

THE NEW YORK INSTITUTE FOR PSYCHOANALYTIC SELF PSYCHOLOGY

Bulletin 2011–2013

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*The Program in Psychoanalysis has been approved
as a Registered Training Program by
the University of the State of New York
for those who wish to take the
New York State Licensed Psychoanalyst Exam*

Visit Our Web Sites:

www.nyipsp.org
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Ernest S. Wolf, M.D.

In Memoriam

Miriam A. Elson May 6, 2009

Paul H. Tolpin April 11, 2006

Marian Tolpin June 10, 2008

THE INSTITUTE'S PHILOSOPHY

The New York Institute for Psychoanalytic Self Psychology was formed for the purpose of providing a thorough training in the theory and technique of Heinz Kohut and those contemporary theorists who have made significant contributions to his work.

It is our belief that Kohut's contributions constitute an enrichment and expansion of traditional psychoanalysis and cannot be fully learned without a deep respect for and understanding of the Freudian tradition from which self psychology emerged.

Therefore, the curriculum includes a study of the significant writings of Freud and the post-Freudians, as well as the works of contemporary theorists, with an emphasis on understanding the distinctions between theories.

The major focus of the program, however, is on the study of Kohut's clinical and theoretical contributions with particular emphasis on the experience-near empathic treatment stance.

ADMISSIONS REQUIREMENTS

The New York Institute for Psychoanalytic Self Psychology welcomes a broad range of academic disciplines and interests. The Institute offers a certificate of completion of training to those graduates who are licensed/certified in one of the mental health professions: medicine, psychiatric nursing, psychology, and social work and other related fields deemed acceptable by the Institute.

To qualify for enrollment the applicant must meet the following:

1. Minimum age of 24 years
2. A minimum academic degree of a Masters in one of the mental health professions (medicine, psychiatric nursing, psychology, and social work) and other related fields deemed acceptable by the Institute. See “Training Programs,” page 6, for the specific qualifications of the enrollees in each training program. Transcripts of graduate, undergraduate, and other training programs should be submitted along with the application.
3. Acceptance after two enrollment interviews

REGISTRATION

A candidate will be listed on class rosters only after all tuition and registration fees have been paid. A schedule of class offerings will be sent prior to the beginning of classes, indicating title of courses, instructors, dates and times, and including a registration form. Candidates with questions regarding registration can contact the Institute.

Tuition and Fees:

All fees will be paid in two installments to the Institute at the time of registration in the fall and spring.

Application Fee: \$50

Registration Fee: \$100 per year

Maintenance of Matriculation Fee: \$100

Fee per Course: \$400

Late Fee: \$30

Supervision Fees (paid in 22 session blocks per semester): \$1100

Other Fees

Fee for Each Transcript Requested: \$20

Returned Check Fee: \$30

Additional Expenses

Training Analysis Fees Per 45-Minute Session*: Cost in NYC, generally, is a minimum of \$100 per session, twice a week, averaging a total of a minimum annual cost of \$8800.

The minimum total cost of completing the required 400 hours will be approximately \$40,000.

**Throughout the Bulletin, unless otherwise written as “clock hour,” the terms “hour,” “session,” and “session hour” denote a minimum appointment time of 45 minutes.*

Fees for analysis and supervision for candidates in the New York State Licensure-Qualifying Psychoanalysis Program (LQP) must be paid as part of the tuition to the Institute. Candidates in all other programs will pay their supervisors and analysts directly.

Late Registration

A student who wishes to enroll after the class has begun may do so under the following conditions:

1. with permission of the instructor,
2. provided the class has met only once, and
3. with payment of the \$30 late fee.

Refund Policy

A candidate may request a refund for tuition, excluding the registration fee, no later than one week after the first session of the course.

TRAINING PROGRAMS

The New York Institute for Psychoanalytic Self Psychology training program was developed with the premise that self psychology offers a comprehensive framework for understanding and treating all levels of personality organization. It is within this context that the Institute provides an educational program of classes, clinical supervision, and personal analysis.

Training is divided into two tracks:

1. a four-year track in psychoanalysis that is subdivided into two programs serving two separate groups - (i) the Psychoanalysis Program for Licensed Mental Health Professionals (LMH), and (ii) the New York State Licensure-Qualifying Psychoanalysis Program (LQP) for all others, including licensed mental health professionals who wish to sit for the New York State Licensed Psychoanalyst Exam; and
2. a three-year track in psychoanalytic psychotherapy that is opened only to licensed mental health professionals, including out-of-state mental health professionals who are licensed in their own state and practice there, but who are not licensed in New York State.

There are three additional programs:

1. a one-year program for licensed mental health professionals,
2. a program for those interested in research in self psychology but who will not be seeing patients, and
3. a program for graduates of other analytic training programs who are licensed in some mental health profession.

