

**PTI of  
NYFS**

**Psychoanalytic  
Training Institute  
of the New York  
Freudian Society**

**New York City Division**

Adult Psychoanalysis Program  
Child & Adolescent Psychoanalysis Program  
Psychoanalytic Psychotherapy Program  
Anni Bergman Parent-Infant Training Program  
Psychoanalytic Fellowship Program

**2009–2010 Catalog**

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## INTRODUCTION

The Psychoanalytic Training Institute and its membership body, the New York Freudian Society, were founded to provide training and a collegial community for psychoanalysts. In the last several years we have added a two-year psychoanalytic psychotherapy program to help those who desire to deepen their understanding of the therapeutic process and develop the necessary competence and confidence to practice autonomously. We are committed to the basic principles of Freud's profound discoveries, which initiated a revolution in the understanding of the human mind, and continue to evolve and shape contemporary psychoanalytic thinking.

We are informed by post-Freudian developments and theoretical perspectives; ego psychology; the work of object relational theorists such as Michael Balint and Donald Winnicott; the contributions of Melanie Klein and modern Kleinian theorists; current research on infant development and attachment; and recent neurobiological research that supports the physiological underpinnings of so many of Freud's core theories of the mind. Our purpose is to contribute to that evolution through our active participation in the psychoanalytic movement, in a manner that respects, refines, expands, and shares our intellectual inheritance.

The Psychoanalytic Training Institute provides a forum for the professional development of its candidates in an atmosphere of support and mutual respect. These values are made real through a vital spirit of inquiry and through stimulating interactive dialogue that contribute to our intellectual inheritance. It is the implementation of this vision that gives the Institute its substance.

Chartered by the New York State Department of Education in 1978, on the authority of the New York State Board of Regents, the Psychoanalytic Training Institute of NYFS became a Provisional Member of the International Psychoanalytical Association (IPA) in 1989 and a Component Institute/Society in 1993. The IPA is the oldest and largest international psychoanalytic organization and the world's primary accrediting and regulatory body for psychoanalysis.

**Our programs in New York City are:**

- **Adult Psychoanalysis Program**
- **Child and Adolescent Psychoanalysis Program**
- **Psychoanalytic Psychotherapy Program**
- **Anni Bergman Parent-Infant Training Program (with IPTAR)**
- **Psychoanalytic Fellowship Program**

For detailed information about all of our programs in New York City, as well as applications in PDF format, please visit our website, [www.instituteofnyfs.org](http://www.instituteofnyfs.org). You may also call for more information, and to request an application:

**Adult Psychoanalysis Program**

Phyllis Springer, LCSW, at 212-772-8505

**Child and Adolescent Psychoanalysis Program**

Kim Kleinman, LCSW, at 646-942-8716

**Psychoanalytic Psychotherapy Program**

Loretta Hayes, LCSW, at 212-463-8036

**Anni Bergman Parent-Infant Training Program**

Rita Reiswig, MS, LP, at 212-875-9442

**Psychoanalytic Fellowship Program**

Phillida Rosnick, PhD, at 212-828-0255

**Washington Division Program**

In addition, we also have an **Adult Psychoanalysis Program in Washington, DC**. It is designed to enable candidates who live in other geographical locations, or who have schedules that preclude taking weekly classes, to train at The Psychoanalytic Training Institute of NYFS. Classes meet from 9:00am to 5:00pm on 12 Saturdays each academic year. *(Please note that this program will not qualify applicants to apply for the LP credential in NY.)* Please visit our website - [instituteofnyfs.org](http://instituteofnyfs.org) - for more information, or contact Dr. Kerry Malawista at 301-983-4541.

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# OVERVIEW OF NY TRAINING PROGRAMS

## **Adult Psychoanalysis Program**

The Adult Psychoanalysis Program is offered in two tracks: **Track A** is for clinicians who have a New York State License in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing (as a Nurse Practitioner); **Track B** (*pending approval by NYSED*) is for applicants who are interested in a certificate of completion in order to qualify to apply to The New York State Department of Education for a License in Psychoanalysis (LP). Applicants for Track B may include graduates of Masters and Doctoral programs who have a strong interest in psychoanalysis as well as clinicians who are Licensed Creative Arts Therapists, Licensed Mental Health Counselors, or Licensed Marriage and Family Therapists. For further information, see below.

Please also go to the New York State Office of the Professions website ([www.op.nysed.gov/psyanllic.htm](http://www.op.nysed.gov/psyanllic.htm)), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

## **Child and Adolescent Psychoanalysis Program**

The Child and Adolescent Psychoanalysis Program gives qualified professionals the opportunity to study the psychoanalytic treatment for individuals under the age of 21. This program is open to licensed psychoanalysts in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing. Candidates take courses for four years, have a personal analysis, and treat children and adolescents in analysis under supervision. This option may be taken in conjunction with the Adult Psychoanalytic Program (see above).

## **Psychoanalytic Psychotherapy Program**

For the student interested in Psychoanalytic Psychotherapy, we offer a two-year program involving coursework and supervised counseling or therapy. Applicants must hold a license in New York State in the fields of Psychiatry, Psychology, Social Work, or Psychiatric Nursing, or hold a license that includes conducting psychotherapy in its scope of practice.

## **Anni Bergman Parent-Infant Training Program (with IPTAR)**

The Anni Bergman Parent-Infant Training Program, designed for the graduate analyst or advanced psychoanalytic candidate, is offered in collaboration with The Institute for Psychoanalytic Training and Research (IPTAR).

## **Psychoanalytic Fellowship Program**

The one-year Fellowship Program is for people who are interested in learning about psychoanalysis and analytic training by attending case conferences and a sequence of tutorials with experienced psychoanalysts.

# THE ADULT PSYCHOANALYSIS PROGRAM (TRACKS A AND B)

Training in the Adult Psychoanalysis Program involves course instruction, personal analysis, and control analyses. Our **Track A** Program is designed for those who have a license in a mental health profession that includes psychoanalysis in its scope of practice (e.g. Psychiatrist, Psychologist, LCSW, Psychiatric Nurse Practitioner). **Track B** (*pending approval by NYSED*) has been developed to meet the needs of individuals who have at least a Master's Degree in a related field, and who want to become licensed in New York State to practice psychoanalysis. Track B students must take certain courses to satisfy the requirements for the educational portion of licensure-qualification in New York State. See details below.

Please also go to the New York State Office of the Professions website ([www.op.nysed.gov/psyanllic.htm](http://www.op.nysed.gov/psyanllic.htm)) for further information about requirements for the Psychoanalytic License qualification.

