

Course Number	Class Name	Credit Unit	Description	Instructor last name	Instructor first name
ACC 700-E	Advanced Case Conference	1	This course will consist of the presentation of ongoing control cases by the participants. The focus will be on understanding and responding to the interactive process of the analytic encounter. Educational Objectives: Understanding the fundamentals of Self Psychology applied to clinical cases. Introducing peer consultation as participants listen to close process recording. Illustrating cultural misconceptions as participants from different countries examine countertransference.	Summers	Frank
APCC 602	Clinical Case Conference II	2	This course is designed to have the students practice presenting their clinical material and also develop their ability to analyze case presentations of others. Educational Objectives: To increase the participants ability to think dynamically about their cases. To enable participants to develop and follow a therapeutic focus in each case. To help participants recognize and use their countertransference.	Fisch	James
APRT 601	Relational Theories for Clinical Practice	1	Relational Theory has added to psychoanalytic discourse by providing an interactive vision of the analytic situation that places the analyst-patient relationship—with its powerful affective currents—in the foreground. This course will examine the implications of this two-person model of the mind including an exploration of such concepts as the unconscious motivation development enactment and the co-constructed dimensions of the unfolding of transference-countertransference intersubjectivity therapeutic action gender and sexuality.	Kieffer	Christine
APSP 601b	Contemporary Self Psychology	1	In these classes devoted to Self Psychology we will explore and discuss the theoretical conceptualizations and clinical implementation of the following core topics: empathy and the empathic listening perspective; aggression and narcissistic rage; the vertical split; pathological accommodation; defense and resistance; the disruption-repair cycle transmuting internalization and therapeutic process; semipermeable boundaries; transference and countertransference; and intersubjectivity.	Davis	Scott
ASCG 701b	Assessment of Change (2 of 3)	1	A continuation of Assessment of Change part 1 (ASCG 701a).	Lebovitz	Phil
AWRT 601	Writing Seminar for Adult Psychotherapy	2		Fisch	James
CACC 702	Child & Adolescent Case Seminar V	2	Educational Objectives: The students will enhance and deepen their understanding of process and technique in child and adolescent psychotherapy. Utilize counter-transference to enhance clinical understanding of the child or adolescent in psychotherapy. In work with parents to establish maintain or restart the working alliance.	Kaufman	Edward
CACC 800-E	Child & Adolescent Case Conference	1		Barrett	Denia
CADR 702	Dreams Fantasy and Play II	1	During this course we will be exploring the meaning function and structure of children's dreams. We will also discuss how dreams can be used in therapy with children. For the first class please bring in a dream from a child for discussion? This can be any age child.	Pereira-Webber	Colin
CAIO 702	Infant Observation V	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.	Witten	Molly
CANB 701	Neurobiology	1		Bendicson	Harold
CATH 701	Theory - Anna Freud	1		Speigel	Jonathan
CATH 702	Theory - Kohut	1		Siegel	Renee
CCFY 502	Case Conference II - Section 001	2	A continuation of Case Conference I (CCFY 501). The presentation and discussion of clinical cases is considered fundamental to the training and education of both clinical and academic Psychoanalytic thinkers. Case seminars provide for the development of skills by exposing students to the ideas and techniques of other peers and faculty in educational discussions. Clinical case seminars also prepare students for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow students in the interest of developing ongoing integration of psychoanalytic technique and skill.	Lawrenz	Nancy
CCFY 502	Case Conference II - Section 002	2	A continuation of Case Conference I (CCFY 501). The presentation and discussion of clinical cases is considered fundamental to the training and education of both clinical and academic Psychoanalytic thinkers. Case seminars provide for the development of skills by exposing students to the ideas and techniques of other peers and faculty in educational discussions. Clinical case seminars also prepare students for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow students in the interest of developing ongoing integration of psychoanalytic technique and skill.	Schechter	Kate
CCFY 502	Case Conference II - Section 003	2	A continuation of Case Conference I (CCFY 501). The presentation and discussion of clinical cases is considered fundamental to the training and education of both clinical and academic Psychoanalytic thinkers. Case seminars provide for the development of skills by exposing students to the ideas and techniques of other peers and faculty in educational discussions. Clinical case seminars also prepare students for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow students in the interest of developing ongoing integration of psychoanalytic technique and skill.	Martin	Karen
CE 602	Post-Clinical Exposure Elective 2	1	A post-clinical exposure elective course for Psychoanalysis for Scholars students. Requires supervisor approval.	TBD	TBD

CE 603	Post-Clinical Exposure Elective 3	1	A post-clinical exposure elective course for Psychoanalysis for Scholars students. Requires supervisor approval.	TBD	TBD
