The William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology

Bulletin No. 64 (2017 – 2018)

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
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Lawrence Brown, Ph.D.
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Jay S. Kwawer, Ph.D.
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Carola Mann, Ph.D.
Dale Ortmeyer, Ph.D.
Miltiades L. Zaphiropoulos, M.D. (deceased)

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Pasqual Pantone, Ph.D.
Jean Petrucelli, Ph.D.
Marcelo Rubin, Ph.D.
Cleonie V. White, Ph.D.

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., (Deceased) 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
George Satran, M.D. 2013
Jean Petrucelli, Ph.D. 2016
Ruth Imber, Ph.D. and Karen Marisak, Ph.D. 2017
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
Mitchell I. Kosh, Ph.D., 2013
Karen Marisak, Ph.D., 2014
Robert B. Shapiro, Ph.D., 2015
Marisol Pitre & Richard Herman. 2016
Lori Bohm, Ph.D. and Darlene Ehrenberg, Ph.D. 2017
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OFFICERS AND TRUSTEES OF THE CORPORATION

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Lenore Katkin, M.D., Vice President
Alan Kolod, J.D., Secretary
David Solomon, Treasurer
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Margot T. Egan, Honorary Trustee

EXECUTIVE COMMITTEE

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Seth Aronson, Psy.D., Director of Training
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Jacqueline Ferraro, D.M.H., Director, Child & Adolescent Psychotherapy Training Program
Cynthia Field, Ph.D, Director of Clinical Services
Deborah Fraser, Ph.D. Director of Curriculum
Shelly Goldklank, Ph.D., Director Couples Therapy Training and Education Program
Ethan Graham, Ph.D., Co-director Couples Therapy Training and Education Program
Richard Herman, Director of Administration
Ruth Imber, Ph.D., Chair, Committee on Appointments and Promotions
Elizabeth K. Krimendahl, Psy.D., Director of Post Doctoral Fellowship in Psychology
Emily Kuriloff, Psy.D., Director of Clinical Education
Vicente Liz, M.D., Director of Recruitment and Psychiatric Residency
Maria Nardone, Chair Council of Fellows
Jean Petrucelli, Ph.D. Director Eating Disorders, Compulsions and Addictions Program and Conference Advisory Board

ADMINISTRATIVE STAFF

Afoué Ellison, Registrar
Kenneth Elliot, Night Porter
Gilbert Figueroa, Super
Richard Herman, Director of Administration
Marie Marcan, Housekeeper
Marisol Pitre, Business/Office Manager
Elizabeth Rodman, Administrative Manager
Jon Auman, Administrative Assistant
Leila Sosa, Clinic Administrative Assistant
Josh Davis, Chief Technology Officer
MISSION STATEMENT AND 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 William Alanson White Institute, founded in 1946, is committed to innovation in the theory and practice of Interpersonal Psychoanalysis. Our focus is on the person as a social being within the surrounding culture. We train professionals to apply these principles in a broad array of clinical settings with diverse populations. Central to our mission is serving the public with a range of affordable clinical services. We create vibrant programs for professionals and the community at large. We believe that people, through the enhancement of their own capacities, may more fully cope with the problems of living and the challenges of being simply human.

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 postgraduate 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. This program typically requires four-to-six years for completion of all graduation requirements.

(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. The Licensee-Qualifying Program in Psychoanalysis typically requires five-to-six years for completion of all graduation requirements.

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, or a similar 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 Miri Abramas, 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: Jacqueline Ferraro, D.M.H., 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.

**Eating Disorders, Compulsions & Addictions 2017-2018 EDCAS RECAST Jean Petrucelli, Ph.D. Chair**

A course of study that integrates the concepts of Interpersonal Psychoanalysis with those of other treatment modalities and provides a concentrated, practice-oriented educational experience to mental health professionals who work in these areas. The EDCAS program offers clinical discussion groups, called "Clinical Forums" for EDCAS students who would like to continue and we will have a few spots open for new students. These groups will be held on 12 Fridays from 2:00 – 4:00 PM at the William Alanson White Institute, Room 3A. The focus will be on presenting and discussing clinical material to illuminate various topics of interest with one to two articles of reading for each meeting. Discussion group size will be limited. The fee for the year program is $1200.

**The Couples Therapy Training and Education Program (CTTEP):** A practice-focused educational program that integrates didactics and intensive case study from Interpersonal Psychoanalytic-Systemic Couples Therapy perspectives. CTTEP emphasizes Interpersonal Psychoanalytic-Systemic Couples Therapy, but the training includes additional psychoanalytic-systemic points of view. Our approach both in our theory of technique, and our practical guidance about intervening is defined by integrating core psychoanalytic constructs with constructs that define systems work. For example, we integrate
the inevitability and usefulness of transference/countertransference phenomena and the enactment in the therapy of the therapeutic issues with the interlocking co-construction of couples’ problems, triangulation and the intergenerational transmission of unresolved issues that constrain couples’ interactional experiences and choices. Shelly Goldklank, Ph.D. and Ethan Graham, Ph.D. Co-Directors

**Online Intensive Psychoanalytic Psychotherapy Program (Online IPPP):** An online version of our popular course. This practice oriented, totally interactive educational program is designed for working clinicians who wish to learn the Interpersonal psychoanalytic perspective but are unable to come to New York City to participate in our in-person program. Karen Gennaro, M.D.

**Online Interpersonal Psychoanalytic Psychotherapy Program for Russian Speakers:** This is a two-year online program designed exclusively for Russian-speaking mental health practitioners who would like to learn about the interpersonal/relational tradition of psychoanalytic psychotherapy. Including both theoretical and clinical discussions, the program aims to enhance clinical skills and theoretical understanding of working with diverse patient populations. The program includes weekly clinical theory seminars and clinical case discussions., Sharon Kofman, Ph.D. and Maria Nardone, Co-Directors.

**DIVISION III - SERVICES OF THE WHITE INSTITUTE**

**CLINICAL SERVICES**

Psychoanalytic Clinic

**SPECIALIZED TREATMENT SERVICES:**
Eating Disorders, Compulsions & Addictions Service
LGBTQ Clinical Service
Living with Medical Conditions Service
Psychoanalytic Psychotherapy for Artists
Sexual Abuse 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 White Institute Clinic operates by the authority of a Waiver Certificate from the New York State Education Department.

The PSYCHOANALYTIC CLINIC offers psychoanalytic treatment through which patients are seen at least three times weekly. The PSYCHOTHERAPY SERVICE offers once or twice weekly individual therapy.

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 LGBTQ CLINICAL SERVICE 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 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.

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. For more information contact Susan Rose, Ph.D., Director of the Child and Family Center.

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 • Cynthia Field, Ph.D.
Director of Clinical Education • Emily Kuriloff, Psy.D.
Chief Psychiatric Consultant • Jeffrey H. Sacks, D.O.
Chief Psychiatric Social Worker • Viki Rosman, L.C.S.W.

LOW COST PSYCHOTHERAPY 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 $75 per session.
Diane Goldkopf, Ph.D., Director

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 Cynthia Field, Ph.D., Director of Clinical Services.

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 White Institute has a Institutional Review Board, which is registered with the U.S. Department of Health and Human Services (HHS). For information about the Institute’s IRB, please contact: r.herman@wawhite.org.

PROGRAM ACCREDITATION and CONTINUING EDUCATION

For Psychologists:
The William Alanson White Institute is approved by the American Psychological Association to sponsor Continuing Education for Psychologists. The William Alanson White Institute maintains responsibility for these programs and their contents.

For Social Workers:
William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology, SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0159.

For Licensed Psychoanalysts:
William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts. #P-0007.

For Physicians:
This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the American Psychoanalytic Association and the William Alanson White Institute. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of [2] AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

For Mental Health Counselors:
William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Mental Health Counselors. #MHC-0025

For Licensed Marriage and Family Therapists:
William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0019.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.
The William Alanson White Institute is a SEVIS approved school.

Continuing Education Credits:

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

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: Susan Fabrick, L.C.S.W. and Ruth Livingston, Ph.D.

Voices@White, the Institute’s forthcoming newsletter, will be published quarterly, in digital format. 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: Philip Rosenblaum

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.

FACILITIES

The William Alanson White Institute, a well established, prestigious and internationally-renowned psychoanalytic institute, founded in 1943, is now entering its 74th 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 conference room. 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.wawhite.org
The Institute library 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 one 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 section on developmental issues, children, and adolescents in room 3C).

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 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 300 families were served, with our students providing supervised clinical services for over 5,500 hours of professional time.

The Institute employs a support staff of ten full-time equivalent employees, including secretarial, administrative, janitorial, building maintenance, 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. 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.

The Certificate Program in Psychoanalysis typically requires four-to-six years to complete all requirements for graduation.

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, and sexual orientation, national or ethnic origin in administration of its educational policies, fellowship and loan programs, and other school-administered programs.

At times, 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 Seth Aronson, Psy.D., 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 $2,000 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, half reduces tuition.

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 $75 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.

**FOREIGN STUDENTS**

The Institute has been approved by the Department of Homeland Security Student and Exchange Visitors Service, (SEVIS) 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.

In order to matriculate in the Institute’s Licensure-Qualifying Program, including being able to work with patients in the Institute’s Clinical Services, New York State Education Department recognition of an applicant’s master’s degree or equivalent will be required. LQP applicants must submit their foreign training credentials to the NYSED Office of the Professions, for the purpose of enabling SED to review and approve these credentials.

The required process involves 3 steps:

1. Applicants must apply to sit for the L.P. licensing examination (even though candidates will not actually be admitted to the examination until after they have completed psychoanalytic training. This will enable SED to evaluate and verify prior training in a foreign institution. The process includes arranging for an official transcript to be sent to SED directly by the degree-granting institution(s). If an applicant’s transcript is not in English, candidates will need to arrange for translation by one of the official translating services recognized by SED, as listed on SED’s website. (Please note that World Education Service credential reviews do not qualify.)

2. In connection with step (1), applicants must complete Form 1 (a four-page application for licensure) and provide this to the Institute, with a check in the amount of $371, payable to New York State Education Department. The check and application should be submitted to the White Institute, so that it can be sent along with a cover letter, to the SED.

3. Applicants will need to arrange for the direct submission of Form 2A to the foreign academic institution, for transmission along with an official transcript to SED. Please note that forms cannot be faxed and must be submitted directly by the foreign institution, not the applicant.

All relevant forms can be found on the website of the New York State Education Department:

http://www.op.nysed.gov/prof/mhp/psyanlforms.htm

The address for The NYSED is:

New York State Department of Education, Office of the Professions, Division of Professional Licensing, Psychoanalytic Unit
89 Washington Avenue
Albany New York 12234-1000
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.

Financial Aid:

The Institute has a Financial Aid Committee that reviews requests for scholarships and loans. For more information contact: r.herman@wawhite.org

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 Institute does not administer the Catherine Stuart Memorial Fund. 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>

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, full-time 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 Diplomat examination.

