

The National Psychological Association for Psychoanalysis

NPAP Training Institute

Founded 1948

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A New York State Approved
Psychoanalytic License Qualifying Program
Permanent Charter from the NY State Department of Education
Accredited by the American Board for Accreditation in Psychoanalysis

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VISION, MISSION, AND VALUES

Vision

Creating a more humane world through the transformative power of psychoanalysis

Mission

NPAP educates psychoanalysts in diverse theories, provides a public forum for interdisciplinary discussion of contemporary issues, and delivers affordable psychotherapy and psychoanalysis to the community.

Core Values

- **Independence** – We celebrate our legacy as one of the first institutes to promote lay analysis and proudly carry that spirit into the future.
- **Theoretical Pluralism** - We are deeply committed to both the fundamentals of psychoanalysis and the evolving theoretical landscape.
- **Democracy** – Candidates and members vote on policy and direction. Members have the opportunity to teach, analyze, supervise, run for committee and board positions, and submit proposals to standing committees.
- **Responsibility** - We serve the community by offering affordable therapy to the public. We promote the discussion of psychoanalysis in contemporary mental health care through clinical practice, research and writing. We commit to affirming individual dignity and to addressing issues of violence, civil liberties and environmental destruction.
- **Community** - We provide an inspiring professional home where members and candidates can create referral networks, nurture friendships, join study groups and generate new ideas.
- **Diversity** – We welcome outstanding candidates from different professional and educational backgrounds. We build community that is diverse in terms of race, ethnicity, nationality, religion, age, gender identity, and sexual orientation.

FOUNDING PRINCIPLES

The National Psychological Association for Psychoanalysis (NPAP) is a membership organization and training institute distinguished by its adherence to the principle that psychoanalysis is a discipline that can be practiced by nonmedical professionals. NPAP is open to training applicants from all fields of study and is accepting of many viewpoints within the field of psychoanalysis.

Our founding principles were established by Theodor Reik, who came to the United States in June 1938 seeking refuge from Nazi persecution. Upon arrival Reik was confronted by professional discrimination even though he had been trained by Sigmund Freud and had been a prominent member of the Vienna PsychoAnalytic Society. He was denied full membership in the American Psychoanalytic Association because he was not a medical doctor. Freud was aware of this basis for discrimination. In 1926 he had written *The Question of Lay Analysis* supporting Reik's qualifications and insisting that psychoanalysis was an independent profession, not a subdivision of medicine or any other field. In 1927 Freud added a "Postscript" arguing that any effort to restrict or regulate psychoanalysis on the basis of extraneous credentials was "more or less equivalent to an attempt at repression."

The American psychoanalytic establishment disregarded Freud's position, but this did not deter Theodor Reik. During the 1940's a small group of analysts began to gather around Reik to advance their training through informal seminars under his leadership. This group became the nucleus for NPAP. In 1948 a psychoanalytic training institute was established. In 1950 NPAP was incorporated as a membership organization under the laws of the State of New York. In 1977 NPAP was divided into an Association and a Training Institute,

Today the NPAP Training Institute is a member of and accredited by the American Board for Accreditation in Psychoanalysis (ABAP). We are also a member of the National Association for the Advancement of Psychoanalysis (NAAP), and the International Federation for Psychoanalytic Education (IFPE). The NPAP Membership Association is a member of the World Federation for Mental Health (WFMH). By way of honoring and upholding the vision handed down from Freud and Reik, NPAP is committed to psychoanalysis as an independent profession, to providing training for competent practice to all qualified applicants and to furthering public understanding of psychoanalytic principles.

THE TRAINING INSTITUTE

WHY CHOOSE NPAP FOR YOUR TRAINING?

Academic Program: NPAP's psychoanalytic training program is rigorous and comprehensive and provides a plurality of theoretical viewpoints. The curriculum includes a thorough grounding in the psychoanalytic literature including Freud's drive theory, the British and American object relations schools, self-psychology, ego psychology, relational and intersubjective perspectives and attachment theory. There is a consistent effort to integrate theory and practice in classes throughout a candidate's training. We also offer opportunities to pursue psychoanalytic research.

Diversity: NPAP is distinguished from most other psychoanalytic institutes in that following the legacy and vision of Theodor Reik, it provides sound, comprehensive training for competent practice to all qualified applicants, including those from outside the tri-disciplines of psychiatry, clinical psychology, and social work. We believe that mature, intelligent, empathic individuals from the arts, the social sciences, and the physical sciences bring a unique richness to the practice of psychoanalysis and to the understanding of the human psyche and the human condition.

Foreign Students with F1 Visas: NPAP is approved by the U.S. State Department to train students from abroad. Our student body has a rich international and cultural composition.

Licensure: NPAP is a New York State-approved psychoanalytic training institute. Completion of our license-qualifying program will prepare candidates for eligibility to apply for the New York State License in Psychoanalysis. NPAP is also a New York State approved site where LMSWs and Psychologists may accrue the hours needed to qualify for the License in Clinical Social Work (LCSW) and Psychology respectively.

Democratic Tradition of Governance: NPAP holds its democratic traditions dearly. Distinct from most other institutes, the Board of Directors of the NPAP Membership Association and the Board of Trustees of its Training Institute, as well as members of their standing committees, are democratically elected by the members of the Association and Institute.

MITO: The candidate organization, the Members-In-Training Organization, or MITO, is an equal partner in the governance of the Training Institute. The chair of MITO sits on the Institute Board and members of MITO are members of all Institute standing committees. They are full voting members of each body. MITO holds monthly meetings and periodic presentations on psychoanalytic theory, training and practice. It's also the main social organization for candidates, holding periodic gatherings and hosting the MITO Facebook page.

Mentoring Program: NPAP Training Institute members volunteer to mentor candidates. Mentors are well-versed in NPAP's training requirements and courses and can advise candidates on all aspects of psychoanalytic training. Candidates may choose to participate in this program by applying to the Dean of Training. Members may not serve as a candidate's mentor, analyst or supervisor until one year after serving on their

evaluation committee.

Scholarships: Three scholarships, the Lou Berkowitz Scholarship, the Ernest Angel Scholarship, and the Theodor Reik Scholarship have been established at NPAP. Detailed descriptions may be found under Scholarships in this Bulletin.

Clinical Experience: Candidate at NPAP will have the opportunity to begin receiving patient referrals from the Theodor Reik Clinical Center for Psychotherapy (TRCC) after passing the Readiness for Clinical Practice or the Matriculation evaluation. For those candidates seeking either the License in Psychoanalysis or the License in Clinical Social Work, office space, low-fee supervision and a small stipend are provided for clinical work with patients seen through TRCC. Already licensed candidates may begin seeing patients under supervision right away.

Distinguished Faculty: NPAP has an excellent and distinguished faculty, including many published authors. Our journal, *The Psychoanalytic Review*, published since 1913, is the oldest continuously published psychoanalytic journal in the world. NPAP candidates are eligible to publish papers in *The Psychoanalytic Review*.

Open HOUSE

NPAP holds two Open Houses, in the spring and fall, for people interested in learning more about psychoanalysis and our Training Institute. Current candidates and members of NPAP take part, sharing their experiences in pursuing psychoanalytic training as well as what it's like to be an analyst. We also provide information about our training. To find out when the next Open House will be held and to RSVP, contact info@npap.org or 212 924-7440 or go to our website, www.npap.org.

OVERVIEW OF TRAINING

Personal Analysis

An important requisite for psychoanalytic training is the candidate's own personal psychoanalysis. It provides the candidate with in-depth, direct personal experience in the psychoanalytic treatment process. NPAP requirements for analysis are defined in the Training Details section of this Bulletin.

Coursework

The curriculum consists of required (designated by the prefix R) and elective (designated by the prefix E) courses, offering a thorough grounding in traditional and contemporary psychoanalytic concepts and practice, including but not limited to Classical Psychoanalysis, Ego Psychology, Object Relations, Kleinian theory, Self-Psychology, **Interpersonal**, Intersubjectivity and the Relational school. Any or all of these perspectives may serve as the foundation for the candidate's own approach to clinical practice. Electives and optional independent study provide opportunities for specialized work in

areas of the candidate's own choosing. All courses emphasize the integration of theory and treatment technique.

NPAP's course of study is structured on four levels:

- Enrollment
- Matriculation
- Readiness for Control
- Final Case Presentation

After each level's requirements have been completed, candidates advance to the next level upon the recommendation of evaluation committees, which meet personally with individual candidates.

All candidates whose registration fees have been paid are included in NPAP's subscription roster to the PEP-Web, a digital archive of psychoanalytic journals and books. Many of the required course readings are available there. Many other course readings can be found in NPAP's Douglas Maxwell Library.

Clinical Experience and Supervision

Candidates must acquire experience in treating patients in individual psychotherapy and psychoanalysis, under the personal supervision of NPAP members. All candidates can qualify to begin meeting the clinical practice requirements of NPAP training in one of three ways:

- passing the "Readiness for Clinical Practice" (RCP) evaluation after completing a specified portion of the Enrollment level, or
- completing all requirements of the Enrollment level and passing the examination for the Matriculation level, or
- If licensed, by working with an NPAP supervisor either by presenting private patients or by affiliating with TRCC.

Once clinical work has begun, all candidates must remain in weekly individual supervision with a qualified supervisor throughout training. All candidates must meet NPAP's requirements of supervision of 360 clinical hours by the end of the Matriculation level. In addition, at the Readiness for Control level, they must complete an additional 450 hours as control analyses. Thus the total number of clinical hours to complete the program is a minimum of 810 clinical hours under supervision. Depending on the license or license seeking status of the candidate, New York State's supervision and clinical experience requirements may differ. Candidates are urged to be mindful of the requirements that apply to the license they are seeking. Links to the New York State office of the Professions pages are available in this Bulletin.

Once a year, each supervisor submits a written evaluation of the candidate's work and a report of the number of sessions in the previous 12 months. This record is shared with the candidate, and a copy is kept in the candidate's permanent file.

More detail regarding clinical experience can be seen in this Bulletin under Clinical Experience under Supervision.

THEODOR REIK CLINICAL CENTER FOR PSYCHOTHERAPY

The Theodor Reik Clinical Center for Psychotherapy (TRCC) was established in 1949 as the clinical component of NPAP's Training Institute. It has three major purposes:

- to provide referrals and related training experiences for NPAP candidates;
- to provide affordable psychotherapy and psychoanalysis for people in New York City and surrounding counties.
- to serve the community by providing low-fee treatment to those who need it. TRCC serves over 300 new patients a year along with the patients who are continuing in their established treatments.

TRCC serves everyone without regard to gender, sexual orientation, age, race, national or ethnic origin, religion or disability. All TRCC psychotherapists are part of NPAP and subscribe to the highest professional and ethical standards.