CELA 701a	Contemporary European & Latin American Psychoanalysis	1	We will start this course with a look at Wilfred Bion's influence in contemporary psychoanalytic practice and thinking. We will use the recent papers on Bion in the Psychoanalytic Quarterly (2013) Vol. LXXXII No. 2	Schneider	Jorge
CONF 602	2nd Year Case Conference II	2	A continuation of 2nd Year Case Conference I (CONF 601)The presentation and discussion of clinical cases is considered fundamental to the training and education of practitioners across the clinical professions. Case seminars provide for the development of professional skills through exposing students to the ideas and techniques of other practitioners through educational discussion and through monitoring ongoing clinical undertakings. Clinical case seminars also prepare candidates for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow candidates in the interest of developing clinical mastery of psychoanalytic technique and the collegial skills required for the maintenance of clinical competence in psychoanalysis.	Newman	Judith
CRT 502	Critical Thinking II: The Epigenetic Hierarchical Model	1	A core psychoanalytic education needs a frame within which the study of development technique psychoanalytic models of mind and relations to other cognate fields can be addressed rationally and coherently. Such a frame can further facilitate critical and systematic study of the relationships of these various elements.It is generally accepted that human development fits within an epigenetic hierarchical frame. It serves as an organizer for studying many aspects of psychoanalysis: theory and technique process a theory of change and connection with related fields that constitute the metapsychology for clinical theory.Course Objectives:Introduction to the epigenetic hierarchical frame.Elaboration of its use as an umbrella for organizing the knowledge base for psychoanalytic theory nosology and practice.Overview of EH as a bridge linking psychoanalytic models with knowledge from related fields pertinent to human development and function.Course Format:This is a one quarter (6 session) class. The format is lecture discussion. The readings are listed as “sources” because they will not be assigned in total. Rather they will be covered in lecture highlighting specific nodal theses.At the end of the course the students will be expected to be able to write short answers to questions that capture the main pedagogical goals of the lectures and discussions.	Kellman	Joshua
CSCA 602	Case Studies in Child Analysis II	1	A continuation of Case Studies in Child Analysis I (CSCA 601). The aim of this clinical course is to study the relationship between child adolescent and adult analysis. The basic principles of psychoanalysis as a therapeutic method for children and adults the emphasis on the patient's inner life and the ways in which the past influences present are part of a continuum of understanding. Variations in analytic technique depend on the developmental levels and requirements of the patient personality organization and on psychopathology not on the chronological age of the patient.An emphasis in this course will be on the ways in which our understanding of the analytic process and analytic technique are influenced by our understanding of development. Child and adolescent analysis offers opportunities to study in vivo the developing personality to study the impact of the early environment and adaptation in detail and to deepen understanding of childhood reactions to internal conflict and developmental deficits along with the implications for adult development. An enriched understanding of childhood enables us to be more knowledgeable careful and sensitive as we go about the collaborative work of recapturing the childhood pictures of our patients and to develop balanced reconstructions of both the pathological and non-pathological aspects of personality development.Topics to be covered will include: 1.) The Framework of Analysis: Diagnosis Indications for analysis and analyzability; Conversion from psychotherapy to analysis; Beginning an analysis; Creating an analytic situation; Ethics 2.) The Analytic Relationship: The analytic alliance; Transference and Counter-transference; Defense analysis and resistance; Developmental use of the analyst; 3.) Modes of Communication and Expression: Therapeutic communication; Analytic listening; Verbal and non-verbal communication; Dream analysis; Fantasy and fantasy play; Acting out and action; 4.) Interpretation and Non-interpretive Modes of Intervention: tact and timing of interpretations and other interventions; restriction and gratification.Our primary source of data will be from case studies of child adolescent and adult analyses. Readings will be recommended to supplement the discussion of clinical material.	Kaufman	Adele
CTECH 702a	Child Technique I: Nuts & Bolts	1		Galatzer-Levy	Robert

DEV 502	Psychoanalytic Perspectives on Developmental Processes II	1	A continuation of Psychoanalytic Perspectives on Developmental Processes I (DEV 501).In this course we will examine the psychoanalytic understanding of human development over the life course with attention to the changing views of the underlying developmental processes. Psychoanalysis prioritizes the study of subjectivity and the way in which motives and personal meaning shape an individual's life. We will consider how development is influenced by one's innate endowment and one's individual experiences within a specific cultural social familial emotional and cognitive milieu and how these factors mutually influence each other. We are specifically interested in how experience becomes subjective and how subjective experience can change over time.Course Objectives:1) Students will be able to identify the nature of the developmental