Licensed Clinical Social Worker - ADMISSION REQUIREMENTS: Matriculation as a candidate for the Certificate in Psychoanalysis will be open to 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. They may be eligible to apply to the Institute’s Licensure-Qualifying Program in Psychoanalysis [Division I(B)], described below.

REQUIRED CLINICAL TRAINING
1. The curriculum of both psychoanalytic training programs (the Certificate Program in Psychoanalysis and the Licensure-Qualifying Program in Psychoanalysis) provides candidates a survey of the principal issues that shape clinical and theoretical psychoanalysis. Candidates in both programs take most classes and seminars together, and each entering class moves largely as a group through 360 class sessions meeting over the span of four years. (Two) THREE classes (run consecutively) are held on Tuesday evenings during three ten-week trimesters per academic year. Candidates select a total of five classes from among the 500-level Clinical Case Seminars and 600-level Elective Courses. When the core required curriculum has been completed, candidates must take three 500-/600-level courses per year to maintain enrollment. All coursework must be completed within six years unless the Director of Training grants an extension.

2. Since the personal psychoanalysis is considered an integral part of the psychoanalytic training program, it is anticipated that candidates will remain in psychoanalysis with one's training analyst through graduation. This analysis is conducted at the rate of at least three sessions per week (for 300 hours. Because personal analysis is an integral part of training it is expected that the candidate will remain in analysis for the duration of his or her training.) Under certain (very special) circumstances the Training Committee may permit a candidate to reduce the number of weekly sessions or to terminate his or her analysis prior to completion of training. In addition, the Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate’s work.
3. Licensed Master Social Workers

Admission Requirements: Matriculation as a candidate for the Certificate in Psychoanalysis will be open to master’s level social workers (M.S.W.) that are New York State Licensed Master Social Workers (L.M.S.W.), subject to clinical training regulations of the New York State Education Department.

Upon admission, Licensed Master Social Workers (L.M.S.W.) will be required to present evidence of a New York State license (L.M.S.W.) and current registration, as well as current professional liability insurance in order to be granted permission to conduct supervised work with patients. Supervisors will assume legal and professional responsibility for all patients seen in the Institute clinic by L.M.S.W. candidates. Until the receipt of the L.C.S.W., the L.M.S.W candidate must see all of her/his patients in the WAWI clinic in accordance with the social work licensing law. While matriculating as an L.M.S.W. in the WAWI psychoanalytic program and treating patients in the WAWI clinic, the candidate may be asked to attend various diagnostic and technique classes that are offered through the LQP if previous clinical experience did not sufficiently cover necessary clinical skills.

**Personal Psychoanalysis:** Because personal analysis is an integral part of training it is expected that the candidate will remain in analysis for the duration of his or her training. Under very special circumstances the Training Committee may permit a candidate to terminate his or her analysis prior to completion of training. In addition, the Training Committee may suggest an intensification of or return to analysis if this seems indicated by the quality of the candidate’s work.

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 analysand.

**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 $75 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 paid 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.

<table>
<thead>
<tr>
<th>DIVISION I Certificate Program in Psychoanalysis</th>
<th>COURSE DESCRIPTIONS for Required Courses Division 1a and 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year 2017-18</td>
<td>Evolution of Psychoanalytic Concepts I: Introduction to Freud</td>
</tr>
</tbody>
</table>

This course will trace the movement of Freud's thinking as he struggles to address theoretical and clinical problems that arise within several broad areas of inquiry, including trauma, dreams, sexuality, object relations, and culture. We will explore Freud's contributions in three major phases of his career, each organized around a specific model of the mind, and consider their implications for psychoanalysis as a theory of the de-centered subject.

Learning Objectives:

Upon completion of this course the Candidate will be able to:
1. Trace the evolution of Freud’s model of the mind.
2. Discuss ways in which Freud’s formulations opened the way for others to develop alternative psychoanalytic approaches.
3. Articulate all of the above-mentioned theoretical and technical concepts as well as the key historical turning points and discuss their potential usefulness or lack of usefulness in clinical work.
4. Describe the clinical circumstances that led to Freud’s creation of psychoanalysis.
5. Describe Freud’s goals in establishing a uniquely psychoanalytic life historical narrative.
6. Discuss the relationship between the theoretical and clinical aims of Freud’s theory.
7. Evaluate the data--clinical and extra-clinical--that led Freud to formulate his early theories.
8. Describe the way in which Freud arrived at his theory of the primacy of sexuality in the etiology of the neuroses.
| 111 | L. Bohm  
R. Langan  
1st Trimester  
5 sessions |
|---|---|
| **Landmarks in Interpersonal Psychoanalysis**  
Précis: This course provides a preliminary overview of interpersonal psychoanalytic theory and practice. Establishing the several landmark points of view occupied by seminal theorists should begin to clarify how contemporary relational psychoanalysis effects self-transformation. Candidates may realize personally how a developing comprehension of psychoanalytic change entails reorientation in theory, clinical praxis, and experience of oneself, alone and with others.  
Learning Objectives:  
Upon completion of this course the Candidate will be able:  
1. To list three conceptual threads that structures the curriculum.  
2. To describe Freud’s conception of the unconscious.  
3. To describe contemporary conceptions of the unconscious.  
4. To discuss Harry Stack Sullivan’s “detailed inquiry.”  
5. To contrast Sullivan's "detailed inquiry" with the classical approach to conducting a treatment.  
6. To explain Sandor Ferenczi’s concept of the elasticity of psychoanalytic technique.  
7. To compare and contrast theories about the analytic process as delineated by Stephen Mitchell.  
8. To describe how Donnell Stern understands the inevitability of enactment in psychoanalytic process. |

| 112 | G. Schlesinger  
Ist Trimester, 10  
sessions  
Tuesday 8:45-19pm |
|---|---|
| **Beginning the Treatment - Conceptual and Clinical Approaches**  
This course will attempt to familiarize candidates with the complex issues involved in beginning a psychoanalytic treatment. I will try to provide 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. I will use a combination of readings discussing conceptual and practical matters and clinical material from both my practice and cases presented by candidates.  
Learning Objectives:  
Upon completion of this course:  
1. Students will be able to describe the changes in the culture of authority that bear on beginning a psychotherapeutic treatment today.  
2. Students will be able to describe the effect of technology on the dissemination of medical information and how this influences treatment practice.  
3. Students will be able to describe the effects of modern consumer culture on the practice of psychotherapy.  
4. Students will be able to explain the relationship between psychoanalytic theories of development and theories of therapeutic action.  
5. Students will be able to explain the relationship between the theory of therapeutic action and how to begin a treatment within that model.  
6. Students will be able to describe Freud’s approach to beginning the treatment.  
7. Students will be able to describe Freud’s views on the role of money in the therapeutic relationship.  
8. Students will be able to explain why Freud saw the couch as useful in psychoanalysis. |
Evolution of Psychoanalytic Concepts II

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.

Learning Objectives:

Upon completion of this course the Candidate will be able:
1. Describe the earliest model of psychoanalytic method developed by Freud and Breuer, based on free association and the liberation of repressed memories.
2. Explain the “seduction theory” of neurotic psychopathology, including the distinction between this theory of the origin of neurosis with the subsequent revision in the theory of “wish fulfillment.”
3. Identify and explain the core elements of the “classical” theory of psychoanalytic technique, including free association, interpretation, and transference.
4. Explain the concept of “transference” and its relevance to clinical process in psychoanalytic treatment.
5. Define the early scope of psychoanalytic practice, indicating its applicability to such syndromes as “psychoneurosis” and its contraindications for the treatment of schizophrenia.
6. Discuss the difference between “transference” and the “‘real’ (non-transference) relationship” between patient and psychoanalyst.
7. Explain the rationale, in classical psychoanalysis, for the “neutral” or “anonymous” stance of detachment reflected in the “blank screen” of the psychoanalyst’s persona.
8. Identify the early core challenge to classical psychoanalytic technique reflected in the critiques of Rank and Ferenczi, and explain how the alternative approach proposed might be therapeutically effective.
9. Explain the rationale for Ferenczi’s expansion of psychoanalytic method to include the “real” relationship as a therapeutic technique and the implications of this technical stance for the analysis of countertransference.
10. Identify the role of “regression” in classical psychoanalytic process and the difference between benign and malignant regressions.
<table>
<thead>
<tr>
<th>122</th>
<th>Inquiry and Free Association</th>
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<tbody>
<tr>
<td>I. Moses</td>
<td>We will review ways to integrate inquiry and modified free association with a variety of patients including those who tend to externalize, avoid introspection, act out, self-medicate, etc. We will also consider the 1) transference and countertransference dynamics of inquiry 2) the therapeutic action of inquiry to further the patient's articulation of inner experience and 3) inquiry as a counterpoint to the therapist’s intuitive assumptions.</td>
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<td>2nd Trimester</td>
<td><strong>Learning Objectives:</strong></td>
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<tr>
<td>10 sessions</td>
<td>Upon completion of this course the Candidate will be able:</td>
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<td></td>
<td>1. How and when to apply the technique of Free Association in long-term treatment.</td>
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<td>2. How to utilize modified free association to case material.</td>
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<td>3. How to compare and contrast the technique of Inquiry with Interpretation.</td>
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<td></td>
<td>4. How to use detailed listening to rate the frequency of interventions in case material of the following: Observations, clarifications, empathic comments, confrontation, interpretations, and inquiries.</td>
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<td>5. How to assess the differences between inquiry and intrusiveness.</td>
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<td>6. How to apply inquiry to dream analysis.</td>
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<td>7. How to use inquiry to intervene with superficial and avoidant patients.</td>
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<td>8. How to assess the patient's response to the therapist's intervention</td>
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</table>
**Introduction Seminar to Dreams**

**Thursdays, 7:30 - 9:30 p.m.**

March 3, 10, 17, 24, 31
April 7, 14, 21, 28
May 5th

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.

