

# TABLE OF CONTENTS

Introduction .....	2
Overview of Training Programs .....	4
The Integrated Training in Psychoanalysis Program .....	7
Concentration in Child and Adolescent Psychoanalysis .....	36
The Psychoanalytic Psychotherapy Program .....	39
The Anni Bergman Parent-Infant Training Program .....	42
SEVIS Program .....	45
Treatment Services .....	48
Board of Trustees .....	49
Institute Administration .....	50

# INTRODUCTION

The Contemporary Freudian Society (CFS) - previously known as the New York Freudian Society - and its Psychoanalytic Training Institute were founded to provide training and a collegial community for psychoanalysts. Our membership is drawn from a dozen different states and numerous countries; we offer training in psychoanalysis, psychotherapy and fellowship programs in New York City and Washington, DC.

## **The Society**

The CFS is committed to the core principles of Freud's discoveries, which initiated a revolution in the understanding of the human mind and continue to evolve and shape contemporary psychoanalytic thinking. Our purpose is to contribute to that evolution through active participation in the psychoanalytic movement in a manner that respects, refines, expands and shares our intellectual inheritance.

Our name, like our Institute's curriculum, reflects the enduring value and relevance of Freud's teachings, amplified and enriched by post-Freudian thinking and theoretical perspectives. These include:

- Ego psychology
- The work of object relational theorists such as Michael Balint and Donald Winnicott
- The contributions of Melanie Klein and modern Kleinian theorists
- Theory and treatment pertaining to disorders of the Self
- Current research on infant development and attachment
- Recent neurobiological research that supports the physiological underpinnings of many of Freud's core theories

## **The Institute**

The PTI provides a forum for the professional development of its candidates in an atmosphere of support and mutual respect. We make these values real through a vital spirit of inquiry and interactive dialogue that enhances our intellectual inheritance and informs the Institute's approach to professional education and training.

The PTI's curricular offerings include the following:

- Integrated Training in Psychoanalysis, a program consisting of four years of course-work, coupled with "control case" supervision and a personal analysis

- A New York State Department of Education-approved program leading to a License in Psychoanalysis (LP)
- A two-year psychoanalytic psychotherapy program for students who wish to deepen their understanding of the therapeutic process
- The Student Exchange Visitor Program (SEVIS), which permits us to train non-immigrant international students.

Chartered by the New York State Department of Education in 1978 on the authority of the New York State Board of Regents, the PTI of CFS became a Provisional Member of the International Psychoanalytical Association (IPA) in 1989 and a Component Institute/Society in 1993. The IPA is the world's oldest and largest international psychoanalytic organization and the primary accrediting and regulatory body for psychoanalysis.

# OVERVIEW OF TRAINING PROGRAMS

## Integrated Training in Psychoanalysis

The Integrated Training in Psychoanalysis program covers theory and clinical practice relevant to both child and adult psychoanalysis. Candidates may choose to train simultaneously in child and adult psychoanalysis or to concentrate in either of the two.

The program comprises three components-course instruction, control analysis supervision and personal analysis-and is offered in two tracks:

- **Track A** is for candidates with a clinical license that includes psychoanalysis in the scope of practice, autonomously or under supervision, in New York State
- **Track B** is for applicants who are interested in obtaining a certificate of completion in order to qualify to apply to The New York State Department of Education for a License in Psychoanalysis (LP). Applicants for Track B may include graduates of non-clinical Masters and Doctoral programs who have a strong interest in psychoanalysis as well as clinicians who are Licensed Creative Arts Therapists, Licensed Mental Health Counselors, or Licensed Marriage and Family Therapists. A detailed CFS PTI LP handbook is provided to Track B candidates to guide them through the licensing process. This is to augment guidelines found in this catalog.

For further information, please visit the New York State Office of the Professions website ([www.op.nysed.gov](http://www.op.nysed.gov)), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

## Psychoanalytic Psychotherapy Program

For the student interested in Psychoanalytic Psychotherapy, we offer a two-year program involving coursework and supervised counseling or therapy. Applicants must hold a license in New York State in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing, or hold a license that includes conducting psychotherapy in its scope of practice, such as Licensed Creative Arts Therapists.

## **Anni Bergman Parent-Infant Training Program (with IPTAR)**

The Anni Bergman Parent-Infant Training Program, designed for the graduate analyst or advanced psychoanalytic candidate, is offered in collaboration with The Institute for Psychoanalytic Training and Research (IPTAR).

## **Psychoanalytic Fellowship Program**

The one-year Fellowship Program is for people who are interested in learning about psychoanalysis and analytic training by attending monthly seminars and a sequence of tutorials with experienced psychoanalysts assigned as Mentors.

## **Continuing Education Seminars Open to Candidates**

*In addition to the Scientific Programs sponsored by CFS every year, the following seminars welcome participation by candidates:*

### **Difficult Issues in Analysis and Psychotherapy Case Seminar**

Jane Kupersmidt, PhD, Chair

A child, adolescent or adult psychotherapy or psychoanalysis case is presented and discussed by the group. Typically, the presentation focuses on a challenging aspect of the case, such as an enactment, or what may feel like an impasse to the therapist. Because members as well as candidates from all programs and at all levels of training are invited to attend, the discussions are lively and reflect different theoretical points of view. This seminar is usually held on a Thursday evening to accommodate candidates' schedules.

### **Clinical Case Conference**

Susan Finkelstein, LCSW, and Ann Rudovsky, LCSW, Co-Chairs

A candidate presents clinical process to both members and candidates, as material to facilitate close moment-by-moment analysis of the clinical encounter. Meets semi-monthly.

## **Psychoanalytic Brooklyn Seminar Series**

Gloria Demby, LCSW, Chair

The CFS is pleased to announce the launching of "Psychoanalytic Brooklyn," a new initiative that aims to bring analytic thinking to a broader audience in our Brooklyn office suite. We hope to bring together the community of psychodynamic and psychoanalytic clinicians practicing in Brooklyn and Manhattan through a series of educational, cultural and social events that highlight the the relevance of psychoanalytic ideas to contemporary practice today.

These programs consist of continuing education seminars, salons and clinical workshops and offer CE credits for those who need them.

# THE INTEGRATED TRAINING IN PSYCHOANALYSIS PROGRAM

## OVERVIEW

The integrated training program is based on a child-adult curriculum that is uniform for all candidates, enabling them to train across modalities and study the developmental spectrum in the context of psychoanalytic theories. Candidates train simultaneously in child and adult psychoanalysis and they have the option of doing their control work in either child or adult psychoanalysis or in both.

Throughout the curriculum, both child- and adult-related clinical material is used to illustrate key psychoanalytic concepts. This integrated approach demonstrates that the theoretical foundations of psychoanalysis are grounded in development. Within the matrix of development, which includes psychic structure and maturation, constitutional factors and environmental experience, an integrated curriculum adds depth to the traditional curriculum. More simply, a study of the child's mind leads to a deepened understanding of the adult's mind.

Continuous Case Seminars, attended by all candidates, include both child and adult cases and are co-taught by both child and adult analysts. An additional Child Continuous Case seminar is required of those candidates who take on a child control case and/or who want to graduate as a Child Psychoanalyst.

### **Viewing Freud Through a Contemporary Lens**

Integration also denotes that, while we remain grounded in the study of Freud, our curriculum also integrates post-Freudian developments in psychoanalysis, contemporary theory and the questions raised by today's world. We continue to strive to teach and learn together how to bring issues of diversity into our training, how to reach communities who have not had access to psychoanalysis, and how to incorporate the changes in theory and practice required by contemporary issues. Candidates are able to draw from both classical and contemporary psychoanalytic ideas. Integrated training considers the individual psyche in the context of a dimensional world—one that respects the impact of the familial and larger socio-cultural world on the development of character structure.

## **TRAINING STRUCTURE**

Training in our Integrated Training Program comprises three components: Course Instruction, Control Analysis Supervision, and Personal Analysis.

### **Course Instruction**

#### **Years 1 and 2: Developmental Sequence and Listening Series**

These two courses are taught simultaneously during the first and second years. Students are encouraged to take a one-year course in Infant Observation prior to or during Year 1.

Developmental Sequence (6 courses): Infancy, Toddlerhood, Oedipal Phase, Latency, Adolescence, Adulthood

Listening Series (6 courses): The first year focuses on basic concepts and the second year on diagnostic thinking.