## **TRACK A**

(For those who hold a license whose scope of practice includes psychoanalysis)

### **Course Instruction**

Candidates in Track A of the Adult Psychoanalysis program register for two classes each semester. There are thirty weeks of classes per year. All seminars meet on Monday evenings. Classes range in length from 1 hour & 15 minutes to 1 hour & 45 minutes, depending on the class. Track A candidates who complete all coursework (see list of courses below), control analysis work, supervision, case write up requirements and who successfully complete the Final Case Presentation receive a diploma from The Psychoanalytic Training Institute of The New York Freudian Society and have the option of becoming a member of our membership organization. Graduates are immediately eligible for membership in the New York Freudian Society and the International Psychoanalytical Association (IPA).

## Course of Study for Track A

(Please see Page 22 for Course Descriptions)

<b>Course # &amp; Title</b>	<b>Semester</b>	<b>Hrs</b>
<b>First Year</b>		
1A Basic Concepts in Psychoanalysis I	Fall	15.0
1B Basic Concepts in Psychoanalysis II	Winter	15.0
1C Basic Concepts in Psychoanalysis III	Spring	15.0
2A Psychoanalytic Developmental Theory I	Fall	22.5
2B Psychoanalytic Developmental Theory II	Spring	22.5
<b>Second Year</b>		
3A Psychoanalytic Theory of Psychopathology I	Fall	15.0
3B Psychoanalytic Theory of Psychopathology II	Winter	15.0
3C Psychoanalytic Theory of Psychopathology III	Spring	15.0
4A Theory and Practice in Psychoanalytic Tech.	Fall	22.5
4B Theory and Practice in Psychoanalytic Tech.	Winter	22.5
<b>Third Year</b>		
5A Early Ego Pathology: Theory & Practice	Fall	22.5
5B Clinical Use of Dreams	Spring	22.5
6A Continuous Case Seminar	Fall	22.5
6B Continuous Case Seminar	Spring	22.5
<b>Fourth Year</b>		
7A Psychoanalytic Theory: An Historical and Cultural Approach I	Fall	22.5
7B Psychoanalytic Theory: An Historical and Cultural Approach II	Spring	22.5
8A Advanced Psychoanalytic Technique I	Fall	15.0
8B Advanced Psychoanalytic Technique II	Winter	15.0
8C Advanced Psychoanalytic Technique III	Spring	15.0

## Personal Analysis

Each candidate is expected to begin a four to five session per week personal analysis (also called a Training Analysis) with a Training and Supervising Analyst at The Psychoanalytic Training Institute of NYFS when they matriculate. Should an applicant already be in analysis with someone who is not a Training and Supervising Analyst at The

Psychoanalytic Training Institute of NYFS and wish to continue in that analysis, discussion between the candidate, the Director of Admissions, Chair of the Progression Committee and Institute Director needs to take place before acceptance into the program is finalized. For more details about the requirements for graduation please see our Candidate Guidelines.

### **Control Analysis**

Candidates conduct their own analyses of patients under supervision, as an essential and vital part of their training. The candidate sees his/her own analysand four or five times a week and is supervised by a Training and Supervising Analyst of The Psychoanalytic Training Institute of NYFS once weekly. By the time a candidate is ready to graduate he/she will have conducted at least two control cases under supervision of two training and supervising analysts.

Yearly case summary reports are part of the clinical responsibility of the candidate and part of the learning experience of conducting psychoanalysis. Every candidate has an opportunity to discuss the summaries each year with a member of the Progression Committee and an independent case summary reader. A minimum of 200 hours of supervision between the two cases is required. For more details about the requirements for graduation, please see our Candidate Guidelines.

### **Schedule of Tuition and Fees for Track A Candidates**

#### Tuition:

One course:	\$525
Semester:	\$1050 (two courses)
Annual:	\$2100 (4 courses, 90 clock hours)
Application Fee:	\$50
Candidate Org.:	\$15
Annual Registration:	\$50

Supervision: \$50-\$100/hr.

Personal Analysis: \$50-\$100/hr.

PEP-Web fee: \$30

Tuition is paid bi-annually, in June and December. All other fees are due in September. Partial scholarships are available.

## **TRACK B**

(For those wanting to qualify to apply for a License in Psychoanalysis)

### **Course Instruction**

Track B is designed specifically to meet the training requirements to become a licensed psychoanalyst (LP) as delineated by the New York State Education Department, Office of the Professions (*pending approval*). Students who have at least a Master's degree and who want to take an educational program that qualifies them to take the licensing exam in psychoanalysis in New York State are invited to apply to our Track B program in Adult Psychoanalysis.

Students in Track B take four and a half years of courses, including a course on psychoanalytic research methodology, and an ethics course that details the scope of practice of licensed psychoanalysts in New York State. A two-hour course on the identification and reporting of child abuse and maltreatment is required to receive a certificate of completion and can be taken at a state approved site.

### **Course of Study for Track B**

(Please see Page 22 for Course Descriptions)

<b>Course # &amp; Title</b>	<b>Semester</b>	<b>Hrs</b>
<b>First Year</b>		
1A Basic Concepts in Psychoanalysis I	Fall	15.0
1B Basic Concepts in Psychoanalysis II	Winter	15.0
1C Basic Concepts in Psychoanalysis III	Spring	15.0
2A Psychoanalytic Developmental Theory I	Fall	22.5
2B Psychoanalytic Developmental Theory II	Spring	22.5
<b>Second Year</b>		
3A Psychoanalytic Theory of Psychopathology I	Fall	15.0
3B Psychoanalytic Theory of Psychopathology II	Winter	15.0
3C Psychoanalytic Theory of Psychopathology III	Spring	15.0
4A Theory and Practice in Psychoanalytic Tech.	Fall	22.5
4B Theory and Practice in Psychoanalytic Tech.	Winter	22.5

### Third Year

5A	Early Ego Pathology: Theory & Practice	Fall	22.5
5B	Clinical Use of Dreams	Spring	22.5
6A	Continuous Case Seminar	Fall	22.5
6B	Continuous Case Seminar	Spring	22.5

### Fourth Year

7A	Psychoanalytic Theory: An Historical and Cultural Approach I	Fall	22.5
7B	Psychoanalytic Theory: An Historical and Cultural Approach II	Spring	22.5
8A	Advanced Psychoanalytic Technique I	Fall	15.0
8B	Advanced Psychoanalytic Technique II	Winter	15.0
8C	Advanced Psychoanalytic Technique III	Spring	15.0

### For Track B Candidates to become License Qualifying

9A	Psychoanalytic Research Methodology	Fall	32.0
9B	Ethical Dilemmas in Psychoanalytic Practice	Fall	14.0

Independent Provider:

Child Abuse Recognition and Reporting	2.0
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**Total Clock Hours Track B Candidates 408**

### Personal Analysis and Control Analyses

Students in Track B will experience a personal analysis and two control analyses (supervised analyses with patients).