A. PROGRAM IN PSYCHOANALYSIS For Licensed Mental Health Professionals (LMH) and Candidates Qualifying for Licensure (LQP)

The program in psychoanalysis is designed for those candidates interested in working in an in-depth, long-term treatment modality with individual patients. The analytic process involves the understanding of complex mental states in genetic, dynamic, and psychoeconomic terms and the understanding, development, and working through of the selfobject transference.

Requirements of training for candidates in the LQP are essentially the same as the LMH. Any specific differences between the two programs will be highlighted in the appropriate sections below.

Training Analysis

The New York Institute for Psychoanalytic Self Psychology makes no distinction between a “therapeutic” analysis and a “didactic” analysis. The assumption is that all candidates entering the program require an in-depth analytic experience for personal as well as training purposes. Therefore, it is expected that all candidates in both the LMH and the LQP begin training analysis upon entering the program and continue throughout the course of their training for a minimum of 400 sessions. The analysis must be undertaken at a frequency of 3 to 5 sessions a week, on separate days, for a minimum of 45 weeks during the year and for the minimum of 400 sessions. Completion of the analysis will be mutually determined by the training analyst and the candidate. Training analyses will be conducted by members of the Institute who have been approved as training analysts and by approved analysts outside the Institute.

The Institute recognizes the importance of strict confidentiality in the conduct of analysis. For this reason a training analyst is prohibited from reporting to the Institute on any aspect of the treatment other than number and frequency of sessions completed and from participating in the ongoing evaluation of a candidate who is his or her analysand.

Supervision

Clinical supervision is essential for the candidate to integrate the theory of self psychology with clinical practice. Therefore, a candidate is expected to participate in weekly individual supervision with an approved supervisor by the beginning of the second semester of the first year and until the candidate reaches the Readiness for Control level.

Candidates in the LQP—whether they be licensed professionals in another health profession whose scope of practice includes psychoanalysis and are already in private practice or unlicensed individuals just starting out—must conduct all their required clinical work in offices under the auspices of the Institute while a duly authorized supervisor of the Institute is on-site. Furthermore, candidates in the LQP are required to complete 1500 clock hours of clinical experience, which can only begin when they have been fully enrolled in the program for one semester,

- ii. completed the six-session ethics course, and
- iii. been in training analysis at three times weekly for minimum of 60 sessions.

Control Analysis

In the final phase of training, the candidate will undertake two psychoanalytic cases under the supervision of two different control analysts.

In the LMH, both cases will be seen at a frequency of no less than three times weekly—one case for a minimum of one year and the second case for a minimum of two years.

A required total of 150 hours of control supervision will be apportioned between the first case at a minimum frequency of once a week for 50 sessions and the second case at a minimum frequency of once a week for 100 sessions.

In the LQP, both cases will be seen at a frequency no less than three times weekly—one case for a minimum of one year and the second case for a minimum of two years. A required total of 150 “clock hours” of control supervision will be apportioned between the first case at a minimum frequency of once a week for 50 clock hour sessions and the second case at a minimum frequency of once a week

for 100 clock hour sessions. By undertaking control analysis on an hourly basis each week, rather than the 45 minute session hour, the candidate can meet the New York State requirement for 150 clock hours of control analysis concurrently with finishing the control analysis cases within the one and two year time frames.

The second control supervision may begin only after completing one year of the first control supervision. Each control case must be with the same patient for the designated period of time. It is expected that at least one case be supervised through termination. This may occur either before or after graduation. Supervisors for the control level may be chosen from those analysts designated by the Institute as “Control Analysts.” Personal analysts may not serve as a candidate’s control analyst.

Course Curriculum

Titles and descriptions of courses are found beginning on page 22

The following courses are required for candidates in both the LMH and the LQP: 101.2, 102.1, 103.1, 104.2, 201.1, 202.3, 202.4, 203.0, 302.0, 303.0, 302.1, 304.1, 401.0, 402.1, 403.0, 404.1, 502.0, and 506.0. The additional courses of 505.1 and 505.2 are required only for those candidates in the LQP.

Evaluations

The integration of theory with clinical practice is an ongoing process throughout the entire training program. In order to assess a candidate’s progress the following evaluations, which apply to both the LMH and the LQP, will take place:

1. Readiness for Control Evaluation

This evaluation will take place at the conclusion of the second year of the program and will consist of two parts:

I. A written examination covering the major theoretical and clinical areas of the first two years of study, including basic principles of self-psychological theory and practice. This written exam will be the basis of discussion in the oral examination.

II. An oral examination will assess the candidate’s development in personal growth and conceptual comprehension as it relates to the candidate’s clinical practice. The purpose of this examination will be

to determine a candidate's readiness to begin a psychoanalytic case under supervision.