Readings and clinical material describing both child and adult work will be used to illustrate the basic concepts and diagnostic thinking taught in the listening series. Relating the two courses each semester will offer opportunities for expanded learning and integration. As an example, during the first year, "Listening for Defenses" is taught simultaneously with the course on "Toddlerhood." Instructors use both adult and child clinical material to illustrate the key psychoanalytic concepts of defensive behaviors and defense mechanisms. The complex interactions between constitutional/maturational factors, environmental experiences and introjective/projective mechanisms are examined as an intersecting matrix in the development of the mind.

#### **Year 3: Freud's writings/Psychoanalytic Technique I, II, III**

Freud's clinical cases, technique papers, sociocultural thinking and later contributions are covered. Technique seminars focus on developing clinical skills for moving patients from psychotherapy to psychoanalysis as well as working with various diagnoses and pathologies.

## **Year 4: Post-Freudian Theoretical Developments and Controversies/Continuous Case Seminar**

Year 4 focuses on the evolution of psychoanalytic thought and views of psychopathology. The analytic listening sequence continues with continuous case seminars. Both child and adult clinical material will be used to deepen an understanding of diagnostic formulations, pathogenesis and therapeutic action in Years 3 and 4.

### **Control Analysis**

Candidates who have passed readiness-for-control may do their control work with child or adult patients, or with both (as described below).

#### **Adult Analysis**

- Candidates must conduct a minimum of two control (supervised) analytic cases
- One case must be seen in person four to five times a week. The second case may be seen three to five times per week.
- Cases will be supervised by two different training and supervising analysts from the PTI of CFS.
- A minimum of 200 hours of supervision between the two cases is required.

#### **Child Analysis**

- Candidates must conduct a four-times-weekly analysis of two children, one boy and one girl
- Cases must be from different age groups, i.e. preschool, latency, adolescence.
- A minimum of 200 hours of supervision between the two cases is required.
- A candidate may undertake the control analysis of a child without intending to graduate as a child analyst. The candidate must enroll in the child seminar and be supervised by an IPA child analyst.

## **Training Analysis**

Candidates are expected to begin a four-times-per-week analysis with a training analyst from the PTI of CFS when the first year classes begin.

More detailed information regarding the course description, requirements for readiness-for-control and final case presentation, follows.

## **Coursework and Training: Tracks A and B**

### **Course Instruction**

- Candidates register for two classes each trimester. (There are three trimesters per year.)
- Seminars meet on Monday evenings for 1-1/4 to 1-3/4 hours.
- Candidates who complete all coursework, control analysis work, supervision and case write-up requirements and successfully complete a Final Case Presentation receive a diploma from the PTI of CFS.

### **Track B**

#### **Additional Course Instruction**

- Track B requires additional courses to meet the training requirements for becoming a licensed psychoanalyst (LP) as delineated by the New York State Education Department
- Candidates take four-and-a-half years of courses
- Required additional courses include:
  - Psychoanalytic research methodology
  - Ethics
  - A two-hour course on the identification and reporting of child abuse and maltreatment
  - LP enrichment course covering clinical preparation for work with patients

## **Personal Analysis**

Each candidate is expected to begin a four-to-five session per week personal analysis (also called a Training Analysis) with a Training and Supervising Analyst at the PTI of CFS upon matriculation.

Should an applicant already be in analysis with someone who is not a Training and Supervising Analyst at the PTI and wish to continue in that analysis, discussion between the candidate and the Disposition Committee needs to take place before acceptance into the program is finalized.

For more details about the requirements for graduation please see our Candidate Guidelines.

## **Control Analysis**

As an essential and vital part of their training, candidates conduct their own analyses of patients under weekly supervision by a PTI Training and Supervising Analyst. By graduation, the candidate will have conducted at least two control cases under the supervision of two training and supervising analysts.

Yearly case summary reports, a critical tool for understanding the progress of the case, are part of both the candidate's clinical responsibility and learning experience. Candidates discuss the summaries each year with a member of the Progression Committee and an independent case summary reader. These write-ups provide another valuable learning experience in addition to coursework and supervision .

The length and number of cases will vary among candidates. The minimum requirement is approximately one three-year case and one two-year case. That said, many candidates opt to see more than the required two cases and thus take longer to graduate. The decision to do so is made in consultation with the candidate's supervisors and Progression Committee representative.

## **Track B: Additional Information**

Students in Track B complete the same requirements described above, including a personal analysis and two control analyses (supervised analyses with patients). The PTI provides office space in which Track B candidates conduct their control work as required by New York State.

Upon completing the required number of clock hours for personal analysis, control case supervision and control analyses, as well as the required coursework, the candidate will receive a Certificate of Completion from the PTI of CFS. This Certificate, along with documentation of 1,500 clinical hours of work with patients, supervision, and professional development, qualifies the candidate to apply to the New York State Education Department to take the licensing exam in Psychoanalysis.

Please visit the New York State Office of the Professions website (<http://www.op.nysed.gov>), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

### **Graduation**

- Upon graduation, our members become part of a group of psychoanalysts working and learning both locally and around the world.
- Graduates are immediately eligible for membership in CFS, the International Psychoanalytical Association (IPA) and the Confederation of Independent Psychoanalytic Societies (CIPS).
- Members of CFS are also eligible to apply for individual membership to the American Psychoanalytic Association (APsA).

# COURSE OF STUDY

## Course # & Title

---

### First Year

- 1A Becoming an Analyst: Basic Concepts I
- 1B The Mind in Conflict: Basic Concepts II
- 1C Unconscious Fantasy and Dreaming: Basic Concepts III
- 2A Personality Development: Infancy
- 2B Personality Development: Toddlerhood
- 2C Personality Development: The Oedipal Phase
- 9A Ethical Issues in Psychoanalysis I

### Second Year

- 3A Psychoanalytic Theory and Practice - Diagnostic Thinking I
- 3B Psychoanalytic Theory and Practice - Diagnostic Thinking II
- 3C Psychoanalytic Theory and Practice - Diagnostic Thinking III
- 4A Personality Development: Latency
- 4B Personality Development: Adolescence
- 4C Personality Development: Adulthood

### Third Year

- 5A Freud's Early Writings
- 5B Freud's Clinical Cases
- 5C Freud's Later Writings
- 6A Practice in Psychoanalytic Technique I
- 6B Practice in Psychoanalytic Technique II
- 6C Practice in Psychoanalytic Technique III

### Fourth Year

- 7A Psychoanalytic Theory and Practice - Psychopathology I: Ego Psychology and Psychoanalytic Controversies
- 7B Psychoanalytic Theory and Practice - Psychopathology II: Introduction to Object Relations Theory and Psychoanalytic Controversies
- 7C Psychoanalytic Theory and Practice - Psychopathology III: Introduction to Kleinian and Post-Kleinian Theory and Psychoanalytic Controversies

- 8A Continuous Case Seminar I
- 8B Continuous Case Seminar II
- 8C Continuous Case Seminar III

**Additional Required Courses for Child and Adolescent Candidates**

- 10A Child Continuous Case Seminar I
- 10B Child Continuous Case Seminar II
- 10C Child Continuous Case Seminar II

**Additional Required Courses for Track B Candidates**

- 9B Psychoanalytic Research Methodology
- 9C Ethical Issues in Psychoanalysis II
- Independent Provider: Child Abuse Recognition and Reporting

**TUITION AND FEES**

- Annual Tuition: \$3300 (3 semesters)
- Candidate Org Fee: \$20 per semester
- Registration Fee: \$50 per semester
  
- Supervision: \$75 per session. Pro bono and low fee supervision available on psychotherapy cases
  
- Personal Analysis: Fee to be determined with analyst  
Low fee analysis available
  
- PEP-Web Fee: \$40 annually

Financial assistance is available for qualified applicants.

## **ADMISSIONS**

We welcome applications from individuals who are at least 25 years of age and have a Master's or higher degree in Psychiatry, Psychology, Social Work, or Psychiatric Nursing, as well as those with Master's degrees in other clinical disciplines, such as Creative Arts Therapy, Family Therapy and Counseling.

In addition, professionals with graduate degrees in fields that enrich psychoanalysis, such as education, philosophy, sociology, and the humanities are encouraged to apply.

Applicants with previous psychoanalytic training at other IPA Institutes may make an inquiry to the Admissions Committee regarding the possibility of obtaining advanced status. The Committee will consider each case in light of the applicant's prior experience, the comparability of his or her previous training, and the Institute's standards.