The Psychoanalytic Training Institute provides the space in which Track B candidates conduct their control work as required by New York State. Once a candidate has completed the number of clock hours required by the NYSED Office of the Professions for personal analysis, for supervision of the control cases, and for control analyses, as well as the required coursework, the candidate will receive a Certificate of Completion from the Psychoanalytic Training Institute of NYFS. This Certificate, along with documentation of 1500 clinical hours of work with patients, enables the candidate to apply to take the licensing exam in Psychoanalysis.

Please also go to the New York State Office of the Professions website ([www.op.nysed.gov/psyanllic.htm](http://www.op.nysed.gov/psyanllic.htm)), which describes the requirements for taking the license-qualifying examination in Psychoanalysis (LP).

### **Schedule of Tuition and Fees for Track B Candidates**

Tuition:

One course:	\$525
Semester:	\$1050 (two courses)
Annual:	\$2100 (4 courses, 90 clock hours)
Application Fee:	\$50
Candidate Org.:	\$15
Annual Registration:	\$50

Supervision: \$50-\$100/hr.

Personal Analysis: \$50-\$100/hr.

PEP-Web fee: \$30

Tuition is paid bi-annually in June and December. All other fees are due in September. Partial scholarships are available. Payment of supervisory fees and tuition is made to The Psychoanalytic Training Institute of the New York Freudian Society. Fees for personal analysis are arranged between candidate and his/her Training Analyst.

### **Admissions: Track A and Track B**

The Adult Psychoanalysis Program welcomes applicants 25 years and older, with a Master's or higher degree in Psychiatry, Psychology, Social Work, or Psychiatric Nursing, as well as those with Master's Degrees in other clinical disciplines, such as Creative Arts Therapy and Counseling. In addition, professionals with graduate degrees in fields that enrich psychoanalysis, such as education, philosophy, sociology, and the humanities are encouraged to apply. Applicants with previous psychoanalytic training at other IPA Institutes may also make an inquiry to the Admissions Committee with regard to the possibility of obtaining advanced status. The Committee will consider each such case in the light of the applicant's prior experience, and the

comparability of the previous training, and the Institute's standards.

Graduates are eligible for membership in the New York Freudian Society and the International Psychoanalytical Association. Upon graduation, our members become part of a group of psychoanalysts working and learning not only locally but around the world.

**For more information about admission to the Adult Psychoanalysis Program, please call Phyllis Springer, LCSW, Chair of Admissions, at 212-772-8505.**

Application forms for our Adult Psychoanalysis Program can be found on our website: [www.instituteofnyfs.org](http://www.instituteofnyfs.org)

## **GENERAL GUIDELINES FOR ADMISSION AND TRAINING**

### **Application and Admission Process**

Inquiries for admission can be made either to the Chair of Admissions or the Director of the Institute. Upon request, an applicant will be sent a packet containing the application form and forms for letters of recommendation. There is a \$50 fee for the processing of the application and the check is made out to the Psychoanalytic Training Institute of the NYFS. All of the above is to be mailed to the Chair of Admissions.

Once the admissions materials have been returned, the Admissions Director will set up interviews for the applicant. Each applicant is interviewed by two or three members of the Admissions Committee

### **Registration**

A candidate must register with the Institute twice a year, once for the spring and once for the fall semesters. Registration entails a payment to the Institute and an Updated Candidate Progress Report and Analyst Confirmation Form

- a) Fees: All candidates, those taking classes, those who have completed the required classes but have not met all the requirements for graduation, and those on leave, need to register.

A late fee of \$75.00 will be charged for registration and matriculation fees files after the deadline. Candidates should speak with the Institute Director regarding a deferred payment plan or scholarship funds well in advance of the registration deadline.

b) **Candidate Progress Forms and Training Analyst Confirmation Form:**

The candidate needs to fill out the Candidate Progress Update Form to update and document his/her supervision hours and completed coursework. The candidate must also record the frequency of his/her training analysis and the start date, and termination date, if applicable. Registration will be considered incomplete until all parts of the packet are received.

## **The Training Process**

### **Progression Committee:**

A unique aspect of our training program is the Progression Committee (PC) of the Psychoanalytic Training Institute, which was established to foster communication with the candidates and ensure that their specific training requirements are addressed. Upon admission to the Institute, each candidate is assigned a PC Liaison, who follows the candidate until graduation and keeps the Progression Committee informed of the candidate's progress. The Progression Committee strives to provide individualized attention to the professional development of each candidate.

### **Training (Personal) Analysis:**

Candidates are expected to begin a four or five time per week analysis with a Training Analyst from the Psychoanalytic Training Institute when the first year classes begin. The candidate will have the opportunity to choose an analyst from a list of Training Analysts of the Institute and will also be given a list of the Training Analysts willing to conduct reduced fee analyses. If the candidate has been in a longstanding analysis with a Training and Supervising Analyst from another institute, the Institute Director, Progression Committee Chair, and Admissions Chair will consider this analyst and analysis to determine if it can be an approved training analysis. If this analysis is not approved, the candidate may request that he/she postpone beginning a new analysis for up to one semester in order to have time

to terminate his or her present analysis.

#### Readiness-for-Control:

An essential part of a candidate's preparation to become a psychoanalyst is the analyses he/she conducts under supervision. To undertake control or supervised work, the candidate needs to pass a readiness for control examination (RFC). This examination is conducted by a committee of three members of The Institute and is usually scheduled during the second year of training. Candidates with substantial prior clinical experience can request an RFC earlier than their second year. For those needing additional clinical experience the RFC may be delayed.

#### Control Work:

Candidates must conduct a minimum of two control (supervised) analytic cases, each seen in person and four or five times a week. These cases need to be supervised by two different Training and Supervising Analysts from the Psychoanalytic Training Institute of NYFS. The candidate will be given a list of Training and Supervising Analysts willing to conduct reduced fee supervisions. Each supervision will be on a once a week basis. Double supervision sessions are considered for a supervisee at a geographical distance from his/her supervisor.

A central educational feature of the control work or supervised experience is the Annual Case Write Up. A member of the Progression Committee and case reader support the candidate in the formulation and written expression of their understanding of the case.

