



**New York
Psychoanalytic
Society & Institute**

**Academic Year
2024 - 2025**



New York Psychoanalytic Society & Institute

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**Approved Training
Institute of
American
Psychoanalytic
Association**

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 as well as Child and Adolescent Psychoanalysis; 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), 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.

TABLE OF CONTENTS

Introduction	i
Officers and Board of Directors.....	1
Education Committee.....	2
Committees of the Society & Institute.....	4
Finance and Operations	5
Ways to Support NYPSI.....	6

TRAINING AND RESEARCH PROGRAMS

Adult Psychoanalytic Program	7
Educational Philosophy	7
Admissions.....	13
Academic Year and Fees	18
Training and Supervising Analysts.....	22
Faculty.....	24
First Year Courses	26
Second Year Courses.....	32
Third Year Courses	38
Fourth Year Courses	44
Continuing Education Credits.....	50
Child and Adolescent Psychoanalytic Program.....	15
Curriculum	51
Licensure-Qualifying Program in Psychoanalysis	53
Scholars Program	56
Post-Graduate Studies and Electives	57
Preparatory Program in Psychoanalysis and Dynamic Therapy..	60
Psychoanalytic Fellowship.....	63
Postdoctoral Clinical Fellowship	64
Psychology Externship.....	64
Psychology Internship	64
Pacella Research Center	66

SCIENTIFIC MEETINGS AND EXTENSION PROGRAM

Scientific Program	72
Arnold Pfeffer Center for Neuropsych psychoanalysis.....	73
Extension Program	74

COMMUNITY RESOURCES

Treatment Center 76

Abraham A. Brill Library..... 79

Archives 80

MEMBERSHIP DIRECTORY

Regular Members..... 81

Scholar Associate Members 95

Psychotherapy Associate Members 96

Honorary Members..... 97

Corresponding Members..... 98

CANDIDATE/PRE-CLINICAL STUDENT DIRECTORY

Adult Analytic, Scholar & Stand-Alone Child Candidates 100

Child and Adolescent Psychoanalytic Program Candidates 102

Pre-Clinical Students..... 103

Adult Psychoanalytic Program Graduates.....104

Child Psychoanalytic Program Graduates.....105

Scholars Program Graduates.....106

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. Two decades into 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 Society's founding 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 Phyllis Greenacre, Heinz Hartmann, Ernst Kris, Rudolph Loewenstein, Margaret Mahler, Berta Bornstein, Jacob Arlow, Charles Brenner, Sander Abend, Michael Porder and Martin Willick.

Our rigorous educational activities include the training of psychoanalytic candidates 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 other psychoanalytic organizations in addition to community and social service agencies as well as partnerships with cultural institutions in the arts and sciences.

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

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

INTRODUCTION

Psychoanalytic Training – Adult Program

Our psychoanalytic training follows the tripartite model: personal analysis with a Training Analyst, weekly supervision of analytic cases, and our didactic curriculum. The analytic candidate is assigned an advisor to mentor and guide them, 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 race, national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation. New York Psychoanalytic Society & Institute admits students of any national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the Institute and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and other Institute-administered programs.

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 PANY (formerly IPE). 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.)

INTRODUCTION

Licensure-Qualifying Program in Psychoanalysis

The Licensure-Qualifying Program provides an opportunity for academics, psychologists with a Masters degree, and MDs who are not psychiatrists to train to become practicing psychoanalysts. (See page 53.)

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 56.)

Preparatory Program

The Preparatory 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 60.)

Post-Graduate Studies

Colloquia and study groups are offered for members of NYPSI and for other mental health professionals. (See page 57.)

Psychoanalytic Fellowship

This one-year program introduces psychiatric residents, clinical psychology and social work students to theoretical and clinical concepts in psychoanalysis. (See page 63.)

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 64.)

INTRODUCTION

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 64.)

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 66.)

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.

The Harlem Family Institute

We are very pleased to announce the deepening of our collaboration with The Harlem Family Institute. Along with sharing our library, NYPSI members have offered to provide supervision, training analyses, psychiatric consultation, and an open invitation for HFI candidates to attend our scientific meetings. In addition, candidates from both Institutes may take certain courses together and interested candidates may form peer supervision groups. It is our and HFI’s hope that collaborative endeavors such as these will promote getting to know each other in mutually beneficial ways.

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 72.)

INTRODUCTION

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 73.)

Extension Program

Courses are offered to interested individuals from a variety of disciplines in order to highlight psychoanalytic concepts and ideas. (See page 74.)

The Abraham A. Brill Library

The A.A. Brill 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 79.)

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 80.)

NEW YORK PSYCHOANALYTIC SOCIETY & INSTITUTE

OFFICERS

President.....Rebecca Twersky-Kengmana, M.D.
Vice-President.....Amber Nemeth, Ph.D.
Treasurer.....Carlos Almeida, M.D.
Secretary.....Howard Bliwise, M.D.

BOARD OF DIRECTORS

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David Pollens, Ph.D.	Lissa Weinstein, Ph.D.
Michele Press, M.D. (<i>ex-officio</i>)	

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Carlos Almeida, M.D.

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Maxine Fenton Gann, Ph.D.

EDUCATION PROGRAMS

Dean of Education
Michele Press, M.D.

Associate Dean of Education for Child Analysis
Mary Sickles, M.D.

EDUCATION COMMITTEE

Michele Press, M.D.

Anna Balas, M.D.

Sally D. Clement, Ph.D., LCSW

Piergiuseppe Fedele, M.D.

Lincoln Hess, M.D.

Alexander Kalogerakis, M.D.

Edith McNutt, M.D.

Lori Pellegrino, M.D.

Jean Roiphe, M.D.

Gilda L. Sherwin, M.D.

Mary Sickles, M.D. (*ex-officio*)

Gabrielle Silver, M.D. (*ex-officio*)

Susan Sherkow, M.D. (*ex-officio*)

Lynne Zeavin, Psy.D. (*ex-officio*)

SUBCOMMITTEES OF THE EDUCATION COMMITTEE

Admissions Committee.....Alexander Kalogerakis, M.D., *Chair*
and Lori Pellegrino, M.D., *Co-Chair*

Child Analysis Committee.....Mary Sickles, M.D., *Chair*

Curriculum Committee.....Lynne Zeavin, Psy.D., *Chair*

Post-Graduate Development.....Gabrielle Silver, M.D., *Chair*

Progression Committee.....Lincoln Hess, M.D., *Chair*

FACULTY

Susan Sherkow, M.D., *Chair*

Sabina Preter-Veit, M.D., Ph.D., *Secretary*

The American Psychoanalytic Association Representatives to the Board of Directors

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

Herbert Wyman, M.D., *Alternate*

SUBCOMMITTEES OF THE CHILD ANALYSIS COMMITTEE

Advanced Seminars & Postgraduate Education.....Mary Sickles, M.D.
Curriculum.....Alexander Kalogerakis, M.D. & Mary Sickles, M.D.
Liaison to Pacella Research Center.....Leon Hoffman, M.D.
Liaison to Treatment Center.....Sabina Preter-Veit, 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 serve for a term of two years. The Candidates' Organization Chairs (serving 2024 - 2026) are Mana Mirjany, LCSW, Ph.D. and Julia Vileisis, M.D..

COMMITTEES OF THE SOCIETY & INSTITUTE

Communications.....	Maxine F. Gann, Ph.D., <i>Chair</i>
Finance & Operations.....	Carlos Almeida, M.D., <i>Chair</i>
Library & Archives.....	Nellie L. Thompson, Ph.D., <i>Chair</i>
Post-Graduate Studies.....	Gabrielle Silver, M.D., <i>Chair</i>
Continuing Medical Education.....	Ian D. Buckingham, M.D., <i>Chair</i>
Membership.....	Carlos Alberto Sanchez, M.D., <i>Chair</i>
Psychoanalyst Assistance Committee.....	Lisa Deutscher, M.D., <i>Chair</i>
Scientific Programs.....	Lois Oppenheim, Ph.D., <i>Chair</i>
Standards and Ethics.....	Stephanie Brandt, M.D., <i>Chair</i>
Racial Consciousness & the Diversities.....	David Goldenberg, M.D. & Meredith Wong, M.D., <i>Co-Chairs</i>

SPECIAL LECTURE COMMITTEES

Brenner Teaching Award.....	Robert Smith, M.D., <i>Incoming Chair</i>
Brill Memorial Lecture.....	Robert Smith, M.D., <i>Chair</i>
Freud Anniversary Lecture.....	Anna Balas, M.D., <i>Chair</i>
Heinz Hartmann Award.....	Lincoln Hess, M.D., <i>Chair</i>
Child Analysis Lecture.....	Mary Sickles, M.D., <i>Chair</i>
Kupferstein Award.....	Leon Hoffman, M.D., <i>Chair</i>
Peter Blos Sr. Memorial Lecture.....	Sabina Preter-Veit, M.D., Ph.D., <i>Chair</i>

FINANCE AND OPERATIONS COMMITTEE

Carlos Almeida, M.D., *Chair*

Howard Bliwise, M.D.