For more information about admission to the Integrated Training in Psychoanalysis Program, please contact Katherine Snelson, LCSW, Chair of Admissions, at 212-260-4914 or [katherine.snelson@me.com](mailto:katherine.snelson@me.com).

Application forms for our Integrated Training in Psychoanalysis Program can be found on our website ([www.instituteofcfs.org](http://www.instituteofcfs.org)).

# GENERAL GUIDELINES FOR ADMISSION AND TRAINING

## **Application and Admission Process**

Inquiries about admission can be made to either the Chair of Admissions or the Director of the Institute. Application materials are available on our website ([instituteofcfs.org](http://instituteofcfs.org)). Upon request, we will provide a packet containing the application form and forms for letters of recommendation. There is a \$50 application fee.

Once we receive all admissions material, the Chair of Admissions will set up interviews for the applicant. Each applicant is interviewed by two or three members of the Admissions Committee.

## **Registration**

There are three semesters per year (Winter, Spring and Fall). A tuition payment is due for each semester. The candidate is responsible for successful completion of classes and continuous engagement in their personal analysis throughout their training. Course progress is followed and certified annually by the candidate's Progression Committee Representative. In addition, each year the candidate is responsible for asking their analyst to provide a "Confirmation of Training Analysis" statement confirming that analysis continues.

## ***The Training Process***

### **Progression Committee**

A unique aspect of the training program is the Progression Committee (PC), which was established to foster communication with the candidates and ensure that their specific training needs are addressed.

Upon admission to the Institute, each candidate is assigned a PC Representative, who follows the candidate until graduation and keeps the Progression Committee informed of the candidate's progress. The Progression Committee strives to provide individualized attention to the professional development of each candidate.

**Training (Personal) Analysis:**

Candidates are expected to begin a four-or-five-time-per-week analysis with a Training Analyst from the PTI by the time first-year classes begin. The candidate will have the opportunity to choose an analyst from a list of Training Analysts of the Institute and will also be given a list of the Training Analysts willing to conduct reduced-fee analyses. If the candidate has been in a longstanding analysis with a Training and Supervising Analyst from another institute, the Disposition Committee, consisting of the committee chair, the Progression Committee chair, the Admissions chair and the Institute Director, will determine whether the analyst and analysis can be approved as a training analysis. If the analysis is not approved, the candidate may request that commencement of a new analysis be postponed for up to one semester in order to allow time to terminate the present analysis.

**First-Year Interview:**

Near the end of the first year, candidates will have an interview with three members of the institute to ensure the candidate is proceeding in their training and towards Readiness for Control.

**Readiness-for-Control:**

The analyses a candidate conducts under supervision are an essential part of his/her preparation to become a psychoanalyst. To undertake control or supervised work, the candidate needs to pass a Readiness-for-Control examination (RFC). This examination is conducted by a committee of three members of the Institute and is usually scheduled during the second year of training. Candidates with substantial prior clinical experience can request an RFC earlier than their second year. For those needing additional clinical experience the RFC may be delayed.

**Control Work:**

Candidates must conduct a minimum of two supervised analytic cases, each seen in person four or five times a week.. These cases need to be supervised by two different Training and Supervising Analysts from the PTI of CFS. (Child analysts will supervise Child/Adolescent cases.)The candidate will be given a list of Training and Supervising Analysts willing to conduct reduced-fee supervisions on a once-weekly basis. Extended supervision sessions are considered for a supervisee at a geographical distance from his/her supervisor.

A central educational feature of the control work or supervised experience is the Annual Case Write-Up. This is a piece of writing, done by the candidate, in which they formulate and express their current understanding of the case, to be reviewed by the Progression Committee Representative and a selected reader.

### **Final Case Presentation:**

The Final Case Presentation represents the culmination of the candidate's training in psychoanalysis at the Institute. After conferring with the Progression Representative and Committee chair, the candidate initiates the request to present a final case. The candidate will submit a written report of the case to be presented to their Final Case Committee. The Committee, consisting of five members of the Institute, will meet to listen to the candidate's presentation and discuss and evaluate the candidate's work and readiness to practice psychoanalysis independently.

Issues such as transference development, analysis of resistance, countertransference, and establishment of an analytic process are discussed in the group. Successful completion of the Final Case Presentation and approval by the Progression Committee confers on the candidate membership in the Contemporary Freudian Society and the International Psychoanalytical Association (IPA).

### **Training Policies**

A. The academic year is 30 weeks. Candidates meet on Monday evening for their coursework and take two courses per semester, unless an alternative plan has been arranged through the Progression Committee. Electives and other program options may meet at other predetermined times.

B. Candidates are expected to be present for all classes and to inform the instructor if unable to attend. If the candidate misses two sessions of a fifteen-week course, one session of a ten-week course, or any sessions of a course of shorter duration, the candidate will be offered the option of writing a paper for the class on a topic agreed upon with the instructor in order to be granted credit for the course. If a candidate misses more than two classes, the Progression Committee will determine whether credit can be granted or if the candidate will be required to repeat the course.

C. If an instructor must miss a session, they will notify the Chair of the Faculty Committee and arrange with the candidates for an appropriate make-up class.

D. The PTI's Faculty and Curriculum Committees review and evaluate course offerings and Institute faculty performance on an ongoing basis. A crucial part of this evaluation is the confidential evaluation form that candidates must complete at the end of each semester.

E. Faculty evaluations of candidates will be submitted immediately after the semester ends. A copy will be sent to the Administrative Directors, who will forward copies to the Progression Committee Representative assigned to the candidate to review with the candidate. Candidates have direct access to the instructors' evaluations upon request.

F. The Grievance Process: If a candidate does not agree with the recommendations of the Progression Committee at the end of the Readiness-for-Control interview or at the end of the Final Case Presentation, the candidate may appeal to the Director of the Institute, who will carefully review the findings of the PC with the Board of Directors of the Institute. The review may include meeting individually with each person involved in the ongoing progression of the candidate's work, reviewing all minutes of the PC, meeting with the candidate and the members of the evaluation committee responsible for the decision, and consulting with supervisors and instructors of the candidate. The decision of the Board and the Director of the Institute will be final.

For clarification and adjustments in the candidate's ongoing evaluation of their work, other than the two evaluations listed above, the candidate can contact their Progression Committee Representative, and if not satisfied, the Progression Committee Chair.

The Progression Committee may suspend or terminate a candidate's training in the event of the candidate's failure to meet standards of reasonable progress toward graduation, or for violation of ethical standards in the practice of psychoanalysis. Reasonable progress toward graduation shall mean continued satisfactory review by instructors and supervisors, and timely completion of requirements,

such as Progression Committee receipt of case summaries, as well as immersion in the practice of psychoanalysis. The candidate has the right to appeal this decision under the grievance process described above.

G. Questions regarding curriculum or faculty should be directed to the respective Chair of Faculty or Curriculum Committee of the PTI.

## **CANDIDATE ORGANIZATION**

The Candidate Organization (CO) functions independently from the Psychoanalytic Training Institute. It provides a forum for candidates in the Psychoanalysis Programs to discuss interests and concerns related to their training, fosters a sense of community and provides an opportunity for informal guidance from advanced candidates for those just beginning. Candidates elect candidate representatives to interface with Institute committees and matters of candidate concerns. The Candidate Organization also plans meetings around topics of special interest to the candidates.

All candidates are members of the Candidate Organization. Candidates pay a yearly \$15 fee to the Candidate Organization.

Each candidate receives access to PEP-WEB, an on-line psychoanalytic library. The annual fee for candidates is \$35. PEP-WEB is an invaluable tool for each candidate's clinical and intellectual development.

## **INTEGRATED TRAINING IN PSYCHOANALYSIS PROGRAM COURSE DESCRIPTIONS**

This training approach considers the psyche from a multi-faceted perspective, so that the analytic technique can be tailored to the unique personality structure of each individual, whether child, adolescent or adult. A serious examination of the human psyche is based in the comprehensive study of the foundational psychoanalytic theories and immersion in development. Clinical research derived from Infant Observation, Attachment Theory, and Development are studied, enabling candidates to draw from both classical and contemporary psychoanalytic ideas.