#### Final Case Presentation:

The Final Case Presentation (FCP) represents the culmination of the candidate's training in psychoanalysis at the Institute. After conferring with the Progression Committee, the candidate initiates the request to present a final case. The candidate will submit a written report of the case to be presented to his/her Evaluation Committee. The Committee, consisting of five members of the Institute, will meet to listen to the candidate's presentation, and to discuss and evaluate the candidate's work and readiness to practice independently. Issues such as transference development, analysis of resistance, counter-transference, and establishment of an analytic process are discussed in the group. Successful completion of the Final Case Presentation

and approval by the Progression Committee confers on the candidate membership in the New York Freudian Society and the International Psychoanalytic Association (IPA). Colleagues welcome the participation of new members in peer group case discussions, reading groups dealing with theories or new ideas in psychoanalysis, and a rich and diverse menu of scientific programs as part of continuing education. New members will find opportunities to contribute to the ongoing life of the Psychoanalytic Training Institute through committee membership.

## **Training Policies**

The policies listed below are currently in practice and may be subject to change. The Progression Committee will inform advisors, training and supervising analysts and candidates of any changes.

- A. The academic year is 30 weeks. Candidates meet on Monday evening for their coursework and take two courses per semester, unless an alternative plans has been arranged through the Progression Committee. Electives and other program options may meet at other predetermined times.
- B. Candidates are expected to be present for all classes and will inform the instructor if unable to attend. If the candidate misses two sessions of a fifteen week course, one session of a ten week course, or any sessions of a course of shorter duration, the candidate will write a paper for the class on a topic agreed upon with the instructor.
- C. If an instructor must miss a session, the instructor will notify the Chair of the Faculty Committee and arrange with the candidates for an appropriate make-up class.
- D. The Psychoanalytic Training Institute's Faculty and Curriculum Committees review and evaluate course offerings and Institute faculty performance on an on-going basis. A crucial part of this evaluation is the confidential evaluation form that candidates must complete at the end of each semester.

- E. Faculty evaluations of candidates will be submitted immediately after the semester ends. A copy will be sent to the Administrative Directors, who will forward copies to the PC Liaison and Advisor assigned to the candidate to review with the candidate. Candidates have direct access to the instructors' evaluations.
  
- F. The Grievance Process: If a candidate does not agree with the recommendations of the Progression Committee at the end of the Readiness-for-Control interview or at the end of the Final Case Presentation, the candidate may appeal to the Director of the Institute, who will carefully review the findings of the PC with the President of the Institute. The review may include meeting individually with each person involved in the ongoing progression of the candidate's work, reviewing all minutes of the PC, meeting with the candidate, the members of the evaluation committee responsible for the decision, and consulting with supervisors and instructors of the candidate. The decision of the President and the Director of the Institute will be binding.

For clarification and adjustments in the candidate's ongoing evaluation of their work, other than the two evaluations listed above, the candidate can contact their Progression Committee Liaison, and if not satisfied, the Progression Committee Chair.

The Progression Committee may suspend or terminate a candidate's training in the case of the candidate's failure to meet standards toward reasonable progress toward graduation, or for violation of ethical standards in the practice of psychoanalysis. Reasonable progress toward graduation shall mean continued satisfactory review by instructors and supervisors, timely completion of requirements, such as Progression Committee receipt of case summaries, as well as immersion in the practice of psychoanalysis. The candidate has the right to appeal this decision under the appeal process indicated above.

- G. Questions regarding curriculum or faculty should be directed to the respective Chair of Faculty or Curriculum Committee of the Psychoanalytic Training Institute.

## **CLINICAL SERVICES DIVISION**

The Clinical Services Division is composed of a Referral Center, a Speaker's Bureau, and a service for couples and families of divorce.

The Referral Center provides consultations and psychiatric treatment for individuals from the community. The fees for these referrals are adjusted to the income of the individual, and a sliding scale.

The Speaker's Bureau provides workshops and psychoanalytically informed information to organizations, schools, community, and religious groups which express interest or need.

The Divorce-Related Services Program provides support for families struggling with the difficult process of separation and divorce.

## **CANDIDATE ORGANIZATION**

The Candidate Organization (CO) functions independently from the Psychoanalytic Training Institute. It provides a forum for candidates in the Psychoanalysis Programs to discuss interests and concerns related to their training, develops a sense of community and provides an opportunity for informal guidance from advanced candidates for those just beginning. Candidates elect candidate representatives to interface with Institute committees and matters of candidate concerns. The Candidate Organization also plans meetings around topics of special interest to the candidates.

All candidates are members of the Candidate Organization. Candidates pay a yearly \$15.00 fee to the Candidate Organization.

Each Candidate receives access to our on-line PEP WEB, an on-line psychoanalytic library. The annual fee for candidates is \$30.00. The PEP WEB is an invaluable tool for each candidate's clinical and intellectual development.

# ADULT PSYCHOANALYSIS PROGRAM COURSE DESCRIPTIONS

## First Year

### **Course 1A - Basic Concepts of Psychoanalysis I**

This course offers candidates an overview of basic psychoanalytic concepts including beginning psychoanalytic theories of psychodiagnosis. It introduces the concept of unconscious mental functioning and examines the theory of mental conflict as it is manifested in normal and pathological functioning. It offers a brief overview of the development of Freud's thinking about drive, defense, affect, compromise formation, symptom formation, adaptation, sublimation, transference and countertransference and how Freud's thinking influenced the development of modern ego-psychology and object relations theory. The course emphasizes the changes and revisions in theory and practice. Basic concepts include symptom formation and unconscious processes; the theory of drives and the relation of conflict to the psychosexual stages of development; the topographic and structural theory and recent revisions; affects, defense and resistance; normal and pathological compromise formations; transference and countertransference.

### **Course 1B - Basic Concepts in Psychoanalysis II**

The purpose of this course is to introduce basic tenets of dream theory as elucidated by Freud and subsequent dream theorists i.e. why we dream, how dreams are formed, how their meaning can be understood, and how dreams are used in the treatment setting to understand the patient and to elicit insight.

### **Course 1C - Basic Concepts in Psychoanalysis III**

This course covers psychoanalytic views related to fantasy, its place and purposes in psychic life and its importance in the treatment setting. It reviews the ongoing use of unconscious fantasy in the developmental stages, the implications of the nature of the patient's fantasy life for diagnosis and psychopathology, as well as the healthy use of fantasy in everyday life. The course has a special emphasis on unconscious fantasy.

## **Course 2A - Psychoanalytic Developmental Theory I**

This course focuses on the normal and pathological development in the pre-oedipal and oedipal phases of personality development. It includes physical, cognitive and emotional development of the young child and the influences of familial and socio-cultural influences on child development. Various theoretical points of view are covered.