Amber Nemeth, Ph.D.

Piergiuseppe Fedele, M.D.

Michele Press, M.D. (*ex-officio*)

Maxine F. Gann, Ph.D.

Rebecca Twersky-Kengmana, M.D. (*ex-officio*)

Anna Miari, M.D.

Lissa Weinstein, Ph.D.

Andrei Moroz, M.D.

Sharon M. Weller, M.P.A.

SUBCOMMITTEES OF THE FINANCE AND OPERATIONS COMMITTEE

Building.....Andrei Moroz, M.D., *Chair*

Development.....Lissa Weinstein, Ph.D., *Chair*

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

Membership.....CarlosAlberto Sanchez, M.D., *Chair*

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

Third Floor Liaison.....Piergiuseppe Fedele, M.D., *Chair*

WAYS TO SUPPORT NYPSI

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

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 admdir@nypsi.org 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 a training analysis with a member of the Faculty who is a Training & Supervising Analyst. Students can expect to start their training analysis in the first year when they matriculate at the Institute and begin the didactic program. Please visit nypsi.org to view our updated TA Waiver Policy.

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.

PSYCHOANALYTIC TRAINING PROGRAM

OVERVIEW OF THE CURRICULUM

The curriculum consists of four years of courses that are grouped under the general topics of psychoanalytic theory, adult and child development, clinical technique, clinical case seminars, diversity and the impact of the social world, psychopathology, psychoanalytic research, 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 psychoanalysis: the important contribution of Melanie Klein, other object relations theorists, 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

PSYCHOANALYTIC TRAINING PROGRAM

examination of controversies as to whether these can properly be considered “developmental”). A second year course on child psychoanalysis introduces historical, theoretical, technical and clinical perspectives on this topic, with 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, working in the here and now, transference and 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. In the third year, more severe psychopathology is addressed with the courses on *Somatics*, *Borderline States* and *Psychic 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 first year entitled *Introduction to Systemic Empirical Research* introduces some of the principles of psychoanalytic research, including research conducted at NYPSI. A hands-on exercise based on the methodology of the Clinician/Researcher Seminar will allow candidates to experience the value of integrating clinical and systematic evaluation of case material. A second year 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, third and fourth 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.

PSYCHOANALYTIC TRAINING PROGRAM

The Diversities and the Impact of the Social World:

A sequence of courses aims to broaden students' appreciation of diversities with regard to race and gender including *Gender, Mutual Influences of Psychic and Social Realities* and *Psychoanalytic Approaches Toward Racial and Other Diversities*.

NYPSI and HFI

To help increase diversity and extend the reach of psychoanalysis in the community, NYPSI has affiliated with The Harlem Family Institute (HFI). Students from NYPSI and HFI may take selected courses from each institute, as well as attend lectures and request supervisors from either institute.

SUPERVISED PSYCHOANALYTIC TREATMENT OF PATIENTS

The beginning of supervised analysis is to be determined individually on the basis of mutual agreement between the candidate and the Progression Committee through consultation with the Faculty Advisor. The Faculty Advisor will help the candidate 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 patients of more than one gender. 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.

PSYCHOANALYTIC TRAINING PROGRAM

EDUCATIONAL PROGRESSION

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

APPLICATION FOR ADMISSION

Applications for the 2025 - 2026 academic year will be accepted until May 15. 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 or Social Workers with an L.M.S.W. who are within a year of eligibility for the L.C.S.W. in NY State
4. Psychiatric Nurse Practitioners who are licensed in NY State.
5. Mental Health Counselors with a Masters degree who are licensed in NY State.

PSYCHOANALYTIC TRAINING PROGRAM

6. 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 NY State.

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.

The Licensure-Qualifying Program in Psychoanalysis is designed for individuals who are not eligible to apply to the Adult Training Program in Psychoanalysis and are interested in training to become clinical psychoanalysts licensed to practice in New York State. Please refer to page 53.

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 at 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. See page 13 for additional eligible professionals. The application deadline is May 15.

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*

PSYCHOANALYTIC TRAINING PROGRAM

less than one full academic year in the *Continuous Case Seminar in Adolescent Analysis*.

- 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 Wednesdays: *Gender, Sexuality, and Universal Phantasies*. If there is no *Child Continuous Case Seminar* in a particular year, then the students take

PSYCHOANALYTIC TRAINING PROGRAM

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.

- 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 \$1,255 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.

PSYCHOANALYTIC TRAINING PROGRAM

ACADEMIC YEAR & FEES

ACADEMIC YEAR

The academic year will begin September 9, 2024, and end on June 30, 2025. Classes will not be held on Rosh Hashanah, October 2; Columbus Day, October 14; Thanksgiving Eve and Day, November 27-28; during the holiday week of Christmas and New Year's Day, from December 23, 2024 - January 1, 2025; Martin Luther King Jr. Day, January 20; during the winter meetings of the American Psychoanalytic Association, February 5; President's Day, February 17; Passover, April 14; Memorial Day, May 26; and Juneteenth, June 19.

Classes will be held in person during the 2024-2025 academic year.

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 1 and January 15. Fees are subject to inflation.

Full-Time Student Fees:

First Year: \$3,315 per semester

Second Year: \$4,065 per semester

Third Year: \$4,065 per semester

Fourth Year: \$4,065 per semester

Fifth Year: \$3,910 per semester

Sixth Year: \$3,910 per semester

Seventh Year and Beyond: \$2,560 per semester

PSYCHOANALYTIC TRAINING PROGRAM

Part-Time Student Fees:

First Year: \$2,505 per semester

Second Year: \$3,070 per semester

Third Year \$3,070 per semester

Fourth Year \$3,070 per semester

Fifth Year: \$2,958 per semester

Sixth Year: \$2,958 per semester

Seventh Year: \$1,935 per semester

Eighth Year or until completion of part-time classes: \$1,935 per semester

Ninth Year or after completion of part-time classes: \$2,560 per semester

4. The graduation fee is \$210.

LICENSURE-QUALIFYING PROGRAM FEES

1. A nonrefundable application fee of \$125.00 must accompany each application for admission.
2. Fees for tuition and supervision will be billed biannually on July 1 and January 15. Fees are subject to inflation.

First Year Pre-Clinical Training Fees:

Tuition: \$1,750 per semester (two semesters per year)

Supervision: \$875 per semester

Second Year Pre-Clinical Training Fees:

Tuition: \$1,750 per semester

Supervision: \$1,750 per semester

Upon successful completion of pre-clinical training and admittance to the Adult Program, students will pay Adult Program fees beginning at the Second Year rate.

PSYCHOANALYTIC TRAINING PROGRAM

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 \$1,255 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: \$3,315 per semester

Second Year: \$4,065 per semester

Third Year: \$4,065 per semester

Fourth Year: \$4,065 per semester

Fifth Year: \$3,910 per semester

Sixth Year: \$3,910 per semester

Seventh Year and Beyond: \$2,560 per semester

PSYCHOANALYTIC TRAINING PROGRAM

FINANCIAL ASSISTANCE

Financial assistance for students in the Adult Psychoanalytic Training Program is available through the Institute. Funds covering a portion 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.

PSYCHOANALYTIC TRAINING PROGRAM

TRAINING AND SUPERVISING ANALYSTS

Anna Balas, M.D.
Antonio U. Beltrami, M.D.
Howard Bliwise, M.D.
Sally D. Clement, Ph.D., LCSW
Daria Colombo, M.D.
Karen Gilmore, 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.
Edith McNutt, M.D.
Edward Nersessian, M.D.
Wendy Olesker, Ph.D.

Carmela Perri, Ph.D.
David Pollens, Ph.D.
Michele Press, M.D.
Daniel Prezant, Ph.D.
Jean Roiphe, M.D.
Paul Rosenbaum, M.D.
Eslee Samberg, M.D.
Theodore Shapiro, M.D.
Ronda R. Shaw, M.D.
Susan P. Sherkow, M.D.
Gilda L. Sherwin, M.D.
Robert Smith, M.D.
Steven J. Wein, M.D.
Richard W. Weiss, M.D.
Herbert M. Wyman, M.D.
Lynne Zeavin, Psy.D.
Alan B. Zients, M.D.

PSYCHOANALYTIC TRAINING PROGRAM

CHILD AND ADOLESCENT SUPERVISING ANALYSTS

Stephanie Brandt, M.D.
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.
Daniel Prezant, Ph.D.
Susan P. Sherkow, M.D.
Mary Sickles, M.D.
Beverly Stoute, M.D.
Steven J. Wein, M.D.
Alan B. Zients, M.D.

ASSOCIATE CHILD/ ADOL. SUPERVISING ANALYSTS

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

Associate Supervisors may supervise all clinical work except the first case of child candidates.

