

Art Pomponio,  
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# PPLC Brochure

PRACTICE-BASED PSYCHODYNAMIC LEARNING CENTER



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# Program Overview

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## NPAP'S PSYCHODYNAMIC PSYCHOTHERAPY CERTIFICATE PROGRAM

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As psychodynamic psychotherapy continues to evolve, the need to be an effective, well-trained, and competent therapist remains on ongoing and rigorous professional journey. Recognizing this need, NPAP established the Practice-based Psychodynamic Learning Center. This certificate program is designed for serious students who want to deepen their clinical skills in a concentrated amount of time.

PPLC equips licensed mental health practitioners with the skills, confidence, and community support needed to develop and sustain their professional lives. This one-year program offers the latest advances in clinical practice suitable for both private practice and institutional settings. Conducted entirely online, PPLC provides meaningful and engaging opportunities to learn contemporary psychodynamic theory and to hone clinical abilities.

Take the next step in your professional development by enrolling in PPLC. Continuing education units are awarded for all suitably licensed New York State participants.

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**PROGRAM DESCRIPTION**

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**THREE TRIMESTERS, ONE COHORT**

Comprehensive coursework is divided into three terms: fall, winter, and spring. Students will be exposed to a rich variety of academic courses designed to deepen their understanding of psychodynamic theory and practice as well as three group supervisory courses to give students the chance to gain insight into their ongoing clinical work.

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**ATTEND IN-PERSON OR ONLINE**

The PPLC course material is designed to accommodate busy work schedules and life commitments by being offered entirely online and in the evening.

For more details, see Courses and Schedule.

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**ADDITIONAL IN-DEPTH WORKSHOPS**

In addition to the courses and group supervision experience, the program requires three workshops, one per term, focusing on specific clinical situations: Introduction to Couples Therapy, Working with Trauma, and Psychotherapy and Spirituality.

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**INDIVIDUAL PSYCHODYNAMIC THERAPY**

While individual psychodynamic therapy is not a requirement for this program, we strongly encourage students to begin or continue their psychodynamic therapy to enrich their training experience.

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# Faculty

**JOHN BLISS, LCSW**

Certified Alcohol and Substance Abuse Counselor, Member, NPAP. Co-founder of an outpatient licensed substance abuse clinic thirty-two years ago where he continues to work.

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**MICHAEL DE SIMONE, PH.D., LCSW**

Psychoanalyst in private practice with over 35 years of experience as an individual, family, and couples therapist, and as a graduate of New York University specializing in individual and group therapy. Dr. De Simone has presented seminars at National Conferences and to professional and general audiences speaking on the topics of; Depression in Children and Adolescents, Post-Traumatic Stress, Loss-Grief- Bereavement, Adoption Related Issues, Compulsive Sexual Disorders and Men's Mid-Life issues. Certification in Psychoanalysis, NPAP, 2017.

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**NEIL HERLANDS, LCSW**

Psychoanalyst and Psychotherapist in private practice. Member and Faculty, NPAP. Author of clinical articles on psychoanalytic technique. Musician.

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**SUSANA MARTINEZ, PH.D.**

A training analyst, supervisor, and faculty at different institutes in New York City, including the National Psychological Association for Psychoanalysis (NPAP), the Metropolitan Institute for Training in Psychoanalytic Psychotherapy (MITPP), and the Harlem Family Institute (HFI). Her areas of study and interest range from the history of psychoanalysis and Freud's early writings to Self Psychology and infant research, with an emphasis on clinical applications. She has a private practice in New York City and works with individual adults and couples.

**SUE MITCHELL, MSW**

Sue Mitchell is a Senior member, board member since 2011, and Dean of Training at NPAP since 2014. She has taught Psychodynamic Listening Skills through PPLC at NPAP since 2017 and Introduction Psychoanalytic Technique at NPAP's psychoanalytic program since 2015. She has an M.A. in Childhood Education from Teachers' College, Columbia University and a B.A. also from Columbia. She is a member of NAAP and IAPSP. She practices psychoanalysis and psychotherapy with adults in Manhattan.

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**ART POMPONIO, PH.D., LP**

Psychoanalyst in private practice. Senior member, training analyst, supervisor, and faculty member at NPAP. Former president of the Training Institute and former Dean of Faculty and Curriculum at NPAP. Current Director of the Practice-based Psychodynamic Learning Center (PPLC).