**Learning Objectives:**

Upon completion of this course the Candidate will be able to:

1. Describe Freud’s theory of dream formation.
2. Articulate the difference between manifest and latent dream content.
3. Explicate the different dream theory of Jung.
4. Distinguish dream interpretation based primarily on associations vs. manifest content.
5. Describe the role of affects in dreams.
6. Distinguish the objective and subjective approach to dreams.
7. Distinguish the causal and final approaches to dream symbolism.
8. Be able to do an ego-psychological dream analysis based on Erikson’s dream mapping.
9. Recognize the relationship of dreams to interpersonal relationships.
10. Chart the relationship of dreams to psychotic waking material.
11. Recognize the relationship of dreams to the psychoanalytic relationship.
12. Understand the relationship of dreams to early memories and trauma.
13. Compare classical dream approaches to Blechner’s inquiry into real-life parallels to the dream.
14. Explain the difference between the disguise approach to the dreamwork vs. alternative means of representation.
15. Recognize the parallels between dream phenomenology and symptoms of brain damage.
16. Describe contemporary theories of dreaming based on neurobiology.
17. Recognize how knowledge of neurobiology affects clinical approaches to the dream.
18. Experience group dream analysis.
19. Describe the potential of dreams to clarify aspects of the transference/countertransference matrix.
20. Articulate the relationship of dream structure to change during the psychoanalytic process.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Description</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>210</td>
<td>R. Shapiro</td>
<td>Evolution of the Person in Childhood and Adolescence - Clinical Theories - Their Sources and Context</td>
<td>Upon completion of this course the Candidate will be able to: 1. Describe Winnicott’s concept of Transitional Objects. 2. Describe the relationship between Mahler’s concept of Separation Individuation and the Compulsion to Repeat. 3. Apply the concept of Transitional Objects to the analytic relationship. 4. Describe and explain Stern’s critique of Mahler’s work. 5. Describe Anna Freud’s theories of Adolescent Development. 6. Describe the transference countertransference difficulties in terminating a Training Analysis. 7. Describe Sullivan’s theoretical understanding of the stages of adolescent development. 8. Apply Freud’s understanding of psycho sexual stages and their relationship to clinical practice.</td>
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<td>211</td>
<td>M. Rubin</td>
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<tr>
<td>1st Trimester, 10 sessions</td>
<td>Sullivan and the Beginnings of Interpersonal Psychoanalysis</td>
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<td>Tuesdays, 6:00 - 7:15 PM</td>
<td>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) are elaborated in a theoretical and a clinical framework. Students and instructors present clinical vignettes for clarification of the basic principles of treatment. Differences between the interpersonal orientation and approaches of other schools will be clarified.</td>
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**Learning Objectives:**

Upon completion of this course:
1. Students will be able to identify significant biographical events in the life of H.S. Sullivan
2. Students will be able to explain the theoretical basis of Sullivan’s concept of Self system.
3. Students will be able to link Sullivan’s concept of Self system with concept of Modes of Experience.
4. Students will be able to explain Sullivan’s concept of Participant Observation.
5. Students will be able to differentiate Sullivan’s concept of Parataxic Distortions from classical concept of Transference.
6. Students will be able to present and discuss clinical applications of concept of Self system
7. Students will be able to demonstrate clinical use of concept of Modes of Experience.
8. Students will be able to clinically apply and discuss concepts of Participant Observation in their work with patients.
| 220 | Case Seminar in Clinical Process  
|     | Tuesday, 7:30 – 9:30 p.m.  
|     | Psychopathology - Issues of Diagnosis, Entity, Process and Character  
|     | This course will deal with issues of diagnosis, character and the range of psychopathology. How a psychoanalytic perspective compares with a ICD 10 classification and the impact of diagnostic considerations on the analyst's technique will be explored.  
|     | **Learning Objectives:**  
|     | Upon completion of this course the Candidate will be able:  
|     | 1. To be able to discuss and explain several definitions of emotional health.  
|     | 2. To be able to contrast varying points of view about the value and functions of diagnosis.  
|     | 3. To be able to compare psychiatric and psychoanalytic ideas about diagnosis, and their utility for the analyst.  
|     | 4. To be able to describe paranoid forms of anxiety and their manifestations.  
|     | 5. To be able to describe the relationship between paranoid thinking and the ability to be surprised and curious.  
|     | 6. To discuss varying points of view about how to integrate medication into a primarily psychoanalytic treatment.  
|     | 7. To be able to describe different points of view about the evolution of DSM, from its earliest to its current form.  
|     | 8. To be able to discuss what makes a way of living fundamentally schizoid in nature.  
| 222 | Psychoanalysis in Context: A History of Ideas  
|     | 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 try to contextualize key concepts and ideas for psychoanalysis and to clarify their relevance to our clinical experience.  
|     | **Learning Objectives:**  
|     | Upon completion of this course the Candidate will be able:  
|     | 1. Participate in a general discussion of the concept of countertransference.  
|     | 2. Introduction to the work of Benjamin Wolstein, based on the reading of his for this week.  
|     | 3. Different theoretical approaches to countertransference, based on reading by Burke and Tansey.  
|     | 4. Case presentation by candidate, with a focus on countertransferential issues in the case.  
|     | 5. Classical thinking with regards to CT, based on the readings of Ted Jacobs.  
|     | 6. Discussion of the issue of expressive and non-expressive working with CT.  
|     | 7. Using the reading by Renik, a discussion of the systemic use of an expressive approach to CT.  
|     | 8. Case presentation from a different candidate with a focus on CT.  

| 220 | S. Buechler  
|     | G. Kanwal  
|     | 2nd Trimester  
|     | 5 sessions  
|     | 3rd Trimester  
|     | 10 sessions  
| 222 | W. Wilner  
|     | Tuesdays, 8:45 – 10:00 p.m  
|     | 7 sessions  
|     | J. Kaufmann  
|     | 3 sessions  
|     | 2nd Trimester  
|     | 10 sessions  

29
| 230 E. Kuriloff  
| Thursdays, 7:30 - 9:30 p.m.  
| 3rd Trimester  
| 10 sessions  

Modern Interpersonal and Relational Perspectives

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. This course will build on the two previous courses in presenting contemporary interpersonal and relational views.

Learning Objectives:

Upon completion of this course the Candidate will be able:
1. List the major theorists in the modern interpersonal tradition, discuss the relationship between early interpersonal and later interpersonal theoretical and clinical developments.
2. Select from their clinical cases examples of interactions that fit theoretical formulations discussed in class.
3. The above objectives will result in an increase in my clinical competence.
4. Apply theory and its praxis to case material presented by instructor and/or student.
5. The above objective will result in an increase in my clinical competence.
6. Rate one's own participation with the patient as more or less therapeutic in a particular interpersonal moment.
7. Write process material for class presentation based interpersonal theories and praxis discussed in class.
8. Revise attitudes and techniques based on newly acquired theoretical and practical understanding.
9. Critique the clinical work of fellow classmates in a productive manner.
<table>
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<tr>
<th><strong>231: Ethics in Psychoanalytic Practice</strong></th>
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<td>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.</td>
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**Learning Objectives:**

Upon completion of this course the Candidate will be able:

1. Conceptualize psychoanalysis as an ethically grounded discipline and to apply psychoanalytic principles to practical ethical questions.
2. The above objectives will result in an increase in my clinical competence.
3. Identify ethical issues specific to the psychoanalytic treatment modality with a particular focus on privacy and other boundary issues.
4. The above objectives will result in an increase in my clinical competence.
5. Implement a consultation-based approach to addressing complex ethical issues in clinical practice.
6. Recognize the common obstacles to seeking ethical guidance in independent practice and to develop strategies for overcoming such obstacles.
7. To access written and other professional resources for guidance in ethical decision making.
8. To compare and contrast the ethics of psychoanalysis with related disciplines including clinical psychology, psychiatry, social work, medicine and law.
The Problem of Technique

Psychoanalytic technique has fallen on hard times. It is generally accepted that there is no received technique, no one right way to handle any given clinical interaction. At the same time candidates come to training to learn general principles, perhaps even specific skills, necessary to conduct a successful analytic treatment. We will explore this tension through readings drawn from conflicting visions of analytic technique – received, improvised, spontaneous. The readings raise questions regarding the definition of fundamental tenets of clinical theory, the technical hypotheses they generate, and the problems they raise. During classes we will analyze transcripts of clinical process in order to explore the controversies raised by each week's readings and to gain our own perspective into the fundamental problem of learning to conduct a psychoanalytic treatment.

Learning Objectives:

Upon completion of this course the Candidate will be able:
1. List behavioral manifestations of transference dynamics.
2. Apply transference manifestations to formulate useful interventions and interpretations.
3. List behavioral manifestations of countertransference dynamics.
4. Apply countertransference manifestations to formulate useful interventions and interpretations.
5. List behavioral manifestations of resistance dynamics.
6. Utilize resistance manifestations to formulate useful interventions and interpretations.
7. List behavioral manifestations of regression phenomena.
8. Apply regression manifestations to formulate useful interventions and interpretations.
8. Name three differences between Klein's thinking and Anna Freud's thinking with regard to child treatment.
(Winnicott)
1. Explain Winnicott's overarching theory of the development and sustenance of the “self.”
2. Explain Winnicott's theory about development of the abilities to play and lead a creative life, including the capacity to be alone.
3. Explicate Winnicott's concepts of “true self” and “false self.”
4. Explicate Winnicott's theory about transitional phenomena and illusion.
5. Explicate Winnicott's distinction between relating to the object versus using the object.
6. Discuss Winnicott's clinical uses of regression and “holding and interpretation.”
7. Discuss Winnicott's clinical uses of transference and countertransference, including hate.

(Fairbairn)
1. Explain how Fairbairn unfettered the notion of object from its roots in drive theory.
2. Explain how the fundamental desire for relationship develops through differing levels of “dependence.”
3. Discuss how Fairbairn’s work anticipated current relational theories of psychoanalysis.
4. Discuss Fairbairn’s extremely radical notion of the self as being original, self-generating, and non-derivative.
5. Discuss psychopathology as seen by Fairbairn in terms of splits and structures imposed on the self by world experience and resulting in impoverishing, fixed systems.
6. Discuss Fairbairn’s theory in the context of Freud and Klein.
7. Discuss Fairbairn’s work as it compares to more contemporary object relations and interpersonal theories of psychoanalysis.
8. Examine and evaluate the theoretical and clinical assumptions of their own work.

311
C. Bonovitz
Tuesdays, 8:45 - 10:00 p.m.
1st Trimester
10 sessions

Comparative Theories of Therapeutic Action
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.

Learning Objectives:
Upon completion of this course the Candidate will be able:
1. Explain the various theories of therapeutic action.
2. Demonstrate knowledge of how Self Psychology views what changes in psychotherapy.
3. Explain the Modern Freudian theory of change.
4. Demonstrate knowledge of the Interpersonal perspective on therapeutic action.
5. Explain the Contemporary Kleinian theory of change.
6. Possess a working knowledge of these theories in order to be able to compare these different theories.
7. Describe the connection between each theory’s notion of change and its recommended techniques.
8. Demonstrate knowledge of each theory’s goals.

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<tr>
<th>Course Code</th>
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| Working Psychoanalytically | G. Nachmani, S. Schoen | 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 *in vivo* application. Learning Objectives: 
Upon completion of this course the Candidate will be able:
1. Apply adaptive psychoanalytic understanding to a variety of treatment situations, from single contact consultations to treatments of multiple sessions per week lasting years.
2. Explain the drawbacks of polarizing psychoanalysis vs. psychotherapy.
3. Describe psychotherapy from a psychoanalytic point of view.
4. Describe psychoanalysis from a psychotherapeutic point of view.
5. Apply psychoanalytic understanding to inform the treatment of patients ranging across a variety of diagnoses.
6. Provide an example of how pathological processes may on occasion be adaptive.
7. Describe treatment adaptations for those patients who are experienced by the therapist as difficult, often with the diagnosis of schizophrenia or severe personality disorders.
8. To develop one's own sensitivity in the immediate interactive moment between patient and analyst. |
| Sexuality and Gender | S. Kolod, W. Lubart | 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 patients' sexuality; and how sexually charged transference and countertransference reactions (such as |
erotic attraction and disgust) arise to become part of the therapeutic work.

