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INTRODUCTION

The Psychoanalytic Training Institute and its membership body, the Contemporary Freudian Society (previously the New York Freudian Society), were founded to provide training and a collegial community for psychoanalysts. In recent years we have added a New York State Department of Education qualifying program for a License in Psychoanalysis (LP). In addition to our programs in Adult and Child Psychoanalysis, we offer a two-year psychoanalytic psychotherapy program to help those who desire to deepen their understanding of the therapeutic process and develop the necessary competence and confidence to practice autonomously. We have been approved by the United States government to train non-immigrant international students who meet our criteria for admission.

The Contemporary Freudian Society is committed to the basic principles of Freud's profound discoveries, which initiated a revolution in the understanding of the human mind, and continue to evolve and shape contemporary psychoanalytic thinking. Our new name, like our institute's curricula, reflects our contemporary focus as well as our respect for our Freudian heritage. This name-change captures the geographic breadth of our membership and the fact that we have Adult Psychoanalysis and Fellowship Programs in both New York City and Washington, DC.

We are informed by post-Freudian developments and theoretical perspectives; ego psychology; the work of object relational theorists such as Michael Balint and Donald Winnicott; the contributions of Melanie Klein and modern Kleinian theorists; current research on infant development and attachment; and recent neurobiological research that supports the physiological underpinnings of so many of Freud's core theories of the mind. Our purpose is to contribute to that evolution through our active participation in the psychoanalytic movement in a manner that respects, refines, expands, and shares our intellectual inheritance.

The Psychoanalytic Training Institute provides a forum for the professional development of its candidates in an atmosphere of support and mutual respect. These values are made real through a vital spirit of inquiry and through stimulating interactive dialogue that contribute to our intellectual inheritance. It is the implementation of this vision that gives the Institute its substance.

Chartered by the New York State Department of Education in 1978, on the authority of the New York State Board of Regents, the Psychoanalytic Training Institute 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 oldest and largest international psychoanalytic organization and the world's primary accrediting and regulatory body for psychoanalysis.

Our programs in New York City are:

- **Adult Psychoanalysis Program**
- **Child and Adolescent Psychoanalysis Program**
- **Psychoanalytic Psychotherapy Program**
- **Anni Bergman Parent-Infant Training Program (with IPTAR)**
- **Psychoanalytic Fellowship Program**

For detailed information about all of our programs in New York City, as well as applications in PDF format, please visit our website, www.instituteofcfs.org. You may also contact the following program and admissions chairs for more information, and to request an application:

Adult and Child and Adolescent Psychoanalysis Program

Katherine Snelson, LCSW

katherine.snelson@me.com or 212-260-4914

Psychoanalytic Psychotherapy Program

Susan Siegeltuch, LCSW

siegeltuchsd@aol.com or 973-378-8635

Anni Bergman Parent-Infant Training Program

Rita Reiswig, MS, LP

rreiswig@mac.com or 212-875-9442

Psychoanalytic Fellowship Program

Irene Cairo, MD

icairodr@gmail.com or 212-787-1855

Washington Division Program

In addition, we have an **Adult Psychoanalysis Program** in Washington, DC. It is designed to enable candidates who live in other geographical locations, or who have schedules that preclude taking weekly classes, to train at The Psychoanalytic Training Institute of CFS. Classes meet from 9:00am to 5:00pm on 12 Saturdays each academic year. *(Please note that this program will not qualify applicants to apply for the LP credential in NY.)* Please visit our website (instituteofcfs.org) for more information, or contact Dr. Kerry Malawista at 301-983-4541.

Our **Fellowship Program** in Washington provides an introduction to the theory and practice of psychoanalysis and psychoanalytic psychotherapy. Please call Janet Shaye, PhD, at 202-296-1260 for more information.

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OVERVIEW OF NY TRAINING PROGRAMS

Adult Psychoanalysis Program

The Adult Psychoanalysis Program is offered in two tracks: **Track A** is for clinicians who have a New York State License in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing (as a Nurse Practitioner); **Track B** is for applicants who are interested in 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 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. For further information, see below.

Please also go to the New York State Office of the Professions website (www.op.nysed.gov/psyanllc.htm), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

Child and Adolescent Psychoanalysis Program

The Child and Adolescent Psychoanalysis Program gives qualified professionals the opportunity to study the psychoanalytic treatment for individuals under the age of 21. This program is open to licensed psychoanalysts in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing. Candidates take courses for four years, have a personal analysis, and treat children and adolescents in analysis under supervision. This option may be taken in conjunction with the Adult Psychoanalytic Program (see above).

