychoanalytic process in a clear and evocative manner. The sequence progresses from the writing of brief vignettes in the second year, to the writing of a full case report in the upper level courses. The goal of this sequence of courses is to improve both writing skills and conceptualization of clinical events as well as to facilitate the writing of six month summaries and final case reports that are required for candidates' supervised clinical cases.

PSYCHOANALYTIC TRAINING PROGRAM

SUPERVISED PSYCHOANALYTIC TREATMENT OF PATIENTS

The beginning of supervised analysis is to be determined individually on the basis of mutual agreement between the student and the Progression Committee through consultation with the Faculty Advisor. The Faculty Advisor will help the student to assess his/her readiness to begin clinical work as early in the first year as possible. The Faculty Advisor will arrange for all supervision.

The first supervised analytic case can be either a private patient or a patient from the Treatment Center, depending on which is more immediately available. A candidate will then be approved to take on second and third supervised cases as soon as the initial supervisor(s) and advisor, in consultation with the Progression Committee, feel the candidate is clinically ready. Candidates are required to have analytic experience with both male and female patients. A child or adolescent case may be substituted for one case with the approval of the Progression Committee. A student will be required to do sufficient supervised clinical work to attain a competence adequate for the independent practice of psychoanalysis. This requires a minimum of three supervised cases, but often more, depending on the suitability, progress, and duration of the cases.

TRAINING PROGRAM IN CHILD AND/OR ADOLESCENT ANALYSIS

We encourage students who intend to specialize in child and/or adolescent analysis to become familiar with both normal and abnormal psychology of childhood and adolescence. In addition to psychiatric experience with children in psychiatric hospitals and clinics, students may acquire first hand knowledge of normal children in such places as day care centers, nursery schools, elementary and high schools. Students may confer with Child Analysis Supervisors if they have any questions about their interest or preparation for the Child/Adolescent or Adolescent Training Programs.

Students who wish to enroll in the Child/Adolescent or Adolescent Training Programs are requested to file an application. Students may enter when they are advanced candidates in adult analysis or after they have completed adult analytic training at NYPSI or any other institute of the American Psychoanalytic or International Psychoanalytic Associations. We also offer stand alone training in child and adolescent analysis for students who do not wish to train in adult analysis and have training in child and adolescent psychiatry, clinical child and adolescent psychology, or clinical social work with children and adolescents.

Candidates must have permission from the Progression Committee and from the Child Analysis Committee before starting analytic work with children or adolescents.

The minimal requirements for completion of training are as follows:

I. Analysis of Children and Adolescents:

- a. *Courses:* First year: Theoretical and Technical Aspects of Child Analysis. One academic year.

Second year: Theoretical and Technical Aspects of Adolescent Analysis. One semester. Special Topics in Child and Adolescent Analysis. One semester.

- b. *Seminars:* Participation for not less than one full academic year in the Continuous Case Seminar in Child Analysis and participation for not less than one full academic year in the Continuous Case Seminar in Adolescent Analysis.

PSYCHOANALYTIC TRAINING PROGRAM

- c. *Supervision:* A student is required to do sufficient supervised clinical work to attain competence in conducting the psychoanalytic treatment of children and adolescents. Not fewer than two children and one adolescent must be treated in supervised analysis. It is suggested that one child be of latency age and, if possible, the second of pre-latency age. It is also recommended that the candidate have at least one child or adolescent of each gender. A candidate should have at least two different supervisors for his/her clinical work.

II. Analysis of Adolescents (only):

- a. *Courses:* Theoretical and Technical Aspects of Child Analysis. One academic year. Theoretical and Technical Aspects of Adolescence. One semester. Special Topics in Child and Adolescent Analysis. One semester.
- b. *Seminars:* Participation for not less than one full academic year in the Continuous Case Seminar in Child Analysis and participation for not less than one full academic year in the Continuous Case Seminar in Adolescent Analysis.
- c. *Supervision:* A student will be required to do sufficient supervised clinical work to attain a competence adequate for the practice of psychoanalysis of adolescents. It will be necessary for a student to have at least two instructors for his/her supervised work. No fewer than two adolescents should be treated in supervised analysis; one case should be between 12 and 16 years of age and the other should be between 16 and 19 years of age.

Examiners for Child and Adolescent Program: All qualified child and adolescent analysts will evaluate low-fee cases for candidates. This will be done in rotation.

There is no extra tuition for courses taken in the Child/Adolescent Program by a candidate already registered in the Adult Program. Once a candidate has graduated from the Adult Program, he/she pays the tuition applicable, which is currently \$1,010 per course. Supervisory fees for child analysis are charged after candidates graduate from the Adult Program and are arranged privately with the child/adolescent supervisor. Members who take courses in the Child/Adolescent Program for credit, as well as qualified guests, will be charged the regular tuition.

EDUCATIONAL PROGRESSION

The educational program as outlined is designed to help our students develop the skills necessary to do independent analytic work. The Progression Committee assigns each candidate a Faculty Advisor to help guide him/her through the training. Decisions about educational progression are based on evaluations of classroom work and supervisory reports. When the Progression Committee decides that a student is ready to be graduated, that recommendation is made to the Education Committee.

APPLICATION FOR ADMISSION

Applications for the 2017-2018 academic year will be accepted until June 1, 2017. In the course of the admissions procedure, each applicant will be seen by interviewers from the Admissions Committee, a subcommittee of the Education Committee. Applicants are notified as soon as the Education Committee reaches a decision.

We invite applications for psychoanalytic training from the following professionals:

1. Physicians licensed to practice in the State of New York who are enrolled in or have completed a full-time, approved psychiatric residency.
2. Psychologists with a Ph.D. degree or a Psy.D. from a doctoral program accredited by the American Psychological Association, and Social Workers with a Ph.D. or D.S.W. degree in social work from a doctoral program recognized by G.A.D.E. A license to practice in the respective field in New York State is required.
3. Social Workers with a New York State License in Clinical Social Work.
4. Advanced students for the M.D. or D.O. degree, Ph.D. degree or Psy.D. degree in psychology, or Ph.D. or D.S.W. degree in social work, who are enrolled in a training program which will qualify them, upon completion of their degree, for a license to practice in their respective field in New York State.

Applicants from any of the above disciplines must demonstrate suitable professional and personal readiness for psychoanalytic training.

PSYCHOANALYTIC TRAINING PROGRAM

The Admissions Committee will assess the applicant's education and evidence of excellence in clinical work commensurate with the level of training as well as personal factors which are important in determining the appropriateness of psychoanalytic training. All applicants will be considered without regard to national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation. Graduation from the Institute requires the completion of the course of study undertaken prior to matriculation at the New York Psychoanalytic Institute.

At the time of matriculation each candidate is required to be in a personal training analysis. The beginning of course work and of the psychoanalysis of patients under supervision will be discussed by the candidate and the faculty advisor. Subsequent decisions in these matters will be made by the Progression Committee with the approval of the Education Committee.

PSYCHOANALYTIC TRAINING PROGRAM

ACADEMIC YEAR, FEES & CONTINUING EDUCATION CREDITS

ACADEMIC YEAR

The academic year will begin September 7, 2016, and end on June 26, 2017. Classes will not be held on Rosh Hashanah, October 3; Columbus Day, October 10; Yom Kippur, October 12; Thanksgiving Eve, November 23; during the holiday week of Christmas and New Year's, from December 26, 2016 - January 2, 2017; Martin Luther King, Jr. Day, January 16; during the meetings of the American Psychoanalytic Association, January 18; President's Day, February 20; Passover, April 10; and Memorial Day, May 29.

In case of inclement weather or a city-wide emergency, an announcement will be made via e-mail as to whether classes will be held.

ADULT ANALYTIC PROGRAM FEES

1. A nonrefundable application fee of \$125.00 must accompany each application for admission.
2. Financial arrangements for the training analysis are made privately between the student and his/her analyst.
3. Fees for tuition and supervision will be billed biannually on July 1st and January 15th. Fees are subject to inflation.

Full-Time Student Fees:

First Year: \$2,615 per semester

Second Year: \$3,205 per semester

Third Year: \$3,205 per semester

Fourth Year: \$3,205 per semester

Fifth Year: \$3,086 per semester

Sixth Year: \$3,086 per semester

Seventh Year and Beyond: \$2,016 per semester

PSYCHOANALYTIC TRAINING PROGRAM

Part-Time Student Fees:

First Year: \$1,961 per semester

Second Year: \$2,404 per semester

Third Year \$2,404 per semester

Fourth Year \$2,404 per semester

Fifth Year: \$2,315 per semester

Sixth Year: \$2,315 per semester

Seventh Year: \$1,512 per semester

Eighth Year or until completion of PT classes: \$1,512 per semester

Ninth Year or year after completion of PT classes: \$2,016 per semester

4. The graduation fee is \$200.

CHILD/ ADOLESCENT ANALYTIC PROGRAM FEES

1. For candidates already registered in NYPSI's Adult Program, there is no extra tuition for courses taken in the Child/Adolescent Program. Once a candidate has graduated from the Adult Program, he/she pays the tuition applicable, which is currently \$1,010 per course.
2. Supervisory fees for Child Analysis are charged after candidates graduate from the Adult Program and are arranged privately with the child/adolescent supervisor.
3. Candidates who undertake stand-alone Child/Adolescent Training pay according to the following schedule which includes supervision fees. Fees are subject to inflation.

First Year: \$2,615 per semester

Second Year: \$3,205 per semester

Third Year: \$3,205 per semester

Fourth Year: \$3,205 per semester

Fifth Year: \$3,086 per semester

Sixth Year: \$3,086 per semester

Seventh Year and Beyond: \$2,016 per semester

PSYCHOANALYTIC TRAINING PROGRAM

FINANCIAL ASSISTANCE

Financial assistance for students in the Adult Analytic Training Program is available through the Institute. Funds covering up to 50% of the annual combined tuition and supervision costs for four years of training may be available. Interested students should inquire by calling the Institute Office for further information. All applicants for financial assistance will be considered without regard to race, color, religion, national origin, age, gender, marital status, disability, or sexual orientation.

In addition, financial assistance may be available from the Candidate Assistance Fund of the American Psychoanalytic Association. Please contact the American for an application.

CONTINUING EDUCATION CREDITS

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

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

Psychologists: New York Psychoanalytic Society & Institute is approved by the American Psychological Association (APA) to sponsor continuing education programs for psychologists. New York Psychoanalytic Society & Institute maintains responsibility for these programs and their content.

DISCLOSURE: None of the planners or presenters of the CE programs has any relevant financial relationships to disclose.

Social Workers: New York Psychoanalytic Society & Institute SW CPE 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 #0317.

PSYCHOANALYTIC TRAINING PROGRAM

TRAINING AND SUPERVISING ANALYSTS

Leon Balter, M.D.
Francis D. Baudry, M.D.
Antonio U. Beltramini, M.D.
Sally D. Clement, Ph.D., L.C.S.W.
Frances Cohen, M.D.
John F. Crow, M.D.
Manuel Furer, M.D.
Robert S. Grayson, M.D.
George E. Gross, M.D.
Philip Herschenfeld, M.D.
Leon Hoffman, M.D.
Theodore J. Jacobs, M.D.
Nathaniel P. Karush, M.D.
Ruth K. Karush, M.D.
Helene Keable, M.D.
Salvatore Lomonaco, M.D.
Robert S. Lupi, M.D.
Christian Maetzener, M.D.
Norman M. Margolis, M.D.
Edith McNutt, M.D.
Edward Nersessian, M.D.
Wendy Olesker, Ph.D.
Carmela Perri, Ph.D.
Michael Porder, M.D.
Michele Press, M.D.

Arnold D. Richards, M.D.
Jean Roiphe, M.D.
Paul Rosenbaum, M.D.
Arnold Rothstein, M.D.
Eslee Samberg, M.D.
Albert M. Sax, M.D.
Theodore Shapiro, M.D.
Ronda R. Shaw, M.D.
Gilda L. Sherwin, M.D.
Robert Smith, M.D.
Steven J. Wein, M.D.
Richard W. Weiss, M.D.
Martin S. Willick, M.D.
Herbert M. Wyman, M.D.
Alan B. Zients, M.D.

(Inactive)

Sander M. Abend, M.D.
Isidor Bernstein, M.D.
Lester H. Friedman, M.D.
Edward S. Hartmann, M.D.
Burness E. Moore, M.D.
Irwin Solomon, M.D.

CHILD AND ADOLESCENT SUPERVISING ANALYSTS

Sally D. Clement, Ph.D., LCSW
Philip Herschenfeld, M.D.
Leon Hoffman, M.D.
Alexander Kalogerakis, M.D.
Ruth K. Karush, M.D.
Helene Keable, M.D.
Salvatore Lomonaco, M.D.
Wendy Olesker, Ph.D.
Albert M. Sax, M.D.