PSYCHOANALYTIC TRAINING PROGRAM

FACULTY

Jane Algus, M.D.
Carlos Almeida, M.D.
Brian Aslami, M.D.
Roy Bachar, M.D.
Henry Bachrach, Ph.D.
Deborah Barchat, Ph.D.
Kathy Berkman, M.D.
Daniel M. Birger, M.D.
Stephanie Brandt, M.D.
William H. Braun, Psy.D.
Richard H. Brent, M.D.
Robin Bryant, Ph.D.
Ian D. Buckingham, M.D.
Kirsten Butterfield, Psy.D.
Irene L. Cairo, M.D.
Hilli Dagony-Clark, Psy.D.
Pasquale De Blasi Jr., Ph.D.
Lisa Deutscher, M.D.
Peter B. Dunn, M.D.
Piergiuseppe Fedele, M.D.
Sarah Fox, M.D.
Morton Fridman, M.D.
Maxine F. Gann, Ph.D.
David Goldenberg, M.D.
Arlene Heyman, M.D.
Lynne Jacobs, M.D.
Debra Japko, Psy.D.
Alexander Kalogerakis, M.D.
Navah C. Kaplan, Ph.D.
Carl H. Kleban, M.D.
Seth Kleinerman, M.D.
Jonathan Koblenzer, M.D.
Richard Lacy, M.D., Ph.D.
Laurie Levinson, Ph.D.
Adam Libow, M.D.
Allison Lomonaco, M.D.
Anna Miari, M.D.
Barbara Milrod, M.D.
Andrei Moroz, M.D.
Patricia Nachman, Ph.D.
Amber Nemeth, Ph.D.
Tehela Nimroody, Ph.D.
Jess Olson, Ph.D.
Lois Oppenheim, Ph.D.
Sarah Paul, M.D.
Lori Pellegrino, M.D.
Robert Penzer, M.D.
Mervyn M. Peskin, M.D.
Sabina Preter-Veit, M.D., Ph.D.
Roger A. Rahtz, M.D.
Ronald R. Rawitt, M.D.
Nicole Regent, M.D.
Luis Ripoll, M.D.
Andrew Rosendahl, M.D., Ph.D.
Randall M. Ross, M.D.
Carlos Alberto Sanchez, M.D.
Shuli Sandler, Psy.D.
David Sawyer, M.D.
Gabriela Shelley, M.D.
Alla Sheynkin, Psy.D.
Mary Sickles, M.D.
Gabrielle Silver, M.D.
Sarita Singh, M.D.
Stephen Snyder, Ph.D.
Laurence Sprung, M.D.
Norman L. Straker, M.D.
Augusta Tilney, M.D.
Adele Tuttor, M.D., Ph.D.
Rebecca Twersky, M.D.
Douglas J. Van der Heide, M.D.
Natalia van Hissenhoven, LCSW
Sherwood Waldron, Jr., M.D.
Lissa Weinstein, Ph.D.
Eric Weitzner, M.D.
Renee Welner, M.D.
Jessica Wolman, Ph.D.
Meredith Wong, M.D.
Josephine Wright, M.D.

PSYCHOANALYTIC TRAINING PROGRAM

GUEST FACULTY

Christine Anzieu-Premmereur, M.D., Ph.D.
Trisha Balbert, Ph.D.
Philip Blumberg, Ph.D.
Wilma Bucci, Ph.D.
Diana Diamond, Ph.D.
Ben Kafka, Ph.D.
Cassie Kaufmann, Ph.D.
Donald Moss, M.D.
Jyoti Rao, LMFT
Rogelio Sosnik, M.D.
Jennifer Stuart, Ph.D.
Frank Yeomans, M.D.

Guest Supervisors are listed on page 65.

VISITING FACULTY

Lindsay Clarkson, M.D.
Michael Feldman, M.D.
Robert J. Lifton, M.D.
Eric Marcus, M.D.
Sharone Ornstein, M.D.
Ann Pellegrini, Ph.D.
Daniel Pick, Ph.D.
Thomas Wolman, M.D.

PSYCHOANALYTIC TRAINING PROGRAM

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 Analytic Program will matriculate in these courses.

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

Robert Smith, M.D.

Thomas DePrima, M.D.

This course focuses on aspects of the clinical situation and theoretical concepts that are important in both psychoanalysis and psychotherapy. These include the analytic attitude, the clinical surface, intrapsychic conflict and compromise formation, unconscious fantasy, psychic reality, the developmental point of view, trauma, character and the transference-countertransference matrix. The discussion of these topics will be stimulated by clinical material contained in the readings and provided by the course instructors.

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; September 11 – November 20, 2024

101. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS I

Jennifer Stuart, Ph.D.

In this course, candidates will be asked to write brief vignettes of analytically informed process. The focus will be on being able to identify and then write about discrete moments in sessions in which the interaction between analyst and patient is illuminated, so that aspects of transference and countertransference are elucidated and communicated to a reader. The goal is to sharpen the skills needed to make the writing vibrant and clear, and to bring the reader into the analyst's thoughts and process in an experience-near way. Guidelines for annual summaries will also be discussed.

Mondays, 8:35 - 10:00 P.M.; 6 sessions; January 13 – March 3, 2025

PSYCHOANALYTIC TRAINING PROGRAM

102. FREUD I: BEGINNING THEORIES OF NEUROSIS, THE INTERPRETATION OF DREAMS & THE TOPOGRAPHIC THEORY

Lincoln Hess, M.D.
Seth Kleinerman, M.D.

Course 102 begins our Institute's two-year curriculum on the contributions of Sigmund Freud's theoretical and clinical writings to psychoanalysis. In this first of four sequential courses, students and instructors discuss Freud's psychoanalytic work through 1900, reading selected papers which launch psychoanalysis as a form of therapy, as a model of the mind, and as a method of investigation. The first five classes focus on clinical discoveries, innovations in technique, and theoretical formulations described by Freud between 1892-1899, including his discoveries of defense and unconscious motivation as well as his emerging understanding of neurotic symptom formation. These beginning papers describe clinical bases for recognizing defensive operations and their immediate precipitants in unconscious conflict. The class next dedicates ten sessions to reading and discussing *The Interpretation of Dreams*, Freud's most extensive and detailed clinical description and theoretical formulation of unconscious mental functioning and a basis for his Topographic Model of the mind.

Mondays, 8:35 - 10:00 P.M.; 15 sessions; September 9, 2024 – January 6, 2025

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

Michele Press, M.D.

This course begins with discussion with *Three Essays on the Theory of Sexuality*, Freud's radical text on the role of sexuality in human life, with attention to the development of the sexual instinct and its role in neurogenesis. This reading provides a basis for study of Freud's case histories, including how Freud built upon his libido theory, but also addressed gaps and contradictions in it. The course follows Freud's process of ongoing revision and modification of his theoretical understanding. Discussions will include Freud's discovery of transference, his foreshadowing of the aggressive instinct in his theoretical model, and the interplay of memory, trauma, and fantasy in symptom formation. In considering these texts and their relevance to contemporary practice, the course also devotes time to Freud as a writer of case narratives that give unique insight into the relationship of doctor and patient. Recognizing the value of his writing as foundational for the field of psychoanalysis, the course also considers how Freud at times unwittingly held up a mirror to his own countertransferences and blind spots. Participants are encouraged to explore the ways in which Freud's theorizing and clinical work invite later readers, theorists, and practitioners to engage with his writing in ways that continue to revise and amplify his groundbreaking work.

Mondays, 8:35 - 10:00 P.M.; 13 sessions; March 10 – June 16, 2025

PSYCHOANALYTIC TRAINING PROGRAM

104. INTRODUCTION TO PSYCHOANALYTIC LISTENING, THINKING, AND FUNCTIONING

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. Occasional readings will be assigned to further what has been discussed in class and/or highlight key analytic concepts.

Mondays, 7:00 - 8:25 P.M.; 14 sessions; December 16, 2024 – April 21, 2025

105A. TECHNIQUE I: BASICS OF PSYCHOANALYTIC DIAGNOSIS

Lisa Deutscher, M.D.

This course will explore how different approaches to psychoanalytic diagnosis can be used clinically, and how they differ from psychiatric diagnosis, with which the students may be more familiar. We will start with Freud's 1916 writing on Character Types, paying particular attention to The Exception as an example of how a person's whole mode of operating may be guided by a largely unconscious overarching idea. We then move on to review parts of the PDM and examine its focus on assessing a range of functioning, including mental life. We will make use of David Shapiro's approach as outlined in *Neurotic Styles* to look at the whole person and the continuum from functional adaptations to neurosis to more severe pathology. We will also examine one or two syndromes by way of a case presentation, but we will not attempt to review all of the diagnostic categories.

Wednesdays, 7:00 - 8:20 P.M.; 4 sessions; December 4, 2024 – January 8, 2025

PSYCHOANALYTIC TRAINING PROGRAM

105B. TECHNIQUE I: ASSESSMENT OF ANALYZABILITY

Hilli Dagony-Clark, Psy.D.

Daria Colombo, 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 9 - December 9, 2024

106. TECHNIQUE II: BASIC CONCEPTS AND BEGINNING PHASE

Carmela Perri, Ph.D.

Shuli Sandler, Psy.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.