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:

Salon Meetings: 27 Rue de Fleurus

Debra Gill and Nancy Cromer-Grayson, Co-Chairs
Susan Finkelstein, Coordinator

Meets two to three times per year.

These salon-style meetings are organized around a chosen psychoanalytic perspective and offer the participants an opportunity to think and talk together in an informal manner. Sometimes a speaker is invited to give a formal paper, while other meetings involve a discussion of clinical or theoretical ideas. These meetings are open to candidates, members, the psychoanalytic public, and people in related fields who are interested in psychoanalysis.

Difficult Issues in Analysis and Psychotherapy Case Seminar

Pat Doyle and Batya Monder, Co-Chairs

Meets three times per year, in December, February and April.

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.

Initial Sessions: Initiating Psychoanalysis

Ellen Hirsch and Nancy Wolf, Co-Chairs

Meets three times per year.

Initial consultations involve complex processes and powerful levels of conscious and unconscious mental functioning in both the patient and the analyst. This has been documented by the IPA Working Parties groups studying the process of initial consultations. Our present curriculum for candidates begins with an important focus on analytic listening. In keeping with these ideas, this workshop will provide members and candidates with an opportunity to think in a group format about the pressures on the mind of the analyst that must be negotiated during the process of meeting a patient and considering what recommendation to make for frequency and structure in relationship to the patient's presenting concerns.

An important tool in this initial interview is the analyst's observation of his or her internal experience (sensations, thoughts, questions, feelings). Theory also plays a role, albeit generally in the background in shaping the analyst's listening. The group will also consider what are useful communications from the analyst to the patient at this early stage of contact.

THE ADULT PSYCHOANALYSIS PROGRAM (TRACKS A AND B)

Training in the Adult Psychoanalysis Program involves course instruction, personal analysis, and control analyses. Our **Track A** Program is designed for those who have a license in a mental health profession that includes psychoanalysis in its scope of practice (e.g. Psychiatrist, Psychologist, LCSW, Psychiatric Nurse Practitioner). **Track B** has been developed to meet the needs of individuals who have at least a Master's Degree in a related field, and who want to become licensed in New York State to practice psychoanalysis. Track B students must take certain courses to satisfy the requirements for the educational portion of licensure-qualification in New York State. See details below.

Please also go to the New York State Office of the Professions website (www.op.nysed.gov/psyanllic.htm) for further information about requirements for the Psychoanalytic License qualification.

TRACK A

(For those who hold a license whose scope of practice includes psychoanalysis)

Course Instruction

Candidates in Track A of the Adult Psychoanalysis program register for two classes each semester. There are three semesters per year. All seminars meet on Monday evenings. Classes range in length from 1-1/4 to 1-3/4 hours, depending on the class. Track A candidates who complete all coursework, control analysis work, supervision, and case write-up requirements, as well as successfully completing a Final Case Presentation, receive a diploma from The Psychoanalytic Training Institute of The Contemporary Freudian Society. Graduates are immediately eligible for membership in The Contemporary Freudian Society, as well as the International Psychoanalytical Association (IPA).

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 Psychoanalytic Training Institute of CFS when they matriculate. Should an applicant already be in analysis with someone who is not a Training and Supervising Analyst at The Psychoanalytic Training Institute of CFS and wish to continue in that analysis, discussion between the candidate, the Director of Admissions, Chair of the Progression Committee and Institute Director 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

Candidates conduct their own analyses of patients under supervision as an essential and vital part of their training. The candidate sees his/her own analysis four or five times a week and is supervised by a Training and Supervising Analyst of The Psychoanalytic Training Institute of CFS once weekly. By the time a candidate is ready to graduate he/she will have conducted at least two control cases under supervision of two training and supervising analysts.

Yearly case summary reports are part of the clinical responsibility of the candidate and part of the learning experience of conducting psychoanalysis. Every candidate has an opportunity to discuss the summaries each year with a member of the Progression Committee and an independent case summary reader. A minimum of 200 hours of supervision between the two cases is required. For more details about the requirements for graduation, please see our Candidate Guidelines.