In order to qualify for the Readiness for Control Evaluation, the candidate must have:

- i. been in weekly supervision as of the second semester of the first year,
- ii. completed the initial two years of the course work, and
- iii. completed one and one half years of personal analysis (minimum of 150 hours).

The candidate, having fulfilled the above requirements, will then request to be evaluated for Readiness for Control. This request will be made by letter to the Chair of the Training Committee *no later than November 1st in the fall semester and no later than March 1st in the spring semester.*

2. Final Case Presentation

For the candidate, Final Case Presentation (FCP) is the culmination of years of concentrated effort to develop the capacity to work within the inner life of a patient without the interference of countertransference reactions such as judgment, anxiety, or the need to change or control the direction of the patient's life. This undertaking may require more than the four years of courses, supervisory hours, and personal analysis that are required for the completion of training. The growth and transformations that occur in the self of an analytic candidate cannot be measured within a particular time frame.

In FCP the candidate will be evaluated not only on the presentation of a particular case and the understanding of the concepts that describe the development and progression of the analytic work but also on the growth, maturity, and integrity of the candidate's character. Candidates should know when they are ready to sit for this exam and, therefore, are encouraged to discuss their readiness with supervisors and personal analysts before making application. Both control analysts must agree that the candidate is ready to apply for FCP. If the evaluations are favorable for the candidate to take the FCP, the Chair of the Training Committee will establish an FCP committee.

Having come to a decision to apply and having met all requirements (see below), the candidate may request to be evaluated. This request will be made by letter to the Chair of the Training Committee *no later than November 1st in the fall semester or March 1st in the spring semester.*

In order to qualify for FCP the candidate must have met the following requirements:

- i. Completion of all required courses in the psychoanalytic program,
- ii. Fulfillment of the required hours for the two control analyses, and
- iii. Completion of a minimum of four years of personal analysis (400 session hours).

The Meeting(s)

Once accepted for FCP, the candidate will be required to submit a written case presentation of one of his two control cases. When the written presentation has been accepted, the Committee will then meet with the candidate to discuss the case. The Committee will consist of a minimum of three faculty members, none of whom can be either the analyst or supervisor of the candidate.

The case presentation will serve as the basis for discussion of the candidate's knowledge of theoretical and technical aspects of psychoanalysis including the candidate's awareness and mastery of countertransference issues.

When Recommended for Graduation

A candidate must be unanimously recommended for graduation by members of the Committee. After the candidate is recommended for graduation and after all other training requirements have been met, the candidate will be recognized as having successfully completed the requirements of the Training Program and will be awarded a certificate of completion of the requirements for training in the practice of psychoanalysis.

When Not Recommended for Graduation

At the conclusion of this meeting, the Committee has the option of requiring one or more meetings (during a six-month period) to

assist the candidate in working through the particular difficulties that arose during the FCP. At any point during this six-month period, the candidate may pass if all the Committee members agree.

An individual who is not recommended for graduation after this six-month period will have a maximum of two more opportunities over a five-year period to reapply for FCP. However, the candidate will be required to wait a minimum of nine months before reapplying. During this five-year period, the candidate will be encouraged to continue to take courses and to participate in all activities of the Institute. At the conclusion of the five-year period, however, the candidate will not be eligible to reapply.

B. PROGRAM IN PSYCHOANALYTIC PSYCHOTHERAPY

The New York Institute for Psychoanalytic Self Psychology also offers a training program in psychoanalytic psychotherapy. This program is limited to those professionals licensed in a profession whose scope of practice includes psychotherapy and who wish to increase their psychoanalytic skills through continuing education, but are not licensed as psychoanalysts.

The psychoanalytic psychotherapy program is designed for those candidates who desire training in psychoanalytic self psychology but who do not wish to undertake the program in psychoanalysis. This program is also designed so that a candidate may choose to continue in the psychoanalysis program at any time during his or her training. Completed courses, hours of personal analysis (if at a minimum of three times weekly), and supervision accumulated during the psychoanalytic psychotherapy program can be credited toward the program in psychoanalysis. The curriculum for the psychoanalytic psychotherapy program is the same as the curriculum for the first three years of the psychoanalysis program (page 13).

Students are expected to take a minimum of two courses per semester. Students are also expected to be engaged in a personal psychoanalytic self- psychological psychotherapy at a minimum frequency of twice weekly with a psychoanalyst approved by the Institute. Treatment must begin within 6 months of the candidate's entrance into the program. Although there is no fixed time frame in which psychotherapy can be considered complete, candidates are requested to be in treatment at a twice weekly basis for a minimum of 250 hours. Acceptability of a current or previous psychotherapy will be determined by the Training Committee.