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**RUTH ROSENBAUM, PH.D.**

Psychoanalyst in private practice. Instructor, Supervisor, NPAP. Editorial Board, The Psychoanalytic Review. Adjunct Professor, Graduate Clinical Psychology Department, Columbia University. Certified biofeedback therapist. Many publications and lectures on the integration of psychoanalysis with concepts from Buddhism, quantum physics, studies in psi phenomena, neuroscience, and spirituality.

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**CLAIRE STEINBERGER, PH.D.**

Senior Member and Faculty, NPAP, Adjunct Associate Professor Long Island University, NYS Family Mediator, Clinical Supervisor, AAMFT; Specializations include psychoanalysis and family/couple systems, intergenerational and relational trauma, and human development. Research emphasizes an interdisciplinary approach, intrapsychic, interpersonal and cultural interface.

# Benefits

Take the next step  
in your professional  
development.

- Certification
- CE Credits
- Courses
- Workshops
- Practice
- Supervision
- Flexibility

#### FOR WHOM

PPLC is open to licensed masters-level social workers, creative arts therapists, psychiatric nurses, marriage and family counselors, psychiatrists, and clinical psychologists.

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## WHAT WE OFFER

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### VARIETY OF METHODOLOGIES

Including ego psychology, self-psychology, object relations, contemporary Freudian, attachment theory, and relational psychology.

### DISTANCE - LEARNING

PPLC has had students from across the country and around the world because the program is entirely online. Whether you live in Manhattan—the home of NPAP—or Athens, Singapore, or Manila, you are most welcome to join us.

### COHORT PROGRAM

Students progress through the program as a cohort to provide ongoing peer support. While there are options to take courses individually and to enter the program at the beginning of each term, we believe that forming and keeping relationships among students enhances their development.

### FACULTY & MEMBERS INTERACTION

You will have access to highly accomplished instructors who have had successful private practices for decades. The NPAP community is renowned for its openness and diversity.

### AFFORDABILITY

At only \$3,500 USD per year, this program is an affordable option for those looking to create a practice that will reap rewards for years to come. Visit our Tuition page to learn more.



# Fees & Tuition

You can afford to learn the skills necessary to sustain long-term, beneficial relationships with your clients.

Limited Spots Available.

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## CERTIFICATE PROGRAM FEES

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The complete program (five courses, three supervision experiences, and three workshops) costs \$3,500 USD. The complete amount must be paid before beginning your first class.

A registration fee of \$150 per year must be paid before beginning your first course and, for people taking one course at a time, at any subsequent anniversary.

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## INDIVIDUAL COURSES AND WORKSHOPS

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Students may elect to take single courses or workshops for a tuition cost of \$700 and \$100, respectively. Access to the NPAP library and PEP is not included in this fee.

Fees are subject to periodic review and change by the Board of Trustees of the Training Institute of NPAP. The yearly registration fees are nonrefundable and are required of all course attendees, whether they are taking courses each term or not, whether they have elected to take a year's leave of absence or have been granted an extension of this absence.

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## REFUND POLICY

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Our refund procedure for courses is the following:

- If you drop the class before it even starts, you get a full refund.
- If you drop the class after the first class has occurred you get a refund minus \$35 charge (\$700 class, you would get \$665 back).
- If you drop any time after the second class you do not get a refund.
- Fees for workshops are nonrefundable.

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# Admission

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## ENROLLMENT INTERVIEW

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### DOCUMENTS

To apply for an enrollment interview, provide the following documents:

- Evidence of licensure
  - Evidence of malpractice insurance
  - One letter of recommendation
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### APPLICATION PROCESS

Fill out the application form by clicking on “Apply Now” in the left banner:

- A non-refundable application fee of \$50 is required.
  - If you prefer not to pay online, please mail your application payment to: NPAP,  
40 West 13th Street New York, NY 10011
- 

### INTERVIEW

Once we receive your application, a PPLC faculty member will contact you to coordinate the interview before admission is approved.

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# Courses & Schedule

## Fall Term

Courses and schedules are offered at the discretion of PPLC and may be changed at any time. Check our website [npap.org](http://npap.org) for the latest information.