TRACK B

(For those wanting to qualify to apply for the License in Psychoanalysis [LP] or LCSW credentials)

Course Instruction

Track B is designed specifically to meet the training requirements to become a licensed psychoanalyst (LP) as delineated by the New York State Education Department, Office of the Professions. Students who have at least a Master's degree and who want to take an educational program that qualifies them to take the licensing exam in psychoanalysis in New York State are invited to apply to our Track B program in Adult Psychoanalysis.

Students in Track B take four and a half years of courses, including a course on psychoanalytic research methodology and an ethics course that details the scope of practice of licensed psychoanalysts in New York State. A two-hour course on the identification and reporting of child abuse and maltreatment is required to receive a certificate of completion and can be taken at a state-approved site.

Personal Analysis and Control Analyses

Students in Track B will experience a personal analysis and two control analyses (supervised analyses with patients).

The Psychoanalytic Training Institute provides the space in which Track B candidates conduct their control work as required by New York State. Once a candidate has completed the number of clock hours required by the NYSED Office of the Professions for personal analysis, for supervision of the control cases, and for control analyses, as well as the required coursework, the candidate will receive a Certificate of Completion from the Psychoanalytic Training Institute of CFS. This Certificate, along with documentation of 1500 clinical hours of work with patients, enables the candidate to apply to take the licensing exam in Psychoanalysis.

Please also go to the New York State Office of the Professions website (www.op.nysed.gov/psyanlic.htm), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

COURSE OF STUDY

(Please see Page 23 for Course Descriptions)

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

For Track B Candidates to Become License Qualifying

- 9B Psychoanalytic Research Methodology
- 9C Ethical Issues in Psychoanalysis II

Independent Provider:

Child Abuse Recognition and Reporting

Schedule of Tuition and Fees

Tuition:

- Annual: \$3300 (6 courses, 90 clock hours)
- Application Fee: \$50
- Candidate Org.: \$15
- Annual Registration: \$50

Supervision: \$50-\$100/hr.

Personal Analysis: \$50-\$100/hr.

PEP-Web fee: \$35

Tuition is paid per semester. Partial scholarships are available.

ADMISSIONS

The Adult Psychoanalysis Program welcomes applicants 25 years and older, with 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 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 also make an inquiry to the Admissions Committee with regard to the possibility of obtaining advanced status. The Committee will consider each case in the light of the applicant's prior experience and the comparability of the previous training, and the Institute's standards.

Graduates are eligible for membership in the Contemporary Freudian Society and the International Psychoanalytical Association. Upon graduation, our members become part of a group of psychoanalysts working and learning not only locally but around the world.

For more information about admission to the Adult Psychoanalysis Program, please call Katherine Snelson, LCSW, Chair of Admissions, at 212-260-4914.

Application forms for our Adult Psychoanalysis Program can be found on our website (www.instituteofcfs.org).

GENERAL GUIDELINES FOR ADMISSION AND TRAINING

Application and Admission Process

Inquiries for admission can be made to either the Chair of Admissions or the Director of the Institute. Upon request, an applicant will be sent a packet containing the application form and forms for letters of recommendation. There is a \$50 fee for the processing of the application. All of the above is to be mailed to the Chair of Admissions.

Upon receipt of 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. Updated Candidate Progress Reports and Confirmation of Training Analysis are due annually.

The Training Process

Progression Committee:

A unique aspect of our training program is the Progression Committee (PC) of the Psychoanalytic Training Institute, which was established to foster communication with the candidates and ensure that their specific training requirements are addressed. Upon admission to the Institute, each candidate is assigned a PC Liaison, 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 Psychoanalytic Training Institute when the 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 Institute Director, Progression Committee Chair, and Admissions Chair will consider this analyst and analysis to determine if it can be an approved training analysis. If this analysis is not approved, the candidate may request that he/she postpone beginning a new analysis for up to one semester in order to have time to terminate his or her present analysis.

Readiness-for-Control:

An essential part of a candidate's preparation to become a psychoanalyst is the analyses he/she conducts under supervision. 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 control (supervised) analytic cases, each seen in person and four or five times a week. These cases need to be supervised by two different Training and Supervising Analysts from the Psychoanalytic Training Institute of CFS. The candidate will be given a list of Training and Supervising Analysts willing to conduct reduced-fee supervisions. Each supervision will be on a once-per-week basis. Double 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. A member of the Progression Committee and case reader support the candidate in the formulation and written expression of their understanding of the case.

