

nypsi

**New York
Psychoanalytic
Society & Institute**

**Academic Year
2018 - 2019**

nypsi

New York Psychoanalytic Society & Institute

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an Approved Training Institute of

APSAA

A M E R I C A N

PSYCHOANALYTIC

A S S O C I A T I O N

New York Psychoanalytic Society & Institute is
an education corporation chartered by the
New York State Board of Regents.

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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 over a century 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; 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.

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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.

NYPSI's psychoanalytic training program has been approved by the New York State Department of Education to offer the didactic and supervised clinical experience required to apply for licensure as a Licensed Psychoanalyst in New York State.

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

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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.

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 55.)

Psychodynamic Psychotherapy Program

The Psychodynamic Psychotherapy Program provides an enriched one-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. (See page 59.)

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 66.)

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Preparatory Program in Psychoanalysis and Dynamic Psychotherapy

The Prep Program is a one-year program designed for clinicians who are potentially interested in psychoanalytic training. The Prep students take one night per week of First Year psychoanalytic training program courses. (See page 64.)

Postdoctoral Clinical Fellowship

The 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 66.)

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 67.)

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. (See page 69.)

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 berniemaskit@gmail.com for further information. (See page 71.)

INTRODUCTION

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 56.)

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 75.)

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 76.)

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 77.)

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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 84.)

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 85.)

NEW YORK PSYCHOANALYTIC SOCIETY & INSTITUTE

OFFICERS

President.....Michele Press, M.D.
Vice-President.....Lisa Deutscher, M.D.
Secretary.....M. Geraldine Hoban, Ph.D.
Treasurer.....Adam D. Libow, M.D.

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Philip Herschenfeld, M.D.	Gilda L. Sherwin, M.D.
Leon Hoffman, M.D.	Robert Smith, M.D.
Alexander Kalogerakis, M.D. (<i>ex-officio</i>)	

**SUBCOMMITTEES OF THE
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Admissions Committee.....	Alexander Kalogerakis, M.D., <i>Chair</i>
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>

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David Goldenberg, M.D., *Secretary*

The American Psychoanalytic Association Representatives to the Executive Council

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

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

SUBCOMMITTEES OF THE CHILD ANALYSIS COMMITTEE

Advanced Seminars & Postgraduate Education.....Christian Maetzener, M.D.
Curriculum.....Alexander Kalogerakis, M.D. & 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 APsA Candidates delegate is Amber Nemeth, Ph.D. The Candidates' Organization Chairs (serving 2019 - 2021) are TBA.

COMMITTEES OF THE SOCIETY & INSTITUTE

Finance & Operations.....	Adam D. Libow, M.D., <i>Chair</i>
Library & Archives.....	Nellie L. Thompson, Ph.D., <i>Chair</i>
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Standards and Ethics.....	Stephanie Brandt, M.D., <i>Chair</i>

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Navah Kaplan, Ph.D.

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Ruth K. Karush, M.D. (*ex-officio*)

Robert Scharf, M.D.

Carl H. Kleban, M.D.

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

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

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

Membership.....Carl H. Kleban, M.D., *Chair*

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

Program Finance.....Navah Kaplan, Ph.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.

New York Psychoanalytic Society & Institute is a 501(c)(3) not for profit organization. We depend on membership dues, tuition, program 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 Object Relations, Contemporary Kleinian, Relational theories, and modern approaches to sexuality, trauma, gender and racial difference.

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, psychoanalytic listening, and psychoanalytic psychotherapy. 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; a course on psychoanalytic approaches toward racial and other diversities, 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 8 session course in the first year that provides an *Introduction to the Theory and Practice of Psychoanalysis and Dynamic Therapy*. This introduction covers the essential elements of the psychoanalytic situation that apply to both psychoanalysis and psychodynamic psychotherapy such as creating an atmosphere of safety, how one listens, the concepts of the "clinical surface" and depth, psychic reality, the effects of early trauma, and transference and countertransference. 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

PSYCHOANALYTIC TRAINING PROGRAM

historical, theoretical, technical and clinical perspectives on this topic, with 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, Thinking and Functioning*, with presentation of the candidates' clinical material from psychotherapy and a seminar on *Deepening the Treatment*. 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 *Neuropsychanalytic Explorations* 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 and a longer course in the fourth year, address these issues. A course in the third 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, more severe psychopathology is addressed with courses on *Somatics*, *Borderline States* and *Psychic Trauma*. A course on *Neuropsychanalytic Explorations* 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 research seminars describing psychoanalytic process research.

Psychoanalytic Writing Sequence:

A sequence of courses in the first, 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 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 annual summaries and final case reports that are required for candidates' supervised clinical cases.

**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 daycare 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.

III. Stand-Alone Training in Child/Adolescent Analysis:

- a. *Courses and Seminars:* In years 1 and 2 of their training, the stand-alone child/adolescent analysis candidates will take the same courses as the students in the Adult Program. In year 3, the candidates will take a sequence of three courses in the Adult Program on Mondays: *Gender, Sexuality, and Universal Fantasies.* If there is no *Child Continuous Case Seminar* in a particular year, then the students take the alternating adult/child *Continuous Case Seminar* in the Adult Program. In their fourth year of training, the students will take the Thursday evening child classes (courses and seminars). If they so choose, they have the option of taking all adult Fourth Year classes.

PSYCHOANALYTIC TRAINING PROGRAM

- b. *Supervision:* At the end of the first trimester, the candidate will discuss with his/ her advisor the appropriateness of starting a first case. If both agree that supervised child analytic work may begin, the Child Analysis Committee will assign a child supervisor to the candidate. Cases are found in a number of ways. They may be evaluated and referred by a member of the child faculty, or the candidate may find one on his/ her own. The case is evaluated for suitability by the candidate with the supervisor, and if both agree, the analysis begins. Permission to begin a second child or adolescent case will be given by the supervisor of the first child or adolescent case. The second case should be of a different developmental level than the first case, e.g., pre-oedipal or oedipal if the first case has been a latency child. Other considerations may determine the order or suitability of cases and can be discussed with the supervisor or faculty advisor. Altogether no fewer than two children and one adolescent must be treated in supervised analysis. It is recommended that the candidate has experience with treating both genders. A candidate should work with at least two different supervisors.

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 \$1,057 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

NYPSI's psychoanalytic training program has been approved by the New York State Department of Education to offer the didactic and supervised clinical experience required to apply for licensure as a Licensed Psychoanalyst in New York State. Applications for the 2019 - 2020 academic year will be accepted until June 1. 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.

PSYCHOANALYTIC TRAINING PROGRAM

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

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.

