September 8, 2016– May 18, 2017 ICP Institute Catalog

Contains:
- General Information
- ICP Candidate Progression Manual
- ICP Psychoanalytic Psychotherapy Programs
- ICP Course Psychoanalytic Training Program and Faculty Catalog
- Appendices

PROGRAM LOCATION & ADMINISTRATION

Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA  90025
310-207-8441
www.icpla.edu
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A. GENERAL INFORMATION

1. ACCREDITATION STATUS
   a. BBPE STATE REQUIREMENTS

The Institute of Contemporary Psychoanalysis is a private postsecondary nonprofit institution approved to operate by the Bureau for Private Postsecondary Education (BPPE).

ICP is also approved to train qualified academicians in psychoanalysis under the California Research Psychoanalyst law regulated by the Medical Board of California.

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one-degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818

Telephone and Fax #s: 888-370-7589, 916-431-6959 (telephone) or 916-263-1897 (fax)

Website Address: www.bppe.ca.gov
b. FILING A COMPLAINT

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau’s internet Web site: www.bppe.ca.gov.

c. TRANSFERABILITY OF CREDITS

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at the Institute of Contemporary Psychoanalysis is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Psy.D., Ph.D., or certificate you earn in the ICP Psychoanalytic Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the course credits or units that you earn in the ICP Psychoanalytic Training Program are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the ICP Psychoanalytic Training Program to determine if your course units for the Psy.D., Ph.D. or certificate will transfer.

ARTICULATION AGREEMENT
ICP has not entered into any agreement with any other educational institution regarding transfer of units or credit.

d. LIMITATION OF UNACREDITED INSTITUTES

NOTICE: ICP is not accredited. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Students enrolled in an unaccredited institution are not eligible for federal financial aid programs. ICP does not participate in federal and state financial aid programs. ICP does not prepare students for licensure and all accepted students must already be licensed.

e. NON-BANKRUPTCY STATUS

ICP does not have a current pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).
2. WHO WE ARE

a. VISION STATEMENT

At its formation in 1991, ICP embraced the founding members’ philosophy that a vital and inclusive analytic Institute should comprise the tenets of academic freedom, participatory democracy and the diversity of contemporary theory. ICP strives to maintain these values as we develop not only as a school with walls, but an influence beyond those walls with a local, national and international presence. We embrace the value of diversity and seek always to enhance it.

Academically, we maintain our uniqueness by remaining innovative and continually open to the development and dissemination of contemporary psychoanalytic concepts. The diversity and participation of our members, candidates, students and community is the cornerstone of our Institute and our future.

In sum, ICP endeavors to monitor the ethical, theoretical and evidence based developments in the practice of mental health care delivery both in the United States and internationally for the benefit of our trainees, members and the larger professional community.

b. MISSION STATEMENT

ICP is a diverse community comprised of members, candidates, students, corresponding members and staff who partner with local and extended communities to provide cutting edge forums for psychoanalytic education and thinking. ICP members pay dues and candidates and students pay tuition. ICP is committed to integrating psychoanalytic psychology with other psychological treatments.

We strive to promote an environment of free inquiry, a sense of community, a culture of diversity, inclusion, invitation, dignity and respect for the therapeutic process.

This is accomplished through the academic curriculum, which is updated to coincide with trends in the larger psychological science realm. As well, training methods are individualized to the needs of diverse trainees. In order to remain current, we rely upon emerging technologies.

c. GOALS

Short term:

- Provide forums for intellectual discussion
- Develop a long distance learning program
- Increase community outreach to enhance diversity
- Increase our presence and usefulness to the wider healthcare community
- Increase member participation through in-house events

**Long term:**

- Explore and support avenues for intellectual contributions and research
- Develop partnerships with universities and other academic organizations

**Goals of Psychoanalytic Training at ICP**

i. Acquire the skill to competently psychoanalyze a range of patients with a variety of diagnoses and socio-cultural circumstances.

ii. Acquire enough practice and supervision during training to recognize how psychoanalyst and patient both participate in the analytic process together.

iii. Understand the history of psychoanalysis and psychoanalytic theory.

iv. Learn about contemporary psychoanalytic theory and approaches in depth.

v. Understanding of the diverse theory and practice of contemporary psychoanalysis

vi. Acquire the skill of expressing both theoretical and clinical ideas in writing.

vii. Demonstrate clinical skill and understanding of basic psychoanalytic principles through their performance in supervision, written case reports, seminars and final paper/project.

d. **APPLICATION REQUIREMENTS, POLICIES AND PROCEDURES**

Requirements to be considered for admission to ICP’s Psy.D. Program

I. Applicant has completed an advanced graduate degree in a mental health specialty: Ph.D. or Psy.D. in psychology, MSW (Masters in Social Work, MFT (Marriage & Family Therapy), MD/Psychiatry.

   A. Research psychoanalysts must have a Ph.D. in an academic discipline and must become approved by the Medical Board of California for a research psychoanalyst license.

   B. Applicant must be currently licensed to practice as a mental health practitioner within the state that they are licensed.

   C. Applicant’s license must be current and unencumbered by any current complaint or investigation.

   D. Applicant’s transcript must show grades that illustrate interest in the mental health field, ability to learn and communicate what they have learned, intellectual capability demonstrated through their grades.

   E. Applicant must have current malpractice insurance.

   F. Applicant must show through his/her recommendations, references, personal autobiography, and admissions interviews that they would be capable of understanding psychoanalytic concepts, achieving the goals of our program, and operating in a collegial manner as a classmate. We look for:
1. Enough maturity to allow for an openness to a variety of perspectives
2. Enough experience to be able to comprehend psychoanalytic concepts within a clinical process.
3. Ability to be self-reflective and a desire for personal exploration and growth
4. An interest in learning within the context of a cohort of peers and within a greater community.

II. Candidate’s application is received and sent to committee chair(s)

A. The Admissions Committee Chair reviews the application and checks to see if it is complete, e.g., the checklist of documentation is included in the application.
B. The application fee has been sent in.
C. Committee Chair contacts each applicant by email, and reviews the procedures for the four required interviews and informs the applicant of the names and phone numbers of each interviewer so that they can contact them and schedule their interviews.
D. Full-time applicants are also informed that they are required to be in a 4 times a week analysis by the first day of class. Part-time applicants are informed that they need to start twice a week therapy with an ICP training and supervising analyst.
E. Applicants are informed of the admission’s process timeline.
   1. After the 4 interviews are completed, the Admissions committee meets to discuss and vote to accept/deny the applicant based on their application, references and interviews.
   2. The Admission Committee Chair then takes the recommendation of the Admissions committee to the ICP Board of Directors for their vote.
   3. Depending on the outcome of the Board, the applicant is notified that they have been accepted or rejected for admission to ICP.

III. Admissions Committee Chair sets up all of the interviews required by contacting ICP analysts in good standing, to evaluate and report on the suitability and adequacy of each applicant for admission to the ICP analytic program.

A. Each ICP interviewer is sent a packet outlining the issues to be discussed.
B. After the interview is completed, the interviewer is to provide a written report outlining the suitability of the applicant based on their understanding of the requirements of the analytic program at ICP.
C. These reports are confidential and are used solely for the Admissions Committee evaluation.

IV. The Admission Chair sets up committee meetings

A. At each meeting the committee members read and evaluate each completed application packet, which includes all references and all interview reports.
B. The committee then assesses and evaluates the competency and suitability for each applicant to attend the ICP analytic program.
C. A vote is taken for acceptance or denial of each candidate.
D. The Admission’s Chair reports to the ICP Board the Admissions committee’s
E. decisions.
F. Based on the ICP Board of Directors vote, the applicant is informed as to their acceptance or rejection.

V. Problems that can arise in the Admission’s process
A. All applicants MUST be licensed prior to being admitted to the ICP 4-year analytic program.

B. What happens if there is a negative reference?
   1. The person who wrote the reference is contacted to ask for further information.
   2. Based on that information, either the negative aspect will be understood and discussed or another reference will be requested for this applicant.

C. What happens if there is a negative interview report?
   1. The interviewer will be contacted in order to get a clearer understanding of what informed the assessment of this interviewer.
   2. Based on that information, either the negative report will be discussed and understood or another interview will be required for this applicant.

e. FACILITIES

ICP is a suite of offices that contains a large conference room that can seat up to 100, 5 seminar rooms, 3 offices, 2 storage rooms and a kitchen. It is approximately 5126 rentable square feet.

We provide equipment for videoconferencing, as well as continuous online access to psychoanalytic historical and contemporary literature.

f. LIBRARY

Since the early 2000’s, ICP has used Psychoanalytic Electronic Publishing (PEP) and it is now ICP's primary library resource. Every member and candidate, once accepted into the Institute is provided access to PEP. Presently PEP includes access to Psychoanalytic classical books, psychoanalytic journals and videos. A vital aspect of the program is its excellent search engine, which allows great opportunity for research. As a developing project, PEP acquired the backing of the American Psychoanalytic Association and the Institute of Psychoanalysis (London). PEP has grown to offer a rich digital archive for psychoanalysis. Early in PEP's history, this data virtual library was available on CD's only. Some years later PEP became available via the Internet to selected universities. At that time, no psychoanalytic institute was privy to PEP via the internet as it was thought that they could not guarantee sufficient security for the program. In the early 2000’s, ICP negotiated with David Tuckett of PEP to allow our institute to be a test model to expand services to psychoanalytic institutes as ICP was able to demonstrate its ability to have its own secure server. The experiment was successful and now many institutes have access to this digital archive.
Since ICP is not a full-time educational facility, and is non-residential, ICP maintains no responsibility to find or assist a student in finding housing.

The New Center for Psychoanalysis (NCP) has agreed to make their psychoanalytic library available to candidates and members.

Finally, UCLA is a university in close geographic proximity to our institute. Its library offers the following services to the public: Use of books and journals in the Library’s open access stack collections, drop-in research assistance, use of the online library catalog, wireless internet access for many parts of the campus, use of online subscription resources while physically in the library using public desktop computers or wi-fi, self-service copying, printing and scanning, document delivery (a free based service which will scan journal articles and mail them upon request), use of rare books, manuscripts, and other materials in Library Special Collections, request of books and other materials in storage, use of microform materials.

**g. FINANCIAL POLICIES AND PROCEDURES**

ICP does not receive any federal or state financial aid for its students. We operate on student tuition and member dues. Students who need financial assistance can 1) defer their tuition and immediately begin making monthly payments on that or 2) apply for a scholarship from ICP’s few private scholarship funds (i.e. Daphne Stolorow Scholarship or the Ethnic Minority Scholarship Fund). In order to defer tuition or apply for a scholarship, students must submit a formal request and a financial statement for aid to the financial aid committee.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money’s not paid from federal financial aid funds. (CEC §94909(a) (11))

**h. COST OF TRAINING**

(Also see Enrollment Contract in appendix I on page 77.)

Total charges one year of attendance: $3000 tuition/$100 admin fee per year for full-time students. Part-time students will pay tuition of $1500/$100 admin fee, while they are part-time students. When they matriculate to full-time, they will pay full-time tuition. The cost per unit is (for both full and part-time programs is: $375.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course of educational service is:

- $12,400 for the 32 units (420 hours) of the Psy. D. program (tuition)
- Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Fees for personal analysis and supervision are established privately between analyst or supervisor and candidate for the required:
- 3 supervised cases of 1 1/2 years each (65-70 hours) are required.
- 18 months or 300 hours of 4 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required.
• Personal psychoanalysis and case supervision are not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst and supervisors are negotiated and paid between the training and supervising analyst and candidate privately without ICP's involvement.

i. WITHDRAWL, CANCELLATION AND REFUND POLICIES

a) STUDENT'S RIGHT TO CANCEL
The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date: _________________. See refund policy below.

b) REFUND POLICY
Students who withdraw by the first class session, or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

c) REFUND OF TUITION
Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

d) REFUND EXPLANATION
The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example
If the enrollment agreement is for 4 units, the agreement will equal 52.5 clock hours. If the candidate withdraws and has only completed 20 hours of the 52.5 hours of the agreement, the candidate has 32.5 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:
In order to get to the refund amount, you take the semester tuition fee of $1,500.00 and divide this amount by the 52.5 hours the candidate enrolled to attend on this agreement. This amount which is $28.58 is the per hour charge, you must now multiply this figure of $28.50 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is $571.60, if the candidate had paid the institute $1,500.00 on this enrollment agreement, their refund would be $928.40.

e) EFFECT OF REFUND ON PROMISSARY NOTES

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.

j. STUDENT TUTITION RECOVERY FEE (STRF)

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see [www.bppe.ca.gov](http://www.bppe.ca.gov) for current rate percentages and info on refund requests.

The STRF is non-refundable. The current STRF fee is $0.00.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan, plus interest, less the amount of any refund. If the student received federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal financial aid funds.

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

k. PROBATION/DISMISSAL POLICY

PROBATION/DISMISSAL POLICY: ICP candidates are subject to dismissal for the following reasons:

1. Non-payment of tuition: students may not begin a new school year if tuition for the former year has not been paid, unless the treasurer has approved a financial plan for payment. Students may not begin a new semester without payment of that semester’s tuition. If the student is not able to work out a payment plan with the treasurer and keep current on that plan, they will be advised that unless this is accomplished by the end of the semester, they will be unable to continue. Once they have become current on their tuition, they are allowed to start classes again.
2. Candidates are required to complete at least 70% of each class. If over the course of 2
years, a candidate does not complete 2 core courses, or 3 elective courses, the candidate

3. will be put on probation and will formulate a plan with the CPC committee to complete the
courses. If the candidate continues to exhibit poor class attendance (less than 70%), the
candidate will be dismissed after 4 uncompleted classes.
4. Candidates must be in four times per week analysis for a period of at least 300 hours. The
Candidate, on a monthly basis, is responsible for ensuring that the Training Analyst
accurately records the Candidate’s personal analysis hours, and that the records are
submitted to the Candidate’s Advisor. If the candidate is unable to demonstrate that he/she
is completing the required analysis, then the candidate will be asked to go on leave of
absence until he/she actively resumes the required training analysis.
5. If a candidate’s license for clinical practice is suspended or revoked, depending upon the
reason, either the candidate will be put on Leave of Absence until his/her license is
reinstated, or the candidate will be dismissed. The Candidate Progression Committee and
the Board will decide which action to take based on the violation and the report of the
licensing board.
6. If a student engages in disruptive, disrespectful and/or harassing behavior while engaged in
ICP classes or programs, the Ethics Committee will document and investigate the causes
and consequences of this behavior with the student, and will sensitively and with respect,
develop a plan for working with the student and the context. If after 2 attempts to work
individually and contextually with the problematic issue, then the Candidate Progression
Committee will discuss and decide on a probation strategy. If the probation strategy is
ineffective within 2 months, then the Candidate Progression Committee and Board will rule
on dismissal.

I. RETENTION OF STUDENT RECORDS

All candidate/applicant files are maintained at 10780 Santa Monica Boulevard, Suite 350, in a
locked copy/records room. Access to these records is restricted to the Program Coordinator &
Administrator (ICP employees). Other individuals who have access to these files are the President
or Co-Presidents of the institute, the Chair of the Candidate Progression Committee, the Board
Treasurer, and the CME/Credentialing Committee Chair.

The Institute’s membership is largely comprised of Institute graduates. The physical copies of
candidate/student files are scanned, and the resulting electronic files are created in that database
which is password protected. Access to this database is strictly restricted to the Program
Administrator and Program Coordinator. Academic and financial files are kept together in the
student file.
Physical and electronic files are maintained for 7 years after the completion of a
candidate/student’s degree, and as long as said graduate retains membership at the Institute. If a
graduate chooses to discontinue membership, only electronic copies of their files are saved. We
are currently working to get all files, past and present, electronic. Transcripts in any form are kept
permanently.

ICP also maintains records of the name, address, e-mail address, and telephone number of
each student enrolled in a password-protected database with restricted access.
m. STUDENT SERVICES

• Candidate Organization Committee (COC):
The purpose of the COC is to empower students by providing them with a student run support organization authorized to address their concerns. The COC is a candidate run organization that attends to candidate issues, creates candidate programs and supports candidate rights, needs and projects. Candidates elect the Chairs of the COC, and any student is welcome to be a member of this committee. Any student concern can be addressed by this committee, and then brought to the board or any other committee if necessary. This organization also may develop conferences and programs focused specifically on student needs and interests.

• Candidate Advisor:
The Candidate Progression Committee (CPC) assigns each candidate an advisor. The purpose of the advisor is to help the candidate to progress throughout his or her program by keeping track of their coursework, analysis hours, and supervision hours and case reports. The candidate is free to replace his/her advisor at any time.

• Ombudsman Office:
The Ombudsman Office is to be a resource for the entire analytic community by providing opportunities for processing ideas or concerns that may arise pertaining to the institutional life of its analytic program. Its primary role is offering a safe and confidential milieu for facilitating solutions to concerns and issues raised by candidates, members, faculty, and staff. The intent of the Ombudsman Office is to help build community, to strengthen opportunities for enriching interaction within the analytic program.

Some examples of confidential involvement of the Ombudsman Office:

• A candidate may have a difficulty in a particular class and feels reluctant to discuss this for fear of repercussions or worry about not being heard. He or she can contact any member of the group whose desire is to listen and to assist the candidate in resolving the situation. It may involve simply helping the candidate to refine her concern or with the candidate’s permission, one member of the group may meet with the instructor or facilitate a meeting with both instructor and candidate to address the concern.

• An advisor in working with her advisee is stymied as to how to address a concern. The advisor can bring this concern to the Ombudsman Office to determine how best he or she may move forward to assist the advisee.
• We are available to handle concerns and issues of various kinds, in confidentiality, such
as can arise between students and instructors that are for various reasons not amenable to being addressed elsewhere.

Any person engaged in any aspect of the analytic program may use the Ombudsman Office as a confidential resource.

ICP’s Sexual Harassment and Harassment Policy, and Non-Discrimination Policy are located in Appendix XXII (p. 380).

n. SELF-MONITORING PROCEDURES

State Regulations:
- The Chair of the CME/Credentialing committee is the designee to monitor the institute’s compliance with current state regulations as it pertains to Private Postsecondary institutions.
- The Designee will subscribe with BPPE to receive updates of new legislation, and other notices as pertains to the institute being current and compliant. http://www.bppe.ca.gov/forms_pubs/subscriptions
- The Marketing Chair and committee will review all advertisements related to the programs and ensure that the advertising content accurately represents the institute’s mission, goals, and compliant with state and BPPE regulations, etc.

Candidate Progress:
The Program Administrator will be responsible for ensuring candidates progress is documented as per the institute’s candidate progression manual:
- The Program Administrator will ensure that records and transcripts are maintained and available to candidates.
- The Program Administrator will track the candidate’s academic progress by listing the classes a candidate is enrolled in and the course units per class.
- The Program Administrator will request reports from the candidates, supervisors, instructors, and advisors as per the requirements listed in the Candidate Progression Manual.
- The Program Administrator will review candidate progress, candidate files, and other candidate related matters with the Chair of the Candidate Progression Committee.
- Candidate advisors will be sent all analyst reports, supervision reports, and class evaluations for each student that they advise to ensure the candidate is progressing as expected.

Candidate Complaint Procedures:
The Ombudsman Office is to be a resource for the entire analytic community by providing opportunities for processing ideas or concerns that may arise pertaining to the institutional life of its analytic program. Its primary role is offering a safe and confidential milieu for facilitating solutions to concerns and issues raised by candidates, members, faculty, and staff. The intent of the Ombudsman Office is to help build community, to strengthen opportunities for enriching interaction within the analytic program.

Record Keeping:
- The Chair (designee) along with the Program Administrator and Program Coordinator will conduct quarterly audit of candidate (student) files.
- The Program Coordinator will maintain a record of malpractice insurance and license expirations of candidates (students) and members. Candidates and members will be
o notified of their pending license and malpractice insurance renewals.

o Program Coordinator will ensure receipt of current and active copies of licenses and malpractice insurance.

o The Program Coordinator will ensure that records and transcripts are maintained and available for all other programs and workshops offered at ICP.

o The Program Coordinator will track the participants’ attendance by listing the classes a candidate is enrolled in and the course units per class.

o The Program Coordinator will request Evaluation reports from the participants, facilitators, and instructors.

o The current transcript with yearly updates will be sent to each candidate so that candidates can verify accuracy and track their hours.

- Facilities/Equipment
  The Program Coordinator and Program Administrator will be responsible for the setting up of equipment (Video, Zoom technology) on an as needed basis contingent upon the class requirements.

- Fiduciary
  o To maintain fiscal integrity, the Treasurer will present the Revenue and Expenses Statement, Balance Sheet, and other financial matters to the Board on a monthly basis.
  o The Treasurer will communicate candidate financial hardship to the Board and forward information to the ICP Loans and Scholarship Committee, which is primarily funded by donations, and fundraising endeavors from within the ICP community.
  o With the monthly-recorded Board minutes, the ICP community is consistently updated of the Institute’s financial status.
  o The Institute’s Treasurer and bookkeeper/certified public accountant review all financial transactions conducted at the Institute by inspecting cash receipts, invoices, and credit card statements. Retention of an external auditor ensures ICP maintains fiscal responsibility.

o. REDUCED FEE SUPERVISION

Each Training and Supervising Analyst must offer one low fee supervision slot ($75) to ICP candidates.

Reduced Fee Referral Service:

Although our candidates tend to have active practices from which training cases emerge and/or a referral network for referrals of training cases, sometimes candidates have difficulties finding a training case at a particular point. ICP has a committee that channels phone calls from individuals seeking low fee psychoanalysis to interested candidates.

A. ICP CANDIDATE PROGRESSION MANUAL
B. ICP CANDIDATE PROGRESSION MANUAL

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I. Introduction

A goal of the ICP Psychoanalytic Training is to enable Candidates to become competent psychoanalysts. To that end, ICP has created a statement of Core Psychoanalytic Competencies that Candidates should be able to develop during their training and demonstrate by the end of their training. Below is the statement of Core Psychoanalytic Competencies.

1. Core Psychoanalytic Competencies

Contemporary psychoanalysis is a treatment for emotional discomfort and pain, an avenue for self-discovery and personal growth, and a means toward establishing and enhancing relationships with others. It is an interpersonal experience that emphasizes the healing properties of two or more people working collaboratively to make sense of things in a way that is meaningful to the patient. It is a form of psychotherapy that aims to explore unconscious processes and relational patterns, in order to expand understanding, facilitate development of psychological capacities, and enable character change. Psychoanalytic work is characterized by depth and intensity, achieved through frequent sessions over a long term, and by the use of the therapeutic relationship as an important vehicle for understanding and change. Candidates acquire core psychoanalytic competencies through undergoing their own personal analysis, participating in didactic learning of psychoanalytic theory, concepts, and skills, and by conducting three supervised control cases. Psychoanalysis has evolved over time to include many different theoretical models, and candidates learn how different theories influence their understanding and approach to psychoanalysis. Candidates are encouraged to find their own analytic voice, and a way of working that is responsive to the uniqueness of each patient and analytic dyad. The following core competencies are used as a guideline to develop curriculum and assess a candidates growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients and develop certain clinical skills, and to reflect on the analytic process and communicate their knowledge:

Assessment & Diagnosis

a) Formulate a psychoanalytic understanding of the patient’s psychology and unconscious dynamics. Make appropriate clinical diagnoses and treatment recommendations with
consideration of the patient's history, symptoms, level of functioning, and psychological capacities - both strengths and vulnerabilities.

b) Identify unconscious organizing principles, ways of being, beliefs, and patterns. Understand the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.

c) Consider the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude

a) Listen on multiple levels, for multiple meanings.

b) Develop and demonstrate an analytic attitude – such as being: empathic, reflective, non-judgmental, curious, open-minded, tolerant of ambiguity/uncertainty/complexity, sufficiently flexible, interested in discovering the truth about the patient's emotional experience, and being respectful of the patient's individuality.

The Treatment - Facilitating a Psychoanalytic Process

a) Working alliance & frame - establish and maintain a working relationship with the patient, and address issues related to handling of fees, use of couch, frequency of sessions, and communication outside of session.

b) Technique - choose appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.

c) Transference - uses the therapeutic relationship as a central vehicle for understanding and change, and shows the ability to work with positive and negative transference. Understand the differences and inter-relationship between the repetition of old patterns in the transference, the need/hope for new relational experience, and the way experience is co-created in the present by two interacting subjectivities - the patient's and analyst's.

d) Countertransference - use countertransference to facilitate understanding of patients’ unconscious processes, demonstrate a capacity to contain reactivity in response to countertransference pressures, and explore how countertransference reactions stem from one’s own dynamics and are co-created out of intersubjective experience.

e) Working through - conduct on going work with the patient’s unconscious dynamics as they are revealed over time in the transference and extra-transferential material.

f) Resistance - address fears and defenses (self-protective measures) that interfere with understanding, change, or the analytic process.

h) Enactments - explore and work through impasses, and consider unconscious factors emerging from both the patient and the analyst.

h) Termination - be able to recognize characteristics that may indicate readiness for termination, and describe the termination process.

Supervision

a) Supervision - remain open to feedback from supervisors, as well as peers and other mentors. Be able to consider alternative interventions and theories.

b) Is increasingly able to develop ideas independently, using supervision more for
discussion rather than direction.

Evaluating the Process & Outcome

a) Demonstrate the capacity for ongoing self-reflection- understand the analyst's contribution to the process, be aware of feelings/fantasies/reactions to the patient, avoid imposing personal agendas on the patient or the treatment, and be able to admit possible mistakes or misjudgments.
b) Use feedback from the patient- assess the effects of interventions, noticing what deepens or disrupts the process. Make adjustments in the wording and timing of interpretations to accord with the patient's readiness.
c) Outcome- describe your understanding of what helped the patient (therapeutic action) and what changed in the patient (i.e. developed new capacities and insights, improved relations, more integrated sense of self, etc.). Assess what was accomplished and what was left undone.

Writing

a) Write clinical reports and comprehensive case summaries that demonstrate a psychoanalytic understanding of the patient, their major dynamics and the process - including important transference themes, countertransference experience, and an assessment of what changes. Demonstrate coherence, without rigidity, between one’s espoused theory and one’s understanding and approach.
b) Psy.D. Candidates complete a dissertation. It should be the application of the single case study method, integrating theory and clinical practice, or a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge in other contexts. It should make a scholarly contribution to psychoanalytic knowledge and be publishable by a peer-reviewed journal.

Ethics

a) Conduct self professionally, with uncompromising commitment to the patient’s well-being.
b) Act with integrity, upholding boundaries and ethical standards. Seek consultation when needed.
c) Protect the patient’s confidentiality and anonymity in all communication.
II. FULL-TIME ADMISSION AND SUBSEQUENT PROGRESSION

A. Full-Time Weekly Candidates

Full-time candidacy may be contingent on the following expectations:

1. The Candidate will enroll in all required courses, with continued enrollment until the required 32 units have been completed. After completion of 32 units all Candidates may audit classes.  

2. The Candidate will begin, or continue an existing schedule of, full-time training psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.

3. The Candidate must begin that full-time training psychoanalysis before the first day of class in September.

4. Provided training psychoanalysis is full time and ongoing, control cases under the supervision of an ICP-approved supervisor may be initiated at any time.

B. Full-time Weekend Candidates

1. The Candidate will enroll in all required first-year courses, with continued enrollment until the required 32 units have been completed. Upon completion of all required units, the Candidate may enroll in classes as desired.

2. The Candidate will begin, or continue an existing schedule of, full-time training psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.

3. The Candidate must begin that full-time training psychoanalysis before the first day of class in September.

4. Provided the training psychoanalysis is full time and ongoing, control cases under the supervision of an ICP-approved supervisor may be initiated at any time.

C. Full-time Candidacy – Exceptions

In some instances, there are exceptions to the expectations outlined above.

1. A Candidate may be in full-time personal psychoanalysis with an ICP member whom, at the time of the Candidate’s entry-level matriculation, is not yet an ICP-approved Training Analyst. In such cases, the Candidate may petition the Board of Directors, through the Candidate Progression Committee (CPC), for a waiver before classes begin.

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1 Full-time weekly Candidate: 15 weeks = 2 units; 7/8 weeks = 1 unit
2 Full-time weekend Candidate: 6 weekends per year; 8 units per year
in September. If the waiver is granted, the Candidate’s current analyst would be permitted to serve as the Training Analyst for that Candidate. If the waiver is refused, the Candidate must wait to begin matriculation until his or her analyst achieves Training Analyst status. Regardless, the Candidate must begin full time personal psychoanalysis with an ICP-approved Training Analyst before classes begin in September.

2. A Candidate may be in full time personal psychoanalysis with an analyst who is five years’ post-graduation at another approved psychoanalytic institute. That analyst must be willing to seek admission to ICP as a new member and, if accepted, submit an application for Training Analyst status at ICP to be approved by the ICP Board of Directors. The Candidate cannot begin matriculation at ICP until the Candidate’s analyst is accepted for both membership and Training Analyst status. If the analyst is accepted, that analyst must participate in a monthly study group to maintain the Training Analyst status. This is a five-year commitment. When all of these conditions are fulfilled, the Candidate may then matriculate and continue with their current analyst.

3. Prior to matriculation at ICP, the Candidate may have previously completed coursework as part of psychoanalytic training at a psychoanalytic institute approved by the Board of Directors. In such cases, the Candidate, through his/her Advisor, may petition both the Candidate Progression Committee (CPC) and Curriculum committees to receive credit for coursework that is equivalent to that required or accepted at ICP. Regardless of the amount of training previously acquired, the Candidate must have, at a minimum, one year of residence in the ICP psychoanalytic training program in order to graduate from ICP’s training program. Credit earned by Independent Study may not exceed 25 percent in one year.

4. A Candidate may have previously completed analytic cases under the supervision of a Training Analyst while receiving analytic training at a Board-approved institute for psychoanalytic training other than ICP. In such cases, no more than two completed supervised cases may be considered for credit at ICP; at a minimum, one such analytic case must have been supervised for 18 months by an ICP-approved supervising analyst during training at ICP.

5. When exceptions are requested, the Candidate’s application for training is considered first by the Admissions Committee and then by the Board of Directors. Requests for waivers must be submitted in writing to the CPC by the Candidate or Candidate’s advisor. Final approval must be granted by the Board of Directors.
III. MATRICULATION – FULL-TIME CANDIDATES

A. Assignment of Advisor

Following admission to ICP, the CPC assigns an Advisor to each Candidate. Advisors may remain assigned to the Candidate until his/her graduation. A Candidate may request a new Advisor at any time without explanation or justification. To do so, the Candidate secures the agreement of the preferred Advisor, informs the Administration and the former Advisor of the change, and ensures that the former Advisor forwards all applicable records to the Administration.

B. Training Analysis

A Candidate may not begin course work at ICP before the initiation of a full personal psychoanalysis with an ICP-approved Training Analyst. The training psychoanalysis requirement is a minimum of 4 sessions per week for a period total of at least 300 hours. The Training Analyst must report to the Candidate’s Advisor on a yearly basis the dates and frequency of the Candidate’s training psychoanalytic sessions. When an interruption in the required frequency exists (not attributable to common vacations or illness) the following actions must be taken: the Training Analyst notifies the Candidate’s Advisor, who in turn, will communicate with the Candidate regarding the reasons for the interruption and the Candidate’s professional aspirations. Candidates must complete the 300-hour requirement and participate in a training psychoanalysis with an ICP approved Training Analyst in order to continue psychoanalytic training. Following the completion of the 300-hour requirement, there will be no further recording of the Candidate's analysis.

If a Candidate is still in the process of completing one or more control cases after the 300-hour requirement, the Candidate must remain in analysis for a minimum of 2 sessions per week until the control case(s) are completed.

Recording forms will be distributed on an annual basis to each Candidate. The Candidate, on an annual basis, is responsible for ensuring that the Training Analyst accurately records the Candidate’s training analysis hours, and that the records are submitted to the Candidate’s Advisor. Please see a sample ‘Certification of Analytic Hours’ recording form in the Appendix section of this document.

C. Coursework

First-year Core Courses
- Basic Concepts in Psychoanalysis
- The Observed Infant and Toddler
- Freud: A Critical-Historical Overview
- Clinical Case Seminar: Analysts & Candidates Present

Subsequent-year Courses
In subsequent years, candidates take both core courses and electives.

Subsequent-year Core Courses
• Object Relations Theory (second year)
• Self Psychology Theory (second year)
• Intersubjectivity Theory (third year)
• Relational Studies (third year)
• Final Integration Seminar (fourth year)
• Ethics and Boundary Dilemmas (second, third, or fourth year)
• Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room
• Research and Writing Seminar

**Equivalent Experience/Elective Credit**
Candidates may request that required core courses be waived based on prior equivalent experience in other psychoanalytic training programs. Candidates may also request that courses completed in other psychoanalytic training programs be credited as elective coursework at ICP.

Only coursework completed as part of a psychoanalytic training program from an ICP Board-approved psychoanalytic institute will be considered equivalent for waiver or elective substitution.

Should the Candidate request credit for previous coursework or advancement to a higher level of training based on equivalent experience, it is the responsibility of the Candidate’s Advisor to review the Candidate’s documentation of previously completed studies and petition the Board of Directors on the Candidate’s behalf. Such documentation must accompany a written request for waiver and course credit and must be presented to the CPC and/or Curriculum Committee for their decision.

**End-of-Course Review**
At the end of each course, instructors review each Candidate’s progress by completing a Candidate Progression form (please refer to appendix). These assessments are distributed by the ICP office to the Candidate and the Advisor, to be kept in the Advisor’s file. Credit is based exclusively on the Candidate having met the attendance requirement of 70 percent of seminar sessions. Additional comments are made by the instructor, but these comments are not influential for the purpose of granting credit.

Candidates also write a review of their course Instructors at the end of the class by completing a Course Evaluation form (please refer to Appendix). A number of criteria are included in the review. Both the Instructor and Curriculum Committee receive a copy of the review.

Once the office receives every instructor’s completed Candidate Progression forms and every candidate’s completed Class Evaluations for a course, the staff will distribute the assessments, as outlined above, so that all recipients receive the appropriate forms on the same day.

**D. Supervised Control Cases**

**Control Case Requirements**
• The ICP Candidate must be in full-time personal psychoanalysis (4 or 5 sessions per week) in order to begin supervised control cases.
• **This is applicable to Candidates who matriculated after September 2013:**

The candidate must inform each control case analysand prior to the official start of counting hours for a control case that the candidate is in analytic training and that the analysand is a control case.

• For candidates matriculating after September 2017, once the Candidate has obtained someone’s agreement to become a control case, the Candidate must give the person the Control Case Disclosure Form and obtain the control case’s signature on the form. (See Appendix) This form includes a requirement that the Candidate inform the analysand if the candidate withdraws from psychoanalytic training. It also includes information about where to obtain information grievance and complaint procedure, this form must be kept with the candidate’s records.

• The candidate must notify the office that he has started a new control case, state the frequency of the analysis, give the name of the supervisor and attach a signed Candidate Control Case Certification Form. These documents will be placed in the candidate’s file (see Appendix)

• ICP requires the Candidate complete three supervised control cases in order to graduate from training. One of the three required supervised cases may be a child case and requires supervision with a supervising child analyst.

• In order for the candidate to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.

• Each control case must be supervised on a weekly basis for 18 months. If supervision for the 18 months of treatment is fewer than 65-70 hours, the supervisor and candidate should continue the supervision until at least a minimum of 65-70 hours are completed.

• Two of the three cases must be in analysis a minimum of four sessions per week, and one case may be in analysis a minimum of three sessions per week.

• Control case sessions must take place on at least three different days/week.

**Choice of Supervisor**

• Supervisors are to be selected from among ICP Training and Supervising Psychoanalysts. In order for the candidate to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.

• Corresponding members may also supervise control cases. Candidates may choose a corresponding member for only one of their three control cases. Because some corresponding members are not supervising and training analysts only corresponding members who are supervising and training analysts may be used as supervisors for control cases.
- It will be the candidate’s responsibility to confirm and inform the CPC that the corresponding member they are using as supervisor for their control case is a supervising/training analyst at their respective Institute.

- It is the candidate’s responsibility to provide the core competencies to the corresponding member as well as the 2017 supervisory report. (See Appendix)

- A candidate’s training analyst shall not be the candidate’s control case supervisor, as it constitutes a dual relationship.

**Supervisor Fees**

The fee paid by the Candidate for a supervisor is mutually agreed upon between the Candidate and Supervisor; however, all Supervisors are required to provide at least one low-fee supervision ($75). Candidates who desire a low-fee supervision may inquire of their supervisor if the low-fee slot is available. Some Candidates ask to be put on a waiting list for low-fee supervision.

**Combining Supervised Control Cases**

While all three cases must be supervised for 18 months each, one of these three supervisions may consist of two patients whose analyses total a minimum of 18 months of supervision. This policy has been instituted by ICP in order to allow the Candidate to take into analysis an analysand who may not appear to have good analytic prognoses according to the mainstream criteria for analyzability. Another motivation for this policy is to facilitate the gathering of accurate data on what actually happens in the analytic situation when working with difficult patients. ICP encourages broadening the mainstream and supporting the efforts of our own Candidates in this regard. The ability to combine two cases facilitates the Candidate’s willingness to consider the more difficult case for analysis without risking the penalty of losing that supervisory time if the patient interrupts treatment prior to 18 months. It is the entire span of the Candidate’s analytic experience that is used as a measure in determining whether the Candidate has learned to perform analysis; therefore, the absolute adherence to an 18-month minimum for all three supervised control cases is not the objective. If a case that is seen three sessions per week is combined with a case that is seen four sessions per week, that combined case is counted as a three time per week analysis.

**Transfer of Previous Supervisions**

Candidates transferring from an ICP-approved psychoanalytic training program may request credit for no more than two previous 18-month supervisions. Candidates must provide documentation for such supervised work. The documentation must be supplied to the Candidate’s Advisor and is forwarded by the Advisor to the CPC.

If the Candidate transferring from another psychoanalytic training institute is continuing their education and has a training case with less than 18 months supervision, the patient in question must continue in analysis in order for credit to be considered for the previous supervision. When the Candidate enters ICP, the Candidate must change supervisors, entering into supervision with an ICP-approved Supervising Analyst for the remainder of the 18 months of supervised work. Thus, the Candidate who is changing institutes may receive credit for the prior
supervision by having those months of supervision credited to the supervised work with the ICP analyst.

To reiterate, credit for only two supervised cases may be considered for the transferring Candidate. ICP requires that any transferring Candidate complete a minimum of one 18-month supervision with an ICP-Training/Supervising Analyst.

Control Case Reports
The Candidate is responsible for composing reports on all three supervised control cases at specified periods during matriculation.

a) Case Report First Page Requirements:

On the first page of the initial case report, and on all subsequent case reports, information should include the following:

- The Candidate name
- The control case number (begin numbering with, #1, #2, etc.),
- Supervisor's name
- The date case went into supervision
- Period of time covered by the report.
- This is applicable to Candidates who matriculated after September 2013:
  The date Candidate informed the analysand that the candidate is in analytic training and that the analysand is a control case.
- Cover sheets should not be used. (Please see Appendix for First Page template.)

b) Initial Case Report

The Candidate writes an initial brief report on each case at the time the case is taken into analysis. The Candidate gives a copy of this report to the supervisor and sends a copy to the ICP administrative office. This brief report might include such considerations as description of treatment prior to the inception of analysis; presenting problems; genetic history; and diagnostic and dynamic considerations.

c) Case Report Due Dates

In addition to the initial brief report, Candidates are required to write a minimum of three reports on each analytic case. Case reports are due on March 1st and September 1st of each year. Thus, the first case report is due on either March 1st or the September 1st date following the initial date of analysis –regardless of the date the initial brief report was submitted. Thereafter, at least two more case reports must be presented. Hence, the second case report is due on the following March 1st or September 1st and the third report is due six months thereafter. For example, an analytic case may be started on May 15th. Shortly thereafter, the Candidate writes a brief initial report. The first case report is due that September 1st, covering the analysis from its inception to that point. On March 1st, the second case report is due, covering the analysis from September to March. Finally, on the following September, the third case report is due, covering the analysis
from March to that September. This completes the required case write-ups at six-month intervals. (Note that, in the above example, 18 months of supervision have not yet been completed. Further reporting requirements are described below.)

d) **Case Report Content**

Case reports are designed to provide for the reader a picture of the progress of the analysis. The focus is on the Candidate demonstrating a capacity to do analytic work as described in the Core Psychoanalytic Competencies Document. As such, the report may contain consideration of such issues as transference; counter-transference; significant interactions in the dyad; and some indication of what the experience is like – both as imagined for the patient and as experienced by the Candidate-analyst. Case write-ups need be no longer than two pages but may exceed two pages at the Candidate’s discretion.

e) **Distribution of Supervised Control Case Reports**

The distribution of case reports is as follows: Candidates give a copy of all case reports to their supervisors and send a copy to the ICP administration office. The ICP administration office forwards a copy to the Advisor. However, ICP does recognize that some analysands must be given additional protection to maintain their confidentiality. For example, analysands who are in the mental health field or individuals who have great notoriety are cases to be considered extraordinarily confidential, and case write-ups on these analyses are treated differently. Firstly, a determination of extraordinary confidentiality is made between the supervisor and Candidate. Secondly, a letter conveying this decision is submitted by the supervisor to the CPC. On these extraordinarily confidential cases, the Candidate sends a brief letter indicating that the case report has been given to the supervisor, in lieu of sending a case write-up to the ICP administration office.

Distribution of all case write-ups to the Advisors is the responsibility of the administrative office, facilitating the Advisors’ ability to maintain a complete file on each advisee.

f) **Approval of Case Reports Prior to Graduation**

All case reports must be received and approved in a timely fashion. If the Candidate is to be approved for Spring graduation, final case reports must be completed and submitted to the office by April 29th.

g) **Supervisory Reports**

Corresponding to the three case reports written by the Candidate, there are supervisory reports written by the supervisor. These reports are due on April 15th and October 15th and take into consideration the Candidate’s respective case reports. In the Supervisory Report Form (see Appendix, ICP Supervisor Report) the supervisor rates the candidate on each of the Core Competencies identified in the Core Psychoanalytic Competencies document. In addition, the supervisor adds narrative comments about how the candidate and supervision are progressing.
This report is first signed by the Candidate and then sent to the ICP administrative office. The ICP administrative office forwards a copy to the Advisor and the Candidate.

The CPC uses the supervisory reports to formally review each Candidate’s core competencies twice during the Candidate’s training. The first review is based on the first supervisor report of the Candidate’s first control case. If there are significant concerns the Advisor will address these with the Candidate. If necessary, the Advisor will discuss this further with the CPC to determine if further action might be needed. The second CPC review of the candidate’s progress in developing core competencies is based on the final/third supervisory report of either the Candidate’s first or second control. The candidate will choose which of these two supervisor reports will serve as the basis of this second CPC review. The final review of the Candidate’s core competencies is described below under the section on obtaining a Certificate of Psychoanalysis.

**h) Candidate’s Responsibility in Archiving Documentation**

Beginning in September of 2017, all candidates will be given a Candidate Progression Tracking Form. Candidates are to use this form to track the submission of materials to their candidate file. Candidates are also to take this form to their annual meeting with their advisor to use as a part of reviewing the candidate’s progression over the year of training.

It is highly recommended that each Candidate maintain a complete file of all case reports; class progression forms; supervisory forms; analytic recording hours’ report forms; and any other correspondence related to the Candidate’s progression at ICP. This documentation will ensure that the Candidate’s records and the ICP administrative records are consistent when the Candidate is considered for graduation.

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**E. Research Candidates**

Research Candidates have unique matriculation requirements, including approval by the State of California. Once the Candidate is accepted, the Advisor will work with the Research Committee to assist the Candidate in securing appropriate clinical experience. The Research Committee will be available to assist the Research Candidate throughout their training.

**F. Independent Study**

**Independent Study Requirements**

ICP requires the equivalent of four years of coursework comprised of the core courses listed above and electives. A list of electives is made available prior to each academic year, allowing Candidates to select electives that are of interest to them. In addition to core courses and electives, a Candidate may opt to develop a course of Independent Study. To develop a course of Independent Study, the following four steps must be taken in this order:

Step 1: The Candidate must design an appropriate topic and bibliography for the Independent Study.
Step 2: The Candidate must find a faculty member to work with him or her.

Step 3: The Candidate must provide a written description of the proposed course of Independent Study for the Curriculum Committee’s approval.

Step 4: The Candidate must provide the administrative office with the written description of the course of Independent Study as approved by the Curriculum Committee.

**Developing an Independent Study**

*A. Purpose of the Independent Study*

The option of an Independent Study is available for Candidates pursuing an idea or area of study that is not offered through standard coursework. ICP strives to foster a spirit of psychoanalytic inquiry and encourages Candidates to explore their interests.

*B. Criteria for Independent Study*

The following information must be submitted to the Curriculum Committee for review:

- A statement of the objectives and goals of the course

- A week-by-week syllabus with topics for each week clearly defined. The relevance of the readings to the topic and course objectives should be evident

- A statement explaining how this course duplicates another course in the ICP training program (or other previous program of graduate study); if duplication is evident, include a statement as to why an Independent Study is being requested

- A statement regarding the selection of the Instructor for the Independent Study with reference to the topic; indicate the frequency of meetings or other monitoring of progress.

- Independent Study should be the Candidate’s own study, in a tutorial manner with an Instructor (it is possible that up to four other Candidates could be involved in the process.)

- Should the area of Independent Study not adhere to the above criteria, the Candidate may request a waiver for special consideration from the Curriculum Committee.

- The role of the CPC in this process is limited to determining if the Candidate is eligible for such an Independent Study. A Candidate may not exceed 25 percent of the elective coursework in Independent Study during the entire process of matriculation.
G. Ongoing Advisement

Function of Advisor

The function of the Advisor is to serve as the Candidate’s advocate, mediating between the CPC and the Candidate during the course of the Candidate’s education. The Advisor remains with the Candidate throughout matriculation, meeting with the Candidate upon acceptance to ICP, interacting with the CPC initially if the Candidate requests waiver(s), and maintaining regular contact until graduation. Beginning in September of 2017, all candidates will be given a Candidate Progression Tracking Form. Candidates are to use this form to track the submission of materials to their candidate file. Candidates are also to take this form to their annual meeting with their advisor to use as a part of reviewing the candidate’s progression over the year of training.