The curriculum is listening-based. A unique clinical emphasis throughout keeps theory vitally connected to the analytic listening experience. All learning is based on a spiral model: Concepts presented in beginning courses are revisited in later courses to deepen clinical and theoretical understanding.

Sigmund Freud's seminal work is foundational in the curriculum. Psychoanalytic developments such as ego psychology, object relations theory, and the theories of Melanie Klein, D.W. Winnicott, and Wilfred R. Bion are studied in a historical context and as responses to questions arising from clinical work. Candidates are encouraged to think critically about what they learn and to bring their individual life experience and intuitive understanding to the learning process as they develop their own analytic voice.

The courses described below fulfill the academic part the Institute's graduation requirements for clinicians who have a New York State license in Psychiatry, Psychology, Social Work, or Nursing as a Nurse Practitioner (Track A). They also fulfill the New York State Education Department's subject area requirements for candidates who want to take the qualifying examination to become licensed psychoanalysts (Track B).

Completion of these courses, as well as fulfillment of other graduation requirements and the payment of dues, enable Track B candidates to become members of the Contemporary Freudian Society and the International Psychoanalytical Association.

## **First Year**

*The first year of the analytic listening and concept sequence focuses on the beginning analytic relationship and the understanding of central analytic concepts (while listening to clinical material).*

*The first year of the development sequence focuses on pregnancy, infancy and the developmental stages of childhood as they relate to and are evidenced in clinical material in the adult and child analysand. The first year also includes a course on psychoanalytic ethics.*

## **1A- Becoming an Analyst: Basic Concepts I - Learning to Listen**

Candidates study the beginning analytic relationship. They discuss the initial consultation and understand it both as a diagnostic tool and as a way to introduce the patient to the analytic method. Candidates learn central analytic concepts and begin to learn to work with the transference and countertransference. The candidate is encouraged to listen to his or her own affective response to the analysand and to understand this as information about the analytic work.

## **1B - Mind in Conflict: Basic Concepts II - Listening for Defense**

This course follows the development of Freud's theory of the mind from the repression/abreaction model, to the topographical model, through to the structural model and the importance of defense and conflict. The course will focus on concepts such as the unconscious, consciousness, the ego, superego, intrapsychic conflict and the development of defenses. We will overlap with Toddler Development when we look at certain impulses and the defenses against them that center on the anal zone. We look ahead to what those impulses and defenses look like in the adult and discuss concepts such as character, character type, character organization, and symptom neurosis.

## **1C - Unconscious Fantasy and Dream Interpretation: Basic Concepts III - Listening for Unconscious Symbolism**

Dream work, unconscious fantasy, screen memory, and basic tenets of dream theory are introduced as they were first elucidated by Freud and elaborated on by later theorists. Questions such as why we dream, how dreams are formed and how meanings can be found will be explored. The major emphasis is on the technique of dream interpretation and on the unique role of dreams as communications, indicators of psychic functioning, and illuminations of the structure of the mind. Extensive use is made of verbatim clinical material presented both by instructor and candidates. Readings will include observations on the impact of child development on the ability to symbolize.

## **2A - Personality Development: Infancy**

Candidates study parenthood, the mother/infant dyad, and the infant. Among the topics considered are pregnancy as a developmental phase and parental identifications; intergenerational trauma; infantile anxieties and mother's role as container; and problematic mother-infant interactions. Candidates learn to recognize attachment patterns and the role of the object in the developing self. Reports of recent research on prenatal and postnatal development will be read, as well as reports from infant observations.

The candidates learn to listen for the infant in adult clinical material in order to discern the enduring shape of each person's unique childhood experience as it affects psychic development. Particular attention is given to infantile anxieties that can persist into adulthood and influence psychic equilibrium.

## **2B - Personality Development: Toddlerhood**

Candidates learn about the experience of the toddler from multiple theoretical perspectives and with attention to the complex developmental growth this phase ushers in and consolidates. Candidates study the anal phase of instinctual development and learn about the toddler's struggle with aggression as it manifests in sadism and desire for omnipotent control, and as employed in successful mastery of tasks. Attachment theory and the growth of object relations are studied. Attention is given to toddlerhood as a time when separation/individuation is negotiated, and how the toddler develops defenses to help bolster ego strength and identification to help with loss. The importance of the toddler's affective experience of shame is studied as it complicates and promotes development. Reports of observations of toddlers and clinical material from child and adult cases are provided along with relevant readings.

## **2C - Personality Development: The Oedipal Phase**

In this developmental phase, the child is faced with the loss of the dyadic world and the negotiation of triangularity. His or her sexual longings and fantasies for the parent come centrally alive and the experience of jealousy and being an outsider is evoked. Candidates study how the child's increased capacity for symbolic play helps in negotiating this developmental milestone, as does the capacity for

identification. The impact of earlier, pre-oedipal experiences will be recognized as they affect the negotiation of this phase, which is central for both child and adult analysands.

## **9A - Ethical Dilemmas in Psychoanalytic Practice**

This course examines a wide variety of clinical situations that raise ethical dilemmas such as boundary violations and boundary crossings, the difference between confidentiality and privacy, and a clinician's duty to report (including child abuse). The course includes confidentiality specific to working with both children and parents, educators and schools, and physicians and other professionals involved with the child/family.

### **Second Year**

*In the second year of coursework, the listening and concept sequences focus on thinking diagnostically. In the development sequence, the study of the life cycle continues, focusing on late childhood, adolescence and adulthood.*

## **3A - Psychoanalytic Theory and Practice - Diagnostic Thinking I Hysterical and Obsessional Neurosis**

This course provides candidates with a beginning capacity to recognize and diagnostically formulate an understanding of clinical states, defensive systems, and neurotic pathologies as they appear in an analysand who has achieved a relatively sustained level of separateness, is able to tolerate and express a range of affect, and is able to reflect upon experience. Candidates will learn about hysterical and obsessional neurosis. The first-year course material on anxiety, defense and unconscious fantasy will be further elaborated on in this second-year course and will be applied to the study of neurotic symptoms and defense. Analytic techniques such as free association, resistance, transference and working through will be studied and listened for in clinical material provided by the instructors as well as by candidates

### **3B - Psychoanalytic Theory and Practice - Diagnostic Thinking II Depression and Manic States**

Candidates learn to recognize and assess the severity and causality of depressive states, establish its place on the neurotic/psychotic continuum, and assess the analysand's capacity for bearing the affective pain necessary for the work of mourning. Manic states are studied as defenses against experiencing depressive pain. Particular attention is given to the analyst's countertransference difficulties in bearing the despair, envy or hatred of the depressive and melancholic patient.

### **3C - Psychoanalytic Theory and Practice - Diagnostic Thinking III - Narcissism, Schizoid Phenomena, Psychotic Ideation and Primitive Anxieties**

Candidates study and listen to clinical material from analysands with narcissistic or schizoid pathology. They study the defenses of splitting and dissociation and learn how these defenses disrupt the capacity to recognize and experience emotions and in turn disrupt the capacity for reflection and symbolization. Candidates learn how to work with an analysand who cannot symbolize, and who instead communicates somatically and through action. The candidates learn to work with projective identification and countertransference in order to understand and decode clinical material. The value or harm of enactments is discussed. Primitive anxieties, projective identification, and negative therapeutic reactions are some of the concepts studied.

### **4A - Personality Development: Latency**

The study of the latency child offers valuable insights into the achievements or difficulties of earlier stages of development and an appreciation of the vast upheaval that characterizes the next stage: adolescence.

In the 6-10 year old child, ego development aids in the negotiation of external and internal demands. The role of repression and sublimation as well as other defense mechanisms are studied and illustrated by reading clinical material from child and adult analyses. The ideas of Anna Freud, Melanie Klein, D.W. Winnicott, and Berta Bornstein are all examined as they pertain to this developmental period.

## **4B - Personality Development: Adolescence**

The mind/body storms of adolescence involve the painful and ambivalent turning away from dependence on parental authority and reaching for an authentic sense of self. Candidates study this second phase of individuation and identity formation with attention to the importance of peer relationships in claiming these new identities, and the role of the adolescent's changing relation to their sexuality and aggression. We discuss questions of gender identity and sexual orientation that reappear as new sexual object choices are made. and the adolescent's struggle with depression and existential anxiety in the context of this developmental upheaval. Clinical material is studied as are relevant writings on adolescence.