ACADEMIC YEAR, FEES & CONTINUING EDUCATION CREDITS

ACADEMIC YEAR

The academic year will begin September 12, 2018, and end on June 19, 2019. Classes will not be held on Rosh Hashanah, September 10; Yom Kippur, September 19; Columbus Day, October 8; Thanksgiving Eve, November 21; during the holiday week of Christmas and New Year's Day, from December 24, 2018 - January 1, 2019; Martin Luther King, Jr. Day, January 21; during the meetings of the American Psychoanalytic Association, February 6; President's Day, February 18; and Memorial Day, May 27.

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: \$2,740 per semester

Second Year: \$3,357 per semester

Third Year: \$3,357 per semester

Fourth Year: \$3,357 per semester

Fifth Year: \$3,233 per semester

Sixth Year: \$3,233 per semester

Seventh Year and Beyond: \$2,112 per semester

PSYCHOANALYTIC TRAINING PROGRAM

Part-Time Student Fees:

First Year: \$2,071 per semester

Second Year: \$2,538 per semester

Third Year \$2,538 per semester

Fourth Year \$2,538 per semester

Fifth Year: \$2,444 per semester

Sixth Year: \$2,444 per semester

Seventh Year: \$1,597 per semester

Eighth Year or until completion of part-time classes: \$1,597 per semester

Ninth Year or after completion of part-time classes: \$2,112 per semester.

4. The graduation fee is \$210.

CHILD/ ADOLESCENT ANALYTIC PROGRAM FEES

1. A nonrefundable application fee of \$125.00 must accompany each application for admission (unless you are enrolled in NYPSI's Adult Program).
2. 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 \$1,057 per course.
3. Supervisory fees for Child Analysis are charged after candidates graduate from the Adult Program and are arranged privately with the child/adolescent supervisor.
4. 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: \$2,740 per semester

Second Year: \$3,357 per semester

Third Year: \$3,357 per semester

Fourth Year: \$3,357 per semester

Fifth Year: \$3,233 per semester

Sixth Year: \$3,233 per semester

Seventh Year and Beyond: \$2,112 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. Some financial assistance may also be available for students enrolled in the stand-alone Child Analytic Training Program.

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

PSYCHOANALYTIC TRAINING PROGRAM

TRAINING AND SUPERVISING ANALYSTS

Anna Balas, M.D.
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.
Karen Gilmore, M.D.
Robert S. Grayson, M.D.
George E. Gross, M.D.
Philip Herschenfeld, M.D.
Lincoln Hess, 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.
David Pollens, Ph.D.
Michael Porder, M.D.

Michele Press, M.D.
Daniel Prezant, Ph.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.
Lynne Zeavin, Psy.D.
Alan B. Zients, M.D.

(Inactive)
Sander M. Abend, M.D.
Lester H. Friedman, M.D.

PSYCHOANALYTIC TRAINING PROGRAM

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.
Beverly Stoute, M.D.
Steven J. Wein, M.D.
Alan B. Zients, M.D.

(Inactive)
Lester H. Friedman, M.D.

ASSOCIATE CHILD/ ADOL. 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 child candidates.

COURSE INSTRUCTORS

Brian Aslami, M.D.
Henry Bachrach, Ph.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.
Marianne Goldberger, 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 Sawyer, M.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.

PSYCHOANALYTIC TRAINING PROGRAM

VISITING INSTRUCTOR IN INFANCY AND EARLY CHILDHOOD

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

VISITING INSTRUCTOR IN RESEARCH METHODOLOGY

Wilma Bucci, Ph.D.

VISITING INSTRUCTORS IN ADULT ANALYSIS

Fred Busch, M.D.

Diana Diamond, Ph.D.

Ellie Gelman, Ph.D.

Anton Hart, Ph.D.

M. Nasir Ilahi

Donald Moss, M.D.

Avgi Saketopoulou, Psy.D.

Donnel Stern, Ph.D.

Frank Yeomans, M.D.

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

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.

Susan Jaffe, M.D.

Richard Lacy, M.D., Ph.D.

Anna Miari, M.D.

N. John Pareja, M.D.

Lori Pellegrino, M.D.

Robert Penzer, M.D.

Carlos Sanchez, M.D.

Norman L. Straker, M.D.

Rebecca Twersky, M.D.

Josephine Wright, M.D.

(Inactive)

Irving Sternschein, M.D.

Associate Course Instructors are certified by the American Psychoanalytic Association.

PSYCHOANALYTIC TRAINING PROGRAM

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 De Blasi Jr., Ph.D.

David Goldenberg, M.D.

Navah C. Kaplan, Ph.D.

Arlene Heyman, M.D.

Adam Libow, M.D.

Allison Lomonaco, M.D.

Donald Marcuse, M.D.

Andrei Moroz, 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.

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.

100. INTRODUCTION TO THE THEORY AND PRACTICE OF PSYCHOANALYSIS AND PSYCHOANALYTIC THERAPY

Robert Smith, M.D.
Marianne Goldberger, M.D.

This course focuses on essential elements of the clinical situation that apply to both analysis and psychotherapy, such as how one listens, the concepts of "clinical surface" and depth, psychic reality, creating an atmosphere of safety, the developmental point of view, the effect of theory on technique, signs of early trauma, recognition of "character," and transference-countertransference. The concepts will be illustrated with detailed process notes from a psychotherapy case provided by one of the instructors.

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; September 12 - November 28, 2018

101. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS I

Daria Colombo, M.D.
Ellie Gelman, 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 annual summaries will also be discussed.

Mondays, 7:00 - 8:25 P.M.; 3 sessions; April 22 - May 6, 2019

PSYCHOANALYTIC TRAINING PROGRAM

102. FREUD I: EARLY THEORIES OF NEUROSIS, DREAMS AND THE TOPOGRAPHIC THEORY

Leon Balter, M.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, 8:30 - 10:00 P.M.; 13 sessions; September 17 - December 17, 2018

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

David Goldenberg, M.D.

Donald Moss, M.D.

Grounded in drive theory, Freud's *Three Essays on the Theory of Sexuality* (1905), initiated a still-new method by which to think about and clinically address the vicissitudes of sexuality. Reading first from *Interpretation of Dreams*, *Instincts and their Vicissitudes*, and the *Three Essays*, we will then take up some of Freud's case histories-- with a focus on "the female homosexual", "Dora", and "Schreber". Our aim will be to both appreciate and critique Freud's grounding premises so as to map their appropriate status in contemporary psychoanalytic theory and practice.

Mondays, 8:30 - 10:00 P.M.; 13 sessions; February 4 - May 6, 2019

PSYCHOANALYTIC TRAINING PROGRAM

104. INTRODUCTION TO PSYCHOANALYTIC LISTENING, THINKING, AND FUNCTIONING

Alan Zients, M.D.
Hilli Dagony-Clark, Psy.D.
Philip Herschenfeld, M.D.
Carlos Almeida, M.D.