Candidates are expected to be actively engaged in weekly individual supervision of their clinical work with two different Institute-approved supervisors for a minimum of 50 hours with each supervisor during the course of the three-year program. It is expected that weekly supervision begin by the second semester of the first year. Two patients will be seen in treatment for a minimum frequency of twice weekly. It is expected that each patient will be supervised by a different supervisor and that the second supervision

begin with a different supervisor after at least 50 hours of the first supervision has been completed.

Satisfactory completion of the program will include a written examination covering course material. In addition, candidates will be asked to demonstrate an integration of theoretical and clinical issues in an oral presentation of a case before a committee of psychoanalysts.

A certificate of completion of the requirements for training in the practice of psychoanalytic psychotherapy will be given to students who successfully complete the analytic psychotherapy program.

C. ONE-YEAR CONTINUING EDUCATION PROGRAM FOR LICENSED MENTAL HEALTH PROFESSIONALS

This program consists of the four first-year courses for those licensed mental health professionals who wish to learn the fundamentals of self psychology. Students will receive a certificate of completion upon their successful completion of this first year of study.

D. PROGRAM FOR STUDENTS INTERESTED IN RESEARCH IN SELF PSYCHOLOGY

Students who are interested in the study of the theory of self psychology but who are not interested in treatment may enroll as special students. A certificate of attendance will be given to these students at the end of their studies.

E. PROGRAM FOR LICENSED MENTAL HEALTH GRADUATES OF OTHER PSYCHOANALYTIC INSTITUTES

The New York Institute for Psychoanalytic Self Psychology offers an opportunity to those graduates of other analytic institutes who are interested in advanced studies in self psychology to continue their training. The Training Committee will evaluate each applicant's training and experience in order to tailor a program of course work, supervision, and a case presentation that matches the individual's previous experience and knowledge.

RIGHTS OF THE INSTITUTE

The Institute reserves the right to ask a student to postpone or discontinue training when it believes that a candidate has not shown the capability to achieve a standard of accomplishment acceptable to the Institute. Termination is entirely within the purview of the Institute such that the Institute will not be liable for or prejudiced by any such action it may take, such being in the best interest of the Institute, its candidates, and the profession for which it provides training.

THE CONSULTATION SERVICE

The Institute offers a low-cost referral service to the community to help provide long-term clinical patients to the students for the completion of their clinical requirements. The Self Psychology Consultation Service offers psychoanalysis and psychoanalytic psychotherapy to individuals desiring an in-depth understanding. Self psychology utilizes an empathic approach to focus on conflict and anxieties that have inhibited the growth of the personality.

The Consultation Service is affiliated with The New York Institute for Psychoanalytic Self Psychology. It provides long-term treatment with highly qualified therapists/candidates in analytic training. For those candidates enrolled in the LQP, their treatment will be provided by them in offices under the auspices of the Institute in which a supervisor will be on site while the treatment is in progress. They may begin doing so only after meeting the requirements listed in the Student Manual.

A commitment of two to three times a week of intensive psychoanalytic treatment will be required, with fees based on each person's ability to pay.

For an appointment call:

In New York: 212-873-6117

In New Jersey: 201-541-9198

TAX EXEMPT STATUS

Contributions to the Institute are tax deductible as provided in Section 170 of the Internal Revenue Service Code.

THE KATHRYN GARBARINE MEMORIAL FUND

The Kathryn Garbarine Memorial Fund will be used for research and training in the psychoanalytic understanding and treatment of suicide and depression. Donations are welcomed and are considered tax exempt under the Institute's tax exempt status.

CURRICULUM

Most courses meet once a week for 15 weeks, at 90 minutes per session. In order to receive credit for a course, no more than three absences are permitted during a semester. In extenuating circumstances, the candidate may request from the instructor permission to do extra work as compensation for further absences.

FIRST YEAR

101.2 Personality Development and Psychoanalytic Perspective I

This is the first of a two-part course that will review psychoanalytic thought from Freud to contemporary theorists. The focus of this course will be on Freud's early shift from the Topographic to the Structural Model of the mind, underscoring his internal struggle between grounding psychoanalysis in psychology vs. biology. The course will then look at the American school of Ego Psychology built on the Freudian foundation and the theorists that enhanced that theory.

102.1 Psychoanalytic Process I: A Practicum in the Diagnosis and Treatment of Different Psychopathological Conditions

This course will introduce the student to the psychoanalytic situation. Emphasis will be on the initial phase of treatment, with particular focus on the experience-near empathic treatment stance. The course will also deal with major clinical issues such as transference, resistance, and free association. The student will learn how to diagnose and treat the different psychopathological conditions of the self. Throughout this course a focus will also be on the ethical considerations of treatment.