## **4C - Personality Development: Stages of Adulthood**

This course examines a wide range of the complex intrapsychic, biological and socio-cultural forces involved in the process of becoming and being an adult. In the clinical material of every adult we can hear echoes of previous developmental achievements and derailments. We will consider how implicit and explicit memories of these earlier experiences influence the adult's current emotional state, belief systems, desires, conflicts, capacity for relatedness, sense of identity, and responses to life circumstances, all of which shape personality development throughout the life cycle. Special attention will be paid to how the process of grieving what has been lost with the passage of time and the limitations of reality can enhance the adult's ability to adapt to change at all ages. The work of Chodorow, Colarusso, Diamond, Akhtar and others help provide an understanding of what we call "growing up."

### **Third Year**

*In the third year candidates study the writings of Sigmund Freud. Through the sequence of early, case and late papers, candidates will read technique papers along with current commentary and will study in detail the evolution of Freud's thinking about the mind. The technique sequence will focus on essential issues in psychoanalysis such as beginning an analysis, the nature of therapeutic action, transference/countertransference, and interpretation. Variations in technique for different diagnostic conditions will be studied. At the completion of the sequence*

*candidates will have a strong grounding in significant psychoanalytic issues and essential papers from the literature.*

## **5A - Freud's Early Writings**

Candidates read Freud's early case histories and papers on technique in order to see how Freud developed his theoretical and clinical understanding. These cases are complemented with recent commentaries that expand, evaluate and deepen Freud's discoveries. Studying these early works has the goal of broadening candidates' awareness of the history of psychoanalytic thought and the ways in which more contemporary thinkers have built upon it. Clinical examples from the concurrent technique classes serve to illustrate the changes in how we listen.

## **5B - Freud's Clinical Cases**

The study of Freud's work continues with a focus on theoretical and technique papers. These will be read with recent commentaries and expansions made by authors revisiting Freud's theories. This course investigates the advances in psychoanalytic theory and technique that led from an early emphasis on drives to the considerations of ego psychology, structural theory of the mind, and the clinical consequences of this new way of understanding human motivation. The course elaborates on the ways socio-cultural forces influence the inner life of the individual and the shape and form of the new ideas of the mind.

## **5C - Freud's Later Writings**

A focus on Freud's later writings and the advances in his thinking that were influenced by the structural theory. A deepened investigation of the tripartite model of the mind allows for the exploration of drive theory and how unconscious forces impact the state of the ego, creating the need for compromise. Freud's thinking about the conflicting aims of the libidinal and death drives will be examined in his socio-cultural papers, where he considers the fate of instincts in the context of a larger, civilized society.

## **6A - Practice in Psychoanalytic Technique I: Beginning a Psychoanalysis**

This seminar uses current clinical material in a supervised case of one or more of the candidates. The focus of this first of three case seminar in the third year is on evaluating, as best as is realistically possible, the suitability and analyzability of the patient as well as issues surrounding the induction of the patient into psychoanalysis. As the case presented will, in all likelihood, be in its first year, a variety of technical challenges to establishing a psychoanalytic frame can be discussed. Several classic papers will be assigned to augment topics discussed by faculty and candidates together.

## **6B - Practice in Psychoanalytic Technique II: The Treatment of the Borderline Patient**

Many control analyses fall under the diagnostic rubric of Borderline Personality Disorder. In a small seminar format, a candidate or candidates will present their cl work to the seminar members. The seminar's readings will elaborate the psychic structure, internal dynamics, and technical challenges and opportunities that this broad and heterogeneous group of patients present in analysis. Countertransference to the Borderline patient can be intense and confusing to candidates in training. This seminar provides a space to normalize and understand these countertransference evocations. Finding ways to help the candidate in the use of their countertransference in formulating interpretations is part of the seminar process.

## **6C - Practice in Psychoanalytic Technique III: The Treatment of Narcissistic Patients**

A supervised analytic case of a candidate will be selected that features narcissistic issues in the transference-countertransference matrix. Major themes associated with the treatment of narcissistic states and/or narcissistic personality disorders will be illustrated and discussed, such as disorders of the self, defenses against dependency, and defenses against affects. Classic papers that highlight the inner structure and dynamics of these complicated and often treatment refractory patients will be explored in a seminar format alongside the case presentation.

## **Fourth Year**

*Course work focuses on post-Freudian theoretical developments, including the evolution of psychoanalytic thought and views of psychopathology—each development alters or privileges different models of the mind. Psychoanalytic controversies applicable to and arising from each new development are studied. The analytic listening sequence proceeds in continuous case seminars.*

### **7A - Psychoanalytic Theory and Practice - Psychopathology I: Ego Psychology and Psychoanalytic Controversies**

Candidates study the development of ego psychology, focusing on influential theorists in this field. Candidates deepen their understanding of Freud's structural theory with attention to the ego psychologists' elaborations of the functions of the ego and its capacities for defense, adaptation, and identity formation. The theories of Heinz Hartmann, Edith Jacobson and Hans Loewald are studied in depth. Recent psychoanalytic controversies surrounding findings from research in infant development, attachment theory and neuroscience as they pertain to psychoanalysis are studied.

### **7B - Psychoanalytic Theory and Practice - Psychopathology II: Introduction to Object Relations Theory and Psychoanalytic Controversies**

Candidates investigate the importance of the early relation to the object for ego development and growth. Candidates read papers by Sandor Ferenczi, Ronald Fairbairn, D.W. Winnicott, Michael Balint and Heinz Kohut and learn how each theorist understands the nature of the object as it is internalized. Changes in technique resulting from this understanding are discussed. Candidates study controversies arising from the different views of the nature of the infant to his or her primary object. This understanding of the role of the environment in influencing psychic life affects analytic technique and raises controversies regarding the provisions from the analyst in the analytic work.

## **7C - Psychoanalytic Theory and Practice - Psychopathology III: Introduction to Kleinian and Post-Kleinian Theory and Psychoanalytic Controversies**

Candidates study the theory and clinical technique of Melanie Klein and follow the development of her theory in its historical context with attention to the controversies her ideas elicited in the British psychoanalytic community. Klein believed her ideas developed Freud's work, yet her work described a somewhat different theory of mind with an emphasis on early capacity for unconscious fantasy, a focus on the maternal, an awareness of object relating from birth and with attention to the death instinct, aggression, envy, and the archaic oedipal. The candidates study these differences and the controversies they engendered. Candidates study Klein's views on the paranoid schizoid and depressive positions and read clinical papers by the contemporary Kleinians who further developed and shaped Klein's theory and practice.

### **8A - Continuous Case Seminar I**

In this seminar candidates have the opportunity to practice their skills at recognizing various psychopathological issues and to review theories of psycho-diagnosis. The ideas discussed in the concurrent course on ego psychology and related controversies are discussed in relation to the clinical material.

### **8B - Continuous Case Seminar II**

In listening to an ongoing case, candidates have an opportunity to test their understanding of the various points of view studied in the concurrent course. They begin to see how different psychoanalytic theories of psychopathology influence how the analyst listens to, understands, and responds to the patient.

### **8C - Continuous Case Seminar III**

In the ongoing case, candidates continue to observe how their listening changes as their understanding of various psychoanalytic points of view deepens. In their dialogue with each other about the clinical material and their application of psychoanalytic views of psychopathology, they can practice and develop their own approach to the patient.

## **10A - Child Continuous Case Seminar I**

## **10B - Child Continuous Case Seminar II**

## **10C - Child Continuous Case Seminar III**

These seminars are for all candidates who take on a child control and/or want to graduate as a child analyst. Candidates who have completed the course of study with an integrated curriculum and graduated as adult psychoanalysts can, at a later date, take on a child analytic control case and enroll in the Child Continuous Case seminars at that time.

These child seminars will provide opportunity for further study of:

- criteria for choosing analytic treatment for young patients
- principles of technique evolved for establishing an analytic process with the three different age groups - preschool, latency and adolescence. This involves the setting up of the therapeutic alliance, the careful analysis of defenses, attention to the choice and timing of interpretation, and the understanding of transference issues in children.
- concurrent work with parents, families, schools and other professionals with whom consultation may be advisable

## **Infant Observation**

All candidates who wish to graduate as a Child Analyst will be required to complete a one year infant observation course which establishes the foundation for later theoretical understanding and clinical work. It is recommended for all candidates. The close observation of a parent-infant couple forms a strong basis for further psychoanalytic work. It provides a unique pathway for psychoanalytic work, applicable to the understanding of the power and intimacy of the analytic relationship as it unfolds in the transference and countertransference as well as helping attune us to the nuances and complexity of nonverbal communication.