process over the life course;2) Students will be able to describe the separation-individuation process at different points in life;3) Students will be able to become literate in the central concepts related to development; and4) Students will demonstrate skills at observation.Throughout the course we will trace the themes that emerge and reemerge as development proceeds:1) Continuity and change2) Role of parents and environment3) Affect expression and capacities for affect regulation4) Memory5) How and to what extent early years shape subsequent development6) The extent to which theory frames observational and clinical dataEach quarter will cover a chronological age period: first infancy toddlerhood and preschool years; second latency and adolescence; and third young adulthood middle adulthood older adulthood. While we will address the developmental tasks of each epoch we will also pay special attention to the way the task of separation plays out over time as emotional social and cognitive changes occur.The "texts" for this course will include assigned readings movies and observations to give us material to think about development. Additional suggested readings will allow students to augment their learning. We will also step back to consider the way we conceptualize the developmental process.All required readings for the course should be read by students prior to the date of the session for which they are listed.	TBD	TBD
DEV 602	Development: Oedipal Phase through Latency	1	In this class candidates will study normal psychological development of children from ages 3-12. Beginning with Freud's description of the Oedipal period through Latency. Key concepts covered will include castration anxiety superego formation and identification. Candidates will study how the mind of children these ages function and be able to recognize these traits in their adult patients as well.The course description for the portion of the course taught by Thomas Byrne is as follows:This class is an Initial Required class for candidates. In this class candidates will study normal psychological development of children from ages 6-12. Key concepts covered will include castration anxiety superego formation and identification. Candidates will study how the mind of children these ages functions and be able to recognize these traits in their adult patients as well.	Barrett	Denia
DFCC 701b	Difficult Cases (2 of 2)	1	A continuation of Difficult Cases part 1 (DFCC 701a).	Levey	Mark
EGO 601	Introduction to Ego Psychology I	1	We will study the crucial papers of Anna Freud and Heinz Hartmann to start our course.	Hoit	Michael
EGO 701a	Advanced Ego Psychology (1 of 2)	1	In this course, we will immerse ourselves in Modern Conflict Theory. Our aim is to understand how the concept of conflict and compromise formation can be used to understand diverse clinical phenomena. The format of the course will be close reading and discussion of papers. Some papers will likely be discussed over more than a single class session.	Weinstein	Leo
ETHC 601	Introduction to Ethics	1	This seminar is an experiential struggle for both instructor and students, who together will tease out the value-laden and morally difficult aspects of our enterprise, the praxis of psychoanalysis. In revealing our biases, and the ethical conflicts they inform, we can develop the bases of an ethical psychoanalytic endeavor.	Cromie	Thetis
EVL 502	Evolution of Psychoanalytic Thought II	2	A continuation of Evolution of Psychoanalytic Thought I (EVL 501).Psychoanalysis is both a theory of human functioning influenced by clinical experience and a form of therapeutic intervention grounded in the theoretical understanding of the mind. Freud's revolutionary ideas grew out of the intellectual and scientific traditions of his day and he continued to revise discard and change them over the course of his career. From the start many others contributed to the corpus of psychoanalytic thought and practice as modifiers revisionists and sometimes heretics. As a profession psychoanalysis has had a complicated history with its own builders of the theory some accepted some rejected some idealized and some silently incorporated. Theories within the domain of psychoanalysis have proliferated and enriched it but also added complexity to the question that was there from the start: How do we define psychoanalysis? This course will provide an overview of the way the theory and practice of psychoanalysis have evolved as the psychoanalytic conversations and debates have been influenced by clinical experience and by theoretical principles. Likely it will raise as many questions as it answers.	Weinstein	Leo
FND 502	Fundamental Concepts in Psychoanalysis II	1	A continuation of Fundamental Concepts in Psychoanalysis I (FND 501). Students learn core psychoanalytic concepts as they operate clinically and in theory and learn how to use common psychoanalytic terms with precision.We want to emphasize that these concepts came out of clinical work and that they are rooted in Clinical and Developmental Transformations.	Bernstein	Alice
FRD 602	Freud II	2	A continuation of Freud I (FRD 601)The "Freud" course familiarizes students with Freud's evolving theories about the psyche development analytic technique and cultural life by reading some of his seminal texts and considering the central themes and ideas as they were refined modified changed and added to over time.	Schmidt	Erika
MBRN 801b	Advanced Mind & Brain (2 of 2)	1		Kellman	Joshua