103.1 Psychoanalytic Theory of Psychodiagnosis: Introduction to the Works of Heinz Kohut I

This course will familiarize the candidate with the psychoanalytic theory of psychodiagnosis through an examination of the early writings of Heinz Kohut, in particular with a close reading of his 1971 monograph *The Analysis of the Self*. Throughout this review, the focus will be on the experience-near empathic treatment stance as the method by which Kohut arrived at his diagnostic understanding of the narcissistic transferences and how these are distinguished from the transference neurosis, the borderline personality disorder, and the psychotic/schizophrenic self disorders. A major focus will also be on the undifferentiated selfobject transference, which is an extension of Kohut's concept of the selfobject.

104.2 Personality Development and Psychoanalytic Perspective II

This course is the second half of course 101.2 that continues a comparison and contrast of different psychoanalytic models of development that have evolved from the understanding of human personality development. It will trace the evolution of British and American Object Relations Theories, culminating in the early discovery by Heinz Kohut of Psychoanalytic Self Psychology. Focus in the latter study will be on Kohut's early writings on empathy, narcissism, the development of the theory of the self, and the selfobject concept. As well, emphasis will be on the fundamental shift from a biology-based drive/defense psychology (id, ego, and superego) to a psychology based on the self and selfobject needs.

SECOND YEAR

201.1 Theory of Psychopathology I The Higher Level Self Disorders / Works of Heinz Kohut II

This course will examine Kohut's gradual evolution from the structural theory of the psyche (id, ego, and superego) to the concept of the self as a supraordinate structure. Included in this examination will be an understanding of psychopathology in classical analytic theory as compared to that of psychoanalytic self psychology. There will also be a review of the differing symptomatology of the psychoneurosis versus that of the self disorder and how these symptoms are understood from each perspective. Particular emphasis will be on the narcissistic personality disorder (later self disorder), narcissistic behavior disorder, and the oedipal level self disorder, demonstrating how these differ from the classical oedipal conflict and transference neurosis. A primary text for this course will be Kohut's *The Restoration of the Self*.

202.3 Psychoanalytic Process II: Resistance, Transference, and Countertransference

Process notes reflecting the moment-to-moment interaction of the patient and therapist will be used as the basis of instruction and discussion. The focus will be on the integration of the clinical concepts highlighted in both the readings and the class discussions. The course will consistently focus on the general principles of psychoanalytic technique. With emphasis on the experience-near empathic treatment stance, particular attention will be given to the concepts of transference, countertransference, resistance, and defense. Throughout this course a focus will be on the ethical considerations of treatment.

202.4 Psychoanalytic Process III: Resistance, Transference, and Countertransference

In this course the psychoanalytic candidate will focus on the middle and terminating phases of treatment. Emphasis will be on defense and resistance, working through, and the development of the selfobject transferences. Focus will also be on the importance of the empathic milieu and the disruption-restoration sequence as two factors essential for structural change. Case material from instructor and students will be the tool by which these clinical concepts are learned. Throughout this course a focus will be on the ethical considerations of treatment.

203.0 The Works of Heinz Kohut III

This course will examine the later writing of Heinz Kohut. His posthumously published monograph ***How Does Analysis Cure?*** will be the primary text. Defense and resistance, constituents of the self, the process of cure, and the place of empathy in cure are some of the topics that will be explored. The self-psychological perspective will be compared and contrasted to the traditional analytic view.

THIRD YEAR

302.0 Processes of the Unconscious: Fantasy, Dreams, and Symbolism

This course will highlight the central role of fantasy, dreams, and symbolism in psychoanalytic treatment. The similarities and differences between the self-psychological perspective and traditional view will be examined. Freud's *The Interpretation of Dreams* will be a primary text.

303.0 Theory of Psychopathology II: Severe Self Disorders

This course is a continuation of course 204.1. There will be particular focus on the psychopathology of borderline and psychotic self disorders, with emphasis on the archaic nature of the selfobject transference typical of these disorders. Symptoms such as anxiety, depression, phobias, conversion reactions, obsessions, compulsions, and perversions will be looked at in relation to these disorders. The undifferentiated selfobject transference will also be studied to explicate these symptoms further.

302.1 Fantasy, Dreams, and Symbolism: A Clinical Practicum

This seminar will be a follow up on the previous theoretical course (302.0) and will examine the dream in clinical practice. The dream and its interpretation will be reviewed from a self-psychological perspective and within the treatment situation. In addition to Kohut's writings, the works of other authors who have contributed to the literature on dreams in self psychology will be discussed.

304.1 Contrasting Views in Self Psychology: Clinical Applications

This course will review the writings of those contemporary authors whose theories have contributed different perspectives to diagnosis and psychopathology in self psychology. These new theories, which will be examined and contrasted with mainstream self psychology, will be Intersubjectivity, Contextualism, Optimal Responsiveness, Motivational Systems, Attachment Theory, and others. Process material contributed by both the instructor and the students will be used to demonstrate how different theories lead to distinctly different interpretations.