Susan P. Sherkow, M.D.
Mary Sickles, M.D.
Steven J. Wein, M.D.
Alan B. Zients, M.D.

(Inactive)

Isidor Bernstein, M.D.
Lester H. Friedman, M.D.

PSYCHOANALYTIC TRAINING PROGRAM

ASSOCIATE CHILD AND ADOLESCENT SUPERVISING ANALYSTS

Christian Maetzener, M.D.
David Pollens, Ph.D.

Daniel Prezant, Ph.D.
Paul Rosenbaum, M.D.

Associate Supervisors may supervise all clinical work except the first case of students in the Child/Adolescent Training Program.

COURSE INSTRUCTORS

Brian Aslami, M.D.
Henry Bachrach, Ph.D.
Anna Balas, M.D.
Deborah Barchat, Ph.D.
Kathy Berkman, M.D.
Stephanie Brandt, M.D.
Irene L. Cairo, M.D.
Daria Colombo, M.D.
Peter B. Dunn, M.D.
Sarah Fox, M.D.
Maxine F. Gann, Ph.D.
Margaret M. Gilmore, M.D.
Richard M. Gottlieb, M.D.
Lynne Jacobs, M.D.
Alexander Kalogerakis, M.D.
Richard Kessler, D.O.

Carl H. Kleban, M.D.
Jonathan Koblenzer, M.D.
Barbara Milrod, M.D.
Patricia Nachman, Ph.D.
Mervyn M. Peskin, M.D.
David Pollens, Ph.D.
Daniel W. Prezant, Ph.D.
Mary Sickles, M.D.
Naemi Stilman, M.D.
Adele Tutter, M.D., Ph.D.
Douglas J. Van der Heide, M.D.
Sherwood Waldron, Jr., M.D.
Lissa Weinstein, Ph.D.
Eric Weitzner, M.D.
Renee Welner, M.D.
Lynne Zeavin, Psy.D.

INSTRUCTOR IN INFANCY AND EARLY CHILDHOOD

Christine Anzieu-Premmereur, M.D., Ph.D.

INSTRUCTOR IN RESEARCH METHODOLOGY

Wilma Bucci, Ph.D.

INSTRUCTORS IN ADULT ANALYSIS

Mr. M. Nasir Ilahi
Avgi Saketopoulou, Psy.D.
Donnel Stern, Ph.D.

Course Instructors are appointed by the Education Committee to teach a course.

PSYCHOANALYTIC TRAINING PROGRAM

ASSOCIATE COURSE INSTRUCTORS

Daniel M. Birger, M.D.
Richard H. Brent, M.D.
Robin Bryant, Ph.D.
Hilli Dagony-Clark, Psy.D.
Lisa Deutscher, M.D.
Aaron H. Esman, M.D.
Morton Fridman, M.D.
Daniel A. Goldberg, M.D.
Marianne Goldberger, M.D.
Lincoln Hess, M.D.
Susan Jaffe, M.D.
Richard Lacy, M.D., Ph.D.

Anna Miari, M.D.
Maurice Nadelman, M.D.*
N. John Pareja, M.D.
Lori Pellegrino, M.D.
Robert Penzer, M.D.
Carlos Sanchez, M.D.
Irving Sternschein, M.D.*
Norman L. Straker, M.D.
Rebecca Twersky, M.D.
Josephine Wright, M.D.

Associate Course Instructors are certified by the American Psychoanalytic Association.

ASSISTANT COURSE INSTRUCTORS

Zev Alexander, M.D.
Jane Albus, M.D.
Roy Bachar, M.D.
Howard Bliwise, M.D.
William H. Braun, Psy.D.
Ian D. Buckingham, M.D.
Kirsten Butterfield, Psy.D.
Pasquale DeBlasi, Ph.D.
Jason Gold, Ph.D.
David Goldenberg, M.D.
Navah C. Kaplan, Ph.D.
Adam Libow, M.D.
Allison Lomonaco, M.D.

Donald Marcuse, M.D.
Tehela Nimroody, Ph.D.
Sarah Paul, M.D.
Sabina Preter, M.D., Ph.D.
Roger A. Rahtz, M.D.
Ronald R. Rawitt, M.D.
Andrew Rosendahl, M.D., Ph.D.
Randall M. Ross, M.D.
Gabriela Shelley, M.D.
Gabrielle Silver, M.D.
Stephen Snyder, Ph.D.
Augusta Tilney, M.D.

VISITING SCHOLARS

Heather Berlin, Ph.D.
Patrick Miller, M.D.

VISITING LECTURER

Ellen Rees, M.D.

* *inactive*

ADULT PSYCHOANALYTIC CURRICULUM

The curriculum consists of four years of courses in psychoanalytic theory, technique, child development, psychopathology, and clinical continuous case seminars. There are also courses given at each level of training that help candidates to think critically about psychoanalytic data and methodology, as well as to write about psychoanalytic process.

FIRST YEAR COURSES

Students entering the Institute will matriculate in these courses.

101. ORIENTATION TO PSYCHOANALYSIS Richard W. Weiss, M.D.
Kathy Berkman, M.D.

This course will serve as an orientation to the discipline of psychoanalysis. It will place psychoanalysis in a historical context and relate it to neighboring disciplines. The course then looks at core psychoanalytic concepts to build a basic psychoanalytic theory of mind. This will be followed by an introduction to the various theoretical schools of psychoanalysis as they emerged historically, beginning with Freud and continuing to the most recently elaborated theories. For each theory we will consider what clinical issues the new theory was attempting to address, what aspects of a newer theory reflected limitations of older theories and what did newer theories neglect or obscure in the preceding theory.

Wednesdays, 7:00 - 8:20 P.M.; 18 sessions; September 7, 2016 - February 1, 2017

102. FREUD I: EARLY THEORIES OF NEUROSIS, DREAMS AND THE TOPOGRAPHIC THEORY David Pollens, Ph.D.
Sabina Preter, M.D., Ph.D.

This is the first course in a sequence that deals with the historical development of Freud's thought. We will examine the evolution of Freud's initial thinking about etiology and symptom formation as presented in *Studies on Hysteria* and his early papers on the neuroses. We will then proceed to study the development of the topographical theory through a close reading of *The Interpretation of Dreams*. The course will focus on Freud's introduction and early conceptualization of basic psychoanalytic concepts up through 1900, including repression, conflict, compromise formation, regression, cathexis, the unpleasure principle, the primary and secondary processes, etc.

Mondays, 7:00 - 8:25 P.M.; 15 sessions; November 7, 2016 - March 13, 2017

PSYCHOANALYTIC TRAINING PROGRAM

103. FREUD II: INFANTILE SEXUALITY AND FREUD'S CASE

HISTORIES

David Goldenberg, M.D.

In his *Three Essays on the Theory of Sexuality* (1905) Freud initiated a revolution felt down to the present day. Working from within the framework of the biological instinct theory of his time, he derived a developmental perspective on human sexuality that could account for the sexual manifestations during childhood, adolescence, and every known adult variation. While ultimately richer and much more complex, he penned his major case histories - Dora (1905), the Rat Man (1909), Little Hans (1909), and the Wolf-Man (1914/18) - to illustrate his insights into sexuality. In this course we will study the *Three Essays* and the four case histories, observing how they relate to one another, how they reflect the expanding orb of Freud's psychoanalytic theory, and how they provide glimpses of the beginnings of psychoanalytic technique.

Mondays, 8:30 - 10:00 P.M.; 13 sessions; January 9 - April 24, 2017

104. INTRODUCTION TO PSYCHOANALYTIC LISTENING

Theodore Jacobs, M.D.

Robert Penzer, M.D.

This course provides participants with an opportunity for presenting and discussing clinical cases. Utilizing material from patients in psychotherapy, each student will prepare a clinical summary in addition to process notes from several hours. The complex relationship between theoretical belief and what is focused upon when listening to the patient will be delineated. An emphasis will be placed on the various modes of psychoanalytic listening and how these might or might not differ from listening to patients in psychotherapy. Students will become more familiar with how their classmates listen to and conceptualize clinical material.

Wednesdays, 7:00 - 8:20 P.M.; 14 sessions; February 8 - May 10, 2017

PSYCHOANALYTIC TRAINING PROGRAM

105A. TECHNIQUE I: PSYCHOANALYTIC DIAGNOSIS

Richard Brent, M.D.
Peter B. Dunn, M.D.

This course reviews contemporary psychoanalytic diagnosis as it has developed within an ego psychological and object relational perspective. The differences between psychoanalytic and psychiatric diagnosis are detailed both in terms of the differences in basic assumptions about psychopathology and the analytic clinician's reliance on observations of the therapeutic interaction to supplement a question-and-answer approach.

Wednesdays, 8:40 - 10:00 P.M.; 4 sessions; September 28 - October 26, 2016

105B. TECHNIQUE I: ASSESSMENT OF ANALYZABILITY

Christian Maetzer, M.D.
Carlos Sanchez, M.D.

In preparation for beginning the first analytic case, students will read and discuss some of the literature on indications and assessment of analyzability. Analytic attitude, the analytic situation, and analytic listening will also be discussed along with ideas about transference. During the course each student will meet individually with preceptors to discuss cases (either from the Treatment Center or private) which will then be presented for discussion in class. Techniques of consultation, diagnostic evaluation, and conversion from psychotherapy to psychoanalysis will also be discussed.

Mondays, 8:30 - 10:00 P.M.; 13 sessions; September 12 - December 19, 2016

106. TECHNIQUE II: BASIC CONCEPTS AND BEGINNING PHASE

Carmela Perri, Ph.D.
Jane Algus, M.D.

This course on the opening phase of analysis helps prepare students for their first analytic case. The focus is on the main technical concepts, such as Transference, Countertransference, Acting Out, Abstinence vs. Self-Disclosure, with emphasis on the concepts as they were historically understood as well as how they have evolved since Freud. The instructors bring in process material from analyses to illustrate ways these concepts manifest and are handled in clinical practice. Students are also encouraged to present their psychotherapy patient material. We thus also clarify similarities and differences between psychoanalysis and dynamic psychotherapy.

Mondays, 7:00 - 8:25 P.M.; 13 sessions; March 20 - June 26, 2017

PSYCHOANALYTIC TRAINING PROGRAM

107. CHILD DEVELOPMENT SEQUENCE

107A. INFANCY AND EARLY CHILDHOOD Patricia Nachman, Ph.D.

The way the mind of the infant and child is conceptualized varies according to different psychoanalytic perspectives. Emphasis will be given to the classical psychoanalytic approach to understanding normal and pathological development focusing on the formation of psychic structure, and the emergence of psychic conflict. The relationship of the child to the parents, separation and individuation, childhood sexuality and aggression, the defenses, and the internalization process will be emphasized in class discussions. Readings will also include contributions from psychoanalysts and researchers whose work led to viewpoints that were different from classical clinical practice and theory as found in the work of Klein, Bowlby, Stern, and Beebe. We will ask: a) how does the conceptualization of the unfolding of a child's mental abilities differ in each of these viewpoints; b) what clinical practices have been derived from these different approaches; and c) what does each of these viewpoints contribute to furthering understanding about the development of pathology in adults.. Longitudinal case material and video examples will be presented.

Section I: Mondays, 7:00 - 8:25 P.M.; 6 sessions; September 12 - October 31, 2016
Section II: Wednesdays, 8:40 - 10:00 P.M.; 4 sessions; November 9 - Dec. 7, 2016

107B. LATENCY AND PRE-ADOLESCENCE Mary Sickles, M.D. Sarah Fox, M.D.

This course will focus on the psychoanalytic understanding of development from the resolution of the Oedipus Complex to puberty. We will study ego development, character formation and the elaboration of defensive structure based upon the increasing complexity of ego function and the crystallization of the super-ego. The similarities and differences in development during latency in boys and girls will be discussed. A major goal will be to demonstrate how the developmental issues of latency appear clinically in the analyses of both adults and children.

Wednesdays, 8:40 - 10:00 P.M.; 11 sessions; December 14, 2016 - March 8, 2017

PSYCHOANALYTIC TRAINING PROGRAM

107C. ADOLESCENCE

Sally D. Clement, Ph.D., LCSW
Adam Libow, M.D.

The goal of this course is to broaden your knowledge of the psychoanalytic understanding of adolescent development. Following a review of the papers that shaped the early psychoanalytic understanding of adolescent development, we will examine several concepts that are key to a current analytic conception of the adolescent period: identification and identity, separation from parents and the movement toward adulthood and adult sexuality, the consolidation of the superego and the ego ideal, and the defensive use of action in adolescence. In our final meetings, we will focus on the transition from late adolescence to young adulthood, and on manifestations of adolescent conflict in adulthood.