## **Course 2B - Psychoanalytic Developmental Theory II**

This course is a study and exploration of normal and pathological development in the latency, pre-adolescent and adolescent years of personality development. It includes physical, cognitive and emotional aspects of development and the influences of familial and socio-cultural factors on these three stages of development. It highlights the importance of understanding these stages of development in terms of treating not only child but also adult patients.

## **Second Year**

### **Course 3A - Psychoanalytic Theory of Psychopathology I**

This course covers psychoanalytic theory and practice as it relates to psychopathology and the neurotic condition. The course includes the development of Freud's ideas and the major theoretical contributions made following him. The distinction between symptom neurosis and character neurosis is made. Metapsychological issues as they pertain to hysteria and obsessional neurosis are covered. The symptoms traditionally associated with neurosis are examined. It also examines the psychoanalytic theory of anxiety states, phobias, conversions, hysterias, and obsessions.

### **Course 3B - Psychoanalytic Theory of Psychopathology II**

This seminar continues to explore psychoanalytic views of psychopathology. The course examines the psychoanalytic theory and practice of affective and character disorders, depression, perversion and addiction.

### **Course 3C - Psychoanalytic Theory of Psychopathology III**

This course further examines the psychoanalytic theory of psychopathology including depressive states, borderline and narcissistic conditions. The course examines paranoid states and psychosis. It begins with readings about autistic maneuvers and failures of the development of a psyche. Readings on childhood psychotic depression expand on this early developmental failure of the creation of an internal psychological world. The readings then focus on narcissism, both faulty and healthy, and schizoid functioning. Early defenses of splitting are discussed in their defensive and adaptive modes. There is attention given to the effects of environmental provision and object relations. Problems in the capacity for representation and symbolism are discussed. These failures are seen as central difficulties for borderline and schizoid patients and discussed as necessary to recognize when speaking with patients and in approaches to patients' dream life which may be experienced concretely. The latter part of the course centers on readings about psychosis to help candidates recognize psychotic thinking in their patients and provide possible technical interventions.

### **Course 4A - Theory and Practice in Psychoanalytic Technique**

This seminar addresses the basic psychoanalytic treatment model and the therapeutic action of psychoanalysis. It provides candidates with the opportunity to link theory and practice of psychoanalytic technique, including analyst intervention, practice in psychoanalytic assessment of psychopathology and psychodiagnosis. It examines the following topics among others: analyzability, free association, transference, counter-transference, resistance, and interpretation and their use in the analytic session.

### **Course 4B - Theory and Practice in Psychoanalytic Technique**

Central technical issues related to handling enactments, understanding and utilizing information from one's own countertransference responses, and from projected identifications. One of the goals of this course is to help candidates make differential diagnoses in forming appropriate intervention, which deepen understanding without disrupting emotional contact with the analysand.

## Third Year

### **Course 5A - Early Ego Pathology: Theory & Practice**

This seminar examines the pathology of early ego development and object relations. It continues the discussion of psychoanalytic technique as it relates to the pathology of the patient. Different theoretical and technical approaches are studied and discussed in terms of their relevance to early ego pathology. Pathological defenses, environmental contributions to early ego pathology, and various transference and countertransference manifestations are explored. This course makes use of and reviews related theoretical and technical concepts from previous courses.

### **Course 5B - Clinical Use of Dreams**

This course provides a clinical and theoretical context in which to study one of the central technical tools of the psychoanalytic process and one of the mainstays of its theory—dreams. The course provides candidates with the opportunity to understand psychoanalytic theory of dreams and practice technique in the psychoanalytic use of dreams in the treatment setting.

### **Course 6A - Continuous Case Seminar**

Based on the presentation by a candidate of a supervised case of a clinically neurotic or mildly character disordered patient, the members of the course, under the guidance of the course instructor, will discuss appropriate technical procedures. Related articles on analytic listening are read and discussed. Standard psychoanalytic technique is applied. Parameters are discussed. The candidate starts by presenting a brief history of the patient. Ego structure, object relations and defensive patterns and psychopathology, and possible diagnoses are considered and explored. Course content from previous courses is reviewed in terms of how it can be helpful clinically.

### **Course 6B - Continuous Case Seminar**

This course is a continuous case seminar where a supervised case by a candidate is discussed by the class and used as a way to illustrate psychoanalytic process and especially psychopathology and

psychodiagnosis. In this class, candidates have the opportunity to practice their skills at recognizing various psychopathological issues in a patient and to review theories and practice of psychodiagnosis.

## **Fourth Year**

### **Course 7A - Psychoanalytic Theory: An Historical and Cultural Approach I**

This course is an historical survey of the foundations of psychoanalytic thinking in Freud's writings from 1893-1914. The aim is to show how the original theory of neurosis, mind, and treatment form an integrated whole. We will follow the unfolding development of Freud's thought, including his theoretical and diagnostic (clinical) papers. We will stress the historical context and the connections between texts. We will also examine the social context in which Freud lived, the ways in which his ideas were influenced by his milieu, and the implications in his work about how society and culture impact on the inner life of the individual.

### **Course 7B - Psychoanalytic Theory: An Historical and Cultural Approach II**

This course defines the advances in psychoanalytic theory and technique that led from the early emphasis on drives to the considerations of ego psychology, the structural theory of the mind, and the clinical consequences of this new way of understanding human motivation. The course is meant to be a continuation of Course 7a. It elaborates on the examination of how social/cultural forces influence the inner life of the individual.

### **Course 8A - Advanced Psychoanalytic Technique I**

This course presents the evolution of psychoanalytic thought after Freud, as illustrated in the work of Hartmann, Jacobson, Spitz and Mahler. The course highlights the interest during this period of the adaptation of the individual to environmental and socio-cultural influences and differing ideas about the development of psychic life. The course explores changing ideas about the analysis of resistance, transference and countertransference.

## **Course 8B - Advanced Psychoanalytic Technique II**

This course compares and contrasts the contributions of post-Freudian theoreticians as they relate to our understanding of human development and clinical technique. How we think about our patients has changed considerably since our early Freudian beginnings, including a new concentration on early mother-child interactions and dyadic relationship that preceded our oedipal underpinnings. Winnicott's maternal nurturance and central role of environment and Kohut's exploration of the importance of narcissism in development changed the focus of our attention from drive to object hunger. The course shows how these different points of view have influenced psychoanalytic ideas about the analysis of resistance, transference and countertransference as well as other aspects of analytic treatment. The class uses clinical examples to illustrate theoretical and technical changes in an historical context.