Utilizing primarily clinical material, this course will focus on those aspects of listening to the patient, thinking about what has been said and the rationale for responding. Understanding the unique aspects of our own mind as well as the patient's will be discussed in detail. The centrality of understanding transference and countertransference in their manifold manifestations as well as other aspects of the dyad will be emphasized. These classes will also provide an opportunity to discuss issues such as the development of a practice, consultation with colleagues and whatever else the instructors and students feel is relevant. While there will be no required reading, it is expected that students will further explore what has been discussed in class and share some of their questions and impressions at an appropriate time. *This course will be taught in two sections.*

Wednesdays, 7:00 - 8:20 P.M.; 14 sessions; December 5, 2018 - March 20, 2019

105A. TECHNIQUE I: BASICS OF 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.; 7 sessions; September 12 - October 31, 2018

PSYCHOANALYTIC TRAINING PROGRAM

105B. TECHNIQUE I: ASSESSMENT OF ANALYZABILITY

Christian Maetzner, 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 evaluate a patient (either a case from the Treatment Center or a private case) and meet individually with preceptors to discuss this evaluation 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, 7:00 – 8:25 P.M.; 13 sessions; September 17 – December 17, 2018

106. TECHNIQUE II: BASIC CONCEPTS AND BEGINNING PHASE

Carmela Perri, Ph.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.; 11 sessions; January 28 – April 15, 2019

PSYCHOANALYTIC TRAINING PROGRAM

107. CHILD DEVELOPMENT SEQUENCE

107A. INFANCY AND EARLY CHILDHOOD

Wendy Olesker, 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, gender development, 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.

Wednesdays, 8:40 - 10:00 P.M.; 8 sessions; November 7, 2018 - January 9, 2019

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; January 16 - April 3, 2019

PSYCHOANALYTIC TRAINING PROGRAM

107C. ADOLESCENCE

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; April 10 - June 19, 2019

108. ETHICS IN CLINICAL PRACTICE I

Stephanie Brandt, 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*.

Mondays, 8:30 - 10:00 P.M.; 3 sessions; January 7 - January 28, 2019

109. DEEPENING THE TREATMENT

Peter B. Dunn, M.D.
Navah C. Kaplan, Ph.D.

The majority of patients for whom analysis would be the treatment of choice come to treatment seeking once or twice 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. 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.

Wednesdays, 7:00 - 8:20 P.M.; 6 sessions; May 8 - June 12, 2019

PSYCHOANALYTIC TRAINING PROGRAM

110. CRITICAL THINKING I

Robert Smith, M.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.

Mondays, 7:00 - 8:25 P.M.; 3 sessions; May 13 – June 3, 2019

111. 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.

Wednesdays, 7:00 - 8:20 P.M.; 5 sessions; April 3 – May 1, 2019

PSYCHOANALYTIC TRAINING PROGRAM

RESEARCH SEMINAR FOR FIRST YEAR STUDENTS: AN INTRODUCTION TO THE REFERENTIAL PROCESS AND ITS RELEVANCE TO PSYCHOANALYSIS AND PSYCHOTHERAPY

Wilma Bucci, Ph.D.
Leon Hoffman, M.D.
Sean Murphy, Ph.D.

Multiple code theory is based on a view of humans as having multiple systems of experiencing and processing the world, with substantial but incomplete integration of these systems. The systems include symbolic and subsymbolic processes and may be verbal or nonverbal. The problems people bring to treatment involve dissociation/disconnection between painful feeling states which are experienced in subsymbolic sensory and bodily form, and the representations of the events in which the painful experiences occurred; the goal of psychotherapy/psychoanalysis is an adaptive reorganization of the disconnected states.

The referential process provides a general psychological framework describing how this reorganization takes place. The process, related to Kris's description of the good hour, includes three phases: Arousal, Symbolizing and Reorganizing; these occur within sessions and sequentially across treatments. The process can be traced in the common forms of therapy practiced today, including psychodynamic, interpersonal, client-centered, cognitive behavioral and exposure treatment forms. The students will learn how to evaluate these three phases clinically and with research measures, and will examine the operation of these phases in relation to treatment effectiveness.

Wednesday, 7:00 - 8:20 P.M.; 1 session; March 27, 2019

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.

Wednesdays, 7:00 - 8:20 P.M.; 12 sessions; September 12 - December 12, 2018

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.

Wednesdays, 8:40 - 10:00 P.M.; 10 sessions; November 7, 2018 - January 23, 2019

PSYCHOANALYTIC TRAINING PROGRAM

202. FREUD IV: STRUCTURAL MODEL AND CHARACTER

Eric Weitzner, M.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.

Wednesdays, 7:00 - 8:20 P.M.; 11 sessions; December 19, 2018 - March 13, 2019

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.

Wednesdays, 8:40 - 10:00 P.M.; 15 sessions; February 27 - June 5, 2019

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.

Mondays, 7:00 - 8:25 P.M.; 20 sessions; September 17, 2018 - March 4, 2019

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.

Wednesdays, 8:40 - 10:00 P.M.; 6 sessions; September 12 – October 24, 2018

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.

Mondays, 8:30 – 10:00 P.M.; 11 sessions; December 17, 2018 – March 25, 2019

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.

Mondays, 8:30 – 10:00 P.M.; 8 sessions; October 22 – December 10, 2018

PSYCHOANALYTIC TRAINING PROGRAM

208. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS II

Kathy Berkman, M.D.

Lynne Jacobs, M.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 portrayals 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 analyst's 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. *Second and Third Year students combined.*

Mondays, 7:00 - 8:25 P.M.; 7 sessions; April 22 - June 10, 2019

209. ADULT DEVELOPMENT

Alexander Kalogerakis, M.D.

Norman L. Straker, 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 working life, aging, facing loss, mourning, and terminal illness. Clinical examples of analytic work at different points in adult development will help illustrate the subject.

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; March 20 - May 22, 2019

PSYCHOANALYTIC TRAINING PROGRAM

210. NEUROPSYCHOANALYTIC EXPLORATIONS

Andrew Rosendahl, M.D., Ph.D.

Richard Kessler, D.O.

As he beheld the interchanges among individuals engaged in the new discipline of neuropsychanalysis Alberto Damasio is said to have remarked to Mark Solms that here was a dialogue that had once been active in the mind of a single person, Sigmund Freud. This course seeks to review the resumption of that conversation beginning with the first work of neuropsychanalysis, *The Interpretation of Dreams*. The fundamental concepts of mind/brain processes embedded within Chapter 7 can be brought into a mutually enriching interface with new findings in neuroscience. In particular the concepts of hallucinatory wish fulfillment and primary and secondary process will serve as guideposts to understand both the psychology and biology of consciousness, emotion, perception, wishes, dreams and love and attachment. *Second and Third Year students combined. This course alternates with 307 Empirical Approaches to Psychoanalytic Thinking.*

This course will not be given in 2018 - 2019.