FOURTH YEAR

401.0 Continuous Case Seminar I

In this seminar the students will follow the progress of clinical cases in order to experience in detail the unfolding of the psychoanalytic process. The experience-near mode of data gathering will be emphasized as the basis for understanding and interpreting in the clinical setting.

402.1 Advanced Seminar on Selfobject Transferences

This seminar will focus on the more traditional selfobject transferences of idealizing, mirroring, and twinship as well as Crayton Rowe's contribution of the undifferentiated selfobject transference. Focus will be on how the development of these transferences takes place and the effect that trauma has on their derailment. As well, a clear distinction will be drawn between the part that "optimal frustration" plays in the healthy development of the selfobject transference and the role of "traumatic frustration" in the arrest of the transference and the formation of symptoms such as addiction, obsessive-compulsivity, hyperactivity, eating disorders, depression, and suicide. A primary text for this course is Crayton Rowe's *Treating the Basic Self*.

403.0 Continuous Case Seminar II

This seminar will be a continuation of course 401.0.

404.1 Research Methodology in Psychoanalysis

This course will survey the methods used in scientific research as they apply to psychoanalysis and related psychological fields. A primary goal of the course will be to examine the perceived gap between clinical approaches and formal research, and to understand how this gap may be bridged. Topics for reading and discussion will include the basics of observational and experimental methods; the strengths and weaknesses of the individual case study; essential concepts of statistical analysis and experimental design; the application of infant research; direct testing of psychoanalytic theories (especially within self psychology); research on sleep and dreaming; process and outcome research on psychotherapy and psychoanalysis; and finally, what is the difference between experience-near and experience-distant data.

REQUIRED SEMINARS FOR ALL CANDIDATES

502.0 Seminar on Ethical and Legal Issues in Treatment

This six-hour seminar is required of all students in every program. It augments the training and understanding of ethical and legal issues that are reviewed in each of the clinical courses.

506.0 Seminar on Identification and / Reporting Child Abuse

This seminar is a two-hour seminar that focuses on understanding the New York State laws that control child protective service and includes understanding Article 6, Title 6 of the Social Services Law and Article 10 of the Family Court Act. Who is a mandated reporter, and how and to whom reporting of child abuse should be made, will be a focus. Definitions of forms of child abuse will be studied. Understanding the distinctions between neglect and physical and mental abuse will be highlighted, and the recognition of these abuses will be emphasized. For example, participants will learn to identify the physical and behavioral indicators of abuse. Key legal concepts of abuse will be discussed including nonaccidental injuries, serious physical injuries, and sexual exploitation. Participants will be able to distinguish among various behavioral and environmental characteristics of abusive caretakers.

ADDITIONAL REQUIRED COURSES FOR THE NEW YORK STATE LICENSURE-QUALIFYING PSYCHOANALYSIS PROGRAM

505.1 Sociocultural Influences on Development and Psychopathology I

This is the first of a two-part course that focuses on culture, ethnicity, gender, sexual orientation, age, and religion and how these factors can enhance normal personality development and, at times, lead to psychopathological digressions. Adaptation of assessment and treatment techniques with these differing cultural groups will be addressed in assigned readings, class discussion and clinical case material.

505.2 Sociocultural Influences on Development and Psychopathology II

The second half of a two-semester course that commenced with 505.1, this course will examine the concepts of culture, race, class, and gender/sexual identity and how these factors challenge the analyst's empathy for, and clinical responsiveness to, his/her patients. The influences of these factors on human development, personality formation, and psychopathology will be explored in the writings of psychoanalytic theorists such as Freud, Kohut, and other more contemporary authors. Clinical presentations will be discussed in order to make the theory clinically relevant.

ADDITIONAL COURSES, SEMINARS, AND WORKSHOPS

501.0 An Experiential Workshop

This workshop will be an ongoing group meeting in which students of the Institute will have an opportunity to develop their empathic abilities. Various exercises will be employed to assist participants in attaining this goal. This workshop will meet at planned intervals over the course of training.

503.0 Seminar on Final Case Presentation

This seminar will focus on the written case for Final Case Presentation. Along with a review of the format for the written case, there will be particular focus on how to demonstrate the candidate's theoretical and clinical knowledge through the presentation of experience-near data that leads to the unfolding of the patient's resistance and transference.

504.1 Depression and Suicide: A Practicum

This seminar will focus on the theory of depression as it applies to clinical practice. Particular attention will be given to the different meanings of depression in the psychoanalytic literature and how they differ from the understanding of depression, from an empathic perspective, as an addiction. Substantiation of this postulation will be found in empirical research.