Candidates who reach the Readiness for Clinical Practice (RCP) or Matriculation levels of training may apply to receive referrals from TRCC, regardless of license status. Candidates treating patients from TRCC must be in supervision with a member of the NPAP Training Institute. When a candidate graduates from NPAP, patients enter the candidate's private practice.

Candidates pursuing the New York State License in Psychoanalysis must see patients on NPAP's premises. NPAP also has offices available at reasonable cost for candidates who already have a license that includes psychoanalysis in its scope of practice.

TRCC periodically offers workshops on topics relevant to working with psychotherapy patients. A member and candidate often present together, and the leaders strive to create a supportive environment for discussion and learning. Workshops have covered the following topics: Psychoanalytic Practice in the Age of Modern Technology; Extraordinary Events in the Analyst's Life and Implications for Practice; Therapists and Psychiatrists Working Together; Working with HIV-Positive Patients; Handling Suicidal Ideation; The Emotional Uses of Money; Understanding Psychotic Process. Additional information about TRCC can be found on TRCC's website: www.212ANALYST.org.

ADMISSIONS AND AUDITING

In keeping with Freud's view that psychoanalysis is not a subspecialty of the medical profession, NPAP's Charter permits the admission of persons who, in addition to meeting other criteria, have completed at least a Master's degree in any field (or will complete such a degree prior to the Matriculation level). Candidates have entered NPAP from the fields of religion, law, literature, the arts, education, philosophy and other branches of the humanities and sciences as well as the fields of nursing, social work, psychology and psychiatry. That said, the Institute reserves the right to deny admission to any applicant whose credentials or suitability for psychoanalytic training do not meet the Institute's standards. Applicants with foreign degrees must submit undergraduate and graduate transcripts that have been translated into English (if necessary) and fully evaluated for

authenticity and equivalence by a Credentials Evaluation Service (such as World Education Services: www.wes.org).

Admission to the Enrollment Level

This is the level at which applicants enter NPAP if they have had no prior psychoanalytic training or certification. Admission at this first level requires applicants to:

- be at least 25 years of age;
- complete the form called Application for Enrollment Interview and submit it along with a non-refundable \$50 fee;
- submit official transcripts showing completion of undergraduate work from an accredited college or university;
- successfully complete a minimum of two enrollment interviews evaluating suitability for psychoanalytic training;
- demonstrate English language proficiency.

Admission to an advanced level

The Institute welcomes applications for advanced standing from persons with previous training or certification from a recognized psychoanalytic institute. Due to the unique nature of psychoanalytic training and practice, applicants cannot apply for advanced standing solely on the basis of academic credentials or prior study within the general field of mental health. Applying for admission to an advanced level includes all the components of an Enrollment application, except that:

- transcripts (in English) showing previous psychoanalytic training also must be submitted;
- applicants must complete the form called Application for Advanced Evaluation, available on our website, check the box marked Case Presentation for Evaluation, or alternately send a list of NPAP courses for which they would like to receive credit and syllabi of equivalent courses from your prior training, and submit this along with a \$50 fee;
- After successfully completing a minimum of two enrollment interviews, the applicant is invited to present clinical material to an evaluation committee which, in turn, recommends the level at which the applicant may enter NPAP and/or courses from which the applicant is exempt. At minimum, all candidates must take the 800-level curriculum and conduct 2 Control Analyses under NPAP Control Analysts (see page 19).

Foreign Students with F1 Visas

Applicants with foreign degrees must submit undergraduate and graduate transcripts that have been translated into English (if necessary) and fully evaluated for authenticity and equivalence by a Credentials Evaluation Service (such as World Education Services: www.wes.org). The applicant must arrange for the translated and evaluated credentials to be sent directly to NPAP. Students receiving an F1 Visa through NPAP must register full time and must adhere to all government requirements.

Auditing

An auditor is a professional who has an interest in studying psychoanalytic theory but does not wish at this time to complete an entire course of study as a psychoanalyst. An auditor must meet the requirements for admission at the Enrollment level, except that **only one enrollment interview will be scheduled to determine motivation and suitability to study as an auditor and only one letter of recommendation is required.** Applicants for admission as an auditor should submit the Application for Enrollment Interview, along with a nonrefundable application fee.

An auditor may take one course each term from among the list of required 600-level courses. If a course is full, regularly enrolled candidates have precedence over auditors. Auditors are expected to complete all reading assignments and participate in general class discussions with no more than two absences; **they may choose whether or not to meet course requirements for formal oral presentations or written assignments. Instructors evaluate auditors according to the extent of their self-chosen participation in course requirements.** An auditor who completes all course requirements and receives an acceptable faculty evaluation will receive full credit for the course if later admitted into the training program.

Because of the complex nature of the Institute's training objectives for all its candidates, the Training Committee reserves the right to discontinue an auditor's participation at any time. An auditor who has completed all courses at the Enrollment level must then apply for full status as a candidate or leave the Institute.

MEMBERS-IN-TRAINING ORGANIZATION (MITO)

MITO is the candidate association providing a reciprocal channel of communication between the student body and the Institute's membership and Board of Trustees. Candidates are also referred to as Members-in-Training (MITs). An MIT in good standing is automatically a member of MITO. As an autonomous body, governed by an Executive Committee, MITO provides both a forum and a structure for furthering the interests of candidates, particularly with respect to their training and the administration of the Institute. Most of the Training Institute's Standing Committees include a MITO representative empowered to vote on matters of Institute business. The Chair of MITO's executive committee is a voting member of the Board of Trustees of the Training Institute.

Once a year MITO elects candidates to fill vacancies on its governing executive committee. Offices are held for two years, with half of the committee elected each year. The executive committee, in turn, elects its officers from among its own members and appoints members as representatives to the Institute's Standing Committees as well as to other responsibilities.

TRAINING DETAILS AT ALL LEVELS OF TRAINING

Once admitted to NPAP, candidates may begin taking courses at the beginning of any semester or intersession. The Training Institute encourages individuals to proceed at the pace that is most appropriate and meaningful for them. Every effort is made to offer

courses in sequences and frequencies that allow a candidate to register for an accelerated schedule, when desirable, or select fewer courses, when that is desirable, without undue worry about conflicts in scheduling later on.

Personal Analysis

A candidate's personal psychoanalysis is a private healing relationship between the candidate and the analyst, for the purpose of resolving unconscious psychodynamic and characterological issues and to provide for the personal emotional growth and well-being of the candidate. In addition, it is important that a candidate in analytic training experience the psychoanalytic process as a patient. This provides the candidate with an experiential grasp of transference and resistance and allows exploration of unconscious dynamics that might otherwise hamper one's functioning as a fully realized psychoanalyst.

Institute members may not serve as a candidate's analyst, supervisor, or mentor until a year after serving on any of the candidate's evaluation committees.

Any candidate not already in treatment with an approved analyst must begin an analysis before the beginning of the second full semester of coursework with a member of the NPAP Training Institute who did not interview them for enrollment. All Training Institute members are approved as analysts for candidates.

Frequency and Duration: While most candidates choose to remain in analysis throughout training, the minimum requirement is 450 hours conducted three times a week.

New Candidates Already in Psychoanalytic Treatment: NPAP would not pass judgment on the personal value of anyone's treatment, yet the Training Institute has a responsibility for making sure that all candidates experience the type of analysis outlined in the above standards.

If an entering candidate is in treatment with a psychoanalyst not affiliated with the NPAP Training Institute, the outside analyst's credentials must be reviewed to determine whether the analyst meets NPAP's requirements. The Registrar will send the *Personal Analyst Form for Non-NPAP Analysts* directly to the outside analyst for verification purposes. Any candidate who changes analysts before completing the minimum hourly requirement must change to a member of the NPAP Training Institute. That member may not have been on the candidate's evaluation committee until a year after the evaluation. Entering candidates already in treatment with a member of the NPAP Training Institute may, of course, continue with that analyst.

New candidates who have completed an analysis more than ten years before enrollment are required to fulfill the requirements for an analysis with an NPAP analyst.

Exclusions: Group analysis, group therapy, or any type of individual therapy conducted on a once or twice a week basis will not be counted toward fulfilling any part of the Training Institute's requirements. Treatment with any therapist not eligible or approved by NPAP as an analyst will not be counted.

Most candidates find their experiences in psychoanalysis so important to their understanding and growth that they continue analysis beyond this 450-hour minimum, up to the completion of their training through the Readiness for Control level.

Coursework

Class Schedules: Most required courses and full-credit electives meet for 12 sessions of 90 minutes each, during Fall and Spring semesters. A few courses meet in six-session seminars and count as half a course. Registration for all courses is usually limited to 12 candidates, but classes are often smaller than this. Courses meet once a week, either from 7:00 to 8:30 p.m. or from 9:00 to 10:30 p.m. on Monday through Thursday. Required courses are scheduled as much as possible to accommodate candidates' scheduling needs. Some 6-session courses are also offered in the winter intersession.

Grading: Instead of grades, candidates receive "credit" or "no credit" for each course taken. Instructors write evaluations of each candidate. The candidate receives the evaluation, and a copy is kept in the candidate's file. Candidates submit anonymous evaluations of each course and instructor. These are not sent to the instructor until the instructor's evaluation of the candidate has been sent.

Absences: Candidates are permitted two absences per 12-session course, or one absence per 6-session course. If a candidate is absent more than the allowed number of sessions, credit for the course will ordinarily not be given. This policy is meant to ensure that a candidate has sufficiently integrated all components of the course. If the instructor judges that there are extenuating circumstances, he or she has sole authority to allow a candidate to undertake extra work in order to receive credit for missed classes or requirements. When candidates are absent from a class meeting they are expected to complete any work assigned for that class.

Incomplete: A report of "Incomplete" is given if a candidate fails to complete one or more of any required papers, reports, examinations, or other assignments. If extended time is needed, arrangements must be made with the instructor before the end of the term. An Incomplete may be changed on the Registrar's records if the candidate completes the required work in a way satisfactory to the instructor, within one year from the end of the course.

Leave of Absence from Coursework: Candidates must register for at least one course per year or apply to the Dean of Training for a one-year leave of absence, which can be extended with the Dean's approval. Registration and Annual Fees must be maintained during any leave. A candidate on a leave of absence will not receive referrals from the Theodor Reik Clinical Center for Psychotherapy and must continue in NPAP-approved supervision for any current TRCC patients.

Evaluation for Advancement

Candidates progress from Enrollment to the optional Readiness for Clinical Practice (RCP), or from Enrollment to Matriculation, from Matriculation to Readiness-for Control (RFC), and from RFC to successful Final Case Presentation and graduation upon the recommendation of successive evaluation committees. These committees are chosen from among members of the Training Institute who do not have a prior personal or professional relationship with the candidate. The committee meets individually with the candidate to discuss aspects of theory and practice encountered in the candidate's training, to assess strengths and weaknesses, to suggest areas for future development, and to recommend whether or not the candidate is ready to proceed to the next level.

