



The William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology

Bulletin No. 60 (2012 – 2013)

Programs Of Psychoanalytic Training

based on the conviction that the study of lives in depth
provides the best foundation for all forms of psychotherapy
and for research into difficulties in living.

Founded 1943

Harry Stack Sullivan, M.D., 1892-1949

Frieda Fromm-Reichmann, M.D., 1889-1957

Clara Thompson, M.D., 1893-1958

Janet Rioch Bard, M.D., 1905-1974

Erich Fromm, Ph.D., 1900-1980

David McK. Rioch, M.D., 1900-1985

COUNCIL OF FELLOWS

Lori Caplovitz Bohm, Ph.D., Chair

Emeriti:

Anna M. Antonovsky, Ph.D.
Janet Jeppson, M.D.
Edgar A. Levenson, M.D.
Carola Mann, Ph.D.
Dale Ortmeyer, Ph.D.
Miltiades Zaphiropoulos, M.D.

Cynthia Field, Ph.D.
Judith Goldberg, Ph.D.
Anton Hart, Ph.D.
Ruth Imber, Ph.D.
Elizabeth K. Krimendahl, Psy.D.
Jay S. Kwawer, Ph.D.
Paul Lippmann, Ph.D.
Gilead Nachmani, Ph.D.
Maria Nardone, Ph.D.
Pasqual Pantone, Ph.D.
Jean Petrucelli, Ph.D.
Marcelo Rubin, Ph.D.
Donnel B. Stern, Ph.D.

Active:

Seth Aronson, Psy.D.
Grant H. Brenner, M.D.
Lawrence Brown, Ph.D.
Jacqueline Ferraro, D.M.H.

The following Fellows have been awarded

The Edith Seltzer Alt Distinguished Service Award

in recognition of their extraordinary contributions, over many years, to the Council of Fellows, to the White Institute and to the professional community.

Mrs. Edith Alt	1980
Ralph M. Crowley, M.D.	1980
Edward S. Tauber, M.D.	1985
Rose Spiegel, M.D.	1986
Ruth Moulton, M.D.	1987
John L. Schimel, M.D.	1990
Miltiades Zaphiropoulos, M.D.	1990
Nathan Stockhamer, Ph.D.	2000
Edgar A. Levenson, M.D.	2001
Marylou Lionells, Ph.D.	2002
Jay S. Kwawer, Ph.D.	2003
Philip M. Bromberg, Ph.D.	2004
Jay R. Greenberg, Ph.D.	2004
Lawrence Epstein, Ph.D.	2005
Amnon Issacharoff, M.D.	2006
Joerg Bose, M.D.	2007
Carola Mann, Ph.D.	2008
Ira Moses, Ph.D.	2009
Seth Aronson, Psy.D.	2010
Sondra Wilk, Ph.D.	2010
Mark Blechner, Ph.D.	2011

The following people have been awarded
The William Alanson White Institute Certificate Of Appreciation
in recognition of their distinguished and notable contributions to the
goals, ideals and principles of the William Alanson White Institute.

Silvano Arieti, M.D.	1969
Mary White Hinckley, M.D.	1969
Gerard Chrzanowski, M.D.	1970
Mrs. Anna Gourevitch	1972
Bertram Schaffner, M.D.	1972
June J. Christmas, M.D.	1979
Alberta Szalita, M.D.	1979
Arthur H. Feiner, Ph.D.	1994

The Director of the Institute may, from time to time, confer a special award in recognition of special contributions to the ongoing work of the Institute, its mission, its training programs, or its community service activities. The following people have been recipients of the
Director's Award

Allan Cooper, Ph.D., 2001
Bertram Schaffner, M.D., 2002
Richard Gartner, Ph.D., 2004
John Fiscalini, Ph.D., 2005
Raul Ludmer, M.D., 2005
Robert Shapiro, Ph.D., 2005
Carola Mann, Ph.D., 2006
Jonas Cohler, Ph.D., 2007
Cynthia Field, Ph.D., 2010
Miltiades L. Zaphiropoulos, M.D., 2011
Edgar A. Levenson, M.D., 2012

CONTENTS

Council of Fellows.....	2
Edith Seltzer Alt Distinguished Service Award.....	2
The William Alanson White Institute Certificate of Appreciation.....	3
Director’s Award.....	3
Contents.....	4
Officers and Trustees.....	7
Executive Committee.....	7
Administrative Staff.....	7
Aims.....	8
Programs of The White Institute.....	9
Division I – (A) Certificate Program in Psychoanalysis (For “exempt” mental health professions – Psychiatrist, Psychologist, Social Worker).....	20
General Information.....	20
Foreign Students.....	21
Scholarships and Loans.....	21
Awards and Grants.....	22
Certificate Program Requirements.....	24
Eligibility and Clinical Requirements.....	24
Required Curriculum.....	24
Course Descriptions.....	41
Division I – (B) Licensure Qualifying Program in Psychoanalysis (Leading to New York State licensure as “Licensed Psychoanalyst” (L.P.).....	28
General Information.....	28
Foreign Students.....	30
Scholarships and Loans.....	30
Awards and Grants.....	31
Certificate Program Requirements.....	32

Eligibility and Clinical Requirements.....	32
Required Curriculum.....	35
Course Descriptions.....	41
 Division II.....	 61
The Center for Applied Psychoanalysis (CAPsa).....	9 & 61
Child and Adolescent Psychotherapy Training Program.....	10
 Division III – Services of The White Institute	
Clinical Services.....	11
Specialized Treatment Services.....	11
Autistic Spectrum Service	
Eating Disorders, Compulsions & Addictions Service	
Later Lifespan Development Service	
LGBT Clinical Service	
Living With Medical Conditions Service	
Psychoanalytic Psychotherapy for Artists	
Sexual Abuse Service	
Trauma Service	
Child and Family Center.....	13
Clinic Fellowship Program.....	13
Clinical Conferences.....	13
Low Cost Supervision Service.....	13
Psychiatric Residency Rotations.....	13
The Student Affiliates Program.....	14
Research.....	14
Program Accreditation.....	15
Publications.....	16
The William Alanson White Institute Endowment Funds.....	17
Facilities.....	18
 The Faculty of the Institute.....	 65

Training and Supervising Analysts.....	81
Supervisors of Psychotherapy.....	82
The William Alanson White Psychoanalytic Society.....	83

OFFICERS AND TRUSTEES OF THE CORPORATION

Charles C. Harrington, Ph.D., President Emeritus and Chair Emeritus
Mitchell A. Kosh, Ph.D., President
Hal Reiter, J.D., Chair and First Vice President
Lenore Katkin, M.D., Vice President
Alan Kolod, J.D., Secretary
Howard Kanefield, J.D. Treasurer
Margot T. Egan, Honorary Trustee
Andrew Solomon, Honorary Trustee

EXECUTIVE COMMITTEE

Jay S. Kwawer, Ph.D., Director of the Institute

Seth Aronson, Psy.D., Director of Curriculum
Lori Caplovitz Bohm, Ph.D., Director, Center for Applied Psychoanalysis and
Chair, Council of Fellows
Richard Herman, Director of Administration
Elizabeth K. Krimendahl, Psy.D., Director of Clinical Services
Carola Mann, Ph.D., Director of International Outreach
Ira Moses, Ph.D., Director of Training
Pasqual Pantone, Ph.D., Director of Clinical Education
Marcelo Rubin, Ph.D., Director, Child & Adolescent Psychotherapy Training Program
Robert B. Shapiro, Ph.D., Chair, Committee on Appointments and Promotions
Amin Tehrani, Director of Information Technology
Miltiades Zaphiropoulos, M.D., Director of Interprofessional Affairs

ADMINISTRATIVE STAFF

Diane Amato, Registrar
Richard Herman, Director of Administration
Marisol Pitre, Business/Office Manager
Amin Tehrani, Director of Information Technology
Elizabeth Rodman, Administrative Assistant
Douglas Rodriguez, Administrative Assistant
Leila Sosa, Administrative Assistant

AIMS

The William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology, incorporated under the New York State Education Law on October 18, 1946 as a non-profit Educational Corporation, is an association whose primary function is the training of resourceful psychoanalysts.

The curriculum takes note of the psychological, socio-cultural and biological factors in human behavior. Taking as its basis the special contributions of two of the Institute's founders, Harry Stack Sullivan and Erich Fromm, it fosters study of the depths of human experience, focusing on the person as a social being, and on human behavior as interpersonal communication. The significant contributions of Sigmund Freud to the understanding of human behavior, and the vital pre- and post-Freudian developments of the study of personality find a place within the framework of its philosophy.

The Institute's activities extend beyond the training of psychoanalysts. It has many innovative programs, some as old as the Institute and others of more recent origin, which are described in this bulletin and more fully in separate literature.

In these manifold functions, the Institute expresses its faith that people, through the enhancement of their own capacities, may more efficiently cope with the fantastic problems of being simply human.

PROGRAMS OF THE WHITE INSTITUTE

The primary and central mission of the White Institute is its psychoanalytic training program. The Institute has also had a long and treasured tradition of educational and humanitarian undertakings and of profound dedication to community and to social issues. The power and excitement of psychoanalysis as well as its applicability to many aspects of human functioning are reflected in the programs described below. Here mission and tradition continue to coalesce to extend the mutative potential of psychoanalysis to ever widening populations.

DIVISION I --

(A) CERTIFICATE PROGRAM IN PSYCHOANALYSIS (PSYCHOANALYTIC TRAINING FOR “EXEMPT” MENTAL HEALTH PROFESSIONALS)

The program of post-doctoral training in psychoanalysis is open to qualified psychiatrists, psychologists, social workers, and other mental health professionals eligible to be licensed in New York State seeking rigorous training in the concepts and methods of psychoanalytic treatment.

(B) LICENSURE-QUALIFYING PROGRAM IN PSYCHOANALYSIS (PSYCHOANALYTIC TRAINING LEADING TO QUALIFICATION FOR NEW YORK STATE LICENSURE IN PSYCHOANALYSIS)

This program of training in psychoanalysis is open to applicants who have completed a Master’s or higher degree in any field that is registered by the New York State Education Department, or substantially equivalent as determined by the Department of Education. The prescribed course of study is intended to qualify graduates to sit for the New York State licensing examination leading to becoming a “Licensed Psychoanalyst” (“L.P.”) in New York State. The program offers rigorous training in the concepts and methods of psychoanalytic treatment. This program is registered by the New York State Education Department to provide training leading to an advanced certificate in psychoanalysis for candidates who are not licensed in an “exempt” profession and who meet the minimum education requirements for admission.

DIVISION II - CENTER FOR APPLIED PSYCHOANALYSIS (CAPsa) - *Special Courses*

The Center for Applied Psychoanalysis (CAPsa) derives from the Institute’s historical tradition of offering excellent continuing professional education to the wider professional public. CAPsa incorporates a wide variety of teaching modalities and remains responsible to the shifting needs of the professional community.

This continuing education program is open to psychoanalysts, psychiatrists, psychologists, social workers, psychiatric nurses, physicians, clergy and other professionals. Courses are designed to continue the education of professionals whose work will be facilitated by an increased familiarity with psychoanalytic concepts and techniques. This program does not provide training or qualification for the practice of psychoanalysis.

Intensive Psychoanalytic Psychotherapy Program (IPPP) - *A One-Year Program*

This 28-week program provides a concentrated, practice-oriented educational experience to

working clinicians (whose professional license includes providing psychotherapy in its “scope of practice”) who wish to apply an interpersonal psychoanalytic perspective to their work with patients. The program consists of clinical seminars, case conferences, and weekly individual supervision. Applicants are required to carry professional liability insurance and to provide their own psychotherapy patients for supervision. All faculty of about 40 professionals, are graduate psychoanalysts of the William Alanson White Institute.

For the past several years, IPPP has offered an Optional Second Year. This optional second year is for students who have completed the first year program and wish to deepen and expand their knowledge. Further supervision in conducting intensive psychoanalytic psychotherapy will continue to be available for participants whose professional licenses include providing psychotherapy in its "scope of practice". The second year curriculum will also include clinical seminars and clinical case conferences and will be divided into 4 modules. Seminars and case conferences will cover the role of unconscious processes in psychoanalytic psychotherapy, the therapeutic relationship at all stages of treatment, distinguishing interpersonal and relational approaches to therapy, and many other topics. It will culminate in an in-depth look at psychotherapy, in a clinical demonstration by faculty.

This program does not grant a Certificate in Psychoanalysis, and is fully described in a separate brochure. For further information please contact Lori Bohm, Ph.D., Director.

CHILD AND ADOLESCENT PSYCHOTHERAPY TRAINING PROGRAM (CAPTP) - *A Three-Year Program*

This innovative program combines course work with supervised clinical experience, personal growth, mentorship and opportunities for community involvement and observation. It is open to mental health professionals who are eligible to be licensed in New York State in a profession that includes psychotherapy in its “scope of practice”. Other qualified professionals may register for continuing education coursework in this program without the opportunity for clinical supervision, upon permission of the Director of Admissions. The program is designed to provide comprehensive preparation for treating young people from infancy through late adolescence. The program integrates an interpersonal perspective on theory and treatment techniques with ideas from the classical and relational schools. Course work focuses on understanding the internal world of the child in relation to the family, school and culture and also addresses the gamut of contemporary issues including abuse, adoption, attention deficit disorder, divorce and learning disabilities.

The faculty and supervisors are drawn from graduates of the White Institute and other centers of advanced training, and each one is distinguished by a particular area of expertise. Admission is open to psychiatrists, psychologists, social workers and other qualified individuals from related clinical and education disciplines. For more information please contact: Marcelo Rubin, Ph.D., Director.

FEES

Tuition and fees are payable in advance. Full tuition is required for the first three years. Current tuition for students in CAPTP is **\$867 per trimester (\$2,600 for the academic year)**. Annual tuition fees are set by the Board of Trustees and are subject to future changes.

DIVISION III - SERVICES OF THE WHITE INSTITUTE

CLINICAL SERVICES

Psychoanalytic Clinic
Psychotherapy & Young Adult Clinic

SPECIALIZED TREATMENT SERVICES:

Autistic Spectrum Service
Eating Disorders, Compulsions & Addictions Service
Later Lifespan Development Service
LGBT Clinical Service
Living with Medical Conditions Service
Psychoanalytic Psychotherapy for Artists
Sexual Abuse Service
Trauma Service

In 1948, the White Institute initiated one of the first its low-cost Psychoanalytic Services in the country. Responding to the changing community needs for therapeutic services, and to the Institute's need for a broadly based training facility, the Services have been continually expanded.

The PSYCHOANALYTIC CLINIC offers psychoanalytic treatment whereby patients are seen at least three times weekly. The PSYCHOTHERAPY SERVICE offers once or twice weekly individual therapy. GROUP THERAPY and COUPLES THERAPY are available as needed, through all the Services.

The YOUNG ADULT TREATMENT SERVICE has focused on college students and those in their twenties since the 1960s, when the White Institute received National Institute of Mental Health funding to study factors that led to “dropping out” of college.

The EATING DISORDERS, COMPULSIONS & ADDICTIONS SERVICE was designed to provide meaningful options for patients who have negotiated the early stages of recovery and who want to go beyond behavioral change to the deep shifts in character that psychoanalysis and psychoanalytic psychotherapy offer. The demand for this kind of in-depth treatment has grown as the problems of addiction and compulsion remain embedded in society. Interpersonal perspectives and techniques are particularly cogent in offering opportunities for analytic introspection and character change to patients with a history of addiction. Ancillary clinical services such as group or couples treatment are also offered and a variety of training opportunities (supervision/classes/workshops) are available to qualified and/or licensed mental health professionals, as appropriate, who work in this area.