Wednesdays, 8:40 - 10:00 P.M.; 11 sessions; March 15 - May 31, 2017

108. ETHICS IN CLINICAL PRACTICE I

Stephanie Brandt, M.D.
Zev Alexander, M.D.

This course will complement the courses on analytic technique, adding another dimension to the practice of psychoanalysis. It will introduce the consideration of general ethical topics, such as the concept of a profession and the significance of a code of ethics. In addition, it will probe some specific topics, including confidentiality, boundary violations, and the physical and emotional health of the practitioner. Participants in the course will read key papers on ethics issues. The papers will serve as a starting point for discussion of clinical material from their own and others' practices. This course will be continued during the fourth year in *Ethics in Clinical Practice II*.

Wednesdays, 8:40 - 10:00 P.M.; 3 sessions; September 7 - September 21, 2016

PSYCHOANALYTIC TRAINING PROGRAM

109. PSYCHOANALYTIC CASE DEVELOPMENT Peter B. Dunn, M.D.

The majority of patients for whom analysis would be the treatment of choice come to treatment seeking once a week face to face psychotherapy. The purpose of this course is to provide the candidate with a frame of reference for deepening the treatment of such patients so that they develop over time from psychotherapy patients to analysands. The overall strategy in appropriate patients is to identify and interpret their central resistances interfering with their capacity to engage in an optimal treatment for their characterological difficulties. Specific techniques for fostering the patient's accessibility to psychoanalysis will be illustrated by class discussion of process notes from the practices of the instructors and the candidates.

Mondays, 8:30 - 10:00 P.M.; 5 sessions; May 1 - June 5, 2017

110. CRITICAL THINKING I Henry M. Bachrach, Ph.D.

This is the first in a series of courses designed to encourage inquiry and critical thinking. The emphasis will be upon methodology, or how one's method of inquiry delimits what one observes and the theory required to conceptualize the resulting observations, i.e. thinking through the consequences of our modes of inquiry. Both psychoanalytic and extra-analytic methods will serve as vehicles for discussion.

Wednesdays, 7:00 - 8:20 P.M.; 3 sessions; May 17 - May 31, 2017

PSYCHOANALYTIC TRAINING PROGRAM

SECOND YEAR COURSES

Candidates must have one case currently in supervised psychoanalysis, or previously have had one case in supervised psychoanalysis long enough to ensure meaningful clinical experience, to be eligible to take second year courses.

200. FREUD III: METAPSYCHOLOGY/ NARCISSISM/ MASOCHISM

Eslee Samberg, M.D.

Lincoln Hess, M.D.

This is the third segment in a course that examines the evolution of Freud's theory. The centerpiece of this segment is "Papers on Metapsychology," a sequence of five papers published by Freud in 1915. In these papers Freud returns to an exploration of how the mind works at the abstract level of generalizable principles and concepts, not explored in such depth since Ch. 7 of *The Interpretation of Dreams*. We will also read landmark papers that introduce and/or explore concepts such as narcissism, the ego ideal, object relations, and masochism. We will begin the course with discussion of three contemporaneously published technique papers that provide a clinical backdrop and context for examining Freud's theoretical advances.

This course will not be given in 2016 - 2017.

201. CHARACTER AND NEUROSIS

Peter B. Dunn, M.D.

Richard Brent, M.D.

This course will introduce the Psychopathology Track with an overview of psychoanalytic diagnosis. We will review the newly issued Psychodynamic Diagnostic Manual, contrasting the psychoanalytic nosology of the PDM with the psychiatric nosology of the DSM-V. The specific focus on the neurosis will include a review of the phenomenology and psychodynamics of the major neurotic character styles and the classical neurotic symptoms. The seminal literature on the hysterical, obsessional, masochistic, and paranoid character neurosis will be reviewed in light of current psychoanalytic conceptions of these disorders.

This course will not be given in 2016 - 2017.

PSYCHOANALYTIC TRAINING PROGRAM

202. FREUD IV: STRUCTURAL MODEL AND CHARACTER

Robert M. Smith, M.D.
Andrew Rosendahl, M.D., Ph.D.

This course will describe the “structural model” and explain why Freud felt he needed to replace the topographic model. The major reasons were the fact that the old model could not account for clinical phenomena like unconscious defense, resistance, and moral masochism. The two papers we will study in depth will be “The Ego and the Id” and “Inhibition, Symptoms and Anxiety.” The second of these focused on the importance of signal anxiety and led to a major shift in psychoanalytic technique. We will also explore some of Freud’s last papers, including works on infantile and female sexuality, the defensive operations of negation and splitting, and termination.

This course will not be given in 2016 - 2017.

203. DEVELOPMENTS IN EGO PSYCHOLOGY

Leon Balter, M.D.
Eric Weitzner, M.D.

This course considers clinical and theoretical developments in the structural theory. Particular emphasis will be given to psychoanalysis as a general psychology and to contemporary problems in the theory of the superego.

This course will not be given in 2016 - 2017.

204. CONTINUOUS CASE SEMINAR

Theodore J. Jacobs, M.D.
Robert Penzer, M.D.

This seminar will introduce students to clinical psychoanalytic work by means of ongoing process notes from a beginning case, presented weekly. Based on knowledge gained in courses #105 and #106, and on their own clinical experience, students will have the opportunity to actively discuss the clinical situation as it unfolds. Topics will include modes of analytic listening, the formulation and timing of analytic interventions, as well as problems of the initial phase of analysis. Assigned readings on analytic process and technique are an integral part of this course.

This course will not be given in 2016 - 2017.

PSYCHOANALYTIC TRAINING PROGRAM

205. STUDY OF RECORDED ANALYSES Sherwood Waldron, Jr., M.D.

This course provides an opportunity for candidates to hear senior analysts at work, while reading transcripts of their sessions. A case from an analysis conducted many years ago illustrates the establishment of the analysis in the first four sessions. Then early, middle and late sessions from a current analysis are studied, providing an opportunity to explore a variety of points about technique. The changes in the course of the analysis, both in the way the patient works in the analysis and in life will be discussed. The multiple facets of even one session in yet another current case will be examined as well.

This course will not be given in 2016 - 2017.

206. TECHNIQUE III: BASIC CONCEPTS AND MIDDLE PHASE

Frances Cohen, M.D.
Howard Bliwise, M.D.

This course will address core topics in clinical theory and technique: Transference, Countertransference, Therapeutic Alliance, Neutrality, Interpretation, Reconstruction, Resistance, and Insight. The readings and discussions will take up beginning and middle phases and use clinical material from the students' cases and cases provided by other analysts.

This course will not be given in 2016 - 2017.

207. INTRODUCTION TO CHILD AND ADOLESCENT ANALYSIS

Daniel W. Prezant, Ph.D.
Kirsten Butterfield, Psy.D.

This course is an introduction to child psychoanalysis from historical, theoretical, technical and clinical perspectives. There will be a consideration of how child analysis informs the work of the adult analyst. The contributions of Sigmund Freud, Anna Freud, Berta Bornstein, Melanie Klein, and D.W. Winnicott will be studied and the special techniques of working with children including the centrality of play will be explored. Clinical cases will be reviewed both to clarify the theoretical points and to show the child analyst at work.

This course will not be given in 2016 - 2017.

PSYCHOANALYTIC TRAINING PROGRAM

208. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS I

Deborah Barchat, Ph.D.

In this course candidates will be asked to write descriptions of analytic process at work. The focus will be on discrete moments in an analysis, in written portayals of the interaction between analyst and patient. While considering the transference and countertransference, vignettes can include the observation and interpretation of a resistance, the patient's response; and the analysts thoughts about what transpired. The goal is to sharpen the skills needed to make the writing vibrant and clear, and thus to help the reader understand what the analyst is thinking. Guidelines for six month summaries will also be discussed.

This course will not be given in 2016 - 2017.

209. ADULT DEVELOPMENT

Alexander Kalogerakis, M.D.

This course will aim to present a psychoanalytic understanding of development in adulthood. We will also discuss how concepts of adult development can be used in psychoanalytic assessment and treatment, and we will consider specific clinical problems related to adult developmental issues. Topics covered will include the transition into adulthood, young, middle and late adulthood, marriage, parenthood, divorce, midlife crisis, working life and aging. Clinical examples of analytic work at different points in adult development will help illustrate the subject.

This course will not be given in 2016 - 2017.

210. CONTEMPORARY TOPICS IN COGNITIVE-NEUROSCIENCE AND PSYCHOANALYSIS

Leon Hoffman, M.D.

Carlos Sanchez, M.D.

In this introductory course we will discuss excerpts from various neuroscientists discussing a variety of topics: the relationship between psychoanalysis and cognitive psychology and neuroscience; epigenetics; neuroimaging and the default mode network; varieties of memory; emotions and decision-making; social cognition; and dreams. In each class we will discuss the relevance of the ideas (1) to psychoanalytic theory (2) to psychoanalytic technique and (3) how psychoanalytic constructs can contribute to furthering some basic neuroscience concepts.

This course alternates with 307 Empirical Approaches to Psychoanalytic Thinking and will not be given in 2016-2017.

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PSYCHOANALYTIC TRAINING PROGRAM

211. WOMEN'S BODIES, PREGNANCY, & THE PREGNANT ANALYST

Sarah Fox, M.D.
Leon Hoffman, M.D.

In this course, we will discuss the impact of her pregnancy on the analyst's sense of herself and her work with her patient. We will address problematic conceptions of women's bodies as well as discuss the impact of parenthood on the work of both men and women. The readings will be takeoff points for class discussions. Personal and clinical examples from the members of the class will allow for lively exchange of ideas.

This course will not be given in 2016-2017.

212. PSYCHOANALYTIC PSYCHOTHERAPY Maxine F. Gann, Ph.D.

This course will address questions arising when an analyst engages in psychoanalytic psychotherapy. What are we to expect to be different or similar in regard to psychic determinism, the treatment frame, transference, countertransference, enactments, termination, stalemates, supervision, and converting to analysis? Clinical material will provide the data within which to explore these questions.

This course will not be given in 2016-2017.

PSYCHOANALYTIC TRAINING PROGRAM

THIRD YEAR COURSES

Candidates must have two cases currently in supervised psychoanalysis, or previously have had two cases in supervised psychoanalysis long enough to ensure meaningful clinical experience, to be eligible to take third year courses.

300. SOMATICS

Naemi Stilman, M.D.
David Sawyer, M.D.

The treatment of psychosomatic disorders has a long, venerable history within psychoanalysis, beginning with Freud and Breuer's "Studies in Hysteria." Analysts in the first half of the twentieth century, including Ferenczi, Felix Deutsch, Groddeck, and Franz Alexander wrote on the meaning of organic diseases and their relationship to psychoanalytic theories. In the second half of the last century the Paris School of Psychosomatics emerged, Joyce MacDougall wrote extensively on 'psychosomatic potentiality', and Sifneos coined the phrase 'alexithymia'. Meanwhile John Sarno, a psychiatrist, developed a system of treatment of pain which relied on psychological principles. In this course we will read some of the above-named authors, and try to look at some of the more contemporary approaches to pain and other hard-to-treat symptoms and maladies.

Mondays, 7:00 - 8:25 P.M.; 4 sessions; April 3 - May 1, 2017

PSYCHOANALYTIC TRAINING PROGRAM

301. PSYCHIC TRAUMA

Anna Balas, M.D.
Gilda L. Sherwin, M.D.

This course explores the meaning of psychic trauma, covering the history and the evolution of the term. The instructors will review and clarify some of the concepts and current controversies surrounding the topic with accompanying clinical examples. Both ego psychological and object relations approaches to trauma will be discussed as well as developmental considerations. Given the rich literature on the subject, the assigned readings represent only a survey of the topic. Our aim is to synthesize the candidates' knowledge of the field. In addition, the course focus specifically on severe psychic trauma. We will address technical considerations in the diagnosis and treatment of severely traumatized patients, including how to determine the indications for psychoanalysis or for less intensive treatments. The instructors will present clinical examples and also discuss cases brought by candidates focusing in particular on characteristic transference and countertransference challenges arising in the treatment of severely traumatized patients. The course also will address the phenomenology of transgenerational transmission of trauma and controversies about the mechanism of such trauma. We will send questions before each class meeting to help focus the discussion on key issues. *Third and Fourth Year students combined.*

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; January 11 - March 22, 2017

302. DEVELOPMENTS IN CONCEPTS OF THE SELF AND NARCISSISM

Anna Balas, M.D.
Anna Miari, M.D.

