

THE TRAINING INSTITUTE OF
NPAP –
THE NATIONAL
PSYCHOLOGICAL
ASSOCIATION FOR
PSYCHOANALYSIS



NPAP

TRAINING INSTITUTE

September 1, 2020 to August 31, 2021

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HISTORY AND FOUNDING PRINCIPLES OF NPAP

The National Psychological Association for Psychoanalysis (NPAP) is a Membership organization and Training Institute distinguished by its adherence to the principle that psychoanalysis is an independent discipline that can be practiced by professionals who have engaged in a comprehensive course of study in psychoanalysis, in-depth personal analysis, and supervised control work. As such, NPAP is open to training applicants from all fields of study, including the tri-disciplines, who have obtained a master's degree in their field, are at least 25 years of age, have demonstrated academic excellence, and are of sound mind and moral character. NPAP is dedicated to 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 Psycho-Analytic 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 1940s 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, and NPAP has ever since been the pioneering institute for training men and women from diverse backgrounds for the profession of psychoanalysis. Theodor Reik remained a major voice in psychoanalysis until his death in 1969.

In 1950 NPAP was incorporated as a Membership organization under the laws of the State of New York. On February 24, 1967, the Institute was granted an Absolute Charter by the New York State Board of Regents. Mindful of a legacy reaching back to Freud and Theodor Reik's position as a non-medical analyst, the Institute currently offers comprehensive psychoanalytic training that encompasses a range of theoretical orientations designed to prepare Candidates from all backgrounds for the professional practice of psychoanalysis. The training program meets the requirements for New York State Licensure in Psychoanalysis.

Today the NPAP Training Institute is a Member of and accredited by the American Board for Accreditation in Psychoanalysis (ABAP). NPAP is also a Member of the National Association for the Advancement of Psychoanalysis (NAAP), the International Federation for Psychoanalytic Education (IFPE), and the Alliance of Psychotherapy Training Institutes. 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 furthering public understanding of psychoanalytic principles.

NPAP's administrative building at 40 West 13th Street contains offices where Candidates may see patients. Classes are held at 40 West 13th or in instructors' offices. Candidates from all over the world have traveled to NPAP to receive psychoanalytic training. Currently NPAP has more than 75 Candidates and over 300 active Members. NPAP's large and diversified membership encourages collegiality and provides Candidates with a wide choice of personal psychoanalysts, supervisors, and instructors and ultimately colleagues.

NPAP does not discriminate with regard to race, color, national or ethnic origin, gender, gender expression, sexual orientation, disability, age, creed, military status, genetic information, employment status or any legally protected category in admission of Members and Candidates; selection, assignment and promotion of faculty and administrative staff; application of scholarship programs; evaluation of Candidates in their progress through the Training Program; Membership policies; referral services and all other aspects of NPAP function.

THE NPAP 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.

VALUES

INDEPENDENCE

We celebrate our legacy as the first institute to promote independent psychoanalysis 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

We are a democratic organization with elected officers. Members and Candidates 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 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 are committed to building a community that is diverse in terms of race, ethnicity, nationality, religion, age, gender identity and sexual orientation.

WHY CHOOSE NPAP FOR YOUR TRAINING?

ACADEMIC PROGRAM

NPAP's psychoanalytic training program is rigorous and comprehensive, based on a curriculum that integrates a multitude 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, ego psychology, self-psychology, relational and inter-subjective 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 and legacy 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 clinical social work. We believe that mature, intelligent, empathic individuals from the arts, the social sciences, as well as the physical sciences bring a unique richness to their practice of psychoanalysis and to their understanding of the human psyche and the human condition.

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. Candidates play an active role in the governance of NPAP, including a voting Member of the Board of Trustees of the NPAP Training Institute.

DISTINGUISHED FACULTY

NPAP has an excellent and distinguished faculty, including many published authors and many who have presented papers and workshops at national conferences, have contributed to the contemporary discourse on psychoanalytic theory and practice, and have been called to teach at many of the other psychoanalytic institutes. A faculty list appears later in this publication.

THE PSYCHOANALYTIC REVIEW

The NPAP journal, *The Psychoanalytic Review*, published since 1913, is the oldest continuously published psychoanalytic journal in the world.

CLINICAL EXPERIENCE AT THE THEODOR REIK CLINICAL CENTER FOR PSYCHOTHERAPY (TRCC)

All Candidates have the opportunity to receive patients from TRCC. Candidates who do not hold a NYS license that includes psychoanalysis in the scope of practice can begin treating TRCC patients after passing the Readiness for Clinical Practice evaluation. Office space, low fee supervision and a stipend are provided for their clinical work. When these Candidates attain the NYS License in Psychoanalysis, their TRCC patients become their private patients.

Once having attained the NYS License in Psychoanalysis, Candidates have the opportunity to receive new TRCC patients as private patients. Candidates who enter training already holding NYS licenses that include psychoanalysis in the scope of practice have the opportunity to receive TRCC patients as private patients at any point in their training from the RCP level onward. Office space usually is available for rental at the NPAP building.

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 may accrue the hours needed to qualify for the License in Clinical Social Work (LCSW). And NPAP also welcomes Candidates who are already licensed in New York State in a discipline that includes psychoanalysis in the scope of practice.

ACCREDITATION

NPAP is accredited by the American Board for Accreditation in Psychoanalysis (ABAP). This accreditation assures that NPAP's psychoanalytic program meets the highest standards for academics and clinical training. In addition, it certifies that NPAP will remain viable as a training program into the future. Interested persons are encouraged to explore accreditation further through the ABAP website: abapinc.org.

SCHOLARSHIPS

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

MITO

The Candidate organization, the Members-In-Training Organization, or MITO, is an equal partner in the governance of the NPAP Training Institute. The chair of MITO sits on the Institute Board and Members of MITO are Members of all Institute standing committees. Members of the MITO Executive Committee are full voting Members of each body on which they sit, with certain qualifications. MITO is also the main social organization for Candidates, holding periodic gatherings and hosting the MITO Facebook page. (See further details in the section entitled MITO, below.)

MENTORING PROGRAM

NPAP Training Institute Members volunteer to serve as mentors to Candidates. They are well versed in NPAP's 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.

FOREIGN STUDENTS NEEDING F1 VISAS

NPAP is approved by the U.S. State Department to train students from abroad. Our student body includes Candidates from almost every continent. Special training conditions may apply for some students from abroad.

TRAINING TRACKS AT NPAP

The NPAP psychoanalytic training has three training tracks. The track an applicant follows will depend on the applicant's educational background, previous clinical experience, and current licensure status in New York State.

Candidates who are already licensed in a discipline that includes psychoanalysis in its scope of practice

These are Candidates who hold a NY State license in professions known as "exempt professions." They include medical doctors, physician's assistants, clinical psychologists, clinical social workers, registered professional nurses or nurse practitioners, and applied behavioral analysts. The "scope of practice" for these licenses includes individual psychotherapy and psychoanalysis conducted in private offices. Students licensed in these disciplines take the same courses and must meet the same supervisory requirements as all other NPAP Candidates. Already-licensed Candidates have the option of affiliating with TRCC.

Candidates seeking the License in Psychoanalysis

This group consists of those 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. Recent regulations by New York State impose 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. Candidates in this track must affiliate with TRCC and see their patients at NPAP. They must be in supervision throughout their training, as all NPAP Candidates must be.