The LATER LIFESPAN DEVELOPMENT SERVICE offers individual, couples, and group therapy to patients in their fifties, sixties, seventies, eighties and beyond.

The LGBT CLINICAL SERVICE, newly established in 2011, serves the unique needs and problems of lesbian, gay, bisexual, and transgender patients and their families.

The LIVING WITH MEDICAL CONDITIONS SERVICE mission is to enhance understanding

of how the experience of medical illness (acute or chronic) is lived out every day -- whether one is a patient, a family member/close other, or a caregiver. Its clinical services provide individual psychoanalysis/or psychotherapy for adults, children, adolescents, group, couples and families. The Living with Medical Conditions Study Group meets monthly and addresses the issues relevant to working interpersonally with those who have acute or chronic medical conditions. Meetings alternate between case presentations and Dialogues with Invited Guests).

The PSYCHOANALYTIC PSYCHOTHERAPY FOR ARTISTS SERVICE offers a range of services to facilitate creativity and to help with difficulties that interfere with the lives and work of performing and creative artists, based on the conviction that problems such as writer's block, stage fright, self-undermining behaviors, career changes, and other emotional struggles are best treated with exploratory psychotherapy. Authentic self-expression and emotional responsiveness, common goals both in artistic work and in therapy, are prerequisites for dealing effectively with inner conflicts and personality issues. Psychotherapy and psychoanalysis can contribute not only to a greater emotional aliveness in the artist's personal life, but also to the vitality and wholeness of the artistic process.

The SEXUAL ABUSE SERVICE serves people with either clear or vague histories of sexual abuse. The sequelae of sexual abuse take many symptomatic forms that can obscure the process of understanding the original trauma. Thus, the treatment of women and men who have been sexually abused requires specialized training. This is evident from the difficulty some clinicians have had negotiating the path between failing to seek for dissociated memories of trauma on the one hand, and giving inappropriate credence to so-called "false memories" on the other. Historically, psychoanalysts have often ignored the reality of incest and sexual abuse, viewing it as fantasy. More recently, this attitude has been changing; the Sexual Abuse Service offers a contemporary psychoanalytic perspective on this neglected area.

The TRAUMA SERVICE provides a venue to foster ongoing understanding of the impact of various forms of trauma on the individual, the group, and for those providing care and consultation for traumatized individuals and groups. Through monthly meetings that provide a forum for discussion, study, support and here-and-now experience, and through focus projects, the Service continues to deepen understanding of trauma and its correlates (dissociation, enactment, intergenerational transmission, vicarious and secondary trauma, resilience, post-traumatic growth). The Trauma Service provides clinical service and consultants to individuals and organizations seeking private referrals.

CHILD AND FAMILY CENTER

The CHILD and FAMILY CENTER offers a supervised experience with child and adolescent psychotherapy to candidates in the psychoanalytic training program and to CAPTP students. The project provides individual treatment to children and adolescents, ages 3-19, after an initial screening procedure which might include sessions with family, school representatives, play sessions with the child, or psychological testing.

CLINIC FELLOWSHIP

The White Institute offers a Clinic Fellowship for first- and second-year candidates who are "exempt" professionals in the Institute's Division I Certificate Program in Psychoanalysis. The Fellowship is an excellent opportunity for enhanced clinical training and partial subsidy of

training expenses. Details are available from the Director of Clinical Services.

CLINICAL CONFERENCES

The clinic holds weekly 90 minute conferences which function as a general forum for presentation of theoretical and clinical material, from Clinical Services and for members of the wider Institute community. Candidates and graduates are invited to attend and to present their own areas of special interest. Candidates are required to present a discussion of their work with a patient from the Psychoanalytic Service. Candidates who hold a Clinic Fellowship are required to present one patient from their clinic psychotherapy practice. A meeting of the clinic fellows is held every Tuesday afternoon for one hour to discuss issues relevant to clinic cases and administrative issues.

Clinical Services, William Alanson White Institute

Director • Elizabeth K. Krimendahl, Psy.D.

Chief Psychiatric Consultant • Grant H. Brenner, M.D.

Director of Clinical Education • Pasqual Pantone, Ph.D.

Chief Psychiatric Social Worker • Viki Rosman, L.C.S.W.

Senior Consulting Psychiatrist • Miltiades Zaphiropoulos, M.D.

LOW COST SUPERVISION SERVICE

The White Institute has long been committed to expanding and improving psychotherapeutic services in the wider community. Members of the Institute faculty are available for individual supervision to all mental health professionals whose licensed “scope of practice” includes the private practice of psychotherapy or psychoanalysis. Professionals enrolling in this program are required to maintain professional liability insurance and to provide evidence of current coverage. There is a \$100 application fee and ongoing supervision for up to 40 hours is currently billed at \$60 per session.

PSYCHIATRY RESIDENCY ROTATIONS

The White Institute provides PGY-4 rotations in psychoanalytic psychotherapy and interpersonal psychoanalytic theory to qualified psychiatric residents. The rotations are designed to meet the interests of individual residents and the requirements of different residency programs. For information please contact Elizabeth Krimendahl, Psy.D., Director of Clinical Services.

THE STUDENT AFFILIATES PROGRAM

The Institute provides undergraduate, graduate and medical students with a variety of opportunities to learn about psychoanalysis and psychotherapy. Affiliates are eligible to attend specified meetings and workshops and to communicate with a graduate psychoanalyst who will serve as an advisor, supervisor, or professional mentor. Interested persons should contact Richard Herman, Director of Administration.

RESEARCH

The psychoanalytic process is recognized as a rich source of observation and hypotheses, yet the application of scientific methods in this area has lagged far behind clinical insights. Graduates and candidates are encouraged to conduct original investigations into the cause, treatment and prevention of mental illness. For appropriate projects, the extensive material provided by the Clinical Services of the Institute is made available so that this vast store of clinical experience can be translated into systematic research findings. Research proposals and projects conducted at the White Institute are subject to prior review and approval by our Institutional Review Board.

Previous projects have included research in: multiple aspects of human development; reversibility of emotional disturbance in pre-school children; emotional health disturbances in pre-school children from disadvantaged backgrounds; longitudinal stability of social-emotional functioning from pre-school to middle childhood; the prediction of intellectual achievement and cognitive functioning in middle childhood from pre-school social-emotional functioning; use of video tapes as an adjunct to the psychotherapy process; the sociology of psychotherapy financed by labor union contract; and cognitive styles of patient and therapist.

The Institute has received grants for research purposes from The Commonwealth Fund, The Foundations' Fund for Research in Psychiatry, The Vivian B. Allen Foundation, The John Lindsley Fund, from other private sources and from The National Institute of Mental Health, United States Public Health Service.

A few select undergraduate and graduate students have been permitted to learn research techniques using coded data under carefully controlled circumstances. These experiences may be credited as externships upon approval of the student's degree granting institution.

PROGRAM ACCREDITATION

The William Alanson White Institute is accredited by the **Accreditation Council for Continuing Medical Education** to sponsor continuing medical education for physicians.

The William Alanson White Institute designates this continuing medical education activity for Category 1 of the Physician's Recognition Award of the American Medical Association.

The "Conflict of Interest Policy" of the William Alanson White Institute requires that faculty participating in CE (and CME) activities disclose to the audience any relationship with a pharmaceutical company or any real or apparent conflicts relating to the topics of any educational activity which might pose potential, apparent or real conflict of interest with regard to his or her contribution to the program.

CE credits are calculated on a credit per course hour basis.

The William Alanson White Institute is approved by the **American Psychological Association** to offer continuing education for psychologists. The Institute maintains responsibility for the program. Credits are awarded on a one credit per course-hour basis and a minimum of 80% attendance is required for courses lasting seven or more sessions. Shorter courses require 100% attendance.

The William Alanson White Institute is an approved provider of Continuing Education under the auspices of the Continuing Education Program of the **New York State Chapter of the National Association of Social Workers**.

In keeping with the ethical standards of the mental health professions the faculty of the William Alanson White Institute is committed to preserve confidentiality of clinical material whether presented by faculty or students. It is the policy of The White Institute that faculty and sponsors disclose real or apparent conflicts of interest relating to the topics of an educational activity and also disclose discussions of unlabeled/unapproved uses of drugs or devices during their presentation(s), or of any possible significant financial relationships associated with educational activities.

All faculty members are graduate psychoanalysts or specialists in related professions.

PUBLICATIONS

CONTEMPORARY PSYCHOANALYSIS, an international quarterly, is the journal of the William Alanson White Institute and the William Alanson White Psychoanalytic Society. It was created to communicate the views of the psychoanalytic community on contemporary psychoanalytic theory and practice to all who are concerned with understanding human affairs and treating emotional difficulties. The Journal was founded in 1964 by Max Deutscher, Ph.D. and Rose Spiegel, M.D.

Co-Editors: Don Greif, Ph.D. and Ruth Livingston, Ph.D.

THE RECORD, the Institute's newsletter, is published twice a year, in the fall and spring. It reports the clinical, research and teaching functions of the Institute, as well as summaries of papers presented at meetings of the graduate and undergraduate psychoanalytic societies affiliated with the Institute.

Editor: Carola Mann, Ph.D.

THE REVIEW OF INTERPERSONAL PSYCHOANALYSIS is published yearly.

THE REVIEW is a digest of writings on Interpersonal psychoanalytic theory and clinical practice. Both publications are distributed to a wide community in order to make contemporary views available to both non-professionals and professionals.

WILLIAM ALANSON WHITE INSTITUTE ENDOWMENT FUNDS

The Institute has received several gifts and bequests to establish memorials at the White Institute. The donors have made these contributions because they have known and esteemed the work of the Institute and because they believe its vision will endure. Accordingly, the following endowment funds are among those which have been established:

Erich Fromm Memorial Endowment Fund
Betty Kuppenheimer Cahn Endowment Fund
Helen A. Ekstein Memorial Fund
Roberta Held-Weiss Memorial Fund
Connie English Memorial Fund
Jane Michel McGarry Loan Fund
Judith Harris Selig Memorial Loan Fund
Marylou Lionells Psychoanalytic Scholarship Endowment Fund
Benjamin Wolstein Memorial Scholarship Fund
John Fiscalini Memorial Scholarship Fund

Persons who wish to add to these funds or to establish endowment funds dedicated to specific purposes at the White Institute should contact Richard Herman, Director of Administration.

FACILITIES

The William Alanson White Institute, a well established, prestigious and internationally-renowned psychoanalytic institute, founded in 1943, is now entering its 67th continuous year of operation. The Institute has operated under a New York State Regents Charter since 1946 and its low-cost Psychoanalytic Clinical Service has provided community service as a training facility for its students since 1948. Since 1964, the White Institute has been housed in an architecturally-distinguished landmark Georgian townhouse located at 20 West 74th Street, in Manhattan's Upper West Side, just off Central Park West. A spacious lobby with a receptionist available from 8 am until 9 pm greets students and other visitors. Automated elevator service is available to all six floors of the Institute, including all of the clinic treatment rooms of the Clinical Services.

The Institute has seven classrooms, 13 treatment rooms, and one auditorium. In addition, the Institute's building houses its executive offices and support staff. The building is centrally air conditioned and has a wireless network that allows all staff and students to use laptop computers throughout the building and also provides a password-protected intranet for secure electronic communication and full networking of all computer stations and printers available to professional and support staff. Technology support includes a Director of Information Technology and the outside consulting services of an independent contracted technical support team. The White Institute's website address is: www.wawwhite.org

There are several Libraries at the Institute. The largest is on the second floor where the entire room contains books and journals that are available for all students. This specialized psychoanalytic library contains more than two thousand volumes as well as bound volumes of major psychoanalytic journals that are available for reference. A large Library area is also housed on the third floor where books on special subjects (with a large section on developmental issues, children, and adolescents) is also available to students. A small Library located on the fourth floor is also devoted to works concerning children and adolescents. The King Lawrence Parker Library Section on the first floor holds classics in the field; and the Library in the office of the Director of Administration contains all of several hundred books written or edited by White Institute authors and a great many of the books which are cited on course reading lists, held on "reserve".

The Institute also provides directions for the optional use of "PEPWeb," the predominant online database of psychoanalytic journal articles (www.pep-web.org), which archives full text versions of every article beginning from Volume 1, Number 1 of twenty-six of the most important and widely-cited English-language psychoanalytic journals as well as full text versions of several dozen classic psychoanalytic books, some out-of-print, and the full text of the "Standard Edition of the Complete Psychological Works of Sigmund Freud". In addition, the Institute provides online access to Medline, the online database of the National Library of Medicine and to the Google Scholar database of scanned books and journal articles (www.scholar.google.com). Many students also have home or offsite access to online articles through the PEPWeb or other internet services. The large and comprehensive Library at the New York Psychoanalytic Institute is also available to Institute students, at no charge, when needed, as is the research library of the New York Academy of Medicine.

Clinic facilities include the full-time-equivalent presence of the Director of Clinical Services, as well as a Psychiatric Consultant, a part-time Chief Psychiatric Social Worker, a full-time receptionist and administrative assistant, and a Director of Clinical Education, whose responsibilities include overseeing a program of continuing professional education throughout

the academic year as well as supervising required clinical presentations by all psychoanalytic candidates. The Clinical Services annually serve a broad segment of the population of the community, including the uninsured, the under-insured, people who are part-time employees, students, and the unemployed. Last year, over 350 families were served, with our students providing supervised clinical services for over 6,500 hours of professional time.

The Institute employs a support staff of ten full-time equivalent employees, including secretarial, administrative, janitorial, and general office staff. One staff member, the Registrar, has primary responsibility for the administrative support of the Division I Programs in Psychoanalysis.

DIVISION I • (A) CERTIFICATE PROGRAM IN PSYCHOANALYSIS

GENERAL INFORMATION

APPLICATION

Application forms for enrollment in the program of training may be obtained from the Registrar, and must be accompanied by a \$100 application fee, which is not refundable. Applications are also available on the Institute website at www.wawhite.org. The deadline for application to the training program is February 28th. Special permission is required for late application. Those applying before February 1st may be eligible for early acceptance upon request. A matriculation fee of \$800 will be applicable to the first trimester's tuition and **is payable upon acceptance of an applicant as a candidate.**

Application will require several personal interviews in addition to submission of credentials and recommendation. (Some applicants who are not accepted may reapply on the recommendation of the Director of Training.)

The William Alanson White Institute admits students of any race, color, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic origin in administration of its educational policies, fellowship and loan programs, and other school-administered programs. Several courses in the regular curriculum are, under special circumstances, open to qualified non-matriculated professionals upon approval by the Executive Committee. Interested students should contact Ira Moses, Ph.D., A.B.P.P., Director of Training.

FEES

Tuition and fees are payable in advance. Admission to courses will be authorized only when fees are paid and previous indebtedness is discharged, unless arrangements are made with the Business Manager. Students who do not notify the Registrar of inability to attend a course prior to its first session will be charged one-half the fee for the course. After the second session of the course the full tuition fee will be charged.

Full tuition is required for the first four years. Current tuition for candidates in **Division I is \$1,833 per trimester.** Annual tuition fees are set by the Board of Trustees and are subject to future changes. This fee covers all required courses and required electives for each of the first twelve trimesters. Candidates may also enroll in one additional elective course or one course in the Center for Applied Psychoanalysis each semester without payment of additional fees. After four years of training, i.e. twelve trimesters, tuition is reduced by half.