Final Case Presentation:

The Final Case Presentation (FCP) represents the culmination of the candidate's training in psychoanalysis at the Institute. After conferring with the Progression Committee, the candidate initiates the request to present a final case. The candidate will submit a written report of the case to be presented to his/her Evaluation Committee. The Committee, consisting of five members of the Institute, will meet to listen to the candidate's presentation, and to discuss and evaluate the candidate's work and readiness to practice independently. Issues such as transference development, analysis of resistance, counter-transference, 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 Psychoanalytic Association (IPA). Colleagues welcome the participation of new members in peer group case discussions, reading groups dealing with theories or new ideas in psychoanalysis, and a rich and diverse menu of scientific programs as part of continuing education. New members will find opportunities to contribute to the ongoing life of the Psychoanalytic Training Institute through committee membership.

Training Policies

The policies listed below are currently in practice and may be subject to change. The Progression Committee will inform advisors, training and supervising analysts and candidates of any changes.

- 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 will 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 write a paper for the class on a topic agreed upon with the instructor.

- C. If an instructor must miss a session, the instructor will notify the Chair of the Faculty Committee and arrange with the candidates for an appropriate make-up class.
- D. The Psychoanalytic Training Institute'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 PC Liaison and Advisor assigned to the candidate to review with the candidate. Candidates have direct access to the instructors' evaluations.
- 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 Trustees 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 binding.

For clarification and adjustments in the candidate's ongoing evaluation of their work, other than the two evaluations listed above, the candidate can contact his/her Progression Committee Liaison, 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 appeal process indicated above.

- G. Questions regarding curriculum or faculty should be directed to the respective Chair of Faculty or Curriculum Committee of the Psychoanalytic Training Institute.

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.

ADULT PSYCHOANALYSIS PROGRAM COURSE DESCRIPTIONS

Overview

All psychoanalytic training is based on three experiences: a personal psychoanalysis, one-to-one supervision of clinical work, and coursework. What follows is a description of the coursework included in the Adult Psychoanalysis Program's curriculum of the Psychoanalytic Training Institute of CFS.

The goal of our curriculum is to help our candidates learn to listen to their patients as psychoanalysts listen, hearing not just the overt content of the patient's talk, but also what might be informing his/her

talk: the patient's personal and cultural history and experience, and his or her own unique, symbolic, and conscious and unconscious way of communicating feelings and thoughts to the analyst.

The curriculum is a listening-based curriculum. 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 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.

In addition to fulfilling the academic part of the Psychoanalytic Training Institute of CFS graduation requirements for clinicians who have a New York State license in the field of Psychiatry, Psychology, Social Work, or Nursing as a Nurse Practitioner (Track A), the courses described below 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 completion of other graduation requirements and the payment of dues, enable Track B candidates to become members of the Contemporary Freudian Society and the International Psychoanalytic 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 analysand. The first year also includes a course on psychoanalytic ethics.

1A - Becoming an Analyst: Basic Concepts I - Listening in the Analytic Frame

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

Candidates study concepts central to Freud's structural theory of the mind. They examine how this theory differs from the topographic model and how it provides an understanding of the nature of conflict that Freud's topographic theory, with its emphasis on conscious and unconscious functioning, could not fully offer. Psychoanalytic concepts such as the ego and superego, anxiety, defense, resistance, transference and countertransference are illustrated and studied as they appear in published clinical cases of psychoanalytic work as well as in candidates' reports of their clinical processes. Special attention is given to the candidate's experience in the clinical moment of transference, countertransference and projective identification and to the value of "evenly suspended attention," empathic listening and the experience of "surprise" in the clinical situation.

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 then elaborated on by later theorists. Questions such as why we dream, how dreams are formed and how meanings can be found will be explored. 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.

2A - Personality Development: Infancy

Candidates study parenthood, the mother/infant dyad, and the infant. Pregnancy is understood as a developmental phase during which prospective parents struggle with their positive and negative identifications with the developing baby and with their own parental figures. The repetition of intergenerational trauma is a risk during this time and candidates will learn how to listen for enactments of unresolved traumatic experiences. Candidates will learn about infantile anxieties and about the mother's role as container for these anxieties, and will study 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 post-natal 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. Theorists such as Rene Spitz, Margaret Mahler, Selma Fraiberg, D.W. Winnicott, Esther Bick, Daniel Stern, Peter Fonagy and Anne Alvarez are read.