Advisor Report Form

At the end of each academic year, an Advisor Report form will be sent to the Advisor in preparation for a meeting between the Advisor and the Candidate. This meeting provides an opportunity for the Candidate and Advisor to review the Candidate’s experience during the academic term and address any questions or concerns that may arise. Following this meeting, the Advisor Report form is completed and must first be reviewed and signed by the Candidate before being sent to the administrative office. These reports are reviewed and signed by the Candidate Progression Committee on a yearly basis.

Resolution of Differences

Problems may arise between an individual Candidate and a particular ICP member (i.e., between a Candidate and a Supervisor or Instructor). Problems may also arise between Candidates and fellow students.

The first step to resolve a problem, if possible, is for the Candidate to have a conversation with the other person involved in the problem. If this is not possible or has been unsuccessful, the second step is for the Candidate to discuss the problem with the candidate’s advisor to see if they can develop a plan.

When the problems are not resolvable, the Chairs of the CPC should be notified. The CPC has many options to mediate difficult situations, including consulting with the Advisor, appointing a class facilitator, appointing an ad hoc committee to investigate the issue, etc. If necessary, the CPC may present the problem to the Board of Directors.

If the Candidate’s Advisor becomes aware of a problem situation involving the Candidate through a review of the Supervisor report or from an Instructor Assessment form, the Advisor will discuss the issue directly with the Candidate. If necessary, the Advisor may initiate and mediate a meeting to address a difficulty. If resolution proves difficult, the Candidate may choose to write a statement to be placed in the Candidate’s explaining the Candidate’s response to the problem.

As a final attempt at resolution to seemingly irresolvable problems, a Grievance Committee (an ad hoc committee of the Candidate Progression Committee) may be formed. Such a committee may be initiated either by the Candidate or by the other party to the difficulty. The Grievance
Committee is composed of the Candidate, the member with whom there is an impasse, the Candidate’s Advisor, an ombudsman selected by the Candidate from among the membership of ICP, and a representative of the CPC who will act as Chair of the Grievance Committee. Should this ad hoc committee be unable to resolve the grievance, the Chair(s) of the Candidate Progression Committee will refer the matter to the Board of Directors, who would be empowered to make a final and binding decision.

The Advisor ordinarily mediates between the Candidate and the Candidate Progression Committee; however, at times the Candidate may choose to meet directly with the CPC regarding particular concerns or requests, or submit a written request to the CPC.

ICP stresses the importance of following the laws of fairness and confidentiality. This is crucial when dealing with issues that may involve accusations related to professional practice.

IV. LEAVE OF ABSENCE

A. Granting of Leave

Leave of Absence from candidacy may be taken at any time due to personal reasons. The request must come from the Candidate in the form of a letter to the CPC, advising of the need to take a Leave of Absence. The letter might include a brief explanation as to the reasons for the requested Leave, but such justification is not mandatory. All leaves are automatically granted. It is the Candidate’s discretion as to whether a Leave is required or if some other alternative may be explored and implemented through the CPC. An annual fee of $200 is required, and must accompany the letter. Leaves of Absence are renewed on an annual basis each June, and a letter confirming whether the Leave is to be continued through the next year is required by June of each year. If the Leave is to be continued, the $200 must accompany the renewal letter.

While on Leave, a Candidate may not take classes and will not get credit for ongoing supervision, control case hours or on going recorded personal analytic hours. Also, a Candidate may not hold graduation committee meetings for their graduation paper during this time.

B. Duration of Leave

Leave of Absence status may be renewed up to five years. By October of the fifth year, the Candidate is to contact the Chair of the Candidate Progression Committee to arrange a meeting to review the Candidate’s position at the Institute. The purpose of the meeting will be to explore and determine possibilities for future matriculation.

If a Candidate exhausts the five-year period and becomes inactive, the individual would be required to engage in a re-admission procedure. The re-admission procedure would include a modified application and an interview to determine if the individual intends to be considered an active Candidate once again.

C. Policy on Pregnancy and New Parenthood
While we uphold the tripartite model of the training model at ICP, occasionally life events make that difficult to adhere to. In recognition of that, the following policy has been approved:

- A full time candidate who is pregnant or a new parent and who has already begun control casework, can, upon paying half tuition, get credit for that control case and analytic hours for up to one academic year.
- If a candidate is following this policy and wants to begin another control case, approval from the CPC needs to be obtained.
- That candidate can either take classes’ part time or not attend classes.

A candidate wanting to utilize this policy should send a statement to the CPC Chair for inclusion in the file and to the Treasurer for tuition reduction.

V. GRADUATION

A. Graduation Requirements

1. Graduation from ICP requires that the Candidate complete the equivalent of four years (480 hours) of didactic coursework, including all required core courses. The Instructors complete evaluation forms for each Candidate. Course Instructors are asked to indicate on the evaluation form whether course credit is given. Course credit is granted when a Candidate has a minimum attendance rate of 70 percent. It is important that Candidates are free to discover the level of participatory engagement in class discussions that suits their preferred method of learning. Therefore, the academic requirement for graduation is met when the Candidate completes four years of academic courses in a satisfactory manner.

2. A second requirement for determining readiness for graduation is the completion of the analytic supervised control cases.

3. A third requirement for determining readiness for graduation is the completion of 300 hours of training analysis at a frequency of 4x a week and 2x week psychoanalytic psychotherapy until all cc are completed.

4. A fourth requirement for determining readiness for graduation is a review of the Candidate’s core competencies. In order to demonstrate competence, the Candidate must write one comprehensive case report and discuss how they work and think analytically with a panel of three ICP training and supervising analysts (one from the CPC Committee, one assigned by the CPC and one of the Candidate’s choosing). Those three analysts would also offer feedback on the written comprehensive case report. At the end of this meeting the three analysts would determine whether or not the Candidate has achieved sufficient competence to graduate, and report their decision to the CPC. If the three analysts feel that the Candidate has not yet achieved sufficient competence, they will meet with the CPC to determine what further steps are needed for the Candidate to demonstrate competence. When it is determined that the candidate has achieved sufficient core competence, the CPC asks the Board to approve the Candidate’s graduation. Upon approval by the Board, the Candidate will be given a Certificate of Psychoanalysis. The required Psychoanalytic Research and Writing class is designed to help candidates learn to write a comprehensive case report.
5. In addition to earning a Certificate of Psychoanalysis, a Candidate may also choose to earn a Psy.D. degree. To do this the Candidate must write a Psy.D. dissertation. The Psy.D. dissertation is expected to be a single case study or a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge, and be publishable by a peer-reviewed journal. The Psychoanalytic Research and Writing Course will help prepare candidates to write a Psy.D. dissertation. In addition, all candidates wishing to write a dissertation, after receiving their Certificate of Psychoanalysis, are required to participate in a Psy.D. Colloquium until completion of their Psy.D. dissertation. For details about the Psy.D. Dissertation refer to the manual. Guidelines for the Psy.D. Dissertation.

B. Graduation Ceremony & Graduation Requirements

The graduation ceremony is held each year in the Spring. Both Candidates who are receiving a Certificate of Psychoanalysis and a Psy.D. are eligible to participate. To participate in the Graduation Ceremony of any particular year the following deadlines must be meet.

In order to participate in the Spring graduation ceremony Candidates wishing to receive a Certificate of Psychoanalysis, must notify the CPC by July 1 of the year preceding the ceremony year that they have completed their Final Comprehensive Case Write Up. In addition, the Candidate must provide the name of the Training and Supervising Analysts they have chosen to have on their committee for the Final Comprehensive Case Write Up Review and oral case presentation. Further they ask the CPC to assign both a CPC Member and a Second Supervising and Training Analyst to complete their committee of three Training and Supervising Analysts. The Candidate and this committee must then follow the procedures outlined in the manual for meeting and approving their Final Comprehensive Case Write Up and discussion. Once the Candidate’s committee has met and approved the Final Comprehensive Case Write Up and discussion, the Candidate will notify the CPC by April 1 of the ceremony year that their committee has approved their Comprehensive Case Write Up and discussion and that the Candidate has verified that their Candidate File is complete. The Candidate will then be allowed to participate in the Graduation Ceremony,

VI. In order to participate in the Spring graduation ceremony Candidates wishing to receive a Psy.D., must submit a first final draft of their Psy.D. Dissertation the CPC by July 1 of the year preceding the ceremony year in which they wish to participate. This should be accompanied by a request for the assignment of the CPC reader to their Psy.D. Dissertation Committee. By the November CPC meeting of the year preceding the Graduation Ceremony, the advisor must submit a copy of the final approved Psy.D. Dissertation along with a request that a Graduation Review be scheduled with the CPC Committee. Once the Graduation Review has occurred and the Board has approved the Candidate’s graduation, the Candidate will be allowed to participate in the Graduation Ceremony.

See guidelines for comprehensive case report in Appendix VII
VII. PART-TIME ADMISSION AND SUBSEQUENT PROGRESSION

A. Part-Time Candidates

1. The part-time Candidate will enroll in no more than one first-year required class per semester. The option to register for a weekend analytic class is not available to part-time Candidates.

2. The part-time Candidate will begin, or continue an existing schedule of, a minimum of two-session per week personal psychotherapy with a Training Analyst approved by ICP.

3. The part-time Candidate must begin personal psychoanalytic psychotherapy BEFORE the first day of class in September.

4. The first analytic case started by the Candidate while under the supervision of an ICP-approved supervisor may be initiated only when the Candidate is in full-time psychoanalysis (4 to 5 sessions per week).

5. A Candidate may be PART-TIME ONLY for two years. After two years on part-time status, the Candidate must progress to FULL-TIME status and may take weekday and weekend classes. After two years as a part-time candidate, all candidates pay full tuition regardless of the number of classes they choose to take.
VIII. MATRICULATION – PART-TIME CANDIDATES

A. Assignment of Advisor

Following admission to ICP, the CPC assigns an Advisor to each Candidate. Advisors may remain assigned to the Candidate until graduation. A Candidate may request a new Advisor at any time without explanation or justification. To do so, the Candidate secures the agreement of the preferred Advisor, informs the Administration and the former Advisor of the change, and ensures that the former Advisor forwards all applicable records to the Administration.

B. Psychotherapy and Training Analysis

Training Analysis

A Candidate in part-time training is not permitted to begin coursework at ICP before the initiation of a minimum two times per week psychoanalytic psychotherapy with an ICP-approved Training Analyst. Upon becoming a full-time candidate, the training psychoanalysis required is a minimum of 4 sessions per week for a period total of at least 300 hours. The Training Analyst must report to the Candidate’s Advisor on a yearly basis the dates and frequency of the Candidate’s training psychoanalytic sessions. When an interruption in the required frequency exists (not attributable to common vacations or illness) the following actions must be taken: the Training Analyst notifies the Candidate’s Advisor, who in turn, will communicate with the Candidate regarding the reasons for the interruption and the Candidate’s professional aspirations. Following the completion of the 300-hour requirement, there will be no further recording of the Candidate’s analysis.

However, if a Candidate is still in the process of completing one or more control cases after the 300-hour requirement, the Candidate must remain in analysis for a minimum of 2 sessions per week until the control case(s) are completed.

Recording forms will be distributed on an annual basis to each Candidate. The Candidate, on a monthly basis, is responsible for ensuring that the Training Analyst accurately records the Candidate’s training analysis hours, and that the records are submitted to the Candidate’s Advisor. Please see a sample ‘Certification of Analytic Hours’ recording form in the Appendix section of this document.

C. Coursework

1. First Two Years
For part-time Candidates, the first two years include the following required, core courses:

An Introduction to Contemporary Psychoanalytic Concepts

• The Observed Infant and Toddler
• A Critical-Historical Overview of Sigmund Freud
• One 7- or 8-week Clinical Case Conference in which Training Analysts present their work to the Candidates
One 7- or 8-week Clinical Case Conference in which Candidates present their own work

The first two years of part-time coursework constitute one year of the required full-time coursework at ICP. After completion of these requirements, a part-time Candidate will become a full-time second year Candidate.

2. *Subsequent-year Courses*

In subsequent years, required courses are balanced against electives. These required courses include:

- Object Relations Theory (second year)
- Self-Psychology Theory, Intersubjectivity Theory and Relational Studies (second year)
- Boundary Dilemmas (second, third, or fourth year)
- Course on Diversity
- Research and Writing
- Final Integration Course (fourth year)

3. *Equivalent Experience/Elective Credit*

Candidates may request that required core courses be waived based on prior equivalent experience in other psychoanalytic training programs. Candidates may also request that courses completed in other psychoanalytic training programs be credited as elective coursework at ICP.

Only coursework completed as part of a psychoanalytic training program from an ICP Board-approved psychoanalytic institute will be considered equivalent for waiver or elective substitution.

Should the Candidate request credit for previous coursework or advancement to a higher level of training based on equivalent experience, it is the responsibility of the Candidate’s Advisor to review the Candidate’s documentation of previously completed studies and petition the Board of Directors on the Candidate’s behalf. Such documentation must accompany a written request for waiver and course credit and must be presented to the CPC and Curriculum Committee for their decision.
CANDIDATE PROGRESSION TRACKING FORM:

Candidate Name: _______________________
Advisor Name: _______________________

Candidates are responsible for submitting a copy of all Advisor, Supervisor, and control case reports to the ICP office. Please follow the instructions below:

1.) Submit a copy of your report to the ICP Office.
2.) Add the date you submitted a copy of your report to the ICP Office in the designated boxes below.
3.) Confirm with an ICP Staff person that your report was received.

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D. Supervised Control Cases

The ICP Candidate must be in full-time personal psychoanalysis (4 or 5 sessions per week) in order to begin supervised control cases. ICP requires the Candidate complete three supervised control cases in order to graduate from training. Each control case must be supervised on a weekly basis for 18 months. Two of the three cases must be in analysis a minimum of four sessions per week, and one case may be in analysis a minimum of three sessions per week. If supervision for the 18 months of treatment is fewer than 65-70 hours, the supervisor and candidate should continue the supervision until at least a minimum of 65-70 hours are completed.

E. Research Candidates

This information is the same as that outlined for full-time Candidates (Section II, E).

F. Independent Study

This information is the same as that outlined for full-time Candidates (Section II, F).

Ongoing Advisement

This information is the same as that outlined for full-time Candidates (Section II, G).

IX. Leave of Absence

This information is the same as that outlined for full-time Candidates (Section III).

A. Graduation

This information is the same as that outlined for full-time Candidates (Section IV).

B. Ongoing Advisement

1. Graduation from ICP requires that the Candidate complete the equivalent of four years (480 hours) of didactic coursework, including all required core courses. The Instructors complete evaluation forms for each Candidate. Course Instructors are asked to indicate on the evaluation form whether course credit is given. Course credit is granted when a Candidate has a minimum attendance rate of 70 percent. It is important that Candidates are free to discover the level of participatory engagement in class discussions that suits their preferred method of learning. Therefore, the academic requirement for graduation is met when the Candidate completes four years of academic courses in a satisfactory manner.

2. A second requirement for determining readiness for graduation is the completion of the analytic supervised control cases.
3. A third requirement for determining readiness for graduation is the completion of 300 hours of training analysis at a frequency of 4x a week and 2x week psychoanalytic psychotherapy until all cc are completed.

4. A fourth requirement for determining readiness for graduation is a review of the Candidate’s core competencies. In order to demonstrate competence, the Candidate must write one comprehensive case report and discuss how they work and think analytically with a panel of three ICP training and supervising analysts (one from the CPC Committee, one assigned by the CPC and one of the Candidate’s choosing). Those three analysts would also offer feedback on the written comprehensive case report. At the end of this meeting the three analysts would determine whether or not the Candidate has achieved sufficient competence to graduate, and report their decision to the CPC. If the three analysts feel that the Candidate has not yet achieved sufficient competence, they will meet with the CPC to determine what further steps are needed for the Candidate to demonstrate competence. When it is determined that the candidate has achieved sufficient core competence, the CPC asks the Board to approve the Candidate’s graduation. Upon approval by the Board, the Candidate will be given a Certificate of Psychoanalysis. The required Psychoanalytic Research and Writing class is designed to help candidates learn to write a comprehensive case report.

5. In addition to earning a Certificate of Psychoanalysis, a Candidate may also choose to earn a Psy.D. degree. To do this the Candidate must write a Psy.D. dissertation. The Psy.D. dissertation is expected to be a single case study or a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge, and be publishable by a peer-reviewed journal. The Psychoanalytic Research and Writing Course will help prepare candidates to write a Psy.D. dissertation. In addition, all candidates wishing to write a dissertation, after receiving their Certificate of Psychoanalysis, are required to participate in a Psy.D. Colloquium until completion of their Psy.D. dissertation. For details about the Psy.D. Dissertation refer to the manual. Guidelines for the Psy.D. Dissertation.
APPENDIX
Advisor’s Report

Candidate: ____________________________ Period covered by report: From 2012 to 2013

Please write a summary of your Advisee’s progress at ICP this academic year, including the number of analytic hours accumulated by your advisee, an overview of classroom evaluations, supervisory reports, status of case write-ups and any questions or concerns that you or your Advisee may have. Please provide the CPC with the information asked for below before writing your review.

- Number of reported analytic hours this academic year: ____________
- Number of cumulative hours to date: ________
- Start date of Training Analysis: ________________
- Is this Candidate: (Please circle one) Full-time Part-time
  - Academic year this Candidate has completed: (Please circle one) 1st 2nd 3rd 4th

Status of Control Cases: (Please circle one)
  - 1st Control Case: ongoing complete
  - 2nd Control Case: ongoing complete
  - 3rd Control Case: ongoing complete

Number of courses completed by Candidate during this academic year:
  - 7/8 week courses ____________
  - 15 week courses ________
  - 5 week WFTP courses ________
  - 10 week WFTP courses ______________
  - 6 week WFTP courses ________
  - 12 week WFTP courses ______________

Also, please use the space below for your own narrative of the Candidate’s experience this year (i.e., Whether the Candidate is on a committee, working on their Graduation paper,) and your own evaluation of your Advisee’s case write-ups. This summary will form the basis of the yearly evaluation of the candidates by the CPC. Please use a separate form if you need additional space.

Candidate: ____________________________ Date: ________________
Advisor: ____________________________ Date: ________________
CPC Member: ____________________________ Date: ________________
Certification of Analytic Hours

CONFIDENTIAL
Certification of Analytic Hours

<table>
<thead>
<tr>
<th>MONTH</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
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<th>WEEK 5</th>
<th>SIGNATURE TRAINING ANALYST</th>
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Notes on the ‘Certification of Analytic Hours’ Form

This form is designed for reporting analytic hours. As stated in the Manual for Candidates, the personal psychoanalysis required for Candidates is a minimum of 4 sessions per week. A total of **300** hours must be reported.

The Candidate and analyst are to decide how often the form needs to be completed and signed in order to minimize any potential for the reporting process to be disruptive. This can be done on a weekly, monthly, or annual basis. The Candidate is responsible for maintaining and submitting the form on an annual basis to his/her Advisor. The Advisor will then report *only the number of hours* on the annual Advisor Report Form. The completed form will **not** be maintained in the Candidate’s file. After the Advisor has certified the number of hours, the signed form need not be kept at all.

Analysis, with an ICP Training and Supervising Analyst, is a requirement of the educational process. *Any extended interruption beyond two months* must be addressed as quickly as possible and reported to the Advisor by the Candidate. If the Candidate has trouble **continuing in an analysis**, the Candidate should consult the Advisor.

The Candidate should address questions or concerns regarding this form to their Advisor.
ICP Supervisory Report

Supervisor: _________________________________

Candidate: _________________________________

Control Case #: _______________________________

Supervisor Report # (6 months, 1 year, 18 months): _______________________________

Total number of supervisory hours to date: _______________________________

Please evaluate the candidates growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients, develop certain clinical skills, reflect on the analytic process and communicate their knowledge. Rate the candidates developing competencies on a scale of 1-5, along with a brief written assessment, every six months, until three reports are completed. These competencies often evolve slowly, over the four-year process of training. These ratings are intended to help candidates appreciate their progress and growing competency, while also bringing awareness to areas still needing further development. The scale reflects whether the following core competencies are:

1 = Not yet evident
2 = Emerging
3 = Developing
4 = Sufficiently developed
5 = Exceptional

Assessment & Diagnosis:

- Formulates a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Makes appropriate clinical diagnoses and treatment recommendations, considering the patient's history, level of functioning & symptoms, and psychological capacities - both strengths and vulnerabilities.

- Identifies unconscious organizing principles, ways of being, beliefs and patterns. Understands the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.

- Considers the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude:

- Listens on multiple levels, for multiple meanings.

- Demonstrates an analytic attitude that includes: being empathic, nonjudgmental, curious, open-minded, sufficiently flexible, tolerant of ambiguity/uncertainty/complexity, interested
in discovering the truth about the patient’s emotional experience, and being respectful of the patient’s individuality.

**The Treatment - Facilitating a Psychoanalytic Process:**

_ Frame & working alliance- establishes and maintains a working relationship with the patient, and addresses issues related to handling of fees, use of couch, frequency and time of sessions, communication outside of session.

_ Technique- choses appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.

_ Transference- uses the therapeutic relationship as a central vehicle for understanding and change, and shows the ability to work with positive and negative transference. Understands the differences and inter-relationship between the repetition of old patterns in the transference, the need/hope for new relational experience, and the way experience is co-created in the present by two interacting subjectivities – the patient’s and analysts’.

_ Countertransference - uses countertransference to facilitate understanding of patients’ unconscious processes, demonstrates a capacity to contain reactivity in response to countertransference pressures, and explores how countertransference reactions stem from one’s own dynamics and are co-created out of intersubjective experience.

_ Resistance- addresses fears and defenses (self-protective measures) that interfere with understanding, change, or the analytic process.

_ Working through- conducts ongoing work with the patient’s unconscious dynamics as they are revealed over time in the transference and extra-transferential material.

_ Enactments- explores and works through impasses, and considers unconscious factors emerging from both the patient and the analyst.

_ Termination- recognizes characteristics that may indicate readiness for termination, and can describe the termination process.

**Supervision:**

_ Supervision- remains open to feedback, and is able to consider alternative interventions and theories.

_ Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

**Evaluating the Process & Outcome:**

_ Demonstrates the capacity for ongoing self-reflection- understands the analyst’s contribution to the process, is aware of feelings/fantasies/reactions to the patient, avoids
imposing personal agendas on the patient or the treatment, and is able to admit mistakes or misjudgments.

_ Uses feedback from the patient- assesses the effects of interventions, noticing what deepens or disrupts the process. Makes adjustments in the wording and timing of interpretations to accord with the patient's readiness.

_ Outcome- describes their understanding of what helped the patient (therapeutic action) and what changed in the patient (i.e. new capacities, insights, improved relations, integrated sense of self, etc.). Can assess what has been accomplished and where more work is needed.

Writing:

_ Writes clinical case reports that describe the evolution of the analysis, including an understanding of macro and micro processes, important transference themes and countertransference experience.

_ Writes clinical case summaries that demonstrate a psychoanalytic understanding of the patient and the process, including an assessment of what changed, or didn't, with efforts to explain why. Demonstrates coherence, without rigidity, between their espoused theory and their understanding and approach.

Ethics:

_ Conducts self professionally, with uncompromising commitment to the patient’s well-being. Acts with integrity, upholding boundaries and ethical standards. Seeks consultation when needed.

_ Protects the patient’s confidentiality, privacy and anonymity in all communication.

*Add your own comments* about how the candidate and supervision is progressing:

Date: ___________ Signature of Supervisor: ___________

Submit completed documents by email to programcoord@icpla.edu or fax to 310-207-6083.
Control Case Report Requirements

Control Case Report First Page Requirements

CONTROL CASE # ___ REPORT # ___ (Please circle one: Initial, 1, 2 or 3)

CANDIDATE: __________________________

ADVISOR: __________________________

SUPERVISOR: __________________________

DATE SUPERVISION BEGAN: ________________

DATE OF BEGINNING OF ANALYSIS: _____________

REPORT COVERS PERIOD: _________________________

DATE OF SUBMISSION: _________________________

THE FOLLOWING IS APPLICABLE TO CANDIDATES WHO MATRICULATED AFTER SEPTEMBER 2013:
DATE CANDIDATE INFORMED THE ANALYSAND THAT THE CANDIDATE IS IN ANALYTIC TRAINING AND THAT THE ANALYSAND IS A CONTROL CASE: ____________
Candidate Progression Form

Candidate: ________________________________  Semester: ______ Year: __________

Course Title: ________________________________

Instructor(s): ________________________________

Course Number: __________  Total Number of Sessions: __________

EVALUATOR’S SPECIFIC RATING OF STUDENT’S LEARNING:

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Exceptional</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Not Acceptable</th>
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<tr>
<td>1. Understands relevant theory</td>
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<td>2. Applies/integrates theory effectively</td>
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<td>3. Demonstrates relevant clinical skills</td>
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<td>4. Demonstrates capacity for self-reflection</td>
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<td>5. Can use and respond to feedback</td>
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<td>6. Respects frames of reference beyond one’s own</td>
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<td>7. Understands socio-cultural influence on norms/values</td>
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<td>8. Can learn from experience of others</td>
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<td>9. Interpersonal effectiveness with instructors/peers</td>
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<td>10. Exemplifies professionalism w/attendance, punctuality, ethics</td>
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ADDITIONAL COMMENTS:

______________________________________________________________

Candidate has met 70% attendance requirement to satisfactorily complete course (check one): ☐ Yes ☐ No

CREDIT AWARDED _________ INCOMPLETE _________ CREDIT NOT AWARDED _________

Instructor: ___________________________ Date: ___________________________

Instructor: ___________________________ Date: ___________________________

ICP • 10780 Santa Monica Blvd., Suite #350 • Los Angeles, California 90025
310.207.6441 phone • 210.207.6083 fax • programcoordinator@icp.edu
Course Summary Evaluation

SUMMARY COURSE EVALUATION 2013-2014
In order to receive CE credit for this class, you must complete this evaluation during the allotted time. It is curriculum policy that the first 15 minutes of class of the last class be used for evaluating this class. Late submissions will not be accepted.

Course Title: __________________________
Semester: ___________________________
Instructor(s): _________________________

Please respond to the following questions using this scale:
1 = Absolutely  2 = Somewhat  3 = Uncertain  4 = Probably Not  5 = Absolutely Not  N/A = If question is not applicable to course or instructor.

COURSE EVALUATION:
1. Were the course objectives explicit? _______
2. Was the course taught at the promised level? _______
3. Was the material relevant to your growth as a psychoanalyst? _______
4. Did the course expand your knowledge of this topic? _______
5. Was the course appropriately challenging? _______
6. Were the readings generally of high quality? _______
7. Did the course help you understand socio-cultural influence on norms/values? _______
8. What were this course's greatest strengths? ____________________________________________
9. How do you think this course could be improved? ______________________________________
10. How much did you learn as a result of this course? Please circle one: Very Little  Some  A Good Bit  A Great Deal

EVALUATION OF INSTRUCTOR:
11. Did the instructor know the subject area? _______
12. Was he/she well prepared? _______
13. Would you take another course offered by him/her? _______
14. Was he/she a stimulating teacher? _______
15. Was his/her presentation clear and understandable? _______
16. Was he/she objective about the material? _______
17. Did he/she facilitate participation? _______
18. Was he/she receptive to differing ideas? _______
19. Did he/she effectively handle digressions? _______
20. Did he/she bring in clinical material when relevant? _______
21. Did he/she make clearly evident, prior to registration, the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught and the severe and most common risks? Please circle one: Yes or No

OVERALL EVALUATIONS:
Please respond to the following questions using this scale:
1 = Excellent  2 = Good  3 = Average  4 = Below Average  5 = Poor
22. Overall evaluation of course. _______
23. Overall evaluation of instructor. _______

Please make additional comments & suggestions in this space or use the backside of this form.

10780 Santa Monica Boulevard, Suite 352 ▪ Los Angeles, CA 90025-4779 ▪ 310.207.8441 office ▪ 310.207.6083 fax ▪ email: programcoord@icpa.edu
ICP Candidate Disclosure Form

Candidate Form Regarding Control Case Analysis

Disclosure of the following information is required as part of the conduct of control case analysis:

1. Candidates in training are not yet psychoanalysts and cannot be represented as such.
2. Control case analysands must be informed that they are serving as control cases.
3. If the Candidate conducting a control case withdraws from psychoanalytic training or their status otherwise changes the control case analysand must be informed of the change.
4. Information about grievance and complaint procedures are available on the ICP website at icpla.edu.

I have read this form and agree to be a control case analysand.

Control case analysand signature: _________________________

Candidate signature: ________________________________

Date: ________________________________________________

Completed form to be retained in Analysand's confidential patient record. Provide a copy to the Analysand.
Candidate Control Case Certification Form

I certify that my control case analysand #______ has read and signed the Candidate Control Case Disclosure Form on (date)__________________.

Candidate signature: ________________
Date: ____________________________

Completed form to be placed in Candidate’s file.
Agreement of Confidentiality

ICP recognizes that confidentiality is requisite in both psychoanalytic training and professional life. In its broadest application ICP defines “confidentiality” in accordance with the American Psychoanalytic Association as follows:

Confidentiality. Confidentiality of the patient’s communications is a basic right and an essential condition for effective psychoanalytic treatment and research. A psychoanalyst must take all measures necessary to not reveal present or former patient confidences without permission, nor discuss the particularities observed or inferred about patients outside consultative, educational or scientific contexts. If a psychoanalyst uses case material in exchanges with colleagues for consultative, educational or scientific purposes, the identity of the patient must be sufficiently disguised to prevent identification of the individual, or the patient’s authorization must be obtained after frank discussion of the purpose(s) of the presentation, other options, the probably risks and benefits to the patient, and the patient’s rights to refuse or withdraw consent.

In order to comply with HIPPA requirements, E-mail communication of case reports between supervisors and candidates must use encrypted Word or PDF files.

I agree to abide by the confidentiality practices as defined by the American Psychoanalytic Association, the appropriate Licensing Board for my profession and the appropriate Ethics Code established by my profession.

Signature: __________________________

Date: __________________________
C. ICP COURSE AND FACULTY CATALOG

September 8, 2016 to May 18, 2017
Notice to Prospective Degree Program Students:

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- **Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.**

- **Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.**

If this institution stops pursuing accreditation, the following will happen:

- **The institution must stop all enrollment in its degree programs, and**

- **Provide a teach-out to finish the educational program or provide a refund.**

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.
ICP Faculty

This ICP program has approximately 24 volunteer faculty members that teach in the psychoanalytic training program during any given year; this number does not include guest faculty that may teach a single class of a course. The Faculty is comprised of psychoanalysts who are members of ICP. Most of them are senior analysts. Each is an experienced clinician who has completed psychoanalytic training at a psychoanalytic institute and has participated in ICP’s Faculty Training Workshop. Many of those on the faculty have teaching positions at local graduate psychology and social work programs. Those on the faculty have training and professional experience that spans a range of theory and practice. Faculty for all academic classes are selected based on their expertise in the specific field, publications, lectures, research and any original contribution in the field. When appropriate, student evaluations of the faculty from previous years and for elective courses, popularity of the course offered by the faculty are taken into account when selecting an individual faculty member. All faculty are required to submit their curriculum vitae to verify their expertise and to attend a day long instructor training designed to enhance their teaching skills (i.e. how to integrate issues regarding diversity into the course).

ICP Faculty

1. Faculty qualifications are as follows:
   a. Member of the Institute who is a graduate of ICP.
   b. Graduate of any other psychoanalytic institute who is a member or a corresponding member.
   c. Possess a license to practice psychotherapy in their home state.
   d. Possess a prior advanced degree from a postgraduate degree program at a college or university in the United States or Canada.
   e. Those faculties whose degrees were received outside of the United States or Canada must come from institutions that are members of the National Association of Credential Evaluation Services (NACES).
   f. Exhibit or demonstrate expertise in the course topic, by either publishing papers on the topic, having had experience teaching the topic before, and/or having specific training in that course area.
   g. If teaching a Ph.D. core course the instructor must possess a Ph.D. from a state approved or accredited institution.
   h. Possess the experiential qualifications to teach, including a minimum of three years of experience in the field. If not they have to teach with an instructor who does possess these requirements.
   i. Attend a one-day ICP faculty-training course.

2. Faculty duties are as followed:
   a. 4 months in advance the faculty must submit a syllabus along with the referenced readings for each class the instructor is teaching.
   b. Courses either meet for 7, 8 or 15 weeks and course credit is commensurate with the course length.
c. The instructor must teach the course at the scheduled time and for the contracted number of hours. Any cancelled sessions must be made up at a time that is convenient for every student in the course.
d. Faculty must complete written evaluations for all candidates in the course.
e. Faculty must be available to meet individually with students as needed at the Institute or their office.

3. ICP maintains records documenting that each faculty member is duly qualified and was qualified to perform the duties to which the faculty member was assigned.
4. Each faculty member is evaluated by each student in every course that they teach.
5. Academic Freedom Policy
   a. ICP is a vital and inclusive analytic institute that follows the tenets of academic freedom, participatory democracy and diversity of psychoanalytic theory.
   b. Faculty/instructor’s right to academic freedom and the principles that it guarantees are key elements of ICP’s founding members’ philosophy and a crucial aspect of the ICP’s vision.
   c. Academic freedom at ICP nurtures a culture of diversity, inclusion, invitation, dignity and respect for the therapeutic process.
   d. Academic freedom provides our faculty/instructors with
      i. freedom of inquiry and research
      ii. freedom within the classroom to express the widest range of viewpoints in accord with the standards of scholarly inquiry and professional ethics.
      iii. freedom of expression and publication
   e. Academic freedom is limited only by the bounds of the professions ethics.
   f. The ICP Academic Freedom Policy is available by request to all members and candidates.

Faculty CVs for this year’s classes are in appendix XX, page 168.

COURSEWORK

Summary of Requirements:

To complete the Psy.D. program, you are required to take 32 course units, half of which are required core courses. The non-core units can be obtained through electives covering a variety of techniques and theories in various areas of psychoanalysis. There are no proscribed testing procedures designed to measure program completion. Tests (if given) are at the discretion of individual instructors and test results only count toward that particular course. Candidate progression, as a result, relies on completion of at least 70% of each course taken, and the following:

In addition to completing the coursework requirements, candidates are required to:

1) Complete a training analysis. The personal analysis must be conducted with an ICP Training
and Supervising analyst. The candidate must be in 4 times per week psychoanalysis for a minimum of 300 hours.

2) Treat 3 psychoanalytic training cases. Each of the 3 training (control) cases to be seen by the candidate, must be treated for between 3 and 4 times per week and must be supervised by an ICP Training and Supervising analyst for a minimum of 18 months (or 65-70 hours) each.

First Year Core Courses

(This year is comprised of all core courses. All the first year core courses must be taken in order to take 2nd year courses or any other elective.)

Basic Concepts (15 weeks)

This is a 15-week course that forms the foundation for the study of contemporary psychoanalysis. We will introduce the basic concepts that have shaped the dialogue about the theory and practice of psychoanalysis over time. Through our readings, our class dialogue, and our study of theory and epistemology, we will investigate the underpinnings of the following concepts: structure of mind, the unconscious, development, transference and countertransference, defense and resistance, intrapsychic and interpersonal experience, and subjectivity and inter subjectivity. The course format will entail readings, lectures, discussion, and critiques of these concepts and theories. We will also incorporate clinical examples and discussion to illuminate controversies in theory and technique.

Infant and Toddler Development (15 weeks)

This course covers a broad range of contemporary literature and research on infant/mother and toddler development as well as applications of this literature to the understanding of the psychoanalytic relationship and psychoanalytic treatment of adults. Readings include authors who are primarily infancy researchers, authors who are both researchers and psychoanalytic practitioners, and authors who have read and organized the research literature in order to apply it to the psychoanalytic treatment of adults.

Case Conference (15 weeks)

First 8 weeks: The Analyst Presents

This course is taught by two Training Analysts. It focuses on the psychoanalytic case study, and will teach students how to organize and present clinical material. Two experienced analysts will present clinical cases, offering the student an opportunity to delve more fully into clinical process, and to comment on the analyst's presentations. This seminar will teach students how to process clinical material and to think critically about the psychoanalytic discourse.

Final 7 weeks: The Candidate Presents
In this section, one or two candidates present ongoing clinical cases to two training analysts and to the class. The cases are discussed from a psychoanalytic perspective and the clinical process is discussed exploring technical and theoretical models.

**Freud (15 weeks)**

The two main goals of this course are (1) to read a broad sampling of Freud’s work, getting to know the Herr Doctor as comprehensively as possible—both as a person and as a developing thinker and clinician; and (2) to sharpen critical reading skills: to make a relationship with the text, if you will, to hear what it has to say—both explicitly and between the lines—and to monitor your own affective and associational responses to it. Hint: Reading texts have a lot in common with doing therapy.

**Second Year Core Courses:**

(This year is comprised of all core courses and one elective opportunity.)

**Object Relations (15 weeks)**

This course focuses on the development of the object-relations perspective, within the context of World War II, and in dialogue with Freud and Klein. We will focus on how this perspective turned psychoanalysis on its head by formulating the primacy of human relationships in shaping the unconscious and human character. The course will explore influential object-relations theorists, starting with Melanie Klein and Sandor Ferenczi, through W. Ronald Fairbairn, Harry Guntrip, and D.W. Winnicott. We will also study contemporary object-relations theorists such as Neville Symington and Thomas Ogden. Finally, we will look at the link between object-relations and contemporary relational theory, through the work of Jessica Benjamin and Phillip Bromberg.

**Contemporary Psychoanalytic Theories**

(30 weeks) consists of three 10-week sections of significant contemporary psychoanalytic theories:

**Self-Psychology (10 weeks)**

The purpose of this course is to introduce the basic concepts of Self Psychology, including self-psychology’s historical development and its contemporary transformations. Kohut’s focus on the central role of empathy has transformed psychoanalysis, and we will explore, in depth, the ways the concept of empathy is utilized, as well as how it can be misunderstood. We will also explore post-Kohutian perspectives in contemporary psychoanalysis and illustrate their application to clinical work.

**Intersubjective Systems Theory (10 weeks)**

This course introduces doctoral candidates to Intersubjective-systems theory, the psychoanalytic
framework principally formulated by George Atwood, Bernard Brandchaft, Donna Orange, and Robert Stolorow. Intersubjective-systems theory is a relational-affect theory wherein human emotional experience, and its constitutive embeddedness in relational contexts, are deemed at the center of psychoanalytic study and treatment. Accordingly, the curriculum and readings reflect consideration of traditional psychoanalytic notions of emotional development, unconsciousness, mind & body relations, fantasy, dreams, transference, therapeutic impasse and so forth from the intersubjective-systems perspective wherein, again, affect and its constitutive rationality are deemed at the motivational and formative center of human emotional life. The course includes in-class case presentations by faculty and candidate-volunteers during which the theoretical principles elucidated in the readings and lectures are employed to illuminate clinical material from an intersubjective-systems perspective. The candidates are required to write a short essay in which they illustrate their clinical use or theoretical consideration of one or more of the ideas distinctive to the intersubjective-systems perspective presented in the course readings and lectures.

Relational Theory (10 weeks)

The main purpose of this course is to instill a strong understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. Early influential papers from this unique tradition as it first came together in New York City will be emphasized. The course will assess the differences between models of the mind that see the self as unified as opposed to those that see it as multiply constituted or conflicted. We will delineate the ways in which the assumption of the therapist’s co-creation of the therapeutic encounter differs from an objectivist stance toward the patient. This course will also elucidate both how dissociated self-states in both patient and therapist are enacted in the therapeutic relationship and how such enactment can be constitutive of therapeutic action. Lastly, the course will include current perspectives as they continue to evolve within the Relational Tradition throughout the world, and here at ICP.

Third Year Core Course
(This year is comprised of all electives and one core course.)

Core Course: Boundary Dilemmas (to be taken any time after the second year)

The purpose of this course is to educate candidates about the importance of establishing a psychoanalytic framework that creates a safe environment for both patient and analyst. The creation and utilization of a secure boundary may prevent ethical violations and enable the patient to develop trust in the analytic process that allows for psychological development. This class also explores how unconscious boundary enactments can be understood and worked with in a relational psychoanalytic way.

Fourth Year Core Course:
(This year is comprised of all electives and one core course.)

Core Course: Theory of Everything

This class allows students to process their years of analytic training, and to explore and reflect upon
the different theories presented here at ICP. Students discuss how they integrate the wealth of ideas they have discovered into their lives and their practices.

Ph.D. Program (There is a complete Ph.D. Manual in this catalog that supplements this section.)

Those individuals working toward their Ph.Ds need to take 37 units of courses over the course of their training, including the described core courses. There are 3 additional courses (equal to 5 units) specifically required for attaining a Ph.D. degree and the rest of the units can be acquired by taking core and elective Psy.D. courses.

**Required courses for the Ph.D. program:**

**Philosophy of Science (1 unit)**

This course is based on the widely accepted idea that contemporary philosophy of science is based upon a vocabulary inherited from Logical Positivism. Logical Positivism will be discussed in detail with particular emphasis on the latter’s influence in the work of Thomas Kuhn through the Social Constructionists. Additionally, there are invaluable contributions to the philosophy of science that precede the 21st century. We survey and present ideas that are prominently voiced in the Greek and Roman period up to and through 17th century, and will recognize the historical contributions of Aristotle, Bacon, Hume, Lakatos, and Kant to the philosophy of science.

**Research Methods (2 units)**

This course will include discussions of the context in which psychoanalytic research has been done historically, recently, and in the present. This course also includes discussions of research design best suited to psychoanalysis, examining four types of psychoanalytic research—hermeneutic, quantitative, clinical case study, theoretical and applied psychoanalysis. Basic statistical methods in the psychological sciences, starting with basic probability, descriptive statistics, and inferential statistics will be reviewed. Research methods are put in the context of basic experimental research in psychoanalysis, including such methods as ANOVA, z-tests, t-tests, regression and correlation. Special attention is given to the research design underlying the dissertation. Research ethics will also be discussed in this course.

**Dissertation Writing Seminar (2 units)**

This course will focus on the writing of a doctoral dissertation in the field of psychoanalysis; this will include the proposal requirements and its specific elements. It will address common concerns arising in the process of preparing the dissertation proposal, and in writing the dissertation itself. Candidates will be expected to write on a weekly basis and formulate a timeline of their individual research process. There will be collegial critique and one-on-one
consultations with the faculty will be available.

Class syllabi are in appendix XIX on page 94, and faculty CV for Core and Elective classes are in appendix XX on page 168.
D. ICP PSY.D. DISSERTATION PAPER & PROJECT MANUAL
When to Begin the Process

The process of initiating the Dissertation Paper may take place at any time during the Candidate’s training. The purpose of the Dissertation Paper is to demonstrate the Candidate’s development as a psychoanalyst; therefore, the Candidate is expected to write the Dissertation Paper during the third or fourth year of study, as such development stems from the Candidate’s involvement in classes, control cases, supervision and training analysis. It is the intention of ICP to establish requirements allowing for the uniqueness and creativity of each Candidate. Some Candidates might find that reading completed Graduation Papers is helpful in developing ideas for their own Paper. (Contact the ICP Office for the list of papers and process for obtaining them.)

Criteria for the Dissertation Paper

All of the following criteria for the Graduation Paper must be met:

1. The Graduation Paper must address a psychoanalytic topic.

2. The Graduation Paper must be the product of psychoanalytic training at ICP, reflecting what the Candidate has learned in that training.

3. The Graduation Paper must demonstrate competence in psychoanalytic understanding.

4. The Graduation Paper must be internally coherent (arguments in the Paper are consistent, logical, and connect in a meaningful fashion).

5. The Graduation Paper must be externally coherent (the content of the Paper is consistent with knowledge of the subject stemming from outside sources).

6. The Graduation Paper must follow any coherent, consistent, recognizable format accepted by Psychoanalytic Journals.

7. The Graduation Paper must include the required title page (see page 84, appendix IX).
8. The Graduation Paper must include a Literature Review. (A Literature Review is an account of what has been published on the topic, the key authors, and the prevailing theories, hypotheses, and methodologies already in publication.)

9. The Graduation Paper must include theoretical material related to that case (if based on case material).

10. As the graduation paper must be made a permanent part of the public domain the following rules apply:

A.) For Candidates who matriculated prior to September 2013. When writing about patients, any case material must be sufficiently disguised so that the person is not recognizable in the public domain.

B.) For Candidates who matriculated after September 2013. When writing about patients, the candidate acknowledges (in writing) that he/she has obtained consent from the patient. The consent will illustrate that the patient has agreed to be written about in the candidate's paper. Even with this consent the candidate must ensure that any case material is sufficiently disguised so that the person is not recognizable in the public domain. This acknowledgement is to be placed in the candidate's file and on the page following the title page of the graduation paper.

Graduation Paper Committee

When ready to begin the Psy.D. Paper, the Candidate forms a Graduation Paper Committee. After considering the most appropriate individuals to address the Paper's particular topic, the Candidate contacts those ICP Members and requests their participation on the Committee. It is important to stipulate to each Member the role the Candidate wishes that Member to assume.

The Graduation Paper Committee consists of an Advisor, a Mentor, a Supervisor, a Reader, and a CPC Reader. If a Member serves in more than one capacity on a Graduation Committee (i.e., an Advisor who also serves as a Mentor), an additional Member serving in the capacity of an extra Reader must be chosen by the Candidate and added to the Committee. Each Member makes a commitment to work closely with the Candidate by providing guidance and feedback as the Candidate develops the Paper. All Papers must include the required elements. All parties are required to attend a meeting of the entire group (set up by the Advisor in collaboration with the Candidate). All parties are expected to attend
the Graduation Review, which is a meeting of the Graduation Paper Committee and the CPC held after the Paper has been approved.

Advisor

The Advisor is an automatic Member of the Committee and has the following responsibilities:

a) Once the Candidate notifies the Advisor that the Committee has been formed, the Advisor contacts the CPC in writing to request a CPC Reader be assigned to the Graduation Committee. This should be done as soon as possible to ensure that the CPC Reader is involved in the process as early as possible. The written request to the CPC should include the Candidate’s name, the names of all Committee Members with their designated roles, and either an *abstract or a *first final draft of the Paper.

If the request is made by the June CPC meeting of the previous year, and the Candidate intends to participate in the spring graduation ceremony, a first final draft is required to accompany the written request.

(*SEE DESCRIPTION OF FIRST FINAL DRAFT AND ABSTRACT IN APPENDIX X, PAGE 85.)