Candidates will have a maximum of three opportunities to sit for evaluation at each level. Each of these evaluations will be conducted before a different evaluating committee.

Timing: Evaluations for all levels are scheduled twice yearly, in January and June. To request an Evaluation Committee, candidates must submit an Application for Advanced Evaluation form to the Registrar before the deadline (See the Academic Calendar).

Informal Clinical Discussion Groups: The Clinical Discussion Groups offer an opportunity for candidates at all levels, to present clinical material for discussion to a panel of colleagues. A group of NPAP members constitutes the core of each group. Other members of the NPAP community, including candidates, are invited to attend and participate. The purpose of these case clinics is to provide an opportunity for candidates to discuss clinical material in a non-evaluative and supportive environment in order to explore clinical material and develop presentation skills. Presentation to a case clinic is intended to be useful to students at all stages of their training.

Although 800-level candidates often use these clinical case groups to prepare for Final Case Presentation, all candidates at all levels are encouraged to present case material for discussion as soon as they have clinical experience in order to gain confidence and proficiency in presenting both to NPAP members and to the psychoanalytic community at large.

Clinical presentations may include vignettes, problems of theory, technique, case management or a complete case presentation depending on the needs of the presenter. The discussion groups meet monthly at different times and days of the week. There are groups in Westchester County as well as in Manhattan. Candidates must make an appointment to meet with a discussion group. For more detail contact Judy Greenwald at 212-874-4512.

Rights of the Training Institute: The Training Institute reserves the right to postpone or terminate the training of any candidate it believes does not reasonably demonstrate the potential to responsibly and competently practice psychoanalysis. Such postponement or termination is entirely within the purview of the Institute, and the Institute will not be liable for or prejudiced by any such action it may take. Any candidate who is subject to such a judgment may appeal the decision to the Training Institute Board of Trustees.

Candidate Appeals: Effort is made to enable every candidate to advance and complete the program. Wherever there are special circumstances or concerns, both the Training Committee and the Board of Trustees participate in reviews and/or appeals of decisions affecting a candidate's progress.

TRAINING DETAILS AT DIFFERENT LEVELS

Enrollment

Analysis at the Enrollment Level: A minimum of 250 hours of treatment, at three times per week, must be completed in order to progress from the Enrollment level to the Matriculation level. Candidates who choose to apply for the Readiness for Clinical Practice evaluation prior to Matriculation must have completed at least 60 hours of psychoanalysis at three times per week.

Coursework at the Enrollment Level: Courses offered to candidates at the Enrollment level introduce candidates to core psychoanalytic concepts through a series of required courses numbered in the 600's. They cover basic Freudian and post-Freudian theory, human development, diagnosis, dream interpretation, psychopharmacology, and professional ethics.

One 600-level course is devoted to practical matters of working with patients: IPT, Introduction to Psychoanalytic Technique. Designed as preparation for seeing patients in a psychoanalytic framework, it address issues of practice management from a specifically psychoanalytic standpoint, including setting up an office, scheduling sessions, handling fees, ethical considerations, and establishing the therapeutic relationship. This course is required of all candidates who do not have psychoanalytically based clinical experience. Candidates with such clinical experience may apply to the Dean of Training for exemption from this course.

Two other clinical courses (RPT1, Psychoanalytic Technique 1 and RPT2, Psychoanalytic Technique 2) are required of all candidates at either the Enrollment or Matriculation level **as soon as the candidate begins to see patients**. These courses address a full range of psychoanalytic clinical practice issues in depth. They are designed to be taken in sequence when the candidate begins to see patients in psychoanalytic psychotherapy, after either passing the Readiness for Clinical Practice evaluation or passing to the Matriculation level.

A six-session course in case presentation by guest analysts offers candidates at all levels of training an opportunity to hear and discuss the way different psychoanalysts conduct treatment. Candidates are required to take this course three times, twice on the Enrollment level (as R660A and R660), and again at a later level.

Detailed descriptions of courses for this level may be found under Curriculum Details in this Bulletin.

Readiness for Clinical Practice – An Option

Candidates on the Enrollment level may elect to apply for the Readiness for Clinical Practice (RCP) evaluation after completing two full semesters and an Intersession, and at least 60 hours of 3 times per week analysis. This option enables candidates to begin seeing patients under supervision before they have passed to the Matriculation level.

Eligibility: Coursework must include *Introduction to Psychoanalytic Technique* (unless exempt), *Professional Ethics in Psychoanalytic Practice* (R665), *Case Presentation by Guest Analysts* (R660A), and at least two other twelve week 600-level courses.

As of the 2013-2014 academic year, select candidates who demonstrate significant prior clinical experience may apply to the Training Committee for advanced standing, which makes it possible to sit for the RCP evaluation after two semester and a winter Intersession of coursework, which would include at least two 12-week courses, in addition to *Introduction to Psychoanalytic Technique* (IPT), *Professional Ethics in Psychoanalytic Practice* (R665), and *Case Presentations by Guest Analysts* (R660A).

The RCP Evaluation: The RCP evaluation is made by a committee of three Training Institute members who, in discussion with the candidate, will assess the candidate's

readiness to begin conducting clinical practice under supervision.

After passing RCP: Candidates who have passed the RCP evaluation must complete all remaining requirements on the Enrollment level before proceeding to the Matriculation level and **must take RPT1 and RPT2 within a year of passing the RCP evaluation.** They must take these courses in succession as soon as they begin to see patients through TRCC.

Child Abuse Identification and Reporting: New York State mandates a course on Child Abuse Identification and Reporting for mental health practitioners; NPAP requires that candidates take this course within one year of beginning to see patients. N.Y. State approved providers can be found at the following web address:
<http://www.op.nysed.gov/training/caproviders.htm>.

Matriculation

Eligibility: Candidates are eligible to be considered for advancement to the Matriculation level when they have completed all required coursework on the 600 level and at least 250 sessions of analysis. A candidate proceeds to the Matriculation level of training upon the recommendation of an evaluation committee of three Training Institute members.

Personal Analysis at More Advanced Levels: All candidates are expected to continue analysis going into the Matriculation level. By the end of the Matriculation period they must have completed a minimum of 450 hours of analysis to be eligible to progress to Readiness for Control.

Curriculum: Courses on the Matriculation level are numbered in the 700s. These courses cover in greater depth the widening scope of psychoanalytic practice through the contributions of Ego Psychology, Object Relations theory, Self-Psychology, and **Relational theory** in addition to courses at this level on borderline pathology, sociocultural dynamics and **research methodologies**. Clinical courses include a three-course sequence on psychoanalytic technique and a course on transference and countertransference.

If the two clinical practicum courses, RPT1 and RPT2, were not taken on the Enrollment level after passing the RCP evaluation, they must be taken in conjunction with beginning NPAP-sanctioned clinical work during the first year on the Matriculation level.

The Case Presentation by Guest Analysts course (required twice at the Enrollment level) must be taken again at either Matriculation or the RFC level. This course is numbered R760 at the Matriculation level.

New York State mandates a course on Child Abuse Identification and Reporting for mental health practitioners; NPAP requires that candidates take this course within one year of beginning to see patients. N.Y. State-approved providers can be found at the following web address: <http://www.op.nysed.gov/training/caproviders.htm>

Detailed descriptions of courses for this level may be found under Curriculum Details in this Bulletin.

Readiness for Control

Eligibility: Candidates are eligible to be considered for advancement to the Readiness for Control level when they have completed

- All required courses at the 600 and 700 levels,
- A minimum of 450 hours of Personal Analysis,
- A minimum of 360 hours in the practice of individual psychoanalytic psychotherapy,
- For New York State Psychoanalytic License Qualifying candidates, at least 50 hours of individual supervision with one supervisor and 100 hours with a different supervisor. For all other candidates, 50 hours of individual supervision.

A candidate proceeds to the RFC level upon the recommendation of an evaluation committee of three NPAP Training Institute members.

Curriculum: All candidates must complete the required courses at the 800 level and a minimum of four elective courses. Some electives at the 800 level are 6-session seminars, two of which count as one elective course. A candidate has the option of fulfilling one elective course requirement by repeating any 12-session required course in the curriculum with a different instructor. At least three of the required four electives must be completed at the RFC level. If the Case Presentation by Guest Analysts course has been taken only twice, it must be taken again at the Readiness for Control level, as R860. Detailed descriptions of courses for this level may be found under Curriculum Details later in this Bulletin.

Control Analysis: At the RFC level candidates undertake the psychoanalysis of at least two different patients, each seen at least three times per week, under the intensive, weekly supervision by separate control supervisors for each treatment. This intensive work is called Control Analysis, and the supervisor is called a Control Supervisor.

One patient must be seen for approximately one year, or 150 patient hours (with at least 50 supervisory sessions), the other for approximately two years or 300 patient hours (with at least 100 supervisory sessions). 50 hours of the two control analyses may run concurrently. The candidate selects a different supervisor for each control case and meets weekly with the supervisor to focus in depth on the course of each analysis.

Selecting Control Supervisors: A candidate may select as a control supervisor any eligible member of the Training Institute, other than the candidate's Personal Analyst or enrollment interviewer. If the patient treated in control analysis is a TRCC referral, then the control supervisor must fulfill the responsibilities pertaining to supervising a candidate's work with TRCC patients. A candidate may not choose as a control supervisor a member who has been on their evaluation committee until a year after the evaluation.

Optional Presentations: After completing the control analysis of at least one patient, a candidate may apply to the Dean of Training to present a prepared case before a committee for discussion and feedback. Intended as an aid in preparation for Final Case Presentation, this presentation can be either a work-in-progress or a rehearsal of the formal presentation the candidate intends to present to a final case committee. Candidates may also choose to participate in Informal Clinical Discussion Groups. Participation in these options is not included in the candidate's official record.

All But Control (ABC) Status: Candidates who have completed all coursework on all levels of training but have not yet completed their clinical requirements, and in particular,

Control Cases, must notify the Dean of Training of the All-But-Control (ABC) status. This status is maintained for one year, and can be extended with the Dean's approval. Registration and Annual Fees must be maintained during ABC Status. A candidate on ABC status can continue to receive referrals from the Theodor Reik Clinical Center for Psychotherapy with the approval of the Dean of Training.

Continuing Supervision: After completing both control analyses, a candidate must remain in weekly supervision with a Training Institute member until the candidate passes Case Presentation.

Final Case Presentation and Certification

The last step prior to graduation from NPAP consists of successfully making a Final Case Presentation to an evaluation committee of five members of the Training Institute. A candidate must apply for this evaluation within three years after completing all other requirements, although most candidates apply as soon as they are eligible. Evaluations are scheduled twice a year.