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 when the toddler develops defenses to help bolster ego strength and identifications 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 candidate learns how the oedipal child's negotiation of his or her guilty feelings regarding sexual longings for a parent leads to further consolidation of gender identity and contributes to superego formation. The impact of earlier, pre-oedipal experiences will be recognized as they affect the negotiation of this phase.

9A - Ethical Issues in Psychoanalysis I

This course examines a wide variety of clinical situations that raise ethical dilemmas. To begin discussion, candidates read selected chapters from the *Ethics Case Book of the American Psychoanalytic Association* (2001), edited by Dewald and Clark. Boundary violations, the difference between confidentiality and privacy, and a clinician's duty to report are discussed. Candidates are encouraged to bring in vignettes from their own experience.

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 including the influences of socio-cultural experience.

3A - Psychoanalytic Theory and Practice - Diagnostic Thinking I: Hysterical and Obsessional Neuroses

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 neuroses. 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.

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

Candidates learn to recognize depressive states and assess their severity and causality. Candidates learn to distinguish depression from melancholia, recognize where the depression falls 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 attend to their own countertransferences 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 a sense of self that feels authentic. The candidates study this second phase of individuation and identity formation with attention to disruptions in the familiar patterns of behavior and reliance on family. Candidates discuss the importance of peer relationships in claiming these new identities. The role of the adolescent's changing relation to his or her sexuality and aggression will be studied. Questions of gender identity and sexual orientation reappear as new sexual object choices are made. The adolescent's struggle with depression and existential anxiety are studied in the context of this developmental upheaval. Clinical material is studied as are relevant writings on adolescence.

4C - Personality Development: Stages of Adulthood

Identity formation, a process that begins in infancy, and that includes both constitutional and environmental factors, reaches a recognizable consolidation in healthy young adulthood. While an individual's characteristic attitudes toward love and work may change and develop over a lifetime, certain consistent factors remain. Young adults who enter treatment begin to explore who they are. Personal dissatisfactions and the reasons for seeking treatment become clues in the search for a profound understanding of how they arrived at the present moment. In the clinical material of every adult, echoes of previous developmental achievements and derailments can be heard. The work of Chodorow, Colarusso, Diamond, Furman and others help provide an understanding of the many complex intrapsychic, biological and socio-cultural forces involved in the psychic process that we call "growing up."

Third Year

In the third year of coursework, candidates study the writings of Sigmund Freud. In the first semester, candidates read Freud's cases and his technique papers, which are paired with recent commentaries. In the second semester, candidates read his theoretical papers and learn the evolution of his thinking about the mind. The analytic listening sequence continues in the format of continuous case seminars. In these seminars, candidates follow the clinical process and development of an analysis through presenting their own clinical work and listening to that of their peers.

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

This course will focus on Freud's later writings and the continued 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: Interpretation of Dreams and Symbolic Processes

This course, which is taken concurrently with the course on Freud's cases, uses current clinical material in a supervised case of a clinically neurotic or mildly character-disordered patient. The students, under the guidance of the course instructor, discuss listening and intervening from various points of view, including Freud's views as discussed in his cases and the views of more contemporary analysts.

6B - Practice in Psychoanalytic Technique II: Interpretation of Dreams and Symbolic Processes

A supervised case by a candidate is discussed as a way to illustrate psychoanalytic process and ideas, with a focus on the theory and technique of Freud studied in the concurrent class.

6C- Practice in Psychoanalytic Technique III: Interpretation of Dreams and Symbolic Processes

A supervised analytic case is presented by a candidate and followed as a way to demonstrate unconscious processes through dreams, symbolism, the repetition compulsion, transference, and countertransference. The theory of internalized Object Relations as developed by Melanie Klein and expanded upon by Bion will be considered when understanding primitive mental states. This includes the paranoid-schizoid and depressive positions, as well as the defenses of projective identification and splitting. Modern Kleinian ideas, such as Steiner's theory of pathological organizations, will be integrated as relevant to the case discussion.

Fourth Year

In year four, course work focuses on post-Freudian theoretical developments. Candidates learn about the evolution of psychoanalytic thought and views of psychopathology. They learn how 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

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

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

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.

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 asked to do so online.