**Learning Objectives:**
Upon completion of this course the Candidate will be able:

1. Demonstrate knowledge of early psychoanalytic theories of sexuality.
2. Describe the impact of these theories on contemporary psychoanalytic views of the body.
3. Become familiar with a variety of sexual practices.
4. Inquire more openly about patients’ sexual practices and proclivities.
5. Discuss countertransference reactions evoked by diverse presentations of patients’ sexuality.
6. Apply current knowledge regarding the impact of the hormonal body on the psyche to clinical work.

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<tr>
<th>330 C. White, W. Lubart</th>
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<td>3rd Trimester, 10 sessions</td>
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<td>Tuesdays, 8:45 - 10:00 PM</td>
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**Psychoanalysis: Race, Class, Culture, Difference**
This course addresses various ways issues of race, ethnicity, social class, and difference influence 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.

**Learning Objectives:**
Upon completion of this course the Candidate will be able:

1. Discuss race in the contexts of contemporary society and the psychoanalytic encounter.
2. Discuss ethnicity in the contexts of contemporary society and the psychoanalytic encounter.
3. Discuss social class in the contexts of contemporary society and the psychoanalytic encounter.
4. Explain how racial bias can emerge in the transference.
5. Explain how class bias can emerge in the transference.
6. Explain how cultural bias can emerge in the transference.
7. Discuss potential countertransference enactments derived from racial biases/prejudices existing in the analyst’s subjectivity.
8. Discuss potential countertransference enactments derived from class biases/prejudices existing in the analyst’s subjectivity.
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<tr>
<td>331</td>
<td>J. Bose</td>
<td>Kohut, Self Psychology and Current Derivatives</td>
<td>Upon completion of this course the Candidate will be able: 1. Gapple with the paradoxes of self as being both a structure and a process, and of being created through both solitary and interpersonal experiences. 2. Develop an overview of the main concepts of self-psychology. 3. Recognize the different forms of self-object transferences. 4. Describe empathy as a tool in diagnosing and treating patients. 5. Explain a clinical impasse on the basis of empathic failure. 6. Assess states of excessive narcissism and rage. 7. Discuss the place of aggression in self-psychology. 8. Observe clinical manifestations of shame.</td>
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<td>410</td>
<td>S. Kolod A. Hart</td>
<td>Faculty and Candidate Presentation of Psychoanalytic Clinical Process</td>
<td>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. Upon completion of this course the Candidate will be able: 1. Experience enhanced ability to examine the minute-to-minute interaction in a session. 2. Explain how diverse theoretical positions affect how one views clinical material. 3. Describe unconscious ways the analysand’s emotional responses (transference) can be manifest in the clinical material. 4. Describe unconscious ways the analyst’s emotional responses (countertransference) can be manifest in the clinical material. 5. Notice variation in pacing and word-flow in relation to diverse cognitive and affective states. 6. Describe clinically how different analysts’ styles can address comparable core problems in living. 7. Assess the changing quality of analyst-patient cooperation as manifest in clinical moments. 8. Experience listening itself as an active process, responsive to various forms of engagement and disengagement with the analysand.</td>
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421:  
S. Aronson  
R. Imber  
Tuesday  
2nd Trimester, 19 sessions  
Tuesdays, 7:15 - 8:30 p.m.  

Contemporary Kleinian Viewpoints  
This course covers the major contributions of important neo-Kleinians such as Wilfred 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.  

Learning Objectives:  

Upon completion of this course the Candidate will be able:  

(Aronson - Contemporary Kleinian Viewpoints)  

1. Identify two of the major therapeutic action principles in contemporary Kleinian thinking.  
2. Distinguish two differences between interpersonal/relational ideas and Kleinian ideas.  
3. Name two similarities between the interpersonal school and the Kleinian school.  
4. The above objectives will result in an increase in my clinical competence.  

(Imber – Contemporary Freudian Theory and Technique)  

1. Define Modern Conflict theory.  
2. Describe the therapeutic approach of Paul Gray.  
3. Define the Structural theory.  
4. Define the analysis of defense.  
5. Define intrapsychic conflict according to Charles Brenner.  
6. Analyze dreams from a modern conflict perspective.  
7. Discuss controversies within the modern Freudian school.  
8. The above seven objectives will result in an increase in my clinical competence.  
9. Discuss some criteria for terminating an analysis.  
10. The above objective will result in an increase in my clinical competence.  

422  
E. Hegeman  
S. Kofman  
Tuesdays  
8:45 – 10:00 p.m.  
2nd Trimester  
10 sessions  

Trauma and Dissociation  
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.  

Learning Objectives:  

Upon completion of this course the Candidate will be able:  

1. Participants will discuss symptoms of PTSD as signs of dissociation.  
2. Participants will give clinical examples of the impact of trauma from their own experience.  
3. Participants will be able to describe the difference between the effects of adult onset trauma and chronic childhood trauma as it influences personality development.  
4. Participants will read and discuss theories of mental processes such as mentalization, repression, dissociation, and somatization as to how they are influenced by trauma.  
5. Participants will be aware of the transference and countertransference patterns
<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Dates</th>
<th>Description</th>
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<td>431</td>
<td>Current Issues and Controversies</td>
<td>D. Stern</td>
<td>Tuesdays, 8:45 - 10:00 p.m.</td>
<td>March 8, 15, 22, 29, April 5, 12, 19, 26, May 3</td>
<td>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 to 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 non-symbolic and the procedural in clinical process, and conceptions of otherness and the grasp of otherness in the consulting room. Learning Objectives: Upon completion of this course the Candidate will be able: 1. Explain the various positions about the role of unconscious fantasy in interpersonal and relational psychoanalysis. 2. Explain the part played by implicit relational knowing in psychotherapy and psychoanalysis. 3. Describe Winnicott’s idea of “use of an object” and its application in the work of Benjamin. 4. Explain the dialectic of recognition and complementarity. 5. Demonstrate the knowledge of the criticisms of relational clinical practice based on an overemphasis of the analyst being the good object. 6. Explain the rationale for variations in session frequency. 7. Explain the position on the question of how crucial empirical research is in psychoanalysis and psychotherapy. 8. Describe three different positions about the nature of termination in psychoanalysis.</td>
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<td>433</td>
<td>The Gains and Losses of Screen Relations: Clinical Consideration</td>
<td>T. Essig</td>
<td>5 Weeks, 8:45 - 10:00</td>
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<td>This seminar will take a psychoanalytic look at the history, current status and...</td>
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Elective Courses: Dates and Times are available from the Director of Curriculum

Please Note: No Continuing Education/Continuing Medical Education Credits are provided for elective courses:

510: Ira Moses, M.D.
Countertransference Conflicts With Setting Limits And Acting-out Patients

511: Darlene B. Ehrenberg, Ph.D.
Clinical Case Seminar - Working at the Intimate Edge
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.

512: Richard H. Loewus, Ph.D.
Developing and Formulating One's Clinical Voice Day and Time to be determined.

Will be held in instructor's office.

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 work with patients. The object will be to foster the articulation of each participant's developing clinical voice at this stage in training.

520: Eric Singer, Ph.D.

2nd Trimester, 10 sessions
Clinical Case Seminar
The focal point of this seminar will be the role of the analysts personality as it affects the course of the analysis. Candidates will present vignettes from their work for discussion

522: Nicholas Samstag, Ph.D.

2nd Trimester, 10 sessions
Getting Real with Psychoanalytic Readings
Time and dates are negotiable
The purpose of this course is to give the analytic candidate a forum within which to consider what his or her favored concepts are, and how these preferences relate to their personal history. The course will also encourage open and frank discussions concerning how personal development necessarily shifts analytic preferences. The net goal of all this is to de-mystify and de-politicize theoretical allegiances for the clarity of the analyst and the ultimate benefit of the patient. A net gain of the course will be to highlight the analyst's transference/countertransference relationship(s) to analytic theory, and how these relationships are witnessed in therapeutic action. To that end, clinical material will be presented to illuminate specific interactions among analyst, theory, and praxis.

530: Ruth H. Livingston, Ph.D. & Janet Tintner, Psy.D.

3rd Trimester, 10 sessions
Talking Taboo, Writing Taboo: Opening up feelings – Inviting discussion of the Analyst's Physical Self
This clinical seminar will identify and invite articulation of complex, "taboo" feelings about the analyst's physical self – including visible and invisible physical factors -- that patients may resist, dissociate, or deny. It is hoped that expressing such feelings in the context of the analytic relationship will galvanize unspoken and forbidden aspects of the negative transference/countertransference, and thus enliven and enrich the treatment. Technical problems will be addressed, and clinical discussion will pinpoint facets of individual analysts' physicality that may be difficult to hear and discuss. Both instructors will use their ongoing written work in this arena, and candidates will also use clinical discussions to develop a written project of some sort; i.e., a blog, a paper, or an oral presentation.

532: Richard Gartner, Ph.D.

3rd Trimester, 10 sessions
Advanced Clinical Seminar in Working with Sexually Abused and/or Dissociated Patients
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.

609: Claire Basescu, Ph.D.
10 sessions
“In Treatment”: Exploring Clinical Moments Using the HBO TV Series
Fall Semester,
Instructor's Office:
Claire Basescu, Ph.D.
21 Astor Place, Apt. 9B
NYC 10003

This class will re-visit the 2010 (third) season of the TV show "In Treatment." The show is a fictionalized portrayal of the ongoing therapies of three patients, as well as the therapy of the therapist himself. Created by writers, with close advisement from mental health professionals, the show has an authenticity which many psychoanalytic therapists feel comes closer to the reality of our work than most media or literary portrayals have. As a teaching tool, the show offers a unique opportunity for communal immersion in ongoing treatments, providing rich material for discussion.

Reading as Stance
Robert Langan, Ph.D.
10 sessions
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: Psychodynamics of Love
Evelyn Hartman, Ph.D.

1st Trimester, 10 sessions
Time and dates are negotiable.
This course will examine the psychoanalytic literature on the dynamics of romantic love. We will consider definitions of and developmental precursors to romantic love as well as developmental trajectories that lead to difficulties in love relationships. We 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: Sarah Stemp, Ph.D.
3rd Trimester, 10 sessions
Dates and times may be negotiated.
Aspects of Termination
This course will focus upon the co-construction and experience of the termination phase of psychoanalysis and psychoanalytic psychotherapy. We will also 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.