## **Course 8C - Advanced Psychoanalytic Technique III**

This course presents theoretical development after Freud. Previous to this course candidates have been exposed to central papers by basic object relations theorists. This course is designed to cover as much depth as possible in the major clinical concepts of the Modern Kleinians of London, emphasizing the central aspects of object relations theory as developed by this group. Some Melanie Klein will be read by way of background, but the focus will be on the clinical technique as it is practiced today, including the analysis of resistance, transference, and countertransference. By way of transition from the writings of Hartman and the American Ego Psychologists, we will start with some contemporary appraisal of the work of Heinz Hartman.

## **Course 9A - Psychoanalytic Research Methodology**

The first four weeks of this course introduce concepts such as hypothesis generation, hypothesis testing, naturalistic research design, randomized control study design, and the null hypothesis. We will discuss the underlying assumptions in research designs that are primarily qualitative, and those that are quantitative. Following this grounding, candidates will read psychotherapy and psychoanalytic outcome studies with a critical eye towards whether or not the question asked was definitively answered. This sequence culminates

in reading the meta-analysis of psychotherapy outcome studies published in *JAMA* in October 2008, by Leichsenring and Rabung.

Candidates will be required to write a two-page paper in which a hypothesis will be tested. The paper will be the method section, in which subjects, assessments, interventions, and preliminary data analytic procedures are described.

### **Course 9B - Ethical Dilemmas in Psychoanalytic Practice**

This course will examine a wide variety of clinical situations that raise ethical dilemmas. To begin discussion, candidates will read selected chapters from the *2001 Ethics Case Book of the American Psychoanalytic Association*, edited by Dewald and Clark. Boundary violations, and boundary crossings, the difference between confidentiality and privacy, and a clinician's duty to report will be discussed. Scope of practice laws for each licensed mental health profession will be covered, with a special focus on the scope of practice for Licensed Psychoanalysts in New York State. Candidates are encouraged to bring in vignettes from their own experience.

## FACULTY

Abby Adams-Silvan, PhD  
Sheldon Bach, PhD  
Alan Bass, PhD  
Delia Battin, LCSW  
Robert F. Carr, DSW  
Edwin Fancher, MA \*  
Elsa First, MA, LP  
Emily M. Flint, LCSW  
Helen K. Gediman, PhD  
William M. Greenstadt, PhD  
Mark Grunes, PhD  
Jane S. Hall, LCSW  
Ellen R. Hirsch, LCSW  
Marvin S. Hurvich, PhD  
Lois J. Levine, LCSW  
Laurie Levinson, PhD  
Edwin Ira Levy, PhD  
Marsha H. Levy-Warren, PhD  
Sara M. Lundberg, LCSW \*\*  
Martin L. Nass, PhD  
Marion M. Oliner, PhD  
Fred Pine, PhD  
Hadassah Ramin, LCSW  
Gail S. Reed, PhD, LP  
Katherine Rees, PhD  
Arlene Kramer Richards, EdD  
Marc A. Rubenstein, MD  
Marilyn Sande, LCSW  
Edith Schwartz, PhD  
Mark Silvan, PhD  
Phyllis L. Sloate, PhD  
Rogelio Sosnik, MD, LP  
Irving Steingart, PhD  
Carole Trevas, LCSW  
Saul Tuttman, MD, PhD  
Nancy H. Wolf, LCSW

\* NYSED Licensed Psychologist

\*\* Practicing out-of-state

## TRAINING AND SUPERVISING ANALYSTS: NY AREA

Phyllis Ackman, PhD  
Abby Adams-Silvan, PhD  
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Louise L. Crandall, PhD  
Pasquale De Blasi, Jr., DSW  
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Vivian Eskin, PhD  
R. Eleanor Esposito, PhD  
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Marion Gedney, PhD  
Debra S Gill, LCSW  
Stanley Grand, PhD  
Nancy Cromer Grayson, LCSW  
Andrea Greenman, PhD  
William M. Greenstadt, PhD  
Mark Grunes, PhD  
Andrea Hadge, PhD  
Jane S. Hall, LCSW  
Ellen R. Hirsch, LCSW  
Marvin S. Hurvich, PhD  
Eva Kantor, PhD  
Laura Kleinerman, MS, CNS  
Jo Lang, PhD  
Lois J. Levine, LCSW  
Edwin Ira Levy, PhD  
Judith Schweiger Levy, PhD  
Marsha Levy-Warren, PhD  
Eleanor F. Light, PhD  
Susan F. Light, LCSW  
Kristine Shays Lupi, PhD, LCSW  
Marvin D. Markowitz, PhD  
Stanley Moldawsky, PhD  
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Katharine Oram, PhD  
Corliss A. Parker, PhD  
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Miriam Pierce, LCSW  
Fred Pine, PhD  
Sandra Pine, PhD  
Lesley Post, LCSW  
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Daniel Raylesberg, PhD  
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Katharine Rees, PhD  
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Edith Schwartz, PhD  
Susannah Falk Shopsin, LCSW  
Susan Siegeltuch, LCSW  
Mark Silvan, PhD  
Ellen Sinkman, LCSW

**TRAINING AND SUPERVISING ANALYSTS: NY AREA**  
**- Continued -**

Phyllis L. Sloate, PhD  
Donna Roth Smith, LCSW  
Katherine Snelson, LCSW  
Stephen P. Solow, PhD  
Rogelio Sosnik, MD, LP  
Phyllis Springer, LCSW  
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Joyce Steingart, PhD  
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Iris Sugarman, LCSW  
Aaron M. Thaler, PhD  
Toni C. Thompson, LCSW  
Ferne Traeger, LCSW  
Carole Trevas, LCSW  
Joann K. Turo, MA, LP  
Saul Tuttman, PhD  
Donald W. Whipple, PhD  
Nancy H. Wolf, LCSW  
Ilene Young, EdD, LP

## THE CHILD AND ADOLESCENT PSYCHOANALYSIS PROGRAM

The analysis of children and adolescents is an exciting and creative enterprise. It provides unique insights into the developing mind of the child. The treatment is based on the same principles and theory of mind as adult analysis. However, it is also guided by a very careful and thorough understanding of each child's particular developmental stage, capacities and needs.

Many children already have complicated inner disturbances that derive from their particular endowment and complex early experiences. These become woven into unconscious fantasy constellations that then interfere with ongoing development. These constellations take much time to unravel and first require the careful building up of a trusting relationship between child and analyst.

Recent research has impressively shown the great advantage of the intensity of psychoanalytic treatment, even with very young children, for many of the anxiety disorders, as well as for the more severe behavior and relational disturbances of childhood. The research highlights that the intensity of treatment (four times a week) allows the child and adolescent the necessary continuity and strength of relationship with the analyst to fully explore and bring to light deeply hidden fears and anxieties.