Wednesdays, 7:00 - 8:20 P.M.; 11 sessions; March 5 - May 14, 2025

PSYCHOANALYTIC TRAINING PROGRAM

107. CHILD DEVELOPMENT SEQUENCE

107A. INFANCY AND EARLY CHILDHOOD

Sarah Fox, M.D.
Amber Nemeth, 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.; 10 sessions; September 11 – November 20, 2024

107B. LATENCY AND PRE-ADOLESCENCE

Natalia van Hissenhoven, LCSW

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. Dr. David Sawyer will be guest instructor for one session.

Wednesdays, 8:40 - 10:00 P.M.; 10 sessions; December 4, 2024 – February 26, 2025

PSYCHOANALYTIC TRAINING PROGRAM

107C. ADOLESCENCE

Gabrielle Silver, M.D.

Rounding out child development with the complexities of adolescence, this course will focus on psychoanalytic approaches to this developmental phase. 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.; 10 sessions; March 5 – May 7, 2025

108. ETHICS IN CLINICAL PRACTICE I

Stephanie Brandt, M.D.

Debra Japko, Psy.D.

This course will complement the courses on analytic technique, adding the essential subject of ethical standards of clinical practice. We will discuss clinical situations that reflect basic ethical dilemmas that are common in the practice of psychoanalysis. We will introduce basic ethical principles as well as the purpose and implementation of the APsaA code of ethics. We will focus on the following specific topics: i. boundary violations, ii. confidentiality and its exceptions, and iii. the impact of the socio-cultural context and systemic bias on psychoanalytic work. Students will read key papers on ethics issues. Discussion will focus on clinical material derived from both the instructors' and students' practices. This course will be continued during the fourth year in *Ethics in Clinical Practice II*.

Mondays, 7:00 - 8:25 P.M.; 4 sessions; April 28 – May 19, 2025

109. DEEPENING THE TREATMENT

Lori Pellegrino, M.D.

Allison Lomonaco, M.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; January 15 – February 26, 2025

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: WISHING AND ITS VICISSITUDES

Donald Moss, M.D.

What is a wish? How is it satisfied? What is an object? How is it found? How is it lost? What is pleasure? What might lie beyond pleasure? And what are the psychic structures underlying all of it? These are the "metapsychological" questions that will inform our readings and discussions. Relevant clinical material will be provided by candidates and faculty alike.

Wednesdays, 8:40 - 10:00 P.M.; 10 sessions; September 11 - November 20, 2024

201. CONTEMPORARY DIAGNOSES

Evan Leibu, M.D.

This course offers an introduction to contemporary diagnostic practices, examining how they compete with and complement psychoanalysis. We will focus on modern diagnostic frameworks, including phenomenology and neurobiology, and how these intersect with traditional psychoanalytic theories. The course will explore the impact of the DSM-III's shift in diagnostic criteria on psychoanalytic practice, as well as the historical context and theoretical foundations of both the DSM and PDM. A critical analysis of both classic and contemporary approaches will be conducted through case studies, such as the examination of obsessive-compulsive disorder in Freud's "Rat Man" case and the diagnosis and treatment of masochism, integrating both perspectives to inform current clinical practice.

Mondays, 8:35 - 10:00 P.M.; 7 sessions; October 21 - December 2, 2024

PSYCHOANALYTIC TRAINING PROGRAM

202. FREUD IV: STRUCTURAL MODEL AND CHARACTER

Eric Weitzner, M.D.
Jonathan Koblenzer, 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, 8:40 - 10:00 P.M.; 10 sessions; December 4, 2024 – February 26, 2025

203. DEVELOPMENTS IN EGO PSYCHOLOGY

Eric Weitzner, M.D.
Jess Olson, Ph.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.; 12 sessions; March 6 – May 21, 2025

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 9, 2024 – February 24, 2025

PSYCHOANALYTIC TRAINING PROGRAM

205. STUDY OF RECORDED ANALYSES

Sherwood Waldron, Jr., M.D.
Luis Ripoll, 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.; 12 sessions; September 11 - December 11, 2024

206. TECHNIQUE III: BASIC CONCEPTS AND MIDDLE PHASE

Howard Bliwise, M.D.
Alla Sheynkin, Psy.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.

Wednesdays, 7:00 - 8:20 P.M.; 11 sessions; December 18, 2024 - March 19, 2025

207. INTRODUCTION TO CHILD AND ADOLESCENT ANALYSIS

Kirsten Butterfield, Psy.D.
Laurie Levinson, Ph.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, 7:00 - 8:25 P.M.; 7 sessions; April 28 - June 16, 2025

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.

Mondays, 7:00 - 8:25 P.M.; 4 sessions; March 3 – March 24, 2025

209. ADULT DEVELOPMENT

Mary Sickles, 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. Dr. Norman Straker will join the course for one evening to teach a class on the concept of death anxiety.

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; March 26 – May 28, 2025

PSYCHOANALYTIC TRAINING PROGRAM

210. NEUROPSYCHOANALYTIC EXPLORATIONS

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

Rebecca Twersky, M.D.

This course explores the interface between psychoanalysis and neuroscience known as Neuropsychoanalysis (NPSA). It begins with a discussion about the history and controversy surrounding NPSA and the incorporation of biological science into psychoanalysis. From this vantage point candidates will examine Solms' theory of the conscious ID as a prototype for investigations into NPSA. Next the class explores contemporary topics in NPSA including Pankseppian affective neuroscience, predictive coding & the Bayesian Brain, the default mode network, Kahneman's work regarding human choices, judgements and more. The seven class course ends with an eye to the future in the use of psychedelics in mind, meaning and potentially in psychoanalysis. *Second and Third Year students combined. This course alternates with 307 Further Explorations in Empirical Research.*

This course will not be given in 2024 - 2025.

211. INTRUSIONS INTO THE ANALYTIC SPACE

Sarah Fox, M.D.

Lisa Deutscher, M.D.

In this course, the impact of her pregnancy on the analyst's sense of herself and her work with her patients will be discussed. Pre-psychoanalytic conceptions of women's bodies and Freud's early theories will be compared with recent theoretical formulations and clinical examples related to the role of the body in the transference. We will extend the idea of the analyst's pregnancy as a form of self-revelation to look at other ways in which the analyst discloses, often nonverbally, aspects of his or her self and life. We will consider the roles of cultural, racial, and other elements of identity and presentation in the transference and countertransference. Personal and clinical examples from the members of the class will allow for lively exchange of ideas.

Mondays, 8:35 - 10:00 P.M.; 5 sessions; September 9 - October 7, 2024

PSYCHOANALYTIC TRAINING PROGRAM

212. TECHNIQUE IV: ORIENTING TO THE SESSION

Lynne Zeavin, Psy.D.

In this technique course, which builds upon Course 104, we will turn our attention to the question of how to orient to the session. We will take up the notion of the 'here and now' which has gained prominence among the Contemporary Kleinians. The here and now allows for an in depth concentration into the transference and countertransference which are seen as the prime movers of the session. We will discuss dimensions of transference/countertransference, projective identification, and the level of anxiety manifest in the session as we refine our ideas of how we listen and what we are doing in each and every analytic hour. Clinical material will be brought as a way of illustrating this particular way of tuning in.

Mondays, 8:35 - 10:00 P.M.; 5 sessions; April 21 – May 19, 2025

213. INTRODUCTION TO MELANIE KLEIN AND THE CONTEMPORARY KLEINIANS

Lynne Zeavin, Psy.D.

Nicole Regent, M.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. *Second and Third Year students combined.*

Mondays, 8:35 - 10:00 P.M.; 14 sessions; December 9, 2024 – April 7, 2025

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. PSYCHOSOMATICS

David Sawyer, M.D.

The purpose of this course is to introduce students to the psychoanalytic understanding and psychoanalytic treatment of psychosomatic symptoms and illness. It is hoped that this introduction will contribute to a heightened awareness of these issues in everyday practice. We will approach these issues via case histories written by several distinguished practitioners– Joyce McDougall, Marilia Aisenstein, Ira Mintz, Lila Kalinich, and Catalina Bronstein. We will also consider the findings of John Sarno, whose influential work is based on the observation that psychosomatic pain is caused by unconscious conflict.

This course will not be given in 2024 - 2025.

301. PSYCHIC TRAUMA

Thomas DePrima, M.D.
Natalia van Hissenhoven, LCSW

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 will 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 will address the phenomenology of transgenerational transmission of trauma with clinical focus on transmission of Slavery trauma and transmission of Holocaust trauma. *Third and Fourth Year students combined. This course usually alternates with 404 Technique V.*

Wednesdays, 7:00 - 8:20 P.M.; 12 sessions; December 4, 2024 – March 12, 2025

PSYCHOANALYTIC TRAINING PROGRAM

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*, the course covers the evolution of psychoanalytic theory regarding the concepts of "narcissism" and "the self". The course will 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. The course will thus include readings from Edith Jacobson's *Self in the Object World*, with its developmental point of view, works of Annie Reich, Ferenczi, Balint, Winnicott, and Self Psychology, especially the work of Kohut. Additionally the course will examine Kernberg's perspective on narcissism from object relations theory, and various other analytical theoretical perspectives including Cooper's work on the Masochistic-Narcissistic personality, and readings on the problem of shame. The course will cover both theoretical and clinical concepts with case examples and discussion of technical approaches to the treatment of narcissistic phenomena. *Third and Fourth Year students combined.*

This course will not be given in 2024 - 2025.