## **For Track B Candidates**

### **9B - Psychoanalytic Research Methodology**

The first four weeks of this course introduce concepts such as hypothesis generation, hypothesis testing, naturalistic research design, randomized control study design, and the null hypothesis. Candidates discuss the underlying assumptions in research designs that are primarily qualitative, and those outcome studies with a critical eye towards whether or not the question asked was definitively answered. Candidates are required to write a paper in which a hypothesis is tested. The paper is the method section, in which subjects, assessments, interventions, and preliminary data of analytic procedures are described.

### **9C - Ethical Issues in Psychoanalysis II**

This course reviews the rules and regulations and ethical issues discussed in Ethics I, and illuminates ethical dilemmas as they come up in the clinical practice of psychoanalysis. Questions arising out of the experiences of candidates in their own work will be encouraged. In addition, scope of practice laws, malpractice issues and other licensing regulations are covered. Candidates who have not already completed a two hour course in Reporting Child Abuse will be requested to do so online.

## PERMANENT FACULTY

Phyllis Ackman, PhD  
Sheldon Bach, PhD  
Alan Bass, PhD  
Harriet I. Basseches, PhD  
Delia Battin, MSW  
Harmon Biddle, LCSW  
Ani Buk, MA, LP, LCAT  
Robert F. Carr, DSW  
Louise L. Crandall, PhD  
Nancy Cromer-Grayson, LCSW  
Paula L. Ellman, PhD  
Edwin Fancher, MA  
Judith Felton, LCSW  
Susan N. Finkelstein, LCSW  
Elizabeth Fritsch, PhD  
Helen K. Gediman, PhD  
Debra S. Gill, LCSW  
Nancy R. Goodman, PhD  
Karen Gordon-Davis, PhD  
Andrea Greenman, PhD  
Mark Grunes, PhD  
Jane S. Hall, MSW  
Ellen R. Hirsch, CSW  
Marvin S. Hurvich, PhD  
Kimberly S. Kleinman, MS, LCSW  
Ellen Klosson, PhD  
Lois J. Levine, MSW  
Edwin Ira Levy, PhD  
Marsha H. Levy-Warren, PhD  
Kerry L. Malawista, PhD  
Marion M. Oliner, PhD  
Fred Pine, PhD  
Hadassah Ramin, LCSW, FIPA  
Gail S. Reed, PhD  
Arlene Kramer Richards, EdD  
Shelley Rockwell, PhD  
Charles M. Rosen, LCSW  
Phillida B. Rosnick, PhD  
Marilyn Sande, CSW  
Phyllis L. Sloate, PhD

Donna Roth Smith, LCSW  
Rogelio Sosnik, MD, LP  
Phyllis D. Springer, LCSW  
Barbara Stimmel, PhD  
Iris Sugarman, LCSW  
Aaron M. Thaler, PhD  
Toni C. Thompson, LCSW  
Nancy H. Wolf, LCSW

## TRAINING AND SUPERVISING ANALYSTS

Phyllis Ackman, PhD  
Abby Adams-Silvan, PhD (R)  
Thomas E. Allen, MD  
Catherine Anderson, PhD  
Maurice Apprey, PhD  
Bonnie H. Asnes, LCSW  
Sheldon Bach, PhD  
Alan Bass, PhD  
Harriet I. Basseches, PhD  
Delia Battin, LCSW  
Phyllis Beren, PhD  
Anni Bergman, PhD (R)  
Maria V. Bergmann (R)  
Harmon Biddle, MSW  
Jerome S. Blackman, MD  
Jane F. Buckwalter, LCSW  
Ani Buk, MA, LP, LCAT  
Irene Cairo, MD  
Robert F. Carr, DSW  
Harold Chorny, PhD (R)  
Janet Cohen, PhD  
Joseph P. Collins, Jr., DO  
Louise L. Crandall, PhD  
Nancy Cromer-Grayson, LCSW  
Pasquale De Blasi, Jr., DSW  
Diane Dowling, PhD  
Beverly Goldsmith Druck, LCSW  
Edward Eisenberg, LCSW  
Carolyn S. Ellman, PhD  
Paula L. Ellman, PhD  
Vivian Eskin, PhD  
R. Eleanor Esposito, PhD  
Edwin Fancher, MA (R)  
Judith Felton, LCSW  
Susan N. Finkelstein, LCSW  
Emily M. Flint, MSW (R)  
Elizabeth Fritsch, PhD  
Helen K. Gediman, PhD  
Marion Gedney, PhD  
Debra S Gill, LCSW

Nancy R. Goodman, PhD  
Karen Gordon-Davis, MA, RN  
Andrea Greenman, PhD  
William M. Greenstadt, PhD (R)  
Mark Grunes, PhD  
Jane S. Hall, MSW, BCD  
Talia Hatzor, PhD  
Fonya Helm, PhD  
Laura Hickok, PhD  
Ellen R. Hirsch, LCSW  
Raymond S. Hoffman, MD  
Marvin S. Hurvich, PhD  
Molly M. Jones-Quinn, PhD (R)  
Eva Kantor, PhD  
Maurine K. Kelly, PhD  
Laura Kleinerman, MS  
Kimberly Kleinman, MS, LCSW  
Ellen C. Klosson, PhD  
Michael L. Krass, PhD  
Jo Lang, PhD  
Lois J. Levine, LCSW  
Ruth Levine, LCSW  
Edwin Ira Levy, PhD  
Judith Schweiger Levy, PhD  
Marsha Levy-Warren, PhD  
Susan F. Light, LCSW  
Kristine Shays Lupi, PhD, LCSW  
Kerry L. Malawista, PhD  
Marvin D. Markowitz, PhD  
Cynthia N. Mendelson, PhD  
Batya R. Monder, MSW  
Marie A. Murphy, MSW  
Martin L. Nass, PhD (R)  
Jack Novick, PhD  
Kerry Kelly Novick  
Debra Neumann, PhD  
Marion M. Oliner, PhD  
Katharine Oram, PhD  
Michael J. Pearlman, PhD  
Edward S. Penzer, PhD (R)

## TRAINING AND SUPERVISING ANALYSTS

### - Continued -

Miriam Pierce, LCSW  
Fred Pine, PhD  
Sandra Pine, PhD  
Lesley Post, LCSW  
Hadassah Ramin, LCSW  
Gail S. Reed, PhD  
Rita Reisinger, FIPA, LP  
Arlene K. Richards, EdD  
Susan B. Roane, PhD  
Shelley Rockwell, PhD  
John Rosegrant, PhD  
Charles M. Rosen, LCSW  
Phillida B. Rosnick, PhD  
Robert Rovner, PhD  
Crayton E. Rowe, Jr., MSW  
Ann Rudovsky, LCSW  
Barbara H. Sidel, PhD (R)  
Marilyn Sande, MSW  
Esther Savitz, LCSW  
Shirley H. Schaye, PhD  
Victor Schein, LCSW  
Schiff, Janet N., LCSW  
Shaye, Janet V., PhD  
Susannah Falk Shopsin, MSW  
Susan Siegeltuch, LCSW  
Mark Silvan, PhD (R)  
Phyllis L. Sloate, PhD  
Donna Roth Smith, LCSW  
Katherine Snelson, LCSW  
Stephen P. Solow, PhD  
Rogelio Sosnik, MD, LP  
K. Mark Sossin, PhD  
Phyllis Springer, LCSW  
Barbara Stimmel, PhD  
Elspeth Strang, MSW  
Iris Sugarman, LCSW  
Aaron M. Thaler, PhD  
Toni C. Thompson, MSW

Ferne Traeger, LCSW  
Carole Trevas, MSW (R)  
Joann K. Turo, MA, LP  
Rhonda Ward, LCSW  
Donald W. Whipple, PhD  
Mary Catherine Wimer, MD  
Nancy H. Wolf, LCSW  
Leon Wurmser, MD  
Debra Zatz, MSW

# CONCENTRATION IN CHILD AND ADOLESCENT PSYCHOANALYSIS

The analysis of children and adolescents is an exciting and creative enterprise. It provides unique insights into the developing mind of the child. The treatment is based on the same principles and theory of mind as adult analysis. However, it is also guided by a very careful and thorough understanding of each child's particular developmental stage, capacities and needs.