Prospective trainees of the Child and Adolescent Psychoanalysis Program must have a license to practice in New York State. All out-of-state candidates will be required to comply with the legal requirements of the state in which they will practice. Candidates who are enrolled in a license-qualifying program in psychoanalysis may also apply. At this time, the Child and Adolescent Psychoanalysis Program does not offer NYSED licensure.

Approved faculty and supervisors are fully trained and experienced in child and adolescent assessment and analysis. Many originally trained in London with Anna Freud. Graduates receive a certificate in psychoanalysis and are qualified to join the Association for Child Psychoanalysis.

## **Curriculum:**

The first two years of courses are common to both the Adult Psychoanalysis and Child/Adolescent Psychoanalysis Programs, and include classes on basic psychoanalytic concepts and listening, and on normal child and adolescent development. Having completed these two years, candidates enrolled in the Child/Adolescent Program typically go on to take one seminar a week for the next four years. Some candidates attend the Child/Adolescent Program concurrently with the Adult Psychoanalysis Program.

In the third year we focus on issues of diagnostic assessment and the varieties of child and adolescent psychopathology, using clinical examples from different age groups. We emphasize evaluation of the child's total personality, ego and object relational strengths, and on distinguishing between the neurotic conflicts and the developmental lags and deviations that may derive from multiple causes. In addition to this introductory seminar, we also require a weekly infant observation.

In the fourth year, we study the criteria for choosing analytic treatment for the young patient and the principles of technique evolved for establishing an analytic process with the three different age groups: preschool, latency, and adolescent. This involves the setting up of the therapeutic alliance, careful analysis of defenses, choice and timing of interpretation, and the understanding of transference issues in children. There is an ongoing respect for developmental considerations. For example, the particular developmental needs of the younger vs. older adolescent in treatment must be delineated. Throughout the training we emphasize concurrent work with parents, families, schools and other professionals with whom consultation may be advisable.

In the fifth and sixth years, these many issues are further pursued and explored via the continuous case presentations, the ongoing study of one case throughout a semester, from each of the three age groups.

Finally, there is a seminar devoted to the variations in psychoanalytic technique necessary in the analysis of borderline, narcissistic, and delinquent children and adolescents.

## Control Cases

Candidates undertake the four-times-weekly analysis of two children, one boy and one girl, from different age groups, i.e. preschool, latency, and adolescence. There is a combined minimum total of two hundred supervisory hours.

## Case Presentation

Graduation requires a Case Presentation where candidates are asked to demonstrate a thorough understanding of the analytic process at work in the treatment of one of their child or adolescent patients. .

**For more information about admission to the Child and Adolescent Psychoanalysis Program, please call Kimberly Kleinman, LCSW, at 646-942-8716.**

Application forms for our Child and Adolescent Psychoanalysis Program can be found on our website: [www.instituteofnyfs.org](http://www.instituteofnyfs.org)

## Faculty

Phyllis Ackman, PhD  
Maurice Apprey, PhD\*  
Bonnie Asnes, LCSW  
Delia Battin, LCSW  
Sylvia Brody - Emeritus  
Jane Buckwalter, LCSW  
Judith Chertoff, MD\*  
Elsa First, MA, LP  
Marion Gedney, PhD  
Laura Kleinerman, MS, CNS  
Lois Levine, LCSW  
Marsha Levy-Warren, PhD  
Thomas Lopez, PhD  
Sara Lundberg, LCSW\*  
Eugene Mahon, MD  
Hannah Nadler, MSE, LCSW

Jack Novick, PhD\*  
Kerry Kelly Novick\*  
Fred Pine, PhD  
Lilo Plaschkes, MSW\*  
Karen Proner, MS, LP  
Katherine Rees, PhD  
Rita Reiswig, LCSW  
John Rosegrant, PhD\*  
Susan Siegeltuch, LCSW  
Mark K. Sossin, PhD  
Irving Steingart, PhD  
Irene Wineman-Marcus, LP  
Ilene Young, EdD, LP

\* Practicing out-of-state

# THE PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM

The Psychoanalytic Training Institute of the New York Freudian Society offers a two-year psychoanalytic psychotherapy training program, specifically designed to expand the clinician's knowledge base, foster a comprehensive dynamic understanding of clinical issues, and promote the capacity to provide more effective clinical service.

Informed by contemporary Freudian theory and using the framework of the life cycle, the program teaches the clinician to recognize the unconscious, its effects on the developmental process, and its influence on life choices. Normal and pathological development from infancy through senescence is studied. The techniques of beginning treatment, recognizing and working with transference and countertransference, understanding resistance, acting out, and enactment in psychotherapy are explored, along with diagnostic assessment. By integrating contemporary theory with technique, the program provides a unique opportunity to gain a firm grounding in the beginning fundamentals of current psychoanalytic thinking.

Applicants to the program must be licensed professionals. Students who successfully complete the two-year program will receive a certificate in the study of psychoanalytic psychotherapy from the Psychoanalytic Training Institute of NYFS. Upon successful completion of the program, graduates may become Psychotherapy Affiliates of The New York Freudian Society, enabling them to continue to participate in the life of the community and to receive low-fee referrals and supervision.

## **Course Requirements**

All students are required to take two courses per semester, totaling eight courses over the two-year period. Each semester is 12 weeks in length, and courses meet one evening a week for one and one half hours each. Instructors are members of The New York Freudian Society who have been appointed to teach in the Psychoanalytic Training Institute of NYFS. Electives may be offered, to be determined on the basis of need and interest among the students.

## **Curriculum**

### First Year - Fall Semester

#### **Course #1: Models of the Mind**

This course will provide an introduction to the dynamic unconscious and exploration of unconscious fantasy and symbolism. An overview of the four psychologies – drive, ego, object, and self – and of the relational and intersubjective points of view will be presented. Instructor case material will be offered, and student case material is welcomed.

#### **Course #2: Psychoanalytic Theories of Development I**

This seminar focuses on normal and pathological development in childhood; infancy, toddlerhood, and latency will be studied with emphasis on the developmental stages.

### First Year - Spring Semester

#### **Course #3: Psychoanalytic Theories of Development II**

This course continues the exploration of psychosexual development from adolescence through young adulthood. Developmental issues of separation/autonomy, gender formation, and object choice are explored.

#### **Course #4: Clinical Practice and Technique**

The beginning phase of treatment is explored – including the initial interview, assessment, and engaging the patient – with a focus on listening in a clinical context. Issues surrounding the setting up and maintenance of a professional practice are discussed.