613: Shelly Goldklank, Ph.D.
Integrating Interpersonal Psychoanalysis and Couples Therapy
We will discuss an integrative psychoanalytic-systemic approach to treating couples in psychotherapy.

614: George Satran, M.D.
Readings in Current Psychoanalytic Journals

Trimester and time flexible, as course or tutorial
Ten articles from recent journals will be selected by class members and instructor to gain a sense of the current pulse in psychoanalytic thinking.

615: Joseph Schachter, M.D., Ph.D.
1st Trimester, 10 sessions

Clinical/Analytic Research Course for Candidates and Faculty
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.

616: Robert Gaines, Ph.D.
1st Trimester, 10 sessions
Will be held at instructor’s office.

Psychoanalytic Approaches to Supervision
This course will be aimed at students who have had no formal training in supervision or have begun doing some supervision. 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. This course will attempt to articulate 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. 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.

617: Evelyn Hartman, Ph.D.
Dream Group
Day and Time: TBA
As we listen to our patients' dreams, we will consider their associations and our associations, with an ear to group process, as we understand the unique contribution offered by a dream along the royal road of analytic work.

620: Mark Goldenthal, Ph.D.
2nd Trimester, 10 sessions
Current Research in Complex Psychopathology
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.

621: Emily Kuriloff, Psy.D.
Date and Time: TBD
Between Psychoanalysis and Society
This elective will explore the ways in which psychoanalysis has been profoundly influenced by, and in turn has shaped public and private "culture", both yesterday and today. This relationship will be explored critically, but also as a powerful potential. Topics will include, broadly speaking, shifting notions, experiences, and emphases regarding: sexuality, aggression, agency, authority, intimacy, health, illness, religion, race, and ethnicity, gender... How, finally, is psychoanalysis--as both sensibility and method--molded by today's reality? Has it, or can it be transformative? How?

622: Jenny Kaufmann, Ph.D.
Comparative Conceptualizations and Treatment Approaches to the Grandiose Patient
Instructor is flexible about times.
Will be held in instructor's office.
How do you understand and work with patients who present with what different clinician writers have conceptualized as defensive grandiosity, defensive omnipotence, false self disorders, manic defenses, and the grandiose pathological self? These patients can present as overtly arrogant, entitled and in control or on top of everything or they can be deflated, and self deprecating while maintaining secret fantasies of perfectionistic grandeur. We will consider and compare Kohut, Stolorow, Winnicott, Bach, Mitchell, Klein and Kernberg's perspectives about such patients. In the process we will not only think about how these writers conceptualize such patients but also consider how they vary in terms of how to approach these patients clinically. Candidates will be encouraged to evolve their own more integrated and inclusive approach and apply their ideas to clinical cases throughout.

623: Ronald N. Puddu, LCSW
2nd Trimester, 10 sessions
Tuesdays, 11:45 - 1:15 p.m.

The Rationality of Harold Searles
Familiarity with Harold Searles' therapeutic sensibility has the effect of enhancing one's ability to use subjective affective experience in understanding treatment difficulties. This may, in turn, engender a growing feeling of confident functioning so important to the process of consolidating a therapeutic identity and personal therapeutic style. We will be exposed to Searles' creative mind where developmental thinking is closely tied to clinical understandings and interventions that are unique in the analytic literature. Anticipating multiple self-state theory is Searles' interest in bi-lateral dissociative experience and the inevitable enactments that lead to their explication. He contends that patient's impressions of the analyst are rooted in some dissociated "not me" reality concerning the analyst's personality or self-state and that waking the analyst from this dissociated slumber is prerequisite to growth on the part of both participants. Within his non-dogmatic integration of internal object-relations theory with inter-personal theory as but two sides of one coin, familiarity with his work contributes to candidate's self-consolidating access to inner process in the face of the inevitable vicissitudes of the treatment situation.

624: Melissa Ritter, Ph.D.
2nd Trimester, 10 sessions
Erotic Transference/Countertransference
This will be a small group (limited to 6 advanced candidates) clinical case/process seminar with supplemental readings. The open discussion of what is a particularly challenging, often tangled, sometimes aversive, occasionally enthralling, aspect of clinical work will be central to this training experience. Participants will be encouraged to share questions, concerns, confusions, theories and the random certainty. We will focus on the clinical work of both candidates and instructor.

630: Robert Langan, Ph.D.
Attending Within: Strategies of Buddhism and Psychoanalysis
Dates and Time by Arrangement.
Will be held at instructor's office.
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.

631: Sharon Kofman, Ph.D.
Intergenerational Transmission of Trauma
The intersubjective turn in psychoanalysis has heightened interest in the intergenerational transmission of trauma and its haunting consequences. With a focus on early relational trauma 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 contemporary psychoanalytic adult 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.

632: Grant Brenner, M.D.
More Simply Complex Than Otherwise
Time and dates to be negotiated

Nonlinear Dynamic Systems Theories represent a paradigm shift, marrying "subjective" and "objective" aspects of understanding in a broad framework within which specific analytic theories can be located. This course provides a basic competency with complexity theories in order to re-frame key areas of psychoanalytic interest, to enhance analytic work, and to open up new possibilities for experiential understanding in the analytic consulting room.

633: Pascal Sauvayre, Ph.D.
3rd Trimester, 10 sessions
Lacanversation
Day and time to be determined.
To be held in instructors office.
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 Ecrits and The Four Fundamental Concepts of Psychoanalysis 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 interpersonalisists in particular.

635: Dodi Goldman

Winnicott's Search for Himself as Clinician
Psychoanalytic ideas flourish in a variety of ways: through careful attention to accumulated clinical data over time, observations of child development, open discourse with extra-analytic disciplines, accommodation to shifting cultural trends. But innovative theories also form externalized symbolic structures reflecting the theorist's own self. They can be efforts at self cure. Using Winnicott as illustration, the elective explores how Winnicott's theory mirrors his own subjectivity. Participants will read together passages from Winnicott's private correspondences, autobiographical notebook, and public talks to consider the link between his life and theory.
640: F. Marrocco; D. Glazer; M. Ritter; M. Blechner; J. Drescher

THIS COURSE RUNS FOR TWO YEARS
Proposed Day & Time: Wednesdays 12:00-1:15; 3rd Trimester
Psychotherapy with LGBT People

This course is designed to enhance participants' knowledge of the range of issues commonly faced by LGBTQ people throughout the lifespan. The course integrates a developmental/theoretical perspective with an in-depth clinical exploration of the treatment issues specific to LGBTQ individuals. Students will develop an understanding of the intrapsychic and interpersonal issues that arise when working with patients with non-normative gender identification and sexuality. Special topics include: exploration of alternative developmental theories for LGBTQ individuals; understanding the relationship (or lack thereof) between gender experience and sexual desire; transphenomena; the effects of the closet; regulatory anxiety; special topics in transference/countertransference; therapists' self-disclosure; etc.

641: Jeffrey Sacks, D.O.

Application of Paul Ricoeur towards an ethical praxis of contemporary psychoanalysis

“Philosophical Anthropology" represents Ricoeur's life-time opus of blending and humanizing philosophy, literature, literary theory with psychoanalysis. Through the lens of this interdisciplinary approach to humanity's struggle, we will explore the semantics of desire and innovation. Ideas about the interpersonal, intersubjective linguistic field theory will be outlined as well. These concepts offer a new vision of humanity as embedded in a world of gratitude. Ricoeur's theoretical ideas will be further explored through clinical case examples.

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.

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 postgraduate training to psychiatrists, clinical psychologists, and clinical social workers. The Licensure-Qualifying Program in Psychoanalysis (Division I – Program B) reflects the Institute’s commitment to providing such training opportunities. This program is registered as a “license-qualifying program” by the New York State Education Department. The Licensure-Qualifying Program in Psychoanalysis typically requires five- to six-years for the completion of all training.
requirements.

Questions about eligibility to apply for training in the Division I Licensure-Qualifying Program may be directed to Evelyn Hartman, Ph.D., Program Coordinator, evelynthartman@gmail.com.

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.

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. The Licensure-Qualifying Program in Psychoanalysis typically requires five-to-six years for completion of all graduation requirements.

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 $1,000 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 letters. (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 Seth Aronson, Psy.D., Director of Training, seth_aronson@yahoo.com.

Foreign Students (same as for Division I-A) See Page 17

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 such arrangements are made with the Business Manager in advance. 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 $2,000 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. For the Academic year that begins in September 2017, the maximum supervision fee will be raised to $75 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 Licensure-Qualifying Program’s Certificate in Psychoanalysis. The program will ordinarily require five to six years to complete.

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/psyanlllic.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 affirmation 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.

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 analysand.

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 four 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 New York State laws and State Education Department 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.

Candidates may commence their clinical work in psychoanalysis upon approval of the Training Committee. Prior to requesting the approval of the Training Committee, the candidate must have completed a minimum of two trimesters of course work, a minimum of two intakes, and be engaged in personal psychoanalysis of at least three sessions weekly.

Institute requirements for psychoanalysis under supervision must be distributed as follows: per New York State Education Department regulations, one psychoanalytic supervisor must be seen for a minimum of 50 weekly sessions, on a single case; and another psychoanalytic supervisor must be seen for a minimum of 100 weekly sessions with one or more additional cases; subsequent psychoanalytic supervisors (at least two) must be seen for a minimum of 40 sessions each. A different patient should be presented to each supervisor (i.e., the candidate cannot present more than a single case to a Supervising Analyst for credit). In order to complete the 100-hour supervisory requirement, however, if the candidate has completed the case with the supervisor, or if the patient terminates psychoanalytic treatment, a new case may be presented. All supervision sessions will be for a minimum of 45 minutes, with an additional 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.

To receive credit for supervision, LQP candidates must see each Supervising Analyst for a minimum of 40 hours (except in the case of the 50 hour minimum supervisory requirement) with no more than one supervisory session per week; credit for supervision will only be provided for a maximum of 80 hours (except in the case of the 100 hour supervision requirement. All cases must be in continuous supervision year-round, generally on a weekly basis. LQP candidates must be in continuous, year-round supervision until they are licensed by the New York State Education Department, and hence authorized to practice independently. Post-graduation, the Institute will continue to maintain a maximum supervision fee of $75 per session for LQP graduates until they are licensed to practice psychoanalysis independently. Post-graduation, the candidate may request the approval of the Director of Clinical Services and the Training Committee to increase the number of patients per each psychoanalytic supervisor.

Fees for psychoanalytic supervision during training are to be paid directly to the Institute, incorporated into tuition charges, billed by and paid to the Institute, not the Supervising Analyst, according to the current schedule of fees for Institute Supervising Analysts. Supervising Analysts will be paid directly by the Institute, not by the candidate in training. Fees are not to exceed $75 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 who evaluate candidates. Supervising Analysts of the White Institute are all trained as psychoanalysts and are graduates of one of the White Institute’s Certificate Program 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.