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

Sarah Fox, M.D.

Lisa Deutscher, 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.

Mondays, 8:30 - 10:00 P.M.; 4 sessions; September 17 - October 15, 2018

PSYCHOANALYTIC TRAINING PROGRAM

212. PANIC-FOCUSED PSYCHOANALYTIC PSYCHOTHERAPY

Barbara Milrod, M.D.

Fred Busch, M.D.

This course is designed to familiarize students with Panic Focused Psychoanalytic Psychotherapy (PFPP), a 24 session, 12 week psychoanalytic psychotherapy that has been shown in clinical trials to have efficacy for DSM-IV panic disorder with/without agoraphobia. PFPP has been tested across a range of DSM anxiety disorders and PTSD. An outline of research evidence, and the basics of treatment will be articulated. Clinical cases will be presented in detail using videotaped study psychotherapies.

This course will not be given in 2018 - 2019.

RESEARCH SEMINAR FOR SECOND YEAR STUDENTS: AN INTRODUCTION TO AND APPLICATION OF THE REFERENTIAL PROCESS AND ITS RELEVANCE TO PSYCHOANALYSIS AND PSYCHOTHERAPY

Wilma Bucci, Ph.D.

Leon Hoffman, M.D.

Sean Murphy, Ph.D.

Multiple code theory is based on a view of humans as having multiple systems of experiencing and processing the world, with substantial but incomplete integration of these systems. The systems include symbolic and subsymbolic processes and may be verbal or nonverbal. The problems people bring to treatment involve dissociation/disconnection between painful feeling states which are experienced in subsymbolic sensory and bodily form, and the representations of the events in which the painful experiences occurred; the goal of psychotherapy/psychoanalysis is an adaptive reorganization of the disconnected states.

The referential process provides a general psychological framework describing how this reorganization takes place. The process, related to Kris's description of the good hour, includes three phases: Arousal, Symbolizing and Reorganizing; these occur within sessions and sequentially across treatments. The process can be traced in the common forms of therapy practiced today, including psychodynamic, interpersonal, client-centered, cognitive behavioral and exposure treatment forms. The students will learn how to evaluate these three phases clinically and with research measures, and will examine the operation of these phases in relation to treatment effectiveness.

Wednesdays, 8:40 - 10:00 P.M.; 2 sessions; February 13 - February 20, 2019

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 include readings by the above-named authors and others, and will 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.; 6 sessions; March 11 – April 15, 2019

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. This course alternates with 404 Technique V.*

Wednesdays, 7:00 – 8:20 P.M.; 10 sessions; January 16 – March 27, 2019

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 12, 2018 – January 9, 2019

PSYCHOANALYTIC TRAINING PROGRAM

303. CONTINUOUS CASE SEMINAR I

Sally Clement, Ph.D., LCSW
Richard Weiss, 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 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.; 20 sessions; September 17, 2018 – March 4, 2019

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 17, 2018 – January 28, 2019

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. Clinical case material will be provided by the instructor and the students.

This course will not be given in 2018 - 2019.

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.; 4 sessions; March 11 – April 1, 2019

Mondays, 8:30 – 10:00 P.M.; 4 sessions; May 6 – June 3, 2019

307. EMPIRICAL APPROACHES TO PSYCHOANALYTIC THINKING

Barbara Milrod, 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. *Second and Third Year students combined. This course alternates with 210 Neuropsychanalytic Explorations.*

Mondays, 8:30 – 10:00 P.M.; 4 sessions; April 8 – April 29, 2019

PSYCHOANALYTIC TRAINING PROGRAM

308. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS III

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; April 22 – June 10, 2019

309. GENDER

Avgi Saketopoulou, Psy.D.
Andrei Moroz, M.D.

This course surveys psychoanalytic gender theories to offer a solid foundation in their basic tenets, controversies and clinical implications. It addresses questions like: What is gender - in both its normative and non-normative iteration? What unconscious forces undergird it? Does the promise of 'coherent gender' do psychic work and if so, what kind? What 'counts' as the gendered body and how can we understand the relationship between its felt sense, the role of fantasy, and the body's materiality? Why have some analytic theories disaggregated gender from psychosexuality? Do we need to suture these two back together and if so, how? Readings draw on canonical analytic works, pairing them with texts from other disciplines (e.g. queer theory, phenomenology, cultural theory), and cultural objects. We will use them to help us explore gender's unconscious underpinnings, map how gender is softly assembled, and why it is clinically helpful to understand it as always already intersectionally driven. *Third and Fourth Year students combined.*

Wednesdays, 7:00 – 8:20 P.M.; 11 sessions; April 3 – June 12, 2019

PSYCHOANALYTIC TRAINING PROGRAM

RESEARCH SEMINAR FOR ADVANCED CANDIDATES: AN INTRODUCTION TO AND APPLICATION OF THE REFERENTIAL PROCESS AND ITS RELEVANCE TO PSYCHOANALYSIS AND PSYCHOTHERAPY

Wilma Bucci, Ph.D.
Leon Hoffman, M.D.
Sean Murphy, Ph.D.

Multiple code theory is based on a view of humans as having multiple systems of experiencing and processing the world, with substantial but incomplete integration of these systems. The systems include symbolic and subsymbolic processes and may be verbal or nonverbal. The problems people bring to treatment involve dissociation/disconnection between painful feeling states which are experienced in subsymbolic sensory and bodily form, and the representations of the events in which the painful experiences occurred; the goal of psychotherapy/psychoanalysis is an adaptive reorganization of the disconnected states.

The referential process provides a general psychological framework describing how this reorganization takes place. The process, related to Kris's description of the good hour, includes three phases: Arousal, Symbolizing and Reorganizing; these occur within sessions and sequentially across treatments. The process can be traced in the common forms of therapy practiced today, including psychodynamic, interpersonal, client-centered, cognitive behavioral and exposure treatment forms. The students will learn how to evaluate these three phases clinically and with research measures, and will examine the operation of these phases in relation to treatment effectiveness. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 2 sessions; April 3 - April 10, 2019

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.

This course will not be given in 2018 - 2019.

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.*

This course will not be given in 2018 - 2019.

PSYCHOANALYTIC TRAINING PROGRAM

402. INTERPERSONAL AND 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. *Third and Fourth Year students combined This course alternates with 309 Gender.*

This course will not be given in 2018 - 2019.