Eligibility: The candidate must have completed

- a minimum of 450 hours of personal analysis;
- a minimum of 360 hours of clinical experience under supervision of at least 50 hours duration;
- two control analyses under two different NPAP control supervisors – 50 hours with one supervisor and 100 with the other for a total of 450 clinical hours – and
- all required courses and electives at the Enrollment, Matriculation, and Readiness for Control levels.

The candidate may meet with the Dean of Training or the Registrar to review his or her training file to be sure that it includes all required evaluations and reports. The file will then be reviewed to determine eligibility to proceed.

The Evaluation Committee: A committee is assigned to meet with the candidate on the Training Institute's scheduled day for Final Case Presentation evaluations. The candidate may invite one Institute member to serve on the Evaluation Committee of five Training Institute members. If that Institute member agrees to serve, he or she will inform the Dean of Training in writing. New graduates of the Institute may sit on Case Evaluation Committees beginning one year from their graduation ceremony.

The Candidate's Case: The candidate must present a patient who has been in psychoanalysis (at three sessions or more per week) for at least one year. The case may be presented in one of two ways

- The candidate may submit a written case at least one month before evaluations are scheduled, to be distributed in advance to committee members and discussed at the time of the first meeting, or
- The candidate may present the case orally at the first meeting.

The Meetings: The Case Evaluation Committee meets with the candidate on the scheduled evaluation day and has the option to either pass the candidate at that time or to request one or two more meetings within a period of three months. If the candidate is not passed on the first meeting, a second meeting is mandatory. If at a second meeting the candidate is not recommended for graduation, the committee has the option of

requesting a third meeting, or concluding that the candidate not be passed after two meetings.

Candidate Recommended for Graduation: After meeting all requirements for passing the Final Case evaluation the candidate attends the graduation ceremony and receives a certificate confirming completion of NPAP's training program in psychoanalysis.

Candidate Not Recommended for Graduation: The candidate will have five more years in which to apply for a maximum of two more Case Presentations, conducted before different evaluating committees. During this time candidates are encouraged to avail themselves of all courses, programs, and activities in the Training Institute.

CLINICAL EXPERIENCE UNDER SUPERVISION

During Matriculation candidates embark on the treatment of patients if they have not already done so. At this level, candidates are responsible for conducting a minimum of 360 hours in the practice of individual psychoanalytic psychotherapy, under NPAP Training Institute supervision, for a minimum of 50 supervisory hours. Candidates may not choose as supervisor a member who has been on their evaluation committee until a year after the evaluation.

All candidates

Once they begin seeing patients, all candidates must remain in weekly individual supervision throughout their training with a member of the Training Institute who has not served as the candidate's psychoanalyst or enrollment interviewer. Once a year each supervisor submits a written evaluation of the candidate's work and a report of the number of supervisory sessions in the previous 12 months. This record is shared with the candidate and a copy is kept in the candidate's permanent file.

Candidates Seeking the License in Psychoanalysis

This group consists of those individuals who do not currently have a valid license that includes psychoanalysis within its scope of practice in New York State, as well as candidates who may have such a license but wish to add the License in Psychoanalysis. New York State imposes certain requirements on the clinical work these candidates engage in as part of their training. NPAP's Theodor Reik Clinical Center (TRCC) provides a clinical setting that fully meets the State's regulations, and the NPAP curriculum provides all courses required for the New York State license. These candidates must affiliate with TRCC, see their patients at NPAP (or another clinical setting that may be established by TRCC), and select a supervisor from the NPAP Training Institute. They may treat patients who seek to work specifically with them only if these patients go through the TRCC intake and assignment process and are in treatment as TRCC patients.

Candidates licensed in exempt professions who are seeking a New York State License in Psychoanalysis are free to continue their private practices independently of NPAP, but only those patients seen under TRCC auspices will be counted as meeting the state license requirements.

Candidates Seeking the License in Clinical Social Work

This group consists of those individuals who are currently Licensed Masters in Social Work and are seeking the License in Clinical Social Work. New York State imposes certain requirements on the clinical work these candidates engage in as part of their training. NPAP's Theodor Reik Clinical Center (TRCC) provides a clinical setting that fully meets the State's regulations. They may accumulate hours towards the LCSW at NPAP by affiliating with TRCC, seeing their patients at NPAP (or another clinical setting that may be established by TRCC). These candidates must be supervised by an NPAP member holding a New York State license in clinical social work, psychology, or psychiatry who has not served as the candidate's analyst or enrollment interviewer. Clinical hours accrued in a setting *not* established by TRCC are not counted towards the NPAP requirement. Candidates may treat patients who seek to work specifically with them only if these patients go through the TRCC intake and assignment process and are in treatment as TRCC patients.

Candidates holding a NYS license as a Mental Health Practitioner

These licenses include (Licensed Mental Health Counselor (LMHC), Licensed Creative Arts Therapist (LCAT), Licensed Marriage and Family Therapist (LMFT). Such candidates must meet the same supervisory requirements as all other NPAP candidates. They are free to continue their private practices under the title of their license, but only those patients seen under TRCC auspices will be counted as meeting NPAP's requirements.

Candidates not seeking a License

These are candidates who hold a NY State license in "exempt professions" (clinical psychology, clinical social work, medicine, physician's assistant, registered professional nurse or nurse practitioner). The scope of practice for these licenses includes individual psychotherapy and psychoanalysis conducted in private offices. These candidates must meet the same supervisory requirements as all other NPAP candidates and have the option of affiliating with TRCC to receive patient referrals.

COMPLETION OF THE NPAP TRAINING PROGRAM

Graduation from the NPAP training program in psychoanalysis is based on the recommendation of an evaluation committee, which reviews the candidate's academic record and hears a Final Case Presentation by the candidate. Membership in the NPAP Membership Association can then be granted upon acceptance by the Association Board.

Graduation and Membership

Graduates are eligible for full membership in both the NPAP Association and the NPAP Training Institute. Members of the Association are welcomed into the collegial community of NPAP where they can participate in ongoing programs and study groups sponsored by the Continuing Education Committee, NPAP's Neuro-Psychoanalytic Clinical Study Group, the Library Committee and other Association-sponsored activities. Association members may also accept appointment to standing committees and positions on the Board of Directors.

Members of the Training Institute are approved as psychoanalysts for candidates and may also apply for positions on the Institute faculty. Three years after graduating and upon completion of the supervision course which is offered biannually, members of the Training Institute are qualified to supervise candidates' work with patients. In the democratic tradition of NPAP, all Institute members are eligible to present lectures and workshops, accept appointment to special committees, and run for election to standing committees and positions on the Board of Trustees.

CURRICULUM

The following curriculum is subject to change at any time.

This Curriculum is for all Members-in-Training. Courses are listed by level. Unless otherwise specified, all courses meet for 12 sessions.

NPAP offers two 12-session semesters - fall and spring. The fall semester runs from September to December; the spring semester runs from March through May. Occasionally courses are offered in the summer, beginning in June. Winter Intersession courses are offered in January and February.

Tutorials – Under special circumstances the Faculty and Curriculum Committee (F&C) may grant a student permission to take a required course or an elective as a Tutorial. A Tutorial is a private class arranged for the student by F&C and includes regular face-to-face meetings with the instructor that meet the same requirements for contact hours as the regular course.

Candidates who began their training under an earlier Bulletin should contact the Dean of Training or their mentor regarding requirements not reflected here. Institute members may not serve as a candidate's analyst, supervisor, or mentor until a year after serving on any of the candidate's evaluation committees.

Enrollment Level Required Courses

R600A Freud Seminar 1

RFreud 2 (6 sessions) Freud Seminar 2 (formerly titled RFreud 1)

R600B: Evolution of Psychoanalytic Theory and Technique

R603: Psychoanalytic Theory of Human Development 1

R604: Psychoanalytic Theory of Human Development 2

R605: Psychoanalytic Diagnosis 1

R606: Psychoanalytic Diagnosis 2

R607: Analysis of Resistance

R609: Introduction to Dream Interpretation

R610: Psychopharmacology and Psychoanalysis (6 sessions)

R660A: Case Presentation by Guest Analysts – Required before RCP or Matriculation evaluation whichever comes first (6 sessions)

R660: Case Presentation by Guest Analysts (6 sessions)

R665: Professional Ethics in Psychoanalytic Practice – Required before RCP evaluation.

IPT: Introduction to Psychoanalytic Technique – Required before RCP evaluation.

Candidates are required to take the following practicums, in sequence, as soon as they begin seeing patients, after passing either the Readiness for Clinical Practice or the Matriculation evaluation whichever comes first:

RPT1: Psychoanalytic Technique 1

RPT2: Psychoanalytic Technique 2

Case Presentation by Guest Analysts must be taken twice at the Enrollment level as R660A and R660. It must be taken again either at the Matriculation level as R760 or at the Readiness for Control level as R860 for a total of three times.

Matriculation Level Required Courses

R703: Psychoanalytic Theory and Treatment Implications of Ego Psychology/Structural Theory

R704: Psychoanalytic Theory and Treatment Implications of Object Relations

R705: Psychoanalytic Theory and Treatment Implications of Self Psychology / Intersubjective Theory

R706: Psychoanalytic Theory, Diagnosis and Treatment of Borderline Pathology

R708: Analysis of Transference and Countertransference

R710: Psychoanalytic Research Methodology

R718: Sociocultural Influence on Development and Psychopathology

R760: Case Presentation by Guest Analysts – May be taken to fulfill the requirement at either the Matriculation level as R760 or at the RFC level as R860 (6 sessions)

RFreud 3 (6 sessions) Freud Seminar 3 (formerly titled R Freud II)

RFreud 4 (6 sessions) Freud Seminar 4 (formerly titled R Freud III)

RPT3: Psychoanalytic Technique 3

RPT4: Psychoanalytic Technique 4

RPT5: Psychoanalytic Technique 5

Upon completing the courses on the Matriculation level candidates preparing to apply for the License in Psychoanalysis will have completed the coursework requirement for the State License.

Readiness for Control Level Required Courses

R801: Case Presentation by Student Analysts 1

R802: Case Presentation by Student Analysts 2

R803: Relational Psychoanalysis

R804: History of Psychoanalytic Thought

R807: Continuous Case Seminar

R809: Advanced Dream Analysis

R860: Case Presentation by Guest Analysts - Required if not taken twice before (6 sessions)

Electives: In addition to the 7 required courses, effective fall 2013, at least 3 of the required 4 elective courses must be completed at this level.