303. CONTINUOUS CASE SEMINAR II

Alexander Kalogerakis, M.D.

David Pollens, Ph.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. This course alternates with 405 Continuous Case Seminar III.*

Mondays, 7:00 - 8:25 P.M.; 20 sessions; September 9, 2024 – February 24, 2025

PSYCHOANALYTIC TRAINING PROGRAM

304. COUNTERTRANSFERENCE

Jessica Wolman, Ph.D.
Anna Balas, M.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.

Wednesdays, 8:40 - 10:00 P.M.; 8 sessions; December 18, 2024 – February 26, 2025

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. *Third and Fourth Year students combined.*

Wednesdays, 8:40 - 10:00 P.M.; 12 sessions; September 11 – December 11, 2024

PSYCHOANALYTIC TRAINING PROGRAM

306. BORDERLINE STATES

Jonathan Koblenzer, M.D.

This course is designed to augment and supplement the material on the structure and development of borderline states that candidates are exposed to in other courses. We will discuss material from the ego psychological, object relational (with an emphasis on Fairbairn), attachment, intersubjective, relational, and Greenian literature. Depending on the interests of the candidates, we may also explore readings from other traditions, such as the contemporary Janetians, among others.

Mondays, 8:35 - 10:00 P.M.; 8 sessions; September 9 – November 4, 2024

307. FURTHER EXPLORATIONS IN EMPIRICAL RESEARCH

Shuli Sandler, Psy.D.

Jess Olson, Ph.D.

In this course we will discuss the practice/researcher interface, discuss the development of a manual for the assessment of defenses in the play of young children, and provide a hands-on experience in class to demonstrate the value of the collaboration between clinicians and researchers. We will attempt to integrate clinical observations and systematic evaluations of the language utilized by patients and clinicians. *Second and Third Year students combined. This course alternates with 210 Neuropsychanalytic Explorations.*

Mondays, 8:35 - 10:00 P.M.; 2 sessions; June 23 – June 30, 2025

PSYCHOANALYTIC TRAINING PROGRAM

308. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS III

Jennifer Stuart, Ph.D.

This course builds on skills developed and practiced through two prior courses: Writing Descriptions of Psychoanalytic Process I and II. In courses I and II, candidates learned how well-chosen and richly described clinical moments can capture important features of a patient's personality and conflicts, and of their interaction with the analyst. In this course, candidates learn to link clinical vignettes together and embed them in a context that conveys the nature of the analyst's work with a patient over time. The class will discuss: 1) How some inevitable self-exposure on the part of the analyst-author may raise anxiety about clinical writing; 2) How this same feature of clinical writing – the irreducible, personal stamp of the author – proves useful when writing is shared with trusted readers; 3) The importance of an iterative writing process (draft; reflect and revise; share with colleagues; revise some more . . .); 4) Methods of protecting patient confidentiality.

Mondays, 8:35 - 10:00 P.M.; 4 sessions; November 11 – December 2, 2024

309. GENDER

Andrei Moroz, M.D.
Alla Sheynkin, Psy.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 not normative iterations? What unconscious forces constitute it? Does the promise of 'coherent gender' do psychic work for us 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, the body's materiality, and societal valuations of that gendered body? 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, legal theory, film studies), 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 constituted. *Third and Fourth Year students combined. This course alternates with 409 Sexuality.*

Wednesdays, 7:00 - 8:20 P.M.; 12 sessions; March 19 – June 4, 2025

PSYCHOANALYTIC TRAINING PROGRAM

310. MUTUAL INFLUENCES OF PSYCHIC AND SOCIAL REALITIES

Donald Moss, M.D.

Typically in our work we maintain an exclusive focus on the determining power of psychic reality. Psychic reality is thought to be the foundation of all our psychoanalytic understanding. This course will examine the undertheorized contributions of External Reality to individual experience and psychic development. We will discuss a variety of social formations and their impact on psychic life. In addition to taking on such pathological structures as racism, misogyny and homophobia, the course will explore ideology and false consciousness, the formation of our beliefs, and various forms of violence, including to the natural world. This course aims to uncover the multiple determinants of each of these phenomena, not only in unconscious fantasy, but also in unrecognized social forces. Embedded in this course will be a critique of our usual exclusive emphasis on psychic reality and individual development. This course will have various guest instructors. *Third and Fourth Year students combined. This course alternates with 402 Interpersonal and Relational Psychoanalysis.*

Wednesdays, 8:40 - 10:00 P.M.; 12 sessions; March 5 -May 21, 2025

311. TRANSFERENCE-FOCUSED PSYCHOTHERAPY

Diana Diamond, Ph.D.

Frank Yeomans, M.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. *Third and Fourth Year students combined.*

Mondays, 7:00 - 8:25 P.M.; 8 sessions; March 3 – April 28, 2025

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

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. *Third and Fourth Year students combined.*

This course will not be given in 2024 - 2025.

401. WRITING DESCRIPTIONS OF PSYCHOANALYTIC PROCESS IV: PSYCHOANALYTIC SCHOLARSHIP

Daria Colombo, M.D.

Adele Tutter, M.D.

This course has two central aims: the first is to develop a topic of the student’s choice into a possible submission to a scholarly journal; the other is to learn to function as peer reviewers of other’s work, including both fellow students and outside papers, in order to understand the foundations of written clinical and scholarly contributions. The ability to participate in the wider psychoanalytic community as editors, peer reviewers for journals, or writers is a capacity that can be developed, and this course intends to create a foundation for, and encouragement of such activities.

Mondays, 8:35 - 10:00 P.M.; 7 sessions; January 27 – March 17, 2025

PSYCHOANALYTIC TRAINING PROGRAM

402. INTERPERSONAL AND RELATIONAL PSYCHOANALYSIS

Luis Ripoll, M.D.
Philip Blumberg, 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 310 Mutual Influences of Psychic and Social Realities.*

This course will not be given in 2024 - 2025.

403. DREAMS IN CLINICAL PRACTICE

Carlos Alberto Sanchez, M.D.
Philip Herschenfeld, M.D.

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

Wednesdays, 7:00 - 8:20 P.M.; 10 sessions; September 11 – November 20, 2024

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 2024 - 2025.

405. CONTINUOUS CASE SEMINAR III

Eslee Samberg, M.D.
Karen Gilmore, 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 II.*

This course will not be given in 2024 - 2025.

406. AFFECTS AND AFFECT PATHOLOGY

Carlos Almeida Jr., M.D.

This course will examine the role of affect within psychoanalytic theory, both historically and from various analytic perspectives. 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 anxiety disorders and mood states. This course will review theoretical, as well as clinical/technical considerations. *Third and Fourth Year students combined. This course alternates with 306 Borderline States.*

This course will not be given in 2024 - 2025.

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 2024 - 2025.

408. CRITICAL THINKING II

Robert Smith, M.D.
Piergiuseppe Fedele, 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.*

This course will not be given in 2024 - 2025.

409. SEXUALITY

Stephanie Brandt, M.D.
Lissa Weinstein, Ph.D.

This course will examine the place of sexuality in psychoanalytic thinking. The changing history of what is conceptualized as "pathological" will be discussed, as well as the history of the use of the term "perversion". The range of sexual inhibitions and atypical sexual functioning will be reviewed focusing on the regressive adaptation and defensive alignments that are central to perverse enactments, structure and character. Clinical illustrations will be central to the discussion.

This course will not be given in 2024 - 2025.

PSYCHOANALYTIC TRAINING PROGRAM

410. TECHNIQUE VII: ADVANCED ANALYZABILITY

Nicole Regent, 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 2024 - 2025.

411. WINNICOTT AND BION

Irene Cairo, M.D.
Rogelio Sosnik, M.D.

This course will provide a brief introduction to the contributions of Wilfred Bion and Donald Winnicott, contemporaries in British Psychoanalysis. Starting from Melanie Klein -- one her analysand, the other her supervisee, -- they took very distinct pathways. Their ideas are compared around three main topics: 1) Early Development: the way they described the first interactions between mother and baby and their role in the construction of the baby's mind; 2) Psychoses: that is, the severe distortions of mental development and 3) Psychoanalytic Technique, with special emphases on the approach to countertransference. The difference between Winnicott's "holding" and Bion's "containing" is particularly emphasized.

This course will not be given in 2024 - 2025.

412. ETHICS IN CLINICAL PRACTICE II

Stephanie Brandt, M.D.