Candidates licensed in New York State as Licensed Mental Health Counselors (LMHC), Licensed Creative Arts Therapists (LCAT), or Licensed Marriage and Family Therapists (LMFT) must train in the Psychoanalytic License Qualifying track, as their licenses do not have psychoanalysis in the scope of practice. They are free to continue their private practices under the title of their existing licenses, but only those patients seen under TRCC auspices will be counted as meeting NPAP's and New York State's requirements.

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

Candidates Seeking the License in Clinical Social Work

This group consists of Candidates who have a master's degree in social work and the LMSW (Licensed Master Social Worker) and are seeking the LCSW (Licensed in Clinical Social Work). Recent regulations by New York State impose 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. These Candidates may accumulate hours towards the LCSW at NPAP by affiliating with TRCC, seeing their patients at NPAP. 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 personal analyst or enrollment interviewer. Clinical hours accrued in a setting *not* established by TRCC are not counted towards the NPAP requirement.

APPLICATION AND ADMISSIONS

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 (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 as well as the fields of nursing, social work, psychology and psychiatry.

OPEN HOUSE

It is recommended that people interested in psychoanalytic training attend an NPAP Open House. NPAP holds two Open Houses each year, one in the spring and one in fall, for people interested in learning more about psychoanalysis and our Training Institute. Current Candidates as well as 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 outreach@npap.org or 212 924-7440.

APPLICATION

Applicants may submit an application directly online through the NPAP website: <http://npap.org/new-student-application/>. Applicants who have had no prior psychoanalytic training will apply for admission to the Enrollment Level. Those who have had prior psychoanalytic training may also apply for Advanced Standing, in which certain course work from prior training may be accepted for credit at NPAP. This is a different situation than Admission at an Advanced Level, described below.

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 located online (<http://npap.org/new-student-application/>) and submit it along with a non-refundable \$50 fee;
- submit an official transcript showing completed undergraduate work from an accredited college or university;
- submit official transcripts (In English or officially translated to English) showing completion of a program of graduate study which, when reviewed by the Training Committee, shows evidence of appropriate background and ability to undertake psychoanalytic training;
- have two letters of recommendation sent directly to NPAP by the recommending person;
- complete successfully a minimum of two enrollment interviews evaluating suitability for psychoanalytic training.
- Students who would be seeking the New York State License in Psychoanalysis and who have a master's degree from outside the US must have their degrees approved by NY State prior to admission to the program. Please speak with the Director of Training to learn about the process.

APPLICATION FOR ADVANCED STANDING:

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. In addition, applicants must submit:

- the form called Application for Advanced Evaluation, accessible on the NPAP website (NPAP.org);
- official transcripts (in English) showing previous psychoanalytic training;
- a list of NPAP courses for which the applicant would like to receive credit (The Training Committee requests syllabi of equivalent courses from the prior training).

Based on the submitted application materials, the Training Committee will determine which previously completed course work meets NPAP standards and exempt the applicant from those courses accordingly.

At the discretion of the Training Committee, an applicant may be invited to present a psychoanalytic case to an Evaluation Committee which, in turn, would recommend the level at which the applicant may enter NPAP.

At minimum, all Candidates must take the 800-level curriculum and conduct two Control Analyses under NPAP Control Analysts.

FOR APPLICANTS AT ALL LEVELS

NPAP does not discriminate with regard to race, color, national or ethnic origin, gender, gender expression, sexual orientation, disability, age, creed, military status, genetic information, employment status or any legally protected category in admission of Members and Candidates; selection, assignment and promotion of faculty and administrative staff; application of scholarship programs; evaluation of Candidates in their progress through the Training; Membership policies; referral services and all other aspects of NPAP functioning.

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.

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. Applicants for admission as an auditor should submit the Application for Enrollment Interview, located at <http://npap.org/new-student-application/>, along with a nonrefundable application fee. The schedule of tuition and fees is outlined elsewhere in this bulletin.

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. However, *note that auditors who would enter training to seek the License in Psychoanalysis cannot transfer audited courses into their required courses in the license-qualifying program.* This is an important consideration, as courses at the 600 level are required courses for the license-qualifying 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.

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.

OVERVIEW OF THE TRAINING

Once admitted to NPAP, Candidates may begin taking courses at the beginning of any semester except Winter. 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. It is important that Candidates observe any prerequisites when planning their course schedules.

Becoming a psychoanalyst is a complex and rigorous undertaking involving three components.

1. 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. 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.

Candidates who are not already in analysis with an approved analyst at the time of acceptance into the training must begin a three-times-per-week personal analysis with an NPAP Training Institute Member by the end of the first full semester in training. The requirement for personal analysis is 450 hours during the course of the training, with the recommendation that treatment continue throughout the training. If a Candidate is already in analysis with an NPAP analyst prior to entering training, those previous analytic hours may count towards the requisite hours of personal analysis for the training if they were completed within the last five years. Candidates already in treatment with a non-NPAP analyst at the beginning of training may apply to the Training Committee for acceptance of that analysis towards the personal analysis requirement. If the analyst's credentials are equivalent to NPAP standards, that analyst may be approved. Otherwise, the Candidate must begin analysis with an NPAP analyst.

2. COURSE WORK

NPAP's curriculum consists of required courses (designated by the prefix "R") and elective courses (designated by the prefix "E") offering a thorough grounding in traditional and contemporary psychoanalytic concepts and practice, including but not limited to classical, ego psychological, object relations, Kleinian, self-psychological, intersubjective and relational theory. 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. The curriculum is described in greater detail below.

NPAP's curriculum is comprised of 32 12-week courses and 7 6-week courses, including a total of 426 clock hours of instruction. Some classes are held at NPAP offices, while others are held in the private offices of the instructors, located throughout Manhattan. Courses are generally scheduled Monday through Thursday evenings, either at 7 pm or 9 pm. The training is structured on three levels, providing a progressive development of psychoanalytic knowledge and skills.

ENROLLMENT

Courses on this level provide general psychotherapeutic competencies and foundational introductions to psychoanalytic theory and clinical practice. After one year in the program and meeting certain other requirements, Candidates at the Enrollment level may choose to sit for the Readiness for Clinical Practice (RCP) Evaluation to begin gathering clinical experience by working with patients under supervision.

MATRICULATION

Courses on this level delve more deeply into psychoanalytic theory and provide greater focus on psychoanalytic assessment and intervention competencies. Candidates in the Psychoanalytic Licensing training track, upon completion of this level of training, will have completed the New York State educational requirements for licensure, and may sit for the New York State licensing exam.

READINESS-FOR-CONTROL

Courses on this level serve to integrate the practice of psychoanalysis through more intense focus on application of clinical theory during two control analyses. Candidates at the Readiness-for-Control level will soon have the option to specialize, through series of elective courses, on some aspect of psychoanalytic theory or practice. Upon completion of this level of training, Candidates may graduate and receive a Certificate in Psychoanalysis from NPAP and are eligible to become Members of the NPAP Association.

3. CLINICAL EXPERIENCE UNDER SUPERVISION

An important part of psychoanalytic development is direct experience treating patients in individual psychotherapy and psychoanalysis. NPAP Candidates do this under the individual supervision of NPAP analysts. Candidates in a License-qualifying training track—either for the LCSW or the LP—garner this clinical experience under the auspices of the Theodor Reik Clinical Center for Psychotherapy (TRCC) onsite at NPAP. Candidates in a License-qualifying training track may begin working with patients and gathering clinical experience prior to the Matriculation level by opting for a Readiness for Clinical Practice (RCP) committee evaluation during the Enrollment level.