If participation in the spring graduation ceremony is not planned, only an abstract is required to be submitted with the written request.

b) In consultation with the Candidate, the Advisor sets up a meeting of the full Committee to discuss the Paper and make recommendations and revisions. This meeting is typically scheduled toward the end of the process but it may take place earlier if advantageous to the Candidate. At least one full meeting of the entire Committee is required.

c) When the entire Committee has approved the final version of the Paper, the Advisor requests a formal date for a Graduation Review (a joint meeting of the CPC and Graduation Paper Committee) by notifying the CPC in writing. A proofread edited copy of the final Paper must be included in the request. The CPC Chair informs the Advisor of the scheduled date of the meeting. The Advisor informs each Committee
Member of the date and reports back to the ICP office if any Member is unable to attend.

d) At the Graduation Review with the CPC and the Graduation Paper Committee, the Advisor gives a report of the Candidate's progress during the years of candidacy. This is an oral presentation only (no written report is required).

Mentor

The Mentor takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

Supervisor

The Supervisor, who must be a Supervisor from one of the three required control cases, takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

Reader

The Reader takes on all the responsibilities assigned a Committee Member and prepares a short critique of the Paper to read aloud at the Graduation Review. This critique should be written and is included the Candidate's scholastic file.

CPC Reader

The CPC Reader takes on all the responsibilities assigned a Committee Member. During the entire process, the CPC Reader serves as the representative of the Candidate Progression Committee, and carries the Candidate Progression Committee's authority for approving the Paper in final form. When the Paper is approved by the CPC Reader, in conjunction with the other Members of the Graduation Paper Committee, it is then considered a final Paper. During the CPC Graduation Review, the CPC Reader will prepare a short critique of the Paper to read aloud at the Graduation Review. This critique should be written and is included the Candidate's scholastic file.
Candidate Involvement within the Committee

The Candidate may work independently, or with the Mentor to develop a first final draft of the Paper. The first final draft is then submitted to all five Members of the Committee for their commentary. When the Candidate prepares the next draft of the Paper, integrating the Committee’s commentary, the Candidate submits that draft to each Member of the five-person Committee. This process of commentary and draft revisions may be repeated several times. At some point, the meeting of the full Committee will take place. All Committee Members must approve the Paper before it is deemed a final draft.

The Graduation Review

This is a meeting of the Candidate Progression Committee and the Graduation Paper Committee that takes place after the Graduation Paper has been approved. The Review is an opportunity to discuss the Paper, share ideas, and celebrate the completion of the Candidate’s Paper and forthcoming graduation.

Time Requirements for Participation in spring Graduation Ceremony

The graduation ceremony is held each year in the spring. Four deadlines must be met in order to for the Candidate to participate in the spring graduation ceremony:

NO LATER THAN THE JUNE CPC MEETING of the previous year, the Advisor must submit to the Candidate Progression Committee the first final draft of the Graduation Paper, along with a letter announcing the names and titles of the four members of the Candidate’s Graduation Paper Committee (Advisor, Mentor, Supervisor and Reader). If a request for a CPC Reader has not already been made, it must be done at this time.

(*SEE DESCRIPTION OF FIRST FINAL DRAFT AND ABSTRACT IN APPENDIX X, PAGE 85.)

NO LATER THAN THE NOVEMBER CPC MEETING of the previous year, the Advisor must send the Candidate Progression Committee a letter stating that the entire Graduation Paper Committee has approved the Candidate’s Graduation Paper and requesting a date for a Graduation Review with the Candidate Progression Committee. This letter must be
accompanied by an unstapled edited copy of the Candidate’s final Graduation Paper.

PRIOR TO GRADUATION, all case reports and supervisory reports must be completed and submitted to the office two weeks prior to the scheduled spring graduation ceremony.

Graduation from ICP requires that the Candidate complete, in a satisfactory manner, the equivalent of four years (420 hours) of didactic coursework, including the required core courses, by the last session of the academic year.

It is the Advisor’s responsibility to urge all members of the Graduation Paper Committee to pursue the Candidate’s first final draft Paper in a timely fashion, thereby facilitating the Candidate’s opportunity to complete a final Paper for the November Candidate Progression Committee deadline. If the November deadline is not honored, the Candidate may graduate at the time the Board of Directors approves the recommendation of the Candidate Progression Committee, but the Candidate may not participate in the approaching Spring graduation ceremony; however, the Candidate may participate in the Spring graduation ceremony of the following year.

Writing Suggestions

Time constraints should be considered when preparing the Paper. It is recommended that the Candidate establish personal deadlines for each step of completion (from writing the abstract to completion of the final Paper). When delivering a first final draft to Graduation Committee Members for review and suggestions, the Candidate should make every effort to present a draft free of spelling and grammatical errors.
PSY.D. GRADUATION PROJECT

When to Begin the Process

The process of initiating the Graduation Project may take place at any time during the Candidate’s training. The purpose of the Graduation Project is to demonstrate the Candidate’s development as a psychoanalyst; therefore, the Candidate is expected to write the Graduation Paper during the third or fourth year of study, as such development stems from the Candidate’s involvement in classes, control cases, supervision and training analysis. It is the intention of ICP to establish requirements allowing for the uniqueness and creativity of each Candidate. Some Candidates might find that reading completed Graduation Projects is helpful in developing ideas for their own Project. (Contact the ICP Administrator for the process and cost of obtaining past Projects.) Input from the Graduation Committee is also expected to influence the Candidate’s Graduation Project.

Criteria for the Graduation Project

The Graduation Project is a possible alternative to the Graduation Paper. The Project is a serious, rigorous, creative work that reveals the Candidate’s development as a psychoanalyst. All of the following criteria for the Graduation Project must be met:

1. The Graduation Project must address a psychoanalytic topic.

2. The Graduation Project must demonstrate competence in psychoanalytic understanding.

3. The Graduation Project must be internally coherent (arguments in the Project are consistent, logical, and connect in a meaningful fashion).

4. The Graduation Project must be externally coherent (the content of the Project is consistent with knowledge of the subject stemming from outside sources).

5. The Graduation Project must include a written explanation of the Candidate’s inspiration, philosophy, and goals in creating the particular Project.
6. The Graduation Project must include a Literature Review. (A Literature Review is an account of what has been published on the topic, the key authors, and the prevailing theories, hypotheses, and methodologies already in publication.)

7. As the graduation project must be made a permanent part of the public domain the following rules apply:

A.) For Candidates who matriculated prior to September 2013. When writing about patients, any case material must be sufficiently disguised so that the person is not recognizable in the public domain.

B.) For Candidates who matriculated after September 2013. When writing about patients, the candidate acknowledges (in writing) that he/she has obtained consent from the patient. The consent will illustrate that the patient has agreed to be written about in the candidate's paper. Even with this consent the candidate must ensure that any case material is sufficiently disguised so that the person is not recognizable in the public domain. This acknowledgement is to be placed in the candidate's file and on the page following the title page of the graduation paper.

8. The Graduation Project must be the product of psychoanalytic training at ICP, reflecting what the Candidate has learned in that training.


The Graduation Project must include some record, whatever the form, of its presentation, so that the Project continues to be available to the psychoanalytic community.

The Graduation Project must include the required title page (see page 86, appendix XI).

Graduation Project Committee

When ready to begin the Psy.D. Project, the Candidate forms a Graduation Committee. After considering the most appropriate individuals to address the Project's particular topic, the Candidate contacts those ICP Members and requests their participation on the Committee. It is important to stipulate to each Member the role the Candidate wishes that Member to assume.
The Graduation Project Committee consists of an Advisor, two Mentors, a Supervisor, and CPC Representative. Each Member makes a commitment to work closely with the Candidate by providing guidance and feedback as the Candidate develops the Project. All Papers must include the required elements. All parties are required to attend a meeting of the entire group (set up by the Advisor in collaboration with the Candidate). All parties are expected to attend the Graduation Review, which is a meeting of the Committee and the Candidate Progression Committee held after the Project has been approved.

Advisor

The Advisor is an automatic Member of the Committee and has the following responsibilities:

a) Once the Candidate notifies the Advisor that the Committee has been formed, the Advisor contacts the Candidate Progression Committee in writing to request a CPC Reader be assigned to the Graduation Committee. This should be done as soon as possible to ensure that the CPC Reader is involved in the process as early as possible. The written request to the Candidate Progression Committee should include the Candidate’s name, the names of all Committee Members with their designated roles, and an explanation of the Project.

b) In consultation with the Candidate, the Advisor sets up two meetings of the full Committee to discuss the Project and make recommendations and revisions. The first meeting is to be scheduled soon after the Candidate Progression Committee representative is appointed. The second meeting typically scheduled toward the end of the process. Two meetings of the entire membership are required, due to the creative nature of the Project.

c) When the entire Committee has approved the final version of the Project, the Advisor requests a formal date for a Graduation Review (a joint meeting of the Candidate Progression Committee and Graduation Project Committee) by notifying the Candidate Progression Committee in writing. An edited copy of the final Project must be included in the request. The ICP office contacts the Advisor to provide the scheduled date of the meeting. The Advisor informs each Committee Member of the date and reports back to the ICP office if any Member is unable to attend.

d) At the Graduation Review with the Candidate Progression Committee and the Graduation Project Committee, the Advisor gives a report of the
Candidate’s progress during the years of candidacy. This is an oral presentation only (no written report is required).

Mentors

Two Mentors take on all the responsibilities assigned a Committee Member and should be prepared to comment on the Project and the Candidate’s participation at the Graduation Review. The Mentors prepare a short critique of the Project to read aloud at the Graduation Review. This critique is to be written and handed in to be part of the Candidate’s scholastic file.

Supervisor

The Supervisor takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

CPC Representative

The CPC Representative takes on all the responsibilities assigned a Committee Member. During the entire process, the CPC Representative serves as the representative of the Candidate Progression Committee, and carries the Candidate Progression Committee’s authority for approving the Project in its final form. The CPC Representative, as well as all other Committee Members, must approve the Project before it is deemed a final Project. During the Graduation Review, the CPC Representative prepares a short critique of the Project to read aloud at the Graduation Review. This critique is to be written and handed in to be part of the Candidate’s scholastic file.

Candidate Involvement within the Committee

The Candidate may work independently or with Committee Members to develop the Project. The Candidate collaborates with the Advisor to set up two meetings of the entire Committee. The first is to be arranged as soon as a CPC Representative is appointed. The second meeting will take place toward the end of the process.

The Graduation Review

This is a meeting of the Candidate Progression Committee and the Graduation Project Committee. It takes place after the Graduation Project has been
approved. The Review is an opportunity to discuss the Project, share ideas, and celebrate the completion of the Candidate’s Project and forthcoming graduation.

Time Requirements for Participation in spring Graduation Ceremony

The graduation ceremony is held each year in the spring. Four deadlines must be met in order to for the Candidate participate in the spring graduation ceremony:

NO LATER THAN THE JUNE CPC MEETING of the previous year, the Advisor must submit to the Candidate Progression Committee, the Candidate’s Literature Review and an abstract of the Project, along with a letter announcing the names and titles of the four individuals of the Candidate’s Graduation Project Committee (Advisor, Mentors, and Supervisor). The letter will include a request for a CPC Representative who will become the final Member of the Graduation Committee.

NO LATER THAN THE NOVEMBER CPC MEETING of the previous year, the Advisor must send the Candidate Progression Committee a letter stating that the entire Graduation Project Committee has approved the Candidate’s Graduation Project and requesting a date for a Graduation Review with the Candidate Progression Committee. This letter must be accompanied by an unstapled copy of the candidate’s final Graduation Project (including all written requirements).

PRIOR TO GRADUATION, all case reports and supervisory reports must be completed and submitted to the office by May 31st.

Graduation from ICP requires that the Candidate complete, in a satisfactory manner, the equivalent of four years (420 hours) of didactic coursework, including the required core courses, by the last session of the academic year.

It is the Advisor’s responsibility to urge all members of the Graduation Project Committee to pursue the Candidate’s draft Project in a timely fashion, thereby facilitating the Candidate’s opportunity to complete a final Project for the November Candidate Progression Committee deadline. If the November deadline is not honored, the Candidate may graduate at the time the Board of Directors approves the recommendation of the Candidate Progression Committee, but the Candidate may not participate in the approaching Spring graduation ceremony; however, the Candidate may participate in the Spring graduation ceremony of the following year.
Writing Suggestions

Time constraints should be considered when preparing the Project. It is recommended that the Candidate establish personal deadlines for each step of completion (from writing the abstract to completion of the final Project). When delivering a draft to Graduation Committee Members for review and suggestions, the Candidate should make every effort to present a draft free of spelling and grammatical errors.
E. ICP PSYCHOANALYTIC PSYCHOTHERAPY PROGRAMS

September 8, 2016 – May 18, 2017

Syllabi are located on page 97
Psychoanalytic Psychotherapy Certificate Program

The Psychoanalytic Psychotherapy Program is a twenty-week case focused program centered on concepts and practices of contemporary psychoanalytic psychology.

The program consists of:

- Bi-weekly seminars of 2.5 hours each taught by an ICP member or advanced candidate member with expertise in their areas.
- Bi-weekly small group consultation with an ICP member.
- This is not a degree-granting program.
- Participants receive CE/CMEs commensurate with attendance and a certificate of completion if they attend the full nine months of weekly seminars and supervision groups. Recommended readings are provided online.

Admissions Requirements:

- An application and application fee are required.
- Applicants are required to have a minimum of a graduate mental health degree or the equivalent (MSW, MFT, Ph.D., MD/psychiatrist).
- Applicants are required to be licensed in the state in which they practice and must show proof of current licensure.
- Applicants are required to carry malpractice insurance in the state in which they practice and must show proof of their current policy.

Extension Division Program

This program offers classes in contemporary psychoanalysis to both licensed therapists, those in training for a mental health degree and those who are not yet licensed.

The program consists of:

- The program is structured in two parts: A one-year Foundations Class which provides the student with the basic concepts of analytic theory and technique and an advanced Class that builds on the first year to explore more complex and sophisticated ideas and applications.
- Classes meet once a month for 10 consecutive months.
- Classes are taught by ICP members and candidates with expertise in the class subject.
Recommended readings are provided online.

This is not a degree-granting program.

Admission Requirements:

- An application and application fee are required.
- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Psy.D., Ph.D., MD)
- An application and application fee are required.
- Courses and number of CME/CEUs vary depending on the individual program.

Class Locations

- **Los Angeles**
  Institute of Contemporary Psychoanalysis
  10780 Santa Monica Blvd. Suite 350
  Los Angeles, CA 90025

- **South Bay Extension Program**
  Hermosa Beach Community Center
  710 Pier Avenue
  Hermosa Beach, CA. 90254

Saturday Series: Conversations in Contemporary Psychoanalysis

The program consists of:

- A monthly series of talks by ICP members or candidates demonstrating expertise in particular areas.
- The Saturday Series introduces contemporary psychoanalytic ideas from various theories through clinical issues and case presentations.
- This is not a degree-granting program.

Admission Requirements:

- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Ph.D. Psy.D, MD)
- Participants receive CEU/CME's commensurate with attendance
• An application and application fee are required.

Class Locations:

• **Ventura County**  
  2659 Townsgate Rd., Ste. 242  
  Westlake Village, CA 91361

• **San Diego**  
  11446 Pleasant Ridge,  
  San Diego, CA 92130

• **Pasadena**  
  439 Cherry Drive  
  Pasadena, CA 91105

Classes meet:

• Pasadena Saturday Series meet 4 hours of monthly courses for 9 months.

• San Diego Saturday Series meet 4 hours of monthly courses for 9 months.

• Ventura County Saturday Series meet 2 hours of monthly courses for 10 months

• Bay Area: TBD
APPENDICES
APPENDIX I
ENROLLMENT AGREEMENT
Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779
4-year Psychoanalytic Training Program, Psy.D.
Year of 2016 – 2017

Candidate Name: ________________________________________________________________

Home Address:  _________________________________________________________________________________________________

Office Address: _________________________________________________________________________________________________

Office Phone: ____________________ Home Phone: ______________________________________

A. LEGALLY BINDING CLAUSE
This agreement is a legally binding instrument when signed by the candidate and accepted by ICP. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given: (a) a written statement of the refund policy including examples of how it applies and; (b) a catalog including a description of the courses and educational services including all material facts concerning ICP and the program which are likely to affect your decision to enroll. Immediately upon signing this agreement, you will be given a copy of it to retain.

B. COURSE HOURS
This agreement is for the ICP Psychoanalytic Training Program:

<table>
<thead>
<tr>
<th>Total Units</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoanalytic Training Program: 32 units</td>
<td>420 hours</td>
</tr>
</tbody>
</table>

3 supervised cases of 1 1/2 years each (65-70 hours) are required.

________________
Candidate Initials

18 months or 300 hours of 4 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required. Personal psychoanalysis is not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst are negotiated and paid between the Training and Supervising Analyst and candidate privately without ICP’s involvement.

________________
Candidate Initials

A Candidate in part-time training is not permitted to begin coursework at ICP before the initiation of a minimum two times per week personal psychotherapy with an ICP-approved Training Analyst. Upon becoming a full-time candidate, the personal psychoanalysis required is a minimum of 4 sessions per week for a period total of at least 300 hours.

________________
Candidate Initials
C. STUDENT'S RIGHT TO CANCEL
The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date: . See refund policy below.

D. REFUND POLICY
Students who withdraw by the first class session, or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units, the agreement will equal 52.5 clock hours. If the candidate withdraws and has only completed 20 hours of the 52.5 hours of the agreement, the candidate has 32.5 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:

In order to get to the refund amount, you take the semester tuition fee of $1,500.00 and divide this amount by the 52.5 hours the candidate enrolled to attend on this agreement. This amount which is $28.58 is the per hour charge, you must now multiply this figure of $28.50 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is $571.60, if the candidate had paid the institute $1,500.00 on this enrollment agreement, their refund would be $928.40.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.
E. CONTRACT AMOUNT AND SCHEDULE OF CHARGES
The Candidate is responsible for the following fees and charges: PROGRAM FEES:

Tuition and Fees Schedule (per year) for the Psychoanalytic Training Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>Non-refundable fee: $125 early application/$150 regular application</td>
</tr>
<tr>
<td>Full-time Tuition ($375 per unit)</td>
<td>$3000</td>
</tr>
<tr>
<td>Part-time Tuition ($375 per unit)</td>
<td>$1500 tuition</td>
</tr>
<tr>
<td>Supervision for control cases</td>
<td>(NOT covered by tuition fee; candidate pays supervisor’s fee on an individual basis, all fees with supervisors are negotiated and paid between the supervisor and candidate privately, without ICP’s involvement. Each supervisor is required to provide one low fee slot for candidate supervision, for $75. Otherwise there is a wide range of charges.</td>
</tr>
<tr>
<td>Training Psychoanalysis</td>
<td>18 months or 300 hours of 4 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required. Personal psychoanalysis is not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst are negotiated and paid between the supervisor and candidate privately without ICP’s involvement.</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Student TuitionRecovery Fund</td>
<td>State mandated fee as required by CA Education Code 94810(a)(10), please see <a href="http://www.bppe.ca.gov">www.bppe.ca.gov</a> for current rate percentages and info on refund requests. Fee is $0.00. The STRF fee is non-refundable.</td>
</tr>
</tbody>
</table>

NOTICE
YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

a.  The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

b.  The student may not be eligible for any other federal student financial aid at another institution or other
You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The non-refundable STRF fee is $0.00.

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the
accreditation covering at least one-degree program.

- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at the Institute of Contemporary Psychoanalysis (ICP) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Psy.D. or psychoanalyst certification you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units, Psy.D., or psychoanalyst certification that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ICP to determine if your units taken, Psy.D. or psychoanalytic certificate awarded will transfer.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833
P.O. Box 980818, West Sacramento, CA 95798 0818
www.bppe.ca.gov
Telephone: 888-370-7589 or 916-431-8559 Fax: 916-263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau’s internet website, www.bppe.ca.gov. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact sheet related to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable prior to signing this agreement.

Total charges for the current period of attendance: $3000 tuition/$100 admin fee per year.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course or educational service is:

- **$12,400 for the 32 units for the PsyD program**
Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.

Fees for personal analysis and supervision are established privately between analyst or supervisor and candidate.

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

________________________
Candidate’s initials

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three year cohort default rate, if applicable, included in the School Performance Fact sheet and have signed, initialed, and dated the information provided in the School Performance Fact sheet.

________________________
Candidate’s initials


TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: $ ______________
TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: $ ______________
THE TOTAL CHARGES STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: $ ______________

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT.

This agreement is not operative until the candidate attends the first class or session of instruction. Date of first class: ______________

Estimated date of completion: ______________

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution’s cancellation and refund policies have been clearly explained to me.

________________________  ______________________
Signature of Candidate    Date

I certify that the Institute of Contemporary Psychoanalysis has met the disclosure requirements of Educational Code 94902 of the Private Postsecondary and Vocational Reform Act of 1998.

________________________  ______________________
Signature of Candidate    Date

This agreement is accepted by

________________________  ______________________
Signature of School Official Date
APPENDIX II
Advisor Report

Advisor’s Report

Candidate: ________________________________

Period covered by report: From 2014 to 2015

Please complete the following information of your advisee’s progress at ICP this academic year. This includes the number of analytic hours accumulated by your advisee, an overview of classroom evaluations, supervisory reports, status of case write-ups. Please provide the CPC with the information asked for below before writing your review.

- Number of reported analytic hours this academic year: __________
- Number of cumulative hours to date: __________
- Start date of Training Analysis: __________
- Is this Candidate (Please circle one) Full-time Part-time
- Academic year this Candidate has completed (Please circle one) 1st 2nd 3rd 4th

Status of Control Cases: (Please circle one)
- 1st Control Case: ongoing complete
- 2nd Control Case: ongoing complete
- 3rd Control Case: ongoing complete
- Other(s): __________

Number of courses completed by Candidate during this academic year:
- 7/8 week courses: __________
- 15 week courses: __________
- 5 week W/P/C courses: __________
- 10 week W/P/C courses: __________
- 6 week W/P/C courses: __________
- 12 week W/P/C courses: __________

Please use the space below for your own narrative of the Candidate’s experience this year (i.e., whether the Candidate is on a committee, working on their Graduation paper) and your own evaluation of your Advisee’s case write-ups. This summary will form the basis of the yearly evaluation of the candidates by the CPC. Please use a separate form if you need additional space.

Candidate: ________________________________ Date: ________________________________

Advisor: ________________________________ Date: ________________________________

CPC Member: ________________________________ Date: ________________________________

ICP n 10780 Santa Monica Blvd., Ste. #330 n Los Angeles, California 90025
310.207.8441 phone n 310.207.6083 fax n email: programcoord@icpha.edu
## APPENDIX III
Certificate of Analytic Hours

### CONFIDENTIAL
Certificate of Analytic Hours

<table>
<thead>
<tr>
<th>MONTH</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>SIGNATURE TRAINING ANALYST</th>
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</table>
Notes on the ‘Certification of Analytic Hours’ Form

This form is designed for reporting analytic hours. As stated in the Manual for Candidates, the personal psychoanalysis required for Candidates is a minimum of 4 sessions per week. A total of 300 hours must be reported.

The Candidate and analyst are to decide how often the form needs to be completed and signed in order to minimize any potential for the reporting process to be disruptive. This can be done on a weekly, monthly, or annual basis. The Candidate is responsible for maintaining and submitting the form on an annual basis to his/her Advisor. The Advisor will then report only the number of hours on the annual Advisor Report Form. The completed form will not be maintained in the Candidate’s file. After the Advisor has certified the number of hours, the signed form need not be kept at all.

Analysis, with an ICP Training and Supervising Analyst, is a requirement of the educational process. Any extended interruption beyond two months must be addressed as quickly as possible and reported to the Advisor by the Candidate. If the Candidate has trouble continuing in an analysis, the Candidate should consult the Advisor.

The Candidate should address questions or concerns regarding this form to their Advisor.
SUPERVISORY AGREEMENT

As of ________________________,

(Date) and

(Candidate) (Supervisor)

have agreed to work together in the supervision of a control case. We understand that the supervisor’s evaluation of this process is essential to evaluating one aspect of each candidate’s progress in achieving the core competencies required for graduation. Therefore, we understand that the Control Case Reports and the Supervisory Reports must be completed and turned in by the required deadlines.

We agree that immediately after beginning supervision __________________ will

(Candidate)

submit an initial brief case report, and subsequently will submit three six month control case reports by the subsequent March 1 and September 1 deadlines. These reports will be submitted to the supervisor, the advisor and the ICP Program Coordinator.

We agree that __________________ will submit three supervisory reports by the

(Supervisor)

April 15 and October 15 deadlines following receipt of each of the candidate’s control case reports. These reports will be given to the candidate who will in turn submit them to the advisor and the ICP Program Coordinator.

We understand that all reports must be up to date before the candidate begins classes each fall. We also understand that timely submission of supervisory reports is a requirement of maintaining Training and Supervising Analyst status.

Candidate’s Signature

Date

Supervisor’s Signature

Date
Supervisor Report

ICP SUPERVISOR REPORT

Supervisor: ____________________________________________

Candidate: ___________________________________________

Control Case #: _______________________________________

Supervisor Report # (6 months, 1 year, 18 months): _____________

Total number of supervisory hours to date: _______________________

Please evaluate the candidate's growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients, develop certain clinical skills, reflect on the analytic process and communicate their knowledge. Rate the candidate's developing competencies on a scale of 1-5, along with a brief written assessment, every six months, until three reports are completed. These competencies often evolve slowly, and are part of the four-year process of training. These ratings are intended to help candidates appreciate their progress and growing competency, while also bringing awareness to areas still needing further development. The scale reflects whether the following core competencies are:

1 = Not yet evident
2 = Emerging
3 = Developing
4 = Sufficiently developed
5 = Exceptional

Assessment & Diagnosis:

__ Formulates a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Makes appropriate clinical diagnoses and treatment recommendations, considering the patient's history, level of functioning & symptoms, and psychological capacities - both strengths and vulnerabilities.

__ Identifies unconscious organizing principles, ways of being, beliefs and patterns.

__ Understands the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self experience, centra conflicts, and defenses.

__ Considers the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude:

__ Listens on multiple levels, for multiple meanings.

__ Demonstrates an analytic attitude that includes: being empathic, nonjudgmental, curious, open-minded, sufficiently flexible, tolerant of ambiguity/uncertainty/complexity, interested in discovering the truth about the patient's emotional experience, and being respectful of the patient's individuality.
The Treatment - Facilitating a Psychoanalytic Process:

- Frame & working alliance - establishes and maintains a working relationship with the patient, and addresses issues related to handling of fees, use of couch, frequency and time of sessions, communication outside of session.

- Technique - chooses appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.

- Transference - uses the therapeutic relationship as a central vehicle for understanding and change, and shows the ability to work with positive and negative transference. Understands the differences and inter-relationship between the repetitiveness in the transference, the need/hope for new relational experience, and the way experience is co-created in the present by two interacting subjectivities - the patient's and analysts's.

- Countertransference - uses countertransference to facilitate understanding of patients' unconscious processes, demonstrates a capacity to contain reactivity in response to countertransference pressures, and explores how countertransference reactions stem from one's own dynamics and are co-created out of intersubjective experience.

- Resistance - addresses fears and defenses (self protective measures) that interfere with understanding, change, or the analytic process.

- Working through - conducts ongoing work with the patient's unconscious dynamics as they are revealed over time in the transference and extra-transferential material.

- Enactments - explores and works through impasses, and considers unconscious factors emerging from both the patient and the analyst.

- Termination - recognizes characteristics that may indicate readiness for termination, and can describe the termination process.

Supervision:

- Supervision - remains open to feedback, and is able to consider alternative interventions and theories.

- Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

Evaluating the Process & Outcome:

- Demonstrates the capacity for ongoing self reflection - understands the analyst's contribution to the process, is aware of feelings/fantasies/reactions to the patient, avoids imposing personal agendas on the patient or the treatment, and is able to admit mistakes or misjudgments.
Uses feedback from the patient - assesses the effects of interventions, noticing what deepens or disrupts the process. Makes adjustments in the wording and timing of interpretations to accord with the patient's readiness.

Outcome - describes their understanding of what helped the patient (therapeutic action) and what changed in the patient (i.e. new capacities, insights, improved relations, integrated sense of self, etc.). Can assess what has been accomplished and where more work is needed.

Writing:

- Writes clinical case reports that describe the evolution of the analysis, including an understanding of macro and micro processes, important transference themes and countertransference experience.

- Writes clinical case summaries that demonstrate a psychoanalytic understanding of the patient and the process, including an assessment of what changed, or didn't, with efforts to explain why. Demonstrates coherence, without rigidity, between their espoused theory and their understanding and approach.

Ethics:

- Conducts self professionally, with uncompromising commitment to the patient's well-being.
  Acts with integrity, upholding boundaries and ethical standards. Seeks consultation when needed.

- Protects the patient's confidentiality, privacy and anonymity in all communication.

*Add your own comments about how the candidate and supervision is progressing:

Date: _______________ & Signature of Supervisor: ________________________________

Submit completed documents by email to m.sanchez@icpla.edu or fax to 310-207-6083.
ICP – 05-001 Candidate Control Case Disclosure Form

Candidate Form Regarding Control Case Analysis

Disclosure of the following information is required as part of the conduct of control case analysis:

1. Candidates in training are not yet psychoanalysts and cannot be represented as such.

2. Control case analysands must be informed that they are serving as control cases.

3. If the candidate conducting a control case withdraws from psychoanalytic training or their status otherwise changes the control case analysand must be informed of the change.

4. Information about grievance and complaint procedures are available on the ICP website at icpla.edu

I have read this form and agree to be a control case analysand.

Control case analysand signature __________________________

Candidate Signature ________________________________

Date: __________________

Completed form to be returned in Analysand's confidential patient record. Provide a copy to the Analysand.
Control Case Report First Page Requirements

CONTROL CASE # _____ REPORT # ____ (Please circle one: Initial, 1, 2 or 3)

CANDIDATE: ______________________________

ADVISOR: ______________________________

SUPERVISOR: ______________________________

DATE SUPERVISION BEGAN: ______________________________

DATE OF BEGINNING OF ANALYSIS: ______________________________

REPORT COVERS PERIOD: ______________________________

DATE OF SUBMISSION: ______________________________

THE FOLLOWING IS APPLICABLE TO CANDIDATES WHO MATRICULATED AFTER SEPTEMBER 2013:
DATE CANDIDATE INFORMED THE ANALYSAND THAT THE CANDIDATE IS IN ANALYTIC TRAINING AND THAT THE ANALYSAND IS A CONTROL CASE: __________
APPENDIX VIII
Candidate Progression Form

Candidate Progression Form

Candidate: ___________________________  Semester: _________ Year: _________

Course Title: ___________________________

Instructor(s): ______________

Course Number: ___________  Total Number of Sessions: ______________

---

EVALUATOR'S SPECIFIC RATING OF STUDENT'S LEARNING:

Assessment Areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Not Acceptable</th>
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<tbody>
<tr>
<td>1. Understands relevant theory</td>
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<tr>
<td>2. Applies/integrates theory effectively</td>
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<td>3. Demonstrates relevant clinical skills</td>
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<td>4. Demonstrates capacity for self-reflection</td>
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<td>5. Can use and respond to feedback</td>
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<td>6. Respects frames of reference beyond one's own</td>
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<td>7. Understands socio-cultural influence on norms/values</td>
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<td>8. Can learn from experience of others</td>
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<td>9. Interpersonal effectiveness with instructors/peers</td>
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<td>10. Exemplifies professionalism w/attendance, punctuality, ethics</td>
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</tbody>
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ADDITIONAL COMMENTS:

---

Candidate has met 70% attendance requirement to satisfactorily complete course (check one): ☐ Yes ☐ No

CREDIT AWARDED _______  INCOMPLETE _________  CREDIT NOT AWARDED _________

Instructor: ___________________________  Date: ___________________________

Instructor: ___________________________  Date: ___________________________
Appendix X
Course Evaluation

SUMMARY COURSE EVALUATION 2013-2014

In order to receive CE credit for this class, you must complete this evaluation during the allowed time. It is curriculum policy that the first 15 minutes of class of the last class be used for evaluating this class. Late submissions will not be accepted.

Course Title: ______________________
Semester: ______________________

Instructor(s): ______________________

Please respond to the following questions using this scale:
1 = Absolutely  2 = Somewhat  3 = Uncertain  4 = Probably Not  5 = Absolutely Not  N/A = If question is not applicable to course or instructor.

COURSE EVALUATION:

1. Were the course objectives explicit? ______
2. Was the course taught at the promised level? ______
3. Was the material relevant to your growth as a psychoanalyst? ______
4. Did the course expand your knowledge of this topic? ______
5. Was the course appropriately challenging? ______
6. Were the readings generally of high quality? ______
7. Did the course help you understand socio-cultural influence on norms/values? ______
8. What were this course's greatest strengths? __________________

9. How do you think this course could be improved?

10. How much did you learn as a result of this course? Please circle one: Very Little Some A Good Bit A Great Deal

EVALUATION OF INSTRUCTOR:

A

11. Did the instructor know the subject area? ______
12. Was he/she well prepared? ______
13. Would you take another course offered by him/her? ______
14. Was he/she a stimulating teacher? ______
15. Was his/her presentation clear and understandable? ______
16. Was he/she objective about the material? ______
17. Did he/she facilitate participation? ______
18. Was he/she receptive to differing ideas? ______
19. Did he/she effectively handle digressions? ______
20. Did he/she bring in clinical material when relevant? ______
21. Did he/she make clearly evident, prior to registration, the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught and the severe and most common risks? Please circle one: Yes or No

OVERALL EVALUATIONS:

Please respond to the following questions using this scale:
1 = Excellent  2 = Good  3 = Average  4 = Below Average  5 = Poor

22. Overall evaluation of course. ______
23. Overall evaluation of instructor. ______

Please make additional comments & suggestions in this space or use the backside of this form.
APPENDIX XI
Required Format for Dissertation Paper

title page [Title]

by

[Name of Candidate]

Submitted in partial fulfillment of the requirements for the degree of Psy. D.
Institute of Contemporary Psychoanalysis

[Date of Submission]

Graduation Committee

[Name],

Advisor [Name],

Mentor [Name],

Supervisor [Name],

Reader [Name],

CPC Reader
APPENDIX XII

The First Final Draft of Graduation Paper Description and Expectations

The first final draft, submitted to the graduation committee for evaluation and feedback is a coherent and completed paper. It includes:

1. An Abstract or summary of the paper.
2. In the introduction a thesis and/or statement of the problem and/or focused question.
3. In the body of the paper a literature review that supports and illuminates the thesis, problem, or question.
4. In the body of the paper clinical material, if relevant.
5. A discussion and conclusion deriving from the literature review and clinical material.
6. A bibliography in acceptable professional psychoanalytic form.

*Please note: This may be the first of several drafts.*
*Description of Dissertation paper Abstract:

The Abstract is a summary of the contents of your project, a synopsis of what you have written about. It should begin with a compressed or condensed statement of your purpose in writing this work; should include concise details of the main argument you are making and how you are making it; and end with a summary statement, your conclusion or conclusions. The Abstract should be both internally consistent and consistent with the project itself.
APPENDIX XIII

Required format for Graduation Project Title Page

Title

by

Name of Candidate

Submitted in partial fulfillment of the requirements for the degree of

Psy.D.

Institute of Contemporary Psychoanalysis (Date Submitted)

Graduation Committee

(Name),
Advisor (Name),
Supervisor (Name),
Mentor (Name),
Mentor
(Name),
CPC Representative
APPENDIX XIV

Ph.D. Sample Title Page

Institute of Contemporary Psychoanalysis


A dissertation submitted in partial satisfaction of the requirements for the degree of Doctor of Philosophy
In Psychoanalysis

By Jane Z. Doe
2013
APPENDIX XV

Sample Copyright Page

Copyright by
Jane Z. Doe

2013
Institute of Contemporary Psychoanalysis 10780 Santa Monica Blvd., Suite 350
Los Angeles, CA 90025

The dissertation of Jane Z. Doe, submitted to and approved by the candidates Committee, has been accepted by the Facility of the Institute of Contemporary Psychoanalysis in partial fulfillment of the requirements for the degree of:

DOCTOR OF PHILOSOPHY

Approved:

--------------------------------------------------------
Chairperson, Dissertation Committee  Date

--------------------------------------------------------
Member, Dissertation Committee  Date

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Member, Dissertation Committee  Date

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Member, Dissertation Committee  Date
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VITA

July 12, 1956       Born, Seattle, Washington
1978       B.A. Counseling, University of Great Visions
1982       M.A., Counseling, Psychology, Pepper Tree University
1982-1984 MFCC Intern, Los Angeles County Community Mental Health, Los Angeles
1985-1987 MFCC Intern, Westside Mental Health Center, Los Angeles
1987       Licensed Marriage, Family, Child Health Counselor, MFC 33001
1987-1989 Staff Therapist, Optimum Mental Health Center, Los Angeles
1989-Present Private Practice, Culver City, California

PUBLICATIONS AND/OR PRESENTATIONS

Sample Abstract

ABSTRACT

A Psychoanalytic Inquiry into the Development of Self and Other Boundaries in the Female Borderline personality

By

Jane Doe

Doctor of Philosophy in Psychoanalysis

Institute of Contemporary Psychoanalysis

2013

The Body of the Abstract-limit to 350 words
APPENDIX XVI

Sample Subject Consent Form

SUBJECT CONSENT FORM

I hereby agree to participate in a research project directed by Jane Doe, M.A., as a part of the requirements for a doctorate in psychoanalysis.

This project is designed to study the relationship between patterns of acculturation and variety of attitudes, feelings and behaviors, some of which relate to food and eating. I understand that my participation in this study involves completing three questionnaires which should take about 10 minutes of my time. While there are no immediate benefits to me as a result of my participation, I understand that the results of this research will help broaden our understanding of how different culture life styles are related to attitudes and behaviors concerning body image and food.

I understand that my participation is not expected to result in any risk to me beyond possible momentary and mild discomfort, I understand that I may contact the researcher of this study (phone and address listed below) to arrange the free consultation and/or professional referral. I also understand that I may withdraw from the project at any time by simply refusing to continue to answer questionnaires and returning the study materials to the researcher without any negative consequences.

Additionally, I understand that the information obtained from my participation will be kept totally confidential. My name will not be applied to any questionnaires I answer, and code numbers will be used to ensure anonymity. Finally, If I have any questions, I may address them to the researcher of this study or the dissertation supervisor, Dr. John Doe, at (xxx)xxx-xxxx.

Subjects Signature __________________ Date __________________

Jane Doe, M.A.
Researcher
Xxxxx America Street
Any Town, CA xxxxx

(xxx) xxx-xxxx
CLASS SYLLABI
Introduction to Clinical Psychoanalytic Concepts
Instructors: Estelle Shane, Ph.D. & Joye Weisel-Barth, Ph.D., Psy.D.

Our Basic Concepts course has a three-fold aim: to provide candidates with an historical understanding of psychoanalytic theory, to facilitate their integration of thematic approaches from multiple disciplines, and to familiarize them with clinical history and practices in psychoanalysis.

We believe that a good Basic Concepts course should provide an overview of the ways in which psychoanalysis—from its origins in Freud to Ego Psychology, Object Relations, Interpersonal Psychoanalysis, Self-Psychology, Relational Psychoanalysis and other contemporary contextual models—is a story of continuities and discontinuities shaped by a variety of language games. We propose to use elements drawn from four texts to tell the historical part of the story: Textbook of Psychoanalysis (Gabbard, Litowitz, Williams), Freud and Beyond (Mitchell and Black), Object Relations and Psychoanalytic Theory (Mitchell and Greenberg) and Creative Readings: Essays on Seminal Analytic Works (Ogden). Then, moving to the contemporary scene, we will select iconic articles from various current psychoanalytic approaches to illustrate how key concepts in psychoanalytic theory have moved into the present scene.

Having attended to the historical overview, we want them to illuminate the enduring themes and strategies that are in all analytic models:

1) identification and theoretical conceptualization of the patient and his issues;
2) stated and unstated attitudes toward patient, analyst, and process;
3) stated and unstated understandings of human motivation;
4) theory of therapeutic goals and action;
5) treatment plans to meet these articulated goals;
6) theory of relational interaction including the respective roles of analyst and patient,
7) language system to describe these analytic concepts.

When it comes to the examination of contemporary analytic schools, the class should explore both the significant ideas and beliefs that distinguish contemporary analysis from its predecessors, and also the differences in language and ideas among the many contemporary analytic schools extant in this present pluralistic world. With respect to this last aim, we would like to identify and differentiate substantive differences from putative differences among these contemporary schools, differences that, in fact, reflect idiosyncratic cultures, personalities, and politics. As indicated above, for this part of the course we will select outstanding individual papers to illustrate the richness of the psychoanalytic imagination and it’s unfolding.

Please Purchase the Following Books:


ASSIGNMENT FOR FIRST TWO WEEKS: FREUDIAN ORIGINS

FIRST CLASS: FREUD’S BASIC CONCEPTS


*Textbook of Psychoanalysis*: Introduction, Chapters 1, 2, 11

*Object Relations in Psychoanalysis*, Chapters 1, 2, 3

*Freud and Beyond*: Preface, Chapters 1, 2

SECOND CLASS: FREUD AND TECHNIQUE


Freud, S. (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II)


THIRD CLASS: OBJECT RELATIONS

*Textbook of Psychoanalysis*: Chapters 4, 12, 13.

*Object relations in Psychoanalysis*: Chapters 5, 6, 7.


FOURTH CLASS: EGO PSYCHOLOGY


*Handbook of Interpersonal Psychoanalysis*, Chapters 1 & 2.


FIFTH CLASS: THE INTERPERSONALIST AND KOHUTIAN REVOLUTIONS

*Freud and Beyond* Chapter 3—Harry Stack Sullivan and Interpersonal Psychoanalysis


SIXTH CLASS: CLINICAL CASE DISCUSSION

SEVENTH CLASS: TRANSFERENCE AND COUNTERTRANSFERENCE


**EIGHTH CLASS: THE IMPACT OF EARLY LIFE EXPERIENCE ON THE PERSON**


**NINTH CLASS: IMPACT OF EARLY LIFE EXPERIENCE II**


**TENTH CLASS: SELF PSYCHOLOGY AND INTERSUBJECTIVITY,**


Shane, Shane & Gales, Intimate Attachments, Chapters 1 & 2.


**ELEVENTH CLASS: CLINICAL CASE DISCUSSION**

**TWELFTH CLASS: RELATIONAL THEORY, MULTIPLE SELVES DISSOCIATION, ENACTMENT**


**THIRTEENTH CLASS: RELATIONAL PSYCHOANALYSIS AND BEYOND**

**Fonagy & Target** (1998) Mentalization and the Changing Aims of Child Psychoanalysis in Relational Psychoanalysis Volume II.


**FOURTEENTH CLASS: INTEGRATIONISTS**

**Coburn, W.** (2012) Attitudes in psychoanalytic complexity: an alternative to postmodernism in


FIFTEENTH CLASS: CONCLUDING DISCUSSION

Contemporary Psychoanalytic Theories: Self-Psychology

Instructors: Carol Mayhew, Ph.D., Psy.D., Estelle Shane, Ph.D., Howard Bacal, M.D. Weeks 1-10

*Articles found on PEP

** Required Reading from Kohut’s book How Does Analysis Cure? How Does Analysis Cure? (Hardcover) by Heinz Kohut (Author), Arnold Goldberg (Editor) can be purchased online www.amazon.com.

Course Purpose:

The purpose of this course is to introduce the basic concepts of Self Psychology, including their early development and the contemporary transformations they have undergone. It is also to explore the post-Kohutian perspectives that are impacting contemporary psychoanalysis and to illustrate their application to clinical work.

Course Goals:

1. To understand the development of Self Psychology.
2. To understand the basic concepts in Self Psychology, e.g., grandiose self, idealized parent imago, mirror transference, idealized transference, empathy, self object, etc.
3. To understand Self Psychology’s departures from classical theory and technique.
4. To formulate psychoanalytic issues from the Self Psychological perspective.
5. To ascertain the value of Self Psychology for clinical work.
6. To understand the contemporary trends in Self Psychology, e.g., inter subjectivity theory, self and motivational systems theory, developmental systems self-psychology, specificity theory, pathological accommodation, etc.
7. To re conceptualize key psychoanalytic concepts, e.g., transference, countertransference, defense, resistance, development, therapeutic action, motivation, affect, etc., through the lenses of classical and contemporary Self Psychology.
8. To apply classical and contemporary Self Psychology perspectives to clinical work.
   Commentary for the First Session

Arthur Malin, M.D.

The first 2 sessions in the course on Self Psychology will be an introduction to the work of Heinz Kohut. I am including a bibliography of Kohut’s basic works in Self Psychology for your reference. I am also including a page on Self Psychology: Basic Concepts and a page of Definitions in Self Psychology.

For the first session please read the required readings as well as the Commentary on the Bibliography.

COMMENTARY ON THE BIBLIOGRAPHY

This Seminar will offer an introduction to Self Psychology mainly through the writings of Heinz Kohut. Other writers are now making original contributions to the literature on Self Psychology, but Kohut’s work is the primary source for an understanding of the development of his approach in psychoanalysis.

It will be difficult to cover all the essential papers and books in 3 sessions. I will attempt to deal with this problem by covering a good part of the material in lecture form while allowing time for discussion.

"Introspection, Empathy and Psychoanalysis: An Examination of the Relationship Between Mode of Observation and Theory," (1959, #1) is of particular significance. Although this paper was written during the time when Kohut was still a classical analyst and ego psychologist, his comments on empathy as a mode of observation are central to the development of the theory of Self Psychology. The significance of empathy in psychoanalytic treatment is discussed in more detail in the two books that are required reading (#6,#9).

In "Forms and Transformations of Narcissism," (1966, #2) Kohut introduces the concept of a separate line of development for narcissism. In addition, there is a discussion of early archaic forms of narcissism, what is referred to in this contribution as the narcissistic self and the idealized parent imago. It is interesting to note that this paper was delivered as the plenary address at the meeting of the American Psychoanalytic Association in Dec. 1965.

"The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach," (1968, #3) introduces a number of important concepts. The term grandiose self replaces narcissistic self introduced in the 1966 paper. The two basic archaic narcissistic configurations are the grandiose self and the idealized parent imago. In this paper Kohut also introduces the concept of narcissistic transferences. The idealizing transference is the therapeutic activation of the idealized parent imago, and the mirror transference is the therapeutic activation of the grandiose self. There are also significant comments on countertransference reactions during the therapeutic mobilization of the narcissistic transferences. This is one of the first times that the diagnosis of Narcissistic Personality Disorder is described in the literature.