403. DREAMS IN CLINICAL PRACTICE

Douglas J. Van der Heide, M.D.
Carlos Sanchez, 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.

This course will not be given in 2018 - 2019.

PSYCHOANALYTIC TRAINING PROGRAM

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. *Third and Fourth Year students combined. This course alternates with 301 Trauma.*

This course will not be given in 2018 - 2019.

405. CONTINUOUS CASE SEMINAR II

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. *Third and Fourth Year students combined. This course alternates with 303 Continuous Case Seminar I.*

This course will not be given in 2018 - 2019.

406. AFFECTS AND AFFECT PATHOLOGY

Carlos Almeida, Jr., 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.

This course will not be given in 2018 - 2019.

PSYCHOANALYTIC TRAINING PROGRAM

407. TECHNIQUE VI: TERMINATION

Adele Tutter, M.D., Ph.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.

This course will not be given in 2018 - 2019.

408. CRITICAL THINKING II: THE NATURE OF PSYCHOANALYSIS

Mervyn Peskin, M.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 13 - March 27, 2019

409. SEXUALITY

Stephanie Brandt, M.D.

Lissa Weinstein, Ph.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 2018 - 2019.

PSYCHOANALYTIC TRAINING PROGRAM

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.

This course will not be given in 2018 - 2019.

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.

This course will not be given in 2018 - 2019.

412. ETHICS IN CLINICAL PRACTICE II

Stephanie Brandt, 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.*

Mondays, 8:30 - 10:00 P.M.; 6 sessions; April 17 - May 22, 2019

PSYCHOANALYTIC TRAINING PROGRAM

413. PSYCHOANALYTIC APPROACHES TOWARD RACIAL AND OTHER DIVERSITIES

Anton Hart, Ph.D.

This course aims to address issues of racial, ethnic and other diversities in the psychoanalytic situation, approaching them from a perspective emphasizing the analyst's curiosity, receptive listening and self-reflectiveness (and the cultivation of these qualities in the analysand). The course will examine the central roles of inquiry and openness, and also their obstacles, in considering how emergent differences between self and other may be psychoanalytically explored, engaged and, sometimes, transcended.

This course will not be given in 2018 - 2019.

414. UTILIZING MULTIPLE MODELS IN THE CLINICAL SITUATION

Lisa Deutscher, M.D.

This course will examine how the working analyst may integrate different theoretical models in a given treatment. Using assigned articles as a starting point, the class will first discuss how, and even whether, it is possible to combine multiple models, and the challenges and advantages to doing so. The instructor will then present case material exemplifying these issues. In subsequent sessions, class participants will also present clinical material. *Third and Fourth Year students combined.*

Wednesdays, 8:40 – 10:00 P.M.; 5 sessions; December 19, 2018 – January 30, 2019

PSYCHOANALYTIC TRAINING PROGRAM

RESEARCH SEMINAR FOR ADVANCED CANDIDATES: AN INTRODUCTION TO AND APPLICATION OF THE REFERENTIAL PROCESS AND ITS RELEVANCE TO PSYCHOANALYSIS AND PSYCHOTHERAPY

Wilma Bucci, Ph.D.
Leon Hoffman, M.D.
Sean Murphy, Ph.D.

Multiple code theory is based on a view of humans as having multiple systems of experiencing and processing the world, with substantial but incomplete integration of these systems. The systems include symbolic and subsymbolic processes and may be verbal or nonverbal. The problems people bring to treatment involve dissociation/disconnection between painful feeling states which are experienced in subsymbolic sensory and bodily form, and the representations of the events in which the painful experiences occurred; the goal of psychotherapy/psychoanalysis is an adaptive reorganization of the disconnected states.

The referential process provides a general psychological framework describing how this reorganization takes place. The process, related to Kris's description of the good hour, includes three phases: Arousal, Symbolizing and Reorganizing; these occur within sessions and sequentially across treatments. The process can be traced in the common forms of therapy practiced today, including psychodynamic, interpersonal, client-centered, cognitive behavioral and exposure treatment forms. The students will learn how to evaluate these three phases clinically and with research measures, and will examine the operation of these phases in relation to treatment effectiveness. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 2 sessions; April 3 - April 10, 2019

PSYCHOANALYTIC TRAINING PROGRAM

ELECTIVE COURSES

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

INTRODUCTION TO FRENCH PSYCHOANALYSIS

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

This course will not be given in 2018 - 2019.

STUDY OF CLINICAL MATERIAL

Michael Porder, M.D.

Dr. Porder will lead a monthly seminar for advanced candidates and members on clinical technique. Like the Kris Study Group which ran for decades, this course will involve examination and discussion of clinical work presented by participants in the group. Relevant readings will be assigned periodically. Please note that regular attendance is required in order to ensure continuity of the discussion.

Thursdays, 7:00 – 8:30 P.M.; 9 sessions; September 20, 2018 - June 20, 2019

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

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 2018 - 2019.

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.; 20 sessions; September 13, 2018 - March 14, 2019

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 13, 2018 - January 17, 2019

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.; 7 sessions; January 24 - April 4, 2019

ChA.14 ADVANCED SEMINARS

Christian Maetzner, 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 25, 2018; December 6, 2018; March 21, 2019; and March 28, 2019

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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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.

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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, as well as clinical courses, technique, and continuous case seminars.

ELIGIBILITY

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.

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 18.)

PERSONAL ANALYSIS

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 Algus, 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. Algus.

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.

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.

POST-GRADUATE STUDIES

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.

STUDY GROUP ON PSYCHOANALYTIC PRACTICE

Leon Balter, M.D.

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

POST-GRADUATE STUDIES

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.

STUDY GROUP ON THE TRAINING ANALYSIS Herbert Wyman, M.D.

This course provides an intensive post-graduate study experience for those members interested in the topic of Training Analysis. It is a useful preparation and credential for an eventual application for the position of Training Analyst at NYPSI, though enrollment in this course carries with it no commitment to do so. The course will consist of clinical presentations and discussions of the literature with a focus on the emotional and technical challenges inherent in the conduct of training analyses within a psychoanalytic educational community. Topics will include transference and countertransference problems, transference displacement in the community, idealization of the Training Analyst, intellectualization in learning and defense, supervision difficulties, extra-analytic conflict, and similar aspects of the Training Analysis situation. The course will meet six times per year, for a one-year minimum, beginning in September of each academic year. Groups may elect to continue for additional years. Each group will have a minimum of three and a maximum of six members. Each member will provide written and oral case reports. Senior Training Analysts will conduct the sessions. In order for the discussions to be clinically meaningful for all participants, a certain amount of analytic and educational experience will be required for admission to the group:

1. Minimum of three years post graduation
2. Appointment to Faculty of NYPSI
3. Two new analytic cases at 4x/week begun since graduation
4. 1800 hours total immersion (including control cases continued since post graduation)

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 is a one-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 supervision of patients, the curriculum is designed to impart the valuable and enduring contributions of psychoanalytic thought to psychotherapy. Classes are held on Wednesday evenings from 7:00 - 10:00 P.M.