An administrative fee is charged for each trimester a candidate is on leave of absence. Request for full and partial leave of absence requires application to the Director of Training and the approval of the Institute administration.

Candidates are required to pay an annual Reserve Library fee of \$175, providing access to the Institute's online library materials, with their first trimester's tuition.

Fees for personal psychoanalysis and for psychoanalysis under supervision are determined by mutual arrangement between each candidate and his or her training or supervising analyst. However, fees for psychoanalytic supervision are not to exceed \$60 per session.

A transcript of a student's official record will be sent to other institutions upon written request of the student and will require a service fee of \$25.

All checks should be made payable to The William Alanson White Institute.

CERTIFICATES

Candidates who satisfactorily complete the full program of training will be granted the Certificate in Psychoanalysis. The program will ordinarily require four to six years.

Course credit is given only to those who fulfill all requirements and whose absences do not exceed 20 percent of the total hours of each course or when appropriate the guidelines of accrediting organizations will take precedence.

Decision as to successful completion of training is made by a vote of the Council of Fellows, upon recommendation by the Training Committee. As in the case of admission to the program, readiness for graduation is not based solely on scholastic and technical competence. The candidate's personal and professional integrity, clinical proficiency, soundness of judgment and commitment to the profession will be considered by the Training Committee following completion of all academic requirements.

Certificates are not awarded for studies undertaken in the Center for Applied Psychoanalysis.

FOREIGN STUDENTS

The Institute has been approved by the Attorney General of the United States as an educational institution which may be attended by foreign students under Section 4(e) of the Immigration Act of 1952.

Some foreign students who plan to return to their countries of origin and are unable to complete the required program may obtain limited training in psychoanalysis at the Institute, for which certificates are not awarded.

SCHOLARSHIPS AND LOANS

The Benjamin Wolstein Memorial Scholarship Fund has been established to help defray the costs of training of an outstandingly gifted student in financial need.

The Marylou Lionells Psychoanalytic Scholarship Endowment Fund was created to encourage a broad spectrum of meritorious professionals, who might otherwise have been unable to do so, to pursue psychoanalytic training.

The Judith Harris Selig Memorial Fund has established a revolving educational loan fund to defray expenses of training for needy candidates. It is intended to aid worthy applicants whose financial resources are inadequate. Applications for a loan from this fund should be in the form of a letter to the Director.

The Jane Michel McGarry Revolving Loan Fund has been established as an educational fund to defray expenses of training. It is intended to aid worthy psychologists whose financial resources are inadequate. Applications for a loan from this fund should be in the form of a letter to the Director.

Catherine Stuart Memorial Fund was established in memory of Catherine Stuart, Ph.D., an Institute graduate with a special interest in enhancing diversity among Institute candidates. The Catherine Stuart Memorial Fund is not administered by the Institute. Currently, its funds are utilized only to support first-year candidates in the Certificate Programs in Psychoanalysis. Inquiries and applications should be addressed to: William D. Lubart, Ph.D.
<doclubart@gmail.com>

Veterans Administration Benefits are available to eligible students.

Inquiries should be addressed to Richard Herman, Director of Administration.

AWARDS AND GRANTS

The Lawrence W. Kaufman Award of \$500 is presented to a member of the graduating class who writes a paper judged by a special committee to be worthy of this prize. Papers must be submitted to the Director by June 1 of the year following graduation.

The Harry Stack Sullivan Society Award of \$300 is presented annually for the best unpublished paper, submitted by a candidate in training, on a topic related to problems encountered in psychoanalysis. Details may be obtained from the President of the Sullivan Society.

CONTINUING EDUCATION ACCREDITATION:

The William Alanson White Institute is approved by the **American Psychological Association** to offer continuing education for psychologists. The WAWI maintains responsibility for the program. Credits are awarded on a credit per course-hour basis and 100% attendance is required to certify continuing education credit for psychologists seeking APA-approved CE credits.

The William Alanson White Institute is accredited by the **Accreditation Council for Continuing Medical Education** to sponsor Continuing Medical Education for physicians.

The William Alanson White Institute designates this continuing medical education activity for Category I of the Physicians Recognition Award of the **American Medical Association**.

The William Alanson White Institute is an approved provider of Continuing Education under the auspices of the Continuing Education Program of the **New York State Chapter of the National Association of Social Workers**.

It is the policy of The White Institute that faculty and sponsors disclose real or apparent conflicts of interest relating to the topics of an educational activity and also disclose discussions of unlabeled/unapproved uses of drugs or devices during their presentation(s), or of any possible significant financial relationships associated with educational activities.

NON DISCRIMINATORY POLICY:

The White Institute has - throughout its history - promoted institutional diversity and pluralism in

every aspect of its functioning including, staff hiring, selecting participants and faculty, and developing content for all programs including CE programs. The Institute's non-discrimination policy applies to the entire Institute community, including faculty, staff, organizational groups, administrative units, Institute sponsored activities and the like. Discrimination against any Institute community member or participant on the basis of age, color, gender, disability status, height, weight, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, is prohibited.

DIVISION I • (A) CERTIFICATE PROGRAM REQUIREMENTS

ELIGIBILITY FOR MATRICULATION

The William Alanson White Institute is committed to offering psychoanalytic training to highly motivated, exceptional individuals from a variety of disciplines and backgrounds. Eligible applicants must meet all current criteria for admission, including New York State licensed or license-eligible (or eligible for a “limited permit”) in one of the professions that includes psychoanalysis in its statutory “scope of practice.”

Psychiatrist - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis is open to graduates of medical schools who have completed at least one year of psychiatric residency. Upon admission, psychiatrists will be required to present a New York State license, and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients.

CONCURRENT REQUIREMENTS: Four years of approved psychiatry residency must be completed prior to graduation. This must include at least three months experience in an out-patient department or mental health clinic. Successful completion of this program provides eligibility for Fellowship in The American Academy of Psychoanalysis and Dynamic Psychiatry.

Psychologist - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis is open to applicants with a doctoral level degree in Psychology. In addition, the applicant must have completed a one-year clinical internship. Additional supervised clinical work will be reviewed by the Admissions Committee. Upon admission, psychologists will be required to present a New York State license or limited permit, and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients.

Successful completing of this program provides eligibility for the American Board of Psychoanalysis in Psychology Diplomate examination.

Clinical Social Worker - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis will be open to Certified Social Workers who have a doctoral degree in clinical social work from an accredited program which includes a two-year clinical internship or who have a masters’ degree in social work and are New York State Licensed Clinical Social Workers (“L.C.S.W.”) or New York State Licensed Master Social Workers (“L.M.S.W.”). In addition, the applicant will require supervised post-master’s clinical practice. Upon admission, clinical social workers will be required to present a current New York State license, and evidence of current professional liability insurance, in order to be granted permission to conduct supervised clinical work with patients.

Outstanding applicants who do not meet the above criteria will be evaluated on a case-by-case basis.

REQUIRED CLINICAL TRAINING

Personal Psychoanalysis: Each candidate is required to undergo personal psychoanalysis as a means of attaining freedom from personality factors that would interfere with the ability to

conduct psychoanalytic treatment. This analysis must be undertaken with an approved Training Analyst of the Institute. Applicants who are engaged in an ongoing, productive treatment with a White Institute graduate (at least five years post-graduation) may apply to the Training Committee for a waiver of this requirement and permission to continue their personal analysis with their analyst in fulfillment of the Training Analysis requirement. Arrangements for analysis must be made by the candidate upon acceptance by the Institute and should begin no later than October 1st of the first academic year of candidacy. The Training Analysis must be at the rate of at least 3 sessions per week for the first 300 hours. Subsequent frequency and duration are up to the candidate and analyst. The Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate's work. In order to preserve the integrity of the analysis, the candidate's analyst is expressly excluded from participation in any administrative decisions regarding his/her analysis.

Psychoanalysis Under Supervision: Clinical work with *four* patients, each of whom is seen *at least three times weekly*, under the direction of at least *three* supervising analysts of the Institute for a minimum of *200 supervision hours total*, is required. This requirement must be met **prior to June 1** of the year of graduation. *Each supervisor* must be seen for a *minimum of 40 hours*, but not more than 80 hours, if credit is to be given. *A different patient should be presented to each supervisor.* Fees for psychoanalytic supervision are to be arranged between the candidate and the supervising analyst. *Fees are not to exceed \$60 per session.*

The **first psychoanalytic case** will be referred by the Psychoanalytic Service of the Clinical Services. This patient must be seen for a *minimum of 240 hours at a frequency of at least three times weekly* and *supervised weekly during that period* by a Supervising Analyst. In unusual or exceptional circumstances, and only with the prior consent of the Director of Training and the Director of Clinical Services, a private patient from the candidate's practice may be substituted for the clinic case, with fees for 240 hours going to the Institute; this case must be transferred to the clinic and this requires both the submission of a clinic application from the patient and screening by the Director of Clinical Services. All fees from the first psychoanalytic case referred from the Clinical Services are retained by the Clinical Services. If the patient terminates the treatment prematurely, or before the minimum 240 hours has been reached, the candidate may combine another patient's psychoanalytic hours until the total number of psychoanalytic hours contributed to the Clinical Services reaches 240 hours.

If the first psychoanalytic case terminates treatment or reduces frequency to fewer than three sessions weekly, the candidate must begin work with a new psychoanalytic case. (If the terminated case has been seen for at least 120 hours at a minimum frequency of three times weekly, the case can be used toward fulfillment of the psychoanalytic case requirements for subsequent cases. Supervision on the first psychoanalytic case should include a minimum of 80 hours of supervision, either with one Supervising Analyst or with two Supervising Analysts for a minimum of 40 hours of supervision with each.

Barring extraordinary circumstances, the candidate will carry the analysis to completion. If the treatment extends beyond the 240 hours, the therapist will transfer the patient to his/her private practice. *Treatment will be at least three times a week for the first two years*, and as frequently thereafter as necessary. (Additional patients for supervision are the responsibility of the candidate. Patients may be acquired from the Psychoanalytic Service when available, although these will be referred to the candidate's private practice from the start.) A prerequisite for undertaking psychoanalysis under supervision is approval by the Director of Training. Prior to requesting approval, the candidate must have completed one trimester of course work and be in personal psychoanalysis.

Additional Psychoanalytic Cases (beyond the first case): Additional psychoanalytic cases need to be seen for a minimum of 120 hours at a minimum frequency of three times weekly. Supervising Analysts need to be seen for a minimum of 40 hours for each case in order for credit toward graduation requirements to be fulfilled.

Though hours of treatment cannot be combined to compensate for patients who terminate treatment prematurely or before the minimum required hours have been completed, a candidate may apply to the Training Committee for graduation on the basis of “equivalence” if their work includes one case that falls short of the graduation requirement.

Gender Diversity Requirement: At least one of the required psychoanalytic cases and one of the candidate’s Supervising Analysts must be of opposite gender of the candidate.

Duration of Supervision Requirement: All candidates are required to continue supervision until graduation. Each psychoanalytic supervision for credit must be on a weekly basis on only one continuous case.

Psychotherapy Requirement: Candidates who do not participate in the Clinic Fellowship need to contribute *a minimum of 80 hours of psychotherapy* to the Clinical Services. These hours may be accrued by treating one patient on a twice-weekly basis or two patients on a weekly basis, for one year. Candidates are credited \$25 per patient hour to an account that may be used to offset training expenses.

This requirement can be met by individual psychotherapy (adult, adolescent, or child), special modalities of therapy (group, family, or couples), or participation in a clinical project. The Psychotherapy Requirement provides candidates with the opportunity to apply psychoanalytic knowledge to a different form of treatment. This work will be supervised weekly, at no charge to candidates, by a Supervisor of Psychotherapy chosen by the candidate from the Institute’s list of Supervisors of Psychotherapy. This requirement must be fulfilled prior to June 1 of the year of anticipated graduation. Some candidates may provide additional psychotherapy as part of the Clinic Fellowship. If a candidate wants to transfer a patient from the Psychotherapy Service to the Psychoanalytic Service, s/he must engage a new Supervising Analyst for the psychoanalytic treatment; *the Supervisor of Psychotherapy may not continue as the Supervising Analyst.*

REQUIRED COURSES

All required work must be completed within six years unless an extension is granted by the Director of Training. *When the required curriculum has been completed, candidates must take three elective courses per year. Clinical Case Seminars are strongly recommended.* Candidates are permitted to change the sequence of certain courses if they feel it will be helpful in their training. If a variation in sequence is desired, candidates should contact the Director of Curriculum. If personal issues require a candidate to limit time commitments or otherwise alter the curriculum, individual arrangements may be made through the Director of Curriculum.

COURSE SCHEDULE

Trimesters are 10 weeks long. The first trimester begins after Labor Day. The second trimester begins in November. The third trimester begins in March.

Courses are not scheduled on Rosh Hashanah, Yom Kippur, and the eve of Passover. There is a three week break from December to January. Additionally, the Institute is closed on all legal holidays.

CROSS-REGISTRATION IN OTHER INSTITUTE TRAINING PROGRAMS

Candidates in Division I are eligible to enroll in courses in the Institute's **Child & Adolescent Psychotherapy Training Program** upon approval of an application to do so. Candidates seeking to cross-register must apply to the Director of Training who will convey this request to the Director of Training of the **Child & Adolescent Psychotherapy Training Program**, who will in turn confer with that Program's Director of Curriculum and the course instructor. Decisions will be made on an individual basis and will consider any issues relevant to the particular class and its composition.

No additional fees are charged for cross-registration.

GRIEVANCE PROCEDURE

The White Institute's formal grievance policy provides that when a participant expresses a grievance (either orally or in writing) requesting that the Institute take action, the following procedures are followed:

1. If a grievance falls within the domain of the Division I curriculum, this grievance will be referred to the Institute's standing Curriculum Committee. The Institute's Director of Curriculum may address the complaint him/herself or may confer with other department Directors. Some grievances may eventually be brought to the Institute's Executive Committee which will seek an equitable disposition of the grievance. The Executive Committee will formulate a response to the complaint and recommend action, if necessary. Such recommended action will be conveyed directly to the complainant by the Executive Committee, if appropriate. The Institute will make every attempt to keep the complainant apprised of deliberations concerning the grievance and to attempt to ameliorate the difficulty.
2. If a grievance concerns the Institute's clinical services, including a grievance expressed by a consumer of these services, the grievance shall be presented to the Institute's Director of Clinical Services, who will investigate the complaint, consulting with the patient/consumer, the student, and the student's supervising analyst or supervisor of psychotherapy. The Director of Clinical Services will consult with the Director of the Institute (on a confidential basis) to report all such grievances and, in collaboration with the Director, will formulate a response to the complainant. When indicated, the Director and the Director of Clinical Services will seek the consultation of the Institute's Executive Committee. The Director of Clinical Services will have the primary responsibility for monitoring the ethical conduct of clinical services by students and their supervisors. The complainant will be advised directly by the Director of Clinical Services of his/her investigation of the grievance and the Institute's proposed resolution.
3. The Institute's grievance policy requires that all grievances be addressed in a timely fashion. The Institute will seek legal counsel as indicated if grievances cannot be resolved informally. The student, consumer, or faculty member who initiated the grievance will then be informed of the status of his/her complaint at all levels of investigation and resolution. Confidential records of all grievances will be kept in a locked file in the White Institute's Executive Offices and written copies of Grievance Procedures will be available upon request.