In many ways, the 1968 paper is the outline for Kohut's first major book, THE ANALYSIS OF
THE SELF. (1971, # 4) This book contains a detailed discussion of the themes already mentioned, namely, narcissism as a separate line of development, archaic narcissistic structures consisting of the grandiose self and the idealized parent imago, narcissistic transferences consisting of the mirror transference and the idealizing transference, and countertransference reactions when working with narcissistic personality disorders. The concept of self-object is first introduced in this book, as well as the concept of optimal frustration which leads to transmuting internalization and structure building of the self.

However, there is still the recognition of instinctual drives and structural theory. The new ideas of Self Psychology presented in this book are considered parallel to structural Oedipal conflicts which are seen mainly in the neuroses. This is the idea of complimentarily. In other words, at the time of the publication of this book the theory of the Psychology of the Self did not rule out the classical psychoanalytic theory of the predominance of drives, structural conflict and the Oedipus complex in the neuroses. This is a difficult book to read but if you become interested in Self Psychology you will find this book rewarding.

"Thoughts on Narcissism and Narcissistic Rage," (1972, # 5) was published only one year after the ANALYSIS OF THE SELF but contained a significant departure from instinct theory in the classic analytical point of view. Rage is described as the reaction to frustration and therefore not a manifestation of instinct. This paper was written at a time when there were rumblings of dissatisfaction by a number of analysts regarding concepts of psychic energy, libido theory and metapsychology.

THE RESTORATION OF THE SELF, (1977, # 6) Kohut's second book, is a very significant departure from classical analysis and can be properly seen as the beginning of Self Psychology as an independent theory in psychoanalysis. In this book the claim is made that in the Psychology of the Self in the broad sense, the self is seen as the "center of the psychological universe." In the narrow sense, the self is seen as a "content of the mental apparatus". Kohut never gave up some allegiance to the concept of complementarity, meaning that the Psychology of the Self can exist parallel to structural, Oedipal theory. This book is a more theoretical, philosophical and speculative work, but offers an important view of a turning point in Kohut's development of Self Psychology. The concept of self-object transference is introduced to replace narcissistic transference. This book makes a major argument that the theory of the Psychology of the Self is necessary to psychoanalytic understanding. We will discuss the implications of these significant departures from classical analytic theory and technique. Even the goals of termination can sometimes be different as exemplified in the first chapter.

"The Disorders of the Self and Their Treatment: An Outline," (1978, # 7) is an excellent summary and also contributes a discussion of varieties of self pathology. In this paper, and from then on, the spelling of selfobject is without the hyphen.

“The Two Analyzes of Mr. Z”, (1979, #8) is a well known paper in which Kohut describes the difference between a first, classical analysis and then a second, Self Psychological analysis with the same patient.

HOW DOES ANALYSIS CURE?, (1984, # 9) is an attempt to answer the critics of Self Psychology, and an important final summary statement. Kohut goes over all of his main contributions and introduces a third selfobject transference, the alter ego or twinship transference. This book was published posthumously and Kohut worked on it right up to the time of his death.
BIBLIOGRAPHY


1. The Analysis of the Self 1971, N.Y., IUP.


3. Restoration of the Self, 1977, N.Y., IUP.


SELF PSYCHOLOGY: BASIC CONCEPTS

1. Self object transferences
   a. Mirror Transference
      i. in the narrow sense
      ii. merger through extension of the grandiose self
   a. Idealizing transference
   b. Alter-ego transference

2. Psychoanalytic cure
   a. Structure formation via optimal frustration and transmuting internalization
   b. Move from archaic modes of contact to empathic resonance
   c. Empathy with one’s self

3. Lines of development in self psychology
   a. Narcissism as a separate line of development from object love
   b. Lines of development of the bi-polar self in all three sectors, from archaic to adult
   c. Lines of development of aggression
      i. Aggression alloyed with assertiveness
ii. Destructive aggression secondary to frustration
iii. (Contrasted to aggression as a breakdown product)

d. Line of development of libido (healthy affection contrasted to libido as breakdown product)

4. Empathy, the vicarious introspective stance of the analyst

5. Countertransference responses to self object transferences
6. Interpretation: understanding and explaining
7. Disintegration anxiety as contrasted with classical situations of danger
8. Defensive structures and compensatory structures
9. Self psychological concept of defense and resistance

DEFINITIONS IN SELF PSYCHOLOGY

EMPATHY
I. Vicarious Introspection
II. The capacity to think and feel one’s self into the inner life of another person.
III. A mode of listening - from the point of view of the other
IV. A method of affective communication.

I. SELF
II. An independent center of initiative.
III. An independent recipient of impressions.
IV. The organization of experience (therefore a structure).
V. The self develops as an independent center for initiating, organizing and integrating motivation. The sense of self arises from experiencing that initiating, organizing and integrating. Experience has an active (agent) and a passive (receptor) mode.

SELFOBJECT

I. A person or a thing or an abstract concept such as country, which is experienced by the individual as part of the self. Self objects develop from the primitive, archaic states to mature self objects. Essentially it is self object functions which are greatest significance.

SELFOBJECT TRANSFERENCE

I. The transference in which the selfobject function of the therapist is of great importance.

Class Schedule

* Available on PEP
** Reading from Kohut’s book How Does Analysis Cure?

Session 1: (September 10) Overview and History of Self Psychology –Estelle Shane, Ph.D. and Carol Mayhew, Ph.D.

Malin, A. Commentary on Self Psychology – please read the commentary which is included with the syllabus.


---

Session 2: (September 17) Empathic mode of Listening - Carol Mayhew, Ph.D.


Recommended Reading:

Session 3: (September 24) Self Psychology – An Overview – Carol Mayhew, Ph.D.


Session 4: (October 1) Self Psychological Perspectives on Aggression and the Oedipus Complex - Carol Mayhew, Ph.D.


Recommended:

Session 5: (October 8) Self Psychological Perspectives on Defense and Resistance, Self Psychology Applied, and Forward Edge Concept - Carol Mayhew, Ph.D.


Session 6: (October 22) Contemporary Self Psychological Perspectives: Self and Motivational Systems and Listening Perspectives – Carol Mayhew, Ph.D.


Session 7: (October 29) Self Psychology the Theory, as Viewed Then and Now and in Relation to Other Perspectives – Estelle Shane, Ph.D.


Session 8: (November 5) The Relationship between Structured Theory – In Particular, Self
Psychology – and the Specificity of Psychoanalytic Process – Howard Bacal, M.D.


Session 9: (November 12) Self Psychology after Kohut, including Complex Systems Perspective and Cross-Cultural and Socio-economic Issues – Carol Mayhew, Ph.D.


Session 10: (December 3) Self Psychological Perspectives – Case Discussion- Carol Mayhew, Ph.D.


Class Title: Contemporary Theories: Intersubjective-Systems Theory: Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.

Weeks 11-20

SESSION 1 BASIC CONCEPTS: Introduction to course, the theory and practice of Intersubjective Systems Theory, foundations, and historical context:

This session offers an overview of the central tenets of Intersubjective Systems Theory, along with an explanation of the arc of the course. The goal of this class is to provide a map of the territory we will traverse and lay the foundations for gaining a deeper understanding of IST concepts and therapeutic interventions as the course proceeds. We will cover the history and development of intersubjective-systems the phenomenological-contextual systems perspective of IST grew from certain philosophical concepts which provide a foundation and guiding principles for theoretical and clinical understandings. We will cover those that are centrally important: metaphysics, phenomenology, phenomenological-contextualism, the hermeneutics of trust, perspectivalism, fallibility, etc.

READINGS:
(Theory in a nutshell)


Additional Related Resources:
Robert Stolorow’s address to the IAPSP on the occasion of the launching of the 2nd edition of “Structures of Subjectivity,” 6/1/14 at ICP. Also George Atwood’s additional comments.

Penelope Starr-Karlin, FaceBook page: “Intersubjective-systems theory discussion group.”

Stolorow, R. D. (2014) PT Blog “Philosophy as Therapy”
http://www.psychologytoday.com/blog/feeling-relating-existing/201403/philosophy-therapy


SESSION 2. SUBJECTIVITY.
The “Three Musketeers” of IST, their collaboration and an introduction to their major passions: Robert D. Stolorow (trauma and mortality, the work of Heidegger), George E. Atwood (trauma and extreme states, existentialism, the arts, and what it is to be human) and Bernard Brandchaft (pathological accommodation, the impact of the dictates of antiquity). Other contributors: Daphne S. Stolorow (affectivity), Donna Orange (clinical hosting), William J. Coburn (attitudes), and the next generation.

n.b. The assignment for the final class will be to discuss your subjectivity and how it impacts the intersubjective field and treatment of your training cases (or long-term) patients.

READINGS:

Additional Related Resources:
*Brandchaft pp xiii-xiv, 9-27.(autobiographical)
George Atwood’s website: http://www.georgeatwood.com/index.html
http://www.psychologytoday.com/blog/feeling-relating-existing/201309/being-remainder

SESSION 3, BEING-IN-THE-WORLD. AFFECTIVITY AND THE ORGANIZATION OF WORLDLY EXPERIENCE.
Affects are considered to be the central motivating factor in experience, impacting development and pathogenesis. We will look at the impact of emotional pain, and explore what is meant by subjective contextualism, the significance of meaning-making, and at how an emotional world is emergent across the life-span.

READINGS:

SESSION 4, MAINTAINING A WORLD OF EMOTIONAL EXPERIENCE.
This will lead us to a consideration of how experience is organized, maintained, and how change occurs. We will discuss a systems view of selfhood, character, defenses/protections (including a self-ideal and subsequent self-loathing), and processes of unconsciousness.

READINGS:


SESSION 5. CONCRETIZATIONS and DREAMS
We will consider the many forms of ‘Concretizations’ of subjective emotional situations take when symbolization in language is not available.

READINGS:

Starr-Karlin, P. S. (In Press). Postcards from the Couch: Dreams as communication during an impasse. Psychoanalytic Inquiry, est. summer 2015. [This paper refers to dissociation (sessions 3 and 9), dreams (session 5), autocatalyst (session 6), impasses (session 7).

Atwood, G. E. (2012). The Abyss of Madness, Chapter 4, Dreams and Delusions.

Additional Related Resources:


SESSION 6. THE WORK OF THE ANALYST.
We will look at the way an intersubjective-systems analyst works with the transference, illuminating and investigating the patient’s phenomena, making interpretations, practicing sustained empathic inquiry (in contrast to Kohut’s empathy), dwelling with, and the ways of being a ‘relational home.’ We will also attend to the philosophical underpinnings that inform the analyst’s attitude.

READINGS:


Additional Related Resources:

Stolorow, R. D. (2013), PT Blog “I’ll be with you when the deal goes down:”


SESSION 7. THE ANALYTIC SITUATION
We will look at the alliance, the context of the intersubjective field as expressed in the dyad’s affectivity and how it differs during different transferences (repetitive, developmental, expansive, erotic etc.), stuck times or impasses, so called negative therapeutic reactions, conjunctions and disjunctions, antidote seeking, emergent experience and issues of the analytic “frame.” The notion of difficult patients will be discussed.

READINGS:


Additional Related Resources:

Stolorow, R. D. PT Blog “Varieties of Limitude Experience:”

http://www.psychologytoday.com/blog/feeling-relating-existing/201401/heidegger-and-contemporary-psychoanalysis

SESSION 8.
The impact of trauma, angst and traumatic temporality, the work of Robert D. Stolorow.

READINGS:

Additional Related Resources:
R. D. Stolorow Blog “Traumatic Loss – Collapse of a World”
http://www.psychologytoday.com/blog/feeling-relating-existing/201405/traumatic-loss-collapse-
SESSION 9.
Working with extreme states, the compassionate genius of George Atwood.

Reading:

Choose one of the following topics and be prepared to discuss in class:
1) Suicide:
ATWOOD LECTURE 15, Parts 1 and 2: DEPRESSION AND SUICIDALITY. Another look at Freud’s “Mourning and Melancholia,” and the contextuality of suicides – unbearable despair over an untenable situation. Suicides are “seizing power in the cavern of despair.”
ATWOOD LECTURE 16, Parts 1 and 2: SUICIDE, AND THE EMOTIONAL PHENOMENOLOGY OF THOSE LEFT BEHIND.
Optional: Additional details of case material can be found in George Atwood’s “The Abyss of Madness,” Chapter 6: The Tragedy of Self-Destruction, and Chapter 7: The Dark Sun of Melancholia.

2) ‘Psychosis:’
Dr. Atwood recounts his first case and treatment of Jean, showing the phenomenology of “multiple personality."
ATWOOD LECTURE 18, Parts 1 and 2: Introducing Jean and the notion of ‘alters.’
ATWOOD LECTURE 19, Parts 1 and 2: Jean’s life story and traumas, and her alters.
ATWOOD LECTURE 20, Parts 1 and 2: Journey of recovery.
ATWOOD LECTURE 21, Parts 1 and 2: Integration.

SESSION 10. OUTCOMES.
How does the patient (and analyst) change? Relief due to changes in the organization of experience, the tolerance of a greater range of affectivity, and an expansion of a sense-of-future
possibilities, along with a change of attitude and understanding toward self and other, increased skills for relating, a sense-of-kinship, and less automaticity in the interpretation of experience lead to more of a sense of wholeness.

We will reflect on the ideas of intersubjective-systems theory, and take an autobiographical journey toward an understanding of how our traumas and ‘thrownness’ intersect with those of our patients.

You are asked to reflect on your emotional world, and any impasses or curtailments in relationships with others that occur inside and outside the consulting room, and be prepared to discuss.

READINGS:

Additional Related Resources:
Stolorow, R. D. (2013), PT Blog “Death don’t have no Mercy:”
http://www.psychologytoday.com/blog/feeling-relating-existing/201309/death-don-t-have-no-mercy


Stolorow, R. D. (2012), PT Blog “Earthquakes, Trauma, and Existential Anxiety: Earthquakes shake our confidence in the ground we stand on.
http://www.psychologytoday.com/blog/feeling-relating-existing/201201/earthquakes-trauma-and-existential-anxiety

Videos: abnormal psychology by George Atwood.
Click: videos (or copy and paste into the address line up above)

Lecture 1, Part 1 http://www.youtube.com/watch?v=YA5kiKDOLeo

Lecture 1, Part 2 http://www.youtube.com/watch?v=_QYMsdSepFA
Lecture 2, Part 1 http://www.youtube.com/watch?v=O3JBsMQa-FQ
Lecture 2, Part 2 http://www.youtube.com/watch?v=Buoh6AOYocE
Lecture 3, Part 1 http://www.youtube.com/watch?v=xGOK95VWMgQ
Lecture 3, Part 2 http://www.youtube.com/watch?v=CgqKMDc4_Jo
Lecture 4, Part 1 http://www.youtube.com/watch?v=P75Oes12ov0
Lecture 4, Part 2 http://www.youtube.com/watch?v=7Z0lo_O643o
Lecture 5, Part 1 http://www.youtube.com/watch?v=om-Aj9O6iHo
Lecture 5, Part 2 http://www.youtube.com/watch?v=LHtzOX9z4ZU
Lecture 6, Part 1 http://www.youtube.com/watch?v=xkEgz9pBlag
Lecture 6, Part 2 http://www.youtube.com/watch?v=8KfvTJrp8_0
Lecture 7, Part 1 http://www.youtube.com/watch?v=ZKx9LMO-_kk
Lecture 7, Part 2 http://www.youtube.com/watch?v=g8jZy9xn3jU
Lecture 8, Part 1 http://www.youtube.com/watch?v=maHPuoBBEek
Lecture 8, Part 2 http://www.youtube.com/watch?v=LOKNPxaxDVc
Lecture 9, Part 1 http://www.youtube.com/watch?v=fpGZUru6QZs
Lecture 9, Part 2 http://www.youtube.com/watch?v=tcbmCS1YyDw
Lecture 10, Part 1 http://www.youtube.com/watch?v=2Flgr-Vs4tA
Lecture 10, Part 2 http://www.youtube.com/watch?v=PsNWMTFc8Zo
Lecture 11, Part 1 http://www.youtube.com/watch?v=QxvXwYqMAKY
Lecture 11, Part 2 http://www.youtube.com/watch?v=S3C5q_VLqCc
Lecture 12, Part 1 http://www.youtube.com/watch?v=_SWZffXgOTk
Lecture 12, Part 2 http://www.youtube.com/watch?v=qqRbzeAvrNY
Recommended Books:
Ideally, in order to deeply understand and integrate Intersubjective-Systems Theory into your
clinical thinking you will extend the studies entailed in this course by reading, or at least having at hand for reference, the following books -- each of which constitutes a central contribution to the Intersubjective-Systems literature. Therefore, we recommend you purchase these books to compliment your psychoanalytic library. Nevertheless, all the required and recommended readings will be accessible in article or book-chapter form on the ICP website.


Course Title: Contemporary Theories – Relational Theory  Instructor: Sona DeLurgio, Psy.D., L.M.F.T.
Weeks 21-30

Course Purpose

Relational Psychoanalysis is a contemporary theory of the last 25 years. It is not a single, contained theory but a school of thought emerging from Interpersonal Psychoanalysis and Object Relations, and encompassing a wide range of contributions from psychoanalysis, feminism, infant research, attachment, philosophy, anthropology, etc.

The course will instill a strong understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. Early influential papers that form this unique tradition as it first came together in New York City will be reviewed. This course will also include current perspectives as they continue to evolve within the Relational tradition throughout the world, and here at ICP.

Course Goals

1) To understand the history and development of Relational Psychoanalysis

2) To have a strong grasp of the basic concepts and therapeutic action in Relational Psychoanalysis and its clinical sensibilities.

3) To be well versed in the original contributors to the Relational Tradition as a foundation to appreciate current writings in contemporary psychoanalysis as it evolves.

Session 1, March 12:


Session 2, March 19:


**Session 3, March 26:**


**Session 4, April 9 (Larry Green):**


**Session 5, April 16 (Larry Green):**


**Session 6, April 23:**


Benjamin, J. (2004) Escape From the Hall of Mirrors: Commentary on paper by Jody
Session 7, April 30 (Phil Ringstrom):


optional: Additional discussions by Bruce Ries, Carolyn Clement and Lynne Jabobs, all 2010 in same Issue of Psychoanalytic dialogues. Session 8, May 7 (Leslie Maxson): Introduction to Jessica Benjamin


Session 9, May 14 (Leslie Maxson):


Session 10, May 21 (Phil Ringstrom):


Ringstrom. P. (2012b) Afterword to Principles of Improvisation" A Model of Therapeutic Play in Contemporary Psychoanalysis. In L. Aron & A. Harris (Eds.),
Optional for your own interest:

The following series is an interesting and thorough dialogue about the concept of Recognition as coined by Jessica Benjamin


The next 2 articles are classics by Jessica Benjamin and really outline her ideas well.


Additional chapters by Bromberg in *Awakening the Dreamer* worth reading


Also see Bromberg’s most recent book *The Shadow of the Tsunami* (2011)
Course Title: Advanced Relational Theory  
Instructor and Facilitators: Elaine Silberman, Ph.D., Psy.D., Larry Green, Psy.D., and Leslie Maxson, Ph.D., Psy.D.

**Course Purpose:**  
The Main purpose of this class is to instill a stronger understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. A few early influential papers from this unique Tradition as it first came together will be discussed. This course will also include more current relational articles and more current perspectives.

**Course Goals:**  
1. To continue to understand Relational Theory’s unique characteristics and the influences of Interpersonal Psychoanalysis, Object Relational Theory, Self Psychology, Relational Intersubjectivity Theory, and Psychoanalytic Feminism.

2. To understand the relational co-constructed clinical process as including a deep consideration of the subjectivity of the analyst and also of the intersubjective third as a distinct form of intersubjectivity.

3. Learn how Relational Psychoanalysis is evolving and changing.

**Session 1:** September 10, 2015  
Instructor: Larry Green, Ph.D., Elaine Silberman, Ph.D., discussant  
Topic: Interpersonal Psychoanalysis’ influence on Relational Psychoanalysis

**Readings:**


**Session 2:** September 17, 2015

Larry Green Ph.D., instructor, Elaine Silberman, Ph.D. facilitator Interpersonal Analysis Continued

Topic: A Critique of Relational Psychoanalysis Readings:


**Session 3:** September 24, 2015  
Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D.

Topic: Enactment

Readings:


Session 4: September 24, 2015
Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D.
Topic: Continuation of Enactment
Readings:


Session 5: October 8, 2015.
Instructor: Leslie Maxson, Ph.D.
Topic: A Celebration of Bonds of Love at its 25th Anniversary
Readings:


Session 6: October 22, 2015.
Instructor: Leslie Maxson
Topic: Psychoanalytic Feminism
Readings:


Session 7: October 29, 2005.
Instructor(s) Larry Green and Leslie Maxson
Topic: (Readings and topic to be announced)

Session 8: November 5, 2015.
All 3 Instructors will discuss any cases or questions the students have about articles read or about Relational Psychoanalysis.

Course Title: Clinical And Theoretical Implications Of Contemporary Research In Infant And Toddler
Instructors: Susan Mendenhall, Psy.D., M.S.W. & Helen Ziskind, Psy.D., M.S.W.

Session 1: Introduction and Overview:


Session 2: Stern’s Synthesis of Infant Research I


Film: “The Amazing Newborn.”

Session 3: Stern’s Synthesis of Infant Research II


Film: “First Feelings.”
Session 4: Stern’s Synthesis of Infant Research III: Modifications, Critiques


Session 5: Beebe and Lachman: Theory of Interaction for Development and Treatment


Session 6: Contingency


Session 7: Overview of Lichtenberg’s Motivational-Functional Systems, Chapter on Exploratory- Assertive Motivational System,


Session 8: Aversive Motivational system


Film; Beebe on Chase and dodge

Session 9:

Motivational Systems: Intersubjectivity


Film: "The Amazing Newborn," section on "resonance."


Video of Stern

Session 10: Attachment I: History and Overview


Film: Strange Situation: Secure, Ambivalent Avoidant

Session 11: Attachment II: History and Overview and Developments


Film: Robertson’s Film: “John.” And “Jane”

Session 12: Developments in Attachment Theory and Research


Session 13: Trauma and Disorganization


Strange Situation Film: Disorganized

Session 14: Clinical Applications


Session 15: Clinical Applications


Film: Stern Speaking
Course Title: Object Relations  
Instructor: David James Fisher, Ph.D.

Course description: This fifteen-week course introduces Object Relations Theory and Practice, focusing mainly on the British (Middle) Independent School. It will begin with an examination of the origins of object relations inside the classical Freudian conception. We will then read some seminal papers by Ferenczi, who will be seen as a bridge between classical psychoanalysis and the object relations school. The seminar will then turn to an intense study of Fairbairn because he was the most complete theory-builder in the development of object relations theory; we will also explore how Fairbairn’s perspective opens up ways of working with schizoid and depressed patients. We will move to a brief introduction to the theory of Klein and Bion, reading a number of seminal papers by these two major thinkers. These early object relations practitioners formally depart from the Freudian pleasure-seeking drives to a privileging of the importance of actual persons seeking connection to others. The course then moves to later theorists, including Winnicott, Balint, and Guntrip. Contemporary adherents to object relations theory, in particular Ogden, Bollas, and Phillips, will be considered. The course is designed mainly as a reading seminar; however close attention will be paid to the application of the concepts to clinical work, including candidates’ cases.

Course objectives: at the completion of the course, candidates will be able to:

1. articulate the connection and differences between classical Freudian drive theory and ego psychology and object relations theory.
2. Demonstrate competence in key concepts of object relations theory.
3. Identify key ideas from the British Independent School, including significant concepts by Fairbairn, Klein, Bion, Winnicott, Balint, and Guntrip.
4. Critically evaluate contemporary developments in object relations theory and practice.
5. Apply object relations theory to clinical work with patients.

Teaching method: Using the reading as a point of departure, I will facilitate active and engaging discussion of the material, including how ideas from object relations can be applied to the clinical process.

Evaluation: seminar attendance and class participation.

Session I  Freudian origins of object relations theory


Session II Ferenczi as a bridging figure between Freud and the relational approach


Recommended:

Session III Ferenczi on the therapeutic aspects of the child/mother relationship
2) Ferenczi, S. “Child Analysis in the Analysis of Adults.” In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 126-142.
3) Ferenczi, S. (1932) “Confusion of Tongues Between Adults and the Child.” In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 156-167

Session IV Fairburn’s theory of the schizoid personality
2) Fairburn, W.R.D. “A Revised Psychopathology of the Psychoses and Psychoneuroses” (1941) in Psychoanalytic Studies of the Personality, pp. 28-58.

Recommended:

Session V Toward a Relational Theory of the Personality
3) Sutherland, J. Fairbairn’s Journey to the Interior, pp. 118-130.
4) Session VI Structural and Clinical Implications of Fairbairn’s Theory


Session VII An Overview of Klein’s Theory


Recommended


Session VIII Bion Theory and Practice


Session IX Winnicott on transitional objects and countertransference


Session X  Winnicott on the mother/child couple


Session XI  Object Usage and True and False Self


Session XII  Fairbairn and Winnicott in the Analytic Setting


Session XIII  Guntrip on the Theory and Technical Problems of Schizoid Phenomena


Session XIV  Balint on Deficits


Session XV Phillips on Kindness and Aggression

“Judy, you should start out by saying that this class is an experience in uncertainty.”

**Basic premise ("a paragraph of goals" in 7 paragraphs):**

For six years, this was a required class positioned to come at or near the end of the four year program of required and elective seminars. The elective version is identical to the original with the exception of a limit on enrollment.

This class was removed as “required” when the Curriculum Committee and the Board determined that its autobiographical framework violated boundaries established by the Code of Ethics of the American Psychological Association regarding the presentation of autobiographical material in a psychoanalytic curriculum.

In its reformulation as an elective, the class exists (and persists) to question those boundaries, and much more than that. FOOWAP is offered in the spirit of “the autobiographical dialogue,” the premise that whatever we say, do and write, and whatever our theory or practice, exist(s) mainly in the context of our personal story. Very much as it is in the clinical situation, where we analyze transference and countertransference responses, you cannot really understand what I say or write unless you know something of me, some of my autobiography (my biography as I tell it), and in the same way I cannot understand you. And, further than that, many times we do not really understand what we have said until we receive and understand one another’s response.

But, “unlike the relative safety of clinical space, conference space [which includes seminar space] can be a disaster area where too often we are re-traumatized when we meet one another defensively straining to demonstrate knowledge in the impersonal disguise of most clinical and theoretical presentations. At the same time, each clinical and theoretical development in psychoanalysis and each case presentation is about the survival of the analyst, though the detail of it is usually secret, private, unacknowledged … or unconscious. This makes it hard to know what we (readers and listeners) have heard or read, and who we are in relation to it.” (Vida, 2003, listed in recommended readings.)

Part of what determines whether conference space can become something of an analytic space is how we present our story; another part is contributed by how our story is received --- this refers to how seriously is exercised the ethical responsibility of those who listen and read. This is therefore an issue of mutuality, which has an effect on the quality and the depth of the dialogue and the possibility for (mutual) transformation within it.

For some years, Gershon J. Molad of Israel and I have been working collaboratively to explore the nature of the dialogue between analysts, and how the fate of its autobiographical essence thwarts or facilitates the analyst’s clinical, theoretical, and personal development. We (2005, listed in recommended readings) distinguish two basic modes of learning: one is
identification, with emphasis on “a cognitive and intellectual patterning after a received tradition, personal, theoretical, and technical”; the other is introjection, an altogether different mode of learning. If identification is about taking in what already exists, introjection has to do with “the absent, the absorbed, the disquieting new experience that we can’t know how or if it will come out and how we will be affected by it, until it happens.” With identification, the impetus for change is the aspiration to become or to emulate another; for introjection, “the agent of transformation is desire, especially thwarted, unmet desire.” As Nicholas Abraham and Maria Torok wrote, “Learning to fill the emptiness of the mouth with words is the initial model for introjection.”

In a way, this seminar can be seen as a prototypical laboratory, a laboratory for uncertainty. I would say that all our experiences and individual encounters exist in a personal “laboratory” in which we test (or do not test) empirical outcomes of our personal hypotheses (sometimes referred to as “organizing principles” but more than that). Hence we (and our dialogue) are all always “research subjects” in one another’s personal laboratories. What is done with the data is partially private but also, at the same time, points to the importance of developing an ethics of relatedness. I will address the issue of ethics shortly.

Objectives:
1. To distinguish “the autobiographical dialogue” from the standard notion of “self-disclosure.”
2. To establish the legitimate (and essential) place of the “how” as well as the “what” in clinical discourse (both dialogue and writing).
3. To facilitate awareness of “the missing” when clinical discourse disregards or refuses recognition of the autobiographical.

Background and clinical relevance:
Jean-Jacques Rousseau in his Confessions, completed in 1770, offers one of the earliest explorations (after St. Augustine and some others) of the autobiographical in print. Rousseau’s great subject was the (troubled) relation of appearance to reality, the tension between the public and the private, the demonstration of the connection between feelings and philosophic thought. “Rousseau focuses on the personal and the intimate, but in doing so he claims to gain access to general truths of ultimate significance. Early in the book he uses his very idiosyncratic responses to spankings to raise questions about the origins of sexuality and feelings about justice and injustice. He uses the fact of his father’s failure to pursue him beyond Annecy when he ran away from Geneva to reflect on the fundamental maxim of natural goodness. Conversely he reveals apparently general discussions about the moral character of the theatre to be guided by personal desires to curry favor with the powerful and then shows that petty personal rivalries are connected with competing views about the proper place of an intellectual in society. In the Confessions every general issue is connected with a personal problem and every personal problem illustrates a general issue.”

This is, of course, the premise of FOOWAP: to establish formally the legitimate participation of the link between “the personal problem” and “the general issue.” This

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participation is what Gersh Molad and I call “the autobiographical dialogue,” the area in which transference and countertransference are indistinguishably mingled, which has been the missing piece of traditional psychoanalytic training and official discourse (although this may be changing now). In its focus on “the missing,” this seminar thus follows an introjective rather than identificatory model. It is Gersh Molad’s and my sense that the “autobiographical dialogue,” added to the personal analysis, the supervised analyses and the seminars, constitutes a “fourth part” of the tri-partite system of psychoanalytic training --- it is the developmental part, and it has its own story. It is in the autobiographical dialogue that is born “one’s own way” as a psychoanalyst, being able to hear one’s own voice as a clinician, as a reader, as a writer, and as a person in ongoing confluent development. Thus the stance of the American Psychological Association about autobiographical material, in the guise of “ethics,” negates what for the two of us is the basic premise of psychoanalysis. You may agree, and you may not.

In terms of understanding one’s own voice, we see that the way we present our work to others is a two-way process: from one side, we deal with the difficulties we have in expressing ourselves as we bring the clinical experience to seminars, conferences, and consultations; and from the other, we look at how our expectations of being listened to and understood (or misunderstood) influences our inner analytic voice in working with someone.

Any relation, any encounter, any psychoanalytic seminar has its own overlay and underpinning of the personal, and that’s where the seminar will begin, to look at and to explore with one another the development of “the voice of the analyst” --- your voice, my voice. As we go, we will work to create an atmosphere safe enough for such a dialogue to emerge. “Safe enough” does not mean only nice and comfortable, although it can be that. It also means finding a way to include “the difficult,” the inevitable difficulties that arise along the way, and making use of them to expand both our self-understanding and our appreciation of the individuality of one another. “Safe enough” also means that how we listen to one another, how we listen and hold and work with one another, is as important as what we present. The outcome of this seminar is thus a shared responsibility; this is the active practice of ethics in the autobiographical dialogue between analysts. This is “pluralism” in action, not merely a philosophical premise, or idea, or ideology. What may become obvious (if it is not already) is that this can be difficult; a certain amount of anxiety (yours, and also mine) may be generated by even starting to touch it. It is also (apparently) a different reading of “ethics” than that of the American Psychological Association.

Of course, within the notion of an “ethics” of relating, there must be some consideration for confidentiality, which is an issue of what use we will make of our contact with one another.

Seminar Plan
This is a seminar for introspection, for writing, and for relating, in the sense of both telling our story and responding to the stories of others. Relating to one another is our primary ethical responsibility, and constitutes our discussion. Your presence is essential.


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2. **Also, before the seminar begins**, I invite each class member to write a brief autobiographical account of your involvement with psychoanalysis and particularly the personal development of your voice, in two parts, the “what” and the “how.” (Depending on your degree of comfort, these will be read by the whole class, and/or related by you to us.)

The first part (the “what”) is “the story.” One approach could be to look at the influence on you of your training model (as patient, therapist, supervisee and student; when these experiences are positive, the mode of learning tends toward the identificatory; when disappointing, it is more introjective); another could be your situation in the cultural and social milieu, and how you observe that you talk to one another. (In previous years of this seminar, class members were asked to select a most-loved and most-hated article and to write something about the autobiographical origins of that love and hate, as a way-in to exploring the “dialogical autobiography.” It was useful for some and not for others, so it has been dropped as a requirement, but it can be a way to begin your thinking.)

The second part (the “how”) is an observation of yourself thinking about and writing the first part, thus creating an “in vivo” vignette.

**But please note:** there is no “right way” or “wrong way” to respond to this assignment; there is only “your” way --- whatever that is --- and that’s what we aim to explore and recognize. It is the “how” of “your way” that matters.

“No right way or wrong way” also means that no individual evaluations will be given. **“Satisfactory” completion means meeting the attendance requirements.** The objective of the class is not “knowledge” but “experience,” and no one but you can be the judge of your experience. You will be present in your own way, and you will use (or not use) your own voice entirely as you wish. Your observations (shared or not) of yourself during this process constitute the essence of the seminar. In previous iterations of this class, I have written a general comment on the class process that served as each class member’s evaluation; one year, during the last session I asked everyone to write a sentence describing their experience; these sentences were then collected and became the general evaluation. (Of course, this does not replace your personal evaluation of the class which you prepare separately and privately.)

1. At each session, one (or more) of you will be asked to relate what you have or have not written, from which our conversation will develop --- and what that means is to relate rather than to read. In other words, I’d like you to tell us what it was like to write what and as you did. Figure about 15 or so minutes for the initial presentation. All along we will have an open discussion of where we have been, using our shared experience as “content.” In addition, as a formal opportunity for feedback, after each of you has “presented,” I would like you, if possible, to write just a few lines or a paragraph describing the experience; during the following week, we will hear these responses related as well. **Everyone’s participation** is vital to this process, which builds as we go, so your regular attendance is crucial to the success of the class. If we have heard from everyone by the end of the next-to-last session, the last session...
can be reserved for the remaining post-presentation responses, and a general discussion. **Please note:** “participation” refers to being present in an active way; “silent” or “listening” need not be construed as “absent” or “withholding.”

Seminar Schedule:
The actual enrollment will determine our flexibility in terms of scheduling. One of you might volunteer to present something at the first session, but it might be better to meet and talk, and see how you want to arrange yourselves, as an “order of march,” or, if you are comfortable enough, we can “wing it” and listen to whomever is moved to come forth each time.

Week One. Orientation: introducing “the autobiographical dialogue” and ourselves. Papers by Molad, Molad & Vida, and Vida may (or may not) be referred to. Questions about the seminar. Possibly one presentation.

Week Two. Response from last week’s presenter. One or more presentations. Week Three. Responses from last week. One or more new ones.

Week Four. Responses from last week. One or more new ones. Week Five. Responses from last week. One or more new ones. Week Six. Responses from last week. One or more new ones.

Week Seven. Responses from last week. Any remaining presentation. Review of the seminar experience.

Course Title: Case Conference on Trauma and Dissociation Instructor: Carol Mayhew, Ph.D., Psy.D.

The goals of this course are to provide a richer understanding of the manifestations of trauma and dissociation as they unfold in the clinical hour. Participants will increase their understanding of the emotional meanings associated with traumatic experience and be able to identify the presence of these meanings in transference and countertransference configurations. A wide range of dissociative phenomena will be addressed, providing opportunities to recognize dissociative experiences and extend knowledge of treatment considerations in connection with dissociative states. Readings are drawn from a range of theoretical formulations, allowing comparison and contrast of perspectives on these very important topics.

**SYLLABUS**
Each class meeting will involve presentation of case material and a discussion of the assigned reading(s).

Session 1.


E. Atwood, Contexts of Being: The Intersubjective Foundations of Psychological Life (pp. 51-60). New Jersey: Analytic Press.


Session 3.


Session 4.


Session 5.


Session 6.


ITEM 1

**Objectives:**

1. Participants will be able to list and describe at least three ways a patient’s traumatic experiences affect his or her experiences of self and relationships with others.

2. Participants will be able to identify at least three basic elements of trauma treatment.

3. Participants will be able to identify different manifestations of dissociation and describe ways to treat dissociation.

ITEM 2

The content of this course includes contributions from an extensive range of authors, all of whom are distinguished in the fields of trauma and dissociation. Their writings draw upon a wide range of empirical research on the effects of trauma, links between trauma and dissociation, trauma and memory, and neurobiological findings connected to trauma and dissociation. The different authors represent a range of theoretical perspectives as well, allowing students the opportunity to compare and contrast an array of ideas about treatment.

ITEM 3

While some of the information in the course is based on empirical research, other information is drawn from clinical case experience and is illustrated with single case reports. Thus, the applicability of many of the treatment ideas studied in this class must be decided on a case by case basis using clinical judgment. While this course is designed to improve and refine clinical judgment in dealing with cases involving trauma and dissociation, the applicability of any given treatment ideas to any given case must be assessed by the treating clinician.

ITEM 4

A history of trauma is extremely prevalent in clinical populations. In addition, dissociation in one form or another frequently manifests in clients who have been traumatized. Untreated trauma and untreated dissociation have been linked to an extensive range of social problems, including criminal behavior, addictions, eating disorders, work difficulties, relationship problems, and physical symptoms. Hence, improved treatment of trauma-related disorders and dissociative symptoms is of great benefit to society.
Course Title: A Critical Historical Overview
Instructor: Carola Kaplan, Ph.D., Psy.D.

All the Freud readings can be downloaded from the PEP Web under “Books.” These readings are from James Strachey’s translation of the Standard Edition of the Complete Psychological works of Sigmund Freud (referred to as S.E. in the syllabus). The remainder of the readings are also available either on PEP Web, including The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904, edited by Jeffrey Masson (1986), or posted on the ICP Website. The only exception is the Breger biography of Freud, which can be found at Amazon.com. You are expected to have read the assigned readings before class, so that you can participate meaningfully in class discussion.

Book:

Articles:
All articles with an * are found on PEP (www.pep-web.org). All other articles are posted on the web site.

WEEK 1
Breger, Louis. 1-4, 7-98.
Freud, S. & Breuer, J. (1895), Studies on Hysteria
“Preliminary Communication”, S.E. 2: 3-17. (PDF)
“Fraulein Anna O.”, S.E. 2: 21-47. (PDF)
“Katharina ——”, S.E. 2: 125-134. (PDF)

WEEK 2
Breger, Louis. 99-140.
Masson, J. ed. (1885). The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904. General letters to Fliess: December 28, 1887, July 21, 1890, August 11, 1890, May 2, 1891, September 29, 1893, October 6, 1893, September 21, 1897, October 3, 4, 15, 27,1897, January 16, 1899, February 16, 1899, January 26, 1900, February 1, 1900, August 7,1901, September 19, 20, 1901, April 27, 1904, July 15, 23, 26, 27, 1904. (PDF)
Letters to Fliess, concerning Emma Eckstein’s Operation: January 24, 1895, February 25,1895, March 4, 8, 13, 23, 28, 1895, April 11, 20, 26, 27, 1895, May 25, 1895, June 12, 1895, April 26, 1896, May 4, 17, 30, 1896, June 4, 1896, June 9, 1898. (PDF)
WEEK 3
Breger, Louis. 141-169.

WEEK 4

WEEK 5

WEEK 6

WEEK 7 Papers on Technique (1911-1915)
Breger, Louis.194-232.

WEEK 8
Breger, Louis. 233-268.

WEEK 9
Breger, Louis.269-288.

WEEK 10
Breger, Louis. 289-309.
* Editor’s Appendix: Extract from Schopenhauer's The World as Will and Idea, S.E. 19: 223-224.
Excellent supervisors in the course of my training have been of immeasurable help to me, clinically, theoretically, and above all, personally. In this class, I will bring in several articles or chapters from books written by these supervisors. I am also including several pieces that have been inviting of the self-reflection needed to extricate myself from a quandary. What I am suggesting is - - to whom do we turn in a time of clinical crisis? Who is most helpful, when we don’t quite know what to do in working with a difficult patient or reaching an impasse or participating in an enactment, and no analyst, supervisor, consultant, or colleague is there to assist? We have a shelf full of books and articles, but whose words offer comfort, expertise, or whatever help we can rely on?

A member of the class will be assigned to each session, and I would like each of you to bring in whatever it is that has brought you through clinical struggles, your work at the Institute, or any personal situation. Breaking out of the box a bit, I suggest we can resort to anything - - a poem, a piece of music, book(s), whatever buoys us up when we need unusual support. I am arbitrarily putting candidates’ names by class dates, but these can be moved around.

SESSION 1

SESSION 2
Candidate:

SESSION 3
Candidate:

SESSION 4
Candidate:

SESSION 5
Candidate:

SESSION 6
Candidates:

SESSION 7
Candidate:

The pairing of candidates with their readings with my selections is not meant to constrain the class in any way; rather, I hope that, as we look back together over the four years of candidacy, we can reflect on the various ways we have been affected by our experiences and share these reflections with each other. I am asking each member of the class to select something to bring to the class to which he/she is assigned. I very much look forward to meeting with all of you and having this time together. Truly, I feel privileged to be able to participate in this last class of your ICP training.
Week 1

Jacobs, Circumstance of birth. PDF

Jacobs, learning to love white shame.

PDF Macintosh, White privilege. PDF

You may well be familiar with the McIntosh article, but even if you have read it, now you have a clean copy to share with others.

After reading the articles, please write your own essay (length can be a page, up to 4 pages) in which you explore situations or contexts in which you are/have been centrally located, and those in which you are more on the margin. We will discuss your explorations in class.

Also, Not knowing what other articles you have read (or will be reading for other classes), the readings I offer can be switched out for other articles if need be.

Week 2


Week 3

Comas-Diaz, Becoming a multicultural psychotherapist: The confluence of Culture, Ethnicity, and Gender. PDF


Week 4
Corpt, Peasant in the Analyst’s Chair. PDF

Blechner, the role of prejudice. PDF


Week 5

Sue et al, racial microaggressions, clinical implications. PDF Please

watch the following video:


Week 6

We may allow this session mostly for discussion, unless we find another reading we would like to add.

**Course Title:** Bion  
**Instructor:** Michael Lebow, Ph.D.

Text: Bleandonu, Gerard (1994); Wilfred Bion His Life and Works 1897-1979 September 25  
Core Concepts: Particularization; Basic Assumption Groups and Work Groups (W); Fight-Flight -Pairing-Dependency- Constant Conjunction -Catastrophic Change. Read: Forward- p.48

October 23- Concepts: Projective Identification: Normal & Pathological; Freud’s View of the Mother; Bizarre Objects- Envy & Greed-Splitting; “Super” ego-

Read: p.49-101

December 4, 2015 - Illness and the capacity to tolerate frustration; Disturbances of Thought- “Attacks on Linking”- Pride as self-respect (Life instincts) vs Arrogance (Death instincts)

Read: p.102-148

Jan 29 Concepts: -Thought and Thinking; “alpha function” (see Hume); Beta-elements- (Kant-Things-in-Themselves); Beta Screen - Contact Barrier - Needed Objects - real experience

Read: p. 149-168


May 13- Concepts: Knowledge; L& H& K; PS77D (Also minus-K); Myths: The Oedipus Complex- Garden of Eden Vertex Read: p. 193-271
Course Title: Eating Disorders
Instructors: Kathryn Zerbe, M.D. & Lynda Chassler, Ph.D.

Reading List for Eating Disorders Elective

Instructors: Kathryn Zerbe, MD and Lynda Chassler, Ph.D.
Session 1: Classical and Contemporary Considerations in Treatment


Optional

Session 2: Focus on the Body and Self Destructive Behaviors


Optional:

Session 3: Contemporary Perspectives on Defenses and How to Work with Them
Course Title: Substance Use and Misuse: Contemporary Perspectives  
Instructor: D. Bradley Jones, Psy.D., LCSW

Traditional psychoanalytic theorizing and discourse has had a long history of bifurcated thinking around substance use and misuse. Just as the narcissistic was deemed un-analyzable for many years, the substance user was also excluded from traditional psychoanalytic treatment until they were able to manage sobriety. Traditional addiction treatment and the tenants of *Alcoholics Anonymous* are equally burdened with problematic assumptions about the character of the substance user, and traditional addiction treatments propound inarguable ideas about what will help people shift from addictive action. When these programs work, they offer great benefit to our patients. When they do not work, what can the psychoanalyst keep in mind to help motivate their patients to stay engaged in psychoanalytically informed treatment rather than succumbing to a therapeutic stance that implicitly blames the patient because he will not stop using? How do we help the patient to start thinking about his substance use without requiring him stop?

Class Purpose: The aim of the class is to stimulate a cross disciplinary discussion on the subject of the psychoanalytic treatment of substance use and misuse. We will first explore contemporary psychoanalytic contributions that elucidate the multiple meanings and functions substance use serves for individual patients. We will then briefly look at the pros and cons of AA, and discuss the impact of the “disease” concept and 12-Step groups on psychoanalytic treatment. In our final segment, we will be introduced to principles found in harm reduction psychotherapy—a philosophy that exemplifies an important clinical sensibility and skill that can assist the clinician to reach a broader spectrum of patients who remain on a continuum of substance use.

Class goals:
1) To identify and understand 3 different elements often found in the etiology of substance misuse.
2) To identify some of the many different functions substance use serves patients.
3) To develop a grasp of the philosophy of AA, and to understand how it can enhance psychoanalytic treatment.
4) To be able to identify and understand why some patients have aversive reactions to AA.
5) To identify basic principles of Harm Reduction Psychotherapy, and to understand its efficacy in psychoanalytic treatment.

**1st Class**

Our 1st class will explore the contemporary psychoanalytic contributions to expand our understanding the multiple meanings of substance misuse.

*How do these contemporary perspectives help in deepening your understanding of substance*
use and misuse?


2nd Class
The second class will tie up loose ends around our conversation of psychoanalytic perspectives of substance use. We will then discuss the pros and cons of both the disease model and 12-Step and how they impact psychoanalytic treatment with substance users.

*How does AA enhance and/or conflict with your clinical work?*

Haaken, J. (1992), Beyond addiction: recovery groups and 'women who love too much.' *Free associations,* 3:85-109

3rd Cass
The 3rd class will introduce principles of Harm Reduction Psychotherapy. Harm Reduction, a substance use treatment that does not require abstinence as a requirement for treatment, possesses a unique sensibility that allows a clinician to provide therapy to a wider field of patients.