Candidates with licenses in a mental health profession that includes psychoanalysis in its scope of practice may include their work with private patients towards this NPAP requirement. Already-licensed Candidates may apply to receive referrals of patients from TRCC.

All NPAP Candidates must complete a minimum of 250 hours of weekly supervision and 450 clinical hours working with patients before graduation. The number of clinical hours treating patients and the number of hours of supervision required, as well as conditions working with patients and for supervision, may differ and be higher according to the training track. (Candidates are referred to the student handbook to discover these details.)

All Candidates, once they've begun supervision, must remain in supervision for the duration of training. All Candidates must work with a minimum of three different supervisors in the course of the training for a minimum of 50 hours each. All Candidates must complete two control analyses before graduation, one for a minimum of 50 hours in supervision, and one for a minimum of 100 hours in supervision.

PROGRESSION

Candidates progress through the training in an ordered fashion guided by a rigorous evaluation process. The evaluative process is designed to support the Candidate's development at every stage of the training, providing useful feedback to the Candidate.

Evaluation begins at the application level, when, after the Candidate's application materials are gathered, assessed for content and completeness, and determined to meet NPAP admissions requirements, the Candidate has a minimum of two personal interviews with NPAP Institute Members. The interviews serve to familiarize NPAP with the applicant, determine whether the applicant is sufficiently prepared to begin psychoanalytic training, and, often, to answer questions the Candidate may have at that point before entering training. A written summary of the interview, including the interviewer's impressions and assessment of the applicant's preparedness for psychoanalytic training, becomes a part of the Candidate's training file. If everything is determined to be in order, the Training Committee accepts the applicant into the training.

Course instructors prepare evaluations of each student at the conclusion of each course. Supervisors evaluate supervisees annually, at the conclusion of a supervision, and before each committee evaluation. These evaluations become a part of the Candidate's file and are monitored by the Training Committee to assure appropriate progress is being made. Analysts submit a record of the Candidate's number of analytic hours at three-times-per-week. The analyst's name is kept confidential.

Candidates also meet with Evaluation Committees at the point of progressing from one level of training to the next: from Enrollment to Matriculation, from Matriculation to Readiness for Control (RFC), and at the conclusion of the training, an evaluation known as Final Case Presentation. Candidates also may opt to sit before a Readiness for Clinical Practice (RCP) committee during the Enrollment level in order to begin working with patients and gathering clinical experience prior to the Matriculation level. Committees discuss with Candidates their work and assess their psychoanalytic development appropriate for their level of training. The committees document their findings in a letter to the Candidate that becomes a part of the Candidate's training record.

At every juncture, to avoid conflict of interest, committee evaluators or interviewers may not include a Candidate's personal analyst, supervisor, close affiliate, mentor, former evaluation committee member, or friend. After an analyst has served as a committee evaluator or interviewer of the Candidate, that analyst may not take on the role of either supervisor or personal analyst for at least one year.

THE CURRICULUM

This Curriculum is for all Members-in-Training. Courses are listed by level.

Most required courses and full-credit electives meet for 12 sessions of 90 minutes each, during Fall, Spring, and Summer 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, usually 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. Some classes are held at NPAP, but most are held in the instructor's office.

Candidates are permitted two **absences** per 12-session course, or one **absence** per 6-session course. When Candidates are absent from a class meeting, they are expected to complete any work assigned for that class. 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 and met the state's requirements for classroom hours. If the instructor judges that there are extenuating circumstances, he or she may consult with the Dean of Faculty & Curriculum and the Dean of Training to determine whether to allow a Candidate to undertake extra work in order to receive credit for missed classes or requirements.

Note: Candidates who began their training under an earlier Bulletin should contact the Dean of Training or their mentor regarding requirements not reflected here.

The following curriculum is subject to change at any time. Unless otherwise specified, all courses meet for 12 sessions. Many courses have **prerequisites** that can be found in the list of **Course Descriptions** that begins on page 18. These prerequisites must be met before enrolling in a course.

ENROLLMENT LEVEL REQUIRED COURSES

R600A: Essential Concepts of Freud
R600B: Evolution of Psychoanalytic Theory and Technique
R603: Psychoanalytic Theory of Human Development I
R604: Psychoanalytic Theory of Human Development II
R605: Psychoanalytic Diagnosis I
R606: Psychoanalytic Diagnosis II
R609: Introduction to Dream Interpretation
R610: Psychopharmacology and Psychoanalysis (6 sessions)
R660A: Case Presentations by Guest Analysts (6 sessions)
R660B: Case Presentations by Guest Analysts (6 sessions)
R665: Professional Ethics in Psychoanalytic Practice
RFreud 1 Essential Concepts of Freud, Part 2 (6 sessions)
IPT: Introduction to Psychoanalytic Technique

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 Matriculation evaluation, whichever comes first:

RPT1: Psychoanalytic Technique I

RPT2: Psychoanalytic Technique II

Two versions of Case Presentation by Guest Analysts must be taken at the Enrollment level in this order: R660A followed by R660B. 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.

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 LEVEL REQUIRED COURSES

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. There are also courses at this level on Borderline pathology, sociocultural dynamics and research methodologies. Clinical courses include a three-course sequence on psychoanalytic technique, resistance, and a course on transference and countertransference.

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

R711 Relational Psychoanalysis

R718: Sociocultural Influence on Development and Psychopathology

R760: Case Presentations by Guest Analysts (6 sessions)

RPT4: Psychoanalytic Technique IV

RPT5: Psychoanalytic Technique V

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 New York State License.

READINESS-FOR-CONTROL LEVEL REQUIRED COURSES

R801: Case Presentation by Student Analysts I

R802: Case Presentation by Student Analysts II

R804: History of Psychoanalytic Thought

R807: Continuous Case Seminar

R809: Advanced Dream Analysis

R860: Case Presentations by Guest Analysts (6 sessions)

Four Elective Courses (see **Electives** below)

ELECTIVES

In addition to the required courses, Candidates are required to complete 4 elective courses. Effective fall 2013, at least 3 of the required 4 elective courses must be completed at the Readiness-for-Control level.

Electives may be 6 session courses or 12 session courses. Each 6-session elective course equals one-half of an elective. Some are open to Candidates at all levels of training, others have prerequisites.

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 (6 sessions)

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

E809: Psychoanalytic Theory of Psychosis (6 sessions)

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

E820: Current Literature on Psychoanalytic Technique

E825: Seminar on Symbolization and Creativity

E826A: Historic Figures in Psychoanalysis: The Life and Contributions of D.W. Winnicott (6 sessions)

E827: Independent Study of Psychoanalysis

E831: The Psychoanalytic Approach to Psychosomatic Pathology

E833: Seminar on Depression

E835: Psychoanalytic Theory of Addiction

E850: Fantasy and Unconscious Process (6 sessions)

E864: Contemporary Theories in Psychoanalysis

E864C: Contemporary Theories in Psychoanalysis: Introduction to Bion

E864D: Contemporary Theories in Psychoanalysis: Introduction to Lacan

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

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

E868: Seminar on Attachment Theory

E872: Writing Psychoanalysis

E873: Psychoanalysis and Family/Couple Relationships

E876: The Neo-Kleinians of London

E877: A Zen Perspective on Psychoanalysis

E881: Intersubjectivity: An Introduction (6 sessions)

E882: Contemporary Psychoanalytic Theory of Trauma & Dissociation

E883: Clinical Experiences of Projective Identification

E884A: Psychoanalysis with the Later-In-Life Patient

COURSE DESCRIPTIONS

Courses are 12 weeks long unless otherwise noted.