DIVISION I • (B) LICENSURE-QUALIFYING PROGRAM IN PSYCHOANALYSIS

GENERAL INFORMATION

This program of training in psychoanalysis is open to applicants who have completed a Master's or higher degree in any field that is registered by the New York State Education Department, or substantially equivalent as determined by the Department of Education. The prescribed course of study is intended to qualify graduates to sit for the New York State licensing examination leading to becoming a "Licensed Psychoanalyst" ("L.P.") in New York State. The program offers rigorous training in the concepts and methods of psychoanalytic treatment. This program is registered by the New York State Education Department to provide training leading to an advanced certificate in psychoanalysis for candidates who are not licensed in an "exempt" profession and who meet the minimum education requirements for admission.

APPLICATION

Application forms for enrollment in the program of training may be obtained from the Registrar, and must be accompanied by a \$100 application fee, which is not refundable. Applications are also available on the Institute website at www.wawhite.org. The deadline for application to the training program is February 28th. Special permission is required for late application. Those applying before February 1st may be eligible for early acceptance upon request. A matriculation fee of \$800 will be applicable to the first trimester's tuition and **is payable upon acceptance of an applicant as a candidate.**

Application will require several personal interviews in addition to submission of credentials and recommendation. (Some applicants who are not accepted may reapply on the recommendation of the Director of Training.)

The William Alanson White Institute admits students of any race, color, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic origin in administration of its educational policies, fellowship and loan programs, and other school-administered programs.

Several courses in the regular curriculum are, under special circumstances, open to qualified non-matriculated professionals upon approval by the Executive Committee. Interested students should contact Ira Moses, Ph.D., Director of Training.

FEES

Institute tuition and fees are payable in advance, except for supervisory fees, which are payable as incurred. Admission to courses will be authorized only when fees and previous indebtedness are paid, unless arrangements are made with the Business Manager. Students who do not notify the Registrar of inability to attend a course prior to its first session will be charged one-half the fee for the course. After the second session of the course the full tuition fee will be charged.

Full tuition is required for the first four years. **Current coursework tuition is \$1,833 per trimester, billed each trimester; the academic year is divided into trimesters and it is normally expected that students will register for three consecutive trimesters in each academic year.** This fee covers all required courses and required electives for each of the first twelve trimesters. Candidates may also enroll in one additional elective course or one course in the Center for Applied Psychoanalysis each semester without payment of additional fees. Tuition and other fees are subject to periodic review by the Board of Trustees.

After four years of training, i.e. twelve trimesters, coursework tuition is reduced by half.

An administrative fee is charged for each trimester a candidate is on leave of absence.

Candidates are required to pay an annual fee of \$175 for library use, including the Reserve Library. This fee will be billed with the first trimester's tuition.

Candidates will pay to the Institute all fees for course work and supervised experience completed as part of the education program. Fees for psychoanalysis under supervision will be included in tuition fees charged by the Institute (in addition to coursework tuition), as incurred, and according to a schedule based on the current fees of Supervising Analysts. Although these fees may be determined by mutual arrangement between each candidate and the supervising analyst, the fees will be paid to the Institute as part of required tuition, and not to the Supervising Analyst directly. It is the responsibility of the Institute to pay Supervising Analysts, who will be paid according to the schedule of current fees, but only when they have been paid by the candidate. However, fees for psychoanalytic supervision *are not to exceed \$60 per session*.

A transcript of a student's official record will be sent to other institutions upon written request of the student and will require a service fee of \$25.

All checks should be made payable to The William Alanson White Institute. The Institute also accepts payment by credit card (Visa, MasterCard, and American Express).

CERTIFICATES

Candidates who satisfactorily complete the full program of training will be granted the License-Qualifying Program's Certificate in Psychoanalysis. The program will ordinarily require four to six years.

Although the Licensure-Qualifying Program in Psychoanalysis is designed to enable its graduates to sit for the New York State licensing examination in Psychoanalysis, the Institute does not grant State licenses. Questions about procedures for seeking New York State Licensure in Psychoanalysis should be directed to the State Department of Education:
<http://www.op.nysed.gov/prof/mhp/psyanllic.htm>

Course credit is given only to those who fulfill all requirements and whose absences do not exceed 20 percent of the total hours of each course or when appropriate the guidelines of accrediting organizations will take precedence.

Decision as to successful completion of training is made by a vote of the Council of Fellows, upon recommendation by the Training Committee. As in the case of admission to the program, readiness for graduation is not based solely on scholastic and technical competence. The candidate's personal and professional integrity, clinical proficiency, soundness of judgment and

commitment to the profession will be considered by the Training Committee following completion of all academic requirements.

Certificates are not awarded for studies undertaken in the Institute's Center for Applied Psychoanalysis, as that program is not designed to provide instruction or training in psychoanalysis.

FOREIGN STUDENTS

The Institute has been approved by the Attorney General of the United States as an educational institution that may be attended by foreign students under Section 4(e) of the Immigration Act of 1952.

Some foreign students who plan to return to their countries of origin and are unable to complete the required program may obtain limited training in psychoanalysis at the Institute, for which certificates are not awarded, provided that their credentials are the substantial equivalent of those required of applicants to the program. The Institute requires that World Education Services (www.wes.org) provide an evaluation of the academic credentials of prospective applicants from foreign countries for equivalency to U.S. academic preparation.

LOANS AND SCHOLARSHIPS

The Judith Harris Selig Memorial Fund has established a revolving educational loan fund to defray expenses of training for needy candidates. It is intended to aid worthy applicants whose financial resources are inadequate. Applications for a loan from this fund should be in the form of a letter to the Director.

The Jane Michel McGarry Revolving Loan Fund has been established as an educational fund to defray expenses of training. It is intended to aid worthy psychologists whose financial resources are inadequate. Applications for a loan from this fund should be in the form of a letter to the Director.

The Benjamin Wolstein Memorial Scholarship Fund has been established to help defray the costs of training of an outstandingly gifted student in financial need.

The Marylou Lionells Psychoanalytic Scholarship Endowment Fund was created to encourage a broad spectrum of meritorious professionals, who might otherwise have been unable to do so, to pursue psychoanalytic training.

Catherine Stuart Memorial Fund was established in memory of Catherine Stuart, Ph.D., an Institute graduate with a special interest in enhancing diversity among Institute candidates. The Catherine Stuart Memorial Fund is not administered by the Institute. Currently, its funds are utilized only to support first-year candidates in the Certificate Programs in Psychoanalysis. Inquiries and applications should be addressed to: William D. Lubart, Ph.D.
<doclubart@gmail.com>

Veterans Administration Benefits are available to eligible students. Inquiries should be addressed to Richard Herman, Director of Administration.

AWARDS AND GRANTS

The Lawrence W. Kaufman Award of \$500 is presented to a member of the graduating class who writes a paper judged by a special committee to be worthy of this prize. Papers must be submitted to the Director by June 1 of the year following graduation.

The Harry Stack Sullivan Society Award of \$300 is presented annually for the best unpublished paper, submitted by a candidate in training, on a topic related to problems encountered in psychoanalysis. Details may be obtained from the President of the Harry Stack Sullivan Society, the candidate professional organization.

CONTINUING EDUCATION ACCREDITATION:

The William Alanson White Institute is approved by the American Psychological Association to offer continuing education for psychologists. The WAWI maintains responsibility for the program. Credits are awarded on a credit per course-hour basis and 80% attendance is required.

The William Alanson White Institute is accredited by the Accreditation Council for Continuing Medical Education to sponsor Continuing Medical Education for physicians.

The William Alanson White Institute designates this continuing medical education activity for Category I of the Physicians Recognition Award of the American Medical Association.

The William Alanson White Institute is an approved provider of Continuing Education under the auspices of the Continuing Education Program of the New York State Chapter of the National Association of Social Workers.

It is the policy of The White Institute that faculty and sponsors disclose real or apparent conflicts of interest relating to the topics of this educational activity and also disclose discussions of unlabeled/unapproved uses of drugs or devices during their presentation (s).

NON DISCRIMINATORY POLICY:

Discrimination against any Institute community member or participant on the basis of age, color, gender, disability status, height, weight, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, is prohibited.

DIVISION I • (B) LICENSURE-QUALIFYING PROGRAM REQUIREMENTS

ELIGIBILITY FOR MATRICULATION

The William Alanson White Institute is committed to offering psychoanalytic training to highly motivated, exceptional individuals from a variety of disciplines and backgrounds, in addition to its traditional Division I (Program A) Certificate Program in Psychoanalysis providing postdoctoral training to psychiatrists, clinical psychologists, and clinical social workers. The Licensure-Qualifying Program in Psychoanalysis (Division I – Program B) constitutes the Institute’s attempt to provide such training opportunities. This program is registered as a “license-qualifying program” by the New York State Education Department.

ADMISSION REQUIREMENTS

Matriculation as a candidate for the Licensure-Qualifying Program in Psychoanalysis is open to applicants who have completed graduate study and earned a master’s degree or higher in any field that is registered by the New York State Education Department or substantially equivalent as determined by the Department.

Successful completion of this program provides eligibility to sit for the licensing examination to become a New York State “Licensed Psychologist” (“L.P.”).

REQUIRED CLINICAL TRAINING

Personal Psychoanalysis: Each candidate is required to undergo personal psychoanalysis as a means of attaining freedom from personality factors which would interfere with the ability to conduct psychoanalytic treatment. The personal psychoanalyst shall be selected by the student – not the Institute – and the student is responsible for payment of fees for this personal psychoanalysis. The Institute maintains a list of approved Training Analysts, including Training Analysts who have indicated their availability to treat candidates at reduced fees (providing they have available time and that there is financial need on the part of the candidate.) The personal Training Analyst is responsible for verifying to the Institute the completion of the required hours. The Institute shall set the requirements for a personal Training Analyst and may review the qualifications of an analyst selected by a candidate. Criteria established for the list of acceptable Training Analysts includes licensure and registration in a profession established under Title VIII of the New York State Education Law and competence to practice psychoanalysis.

Arrangements for analysis must be made by the candidate upon acceptance by the Institute and should begin no later than October 1st of the first academic year of candidacy. New York State Education Law and Regulations require at least 300 hours of personal psychoanalysis. The Training Analysis must be at the rate of at least 3 sessions per week for the first 300 hours, of which at least 45 minutes of the hour constitute direct contact between the student and psychoanalyst, supplemented with 10- or 15-minutes of reflection and record-keeping by the psychoanalyst. Subsequent frequency and duration are up to the candidate and analyst. The Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate’s work. In order to preserve the integrity of the analysis, the candidate’s analyst is expressly excluded from participation in any administrative decisions regarding his/her analysis.

The Institute does not have the authority or responsibility to establish the fees paid to personal analysts. In order to assist prospective candidates in estimating the cost of education in psychoanalysis, the Institute will provide a reasonable range of fees charged by Training Analysts. A substantial number of Institute Training Analysts have agreed to provide reduced fees for candidates completing the personal analysis as part of the education program when there is financial need for a fee reduction.

Psychoanalysis Under Supervision: Clinical work with four patients, each of whom is seen at least three times weekly, under the direction of at least three supervising analysts of the Institute for a minimum of 200 “supervision hours” (of 45-minutes each) total, is required. The Institute retains responsibility for all supervised work, including assignment of all supervising analysts, who are responsible for the patients to be seen by the candidate under supervision. All supervised practice must be in accordance with the laws and regulations. The supervisor is responsible for ensuring compliance and upon satisfaction of the education requirements, should eventually report to the State Board on Form 4B all supervised practice hours that may be counted toward licensure.

Institute requirements for psychoanalysis under supervision must be distributed as follows: the first psychoanalytic supervisor must be seen for a minimum of 50 sessions, on a single case; the second psychoanalytic supervisor must be seen for a minimum of 100 sessions with one or more additional cases; the third and subsequent psychoanalytic supervisors must be seen for a minimum of 40 sessions each. All supervision sessions will be for a minimum of 45 minutes, with 10-15 minutes of reflection and record-keeping by supervisor and candidate. Supervisory requirements must be met **prior to June 1** of the year of graduation. Each supervisor must be seen for a minimum of 40 sessions, but not more than 80 sessions if credit is to be given. A different patient should be presented to each supervisor. Fees for psychoanalytic supervision are to be paid directly to the Institute, as part of Institute tuition, according to the current schedule of fees for the supervising analyst. Supervising analysts will be paid directly by the Institute, not by the candidate in training. Fees are not to exceed \$60 per session.

The Institute will provide students with a list of approved Supervising Analysts and other approved Supervisors who are affiliated with the Institute and evaluate candidates. Supervising Analysts of the White Institute are all trained as psychoanalysts and are graduates of one of the White Institute’s Certificate Programs in Psychoanalysis. Each Supervising Analyst is licensed to practice in one of the “exempt” professions in New York State whose “scope of practice” includes psychoanalysis or who is licensed under Article 163 as a “psychoanalyst”. The current list of approved Supervising Analysts and other Supervisors of the Institute will indicate which of these supervisors are Licensed Psychoanalysts (“L.P.”). In addition, The White Institute appoints Supervising Analysts in a selective process that requires each to present clinical supervisory work to a standing committee of the Institute charged with the appointment of graduates to such roles, on the basis of demonstrated competence to provide clinical supervision of psychoanalysis to candidates in training. Supervising Analysts are assigned to the candidate within guidelines established by the Institute’s Training Committee.

The first psychoanalytic case will be referred by the Psychoanalytic Service of the Institute’s Clinical Services. This patient must be seen for a minimum of 240 hours and supervised weekly during that period by a supervising analyst. Barring extraordinary circumstances, the candidate will carry the analysis to completion. If the treatment extends beyond the 240 hours, the therapist will transfer the patient to his/her private practice. Treatment will be at least three times a week for the first two years, and as frequently thereafter as necessary. All cases under

supervision must be assigned by the Institute, which delegates responsibility for the treatment of cases that are seen in the Psychoanalytic Service to the Supervising Analysts who are responsible for all patients seen by candidates under supervision. A prerequisite for undertaking psychoanalysis under supervision is approval by the Director of Training. Prior to requesting approval, the candidate must have completed one trimester of course work and be in personal psychoanalysis. Each candidate is required to treat at least four cases, for a minimum of three sessions weekly, under the direction of at least three supervising analysts, for a total of at least 600 sessions of supervised psychoanalytic treatment.

All supervised psychoanalysis must be done on site, at the Institute's low-cost Psychoanalytic Service. Likewise, all clinical supervision must be conducted on site, at the Institute. Private offices of students matriculated in the Institute's Licensure-Qualifying Program (Division I -- Program B) are not acceptable settings in which students may complete the required hours of supervised practice, even for those students who might be licensed in other professions whose scope of practice includes psychoanalysis. A qualified Supervising Analyst must be on site when the student is practicing psychoanalysis.

Psychotherapy Under Supervision: Each candidate is required to conduct a minimum of 80 45-minute hours of psychotherapy in the Clinical Services. The requirement can be met by individual psychotherapy (adult or child), special modalities of therapy (group, family, couples), or participation in a clinical project.

The psychotherapy requirement provides candidates with the opportunity to apply psychoanalytic knowledge to a different form of treatment. The psychotherapy requirement may not begin prior to the completion of education requirements for license eligibility including the completion of all requirements for psychoanalysis under supervision. Supervision will be provided weekly, at no charge, by a Supervisor of Psychotherapy chosen by the candidate. This supervision will be provided by a qualified supervisor, in order to count toward licensure, and verification of these supervisory hours must be provided by the supervisor on Form 4B to the New York State Education Department at the appropriate time. This requirement must be met prior to June 1 of the year of graduation.