*How do these papers coincide or collide with the way you currently work with addictions?*

We are pleased to have the chance to explore this theme together with you. We shall all be explorers together. None of us are experts in this area, and yet you will find that all of us have something to contribute to our explorations.

As psychoanalysts, we are familiar with looking at families as a context that shapes the subjectivity of our patients and ourselves. There are broader contexts as well, such as cultural practices, social history, and one’s “place,” or situatedness in relation to the society in which one lives.

There is a paucity of psychoanalytic literature that addresses these issues and how they affect the consulting room. Most of the literature is offered by analysts who identify as “marginalized” in relation to the dominant culture. Some literature written by cultural insiders tend to aim at helping us to understand “others.”

While we will use some of this literature in class, our main aim is to broaden our self-awareness. That is, we hope to increase our awareness of the limits to our understanding that arise from our horizontal limits. This requires, first, becoming more aware of those horizons.

We also hope to increase our awareness of the multiplicity of our own context-dependent identification process. In some contexts, for instance, our gender renders us as “other.” In another context our color may render us as “dominant.” By and large, when we are placed in a dominant position, we suffer the most severe limits on awareness of the clinical (and social) implications of our place. We have blind spots. We will explore the “blind spot” syndrome that accompanies such situatedness, and explore ways together to try to reduce the tendency towards blind spots.

Our primary paradigm for exploring how socio-cultural horizons shape our clinical attitude will be a study of the meaning of “whiteness” in a racialized society. We are pleased to have the chance to explore this theme together with you. We shall all be explorers together. None of us are experts in this area, and yet you will find that all of us have something to contribute to our explorations.

While we include readings in our syllabus, we will also be conducting experiential exercises that allow an exploration that facilitates learning through phenomenological exploration.

**Readings**

Here are some of the readings we will use:


Course Title: Couples Therapy  
Instructors: Joan Dasteel, Ph.D. & Philip Ringstrom, Ph.D., Psy.D.

COURSE OVERVIEW: This course will focus on a relational psychoanalytic model of conjoint psychotherapy along with the influence of improvisational theory in both individual and couple’s treatment. Of the six sessions, the first four will be dedicated to the study of the manuscript of my forthcoming book on a Relational Model of Conjoint Psychotherapy. The last two sessions will focus on the adoption of an improvisatory stance in all modes of psychoanalytic treatment. Since ideas from improvisation are also included in the conjoint treatment manuscript, the dual foci will blend seamlessly into one another. Meanwhile, all theoretical material will be fleshed out through case material presented by the candidates.

COURSE DESCRIPTION:

The first four sessions of this course will study the instructor’s six-step model for practicing a relational approach to conjoint therapy, which is organized around three themes: self-actualization in an intimate relationship, mutual recognition and the “relationship having a mind of its own.” A brief historical context for the model’s creation will be shared along with the salient concepts underpinning it. Each step will be illustrated with case material including case consultations with class participants.

The final two sessions will be devoted to the study of an improvisatory mode of engagement in psychoanalytic treatment embodied in a) an improvisatory “stance” (attitude), b) an improvisatory “process” in contrast to constrained versions of play such as “mutual inductive identification” and c) “turning point” moments in the treatment understood as “Improvisational moments in the treatment. The first class on improvisation will be linked to an ICP conference on that day March 24th, 2012 titled “A Serious Look at Play” featuring Darlene Ehrenberg and Phil Ringstrom and yet to be specified discussants.

LEARNING OBJECTIVES:

Re: Conjoint Psychotherapy

1) To learn about how the three organizing themes: self-actualization in an intimate relationship, mutual recognition, and the “relationship having a mind of its own” bridge important elements of contemporary psychoanalysis, namely self-experiencing in a complex nonlinear system lending to the principle of “thirdness” in long-term intimate relationships – marital and otherwise.

2) To learn how these three themes are practiced in terms of the model’s six steps.

3) To investigate modifications in psychoanalytic technique in conjoint therapy in light of this perspective shift.

4) To discern both the advantages and limitations that may arise from this perspective.

Re: An Improvisational Mode of Treatment
1) To learn what is meant by assuming an Improvisational stance, that is assuming and practicing a treatment attitude infused with playfulness and possibility.

2) To learn how to engage in an improvisational mode of treatment.

3) To learn what is involved in enactments and episodes of “mutual inductive identification.”

4) To learn how “Improvisational moments arise from working through the elements listed in #3.

SESSIONS SYLLABUS
September 26, 2015
This session will focus an overall theoretical view of the conjoint therapy model. The bibliography for this session will include an “in press” article in an upcoming edition of *IJPSP*, which provides an updated overview of the model since its original publication in 1994. This session will also cover the first three chapters of the manuscript, including the Prologue, the Introductory chapter and the Theoretical Overview. (All of this course material will be distributed by the instructor directly to the candidates).

October 24, 2015
This session will focus on the first three steps of the conjoint treatment model with Step One focusing primarily on attunement to the couple’s partner’s bi-dimensional transferences as well as vicious circles of engagement between these transference dimensions. Step Two emphasizes the development of “perspectival realism” a lynchpin concept to this model of treatment. And Step Three involves how to gather and how to utilize background data germane to the couple’s relational styles, i.e., what each brings to their relationship including multi-generational transmission processes, the influence of such elements as cultural attitudes (collectivist versus individualism), racial, gender, and finally immigration issues. These first three steps are embodied respectively in Chapters 4, 5 and 6. (All of this manuscript material will be distributed by the instructor directly to the candidates).

December 5, 2015:
This session will focus on the last three steps of the conjoint treatment model. Step Four involves enactments and their resolution. Step Five focuses on the enrichment of each partner’s *self-actualization* through an increased capacity to self-reflect. Step Six involves each partner’s increased capacity to attune to and support each other’s self-actualization. Steps Five and Six converge under the axiom that *It is impossible to negotiate between two people, that which has not been negotiated within each one*. These three steps are embodied respectively in Chapters 7, 8 and 9. (All of this manuscript material will be distributed by the instructor directly to the candidates).

January 29, 2016:
This session will focus on the last two chapters of the book. One chapter is devoted to taking a single case illustration through all six steps of the model. The last chapter is titled “FAQ’s” or “frequently asked questions” that have arisen from years of presenting this model in class’, workshops, and conferences. These last two chapters are chapters 10 and 11. (All of this manuscript material will be distributed by the instructor directly to the candidates).

March 26, 2016:
The final session of this class will summarize all of the elements of this weekend course as well as cover the most recent updates in thinking regarding an improvisatory mode of treatment in psychoanalytic practice. The bibliography will include the instructor’s chapters from Aron and Harris’ *Relational Psychoanalysis, Volume Five, 2011* entitled “Principles of Improvisation in Relational Psychoanalysis” and “Afterword” as well as more recent articles “in press.” (All of this manuscript material will be distributed by the instructor directly to the candidates).

May 7, 2016:

To be announced on basis of more up to date papers and publications.

**Bibliography:**

**Required:**


**Optional:**


Course Title: Final Integrative Class: Becoming Our Psychoanalytic Selves Instructor: Gil Spielberg, Ph.D., ABPP

This course was designed as an opportunity for students, nearing the end of their formal training, to integrate the various models and theories they have come across during their time at ICP.

I was asked to facilitate this course not because I possess a deep expertise in all of the theories that we will be exploring, but rather, because it was imagined that my background in group leadership would be helpful in facilitating an environment where students could engage emotionally as well as intellectually in stimulating dialogue. Therefore, a central focus of the course experience will be the conversations among the class members. We will attempt to use these conversations as a reflection of the theory under study, and, most importantly, to assist each student in understanding their current thinking about themselves in relation to theory.

In preparation for each session, students are asked to read an article(s) that has been suggested by experts on our faculty to represent the central and most recent ideas of a particular point of view. Please have 2 questions in mind from your readings that can be discussed in class.

Frequently students find individual patients coming to mind during the course of their readings. These associations often provide a wonderful departure point for discussion. In the past, students have also mentioned that keeping a few notes or a personal “reaction journal” to each article has been useful. Our attempt will be to study just one point of view each session, although this will not always be possible.

There are three written tasks that students are expected to accomplish in this course. First, each student is expected to keep a continuously updated personal definition of psychoanalysis. Second, students are to write (no longer than 3 pages) their own psychoanalytic journey as represented by the Mitchell article. Lastly, I ask each student to keep write a personal note (perhaps a paragraph or two) on what was important to them in the class discussion. All three assignments will be discussed during the first class session.

The design of this course has some flexibility. As ideas are stimulated we can try to incorporate whatever comes along.

Class #1 Saturday September 26, 2014, A Perspective on the Course. Rather than focus on a particular analytic point of view, this initial session will provide an orientation to how we might approach theory and our personal reactions to the forthcoming material.

On Choosing A Guiding Theory For Treatment in a Pluralistic Psychoanalytic World: My Personal Journey, Ornstein, P.


Class #2 Saturday, Nov. 1, 2014, Self-Psychology as suggested by Dr. Carol Mayhew and Relational Theory as suggested by Dr. Phil Ringstrom


Ringstrom, P. “Everything You Always Wanted To Know About Relational Practice But Were Too Confused To Ask”, unpublished manuscript, 2014.

Class #3 Saturday, Dec. 5, 2014, Human Development from a Dynamic Systems Perspective, as suggested by Dr. Estelle Shane.


Class # 4 Saturday, Jan. 24, 2015 Inter subjectivity, as suggested by Dr. Robert Stolorow.


Class #5 Saturday, March 28, 2015, Complexity Theory as suggested by Dr. Bill Coburn


Class #6 Saturday, May 2, 2015, Specificity Theory as suggested by Dr. Howard Bacal.


Course Title: Fairbairn and Guntrip Instructor: Lynne Jacobs, Ph.D.

To the students: some of the articles will be repetitious, so you will be able to skim certain paragraphs. Please come to class prepared with questions, arguments and your own clinical and theoretical associations.

All of the Fairbairn’s articles except one will be found in the manuscript, Psychoanalytic Studies of the Personality, which is in PEP. (Fairbairn, W.D. (1952). Psychoanalytic Studies of the Personality. London: Tavistock Publications Limited.)

Some of Guntrip's articles are included as PDF’s as they are not available in PEP. In that case, they are taken from his opus, Schizoid Phenomena, Object Relations and the Self (1969). IUP, NY.

Unless otherwise indicated, the articles for the course can be found on PEP.

Week 1 Fairbairn's theory development)

Chapter II: A Revised Psychopathology of the Psychoses and Psychoneuroses (1941)

Chapter IV: Endopsychic Structure Considered in Terms of Object-Relationships (1944)

Chapter V: Object-Relationships and Dynamic Structure1 (1946)

Week 2 more Fairbairn

Chapter VI: Steps in the Development of an Object-Relations Theory of the Personality (1949)


Week 3

Chapter III: The Repression and the Return of Bad Objects (with special reference to the 'War Neuroses) (1943)


Guntrip, chapter 12, Object-relations theory and psychotherapy (Fairbairn's unfinished work)

Week 4 Guntrip’s theory and therapy
Guntrip, chapter 2, The Schizoid Problem, Regression, and the Struggle to Preserve and Ego. Guntrip, chapter 3, The regressed ego, the lost heart of the self, and the inability to love.

Week 4 more Guntrip

Guntrip, chapter 6, Ego-weakness, the core of the problem of psychotherapy. Guntrip, chapter 11, the schizoid compromise and psychotherapeutic stalemate

Guntrip, chapter 13, Object-relations theory and psychotherapy: the therapeutic relationship Week 5 Tales of treatment


Week 6 Wrapping it up

A discussion of implications for your work as analysts.

Course Title: Sexuality
Instructors: Celeste Birkhofer, Ph.D. & Ginna Clark, M.A.

We’d like to suggest that you spend some time with two important primary sources before the academic year begins. These texts will be foundational and should help you orient to the material written by more contemporary authors. Summer Reading:


Please prepare a few comments or questions to contribute to class discussion for each of the following assigned weekly articles.
**Weekend 1: Overview & History**


**Optional:**

**Weekend 2: Constructing Sexuality & Sexual States**


**Optional:**

**Weekend 3: Constructing Sexuality & Interpreting Oedipus**


Optional:

Weekend 4: Rethinking Perversion


Saketopolou, A. (2014). To suffer pleasure: The shattering of the ego as the psychic labor of perverse sexuality.


Weekend 5: Sexual Transference & Countertransference


Celenza, A. (2010). The guilty pleasure of erotic countertransference: Searching for radial


Optional:

**Weekend 6: Contemporary Sexual Issues in Psychoanalysis**

**Transgender**

**Pornography**


**Desire**

**Sexual Consent**

**PH.D. PROGRAM**
Course Title: Research Methods
Instructors: Michael Lebow, Ph.D. & Ilene Philipson, Ph.D., Psy.D.

Readings:

Harwell, Michelle (2015). Working Through the Unconscious Assumptions of
Neglect (It will appear in the next Psychoanalytic Inquiry; I will have it to you by class time).

Polio An American Story by David Oshinsky (Pulitzer Prize);

In Human Bondage by David Davis (Absolutely definitive scholarship)


Seminar Times:

September 25 Positivism and the Scientific Method; Causation, Evidence; Social Facts: The Nature of the Surround

October 23 Sampling, Survey, Validity and Reliability; Replication: Can you do that Again? The Amgen Studies

December 4 Quantification; Probability; Ethics in Research; Tools and Measurement. A Study in Unconscious Bias

January 29 Qualitative research; Hermeneutics and textual analysis; Rules of the game. Truth as Agreement.

March 25 Integration: Developmental and Neurological Research: Michelle Harwell, Allan Schore and Beatrice Beebe

May 6 Meta-Studies; Longitudinal Studies; Time as the unidentified in Kant: Piaget’ Corrections.

Note on the Reading: If you are interested in scholarship read David Davis; read Oshinsky if you have had little exposure to science and the culture of science. The seminar will be lecture with all the time you want for discussion.

Course Title: Dissertation Writing
Instructors: Estelle Shane, Ph.D. & Joye Weisel-Barth, Ph.D., Psy.D.

We welcome you to the Ph.D. Writing Course. We plan to conduct this course in workshop format. This means that after our first meeting, where all of you will be presenting your work, in each subsequent class only a few of you will be presenting your assignment, which will include some writing samples. The remaining class members, as well as the instructors, will serve as editors and will come prepared to consult on each presentation. We envision each dissertation project generated in the class as potentially a joint creation of the first author and his/her editing consultants.
For our first meeting in September, you are all asked to complete three tasks:

1) Carefully read the Requirements for the Dissertation. An important aspect of the class is the achievement of a thorough understanding of the elements of this document. Individual classes will be focused on particular dissertation elements, so that by the end of the class, what is required to complete the dissertation will not only have been reviewed in class, but approached in writing by each class member.

2) Read *Structure and Spontaneity in Clinical Prose* by Suzi Naiburg over the next two months. Concentrate particularly on Chapter 11 (Introductions), Chapter 12 (The Narrative Axis), Chapter 13 (The Conceptual Axis), Chapter 14 (The Shapes of Arguments), and Chapter 15 (Using Sources). You may order the book online through Amazon or Routledge Press.

3) Prepare an ABSTRACT for the first class to present and discuss with us and the other candidates. The abstract is a condensation of what your paper is about and what it accomplishes. It is an opportunity to prepare your readers for the arguments, methods, and conclusions in your paper. Of course, over time your abstract will change - probably dramatically - but this exercise will focus your ideas in a preliminary way, offering each candidate a chance for early feedback, and guide the subsequent reading on your topic.

Course Title: Philosophy of Science Instructor: Michael Lebow, Ph.D.


Selected Readings from the following:


Kuhn’s book is widely considered one of the most important books of the 20th century, along with Godamer’s Truth and Method. It is widely known that Kuhn’s book is filled with errors, which he acknowledged. Even the latter fact did diminish the power and the implications of his insights. An old adage in art applies here: there are always errors and mistakes in any great work.

**September 28, 2014** The Classical Period: Plato, Aristotle; Dialogue, Causation, Explanation, Observation, Methodology. Read: Kuhn, 1-76. (Discussion of additional reading in class). Godamer’s work on early developments in philosophy will help you with “Truth and Method.”

**November 2, 2014** The Medieval Period/Renaissance/Descartes. Read Kuhn, 76-159. Ayer, 46-47; 142-143 Selections from Descartes presented in class.


**January 25, 2015** Kant: Lecture followed by discussion. (Handout for Godamer for following meeting, readings for Godamer given in class). Introduction to Logical Empiricism/Logical Positivism. Ayer, 71-86.

**March 29, 2015** Godamer, Hans. Truth and Method Lecture/Discussion (Handout for final class meeting/lecture and discussion).

**May 3, 2015** Psychoanalysis and Principle of Verification; Truth in Psychoanalysis; Limitation of Science/Achievements in Science. Achievements in Psychoanalysis; Qualitative vs. Quantitative research/outcomes studies.
<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Degree (the one before ICP)</th>
<th>Where degree acquired</th>
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Veronica D. Abney, Ph.D.

CURRENT POSITIONS

1978 – Present  Private practice with child, adolescent & adult trauma victims. Santa Monica, CA.
1986 – Present  Adjunct Lecturer in Social Work University of California, Los Angeles, Department of Psychiatry, School of Medicine. Los Angeles, CA.

EDUCATION

1969 - 1973  BA  Pitzer College
            Claremont, CA 91711
1973 - 1975  MSW Smith College School for Social Work
            Northampton, MA 01063

POSTGRADUATE TRAINING

1985 – 1986  Family Therapy Institute of Southern California Santa Monica, CA 90403
1992 – 2006  Ph.D. Institute of Contemporary Psychoanalysis
            12121 Wilshire Blvd., Ste. 550 Los Angeles, CA 90025-1173

SOCIAL WORK FIELD PLACEMENTS

Sept 1973 - June 1974  Massachusetts General Hospital
            Boston, MA
Sept 1974 - June 1975  Massachusetts Mental Health Center
            Boston, MA

PROFESSIONAL TRAINING & EXPERIENCE

Nov 1975 - Feb 1976  Psychiatric Social Work
            Boston Drug Treatment Program Boston, MA
Jan 1976 - Jan 1977  Consultant
            Human Resource Institute
            Brookline, MA
May 1976 - Sept 1977  Psychiatric Social Worker
            Lindemann Mental Health Center Boston, MA
Jan 1978 - June 1980  Clinical Social Worker
            Central City Community Mental Health Center
            Los Angeles, CA July
1980 - Oct 1981  Casework Supervisor
Hathaway Home for Children Los Angeles, CA  
Dec 1981 - July 1984 Child Outpatient Services  
Senior Therapist  
Kedren Community Mental Health Center Los Angeles, CA  
Jan 1979 - Present Private Practice  
Santa Monica, CA  
July 1984 - Dec 1996 SCAN Team Coordinator & Adjunct Lecturer in Social Work Child and Adolescent Services  
Neuropsychiatric Hospital & Institute University of California-Los Angeles  
Los Angeles, CA Nov 1984 - Mar 1991 Consultant  
Little People's World Compton, CA  
Sept 1987 - June 1992 Field Work Instructor  
School of Social Welfare  
University of California-Los Angeles Los Angeles, CA  
Sept 1988 - June 1992 Field Work Instructor  
School of Social Work University of Southern California Los Angeles, CA  
Sept 1992 - June 1995 Field Work Instructor  
Smith College School for Social Work Northampton, MA  
Nov 1997 – Present Consultant  
Stuart House  
Santa Monica/UCLA Rape Treatment Center Santa Monica, CA

LICENSE & CERTIFICATION STATUS

Nov 1978 Licensed Clinical Social Worker (California)  
Dec 1994 Diplomat in Clinical Social Work  
Dec 1995 Qualified Clinical Social Worker

COMMITTEE APPOINTMENTS

July 1986 - June 1994 Member, Child Abuse Policy Committee, Medical Staff Committee, UCLA Medical Center Feb 1993 - March 1994 Children's Screening Committee  
Kidstep Program  
Mac Laren Children’s Center  
El Monte, CA
PROFESSIONAL ACTIVITIES AND SOCIETIES

Child Maltreatment Journal
Associate Editor

Trauma, Violence, Abuse: A Review Journal
Editorial Board

American Professional Society on the Abuse of Children (APSAC)
President (1999-00)
President Elect (1998-99)
Secretary (1995-98)
Board of Directors (1993-01)
Executive Committee (1994-01)
Advisor Associate Editor, Cultural Issues (1994-99)
Co-chair, Committee for Cultural Diversity (1993-00)
Chair, Nominating Committee (1995-99)
Chair, Personnel Committee (1995-96, 2000-2001)
Program Committee (1992-00)
Task Force for Adult Survivors

California Professional Society on the Abuse of Children (CAPSAC)
2nd Vice-president (1996-2002)
Board of Directors (1994-2004)
Los Angeles Regional Board of Directors (1993-1999)

National Association of Social Workers

PUBLICATIONS


ABSTRACTS


INVITED PRESENTATIONS

Aug 1985 Mothers of Incest Victims, Southern California Training Center for Child Sexual Abuse Treatment, Children's Institute International, Los Angeles, CA.


April 1989 Child Abuse Reporting, Immaculate Heart High School, Los Angeles, CA.


Feb 1990 Adults Molested as Children, Los Angeles County Department of Mental Health, Los Angeles, CA.

April 1990 Child Sexual Abuse, Grand Rounds, Psychiatry Training Program, Charles Drew Medical School, Los Angeles, CA.

May 1990 Case Conference Discussant, Topic: Child Sexual Abuse, San Fernando Valley Child Guidance Clinic, Northridge, CA.


Jan 1992 Assessing and Reporting Child Abuse, Windward School, Los Angeles, CA.

Feb 1992 Cultural Competency in Child Abuse Intervention, Investigation and Treatment of Child Sexual Abuse, Tarrant County Junior College, Fort Worth, TX.

May 1992 Cultural Considerations in the Treatment of Sexually Abused African-American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program
<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>1992</td>
<td>Cultural Considerations in the Treatment of African-American Survivors</td>
<td>Santa Monica, CA.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The 10th Annual Conference, Voices In Action, Inc., Chicago, IL.</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>1992</td>
<td>Cultural Considerations in the Treatment of African-American Survivors</td>
<td>Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.</td>
</tr>
<tr>
<td>Oct</td>
<td>1992</td>
<td>Barriers to Cultural Competency, Midwest Conference on Child Sexual Abuse</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>1993</td>
<td>Child Abuse Reporting, Graduate Center for Child Development, Los Angeles, CA.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>1993</td>
<td>Cultural Competency, California Professional Society on the Abuse of Children, Los Angeles, CA.</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1993</td>
<td>Culturally Competent Child Abuse Intervention, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1993</td>
<td>Therapy with Adult Survivors of Severe Child Abuse, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1993</td>
<td>Cultural Competence and Chronic Neglect, Conference of the National Center for Child Abuse and Neglect (NCCAN), Chicago, IL.</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>1993</td>
<td>Theory and Treatment of Adult Survivors, Los Angeles Chapter California Association of Marriage and Family Therapists, Los Angeles, CA.</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>1994</td>
<td>Theory and Treatment of Adults Sexually Abused Children, Psychiatric Disorders Across the Lifespan, UCLA Neuropsychiatric Institute and Hospital, Los Angeles, CA</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>1994</td>
<td>Round Table Discussant at People of Color Leadership Institute and The U.S. Advisory Board on Child Abuse and Neglect, The Dynamics of Cultural Resistance: Strategies for Change, Cambridge, MA.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>1994</td>
<td>Cultural Considerations in the Treatment of Sexually Abused African-American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>1994</td>
<td>Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College,</td>
<td></td>
</tr>
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<td>Month</td>
<td>Year</td>
<td>Event Details</td>
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<tr>
<td>Oct</td>
<td>1994</td>
<td>Exploring Cross-Cultural Issues in Assessment &amp; Treatment, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>1994</td>
<td>Transference and Countertransference in Long-Term Group Treatment of Adult Women Sexually Abused as Children, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>1995</td>
<td>Cultural Considerations in the Treatment of Sexually Abused African-American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1996</td>
<td>Abuse Violence and Young Black Men, Georgia Council on Child Abuse 12th Annual Training Symposium; Atlanta, GA.</td>
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</tr>
<tr>
<td>Sept</td>
<td>1996</td>
<td>Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>1996</td>
<td>Case Presentation, Contemporary Issues in the Psychoanalytic Treatment of Adult Survivors of childhood Sexual Abuse: Dissociation, Regression and Historical Reconstruction, A.P.A. Division 39, Southern California Chapter of Women and Psychoanalysis, Los Angeles County Psychological Association, Los Angeles, CA.</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>1997</td>
<td>Understanding and Treating African-American Survivors of Child Abuse, Every Child Loved, No Child Lost, Northern California Training Center: Giaretto Institute; Oakland, CA.</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>1997</td>
<td>Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.</td>
<td></td>
</tr>
</tbody>
</table>
Mar 1997    Invited participant to the OVC Symposium on Adolescent Sexual Victimization, Chatanooga, TN.
April 1997   Adult Survivors of Child Sexual Abuse, Didi Hirsch Community Mental Health Center; Culver City, CA.
April 1997   Child Sexual Abuse and the African-American Family, Stuart House Law Enforcement Training Series, Santa Monica-UCLA Medical Center; Santa Monica, CA.
Nov 1997     African-American Children & Sexual Abuse, Didi Hirsch Community Mental Health Center; Culver City, CA.
Nov 1997     Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.
Feb 1998     Child Sexual Abuse and the African-American Family, Stuart House Law Enforcement Training Series, Santa Monica-UCLA Medical Center; Santa Monica, CA.
Feb 1998     Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.
April 1998   Child Abuse Reporting, National Council of Jewish Women’s Women Helping Women Hotline, Los Angeles, CA.
April 1998   African-Americans and Child Maltreatment, Celebrating 100 Years of Professional Social Work: American’s Real Heroes, NASW California Chapter, Manhattan Beach, CA.
Dec 1998    Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.
Jan 1999    Discussion moderator, Multicultural Challenges to Psychoanalysis, ICP Winter Meeting 1999, Los Angeles, CA.
June 1999 Managing the Therapy Relationship, 7th National Colloquium of the American Professional Society on the Abuse of Children, San Antonio, TX.

June 1999 Risk and Recovery from Child Sexual Abuse: Current Research and Implications for Practice, 7th National Colloquium of the American Professional Society on the Abuse of Children, San Antonio, TX.


Sept 1999 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 1999 Cultural Considerations in Child Maltreatment, San Fernando Valley Child Guidance Clinic, Northridge, CA.

Nov 1999 Culture in the Clinical Relationship: Three Experts Speak, Southern California Counselling Center, Los Angeles, CA.


May 2000 Adults Molested as Children, Venice Family Clinic, Los Angeles, CA.

June 2000 Child Abuse: Reporting & Clinical Issues; Edelman Westside Mental Health Center; Los Angeles, CA.

July 2000 African-American Children; 8th Annual APSAC Colloquium, Chicago, IL.

July 2000 Managing Vicarious Traumatization; 8th Annual APSAC Colloquium, Chicago, IL.

Aug 2000 Cultural Considerations for Professionals in Child Maltreatment Practice; APSAC Advanced Training Institutes, Atlanta, GA.

Aug 2000 Managing the Therapy Relationship with Adult Survivors; Georgia Child Council on Child Abuse, Inc.: 16th Annual Training Symposium, Atlanta, GA.


Oct 2000 What is Happening to Our Children?. Panel for the California Assembly Select Committee on Domestic Violence: Impact of Domestic Violence on Children.

Feb 2001 The African-American Child, SCPSAC Seventh Annual Colloquium on Child Abuse, Charleston, SC.

March 2001 African-American Families: Cultural Considerations, APSAC-NJ Annual Conference, Summit, NJ.

March 2001 Multiculturalism in the 21st Century, APSAC-NJ Annual Conference, Summit, NJ.

June 2001 Countertransference: A Post-Modern View, Stuart House, Santa Monica/UCLA Hospital, Santa Monica, CA.

June 2001  Managing Vicarious Traumatization; 9th Annual APSAC Colloquium, Washington, D.C.

Feb 2002  Countertransference: Taking Care of the Caretaker; Aviva Family and Children’s Services 18th Annual Conference on Critical Issue of Adolescence, Studio City, CA.

March 2002  Countertransference: A Postmodern View; From Neurons to Neighborhoods: The Effects of Emotional Trauma on the Way We Learn, Feel and Act, Los Angeles, CA.


May 2002  Countertransference in the Treatment of Adult Trauma; Dept. of Psychiatry, Kaiser-Permanente Hospital, Los Angeles, CA.

May 2002  African-American Families: Cultural Considerations; 10th Annual APSAC Colloquium, New Orleans, LA.

May 2002  Working Towards Guidelines in Cultural Competency; 10th Annual APSAC Colloquium, New Orleans, LA.

June 2002  Countertransference: A Post-Modern View; Family Stress Center of San Fernando Valley Child Guidance Clinic, Northridge, CA.

Aug 2002  African-American Families: Cultural Considerations; Dallas Crimes Against Children Conference; Dallas, TX.

Aug 2002  Cultural Issues in Child & Spousal Abuse; Family Advocacy Staff Training (FAST), U.S. Army. Honolulu, HI.

Mar 2003  African-Americans Families: Cultural Considerations; 16th National Symposium on Child Sexual Abuse, Huntsville, AL.


Dec 2003  Race, Class, & Culture in Child Maltreatment. APSAC’s 1st Annual Trauma Treatment Clinic. Lahaina, HI.


Mar 2004  African-Americans Families: Cultural Considerations; 17th National Symposium on Child Sexual Abuse, Huntsville, AL.


Oct 2004  Cultural Considerations: African-Americans and Child Maltreatment. United States Coast Guard training for Family Advocacy Specialists; Salt Lake City, UT.

Nov 2004  Traumatic Transferences with Adult Survivors; Working with Severe Abuse Survivors. Institute of Contemporary Psychoanalysis; Los Angeles, CA

Mar 2005  African-Americans Families: Cultural Considerations; 18th National Symposium on Child Sexual Abuse; Huntsville, AL.


May 2006  Encountering the Mysterious Other: Hidden Obstacles to the Mutual Influence of Difference, Moderator


Apr 2007  The Mysterious Other: Heightening Awareness to Blind Spots that Influence Our Experience, Institute of Contemporary Psychoanalysis, Los Angeles, CA.


July 2007  Child Sexual Abuse, Aleinu Program at Jewish Family Services. Los Angeles, CA.


UCLA, DEPARTMENT OF CHILD PSYCHIATRY, SCHOOL OF MEDICINE SEMINARS

Jan 1985 - Present  Various seminars, case conferences and child psychiatry grand rounds taught annually on child, adolescent & adult victims of child sexual abuse, child abuse reporting in a psychiatric setting, & dissociative disorders.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS; LOS ANGELES, CA.

1999 – 2003  8 week case conference course; Trauma & Dissociation

July 2002  Dissociation. Extension Division.

May 2003  Dissociation. Psychotherapy Program.

Oct 2003  Transference & Countertransference. Psychotherapy Program

November 2010  A Psychoanalytic Exploration of the Socio-cultural Horizons of the Experience of Analysts & Their Patients
DEGREES, MAJOR QUALIFICATIONS AND APPOINTMENTS
1. B.A., McGill University, 1954
2. M.D.C.M., McGill University, 1958
3. Licentiate of the Medical College of Canada (L.M.C.C.), 1959
4. Licentiate of the National Board of Medical Examiners, U.S.A., 1959
6. Member, International Psychoanalytic Association, 1965
8. Associate Professor, Department of Psychiatry, University of Western Ontario, London, Ontario, Canada, 1972-79
9. Fellow, Royal College of Physicians and Surgeons of Canada (FRCP), 1974
10. Training and Supervising Analyst, Toronto Institute of Psychoanalysis, 1976
12. Associate Professor, Department of Psychiatry, University of Toronto, 1981
16. Faculty and Supervising Analyst, Institute for the Psychoanalytic Study of Subjectivity (NY), 1991
17. Advisory Board, Toronto Institute for Contemporary Psychoanalysis, 1992
18. Training and Supervising Analyst, Institute for Contemporary Psychoanalysis (LA), 1995
20. Faculty Member and Supervising Analyst, National Training Program in Contemporary Psychoanalysis (NIP), New York, 1999
21. Advisory Board, International Association of Relational Psychoanalysis and Psychotherapy (IARPP), 2008
22. Editorial Board, Contemporary Psychoanalytic Studies

PROFESSIONAL TRAINING AND EMPLOYMENT HISTORY
1. Cleveland Metropolitan General Hospital, Cleveland, Ohio, Rotating Internship, 1958-59
2. University of Cincinnati Post-Graduate Training Program in Psychiatry:
   Junior Resident 1959-60
   Senior Resident 1960-61
3. British Institute of Psychoanalysis: qualified in Adult and Child Psychoanalysis,
1965/1967: Supervisors: Michael Balint, Marian Milner, Wilfred Bion (Adult Cases); Donald Winnicott, Martin James, Betty Joseph (Child Cases)

4. Napsbury Mental Hospital, Hertfordshire, England, Senior House Officer, 1961-62
7. Research Associate, Seminar for General Practitioners, with Michael and Enid Balint, University College Hospital, London, England, 1970-71
8. Research Associate and Member of Treatment Panel, Centre for the Study of Adolescence, London Borough of Brent, with Moe. and Egle Laufer, 1970-71
9. Assistant Chief in Psychiatry, Mount Zion Hospital and Medical Center, San Francisco, Ca.: Joint appointment in the Departments of Medical Education and Psychiatry (Robert Wallerstein, Chairman): Training of Residents in Family Medicine and Psychiatry, 1971-72
10. Associate Professor, Department of Psychiatry, University of Western Ontario, London, Ontario, Canada, 1972-79
11. Associate Professor, Department of Family Medicine, University of Western Ontario, London, Ontario, Canada: Training of Family Physicians and Residents in Family Medicine, 1972-79
12. Consultant Psychiatrist:
   (a) Victoria Hospital, London, Ontario, Canada, 1972-79
   (b) University Hospital, London, Ontario, Canada, 1976-79
   (c) St. Joseph’s Hospital, London, Ontario, Canada, 1976-79
   (d) London Psychiatric Hospital, 1976-79
13. Director of Out-Patients, Department of Psychiatry, Victoria Hospital, London, Ontario, Canada, 1972-76
14. Director of Continuing Education; Co-ordinator of Group Psychotherapy Training, Department of Psychiatry, University of Western Ontario, 1976-79
15. Staff Psychiatrist, Student Health Service, University of Toronto, 1979-80
16. Associate Professor, Department of Psychiatry, University of Toronto, 1981
17. Visiting Staff, Department of Psychiatry, Sunnybrook Health Sciences Centre, University of Toronto, 1981-1995
18. Faculty, Training and Supervising Analyst, Institute of Contemporary Psychoanalysis and New Center for Psychoanalysis, Los Angeles,
19. Faculty, Training and Supervising Analyst, New Center for Psychoanalysis, Los Angeles, CA
21. Supervising Analyst at the National Training Program in Contemporary Psychoanalysis, New York.
SELECTED PUBLICATIONS (within the past 25 years)

**Optimal Responsiveness: How Therapists Heal their Patients.**
24. Bacal, H.

____(in press), *Psychoanalytic Inquiry:* The Budapest School’s concept of supervision: Michael Balint’s legacy to the development of psychoanalytic specificity theory.
Brief Resume - Gordon M. Berger

DATE OF BIRTH: May 10, 1942
CITIZENSHIP: USA

DEGREES:
-Wesleyan University, Connecticut (History), 1964 (Phi Beta Kappa)
-MA. Yale University (East Asian Studies), 1966
-Ph.D. Yale University (History), 1972
-Ph.D. Southern California Psychoanalytic Institute, 1990

PROFESSIONAL CAREER:

2008-Present  Professor Emeritus (Japanese History)

Department of History, Univ. of Southern California
Los Angeles, CA 90089-0034

1991-Present  Registered Research Psychoanalyst, certified under RP40 to practice psychoanalytic psychotherapy by the California State Medical Board

NATIONAL PLAN AND PROVIDER ENUMERATION SYSTEM
TAXONOMY  102L oooooX (Psychoanalyst) NPI: 1083 946 909

1626 Westwood Boulevard, Los Angeles, CA 90024 (310)475=3376 FAX:(310) 475-4704
5'12 - 931
2015: Private practice in psychology since 1974

2015: Private practice in psychoanalysis since 1995

2012: Board Member of ICP

2012: Faculty for ICP's First International Webinar

2011: Co-chair of the ICP Weekend Program in Psychoanalytic Training Committee

2011: International Council Member of IAPSP since 2008


2011: Discussant for paper presented at the 31st Annual Internat'l Conference on the Psychology of the Self

2007-2009: Editor-in-Chief of the International Association of Psychoanalytic Self Psychology's Online Newsletter/eForum


2007: Instructor for core case conference at Institute of Contemporary Psychoanalysis (ICP) for the Weekend Training Program for Psychoanalysis

2003: Discussant for Plenary Panel at 26th Annual Internat'l Conference on the Psychology of the Self

2002: Co-instructor for core case conference at ICP

2000-2003: President of the Board of Directors of ICP


1998: Discussant in Master Class in the Pre-Conference Program of the 21st Annual Internat'l Conference on the Psychology of the Self, Post Panel Discussion Co-leader, and Chair and Discussant of paper/workshop session

1997: Treasurer, Board of Directors of ICP

1997: Chair of the Psychoanalytic Psychotherapy Training Program at ICP

1997: Received Supervising and Training Analyst status at ICP

1997: Assistant Professor, Ryokan College, Los Angeles

1996: Co-chair of the Psychoanalytic Psychotherapy Training Program at ICP

1996-1998: Instructor for core course in self psychology at ICP

1995: Psy.D. in psychoanalysis completed at ICP

1995: Faculty for Master Class in the Pre-Conference Program of the 18th Annual Internat’l Conference on the Psychology of the Self

1994-1995: ICP Board of Directors as candidate member

1986-1988: Assistant Professor, Ryokan College, Los Angeles

1983: Part-time lecturer, California School of Professional Psychology, Los Angeles

1983: Staff psychologist at Institute for Integrative Body Psychotherapy

1982-1983: Post-doctoral supervisor at Wright Institute, Los Angeles

1979-1983: Training in Integrative Body Psychotherapy

1977-1979: Member of the Board of Alcohol Council of Los Angeles

1977-1979: Training in Gestalt Therapy at Gestalt Institute, Los Angeles

1975: Part-time lecturer, California State Univ., Los Angeles

1975: Clinical Consultant in Psychology at Long Beach Naval Shipyards

1974: Clinical Consultant in Psychology, Counseling Section, Occupational Health Service, Dept. of Personnel, Los Angeles County

1974: Head Clinical Psychologist, Dept. of Personnel, Los Angeles County

1973: Chief Psychologist, Dept. of Personnel, Los Angeles County

1970-1972: Clinical Psychologist, Dept. of Personnel, Los Angeles County
1972-1973: Post-doctoral fellow in clinical psychology, Cedar-Sinai Medical Center

1973: Passed exams and licensed as a California Psychologist

1970: Ph.D. awarded from the Univ. of Texas at Austin

Publications:


References upon request
Edith (Edie) G. Boxer, M.S.W., BCD., PSY.D.

3201 Wilshire Boulevard, Suite 202 License: LCS 12191
Santa Monica, California 90403 fax: (818)-884-1424
(310) 453-5202 email: edieboxer@earthlink.net

EDUCATION

2004–Present- Training and Supervising Analyst, Faculty: Institute for Contemporary Psychoana Los Angeles

1997–2002– Candidate/PSY.D./Member: Institute For Contemporary Psychoanalysis Los Angeles

1994-1995-Student, Psychoanalytic Psychotherapy Training Program


July 1989 - Board Certified Diplomate in Clinical Social Work

December 1986 - Licensed Clinical Social Worker – California State License

May 1982 - Master of Social Work, University of Southern California

June 1978 - Certificate Special Counseling for Adults, University of California Los Angeles

June 1963 - B.S. Education, Ohio State University

June 1959 - High School Diploma, Canton McKinley High School, Canton, Ohio

PROFESSIONAL MEMBERSHIP

2006 – Present, International Forum for Psychoanalytic Education(IFPE)

2002 – Present, Member Institute For Contemporary Psychoanalysis Los Angeles

1982 - Present, National Association of Social Workers

1982 - Present, American Association for Psychoanalysis in Clinical Social Work (AAPCSW)

POST GRADUATE ( ANALYTIC TRAINING) ACTIVITIES


2008-2010 Co-President of ICP, Member of the Board, Institute of Contemporary Psychoanalysis Los Angeles
2005-Present-Past Co-Chair, Co-Chair Admissions Committee/Chair Candidate Progression Committee Institute of Contemporary Psychoanalysis, Los Angeles; Teaching Faculty ICPLA: Literature and Psychoanalysis, Relational School: Bromberg/Aron, Boundary Dilemmas, Mitchell/Relational Theory

2009-Present: Presenter at IFPE: Seattle, Philadelphia, San Francisco and Presenter at ICP Symposium 2015: Titles available upon request

2008: Presenter International Forum for Psychoanalytic Education, Boston, Massachusetts: “LIVING WITHIN THE SURROUND OF DEATH: Regulating Trauma/Dissociation/Self and Other In The Analytic Encounter”


2005 - 2012 Member of Psychoanalytic Writing Seminar, Gwyn Erwin, PH.D. , Facilitator

WORK EXPERIENCE

1986 – 1998, Home SAFE Child Care Inc.: Clinical Supervisor and Social Worker Family Project (12 years); Group Co-Leader early intervention and prevention of abuse in Orthodox Jewish families with preschool age children (one year); Social Worker Family Project, Paula Kaplan, M.A., L.C.S.W., Agency Director

1984 – 1987, Staff- Early Childhood Center, Thalians CommunityMental Health Center, (Warm Line Staff, Individual and Family Therapist, Co-Leader Toddler/Mother Group, and Leader "Babies and Briefcases" Group for Professional Working Mothers) Helen Reid, L.C.S.W., Director

1983 – Present - Private practice with Individuals, Couples, and Parent/Child Interaction

Post Graduate Social Work Fellowship:

1982 – 1983, Social Work Fellow: Family, Child, Adolescent, Cheerful Helpers (Toddlers) and Adult Outpatient Cedars-Sinai Medical Center, Thalians Community Mental Health Center. Marge Tasem, L.C.S.W., Coordinator of Social Work Fellows

Field Work Experience - Graduate

1981 - 1982, Northridge Hospital Mental Health Adult Outpatient Clinic. Supervisor Nita Luxemberg, L.C.S.W.

Undergraduate


1966 – 1977, Actively involved in the following academic and community endeavors: Classroom Aide; Leader, Junior Great Books; Library Aide; Chairman of the Committee to hire administration and teachers at a private school; paraprofessional counseling of adolescents at the private school; membership in a City of Hope chapter; attended graduate level classes in history, psychology and social work at UCLA and California State University, Northridge.


Other Work Experience

1964 – 1965, Service Representative: Pacific Bell Telephone, San Francisco

1963 – 1964, Junior High School Teacher: Social Studies/English. Olive Vista Junior High School, Sylmar, California, Otis Reid, Principal

REFERENCES

Elaine Bridge, L.C.S.W., Psy.D., (818) 783-7223
Jessica Lehman, L.C.S.W.,Psy.D.. (310) 449-6996

PERSONAL

Demographic information available upon request.
EDUCATION
Ps.D., Institute of Contemporary Psychoanalysis, Los Angeles, 2005.
M.S.W., Social Work, California State University, Long Beach, 1992.
M.S., Religious Education, Fordham University, Bronx, NY, 1976.

PROFESSIONAL EXPERIENCE
Employment
Private Practice, 1996 to the present.

Psychoanalytic Presentations
Conferences on the topic of Dissociation: Bali, Indonesia, and Baltimore, MD.
Courses at the Institute of Contemporary Psychoanalysis and/or Newport Psychoanalytic Institute in Tustin: Influence of the Analyst's Dissociation on Treatment, Psychoanalysis and Spirituality, Self Psychology and Intersubjectivity.
Presentations at various clinics as part of the training programs: Treating Trauma, Psychotic States, Psychoanalysis and Spirituality, Concretization, Dissociation.

Volunteer Work
Institute of Contemporary Psychoanalysis: Member of the Board, various terms, Faculty and facilitator for Psychoanalytic Programs.
Newport Psychoanalytic Institute: Faculty: Self Psychology and Intersubjectivity
Pacific Center: Provide psychotherapy to individuals with HIV/AIDS
AIDS Project Los Angeles, co-facilitated an HIV support group

Education for twenty-four years: Prior to a career as a mental health professional, taught math and religious education in junior high and high school levels. Worked in a variety of cultures both in the United States and Africa.