### Second Year - Fall Semester

#### **Course #5: Psychoanalytic Theories of Development III**

This course continues the exploration of the life cycle of development from adulthood through aging. The psychology of pregnancy, infertility, and parenting, as well as menopause, aging, bereavement and mourning are explored.

### Course #6: Technique - Clinical Case Seminar

Clinical material will be used to illustrate techniques of assessment, use of transference and counter-transference, and technical interventions.

### Second Year - Spring Semester

### Course #7: Psychopathology

Clinical material and readings will examine both the pathology of early ego development and object relations and the psychoanalytic theory of neuroses. Case material will be used to illustrate diagnostic and technical issues.

### Course #8: Technique

Interventions designed to deepen the treatment and criteria for ending treatment are discussed. Clinical material and readings will be used to illustrate and address technical difficulties that may emerge.

### **Personal Psychoanalytic Psychotherapy**

Individual psychotherapy is required. A list of therapists willing to offer services on a sliding-scale fee basis will be made available to all students.

### **Supervision**

Supervision is required and is offered at no additional cost. Students are eligible to receive patient referrals from the Clinical Services Division of The Psychoanalytic Training Institute of NYFS. Consultation with a supervisor will occur on a weekly basis throughout the year. For the first year, we will match the student with a supervisor appropriate to the student's needs. To promote the student's growth and development through exposure to varying clinical approaches, students will be encouraged to change supervisors at the end of the first academic year; a list of available supervisors will be provided.

## **Advisors**

Each student will be assigned an advisor to be available to the student throughout their training. Students are encouraged to meet with their advisors at the end of every semester to discuss the student's overall experience, and to review and process instructors' and supervisors' evaluations. Advisors will be available to address any specific questions or concerns of the student that may arise.

## **Tuition**

Tuition is \$2,000 per year, which includes supervision.

**For more information about admission to the Psychoanalytic Psychotherapy Program, please call Patricia Doyle, PhD, at 212-439-0856.**

Application forms for our Psychoanalytic Psychotherapy Program can be found on our website: [www.instituteofnyfs.org](http://www.instituteofnyfs.org)

# THE ANNI BERGMAN PARENT-INFANT TRAINING PROGRAM (with IPTAR)

Anni Bergman, PhD, Founding Director  
Rita Reiswig, MS, LP, Co-Director  
Sally Moskowitz, PhD, Co-Director

The Anni Bergman Parent-Infant Training Program began in 1997 at the Psychoanalytic Training Institute of NYFS and in 2006 came under joint sponsorship of the Institute and IPTAR. The program is unique in offering intensive training in parent-infant work to psychoanalysts and advanced psychoanalytic candidates. Applicants with particular interest and experience in research are also considered, as are applicants interested in only the infant observation year.

The three-year training program includes infant observation, the study of the literature on infancy, infant research, dyadic treatment of infants and their parents, and the application of this knowledge to clinical work with children and adults. A three hour seminar led by program faculty is held weekly.

The full program is offered on a three-year cycle basis, a new cycle beginning in September 2009.

## Year One: Infant Observation

The first year is devoted to infant observation which establishes the foundation for later theoretical understanding and clinical work. It is the program's belief that the close observation of a parent infant couple forms a strong basis for further psychoanalytic training and work. It provides a unique pathway to gaining deeper understanding of the power and intimacy of the analytic relationship as it unfolds in the transference and countertransference, as well as helping attune us to the nuances and complexity of nonverbal communication. There is a parallel between the observer's role vis a vis the parent-baby pair and the parent vis a vis the baby in processes of containment, affect regulation, and timing, and these elements also can be further thought of as they apply to the analytic situation. Observing the evolution and development of personality in the context of the family,

and finding ways to think about this with colleagues is a compelling learning experience.

Each program participant finds a parent-infant pair to observe and makes weekly visits to the home for at least one year. Detailed process notes of the observation are written and presented at the weekly seminar conducted by the program faculty.

### Year Two: Psychoanalytic Theory and Research on Infant Development

The second year curriculum begins with the study of recent research in infant neuropsychology and neurobiology focusing on the infant/parent dyad as a biologic entity. The curriculum then moves to psychoanalytic theories of the infancy and the parent-infant relationship, including the foundational work of Freud, Klein, Winnicott, Mahler, Bowlby, and Bion, and contemporary work of psychoanalytic theorists and researchers such as Beebe, Brazelton, Fonagy, Greenspan, Hofer, Sander, Shore, Steele, Stern, Tronick, and Trevarthen. Topics include affect regulation, communication, assessment, attachment theory, separation-individuation theory, and the development of the self. In addition to the program faculty, numerous infant experts from the United States and Europe teach and present their current thinking and research. Program participants also study the literature through an extensive bibliography.

### Year Three: Clinical Applications

In the third year, program participants concentrate on clinical applications of infant observation and developmental theory, and examine psychoanalytically oriented approaches to parent-infant therapy. They study dyadic treatment of parent-infant pairs and are supervised in their work with parent-infant groups and mother or father-infant couples. For graduation, each student writes a paper which integrates aspects of their three year training and focuses on their clinical work.

## **Admissions and Tuition**

The Anni Bergman Parent-Infant Program is an advanced non-credit elective program open to licensed professionals whose scope of practice includes psychoanalysis and who have completed their training in psychoanalysis or who are advanced candidates in a psychoanalytic training program. Applicants with particular interest and experience in research are also considered for admission. Tuition is \$2400 per year.

**For more information about admission to the Anni Bergman Parent-Infant Training Program, please call Rita Reiswig, MS, LP, at 212-875-9442 or Sally Moskowitz, PhD, at 212-225-1983.**

Application forms for our Anni Bergman Parent-Infant Training Program can be found on our website: [www.instituteofnyfs.org](http://www.instituteofnyfs.org)

## THE PSYCHOANALYTIC FELLOWSHIP PROGRAM

The Fellowship Program in New York is a response to those in the community who want to deepen their understanding of psychoanalysis and clarify their own interests. We offer the opportunity to study with senior faculty, attend scientific meetings with a mentor, and participate in clinical conferences where members and current candidates learn together. Meeting ten times during the academic year will provide time to begin understanding both psychoanalytic concepts and varieties of clinical applications. The sessions will be designed to reflect the participants' and instructors' special interests.

The Fellowship Program is a non-credit orientation program open to those interested in learning more about psychoanalysis.

**For more information about admission to the Psychoanalytic Fellowship Program, please call Phillida Rosnick, PhD, at 212-828-0255.**

Application forms for our Psychoanalytic Fellowship Program can be found on our website: [www.instituteofnyfs.org](http://www.instituteofnyfs.org)