REQUIRED COURSES

ENROLLMENT LEVEL COURSES

R600A: ESSENTIAL CONCEPTS OF FREUD

As a thinker, Freud's theory building/metapsychology was driven forward by what he saw in his office. That is, as his clinical work continued, he often found himself grappling with issues that his theories, as they stood, couldn't account for and so he revised his original theories. This course follows Freud's journey to understand the mind and how it works: first the development of the topographical model with its concepts of conscious, preconscious, and unconscious, as well as primary and secondary processes and its revision, i.e., the structural model which sees the mind through the prism of ego, id, superego. Early elaborations of these concepts will be explored. Notions of drive theory and its revision will also be introduced. **Prerequisite: Enrollment**

R600B: EVOLUTION OF PSYCHOANALYTIC THEORY AND TECHNIQUE

This is a survey of the diversity of models of internal development and theories of the mind, leading to an integration of theoretical ideas and analytic technique which start with – and keep – Freud's contributions and add to them. It is an introduction and overview at the beginning of analytic training to open the door to a wider horizon of thinking and conceptualizing analytic theory and technique. **Prerequisite: Enrollment, R600A**

R603: PSYCHOANALYTIC THEORY OF HUMAN DEVELOPMENT I

This course provides 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. **Prerequisite: Enrollment**

R604: PSYCHOANALYTIC THEORY OF HUMAN DEVELOPMENT II

This course provides an exploration of normal and pathological development in latency, pre-adolescence, adolescence, and adulthood. **Prerequisite: Enrollment and R603**

R605: PSYCHOANALYTIC DIAGNOSIS I

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 the adaptational model. 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. **Prerequisite: Enrollment.**

R606: PSYCHOANALYTIC DIAGNOSIS II

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. **Prerequisite: Enrollment and R605.**

R609: INTRODUCTION TO DREAM INTERPRETATION

This seminar provides 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. **Prerequisite: Enrollment**

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. **Prerequisite: Open to Candidates who see patients**

R660A: CASE PRESENTATIONS BY GUEST ANALYSTS (6 SESSIONS)

All Psychoanalytic theories share processes and concepts such as: transference, resistance, countertransference, defense, dreams and fantasies. This course is designed for 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 (whichever comes first) as their first required "Case Presentation by Guest Analysts" course, and before taking any of the other Presentations by Guest Analysts courses. **Prerequisite: Enrollment**

R660B: CASE PRESENTATIONS BY GUEST ANALYSTS (6 SESSIONS)

Candidates are offered an opportunity to hear analysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation. The course must be taken again at the Matriculation level (R760) or at the Readiness-for-Control level (R860). Tuition is charged for each series. **Prerequisites: Enrollment and 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 the American Psychoanalytic Association Ethics Case Book, a compilation of fictitious cases illustrating the many ethical dilemmas confronting clinicians. Required before the RCP examination. **Prerequisite: Enrollment**

RFREUD 1: (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: Enrollment and R600A

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. Required before the RCP evaluation. **Prerequisite: Enrollment**

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 Matriculation evaluation whichever comes first:

RPT1: PSYCHOANALYTIC TECHNIQUE I

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 must have patients to discuss**

RPT2: PSYCHOANALYTIC TECHNIQUE II

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, which is a prerequisite.**

MATRICULATION LEVEL COURSES

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

This course provides an 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 self-object transferences, empathic introspective mode of listening and a redefinition of narcissism. The course will explore contemporary developments in self psychology and examine where the theory fits into the relational perspective of psychoanalysis. **Prerequisite: Matriculation and R703 or R704**

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**

R707: 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. **Prerequisite: Matriculation and one year of seeing patients.**

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**

R711: 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. The course concludes with a discussion of future directions in relational thinking. **Prerequisite: Matriculation and R705.**

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 psycho-pathology. 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**

R760: CASE PRESENTATIONS BY GUEST ANALYSTS (6 SESSIONS)

See course description for R660B. May be taken to fulfill the requirement at either the Matriculation level as R760 or at the RFC level as R860 (6 sessions).

RFREUD 2: THE TECHNIQUE PAPERS (6 WEEKS)

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.

Prerequisite: Matriculation and RFreud 1

RFREUD 3: FREUD'S FAMOUS CASES (6 WEEKS)

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. **Prerequisite: Matriculation and RFreud 1**

RPT3: PSYCHOANALYTIC TECHNIQUE III

This course covers the clinical implications of multiple perspectives in psychoanalysis. 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: Matriculation and RPT2 unless the Candidate was exempted upon enrollment**

RPT4: PSYCHOANALYTIC TECHNIQUE IV

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: Matriculation and RPT3

RPT5: PSYCHOANALYTIC TECHNIQUE V

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: Matriculation and RPT4**

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 COURSES

R801: CASE PRESENTATION BY STUDENT ANALYSTS I

In a workshop format, Candidates learn how to conceptualize and to organize a psychoanalytic case. The course explores the creation of a clinical narrative, the Candidates 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: Readiness-for-Control**

R802: CASE PRESENTATION BY STUDENT ANALYSTS II

This seminar prepares Candidates for final Case Presentation. It focuses on the organization, presentation, theoretical discussion, and writing about ongoing psychoanalytic treatment. Candidates take turns presenting written sections of cases. The instructor may assign readings relevant to the application of psychoanalytic theory to the understanding of personality problems and their treatment. This course should be taken at the end of the curriculum and during the Candidate's second Control Analysis. **Prerequisite: Readiness-for-Control and R801**

R804: HISTORY OF PSYCHOANALYTIC THOUGHT

This course traces the development of major post-Freudian psychoanalytic ideas, the model of the psyche, the concept of the unconscious, the use and function of language, and the role of determinism and theories of cure. **Prerequisite: Readiness-for-Control**

R807: CONTINUOUS CASE SEMINAR

Case material from an analysand 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 Candidates integrate theoretical knowledge with clinical understanding in making technical interventions and interpretations. Specific interests of the participants will be addressed along with relevant readings. It is highly recommended that Candidates enrolling in R807 understand the need for process recording with their patients, either during or after their sessions, to enable seminar members to follow the patient; and that they be seeing patients in treatment at least three times weekly. **Prerequisite: Readiness-for-Control**

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: Readiness-for-Control**

R860: CASE PRESENTATIONS BY GUEST ANALYSTS (6 SESSIONS)

Candidates are offered an opportunity to hear analysts present cases and participate in collegial discussions. The Guest Analysts course also provides a model for future Case Presentation. The course must be taken again at the Matriculation level (R760) or at the Readiness-for-Control level (R860). Tuition is charged for each series. Required if not taken twice before.

ELECTIVES

Elective courses are either 6 or 12 sessions. Each 6-session elective course equals one-half of an elective. Some are open to Candidates at all levels of training, others have prerequisites. However, effective fall 2013, only one of those taken before RFC will count towards the requirement of 4 electives.