Many children already have complicated inner disturbances that derive from their particular endowment and complex early experiences. These become woven into unconscious fantasy constellations that then interfere with ongoing development. These constellations take much time to unravel and first require the careful building up of a trusting relationship between child and analyst.

Recent research has impressively shown the great advantage of the intensity of psychoanalytic treatment, even with very young children, for many of the anxiety disorders, as well as for the more severe behavior and relational disturbances of childhood. The research highlights that the intensity of treatment (four times a week) allows the child and adolescent the necessary continuity and strength of relationship with the analyst to bring to light and fully explore deeply hidden fears and anxieties.

Prospective trainees of the Child and Adolescent Psychoanalysis Program must have a license to practice in New York State or be enrolled in the LP granted (Track B program).

Approved faculty and supervisors are fully trained and experienced in child and adolescent assessment and analysis. Many originally trained in London with Anna Freud. Graduates receive a certificate in psychoanalysis and are qualified to join the Association for Child Psychoanalysis.

## **Curriculum:**

Post-graduate institute training in child and adolescent psychoanalysis provides a deep and broad learning opportunity that will enhance the capacity of all practitioners who work with young people and parents. Candidates who wish to graduate as Child Analysts will complete the standard curriculum of the Integrated Training in Psychoanalysis with the addition of two required sequences, an Infant Observation Seminar and Child Continuous Case Seminars. These emphasize an experiential form of learning designed to help the candidates develop an awareness of the issues, both internal and external, that are specific to child treatment. Infant Observation develops the candidate's capacity to see the child and to tolerate not knowing how to evaluate all of the information that a clinician encounters in a therapeutic situation.

## **Control Cases**

Candidates undertake the four-times-weekly analysis of two children, one boy and one girl, from different age groups, i.e. preschool, latency, and adolescence. There is a combined minimum total of two hundred supervisory hours.

## **Case Presentation**

Graduation requires a case presentation where candidates are asked to demonstrate a thorough understanding of the analytic process at work in the treatment of one of their child or adolescent patients.

# THE PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM

The PTI of the Contemporary Freudian Society offers a two-year psychoanalytic psychotherapy training program, specifically designed to expand the clinician's knowledge base, foster a comprehensive dynamic understanding of clinical issues, and promote the capacity to provide more effective clinical service.

Informed by contemporary Freudian theory and using the framework of the life cycle, the program teaches the clinician to recognize the unconscious, its effects on the developmental process, and its influence on life choices. Normal and pathological development from infancy through senescence is studied. The techniques of beginning treatment, recognizing and working with transference and countertransference, understanding resistance, acting out, and enactment in psychotherapy are explored, along with diagnostic assessment. By integrating contemporary theory with technique, the program provides a unique opportunity to gain a firm grounding in the beginning fundamentals of current psychoanalytic thinking.

Applicants to the program must be licensed professionals. Students who successfully complete the two-year program will receive a certificate in the study of psychoanalytic psychotherapy from the PTI of the CFS. Upon successful completion of the program, graduates may become Psychotherapy Affiliates of the Contemporary Freudian Society, enabling them to continue to participate in the life of the community and to receive low-fee referrals and supervision.

## **Course Requirements**

All students are required to take two courses per semester, totaling eight courses over the two-year period. Each semester is 12 weeks in length, and courses meet one evening a week for one and one half hours each. Instructors are members of the Contemporary Freudian Society who have been appointed to teach in the Psychoanalytic Training Institute of the CFS. Electives may be offered, to be determined on the basis of need and interest among the students.

# Curriculum

## First Year - Fall Semester

### Course #1: Models of the Mind

This course will provide an introduction to the dynamic unconscious and exploration of unconscious fantasy and symbolism. An overview of the four psychologies – drive, ego, object, and self – and of the relational and intersubjective points of view will be presented. Instructor case material will be offered, and student case material is welcomed.

### Course #2: Psychoanalytic Theories of Development I

This seminar focuses on normal and pathological development in childhood; infancy, toddlerhood, and latency will be studied with emphasis on the developmental stages and on early attachment issues.

## First Year - Spring Semester

### Course #3: Psychoanalytic Theories of Development II

This course continues the exploration of psychosexual development from adolescence through young adulthood. Developmental issues of separation/autonomy, gender formation, and object choice are explored.

### Course #4: Clinical Practice and Technique

The beginning phase of treatment is explored – including the initial interview, assessment, and engaging the patient – with a focus on listening in a clinical context. Issues surrounding the setting up and maintenance of a professional practice are discussed.

## Second Year - Fall Semester

### Course #5: Psychoanalytic Theories of Development III

This course continues the exploration of the life cycle of development from adulthood through aging. The psychology of pregnancy, infertility, and parenting, as well as menopause, aging, bereavement and mourning are explored.

### Course #6: Technique - Clinical Case Seminar

Clinical material will be used to illustrate techniques of assessment, use of transference and countertransference, and technical interventions.

### Second Year - Spring Semester

### Course #7: Psychopathology

Clinical material and readings will examine both the pathology of early ego development and object relations and the psychoanalytic theory of neuroses. Case material will be used to illustrate diagnostic and technical issues.

### Course #8: Technique

Interventions designed to deepen the treatment and criteria for ending treatment are discussed. Clinical material and readings will be used to illustrate and address technical difficulties that may emerge.

### **Personal Psychoanalytic Psychotherapy**

Individual psychotherapy is required. A list of therapists offering services on a sliding-scale fee basis will be made available to all students.

### **Supervision**

Supervision is required and is offered at no additional cost. Students are eligible to receive patient referrals from the Clinical Services Division of The Psychoanalytic Training Institute of CFS.

Consultation with a supervisor will occur on a weekly basis throughout the year. For the first year, we will match the student with a supervisor appropriate to the student's needs. To promote the student's growth and development through exposure to varying clinical approaches, students will be encouraged to change supervisors at the end of the first academic year; a list of available supervisors will be provided.

## **Advisors**

Each student will be assigned an advisor to be available to the student throughout their training. Students are encouraged to meet with their advisors at the end of every semester to discuss the student's overall experience, and to review and process instructors' and supervisors' evaluations. Advisors will be available to address any specific questions or concerns of the student that may arise.

## **Tuition**

Tuition is \$2,500 per year, which includes supervision.

**For more information about admission to the Psychoanalytic Psychotherapy Program, please call Susan Siegeltuch, LCSW, at 973-378-8635 or [siegeltuchsd@aol.com](mailto:siegeltuchsd@aol.com).**

Application forms for our Psychoanalytic Psychotherapy Program can be found on our website ([instituteofcfs.org](http://instituteofcfs.org)).

# THE ANNI BERGMAN PARENT-INFANT TRAINING PROGRAM (with IPTAR)

Anni Bergman, PhD, Founding Director  
Rita Reiswig, MS, LP, Co-Director  
Sally Moskowitz, PhD, Co-Director

The Anni Bergman Parent-Infant Training Program began in 1997 at the Psychoanalytic Training Institute of CFS and in 2006 came under joint sponsorship of the Institute and IPTAR. The program is unique in offering intensive training in parent-infant work to psychoanalysts and advanced psychoanalytic candidates. Applicants with particular interest and experience in research are also considered, as are applicants interested in only the infant observation year.

The three-year training program includes infant observation, the study of the literature on infancy, infant research, dyadic treatment of infants and their parents, and the application of this knowledge to clinical work with children and adults. A three-hour seminar led by program faculty is held weekly.

The full program is offered on a three-year cycle basis.

## Year One: Infant Observation

The first year is devoted to infant observation which establishes the foundation for later theoretical understanding and clinical work. It is the program's belief that the close observation of a parent-infant couple forms a strong basis for further psychoanalytic training and work. It provides a unique pathway to gaining deeper understanding of the power and intimacy of the analytic relationship as it unfolds in the transference and countertransference, as well as helping attune us to the nuances and complexity of nonverbal communication. There is a parallel between the observer's role vis-à-vis the parent-baby pair, and the parent's role vis-à-vis the baby, in processes of containment, affect regulation, and timing. These elements can also be considered as they apply to the analytic situation. Observing the evolution and development of personality in the context of the family, and finding ways to think about this with colleagues is a compelling learning experience.

Each program participant finds a parent-infant pair to observe and makes weekly visits to the home for at least one year. Detailed process notes of the observation are written and presented at the weekly seminar conducted by the program faculty.