**Instructor:** Paul Kaiser

**Day:** Wednesdays

**Time:** 7:00 - 8:00 PM (EST)

**Contact Hours:** 18

## P P L C 0 1

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### DEVELOPING PSYCHODYNAMIC LISTENING SKILLS

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This course deals with listening to the patient in psychodynamic treatment, understanding the nature of the patient's and therapist's conscious and unconscious thoughts and feelings, watching carefully for non-verbal expressions and learning to use effectively what we hear and see in the treatment.

After attending the course, participants will be able to:

- Identify the issues that arise in the treatment, including how to listen and investigate the patient's stated interest in therapy as well as the unspoken dimensions of the patient's presentation.
- Define and discuss the therapeutic frame, including time, frequency, fees and boundary issues.
- State how he/she would clarify with the patient the advantages of increased self-reflectiveness, self-understanding and clarification of what the patient might want to change.
- Describe legal and ethical issues in treatment, including confidentiality, note-taking, digital issues, and the extent and limitations of self-disclosure on the part of the analyst.

**Instructor:** Paul Kaiser

**Day:** Tuesdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## **P P L C 0 2**

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### **PSYCHODYNAMIC DIAGNOSIS**

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This course focuses on the diagnosis of psychopathology, as connected to psychodynamic theories of psychology, in contrast to the descriptive approach of current DSM and ICD diagnoses. The course will look at psychodynamic ideas of personality structure and connect diagnosis with clinical utility and character organization. Developmental levels of personality organization will be explored alongside clinical implications in working with different diagnostic categories. Each diagnostic category will be explored in terms of the following: drive, affect, and temperament; defensive and adaptive processes; transference and countertransference; therapeutic implications; and differential diagnosis.

After attending the course, participants will be able to:

- Define the following psychodynamic concepts for each of the diagnostic categories: narcissistic, schizoid, depressive, masochistic, obsessive, hysterical, and dissociative.
- Define drive, affect, and temperament.
- Describe defensive and adaptive processes, transference, and countertransference.
- Explain differential diagnosis.

**Instructor:** Art Pomponio

**Day:** Thursdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## **P P L C 0 3 A**

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### **PSYCHODYNAMIC CASE PRESENTATION AND SUPERVISION**

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In this course, students will present clinical vignettes and receive supervision. During the process of presenting cases, students will receive an introduction to certain core psychodynamic concepts such as: engaging patients in the treatment, listening psychodynamically, transference, countertransference, unconscious communications, and empathy.

After attending the course, participants will be able to:

- Discuss clinical material incorporating psychodynamic concepts.
- Utilize psychodynamic listening skills.
- Identify transference and countertransference dynamics in clinical situations.
- Discuss personal empathy in clinical settings.

**Instructor:** Claire Steinberg

**Day:** Saturday

**Time:** 10:00 AM - 12:00 PM (EST)

**Contact Hours:** 2

## **P P L C W 1**

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### **WORKSHOP ON COUPLES THERAPY**

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This “Couples” workshop introduces an analytically-oriented approach to couple therapy. We explore the differences between individual (one-person) and couple (two-person) models and view the therapist as a “participant-observer” and significant “third” in the tri-personal field. Clinical presentation integrates classical, object relations, and relational models, applying contemporary research in attachment, self-psychology, childhood trauma, “multigenerational transmission”, sociocultural issues related to class, race, religion and other constructions and the “location” of the analyst in a diverse field.

After attending the course, participants will be able to:

- Describe the difference between one and two-person models of therapy.
- Evaluate the beneficial effects of couple intervention for children and/or other “third” parties.
- Describe the impact of the “location” of the analyst in couple therapy.

**Instructor:** Paul Kaiser

**Day:** Tuesdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## P P L C 0 4

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### THE THERAPEUTIC RELATIONSHIP IN CLINICAL PRACTICE

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This course will cover different aspects of the therapist-patient relationship as a significant factor in the therapeutic process. The readings and class discussions will explore the roles of the therapist and of the patient, techniques for listening to the patient, techniques for exploring what experiences, feelings, and memories are unfolding within a session, the clinical concepts of transference and countertransference, how to use them in sessions, and the therapist's self-revealing versus self-disclosure. There will be a focus on the therapeutic concepts involved in the readings and an emphasis on clinical application. Each class meeting will include ample clinical examples that demonstrate the concepts and techniques from the readings.