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 (6 SESSIONS)

This course is offered periodically with topics and Instructors chosen by MITO. The topic varies from year to year. **Prerequisite: Enrollment**

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 gender theory. **Prerequisite: Readiness-for-Control**

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: Readiness-for-Control**

E813: SEMINAR ON MASOCHISM

Readings and clinical material highlight the psychoanalytic understanding of the development and place of masochism in personality and psychopathology. **Prerequisite: Readiness-for-Control**

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: Readiness-for-Control**

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: Readiness-for-Control**

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: Readiness-for-Control

E820: CURRENT LITERATURE ON PSYCHOANALYTIC TECHNIQUE

Psychoanalysis aims at obtaining certain results. This seminar studies methods of technique and their possible results. That is, questions such as "How does this intervention or interaction produce that result?" will be explored. Current readings from professional journals are discussed. **Prerequisite: Readiness-for-Control**

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: Readiness-for-Control**

E826A: HISTORIC FIGURES IN PSYCHOANALYSIS: THE LIFE AND CONTRIBUTIONS OF D. W. WINNICOTT

E827: INDEPENDENT STUDY OF PSYCHOANALYSIS

The Candidate conducts an individual research project on a significant theoretical or clinical aspect of psychoanalysis, with the prior approval of the Dean of Faculty and Curriculum. A detailed outline with bibliography should be submitted to the Dean when requesting this course. The completed project will be evaluated by the Candidate's instructor. Credit for one course is given. The usual tuition is charged. **Prerequisite: Readiness-for-Control**

E831: THE PSYCHOANALYTIC APPROACH TO PSYCHOSOMATIC PATHOLOGY

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

E833: SEMINAR ON DEPRESSION

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

E835: PSYCHOANALYTIC THEORY OF ADDICTION

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: Readiness-for-Control**

E864C: CONTEMPORARY THEORIES IN PSYCHOANALYSIS: INTRODUCTION TO BION

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: Readiness-for-Control**

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 Lacan 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: Readiness-for-Control**

E866: LESBIANS IN PSYCHOANALYTIC THEORY AND PRACTICE

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

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**

E872: WRITING PSYCHOANALYSIS

This course explores a range of issues concerning personal, theoretical, clinical, ethical, and practical aspects of writing and publishing psychoanalytic articles. Discussions and readings address motivations, anxieties, and fantasies, as well as methodological considerations such as topic selection, research, organization and development of ideas, editing, literature review, journal submission and revision protocols. Also examined are confidentiality, ethical risks and responsibilities, transference-countertransference implications and professional benefits. **Prerequisite: Open to all Candidates**

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-in-family 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.

E876: THE NEOKLEINIANS OF LONDON

E877: A ZEN PERSPECTIVE ON PSYCHOANALYSIS

E881: INTERSUBJECTIVITY: AN INTRODUCTION

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: Readiness-for-Control**

E883: CLINICAL EXPERIENCES OF PROJECTIVE IDENTIFICATION

E884A: PSYCHOANALYSIS WITH THE LATER-IN-LIFE PATIENT

FACULTY

CURRENT FACULTY

Ahlskog, Gary – LP. PhD, Psychology, Fordham University; Hypnotherapy Training.

Bahl, Eileen - LP

Barnett, Alan J. – Licensed Psychologist. PhD, Clinical Psychology, Fordham University (1979). Psychologist/Psychoanalyst in Independent Practice; Faculty, Supervisor, Training Analyst, Senior Member, NPAP; Editorial Board, Psychoanalytic Inquiry; Past Editor, The Psychoanalytic Review (2008-2016).

Beer, Hollace – LCSW-R

Benton, Robert J. – LP. PhD, Philosophy, New School University.

Berg, Dana - LCSW

Bergier, Barbara – LCSW-R. MSW, Yeshiva University

Bliss, John – LCSW-R

Crudele, Roman – LCSW-R. MSW, Hunter College

Cutler, Anne – LP

Dolber, Alan – LCSW-R, Yeshiva University; PhD, Florida Institute of Technology, School of Psychology

Edlow, Mary – LCSW-R. MSW, Hunter College; PhD, New York University

Eigen, Michael – Licensed Psychologist. PhD, Personality, New School for Social Research.

Entin, Alice – LCSW-R. MSW, Clinical Social Work, New York University Graduate School of Social Work. Practicing Psychoanalyst. Faculty, Training Analyst, Supervisor and Senior Member at NPAP. Faculty, Supervisor, and Training Analyst for Harlem Family Institute and Institute for Expressive Analysis. Interest in use of Psychodrama for Psychoanalytic treatment and education. Member of CAPA (Chinese American Psychoanalytic Alliance), Psychoanalyst and Supervisor via Skype to China. Member of Neuropsychoanalytic Clinical Study Center of NPAP.

Gargiulo, Gerald J. – LP. PhD, Psychoanalysis & Philosophy, Foundation House, Oxford, England.

Greenstadt, William M. – LP

Greenwald, Judith – LCSW-R. MSW, Hunter College School of Social Work

Heimowitz, Dan – LCSW-R.

Herlands, Neil – LCSW-R. Training analyst and supervisor at NPAP. He has been an instructor since 2008. In that time he has taught clinical classes in Transference, Resistance, Ego Psychology, continuing case seminar and the Guest Analyst series.

Highet, Alistair – LP. MA, University of Sussex, Critical Theory. Became a full member of NPAP in March of 2013, having practiced under supervision for 13 years while in training. Licensed in 2006. Studied Psychoanalysis at the University of Sussex, with a focus on Jacques Lacan and his contemporaries. Has worked as a journalist for most of his professional life, in television, newspapers, and magazines. Additionally, has taught art criticism and arts journalism at Central Connecticut State University. Spent two years living as a monastic intern at the Abbey of Regina Laudis in Bethlehem, Conn. Publications include

Casablanca, Humphrey Bogart, the Oedipus Complex and the American Male, *The Psychoanalytic Review*, Vol. 85, No. 5, October 1998 and *Manifold Destiny: Metaphysics in the Poetry of Christopher Dewdney*, *Essays in Canadian Writing*, Winter 1987.

Holmes, James M. – LP. DrPH, Mailman School of Public Health, Columbia University. Senior Member, faculty, supervisor, training analyst, Board Member, NPAP. Former Director, TRCC. Former Dean of Faculty and Curriculum. NAAP certified. Faculty and supervisor, Metropolitan Institute for Training in Psychoanalytic Psychotherapy (MITPP). Director of Training, faculty and supervisor, Blanton-Peale Institute. Taught social work research at Fordham University Graduate School of Social Services, and public health at Hunter College School of Health Sciences, CUNY (City University of New York), Brooklyn College, CUNY, and The New School for Social Research. Private practice in Manhattan.

Horn, Rusty – LP. MS.Ed, Special Education Bank Street College. Licensed Psychoanalyst Private Practice, Adults, Children, Adolescents, Parents, Couples, Late In Life. NPAP Senior Member, Board of Directors. Affiliate Faculty, Supervisor, Training Analyst. Member Association of Child Psychoanalysts, APA Division of Psychoanalysis. www.rosaleehorn.com

Igleheart, Hope – LP

Jacobs, Carl – LP. NYS. LP, Vermont. B.SC, 1968, Film/Communication, Boston University; MA, The New School; DSC, Belford University, Psychoanalysis. Senior Member, Training, Supervisory Analyst and Faculty NPAP, Former Program Chair, Parliamentarian and Member-at-large, NPAP Board of Trustees. Member: Das Unbehagen, NAAP, APA, Div 39 and The American Research and Development Study Group. NPAP's Neuropsychanalytic Clinical Study Center. Author of numerous articles on Resistance, Frequency, Psychoanalytic Education, Theodor Reik, The Akedah, The Psychoanalytic Blackboard and Human and Animal Communication. assorted Psychoanalytic presentations, including on Films, and on The Uncanny, as well as book reviews. Founding member of Fluxus and Experiments in Art and Technology, and former Experimental Filmmaker and current Singer Songwriter.