A candidate would not qualify for a permit to practice psychoanalysis under supervision until the education requirements have been met and approved by the New York State Education Department, and this additional clinical experience is not part of the licensure-qualifying program. A patient being seen in psychotherapy who wishes to be seen in psychoanalysis may be referred to psychoanalysis on the basis of a decision made by the patient and a licensed supervisor, not by a candidate or permit holder (who may not independently treat or transfer patients). This decision should be made by the patient in accordance with acceptable practices for referring patients and informed consent by the patient.

Required Clinical Seminar: All candidates in Division I(B) – License-Qualifying Program in Psychoanalysis are required to participate in a clinical seminar program on Tuesdays from 10:00 am – 3:00 pm for each of the fall, winter, and spring trimesters. These seminars will increase the candidate's exposure to interpersonal clinical theory and treatment.

These candidates are required to attend the Clinical Services Meeting (from 10:00 am – 11:30 am), the Proseminar in Conceptualizing Interpersonal Treatment (from 11:45 am – 12:45 pm); Clinical Fellows Seminar (1:00 pm – 2:00 pm), and the Postdoctoral Clinical Seminar (2:00 pm – 3:00 pm).

RECORD-KEEPING REQUIREMENTS

Students in this program will be required to maintain a record for each of their patients. The record must accurately reflect the evaluation and treatment of that patient. Unless otherwise provided by law, all patient records must be kept for at least six years. Records for children must be kept until the child is 22, even if that means keeping the records for more than six years. Failure to comply with such requirements could result in charges of professional misconduct.

BOUNDARIES OF PROFESSIONAL COMPETENCE

New York State law governing the practice of psychoanalysis by Licensed Psychoanalysts requires that the provision of mental health services for “serious mental illness” on a continuous and sustained basis requires a medical evaluation of the illness by, and consultation with, a physician regarding such illness, in order to determine and advise whether any medical care is indicated for such illness. “Serious mental illness” is defined by law as including schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention-deficit hyperactivity disorder and autism. The Institute provides opportunities to consult with a physician to candidates in our Licensure-Qualifying Program in Psychoanalysis.

REQUIRED COURSES

Required coursework comprises classroom instruction in each of the following areas, prescribed by the New York State Department of Education: personality development; psychoanalytic theory of psychopathology; psychoanalytic theory of psychodiagnosis; sociocultural influences on growth and psychopathology; practice technique (including dreams and symbolic processes); analysis of resistance, transference, and countertransference; case seminars on clinical practice; practice in psychopathology and psychodiagnosis; professional ethics and psychoanalytic research methodology. The White Institute’s curricular requirements exceed the New York State minimum requirements and currently comprise more than 540 hours of classroom instruction.

The White Institute prescribes that all candidates enrolled in the Division I Licensure Qualifying Program complete the three “700 series” courses described in the “Course Descriptions” beginning on page 41 of the Bulletin, below.

In addition, in accordance with New York State Education Law as applicable to all professionals seeking New York State licensure as a “Licensed Psychoanalyst,” all matriculants are required to complete at least two (2) clock hours of training in the identification and reporting of child abuse and maltreatment.

All required work must be completed within six years unless an extension is granted by the Director of Training. *In addition to the completion of required courses in the sequential curriculum, if additional requirements for graduation (such as supervised clinical hours) have not yet been completed, candidates must take three elective courses per year. Clinical Case Seminars are strongly recommended in fulfillment of this additional requirement. The advanced certificate can only be awarded when all graduation requirements are completed.* Candidates are permitted to change the sequence of certain courses if they feel it will be helpful in their training. If a variation in sequence is desired, candidates should contact the Director of Curriculum. If personal issues require a candidate to limit time commitments or otherwise alter the curriculum, individual arrangements may be made through the Director of Curriculum.

Issues relating to the “scope of practice” of Licensed Psychoanalysts, as addressed above in the section labeled “**BOUNDARIES OF PROFESSIONAL COMPETENCE,**” are addressed in a number of courses in the required curriculum. These courses will discuss practice by Licensed Psychoanalysts as defined by law and when consultation is required to rule out physical/mental causes. These courses include the following:

- Course 112 – Beginning the Treatment: Conceptual & Clinical Approaches
- Course 123 – Psychoanalytic Theory in Everyday Practice
- Course 221 – Psychopathology: Issues of Diagnosis, Entity vs. Process and Character
- Course 231 – Ethics in Psychoanalytic Practice
- Course 312 – Working Psychoanalytically
- Course 410 – Presentations on Termination, Stalemate and Negative Therapeutic Reaction
- Course 411 – Advanced Interpersonal & Relational Theories & Techniques
- Course 421 – Trauma and Dissociation
- Course 431 – Neuroscience and Psychoanalysis
- Course 520 – Clinical Case Seminar (E. Singer)
- Course 521 – Clinical Case Seminar (Abramis)
- Course 522 – Clinical Case Seminar (A. Rosen)
- Course 530 – Interpersonal and Relational Approaches to Countertransference: A Clinical Seminar
- Course 531 – Countertransference: Clinical Case Seminar (L. Epstein)
- Course 531 – Partners in Thought: Dissociation, Enactment, Witnessing
- Course 613 – Integrating Interpersonal Psychoanalysis and Couples Therapy
- Course 621 – Critical Controversies for Clinicians
- Course 622 – An Interpersonal Approach to the Treatment of Schizophrenia and Other Severe Disorders
- Course 631 – Reading as Stance
- Course 750 – Child Abuse Reporting, Scope of Practice, and Professional Malpractice

COURSE OF STUDY

The prescribed course of study includes requirements that exceed the New York State statutory requirements for a minimum of at least 1,350 clock hours of study in coursework, personal psychoanalysis, supervised psychoanalysis, and clinical experience, distributed as described above. The White Institute’s requirements in this registered program lead to qualification to sit for the licensing examination in psychoanalysis, although the responsibility for providing licensure is New York State’s alone.

COURSE SCHEDULE

Trimesters are 10 weeks long. The first trimester begins after Labor Day. The second trimester begins in November. The third trimester begins in March. Courses are not scheduled on Rosh Hashanah, Yom Kippur, and the eve of Passover. There is a three week break from December to January. Additionally, the Institute is closed on all legal holidays.

CROSS-REGISTRATION IN OTHER INSTITUTE TRAINING PROGRAMS

Candidates in Division I are eligible to enroll in courses in the Institute's **Child & Adolescent Psychotherapy Training Program** upon approval of an application to do so. Candidates seeking to cross-register must apply to the Director of Training who will convey this request to the Director of Training of the **Child & Adolescent Psychotherapy Training Program**, who will in turn confer with that Program's Director of Curriculum and the course instructor. Decisions will be made on an individual basis and will consider any issues relevant to the particular class and its composition.

No additional fees are charged for cross-registration.

GRIEVANCE PROCEDURE

The White Institute's formal grievance policy provides that when a participant expresses a grievance (either orally or in writing) requesting that the Institute take action, the following procedures are followed:

1. If a grievance falls within the domain of the Division I curriculum, this grievance will be referred to the Institute's standing Curriculum Committee. The Institute's Director of Curriculum may address the complaint him/herself or may confer with other department Directors. Some grievances may eventually be brought to the Institute's Executive Committee which will seek an equitable disposition of the grievance. The Executive Committee will formulate a response to the complaint and recommend action, if necessary. Such recommended action will be conveyed directly to the complainant by the Executive Committee, if appropriate. The Institute will make every attempt to keep the complainant apprised of deliberations concerning the grievance and to attempt to ameliorate the difficulty.
2. If a grievance concerns the Institute's clinical services, including a grievance expressed by a consumer of these services, the grievance shall be presented to the Institute's Director of Clinical Services, who will investigate the complaint, consulting with the patient/consumer, the student, and the student's supervising analyst or supervisor of psychotherapy. The Director of Clinical Services will consult with the Director of the Institute (on a confidential basis) to report all such grievances and, in collaboration with the Director, will formulate a response to the complainant. When indicated, the Director and the Director of Clinical Services will seek the consultation of the Institute's Executive Committee. The Director of Clinical Services will have the primary responsibility for monitoring the ethical conduct of clinical services by students and their supervisors. The complainant will be advised directly by the Director of Clinical Services of his/her investigation of the grievance and the Institute's proposed resolution.
3. The Institute's grievance policy requires that all grievances be addressed in a timely fashion. The Institute will seek legal counsel as indicated if grievances cannot be resolved informally. The student, consumer, or faculty member who initiated the grievance will then be informed of the status of his/her complaint at all levels of investigation and resolution. Confidential records of all grievances will be kept in a locked file in the White Institute's Executive Offices and written copies of Grievance Procedures will be available upon request.

About Electives 2012-2013

After the fall trimester of their third year, Candidates no longer have a required Thursday evening class. Instead, along with the continuing Tuesday classes, the Institute requires that they complete five electives (or the equivalent) during their remaining third and fourth years. The premise of the requirement is that Candidates should be able to utilize the intellectual resources of the Institute flexibly and in accordance with individual interests.

Electives formally listed in the Bulletin are of two sorts: the 500-series Clinical Case Seminars, of which three are required; and the 600-series Elective Courses, of which two are required. Not all are offered each academic year, and some require a minimum number of participants. Appended below are those available for 2012-2013.

Candidates may select from available electives and take them in any sequence. Not infrequently, meeting times, frequency, and even trimester can be re-negotiated according to the needs of participants and instructors, and upon approval by the Director of Curriculum.

Elective equivalents can be arranged between Candidates and instructors, and must be pre-approved by the Director of Curriculum. There are several options: Elective Studies, Cross-Registrations, Mentored Independent Study, and an array of Specialized Services Elective Study.

The **Elective Studies** option permits a Candidate (or group of Candidates) to meet with a chosen tutor for an individual study project, either theoretical or clinical, thus permitting in-depth exploration of particular interests. (Non-credit seminars with times and fees by private arrangement with individual instructors are also possible.)

Cross-Registrations are permitted within the Institute and without, assuming the White Institute and an outside institute have an exchange agreement.

To enroll in a course offered by the Child and Adolescent Psychotherapy Training Program, the Candidate should petition the Director of Training, whose approval and that of the other program's Director of Training, Director of Curriculum, and course Instructor registration requires.

To take course at another institute with which the White Institute has a reciprocal agreement, the Candidate should contact the Institute Registrar, who will have circulated information about available outside courses upon receipt. Currently, the Institute has exchange agreements with the Institute for Psychoanalytic Education of the School of Medicine of New York University; and with the Columbia University Center for Psychoanalytic Training and Research. Currently, NYU has no electives on offer; and by a University-wide policy, Columbia's offerings are available only to post-doctoral candidates.

Mentored Independent Study provides guidance in bringing to fruition the writing of a psychoanalytic article suitable for publication. From the second year through the fourth year of training, the Candidate meets monthly with a chosen Faculty mentor to guide progress of the Candidate's independent study of a psychoanalytic topic. The Candidate also selects two Faculty readers available for further support and input. The Director of Curriculum reviews topic, mentor, and readers by November 1st of the third year; by March 1st of the expected year of graduation, the completed article will have been sent to mentor, readers, and the Director of Curriculum. This equivalent 600-series course encourages creativity, risk-taking, and self-expression in the field of psychoanalytic literature.

Specialized Services Elective Study offers an equivalent 600-series credit for 3 years of attendance and participation at one of the Institute's special services study groups. The Director of the Service and the Director of Curriculum must authorize participation for credit. Typically, these groups of graduates and Candidates meet once monthly to foster practical and theoretical learning. Currently meeting are the Autistic Spectrum Service; Eating Disorders, Compulsions & Addictions Service; Later Lifespan Development Service; LGBT Clinical Service; Living With Medical Conditions Service; Psychoanalytic Psychotherapy for Artists; Sexual Abuse Service; and Trauma Service. These are described in more detail elsewhere in the Bulletin.

500-series Clinical Case Seminars 2012-2013

Fall Trimester

- #510 D. Ehrenberg: Working at the Intimate Edge
- #511 R. Loewus: Developing and Formulating One's Clinical Voice

Winter Trimester

- #520 E. Singer: Clinical Case Seminar
- #521 M. Abramis: Intense Affect and Frame
- #522 A. Rosen: Self, Other, Group
- #523 I. Hirsch: Interpersonal and Relational Approaches to Countertransference

Spring Trimester

- #531 L. Epstein: Countertransference
- #532 R. Gartner: Working with Sexually Abused/Dissociated Patients
- #533 G. Satran: Solving Problems

600-series Elective Courses 2012-2013

Fall Trimester

- #610: R. Langan: Reading as Stance
- #611: E. Hartman: Psychodynamics of Love
- #612: S. Stemp: Aspects of Termination
- #613: S. Goldklank: Integrating Interpersonal Psychoanalysis and Couple Therapy
- #615: J. Schacter: Clinical/Analytic Research Course for Candidates and Faculty
- #616: R. Gaines: Psychoanalytic Approaches to Supervision

Winter Trimester

- #620: M. Goldenthal: Current Research in Complex Psychopathology
- #621: E. Kuriloff: Comparative Models of Therapeutic Action

Spring Trimester

- #630: R. Langan: Attending Within: Strategies of Buddhism and Psychoanalysis
- #631: S. Kofman: Intergenerational Transmission of Trauma
- #633: G. Brenner: More Simply Complex than Otherwise
- #634: L. Robin: The Inner Life of the Analyst
- #635: P. Sauvayre: Lacanversation
- #644: F. Marrocco et al. (meets 8x/2yrs.): Psychotherapy with LGBT People

[Columbia electives to be posted when available]

DIVISION I	COURSE DESCRIPTIONS
	FIRST YEAR
110 D. Greif E. Stringer 1st Trimester 10 sessions 2nd Trimester 5 sessions	Evolution of Psychoanalytic Concepts I: The Development of Freud's Theory Tuesdays, 7:15 pm - 8:30 p.m. The purpose of this course is to follow the evolution of Freud's thinking via the major works and concepts that form the bedrock of psychoanalysis. The course covers key works, key concepts in theory and technique, and key turning points in the evolution of those concepts. Covered are the seduction theory, the unconscious, unconscious conflict, psychic determinism, mechanisms of defense, the Oedipus complex, Freud's rudimentary theory of object relations, unconscious fantasy and dreamwork, the topographic model and the structural model, the theory of sexuality, theory of drives, and the death instinct. Key technical concepts are free association, use of the couch, use of silence, interpretation, neutrality, transference, resistance, and repetition compulsion. Key historical turning points include shifts from the seduction theory to the theory of unconscious motivation and intrapsychic fantasy; from abreaction to interpretation; from the topographical to the structural model; from one drive to two drives; and the introduction of separation as the core anxiety underlying castration and other anxieties.
111 L. Bohm R. Langan 1st Trimester 10 sessions	Landmarks in Interpersonal Psychoanalysis Tuesdays, 8:45 - 10:00 p.m. This course will provide an overview of the curriculum and training process with regard to key perspectives and paradigm shifts influencing interpersonal psychoanalysis. Candidates should begin to realize personally how a developing comprehension of psychoanalytic change entails reorientation in theory, clinical praxis, and experience of oneself, alone and with others.