Associations
National Association of Social Work
California Society for Clinical Social Work
International Association for Relational Psychoanalysis and Psychotherapy
International Association for Psychoanalytic Self Psychology
American Association of Psychoanalytic Social Work
NAMI, The Nation's Voice on Mental Illness
Karen Y. Cobb, Ph.D., Psy.D.
1800 Fairburn Avenue, Suite 103
Los Angeles, California 90025
(310) 275-8264

Current Status
Institute of Contemporary Psychoanalysis, Training and Supervising Analyst 1997-present
Private Practice, Psychoanalyst 1995-present
Private Practice, Licensed Clinical Psychologist, (PSY 9055) 1985-present
Private Practice, Licensed Marriage and Family Therapist, (MFC 11666) 1977-present

Leadership and Teaching Positions
Institute of Contemporary Psychoanalysis, Member of Board of Directors 2000-2002
Institute of Contemporary Psychoanalysis, Chair or Co-Chair of Admissions, Candidate Progression, and Curriculum Committees 1997-2000
Institute of Contemporary Psychoanalysis, Faculty 1995-2000
UCLA Extension - Instructor in Dept. of Health Sciences and Psych.: Cont. Education for Mental Health Professionals 1995-1996
Pepperdine U. - Adjunct Instructor of Psych., Graduate Division 1989-1996
UCLA Extension - Instructor in Dept. of Psychology, Psychiatry, and Bio-behavioral Sciences 1985-1987
Drew Medical School, Facilitator of Medical Student Retreats 1987-1988
Antioch College, Field Advisor 1985-1986
USC Clinical Associate in Counseling Psychology - Graduate Level 1980-1982
Calif. Human Development Ctr., Beverly Hills Member of Board of Directors 1977-1980

Clinical Experience and Training
Calif. Family Study Center-Azusa Pacific College Growth Group Leader, Graduate Level 1978-1980
Calif. Human Development Ctr., Beverly Hills  Staff Therapist  1977-1980
Los Angeles Unified School District  Counseling Intern  1976-1977
NPC Affiliated Clinics, Los Angeles Counseling Intern  1975-1976

Awards, Memberships, and Certifications
American Psychological Association, Member  1985-present
Awarded University of Southern California Ed AlumScholarship for meritorious doctoral work  1981

Education
Institute of Contemporary Psychoanalysis  Psy.D. in Psychoanalysis  1995
USC  Ph.D. in Counseling Psychology  1983
Azusa Pacific College  M.A. in Counseling  1977
UCLA  B.A. in Psychology  1972

Post-Doctoral Training
EMDR Eye Movement Desensitization and Reprocessing.
Level II training  2002
EMDR Eye Movement Desensitization and Reprocessing.
Level I training  2001
So. California Psychoanalytic Institute: Advanced Training
Program in Psychodynamic Psychotherapy---one academic year  1990-1991
UCLA Department of Psychiatry and Biobehavioral Sciences:
Hypnosis Seminar---one academic year  1989-1990

Publications & Presentations
Presenter at the Int'l Self Psychology Conference, Wash., D.C. October 1996
PROFESSIONAL EXPERIENCE

1983 to present: PRIVATE PRACTICE (Brentwood, California) Licensed Clinical Psychologist (Lic. No. PSY 12591) and Licensed MFCC (Lic. No. 17749); Faculty, Senior Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles

2014 to present: INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF PSYCHOLOGY (Routledge: Taylor and Francis)

Founding Editor Emeritus and Consulting Editor

2004 to 2014: INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF PSYCHOLOGY (Routledge: Taylor and Francis)

Editor-in-Chief

http://www.psychologyoftheself.org/ijpsp/

2011 to present: PSYCHOANALYTIC DIALOGUES (Routledge: Taylor and Francis)

Associate Editor

2004 to present: PUBLICATION COMMITTEE, International Association for Psychoanalytic Self Psychology

Chair


Editor-in-Chief

2003 to present: PSYCHOANALYTIC INQUIRY (The Analytic Press)

Editorial Board


Issue Co-Editor (with Estelle Shane)

2001 to present: REVISTA ITALIANA TELEMATICA DI PSICOLOGIA PSICOANALITICA DEL SE INTERSOGETTIVITA PSICOANALISI RELAZIONALE, INTERNATIONAL EDITORIAL BOARD

Board Member

2002: PROGRESS IN SELF PSYCHOLOGY (The Analytic Press)
Associate Editor
2002 to 2003: SELF PSYCHOLOGY NEWSLETTER

Western Regional Editor
2002 to present: INTERNATIONAL ASSOCIATION OF RELATIONAL PSYCHOANALYTIC PSYCHOTHERAPY

Member, Advisory Board
2004 to present: NORTHWESTERN CENTER FOR PSYCHOANALYSIS, Portland, OR

Faculty, Training and Supervising Analyst
1998 to 2000; 2004 to 2006: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Member, Board of Directors
2004 to 2006: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Treasurer
1999 to 2001: CEDARS SINAI MEDICAL CENTER, DEPARTMENT OF PSYCHIATRY

Clinical Instructor
1996 to 2000: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Founder and Chair, Public Education Committee
2000 to present: INTERNATIONAL COUNCIL OF PSYCHOANALYTIC SELFPSYCHOLOGY

Member
2000 to 2005: ASSOCIATION OF AUTONOMOUS PSYCHOANALYTIC INSTITUTES

Board Member and Past-Secretary
1997 to present: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Faculty, Psychoanalysis and Psychoanalytic Psychotherapy Programs
2001 to present: SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE

Faculty, Psychoanalytic Psychotherapy Program
2001 to present: NEWPORT PSYCHOANALYTIC INSTITUTE, NEWPORT, CALIFORNIA
Faculty, Psychoanalysis

1997 to 1999: DIVISION 39 (PSYCHOANALYSIS), AMERICAN PSYCHOLOGICAL ASSOCIATION, SO. CALIF. CHAPTER

Program Chair

1996 to 1997: CALIFORNIA PSYCHOLOGICAL ASSOCIATION

Member, Publications Committee

1995 to present: CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES

Faculty

1995 to 1998: BOARD OF PSYCHOLOGY

Commissioner—Oral Examiner

1989 to 1995: BOARD OF BEHAVIORAL SCIENCE EXAMINERS

Commissioner—Oral Examiner

1993, 1994: CALIFORNIA FAMILY STUDIES CENTER, LOS ANGELES

Faculty

1982 to 1986: CENTER FOR HUMAN ENRICHMENT, INC.

Co-Director; Staff Psychotherapist

1985: UCLA EXTENSION PROGRAM, PSYCHOLOGY

Visiting Faculty

1978, 1979: MOUNTAINVIEW ACADEMY

Faculty

1978, 1979: JAY NOLEN CENTER FOR AUTISTIC CHILDREN

Behavior Therapist

EDUCATION

1995 to 1999: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Psy.D. degree in Psychoanalysis

1990 to 1992: SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE
Certificate in Psychoanalytic Psychotherapy

1981 to 1985: CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES (now the CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES)

Ph.D. degree in Clinical Psychology

1979 to 1981: CALIFORNIA GRADUATE INSTITUTE (now the CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES)

M.A. degree in Psychology

1977, 1978: CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Postgraduate study in experimental design and research methodology

1973 to 1977: UNIVERSITY OF CALIFORNIA, LOS ANGELES

B.A. degree in English

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Div. 39(Psychoanalysis)

Association of Autonomous Psychoanalytic Institutes

Committee on Publication Ethics (London, UK)

Council of Editors of Psychoanalytic Journals

Institute of Contemporary Psychoanalysis, Los Angeles

International Association of Relational Psychoanalytic Psychotherapy

International Council for Psychoanalytic Self Psychology

International Association for Psychoanalytic Self Psychology

International Council of Editors of Psychoanalytic Journals

Newport Psychoanalytic Institute

Northwestern Center for Psychoanalysis

Revista Italiana Telematica Di Psicologia Psicoanalitica del se Intersoggettivita Psicoanalisa Relazionale, International Editorial Board
AWARDS

1999 Daphne S. Stolorow Memorial Essay Award

2000 Karl A. Menninger Memorial Essay Award
CURRENT EMPLOYMENT:

Marriage and Family Therapist, Psychoanalyst in private practice.

EDUCATION:

Psy. D., Psychoanalysis
Institute of Contemporary Psychoanalysis,
May 1999 Los Angeles, CA

Master of Divinity
Fuller Theological Seminary, Pasadena, CA
June 1987 Marriage and Family Counseling

Bachelor of Arts
Fresno Pacific College, Fresno, CA
December 1978 Divisional Major - Natural Sciences
Secondary Education

PROFESSIONAL EXPERIENCE:

2003- present Faculty, Institute of Contemporary Psychoanalysis
Defensiveness in the Analyst
Psychoanalytic Perspectives on Eating Disorders
Case Conference (Analyst presenting)
Case Conference (Candidate presenting)
The Archaically Organized Patient
Attachment Theory

Jan 90 - present Marriage and Family Therapist, Psychoanalyst
Private practice - West Los Angeles, CA
Individuals, Couples, Adolescents

Apr 90 - Dec 90 Independent Consultant
Glendale Adventist Medical Center: Eating Disorders Unit
Multiple Family Group (all patients and their family members)
Group psychotherapy for patients
Didactic groups for patients and families
Family and couple psychotherapy
Individual psychotherapy
Nov 87 - Apr 90  **Unit Psychotherapist**  
Glendale Adventist Medical Center: Eating Disorders Unit  
Multiple Family Group (all patients and their family members)  
Group psychotherapy for patients  
Didactic groups for patients and families  
Family and couple psychotherapy  
Individual psychotherapy

1979-1983  **Math and Science Teacher** (Grades 5 - 12)  
The American School of Kinshasa, Zaire, Africa  
Bakersfield Christian Life Center, Bakersfield, CA  
McLane High School, Fresno, CA

**PROFESSIONAL MEMBERSHIPS:**

Institute of Contemporary Psychoanalysis, Training Analyst and Supervisor.  
California Association of Marriage and Family Therapy, Clinical Member.  
American Association of Marriage and Family Therapy, Clinical Member.

**REFERENCES:**

Furnished upon request.
Curriculum Vita

Robin S. Cohen, Ph.D., Psy.D.
921 Westwood Boulevard, Suite 232
Los Angeles, CA 90024
310-571-5315
rscohenPh.D.@gmail.com

Education

B.A.: UCLA (1977)
Psy.D. Institute of Contemporary Psychoanalysis, 1998

Internships & License

Internship completed at: UCLA Neuropsychiatric Institute, 1980-1981
Licensed by the State of California in 1985: PSY8761

Current Professional Activities

Licensed Clinical Psychologist, Private Practice in West Los Angeles (since 1985):
treatment of adolescents and adults
practice in working with anxiety, depression, couples & family therapy
parenting practice: helping parents respond to child behavioral issues
work with cancer patients and their families
psychotherapy, psychoanalysis and hypnosis

Training & Supervising Analyst, Institute of Contemporary Psychoanalysis, LA
Clinical Faculty, Institute of Contemporary Psychoanalysis, LA
President, Institute of Contemporary Psychoanalysis: January 2013 through December, 2014
Co-President, Institute of Psychoanalysis: January 2015 through present (will end December, 2016)
**Memberships**

Division 39, American Psychological Association  
LA County Psychological Association  
International Forum of Psychoanalytic Education  
International Association for Relational Psychoanalysis and Psychotherapy  

**Past Employment Experience**

1981-1984: UCLA Cancer Pain Clinic: psychologist  
1985-1988: Glendale-Adventist Rehabilitation: Pain Management Unit Co-Director  
1989-1990: Cedars-Sinai Rehabilitation Department: psychologist  
2014- present: Group therapist, Bridges to Recovery  

**Papers & Presentations**

Cohen, R.S. Beyond Words: Transformation through Photography. Presented at the IFPE (international Forum for Psychoanalytic Education) conference, Portland, Oregon, 2012  


Cohen, R. S. To tell or not to tell... Presented at the Institute of Contemporary Psychoanalysis, Boundary Dilemmas Conference, Fall, 1994.  

Cohen, R. S. Case presentation. Presented at the National Council of Self-Psychology, 18th Annual Conference. San Francisco, October, 1995  


JOAN C. DASTEEL, Ph.D., MSW, BCD, Psy D
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Los Angeles, California 90049
Phone: (310) 471-1496 Emergency # (310) 503-4697
Fax: (310) 472-5826 E-mail: joancdasteel@me.com

EDUCATION
   Paper: Psychoanalysis and Concurrent ‘Other’ Therapies: Clinical Perspectives
Ph.D. Sanville Institute (California Institute for Clinical Social Work), Berkeley (1978)
   Doctoral Thesis: The Impact of Marital Dissolution (on adults attending Adult
   Education Classes at UCLA)
MSW University of California, Los Angeles (June, 1967)
   Field Work Assignments: Permanente Department of Psychiatry;
   Brentwood Hospital, Veterans Administration Center, Los Angeles
   Master’s Thesis: Differential Perceptions of Change in Families Who Have Undergone
   Brief Family Therapy
BA University of California, Los Angeles, January 1964 (Psychology)

PROFESSIONAL LICENSES AND CERTIFICATES
Psychoanalyst and Training Analyst: Institute of Contemporary Psychoanalysis, 2002
Diplomate, American Board of Health Care Providers in Clinical Social Work, 1991
   Academy of Certified Social Workers, 1970
Licensed Clinical Social Worker (L2126), State of California, 09/12/1969
   Fellow- California Society for Clinical Social Work

PROFESSIONAL AFFILIATIONS
Sanville Institute Board President 1978-88; Consulting Clinical Faculty
Committee on Psychoanalysis for Clinical Social Workers, Member
Institute of Contemporary Psychoanalysis, Senior Member, Faculty, Training Analyst, past Co-
chair Boundary Dilemmas Committee and Case Study Seminars
Social Work Treatment Service, Clinical Staff 1970-2002
California Society for Clinical Social Work, Fellow; Board Member 1973-1980; member
Peer Consultation Groups with clinical social workers, psychologists, psychiatrists 1975-current

PUBLICATIONS
“Full of feelings, disabled and treatable: working psychodynamically with special needs adults”,

PROFESSIONAL EXPERIENCE

**Private Practice**, West Los Angeles, 1970-present

Short and long term psychoanalytically oriented psychotherapy of adults and adolescents using individual and conjoint treatment. Psychoanalysis. Consultation and supervision.

**UCLA School of Medicine Doctoring**

2 Tutor 2001-current. Teaching 2\textsuperscript{nd} year medical students interviewing techniques, increased sensitivity to patient’s concerns, refining differential diagnosis, writing reports, giving verbal reports and analyzing data. Helped create curriculum segment about adults with developmental disabilities

**Institute of Contemporary Psychoanalysis Faculty** (1997-current) courses on Couples Therapy, Clinical cases, Sexualized Transferences, Intersubjectivity.

**LA GOAL** (services for developmentally disabled adults) Culver City. Past Board President, Clinical Consultant (volunteer); Founder and Director of 24 hour Helpline and Family Support Group 1980 – present.

**UCLA Extension, Department of Human Services and Development**, L.A., California.

1973-1996 Senior Teacher, Lecturer, Course Coordinator, Moderator;

- **Adult education classes**: Marriage & Other Committed Relationships, Coping with Divorce, Adolescence, Stepfamilies, Mothers & Daughters.
- **Professional courses**: Psychotherapy with Divorcing Adults, Stepfamilies, Adolescents and Couples; Theoretical and Treatment Issues: Self Psychology, Intersubjectivity

**University of California, Los Angeles--School of Psychology Clinic**: Administrative Staff, Los Angeles, California: 1972-75 (Part-time).

Supervision and training of psychology Ph.D. interns in short and long term individual, family and group therapy; structuring and management of intake and referrals.

**Permanente Medical Group, Department of Pediatrics** Child Development Health Service (Research and Education), Walter Tasem, MD (director), 1970-71.

Assisted medical director in establishing and supervising social work section of a pilot program which evaluated emotional health of 1000 children ages 4-14; crisis intervention parent counseling, psychiatric and medical referrals, training and supervision of pediatric aids.

**Mental Health Development Center, Children’s section**[ Retail Clerks Local 770], 1961-1970 1515 N. Vermont Avenue, Los Angeles, California; supervisor: Jannette Alexander, Ph.D.

Long and short term treatment of children, adolescents and adults; individual, family, conjoint and group psychoanalytically oriented outpatient and inpatient psychotherapy. Intake, case evaluation and referral; crisis intervention and emergency responsibilities; supervision and orientation of new staff members.

**RELATED PROFESSIONAL ACTIVITIES**

Various Consultation groups with Robert Stolorow, Alan Schore, Bernard Brandschaft

Weekly Peer Consultation Group: (Co-founder and member) 1981 – 2012
Analytic case study group; monthly 1997–current—with Susan Thau, Bernie Brickman, Elinor Grayer, Masayo Isono, Stuart Perlman, Gail Yardley

RECENT PRESENTATIONS
“Incongruities in Early Relationships Leading to a Confused Sense of Self”, Committee on Psychoanalysis, Chicago, 2007.’
“Divorce Revisited”, presentation for Psychotherapy Services of the Sanville Institute, Los Angeles, 2006
“Attachment Theory and Impact of Early Incongruities” with Pat Sable for Insitute of Contemporary Psychoanalysis, 2003
SONA DE LURGIO, PSY.D., L.M.F.T.
2239 Townsgate Road, Ste. 107
Westlake Village, California 91361
(626) 836-2023
sonadelurgio@mac.com
www.DrSonaDeLurgio.com

Professional Certifications and Affiliations
- Licensed Marriage and Family Therapist, #MFC 34781
- Certified Psychoanalyst, Doctor of Psychoanalysis (Psy.D.)
- Training and Supervising Analyst and Senior Member – Institute of Contemporary Psychoanalysis
- Faculty – Institute of Contemporary Psychoanalysis
- Member – Newport Psychoanalytic Institute (Pasadena/Tustin)
- Member, International Association for Relational Psychoanalysis and Psychotherapy
- Member, International Association for Psychoanalytic Self Psychology
- Member, International Association of Eating Disorder Professionals
- Clinical Member of California Association of Marriage & Family Therapists (CAMFT)

Professional Activities
- Past Member and Officer, Board of Directors – Institute of Contemporary Psychoanalysis (2010 to 2013)
- Office of the Ombudsman, Institute of Contemporary Psychoanalysis (2009 to present)
- Member, Candidate Progression Committee, Institute of Contemporary Psychoanalysis (2015)
- Chair of Ventura County Saturday Series, Institute of Contemporary Psychoanalysis (2014 to present)
- Officer of Valley Federation of Eating Disorder Professionals (2014 to present)
- Pasadena Psychoanalytic Psychotherapy Training Program Committee - Institute of Contemporary Psychoanalysis (2002 - 2010)
- Consultant/clinical supervisor - Pasadena Psychoanalytic Psychotherapy Program - Institute of Contemporary Psychoanalysis; and in private practice with MFT interns
- Past member of Candidate Organization Committee - Institute of Contemporary Psychoanalysis (2001 – 2003)
- Past Membership Chairperson, San Gabriel Valley Chapter of CAMFT (1998-1999)

Clinical Experience/History
6/98 - present Private Practice, Westlake Village & Sierra Madre, CA
Independent practice providing psychotherapy and psychoanalysis for individuals, couples, families and children. Assessment, diagnosis and

1/14 - present  
Sync Counseling, Sierra Madre, CA  
Supervision and training of MFT interns

12/99 – 7/02  
Pasadena Psychiatric Medical Group  
Therapist providing treatment for patients dealing with chronic pain, depression, anxiety, PTSD, and stress.

8/97 - 6/98  
Private Practice Internship - LIFE Counseling Group, Monrovia, CA  
Psychotherapy for individuals, couples, families and children.

5/96 – 8/00  
Homes of Hope Foster Family Agency, West Covina, CA  
Social Worker managing a caseload of 10 foster children. Responsibilities include weekly contact with the children and foster parents, assessing their progress, providing parenting suggestions, behavior modification ideas, referrals for needed services, and maintaining contact with County Social Workers.

2/96 - 6/96  
Program Director: Oversaw transitional living program for abused and neglected teens. Provided case management as well as individual, group and family therapy for teens. Supervised counseling staff. Helped shape new program through developing Procedures Manual and Independent Living Program.

1/95 - 1/96  
Outreach Coordinator/Counselor: Directed volunteer program for teen runaway shelter including recruiting, training and supervising volunteers. Also provided individual and group counseling for teen residents.

7/94 - 7/97  
Angeles Community Counseling Center, Monrovia, CA  
MFCC Internship providing counseling services for general population clients. Additionally, participated in various committees including intake, marketing and retreat planning.

8/93 - 7/94  
Family Service Agency of Burbank  
MFCC Traineeship providing counseling for general population.

1/92 - 8/92  
Aviva Center/Sterling Associates, Hollywood, CA  
Volunteer work doing outings and activities with abused and neglected teenage girls.

Education/Training

Doctoral Program in Psychoanalysis  
Institute of Contemporary Psychoanalysis (2008)
Psychoanalytic Psychotherapy Certificate Program  
Institute of Contemporary Psychoanalysis (2000)

Bereavement Facilitator Certificate Program  
Glendale Adventist Medical Center (1998)

Object Relations Therapy/Self Psychology Certificate  
One-year certificate program through local CAMFT (1997)

M.A. in Marriage, Family and Child Therapy  
Phillips Graduate Institute (formerly California Family Study Center) (1994)

B.A. in Journalism / Public Relations and minor in Sociology  
California State University, Northridge (1991)

Classes / Seminars Given

This isn’t your grandfather’s psychoanalysis! How Contemporary Psychoanalysis can help us in treating eating disorders  
VFED Table Talk presentation and discussion  
Encino, CA  
June 2015

Relational Psychoanalysis  
Institute of Contemporary Psychoanalysis doctoral program, core course  
Los Angeles, CA  
Spring 2015

ICP Complexity Symposium  
Paper panel presentation, “Please don’t go, we love you so: Recognizing Unrecognized Early Loss in Adoptees”  
Los Angeles, CA  
February 2015

The Role of the Body in Psychoanalysis  
Institute of Contemporary Psychoanalysis doctoral program, elective course  
Los Angeles  
Spring 2014

Dreams in Psychoanalysis I  
Newport Psychoanalytic Institute doctoral program, core course  
10 week core course to begin November 2012

Intro to Relational Theory and Theorists  
Institute of Contemporary Psychoanalysis doctoral program and certificate program  
Los Angeles and Pasadena, CA  
2004-present
Coming into Existence: A Case Review Looking through the Lens of Jessica Benjamin’s Intersubjectivity
Institute of Contemporary Psychoanalysis Open House presentation
2009

Facilitator, second year class
Institute of Contemporary Psychoanalysis - Pasadena Psychoanalytic Psychotherapy Program
Pasadena, CA
2002-2003

Healing the Hunger Within - A workshop for emotional eaters
Sierra Madre, CA
2001-2002

Adoption Education
Workshops and seminars given at various adoption agencies, foster agencies, churches, and schools for adoptive parents, birth parents and adult adoptees.
Throughout Southern California 1999-2002

Articles written

Please don’t go, we love you so: Recognizing Unrecognized Early Loss in Adoptees (accepted for publication in Psychoanalytic Inquiry)

Coming into Existence: A Case Review Looking through the Lens of Jessica Benjamin’s Intersubjectivity – Graduation paper, Institute of Contemporary Psychoanalysis, 2007

Healing the Hunger Within: Breaking the Cycle of Emotional Eating and Eating Disorders

The Care and Feeding of You: Re-energizing mind, body & soul

When Dieting Goes Too Far – Stop Your Teen’s Eating Disorder Before It Starts

I Can’t Believe I’m Right Back Where I Started: How to get unstuck when you’re stuck once again
EDUCATION

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, Los Angeles, CA.
Elected to Board of Directors as a Candidate.

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA.

GEORGETOWN UNIVERSITY, Washington, DC.

TRAINING

Triple P Training (Level 4 Standard Teen, and Level 5 Teen Pathways), March, 2014, Los Angeles, CA.


EXPERIENCE


PRIVATE PSYCHOTHERAPY PRACTICE, Pasadena, CA.
2003 – present.
Provide individual, group, and family psychotherapy and psychoanalysis to adolescents, young adults, and adults, with an additional specialization in treatment of individuals on the autism spectrum, patients with severe psychiatric disorders and fetal alcohol spectrum disorders, and individuals with disabilities.

FOCUS ON ALL-CHILD THERAPIES (FACT), Los Angeles, CA.
Programmed a weekly social skills group for children with autism spectrum and other
developmental disorders and their siblings. Facilitated concurrent support group for parents. Supervised clinical staff working with the children.

THE HELP GROUP, Sherman Oaks, CA. 
COMMUNITY THERAPIST 
Provided individual and family psychotherapy as part of a multidisciplinary team in a nonpublic school setting serving individuals with autism spectrum and other developmental disorders, learning disabilities, and severe psychiatric disorders.

THE MAPLE COUNSELING CENTER, Beverly Hills, CA. 
COUNSELING INTERN 
Provided individual and group psychotherapy and conducted intakes.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA. 
RESEARCH ASSISTANT, Alzheimer’s Disease Research Center. 
Conducted neuropsychological evaluations of older adults with and without dementia.

LICENSURE

Marriage and Family Therapist, License #MFC38774 
Licensed 2002 by State of California Board of Behavioral Sciences

PRESENTATIONS

June 2015—Normal is a Dirty Word: Disability Studies and Psychoanalysis, International Association for Relational Psychoanalysis and Psychotherapy (IARPP), Toronto, Canada.

April 2015—Disability, Deviance, and Our Vulnerability, Division 39, American Psychological Association, San Francisco, CA.

March 2015—Stress, Leadership, and Self-Care: Presentation to senior staff at Homeboy Industries, Los Angeles, CA.

December 2014—What You Need to Know about Sexual Abuse: Presentation to trainees at Homeboy Industries, Los Angeles, CA.

December 2014—Hidden in Plain Sight: The Fetal Alcohol Spectrum Disorders, San Gabriel Valley Psychological Association, Pasadena, CA.


September 2014—Moderator and Instructor, Where Do We Feel At Home?: Self Psychological Perspectives on Belonging and Not Belonging. International Association of Psychoanalytic Self Psychology (IAPSP) web seminar, co-led with Steven Stern and Joye Weisel-Barth.


May 2014—Hidden in Plain Sight: The Fetal Alcohol Spectrum Disorders. The Arroyos, Pasadena, CA.

April 2014—The FASDs. Homeboy Industries, Los Angeles, CA.

March 2014—Hidden in Plain Sight: Your Students and FASD. Pasadena Unified School District, Pasadena, CA.


July 2012 – Living with Developmental Disabilities. LA GOAL, Los Angeles, CA.


PUBLICATIONS

TEACHING
Institute of Contemporary Psychoanalysis, Los Angeles: Teach classes in the psychoanalytic, extension, and psychoanalytic psychotherapy programs in the areas of Relational Psychoanalysis and Contemporary Self Psychology.

VOLUNTEER AND PRO BONO SERVICES
Homeboy Industries, Homeboy Heals Program, Los Angeles, CA. Provide individual and group psychotherapy services to formerly incarcerated and gang-involved adults, December 2012 – present.

International Association for Relational Psychoanalysis and Psychotherapy (IARPP). --co-editor, Bookshelf and eNews online publications, July 2014 – present.
--member, Web Seminar Committee, March 2012 – present.

Institute of Contemporary Psychoanalysis, Los Angeles, CA.
--Chair, Nancy Goldman Award for Leadership and Service to ICP committee, Feb 2014 – present.
--Board of Directors, candidate member, January 2011 – December 2012.
HELEN GREBOW, Ph.D., Psy.D.
Clinical Psychology
Psychoanalysis
19335 Olivos Drive
Tarzana, California 91356
Telephone: (818)788-3575
Email : hgrebow@aol.com

EDUCATION

Queens College
Bayside, New York
Major: Psychology
Degree: B.A., cum laude, with honors in psychology
Year: 1965

Cornell University
Ithaca, New York
Major: Child Development and Family Relationships  Degree: M.S.  Year: 1967

University of Southern California - Los Angeles, California
Degree: Ph.D.  Year: 1971

Institute of Contemporary Psychoanalysis - Los Angeles, California

Institute of Contemporary Psychoanalysis - Los Angeles, California
Degree: Psy.D.  Year: 2002

LICENSE
1973 – Present: Licensed by the California Board of Psychology
License No. PSY 4066

EMPLOYMENT HISTORY
1973 – Present: Private Practice: psychoanalytic psychotherapy with adults, adolescents, children, and couples; adult psychoanalysis
1970 – 1978: San Fernando Valley Child Guidance Clinic: long-term treatment and crisis intervention with children, adolescents, and families; supervision of pre-doctoral psychology interns
1969 – 1971: Internship at USC-County General Hospital: psychotherapy and psychological evaluations of adults, children, and adolescents on the inpatient ward, outpatient ward, and the psychosomatic ward in addition to participation in the community outreach program
1970 – 1971: V.A. Hospital, Sepulveda, California: assessment, evaluation, and treatment with adults on inpatient and outpatient wards
1968 – 1970: Teaching Assistantship, USC graduate program in psychology

PROFESSIONAL AFFILIATIONS
Institute of Contemporary Psychoanalysis, Los Angeles: Senior Member, Faculty, Training and Supervising Psychoanalyst
1998 – 2002: Candidate Member of Candidate Progression Committee
1998 – 2002: Candidate Member of the Program Committee
1998 – 2002: Member of the Candidate Organization Committee
2005 – 2007: Chair, Program Committee
2007 – 2013: Co-Chair, Program Committee
2009 – Present: Member, Ombudsman Committee

American Psychological Association, Member
Member, Division 39, Division of Psychoanalysis
Member, Division 42, Psychologists in Independent Practice
California Psychological Association
1992 – 1993: Member, Committee to establish CEU re-licensure criteria for program providers as mandated by 1992 Senate Bill 774
1993 – 1995: Co-Chair, MCE Review Committee: MCEP Accrediting Agency for CPA
Los Angeles County Psychological Association, Member
1988 – President
1987 – 1989: Executive Committee
1987 – 1997: Program Chair
1986 – 1997: Board of Directors

AWARDS
1965: Phi Beta Kappa
1995: Special Recognition Award, Los Angeles County Psychological Association, for contributions to quality education for psychologists
1997: Distinguished Psychologist Award, Los Angeles County Psychological Association

PUBLICATIONS
Revisiting “truths” in the guise of illusion: Response to Roger Hastings and Estelle Shane,
PRESENTATIONS
2007: Mentalization Colloquium – a three week online interactive colloquium taught for the
Institute of Contemporary Psychoanalysis, Los Angeles, with a
registration of one hundred and fifteen participants. The format used a paper I had written as a
springboard for formal responses, by two discussants, to which I responded. This was followed
by a moderated informal discussion with any registrant participating in this section of the
colloquium.
2008: Psychology of the Self Conference, Los Angeles, California. A Tale of Two Minds:
Mentalization and Adult Analysis.
Lead panel presentation for a weekend conference at which I presented an abbreviated version
of my published paper and Roger Hastings and Estelle Shane each discussed the paper. This
was followed by a moderated discussion with the audience.

COURSES - Institute of Contemporary Psychoanalysis, Los Angeles
2005: Analytic Knowing: A contemporary exploration of countertransference – an elective taught
in the ICP doctoral program
2007: Enactment: A memory map of affective experience – an elective taught in the ICP
doctoral program
2008: Mentalization and Adult Analysis – taught in the ICP psychoanalytic psychotherapy
certificate program
2009: Mentalization – taught in the ICP Extension Program
2011: Enactment – taught in the ICP Extension Program
2011: Analytic Knowing: A contemporary exploration of countertransference – an elective taught
in the ICP doctoral program
2012: Making Up Our Minds: Mentalization and the Psychoanalytic Dialogue – an elective
taught in the ICP doctoral program
2014: Making Up Our Minds: Mentalization and the Psychoanalytic Dialogue – an elective
taught in the ICP doctoral program
LYNNE JACOBS, Ph.D.
1626 Westwood Blvd. #104
Los Angeles, CA 90024
310-446-9720
lmjacobs@mac.com

Born: May 27, 1950
   Fort George Meade, Maryland
Citizenship: USA

EDUCATION

   Institute of Contemporary Psychoanalysis, Los Angeles, CA.
Ph.D., Clinical Psychology, July 1978.
   California School of Professional Psychology at Los Angeles, Los Angeles, CA.
   California School of Professional Psychology at Los Angeles.
   University of Maryland, College Park, MD.

SPECIALIZED TRAINING

Certified as a graduate psychoanalyst. Training occurred at Institute of Contemporary Psychoanalysis from 1991-1994.

Certified as a Gestalt Therapist by the Gestalt Therapy Institute of Los Angeles. Training occurred from 1974-1978.

PROFESSIONAL ACTIVITIES

   CURRENT

1999-present: co-founder, Pacific Gestalt Institute
1997-present: Training and Supervising Analyst, Institute of Contemporary Psychoanalysis.
1995-present: teaching, Institute of Contemporary Psychoanalysis.

PUBLICATIONS

GESTALT THERAPY PUBLICATIONS
Psychoanalytic publications follow below:


PSYCHOANALYTIC PUBLICATIONS


WORK EXPERIENCE:

1997 – Present: Private Practice, Westlake Village, CA. Specializing in Chemical Dependency, Post-traumatic Stress and Trauma, Dissociative Disorders, Major Depression, Anxiety Disorders, Obsessive Compulsive Disorders, and Schizo-Affective Disorder in individuals, adolescents and Children. Fulltime practice 20-25 patients (25% are children and adolescents), using a psychoanalytic orientation. Facilitator and teacher at the Institute of Psychoanalysis, Los Angeles, specializing in 1) attachment and child development issues, specifically how it pertains to trauma and sexual abuse in children; and 2) the interweaving of trauma and addictive disorders in adolescents and adults. I am a teacher and supervisor of two interns at California Lutheran University, Thousand Oaks, CA 91360.

2000 -2005 Divorce Recovery Support Groups: Developed protocols for a therapeutic program that consisted of a series of three, six week sessions covering the stages of divorce recovery for members to overcome the difficulties of transitioning from being married to being single. Topics included: grief and loss; anger management; children and parenting; stress management, personal development and redefining the family composition after divorce.

1999 Scientifically Based Marital Therapy-Clinician Status by John Gottman, Gottman Institute Training

1994 – 1997 Marriage and Family Therapist Intern, Trauma Recovery Center, 2239 Townsgate Road, Suite 204, Westlake Village, CA 91361. Part-time practice of 10 clients. Specialized training in the assessment and treatment of Trauma and Sexual abuse of children, adolescents and adults; Rape crisis intervention, Domestic violence syndrome and treatment, Post-traumatic Stress Disorder, and Dissociative Disorders using a psychoanalytic orientation. Individual and group supervision, workshops and conferences. Presenter on “Trauma and Sexual Abuse of Children” at Trauma Recovery Center and Charter Hospital. Group Facilitator for AMAC groups (Adults Molested as Children) at Trauma Recovery Center. Individual and group supervision, workshops and conferences on the assessment and treatment of sexual abuse for children, adolescents and adults. Supervised by Dr. Barbara Farber and Dr. Linda Loomis.
1992-1996 Marriage and Family Therapist Intern, Charter Hospital, 150 Via Merida, Thousand Oaks, CA 91360. Group facilitator for adult, adolescent and senior units. Responsibilities included: working with hospital staff physicians and the clinical director in assessing and carrying out treatment goals for the patients on the unit; facilitated cognitive behavioral therapy groups, process groups and multifamily therapy group; providing process/progress notes for group members, writing and administering psychosocial assessments, attending treatment planning sessions. Specialized training in treatment for severe mental disorders especially Chemical dependency, Trauma and sexual abuse of children and adolescents, Major depression, Anxiety disorders, Schizo-affective disorder, Dissociative disorders, Obsessive Compulsive disorders, Borderline Personality disorder, Addictive Behaviors, and Alcohol and Drug addictions. 18-25 hours per week. Supervised by Kathleen Price, M.F.T.


Organizations:       Clinical Member, Institute of Contemporary Psychoanalysis
                     Clinical Member, California American Marriage and Family Therapist
                     Association
                     Clinical Member, International Society for Psychoanalytic Studies
D. BRADLEY JONES, Psy.D, LCSW

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EDUCATION


LICENSURE

New York State, Licensed Certified Social Worker (LCSW) # R-051407-1. NPI: 1154487049.

WORK EXPERIENCE

Long term individual psychotherapy, GLBTQ, HIV/AIDS, addictive disorders, sexually driven behavior, anxiety and depression. Practice is informed by self psychology, intersubjective systems theory, relational, and psychodynamic therapies.


Instructor, NYC, 2007, 2008. The National Institute for the Psychotherapies (NIP), Basic principles of Self Psychology, Intersubjective Systems Theory, and the ideas of Bernhard Brandchaft, MD

Staff Therapist, London Terrace Psychotherapy Services, CSW, P.C., NYC. June 1995 -


Substance Abuse and Alcoholism Counselor, Project Connect, The Lesbian and Gay Community Services Center, NYC. September, 1994 - May, 1995. (Field Practicum). Short term alcoholism and drug counseling and education; individual psychotherapy; intakes; in and out patient referrals; Psychoeducational Early Recovery Support Group; monthly educational seminars and/or clinical conferences. Treatment emphasis: abstinence and “12-Step” facilitation.


Case and Group Worker, Jewish Home and Hospital, Residence and Day Center, Bronx, New York. September, 1993 - May, 1994. (Field Practicum). Individual counseling for residents and participants in Day Center. Client advocate; discharge planning; socialization groups; monthly family support group; and participation in interdisciplinary case presentations.

Research Assistant, Columbia Presbyterian Hospital, Children’s cardiology, NYC. September, 1989 – June, 1993. Data collector for research study measuring the effects of stress on parents with children who are undergoing cardiac surgery.


COMMUNITY SERVICE, ACADEMIC HONORS, AND REFERENCES AVAILABLE UPON REQUEST.

Sylvia Jones, Ph.D., Psy.D.
LCS 1059


Teaching experience:
Introductory Freud at Graduate Center from 1988 to 2000
Clinical Case conferences at Graduate Center, based on Self Psychology, 1999 to 2005
Literature and Psychoanalysis, ICP, 2008, 2009

Area(s) of Specialty:
Adults molested as children: Group and Individual Psychotherapy;
Adolescent and Family Therapy; Treatment of Trauma Survivors

CAROLA M. KAPLAN

OFFICE

15720 Ventura Blvd., Ste. 206
Encino, California 91436
(818) 453-1426

CURRENT POSITIONS:

Private Practice, Encino, California
Faculty Member, Member, Institute of Contemporary Psychoanalysis, Los Angeles.

EDUCATION:

Psy.D. Institute of Contemporary Psychoanalysis, Los Angeles, California.
Ph. D., M. A. Cornell University English and American Literature
B. A. Brooklyn College, CUNY Magna cum laude, with honors in English

PROFESSIONAL:

Professor of English Emerita, California State University, Pomona
Research Psychoanalyst (License Number RP 234) in private practice, Encino, California

PUBLICATIONS:

Books:


Articles (Selected): (All psychoanalytic articles and articles published in psychoanalytic journals are in bold face)


PROFESSIONAL AFFILIATIONS AND HONORS (Selected):

2. Research Psychoanalyst License No. RP 234 California.
Susen S. Kay, Psy.D.

Private Practice: 2000 – present

Specializing in the treatment of adults with a variety of mental health issues, including anxiety disorders such as panic attacks, OCD, phobias, PTSD and TBI as well as relationship and age of life issues.

In addition, volunteering with The Soldiers Project for over 10 years, treating veterans and their families.

Previously, a manager in corporate America for 25 years in the computer industry.

Treatment Specialties: Anxiety Disorders
OCD
Panic Disorder
PTSD
TBI
Phobias, such as driving and airplane

Treatment Modalities: Cognitive/Behavioral
Psychodynamic/psychoanalytic
Gestalt
A variety of desensitization and awareness processes
Mindfulness

Presentations: Treatment of PTSD/TBI given to
Chapman University (Law School and MFT Program)
Loyola Marymount University
Irvine Valley College

Education: Psy.D., Institute of Contemporary Psychoanalysis, 2005
Doctorate of Psychoanalysis
M.S., Pacific Graduate Institute, 1999
Counseling in Depth Psychology
B.A., Bradley University, 1966
Theoretical Mathematics
PROFESSIONAL EXPERIENCE

PRIVATE PRACTICE
CLINICAL PSYCHOLOGIST, PSYCHOTHERAPIST, AND PSYCHOANALYST; FORENSIC PSYCHOLOGIST
Santa Monica & South Pasadena, CA • February 2004 – Present
Provide adolescent and adult individual psychoanalytic psychotherapy and psychoanalysis, as well as conjoint therapy, in a private practice setting. Areas of specialization include: psychological trauma; mood disturbances; anxiety, obsessions & phobias; adjustment challenges; grief; dissociative phenomena; compulsive behaviors. Civil and criminal forensic evaluation, report-writing & testimony.

ATRIUM PSYCHOLOGICAL GROUP
FORENSIC PSYCHOLOGY
Los Angeles, CA - January 2008 - 2010
Workers’ compensation and general civil forensic evaluations and report-writing.

BRIDGES TO RECOVERY
STAFF PSYCHOLOGIST/PSYCHOTHERAPIST
Pacific Palisades, CA • February 2004 – January 2006
Conducted diagnostic and treatment evaluations, and intensive individual psychoanalytic psychotherapeutic treatment of trauma at this six bed residential psychiatric facility.

FACULTY APPOINTMENTS & TEACHING EXPERIENCE
INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
WEST LOS ANGELES, CA – 2008 - PRESENT
- CORE FACULTY IN TRAINING PROGRAM FOR DOCTOR OF PHILOSOPHY (PH.D./PSY.D.) IN PSYCHOANALYSIS
- SUBJECT AREAS OF EXPERTISE: INTERSUBJECTIVE-SYSTEMS THEORY & PSYCHOANALYTIC SELF-PSYCHOLOGY PERSPECTIVES ON TRAUMA

LECTURER AT VARIOUS REGIONAL COUNSELING CENTERS/CLINICS/AGENCIES
GREATER LOS ANGELES AREA - 2006 – PRESENT

PROFESSIONAL LICENSES AND MEMBERSHIPS
Licenses. California Psychology License (License # PSY 19531). Member of the State Bars of California, Massachusetts and New York. All professional licenses inactive and in good standing.
Membership. International Association for Psychoanalytic Self Psychology; International Association of Relational Psychoanalysis and Psychotherapy; Division of Psychoanalysis of the American Psychological Association (APA, Division 39); Institute of Contemporary Psychoanalysis.
Qualified Medical Examiner. Appointed QME by California Department of Workers Compensation, July 2008. Currently inactive.
EDUCATIONAL HISTORY AND HONORS

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, WEST LOS ANGELES, CA

HONORS. 2008 DR. DAPHNE S. STOLOROW MEMORIAL ESSAY PRIZE FOR ESSAY ENTITLED “THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE.”


CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES, CA
Doctor of Philosophy in Clinical Psychology (Psy.D.), May 2002


BOSTON UNIVERSITY SCHOOL OF LAW, BOSTON, MA
Juris Doctor (J.D.), May 1988

Honors. Paul J. Liacos Scholar, 1987

PUBLICATIONS AND CONFERENCE PRESENTATIONS:


2008 / American Psychological Association, Division of Psychoanalysis (Div. 39), Spring Conference, New York, NY. Delivered paper entitled: “THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE.”


2011/INTERNATIONAL ASSOCIATION OF PSYCHOANalytic SELF-PSYCHOLOGY, ANNUAL CONFERENCE, LOS ANGELES, CA. DELIVERED PAPER ENTITLED, “EXISTENTIAL ATTITUDES IN INTERSUBJECTIVE-SYSTEMS THEORY.” PAPER DISCUSSED BY LYNNE JACOBS, PH.D.

2012/INTERNATIONAL ASSOCIATION OF RELATIONAL PSYCHOANALYSIS AND PSYCHOTHERAPY, ANNUAL CONFERENCE, NEW YORK, NY. DELIVERED DISCUSSIONS OF P. AND J. KAUFMANN’S PAPERS ON “REPARATIVE QUESTS.”

2012/INTERNATIONAL FEDERATION OF PSYCHOANALYTIC EDUCATION, ANNUAL CONFERENCE, PORTLAND, OR. DELIVERED PAPER ENTITLED “THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE.”

2013 / PSYCHOLOGY AND THE OTHER CONFERENCE, CAMBRIDGE, MA. DELIVERED PAPER ENTITLED, “EXISTENTIAL ATTITUDES IN INTERSUBJECTIVE-SYSTEMS THEORY”
DISCUSSED BY Jack Foehl, PH.D.


REFERENCES UPON REQUEST
CAROL MAYHEW, Ph.D., Psy.D.
Licensed Psychologist - License No. PSY8950
Licensed Marriage Family Child Counselor - License No. M7341

11980 San Vicente Boulevard, Suite 709
Los Angeles, California 90049
(310) 207-9902

EDUCATION

B.A., Psychology, Valparaiso University, Valparaiso, Indiana.

M.A., Clinical Psychology, Bowling Green State University, Bowling Green, Ohio.

Ph.D., Social-Clinical Psychology, Wright Institute Los Angeles, Los Angeles, California.

Psy.D., Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, California.

PROFESSIONAL EXPERIENCE

Clinical

1979 - present. Private practice, Los Angeles, California. Individual, conjoint and family psychotherapy and psychoanalysis with adults, adolescents and children. Consultation to other therapists, hospital staff, and community agencies.

Teaching

1999 to present. Faculty Member, Institute of Contemporary Psychoanalysis, Los Angeles, California. Course titles: Self Psychology, Clinical Case Conference on Treatment of Cases Involving Trauma and Dissociation, Boundary Dilemmas, Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development.

2005 to present. Faculty Member, Wright Institute Los Angeles. Course title: Post-modern Psychoanalysis Case Conference.


1999-present. Guest Lecturer, UCLA Department of Family Medicine, University of Southern California School of Medicine, University of Santa Monica, Antioch University, WrightInstitute Los Angeles, Verdugo Hills Mental Health Center, Campion Mental Health Center, Santa Monica Family Service, Center for Healthy Aging and other mental health organizations and graduate schools.

PUBLICATIONS AND PRESENTATIONS


2006, October. Trauma and Dissociation: A Contemporary Psychoanalytic Perspective. Paper presentation at the 18th Annual Convention of the Los Angeles County Psychological Association, Los Angeles, California.


1996, October. “Understanding and Treatment of Dissociative Disorders.” Presentation for the Los Angeles County Psychological Association Eighth Annual Convention, Los Angeles, California.

1993, November. "Dissociative Symptoms and Revictimization by the System or Family." Presentation for One-Day Workshop entitled Assessment and Treatment of Victims of Violent Crime, sponsored by Los Angeles County Psychological Association's Victim Treatment Committee and Disaster Response Team, Santa Monica, California.


1980 to 1993. Numerous other paper presentations on topics involving trauma and dissociation, ethics, school phobia, and parent-child issues.

PROFESSIONAL AFFILIATIONS

Past President, Supervising and Training Analyst, Faculty Member, Institute of Contemporary Psychoanalysis, Los Angeles, California.

Council Member and West Coast Editor for the On-line Newsletter of the International Association for Psychoanalytic Self Psychology.

Board Member, Women and Psychoanalysis, Division 39, Section III, of the American Psychological Association, local chapter, Los Angeles.

Board Member, Division 39 of the American Psychological Association, local chapter.