Jacobs, Leah Pittell – LCSW-R. MSW, 1972, New York University.

Kahn, Charlotte – LP, LMFT, Licensed Psychologist (NJ). EDD, Columbia University, Family Relations.

Kaiser, Paul – LCSW-R. MSW, Hunter College of Social Work, 1972. Senior Member, Supervisor, and Faculty, NPAP. Supervisor PPLC Program of NPAP.

Kaplan, Judy Ann – LCSW-R. Faculty Member, Training & Supervising Analyst and Senior Member and Board Member of the National Psychological Association for Psychoanalysis (NPAP); Education Editor of the *Psychoanalytic Review*; Faculty Member, and Supervisor of the Institute for Psychoanalytic Training and Research (IPTAR); Past-President, and former National Study Group member of AAPCSW; Board of Trustees, Accreditation Council for Psychoanalytic Education (ACPE); Author of numerous journal articles, contributor to the PDM, and co-editor and contributor to *Freud at 150: 21st Century Essays on a Man of Genius*. Private practice, New York City, New York.

Karpe, Richard J. – LCSW-R. MS, Clinical Social Work, Columbia School of Social Work.

Keilhofer, Isolde – LP. MA, Graduate Center, City University of New York, Liberal Studies. Psychoanalyst in private practice. Training Analyst and Supervisor, National Psychological Association for Psychoanalysis (NPAP); Faculty and Supervisor, Metropolitan Institute (MITPP); Training Analyst and Supervisor, China American Psychoanalytic Alliance (CAPA); Member, Institute of Expressive Analysis (IEA). Faculty, Harlem Family Institute (HFI), Publications include papers on Freud, trauma and technique.

Keith, Deborah – LP. MSSc, Psychoanalytic Studies, The New School. B.S., Psychology and Comparative Religion, New York University. Faculty, Supervisor, Training Analyst, Chair of Faculty & Curriculum Committee and Board of Directors, NPAP. Private practice in Manhattan. Musician.

Klein, Joan V. – LCSW-R.

Kloppenber, Brian – LP. MFA, Modern Dance Choreography, Ohio State University, 1995. Training and supervising analyst and faculty Member at NPAP and IPTAR. A fellow of the International Psychoanalytical Association. His essays have appeared in JAPA, Psychoanalytic Psychology and The Undecidable Unconscious.

Kupersmidt, Jane – LCSW-R. PhD, Comparative Literature, Graduate Center, City University of New York, 1993.

Kuppersmith, Debra - LCSW-R. MS, Community Health Education, Hunter College, 1982; MSW, Social Work, New York University, 1988.

Laufer, Edith - LP

Levy, Edwin Ira – Licensed Psychologist. MA, Clinical Psychology, University of Pennsylvania; PhD, Adelphi University.

Malkin, Victoria – LP. PhD, University College London, Anthropology.

Martinez, Susana – LP. MA, Columbia University, Classics; PhD, Columbia University, Classics.

Maxwell, Douglas F. – LP. JD, Law, New York University. Practicing Psychoanalyst; Certified Psychoanalyst, NAAP; Senior Member, Training Analyst, Supervisor, Board of Trustees, Board of Directors, NPAP; Arts Editor, The Psychoanalytic Review. Member and Faculty, Institute for Expressive Analysis; Past President, Member and Board of Directors, International Forum for Psychoanalytic Education. Past President, Board of Directors, NAAP. Adjunct Assistant Professor of Arts, NYU. Recipient, Award for Teaching Excellence, NYU. Former lecturer, The New School University. Numerous publications regarding creativity and the mind and contemporary visual art.

Meones, Sarina – LP. MA, Art/Educational Psychology, 1986.

Mitchell, Sue – LP. MA, Teachers College, Columbia University, Childhood Education.

Molofsky, Merle – LP. MFA, Creative Writing, Brooklyn College, City University of New York. Has served as an NPAP Institute faculty member since 1989. She also serves on the faculty of Harlem Family Institute (HFI), and served previously on the faculty of the Institute of Expressive Analysis (IEA). Her other teaching experience includes teaching Freshman English at Medgar Evers College, CUNY; Creative Writing at Brooklyn College Adult Education; and running workshops in writing poetry, writing fiction, and poetry in performance at Poets Union. She is former Dean of Training, NPAP, and former Director of Education, IEA. She has served on the NPAP Institute and Membership Boards, and the Boards of the International Forum for Psychoanalytic Education, IEA, and the Elizabeth Mascia Center. Currently she serves on the Clinical Experience and Supervision Committee of the Training Institute of NPAP, and the Advisory Council of HFI.

Merle is a published novelist and poet, and a produced playwright. She received the 2012 Gradiva Award for Poetry from the National Association for the Advancement of Psychoanalysis. Her novel, 'Streets 1970', International Psychoanalytic Books, was published in 2015, and her two volumes of poetry, "Ladder of Words" and "Mad Crazy Love: Love Poems and Mad Songs", were published by Poets Union, 2011. Her play, "Koolaid", was produced at Lincoln Center in 1971, directed by Jack Gelber, and featuring Robert De Niro. Psychoanalytic publications include book chapters and journal articles. She serves on the Editorial Board of "The Psychoanalytic Review." Her collection of short fiction, "Necessary Voices", will be published in early 2019 by International Psychoanalytic Books.

Merle is interested in the arts, and the creative process. She has published poetry and short fiction in numerous small press journals. She plays several folk instruments by ear, including Appalachian dulcimer, Irish penny whistle, bowed psaltery, and, once upon a time, she also played Celtic harp. She plays folk music on keyboard as well. She believes that psychoanalysis is an art form, and that language is a major force linking psychoanalysis and poetry.

Nashban, Jerold – LP. MA, Graduate Faculty of The New School, Philosophy. Has taught courses on dreams, Ego Psychology, and the history of the psychoanalytic movement. Prior member of the Board of both the Association and the Training Institute and Chair of the Admissions and Membership Committee. Currently serving as a supervisor for the Chinese American Psychoanalytic Alliance. Presented a paper entitled "Creativity and the Psychoanalytic Process" in December of 2015 at the Washington Square Institute for Mental Health. The paper will be published in the Spring of 2016 in their journal, Issues in Psychoanalytic Psychology.

Neely, Jennifer – LCSW. MSW, New York University. Psychotherapist and psychoanalyst. Faculty, NPAP. SIFI Certified. In private practice, Brooklyn Heights, New York.

O'Loughlin, Michael – LP.

Orenstein, Dru – LCSW-R. MSW, Social Work, Yeshiva University, 1983.

Oscharoff, Ruth – LCSW-R. MSSW, Social Work, Columbia University.

Pheiffer, Sherman – LP; LCSW-R. MSW, Social Work, Hunter College School of Social Work, 1983.

Pomponio, Arthur – LP.