<p>112 G. Schlesinger 1st Trimester 10 sessions</p>	<p>Beginning the Treatment - Conceptual and Clinical Approaches Thursdays, 7:30- 9:30 p.m.</p> <p>This course will attempt to familiarize candidates with the complex issues involved in beginning a psychoanalytic treatment, providing a comparative, contextual approach to the clinical issues involved as one's beliefs about what facilitates mutative experience may determine how one seeks to begin a treatment. Readings discussing conceptual and practical matters will be combined with clinical material from the instructor's practice and cases presented by candidates.</p>
<p>113 E. Krimendahl M. Zaphiropoulos September - July</p>	<p>Clinic Fellowship Seminar Tuesdays, 1:00 - 1:55 pm <i>For candidates participating in the clinic fellowship.</i></p> <p>We will explore a number of questions in the treatment of our clinic patients: How can the clinician approach administrative issues (fee setting, medication, medical records, etc.) from a dynamic perspective? How can we establish rapport in the initial phase of treatment while organizing a developmental history and differential diagnosis? What are the treatment limits in our clinic? Candidates will present case material for discussion.</p>
<p>120 P. Blumberg 2nd Trimester 10 sessions</p>	<p>Developing Interpersonalism in Historical Context: Sullivan, Thompson, Fromm and the Pioneers Tuesdays, 7:15 - 8:30 p.m.</p> <p>The goals of this course are essentially two-fold: an historical accounting of the 'life and times' of the founders of Interpersonal psychoanalysis with a view towards contextualizing their notions of theory and praxis in their lived lives; while at the same time, implicitly and explicitly orienting students to think more deeply about their own 'lives and times' and how those factors come to bear on their own developing personal metapsychologies.</p>

<p>121 J. Kwawer 2nd Trimester 5 sessions 3rd Trimester 10 sessions</p>	<p>Evolution of Psychoanalytic Concepts II: Freud and The Evolution of Psychoanalytic Technique Tuesdays, 8:45 - 10:00 p.m.</p> <p>This course will study the historical evolution of the theory of psychoanalytic technique. Beginning with Freud's technical papers, evolving ideas about classical psychoanalysis as a treatment method will be studied, highlighting the history of psychoanalysis and developing and ongoing controversies about psychoanalytic practice. Among the concepts explored are: "technical" considerations; the analytic attitude; transference and resistance; abstinence and neutrality; the role of interpretation; mutative factors in treatment; self-disclosure and countertransference; the clinical situation and personal interaction.</p>
<p>123 R. Loewus 2nd Trimester 10 sessions</p>	<p>The Problem of Technique Thursdays, 7:30 - 9:30 p.m.</p> <p>Clinical psychoanalytic technique has fallen on hard times. This is especially problematic for students endeavoring to learn how to conduct a psychoanalysis. This course surveys fundamental concepts in the clinical theory of psychoanalysis, with a focus on their demonstration in clinical practice and their unique value in effecting psychological change. Each week's readings introduce a foundational tenet of clinical theory drawing from a dialectic between ego psychological and modern interpersonal theories. Class time will center on applying the clinical theory to the actual work of therapy using clinical material from the week's work of the class members and the instructor.</p>
<p>130 R. Shapiro 3rd Trimester 10 session</p>	<p>Evolution of the Person in Childhood and Adolescence - Clinical Theories - Their Sources and Context Tuesdays, 7:15 - 8:30 p.m.</p> <p>A study of personality development from the points of view of intra- and interpersonal factors in the individual, the family, the society and the culture. This course will highlight the clinical implications of early life experiences.</p>
<p>131 M. Blechner 3rd Trimester 10 sessions</p>	<p>Introductory Seminar to Dreams Thursdays, 7:30 - 9:30 p.m.</p> <p>This course addresses theoretical aspects of unconscious processes and their communication as seen in dreams. The focus will be, first, on understanding the structure of dreams and the psychology of the dream process, and second, on the clinical use of dreams in all phases of psychoanalysis.</p>

	SECOND YEAR
210 M. Rubin 1st Trimester 10 sessions	Sullivan and the Beginnings of Interpersonal Psychoanalysis Tuesdays, 7:15 - 8:30 p.m. This class will provide an in-depth focus on Harry Stack Sullivan's work. The historical context of his ideas and work, his developmental schema, the centrality of anxiety, and key concepts (i.e., security operations, detailed inquiry, parataxis, dissociation) elaborated a theoretical and a clinical framework. Students and instructor present clinical vignettes for clarification of basic principles of treatment, clarifying as well differences between the interpersonal orientation and approaches of other schools.
211 S. Brown 1st Trimester 10 sessions	Clinical Implications of Developmental Research Tuesdays, 8:45 - 10:00 p.m. The overarching goal of this course is to provide an understanding of the impact of infancy research and Attachment Theory on three current psychoanalytic dyadic systems treatment approaches: Mitchell's Relational Theory, Fonagy's elaboration of Attachment Theory, and the Boston Change Process Study Group emphasis on the "present moment" in the analytic relationship.
212 P. Bromberg L. Brown 1st Trimester 10 sessions	Case Seminar in the Psychoanalytic Process Thursdays, 8:00 - 10:00 p.m. Emphasis will be on listening to clinical process in a manner that reveals how patient and analyst, through their complex, multi-layered relationship, are dissociatively enacting some aspects of their immediate experience that are excluded from cognitive representation and therefore cannot be explicitly addressed. Several members of the class will present process material using audiotape recordings of their ongoing work with a patient in psychoanalytic therapy or psychoanalysis. What the class experiences as it listens will be the matrix of discussion and, hopefully, will be related to relevant theoretical and clinical issues that broaden in scope as the seminar progresses. The goal is to facilitate increasing sensitivity to the interface between what is affectively enacted as dissociated communication and whatever is taking place consciously for each participant.

<p>220 S. Buechler G. Kanwal 2nd Trimester 5 sessions 3rd Trimester 10 sessions</p>	<p>Psychopathology - Issues of Diagnosis, Entity, Process and Character Tuesdays, 8:45 - 10:00 p.m.</p> <p>This course will deal with issues of diagnosis, character and the range of psychopathology. How a psychoanalytic perspective compares with a DSM-IV classification and the impact of diagnostic considerations on the analyst's technique will be explored.</p>
<p>221 P. Sauvayre 2nd Trimester 10 sessions</p>	<p>Psychoanalysis in Context: A History of Ideas Tuesdays, 7:15 - 8:30 p.m.</p> <p>This course provides a historical and theoretical overview of psychoanalysis, from Descartes, Freud and the birth of modernism through Lacan, intersubjectivity, and postmodernism. Its aim is to contextualize key concepts and ideas for psychoanalysis and to clarify their relevance to our clinical experience.</p>
<p>222 P. Pantone 8 sessions W. Wilner 7 sessions 2nd & 3rd Trimester 15 sessions</p>	<p>The Analytic Interaction: Transference - Countertransference Thursdays, 7:30 - 9:30 p.m. (A) 8 sessions (B) 7 sessions</p> <p>Transference and Countertransference issues as both an aid and hindrance will be discussed through student presentations and the literature.</p>
<p>230 E. Kuriloff 3rd Trimester 10 sessions</p>	<p>Modern Interpersonal and Relational Perspectives Tuesdays, 7:15 - 8:30 p.m.</p> <p>This course will be the third course in a second year survey of Interpersonal Psychoanalysis beginning with Sullivan's work and taking the student into the present. Both linkages to the past and the uniqueness of current positions are to be defined and compared in presenting contemporary interpersonal and relational views.</p>

<p>231 A. Hart M. Ritter 3rd Trimester 5 sessions</p>	<p>Ethics in Psychoanalytic Practice Tuesdays, 8:45 - 10:00 p.m.</p> <p>This course addresses ethical issues in contemporary psychoanalysis with an emphasis on matters clinical. Utilizing readings and case examples brought in by the instructor and the participants, the class aspires to serve as a forum for ethical group supervision. Particular attention will be paid to boundary conditions and to potential conflicts between the psychoanalytic endeavor and the contexts within which it is undertaken. Also addressed will be the unique contribution of a psychoanalytic sensibility to the formulation of an ethical stance.</p>
<p>232 E. Hartman 3rd Trimester 5 sessions</p>	<p>Advanced Dream Seminar Thursdays, 7:30 - 9:30 p.m.</p> <p>This course will explore the multifaceted role of dreams and dream-like states. We will examine the relationship between culture and dreams. We will examine the differences between night dreams, day dreams, fantasies and reveries, and the role played during an analytic session of the analyst's reveries. We will examine different ways of using dreams in our work. Specifically, we will consider the patient's unarticulated dreams, and the use of embodied imagination. Lastly, we'll consider novel ways to incorporate dreams throughout the analyst's career.</p>

	THIRD YEAR
310 S. Aronson J. Benton R. Rubens 1st Trimester 10 sessions 2nd Trimester 10 sessions	Object Relations Theory Tuesdays, 7:15 - 8:30 p.m. This course provides an overview of object relations theory through a consecutive focus on three major contributors: Klei, Winnicott, and Fairbairn.
311 C. Bonovitz 1st Trimester 10 sessions	Comparative Theories of Therapeutic Action Tuesdays, 8:45 - 10:00 p.m. This course will compare and contrast theories of therapeutic action across different psychoanalytic schools of thought. Using the candidates' knowledge of interpersonal psychoanalysis as a point of reference, forays into some of the other major psychoanalytic theories will involve reading early and contemporary theorists in developing a framework for how theoretical ideas translate into conceptions of mutative action and the presumed processes involved with bringing about change.
312 A. Issacharoff G. Nachmani 1st Trimester 10 sessions	Working Psychoanalytically Thursdays, 7:30 - 9:30 p.m. The purpose of this course is to examine and consolidate psychoanalytic thinking in its application both to short- and long-term clinical work, and in particular to work with "difficult" patients posing difficult treatment predicaments. Working psychoanalytically entails an awareness of transference, insight and working through, as well as an interpersonal engagement with patients in whatever ways they choose to present themselves. This way of working effectively integrates psychoanalysis and psychotherapy in a common interpersonal approach. Readings will frame problematic situations for class discussion; presentations of clinical examples by instructors and candidates will provide <i>in vivo</i> application.

<p>320 S. Kolod W. Lubart 2nd Trimester 10 sessions</p>	<p>Sexuality and Gender Tuesdays, 8:45 - 10:00 p.m.</p> <p>This course will be taught in two 5-week sections. Dr. Lubart's section of the seminar will focus on the historical and contemporary evolution of gender theory and its relevance to current psychoanalytic practice. We will cover gender-related issues as they arise in therapy, as well as selected themes in the psychoanalytic treatment of LGBT patients and families. Dr. Kolod's section of the seminar will focus on the importance of sexuality in clinical work. We will explore the impact of the hormonal body on the psyche; how to inquire about the patient's sexuality; and how sexually charged transference and countertransference reactions (such as erotic attraction and disgust) arise to become part of the therapeutic work.</p>
<p>330 C. White R. Arango 3rd Trimester 5 sessions</p>	<p>Psychoanalysis: Race, Class, Culture, Difference Tuesdays, 7:15 – 8:30 p.m.</p> <p>This course addresses various ways issues of race, ethnicity, social class, and difference impact the treatment process. The first section of the course provides a broad conceptual framework; the second section focuses on the Hispanic population of the United States as a case in point.</p>
<p>331 J. Bose 3rd Trimester 10 sessions</p>	<p>Kohut, Self Psychology and Current Derivatives Tuesdays, 8:45 – 10:00 p.m.</p> <p>This course reviews basic concepts of Kohut's self psychology and their evolution in current self psychological thinking. The clinical usefulness of a concept of self and the postmodern challenge thereof will be discussed and studied in pertinent case vignettes</p>
<p>500 Series</p>	<p>Elective Clinical Case Seminars One Required</p>
<p>600 Series</p>	<p>Elective Courses One Required.</p>

	FOURTH YEAR
410 A. Hart S. Kolod 1st Trimester 10 sessions	Faculty and Candidate Presentation of Psychoanalytic Clinical Process Tuesdays, 7:15 - 8:30 p.m. In this seminar, two senior psychoanalysts will present detailed clinical process material to demonstrate both their work and their conceptualizations of what is transpiring. Candidates will be encouraged to question, explore and critique the material. Candidates will also have the opportunity to present clinical material in response. There is no formal reading syllabus for this class, though readings may be assigned as the need arises.
411 C. Sekaer 1st Trimester 10 sessions	Neuroscience and Psychoanalysis Tuesdays, 8:45 - 10:00 p.m. The explosion of new data in neuroscience has made possible more detailed comparisons between specific brain and mind functions. Several areas will be explored with an eye on how neuroscience insights may enhance our psychoanalytic thinking.
420 S. Aronson 2nd Trimester 10 sessions	Contemporary Kleinian Viewpoints Tuesdays, 7:15 - 8:30 p.m. This course covers the major contributions of important neo-Kleinians such as Bion, Hanna Segal, Betty Joseph, Ronald Britton and John Steiner, and explores post-Kleinian developments and issues such as contemporary understandings of the Paranoid-Schizoid, Depressive and Oedipal positions, therapeutic action and interaction, and the clinical use of projective identification. These contemporary Kleinian views will be compared and contrasted with interpersonal perspectives.
421 G. Brenner 2nd Trimester 10 sessions	Trauma and Dissociation Tuesdays, 8:45 - 10:00 p.m. The focus of this seminar will be to read contemporary essays on trauma, dissociation, and treatment. All participants will be encouraged to reflect on the readings through the lens of their own work with traumatized patients.