Electives

Unless otherwise specified, all courses meet for 12 sessions. A 6-session elective course equals one-half of an elective. Some are open to candidates at all levels of training, others have prerequisites. However, remember that, **effective fall 2013, three of the required four electives must be taken at the 800 level.**

The list of Elective courses is not static. Courses that offer new analytic perspectives are added as they are approved. Each year a different range of electives is offered to the candidates.

- E803: Theodor Reik Guest Lectureship – This course is offered periodically with topics and Instructors chosen by MITO. The topic varies from year to year (6 sessions)
- E805: Gender Development: Psychoanalytic Theory of Male and Female Development
- E809: Psychoanalytic Theory of Psychosis
- E813: Seminar on Masochism
- E814: Contemporary Development in Kleinian Theory and Technique
- E816: Narcissism
- E817: Advanced Seminar on Character Analysis and Treatment of the Character Disorders
- E825: Seminar on Symbolization and Creativity
- E831: The Psychoanalytic Approach to Psychosomatic Pathology (six sessions)
- E832: Inductions, Seductions: Through a Dark Mirror(six sessions)
- E833: Seminar on Depression
- E850: Fantasy and Unconscious Process
- E864C: Contemporary Theories in Psychoanalysis: Introduction to Bion (six sessions)
- E864D: Contemporary Theories in Psychoanalysis: Introduction to Lacan
- E866: Lesbians in Psychoanalytic Theory and Practice (six sessions)

- E867: The Homosexual Male in Psychoanalytic Theory and Practice (six sessions)
- E868: Seminar on Attachment Theory
- E873: Psychoanalysis and Family/Couple Relationships
- E882: Contemporary Psychoanalytic Theory of Trauma & Dissociation

Course Descriptions – Required Courses

R600A: Freud Seminar 1

The overall conceptual framework of Freud's early psychoanalytic theory and emphasis – "to understand the mind and how it works"--as reflected in the sequence of his early writings from 1895 through 1922. In his early view there are "real events and actual causes that produce neurotic symptoms..." He introduced the concept of undischarged tension to explain psychological neuroses. Early treatment was focused on the attempt to bring hidden, pathological memories back into awareness. The concepts explored in this course include childhood sexuality, primary and secondary process, repression, resistance, symptom formation and defenses.

Open to all Candidates

RFreud 2: Freud Seminar 2 (6 sessions)

Freud's theoretical contributions from 1923 to 1940 include the Structural theory - the meaning of the concepts of ego, superego and the id - and the centrality of the Oedipus complex which he describes as "...the most significant experience of childhood development". The revision and development of Freud's theory gives rise to concepts of unconscious guilt, negative therapeutic reaction, resistances of the ego, signal anxiety and hidden, unconscious defenses to contain anxiety.

Prerequisite: R600A

RFreud 3: Freud Seminar 3 (6 sessions)

This course will take up Freud's technique papers in chronological order so that they follow the major shifts in his thought. Also included will be readings that illustrate the evolution of Freudian technique into what is in use in the clinic today, such as APA (6th ed) Ellman, S.J. (1991) *Freud's Technique Papers: A contemporary perspective*. Northvale, NJ: Aronson.

Prerequisites: Matriculation, R600A, RFreud 2

RFreud 4: Freud Seminar 4 (6 sessions)

In this course, Freud's great clinical literary masterpieces will be reviewed for their usefulness in understanding the theoretical issues occupying Freud at the time of their composition. The clinical issues of these cases will be discussed for their significance to analytic technique. The famous cases of Little Hans, AnnaO., Dora, the Rat Man, the Wolf Man, and the Schreber case will be studied. The course will revisit the movement from the Topographic to Structural Theory.

Prerequisites: Matriculation, R600A, RFreud 2

R600B: Development of Psychoanalytic Thought

The Seminar is an introduction to theoretical developments and changes in the analytic world, starting with and related to, Freud's original and massive contributions. Following a brief overview of Freud's early theories of the mind the Seminar reviews the diversity and integration of later analytic theorists who add to Freud's work, leading to a contemporary Freudian perspective on analytic theory and technique. The theorists touched on include the contributions of Ferenczi, the Ego Psychologists (Anna Freud and Heinz Hartmann), Melanie Klein, Harry Stack Sullivan, Kohut, the British theorists (Fairbairn, Winnicott and Balint), and the work of Hans Loewald. The Seminar also touches on implications for technique related to the later theoretical developments.

Prerequisite: R600A.

R603: Psychoanalytic Theory of Human Development 1

An exploration of normal and pathological development from infancy through the pre-Oedipal and Oedipal periods, The central tasks and conflicts of Freudian Theory, Object Relations, and Self Psychology will be presented, as well as recent contributions from Attachment Theory and Infant Observation.

Open to all Candidates

R604: Psychoanalytic Theory of Human Development 2

The discussion of normal and pathological development in latency, pre-adolescence, adolescence and adulthood. Clinical material will be presented demonstrating this period of development.

Prerequisite: R603.

R605: Psychoanalytic Diagnosis 1

The psychoanalytic theory of anxiety states, hysterias, obsessions, and depression will be examined. The course introduces the mechanisms and features of symptom formation and character development. The course also discusses the determination of psychic structures by ego and superego functioning, the drive-defense conflict model, the structural deficit model, and other models. Diagnostic considerations are conceptualized and are used to understand the implications of patients' material and enactments, particularly in regard to the timing and formulation of interventions.

Sequence Recommendation: R600A, R603, R604.

R606: Psychoanalytic Diagnosis 2

Diagnosis II emphasizes the continuities and differences in psychic structure for character disorders, perversions, and narcissistic, borderline, and psychotic organizations. As in R605, diagnostic considerations are conceptualized and are used to understand the implications of patients' material and enactments, particularly in regard to the timing and formulation of interventions.

Sequence Recommendation: R600A, R603, R604, R605.

R607: Analysis of Resistance

The resistance seminar studies Freud's contributions to the analysis of resistance; the role of psychic structures; character; multiple theories of resistance including object relations, self psychology and ego psychology; manifestations of resistances and methods of working therapeutically with resistances. Clinical presentations are integrated with readings.

Open to Candidates who have had a minimum of one year of experience working with patients.

R609: Introduction to Dream Interpretation

An intensive study of Freud's *The Interpretation of Dreams*. Using this book and updating it where appropriate, this course will focus on techniques of dream interpretation and on the topographic theory of dream construction as conceptualized in the text.

Open to all Candidates

R610: Psychopharmacology and Psychoanalysis (6 sessions)

Many psychoanalytic patients require and are using psychoactive medication for relief of symptoms and to enhance their talk therapy. This course deals with the unconscious psychodynamics involved in medication use, including resistance, compliance, transference, countertransference, and the meaning of transitional phenomena. Socio-cultural factors will also be reviewed. Students learn how to clarify the diagnosis based on DSM criteria and how to collaborate with the psychiatrist. Medications targeting various symptoms will be discussed for different age groups.

Open to candidates who see patients

R660A: Case Presentation by Guest Analysts (6 sessions)

Participants are offered an opportunity to hear psychoanalysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation. This course is designed for beginning candidates to "see" these basics in actual cases as the clinical material unfolds in case presentations. R660A is a requirement for 600-level candidates before the Readiness for Clinical Practice or Matriculation evaluation as their first required "Case Presentation by Guest Analysts" course, and before taking any of the other Presentations by Guest Analysts courses.

Open to all candidates, but required before RCP or Matriculation, whichever comes first.

R660: Case Presentation by Guest Analysts (6 sessions)

Participants are offered an opportunity to hear psychoanalysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation.

Prerequisites: R660A

R665: Professional Ethics in Psychoanalytic Practice

The ethics course addresses the dilemmas commonly encountered in clinical practice concerning boundaries and boundary violations, confidentiality, competence, illness, exploitation, relationship with colleagues, and other related topics. Discussions will be based on material brought in by the participants and on sources from professional handbooks and legal and regulatory guidelines, as well as a compilation of fictitious cases illustrating the many ethical dilemmas confronting clinicians.

Open to all candidates, but required before RCP or Matriculation, whichever comes first.

- Describe the parameters of treatment that are set up to protect the patient/therapist relationship as it relates to boundaries.

IPT: Introduction to Psychoanalytic Technique

This course deals with engaging the patient in the analytic treatment and putting into process the structures of treatment. It starts from the point of entering treatment, the initial interview, establishing a therapeutic alliance and frame and understanding the nature of the patient's and therapist's conscious and unconscious thoughts and feelings.

Open to all candidates, but required before RCP or Matriculation, whichever comes first.

RPT1: Psychoanalytic Technique 1

This course focuses on the use of psychoanalytic concepts in clinical work and is based on candidates' cases. Listening analytically, understanding unconscious communications and engaging patients in the treatment process are some of the areas addressed.

Prerequisite: Candidates should have patients to discuss.

RPT2: Psychoanalytic Technique 2

This course covers the practical and technical aspects of psychoanalytic treatment, from various theoretical perspectives, as candidates continue to develop their professional analytic selves. Class participants introduce issues and problems from their own clinical experiences, and discuss weekly required readings as they relate to such topics as: beginning treatment, treatment dynamics, conscious and unconscious processes, transference and countertransference dynamics and basic management issues.

Prerequisite: RPT1 unless the candidate was exempted upon enrollment. Should be taken as soon as possible after RPT1.

RPT3: Psychoanalytic Technique 3 This Case Seminar is intended to provide the clinical experience for RPT4 and PRT5. Clinical implications of multiple perspectives in psychoanalysis, along with developmental considerations in conceptualizing a therapeutic stance, will be discussed. The class discussions and assigned readings will be integrated with the candidates' case presentations.

Prerequisite: RPT2 unless the candidate was exempted upon enrollment.

RPT4: Psychoanalytic Technique 4

This course utilizes candidate cases to introduce the structure of the psychoanalytic situation and the beginning phase of treatment. Topics include comparisons between psychoanalysis and psychotherapy, manifestations of transference, transference neurosis and resistance, free association and the use of the couch, the therapeutic alliance and acting-out.

Prerequisite: RPT3

RPT5: Psychoanalytic Technique 5

This course will address the application of the processes studied in RPT4 to the difficult patient, the borderline and narcissistic individual—and differentiates between the opening, middle, and termination phases of treatment. Multiple theoretical points of view are considered in formulating a therapeutic stance and the varied bases for analytic technique. Concepts such as analyzability, the use of self, and the ability to symbolize are studied, along with their impact on the analytic process and on countertransference. Candidate case material is used to illustrate and provide clinical focus for discussion.

Prerequisite: RPT4

R703: Psychoanalytic Theory and Treatment Implications of Ego Psychology/Structural Theory

This course begins with the historical perspective of the four phases of Ego Psychology and Structural Theory, studying the works of Hartmann, Spitz, Anna Freud and others. It then proceeds to the evolved contemporary mainstream work of Gray, Busch, et al. "Ego Psychology" is a psychoanalytic developmental object relations theory that now encompasses aspects of drive and structure, as well as internalized object relations, and its implications for therapeutic action.