After attending the course, participants will be able to:

- Describe the different roles of the therapist and the patient within a therapeutic process.
- Describe the concepts of transference and counter-transference.
- Apply the concepts of transference and counter-transference in clinical work.
- Describe different listening techniques of the therapist such as listening-to-listening, other-centered listening, empathic listening, oneiric listening, and reverie,
- Apply different techniques of therapeutic listening to distinguish therapist revelation from self-disclosure.cal situations.
- Discuss personal empathy in clinical settings.

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# Winter Term

**Instructor:** Susana Martinez

**Day:** Thursdays

**Time:** 8:00 - 9:00 PM (EST)

**Contact Hours:** 18

## P P L C 0 5

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### INFANT DEVELOPMENT AND ATTACHMENT

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During the last forty years there have been important findings in the areas of attachment and infant development, as well as on how such findings can better inform treatment with children and adults. In this twelve-week course, we will study some of these findings and examine how they contribute to psychoanalytically informed psychotherapy. We will pay particular attention to (1) infant development in the first year of life, with an emphasis on the infant's capacities for self-organization; (2) the implicit, nonverbal procedures that organize not only mother-infant dyads but also adult interactions; (3) the importance of self- and interactive regulation; (4) the different attachment styles in infants and adults and how to understand and apply attachment theory clinically; and (5) findings on disorganized attachment and its connection to dissociative and borderline states.

After attending the course, participants will be able to:

- Explain “the competent infant” during the first year of life.
- Explain the difference between procedural/implicit and verbal/explicit modes of interaction.
- Describe the dyadic systems model of self and interactive regulation in mother-infant and patient-therapist dyads.
- Discuss the different attachment styles and how to identify and use them clinically.
- Explain the link between disorganized attachment and dissociative and borderline states.

**Instructor:** Paul Kaiser

**Day:** Tuesdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## **P P L C 0 3 B**

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### **PSYCHODYNAMIC CASE PRESENTATION AND SUPERVISION**

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In this supervision experience, students will present clinical vignettes and receive supervision. During the process of presenting cases, students will receive an introduction to certain core psychodynamic concepts such as: engaging patients in the treatment, listening psychodynamically, transference, countertransference, understanding unconscious communications, and empathy.

After attending the course, participants will be able to:

- Discuss clinical material incorporating psychodynamic concepts.
- Utilize psychodynamic listening skills.
- Identify transference and countertransference dynamics in clinical situations.
- Discuss personal empathy in clinical settings.

**Instructor:** To be determined

**Day:** Saturday

**Time:** 10:00 AM - 1:00 PM (EST)

**Contact Hours:** 3

## P P L C W 2

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### WORKSHOP ON WORKING WITH PEOPLE WITH A TRAUMA BACKGROUND

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This workshop will focus on early Relational trauma, how to recognize its sequelae or derivatives, and clinical interventions in response to it. Early trauma interferes with the development of certain capacities or ego strengths that are important in psychodynamic psychotherapy, e.g., tolerance of affect, especially of a disturbing nature, and the capacity for self-reflection. What do these capacities look like in the clinical situation?

After attending the course, participants will be able to:

- Explain the impact of abuse, neglect, loss, or illness on trauma.
- Assess how the frequency and severity of trauma experience affect the nervous system.
- Discuss the work of Allan Schore, Bessel van der Kolk, and Philip Bromberg.
- Describe the role of memory in working with traumatized patients.
- Explain clinical interventions to achieve safety, awareness, and stabilization.

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# Spring Term

**Instructor:** Art Pomponio

**Day:** Wednesdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## **P P L C 0 3 C**

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### **PSYCHODYNAMIC CASE PRESENTATION AND SUPERVISION**

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In this supervision experience, students will present clinical vignettes and receive supervision. During the process of presenting cases, students will receive an introduction to certain core psychodynamic concepts such as: engaging patients in the treatment, listening psychodynamically, transference, countertransference, understanding unconscious communications, and empathy.