Starting with the literary example of Thomas Mann's *Death in Venice*, our course covers the evolution of psychoanalytic theory regarding the concepts of "narcissism" and "the self". We study Freud's "On Narcissism" followed by structural and ego psychological concepts of narcissism up to more recent analytic contributions in the field of self psychology. We read Edith Jacobson's *Self in the Object World*, with its developmental point of view, Winnicott, *Self Psychology*, especially the work of Kohut, and various other analytical theoretical perspectives, including the work of Ferenczi, Balint, Annie Reich, Kernberg and William Grossman. We cover both theoretical and clinical concepts with case examples and discussion of technical approaches to the treatment of narcissistic phenomena.

Wednesdays, 7:00 - 8:20 P.M.; 15 sessions; September 7, 2016 - January 4, 2017

PSYCHOANALYTIC TRAINING PROGRAM

303. CONTINUOUS CASE SEMINAR I Ruth Karush, M.D. (Adult)
(Alternate Adult/Child Cases) Helene Keable, M.D. (Child)

In this continuous case conference, a child case presentation will alternate with an adult case presentation. Discussion of the analytic material of the cases will emphasize clinical theory and technique. Comparisons emphasizing the similarities and differences between adult and child analysis will be made. *Third and Fourth Year students combined.*

Mondays, 7:00 - 8:25 P.M.; 23 sessions; September 12, 2016 - March 27, 2017

**304. INTRODUCTION TO MELANIE KLEIN AND THE
CONTEMPORARY KLEINIANS** Daria Colombo, M.D.
Lynne Zeavin, Psy.D.

This course aims to introduce the candidates to the work of Melanie Klein. Reading both her own writing and secondary sources, the class will trace the development of her ideas, her roots in, and departure from, Freud, and how her work with children and thinking about infantile mental processes led her to develop novel theories about child development, the role of the object in the psychic world, and the archaic underpinnings of adult mental functioning. The object relational model constructed by her has been elaborated and expanded by the work of contemporary Kleinians, and issues such as projective identification and the use of countertransference will be discussed. The historical context in which Klein developed her ideas and her links to, and departures from, the Freudian model of her time will be kept in mind, as well as a consideration of both areas of controversy or criticism, as well as an understanding of her legacy in contemporary psychoanalytic thinking .

Mondays, 8:30 - 10:00 P.M.; 16 sessions; September 12, 2016 - January 30, 2017

**305. PSYCHOANALYTIC TECHNIQUE IV: PROBLEMS IN LATER
PHASES** Antonio U. Beltramini, M.D.
Michele Press, M.D.

This course continues the chronological progression of the Technique Track by focusing on problems of the later phases of analysis. Topics will include: The Very Long Analysis; Chronic and Severe Depressions; Severe Character Pathologies; The Stalemated or Interminable Analysis. A special section on the impact of Ego Psychology on technique will trace the history of defense analysis from pressure to compromise formation and will study the contributions of Kris and Fenichel. The clinical case material will be provided by the instructor and the students.

Wednesdays, 8:40 - 10:00 P.M.; 12 sessions; September 7 - December 7, 2016

PSYCHOANALYTIC TRAINING PROGRAM

306. BORDERLINE STATES

Jonathan Koblenzer, M.D.
Lisa Deutscher, M.D.

This course traces the evolution of the concepts of “the borderline” and “character”, which have some common historical origins, during the period of the mid-1920s to the present. We begin with a consideration of the psychiatric and psychoanalytic context of the 1920s, and move on to the work of W. Reich, who presented the first ego psychological theory of the borderline in 1925. Discussion of the classic papers of Stern, Deutsch, and Knight; of the later ego psychological theory of Jacobson; and of Fairbairn and Klein set the stage for our consideration of Kernberg’s theories. This is followed by a discussion of Fonagy’s development of Bowlby’s work on attachment as it pertains to the borderline. In a concluding segment, we will consider the treatment of the borderline in the setting of these different theories, and attempt to determine the important similarities and difference between them.

Mondays, 8:30 - 10:00 P.M.; 10 sessions; February 6 - April 24, 2017

307. EMPIRICAL APPROACHES TO PSYCHOANALYTIC THINKING

Leon Hoffman, M.D.
Tehela Nimroody, Ph.D.

Following a “critical thinking” model, this course will address current controversies about the place of psychoanalysis among the sciences. Is it sui generis, one of the biological sciences, or is it a non-scientific intellectual endeavor? Usual scientific methods generate “public” raw data which can be scrutinized and re-evaluated by others in the field. How does one reconcile this scientific requirement with the case history method (i.e., inferences based on essentially “private” data)? In what way are recordings of sessions useful? What are the differences between the case history approach and the single-case research design method? What is the value for psychoanalysis and the mental health field of laboratory studies which evaluate (confirming or disconfirming) basic psychoanalytic concepts? We will discuss these questions as well as the current status in psychoanalysis of outcome research, process research, single-case design studies, and the implications for psychoanalysis of the “Empirically Supported Treatment” controversy. Drs. Wilma Bucci, Bernard Maskit and Barbara Milrod will serve as Guest Lecturers. *Second and Third Year students combined.*

Mondays, 8:30 - 10:00 P.M.; 8 sessions; May 1 - June 26, 2017

PSYCHOANALYTIC TRAINING PROGRAM

308. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS II

Lynne Jacobs, M.D.
Kathy Berkman, M.D.

The written word invariably reflects an author's thought. It is also true that the written word informs an author's thinking. Making use of this reciprocity between psychoanalytic thinking and psychoanalytic writing, candidates in this class will learn to describe psychoanalytic process in writing while using the writing process to refine their concept of psychoanalytic process. Candidates will learn to describe psychoanalytic process in writing in a way that their readers can know what transpired, even at the most profound levels, between patient and analyst. This course is an advanced practicum in psychoanalytic authoring in which candidates will prepare and refine narratives of their own clinical work for discussion with the class and instructor.

Mondays, 7:00 - 8:25 P.M.; 7 sessions; May 8 - June 26, 2017

309. GENDER

Avgi Saketopoulou, Psy.D.

This course is intended to provide candidates with contemporary views of gender and sexuality as well as a review of useful past concepts. A developmental perspective from autoerotism through mature adult sexualities and object choices is the organizing principle of the course; new ideas of transgender and intergender identities will be introduced and discussed by several invited guest faculty. Case material will be provided by the instructors, candidates, and invited guests. *Third and Fourth Year students combined.*

Wednesdays, 7:00 - 8:20 P.M.; 11 sessions; March 29 - June 7, 2017

PSYCHOANALYTIC TRAINING PROGRAM

FOURTH YEAR COURSES

Candidates must have two cases currently in supervised psychoanalysis or previously have had two cases in supervised psychoanalysis long enough to ensure meaningful clinical experience to be eligible to take fourth year courses.

400. UNIVERSAL PHANTASIES

Lissa Weinstein, Ph.D.
Howard Bliwise, M.D.

Universal themes that arise over the course of development and influence the nature and function of phantasies will be studied. These will include Pre-Oedipal, Oedipal-derived phantasies, and themes of Death and Immortality. Dreams will be used as a basis for understanding the structure and meaning of phantasies. Themes of childhood and screen memories are used to approach phantasies as "early history." The kinship to myths will be explored as well as the use of myths as vehicles for universal phantasies. Finally, the role of phantasies-myths in shaping the personality will be studied. Clinical material will be used throughout the course.

Wednesdays, 7:00 - 8:20 P.M.; 11 sessions; September 7 - November 30, 2016

401. RELATIONAL APPROACHES FROM THE CLASSICAL PERSPECTIVE

Carl H. Kleban, M.D.

Selected readings from the psychoanalytic literature of the past thirty years will be studied. The intent is to familiarize students with the range of relational and intersubjective ideas which have evolved in contrast to more classical theory, and their clinical applications. An attempt will be made to clarify which are extensions and corrections, and which are less compatible with classical approaches. Issues will include the analyst's subjectivity, transference/countertransference interactions, analyst's self revelation, analytic authority, neutrality and insight vs. relational factors in therapeutic action. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 6 sessions; December 14, 2016 - February 1, 2017

PSYCHOANALYTIC TRAINING PROGRAM

402. RELATIONAL PSYCHOANALYSIS

Donnel Stern, Ph.D.

The writers who eventually became known as relational began writing in the mid-1980s. The most significant influence on their relational views was interpersonal psychoanalysis, the orientation within which many of them trained as analysts. This course will begin with a brief consideration of interpersonal psychoanalysis between its inception in the 1930s through the 1970s. Following that introduction, and a week on the beginnings of relational thinking, we will spend two weeks on constructivism and hermeneutics, topics of significance among this group of analysts. We will then discuss the place of internal object relations in relational conceptions, recognition and witnessing, and the third. We will end with a consideration of dissociation, enactment, and the multiple self.

This course alternates with 309 Gender and will not be given in 2016-2017.

403. DREAMS IN CLINICAL PRACTICE

Douglas J. Van der Heide, M.D.

This course will combine theory and clinical material to facilitate the use of the dream in psychoanalytic work. Candidates will be expected weekly to present a brief case summary of one of their active cases with a recent dream. Dream analysis initiated and remains at the core of psychoanalysis itself. We will explore how individual dreams are used to enrich clinical work while highlighting the unique synthetic quality of dream life.

Wednesdays, 8:40 - 10:00 P.M.; 10 sessions; September 7 - November 16, 2016

404. TECHNIQUE V: COMPARATIVE PSYCHOANALYTIC THEORY AND TECHNIQUE

Jean Roiphe, M.D.
Adam Libow, M.D.

This course will consider the implications for technique of different theoretical models of psychoanalysis. We will invite analysts who practice using different theoretical models - Ego Psychology, Contemporary Kleinian, Relational Psychoanalysis, and Self Psychology - to address the same clinical material of an ongoing psychoanalysis. Through doing so, we will try to understand the similarities and differences in their approaches to psychoanalytic listening and technique. Candidates are expected to have a basic familiarity with these different theoretical models as a pre-requisite for this course.

This course alternates with 301 Trauma and will not be given in 2016-2017.

PSYCHOANALYTIC TRAINING PROGRAM

405. CONTINUOUS CASE SEMINAR II (Alternate Adult/Child Cases)

Ronda Shaw, M.D.
Steven Wein, M.D.

In this continuous case conference, a child case presentation will alternate with an adult case presentation. Discussion of the analytic material of the cases will emphasize clinical theory and technique. Comparisons between analytic technique in adults and children will be made.

This course alternates with 303 Continuous Case Seminar I and will not be given in 2016-2017.

406. AFFECTS AND AFFECT PATHOLOGY

Brian Aslami, M.D.
Rebecca Twersky, M.D.

This course will examine the place of affect within psychoanalytic theory, both historically and from a contemporary analytic perspective, with attempts at integration of a neurobiological perspective. There will be a general consideration of factors that lead to affect pathology, including constitutional, developmental, structural, and dynamic factors through a particular focus on depressive mood states and anxiety disorders.

Mondays, 8:30 - 10:00 P.M.; 13 sessions; September 12 - December 19, 2016

407. TECHNIQUE VI: TERMINATION

Margaret Gilmore, M.D.

The overall organizing theme of this course will be issues of technique as they relate to termination. The aim of the course is to familiarize candidates with the various factors that need to be considered regarding the process of termination of an analytic treatment and the wide ranging opinions about these issues in the literature.

Mondays, 7:00 - 8:25 P.M.; 6 sessions; April 17 - May 22, 2017

PSYCHOANALYTIC TRAINING PROGRAM

408. CRITICAL THINKING II: THE NATURE OF PSYCHOANALYSIS

Mervyn Peskin, M.D.
Navah C. Kaplan, Ph.D.

This course will examine the status of psychoanalysis in the context of the perennial disputes that have attended its development since Freud's anchoring of psychoanalysis in neuroscience and the general dissatisfaction with Freudian metapsychology. We will start with a current manifestation of the dispute - psychoanalysis best regarded as a branch of natural science or as a hermeneutic discipline? This will engage us with the following questions: What is science? Can psychoanalysis be scientific? What are the advantages and disadvantages associated with this connection? We will discuss the consequences of detaching from natural science and the challenges involved in current attempts to integrate psychoanalysis with the natural sciences. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 7 sessions; February 8 - March 22, 2017

409. SEXUALITY

Lissa Weinstein, M.D.
Allison Lomonaco, M.D.

The range of sexual inhibitions and disorders of genital functioning (and the regressive adaptations and defensive alignments central to perverse enactments, structure and character) are addressed through a review of the literature and via clinical illustration.

This course will not be given in 2016-2017.

410. TECHNIQUE VII: ADVANCED ANALYZABILITY

Philip Herschenfeld, M.D.
Allison Lomonaco, M.D.

This course will use analytic case material presented by invited graduates, faculty, and students to explore complex issues surrounding analyzability and its assessment. The course is designed for advanced candidates whose substantial analytic experience enables a more sophisticated examination of this important but often inadequately considered phase of psychoanalytic practice.