All psychoanalytic cases seen by candidates enrolled in the Institute’s Licensure-Qualifying Program in Psychoanalysis will be referred by the Psychoanalytic Service of the Institute’s Clinical Services and seen under the auspices of the Clinical Services. The first 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. 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; the Institute 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 at least two trimesters of course work, two intakes and be in personal psycoanalysis. Each candidate is required to treat at least four cases, for a minimum of three sessions weekly, under the direction of at least four supervising analysts, for a minimum of 750 sessions of supervised psychoanalytic treatment (as per NYS).

All supervised psychoanalysis must be done on site in accordance with the regulations of the New York State Education Department, at the Institute’s low-cost Psychoanalytic Service. 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. Likewise, all clinical supervision must be done in accordance with the New York State Education Department’s regulations. A qualified Supervising Analyst must be on site when the student is practicing psychoanalysis.

**Required Supervised Psychoanalytic Psychotherapy:** Each candidate is required to conduct a minimum of 80 45-minute hours of psychoanalytic psychotherapy in the Clinical Services under the direction of one of the Institute’s Supervisors on a weekly basis, at no additional tuition charge to the candidate, by a Supervisor of Psychotherapy chosen by the candidate. The requirement can be met by individual psychotherapy (adult or child), special modalities of therapy (group, family, couples), or participation in a clinical project. 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. A maximum of two cases may be supervised by a given supervisor. This requirement must be fulfilled prior to June 1 of the year of graduation.

The Supervised Psychotherapy Requirement is part of the sequence of curricular requirements that includes the Intake Practicum Requirement, the Clinical Services Meeting, the Clinic Fellows Seminar, and the “700-series” seminars listed in the Bulletin. Completion of the Intake Practicum Requirement (3 supervised clinic intake cases) and approval of the Training Committee and Director of Clinical Services are prerequisites to beginning the Supervised Psychoanalytic Psychotherapy Requirement. Generally, the Intake Practicum Requirement will begin during the first year of training and the required supervised Psychoanalytic Psychotherapy Requirement will begin no earlier than the second year of training. Following this model, we gauge that the five-to-six year program duration is realistic.

A patient being seen in psychotherapy who wishes to be seen in psychoanalysis may be referred to psychoanalysis only 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 refer 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 Seminars:** All first-year candidates in Division I (B)—Licensure -Qualifying Program in Psychoanalysis are required to participate in a clinical seminar program on Tuesdays from 10:00 am – 3:00 pm and Thursdays from 3:00 pm - 4:00 pm. These seminars will increase the candidate’s exposure to psychoanalytic clinical theory and treatment. First year candidates are required to attend the Clinical Education Meeting (from 10:00 am – 11:30 am), the Initial Consultation Course (from 11:45 am – 12:45 pm the first half of the year); Clinic services Seminar (1:00 pm – 2:00 pm), and the Postdoctoral Fellows Clinical Seminar (2:00 pm – 3:00 pm). They are also required to attend the clinical sequence on Thursdays from 3:00 pm -4:00 pm.

Second, Third and Fourth Year candidates are required to attend the Clinical Education Meeting (10:00 am – 11:30 am) and the Clinic Fellows Seminar (1:00 pm – 2:00 pm) on Tuesday.

Fifth and Sixth Year candidates and Limited Permit Holders are required to attend the Clinic Fellows Seminar (1:00-2:00 pm Tuesdays).

**Tuition Credit:** LQP candidates will receive credit toward tuition fees while they are fulfilling graduation requirements for supervision in the Clinical Services. Currently, tuition credit will be computed at the rate of $10 per session of psychoanalysis (beginning after the 240-hour “first case” requirement is fulfilled) and at the rate of $25 per Required Supervised Psychoanalytic Psychotherapy hour.

**Other Requirements:** 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. Once the Training Committee has approved a candidate for graduation, the candidate will be considered to have met the New York State requirements for a Limited Permit in Psychoanalysis, providing legal sanction (prior to Licensure) for continued provision of the supervised practice of psychoanalysis. Limited Permits issued by the New York State Education Department are site-specific and the Institute’s Clinical Services will provide the site for continuing treatment within the scope of practice of the Limited Permit.

**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 a minimum of 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 candidates in our Licensure-Qualifying Program in Psychoanalysis to consult with a physician.

REQUIRED COURSES

Required coursework comprises classroom instruction in each of the following areas, prescribed by the New York State Education Department: personality development; psychoanalytic theory of psychopathology; psychoanalytic theory of psycho-diagnosis; 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 psycho-diagnosis; 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 requires that all candidates enrolled in the Division I (B) Licensure Qualifying Program complete the five “700 series” courses described in the “Course Descriptions” beginning on page 46 of this 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, and to provide a certificate that attests to its satisfactory completion.

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, with the approval of the Director of 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 requested through consultation with 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 – The Problem of Technique
Course 220 – Psychopathology: Issues of Diagnosis, Entity vs. Process and Character
Course 231 – Ethics in Psychoanalytic Practice
Course 312 – Working Psychoanalytically
Course 410 – Faculty and Candidate Case Presentations of Psychoanalytic Clinical Process
Course 411 – Neuroscience and Psychoanalysis
Course 422 – Trauma and Dissociation
Course 431 – Current Issues and Controversies
Course 520 – Clinical Case Seminar (E. Singer)
Course 521 – Clinical Case Seminar (Abramis)
Course 522 – Clinical Case Seminar: Interpersonal and Relational Approaches to Countertransference (I. Hirsch)
Course 531 – Countertransference: Clinical Case Seminar (Instructor TBA)
Course 613 – Integrating Interpersonal Psychoanalysis and Couples Therapy
Course 620 – Current Research in Complex Psychopathology
Course 621 – Comparative Models of Therapeutic Action
Course 732 – Child Abuse Identification and Reporting

For Course Descriptions for Required Courses for Division 1-A and 1-B go to page 22

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<thead>
<tr>
<th>700 Series Courses</th>
<th>ADDITIONAL REQUIRED OF ALL DIVISION I LICENSURE QUALIFYING PROGRAM CANDIDATES</th>
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<tr>
<td>710 Goldenthal</td>
<td>Psychopathology for Psychoanalysts (LQP)</td>
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<tr>
<td>1st Trimester: 10 sessions</td>
<td>(Offered in alternate years – not given in 2015-2016)</td>
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<tr>
<td>Thursdays, 3:00 – 4:00 pm</td>
<td>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 Diagnostic and Statistical Manual (“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.</td>
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<td>Course Code</td>
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**COURSE OF STUDY**

The prescribed course of study includes requirements that exceed the New York State statutory requirements for a minimum of at least 1,500 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 on 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.

Financial Aid: See Page 18

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.

THE FACULTY OF THE INSTITUTE

Abramis, Miri, Ph.D., Fellow, Training and Supervising Analyst, Director, Intensive Psychoanalytic Psychotherapy Program, 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, Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty-Division I)

Aronowitz, Bonnie, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

Aronson, Seth, Psy.D., Fellow, Director of Training, Training and Supervising Analyst; Faculty, Supervisor, Child and Adolescent Psychotherapy Training Program, William Alanson White Institute; Faculty, Supervisor, Manhattan Institute for Psychoanalysis; Adjunct Professor, Long Island University; Faculty, PAS Institute, Tokyo, Japan, (Teaching Faculty-Division I & II)

Banta, Albert, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.


Basescu, Claire, Ph.D., Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division II)

Bellinson, Jill, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Clinical Faculty and Supervisor, Doctoral Program in Clinical Psychology, CUNY and Teachers College, Columbia University; Metropolitan Institute for Training in Psychoanalytic Psychotherapy; Institute for Expressive Analysis; Psychological Consultant, Children's Center, John Jay College of the City University of New York. (Teaching Faculty-Division I & II)

Benten, Janet, Psy.D., Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty-Division I & II)

Berry, Andrew, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute

Blechner, Mark J., Ph.D., Fellow, Training and Supervising Analyst, William Alanson White Institute; Assistant Clinical Professor of Psychology, Post-Doctoral Program in Psychoanalysis, New York University; Faculty and Supervisor, Manhattan Institute for Psychoanalysis. (Teaching Faculty-Division I)

Blumberg, Phillip, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute and Manhattan Institute of Psychoanalysis; Supervisor of Psychotherapy, Columbia University, Dept. of Clinical Psychology, Editorial Board, Contemporary Psychoanalysis. (Teaching Faculty-Division I)

Bohm, Lori C., Ph.D., Fellow, Supervising Analyst, Former Director, Center for Applied Psychoanalysis and Intensive Psychoanalytic Psychotherapy Program, William Alanson White Institute; Associate Editor, Contemporary Psychoanalysis; Supervisor of Psychotherapy, City College of New York (Teaching Faculty-Division I & II)


Borg, Mark, Jr., Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

Bortner, Judd, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

Bose, Joerg, M.D., Former Director, Training and Supervising Analyst, William Alanson White Institute; Clinical Associate Professor, College of Physicians and Surgeons, Columbia University. (Teaching Faculty-Division I)

Brenner, Grant H., M.D., Fellow. Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty – Division I)

Briggs, Richard S., Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Chair, Alliance for Universal Access to Psychotherapy; Director, Connecticut Psychoanalytic Psychotherapy Center. (Teaching Faculty-CAPTP)

Brisman, Judith, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Associate Editor, Contemporary Psychoanalysis; Director, Eating Disorder Resource Center. (Teaching Faculty-Division II)

Bromberg, Philip M., Ph.D., Training and Supervising Analyst, William Alanson White; Editor Emeritus, Contemporary Psychoanalysis, Clinical Professor of Psychology, New York University
Brown, Lawrence O., Ph.D., Fellow, Supervisor of Psychotherapy, William Alanson White Institute; Clinical Professor of Psychology, Doctoral Program in Clinical Psychology, Long Island University. (Teaching Faculty-Division I)

Brown, Sheila Feig, Ph.D., Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division I & II)

Buechler, Sandra, Ph.D., Training and Supervising Analyst, William Alanson White Institute; Editorial Board, Contemporary Psychoanalysis; Clinical Supervisor, New York State Psychiatric Institute, Columbia Presbyterian Medical Center; Faculty and Supervisor, Institute of Contemporary Psychotherapy; Training Analyst, The Contemporary Center for Advanced Psychoanalytic Studies. (Teaching Faculty-Division I & II)

Chanler, Ann, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Associate Editor, Contemporary Psychoanalysis; Supervisor, Doctoral Program in Psychology, City College of the City university of New York; Supervisor, Doctoral Program in Psychology, Long Island University, Brooklyn Campus. (Teaching Faculty-Division II)

Chefetz, Richard, M.D., Distinguished Visiting Faculty.

Chen, Clarence, M.D., Supervisor of Psychotherapy, William Alanson White Institute.