Prerequisite: Matriculation

R704: Psychoanalytic Theory and Treatment Implications of Object Relations

Introduction to the British Object Relations theorists, including the works of Fairbairn, Balint, Guntrip, and Winnicott. The object relations model is distinguished from the classical intrapsychic model through clinical case material illustrating interpretations drawn from both theoretical models.

Prerequisite: Matriculation

R705: Psychoanalytic Theory and Treatment Implications of Self Psychology/Intersubjective Theory

This course reviews the evolution of Self Psychology within psychoanalysis, developing basic concepts such as selfobject transferences, empathic introspective mode of listening and a redefinition of narcissism. The course will explore contemporary developments in self psychology, in particular the theory of Intersubjectivity, and examine where the theory fits into the relational perspective of psychoanalysis.

Prerequisite: Matriculation

R706: Psychoanalytic Theory, Diagnosis and Treatment of Borderline Pathology

This course is a study of the aetiology, differential diagnosis, and treatment of the borderline patient. Characteristic defenses, such as splitting and projective identification are discussed in relation to the unique transferences, resistances and countertransferences associated with borderline conditions. Readings include the theoretical views of Kernberg, Kohut, Giovacchini, Searles, Fonagy, Bromberg and attachment theorists.

Prerequisite: Matriculation

R708: Analysis of Transference and Countertransference

From both historical and differing clinical perspectives, this course explores the contributions that both the analyst and the analysand bring to the transference situation. Topics such as transference neurosis, therapeutic alliance, varieties of transference and countertransference, the role of cultural factors, and relevant techniques for working with

transference will be addressed. Clinical presentations will be integrated with theoretical considerations.

Prerequisite: Matriculation

R710: Psychoanalytic Research Methodology

The research course is designed as an introduction to the literature and methods of empirical psychoanalytic research. The course will focus upon research approaches to issues confronting psychoanalysis both as an approach to understanding mind and as clinical practice. Psychoanalytic research deals with affirming the validity of the discipline of psychoanalysis and can be divided into four domains: outcome research, process research, developmental psychoanalytic research, and conceptual research.

Prerequisite: Matriculation

R718: Sociocultural Influence on Development and Psychopathology

This course delves into the effects of sociocultural factors derived from ethnicity, nationality, race, class, and gender on configurations of the self, early development, and the salience of certain kinds of psychopathology. It further covers treatment issues involving resistance, transference, countertransference, modes of communication, and the structuring of the psychoanalytic relationship as these vary among patients from diverse cultures.

Prerequisite: Matriculation

760: Case Presentation by Guest Analysts (6 sessions)

Participants are offered an opportunity to hear psychoanalysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation.

R801: Case Presentation by Student Analysts 1

In a workshop format, participants learn the method to conceptualize the structure of a psychoanalytic case. The course explores the creation of a clinical narrative, the participant's role in the narrative, and theoretical conceptualizations of the unfolding narrative. Special emphasis will be placed on how to make the treatment presentation come alive.

Prerequisite: RFC

R802: Case Presentation by Student Analysts 2

This seminar prepares participants for professional clinical presentations. It focuses on the organization, presentation, and theoretical discussion of ongoing psychoanalytic treatment. Participants take turns presenting cases. The instructor assigns readings relevant to the application of psychoanalytic theory to the understanding of personality problems and their treatment.

Prerequisite: R801

R803: Relational Psychoanalysis

A comprehensive overview of the Relational School of psychoanalysis will be presented. Special focus will be given to the works of Stephen Mitchell, Robert Stolorow, Lewis Aron, and Irwin Hoffman. Topics such as social constructivism, intersubjectivity, and the problem of gender are emphasized. The broad implications of a relational approach to analytic practice will be examined; particularly the changes in the way analysts think about and work with countertransference.

Prerequisite: RFC

R804: History of Psychoanalytic Thought

What is termed "psychoanalytic thought" will be considered as a form of thinking that corresponds to the conceptual and institutional development of psychoanalytic, as well as scientific and cultural (national) communities. Each session has its historical and geographical focus, while highlighting the unconscious: regression; dissent; vexed relationship between psychoanalysis and science; feminism and psychoanalysis; a notion of "national tradition"; epistemological position of "case history" psychoanalysts' formation; conceptualizations of subjectivity and of psychoanalytic interaction; conceptualizations of cure; empathy; views others have had of psychoanalysis as a field of inquiry/ an ethical obligation to oneself/ an "impossible profession; modes (genres) of recording a history of psychoanalysis; some of the archives where our history can be gleaned in more detail.

Prerequisite: RFC

R807: Continuous Case Seminar

Case material of a patient currently in treatment with a seminar member will be presented for ongoing detailed follow-up and discussion. The patient will be selected on the basis of usefulness for delineating transference-countertransference issues, dynamics, and aspects of technique. The aim is to help participants integrate theoretical knowledge with clinical understanding in making technical interventions and interpretations. Specific

Prerequisite: RFC

R809: Advanced Dream Analysis

Advanced Dream Analysis focuses on post-Freudian contributions to the analysis of dreams. Theory and technique are explored from different psychoanalytic perspectives. Topics covered include: contemporary emphasis on the manifest content, the primary process, and the dream context. In addition, self-state dreams, the implications of REM dream research, and initial dreams will be studied. Candidate presentations are integrated with the theoretical readings.

Prerequisite: RFC

R860: Case Presentation by Guest Analysts (6 sessions)

Candidates are offered an opportunity to hear psychoanalysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation.

After attending the course, participants will be able to:

- Discuss the clinical case in terms of transference and countertransference.
- Describe the technique used to interpret resistance in the case.
- Describe the unconscious material as manifested in the patient's dream.

E803: Theodor Reik Guest Lectureship (6 sessions)

This course is offered periodically with topics and instructors chosen by MITO. The topics vary from year to year.

Open to all Candidates and Members

E805: Gender Development: Psychoanalytic Theory of Male and Female Development

The course reviews traditional theories of male and female development and re-examines these in the light of contemporary gender theory.

Open to all Candidates

E809: Psychoanalytic Theory of Psychosis

This course explores psychotic organization as conceptualized by theorists such as Freud, Federn, Klein, Bion, Winnicott, Elkin, Green, and Grotstein. The relevance of psychotic dynamics for various "disorders of self" (e.g., borderline, narcissistic, schizoid) is discussed. The main focus is on psychotic patterns and psychoanalytic ways of presenting and understanding them. The central question for the course is "What can psychosis tell us about psychoanalysis, and psychoanalysis about psychosis?"

Prerequisite: RFC

E813: Seminar on Masochism

Readings and clinical material highlight the psychoanalytic understanding of the development and place of masochism in personality and psychopathology. Classes will start with an overview of masochism and sadomasochism and move on to an examination of some of the issues analysts face in working with the masochism, including: The treatment of patients with narcissistic/masochistic personalities, the negative therapeutic reaction and the treatment of patients who harm themselves or have eating disorders.

Prerequisite: RFC

E814: Contemporary Development in Kleinian Theory and Technique Clinical application of Kleinian concepts to the psychoanalytic process will be discussed in relation to the works of Betty Joseph, Edna O'Shaughnessy, Hanna Segal, and other contemporary Kleinians.

Prerequisite: RFC

E816: Narcissism

The issue of narcissism is examined with a focus on theoretical considerations and clinical cases. Among the theorists studied will be Sigmund Freud, Heinz Kohut, Otto Kernberg, and Bela Grunberger. The seminar is aimed at helping the student understand the concept of narcissism from several different theoretical perspectives and the various implications for technique.

Prerequisite: RFC

E817: Advanced Seminar on Character Analysis and Treatment of the Character Disorders

The seminar on character analysis focuses on character and character traits as viewed from various theoretical perspectives. Course topics include: the development of character; fantasy, as it contributes to character; differential diagnosis and treatment implications. Also discussed are the implications of the analyst's character on treatment. The usefulness of the concept of character is highlighted in working with resistance, transference, and countertransference.

Prerequisite: RFC

E825: Seminar on Symbolization and Creativity

The seminar focuses on symbolization in primary and secondary process thinking as manifested in dreams, metaphors, fantasies, and creativity.

Prerequisite: RFC

E831: The Psychoanalytic Approach to Psychosomatic Pathology (6 sessions)

Psychoanalysts have long known that early pathological object relations and psychic conflict contribute to the causation and maintenance of many physical symptoms and conditions for which medical treatments alone are often inadequate to effect improvement. Topics include early object relations and their regulatory function, family

pathology, somatization as metaphor, alexithymia and resistance. Conditions covered will include neurasthenia and chronic fatigue syndrome, anorexia, colitis, infertility, impotence, eczema, asthma, and others. Case material and treatment techniques will be discussed.

Prerequisite: Matriculation

E832: Inductions, Seductions: Through a Dark Mirror (6 sessions)

Participants explore the creative use of projective identifications, role inductions, and the technique of mirroring unconscious material. The class combines a participatory atmosphere and an emotional/cognitive integration of theory and technique.

Open to all candidates

E833: Seminar on Depression

This course explores the clinical issues and theoretical perspectives involved in the psychoanalytic understanding and treatment of depression.

Prerequisite: Matriculation

E850: Fantasy and Unconscious Process

Clinical applications of unconscious fantasy and its role in the organization of patients' associations are reviewed. Among other topics, this seminar studies the way unconscious fantasy manifests itself in the session, the criteria for interpretation, the relation of unconscious fantasy to transference and countertransference, and the relation between unconscious fantasy and the patient's actual life history. Readings from Arlow, Boesky, Grossman, and others.

Prerequisite: RFC

E864C: Contemporary Theories in Psychoanalysis: Introduction to Bion (6 sessions)

Selected concepts from W. R. Bion's work will be explored as drawn from his writings on alpha function, beta elements, dream work, catastrophe, faith, knowledge, love hate, psychosis and the psychoanalytic attitude. The course covers Bion's use of literature, mysticism, mathematics, mythology, and philosophy as integral parts of his psychoanalytic approach. How his life experiences fed his psychoanalytic vision, opening new kinds of experiencing, will also be explored.

Prerequisite: RFC

E864D: Contemporary Theories in Psychoanalysis: Introduction to Lacan

The purpose of this course is to present a basic understanding of Lacan's concepts from clinical and theoretical perspectives. The course will place in the history of the psychoanalytic movement and describe his relationship with the International Psychoanalytic Association. Some of his most basic formulations will be illustrated with clinical examples from Freud's cases analyzed by Lacan and from the instructor's and candidates' own clinical cases.