Posmentier, Loveleen – LP. MA, Psychology, CCNY. Faculty member, training analyst and supervisor at NPAP. She is also a member and on the faculty of Institute of Expressive analysis and the Harlem Family Institute. A former Dean of Faculty and curriculum and a board member of NPAP, she is actively involved in the Continuing Education, and Faculty and Curriculum committees of NPAP. Loveleen is currently a member of a Neuropsychanalytic, clinical study group of NPAP, with Mark Solms as the teacher. Loveleen studied for long periods of time with Psychoanalysts Martin Bergmann and William Grossman.

Loveleen has a private practice in New York. She works with Adults, adolescents and couples. She is passionate about her work with diverse population of patients, many of whom are Immigrants and children of immigrants. She has written and presented at panel discussions about multicultural conflicts and issues around bicultural and multigenerational struggles among immigrant families. She is involved in the Chinese American Psychoanalytic Alliance (CAPA), in which American analysts are participating in psychoanalytic training programs in the universities in China. She has presented her work in China and India and is currently treating patients in China and India via Skype.

Precin, Pat – LP; OTR/L; FAOTA. MS, Downstate Medical Center, Biophysics; PhD, Northcentral University, Psychology; PsyD, Heed University, Psychoanalysis. NCPsyA. Currently an Assistant Professor in the Programs of Occupational Therapy Department of Rehabilitation and Regenerative Medicine at the Vagelos College of Physicians and Surgeons of Columbia University, a licensed psychoanalyst in private practice, a licensed and practicing occupational therapist, and a supervisor. She is on the Editorial Board of multiple journals including the Psychoanalytic Review, a researcher, author, and an international speaker. Dr. Precin is a member of the National Association for the Advancement of Psychoanalysis, International Association for the Study of Dreams, World Federation of Occupational Therapy, and the American Occupational Therapy Association.

Rappaport, Judith – LCSW-R. PhD, social work, New York University.

Robbins, Arthur - LP. EDD, Columbia University, Teachers College, Counseling.

Roland, Alan – Licensed Psychologist.

Rosen, Penny – LCSW-R. MSW, Case Work, Hunter College School of Social Work, 1984.

Rosenbaum, Ruth – LP.

Rosenberg, Joyce – LP.

Rowe, Florence – LCSW-R.

Russell, Jared – LP. PhD, Philosophy, New School for Social Research, 2017. Analyst in private practice in New York City. He is a member of IPTAR and NPAP, managing editor of *The Undecidable Unconscious: A Journal of Deconstruction and Psychoanalysis* (University of Nebraska Press), and author of *Nietzsche and the Clinic: Psychoanalysis, Philosophy, Metaphysics* (Karnac, 2016).

Sawyer, Susan G. – LCSW-R. MA, New York University, English; MSW, Wurzweiler Schhol of Social Work, Yeshiva University. I have been an active member of NPAP for more than a decade, teaching classes in Technique I, II, and I/II, and supervising. I have also taught Technique at the Washington Square Institute, where I also supervised. Positions I have held include Vice-President of the NPAP Institute, chairman of the NPAP Admission and Membership Committee, as well as serving on several other committees, including TRCC. On *The Psychoanalytic Review*, I am a member of the Editorial Board and the Book Review Committee. I also edited our newsletter, *NPAP News & Reviews*, for the past 10 years. Before coming to NPAP I wrote and edited more than 100 articles on psychology subjects, which were published in newspapers and magazines worldwide. Further, I now serve on student exam committees, interview potential NPAP candidates, and serve as mentor to new candidates. As a faculty member, my keen interest is in helping new candidates grow and develop their analytic selves through classes that are interactive, practical as well as theoretical, and non-judgmental.

Schaye, Shirley Herscovitch – LP.

Silver, Catherine B. – LP. Masters, Sociology, Sorbonne, Paris; PhD, Social Psychology/Sociology, Columbia University.

Simon, Ann Rose – LCSW-R. MA, Brooklyn College, English; MSW, NYU School of Social Work.

Singer, Elizabeth – LP. MFA, Acting, Southern Methodist University. Educator, Clinical Supervisor, Psychotherapist and Psychoanalyst, Speaker. Elizabeth C. Singer continues to deepen her work with the explosive and sensitive patient. She began private practice in 1997. She provides consultation, supervision, psychotherapy and psychoanalysis to individuals using a psychodynamic approach. Referrals to her practice come primarily through her website and blog where she illustrates how talk therapy heals. Before entering analytic training, Elizabeth spent 16 years as a professional actress in regional theatre and off-Broadway.

Spier, Michael – LCSW-R.

Steinberger, Claire Beth – LP; LMFT, Esq. EdD, Teachers College Columbia University, Psychology, Education, Family Therapy; JD, New York Law School. She is Senior Faculty, National Psychological Association of Psychoanalysis and Faculty, Object Relations Institute; Training Program in Family Law and Family Forensics and Training Institute Mental Health. Psychoanalytic emphasis: child and adolescent development, culture and family and couple systems, object relations and relational paradigms. Licenses include: Psychologist (NJS, 1982), Psychoanalyst (NYS 2006), Marriage and Family Therapist (NYS,2006); Also, NYS School Psychologist (1977) and NYS Family Mediator (2007). Private practice includes psychoanalysis, psychoanalytic psychotherapy, family and couple treatment, family/couple mediation. Presentations include (2011-2014): “Transforming Trauma: The Relational Unconscious and Chemistry” (American Psychoanalytic Association, 2014); “Couple Treatment and Enactments” (Mount Sinai Medical Psychotherapy Group, 2014; Am); “Family Systems Theory” (Training Program in Family Law, 2013) “A Psychoanalytic Journey Through Systems” (Washington Square Institute, 2012); “The Relational Unconscious” (Mount Sinai Medical Psychotherapy Group, 2013); *Psychoanalysis and Family Systems: Enactments* (IFPE, 2011). She is Clinical Member, American Psychological Association, Supervisory, American Association Marriage and Family Therapy and Member, National Association Advancement of Psychoanalysis (NAAP). Adjunct Faculty: Long Island University Graduate School, New York University Department Applied Psychology and CUNY, LaGuardia. Research with interdisciplinary focus includes *Teenage Depression: A Cultural-Interpersonal-Intrapsychic Perspective* (1989) *Therapeutic Jurisprudence* (2003); *Persistence and Change in the Life of the Law: Can Therapeutic Jurisprudence Make a Difference?* (2003). *Cyberspace: The Nodal Self in the Wide Wide World* (2009); Book in progress: *Dances of Intimacy: A Cultural -, Interpersonal- Individual Perspective*.

Stollerman, Judith – LP.

Taylor, Thomas S. – LCSW-R. MDiv, Union Theological Seminary, Psychiatry and Religion; STM, Lutheran Theological Seminary, 20th Century Church History; PhD, NYU, Clinical Social Work. Psychoanalyst in private practice. Dean, Clinical Experience and Supervision, Chair, Book Review Editors, The Psychoanalytic Review, Chair, Public Relations Committee, Co-Chair, ad hoc Fundraising Committee, Web Design Team, Member, Association Board of Directors, Institute Board of Trustees, Faculty, Senior Member, NPAP.