Cheselka, Olga, Ph.D., Training and Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division II)

Cooper, Allan, Ph.D., Training and Supervising Analyst, William Alanson White Institute; Dean of Education and Director of Training, Contemporary Center for Advanced Psychoanalytic Studies at Fairleigh Dickinson University.

Crastnopol, Margaret, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Faculty, Northwest Center for Psychoanalysis.

Curtis, Rebecca, Ph.D., Supervisor of Psychotherapy, Research Committee, William Alanson White Institute; Professor of Psychology, Derner Institute of Advanced Psychological Studies, Adelphi University. (Teaching Faculty-Division II)

Dammann, Eric, Ph.D., Co-Director, Artists’ Program, Director of Clinical Psychology, & Supervisor of Psychotherapy, William Alanson White Institute.

Davidson, Leah, M.D., Supervisor of Psychotherapy, William Alanson White Institute; Faculty, Training and Supervising Analyst Emeritus, Long Island Institute of Psychoanalysis; (Emeritus) Training Analyst, The Institutes of Religion and Mental Health; Adjunct Attending Psychiatrist, Bronx Lebanon Hospital; Albert Einstein College of Medicine, Adjunct Attending Psychiatrist, St. Luke’s Roosevelt Hospital.

DeMeyer, Joseph, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Supervisor,
Washington Square Institute; Board Advisor, Emmanuel Cancer Foundation; UN Main Representative of the Society for Psychological Study of Social Issues, APA, Division 9.

**Dorf, Meryl W., Ph.D.**, Supervisor of Psychotherapy, William Alanson White Institute

**Drescher, Jack, M.D.**, Training and Supervising Analyst, William Alanson White Institute; Clinical Professor of Psychiatry, Columbia University College of Physicians and Surgeons; Faculty Member, Columbia Center for Psychoanalytic Training and Research, Distinguished Fellow, American Psychiatric Association; Emeritus Editor, *Journal of Gay & Lesbian Psychotherapy*; Clinical Associate Professor of Psychiatry and Behavioral Sciences, New York Medical College; Adjunct Assistant Professor, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis. (Teaching Faculty-Division I & II)

**Druck, Andrew**, Instructor and visiting faculty, William Alanson White Institute, Teaching Faculty & Clinical Consultant | Contemporary Freudian Track, New York University, Postgraduate Program in Psychoanalysis and Psychotherapy.

**Ehrenberg, Darlene Bregman, Ph.D.**, Training and Supervising Analyst, William Alanson White Institute; Editorial Board, *Contemporary Psychoanalysis*. (Teaching Faculty-Division I)

**Eisold, Kenneth, Ph.D.**, Trustee, Supervisor of Psychotherapy, William Alanson White Institute; President, The International Society for the Psychoanalytic Study of Organizations; Fellow, A.K. Rice Institute; Private Practice of Psychotherapy and Organizational Consultation.

**Essig, Todd, Ph.D.**, Training and Supervising Analyst, William Alanson White Institute; Founder and Director of The Psychoanalytic Connection and psychoanalysis. net; Chair, Board of Directors, New York Disaster Counseling Coalition (NYDCC).

**Fabrick, Susan, M.A., L.C.S.W.**, Fellow, Supervisor of Psychotherapy, Faculty and Supervisor, Child Adolescent Psychotherapy Training Program, William Alanson White Institute. (Teaching Faculty-Division II), Co-Editor, *Contemporary Psychoanalysis*


**Feinberg, Leonard, Ph.D.**, Supervisor of Psychotherapy, William Alanson White Institute; Associate Professor, Family and Pastoral Counseling.

**Ferraro, Jacqueline, D.M.H.**, Fellow, Supervisor of Psychotherapy, Director and Supervisor, Child and Adolescent Training Program, William Alanson White Institute; Clinical Instructor in Medical Psychology (in Psychiatry), Columbia College of Physicians and Surgeons; Adjunct Clinical Supervisor, Ferkauf Graduate School, Yeshiva University. (Teaching Faculty-Division II)

**Ferreira, Ana, Ph.D.**, Supervisor of Psychotherapy, William Alanson White Institute; Clinical Assistant Professor of Psychiatry, New York University Medical Center.

**Field, Cynthia, Ph.D.**, Director of Clinical services, Fellow, Supervisor of Psychotherapy, William Alanson White Institute; Associate Editor, *Contemporary Psychoanalysis*; Instructor, Fordham University HIV/AIDS Service Academy. (Teaching Faculty-Division II and III).

Finkel, Jerry B., M.D., Training and Supervising Analyst, William Alanson White Institute; Clinical Professor of Psychiatry, College of Physicians and Surgeons, Columbia University; Assistant Attending Psychiatrist, New York Presbyterian Hospital/Columbia University Medical Center.

First, Elsa, M.A., L.P. Supervisor of Psychotherapy, Licensure Qualifying Program in Psychoanalysis, Director, Immigrant and Refugee Family Program, Faculty and Supervisor, Child & Adolescent Psychotherapy Training Program, William Alanson White Institute; Associate in Clinical Psychiatry, Faculty, Parent Infant Psychotherapy Training Program and Child and Adolescent Psychoanalytic Program, Columbia Center for Psychoanalytic Training and Research, Columbia University College of Physicians and Surgeons; Clinical Adjunct Associate Professor of Psychology, New York University Postdoctoral Program in Psychotherapy & Psychoanalysis; Training and Supervising Analyst, Adult and Child Training Programs, New York Freudian Society. (Teaching Faculty – Division I).

Frame, Susan, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Clinical Professor, NYU; Clinical Supervisor, N.Y.U, CUNY, Yeshiva; Diplomate, American College of Forensic Examiners; Board Member, Retreats; Founding Member, Interdisciplinary Forum on Mental Health and Family Law; Founding Member, New York Women’s Foundation.

Fraser, Deborah, Ph.D., Supervisor of Psychotherapy, Director of Curriculum. William Alanson White Institute. (Teaching Faculty-Division I)


Frie, Roger, Ph.D., Psy.D., Supervisor of Psychotherapy, William Alanson White Institute; Faculty, Pacifica Graduate Institute; Assistant Clinical Professor of Medical Psychology, Columbia University College of Physicians and Surgeons.

Fried, Kevin, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.


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Garofallou, James, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Director, Contemporary Center for Advanced Psychoanalytic Studies; Faculty, Manhattan Institute; Supervisor, Institute for Contemporary Psychotherapy.

Gartner, Richard B., Ph.D., Training and Supervising Analyst, Founding Director, Sexual Abuse Program, William Alanson White Institute; Editorial Board, Contemporary Psychoanalysis, Journal of Trauma and Dissociation, and American Journal of Psychoanalysis; Consultant and Supervisor, Trauma Treatment Program, Manhattan Institute for Psychoanalysis; Past President, Male Survivor: National Organization Against Male Sexual Victimization (MS: NOMSV). (Teaching Faculty-Division I & II)
Gensler, Daniel, Ph.D., Training and Supervising Analyst, Director of Training, Child and Adolescent Psychotherapy Training Program, William Alanson White Institute. (Teaching Faculty-Division II)

Genua, Jose, M.D., Supervisor of Psychotherapy, William Alanson White Institute.

Gertler, Bernard V., Ph.D., Fellow, Supervisor of Psychotherapy, William Alanson White Institute. (Teaching Faculty-Division II)

Gessner, Myron, M.D., Supervisor of Psychotherapy, William Alanson White Institute.

Glazer, Deborah, Ph.D. Guest faculty (Teaching Faculty-Division I)

Goldberg, Judith, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Columbia College of Physicians and Surgeons, Adjunct Clinical Supervisor; Supervisor of Psychotherapy, Pace University Counseling Services.

Goldenthal, Mark, Ph.D., Training and Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division I)

Goldklank, Shelly, Ph.D., Supervisor of Psychotherapy, Director Couples Therapy Training and Education Program, William Alanson White Institute; Associate Professor of Psychology, Doctoral Program of Yeshiva University; Founding Member, Treasurer, Section 8, Division 39, APA. (Teaching Faculty-Division I & II)

Goldkopf, Diane, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Director Low Cost Supervision Service, Associate Clinical Professor in Psychology, Adelphi University, Derner Institute; Adjunct Clinical Supervisor, Yeshiva University, Ferkauf Graduate School of Psychology; Adjunct Clinical Supervisor, Pace University. (Teaching Faculty-Division II).

Goldman, Dodi, Ph.D., Training and Supervising Analyst, Faculty and Supervisor, Child and Adolescent Psychotherapy Training Program, William Alanson White Institute; Faculty and Supervising Analyst, Institute for Contemporary Psychotherapy; Book Review Editor, Contemporary Psychoanalysis; Supervisor, Dept. of Clinical Psychology, City University of New York; Supervisor and Consultant, Center for Adult Development, Graduate Center, City Universit of New York. (Teaching Faculty-Division I & II)

Graham, Ethan, Ph.D. Supervisor of Psychotherapy, Co-Director Couples Therapy Training and Education Program, William Alanson White Institute. Teaching Faculty-Division II)

Grau, Carmen, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Special Adjunct Clinical Supervisor, Long Island University; Clinical Psychology, Barnard College. (Teaching Faculty-Division II)

Greenberg, Jay R., Ph.D., Training and Supervising Analyst, William Alanson White Institute; Senior Editor Emeritus, Contemporary Psychoanalysis; North American Editorial Board, International Journal of Psychoanalysis; Faculty and Supervising Analyst, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University. (Teaching Faculty-Division I)

Greif, Don, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Former Editor,
Contemporary Psychoanalysis

Halsted, Elizabeth, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

Harrell, Valentina, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Assistant Professor and Supervisor, Teachers College, Columbia University, Program of Clinical Psychology; Teaching Faculty, Metropolitan Institute for the Training in Psychoanalytic Psychotherapy; Teaching Faculty and Supervisor, Metropolitan Center for Mental Health. (Teaching Faculty-Division II)

Hart, Anton, Ph.D., Fellow, Training and Supervising Analyst, William Alanson White Institute; Supervisor of Psychotherapy, The Psychological Counseling and Adult Development Center, Graduate Center, City University of New York. (Teaching Faculty-Division I & II)

Hartman, Evelyn, Ph.D., Training and Supervising Analyst, William Alanson White Institute; Supervising Analyst, Institute for Contemporary Psychoanalysis; Faculty, Manhattan Institute of Psychoanalysis; Adjunct Assistant Professor, Clinical Psychology Doctoral Program, Teachers College, Columbia University; Supervisor of Psychotherapy, Doctoral Program in Clinical Psychology, City University of New York; Psychological Counseling and Adult Development Center, Graduate School and University Center, City University of New York; Doctoral Program in Clinical Psychology, Long Island University. (Teaching Faculty-Division I & II)

Hegeman, Elizabeth B., Ph.D., Training and Supervising Analyst, William Alanson White Institute; Professor of Anthropology, John Jay College of Criminal Justice, City University of New York. (Teaching Faculty-Division I & II)


Hirsch, Irwin, Ph.D., Distinguished Visiting Faculty, William Alanson White Institute; Faculty and Supervisor, Manhattan Institute for Psychoanalysis; Professor of Psychology and Supervisor, Postdoctoral Program in Psychotherapy and Psychoanalysis, Adelphi University; Adjunct Professor of Psychology and Supervisor, Postdoctoral Program in Psychotherapy & Psychoanalysis, New York University. (Teaching Faculty-Division I & II)

Hogan, Bernadette M., Psy.D., Supervisor of Psychotherapy, William Alanson White Institute; Clinical Supervisor, New York State Psychiatric Institute, Columbia Presbyterian Medical College. (Teaching Division II)

Howard, Jill, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Assistant Professor, Long Island University. (Teaching Faculty-Division II)

Iannuzzi, Victor, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

Imber, Ruth R., Ph.D., Fellow Emeritus Training, Supervising Analyst, Training Committee, Chair of Appointments and Promotions Committee, William Alanson White Institute; Editorial Board, Contemporary Psychoanalysis; Supervisor, Institute for Contemporary Psychotherapy; (Teaching Faculty-Division I)

Issacharoff, Amnon, M.D., Training and Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division I)
Jacobson, Lawrence, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Editorial Board, Contemporary Psychoanalysis; Adjunct Clinical Supervisor, Clinical Psychology Doctoral Program, CUNY, Center for Psychological Services, Pace University and Ferkauf Graduate School of Psychology, Yeshiva University.