ELIGIBILITY

Qualified mental health professionals who are currently engaged in the practice of psychotherapy are welcome to apply. Each applicant must be licensed and insured to the standards of his or her discipline and must have completed NYPSI's Prep Program or have equivalent educational or work experience.

We invite applications for psychodynamic psychotherapy training from:

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. Mental Health Counselors with a New York State License
5. Registered Nurses and Nurse Practitioners with a New York State License

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

ADMISSIONS

Applications for the 2019 – 2020 academic year will be accepted until June 1st. Applicants should submit, along with their application, a nonrefundable application fee of \$55 and two letters of reference.

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.

FEES

1. Nonrefundable application fee of \$55
2. Tuition: \$2,556 annually
3. Supervision: \$1,534 annually per Supervisor

Tuition and Supervision fees are billed biannually on July 1 and January 15.

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. Student progress is reviewed by Supervisors together with his/her Advisor.

SUPERVISION

Participants in the program will meet weekly with Supervisors to discuss patients in their own psychotherapy practice. Students should have supervision on two cases with two different supervisors and must complete a total of 66 hours of supervision to be eligible for a certificate.

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

CURRICULUM

MODERN CONFLICT THEORY

Mervyn Peskin, M.D.

The course will explain the major tenets of Modern Conflict Theory. It will describe both its close affinity to, and origins in, traditional ego psychology and delineate how it differs from ego psychology in significant ways. Its relationship to other psychoanalytic models of the mind will be touched on.

Wednesdays, 7:00 – 8:20 P.M.; 7 sessions; September 12 – October 31, 2018

APPLICATIONS OF PSYCHODYNAMIC PRINCIPLES TO CLINICAL SYNDROMES AND SITUATIONS

Rebecca Twersky, M.D.

Robert Scharf, M.D.

Ian Buckingham, M.D.

Norman Straker, M.D.

Robin Bryant, Ph.D.

Robert Scharf, M.D.

Charles Murkofsky, M.D.

This course is a series of multi-week seminars organized around the clinical applications of psychoanalytic theory to understanding and treating specific clinical syndromes or situations. The readings for each class are often one theory paper and one clinical technique paper about a specific clinical syndrome (eg: narcissism, depression, etc.) or situation (eg: couples). Seminars are structured to facilitate critical thinking and discussion about psychodynamic psychotherapy techniques and the integration and application of theory and practical technique.

Wednesdays, 7:00 – 8:20 P.M.; 25 sessions; November 7, 2018 – May 22, 2019

Wednesdays, 8:40 – 10:00 P.M.; 3 sessions; April 3 – 17, 2019

TECHNIQUE: REVIEW OF ASSESSMENT & OPENING PHASE

David Goldenberg, M.D.

This course offers a review of the clinical and technical issues involved in initial contacts and the early phase of psychodynamic psychotherapy.

Wednesdays, 8:40 – 10:00 P.M.; 4 sessions; September 12 – October 10, 2018

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

CONTINUOUS CASE CONFERENCE

David Goldenberg, M.D.
Carlos Almeida, Jr., M.D.
Susan Jaffe, M.D.

The continuous case conference consists of individual students' presentation of process notes of evaluation and treatment. Discussions focus on application of clinical theory to patient treatment. Both the students' and instructors' process notes are used to illustrate and develop clinical psychodynamic psychotherapy techniques for deeper engagement and more effective treatment.

Wednesdays, 8:40 – 10:00 P.M.; 10 sessions; October 17, 2018 – January 9, 2019

Wednesdays, 8:40 – 10:00 P.M.; 4 sessions; March 6 – March 27, 2019

Wednesdays, 8:40 – 10:00 P.M.; 5 sessions; April 24 – May 22, 2019

DEEPENING THE TREATMENT

Navah Kaplan, Ph.D.

This course is designed to develop skills in deepening a treatment after the transition from early phases of work. It offers specific techniques & clinical examples of the exploration and interpretation of conflicts, transference, and working against resistances as the treatment progresses. It helps distinguish work that is more supportive to a more mutative therapy.

Wednesdays, 8:40 – 10:00 P.M.; 6 sessions; January 16 – February 27, 2019

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

PSYCHODYNAMIC PSYCHOTHERAPY PROGRAM

ADVISORS

Jane Albus, 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.
Douglas J. Van der Heide, M.D.

SUPERVISORS

Harry Aaron, M.D.
Jane Albus, 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.
Maria Rodriguez-Boulan, M.D.
Randall Ross, M.D.
Robert D. Scharf, M.D.
Robert M. Smith, M.D.
Carla M. Solomon, Ph.D.
Douglas J. Van der Heide, M.D.
Eric Weitzner, M.D.

PREPARATORY PROGRAM in PSYCHOANALYSIS AND DYNAMIC PSYCHOTHERAPY

Lori Pellegrino, M.D.

Director

The Preparatory Program in Psychoanalysis and Dynamic Psychotherapy is designed for clinicians who are potentially interested in psychoanalytic training. It is a one-year program in which eligible clinicians take classes one night per week (Wednesday night) of psychoanalytic training program courses. These classes include the sequence of classes on development (from infancy to adolescence), introductory courses on psychoanalytic psychotherapy and psychoanalytic diagnosis, a class on deepening the treatment, a psychotherapy continuous case course, and a course on transference-focused psychotherapy.

Towards the end of the year (late March), the student will decide whether s/he wants to continue with psychoanalytic training. At that point, the interested student will have to go through the standard application process for the psychoanalytic training program. The student will be ready to commence a training analysis and will take the second half of the first year of psychoanalytic training classes (Monday nights) the following academic year.

If any student does not wish to pursue psychoanalytic training, they will have the option to complete the Psychodynamic Psychotherapy Program during the next academic year.

Please note the application deadline of June 1, 2019.

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

PREPARATORY PROGRAM

ELIGIBILITY

Qualified mental health professionals who are licensed and insured to the standards of his or her discipline are welcome to apply. It is to your educational benefit to be engaged in the practice of psychodynamic psychotherapy when enrolling in the program but it is not required.

We invite applications for preparatory training from:

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.

ADMISSIONS

Applications for the 2019 – 2020 academic year will be accepted until June 1st. Applicants should submit, along with their application, a nonrefundable application fee of \$75 and two letters of reference. Each applicant will be interviewed by a member of NYPSI faculty. All applicants will be considered without regard to national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation.