After attending the course, participants will be able to:

- Discuss clinical material incorporating psychodynamic concepts.
- Utilize psychodynamic listening skills.
- Identify transference and countertransference dynamics in clinical situations.
- Discuss personal empathy in clinical settings

**Instructor:** Neil Herlands

**Day:** Thursdays

**Time:** 7:00 - 8:30 PM (EST)

**Contact Hours:** 18

## **P P L C 0 6**

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### **MEETING AND KEEPING PATIENTS**

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Engaging and holding on to psychotherapy patients is a craft. Much of the beginning clinician's skills are based on intuition, empathy, and a desire to help. These are the rudiments that will accompany the psychodynamic therapist throughout his career. However, there is also a set of techniques, originally codified from within the psychoanalytic establishment and then amended to keep pace with varying patient populations, alternative theoretical approaches and cultural shifts that have influenced how we practice today. These skills can be learned in clear and systematic ways. The early, middle and later phases of treatment will be distinguished stopping along the way to examine practical issues such as constructing the frame, setting and adjusting fees, analyzing vs. managing transferences, countertransference, termination etc.

After attending the course, participants will be able to:

- Explain the method to engage patients.
- Discuss how to maintain the frame, which includes setting or adjusting fees, frequency of sessions, etc., and sustain patients over time.
- Identify transference and countertransference in working with different patient populations. Bromberg.



**Instructor:** Michael De Simone

**Day:** Saturday

**Time:** 10:00 AM - 12:00 PM (EST)

**Contact Hours:** 2

## **WORKSHOP**

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### **WORKSHOP ON DREAM ANALYSIS**

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The workshop will address the value of integrating dream analysis into the fabric of the therapeutic process. The seminar will address key concepts in the use dream analysis including; the first dream, the symbolism and metaphor of the dream, the importance of the patient's associations to their dreams, manifest and latent content, the life context of the dream, and the dream as a reflection of the patient's engagement in the therapeutic process. The workshop will demonstrate the helpfulness of dream analysis in understanding the psychodynamics and internal world of two young adult patients who have been seen in individual treatment with presenting problems of depression, anxiety, and conflicts related to separation and individuation.

After attending the course, participants will be able to:

- Demonstrate learning by being able to associate the seminar content with their own clinical experience.
- Practice with a greater understanding of the many facets of dream analysis and be aware of the therapeutic role that it could serve in their clinical practice.
- Describe key concepts useful in the technique of dream analysis.
- Employ new therapeutic skills with the goal of helping the patient to open up and deepen the treatment experience.

**Instructor:** Ruth Rosenbaum

**Day:** Saturday

**Time:** 10:00 - 1:00 PM (EST)

**Contact Hours:** 3

## WORKSHOP

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### PSYCHOTHERAPY FROM A SPIRITUAL PERSPECTIVE

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Psychodynamic psychotherapy, in its transformation of neurotic patterns through exploring and understanding the nature of the self and the self in relation to the “other”, has more in common with a spiritual endeavor than most other forms of psychotherapy. This workshop will demonstrate how a spiritual framework in the mind of the therapist can open possibilities for positive change, growth and integration that might not otherwise occur. Theoretical perspectives and case material will be used to illustrate how integration of psychodynamic and spiritual lenses can enrich treatment and help overcome therapeutic impasses. Psychodynamic concepts such as resistance and projective identification will be viewed from an integrated psycho-spiritual perspective. In the last segment of the workshop, participants will have the opportunity to bring up their own cases for discussion.

After attending the course, participants will be able to:

- Describe the convergence of the psychodynamic emphasis on unconscious processes and the spiritual emphasis on an “unseen reality.”
- Explain how a spiritual framework in the mind of the therapist can enhance and deepen psychotherapeutic work, and open possibilities for transforming limiting patterns.
- Describe concepts such as resistance and projective identification from a spiritual framework.

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## CURRICULUM AND GUIDE FOR CONTINUING EDUCATION

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Courses: Live Lectures, Presentations, Workshops; Online Availability  
12-week courses meet for 90 minutes each, total of 18 contact hours  
Workshops meet for 180 minutes, total of 3 contact hours

Fall Term: September – December  
Winter Term: January – March  
Spring Term: April – June

Tuesdays, Wednesdays & Thursdays, and occasional Saturdays  
Time: 6:30-8:00 pm, 7:00-8:30 pm, 8:00-9:30 pm, or 9:00-10:30 pm.

Thanks  
for your interest.