PERMANENT FACULTY

Phyllis Ackman, PhD
Abby Adams-Silvan, 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
Paula L. Ellman, PhD
Judith Felton, LCSW
Edwin Fancher, MA
Susan N. Finkelstein, LCSW
Elsa First, MA, LP
Emily M. Flint, LCSW
Elizabeth Fritsch, PhD
Helen K. Gediman, PhD
Debra S. Gill, LCSW
Nancy R. Goodman, PhD
Karen Gordon-Davis, PhD
Andrea Greenman, PhD
William M. Greenstadt, PhD
Nancy E. Griscom, LCSW
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
Martin L. Nass, PhD
Marion M. Oliner, PhD
Fred Pine, PhD
Karen Proner, MS
Hadassah Ramin, LCSW, FIPA
Gail S. Reed, PhD

Arlene Kramer Richards, EdD
Shelley Rockwell, PhD
Phillida B. Rosnick, PhD
Marilyn Sande, CSW
Mark Silvan, PhD
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
Carole Trevas, CSW
Saul Tuttmann, MD, PhD
Nancy H. Wolf, LCSW

TRAINING AND SUPERVISING ANALYSTS: NY AREA

Phyllis Ackman, PhD
Abby Adams-Silvan, PhD
Bonnie H. Asnes, LCSW
Sheldon Bach, PhD
Robert R. Barry, PhD
Alan Bass, PhD, LP
Delia Battin, LCSW
Phyllis Beren, PhD
Jane F. Buckwalter, LCSW
Ani Buk, MA, LP, LCAT
Robert F. Carr, DSW
Harold Chorny, PhD
Louise L. Crandall, PhD
Nancy Cromer-Grayson, LCSW
Pasquale De Blasi, Jr., PhD
Patricia Doyle, PhD
Edward Eisenberg, LCSW
Carolyn S. Ellman, PhD
Vivian Eskin, PhD
R. Eleanor Esposito, PhD
Edwin Fancher, MA, LP
Judith Felton, LCSW
Susan N. Finkelstein, LCSW
Elsa First, MA, LP
Emily M. Flint, LCSW
Helen K. Gediman, PhD
Marion Gedney, PhD
Debra S. Gill, LCSW
Stanley Grand, PhD
Andrea Greenman, PhD
William M. Greenstadt, PhD
Mark Grunes, PhD
Andrea Hadge, PhD
Jane S. Hall, LCSW
Ellen R. Hirsch, LCSW
Marvin S. Hurvich, PhD
Eva Kantor, PhD
Laura Kleinerman, MS, CNS
Kimberly S. Kleinman, MS, LCSW
Jo Lang, PhD
Lois J. Levine, LCSW
Edwin Ira Levy, PhD
Judith Schweiger Levy, PhD
Marsha Levy-Warren, PhD
Susan F. Light, LCSW
Kristine Shays Lupi, PhD, LCSW
Marvin D. Markowitz, PhD
Batya R. Monder, LCSW
Martin L. Nass, PhD
Marion M. Oliner, PhD
Katharine Oram, PhD
Corliss A. Parker, PhD
Michael J. Pearlman, PhD
Edward S. Penzer, PhD
Miriam Pierce, LCSW
Fred Pine, PhD
Sandra Pine, PhD
Lesley Post, LCSW
Hadassah Ramin, LCSW
Moss L. Rawn, PhD
Daniel Raylesberg, PhD
Gail S. Reed, PhD, LP
Katharine Rees, PhD
Rita Reiswig, MS, LP
Arlene K. Richards, EdD
Phillida B. Rosnick, PhD
Crayton E. Rowe, Jr., LCSW
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Marilyn Sande, LCSW
Esther Savitz, LCSW
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Edith Schwartz, PhD
Susannah Falk Shopsin, LCSW
Susan Siegeltuch, LCSW
Mark Silvan, PhD
Ellen Sinkman, LCSW
Phyllis L. Sloate, PhD
Donna Roth Smith, LCSW
Katherine Snelson, LCSW
Stephen P. Solow, PhD

TRAINING AND SUPERVISING ANALYSTS: NY AREA
- Continued -

Rogelio Sosnik, MD, LP
K. Mark Sossin, PhD
Phyllis Springer, LCSW
Joyce Steingart, PhD
Barbara Stimmel, PhD
Elspeth Strang, LCSW
Iris Sugarman, LCSW
Aaron M. Thaler, PhD
Toni C. Thompson, LCSW
Ferne Traeger, LCSW
Carole Trevas, LCSW
Joann K. Turo, MA, LP
Saul Tuttman, PhD
Rhonda Ward, LCSW
Donald W. Whipple, PhD
Nancy H. Wolf, LCSW

THE CHILD AND ADOLESCENT PSYCHOANALYSIS PROGRAM

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. All out-of-state candidates will be required to comply with the legal requirements of the state in which they will practice. Candidates who are enrolled in a license-qualifying program in psychoanalysis may also apply.