Member, American Psychological Association, California Psychological Association, Los Angeles County Psychological Association, International Society for the Study of Trauma and Dissociation, and International Association for Relational Psychoanalysis and Psychotherapy.
Susan L. Mendenhall, M.S.W., Psy.D.
Licensed Clinical Social Worker, California License
L.C.S.328

Name:  

Office Address:  
10111 McConnell Place
Los Angeles, CA 90064

Phone:  
(310) 558-8091

EDUCATION AND TRAINING

Institute of Contemporary Psychoanalysis, Los Angeles, California Psy.D. awarded, 1997

Los Angeles Institute for Psychoanalytic Studies One year of course work, 1981 - 1984

University of Southern California
Graduate School of Social Work
Field work training at Pasadena YWCA and Department of Child Psychiatry, Cedars Sinai Medical Center
M.S.W. Awarded 1968

Occidental College, Los Angeles, California B.A. Awarded, 1966

University of Illinois, Urbana, Illinois, Summer, 1965
National Science Foundation Research Fellowship in Psychology

National University of Mexico, Mexico, D.F.
Spanish and related studies, January - April, 1964

EMPLOYMENT

Current:  
Private practice since 1969
Individual therapy with adults, adolescents and children; conjoint marital therapy; family therapy; supervision of and consultation with other clinicians; psychoanalysis

Past:  
Thalians Mental Health Center, Cedars Sinai Medical Center 1987 – 1991
Psychotherapy with adults, families and children.
Pasadena Child Guidance Clinic,  

  Responsibilities included supervision of treatment staff in family,  
  individual, and group psychotherapy and participation in adminis-
  trative planning and decision making

Reiss-Davis Child Study Center, 1987 - 1988  
Consultant in Divorce and Step-family projects. Responsibilities  
included case conferencing and treatment offamilies and individu-
als from families where there was a divorce or step-parent

South Bay Child Guidance Clinic, Torrance, California  
March 1982 - May 1987  
Responsibilities included individual and family psychotherapy  
and supervision of second year graduate students in Social Work  
from UCLA and USC; also, coordination and teaching of weekly  
clinical seminar for psychology and social work students placed  
at the agency.

LAC-USC Medical Center, Department of Child Psychiatry,  
1970 - 1974  
Psychotherapy in English and Spanish with individuals, groups and  
families with a broad range of difficulties. Work with families of  
adolescents in long term psychiatric hospitalization. Supervision  
of graduate students in social work

Mental Health Development Center, 1969 - 1970  
Individual, group and family psychotherapy

San Pedro Mental Health, 1968 - 1969  
Individual, group, and family psychotherapy in English and Spanish  
with a highly varied population. Supervision of student nurses  
and undergraduate social work students

PROFESSIONAL ORGANIZATIONS

Member, Institute of Contemporary Psychoanalysis, 1997 -  
present

Division of Psychoanalysis, Division 39, American Psychological  
Association, 1996 - 2010.

Committee on Psychoanalysis, National Federation of Societies for  
Clinical Social Work, since 1989...now Association for the  
Advancement of Psychoanalysis in Clinical Social Work.
International Association of Psychoanalytic Self Psychology since 2000.

Board Certified Diplomate since 1988

Southern Friends of the Institute for Clinical Social Work; President from 1981 - 1985; member, 1980 - present

Academy of Certified Social Workers since 1971

Society for Clinical Social Work, since 1969

National Association of Social Workers, since 1968

OTHER APPOINTMENTS AND POSITIONS

Co-President, Institute of Contemporary Psychoanalysis, 2003-2004

Faculty, Institute of Contemporary Psychoanalysis, 1997 - present teaching infant research, attachment theory in the Psychoanalytic, Psychoanalytic Psychotherapy and Extension programs.

Supervisor, Institute of Contemporary Psychoanalysis.


Supervisor, Wright Institute Post Graduate Clinical Training, 1986 – 1993, 2006 – present

Supervisor, Maple Center, 2010 - present

Supervisor, Airport Marina Counseling center, 2012 - present

Supervisor, Psychosocial Project, California Institute for Clinical Social Work, 1986 - 1993

Associate Clinical Instructor, USC School of Social Work, 1986 - 1987

Field work instructor, UCLA School of Social Work, 1984 - 1986

ORGANIZATIONAL ACTIVITIES
Institute of Contemporary Psychoanalysis, work on various committees, 1997 - present

Planning Committee, Fourth National Conference Committee on Psychoanalysis, 1991

Planning Committee, "Dialogues with Prominent Clinicians" series, 1986 - 1988

PAPERS AND PRESENTATIONS AND PUBLICATIONS


Presentation to Thalians Mental Health Center Grand Rounds on Attachment Theory and Adult Treatment, 2010.

Presentations to Institute of Contemporary Psychoanalysis North and South on attachment theory, infant research, adolescence and termination. 1997 - present.

Presentations to Maple Center students on attachment theory, infant research and termination, 2006 - present.

Continuing Education Instructor for Jewish Family Service of Los Angeles, one year course entitled, "Toward a Contemporary Understanding of Theory in Practice", 1997 - 1998.


"Treatment of Parents and Families, A Systemic Psychoanalytically Based Approach", Reiss-Davis Study Center, Continuing Education Seminar Series, March, 1988; April, 1987; April, 1991; and May, 1992.

"Treatment of Adult Survivors of Childhood Sexual Abuse", Clinical Discussant, Grand Rounds, Thalians Mental Health, March, 1992

"Hope in Family Therapy", Workshop presentation for "Hope and Hopelessness
Conference", sponsored by Committee on Psycho-analysis and Society for Clinical Social Work, April, 1992

"Learning from the Patient, the Work of Patrick Casement", presentation to the Pasadena Region, Society for Clinical Social Work, July, 1992


"Assessing Outcome in Family Therapy", Biennial Conference, Society for Clinical Social Work, 1976


- Los Angeles Child Guidance Clinic
- Rancho Los Amigos Hospital
- Ross Loos Medical Group
- Airport Marina Counseling Center

WORK EXPERIENCE

July 2014-present: Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles, CA
September 2012-present: Faculty member, Institute of Contemporary Psychoanalysis, Los Angeles, CA
March 2012-present: Psychoanalyst and LMFT in private practice in Los Angeles, CA specializing in psychoanalysis and psychoanalytic psychotherapy for individual adults, couples and families.
April 2010-present: Primary Psychotherapist, Bridges To Recovery, primary psychiatric residential treatment in Los Angeles, CA
July 2000-March 2012: Licensed Marriage and Family Therapist in private practice, Los Angeles, CA; specializing in psychoanalytic psychotherapy for individual adults, couples and families.

September 1997-July 2000: Registered Marriage and Family Intern in private practice, Los Angeles, CA; Office of Diane Kovacs, M.F.C.C.

September 1998-June 1999: Counselor at San Fernando High School, San Fernando, CA; Counseled individual students and ran groups.


September 1995-September 1997: Trainee, Valley Counseling Center, Encino, CA; Individual adult and couples’ therapy; broad range of client issues, problems and diagnoses; telephone intakes, referrals.

March 1994-March 1995: Trainee, Verdugo Mental Health Center, Glendale, CA; Adult Outpatient Program: Individual psychotherapy with adults. Worked closely with two staff psychiatrists; co-led groups; intakes, assessment and diagnosis.

EDUCATION

2012 Institute of Contemporary Psychoanalysis
Psy.D./Psychoanalysis
1996 Pepperdine University, Los Angeles, CA
M.A./Clinical Psychology
GPA 4.0

1984 Case Western Reserve University, Cleveland, OH
M.A./Art History
   Graduated with honors; admitted to Ph.D. program
   Master’s thesis: Confronting the Wall: New Decorative Tendencies in Three Modern
   Paintings at the Cleveland Museum of Art

1978  Princeton University, Princeton, NJ
B.A. English Literature
   Graduated with honors
   Undergraduate thesis: Toward a Single Art: The Stylistic and Thematic Influence of
   the Visual Arts on Henry James and Ernest Hemingway

PROFESSIONAL MEMBERSHIPS

California Association of Marriage and Family Therapists

PUBLICATIONS

October 11, 2012, “Music at an Exhibition: Gustav Klimt’s Drawings at the
Getty Museum”, International Psychoanalysis.net
   Fall 2007, “Art Lust: Desire and the Work of Picasso and Klimt”, Psychoanalytic Perspectives

REFERENCES

Upon request.

VOLUNTEER EXPERIENCE

June 2004-June 2006: Volunteer Supervisor, Airport Marina Counseling Center, Westchester, CA
   November 2002-June 2007: Volunteer Supervisor, The Maple Counseling Center, Beverly Hills, CA

AWARDS RECEIVED

May 1995: The National Honor Society of Psychology, Psi Chi; Pepperdine University
   Chapter; Inaugural Distinguished Student Award
Philip A. Ringstrom
5004 Haskell Ave.
Encino, California 91436
Work: (818) 906-8408
FAX: (818) 906-3269
Date of Birth: 1/13/52
Status: Married
Health: Excellent

EDUCATIONAL BACKGROUND

Institute of Contemporary Psychoanalysis
Psy.D. June 1996

University of Southern California
Ph.D. June 1981
Los Angeles, California
Social Work

University of Kansas
M.S.W. May 1975
Lawrence, Kansas
Social Work

University of Kansas
B.S.W. May 1974
Lawrence, Kansas
Social Work

PROFESSIONAL ROLES:

Founding Member of the Board of Directors of the International Association for Relational Psychoanalysis and Psychotherapy IARPP

Member of the International Council of Self Psychologists IJPSP

Training and Supervising Analyst at the Institute of Contemporary Psychoanalysis in Los Angeles, California

Full-time private practice in Encino, California

JOURNAL AFFILIATIONS:

Associate Editor of Psychoanalytic Dialogues
Associate Editor of Psychoanalytic Perspectives
Editorial Board Member for International Journal of Psychoanalytic Self Psychology
Advisory Board Member of Psychoanalytic Perspectives
Publications Reviewer for Journal of the American Psychoanalytic Association

Publications Reviewer for Psychoanalytic Psychology

PROFESSIONAL ASSOCIATIONS
National Association of Social Workers
Philip Ringstrom, Ph.D., Psy.D. is a Senior Training and Supervising Analyst, Faculty Member at the Institute of Contemporary Psychoanalysis, in Los Angeles, California. He is a Member of the Editorial Boards of the Internati Journal on Psychoanalytic Self Psychology, Psychoanalytic Perspectives, and Psychoanalytic Dialogues. He is also member of the International Council of Self-Psychologists, and a founding member of the Board of Directors of the International Association of Relational Psychoanalysis and Psychotherapy.

He has been a very active participant on a myriad of Internet forums including in the late 1990s being one of fift invited panelists on the Psybc.com, one of the first international internet sites on psychoanalysis. He has also be an international presenter and panelist on colloquia and webinars for the IARPP, the International Council of Sel Psychologists and the ICP. Finally, he was one four analysts, titled “The Four Shrinks” who were paid by Slate.co write post episode commentary on the HBO hit series the Sopranos.

Phil has published close to sixty articles, chapters and reviews in a host of psychoanalytic books and journals. He is a regularly invited presenter at International conferences sponsored by the International Association of Relational Psychoanalysis and Psychotherapy, the International Association of Self Psychology, Division 39 of the American Psychological Association, and the American Psychoanalytic Association.

His recently published book by Routledge (2014) entitled A Relational Psychoanalytic Approach to Conjoint Treatment was awarded the Goethe Award for the best book in psychoanalysis in 2014 by the Canadian Psychological Association. He is currently outlining a second book on Cultivating the Improvisational in Psychoanalytic Treatment a topic on which he has presented internationally for twelve years and has 12 publications.
PUBLICATIONS AND UNPUBLISHED PAPERS AND PRESENTATIONS

Of Philip A. Ringstrom, Ph.D.
(Available upon request at Ringsite@aol.com)

PUBLICATIONS:

Articles & Chapters:


**Book Publications:**


Ringstrom, P. *Cultivating Improvisation in Psychoanalytic Treatment.* The Relational Book Series of the Analytic Press: Taylor and Francis Group, Inc. LLC (under contract negotiation with Routledge Publishing Co.)

**Published Book and Film Reviews:**


American Psychoanalytic Association, 678-683.


**INTERNET PUBLICATIONS:**


**UNPUBLISHED PAPERS AND CONFERENCE PRESENTATIONS:**


Ringstrom, P. (2008) “Greenson Memorial Lecture on Conjoint Therapy” at the Loyola Marymount University, Chicago, IL.


Philip A. Ringstrom, Ph.D., Psy.D.
15527 Valley Vista Blvd.
Encino, CA 91436
OFC: (818) 906-8408; FAX: (818) 906-3269
Email: Ringsite@aol.com

CV BIO BIBIO COMBINED
CLINICAL AND ADMINISTRATIVE EXPERIENCE
Clinician and administrator with a history of effectively leading, planning, managing, implementing, evaluating and collaborating with County, State and private agencies and departments in a demanding mental health environment. I have extensive clinical experience working with and leading multidisciplinary teams and providing efficient documentation with positive outcomes.

AREAS OF EXPERTISE
Computer proficient/Project Leader/ Crisis Management/ DMH documentation/Trainer/Clinical Supervisor/Consultant/Budget Management/Skilled Problem Solver/Partners with State and County Stakeholders

PROFESSIONAL HISTORY
Private Practice
Pasadena, CA 2003-present
Provide psychotherapy and psychoanalysis to children, adolescents, couples and adults. Special treatment issues include mood and anxiety disorders, co-occurring conditions and trauma recovery related to physical and sexual abuse and neglect. Utilizes art therapy, sand tray and play therapy.

The Arroyos Psychological Associates
Pasadena, CA 2014-present
Group and Family Therapist: Provide art therapy group and family therapy to patients in outpatient co-occurring disorder program.

Hathaway-Sycamores Child & Family Services
Pasadena, CA 1997- present
Assistant Vice President: (7/13-present) Programs provide services to emotionally disturbed children, adolescents and their families. Primary responsibility is to ensure the effectiveness of department operations; program and goal alignment with the organization’s values and mission and contract agreements. Program oversight include residential services, mental health services, FFA, ITFC, Adoptions, Non-Public School, IFCCS, MAT, and In-Home Family Services. Other positions with the company include: Therapist, Residential Supervisor, Admissions Coordinator, Senior Clinician of Programs, Assistant Director (2003-2006), Director, Mental Health Services (2006-2013).

EDUCATION
Doctor of Psychoanalysis, May 2012; Institute of Contemporary Psychoanalysis, Los Angeles, CA
Master of Arts in Marital & Family Therapy: Emphasis in Clinical Art Therapy, May 1997. Loyola Marymount University, Los Angeles, CA

PROJECTS
• Participated in development and implementation of State wide demonstration project - Residentially-Based Services (RBS)

• Member of the Implementation Team for Federal Grant (Permanency Planning Initiative). Involved in planning for Los Angeles County grantee project in partnership with the Los Angeles Gay & Lesbian Center; Co-Chair of the Coaching Network

• Participated in leadership activities to drive organization toward The Joint Commission accreditation and Accreditation of All Children/All Families Human Rights Campaign Seal

• Member of the Fighting Racism and Homophobia Task Force: Institute of Contemporary Psychoanalysis

• Chair of the Pasadena Psychoanalytic Training Program: Institute of Contemporary Psychoanalysis

• Board of Directors: Secretary; Executive Officer Institute of Contemporary Psychoanalysis 2014-2016

PUBLICATIONS AND PRESENTATIONS

• Published article in The International Journal of Psychoanalytic Self Psychology. Art, Play and Imagination in Treatment. 2011

• Guest lecturer: MFT Graduate Program at Loyola Marymount University Working with the LGBTQ Population in Psychotherapy; Gender In Psychotherapy. Institute of Contemporary Psychoanalysis: Sexual Minorities and Psychoanalysis; Spring Semester 2015.

• Presented paper on Art, Play and Imagination in the Treatment of a Child at Loyola Marymount University’s 30 Years of Art Therapy at LMU Symposium; May 2011. Complexity and Relational Unconscious: A Symposium for the ICP Community; February 2015.

• Faculty and Program Chair, Institute of Contemporary Psychoanalysis

• Interviewed on In the Life PBS documentary series on LGBTQ Youth in Foster Care. Aired November 2012.

• From Invisible to Visible: Empowering LGBTQ Youth in Residential Care presented at the 52nd Annual American Association of Children’s Residential Centers in New York, NY April 2013.

• Creator of From Invisible to Visible: LGBTQ Youth in Out of Home Care. 6 hour CEU training webinar for Group Home Administration Certification. 2015.

SPECIAL CERTIFICATIONS, LICENSES AND PROFESSIONAL ORGANIZATIONS

• California State Licensed Marriage & Family Therapist (MFC 37693) — Licensed 2001
• Board Certified Art Therapist—2005
• Certified Psychoanalyst—2012
• California Association of Marriage and Family Therapist—Clinical Member 2001
• American Art Therapy Association—Professional Member 1998
• Cardiopulmonary Resuscitation Certificate—since 1988
• Physical Response Training Certification (Pro-Act)—since 1989
• Certified Group Home Administrator (GHA)—2013
Most Recent Positions

Pastoral Counselor, Research Psychoanalyst (RP64), Los Angeles, California
Professor of Church History, New Seminary Theological of the West, Pasadena, California

Affiliate Professor of Pastoral Care and Counseling, Northern Theological Seminary, Lombard, Illinois

Adjunct Professor of the History of Christian Spirituality, Doctor of Ministry Program, Fuller Theological Seminary Pasadena, California

Education

B.A. 1969 Midland Lutheran College
M.Div. 1975 Northern Baptist Theological Seminary
Th.M. 1979 McCormick Theological Seminary
Dr. theol. 1984 University of Marburg (Germany)
Psy.D. 1998 Institute of Contemporary Psychoanalysis (Los Angeles)

Prior Professional Employment

Interim Minister, Knox Presbyterian Church, Pasadena, California, 1992-1993
Interim Minister, First Presbyterian Church, Covina, California, 1989-1992
Adjunct Faculty in the schools of Theology and Psychology, Fuller Theological Seminary, Pasadena, California, 1990-2000
Assistant Professor of Christian Formation and Discipleship; Director, Office of Christian Community, Fuller Theological Seminary, Pasadena, California, 1983-1989
Adjunct Faculty, Northern Baptist Theological Seminary, Lombard, Illinois, Winter Semesters, 1976-1979
Associate Minister, First Presbyterian Church, Glen Ellyn, Illinois, 1977-1979
Assistant Minister, First Presbyterian Church, Glen Ellyn, Illinois, 1975-1976
Director, Co-operative Outreach Program to Youth, Glen Ellyn, Illinois, 1971-1975

Honors, Lectures and Awards

Baker Book House Award for excellence in theological studies, Northern Theological Seminary, 1975
Lectures on *der deutsche Pietismus*, with Dr. Erich Geldbach, University of Marburg, Winter
Semester, 1982
Keynote Speaker, Roger Williams Memorial Lectureship, Washington State University, 1989
Invited Speaker on *Spiritual Dimensions in Cancer Pain Management*, City of Hope, Duarte, California, National Institutes of Health Symposium on Cancer Pain Management, 1993
Invited Speaker on Spirituality and Psychoanalysis at the Institute of Contemporary Psychoanalysis Annual Winter Conference, Los Angeles, California, 1998
Invited Speaker on Religion and Psychoanalysis at the International Conference on Religion and Psychotherapy of the Dutch Association of Christian Psychiatrists, Psychologists and Psychotherapists, Dalfsen, the Netherlands, 1998

**Professional Activities**

Presbyterian Church (USA), General Assembly Task Force on the Life of Faith, 1987-1989
Presbytery of San Gabriel, Congregational Development Committee, 1986-1988
Presbytery of San Gabriel, Committee on Ministry, 1989-1991
Presbytery of San Gabriel, Church and Society Committee, 1992
Presbytery of San Gabriel, Committee on Ministry, 1993-1994
Presbytery of Los Angeles, Committee on Ministry, 2009-2011

**Professional Memberships**

Institute of Contemporary Psychoanalysis, Los Angeles: Member, Board of Directors (2010 & 2011); Training and Supervising analyst
American Academy of Religion
Presbytery of the Pacific

**Publications**

**Books**


**Articles**

“Spiritual Formation and the Pastor as Shepherd”, Theology, News and Notes, June, 1984.

“A Spiritual Director Dares to Give Advice to Therapists”, Theology, News and Notes, Winter 2006.

Book Reviews
Translations (from German)


“The Mark of Cain” by Theodor Reik, “Is the Mark of Cain Circumcision?” by Ludwig Levy, “Two Contributions to the Research of Symbols” by Karl Abraham, “The Fifth Commandment” by Sandor Rado, “Two Traditions from Pascal’s Childhood” by Imre Hermann, “Three Fundamental Elements of Religious Feeling” by Wilhelm Reich, “If Moses was an Egyptian…” by Sigmund Freud, for a project on religion and psychoanalysis by Drs. Goldstein, Maloney and Schafranske.

Courses Taught

Early Church History, Medieval and Reformation Church History, Modern Church History, German Pietism, Disciplines of the Spiritual Life, The History and Practice of Christian Spirituality in the West, The History of Christian Spirituality, Spiritual Direction in the Small Group Setting, Theological and Psychological Themes in Film, Spiritual Direction Practicum, The Art of Spiritual Direction, Pastoral Care, Contemporary Psychoanalytic Theory, Pastoral Counseling, Victim Care: A faith-based response to caring for trauma victims, The history and practice of the Christian ministry

Team Taught - Psychotherapy and Spiritual Direction, Theological and Psychological Themes in Modern Literature, Men in Difficult Times (theology/sociology of men); The Psychoanalyst’s Defensiveness; Case conferences-Candidates presenting

Miscellany

Chaired or sat on three Presbyterian Special Disciplinary Committees

I have lectured and led retreats for churches, colleges, presbyteries, etc., on topics ranging from church history to boundary-setting to spirituality.

Consultant to churches of various sizes (for all sorts of issues)

I have also responded to a paper on Narrative and Psychoanalysis by Dr. Donald Spence in 1994, and given a paper titled “Potential and Possibility in the Clinical Attitude: Contributions of Spiritual Writers to Psychoanalytic Psychotherapy” and responded to two papers on the topic “The Soul on the Couch” at the APA Div. 39 conference in 1995

Curriculum Vitae

Educational Background:

Sept. 1969 - January 1977 University of Copenhagen, Denmark. Graduated with a Cand. Psych degree which is the terminal degree required for employment as a psychologist in Denmark.

Sept. 1977 - August 1982 Wright Institute, Los Angeles. Graduated with a PhD. in Clinical psychology.

Jan. 1984 Licensed as a psychologist in California.


Oct. 1993 - Certified as a Qualified Medical Examiner in California

Professional Experience:

Aug. 1974 - Full time clinical internship at Noedebogaard, Denmark
Febr. 1975

Febr. 1975 - January 1977 Clinical Internship at Psychological Laboratory, University of Copenhagen, Denmark.

Sept. 1981 - Sept. 1982 Clinical Fellowship at Neuropsychiatric Institute, UCLA

Teaching:

Sept. 1976-March 1977  Adjunct Professor, Behavioral and Social Sciences Department, Royal Danish Dental School, Copenhagen, Denmark.

Sept. 1985-June 1987  Associate Faculty, Pacific Oaks College, Pasadena, California.

June 1986  Guest Lecturer at California School of Professional Psychology.

Nov. 1988-June 1990  Clinical Supervisor, Los Angeles Free Clinic.


1996-  Faculty, Supervising and Training Analyst at Institute for Contemporary Psychoanalysis.

Publications, Presentations and Research:

Available on request
Sanford Shapiro, M.D.

PRESENT ADDRESS: 654 Gravilla Street
                La Jolla, CA 92037
OFFICE PHONE: (858) 454-9751
HOME PHONE: (858) 454-2341

PRESENT POSITION:
Private Practice Psychiatry and Psychoanalysis

EDUCATION:
Wayne State University, 1954-1958
Degree: M.D.

MEDICAL EXPERIENCE:
Mt. Zion Hospital and Medical Center
Rotating Internship July, 1958 - June, 1959
Detroit Receiving Hospital
Resident in Psychiatry July, 1959 - June, 1962
Rotations include:
    Ypsilanti State Hospital, Ypsilanti, MI
    Hawthorne Child and Adolescent Treatment Center, Northville, MI

MILITARY EXPERIENCE: U.S. Navy
    Lt. Commander, 1962 - 1964
    Staff Psychiatrist, Marine Corps Recruit Depot
    Staff Psychiatrist U.S. Naval Hospital, San Diego

BOARD CERTIFICATION:
American Board of Psychiatry & Neurology
Certified in Psychiatry, February, 1966

TEACHING EXPERIENCE:
(Current Status)
    Associate Clinical Professor, Department of Psychiatry, University of California, San Diego School of Medicine
    Training and Supervising Psychoanalyst: San Diego Psychoanalytic Society and Institute, San Diego, CA
    Training and Supervising Psychoanalyst: Institute of Contemporary Psychoanalysis, Los Angeles, CA
    Training and Supervising Psychoanalyst: Newport Psychoanalytic Institute, Orange, CA
    Adjunct Faculty, California School of Professional Psychology, San Diego Campus
SPECIALTY ORGANIZATIONS:
American Psychiatric Association – Distinguished Life Fellow
American Psychoanalytic Association
International Psychoanalytic Association
San Diego Psychoanalytic Society/Institute Past President
San Diego Psychiatric Society
Institute of Contemporary Psychoanalysis, Los Angeles-Past CoPresident
American Psychological Association, Division of Psychoanalysis Associate
Member
Council Member, International Association for Psychoanalytic Self Psychology
Editorial Board, International Journal of Psychoanalytic Self Psychology

OFFICES HELD
President, San Diego Psychoanalytic Society, 1977-1979

PUBLICATIONS:


"The Right Time in Psychoanalysis, Psychoanalysis and Psychotherapy, Vol. 17, No. 1; Winter, 2000; Pp. 121-131."
ESTELLE LADER SHANE
1800 Fairburn Avenue
Los Angeles, California 90025

EDUCATION

A.B., University of California, Los Angeles, 1964
M.A., English, University of California, Los Angeles, 1967
Ph.D., Education, University of California, Los Angeles, 1971
Graduate, Adult and Child Psychoanalysis, Los Angeles Psychoanalytic Society and Institute, 1983

HONORS

Woodrow Wilson Fellow (refused)

CERTIFICATION

Adult and Child Psychoanalysis, The American Psychoanalytic Association

PROFESSIONAL BACKGROUND AND CURRENT ACTIVITIES

Co-President and Founding Member, Institute of Contemporary Psychoanalysis, 1990-1996
Founding President, Center for Early Education, May 1971 -1990
Founding President, College for Developmental Studies, May 1973 - Present
Training and Supervising Analyst, Los Angeles Psychoanalytic Society and Institute, December 1989
Training and Supervising Analyst, Psychoanalytic Center of California, December 1988
Training and Supervising Analyst, Institute of Contemporary Psychoanalysis
Private Practice, Adult and Child Psychoanalysis, 1972 to Present
Senior Faculty, Los Angeles Psychoanalytic Society and Institute
Visiting Lecturer, Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine, 1986 to 1990
Assistant Clinical Professor, Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine, 1990 to Present
Supervisor, Child Psychotherapy, Los Angeles Child Development Center, 1978 to Present
Faculty, Graduate Center for Child Development and Psychotherapy, 1983 to Present
Faculty, Child Analysis San Diego Psychoanalytic Society and Institute, 1983 to Present
Adjunct Faculty, Wright Institute, 1980 to Present
Senior Research Associate, Center for Study of Evaluation, Graduate School of Education, University of California, Los Angeles, January 1968 to May 1971
TEACHING EXPERIENCE

University of California, Los Angeles
University of Southern California
Los Angeles Psychoanalytic Society and Institute
San Diego Psychoanalytic Institute
Center for Early Education
Graduate Center for Child Psychotherapy
Los Angeles Community College

PUBLICATIONS

Psychoeducational approaches to the disturbed child in the normal classroom, with Morton Shane, M.D., California Journal of Teacher Education, 1974.


The strands of aggression, with Morton Shane, M.D., Psychoanalytic Inquiry, 1983.


On Touch. *Psychoanalytic Inquiry*. Gales, M., Shane, E., and Shane, M.


Love (and hate) with the proper stranger: affective honesty and enactment Editor. *Psychoanalytic Inquiry*. (In press).


**BOOK REVIEWS**

The *Interpersonal World of the Infant* by Daniel N. Stern. With Morton Shane, M.D. *Psychoanalytic Quarterly*, 1988


PRESENTATIONS

April 1995
Division 39 American Psychological Association
The Second Century of Psychoanalysis: Outline of a Contemporary Psychoanalytic Theory. - Denver, CO
Presented with Morton Shane, M.D. and Mary Gales, M.D.

May 1996
American Psychoanalytic Association
The Vulnerable Child: Adolescence from a Developmental Systems Perspective. - San Diego, CA
Presented with Morton Shane, M.D. and Mary Gales, M.D.

October 1996
19th Annual Self Psychology Conference
Presented with Morton Shane, M.D. and Mary Gales, M.D.

February 1997
Division 39 American Psychological Association
Optimal Responsiveness: A Systems Self Psychological Approach to the Patient-Analyst Relationship. - Denver, CO.
Presented with Morton Shane, M.D. and Mary Gales, M.D.

June 1997
American Professional Society on the Abuse of Children
A Systems Self Psychology: A Nonlinear Developmental Approach to the Treatment of Survivors of Severe Abuse and Neglect.- Miami, FL
Presented with Morton Shane, M.D. and Mary Gales, M.D.
August 1997  
**American Psychological Association**  
American Psychoanalysis and Its Institutes. - Chicago, IL  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

September 1997  
**Sixth Annual Clinical Conference; Committee on Psychoanalysis in Clinical Social Work - Keynote Address**  
Intimate Attachments: Toward a New Self Psychology. - Seattle, WA  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

September 1997  
**Institute of Contemporary Psychoanalysis**, UCSF Laurel Heights  
Intimate Attachments: Love in the Therapeutic Relationship. - San Francisco, CA  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

November 1997  
**20th Annual Conference on the Psychology of the Self**  
Challenges in Self Psychology: Self Psychologists Consider Boundaries. - Chicago, IL  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

December 1997  
**American Psychoanalytic Association**  
A Developmental Systems Approach to Psychoanalysis. - New York, N.Y.  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

April 1998  
**American Psychological Association**  
Intimate Attachments - Boston, MA  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

April 1998  
**Conference on Addiction and the Injured Self, Lifespan Learning Institute**  
From Addiction to Connection: A Developmental Systems Self Psychology to the Problem of Addiction. - Los Angeles, CA  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

June 1998  
**Institute of Contemporary Psychoanalysis**  
is Sexual Abuse Sexual?: A Developmental Systems Self Psychology Perspective on Abusive Experiences in Two Children. - Los Angeles, CA  
Presented with Morton Shane, M.D. and Mary Gales, M.D.

October 1998  
**21st Annual International Conference on The Psychology of the Self**  
Self Psychology Integrating and Evolving: Attachment Theory and Self Psychology -Presented with Morton Shane, M.D., and Mary Gales, M.D.
“Mirror Neurons, Procedural Learning and the Positive New Experience: A Developmental Systems Self Psychology Approach”
Presented with Nancy Wolf, M.D., Morton Shane, M.D., and Mary Gales, M.D.

July 1999  International Society for Adolescent Psychiatry
“Revisiting the Theory of Developmental” – Aix en Provence, France
Presented with Morton Shane, M.D. and Mary Gales, M.D.

November 1999  The San Francisco Research Therapy Group, San Francisco, CA
Paper entitled, “A Dialogue Between Developmental Systems Self Psychology and Control Mastery” Presented with Morton Shane, M.D. and Mary Gales, M.D.

November 2000  23rd International “Conference on the Psychology of the Self – Chicago, IL
“The developmental Trajectory from Amodel Perception to Empathy and Communication: The Role of Mirror Neurons in this Process” Paper Co-authored with Nancy Wolf, M.D., Morton Shane, M.D. and Mary Gales, M.D.

Panel Discussant, A Case Presentation with Multiple Points of View

February 2002  Newport Psychoanalytic Association, Newport Beach, CA
Case Presentation with Multiple Points of View.

April 2002  Toronto Psychoanalytic Association.
Plenary Speaker, On the Transformation of Aggression Thought the Analysis of Shame.

May 2002  Florida Organization for Relational Studies. Orlando, FL.
Plenary Speaker, On Love, Boundaries, and Boundary Dilemmas in the Psychoanalytic Situation.

May 2002  American Psychoanalytic Association, Philadelphia, PA.
Panel Participant on the Ever-Available Analyst

June 2002  Institute of Contemporary Psychoanalysis, Los Angeles, CA
Panel on Neuroscience vs. Perspectival Realism.

August 2002  American Psychological Association, Chicago, IL
Discussant, Panel on Nonlinear Dynamic Systems
September 2002  
**Association of Autonomous Psychoanalytic Institutes, New York, NY**  
Discussant, Panel Discussant, Panel on Neo-Kleinian – Relational Clinical Presentation

September 2002  
**Institute of Contemporary Psychoanalysis, Los Angeles, CA**  
Chair, Paper by Robert Stolorow on An Intersubjective Autobiography

April 2004  
**Relational Conference, Santa Monica, CA**  
"A Developmental Systems Self Psychology"

November 2004  
**27th Annual International Conference on the Psychology of the Self, San Diego, CA**  
"How Does Analysis Cure?: Understanding the Complexities of the Therapeutic Process Through Pluralistic Dialogue."
Sherry Shirk Hoffman, Psy.D., M.S.W.
12401 Wilshire Boulevard
Suite 304
Los Angeles, California 90025
310 295 9375

16055 Ventura Boulevard
Suite 929
Encino, California 91436
818 981 3700

Education:
Bachelor of Arts, Sociology
   Long Island University 1972

Master of Education/ Counseling
   Long Island University 1974

Master of Social Work
   Adelphi University 1976

Doctorate Psychoanalysis
   Institute for Contemporary Psychoanalysis 2000

License: LCS9246
License: ACSW Board Certified Diplomate 1980

Employment History

1973-1975
Freeport Schools
Freeport, New York
Drug Counselor

1976-1981
Flushing Hospital Medical Center
Outpatient Psychiatry
Flushing, New York

1981-1984
Cedar Sinai Medical Center
Adult Outpatient Psychiatry
Los Angeles, California
1982- Present
Private Practice
West Los Angeles, California
Encino, California

Appointments:
2012-Present
Faculty Institute for Contemporary Psychoanalysis
Instructor Boundary Dilemmas
Karen Shore, Ph.D., C.G.P., ABPP
270 26th Street, Suite 202
Santa Monica, CA 90402
Office: 310-917-3320; Fax: 310-473-0832

Licensure:
California: PSY 18745
New York: 10095

Education, Training, Credentials:
2011 Certified Supervisor, Emotionally Focused Couples Therapy
2011 American Board of Professional Psychology (ABPP)
   Diplomate in Group Psychology
2009 Certified Therapist, Emotionally Focused Couples Therapy
2007-2009 Supervision in Emotionally Focused Couples Therapy
2008-2009 Core Skills Training (Four Weekends) in Emotionally Focused Couples Therapy
   Dr. Jim Furrow, Pasadena, CA
2008 Two-Day Advanced Externship in Emotionally Focused Couples Therapy
   Dr. Sue Johnson, San Diego, CA
2007 Four-Day Intensive Training in Emotionally Focused Couples Therapy
   Dr. Sue Johnson & Dr. Scott Woolley
   San Diego, CA
2002 Postdoctoral Certificate in Marriage and Couples Therapy
   Derner Institute, Adelphi University, Garden City, NY
2001 Postdoctoral Certificate in Group Psychotherapy
   Derner Institute, Adelphi University, Garden City, NY
1997 Postdoctoral Certificate in Psychoanalysis and Psychotherapy
   Derner Institute, Adelphi University, Garden City, NY
1988 Ph.D. in Clinical Psychology
   Derner Institute, Adelphi University, Garden City, NY
1969 B.S. in Education
   Boston University, Boston, MA
Clinical and Teaching Experience:

April – June, 2010  Wright Institute
Los Angeles, CA
9-week course on Group Psychotherapy

April 19, 2009  Institute of Contemporary Psychoanalysis – North
San Francisco, CA
Using Dreams in Psychoanalysis
4.0 hours

March 25 & 29, 2009  Institute of Contemporary Psychoanalysis
Los Angeles, CA
Two Classes – Introduction to Emotionally Focused Couples Therapy

Fall, 2008  Institute of Contemporary Psychoanalysis
Los Angeles, CA
Using Dreams in Psychoanalysis – 8 week course

Spring, 2008, 2009, 2010  Wright Institute Los Angeles
10-week course on Group Psychotherapy

2006 – 2007  Campion Counseling Center
Santa Monica, CA
Invited Case Conference Leader, 3 times/month for one year

2005 – Present  Institute of Contemporary Psychoanalysis
Faculty, Supervisor, Training Analyst
Instructor for course on “Using Dreams in Psychoanalysis” in
Psychoanalysis Program
Case Consultant for Psychoanalytic Psychotherapy Program

2005 – Present  Wright Institute Los Angeles
Supervisor
Taught 10-week Class in Group Psychotherapy, Spring, 2008, 2009, 2010

1990 – Present  Private Practice
Westbury, NY (1990-2004)
Santa Monica, CA (2004-present)
Individual Psychotherapy and Psychoanalysis, Group Therapy,
Couples Therapy, Dream Appreciation Groups, Case Consultation

1998 – 2003  Derner Institute, Adelphi University, Garden City, NY
Assistant Clinical Professor, Ph.D. Program in Clinical Psychology
Supervisor and Case Conference Leader for Doctoral Students

1988 – 2004  Veterans Affairs Medical Center
Northport, NY
Individual and Group Psychotherapy, Supervision of interns, Psychodiagnostic Case Conferences, Seminars on PTSD

**Volunteer and Organizational Experience:**

2011 – Present  
Board Member, Los Angeles Center for Emotionally Focused Therapy

2005 - 2007  
Institute of Contemporary Psychoanalysis  
Candidate Progression Committee, Psychoanalytic Psychotherapy Training

2008 – Present  
Group Psychotherapy Association of Los Angeles (GPALA)  
Education, Training and Research Committee, Annual Conference Committee  
(Until 2010, I was on similar committee of the Los Angeles Group Psychotherapy Society, which merged with the Group Psychotherapy Association of Southern California in January, 2010 to form GPALA)

2004 - 2011  
Los Angeles County Psychological Association  
Board of Directors, 2004 – 2011  
President Elect - 2005  
President – 2006  
Chair, Continuing Education Committee – March, 2007 -2011

1992 – 2010  
National Coalition of Mental Health Professionals and Consumers, Inc.  
Co-Founder, Co-Chair, President 1992-2001; Board Member, 1992 – 2010. Included policy-making for the organization, health care reform, lobbying, writing, public speaking, radio and television interviews, print media interviews  
Organized national protest entitled “Rescue Health Care Day,” April 1, 2000; events held in 37 cities across the country

2001 – 2007  
American Psychoanalytic Association  
Committee on Insurance and Government Relations

1996 – 2003  
American Psychological Association  
Inter-Divisional Task Force on Managed Care, Divisions 29, 39, 42

1993 – 1996  
American Psychological Association, Division 39 (Psychoanalysis)  
Professional Issues Committee

New York State Psychological Association  
Task Force on Managed Care

1990 – 1994  
Nassau County Psychological Association  
Co-Chair, Women’s Issues Committee  
Co-Chair, Health Care Committee
1980-1992
Middle Earth Crisis Counseling Center/Long Island Crisis Counseling Center
1989 – 1992 President and Chair of the Board
1985 – 1989 Vice Chair of the Board, Chair of Personnel Committee
1982 – 1985 Board Member
1980 – 1984 Counselor, Supervisor of Trainees

Professional Presentations, Speaking Engagements


Shore, K. (1995, November 4). *The immorality of managed competition and managed care.* Paper presented at the Preserving Psychotherapy Conference: Alternatives for Practice in the Managed Care Era, Conference of the National Coalition of Mental Health Professionals and Consumers and the Georgia Mental Health Coalition on Managed Care, Atlanta, GA.


Shore, K. (1997, January 11). *Managed care is not “here to stay” – And we will see to it!* Keynote Address presented at the Psychotherapy at the Conference, Greater Washington Coalition of Mental Health Professionals and Consumers, Bethesda, MD.

Shore, K. (1997, March 1). *Managed care is NOT ‘Here to stay” – and we will see to it.* Keynote address presented to the Maine Consortium for Psychotherapy, Portland, ME.


Shore, K. (1998, February). *Don't let them take your mind and spirit: On being called a "provider."* Acceptance speech, 1997 Distinguished Psychologist of the Year Award, Presented at the Mid-Winter Conference of Division 42 (Independent Practice), American Psychological Association, La Jolla, CA.


Shore, K. (2000, November 4). *Immorality, destructiveness, and threats to psychoanalysis.* Invited address to the Wisconsin Psychoanalytic Society, Milwaukee, WI.


Shore, K. (2001, March 25). *Immorality, destructiveness and the threats to psychotherapy: Pernicious effects of managed care, research, and our training programs.* Presented at a conference held by the Greater Kansas City Psychoanalytic Institute, the Greater Kansas City Psychological Association, the Kansas City Association for Psychoanalytic Psychology, Kansas City (MO) Chapter of Division 39, and the Kansas City Institute for Contemporary Psychoanalysis, Prairie Village, KS.


Shore, K. (2008, October). *Using Dreams in Psychotherapy.* Presentation to graduate class at Alliant University, California School of Professional Psychology, Alhambra, CA.


Shore, K. (2013, March 20). *Emotionally Focused Couples Therapy*. Family Services of Santa...

271
Monica. Santa Monica, CA.


Publications


Psychiatric Times, p. 74.

Awards:

2008 Los Angeles County Psychological Association (LACPA) Distinguished Service to LACPA
2000 American Psychoanalytic Association Awarded Honorary Membership
2000 American Psychological Association Presidential Citation
1999 New York State Psychological Association Beacon Award for Advocacy
1998 American Psychological Association, Division 42 (Independent Practice) Distinguished Psychologist of the Year, 1997
1997 Suffolk County Psychological Association Award for Distinguished Service to Psychology

Professional Memberships:

Adelphi Society for Psychotherapy and Psychoanalysis
American Group Psychotherapy Association
American Mental Health Alliance - CA
American Psychoanalytic Association (Honorary Member)
American Psychological Association – Divisions 39, 42, 49
California Psychological Association
Group Psychotherapy Association of Los Angeles
Institute of Contemporary Psychoanalysis
Los Angeles County Psychological Association
Los Angeles Society of Clinical Psychologists
New York State Psychological Association
GIL SPIELBERG, Ph.D. ABPP
Diplomate, American Board of Professional Psychology
Fellow, American Group Psychotherapy Association

EDUCATION

1999 Certificate in Psychoanalysis, Institute for the Psychoanalytic Study of Subjectivity, New York, N.Y.

1993 Graduate Center for the Advancement of Group Studies, New York, N.Y.

1978 California School of Professional Psychology (now Alliant University) Ph.D.
Clinical psychology with Academic Excellence.

1971 Adelphi University, School of Social Work. M.S.W.
-Graduate Fellowship, Jewish Welfare Board.
-Graduate Teaching Fellow, Adelphi University

1969 City College of New York. B.A., Geography/Psychology.
-Kappa Delta Phi Honor Society in Education
-New York State Regents Scholarship for Academic Excellence, 1965-1969

PROFESSIONAL PSYCHOLOGIST EXPERIENCE

2012-present Beit T'Shuvah, Substance Abuse Rehab Facility, Clinical Supervisor and Director of Group Training.

2011-present Institute for Contemporary Psychoanalysis, Training and Supervising Analyst.

2011-present Smith College School of Social Work, Adjunct Clinical Instructor

2008-present Actors Fund of Los Angeles, Clinical Group Consultant

1999-2005 University of California- Los Angeles
-Adjunct Clinical Faculty-Medical School

-San Diego, California.

1979-present Private Practice
La Jolla, California and, Los Angeles, California.
-Brief and long-term individual psychodynamic psychotherapy and psychoanalysis
with adults and adolescents. Couples psychotherapy, Group psychotherapy with adults and adolescents.

-Areas of expertise: anxiety, depression, relationship difficulties, eating problems, alcohol and drug abuse, adult children from dysfunctional families and personality disorders.

-Forensic practice limited to attorney and trial consultation, expert opinion deposition and trial testimony in personal injury and therapist malpractice cases.

1980-1988 **California School of Professional Psychology, San Diego**  
(Now Alliant University)  
Adjunct Faculty, Associate Professor Level  
-Clinical supervisor for doctoral-level psychology students  
-Director (1990-1992) - “Alliance for Professional Training” The alliance is a CSPP sponsored captive/ consortium of 7 internship sites, which provides training for 15-20 doctoral students. APA accreditation was anticipated in 1993.  
-Teach Course Work in-group psychotherapy  
-Serve on Dissertation Committees.

1987-1997 **Managed Health Network**  
Santa Monica, California  
-Affiliated as a provider of psychological services for this preferred provider panel. Short-term Psychodynamic psychotherapy orientation. In 1988, became assessor (gatekeeper) providing initial assessments, crisis intervention or referral to patients wishing to use MHN services.

1987-present **Board of Psychology, Sacramento, California.**  
-Expert consultant to psychology board. Review cases for ethical violations, make recommendations and provide forensic testimony.

1997-1994 **Health and Human Resources Corp.**  
San Diego, California  
-Provider of Psychological services for this preferred provider organization. In 1998, helped to organize the quality assurance (peer review) consultation component.

1987-1999 **University of California at San Diego, School of Medicine, Department of Psychiatry**  
Adjunct Faculty  
-Supervision of psychiatric residents, social workers and doctoral-level Psychology interns in group psychotherapy.

1988-1994 **Preferred Health Care**  
Wilton, Connecticut  
-Affiliated as a provider of psychological services
1988-present **Board of Behavioral Science Examiners**
Sacramento, California
- Expert consultant to Board for evaluation of social workers and marriage
counselors being investigated for ethical violations.

1992-1993 **Staff Consultant**
Camp Pendleton Naval Hospital, Drug and Alcohol Unit.

1987-1991 **Alvarado Parkway Institute**
San Diego, California
- Hospital privileges as affiliated psychologist

1985-1991.1 **American Psychological Association**
Washington, D.C.
- Trained peer reviewers providing consultation to CHAMPUS.

1984-1998 **National Association of Social Workers, American Psychological Association**
Washington, D.C.
Peer Review Consultant
- Trained peer reviewers providing consultation to CHAMPUS.

1983-1985 **California Western School of Law**
San Diego, California
Instructor
- Co-taught (with an attorney) aspects of interviewing and counseling. Course was
designed to familiarize students with the concepts of counseling, interviewing,
referral and the psychological principles in the practice of law.

1993-1984 **University of California at San Diego, School of Medicine, Department of Community Medicine**
Preceptor
- Provide consultation to family practice medical students and residents on
psychosocial aspects of patient care.