Mondays, 8:30 - 10:00 P.M.; 8 sessions; January 9 - March 13, 2017

PSYCHOANALYTIC TRAINING PROGRAM

411. WINNICOTT AND BION: PRIMITIVE MENTAL PHENOMENA AND STATES

M. Nasir Ilahi
Francis Baudry, M.D.

This course will serve as an introduction to the contributions of Bion and Winnicott, contemporaries in British psychoanalysis, who each built upon the works of Freud and Klein in very unique and robust ways. We will focus, in particular, on issues of early development, primitive mental states, and the factors that impair the capacity to have a mind. Convergences and contrasts between the two British theorists will also be highlighted, as will those between psychoanalysis as it evolved more generally in the UK and in North America. As their contributions are firmly rooted in clinical experience, moreover, vignettes from clinical work will be used throughout to elucidate conceptual categories.

Mondays, 8:30 - 10:00 P.M.; 5 sessions; March 27 - May 1, 2017

412. ETHICS IN CLINICAL PRACTICE II

Stephanie Brandt, M.D.
Zev Alexander, M.D.

This course will extend and expand on material from Ethics in Clinical Practice I. For example, we will discuss how to determine whether troublesome actions represent ethical violations, illegal behavior, clinical incompetence, or some combination of these. The course will cover a variety of ethical topics, including various aspects of sexual and nonsexual boundary violations, breaches in confidentiality, reporting alleged unethical behavior, giving and receiving gifts, and questions about fees. In regard to all of these issues, the character and conflicts of both the patient and the analyst must be taken into account. Hence, the influence of transference and countertransference phenomena will be a major focus of attention. Participants in the course will read key papers in the analytic literature, which will serve as a starting point for the discussion of clinical material. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 6 sessions; March 29 - May 3, 2017

PSYCHOANALYTIC TRAINING PROGRAM

ELECTIVE COURSES

Candidates may take elective courses in any year of their training.

TRANSFERENCE-FOCUSED PSYCHOTHERAPY Frank Yeomans, M.D.
Diana Diamond, Ph.D.

Transference-Focused Psychotherapy (TFP) is an evidence-based treatment for the severe personality disorders, particularly borderline and narcissistic personality disorders. TFP builds on a psychoanalytic object relations model. TFP combines a psychoanalytic approach with structure and limit-setting. The goals of the treatment are ambitious - personality change, as reflected in modifications in patients' defensive structure and better functioning and satisfaction in their interpersonal and work lives, as well as symptom change. After taking this course, participants will improve their ability to treat patients with severe personality disorders. Location to be announced.

Tuesdays, 8:00 - 10:00 P.M.; 5 sessions; November 15 - December 20, 2016

INTRODUCTION TO FRENCH PSYCHOANALYSIS

Christine Anzieu, M.D.

This course consists of an overview of French psychoanalytic thinking, including their unique approaches to reading Freud. Theorists include Jacques Lacan, Andre Green, Jean Laplanche and Didier Anzieu. Prominent themes are the unconscious and the role of the drives, the importance of frame and transference in technique, the body in early development, and modern developments on Borderline pathology.

Dates to be announced.

CHILD AND ADOLESCENT PSYCHOANALYTIC CURRICULUM

ChA.10 THEORETICAL AND TECHNICAL ASPECTS OF CHILD ANALYSIS

Child Analysis Faculty
of Columbia, IPE, and NYPSI

This course is given in partnership with the child analysis programs of Columbia and the Institute for Psychoanalytic Education affiliated with NYU. It is a basic course in the theory and technique of child analysis and will cover the indications for child analysis, the role of parents, the use of play, defense analysis and other techniques of interpretation. Transference and its handling, the interpretation of dreams, manifestations of resistance will also be addressed. There will also be time to consider the modification of technique according to the maturational age of the patient.

This course will not be given in 2016 - 2017.

ChA.11 CONTINUOUS CASE SEMINAR IN CHILD AND ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, IPE, and NYPSI

This course is given in partnership with the child analysis programs of Columbia and the Institute for Psychoanalytic Education affiliated with NYU. The aim of the seminar is to acquaint the student with child and adolescent analytic process material and to discuss theoretical and technical issues as they arise in connection with the material that is presented. In this seminar, two ongoing child analytic cases will be presented. It is desirable for the candidate to have at least one ongoing child or adolescent case in a supervised analysis.

Thursdays, 8:30 - 10:00 P.M.; 22 sessions; September 8, 2016 - March 23, 2017

ChA.12 THEORETICAL AND TECHNICAL ASPECTS OF ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, IPE, and NYPSI

This course is given in partnership with the child analysis programs of Columbia and the Institute for Psychoanalytic Education affiliated with NYU. It is designed to familiarize the candidate with the basic technique of adolescent analysis. It will cover analysis of the young as well as the older teenager. The indications for analysis as well as the role of parents will also be considered.

Thursdays, 7:00 - 8:25 P.M.; 16 sessions; September 8, 2016 - January 12, 2017

PSYCHOANALYTIC TRAINING PROGRAM

ChA.13 SPECIAL TOPICS IN CHILD AND ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, IPE, and NYPSI

This course is given in partnership with the child analysis programs of Columbia and the Institute for Psychoanalytic Education affiliated with NYU. Common childhood psychopathologies and special diagnostic and technical challenges will be addressed from both evidence-based knowledge and the psychoanalytic perspective. Clinical material will be used to illustrate how analytic understanding augments our knowledge of the pathology and can be applied to treatment.

Thursdays, 7:00 - 8:25 P.M.; 8 sessions; January 26 - March 23, 2017

ChA.14 ADVANCED SEMINARS

Barbara Milrod, M.D.

The Child Analysis Advanced Seminar Series has the following aims: (1) to offer a collegial seminar during which theoretical, clinical, and technical aspects of child and adolescent analysis are discussed; (2) to have a collective forum in which child candidates, graduates, and faculty can openly discuss the unique problems encountered in child and adolescent analytic practice.

Thursdays, 8:00 - 9:30 P.M.; 4 sessions; October 13, 2016; December 1, 2016; March 30, 2017; May 11, 2017

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

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

Psychologists: New York Psychoanalytic Society & Institute is approved by the American Psychological Association (APA) to sponsor continuing education programs for psychologists. New York Psychoanalytic Society & Institute maintains responsibility for these programs and their content.

DISCLOSURE: None of the planners or presenters of the CE programs has any relevant financial relationships to disclose.

Social Workers: New York Psychoanalytic Society & Institute SW CPE 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 #0317.

THE PROGRAM FOR SCHOLARS

Carmela Perri, Ph.D., *Chair*

The Program for Scholars is designed to provide academic scholars with an education in psychoanalysis. This includes courses in Theory; Development; Psychopathology; Research; Gender, Phantasy, Sexuality Tracks, as well as clinical courses, technique, and continuous case seminars.

REQUIREMENTS

Applicants are expected to have achieved exceptional scholarly work in his/her field and to have completed a doctoral degree or to be in the process of doing so. Applicants should be engaged in research which would be enhanced by education in psychoanalysis.

ADMISSIONS PROCESS

In the course of the admissions process, each applicant will be seen by interviewers from the Scholars Committee, a subcommittee of the Education Committee. Two interviews are required and will consist of an assessment of professional achievement, motivation, and character. The applicant will also be processed by the Admissions Committee. Applications should be made prior to April 1 in order to begin classes in September. For information please contact Dr. Perri.

FEES

Scholars pay 50% of the full-time Analytic Program ladder fee. Should a scholar decide to pursue clinical training, the fee will increase to 100% of the full-time Analytic Program ladder fee. (See page 17.)

PROGRAM

Scholars are encouraged, although not required, to pursue a personal analysis. Being in analysis is helpful in understanding psychoanalytic principles and is advantageous in work as a scholar.

ADVISORS

Each scholar accepted into the program will be assigned an advisor who will provide an orientation with a discussion of the necessity of confidentiality of clinical material used in the courses. The advisor will attend Progression Committee meetings and oversee the progression of each scholar through his/her program.

DIVISION OF POST-GRADUATE STUDIES

POST-GRADUATE COMMITTEE

Jane Albus, M.D., *Chair*

POST-GRADUATE STUDY GROUPS

The following programs have been organized to further education after graduation. The topics chosen reflect areas of special interest to those individuals who have joined together for the advantages of group study. Some of these groups would welcome additional members; application to join should be made to the listed leaders. Those interested in continuing education credits should check with individual leaders to see whether they are offered. Those desiring to establish new groups and have them included in the Division of Post-Graduate Studies should contact Dr. Albus.

AFFILIATED STAFF CONFERENCES

David Pollens, Ph.D.

INTAKE COMMITTEE

David Pollens, Ph.D.

**INTERDISCIPLINARY COLLOQUIUM ON MYTHOLOGY AND
PSYCHOANALYSIS**

William M. Greenstadt, Ph.D.*

This colloquium includes analysts and scholars in anthropology, classical and literary studies. The primary purpose and program of the group is the investigation from the psychoanalytic viewpoint of myths, ritual, religion, and the classical literature utilizing mythical themes. Meetings are held monthly.

POST-GRADUATE STUDIES

MEASURING PSYCHOANALYTIC WORK AND BENEFIT: THE ANALYTIC PROCESS SCALES (APS) Sherwood Waldron, Jr., M.D.

The group has developed methods of assessing process and outcomes of analysis and therapy. Currently we have a small grant to study 31 recorded analyses, with a focus on the role of authenticity, empathy, and approaching the feelings of the patient. Outcomes are to be assessed in relation to the analytic work taking place. Meetings are generally on the first Wednesday evening of the month.

NEUROSCIENCE PROGRAM Robert Scharf, M.D., *Chair*

STUDY GROUP ON INFANT AND TODDLER DEVELOPMENT Susan P. Sherkow, M.D.

In this study group, longitudinal and cross-sectional observations from the Parent Child Center observational/research nursery are presented and discussed. Exploring the data from multiple perspectives is emphasized including dyadic, drive, object relational, and neurobiological influences on development. Data presented by participants in other observational and/or research infancy groups is welcome. Those interested in participating should contact Dr. Sherkow.

STUDY GROUP ON KLEINIAN SCHOOL AND THE WORK OF WILFRED BION Irene L. Cairo, M.D. Rogelio Sosnik, M.D.*

The group had worked on papers by Melanie Klein, Hanna Segal, Betty Joseph, several books by Wilfred Bion, the work of Money Kyrle, Ronald Meltzer and Eric Brenman. Currently the group is studying the work of Herbert Rosenfeld. This study group is co-sponsored by the contemporary Freudian Society and NYPSI. Those interested in participating should contact Dr. Cairo.

STUDY GROUP ON PRACTICE BUILDING AND CERTIFICATION Jane Algus, M.D.

This group is open to recent graduates and newly elected members to support multiple concerns faced after graduation. We will meet at a frequency that the group determines. Topics on the agenda will include multiple issues that come up on the way to certification including clarification of the certification requirements, case formulation, and writing for certification. Secondly we will consider analytic case building in the present mental health milieu, engaging the curiosity of our patients for a deeper treatment process, practical issues associated with insurance reviews, as well as other concerns that spontaneously emerge as we work together.

POST-GRADUATE STUDIES

STUDY GROUP ON PSYCHOANALYTIC PRACTICE Leon Balter, M.D.

A small group of analysts meets monthly to discuss case material. Membership is limited.

STUDY GROUP ON PSYCHOANALYTIC PROCESS

A small group of analysts meets monthly to study contemporary clinical theory and its utility in our work through a diverse selection of readings and illustrative clinical material.

WORKS IN PROGRESS SEMINAR Francis D. Baudry, M.D., *Chair*

Monthly meetings are held in which members or guests present works in various stages of progress. The presentation subjects are derived from the fields of theoretical, clinical and applied analysis, as well as from various other areas interfacing with psychodynamic thinking. The meetings are conducted in a round table format; active interchange between presenter and audience is encouraged, with the aim of providing stimulation and an opportunity to elaborate ideas for both the presenter and the audience. The seminars are open to members, students and guests, and take place on the first Wednesday of each month from September through June.

*By invitation

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

Director.....David Goldenberg, M.D.
Curriculum.....Rebecca Twersky, M.D.
Admissions.....Maxine Fenton Gann, Ph.D.
Progression & Supervision.....Richard Brent, M.D.
Advertising.....Daniel W. Prezant, Ph.D.

The Psychodynamic Psychotherapy Program of the New York Psychoanalytic Institute is a two-year intensive training experience that offers mental health professionals an opportunity to enhance their theoretical knowledge and clinical skills in the practice of psychotherapy. Through course work, continuous case conferences, and clinical supervision of patients, the curriculum is designed to impart the valuable and enduring contributions of psychoanalytic thought to psychotherapy.