FEES

1. Nonrefundable application fee of \$75
2. Tuition: \$1,278 per semester

Substantial financial aid is available for students in the Prep Program. Students should contact the Administrative Director.

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

Rebecca Twersky, M.D. and Navah Kaplan, Ph.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 Dr. Twersky or Dr. Kaplan.

POSTDOCTORAL CLINICAL FELLOWSHIP PROGRAM

Wendy Olesker, 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, and electives in psychoanalytically-oriented group and family psychotherapies.

CLIN. FELLOWSHIP, EXTERNSHIP & INTERNSHIP

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.
+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.
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Henry Nunberg, M.D.
+Wendy Olesker, Ph.D.*
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Carmela Perri, Ph.D.
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+Mary Sickles, M.D.
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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

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

VISION OF THE PACELLA RESEARCH CENTER

The Pacella Research Center of the New York Psychoanalytic Society & Institute is the result of the merging of the Research Division of the Pacella Parent Child Center and the NYPSI Research Center. 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. At the Pacella Research Center, our goal is to work towards bridging the gap between clinicians and researchers, through a variety of research projects.

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 the Pacella Research Center, we have been promoting and integrating research in our education and clinical activities.

Research activities have been productive and research publications have been numerous, with a fair number of students, postdocs, candidates and graduates involved. See <https://nypsi.org/the-pacella-research-center/> for details about the activities.

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

PACELLA RESEARCH CENTER

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*

SUMMARY OF CURRENT WORK AT THE PACELLA RESEARCH CENTER

During the 2017-2018 academic year, the IRB considered and approved three proposals.

One proposal concerning children's play, by Sara Lea Chazan, was for continuation of a previously approved project; it did not involve collection of new data and was given expedited review.

The other projects involved collection of data; they were reviewed and approved by the full committee.

The first of these was proposed by an undergraduate, Eli Kraiemn working under the direction of Wilma Bucci and Sean Murphy; the proposed study is a replication of previous studies with several different demographic groups and involves subjects from the Syrian-Jewish community telling the story of emotionally significant events.

The other proposal was by You Zhou, who is a postdoctoral fellow and part-time member of the research group. Her proposal concerns interviews of Parent-Child home visitors.

PACELLA RESEARCH CENTER

CLINICIAN/RESEARCHER COLLABORATIVE PROCESS SEMINAR

The tension between science and practice in psychotherapy is well known. At the Pacella Research Center of NYPSI we have been trying to bridge that gap. For several years we have conducted a Clinician/ Researcher Collaborative Process Seminar. In very general terms, the project involves clinicians providing session material which might be recordings or verbatim transcripts, and might also be process notes, and researchers analyzing this material using currently available tools. Clinical and research perspectives are discussed and compared. Ultimately these collaborations may also lead to fruitful ways to address supervision.

Continuation of the seminar has focused on videotapes and verbatim transcripts of treatments, with participation by treating analysts. Discussion has included clinical analysis and application of research measures. Participants include senior members of NYPSI and researchers associated with NYPSI, senior colleagues from other institutes, and graduate students and post-doctoral fellows. The seminar meets monthly during a large portion of the academic year.

Over the past period of time, we discussed a case that was conducted by Charles Jaffe, M.D. of the Chicago Psychoanalytic Institute. This case was videotaped and transcribed. Dr. Jaffe participated in the seminar via Skype and occasionally in person at NYPSI.

(A version of this seminar has now been developed for candidates, focusing on their own clinical material; this will be included in the curriculum for the 2018 - 2019 academic year. We also plan to perform a linguistic analysis on a candidate presentation by Amber Nemeth.

PSYCHOANALYTIC RESEARCH ELECTIVE

We have begun a psychoanalytic research elective with the participation of two senior candidates participating in our research projects (Shuli Sandler and Jess Olson).

ACTIVITIES OF PACELLA RESEARCH GROUP

Led by Bucci, Maskit, Murphy, the Research Group this year included Post-doctoral Fellow You Zhou, Research Fellow Adam Fishman, and other students; group meets weekly during the academic year to discuss joint and individual projects.

Completed Research Projects

Development of the Weighted Reflection/Reorganization List (WRRL) - a new measure of the reorganization phase of the referential process, that features connection and development of emotional meaning of narratives. The project consisted of both establishment of a new psycholinguistic measure and a computer model of this measure. The new measure was defined collaboratively by the group, with major work by Zhou and Fishman. The computer model was primarily constructed by Maskit.

Treatment Data Base - The referential process measures, as well as other standard psycholinguistic measures, were applied to over 500 sessions from 21 distinct treatments, and the results collated in a referential process psychotherapy database. The database contains numerical data at several levels; treatment, session, turn of speech, and individual word, but contains no actual words so that confidentiality is maintained.

User-friendly DAAP - A new user-friendly version of our computer software DAAP is now almost complete. This menu driven version, which runs on both Mac and Windows computers, automatically produces graphs of referential process variables for whole sessions, as well as graphs showing comparisons between sessions.

Dissertation. Matthew von Unwerth has completed his dissertation at LAIPS, combining clinical analysis and research methods, applied to a single case of dissociative identity disorder, under Bucci's supervision.

Development of a Defense Mechanisms Manual for Children's Doll Play (DMCP)- Under the leadership of Tehela Nimroody, a manual has been completed and a paper published in the *Journal of Infant, Child, and Adolescent Psychotherapy*.

Ongoing Projects

Working with Katie Aafjes-van Doorn, we have run computerized referential process language measures on 3 sessions each from 11 treatments including both CBT and PDT treatment types, taken from the study of panic disorder therapies, carried out at Penn and Cornell. Based on the measures alone, we have predicted at better than chance rates to both treatment types and outcome. We have now received an additional larger data set from Ms. Aafjes-van Dorn and will continue the project. One major implication of our findings so far is that the referential process measures seem to predict for CBT as well as for PDT treatments.

We have been working with Emilia Chico (from Argentina), Jess Olson, Tim Rice, and Shuli Sandler to characterize therapist interventions for use in studying psychotherapy process in our newly completed treatment database as well as in several other data sets.

We have been working with Yosef Amrami and Rafael Javier (both from St. John's University) on a project that looks at the emotional quality of telling about traumatic events, as told by bilingual speakers in English and in Spanish.

Eli Kraiem, a research student in the work group, is carrying out a replication of the emotional disclosure therapy analogue design to the Syrian Jewish community in Brooklyn; the design has previously been applied in U.S. community samples, and Chinese first and second generation samples. Results of previous studies will be published in the special issue of the *Journal of Psycholinguistic Research*.