### Year Two: Psychoanalytic Theory and Research on Infant Development

The second-year curriculum begins with the study of recent research in infant neuropsychology and neurobiology focusing on the infant/parent dyad as a biologic entity. The curriculum then moves to psychoanalytic theories of infancy and the parent-infant relationship, including the foundational work of Freud, Klein, Winnicott, Mahler, Bowlby, and Bion, and contemporary work of psychoanalytic theorists and researchers such as Beebe, Brazelton, Fonagy, Greenspan, Hofer, Sander, Shore, Steele, Stern, Tronick, and Trevarthen. Topics include affect regulation, communication, assessment, attachment theory, separation-individuation theory, and the development of the self. In addition to the program faculty, numerous infant experts from the United States and Europe teach and present their current thinking and research. Program participants also study the literature through an extensive bibliography.

### Year Three: Clinical Applications

In the third year, program participants concentrate on clinical applications of infant observation and developmental theory, and examine psychoanalytically oriented approaches to parent-infant therapy. They study dyadic treatment of parent-infant pairs and are supervised in their work with parent-infant groups and mother-infant or father-infant couples. For graduation, each student writes a paper which integrates aspects of their three year training and focuses on their clinical work.

## **Admissions and Tuition**

The Anni Bergman Parent-Infant Program is an advanced non-credit elective program open to licensed professionals whose scope of practice includes psychoanalysis and who have completed their training in psychoanalysis or who are advanced candidates in a psychoanalytic training program. Applicants with particular interest and experience in research are also considered for admission. Tuition is \$2400 per year.

**For more information about admission to the Anni Bergman Parent-Infant Training Program, please call Rita Reiswig, MS, LP, at 212-875-9442 or Sally Moskowitz, PhD, at 212-225-1983.**

Application forms for our Anni Bergman Parent-Infant Training Program can be found on our website ([instituteofcfs.org](http://instituteofcfs.org)).

## SEVIS PROGRAM

Applicants may submit an application to our Institute, an SEVP (Student and Exchange Visitor Program) approved school. Our Admissions Committee will determine if the prospective student meets the admission requirements, as well as the required tuition and living expenses for one year. Annual tuition and living expenses are currently \$43,100.

Upon acceptance, our PDSO (Principal Designated School Official) will create an initial SEVIS record and issue a signed Form I-20. If the student chooses to enroll, they must first pay the SEVIS I-901 fee of \$200 before becoming eligible for an F-1 Visa.

For Department of Homeland Security application forms and fees, please go to [fmjfee.com](http://fmjfee.com).

After receiving the Form I-20 from the Institute, the student applies to the US Consulate or Embassy for the F-1 Visa. Students must enroll and enter the country within 30 days of the program start date. If a student does not report within the 30 day period, their SEVIS record is cancelled or terminated according to U.S. law. It will be cancelled if beginning the program has been deferred to a later date, and terminated if the student has entered the country, but failed to report and enroll.

The student must pay the Institute a \$1000 non-refundable tuition deposit. In addition, there is an annual SEVIS Program Fee of \$1000. If the program start date is deferred, the tuition deposit can be applied to the later start date.

An F1 student can maintain their status for as long as they continue to be enrolled in a full time educational program. Once courses are completed, the program can be extended on a year-to-year basis, if applied for, in order to continue and complete the clinical part of the training.

On campus employment for F-1 students - CPT (curricular practical training)

All F-1 students in active status may work for 20 hours per week during the school term. You may ask for and receive a letter from the PDSO for approval to work and then apply for a social security number and driver's license. The F-1 student may work full time when school is not in session or during annual break. The work must take place at the school or at an educationally affiliated off campus location.

If an international student wants to work off campus, they must request approval from the U.S. Citizenship and Immigration Services (USCIS). The student must receive a recommendation from PDSO and the Chair(s) of the LP Program. The student would then file Form I-765 Application for Employment Authorization with USCIS. You may not begin employment until you receive an Employment Authorization Document (EAD). This employment, like on campus employment, is limited to 20 hours per week.

As an F-1 student you can receive work authorization for training related to your studies; Optional Practical Training (OPT) and Curricular Practical Training (CPT). The student must be enrolled at the Institute as an F-1 student for one full academic year to be eligible for either type of practical training. Students may begin to see patients prior to finishing one year of academic coursework. A recommendation from the Chair of the Admissions Committee based on an evaluation of the student's prior clinical experience is required and needs to be approved by the Chair(s) of LP Program.

CPT must relate to psychoanalysis and the experience must be a part of our program. The work must take place at our school or at an educationally affiliated program. (e.g. an off campus research project). If a student has one year of full-time CPT, the student is no longer eligible for OPT for that same program of study.

OPT can be applied for before completing the academic portion of our program for up to 12 months and must relate to psychoanalysis. A student must have an EAD (Employment Authorization Document) before beginning to work. To obtain an EAD, our PDSO will provide a new Form I-20 indicating recommendation for employment, and the student must then submit a Form I-765 to USCIS. Your EAD card will come from USCIS and with other work authorizations you are restricted to a 20-hour work-week while school is in session. If the student has not used any of the 12 month OPT prior to the

completion of coursework, the student can use the up to 12 months OPT following completion of coursework. Once the post completion OPT period is concluded, unless the F1 student changes their status, they must leave the U.S. within 60 days. A student who has completed their 12 month OPT may not work prior to departure.

## TAXES

All students who earn income in the US must file taxes by April 15th. You must report income from wages, scholarship or grants, stocks, lottery winnings and other types of non-wage income. Taxes are filed through the IRS (Internal Revenue Service). A student can file with a Social Security Number (SSN) or an individual taxpayer identification number.

## TREATMENT SERVICES

212-752-7883

Our Referral Service provides access to affordable, high quality, analytically-oriented treatment in the greater New York City area. We have a network of clinical social workers, psychologists and other mental health professionals who are in training, or have completed their training, at our Psychoanalytic Institute. All therapists and psychoanalysts have passed a rigorous selection process.

A consultant responds to all calls made to the Referral Service within 24 hours. An initial consultation will be done in person or by phone at no charge in order to understand each person's particular concerns and how they may be most effectively addressed. The name and contact information of a psychotherapist is given to the caller within a week.

The Referral Service has the secondary goal of assisting our analytic candidates and psychotherapy students in developing their analytic practices by referring patients seeking analysis and psychoanalytic psychotherapy. We also provide office space in a clinical setting approved by the New York State Education Department to candidates seeking to obtain the LP or LCSW credential.

Those candidates, students and members who wish to receive referrals from our Referral Service demonstrate their commitment to community service by their willingness to accept some low-fee referrals.

# BOARD OF TRUSTEES

## **President**

Andrea Greeman, PhD

## **Past President**

Judith Felton, LCSW

## **Vice President - NY**

Susan Roane, PhD

## **Vice President - DC**

Michael Krass, PhD

## **Recording Secretary**

Christopher Kido, LCSW

## **Treasurer**

Michael Navas, LCSW

## **Members at Large**

Carmen Cepeda, LCSW

Christian Churchill, PhD

Steven L. Demby, PhD

Ellen Hirsch, LCSW

Jo Lang, PhD

Rosalie Mandelbaum, MSW

Alan Nathan, PhD

**Institute Director**

Betsy W. Spanbock, LCSW

**Admissions Committee Chair**

Katherine Snelson, LCSW

**Curriculum Committee Co-Chairs**

Kimberly Kleinman, LCSW and Phillida Rosnick, PhD

**Faculty Committee Chair**

Kimberly Kleinman, LCSW

**Progression Committee Chair**

Ellen Hirsch, LCSW

**Evaluation Subcommittee Co-Chairs**

Ferne Traeger, LCSW, and Judith Moore, LCSW

**Training & Supervising Analyst Committee Chair**

Phillida Rosnick, PhD

**Anni Bergman Parent-Infant Training Program (with IPTAR) Chairs**

Anni Bergman, PhD, Rita M. Reiswig, MS, LP, and Sally Moskowitz, PhD

**Treatment Services Chair**

Loretta Hayes, LCSW

**Financial Assistance Committee Chair**

Christopher Kido, LCSW

**Psychoanalytic Psychotherapy Program Chair**

Carmen Cepeda, LCSW, and Susan Siegeltuch, LCSW

**Recruitment Committee Chairs**

Emily Schlesinger, LCSW