This course will extend and expand on material from *Ethics in Clinical Practice I*. We will review the American Psychoanalytic Association's code of ethics, and aspects of the codes of the multiple professions that can lead to psychoanalytic training. Topics to be covered in detail include: (1) boundary violations vs crossings, in adult and child analysis, and how they are handled in ethics committee complaints and at NYPSI; (2) confidentiality and its limits, including the legal aspects of reporting; (3) the difference between a technical and an ethical dilemma; (4) the ethical problems involved in working outside one's direct area of competence; (5) the impaired clinician and the Psychoanalyst Assistance Committee at NYPSI; (6) ethical dilemmas that derive from systemic problems in our world impinging on both patient and analyst. Students will be assigned reading for discussion and will also be expected to discuss their own clinical experience as it relates to these subjects and others of interest to the group. *Third and Fourth Year students combined.*

This course will not be given in 2024 - 2025.

PSYCHOANALYTIC TRAINING PROGRAM

413. PSYCHOANALYTIC APPROACHES TOWARD RACIAL AND OTHER DIVERSITIES

Jyoti Rao, LMFT

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. *Third and Fourth Year students combined.*

This course will not be given in 2024 - 2025.

414. UTILIZING MULTIPLE MODELS IN THE CLINICAL SITUATION

Lisa Deutscher, M.D.

This course has been discontinued.

415. MOURNING AND MELANCHOLIA REVISITED

Cassie Kaufmann, Ph.D.

Ben Kafka, Ph.D.

In this eight week course we will study in depth Freud's classic paper on mourning which will serve as the foundation and starting point for our discussion. After a careful reading of Freud's paper and Thomas Ogden's brilliant revisiting of it, we will explore a number of papers that amplify and extend Freud's own work, starting with Melanie Klein and edging our way into more contemporary literature concluding with contemporary Kleinian literature that offers a clinical exegesis of the distinctions between mourning and melancholia. *Third and Fourth Year students combined. This course alternates with course 411 Winnicott and Bion.*

This course will not be given in 2023 - 2024.

PSYCHOANALYTIC TRAINING PROGRAM

CONTINUING EDUCATION INFORMATION

Continuing education and continuing medical education credits will be offered for select Technique courses in the Adult Analytic Program during the 2024/2025 academic year: 105A, 105B, 106, 204, 206, 212, 303, 305. See each course listing online for individual credit amounts.

Psychologists

New York Psychoanalytic Society & Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY - 0073.

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 this program and its content. DISCLOSURE: None of the planners and presenters of this CE program 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.

Physicians

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

DISCLOSURE:

The APsA CE Committee has reviewed the materials for accredited continuing education and has determined that this activity is not related to the product line of ineligible companies and therefore, the activity meets the exception outlined in Standard 3: ACCME's identification, mitigation and disclosure of relevant financial relationship. This activity does not have any known commercial support.

PSYCHOANALYTIC TRAINING PROGRAM

CHILD AND ADOLESCENT PSYCHOANALYTIC CURRICULUM

ChA.10 THEORETICAL AND TECHNICAL ASPECTS OF CHILD ANALYSIS

Child Analysis Faculty
of Columbia, PANY, Cincinnati and NYPSI

This course is given in partnership with the child analysis programs of Columbia, PANY and Cincinnati. 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 2024 - 2025.

ChA.11 CONTINUOUS CASE SEMINAR IN CHILD AND ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, PANY, Cincinnati and NYPSI

This course is given in partnership with the child analysis programs of Columbia, PANY and Cincinnati. 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.

This course will not be given in 2024 - 2025.

ChA.12 THEORETICAL AND TECHNICAL ASPECTS OF ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, PANY, Cincinnati and NYPSI

This course is given in partnership with the child analysis programs of Columbia, PANY and Cincinnati. 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.

This course will not be given in 2024 - 2025.

PSYCHOANALYTIC TRAINING PROGRAM

ChA.13 SPECIAL TOPICS IN CHILD AND ADOLESCENT ANALYSIS

Child Analysis Faculty
of Columbia, PANY, Cincinnati and NYPSI

This course is given in partnership with the child analysis programs of Columbia, PANY and Cincinnati. 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.

This course will not be given in 2024 - 2025.

ChA.14 ADVANCED SEMINARS

Mary Sickles, 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.

Dates to be announced.

Psychologists

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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.

Physicians

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the 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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PSYCHOANALYTIC TRAINING PROGRAM

THE LICENSURE - QUALIFYING PROGRAM IN PSYCHOANALYSIS

Robert Smith, M.D., *Chair*

The Licensure-Qualifying Program in Psychoanalysis (LP Program) is designed for individuals who are not eligible to apply to the Adult Training Program in Psychoanalysis and are interested in training to become clinical psychoanalysts licensed to practice in NY State.

Students entering the program will begin with two years of Pre-Clinical Training. The Pre-Clinical Training phase is designed to prepare qualified students to apply to the Adult Analytic Program. The components of Pre-Clinical Training are described herein.

APPLICATION FOR ADMISSION

NYPSI's LP 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 NY State. Applications for the 2025 - 2026 academic year will be accepted until May 15. In the course of the admissions procedure, each applicant will be seen by interviewers from the LP Committee, a subcommittee of the Education Committee. Applicants are notified as soon as the LP Committee reaches a decision.

We invite applications for Pre-Clinical training from the following professionals:

1. Academic scholars with PhDs or who are currently enrolled in a PhD Program in the Sciences or Humanities
2. Psychology trainees who have completed a Masters program in Psychology or Psychoanalysis
3. Physicians who are not psychiatrists

All applicants will be considered without regard to national and ethnic origin, religion, age, gender, marital status, disability or sexual orientation.

PSYCHOANALYTIC TRAINING PROGRAM

LICENSURE - QUALIFYING PROGRAM FEES

1. A nonrefundable application fee of \$125.00 must accompany each application for admission.
2. Fees for tuition and supervision will be billed biannually on July 1 and January 15. Fees are subject to inflation.

First Year Pre-Clinical Training Fees:

Tuition: \$1,620 per semester

Supervision: \$810 per semester

Second Year Pre-Clinical Training Fees:

Tuition: \$1,620 per semester

Supervision: \$1,620 per semester

Upon successful completion of Pre-Clinical Training and admittance to the Adult Analytic Program, students will pay Adult Analytic Program fees beginning at the Second Year rate. (See pg. 18)

PROGRESSION

Progression through each stage will be approved by the LP Committee based on course instructor, supervisor and tutorial evaluations. Each student is assigned an Advisor to support his/her training. In addition, each in-coming class is assigned a class coordinator who gathers feedback about the curriculum from students so that the faculty can better meet students' educational needs.

PRE-CLINICAL TRAINING

Year One, Fall Semester:

- Tutorial given by Dr. Eric Weitzner and others on Psychopathology, Psychiatric Diagnosis, Mental Status Assessment, Assessment of Suicide Risk, and Indications for Psychopharmacology. Upon completion of Dr. Weitzner's tutorial, take the Psychiatry Competency Exam written by Dr. Weitzner.
- Training in the identification and reporting of child abuse given by a NY State approved provider.

PSYCHOANALYTIC TRAINING PROGRAM

- In-Patient Rounds at Mt. Sinai Medical Center with Dr. Asher Simon (Wednesdays, 12:30-2:00 P.M.)
- Take Wednesday night classes (7-10 P.M.) with students in the Preparatory Program, first year students in the Adult Analytic Program, scholars and psychology postdoctoral fellows. Fulfill attendance requirements. Instructors will complete evaluations of the student's participation. Classes end in June.

Year One, Spring Semester:

- Begin doing evaluations of applicants for clinical treatment in the Treatment Center under supervision. Discuss the evaluation with the supervisor and document all clinical interactions in the chart. Write an Intake Report and review it with the supervisor before submitting it to the Clinical Director, Dr. Tehela Nimroody. Conclude each evaluation by informing the applicant of what to expect next. (i.e. who will contact them.) Fill out the TC Intake Form, write an Intake Report, review it with the supervisor and submit it to Dr. Nimroody. Complete evaluations until the supervisor and Clinical Director find the work completed adequate.
- When a patient is identified as suitable by the student and supervisor, review the case with Dr. Robert Smith and then begin doing psychotherapy under supervision.

Year One, Spring Semester Into Year Two:

- Continue with first psychotherapy case and then conduct evaluations at the Treatment Center under supervision until a second psychotherapy case is identified. Begin the second psychotherapy case.

Year Two:

- Take Monday night classes (7-10 P.M.) with first year students in the Adult Analytic Program, scholars and psychology postdoctoral fellows. Fulfill attendance requirements. Instructors will complete evaluations of the student's participation.
- Continue with supervised psychotherapy cases and increase caseload to gain experience and fulfill immersion requirement.

PSYCHOANALYTIC TRAINING PROGRAM

THE SCHOLARS PROGRAM

Robert Smith, M.D., *Chair*

The Scholars Program is designed to provide academic scholars with an education in psychoanalysis. Scholars take all courses in the Adult Analytic Program with the exception of the writing sequence. For technique and case conferences, instructors will be consulted before having scholars attend.

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 by May 15 in order to begin classes in September.

SCHOLARS PROGRAM 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

Gabrielle Silver, M.D., *Chair*

POST-GRADUATE STUDY GROUPS

The following programs have been organized to further education after graduation. In addition, these programs are open to candidates who have completed all courses. 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. Silver.