<p>430 R. Imber 3rd Trimester 10 sessions</p>	<p>Contemporary Freudian - Classical Positions Tuesdays, 7:15 - 8:30 p.m.</p> <p>Through readings, class discussions and a guest lecture this course will explore the defining aspects of present day Freudian theory and clinical practice. Contrasts to interpersonal/relational approaches will be emphasized.</p>
<p>431 D. Stern 3rd Trimester 10 sessions</p>	<p>Current Issues and Controversies Tuesdays, 8:45 - 10:00 p.m.</p> <p>Each week we will take up a current issue or controversy in the field and discuss a couple of articles that address it. These issues and controversies have been chosen for their current significance, which means that they are some of the issues and topics that analysts graduating now will be thinking about for at least the next few years. Since this course takes place in the final trimester of the fourth year, our discussions will be contextualized by the question of what it means in today's world to be a psychoanalyst. What kind of practice can a graduate psychoanalyst expect to have? What kind of professional identity is desirable and possible? In exactly what sense are psychoanalytic ideas significant for the careers of graduate analysts? Some weeks will feature readings with two or more points of view about the same topic. Those topics include free association, the role of quantitative research in psychoanalysis, the question of how define psychoanalysis in our current era of lower frequency treatment, the question of being the bad object or the good object, and the nature of termination. Other weeks will feature instead an examination of topics that seem bound to be interesting and important over the coming years. Those topics include witnessing in clinical practice, the nonsymbolic and the procedural in clinical process, and conceptions of otherness and the grasp of otherness in the consulting room.</p>
<p>500 Series</p>	<p>Elective Clinical Case Seminars Three Required</p>
<p>600 Series</p>	<p>Elective Courses Two Required</p>

<p>500 Series Seminars</p>	<p>CLINICAL CASE SEMINARS – 2012/2013</p>
<p>510 D. Ehrenberg 1st Trimester 10 sessions</p>	<p>Clinical Case Seminar - Working at the Intimate Edge Tuesdays, 11:45 - 1:15 p.m. – September 14 - November 16 <i>Time is negotiable.</i></p> <p>The focus of this seminar will be on how, when appropriate, the exquisite tracking of moment-to-moment shifts in the affective experience of both patient and analyst, as they engage with each other, can allow for opening immediate experience in ways that can become transforming. Theoretical issues relating to how we use ourselves as analytic instrument given our unconscious vulnerabilities, will also be explored, with special consideration of conceptions of the nature of therapeutic action, and how the choices we make in terms of how we respond (or not) at any given moment may open and close different analytic possibilities. Attention will also be paid to issues of “being” vs. “knowing” in the analytic encounter. Participants are encouraged to bring in clinical process if they would like to.</p>
<p>511 R. Loewus</p>	<p>Developing and Formulating One’s Clinical Voice</p> <p>Each of us develops an individual clinical voice and style based on the clinical theory we choose and the understanding of it we create. Yet, often why we do what we do clinically is less formulated than we believe. Through the seminar participants’ collective examination of their presented clinical process, each will have the opportunity to explore the conscious clinical principles as well as the less formulated variables that inform his or her work with patients. The object will be to foster the articulation of each participant’s developing clinical voice at this stage in training.</p>
<p>520 E. Singer 2nd Trimester 10 sessions</p>	<p>Clinical Case Seminar Tuesdays, 1:45 - 3:15 p.m. – November 30 - December 21 January 18 - February 22</p> <p>The focal point of this seminar will be the role of the analyst’s personality as it affects the course of the analysis. Candidates will present vignettes from their work for discussion.</p>

<p>521 M. Abramis 2nd Trimester 10 sessions</p>	<p>Clinical Case Seminar <i>Will be held at instructor's office.</i> Wednesdays, 1:30 - 3:00 pm - December 1 - December 22 January 19 - February 23</p> <p>In this case seminar, we will focus on the difficulties patient and analyst face tolerating intense affect, particularly as related to disruption in the frame (e.g., time, money, space, analytic attitude). Participants will present detailed process from psychotherapy or psychoanalytic cases.</p>
<p>522 A. Rosen</p>	<p>Clinical Case Seminar: Self, Other, Group</p> <p>The purpose of this course is to deepen inquiry into the analytic process. The class will present process material of their ongoing work. Every member of the group will be encouraged to discuss their understanding of the presenter's material using images, theory, personal life history, group process. Part of the goal of the course is to help candidates find a way to use the group to facilitate understanding of transference and countertransference issues. Each individual in the group will be encouraged to find the necessary conditions to reveal themselves and best use the group for deeper understanding of their clinical work.</p>
<p>523 I. Hirsch 2nd Trimester 10 sessions</p>	<p>Clinical Case Seminar: Interpersonal and Relational Approaches to Countertransference Wednesdays, 1:30 – 2:45 p.m.</p> <p>After an introductory lecture on the variety ways the concept of countertransference is conceptualized and used among the major contemporary psychoanalytic traditions, the remainder of the seminar will be devoted to examining this as it is enacted in clinical process. The instructor will present the opening clinical illustration, and subsequent to this each class member will be asked to present his or her own clinical material. The instructor's commentary will highlight how analysts' unwitting participation impacts clinical process, and how analysts' awareness of this affords the possibility of a richer therapeutic interaction.</p>

<p>531 L. Epstein 3rd Trimester 10 sessions</p>	<p>Countertransference Thursdays, 1:00 – 2:30 p.m. <i>Will be held in instructor's office.</i></p> <p>The instructor and students will present countertransference difficulties to determine both how they might be hindering the therapeutic process and how they might possibly illuminate the meaning and function of ongoing transferences and resistances. Historical and theoretical countertransference issues will be discussed as they arise in connection with the assigned readings and/or clinical material.</p>
<p>532 Gartner 3rd trimester 10 sessions</p>	<p>Clinical Case Seminar: Working with Sexually Abused and/or Dissociated Patients Thursdays, 1:30 – 3:00 p.m.</p> <p>This seminar includes intensive ongoing discussion of students' cases that have issues involving sexual abuse and/or dissociation due to trauma. Students should have some familiarity with the work of Bromberg, Davies and Frawley, and Gartner, or expect to read from their work during the course.</p>
<p>533 Satran 10 sessions</p>	<p>Clinical Case Seminar: Solving Problems</p> <p>This clinical case seminar will invite problematic treatment issues to be raised from each participant's clinical caseload, and to be addressed by the clinical sensibilities of all. A sense of being jointly enlisted in each other's clinical development is the goal. Readings will be suggested <i>ad hoc</i> as pertinent to class interest and discussion. No pre-determined reading syllabus can be assigned.</p>

600 Series Courses	ELECTIVE COURSES – 2012/2013
610 R. Langan 10 sessions	Reading as Stance Trimester, day and time will be negotiated with instructor. This seminar proposes collaboratively to construct a notion of psychological stance as a kind of reading, an active and automatic construction of experience into self-in-the-world. Commonalities in the reading of literature, self, and another person will be considered. Literary readings might include Nabokov, Bakhtin, Bromberg, and Winnicott, depending on the interests of the class.
611 E. Hartman 1st Trimester 10 Sessions	Psychodynamics of Love Mondays, 1:00 - 2:30 p.m. Time and dates are negotiable. This course will examine the psychoanalytic literature on the dynamics of romantic love. Definitions of and developmental precursors to romantic love as well as developmental trajectories that lead to difficulties in love relationships will be considered. The class will examine the development of sexuality and attachment and its relationship to the development of a romantic object. Subjective dimensions of romantic love such as passion, desire and erotic experience as well as the role of fantasy within these will be examined. Finally, changes over time in long lasting love relationships will be addressed. Clinical examples will be presented.
612 Stemp 1st Trimester 10 sessions	Aspects of Termination Mondays, 1:30 – 3:00 pm <i>Dates and times may be negotiated.</i> This course will focus upon the co-construction and experience of the termination phase of psychoanalysis and psychoanalytic psychotherapy. We will consider issues involved in other kinds of endings as well, such as terminations due to a variety of external factors or prolonged impasse. The course will address assessment of readiness (timing), characteristic issues which typically emerge for patient and analyst during the termination phase (e.g., mourning, regression, pride in and envy of growth and achievement, acceptance of limitation and imperfection, etc.), and questions around post-termination contact. Throughout, using clinical material, particular attention will be given to transference-countertransference dimensions of the termination process.

<p>613 S. Goldklank 1st Trimester 10 sessions</p>	<p>Integrating Interpersonal Psychoanalysis and Couples Therapy Tuesdays, 12:15 - 1:45 p.m. <i>Will be held at instructor's office.</i></p> <p>We will discuss an integrative psychoanalytic-systems approach to treating couples in psychotherapy.</p>
<p>615 J. Schachter 1st Trimester 10 sessions</p>	<p>Clinical/Analytic Research Course for Candidates and Faculty Wednesdays, 12:00 - 1:30 p.m.</p> <p>The purpose of this course is to assess whether developing a research orientation towards clinical material will increase the range and scope of psychodynamic hypotheses about that material. The development of a research orientation involves enhancing awareness of the limitation of our knowledge and understanding of these clinical materials. Emphasis will be placed upon the tentativeness with which interventions should be made and the capacity to develop tolerance for uncertainty. Sessions for each patient discussed will be presented seriatim for four weeks each.</p>
<p>616 R. Gaines 1st Trimester 10 sessions</p>	<p>Psychoanalytic Approaches to Supervision Tuesdays 1:30 - 3:00 p.m. <i>Will be held at instructor's office.</i></p> <p>This course will be aimed at students who have had no formal training in supervision or have begun doing some supervision.</p> <p>While there is no cohesive model of the supervisory process, it has been more thoroughly studied and conceptualized than many clinicians realize. This course will attempt to acquaint students with that work, articulating an interpersonal/relational point of view. The main features of that point of view are an emphasis on the supervisory relationship as a collaborative endeavor, and an alertness to the ongoing experiences of both participants in the relationship and the way those experiences can facilitate or hinder learning.</p> <p>This course will aim to acquaint students with the basic tools of the supervisor and to give them some experiential exposure to their own personally based biases, blind spots, strengths, and weaknesses as supervisors.</p>

<p>620 M. Goldenthal 2nd Trimester 10 sessions</p>	<p>Current Research in Complex Psychopathology Tuesdays, 3:00 - 4:30 p.m. <i>Time and dates are negotiable.</i></p> <p>When failure in the facilitating environment seems an inadequate explanation for the complexity and severity of a person's psychopathology, having access to research may enhance the quest for meaning and understanding. This course will review current research about psychopathology including depressive disorders, bipolar disorders, and various combinations of affective disorders with anxiety, attention deficits, and personality disorders. Studies in biological psychiatry, clinical and neuropsychology research will be discussed. The focus will be on the reciprocal interaction of biological and psychological processes especially as it impacts psychoanalytic work (e.g. affect regulation, primitive defenses, object representations, counter-transference, etc.) with people who have severe and complex psychopathology.</p>
<p>621 E. Kuriloff 2nd Trimester 10 sessions</p>	<p>Comparative Models of Therapeutic Action Thursdays, 12:45 – 2:00 p.m. <i>Will be held at instructor's office</i></p> <p>What works with patients, and why? This course will examine the debate in a fashion useful to the working analyst. Is it still about making the unconscious conscious? Transference analysis? How do we integrate fantasy and interaction in the here and now? Empathic listening and confrontation? Reliving and new experience?</p> <p>Readings will vary from year to year, depending on the needs of the group, but will include works by Klein, Kohut, Sullivan, and Levenson. Loewald, Schafer, Greenberg and other integrative thinkers will aid in our synthesis.</p>

<p>630 R. Langan 3rd Trimester 10 sessions</p>	<p>Attending Within: Strategies of Buddhism and Psychoanalysis Dates and times by arrangement <i>Will be held at instructor's office.</i></p> <p>How do you decide, when sitting with a patient, or for that matter, when sitting with yourself, what to pay attention to? A foundational assumption of psychoanalysis is that one has more leeway in choosing than at first it appears, and that by choosing differently comes the possibility of living differently. One can alter the nature of self experience. Similarly, a foundational assumption of Buddhism is that the givens of reality are in a profound way illusory, and that realization of how this is so leads to a profound alteration in the nature of self experience. The strategies of Buddhism and psychoanalysis that lead toward such alteration bear comparison. The goal of the course is to highlight attention to attention as an introspective wild card in personality change. Its relevance is both clinical and personal.</p>
<p>631 S. Kofman 3rd Trimester 10 sessions</p>	<p>Intergenerational Transmission of Trauma</p> <p>Tuesdays, 3:00 – 4:15 p.m. or Thursdays, 3:00 – 4:15 p.m. March 6 – May 15 or March 8 - May 17</p> <p>The intersubjective turn in psychoanalysis has heightened interest in the intergenerational transmission of trauma and its haunting consequences. With a focus on early relational and historical trauma, we will explore how trauma is transferred and complexly manifested in subsequent generations. We will trace the variety of ways the concept of intergenerational transmission is conceptualized and considered within adult psychoanalytic and parent-infant treatment. We will also explore the relevance of these processes for clinical listening and the patient-analyst interaction. Materials for the course will include case studies and treatment literature, memoirs, and film excerpts.</p>
<p>633 Brenner 3rd Trimester 10 sessions</p>	<p>More Simply Complex Than Otherwise <i>Time & Date may be negotiable</i></p> <p>Nonlinear Dynamic Systems Theories represent a conceptual paradigm shift highly relevant to psychoanalytic theory and praxis. By marrying “subjective” and “objective” aspects of understanding in a broad framework, specific analytic theories can be seen anew in relation to one another. The course will also focus on clinical applications of these theories to enhance analytic work and open up new possibilities for experience and understanding in the consulting room.</p>

<p>634 Robin 10 sessions</p>	<p>The Inner Life of the Analyst <i>Course will be held in instructor's office</i> Fridays, 1:00 pm – 2:15 pm</p> <p>Myriad human struggles confront the psychoanalyst over time. Feelings of vulnerability, greed, ambition, competitiveness, longing, and insecurity impinge on clinical work and professional development, but typically remain unexplored in published material and training program curricula. Neither metapsychology nor clinical theory provide sufficient framework to account for this personal idiom of the psychoanalyst's endeavor. It is therefore necessary to distinguish expectable personal human vagaries from those that arise in the context of the clinical situation (i.e., countertransference, enactment, projective identification, etc.). Participation in this course will familiarize candidates with key papers –both classic and contemporary—that address the human internality of the psychoanalyst. To facilitate exploration, readings are grouped into three categories: The Analyst's Growth, The Analyst's Transparency, and The Analyst's Personal Life Factors. Participants are free to share clinical material from their own work as a way to deepen understanding of the readings, but our focus will be to discuss the assigned material and the concomitant issues that arise.</p>
<p>635 Sauvayre 10 sessions</p>	<p>Lacanversation</p> <p>The goal of this course is to establish a rudimentary knowledge of Lacan's theory and clinical approach (Lacanian 101) in order to provide a point of difference (for us) from which to view Freud and psychoanalysis in America, and thereby to bring into focus assumptions that would otherwise remain unquestioned (at least in these unique ways). Some of Lacan's seminal texts from <i>Ecrits</i> and <i>The Four Fundamental Concepts of Psychoanalysis</i> are studied in detail, with the help of accompanying explanations and commentaries by Fink, Zizek, and Winnicott. The expectation is to familiarize ourselves with the language and way of thinking, enough to seem conversant only for the uninitiated, but acknowledging that we could converse haltingly in broken Lacanian to those educated in this mindset. It is hoped, however, that this Lacanian primer will help us expand our psychoanalytic horizons not just as American psychoanalysts but also as interpersonalists in particular.</p>

<p>636 Instructor(s) TBA 3rd Trimester</p>	<p>New York State Mandates: Child Abuse Reporting, Scope of Practice, and Professional Malpractice Saturday, 9:30 a.m. – 12:00 noon; 1:30 p.m. – 4:00 p.m. <i>Date to be arranged in conjunction with participants</i></p> <p>This course is designed to provide New York State mandated information about legal requirements to report child abuse, and to practice ethically within guidelines defining scope of practice. Completion of this course and passing its Mandates Quiz should meet pertinent stipulations to qualify as a Licensed Psychoanalyst.</p>
<p>640 Marrocco and Glazer Tuesdays, 10:00 am – 11:30 am (Dates TBA) 8 Sessions over 2 years</p>	<p>Psychotherapy with LGBT People This course is designed to enhance participants’ knowledge of the breadth of issues commonly faced by LGBT people throughout the lifespan. The course integrates developmental, clinical and special topics perspectives, and employs clinical case seminars to deepen a psychosocial understanding of this population. Among the topics to be considered are childhood developmental issues; “coming out;” gender and sexual orientation; treatment issues; transference and countertransference; self-disclosure; couples and family issues. Clinical case seminars will also be included.</p>
<p>*** 500 Series Case Seminars</p>	<p>Elective Clinical Case Seminars Three required to qualify for graduation</p>
<p>600 Series Courses</p>	<p>Elective Courses Two required to qualify for graduation</p>

<p>700 Series Courses</p>	<p>REQUIRED OF ALL DIVISION I LICENSURE QUALIFYING PROGRAM CANDIDATES</p>
<p>710 Goldenthal 1st Trimester: 10 sessions Tuesdays, 11:40 am – 12:40 pm</p>	<p>Psychopathology for Psychoanalysts (LQP) This introductory course in psychopathology and differential diagnosis (requiring multiple brief class presentations and write-ups) addresses the use of the American Psychiatric Association’s <u>Diagnostic and Statistical Manual</u> (“DSM”). Guided by DSM, schizophrenia and bipolar disorders are diagnosed with regard to symptom profiles and course of illness. The complexity of affective spectrum disorders (including bipolar II, bipolar depression, and mixed states) is approached from several orientations: biological psychiatry, epidemiology, and early psychoanalytic models. Various models of affective spectrum disorder in the psychoanalytic literature are discussed in understanding unipolar depression. Anxiety Disorders (including Obsessive Compulsive Disorders and Post Traumatic Stress Disorder) illustrate psychoanalytic theories of anxiety. The complex domain of Personality Disorders is approached from a descriptive and psychoanalytic perspective. The diagnosis and treatment of patients who are actively suicidal, self-mutilating or in other ways actively self-destructive is also addressed.</p>
<p>721 Fraser 2nd Trimester: 5 sessions Tuesdays 11:40 am - 12:40 pm</p>	<p>The Role of Developmental History in Interpersonal Psychoanalysis (LQP) Introduces the nature and use of historical data in the interpersonal psychoanalytic approach. A review of basic developmental concepts will support candidates’ understanding of how to take a developmental history with adult patients in psychotherapy and psychoanalysis.</p>
<p>722 Appelbaum 2nd Trimester: 5 sessions Tuesdays 11:40 am – 12:40 pm</p>	<p>Introduction to Psychoanalytic Clinical Process (LQP) Introductory overview of the psychoanalytic process, with an emphasis on interpersonal concepts. Candidates will be introduced to key psychoanalytic concepts including: the role of the unconscious, transference, countertransference and the nature of therapeutic action. The emphasis will be on understanding these concepts from a clinical perspective. Additionally, candidates will be introduced to the use of specific interpersonal treatment strategies including participant observation and the detailed inquiry.</p>

***Electives can be taken in any order beginning in the 3rd year of training.

Non-credit Courses

Other Case Seminars can be arranged by a small group of candidates with a training supervisor of its choice. Times and fees are by private arrangement with individual instructors.