ELIGIBILITY

Qualified mental health professionals who are currently engaged in the practice of psychotherapy and who have graduate degrees from accredited programs in the fields of clinical social work, clinical psychology, and psychiatry will be considered. Each applicant must be licensed and insured to the standards of his or her discipline.

ADMISSIONS PROCESS

Because the practice of psychodynamic psychotherapy requires psychological mindedness, maturity, integrity and personal stability, each applicant will be interviewed by a member of the Admissions Committee. All applicants will be considered without regard to national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation.

PERSONAL THERAPY

Because self-understanding is essential for therapists, it is strongly recommended that participants in the program will be in, or have previously had, personal psychoanalysis or psychoanalytically-oriented psychotherapy.

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

FEES

A non-refundable application fee of \$55 should accompany the application. An annual combined tuition and supervisory fee of \$5,142 is to be paid in two equal installments by August 1st and February 15th.

ADVISORS

Each participant will be assigned an advisor who will be available to assist with progression and to serve as a liaison with the faculty. Upon successful completion of the program each participant will be awarded a certificate. The progress of students is reviewed by their supervisors, their advisor and the Progression Committee. Supervisors and advisors are available to discuss a student's progress.

SUPERVISION

Participants in the program meet with two supervisors each week to discuss patients in their own psychotherapy practices. The goals of supervision are to deepen the participants' understanding of their patients and to enhance individual skills in psychotherapy. Supervisors are members of the New York Psychoanalytic Society. Arrangements for supervision will be made between the student and supervisor. Supervision is usually conducted during daytime hours. Each participant is required to have 66 hours of supervision annually, for a total of 132 hours of supervision upon completion of the program.

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

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

Psychologists: New York Psychoanalytic Society & Institute is approved by the American Psychological Association (APA) to sponsor continuing education programs for psychologists. New York Psychoanalytic Society & Institute maintains responsibility for these programs and their content.

DISCLOSURE: None of the planners or presenters of the CE programs has any relevant financial relationships to disclose.

Social Workers: New York Psychoanalytic Society & Institute SW CPE 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 #0317.

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

ADVISORS

Jane Algus, M.D.
Rena Appel, M.D.
Deborah E. Barchat, Ph.D.
Kathy G. Berkman, M.D.
Daniel M. Birger, M.D.
Richard H. Brent, M.D.
Robin Bryant, Ph.D.
Ian D. Buckingham, M.D.
Judith B. Bukberg, M.D.
Lincoln Hess, M.D.
Alexander Kalogerakis, M.D.
Barbara Kravitz, Psy.D.
Donald J. Marcuse, M.D.
Patricia A. Nachman, Ph.D.
N. John Pareja, M.D.
Ronald R. Rawitt, M.D.
Maria Rodriguez-Boulan, M.D.
Stephen Snyder, Ph.D.
Beverly Stoute, M.D.
Douglas J. Van der Heide, M.D.

SUPERVISORS

Harry Aaron, M.D.
Jane Algus, M.D.
Rena Appel, M.D.
Deborah E. Barchat, Ph.D.
Richard H. Brent, M.D.
Nora Brockner, M.D.
Robin Bryant, Ph.D.
Ian D. Buckingham, M.D.
Judith B. Bukberg, M.D.
Anna Burton, M.D.
Daria Colombo, M.D.
John Crow, M.D.
Maxine F. Gann, Ph.D.
Jason Gold, Ph.D.
M. Geraldine Hoban, Ph.D.
Lynne R. Jacobs, M.D.
Susan Jaffe, M.D.
Navah Kaplan, Ph.D.
Helene Keable, M.D.
Barbara Kravitz, Psy.D.
Richard C. Lacy, M.D., Ph.D.
Christian Maetzener, M.D.
Donald J. Marcuse, M.D.
Edith McNutt, M.D.
Teruko S. Neuwalder, M.D.
Mervyn Peskin, M.D.
David Pollens, Ph.D.
Michele Press, M.D.
Daniel W. Prezant, Ph.D.
Gail S. Reed, Ph.D.
Maria Rodriguez-Boulan, M.D.
Randall Ross, M.D.
Robert D. Scharf, M.D.
Robert M. Smith, M.D.
Carla M. Solomon, Ph.D.
Beverly Stoute, M.D.
Douglas J. Van der Heide, M.D.
Eric Weitzner, M.D.

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

CURRICULUM

A core series of clinical seminars and courses is designed to assist participants in conceptualizing and expanding their knowledge of psychodynamic psychotherapy. The courses aim to deepen each participant's understanding of conceptual foundations and clinical methods of psychodynamic psychotherapy and to encourage a critical and reflective attitude toward clinical work. Classes meet on Thursday evenings and the courses are organized in three eleven-week trimesters beginning in September. Most classes are held from 7:30 to 10:00 P.M. but please note that the times of some classes will vary depending on the instructor. Students will be informed in advance of any changes in class times. Additional seminars and study groups tailored to particular interests of participants may be made available on an elective basis upon application to the Director of the Psychotherapy Program. The Faculty is drawn from the NYPSI membership.

FIRST YEAR COURSES

FIRST TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Models of the Mind

Thursdays, Section I: 8:30-9:30 P.M.;
Section II: 7-8 P.M.

Ian D. Buckingham, M.D.
Rena Appel, M.D.

The Clinical Situation

Thursdays, Section I: 7:15-8:15 P.M.;
Section II: 8-9 P.M.

Maxine F. Gann, Ph.D.
TBD

SECOND TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Continuous Case Conference

Thursdays, 7:30-8:40 P.M.

Donald Marcuse, M.D.

Issues of Technique I

Thursdays, 8:50-10 P.M.

David Goldenberg, M.D.

THIRD TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Development

Thursdays, 7:30-8:40 P.M.

Hilli Dagony-Clark, Psy.D.
David Sawyer, M.D.
Nora Brockner, M.D.

Continuous Case Conference

Thursdays, 8:50-10 P.M.

Mervyn Peskin, M.D.

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

SECOND YEAR COURSES

FIRST TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Issues of Technique II
Thursdays, 7:30-8:40 P.M.

Ronald Rawitt, M.D.
Stephen Snyder, Ph.D.

Application of Psychodynamic Psychotherapy to Clinical Syndromes I

Thursdays, 8:50-10 P.M.

Robert D. Scharf, M.D.
Rebecca Twersky, M.D.
Stephanie Brandt, M.D.

Lissa Weinstein, Ph.D.

SECOND TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Continuous Case Conference
Thursdays, 7:30-8:40 P.M.

Donald Marcuse, M.D.

Application of Psychodynamic Psychotherapy to Clinical Syndromes II

Thursdays, 8:50-10 P.M.

Stephanie Brandt, M.D.
Lissa Weinstein, Ph.D.
Robert D. Scharf, M.D.
Charles Murkofsky, M.D.
Robin Bryant, Ph.D.

THIRD TRIMESTER (11 Weeks) Courses not offered in 2016-2017.

Application of Psychodynamic Psychotherapy to Clinical Syndromes III

Thursdays, 7:30-8:40 P.M.

Norman Straker, M.D.
Richard Brent, M.D.

Issues of Technique III
Thursdays, 7:30-8:40 P.M.

Antal Borbely, M.D.

Continuous Case Conference
Thursdays, 8:50-10 P.M.

Mervyn Peskin, M.D.

An optional Child and Adolescent Track can be arranged in the second year of the Adult Psychotherapy Program. For further information, contact the Program Coordinators, Drs. Mary Sickles or David Sawyer.

PSYCHOANALYTIC FELLOWSHIP for Psychiatric Residents, Psychology and Social Work Doctoral Students, and Licensed Clinical Social Workers

Daria Colombo, M.D. and Thomas DePrima, M.D.
Co-Directors

The Psychoanalytic Fellowship is a one-year program designed to introduce participants to modern psychoanalytic theory and practice. Fellows attend two monthly seminars. In one seminar, invited analysts from our faculty submit their own analytic case material and then join the class to discuss the case. In the other seminar, psychoanalytic principles beginning with Freud and including current theoretical approaches are taught using readings and discussion.

Seminars are conducted on the second and fourth Tuesdays of each month during the academic year. This program is open to psychiatry residents and fellows, psychology and social work doctoral students, recent graduates of such programs, and licensed clinical social workers. The requirements for application consist of a personal interview, a copy of the applicant's CV, and a letter or email attesting to the applicant's good standing in his or her main training program, or a letter of recommendation if the applicant is a recent graduate. Applicants should be currently engaged in clinical work. Interested persons should contact Drs. Colombo or DePrima.

POSTDOCTORAL CLINICAL FELLOWSHIP PROGRAM

Tehela Nimroody, Ph.D.
Director

The Postdoctoral Clinical Fellowship is a one year, full-time or two year, half-time program for psychologists who have their Ph.D. but are not yet licensed. It provides further training in psychoanalytically-oriented psychotherapy and psychological testing with excellent supervision, seminars and choices of research, teaching, parent-child work, and school consultation.

PSYCHOLOGY EXTERNSHIP PROGRAM

Tehela Nimroody, Ph.D.
Director

The Externship Program offers a one-year, part-time (16-20 hours per week), clinical experience to Ph.D. and Psy.D. students in clinical psychology and allied fields. The aim of the program is to provide excellent clinical training in psychoanalytic psychotherapy and in psychodiagnostic testing to advanced psychology students through an opportunity to treat a diversity of patients with close supervision.

PSYCHOLOGY INTERNSHIP PROGRAM

Tehela Nimroody, Ph.D.
Director

The Psychology Internship offers a one-year, full-time or two-year, half-time clinical experience to Ph.D. and Psy.D. students in clinical psychology. In addition to receiving clinical training in psychoanalytic psychotherapy and psychodiagnostic testing, interns are provided with in-patient and day treatment experience at Mt. Sinai Hospital, placement at the Pacella Parent Child Center, and electives in psychoanalytically-oriented group and family psychotherapies.

SUPERVISORS

Rena Appel, M.D.
Sheldon Bach, Ph.D.**
Leon Balter, M.D.
Deborah E. Barchat, Ph.D.
Francis Baudry, M.D.
Howard Bliwise, M.D.
William H. Braun, Psy.D.*
Nora Brockner, M.D.
Robin Bryant, Ph.D.
Judith B. Bukberg, M.D.
Irene L. Cairo, M.D.
+Sally D. Clement, Ph.D., LCSW
+Hilli Dagony-Clark, Psy.D.
Daria Colombo, M.D.
John F. Crow, M.D.*
+Sarah Fox, M.D.
Maxine Fenton Gann, Ph.D.
Ellen Glass, M.D.
Jason Gold, Ph.D.
Lisa A. Goldsmith, Ph.D.*
+Leon Hoffman, M.D.
+Theodore J. Jacobs, M.D.*
+Alexander Kalogerakis, M.D.
Navah C. Kaplan, M.D.
Carl Kleban, M.D.
Barbara Kravitz, Psy.D.

Leo Kron, M.D.
+Adam Libow, M.D.
Greg Lowder, Ph.D.**
+Christian Maetzener, M.D.
Charles A. Murkofsky, M.D.
Teruko S. Neuwalder, M.D.
Henry Nunberg, M.D.
+Wendy Olesker, Ph.D.*
Lori Pellegrino, M.D.
Carmela Perri, Ph.D.
+David Pollens, Ph.D.
+Daniel W. Prezant, Ph.D.
Roger A. Rahtz, M.D.
Randall M. Ross, M.D.
+David Sawyer, M.D.
Susan Sherkow, M.D.
+Mary Sickles, M.D.
Robert M. Smith, M.D.*
Stephen Snyder, Ph.D.
Nechama Sorsher, Ph.D.**
Rogelio Sosnik, M.D.**
+Naemi Stilman, M.D.
Richard Weiss, M.D.

MEDICAL ADVISORS

David Goldenberg, M.D.
+Adam Libow, M.D.

+Child and Adult Supervisor

*Seminar Leaders

**Psychological Testing/Psychotherapy Supervisor by Invitation

PACELLA RESEARCH CENTER

Promoting Basic and Applied Studies in Psychotherapy Research

This past year has been the first year where the focus of the Pacella Parent Child Center is the Pacella Research Center. The only activity involving parenting is a continuation of the Pacella web presence with parenting information (www.theparentchildcenter.org).

VISION OF THE PACELLA RESEARCH CENTER and NYPSI

We consider one vision of NYPSI to be the promotion, critical exploration, and teaching of psychoanalytic ideas with its students, in the academy, in medical schools and psychiatric residencies, in psychology programs, in social work programs, in schools and in the general community, including parents and children. Therefore, Pacella funds have been reallocated to the Research Center for the development of goals which would better help achieve this vision of NYPSI and Pacella. These will include the areas of clinical service and research.