Utilization and Study of Regulation Focused Psychotherapy for Children with Externalizing Behaviors: A Psychodynamic Approach (RFP-C) - An RCT is being conducted at Ferkauf Graduate School of Psychology with Tracy Prout as PI. The treatment is based on Leon Hoffman, Timothy Rice, and Tracy Prout's *Manual of Regulation-Focused Psychotherapy for Children with Externalizing Behaviors (RFP-C): A Psychodynamic Approach*. (<https://www.rfp-c.com>)

PACELLA RESEARCH CENTER

Research Activities for the Research and Development Committee - The Research and Development Committee of the American Board of Psychoanalysis (ABP) is studying a variety of aspects of the certification process. Leon Hoffman and Wilma Bucci are involved in the Research and Development Committee. (http://www.abpsa.org/research_and_development_committee)

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.

Robert Grayson, M.D.

Edith McNutt, M.D.

Luis Ripoll, M.D.

Susan Sherkow, 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.....David Pollens, Ph.D., *Chair*
Heinz Hartmann Award.....Robert Smith, M.D., *Chair*
Kabacoff Lecture.....Christian Maetzer, 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.

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 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.	Karl Pribram, M.D.
Jason Brown, M.D.	Vilayanur Ramachandran, M.D.
Antonio Damasio, M.D., Ph.D.	Todd Sacktor, M.D.
John DeLuca, Ph.D.	Michael Saling, Ph.D.
Wolf-Dieter Heiss, M.D.	Daniel Schacter, Ph.D.
Nicholas Humphrey, Ph.D.	Allan Schore, Ph.D.
Eric Kandel, M.D., Ph.D.	Tim Shallice, Ph.D.
Marcel Kinsbourne, M.D.	Wolf Singer, M.D.
Joseph LeDoux, Ph.D.	Max Velmans, Ph.D.
Benjamin Libet, M.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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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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

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.nypsi.org or call (212) 879-6900.

EXTENSION PROGRAM COMMITTEE

Ian D. Buckingham, M.D., *Chair*

Jane Albus, M.D.

Deborah E. Barchat, Ph.D.

M. Geraldine Hoban, Ph.D.

EXTENSION PROGRAM COURSES

COURSES

Regulation-Focused Psychotherapy for Children with Externalizing Behaviors: A Psychodynamic Approach	Leon Hoffman, M.D. Timothy Rice, M.D.*
On the Development of Representation and Its Failures	Francis Baudry, M.D. Christine Anzieu, M.D., Ph.D.
Psychoanalytic Principles of Child Development	David Sawyer, M.D.
The History of Psychoanalysis	Thomas Wolman, Ph.D.*
Psychoanalytic Psychotherapy of Cancer Patients	Norman Straker, M.D.
Psychoanalytic Couple Therapy	Graciela Abelin-Sas Rose, M.D. Peter Mezan, Ph.D. *
The Mental Life of a Combat Vet	Ian Buckingham. M.D. Herbert Stein, M.D.* Eldene Towey, M.D.*
A Psychoanalytic Understanding of Dreams	Douglas Van der Heide, M.D.
Modern Conflict Theory in Practice	Ian D. Buckingham, M.D.

*By invitation

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 is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW - 0317.

THE TREATMENT CENTER

CLINICAL DIRECTOR

David Pollens, Ph.D.

ASSOCIATE CLINICAL DIRECTOR

Eric Weitzner, M.D.

ASSISTANT CLINICAL DIRECTOR

Tehela Nimroody, 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. To reach the Treatment Center directly, please call (212) 879-0196.

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

Wendy Olesker, 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

FACULTY CONSULTANTS

Anna Balas, M.D.
Francis D. Baudry, M.D.
Daniel M. Birger, M.D.
Daria Colombo, M.D.
Mary V. DiGangi, M.D.
Margaret M. Gilmore, M.D.
Robert S. Grayson, M.D.
B. Bernie Herron, M.D.
Lincoln Hess, M.D.
Arlene Heyman, M.D.
Theodore J. Jacobs, M.D.
Helene Keable, M.D.

Carl H. Kleban, M.D.
Christian Maetzener, M.D.
Anna Miari, M.D.
Muriel Morris, M.D.
Patricia A. Nachman, Ph.D.
Carmela Perri, M.D.
Michele Press, M.D.
Augusta Tilney, M.D.
Adele Tutter, M.D., Ph.D.
Josephine Wright, M.D.
Herbert M. Wyman, M.D.

INTAKE COMMITTEE

Jane Algus, M.D.
Brian A. Aslami, M.D.
Anna Balas, M.D.
Athanasia Balkoura, M.D.
Daniel M. Birger, M.D.
Robin Bryant, Ph.D.
Hilli Dagony-Clark, Psy.D.
Mary V. DiGangi, M.D.
Morton Fridman, M.D.
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Margaret M. Gilmore, M.D.
Robert S. Grayson, M.D.
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Lincoln Hess, M.D.
Arlene Heyman, M.D.
Theodore J. Jacobs, M.D.
Susan Jaffe, M.D.

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Christian Maetzener, M.D.
Anna Miari, M.D.
Muriel Morris, M.D.
Patricia A. Nachman, Ph.D.
Daniel W. Prezant, Ph.D.
Randall M. Ross, M.D.
Stephen Snyder, Ph.D.
Augusta Tilney, M.D.
Adele Tutter, M.D., Ph.D.
David Pollens, Ph.D., *Chair*
Tehela Nimroody, Ph.D., *Co-Chair*
Eric Weitzner, M.D., *Co-Chair*

THE TREATMENT CENTER

AFFILIATED STAFF EXAMINERS

Jane Algus, M.D.
Brian Aslami, M.D.
Anna Balas, M.D.
Deborah E. Barchat, Ph.D.
Daniel M. Birger, M.D.
William H. Braun, Psy.D.
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Daria Colombo, M.D.
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Wendy Olesker, Ph.D.
Michele Press, M.D.
Daniel W. Prezant, Ph.D.
Randall M. Ross, M.D.
Sarita Singh, M.D.
Robert M. Smith, M.D.
Stephen Snyder, Ph.D.
Augusta Tilney, M.D.
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 at library@nypsi.org or (212) 879-6900.

LIBRARY HOURS

Monday: 5:00 - 9:00 P.M.
Tuesday: 1:00 - 9:00 P.M.
Wednesday: 1:00 - 9:00 P.M.
Thursday: 1:00 - 9:00 P.M.
Friday: 1:00 - 5:00 P.M.

The Library is closed on Federal holidays and on weekends.

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 DIRECTORY

REGULAR MEMBERS

Regular members have graduated from the Analytic Training Program or equivalent program approved by the American Psychoanalytic Association.

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- * Qualified Child and Adolescent Analyst
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CANDIDATE DIRECTORY

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