Teitelbaum, Stefanie – LCSW. Full time practicing psychoanalyst and psychoanalytic psychotherapist in NYC. Graduate, Member, Training Analyst and Supervisor NPAP, and member of the Editorial Staff of the Psychoanalytic Review. Member, Faculty, Training Analyst and Supervisor at ORI and IEA. Psychoanalytic articles published in journals, and a contributing author to the Blanton-Beale Encyclopedia of Psychology and Religion. Presented conference papers at IARPP, IFPE, Int'l Ferenczi Conference and ORI. Undergraduate studies in music, vocal arts and opera, and currently active in choral singing.

Tye, Susan – LCSW-R. MS, Social Work, Columbia University School of Social Work, 1978.

Varga, Michael – Licensed Psychologist.

Wagner, Aleksandra – LP.

Wagner, Thomas – LP. MA, Psychology, New School for Social Research, 1979. Licensed Psychoanalyst, Certified Imago Relationship (couples) Therapist. B.A., University of Texas--Austin. M.A., New School for Social Research. Graduated, NPAP. Former Board member and Training Committee member, NPAP. Board of Trustees & Training Committee, Harlem Family Institute since 2011. Faculty and supervisor at Harlem Family Institute and Washington Square Institute. Member, NAAP, Division 39 of The American Psychological Association, IARPP.

Washburn, Linda – LCSW-R.

Werden, Jeffrey – LP.

Wolf, Robert – LP, LCAT. MPS, Pratt Institute, Art Therapy and Creative Development; DPSA, the Parkmore Institute, Doctor of Psychoanalytic Study.

Yagerman, Steve – LP. DMin, Hebrew Union College, Counseling, 1996. Graduated NPAP 2014. Post-Doc Program: 2006 William Alanson White.

Young, Robin – LCSW. MSSW, Clinical Social Work, Columbia University, 1978; PhD, Clinical Social Work, New York University, 2003.

Zimmermann, Peter B. – LP. PhD, Philosophy, University of Bern, Switzerland. Current president of the Institute of NPAP (2016-2020); Member of the Board of Directors (2012); Senior Member, Training and Supervising Analyst and Faculty Member at NPAP since 1984. Courses taught include: Self Psychology, The Theory of Intersubjectivity and Psychoanalytic Technique. He is on the editorial board of The Psychoanalytic Review.

Founding Member of TRISP, The Training and Research in Intersubjective Self Psychology Institute in New York; Founding Member (1987); Member of the Board of Directors, Senior Faculty, Training and Supervising analyst since 1987. Courses taught include: The Early Freud, The Early Kohut, Transference and Countertransference, Depression, and The Theory of Intersubjectivity.

In addition to teaching, Dr. Zimmermann runs private supervision and study groups in Intersubjective Self Psychology. A special area of interest is the psychoanalytic theory and treatment of depression. Dr. Zimmermann has held numerous

national workshops on The Self Psychology of Despair and its Treatment. He is co-editor and contributing author of *Intersubjective Self Psychology, A Primer* (Routledge 2019).

FORMER FACULTY

Bass, Alan

Mollinger, Robert N.

Bass-Wichelhaus, Helene

Newman, Judith

Bergson, Allen

Opler, Tamar Turin

Brandt, Grace Louise

Rawn, Monica

Brenner, Maggie

Rawn, Moss L.

Chorny, Harold

Reed, Gail

Cooper, Paul C.

Rubins, James

Coopersmith, Sy

Satow, Roberta

Feirstein, Frederick

Schneider, Beverly

Friedman, Robert

Schwartz, Charlotte

Gold, Joel Gavriele

Schwartz, Edith

Kaplan, Harvey A.

Sternberg, Simone F.

Katz, S. Montana

Symons, Richard

Lerner, Leila

Tallmer, Margot

Margolin, Alida

Vito, Jose

Mills, Victoria

Weinberg, Carl

Minoff, Lee A

Wile, Jerome

REGISTRATION AND FEES

Tuition and Fees

Tuition is \$450 for a 12-session course and \$225 for a 6-session course. (Candidates not granted a leave of absence must take at least one course per year.) An Annual 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. (If Annual Fees are not paid on time, Candidates will not have access to the PEP.)

The Annual 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. There is a late payment fee for Annual Fees.

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 course work 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.

THE LOU BERKOWITZ SCHOLARSHIP

In 1980, the Board of Trustees established a scholarship in memory of Lou Berkowitz that covers tuition and fees at NPAP for a full academic year (fall, winter, summer). Recipients will be considered for a second-year extension if there are no other qualified applicants.

Eligibility: In honor of Lou's lifelong commitment to social action, the scholarship is offered yearly to an NPAP matriculated Candidate of minority status, with a physical disability, and/or from a personal background of poverty or political oppression. Applicants must be in good standing and have attained at least the matriculation level of training at NPAP.

Application Process: Submissions must include 1) A personal statement, including the applicant's current situation, professional goals, and reasons for regarding themselves as an appropriate recipient of the award; 2) Official transcripts from both NPAP and most recent academic institution; 3) Two letters of recommendation from people who know the applicant well. If the applicant has had clinical experience, the references should be people who can comment on the applicants clinical skills; if not, the references should be from someone who has some basis for evaluating the Candidate's potential as a psychoanalyst. Applications are due by April 30th.

For further information, applicants should contact Beverly Schneider at bevschne@gmail.com.

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.

THE THEODOR REIK CLINICAL CENTER FOR PSYCHOTHERAPY (TRCC) was established in 1949 as the clinical component of NPAP's Training Institute. It has two major purposes:

- to provide referrals and related training experiences for NPAP Candidates;
- to serve the community by providing low-fee treatment to those who need it.

Treating patients under the auspices of TRCC is an integral part of the License Qualifying (LQ) track. It's the means by which unlicensed Candidates gain clinical experience and collect clinical hours. Candidates can begin to see TRCC patients after reaching the Matriculation level of training or they can opt to take a prerequisite series of courses and sit for the Readiness for Clinical Practice evaluation (RCP) which enables them to see patients as quickly as one year after starting training. Either way, LQ Candidates will see their TRCC patients on site at NPAP and will receive a stipend. Once Candidates become licensed, their TRCC patients become their private patients; as the candidate goes forward in the training program private referrals from TRCC are available.

For the Candidate who enters training already holding a license that includes psychoanalysis in the scope of practice, TRCC offers the opportunity to receive private referrals from the Matriculation level, onward - or from the RCP level, onward, if the Candidate has chosen to take the route.

TRCC provides a thorough orientation process to Candidates, and ongoing support. It works closely with the Member-in-Training Organization (MITO) to monitor the Candidate experience at TRCC and to respond to Candidates' needs and concerns. NPAP usually has office rental space available to accommodate licensed Candidates' private practices.

THE MEMBERS-IN-TRAINING ORGANIZATION, otherwise known as **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 **most** matters of Institute business. The Chair of MITO's executive committee is a voting member of the Board of Trustees of the Training Institute. MITO holds monthly meetings of the executive committee and all MITs are welcome to attend. 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.

Every year MITO brings distinguished speakers and teachers for its Theodor Reik Guest Lecture (TRGL) Series. Presenters at these well-attended events, for which academic credit is given, have included Donna Orange, Lewis Aron, Jessica Benjamin, Bruce Fink, and Nancy McWilliams, among others.

MITO is also the main social organization for Candidates, holding periodic gatherings, and hosting the MITO Facebook page.

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 Personal Analysts 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.

CONTACT US

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

USEFUL 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. http://www.op.nysed.gov/prof/psych/](http://www.op.nysed.gov/prof/psych/)