Robert Holt noted in 1985, ““Let’s have all of such research we can get; but do not expect to see much of it, especially not from the psychoanalytic institutes.” To the contrary, at NYPSI, and especially at Pacella, we have been promoting and integrating research in our education and clinical activities.

We have an opportunity for the promotion of research activities and opportunities of researchers and research activities, within Pacella and NYPSI. In order to continue to accomplish our goals in the future, it will be crucial for us to develop an additional reliable income stream from a variety of funding sources.

Research activities have been productive and research publications have been numerous, with a fair number of candidates and graduates involved, and a large number of students and postdocs. See http://nypsi.org/#Continuing_Education_and_Research/Pacella_Research_Center for details about the activities.

PACELLA RESEARCH CENTER

RESEARCH CENTER COMMITTEE:

Wilma Bucci, *Co-Director*; Leon Hoffman, *Co-Director*; Bernard Maskit, *Technical Director*; Sean Murphy, *Projects Manager and Supervisor*; Christopher Christian; Tehela Nimroody; Wendy Olesker; Timothy Rice; Lissa Weinstein

MATTHEW SILVAN AWARD FOR RESEARCH IN PSYCHOANALYSIS and MATTHEW SILVAN RESEARCH FELLOWSHIP

The Award was established to honor recognized researchers in psychoanalysis at NYPSI. The Research Fellowship supports psychoanalytic candidates who will utilize their psychoanalytic education as a way of enhancing their full-time academic careers.

MATTHEW SILVAN RESEARCH FELLOW: Luis Ripoll, M.D.

We are very grateful to our generous donors for their contributions that have made our work possible.

INSTITUTIONAL REVIEW BOARD (IRB)

Established in 2010 to oversee our research activities with regard to the ethical treatment of human subjects.

MEMBERSHIP OF NYPSI IRB: Francine Conway, Ph.D.; Leon Hoffman, M.D.; Bernard Maskit, Ph.D., *Chair*; Daniel R. Rosell, M.D., Ph.D.; Ben Sandler; Jane Albus, M.D., *Alternate*; William H. Braun, Psy.D., *Alternate*

For further information, please contact Bernard Maskit, Ph.D. at 212.879.6900, *Chair, NYPSI Institutional Review Board.*

RESEARCH ACTIVITIES

ACADEMIC RESEARCH/ REFERENTIAL PROCESS SEMINAR:

This seminar meets approximately 8 times each year to discuss work at the interface of clinical and research approaches. This year we have begun a Clinician/Researcher Collaboration Program.

MAJOR CURRENT PROJECTS:

A. Clinical and Experimental Research on Language and Psychotherapy Process

1. Empirical Validation of Referential Process Measures

This part of the program includes a wide range of studies; some of them are covered on the referential process website (www.thereferentialprocess.org).

2. Child Analyst Projects

A database of audiotaped and transcribed extensive interviews with 20 child and adolescent analysts has been collected. Projects underway include investigation of the relationship between vocal tone and word use; and analysis of the CCRTs of child and adolescent analysts in personal and patient relationship episodes; and the value of a child and adolescent education to the treatment of adults. Two dissertations and several posters using these data have already been completed.

3. Language Measures Applied to Beth Israel Brief Psychotherapy Project

This project, led by Chris Christian at Beth Israel and the New School is applying language measures to a subset of psychotherapy sessions that have been identified as containing ruptures in the therapeutic alliance. By reading beneath the surface, these measures will afford a more nuanced understanding of the mechanisms for identifying actual repairs to the therapeutic alliance and lead to a better understanding of the methods by which successful repairs of the therapeutic alliance are achieved.

4. Defense Mechanisms and Figure Drawings in Children's Play

5. Treatment Center Project

In this project we are studying analysts' notes, that is, studying the analyst's subjective impression of the patient in a systematic clinical way and objectively via the nature of the language the analyst utilized in his/her write-ups.

6. Regulation-Focused Psychotherapy for Children with Externalizing Behaviors (RFP-C)

A manual by Leon Hoffman and Tim Rice with Tracy Prout has been published by Routledge (October, 2015). See details at www.routledge.com/products/9781138823747. Proceeds from the sale of the book will go to the Pacella Center. An open trial will be done beginning in Spring 2016 at Ferkauf School of Psychology funded by Pacella funds.

7. Treatment Center (TC) Dropout Study

This project has begun in conjunction with the Directors of the Child and Adult TC. The initial finding is that once patients "enter our system" - that is, have an intake - a very large percentage of cases wind up staying. The next step is to see if the data provides any information that can help us increase the percentage of callers who send in applications.

8. The Mahler Longitudinal Research Follow-up Study

9. Helping Middle School Children Make Meaning of Themselves and the World: A Neuroscience Curriculum

Ludovica Lumer has developed a Neuroscience Curriculum for middle school children at West End Day School. A manuscript is in preparation.

PRESENTATIONS AND PUBLICATIONS:

Presentations and publications are listed in the 2014-15 Annual Report and in prior Annual Reports at http://nypsi.org/#Continuing_Education_and_Research/Pacella_Research_Center.

SCIENTIFIC MEETINGS

For more than eighty years the program of Scientific Meetings has been one of the premiere venues for the presentation and discussion of new ideas in psychoanalysis. Responsible for the Scientific Program, the Program Committee recognizes as its purpose the promotion of active and lively discussion of issues currently important in psychoanalysis. It encourages members and others to submit their original work, as well as ideas for programs, and suggestions of individuals, topics, and formats that might be of interest. All ideas and proposals, both formal and informal, are welcome and will be given the most serious consideration.

PROGRAM COMMITTEE

Lois Oppenheim, Ph.D., *Chair*

Anna Balas, M.D.

Leon Balter, M.D.

Anna M. Burton, M.D.

Robert Grayson, M.D.

Helene Keable, M.D.

Edith McNutt, M.D.

Gail S. Reed, Ph.D.

Luis Ripoll, M.D.

Susan Sherkow, M.D.

Naemi Stilman, M.D.

Rebecca Twersky, M.D.

Eric Weitzner, M.D.

SPECIAL LECTURES

Brenner Teaching Award.....Peter B. Dunn, M.D., *Chair*
Brill Memorial Lecture.....Leon Balter, M.D., *Chair*
Freud Anniversary Lecture.....Leon Hoffman, M.D., *Chair*
Heinz Hartmann Award.....Robert Smith, M.D., *Chair*
Kabacoff Lecture.....Christian Maetzner, M.D., *Chair*
Peter Blos, Sr. Memorial Lecture.....Sabina Preter, M.D., Ph.D., *Chair*

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

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Social Workers: New York Psychoanalytic Society & Institute SW CPE 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 #0317.

THE ARNOLD PFEFFER CENTER FOR NEUROPSYCHOANALYSIS

Robert Scharf, M.D., *Chairman*

Mark Solms, Ph.D., *Director*

The neuropsychanalysis program grew out of the activities of the Psychoanalysis-Neuroscience Study Group, which was founded in 1990 by Dr. Arnold Z. Pfeffer. The Pfeffer Center, a division of NYPSI, facilitates a dialogue between neuroscience and psychoanalysis by inviting leading neuroscience researchers to present on topics of mutual relevance. Topics have included emotion, memory, drive and motivational processes, affect regulation, development, and clinical work with neurological patients. Presentations are followed by discussion by Dr. Mark Solms, Dr. Maggie Zellner or invited discussants, and then by the audience. These meetings are open to the public and are held at 10 AM on the first Saturday of every month (excluding January, July, August, and September).

NEUROSCIENTIFIC ADVISORY BOARD

Joan Borod, Ph.D.

Jason Brown, M.D.

Antonio Damasio, M.D., Ph.D.

John DeLuca, Ph.D.

Wolf-Dieter Heiss, M.D.

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Jaak Panksepp, Ph.D.

Karl Pribram, M.D.

Vilayanur Ramachandran, M.D.

Todd Sacktor, M.D.

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Daniel Schacter, Ph.D.

Allan Schore, Ph.D.

Tim Shallice, Ph.D.

Wolf Singer, M.D.

Max Velmans, Ph.D.

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

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THE EXTENSION PROGRAM

The Extension Program has a long history marked by various transformations over time but imbued with an abiding mission. The first series of lecture courses open to psychiatrists in New York City was organized in 1922. With the inception of the New York Psychoanalytic Institute in 1931, the Extension Program was established as an official division of the Institute, in order to offer a rich and varied curriculum of lectures and seminars for psychiatrists, non-psychiatric physicians, psychologists, social workers, teachers, and academics from a wide variety of disciplines.

In recent years, the Extension Program has embarked on a program of growth and expansion. Interdisciplinary colloquia, seminars and study groups are offered to mental health practitioners and interested members of the community across a range of topics. The courses continue to emphasize psychoanalytic approaches to aspects of psychotherapy practice, and include explorations of literature, related humanities, and the sciences.

For course descriptions, dates, and to register, visit www.nynpsi.org or call (212) 879-6900.

EXTENSION PROGRAM COMMITTEE

M. Geraldine Hoban, Ph.D., *Chair*

Jane Albus, M.D.
Deborah E. Barchat, Ph.D.

EXTENSION PROGRAM COURSES

COURSES

Introduction to Psychosomatics: Theory and Practice for Today's Therapists	Muriel Morris, M.D.
Regulation-Focused Psychotherapy for Children with Externalizing Behaviors: A Psychodynamic Approach	Leon Hoffman, M.D. Timothy Rice, M.D.*
Psychoanalytic Principles of Child Development	David Sawyer, M.D.
Applying Recent Research in Working Psychoanalytically with Couples	Robin Bryant, Ph.D.
Psychoanalysis and Dynamic Psychotherapy: Similarities and Differences	Francis Baudry, M.D.
The Mind in Conflict	Ian D. Buckingham, M.D.
Psychoanalytic Couple Therapy	Graciela Abelin-Sas Rose, M.D. Peter Mezan, Ph.D. *

*By invitation

The above courses were confirmed at publication.

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

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Social Workers: New York Psychoanalytic Society & Institute SW CPE 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 #0317.

THE TREATMENT CENTER

CLINICAL DIRECTOR

David Pollens, Ph.D.

ASSOCIATE CLINICAL DIRECTOR

Eric Weitzner, M.D.

ASSISTANT CLINICAL DIRECTOR

Navah C. Kaplan, Ph.D.

CLINICAL DIRECTOR OF CHILDREN'S SERVICES

Sabina Preter, M.D., Ph.D.

PSYCHIATRIC CONSULTANT

Laurence T. Sprung, M.D.

DIRECTOR OF PSYCHOLOGICAL TESTING

William H. Braun, Psy.D.

TREATMENT CENTER COORDINATOR

Ms. Tanya D. Street

PAST MEDICAL DIRECTORS

Heinz Hartmann, M.D. 1948-1951

Leo Stone, M.D. 1951-1957

Victor Rosen, M.D. 1957-1961

Leo Loomie, M.D. 1961-1974

Joseph Krimsley, M.D. (Asst.) 1961-1966

Jay Shorr, M.D. (Asst.) 1965-1971

George Gross, M.D. 1974-1984

Arthur Root, M.D. 1984-1988

Stephen Rittenberg, M.D. 1988-1993

Herbert Wyman, M.D. 1988-1993

Ruth Karush, M.D. 1993-1999

Peter Dunn, M.D. 1999-2016

Robert Smith, M.D. (Assoc.) 2000-2014

David Pollens, Ph.D. (Asst./Assoc.) 2000-2016

The Treatment Center, founded in 1948, is one of the oldest psychoanalytic referral services in the United States. It was established for the primary purpose of providing candidates in training at the New York Psychoanalytic Institute with suitable psychoanalytic patients. It has, over the years, made the benefits of psychoanalysis available to individuals who can best utilize this form of treatment and who would otherwise be unable to afford it.

THE TREATMENT CENTER

Psychoanalytic candidates are required to treat a minimum of one low-fee patient from the Treatment Center. A faculty supervisor is assigned for each case a student has in treatment. Psychology Externs and Interns and Postdoctoral Psychology Fellows also provide psychoanalytically oriented psychotherapy, supervised by our members.

The activities of the Treatment Center are conducted by an Affiliated Staff of graduate analysts divided into separate working sections: intake (consultation and referral) and treatment (psychoanalysis and psychotherapy). This Staff serves the student program both by selecting cases for supervised psychoanalysis and by treating patients when required by unusual circumstances. Affiliated Staff members are also offered the opportunity to treat cases of interest which may not be readily available in private practice.

The Treatment Center conducts regular Staff meetings, chaired by the Clinical Director, at which applications for treatment are reviewed and special clinical problems are discussed.