PLV 801	Problems of Love & Neuropsychanalysis	1	Many, if not most of our patients seek treatment because of problems in love relationships. Classical psychoanalysis has approached this through the lens of drive theory. Mark Solms has updated drive theory to fit in with contemporary neuroscience. In this course, Arnold Tobin and Neal Spira will explore how old and new ideas can be applied to this central clinical problem.	Spira Tobin	Neal Arnold
PRAC 801	Practical Applied Psychoanalysis	1	Psychoanalytic thought has broad applicability outside the consulting room and adding non-clinical work using psychoanalytic concepts to one's professional life can be rewarding and enriching. The course will cover the following topics: (1)The history of applied analysis within the field-1 class session. (2) Examples of applied psychoanalytic work ranging from organizational consultation to government advising, intervening in social crises such as the current migrant situation, consulting, peace-making, health care, schools and business/finance. 2 class sessions (3) Discussion of how an analyst chooses an area of interest and builds an applied psychoanalytic practice.1 class session (4) Instruction/discussion about practical skills including social media, blogging, networking and business issues.2 class sessions	Gourguechon	Prudy
SELF 601	Introduction to Self Psychology I	1	The basic course in the psychology of the self is concerned with explicating and understanding the fundamental concepts of the psychology of the self. The course will follow the historical development of these ideas as they originated in classical psychoanalytic theory and in some of the later writers. In the first quarter we will trace the growth of Kohut's thought as it evolved from his initial formulations in 1966 through his more complete work especially in the Analysis of the Self. The basic ideas will be supplemented and illustrated by some of the case material in the Casebook. As we immerse ourselves in the body of Kohut's work, we will study the basic concepts of the Grandiose Self and the Mirror Transference, and the Idealizing Pole and the Idealizing Transference.	Terman	David
TECH 502	Clinical Approach to the Patient II	1	A continuation of Clinical Approach to the Patient I (TECH 501).Course Objectives:1) To teach the fundamental psychoanalytic approach to the clinical encounter2) To facilitate the integration of ideas from other courses3) To teach students about psychoanalytic assessment based on the epigenetic hierarchical model4) To teach students how to initiate psychoanalytic treatment based on their assessment and how to modify their assessment based on response to treatment5) To prepare our students for participation in case conference	Kordon	Marshall
TECH 602	2nd Year Technique II	1	A continuation of Technique I (TECH 601)Initiating the opening phase of candidates' first analytic training cases requires integration of fundamental clinical principles and basic psychoanalytic concepts. This three quarter course provides the introduction to the technique sequence. Selected papers and comprehensive notes prepared and distributed by the instructor form the basis for class discussion.	Wilson	James
TERM 801	Termination Seminar I	1	This course will focus on the clinical task of termination process of Psychoanalysis. Candidates will present terminated cases or cases that have continued for at least 5 years. Depending on such cases (terminated and/or 5 years in process) being available we will also present and hear cases that are at the beginning of a possible termination process. These cases (beginning of possible termination) will be expected to be presented in the future once a termination process and/or five years of analysis has been completed. Each presentation will be for 3 classes and will include material prior to termination being introduced followed by process material of when the issue of termination was discussed and finally process which includes material following the discussion of termination (usually the termination week itself).	Ruiz	Gabriel
WRIT 801	Psychoanalytic Writing III	1	Writing 3 is an elective class for those who have taken Writing I and II and have successfully completed the first colloquium. In this advanced writing workshop you will have the opportunity to further develop your case writing skills. The primary goal of this seminar is to enable you to write a comprehensive case study which can be used for reports that you might be working on: e.g. the second colloquium report the in extenso report a report on child treatment or a termination report. It can also be used for the writing of a psychoanalytic paper or the case report for certification purposes.We will use a workshop format which allows the class to build around each of your needs—whatever your current project is. Building upon the two preceding writing classes and your greater understanding of analytic process and theory we will focus upon creating a cohesive narrative which brings to life aspects of psychoanalytic process during the beginning middle and termination phases. Sharing pieces of writing we will work on developing a report/paper which draws upon your experience of and reflections on the patient and process. Each writer will receive constructive feedback on his/her writing from both the class leader and the other writers in the seminar.The goal is to develop a story about an analysis which illustrates the analyst's experience the patient's experience the interaction between the two what changed and how we understand that change over time without resorting to clinical jargon or overly abstract (experience distant) concepts.We will also address obstacles to writing including fears of exposure and criticism inhibitions therapeutic ambition and reactions to unmet expectations and "failed" analyses as well as the experience of loss as a patient terminates treatment.	Johnston	Holly