Psychotherapy with Artists

Treatment Services for People in the Arts invites candidates to participate in an elective that should help them to become more familiar with the specific life and career issues that are typical for people in the performing and creative arts.

The Program consists of a group of Institute graduates who meet every first Thursday of the month from 1:30 p.m. until 3 p.m. to review pertinent literature, discuss cases or meet with artists for an exchange of ideas. Candidates who participate may request artist patient referrals and individual supervision from members of the Artists Program. Participating regularly in the seminar for several years would then count as one elective.

The Mentored Program for Independent Study

Beginning in the second year of training and continuing into the fourth, every candidate will be offered the opportunity to work closely with a member of the Teaching Faculty of Division I (mentor) in pursuing the scholarly study of a psychoanalytic topic of his or her choosing. The candidate and mentor will meet monthly to discuss and guide the progress of the candidate's independent study, which will culminate in the preparation of a short scholarly article. The article should be suitable for publication in a psychoanalytic journal or for presentation at a national conference, and may be submitted for the Kaufman Award.

Candidates will choose a mentor from anyone on the Teaching Faculty of Division I other than their personal analyst. The candidates will also select two "readers" who will be available to provide additional guidance, support, and scholarly input during all phases of the independent study. The selection of topic, mentor, and readers will be reviewed by the Chair of the Curriculum Committee by November 1st of the third year. Copies of the completed article must be sent to the mentor, the two readers, and the Chair of the Curriculum Committee by March 1st of the year of expected graduation.

This program was developed so as to make the resources of the Institute available in a structured way to candidates who have the desire to write. It is designed to encourage creativity, risk-taking, and self-expression; and to provide the opportunity for candidates to further develop themselves as writers in a field where writing contributes greatly to theoretical and clinical understanding.

The equivalent of one course at the 600 level will be offered to candidates who complete the program.

Special Services Elective Study

Participation in one of the Special Services will be credited as a 600-series elective, since it offers both practical and theoretical learning. This will make it easier for candidates to join such

Services considering their time constraints.

The candidate will attend the meeting for three years and will notify the Curriculum Committee at the start. The Director of the Service will authorize the candidate's participation in this option.

DIVISION II

THE CENTER FOR APPLIED PSYCHOANALYSIS (CAPsa)

Lori Bohm, Ph.D., Director

GENERAL INFORMATION

The Center for Applied Psychoanalysis of the Institute offers courses to qualified professionals who wish to increase their familiarity and remain up to date with psychoanalytic concepts. Emphasis is placed on dynamic concepts and processes derived from the interpersonal approach to psychoanalysis; however, other psychoanalytic points of view are also valued and taught.

Most of the courses are open to psychoanalysts, psychiatrists, psychologists, social workers, behavioral scientists, physicians, clergy, counselors, and psychiatric nurses. Some are restricted to individuals engaged in direct clinical work or who are mental health professionals eligible to be New York State licensed in a profession that includes psychotherapy in its “scope of practice”. The Program Coordinator is available to answer questions about admission requirements, course content, and related issues.

The William Alanson White Institute admits students of any race, color, gender, sexual orientation, national and ethnic origin to all the rights and privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate against any Institute community member or participant on the basis of age, race, color, gender, disability status, height, weight, marital status, sexual orientation, national origin, ethnic origin, or veteran status in administration of its educational policies.

No certificates are awarded to students taking courses in the Center for Applied Psychoanalysis. Students wishing to obtain credit for continuing education will receive a letter stating that they have fulfilled the attendance requirements spelled out by their respective professional organizations.

REGISTRATION

Registration forms can be obtained on the Institute website at www.wawwhite.org. Courses may be canceled because of insufficient registration, in which case all fees are refunded.

FEES

Fees are payable in advance. Admission to courses will be authorized only when all fees and previous indebtedness is discharged. Refund requests must be made at least three days prior to the CAPsa offering.

PREREQUISITES

Graduation from a recognized professional school or other evidence of professional training is required. Admission to each course is subject to approval of the course instructor(s).

Intensive Psychoanalytic Psychotherapy Program (IPPP) is one of the offerings of the Center for Applied Psychoanalysis. A special brochure is available describing this educational offering.

SPECIAL PROGRAMS

Special Seminar Options (Groups of 10 or more)

The Center for Applied Psychoanalysis is available to schedule One-Week seminars on specific topics

if requested by groups of ten or more. Requests for these special seminars should be addressed *in writing* to: Director, The Center for Applied Psychoanalysis, The William Alanson White Institute, 20 West 74th Street, New York, NY 10023.

Agency Caseworker Staff Development

A unique opportunity for and limited to agencies who want on-site staff development and education. The specific area of need will be defined by the agency.

One-Week Seminar Program: The Interpersonal Approach to Psychoanalysis

One annual five day intensive course maybe offered each semester by the senior faculty. It is designed to acquaint colleagues throughout the United States and abroad with the Interpersonal approach to psychoanalysis. This program usually consist of two didactic seminars per day as well as a daily case seminar. Each of the sessions is scheduled for two hours. Lunch is provided. The program may be modified to suit special group needs.

While topics are somewhat open to change, they typically include: *History of the Interpersonal Approach; Key Concepts in Interpersonal Psychoanalysis; The Self, Personal and Interpersonal; Transference and Countertransference; Treatment of the Borderline Patient; Interpersonal Approaches to Character and Diagnosis, and others.*

Participants can use the case seminars for presenting their own clinical material. The instructor is also available to make his or her own case presentation.

Individual supervision by faculty members is available to participants in the seminar. Arrangements for supervision must be made on an individual basis.

Supervision Fee, per session (paid directly to supervisor) - \$60.

CAPsa OnLine

CAPsa offers distance learning continuing professional education courses. Distance learning is similar to what takes place in other workshops and seminars. Participants listen to lectures, read, write, and think independently about the subject being studied, and interact “online” with the other students and with the teachers. The lectures are audiotaped and the participants “attend” classes by using their computers and the Internet.

For more information and registration form please contact:
Diane Amato, Registrar, - (212) 873-0725, Ext. 20 - FAX (212) 362-6967

Audio Lectures

Master Lecture Series I and II

The Master Lecture Series introduce mental health professionals to the diverse views and interests within the interpersonal tradition of psychoanalysis. The two series of lectures by training and supervising analysts of WAWI address issues of technique specific to the interpersonal approach and discuss contemporary clinical subjects not necessarily addressed by earlier interpersonalists.

The Lectures are given by Drs. Philip Bromberg, Darlene Bregman Ehrenberg, Lawrence Epstein, Jay Greenberg, Jay Kwawer, Edgar Levenson, Marylou Lionells, Carola Mann, Stephen Mitchell, Robert

Shapiro, Stanley Spiegel, Donnel Stern, Hazel Weinberg, Earl Witenberg, Benjamin Wolstein, and Miltiades Zaphiropoulos.

Memories of Sexual Betrayal

A Psychoanalytic Symposium on Truth, Fantasy, Repression and Dissociation.

This series was recorded at a meeting sponsored by the Sexual Abuse Program of the William Alanson White Institute's Center for the Study of Psychological Trauma.

Participants include: Richard Briggs, Mary Gail Frawley, Richard B. Gartner, Adrienne Harris, Elizabeth Hegeman, Helene Kafka, Marylou Lionells, Jody Messler Davies, Gilead Nachmani, Sue A. Shapiro, Donnel B. Stern and Michelle Price.

Psychoanalysis: Truth, Fiction, Science or Art

This series was recorded at an interdisciplinary, Half Day Round Table Discussion.

Participants include: Richard Briggs, Marcia Cavell, Mathew Erdelyi, David Holloway, Stephen Mitchell, Richard Rorty and Louis Sass.

HIV & Psychoanalysis: Grappling with New Realities

This series was recorded at a Day-Long Conference with a Keynote Address by Mathilde Krim, Ph.D. and Panel Discussion moderated by Richard B. Gartner, Ph.D. and Jack Drescher, M.D.

Participants include: Joyce Barber, Mark Blechner, Susan Bodnar, Richard Briggs, Carrie Epstein, Lawrence Epstein, Harriet Field, Robert Gaines, Joyce Hunter, Robert Kertzner, Sandra Kiersky, Raul Ludmer, John O'Leary, Joseph Merlino, Ernesto Mujica, Gerald Perlman, Jean Petrucelli, Allison Rosen, Marcia Rosen, Sherry Ross, Bertram Schaffner, Christine Sekaer, Sue Shapiro, Nathan Stockhamer, Catherine Stuart, Miltiades Zaphiropoulos.

Building New Bridges

Clinical Psychoanalysis Across Disciplines

A Two Day Conference

Participants include: Mark Blechner, Philip Bromberg, Sandra Buechler, Richard Briggs, Marcia Cavell, Philip Cushman, Robert N. Emde, Mark Epstein, Todd Essig, Raelene Gold, Jay Greenberg, Margaret Adah Beltz Guenther, J. Allan Hobson, Douglas Wood Hollan, Norman Holland, George Lakoff, Robert Langan, Edgar Levenson, Marylou Lionells, Paul Lippmann Stephen Mitchell, Adam Phillips, William J. Richardson, Louis Sass, Barbara Schapiro, Robert Shapiro, Pamela Shirmeister, Donnel Stern, Stephen Suomi, Piers Vitebsky, Joel Whitebook, Benjamin Wolstein.

Hungers & Compulsions

Contemporary Perspectives in the Psychoanalytic Treatment of Eating Disorders and Addictions

A One Day Conference

Participants include: Frances Sommer Anderson, Lewis Aron, F. Diane Barth, Joerg Bose, Judith Brisman, Philip Bromberg, Olga Cheselka, Ann Kearney-Cooke, Margaret Crastnopol, Jack Drescher,

Darlene Bregman Ehrenberg, Stefanie Solow Glennon, Linda Hopkins, Jill Howard, Emily Kuriloff, Edgar Levenson, Marylou Lionells, Joyce McDougall, Jean Petrucelli, Adam Phillips, Albert Rothenberg, Catherine Stuart, Michael Guy Thompson, Kathryn J. Zerbe.

XI International Forum of Psychoanalysis

Dedicated to the Memory of Erich Fromm Born 100 Years Ago
A Four Day Conference

Participants include: Angel, Arango, Bacciagaluppi, Beebe, Romano Biancoli, Brazil, Cresci, Chrzanowski, Del Pilar, Drescher, Duval de Albuquerque, Horney Eckardt, Ehrenberg, Eisold, Ermann, Etchegoyen, Funk, Gojman, Grey, Harrell, Harris, Hegeman, Jemstedt, Kernberg, Krim, Lachmann, Levenson, Lindqvist, Lionells, Maccoby, Mann, Millan, Mitchell, Mujica, Ortmeier, Rosen, Rubin, Szmaraag, Stern Rosen, Temple, Torres, Watson, Winckler.

What Do Mothers Want?

Contemporary Perspectives in Psychoanalysis and Related Disciplines
A Two Day Conference

Participants include: Rosemary H. Balsam, Claire Basescu, Donna Bassin, Jill Bellinson, Jessica Benjamin, Richard S. Briggs, Judith Brisman,, Sheila Feig Brown, Nancy J. Chodorow, Carolyn Pape Cowan, Philip A. Cowan, Jack Drescher, Girard Franklin, James M. Herzog, Irwin Hirsch, Ruth Imber, Sharon Kofman, Jane Lazarre, Karen Marisak, Jean Petrucelli, Allison Rosen, Sara Ruddick, Adria E. Schwartz, Daniel N. Stern, Sarah Stemp, Catherine Stuart, Susan Warshaw.

Longing: Psychoanalytic Musings on Desire

A Two Day Conference

Participants include: Frances Sommer Anderson, Lewis Aron, Seth M. Aronson, Claire Basescu, Janet Benton, Mark J. Blechner, Joerg Bose, Judith Brisman, Philip M. Bromberg, Richard A. Chefetz, Judith Fingert Chused, Jody Messler Davies, Jack Drescher, Darlene Bregman Ehrenberg, Jay Greenberg, Elizabeth Halsted, Jill C. Howard, Sue Kolod, Emily Kuriloff, Jay S. Kwawer, Edgar A. Levenson, Karen Lombardi, Deborah Luepenitz, Rachel Maines, Karen Maroda, Tova Mirvis, Susie Orbach, Ethel Person, Jean Petrucelli, Adam Phillips, Owen Renik, Allison Rosen, Henry F. Smith, Valerie Steele, Catherine Stuart, Janet Tintner, Steven Tublin, Elisabeth Young-Bruehl, Polly Young-Eisendrath, Avivah Zornberg.

For information on purchasing individual or groups of tapes please contact:

Resourceful Recordings
1420 East Hill Road
Brookfield, VT 05036
Phone: (802) 276-3464
Fax: (802) 276-3880

THE FACULTY OF THE INSTITUTE

Abramis, Miri, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty-Division I & II)

Albert, Carol, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Staff Psychologist, Columbia University Psychiatric Institute, Joint Appointment in Psychiatry and Psychology. (Teaching Faculty-Division II)

Antonovsky, Anna M., Ph.D., Fellow Emerita, Training and Supervising Analyst, William Alanson White Institute; Clinical Associate Professor of Psychology in Psychiatry, Cornell University Medical College; Associate Attending Psychologist, New York Presbyterian Hospital - Payne Whitney Clinic; Training and Supervising Analyst, Teaching Faculty, Institute for Psychoanalytic Training and Research.

Appelbaum, David, Psy.D., Supervising Analyst, Co-Director of Recruitment, Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty-Division I)

Arango, Ricardo, M.D., Supervisor of Psychotherapy, William Alanson White Institute; Assistant Professor of Psychiatry, Albert Einstein Medical College. (Teaching Faculty-Division I)

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