ANALYTIC SUITABILITY INTAKE COMMITTEE

Tehela Nimroody, Ph.D.

(See page 78 for details.)

FOLLOW-UP STUDY OF RECORDED PSYCHOANALYSES 15 TO 50 YEARS AFTER TERMINATION

Sherwood Waldron, Jr., M.D.

A mixed group of junior and senior analysts is systematically evaluating long-term effects of psychoanalyses.

POST-GRADUATE STUDIES

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 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.

POST-GRADUATE STUDIES

STUDY GROUP ON THE TRAINING ANALYSIS Herbert Wyman, M.D. Theodore Jacobs, M.D. Philip Herschenfeld, M.D.

The aim of this course is to develop in graduate analysts the clinical skills and intellectual focus required for NYPSI appointment as Training and Supervising Analyst. The course will consist of group seminars and individual supervision/mentorship conducted over a two-year period. The group seminars will meet for 15 or more sessions at monthly intervals for the first year-and-one-half. The seminars will consist of discussions of the literature and case reports, with a focus on the emotional and clinical challenges inherent in the conduct of training analyses and candidate supervision in a small community. Each participant will present written and oral case reports at least twice. Groups are limited to a maximum of six, and a minimum of three participants. Senior Training Analysts will conduct the sessions. This course is open to all NYPSI members in good standing who meet the following requirements:

1. Minimum of three years post graduation
2. Appointment to Faculty of NYPSI
3. Two new analytic cases at 4x/week begun since graduation (Frequency of 3x/week may be initially acceptable with evidence of analytic process and commitment toward eventual 4x)
4. 1800 hours total immersion (including control cases continued post graduation)
5. Commitment to apply for ABP Certification, not already certified by BOPS/ABP.

ELECTIVE: INTRODUCTION TO FRENCH PSYCHOANALYSIS Christine Anzieu-Premmereur, M.D., Ph.D.

This elective 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 2024 - 2025.

** by invitation*

PREPARATORY PROGRAM IN PSYCHOANALYSIS AND DYNAMIC PSYCHOTHERAPY

Sarita Singh, 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, and a class on the beginning phase of psychoanalytic treatment.

It is the hope that participation in this program will encourage the student to pursue full psychoanalytic training. Towards the end of the year, the interested student may choose 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.

Please note the application deadline of May 15.

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 NY State 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 NY State is required.
3. Social Workers with a NY State License in Clinical Social Work or Social Workers with an LMSW who are within a year of eligibility for the LCSW in NY State.
4. Psychiatric Nurse Practitioners who are licensed in NY State.
5. Mental Health Counselors with a Masters degree who are licensed in NY State.
6. 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 NY State.

PREPARATORY PROGRAM

APPLICATION FOR ADMISSION

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. Applications for the 2025 - 2026 academic year will be accepted until May 15.

PREP PROGRAM FEES

1. Nonrefundable application fee of \$75
2. Tuition: \$1,550 per semester

Psychologists

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Physicians

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

Anna Miari, M.D. and Gabriela Shelley, M.D.
Co-Directors

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

Seminars are conducted on the first and third Tuesdays of each month from October through April. This program is open to psychiatry residents and fellows, psychology and social work students, recent graduates of such programs, licensed social workers and psychiatric nurse practitioners. 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. Miari at anm2004@med.cornell.edu or Dr. Shelley at gabriela@gabrielashelley.com.

To apply for the 2025-2026 academic year, please submit the following by July 15, 2025:

1. Nonrefundable application fee of \$50
2. A letter from the applicant's training director indicating the applicant is in good standing in their current program
3. A current Curriculum Vitae
4. Annual tuition fee of \$350 (upon acceptance)

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

Alla Sheynkin, Psy.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, including children in NYC public schools. Students are also introduced to psychoanalytic theory through classes, seminars and didactics.

PSYCHOLOGY INTERNSHIP PROGRAM

Alla Sheynkin, Psy.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, an opportunity to treat children at NYC public schools, and electives in psychoanalytically-oriented group and family psychotherapies. Further, students are given a theoretical understanding of psychoanalytic concepts by attending classes, seminars and didactics.

CLIN. FELLOWSHIP, EXTERNSHIP & INTERNSHIP

SUPERVISORS

Graciela Abelin-Sas Rose, M.D.
Carlos Almeida Jr., M.D.
Richard S. Angle, Ph.D.**
Roy Bachar, M.D.
Ruth Baer Maetzener, Ph.D.**
Anna Balas, M.D.
Trisha Balbert, Ph.D.**
William Braun, Psy.D.
Judith B. Bukberg, M.D.
C. Jon Buyukasik, M.D.**
Hilli Dagony-Clark, Psy.D.+
Pasquale De Blasi, Jr., Ph.D.
Lisa Deutscher, M.D.
Piergiuseppe Fedele, M.D.
Sarah Fox, M.D.+
Maxine F. Gann, Ph.D.
William Gottdiener, Ph.D.**
Philip Herschenfeld, M.D.
Navah C. Kaplan, M.D.
Ruth Karush, M.D.+
Rachel Khurgin, Ph.D.
Leo Kron, M.D.
Evan Leib, M.D.
Laurie Levinson, Ph.D.
Christian Maetzener, M.D.+

Edith McNutt, M.D.
Andrei Moroz, M.D.
Amber Nemeth, Ph.D.
David Pollens, Ph.D.+
Daniel W. Prezant, Ph.D.+
David Sard, Ph.D.**
David Sawyer, M.D.+
Mary Sickles, M.D.+
Gabrielle Silver, M.D.
Robert M. Smith, M.D.*
Rebecca Stone, Ph.D.**
Jessica Wolman, Ph.D.
Joe Wise, M.D.**
Meredith Wong, M.D.
Richard Weiss, M.D.

MEDICAL ADVISORS

Eric Weitzner, M.D., *Associate Clinical Director, Treatment Center*
Laurence T. Sprung, M.D., *Psychiatric Consultant, Treatment Center*

+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 and Leon Hoffman, *Co-Directors*; Miriam Steele, *Chair, IRB*; Michael Peral, *Research Assistant*; Christopher Christian, Sean Murphy, Tehela Nimroody, Wendy Olesker, Timothy Rice and 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.; Miriam Steele, Ph.D., *Chair*; Daniel R. Rosell, M.D., Ph.D.; Ben Sandler; Jane Albus, M.D., *Alternate*; William H. Braun, Psy.D., *Alternate*

CLINICIAN/RESEARCHER COLLABORATIVE PROCESS SEMINAR

The tension between science and practice in psychotherapy is well known. At the Pacella Research Center 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 postdoctoral 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 and another by Christopher Christian, Dean of IPTAR.

ACTIVITIES OF PACELLA RESEARCH GROUP

Utilization and Study of Regulation Focused Psychotherapy for Children with Externalizing Behaviors: A Psychodynamic Approach (RFP-C) - An RCT has been completed and published in *Psychotherapy Research*. 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>)

A recent book by Wilma Bucci, *Emotional Communication and Therapeutic Change: Understanding Psychotherapy through Multiple Code Theory* (Routledge, 2021), updates her previous version of the theory and adds considerable clinical material.

A special issue of the *Journal of Psycholinguistic Research*, published in 2021, contains expositions of the basic Referential Process theory by Wilma Bucci and the computerized Referential Process measures by Bernard Maskit, as well as clinical and empirical applications by members of the Pacella Research Group.

The work on Multiple Code Theory and the Referential Process continues to focus on the integration of psychoanalytic theory with psychotherapy research and the development of new methods for this research, centering on the computer program DAAP (Discourse Attributes Analysis Program). We have the converging goals of making research more accessible and useful for clinicians in their work with patients, and also making psychoanalytic theory more accessible to researchers as a basis for empirical investigations.

To further these goals, the first Referential Process Symposium was held at NYPSI for two weeks in July 2023. The hybrid in-person and online format enabled participation by researchers and clinicians, including colleagues and students from Europe and Israel as well as Canada and the U.S. The seminar was organized by Wilma Bucci and Bernard Maskit, and focused on advances in development of the DAAP as well as new clinical applications. Presenters included Dr. Charles Jaffe of the Chicago Psychoanalytic Institute, Dr. Chris Christian of IPTAR and Yale University, as well as Drs. Rachele Mariani from Rome and Attà Negri from Milan, and Drs. Hoffman, Bucci and Maskit among others. Drs. Mariani and Negri, who have developed and applied Italian versions of our measures, participated in person for the two weeks of the meeting. The Symposium

was also attended via Zoom by our Israeli colleague Dr. Galit Harel, at the Ashkelon College, School of Social Work in Tel Aviv, who is working with colleagues to develop and apply Hebrew versions of the DAAP program and its measures. Michael Peral, our Pacella Research Assistant, who has completed his MSW from the Fordham Graduate School of Social Service, is working with Dr. Harel and her group.