505.0 Seminar on Countertransference

This seminar will differentiate countertransference proper from contertransference reactions. Examples of countertransference as it relates to the various selfobject transferences such as undifferentiated, mirroring, idealizing, and twinship will be provided. Readings and clinical material will be assigned.

600.0 Seminar on Supervision

This seminar is offered to graduates of the various programs to prepare them to supervise as faculty supervisors in the Institute.

FACULTY

Emery Gross, M.S.W., B.C.D.

Graduate, Hunter College School of Social Work; Licensed Clinical Social Worker, New York, New Jersey; graduate and Institute Fellow, American Institute for Psychotherapy and Psychoanalysis; faculty, training and supervising analyst, Harlem Family Institute; adjunct professor, New York University School of Social Work; past president, New York (Metropolitan Chapter) Society for Clinical Social Work; founding director and past treasurer, American Board of Examiners in Clinical Social Work; founding member, Coordinating Committee of the Association for Psychoanalytic Self Psychology; member, American Association for Psychoanalysis in Clinical Social Work; private practice, New York City.

David S. MacIsaac, Ph.D.

Graduate, Psychology, Fordham University; licensed psychologist, New York, New Jersey; graduate, New York Center for Psychoanalytic Training; founding member, The New York Institute for Psychoanalytic Self Psychology; founding member, The Institute for Psychoanalysis and Psychotherapy of New Jersey; member, Section 1, Division of Psychoanalysis (American Psychological Association); Diplomate (ABPP) in psychoanalysis; coauthor, ***Empathic Attunement: The “Technique” of Psychoanalytic Self Psychology*** (1989, Jason Aronson); author of articles on various topics in self psychology; private practice, Englewood, New Jersey.

Penny Rosen, M.S.W., B.C.D.-P

Licensed clinical social work, New York, New Jersey; graduate, Hunter College School of Social Work; graduate, faculty, training analyst, board member, National Psychological Association for Psychoanalysis; area chair, American Association for Psychoanalysis in Clinical Social Work; board member, Accreditation Council for Psychoanalytic Education Inc; distinguished practitioner member, National Academies of Practice; reviewer, the Clinical Social Work Journal; private practice, New York City.

Edward Ross, M.S.W.

Licensed Clinical Social Worker, New York; director of the Behavioral Medicine Clinic of the International Center for the Disabled; past director, the North Brooklyn Clinic/ Madeleine Borg Community Services of the Jewish Board of Family and Children Services; graduate, Advanced Training Program in the Child Psychotherapy of the JBFCS Institute; graduate and member, National

Psychological Association for Psychoanalysis; faculty, Harlem Family Institute; private practice, New York City.

Crayton E. Rowe, Jr., M.S.W., B.C.D.-P

Licensed Clinical Social Worker, New York, New Jersey; graduate and training analyst, The New York Freudian Society; training analyst, National Psychological Association for Psychoanalysis; member: the International Psycho-Analytical Association, Distinguished Practitioner of Social Work of the National Academies of Practice; past chair and founder, the American Association for Psychoanalysis in Clinical Social Work; founding member, The New York Institute for Psychoanalytic Self Psychology; author, ***Treating the Basic Self: Understanding Addictive, Suicidal, Compulsive, and Attention-Deficit/Hyperactivity (ADHD) Behavior*** (2005, Psychoanalytic Publishers); coauthor, ***Empathic Attunement: The "Technique" of Psychoanalytic Self Psychology*** (1989, Jason Aronson), and author of numerous articles in self psychology; private practice, New York City.

Florence Rowe, M.S.W., B.C.D.-P

Graduate, Wurzwiler School of Social Work, Yeshiva University; Licensed Clinical Social Worker, New York; founding member and dean of training, The New York Institute for Psychoanalytic Self Psychology; graduate, The New York Freudian Society; training analyst and faculty, National Psychological Association for Psychoanalysis; member, American Association for Psychoanalysis in Clinical Social Work; private practice, New York City.

Charles B. Strozzi, Ph.D.

Professor of history, John Jay College and the Graduate Center, CUNY; practicing psychoanalyst in New York City; author, ***Heinz Kohut: The Making of a Psychoanalyst*** (2001, Farrar, Straus & Giroux) and of self-psychological studies ***Lincoln's Quest for Union*** (1982, Basic Books; revised edition 2001, Paul Dry Books) and ***Apocalypse: On the Psychology of Fundamentalism in America*** (1994, Beacon Press). He edited and collaborated with Heinz Kohut on ***Self Psychology and the Humanities*** (1985, Norton).

S. Shakè Topalian, M.A., R.N.C.S.

Graduate, Psychiatric/Mental Health Nursing, New York University; ANA certified clinical nurse specialist; graduate, training analyst, faculty, Institute for Contemporary Psychotherapy; training analyst, faculty, Psychoanalytic Psychotherapy Study Center; private practice, New York City.