The clinical activities of the Treatment Center are supported by grants from the Todd Ouida Children's Foundation.

POSTDOCTORAL FELLOWSHIP FOR PSYCHOLOGISTS

Tehela Nimroody, Ph.D.

Director

Psychologists with doctoral degrees are eligible to apply to the Treatment Center for a Postdoctoral Fellowship. The Treatment Center provides case supervision to Fellows who do ten hours a week of psychotherapy at the Treatment Center.

ELECTIVE FOR MOUNT SINAI PSYCHIATRY RESIDENTS

In coordination with the Mount Sinai School of Medicine, selected psychiatry residents participate in the activities of the Treatment Center. Residents should apply at the Office of Residency Training of the Department of Psychiatry.

THE TREATMENT CENTER

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Helene Keable, M.D.

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Muriel Morris, M.D.
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Augusta Tilney, M.D.
Adele Tutter, M.D., Ph.D.
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Athanasia Balkoura, M.D.
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Robin Bryant, Ph.D.
Hilli Dagony-Clark, Psy.D.
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Stephen Snyder, Ph.D.
Augusta Tilney, M.D.
Adele Tutter, M.D., Ph.D.
David Pollens, Ph.D., *Chair*
Navah Kaplan, Ph.D., *Co-Chair*
Eric Weitzner, M.D., *Co-Chair*

THE TREATMENT CENTER

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Adele Tutter, M.D., Ph.D.
Eric Weitzner, M.D.
David Pollens, Ph.D., *Chairman*

THE TREATMENT CENTER

CLINICAL STAFF CONFERENCES: AFFILIATED STAFF

These meetings are devoted to detailed clinical case presentations by the Staff. Each meeting focuses on particular clinical problems posed by the case. Brief prepared discussions are offered by Faculty and Staff. Wide participation by members is encouraged. Post fourth year candidates may also elect to attend the Affiliated Staff Conferences.

Dates to be announced.

AFFILIATED STAFF: ADULT DIVISION

The Affiliated Staff consists of graduate analysts who provide a variety of services to the Treatment Center according to the categories listed below. Psychoanalysis is conducted on a minimum basis of four hours per week while psychoanalysts doing psychotherapy agree to a minimum commitment of one hour weekly. Examiners for the Student Analysis Program conduct screening interviews for the Treatment Center and participate in corresponding Intake Committee discussions. Faculty Consultants screen or discuss applicants who present special problems of suitability at the time of intake. Senior Candidates participate in the Affiliated Staff, the second year after completing classes. The clinical conferences of the Affiliated Staff Division are chaired by the Clinical Director.

AFFILIATED STAFF: CHILD DIVISION

This Staff consists of graduate psychoanalysts who have had additional training in child analysis. Appointment is made by the Child Analysis Committee.

CLINICAL CONFERENCES: INTAKE COMMITTEE

The Intake Committee considers difficult problems of suitability based upon detailed written and verbal reports of two Members who have evaluated the patient and may have reached differing conclusions. Senior Candidates participate in the work of the Committee for the year following their completion of classes.

Dates to be announced.

THE ABRAHAM A. BRILL LIBRARY

Nellie L. Thompson, Ph.D.
Chair, Library and Archives Committee

Matthew von Unwerth, M.Sc., L.P.
Director

Adrian Thomas, M.L.S.
Assistant Librarian

Nancy Stout, M.L.S.
Assistant Librarian

The Abraham A. Brill Library of the New York Psychoanalytic Society & Institute is perhaps the largest psychoanalytic library in the world. Library holdings comprise over 40,000 books, periodicals, and reprints devoted to psychoanalysis and related fields. These holdings span the literature of psychoanalysis from its beginning to the present day, and represent a unique resource to the psychoanalytic community.

The Library serves Institute members and candidates, and is open to the psychoanalytic and scholarly communities and to the general public for research purposes.

Library staff can be of assistance with reference questions, information services, and in the preparation of psychoanalytic bibliographical data. For information on computerized subject searches, please contact the Director. Library hours are Monday from 5:00 P.M. to 9:00 P.M.; Tuesday, Wednesday, and Thursday from 1:00 P.M. to 9:00 P.M.; and Friday from 1:00 P.M. to 5:00 P.M. The Brill Library may be reached via e-mail at library@nypsi.org and on NYPSI's website, www.nypsi.org. For information on how to obtain access to our Internet sites, please contact our library staff at (212) 879-6900.

THE ARCHIVES AND SPECIAL COLLECTIONS

Nellie L. Thompson, Ph.D.
Curator of Archives

The Archives of the Society & Institute consist of the papers of: the Society (from 1911) and Institute (from 1931); the Joint Activities of the Society and Institute; the A.A. Brill Library; the Treatment Center; and the Kris Study Group. These papers are a valuable historical legacy including, as they do, the minutes of the meetings of the Society, the Board of Directors, the Education Committee, and the papers of past Presidents of the Society & Institute.

The Special Collections include a 2,000 volume Rare Book Collection, papers of prominent analysts, oral history interviews, photographs, manuscripts, and memorabilia documenting the history of psychoanalysis. Among the papers in the Special Collections are those of Berta Bornstein, Mary O'Neil Hawkins, Fritz Wittels, Max Stern, and *The Psychoanalytic Quarterly*. Oral history interviews include those with Rudolph Loewenstein, Dora and Heinz Hartmann, Edith Jacobson, Jeanne Lampl-de Groot, Marianne Kris, Charles Brenner, Jacob Arlow, Leo Stone, Isidor Silbermann, Viola Bernard, Else Pappenheim, Charles Fisher, George Gero, Mark Kanzer, Bernard Meyer, Burness E. Moore, and Nicholas Young. The photographic collection contains photographs of many early analysts as well as pictures depicting the history of the New York Psychoanalytic Society & Institute.

The goal of the Rare Book Collection is to gather together the books, journals and pamphlets which document the development of psychoanalysis. The collection includes many first editions of Freud's writings, complete runs of the early psychoanalytic journals, and psychoanalytic and psychiatric books in over 20 languages. We invite individuals who may possess a letter, photograph or papers of historic value for the history of psychoanalysis to consider donating them to the Archives & Special Collections for safe-keeping and for the use of scholars. If you are interested in making such a donation you may contact Nellie L. Thompson, Ph.D. at the Brill Library.

Material from the Archives and Special Collections is made available to qualified scholars upon application to and approval by the Archives Committee.

MEMBERSHIP BYLAWS

Following are the ByLaws and amendments pertinent to membership in the New York Psychoanalytic Society & Institute:

ARTICLE III. Members

Section 1. *Classes of Members.* The Society shall have six (6) classes of members. The designation of such classes and eligibility requirements for each class shall be as follows:

- a. *Regular Members.* A person shall be eligible to be considered for Regular Membership in the Society provided the applicant fulfills the requirements of (i), (ii), and (iii) below.
 - (i) The applicant shall satisfy the requirements of one of the following:
 - A. The applicant is a physician who has graduated from a medical school accredited by ACGME, has completed an approved psychiatric residency, is licensed to practice medicine in the State of New York or in any state of the United States, and is presently engaged in the practice of medicine in the licensing state; *or*
 - B. The applicant has attained a Ph.D. or Psy.D. degree in psychology at a doctoral program accredited by the American Psychological Association, is licensed to practice psychology in the State of New York or in any state of the United States, and is presently engaged in the practice of psychology in the practicing state; *or*
 - C. The applicant is (i) licensed as a Licensed Clinical Social Worker in the State of New York or the equivalent in any other state of the United States and is presently engaged in the practice of social work in the practicing state or (ii) has attained a Ph.D. or D.S.W. degree in social work at a doctoral program recognized by G.A.D.E., is licensed to practice social work as a licensed clinical social worker in the State of New York or the equivalent in any other state of the United States, and is presently engaged in the practice of social work in the licensing state; *or*

MEMBERSHIP BYLAWS

- D. The applicant holds any doctoral degree and has graduated from the New York Psychoanalytic Institute or from any institute for the teaching of psychoanalysis that is approved as an institution for the teaching of psychoanalysis by the American Psychoanalytic Association.
- (ii) The applicant is an accredited psychoanalyst by virtue of being
- A. a graduate of any institute for the teaching of psychoanalysis that is accredited or approved as an institution for the teaching of psychoanalysis by the American Psychoanalytic Association or
 - B. an Active Member of the American Psychoanalytic Association.
- (iii) The applicant meets the requirements as to character and ethical and professional standards established by the Membership Committee of the Society.
- b. *Honorary Members.* The Society may grant Honorary Membership to persons who have furthered the cause of the scientific development of psychoanalysis, but who do not meet the qualifications for membership in any other membership class.
- c. *Life Members.* Any person who has been a Regular Member of the Society in good standing for thirty years and has attained the age of seventy (70) shall be eligible for Life Membership. Life Members shall have the same rights, privileges, powers, and obligations (including, without limitation, the rights to attend meetings, vote, and hold office) as members of the membership class to which they had belonged at the time of qualifying as Life Members.
- d. *Corresponding Members.* Any Regular Members or Life Members of the Society who maintain their principal professional office at a location more than 50 miles away from the city limits of New York City shall be eligible to be a Corresponding Member of the Society.
- e. *Scholar Associates.* A person shall be eligible to be a Scholar Associate in the Society provided the applicant fulfills the requirements of (i) and (ii), below.
- (i) The applicant is a graduate of the Scholars Program of the New York Psychoanalytic Society and Institute or from any Institute that offers the equivalent of non clinical psychoanalytic training

MEMBERSHIP BYLAWS

for academic affiliates that is approved by the American Psychoanalytic Association.

- (ii) The applicant meets the requirements as to character and ethical and professional standards established by the Membership Committee of the Society.
 - (iii) Scholar Associates shall have the same rights, privileges, powers and obligations (including without limitation, the right to attend meetings, vote and hold office) as Regular Members.
- f. *Psychotherapy Associates.* A person shall be eligible to be a Psychotherapy Associate in the Society provided the applicant fulfills the requirements of (i) and (ii), below.
- (i) The applicant is a graduate of the Adult or Child and Adolescent Psychodynamic Psychotherapy Program of the New York Psychoanalytic Society and Institute or from a similar program offered by a member Institute of the American Psychoanalytic Association.
 - (ii) The applicant meets the requirements as to character and ethical and professional standards established by the Membership Committee of the Society.
- g. *Non-discrimination.* A person shall be eligible for membership in the Society without regard to race, color, religion, age, sex, marital status, disability, sexual orientation, national or ethnic origin. The Society admits members of any race, color, religion, age, sex, marital status, disability, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to members of the Society. It does not discriminate on the basis of race, color, religion, age, sex, marital status, disability, sexual orientation, national and ethnic origin in administration of its education policies, admission policies, scholarship and other programs.

MEMBERSHIP DIRECTORY

REGULAR MEMBERS

Regular members have graduated from NYPSI or other training institute accredited by the American Psychoanalytic Association.

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- ‡ Adolescent Analyst Candidate
- ‡‡ Child and Adolescent Analyst Candidate

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- ^ Candidate in LP Program
- Candidate in Scholars Program
- ## Adolescent Analyst Candidate
- ### Child and Adolescent Analyst Candidate

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- ‡‡ Child and Adolescent Analyst Candidate

CANDIDATE DIRECTORY

CHILD AND ADOLESCENT PSYCHOANALYTIC PROGRAM (STAND-ALONE TRAINING)

All candidates listed are active in the stand-alone Child and Adolescent Training Program.

- ^ Candidate in LP Program
- ▣ Candidate in Scholars Program
- ‡ Adolescent Analyst Candidate
- ‡‡ Child and Adolescent Analyst Candidate

CANDIDATE DIRECTORY

GRADUATES of ADULT ANALYTIC PROGRAM

Graduates have completed the Adult Psychoanalytic Training Program.

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- * Qualified Child and Adolescent Analyst
- ‡ Qualified Adolescent Analyst
- ‡‡ Adolescent Analyst Candidate
- ‡‡‡ Child and Adolescent Analyst Candidate

CANDIDATE DIRECTORY

GRADUATES of CHILD ANALYTIC PROGRAM

Graduates of the Child Analytic Program have completed child and adolescent or adolescent only training.

‡De Blasi Jr., Pasquale, Ph.D.

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Graduated March 2, 2016

- * Qualified Child and Adolescent Analyst
- ‡ Qualified Adolescent Analyst
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- ‡‡‡ Child and Adolescent Analyst Candidate

CANDIDATE DIRECTORY

GRADUATES of SCHOLARS PROGRAM

Graduates of the Scholars Program have completed non-clinical training.

- * Qualified Child and Adolescent Analyst
- † Qualified Adolescent Analyst
- ‡ Adolescent Analyst Candidate
- ‡‡ Child and Adolescent Analyst Candidate

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