Our work with the Italian versions of our measures and applications in other languages is advancing. Drs. Mariani and Negri have been appointed as Visiting Scholars at Pacella; Dr. Mariani is in the Department of Dynamic and Clinical Psychology at Sapienza University in Rome, Dr. Negri is in the department of Dynamic Psychology, at the University of Bergamo. We have provided financial support for Dr. Negri's continuing work facilitating the development and application of the DAAP program in Spanish as well as Italian and English. Dr. Mariani is collaborating with us in several projects including research based on analysis of notes as well as verbatim transcriptions.

A major goal of the Research Center has been increasing our collaboration with clinical doctoral programs and including students in our projects. The Symposium included presentations by two students who have completed their dissertations applying computerized measures in psychoanalytic and psychotherapy research. Jinny Hong presented her dissertation at the University of Toronto using computerized measures to compare the language of emotion focused and cognitive behavioral treatments. Karen Tocatly presented her dissertation at the City College of New York (CUNY), which characterized the nature of more or less effective therapist language in psychoanalytic treatments; this was given the award for best dissertation by the graduate faculty in psychology at CUNY.

Henry Peterson, who is a Pacella Research Fellow and a second year student at CUNY presented a study comparing speech rhythms and language style between in-person and remote treatments; he also presented this paper at the annual conference of the North American Society for Psychotherapy Research (NASPR) and received honors for the paper at CUNY. Another CUNY student, Oded Hadar is now working on his dissertation with us in collaboration with a large therapy research study at the CUNY program.

The proceedings of the Referential Process Symposium will be published in a special issue of the *Journal of Psycholinguistic Research*, scheduled for early 2025. Elena Petrovska, who is a fourth year doctoral student at the Derner Institute of Adelphi University and a Research Fellow at Pacella will serve as Associate Editor of the special issue.

For additional information on these and other projects please consult our new website, www.referentialprocess.org, with its connection to NYPSI research. The website has been designed to provide theory and research concerning the role of the referential process in the therapy context, as well as to enable direct user-friendly access to the computerized measures for use by researchers.

The work of Leon Hoffman and colleagues on Regulation Focused Psychotherapy for Children (RFP-C) (<https://www.rfp-c.com/>), supported in part by the Pacella Research fund, continues to be very successful. Tracy Prout, the Principal Investigator of the Randomized Control Trial of Regulation Focused Psychotherapy for Children with Externalizing Behaviors, was awarded the prize for best scientific paper of the year at the American Psychoanalytic Association February 2024 meeting. This paper was published in *Psychotherapy Research*, the prestigious journal of the Society for Psychotherapy Research. We are very pleased that our work has been recognized by The American Academy of Child and Adolescent Psychiatry. RFP-C was discussed at a fully-subscribed workshop and was included in a symposium on the treatment of irritable children at the October 2023 meeting in New York. In addition, a Randomized Control Trial of RFP-C has begun in Turkey. Sibel Halfon is the Principal Investigator. Can Buyukasik, a candidate at NYPSI and a member of the Center for Regulation Focused Psychotherapy team (and fluent in Turkish), is participating as a supervisor. Outreach to a variety of institutions and individuals on the implementation of RFP-C is actively underway. This includes the participation of graduate students rotating through NYPSI who are utilizing RFP-C in public schools.

OUTREACH EFFORTS

IPA Podcasts about the applicability of RFP-C:

Episode 38: A Psychoanalyst Studies 'Why is it easier to get mad than it is to feel sad?' with Leon Hoffman <https://ipaoffthecouch.org/2020/02/23/episode-38-a-psychoanalyst-studies-why-is-it-easier-to-get-mad-than-it-is-to-feel-sad-with-leon-hoffman/>

Episode 137: The Role of Defense Analysis in Child (and Adult) Treatment with Leon Hoffman, MD (New York) <https://ipaoffthecouch.org/2023/06/25/episode-137-the-role-of-defense-analysis-in-child-and-adult-treatment-with-leon-hoffman-md-new-york/>

Parenting Booklet: Keeping it Together When Things Fall Apart: Harnessing the Power of Emotions to Understand Your Child's Behavior at <https://www.centerforrrfp.org/store/p/keeping-it-together-when-things-fall-apart-harnessing-the-power-of-emotions-to-understand-your-childs-behavior>

We have also developed a manual to assess defense mechanisms utilized by young children. The manual was published and is available at https://www.tandfonline.com/action/downloadSupplement?doi=10.1080%2F15289168.2018.1565005&file=hicp_a_1565005_sm2717.pdf

SCIENTIFIC MEETINGS

For more than eighty years, the Scientific Programs have been a premiere venue for the presentation and discussion of new ideas in psychoanalysis. Responsible for these meetings, 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 and topics that might be of interest. All ideas and proposals, both formal and informal, are welcome and will be given the most serious consideration. Please check individual event listings for continuing education offerings.

PROGRAM COMMITTEE

Lois Oppenheim, Ph.D., *Chair*

Anna Balas, M.D.

Patricia Lindahl, M.D.

Edith McNutt, M.D.

Henry Nunberg, M.D.

Stephen Rittenberg, M.D.

Susan Sherkow, M.D.

Eric Weitzner, M.D.

Jessica Wolman, Ph.D.

Psychologists

New York Psychoanalytic Society & Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY - 0073.

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 this program and its content. DISCLOSURE: None of the planners and presenters of this CE program 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.

Physicians

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

DISCLOSURE:

The APsA CE Committee has reviewed the materials for accredited continuing education and has determined that this activity is not related to the product line of ineligible companies and therefore, the activity meets the exception outlined in Standard 3: ACCME's identification, mitigation and disclosure of relevant financial relationship. This activity does not have any known commercial support.

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. Discussion by Dr. Mark Solms, Dr. Margaret Zellner or invited discussants follows the presentation. 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).

Pfeffer Center meetings will not be offered in the 2024 - 2025 year.

THE EXTENSION PROGRAM

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

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 nypsi.org or call (212) 879-6900. Please check individual course listings online for continuing education offerings.

EXTENSION PROGRAM COURSES

COURSES

Psychoanalytic Principles of Child Development David Sawyer, M.D.

A Psychoanalytic Dive into the Films of Stanley Kubrick
Thomas Wolman, Ph.D.*

Psychoanalytic Couple Therapy Graciela Abelin-Sas Rose, M.D.

Modern Conflict Theory in Practice Ian D. Buckingham, M.D.

*By invitation

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ASSOCIATE CLINICAL DIRECTOR

Eric Weitzner, M.D.

CLINICAL DIRECTOR OF CHILDREN'S SERVICES

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DIRECTOR OF PSYCHOLOGICAL TESTING

Trisha Balbert, Ph.D.

TREATMENT CENTER COORDINATOR

Ms. Tanya D. Street

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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. (various) 2000-2022

THE TREATMENT CENTER

The Treatment Center, founded in 1948, is one of the oldest psychoanalytic referral services in the United States. It was originally established for the purpose of providing candidates in training at the New York Psychoanalytic Institute with suitable psychoanalytic patients. It has made the benefits of psychoanalysis available to individuals who need this form of treatment and would otherwise be unable to afford it. Starting in 1995, the Treatment Center has also provided psychological testing and psychoanalytically-informed psychotherapy for children, adolescents, and adults conducted by Psychology Externs, Interns and Postdoctoral Fellows under the supervision of analysts. To reach the Treatment Center directly, please call (212) 879-0196.

In addition to presiding over the clinical activities of psychology trainees, the Treatment Center continues to serve its principal function of identifying possible analytic patients for candidates in training, as well as for NYPSI members who are seeking to add to their analytic caseloads. The Treatment Center also refers patient-applicants needing psychotherapy and/or psychiatric services to other clinical settings, as well as to members and candidates in private practice.

THE TREATMENT CENTER

THE ANALYTIC SUITABILITY INTAKE COMMITTEE

The Analytic Suitability Intake Committee meets monthly to discuss analytic suitability evaluations of Treatment Center applicants being conducted by candidates or members and provides consultation and treatment recommendations. Candidates and members are welcome to join the committee.

Irene Cairo, M.D.
Jess Olson, Ph.D.
David Pollens, Ph.D.
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THE ABRAHAM A. BRILL LIBRARY

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

TBD
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 email library@nypsi.org or call (212) 879-6900.

During the 2024-2025 academic year, the library will be open by appointment only. Please email library@nypsi.org to make an appointment or for virtual assistance.

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.

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

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GRADUATE DIRECTORY

GRADUATES of ADULT ANALYTIC PROGRAM

Graduates have completed the Adult Analytic Training Program.

Kaufmann, Catharine, Ph.D.

89 Fort Greene Place, 2nd Floor
Brooklyn, NY 11217
646-470-1853
ckaufmann.phd@gmail.com
Graduated January 2, 2024

Wolman, Jessica, Ph.D.

113 University Place, 9th Floor
New York, NY 10003
215-603-4721
jlwolman@gmail.com
Graduated June 4, 2024

GRADUATE DIRECTORY

GRADUATES of CHILD ANALYTIC PROGRAM

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

GRADUATE DIRECTORY

GRADUATES of SCHOLARS PROGRAM

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

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