Kantor, Stuart, Ph.D., Supervising Analyst, William Alanson White Institute; Adjunct Associate Professor of Psychology and Education, Teachers College, Columbia University; Adjunct Clinical Supervisor, City University of New York. (Teaching Faculty-Division II)

Kanwal, Gurmeet Singh, M.D., Supervising Analyst, William Alanson White Institute; Clinical Assistant Professor of Psychiatry, Joan and Sanford Weill Medical College, Cornell University. (Teaching Faculty-Division I)

Rhona Kaplan, L.C.S.W., Former Director of Center for Applied Psychoanalysis, William Alanson White Institute.

Katz, Constance, Ph.D., Supervising Analyst, Faculty & Supervisor, Child and Adolescent Psychotherapy Training Program, William Alanson White Institute. (Teaching Faculty-Division I)

Kaufmann, Jenny, Ph.D., Training and Supervising Analyst, William Alanson White Institute; Beth Israel Medical Center, City University of New York Clinical Psychology Program; Teaching Faculty, National Institute for the Psychotherapies. (Teaching Faculty - Division II)

Kavanagh, Graham, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Director Emeritus, Psychoanalytic Training Program, Long Island Institute of Psychoanalysis; Adjunct Associate Professor of Psychology and Psycho-Educational Practice, Teachers College, Columbia University.

Kim, Mikyum, M.D., Supervisor of Psychotherapy, William Alanson White Institute.

Koch, David E., Ph.D., L.C.S.W., Fellow, Supervisor of Psychotherapy, William Alanson White Institute; Assistant Professor, Graduate School of Social Service, Fordham University; Supervisor of Psychotherapy, Institute for Human Identity.

Kofman, Sharon, Ph.D., Fellow, Director, Russian Intensive Psychoanalytic Psychotherapy Program, Training and Supervising Analyst, William Alanson White Institute; Supervisor of Psychotherapy, City University of New York; Supervisor, Manhattan Institute for Psychoanalysis; Faculty, The Parent Infant Program of Columbia Psychoanalytic Center. (Teaching Faculty-Division I & II)

Kolod, Susan, Ph.D. Fellow, Training and Supervising Analyst, William Alanson White Institute; Clinical Supervisor, Long Island University Clinical Doctoral Program; Clinical Consultant, Graduate Center of the City of New York, Editor of Contemporary Psychoanalysis in Action (Teaching Faculty-Division I & II)

Kowallis, George, M.D., Supervisor of Psychotherapy, William Alanson White Institute; Supervisor of Psychiatry, Assistant Clinical Professor of Psychiatry, New York Medical College.

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Krimendahl, Elizabeth, Psy.D., Fellow, Director of the Psychology Postdoctoral Fellowship in Psychology, Supervising Analyst, William Alanson White Institute; Associate Editor, *Contemporary Psychoanalysis*; Psychoanalytic Supervisor, National Institute for the Psychotherapies. (Teaching Faculty-Division I & II)

Kuriloff, Emily, Psy.D., Director of Clinical Education, Training and Supervising Analyst, William Alanson White Institute; Book Review Editor and Editorial Board, *Contemporary Psychoanalysis*; Faculty, Columbia University – Teacher’s College; Faculty and Supervising Analyst, Institute for Contemporary Psychotherapy. (Teaching Faculty-Division I & II)

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Labins, Zev, M.D., Supervisor of Psychotherapy, William Alanson White Institute; Assistant Professor in Clinical Psychiatry, Columbia University; Attending Psychiatrist, St. Luke’s-Roosevelt Hospital; Adjunct Professor of Psychology, Ferkauf Graduate School, Yeshiva University. (Teaching Faculty-Division I & II)

Langan, Robert, Ph.D., Fellow, Training and Supervising Analyst, William Alanson White Institute; Editorial Board, *Contemporary Psychoanalysis*; Faculty, Institute of Contemporary Psychotherapy. (Teaching Faculty-Division I)

Levenson, Edgar A., M.D., Fellow Emeritus, Training and Supervising Analyst, William Alanson White Institute; Clinical Professor, Graduate School of Arts and Sciences, New York University. (Teaching Faculty-Division I)

Levine, Jesse B., Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Assistant Clinical Professor, College of Physicians and Surgeons, Columbia University; Assistant Attending Psychologist, Psychiatry, St. Luke's-Roosevelt Hospital; Supervisor and Faculty, National Institute for the Psychotherapies; Associate Clinical Professor of Psychiatry, Faculty, Supervisor, Postdoctoral Program in Psychotherapy, Adelphi University.


Lionells, Marylou J., Ph.D., Former Director, Training and Supervising Analyst, William Alanson White Institute.

Lippmann, Paul, Ph.D., Training and Supervising Analyst, William Alanson White Institute; Faculty, New York University Postdoctoral Program; Director, The Stockbridge Dream Society. (Teaching Faculty-Division I)

Lish, Joan, Ph.D., Supervising Analyst, William Alanson White Institute; Analytic Supervisor, New York University.
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Livingston, Ruth, Ph.D., Supervisor of Psychotherapy, Director, Living with Medical Conditions, William Alanson White Institute; Adjunct Assistant Professor, Department of Clinical Psychology, Columbia University, Teachers College; Supervisor, Graduate School and University Center, City University of New York; Co-Editor, *Contemporary Psychoanalysis*.

Loewus, Richard, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Associate Editor, *Contemporary Psychoanalysis*; Faculty, Institute for Contemporary Psychotherapy; Clinical Consultant/Supervisor of Psychotherapy, Graduate School and University Center, City University of New York; Adjunct Clinical Associate, City College, City University of New York. (Teaching Faculty-Division I & II)

Lubart, William D., Ph.D., Supervising Analyst, William Alanson White Institute. (Teaching Faculty-Division II)


Malave, Anne, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

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Marcuse, Julie J., Ph.D., Director of Sexual Abuse Program, William Alanson White Institute; Supervising Analyst, William Alanson White Institute; Supervisor of Psychotherapy and Teaching Faculty, Manhattan Institute of Psychoanalysis; Adjunct Associate Clinical Professor, College of Physicians and Surgeons, Columbia University. (Teaching Faculty-Division II)

Marisak, Karen, Ph.D., Fellow, Supervisor of Psychotherapy, William Alanson White Institute; Chief Psychologist, Mental Health Clinic, Flushing Hospital Medical Center; Adjunct Clinical Supervisor, Doctoral Program in Clinical Psychology, Long Island University. (Teaching Faculty-Divisions I & II)

Marrocco, Frank, Ph.D., Supervisor of Psychotherapy, Guest Faculty (Teaching Faculty-Division I), William Alanson White Institute.

May, Neal Kathleen, Psy.D., Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Assistant Professor of Psychology and Education, Teachers College, Columbia University; Clinical Instructor, Dept. Of Psychiatry, New York University Medical Center.

McKay, Arlene Price, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Clinical Supervisor, Ferkauf Graduate School of Psychology, Yeshiva University; Supervising and Training Analyst, Faculty, Westchester Institute for Training in Psychoanalysis and Psychotherapy.
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Menaker, Thomas, Ph.D., Supervising Analyst, William Alanson White Institute; Supervisor, New York University Postdoctoral Program; Supervisor and Faculty, Institute for Contemporary Psychotherapy; Supervisor and Faculty, Manhattan Institute for Psychoanalysis; Supervisor and Faculty, Westchester Center for the Study of Psychoanalysis and Psychotherapy. (Teaching Faculty-Division II)

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Millan, Fred, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

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Moses, Ira, Ph.D., A.B.P.P., Training and Supervising Analyst, William Alanson White Institute; Faculty and Supervisor, Westchester Center for the Study of Psychoanalysis and Psychotherapy; Past President, Section I, Division of Psychoanalysis (39) American Psychological Association. (Teaching Faculty-Division I & II)

Mujica, Ernesto, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute; Editor, The Review of Interpersonal Psychoanalysis and The Record, Associate Editor, Contemporary Psychoanalysis; Instructor in Clinical Psychology, New York Presbyterian Hospital; Adjunct Assistant Professor, Teachers College, Columbia University. (Teaching Faculty-Division II)

Munoz, John, Ph.D., Supervisor of Psychotherapy, William Alanson White Institute.

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Nardone, Maria J., Ph.D., Chair Council of Fellows, Fellow, Director Technology and Global Learning Committee, Co-Director Online Intensive Psychoanalytic Psychotherapy Program for Russian Speakers, Supervisor of Psychotherapy, William Alanson White Institute; Clinical Associate Professor, SUNY Health Science Center at Brooklyn; Director of Division of Psychological Services, Department of OB/GYN, State University Hospital of Brooklyn.

Newirth, Joseph, Ph.D. Supervisor of Psychotherapy, William Alanson White Institute

Noordsij, Katherine L.C.S.W., Ph.D. Supervisor of Psychotherapy, William Alanson White Institute

O’Leary, John V., Ph.D., Fellow, Supervisor of Psychotherapy, William Alanson White Institute; Adjunct Associate Professor, Clinical Psychology Doctoral Program, Teachers College, Columbia
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| Susan Rose, Ph.D.                         |                                          |
| Allison Rosen, Ph.D.                      |                                          |
| Sherry Ross, Ph.D.                        |                                          |
| Daniel Rothenberg, Ph.D.                  |                                          |
| David Russek, M.D.                        |                                          |
| Jeffrey Sacks, D.O.                       |                                          |
| Peter Schaeffer, Ph.D.                    |                                          |
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