Joseph M. Walsh, M.S.W., B.C.D.

Graduate, School of Social Work, Adelphi University; Licensed Clinical Social Worker, New York; founding member, The New York Institute for Psychoanalytic Self Psychology; graduate and faculty, New York Center for Psychoanalytic Training; supervisor, Pederson-Krag Institute for Psychotherapy; adjunct faculty, Adelphi and Stony Brook Schools of Social Work; member, American Association for Psychoanalysis in Clinical Social Work; private practice, Cold Spring Harbor, New York.

Joanne Yurman, Ph.D.

Graduate, clinical psychology, Derner Institute, Adelphi University; licensed psychologist, New York and Massachusetts; graduate, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis; member, American Psychological Association; Past President, Western Massachusetts and Albany Association of Psychoanalytic Psychology, Division 39; private practice, Lenox, Massachusetts and New York City.

Ronald A. Zirin, Ph.D.

Professor Emeritus of Classics, SUNY/Buffalo; licensed psychologist, New York; graduate, Toronto Institute for Contemporary Psychoanalysis; member: American Psychological Association, Upstate New York Psychoanalytic Society, Toronto Society for Contemporary Psychoanalysis; private practice, New York City.

GRADUATES

Lee Allan, M.S.W.
Psychoanalytic Psychotherapy

Constance M. Arace, M.A.
Psychoanalysis

Pauline Bergstein, Ph.D.
Psychoanalysis

Daniel Farrell, M.S.W.
Psychoanalytic Psychotherapy

Joanna Hulton, Ph.D.
Psychoanalytic Psychotherapy

Beverly Kolsky, M.S.W.
Psychoanalysis

Frances Levine, M.S.W.
Psychoanalysis

Penny Rosen, M.S.W.
Psychoanalysis

Georgia H. Sclafani, M.S.W.
Psychoanalysis

Charna Shapiro, M.S.
Psychoanalytic Psychotherapy

Craig Solomon, M.S.W.
Psychoanalysis

Ashley Warner, M.S.W.
Psychoanalysis

**THE NEW YORK INSTITUTE FOR
PSYCHOANALYTIC SELF PSYCHOLOGY**

APPLICATION FOR PSYCHOANALYTIC TRAINING

DATE _____

NAME _____

ADDRESS _____

APT # _____

CITY _____ STATE _____ ZIP (9 Digits) _____

DATE OF BIRTH _____

TELEPHONE (HOME) _____

TELEPHONE (OFFICE) _____

EMAIL ADDRESS _____

EDUCATION

COLLEGE _____

DEGREE _____ YEAR ISSUED _____

GRADUATE SCHOOL _____

DEGREE _____ YEAR ISSUED _____

Please have your graduate school forward your transcript to the Training Committee.

STATE(S) CURRENTLY LICENSED _____

CERTIFIED _____

LICENSE NUMBER(S) _____

CERTIFICATION NUMBER(S) _____

Please submit a copy of your license(s) and certificate(s)

WHEN DO YOU EXPECT TO BECOME LICENSED OR CERTIFIED? _____

HAVE YOU HAD OR IS THERE PENDING LEGAL OR ETHICAL CHARGE
AGAINST YOU? _____ YES _____ NO *If yes, please explain on a separate paper.*

EMPLOYMENT HISTORY *(Please list most recent first)*

DATES

_____	_____
_____	_____
_____	_____

DO YOU HAVE A PRIVATE PRACTICE? _____ YES _____ NO

HOW MANY HOURS PER WEEK?

PREVIOUS PSYCHOANALYTIC SUPERVISION DATES FREQUENCY

PREVIOUS PSYCHOANALYTIC TRAINING EXPERIENCE DATES

PUBLICATIONS

**PREVIOUS AND PRESENT PERSONAL
PSYCHOANALYSIS/PSYCHOTHERAPY**

NAME OF ANALYST

DATES

FREQUENCY/WEEK

Please have your analyst send his/ her training credentials to the Institute and a letter verifying the dates and frequency of your treatment.

**DO YOU CONSIDER YOUR PREVIOUS TREATMENT EXPERIENCE TO
HAVE**

BEEN SELF PSYCHOLOGY ORIENTED?

REFERENCES:

NAME

ADDRESS

TELEPHONE

Applicants should arrange for three letters of reference to be sent to the Training Committee of the Institute.

How did you learn of NYIPSP?

COLLEAGUE _____

SUPERVISOR/THERAPIST _____

JOURNAL AD _____

INSTITUTE MAILING _____

Application, accompanied by a \$50 fee, is to be mailed to:

The New York Institute for Psychoanalytic Self Psychology

230 West End Avenue, Suite 1D

New York, NY 10023-3662