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:

Working with children and adolescents requires specific skills. 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. Our program combines an intense exposure to developmental theory, an overall introduction to psychoanalysis, and specific courses in the assessment and psychopathology of children and adolescents.

The first two years of courses are common to both the Adult Psychoanalysis and Child & Adolescent Psychoanalysis Programs, and include classes on basic psychoanalytic concepts and listening, and on normal infant, child and adolescent development. Having completed these two years, some candidates enrolled in the Child and Adolescent Psychoanalysis Program go on to finish just this program, while other candidates attend it concurrently with rest of the Adult Psychoanalysis Program. A third subset of candidates complete their adult psychoanalysis training, and then begin their child and adolescent psychoanalysis training.

The third year of the program consists of an Infant Observation Seminar and 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. Defense analysis is taught through the technique of close process analysis in the Continuous Case Seminars. Issues concerning the therapeutic alliance, when to interpret, when to play and when to speak are all discussed in depth.

In the fourth year we focus on issues of diagnostic assessment and the varieties of child and adolescent psychopathology, using clinical examples from different age groups. We emphasize the evaluation of the child's total personality, ego and object relational strengths, and on how to distinguish between neurotic conflicts and the developmental lags and deviations that may derive from multiple causes. We also have a class that explores the psychoanalytic view of severe developmental delays and disorders, as well as neurological differences that affect learning and social capacities. We

study the criteria for choosing analytic treatment for the young patient and the principles of technique that have evolved to establish an analytic process with the three different age groups: preschool, latency, and adolescent. 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. There is an ongoing respect for developmental considerations. For example, the usefulness of delineating the particular developmental needs of the younger vs. older adolescent is considered. Throughout the training we emphasize concurrent work with parents, families, schools and other professionals with whom consultation may be advisable.

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 Psychoanalytic Training Institute 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 Psychoanalytic Training Institute 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.

Application forms for our Psychoanalytic Psychotherapy Program can be found on our website (www.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: www.instituteofcfs.org

THE PSYCHOANALYTIC FELLOWSHIP PROGRAM

The Fellowship Program is designed to provide an exposure to and exploration of psychoanalytic ideas. Through individual meetings with a Mentor and participation in a Fellowship Seminar, Fellows gain an understanding of psychoanalytic concepts as they relate to psychotherapeutic practice as well as to societal and cultural issues. The program is selective, and is open to mental health clinicians and students, educators, researchers and academics.

Fellows are matched with an individual Mentor, who will schedule monthly one-to-one meetings. During these meetings, the Mentor and Fellow explore general psychoanalytic theories from a range of viewpoints, and how these theories can be applied to clinical work with various populations. The special interests or expertise of Fellows are strongly considered when Mentors are assigned, and Fellows are encouraged to bring their own questions and topics to the discussions.

The monthly Fellowship Seminar meetings are led by members of the Contemporary Freudian Society. Topics include general aspects of psychoanalytic theory and practice, as well as subjects of special interest to each specific group.

Fellows are also encouraged to attend the Scientific Programs sponsored by the Contemporary Freudian Society and to discuss the content of these meetings with their Mentors.

The Fellowship Program is open to mental health clinicians such as psychiatrists, psychologists, social workers, psychiatric nurse practitioners, creative arts therapists, and mental health and pastoral counselors, as well as residents, interns and graduate students in those fields. Professionals and graduate students in the humanities and social sciences fields are also welcome to apply.

*There is no tuition for the Fellowship Program.
Please note that participation in this program is for educational purposes only, and does not lead to a certificate, or provide supervision or credit toward licensure.*

For more information about admission to the Psychoanalytic Fellowship Program, please call Irene Cairo, MD, at 212-787-1855.

Application forms for our Psychoanalytic Fellowship Program can be found on our website (www.instituteofcfs.org).

THE REFERRAL SERVICE

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.

NOTES