Prerequisite: RFC

E866: Lesbians in Psychoanalytic Theory and Practice (6 sessions)

The course is designed for analytic candidates who work with lesbians and who desire a deeper understanding of the clinical differences between lesbian and heterosexual women. Theory, case studies, and the writings of lesbian and heterosexual analysts will be discussed.

Prerequisite: Matriculation

E867: The Homosexual Male in Psychoanalytic Theory and Practice (6 sessions)

The course is designed for analysts who are working with or who intend to work with homosexual males. Both theory and the clinical implications of working with homosexuality in men will be discussed.

Prerequisite: Matriculation

E868: Seminar on Attachment Theory

This course will introduce candidates to some of the major ideas offered by attachment theorists. Concepts such as attachment categories, secure base and reflective function will be studied with a view toward integrating this perspective into clinical psychoanalytic work.

Prerequisite: Matriculation

E873: Psychoanalysis and Family/Couple Relationships

This seminar, rooted in psychoanalytic inquiry, explores how psychoanalytic theory illuminates an appreciation of family (and couple) functioning. By examining major psychoanalytic models (including ego, object relations, self psychology and attachment theory), the course sheds light on the "bridge" between psychoanalysis and significant "family-oriented" processes at individual, couple and child-infamily levels. The class augments psychoanalytic interest in child development, couple functioning, intergenerational transmission, and the role of the child vis-à-vis unconscious and conscious family projections and dynamics. Pertinent literary contributions will complement analytic contributions.

After attending the course, participants will be able to:

E882: Contemporary Psychoanalytic Theory of Trauma & Dissociation

The dissociative model of the mind, interpersonal neurobiology, and attachment research offer congruent understandings and perspectives on the contemporary psychology of trauma. Aron, Bromberg, Howell, Schore, Siegel, Van der Kolk, Wallin and others consider multiple self-states, the implicit unconscious, and brain/mind/body aspects of PTSD. Clinical implications will be discussed.

Prerequisite: RFC

The National Psychological Association for Psychoanalysis, SW CPE is recognized by the New York State Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0139.

For CE Contact Hours -- Please see the website, <http://npap.org/npap-institute-courses/>

LICENSURE

Candidates Seeking the New York State License in Psychoanalysis

All candidates preparing to apply for the New York State License in Psychoanalysis must see patients in affiliation with NPAP's Theodor Reik Clinical Center for Psychotherapy. All supervision for these candidates will be conducted at a standard rate established by NPAP. Candidates affiliated with TRCC in this way are offered a stipend for each clinical hour as part of their clinical experience. The candidate chooses a clinical supervisor from among currently qualified members of the NPAP Training Institute by mutual agreement between

the candidate and supervisor. The supervisor may not have served as the candidate's personal analyst or enrollment interviewer.

Completion of NPAP's New York State License Qualifying Program in Psychoanalysis

Upon the candidate's request, after the candidate has passed the RFC evaluation, NPAP will certify to the State that the candidate has completed at least the following requirements: *

- 50 clock hours of individual supervision with one supervisor and at least 100 clock hours of individual supervision with another supervisor. (A "clock hour" may be interpreted as one 45- or 50-minute supervision session plus preparation time, adding up to 60 minutes.) The two supervisions may take place concurrently or in succession. If concurrently, and one supervisor supervises only one patient, then the other must supervise all of the candidate's remaining patients. **All of the candidate's patients must be included in the supervisory work at all times.** New York State makes no specification as to weekly frequency of patient hours.
- At least 300 clock hours of supervised clinical work experience, conducted onsite at NPAP under the auspices of TRCC. (A "clock hour" may be interpreted as one 45- or 50-minute therapy session plus preparation time, adding up to 60 minutes.)
- At least 300 clock hours of personal psychoanalysis. (As above, a "clock hour" consists of one 45- or 50-minute session plus preparation time, adding up to 60 minutes.) For its purposes, the State defines "psychoanalysis" as at least one session per week.
- A two-hour workshop on Identification and Reporting of Child Abuse and Maltreatment.

***NPAP's requirements to sit for the RFC evaluation are in some cases greater than those required by the State.**

Note that completion of NPAP's New York State License Qualifying Program in Psychoanalysis is NOT equivalent to graduation from NPAP. It attests only that the candidate has met the State's minimum academic and personal analysis requirements for psychoanalytic training. NPAP's requirements for graduation include additional components: course work not mandated by the State, completion of two control supervisions, and successful presentation of a psychoanalytic case to an evaluation committee.

Requirements to Sit for the Licensing Examination

- The candidate has conducted 1500 hours of clinical practice under weekly supervision. According to New York State, at least 750 of these hours must be in "face-to-face practice" and the remaining hours may be comprised of "indirect activities, including supervision, introspection, personal analysis and professional development."
- The 300 hours required for completion of NPAP's License Qualifying Program in Psychoanalysis are included in the 1500 hour requirement. All other State requirements will have been met by the candidate's having passed NPAP's RFC evaluation.

Applying for the License

Candidates must initiate action with the State as soon as the NPAP License Qualifying Program has been completed, if not sooner. The process of receiving the License includes the following steps:

- 1) Application for the *License in Psychoanalysis*;
- 2) *Certification of Graduate Study*;
- 3) Passing RFC;
- 4) NPAP's submission of *Certification of Psychoanalytic Study*. It is recommended that candidates request this submission as soon as possible after passing the RFC evaluation;
- 5) Submission to the State of the *Application for Limited Permit*;
- 6) Submission to the State of Certification that all clinical requirements have been met;
- 7) Passing the two State Licensing Exams.

Detailed instructions, summarized here, are available on our database under NPAP Resources/Licensure in Psychoanalysis/Application Procedures.

For all forms and complete instructions also see the State website:
op.nysed.gov/prof/mhp/psyanlforms.htm

The Limited Permit

The Limited Permit allows a candidate to continue to work with patients after completing the NPAP License Qualifying Program and before becoming licensed as a psychoanalyst. This is a requirement of both the State and NPAP. It is illegal for a candidate to engage in clinical practice between NPAP's certification to the State that its License Qualifying Program has been completed and receipt of the Limited Permit from the State.

During the period of time after a candidate has applied for the Limited Permit and until that permit has been issued by the State, the candidate must suspend all work with patients. Guidelines for preparing patients for this practice hiatus and for managing the hiatus are issued by the Institute and will be implemented in conjunction with the candidate's supervisor.

An Important Consideration:

The Limited Permit is issued for two years and, at the discretion of the New York State Education Department, may be renewed two times for one additional year each. Within this period, the candidate **must** have accumulated the total 1500 clinical hours (as described above), and must pass the State licensing examination. If this is not accomplished within the four years maximum time for which the Limited Permit may be issued, the candidate loses any future opportunity to apply for the License in Psychoanalysis.

Candidates Seeking the New York State License in Clinical Social Work

New York State requires candidates who are Licensed Masters in Social Work (LMSWs) to complete at least 2000 hours of clinical work in a setting approved by the Office of the Professions over the course of at least three years after receiving the LMSW before they can apply for the License in Clinical Social Work (LCSW). Those candidates have the option of seeing patients in affiliation with NPAP's Theodor Reik Clinical Center for Psychotherapy (TRCC) to satisfy all or part of that requirement. All supervision for candidates using this option will be conducted at a standard rate established by NPAP. Candidates affiliated with TRCC in this way are also offered a stipend, office space, and low-fee supervision of their TRCC patients as part of their clinical experience. The candidate chooses a clinical supervisor by mutual agreement between the candidate and supervisor, from among members of the NPAP Training Institute who currently hold a New York State License in Clinical Social Work, clinical psychology, or psychiatry.* The supervisor may not have served as the candidate's personal analyst or enrollment interviewer.

It is the responsibility of the candidate to ensure that their chosen supervisor meets the requirements for their LCSWS licensure.

*For all requirements, forms and complete instructions see the website:

op.nysed.gov/prof/sw/lcsw.htm

SCHOLARSHIPS AND GRANTS

The Lou Berkowitz Scholarship

In 1980 the Board of Trustees approved the establishment of a scholarship fund in memory of Lou Berkowitz. This fund provides free tuition to candidates

- of minority status
- with a physical disability, or
- from a personal background of poverty or political oppression.

Applicants must have attained at least the Matriculation level of training. This scholarship is awarded yearly as long as a worthy candidate applies. The award may be renewed by a previous year's recipient if the candidate has remained in good standing. Applications are due by June 30 each year. Recipients are exempt from tuition during the year(s) the award is in effect. Potential applicants may contact Nancy McWilliams at nancymcw@aol.com or 908-782-9766 for further information.

The Ernest Angel Scholarship

The Ernest Angel Scholarship Fund was established in memory of the Institute's past Vice President, Ernest Angel, and is intended to honor significant work as well as to provide the recipient with financial assistance. To apply for this award, a candidate submits an original unpublished paper to the Ernest Angel Scholarship Committee. The paper should

present a theoretical, historical, research-based or clinically grounded argument (not, however, a case study) that will be evaluated by the committee on the basis of its thoughtfulness and originality and as a contribution to the psychoanalytic literature. Subject to the approval of the Board of Trustees, the committee may recommend that the award be divided between candidates, may suggest the amount of the award to be received by the candidate(s), or may decide that no award be given. Further details are available from Jane Kupersmidt at jkuper@mindspring.com or 212-475-7490.

Theodor Reik MITO Grant

Established in 2016 by members of the MITO Executive Committee, the Theodore Reik MITO Grant will be offered once a year to Members-In-Training in good standing at NPAP to facilitate their analytic training. Winners receive a monetary stipend to be used toward supervision or course fees, and their grant essays will be published in the next editions of *Free Associations*.

REGISTRATION

Registration for any term is not complete, nor is a candidate listed on class rosters, until tuition and fees have been paid in full. A schedule of courses covering the academic year is provided to candidates well in advance, including names of instructors, days, times, and locations of courses. Course registration and many other NPAP functions, are done through an online database. Each candidate will have an individual account on this database. See the Academic Calendar in this Bulletin for registration dates and other deadlines.

Tuition and Fees

Tuition is \$400 for a 12-session course and \$200 for a 6-session course. (Candidates not granted a leave of absence must take at least one course per year.) A registration fee of \$250 per year is due at the Fall registration; this includes a \$10 library fee, \$30 for a subscription to the NPAP journal, *The Psychoanalytic Review*, and \$35 for a subscription to the Psychoanalytic Electronic Publishing (PEP) archive of psychoanalytic literature. Tuition and 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 candidates, 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. Otherwise, the candidate will become ineligible to participate in TRCC and will have to apply for re-enrollment in the Training Institute by submitting a new application with a \$50 fee. For auditors, tuition and fees are the same as for enrolled candidates. See tuition costs above. An auditor may take courses at the 600 level only.

Late Registration

Late registration requires the consent of the instructor. There is a late-registration fee of \$50, and applications must be received in time to process before the second meeting of

class.

Refunds

Candidates who are unable to attend a course for which they have registered may obtain a partial tuition refund or credit (\$365 for a 12 session course, or \$165 for a 6 session course) if they notify the Registrar in writing no later than one week after the first class has met. An administrative charge of \$10 will be incurred for schedule changes and cancellations.

Transcripts

An official transcript of coursework completed at the Training Institute may be obtained upon written request to the Registrar, accompanied by a fee of \$25.

Completed Registration

Upon payment of fees, either by check made out to the NPAP Training Institute, or by credit card, the Registrar will complete the process of registration by updating the NPAP database. Further information or assistance is available from the Registrar.

Communications

E-mail for the Training Institute or for the Association may be sent to info@npap.org. Correspondence should be addressed to:

NPAP Registrar
40 West 13 Street
New York, NY 10011
Phone: 212 924-7440
Fax: 212 989-7543

GOVERNANCE

PAST PRESIDENTS OF THE TRAINING INSTITUTE

Theodor Reik	1950 – 1969
Clement Staff	1950 – 1952
Otto Spranger	1952 -1953
Jule Nydes	1953 -1955
Ruben Fine	1955 - 1957
Edward Frankel	1957 - 1958
Saul Gurevitz	1958 -1959
Jacques Palaci	1959 - 1961
Gus Woltman	1961 – 1964
Ethel L. Clevans	1964 - 1967
Harold Greenwald	1967 - 1968
Mathew Besdine	1963 - 1973
Mildred S. Lerner	1973 - 1974
Annette Overby	1974 - 1977
Elizabeth Thorne	1977 – 1980
Seymour Coopersmith	1980 - 1984
Armand Gargiulo	1984 - 1988
Elizabeth Thorne	1988 - 1990
Paul Cornyetz	1990 - 1992
Gerald J. Gargiulo	1992 - 1996
Gary Ahlskog	1996 - 2000
Seymour Coopersmith	2000 - 2004
Ruth Oscharoff	2004 - 2008
Sherman Pheiffer	2008 - 2012
Arthur Pomponio	2012 - 2016

TRAINING INSTITUTE BOARD OF TRUSTEES

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Rusty Horn	Member-at-Large
Paul Kaiser	Member-at-Large
Judy Ann Kaplan	Member-at-Large
Art Pomponio	Member-at-Large

Training Institute Standing Committees

Faculty and Curriculum Committee: The Faculty and Curriculum Committee (F&C) consists of eight elected members, including the Dean of F&C and a MITO representative. The committee meets monthly, on a regularly-scheduled basis.

The F&C Committee has jurisdiction over all matters pertaining to the curriculum and the Faculty. In this capacity, the committee plans for each of the three semesters of class work: fall, winter, and spring. The fall and spring semesters are twelve-week semesters; the winter term is six-weeks in duration. Planning includes such activities as reviewing syllabi, choosing Faculty members and reviewing candidate evaluations of Faculty. Committee members: Deborah Keith (Dean of F&C), Peter Kroll, Leah Pittell Jacobs, Edwin Levy, Tine Pahl (MITO), Loveleen Posmentier, David Smyth, Claire Steinberger, and Linda Washburn.

Training Committee: The Training Committee, as its name implies, is involved in every aspect of the candidates' training experience from enrollment interview to graduation. The committee fields numerous requests from candidates for special consideration regarding requirements, organizes and oversees evaluation committees twice a year, and recommends changes in standards and procedures to the Board as needed. The committee consists of the Dean, seven elected members and a MITO representative. The committee meets monthly, on a regularly-scheduled basis. Committee members: Sue Mitchell (Dean of Training), Jayne Bloch, Barbara Dowd, Judith Greenwald, Neil Herlands, Jane Kupersmidt, Judith Newman, Michael O'Laughlin, and Gavriel Reisner (MITO).

Theodor Reik Clinical Center for Psychotherapy Committee: A committee, consisting of NPAP Training Institute members, is responsible for TRCC operations. The committee includes the Director of Intake and Referral, Lois Wedin, as consultant and a representative from the Members-in-Training Organization (MITO). On behalf of the committee, the Chair reports to the Board regularly and also functions as TRCC Director. Committee members: Ellen Kahn (Director of TRCC), Diane Clemente, Jan Roth (MITO), Sarina Meones, Michael O'Laughlin, David Smyth, Ann Spalding, and Steve Yagerman.

Membership Committee: While technically two committees, the Membership Committee of the Training Institute and the Admissions Committee of the Association meet jointly, usually share the same Chair, and serve the same purpose — to have jurisdiction over the procedure for membership to both the Association and Training Institute. The latter is actually a technicality as all applicants approved for membership in the Association are automatically approved for membership in the Training Institute.

In addition to facilitating the transition of new graduates into the Association and Institute, the mission of the Admissions & Membership Committee is to strengthen and enhance members' ties to NPAP through various social activities. These include monthly Dutch treat luncheons, artistic salons where members exhibit and discuss their artwork - whether visual, written, verbal, or auditory; outings to sporting events, movies, and plays. The committee interviews recent graduates for *NPAP News & Reviews* and has been responsible for the planning and execution of the last two spring retreat weekends (2012 and 2015). Most members have found involvement at NPAP an important component of their professional development and a richly rewarding experience.

Committee members: Arlyne Rochlin (Chair), Willie Smith.

Clinical Experience and Supervision Committee: The Clinical Experience and Supervision committee has the responsibility of overseeing the administration of the candidates' clinical experience and supervision. This entails two basic functions. The first function is the oversight and support of the candidates and their relationship with the clinical experience and supervision requirements of the Institute. The second function is the support and oversight of the supervisors: to support their work, keep them informed about regulations, and to discuss the supervisory responsibilities, relationship and process.

Committee members: Tom Taylor (Chair), Edwin Levy, Merle Molofsky and Ruth Oscharoff.

Standards and Ethics Committee: The Standards and Ethics Committee of the Training Institute considers any situation that comes to its attention concerning questions of standards and/or ethics that are related to training. The committee is mandated to hear and consider complaints made by Institute members and/or candidates and to make recommendations to the Board of Trustees. The committee is responsible for clarifying the procedures it will follow when a complaint is made. These procedures may be modified, depending on particular situations, within the guidelines established by the Board of Trustees.

Committee members: Claire Steinberger (Chair), Joel Gold, Helen Goldberg, Peter Kroll, and Florence Rowe.

Student Recruitment Committee: The Student Outreach Committee helps publicize and recruit candidates for NPAP. One of its responsibilities is holding twice-annual Open Houses for prospective candidates. It also acts as an initial point of contact for people interested in analytic training, as well as a source of information and guidance for candidates during the application process. The committee also participates in recruitment and outreach activities sponsored by other organizations including academic institutions.

Committee members: Lee Jenkins (Chair), Thomas Wagner, and Traci Yoder (MITO).

Training Institute Special Committees

Ad Hoc Administration and Finance Committee: The Administration and Finance Committee (A&F) is an ad hoc committee that, in conjunction with the board, oversees the administrative and financial matters of NPAP's Association and Training Institute. Typically the two presidents and vice-presidents, the treasurer, and the administrative director attend the meetings. Sometimes other board members participate. In addition to addressing day-to-day matters, the A&F committee makes recommendations to the board about medium and long-term planning.

Ad Hoc Institute Executive Committee: The Institute Executive Committee includes the deans, directors, vice president and president of the Training Institute. They meet each month to address both day-to-day matters and mid- to long-term planning with respect to the training program at NPAP.

Ad Hoc Fundraising Committee: The Fundraising Committee, formed by the Association and Institute Boards, was initially created to raise funds for designated

projects and programs not funded through NPAP's annual budget. Through the Fundraising Committee's 2013-14 initiative, NPAP's Douglas Maxwell Library expenses were supplemented and the new Theodor Reik Archive was funded in order to archive and showcase in new display cases a portion of NPAP's extensive collection of memorabilia of NPAP's founder and Freud's protégé Theodor Reik. Additional contributions raised through our fundraising initiatives established NPAP's endowment fund. Our Legacy Giving plan encourages members, candidates and friends to consider NPAP in their estate planning and contribute to NPAP's long-term presence as a vital contribution to psychoanalysis. These gifts are expressions of our pride in our Association and Institute and faith in its continued success.

Committee members: Rusty Horn and Tom Taylor (Co-Chairs), Michael Mashberg (MITO), and Tom Wagner.

MITO Executive Committee: MITO meets monthly on a Sunday afternoon during the academic year. All candidates are invited to attend meetings as well as the social hour beforehand. Each year MITO devotes at least three meetings to separate, open discussions with the heads of TRCC, the Training Committee, and the Faculty and Curriculum Committee. In addition to organizing special programs and social events, MITO publishes the *Free Associations* newsletter and an MIT directory.

Committee members: Grégoire Pierre (Chair), Leslie Seligman (Treasurer), Jonathan Shehee (Secretary), Warren Holt (Parliamentarian), Gina Gold (social Chair), Ernest Burstein (Programming Committee), Gavriel Reisner (Training Committee), Kirstin Pahl (F&C Committee), Jan Roth (TRCC Committee), Traci Yoder (Student Outreach), Dee Polyak (Representative to NAAP), Michael Mashberg (Fundraising), Glenda Hydlar (Member-at-Large), Robin Berg (Member-at-Large), and Susan Kassouf (Member-at-Large).

Ernest Angel Scholarship Committee: Jane Kupersmidt (Chair), Joseph Hammer, Judy Ann Kaplan, Lee Minoff, and Arthur Pomponio.

Lou Berkowitz Scholarship Committee: Nancy McWilliams (Chair).

LINKS

Professional organizations that are concerned with psychoanalysis within their respective disciplines:

Licensed Psychoanalysts: The National Association for the Advancement of Psychoanalysis (NAAP): www.naap.org

Clinical Social Workers: The American Association for Psychoanalysis in Clinical Social Work (AAPSCW): www.aapcsw.org

Clinical Psychologists: Division of Psychoanalysis (Division 39) of the American Psychological Association (APA): www.division39.org

In New York State, mental health practice is regulated by the State Education Department, Office of the Professions, which is responsible for all mental health licensing. Here are the portions of the New York State law that pertain to mental health licensing and practice for Social Workers, Psychologists and Mental Health Practitioners, including Licensed Psychoanalysts:

Mental Health Practitioners: www.op.nysed.gov/prof/mhp/article163.htm

Psychoanalysts: www.op.nysed.gov/prof/mhp/psyanllic.htm

Social Workers: www.op.nysed.gov/prof/sw/article154.htm

Psychologists: www.op.nysed.gov/psych.htm