1979-1982 **University of San Diego School of Law**
Adjunct Faculty
- Co-taught (with an attorney) elements of interviewing, counseling and
negotiation. Course aimed to familiarize students with general concepts of
counseling, interviewing, referral and the psychology of negotiation.
- Served as consultant to legal clinic regarding psychological implications of legal
  teaching and practice. Developed a project to improve legal teaching among faculty.

1979-1982 **Prentice Hall and Macmillan Companies**
New York, New York
Textbook Reviewer
- Review texts in psychology and social work.

1979-1982 **Psychotherapy Institute of San Diego**
Director of Clinical Services and Training
- Prentice included individuals, groups and families. Developed prevention-oriented mental health workshops. Staff supervision and development, clinical administration.

1977-1981 San Diego State University, School of Social Work
Assistant Professor
- Taught direct practice courses on both graduate and undergraduate levels, supervised graduate research projects and field practicums.
- Graduate advising and administrative responsibilities in Children, Youth and Family concentration. Service on Research on Human Subjects Review Committee.

1977-1988 San Diego State University Counseling Center
Psychology Intern
- Individual and group treatment of students and staff (crisis, short-and long term). Developed sexuality and stress-reduction workshops, supervised Master’s degree student practice. Conducted in-service staff training presentations.

1976-1978 Catholic Family Services of San Diego
Psychology Intern
- Responsible for a varied caseload of children, adolescents and adults in individual and family treatment: developed an outreach clinic.
- Staff Supervision and administration of objective and projective psychological tests.

1975-1976 Traveler’s Aid Society of San Diego
Coordinator of Research and Program Development (Internship)
- Monthly program development and evaluation activates, grant writing, and resource development. Liaison with country government agencies.

1973-1975 Private Practice Clinical Social Worker
New York, New York
- Practice emphasized treatment of children, adolescents and families as seen on a referral basis from colleagues in area hospitals and clinics.

1974-1975 Brookdale Hospital Medical Center, Child Outpatient Clinic
Brooklyn, New York
Social Work Supervisor
- Supervised MSW Staff, directed treatment for patients from a broad range of socioeconomic and ethnic backgrounds in crises; long-term individual, group and family treatment. Evaluation and treatment recommendations and occasional teaching (ground rounds) responsibilities.

1971-1975 Counseling and Guidance Center of Long Island
Freeport, New York
Clinical Social Worker
- Client evaluations and treatment of individuals and families, with emphasis on
children and adolescents.

1971-1974 **Long Island Jewish-Hillside Medical Center**
Long Island, New York
Clinical Social Worker
-Broad based experience in Admissions office, and outpatient department and boys adolescent unit (crisis intervention, inpatient hospitalization evaluations, referrals).

1970-1973 **Long Beach Hospital Methadone Maintenance Program**
Long Beach California
Coordinator of Group Services
-Developed and supervised group therapy programs.

**ADDITIONAL TEACHING EXPERIENCE**

1976 **California School of Professional Psychology, San Diego, California.**

1977 **Counseling skills and introduction to psychology.**

**San Diego State University, San Diego, California.**
Co-Teacher in Interpersonal Skills Development.

1977 **California School of Professional Psychology, San Diego, California**
-Teaching Assistant in Psychoanalytic Psychotherapy.

1971-1975 **University of California at San Diego, Extension Division, San Diego, California**

-Group Facilitator/Teacher in Alcoholism Counselor Training Program.

1971 **Adelphi University School of Social Work, Long Island, N.Y.**
-Instructor in Introduction to Social Work Course

**RESEARCH AND PUBLICATIONS**


- Spielberg G; & Evans, M Legal Interviewing Portrayals (videotape), 1980, San Diego. Learning Resources Center.


- Spielberg, G; S-E-L-F, Self-concept Evaluation Location Form (a psychological assessment instrument), 1979, Carney Weedman & Associates, San Diego, with D. Carney and C. Weedman.

  - Spielberg, G; (producer). Address Your Stress (videotape), 1978, San Diego State University, with H. Mays and J. O'Leary.

PRESENTATIONS
Two Year Continuous Group Experience with Spaced Telephonic Contact at the American Group Psychotherapy Association annual conferences 2007-2015.

Continuous Observation Group 2 Day Institute at the American Group Psychotherapy Association. 2006.


- The Use of Immediacy in Group Psychotherapy, Los Angeles Group Psychotherapy Society April 2000.

- Resolving Resistances in Group Psychotherapy, Los Angeles Psychological Association
October 2000.

-Establishing Emotional Communication in Group Psychotherapy; San Diego Society of Clinical

-The Use of Dreams in Group Psychotherapy- Center for the Advancement of Group Studies,

-“Two Theories, Two Techniques: A Panel with Dr’s Rutan &Hopper,” American Group

-“Two Theories, Two Techniques: A Panel with Dr.’s Buchell & Roth,” American Group

-Leader, Advanced Group Process Experience-Eastern Group Psychotherapy Society, New
  York, 1996.

-Ethics in Group Psychotherapy, American Group Psychotherapy Association, Atlanta, Georgia,
  February 1995.

- The Use of Dreams in Group Psychotherapy, Annual Conference, Arizona Group

- The Curative Factors in Group Psychotherapy, June 1993.
  Kaiser Hospital, San Diego, Psychosocial Department.

  University of California San Diego Counseling Center,

  Self-Psychology Study Group,

-Supervision of a Live Group on Stage American Group Psychotherapy Association Conference
-Institute Leader; Interpersonal Group Psychotherapy, American Group Psychotherapy


-Use of Male-Female Co-therapist Pair in the Treatment of Adults Molested as Children
  2-day special institute group:

- Panel: Issues in the use of Co-Therapists in Group Treatment: Supervision of the Co-therapist

-American Group Psychotherapy Association, February 1989, February 1990. Conducted a two-
  day institute on Psychodynamic psychotherapy.

- Unethical Sexual contact Between Therapists and Patients: Society of Clinical Social Workers, San Diego Chapter, March 189. Panel:


- An Innovative Method of Supervision, Trainer Assisted Counseling, California State Psychological Association, San Diego, 1981. Trainer Assisted Counseling:


- The Development and Application of Brief- Self Concept Inventory: A comparison of Clinical Skills Training of Social Workers and Psychologists, California State Psychological Association. February 1979 (two papers)


- Research on Clinical Effectiveness, Long Island Jewish- Hillside Medical Center, New York, 1977 (Ground Rounds)

- New Directions in Psychology, San Diego State University, 1977.

WORKSHOPS, SEMINARS, AND COMMUNITYCONSULTATIONS

- Group Therapy in a Forensic Setting, Patton State Hospital, CA. March 1996

- Local Arrangements Chair, American Group Psychotherapy Association, Annual Conference, San Diego, 1992

- Parents United, San Diego. Transference and Counter transference in Group-Psychotherapy, April 1992


- Parents United Of San Diego, 1985, 1988


- Academy of San Diego Psychologists, San Diego, 1983-1985


- Alcoholism Studies, University of San Diego, 1981

- Fresno Community Hospital, Alcoholism Division, Fresno, 1980, 1981

- San Diego County Welfare Department, San Diego 1978

- University Hospital, San Diego 1978
-Riverside-Imperial County Epilepsy Association, Palm Springs 1978

LICENSURE AND CERTIFICATION

-Certificate of Professional Qualification in Psychology (CPQ) No.1955
-Certificate of Proficiency in the Treatment of Alcohol and Psychoactive Substance Use Disorders, 1996
-ADO002281 American Psychological Association
-Licensed Psychologist, New York, 1994 License No.01056
-Licensed Psychologist, California, 1980. License No.PSY6517
-Certified Social Worker, New York, 1971. License No.13064
-Licensed Clinical Social Worker, California, 1975. License No.L5647
-Marriage, Family and Child Counselor, California, 1977, License No.MFL13595
-Academy of Certified Social Workers, 1973

PROFESSIONAL AFFILIATIONS
-Diplomate, American Board of Professional Psychology, group psychology, 2009
-Fellow American Group Psychotherapy Assoc, 1994
-Institute of Contemporary Psychoanalysis
-Diplomat, Clinical Social Worker, American Board of Examiner, 1988-1992
-Diplomat, American Board of Forensic Examiners 1992-1997
-American Group Psychotherapy Association-Member, 1994-present
-National Register of Health Care-Provider in Psychology, 1981-present #30084
-Society of Clinical Social Workers- Fellow, 1980-1984
-Academy of San Diego Psychologists, Ethics Committee-Member, 1986
-American Psychological Association- Member, 1978-present
-World Future Society- Life Member, 1977-present
-San Diego Youth and Community Services, Board of Directors, 1987-1989

SPECIAL COMPETENCIES AND ADDITIONAL TRAINING

-Graduate, Center for the Advancement of Group Studies, New York City, October 1993
-Selected for LEAD SAN DIEGO, community leadership development training program, 1984.
-Ethical Issues in Death and Dying. National Science Foundation, Chautauqua Short Course 1978.
-Administration and Evaluation of MMPI, 1977.
-Person-Centered Counseling, Center for Studies of the Person, La Jolla, 1976, 1977.
-Intensive Group Psychotherapy, Post Graduate Center for Mental Health, New York City, 1975.
Margy Sperry, Psy.D., M.F.T.
9139 Gibson Street Los Angeles, Ca 90034
(310) 204-0091 Office
margysperry@sbcglobal.net

Licensure: Marriage and Family Therapist
Licensed in July 1991 (MFT 28740)

Undergraduate Education: Pepperdine University
Bachelor of Arts in Psychology and Sociology, April 1984

Graduate Education: Fuller Theological Seminary
Master of Divinity Degree, Marriage and Family Therapy emphasis, June 1988

The Institute of Contemporary Psychoanalysis
Doctor of Psychoanalysis, March 2000

Experience:

July 1991 to Present
Psychoanalyst; Licensed Marriage and Family Therapist
Private Practice in West Los Angeles, California.
Training and Supervising Analyst, Faculty - The Institute of Contemporary Psychoanalysis.

March 2003 to Present
Faculty, The Institute of Contemporary Psychoanalysis
Teach courses in the psychoanalytic training program, psychoanalytic psychotherapy training program, and extension program. Courses include Self Psychology, Intersubjective Systems Theory, Psychoanalytic Complexity Theory, Comparative Theory and Technique, The Use of the Analyst’s subjectivity, and Clinical Case Conferences, Eating Disorders: Psychoanalytic perspectives on Anorexia and Bulimia

April 2011 to Present
Associate Editor, The International Journal of Psychoanalytic Self Psychology

Publications:


### Scholarship:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Location</th>
<th>Paper Title</th>
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</thead>
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<tr>
<td>October 2013</td>
<td><strong>Psychology and The Other Conference</strong>, Cambridge, Massachusetts</td>
<td></td>
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</tr>
<tr>
<td>October 2014</td>
<td><strong>37th Annual International Conference on the Psychology of the Self</strong></td>
<td>Jerusalem, Israel</td>
<td>Presented an original paper: Blockades, Embargos, and the Face of the Politiized Other</td>
</tr>
<tr>
<td>March 2012</td>
<td><strong>International Association of Relational Psychoanalysis and Psychotherapy Annual Conference</strong>, New York, New York</td>
<td></td>
<td>Presented an original paper: Clinical Attitudes and the Transformation of Shame</td>
</tr>
<tr>
<td>May 2011</td>
<td><strong>International Association for Relational Psychoanalysis Annual Conference</strong></td>
<td></td>
<td>Presented an original paper: <em>Sameness and Difference: Cultivating Cultural Empathy</em></td>
</tr>
<tr>
<td>July 2011</td>
<td><strong>32nd Annual International Conference on the Psychology of the Self</strong></td>
<td>Institute of Contemporary Psychoanalysis Online Colloquium, New York, New York</td>
<td>Discussed paper “A Tale of Two Minds” by Helen Grebow, Ph.D.</td>
</tr>
<tr>
<td>October 2009</td>
<td><strong>International Association for Relational Psychoanalysis Annual Conference</strong></td>
<td></td>
<td>Presented an original paper: <em>Putting Our Heads Together: Mentalizing Systems</em></td>
</tr>
<tr>
<td>February 2010</td>
<td><strong>31st Annual International Conference on the Psychology of the Self</strong></td>
<td></td>
<td>Presented an original paper: <em>This Better Be Good! Complex Systems and The Dread of Influence.</em></td>
</tr>
</tbody>
</table>
October 2007 30th Annual International Conference on the Psychology of the Self
Discussant of original paper “Who is Analysis for?” By Linda Marino, Ph.D.

March 2004 A Spiritual Journey: Three Contemporary Psychoanalytic Perspectives
Conference sponsored by The Institute of Contemporary Psychoanalysis
Presented an original paper: The God Who Didn’t Disappear: Psychoanalysis, religious experience and transformation.

October 2002 25th Annual International Conference on the Psychology of the Self
Presented an original paper: The God Who Didn’t Disappear: Psychoanalysis, religious experience and transformation.

Member The International Association of Psychoanalytic Self Psychology:
International Council Member The International Association of Relational Psychoanalysis and Psychotherapy
PENELOPE STARR-KARLIN, Psy.D, M. Arch., MA. MFT.
3301 COLBY AVE
LOS ANGELES, CA 90066
(310) 391-8718. E-MAIL: TruthAndImagination@Verizon.net

EDUCATION:

ADDITIONAL TRAINING:
Robert D. Stolorow Consultation Group. 2003-present.
Existential Philosophy for Psychoanalysts Group. 2014-present.
ICP Members Study Group 2011-present.

PROFESSIONAL CERTIFICATION:
Marriage and Family Psychotherapist. Lic 37181.2000

AWARDS:
Daphne Stolorow Memorial Essay Award. 2011 (clinical), and 2012 (theoretical).

ORGANIZATIONS:
ICP/LA. Member of the Board 2009-2011.
IAPSP
IARPPE
LA CAMFT. Member of the Board 2002-2004

PROFESSIONAL ACTIVITIES:
IJPSP: Co-Chair Student/Candidate Essay Award.
IJPSP Associate Editor 2014-present

TEACHING EXPERIENCE:
ICP: Core Course in Intersubjective-Systems Theory
Psychoanalytic Theories of Dream Interpretation, Parts I and II.
Advanced Elective in Intersubjective Systems Theory.
Self Psychology, Intersubjective-systems theory, Dreams, ICP - PPT program.

PUBLICATIONS:

(2015) The Analyst as Muse: Beyond the Developmental to the Expansive Dimension of the


**CLINICAL EXPERIENCE:**

<table>
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<tr>
<th>Date</th>
<th>Setting</th>
<th>Details</th>
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<tr>
<td>Sept. 2000-Present</td>
<td>PSYCHOANALYSIS AND PSYCHOTHERAPY PRACTICE. Fulltime practice with specializations in Trauma, Grief, Eating Disorders, Addictions Recovery and Family members of the Addicted, Couples work; Depression and Anxiety.</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER WORK EXPERIENCE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Setting</th>
<th>Details</th>
</tr>
</thead>
</table>
1984-1987  

1984  
**Cannell Heumann & Assoc.** Interior Design: Computer Graphics Consultant.

1982-1983  
**Welton Becket Assoc.**, Architects: Computer Graphics specialist, Designer, Planner.

1980-1982  
**Charles Kober Assoc.**, Architects: Draftsperson, Designer.

1979-1982  

1978-1980  

**COMMUNITY EXPERIENCE:**

1994-Present  
Church in Ocean Park **Couples Issues Group.**

**Dream Group** (hosted). Member of panel on T.V. Public Access Pilot Participate with men and women to obtain psychological insight through dream-work.

1992-1994  
Created and facilitated **Women's Group.**

1991-1992  
**Community Issues Group.** Led support group for social activism/multicultural issues.

1982  
Architects, Designers and Planners for Social Responsibility.
LICENSURE
1983 – Present Licensed Psychologist, State of California; #PSY7843

CERTIFICATION
1995 Certified Psychoanalyst

EDUCATION
2008 – 2010 California School of Professional Psychology, Alliant University
San Francisco, CA
Postdoctoral Master of Science in Clinical Psychopharmacology (2010)
1991 – 1995 Institute of Contemporary Psychoanalysis (ICP)
Los Angeles, CA
1981 – 1983 University of California, Los Angeles (UCLA)
Department of Psychology
NIMH Postdoctoral Fellowship
1980 – 1981 University of California, San Francisco (UCSF)
Langley Porter Psychiatric Institute
Internship in Clinical Psychology
1979 – 1981 University of Illinois at Urbana-Champaign (UIUC)
Ph.D., Clinical Psychology (Orals 1981/Diploma 1982)
1971 – 1975 University of Southern California (USC)
BA, Psychology (1975)

ACADEMIC AND PROFESSIONAL HONORS
2009 - Present Listed in Who’s Who in Medicine and Healthcare
2006 - Present Listed in Who’s Who in America
2006 - Present Listed in Who’s Who in Science and Engineering
1992 - Present Listed in Who’s Who in the West (various years)
1986 - Present Listed in Who’s Who in California (various years)
1975 Phi Beta Kappa
Magna Cum Laude

PROFESSIONAL HISTORY
2012 Adjunct Instructor, Alliant International University, California School of Forensic Studies
2006 – 2012 Clinical Assistant Professor of Psychiatry and the Behavioral Sciences, Keck School of Medicine, USC
2006 – 2007 Clinical Director, The Villa Residential Treatment Program, Aurora Las Encinas Hospital, Pasadena, California
2004 – Present President and CEO, The Arroyos®, Inc.
1995 – Present Faculty Member, Training and Supervising Analyst; ICP
1991 – 1995 Psychoanalytic Candidate; ICP
1990 – 1992 Director of Psychology; Ingleside Hospital
1984 – 1987 Assistant Clinical Professor; UCLA Department of Psychology
1984 – 1985 Clinical Assistant Professor; Fuller Theological Seminary
Department of Psychology
1983 – Present Private Practice
1981 – 1983 Post-doctoral Fellow; UCLA Department of Psychology
(Family Project for the Study of Schizophrenia)
1980 – 1981 Lecturer; UCLA Department of Psychology
1980 – 1981 Intern; Langley Porter Psychiatric Institute, UCSF
1979 – 1980 Intern; UIUC Psychology Clinic
1978 – 1979 Lecturer; UIUC Department of Psychology
1976 – 1977 Trainee; Veterans Administration Hospital, Danville, Illinois

**TEACHING EXPERIENCES**

2012 Adjunct Instructor, Alliant International University, Clinical Forensic Psychology Doctoral Program
Instructor teaching graduate course in clinical psychopharmacology
2006 – 2012 Clinical Assistant Professor of Psychiatry and the Behavioral Sciences, Keck School of Medicine, USC
2001 Instructor, NPI
Presenting course and case conference material on contemporary psychoanalysis to psychodynamic psychotherapy students
1995 – Present Instructor, ICP
Presenting course, case conference and lecture material on varied topics of psychoanalysis to
psychoanalytic candidates
1984 – 1987 Assistant Clinical Professor
UCLA Department of Psychology
Co-instructor of a graduate degree course in psychological testing and clinical assessment; supervising psychologist for psychology doctoral candidates in psychological testing and psychodiagnosis; supervising psychologist for psychotherapy cases (1984 – 1986)
1984 – 1985 Clinical Assistant Professor
Fuller Theological Seminary Department of Psychology
Supervising psychologist for clinical psychology doctoral candidates in psychotherapy, psychological testing, and psychodiagnosis
1981 – 1983 Lecturer
UCLA Department of Psychology
Instructor for an undergraduate course in Abnormal Psychology; co-instructor of the graduate assessment course listed above; supervising psychologist for doctoral candidates as listed above
1978 – 1979 Lecturer
UIUC Department of Psychology
Instructor of an undergraduate course on interpersonal theories of psychology

PROFESSIONAL SOCIETIES AND REGISTRATIONS
Member, American Psychological Association, also Divisions 12 (Clinical Psychology), 39 (Psychoanalysis), and 55 (American Society for the Advancement of Pharmacotherapy) Member, California Psychological Association, also Divisions I (Clinical Psychology) and V (Clinical Psychopharmacology)
2011 – 2014 CPA Board Member Alternate, Division V Board of Directors Member, Los Angeles County Psychological Association Member, San Gabriel Valley Psychological Association
2011 – 2014 Chair of the Clinical Psychopharmacology Special Interest Group Member, National Register of Health Providers in Psychology Member, Association for Autonomous Psychoanalytic Institutes

HOSPITAL STAFF MEMBERSHIPS
Huntington Memorial Hospital, Pasadena, CA (Allied Health Professionals Staff since 1985,Co-
admitting privileges to all units at the hospital)
BHC Alhambra Hospital, Rosemead, CA (Medical Staff, Admitting Privileges to all units at the hospital since 2014, LPS designated)

Extensive prior Medical Staff experience at various hospitals in chairmanship and membership roles on Medical Executive, Peer Review, Professional Well-being, Credentials, Continuing Medical Education, Bylaws, Psychology, and other Medical Staff Committees. Outside consultant to Physician Well-being Committees at unaffiliated hospitals.

**PUBLICATIONS**


**UNPUBLISHED MANUSCRIPTS**

PRESENTATIONS


Valone, K. (2003, April). Comments on Billy Elliot. In J. Mannes (Chair), Playing with Film Series. Symposium conducted at the meeting of the Newport Psychoanalytic Institute, Pasadena, California.


Shane, E., Gales, M., Valone, K., & Shane, M., (1995, April). Clinical principles. In K. Valone...
(Chair), The “second century” of psychoanalysis: A contemporary developmental psychoanalytic theory. Symposium conducted at the Annual Convention of Division 39 (Psychoanalysis) of the American Psychological Association, Santa Monica, CA.


SUGGESTED REFERENCES
Available upon request.
Judith Ellen Vida, M.D.
(Judith Ellen Vida-Spence)

Education

High School:
Arroyo High School, El Monte, California; Valedictorian, 1960.

College:
Mills College, Oakland, California, 1960-1962.

Medical School:
Stanford University School of Medicine, Stanford, California, 1964-1969; M.D. 1969.

Internship:

Residency:
Los Angeles County-University of Southern California Medical Center;

Licensure:
State of California, G019485, 1970 (by National Board of Medical Examiners).

Board Certification:
Eligible, General Psychiatry and Child Psychiatry.

Other:
Clinical Associate, Los Angeles Psychoanalytic Society and Institute, 1974-1984; graduated 1984.

Professional Background

Academic appointments:
Clinical Instructor in Psychiatry, University of Southern California School of Medicine, 1974-1975; on leave of absence, 1975-1983; resumed, 1984.
Clinical Assistant Professor of Psychiatry, USCSM, 1986-95.
Clinical Associate Professor of Psychiatry, USCSM, 1995-.
Assistant Faculty, Los Angeles Psychoanalytic Institute, appointed 1988; inactive after 1990.
Founding Member, Institute of Contemporary Psychoanalysis, Los Angeles, 1991.
Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, 1991-present.
Faculty, Institute of Contemporary Psychoanalysis, 1991-present.
National Faculty (invited), Northwest Center for Psychoanalysis in Seattle, 2003-2010.
Guest Faculty, Institute of Clinical Social Work, February 1998.
Specific teaching (current):
Supervisor of family therapy for graduate students in Psychology, Los Angeles County-
University of Southern California Medical Center, 1974-1975.
Supervisor of family therapy and child psychotherapy for Psychiatric Residents, LAC-
USCMC, 1974-1975.
Supervisor of child and family psychotherapy for social work students and Psychology
Interns, Pasadena Child Guidance Clinic, Pasadena, California, 1974-1975.
Private supervision of psychoanalysis and psychotherapy, 1976-present
Demonstration of psychodynamic psychotherapy through one-way mirror to Psychiatry
Supervisor of PGY-3 Psychiatry Resident, Cedars-Sinai Medical Center, 1986-88.
Supervisor, Graduate Center for Child Development and Psychotherapy, Los Angeles,
California, 1993-94.
Co-instructor (with Estelle Shane, Ph.D.), "Basic Concepts of Psychoanalytic Theory and
Technique", 12 week course for first year candidates, Institute of Contemporary
Psychoanalysis; October-February 1991-2.
Guest Faculty, Southern California Psychoanalytic Institute, "An Introduction to the Life and
Work of Sándor Ferenczi", a three-session course for advanced candidates, March-April
1992; March-April 1994; six sessions for advanced candidates, Dec-Mar 1996-7; five
sessions for advanced candidates, Jan-Mar 1999; three sessions for advanced
candidates, Sept-Oct, 1999; four sessions for advanced candidates, Spring 2001; four
sessions for advanced candidates, Fall 2001; four sessions for advanced candidates,
academic year 2002-3..
Instructor, "An Introduction to the Life and Work of Sándor Ferenczi", a 7 or 8 week elective
for advanced candidates, Institute of Contemporary Psychoanalysis, Spring 1993; Fall
1994; Fall 1995; Spring 1996 (two sections); Spring 1997, Spring 1998.
Co-instructor (with Victoria Hamilton, Ph.D.) "A Case Conference in Advanced Object
Relations", 8 week course for advanced candidates, Institute of Contemporary
Psychoanalysis, Spring 1994
Instructor, Selected Readings in the History of Psychoanalysis, I. The Freud-Fliess
Correspondence, 8 week elective for advanced candidates, Institute of Contemporary
Psychoanalysis, Spring 1995.
Instructor, "Advanced Ferenczi Studies: The Matter of the Countertransference", 8 week
elective for advanced candidates, Institute of Contemporary Psychoanalysis, Fall 1996,
Fall 1997, Fall 1998 (2 sections); Fall, 2000.
Invited Lecturer, "The Roots of Contemporary Psychoanalysis in the Work of Sándor
Ferenczi". Half-day lecture and discussion, Institute of Contemporary Psychoanalysis
North, San Francisco, November 3, 1996; Palo Alto, January 17, 1998; San Francisco,
Invited Lecturer, "The origins of contemporary psychoanalysis in the work of Sándor
Ferenczi", Institute of Contemporary Psychoanalysis South, San Diego, February 15,
Invited Lecturer, "The Use and Misuse of Sándor Ferenczi in Contemporary
Psychoanalysis", a five-hour mini-course, Institute of Clinical Social Work Convocation,
February 8, 1998.
Guest Faculty, "An Introduction to the Life and Work of Sándor Ferenczi", Psychoanalytic
Institute of Northern California, November 21 and 22 (weekend intensive course), 1998;
Supervision Group (with Nicholas Rand, Ph.D.), case presentation by Miriam Berger.

At the Israel Psychotherapy Association’s 23rd Annual Conference, “Sándor Ferenczi, the ‘Mother’ of Modern Psychoanalysis and Psychotherapy”, the Fifth International Sandor Ferenczi Conference, Tel Aviv, May 7, 1999.


Invited lecturer (with Gershon J. Molad), “Introducing the autobiographical dialogue,” a research seminar for graduate students in Psychoanalysis, University of Pécs, Pécs, Hungary, March 6-8, 2002.


Instructor, Introduction to Ferenczi (weekend intensive, 12 hours), CCP, Chicago, Il, March 26, 27, 28, 2004

Supervision of clinical cases (“supervision de casos clinicos”) for Agape, México City, March 12, 2005.


Private practice of Child Psychiatry, 1974-83
Private practice of Adult and Adolescent Psychiatry, 1974-present
Private practice of Adult Psychoanalysis, 1984-present
Staff Psychiatrist, Pasadena Child Guidance Clinic, 1974-1975
Courtesy staff, Ingleside Mental Health Center and Hospital, 1974-1978

**Society Memberships:**
American Psychiatric Association
General Member, 1974-87
Fellow, 1987-2002
Distinguished (Life) Fellow, 2003-present
Member Life, Health, and Accident Insurance Committee, 1985-91
Assembly of District Branches Corresponding Task Force on APA-Pharmaceutical Industry Relationships, Consultant, 1984-1985

Southern California Psychiatric Society, 1974-present
Membership Committee, 1974-1980; Chair, 1977-1980
Ethics Committee, 1977-1978
Finance and Personnel Committee, Chair, 1980-1981
Councillor, 1981-1984
Task Force on District Branch Use of Legal Counsel, 1982
Ad Hoc Committee on Regionalization, 1983-85
Task Force to Evaluate Psychiatric Education Program, 1984
Office Organization Task Force, Chair, 1984
Administrative Search Committee, Chair, 1984-1985
President-Elect, 1984-1985
President, 1985-1986
Representative to Los Angeles Advocates for Mental Health, 1987-1988

American Psychoanalytic Association, affiliate member, 1976-1985;
Associate member, 1985-1988
Extended Associate member, 1988-1992
Active member, 1992-present
International Psychoanalytic Association, 1985-present.

Southern California Society for Child Psychiatry, 1974-1981
Clinical Associates’ Organization, Los Angeles Psychoanalytic Society and Institute, 1974-1984

Los Angeles Psychoanalytic Society and Institute, Clinical Associate, 1974-1984
Member, 1985-1994 (resigned).
Extension Division Committee, Clinical Associate Member, 1979
Special Funds Committee, 1981-87.
Ad Hoc Committee on The Future of LAPSI, 1988-89
Assistant Faculty, 1988-90; inactive after 1990.
Chair, Ad Hoc (Faculty) Committee on Ambience, 1989-1990.

Los Angeles County Medical Association, California Medical Association, 1985-1998 (discontinued membership).

Institute for Contemporary Psychoanalysis, Los Angeles, California
Founding member, 1990
Training and Supervising Analyst, 1991 – present
Faculty, 1991 – present
Member, Board of Directors, 1990-1995; 1999 (March-December, to fill unexpired term).
Member, Curriculum Committee, 1991-93
Member, Ad Hoc Committee on Training Analyst Selection and Criteria, 1993-
1995.
Member, Candidates Progression Committee, 1994.
Member, Ad Hoc Committee to Consider Federation Affiliation, 1997.
Member, Ad Hoc Committee to Consider Reporting/Recording the Training Analysis, 1998-2000.
Co-chair (with Stacy Berlin) of Ad Hoc Committee For Exploring the Arts, 2015-present.
Sándor Ferenczi Society, Budapest, Hungary; member, 1993-present.
Scientific Advisory Board, 2000-present.
Member-at-Large, Board of Directors, 2000-2005 (re-elected 2003); 2008-2011.
President, 2005; re-elected 2006; 2012-13 (two-year term).
Co-chair (with Arturo Ortiz, Ph.D.), “Revived in Queretaro (After Wilma),” some papers rescheduled from 16th Annual Interdisciplinary Conference, Dona Urraca Hotel Conference area, Queretaro, Mexico, February 20-22, 2006.
Membership Chair, 2007-2010.
Editorial Board, Other/Wise (online journal), 2008-2012.

Consultantships:
Pediatric Respiratory Disease Committee, Los Angeles County Lung Association, 1974-1975
Advisory Board, Cesarean Birth Organization of Southern California, 1978-1981

Activities
The Sunland Seminars, founded 1999, an independent center for interdisciplinary studies, Sunland, CA.
The Invention of Oneself (Self Portrait of an Other) and Tiziana, presentations
by Michael Larivière, February 26, 2005.
*If He Could Have Been*, presentation by Michael Larivière, April 9, 2005.
*There is something unbearable, unthinkable, unrepresentable at the core of sexual pleasure*, presentation by Michael Larivière, September 10, 2005.
*Other Than Christmas*, Bach’s Well-Tempered Clavier, presentations by Myron Dyal, December 24 & 26, 2005.
*Notes From the In-between*, presentation by Judith E. Vida, January 7, 2006.
*Clinical presentation*, Sharon Bassett, April 1, 2006.
*American Journal of Psychoanalysis*

**Editorial Board 2001- present**
- Section Editor, "The Arts" 2003- present

**Bibliography (current as of February 17, 2012):**


(2003) “On listening to the other analyst's voice: 'In fact we were fellow language students, although she did not know this' (with Gershon J. Molad). *International Forum of Psychoanalysis, 12*: 61-64.


(Submitted for publication) “Where the dreams go.” With commentary by LionelCorbett, M.D. Presented to “One Hundred Years Down the Royal Road,” Newport Psychoanalytic Institute, Pasadena, October 2, 2004.

(Submitted for publication) “A cosmic duet.” Presented to Psychoanalysis as a Human Endeavor: Who Are We, Really? Conference sponsored by the Pasadena Psychoanalytic Psychotherapy Program of the Institute of Contemporary Psychoanalysis, Los Angeles, Pasadena, May 7, 2005.
Electronic bibliography (selected):


“At the Frontier of Psychoanalytic Understanding.” Discussion of presentations by Robert Stolorow and Julia Schwarz at Contemporary Psychoanalytic Perspectives on Trauma, conference sponsored by La Vie Counseling Center, September 23, 2000, Pasadena California. No longer available at www.AcademyAnalyticArts.org; redirect to jvida@spence.net at request of JuliaSchwartz.


Community (incomplete):

Speaker for Los Angeles County Lung Association, "Psychological aspects of asthma", November 1974 and February 1978

Distinguished Service Award, Los Angeles County Lung Association, 1974

Speaker, Los Angeles C-Sect, "Phases of pregnancy and emotional aspects of cesarean delivery", June 1977


Speaker, Cesarean Birth Organization of Southern California, "Psychological aspects of pregnancy, delivery, and cesarean birth", Arcadia Methodist Hospital, February 1978.

Speaker, "Psychological aspects of cesarean birth", continuing Education Symposium for Lamaze Instructors and Obstetrical Nurses, GoldenWest College, Huntington Beach, California, May, 1979

Participant, Radio Station KFWB,"Ask the Experts Today" program, staffed by Southern California Psychiatric Society, December, 1983

Guest lecturer for Sociology 22, The Sociology of Health and Medicine, "The experience of medical education", Pitzer College, Claremont, California, November, 1983

Member, Committee to Evaluate Admissions Policy, Pacific Oaks Childrens School, Pasadena, California, 1979-1980

Chair, Sales Committee, Pacific Oaks Childrens School Annual Book Fair, 1979-1981

Member, Steering Committee, Pacific Oaks Children's School Annual Book Fair, 1982

Assistant Room Mother, Third Grade, Oakwood School, North Hollywood, California, 1983-1984.

Member, Board Education Committee, Pasadena Guidance Clinics, 1984-1985


Speaker, "Grief Recovery and the Holidays", G.R.O.W. meeting, San Gabriel Community Medical Center, San Gabriel, California, November 15, 1986 (an ongoing support group for the widowed).

Invited Member, Oakwood School Parent Leadership Council, 1986-88.


Chair, Board of Directors, Los Angeles Institute of Contemporary Art, 1985-88 (active involvement in fundraising, administration, and program presentation for an internationally recognized alternative art organization)


Advisory Board Member, Laguna Art Museum, 1990-1996.


Member, Board of Trustees, Museum of Jurassic Technology, Los Angeles, California, 1991-present

Collector of contemporary art since 1972.


Global Architecture, #36 (1993), Spence ResidenceAddition.

Juxtapoz Magazine, "The Spences", article by John Smythe, Fall 1996.

Presenter (with Stuart Spence), "The Mystery of the Visible"; invited participant of Symposium, "LAX", sponsored by Ursula Krinzinger Gallery, Vienna, Austria, November 5, 1992

Invited Participant, "Technological Rituals", a two day workshop, sponsored by the Annenberg Center for Communication and the Fisher Gallery of the University of Southern California, February 10-11, 1996.

Lecturer, Life Lessons: What One Psychoanalyst Learned From Contemporary Art, Friday Evening Salon at the Santa Monica Museum of Art (Track 16 Gallery/Bergamot Station), Santa Monica, CA, July 18, 1997; and in the Good Morning Laguna Lecture Series, Laguna Art Museum, Laguna Beach, CA, February 1, 1998.

Lecturer, "Living Art: Assaulting the Myths of Art and Illness", lecture in conjunction with Love Forever: Yayoi Kusama, 1958-1968, curated by Lynn Zelevansky and Laura Hoptman, Los Angeles County Museum of Art, May 14, 1998; at the Walker Art Center, Minneapolis, Minnesota, February 28, 1999; also presented to 4th year students at Otis College of Art and Design, Los Angeles, California (John Boskovich, Instructor), October 2, 1998; and to Graduate Seminar, Art Center College of Design, Pasadena, California (Mike Kelley, Instructor), February, 2000.


Member, Design Team for "Made in California: NOW", exhibition opening September 2000 at Los Angeles County Museum of Art by LACMA Lab, Robert L. Sain, Director.

Lecturer, “So what is it about those eyes? (How pain becomes kitsch)”. In conjunction with exhibition of the paintings of Margaret Keane. Laguna Art Museum, October 12, 2000.


Founding Member and Chair, Parents’ Action Committee for Education of South Pasadena, 1988-89.

Governing Board Member, South Pasadena Unified School District, elected for term 1989-93; re-elected for term 1993-1997

Clerk of the Board, 1990-1

President, 1991-2

Resigned due to relocation, 1996.

Panellist, "It Can Work!", presentation by representatives of South Pasadena Unified School District on collaborative bargaining, to California School Boards Association Annual Education Conference, Long Beach, California, December 3,1992

Presenter, "Parenting the gifted child"; to 3rd grade parents, South Pasadena Unified School District, April 17, 1997.

Member, Policy Board of Directors, Project D.A.Y. (Diversion Alternatives for Youth), Pasadena, California, 1990-1996.


**Psychiatric:**

Speaker, "Psychological aspects of cesarean childbirth", Seminar in Psychosomatic Obstetrics and Gynecology, Section on Psychiatry,Los Angeles County Medical Association, Los Angeles, September 1979

Moderator of Issue Workshop, "What if women psychiatrists meet regularly?", American Psychiatric Association Annual Meeting, Los Angeles, May, 1984

Guest Discussant, Department of Psychiatry Grand Rounds, Cedars-Sinai Medical Center, March, 1984

Speaker, South Bay Psychiatric Society, "Southern California Psychiatry in 1985", Torrance, California, October, 1984
Co-moderator, Issue Workshop, "Women psychiatrists' support groups: two perspectives", American Psychiatric Association Annual Meeting, Dallas, Texas, May 1985
Invited member, Medical Advisory Committee, Los Angeles County Department of Mental Health, 1985-86
Panellist, "Reducing the Barriers of Mistrust Between Families and Professionals", Los Angeles Chapter, Alliance for the Mentally Ill, March 13, 1986
Testimony before Supervisor Edmund D. Edelman, Los Angeles County Board of Supervisors, regarding the interrelatedness of homelessness, severe chronic mental illness, current commitment laws, and county procedures; invited participant, May 30, 1986.
Panel Moderator, "Psychological Issues and the Threat of Nuclear Disaster", summary panel, meeting jointly sponsored by the Southern California and Los Angeles Psychoanalytic Societies and the Southern California Psychiatric Society (West Los Angeles Region), December 6, 1986.
Guest Presenter, "Sándor Ferenczi: Forgotten Innovator", Grand Rounds, Department of Psychiatry, Cedars-Sinai Medical Center, April 17, 1989.

**Psychoanalytic (incomplete after September 2005):**
Panellist, "Psychoanalytic training from the perspective of the clinical associate", Western Regional Psychoanalytic Societies Meeting, Los Angeles, March 1979
Recorder for Discussion Group, Western Regional Psychoanalytic Societies Meeting, San Francisco, March 1983
Discussant, "The Freud-Ferenczi Relationship and its Bearing on Contemporary Psychoanalysis", a paper by Andre Haynal, M.D., Los Angeles Psychoanalytic Society and Institute, June 1, 1989.
Panellist, Sándor Ferenczi's Clinical Diary, "Ferenczi's Clinical Diary: roadmap to the realm of


Panellist, Ferenczi Symposium, "Sándor Ferenczi: Amalgamating with the Existing Body of Knowledge", at 100 Years of Psychoanalysis: The Early Freud, International Congress organized by the Centre Medical Universitaire, Geneva, September 17-18, 1993, Geneva, Switzerland.


Discussant, "Listening As An Expression of the Identity of the Psychoanalyst" by Michael Parsons; at Listening and Mirroring, the Winter Meeting of the Institute of Contemporary Psychoanalysis, January 7, 1995.

Discussant, "Sándor Ferenczi, the Mother of Contemporary Psychoanalytic Technique: Ferenczi and His Children"; and "Creativity in the Psychoanalytic Work", a two day presentation by André Haynal, M.D. at the Institute of Contemporary Psychoanalysis, January 20-21, 1995.


Discussant, papers on the Psychoanalytic Impasse by Philip Ringstrom and Gary Sattler, at the Spring Meeting of Division 39, American Psychological Association, Los Angeles, April 27, 1995.

Guest Speaker, "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", American Institute of Psychoanalysis, New York, May, 1995; at the Psychoanalytic Center of California as part of Symposium on Primitive Mental States, June 17, 1995; and at the First Ferenczi Congress of Latin America, August 25, 1995, Sao Paulo, Brazil.


Co-presenter, "'As far as possible': discovering our limits and finding ourselves", with Samoan Barish, DSW, Ph.D., to the American Academy of Psychoanalysis Winter Meeting,
Scottsdale, AZ, December 8, 1996; to a private study group organized by Sanford Shapiro, M.D., July 26, 1997, San Diego, CA; to the Self Psychology Study Group of San Diego, CA, October 25, 1997.


Presenter, "Keeping the clinical hour (and yourself) alive", a day-long workshop for the Northwest Self Psychology and Intersubjectivity Study Center, December 6, 1997, Bellingham, WA.


Panellist, "Looking at One Psychotherapy Case from Different Theoretical Perspectives", The Institute of Clinical Social Work, February 8, 1998, Santa Monica, CA.


Panellist, to comment upon presentation and formal discussions of "Conflictual listening: signal conflict and the benign negative countertransference" by Henry F. Smith, M.D. Meeting jointly sponsored by Los Angeles Psychoanalytic Society and Institute and Southern California Psychoanalytic Society and Institute, Los Angeles, November 14, 1998.


Moderator, “Bringing Ferenczi Home” (and Presenter by way of Introduction, "Not 'filed away as finally dealt with'"), Winter Meeting of the Institute of Contemporary Psychoanalysis, February 12, 2000. Participants: Elaine Bridge, Katherine Schwarzenbach, Susan Thau,
Nancy A. Smith, and Ann-Louise S. Silver, discussant.
Presenter, "The psychoanalysis that is (a way of) life: the Ferenczi-experience" (written with Gershon J. Molad), as part of program "Evolution and Revolution in Psychoanalysis: One Hundred Years Since Freud", sponsored by Institute of Contemporary Psychoanalysis and Los Angeles County Psychological Association, in conjunction with Freud Exhibit organized by Smithsonian Museum; Skirball Cultural Center, April 15, 2000, Los Angeles.
Discussant, "The other's failures and one's own", lecture by Emanuel Berman, Ph.D., at Institute of Contemporary Psychoanalysis, Los Angeles, April 29, 2000.
Coordinator, Los Angeles Chapter of International Study Groups on Sandor Ferenczi, originated by Israel Association of Psychotherapy, 2000-2002.
Presenter, "At the Frontier of Psychoanalytic Understanding", discussion of presentations by Robert Stolorow and Julia Schwarz. "Contemporary Psychoanalytic Perspectives on Trauma", conference sponsored by La Vie Counseling Center, September 23, 2000, Pasadena California.


Invited lecturer, “The role of love in the therapeutic action of psychoanalysis,” to independent group of psychoanalysts and psychotherapists, Santa Barbara, CA, April 27, 2002.


Invited participant, Turin Ferenczi Congress July 2002, experiential group workshop presentation with the Los Angeles chapter of the International Sandor Ferenczi Study Groups.


Invited lecturer, “Drawn to the asylum: in search of missing parts (on the way to a possible conversation),” Academy for the Study of the Psychoanalytic Arts and Michigan Society for Psychoanalytic Psychology, Providence Hospital, Southfield (Detroit), MI, September 8, 2002.


Invited participant (with Gershon J. Molad), “‘Should we get rid of the speakers, or what?’ Speakers and loudspeakers: initial notes about (failures of) love in conference space.”


Invited participant, Members’ Organizing Committee, Meryle Gellman and Sherry Shirk Hoffman, co-chairs, inaugural program. Film presentation: After Life directed by Kore-Eda Hirokazu, followed by discussion, at ICP, July 31, 2011.

Discussant, “The Homeless ‘Other’ presentation and film by Dr. Stuart Perlman, Institute of Contemporary Psychoanalysis, Los Angeles, February 2, 2014.


Revised August 28, 2015

(Incomplete: does not yet include IFPE presentations since 2004)
Mary E. Walters, LCSW, Psy.D.
3252 Holiday Court, Suite 201
La Jolla, CA 92037
858-643-9771
marywalters@san.rr.com

Experience Summary

Current Position

Private Practice 1990 - present
La Jolla, CA
- Provide individual and couple psychotherapy utilizing a range of treatment modalities, including psychoanalysis and psychodynamic psychotherapy, and short-term, problem-focused approaches appropriate for managed care

Co-director – Saturday Series 2012 - present
San Diego, CA
- Co-direct monthly educational program in contemporary psychoanalysis as a satellite program of the Institute of Contemporary Psychoanalysis

Voluntary Clinical Instructor 2012 - present
UCSD School of Medicine
La Jolla, CA
- Provide clinical supervision for psychiatric residents

Previous Experience

Consulting Social Worker 2000 - 2001
Areata Crowel Center
San Diego, CA
- Provided clinical supervision to staff and interns and co-facilitated weekly treatment team meetings

Psychiatric Social Worker 1987 - 2000
UCSD Psychiatric Services
San Diego, CA
- Provided diagnostic assessment, treatment planning and individual, couple, group and family psychotherapy
- Experience with chronically mentally ill clients and higher functioning clients
- Able to work in short-term, problem-focused modalities and provide longer-term, psychodynamic psychotherapy
- Supervised graduate and undergraduate social work students
- Participated in clinic-wide education for graduate level interns and psychiatric resident training program
- Provided assessment and crisis intervention for walk-in service

**Psychiatric Social Worker** 1986 - 1987
University of Chicago Medical Center
Inpatient Psychiatric Unit, Chicago, IL
- Individual, couple and family therapy for inpatients and outpatients
- Co-lead treatment groups, including multiple family therapy groups
- Collaborated with multidisciplinary treatment team in treatment and discharge planning

**Licensing and Education**

Licensed Clinical Social Worker – License #LCS14566 1989

Doctorate in Psychoanalysis 2013
Institute of Contemporary Psychoanalysis, Los Angeles

Masters in Social Work 1986
University of Chicago
School of Social Service Administration

BA with honors in psychology 1981
University of California, Los Angeles
DR. JOYE WEISEL-BARTH

CALIFORNIA LICENSE: #PSY 5283, 1977 to JANUARY 2014.

ACADEMIC DEGREES


Ph.D., Psychology, California School of Professional Psychology, Los Angeles, California, 1976.

M.A., Psychology, California School of Professional Psychology, Los Angeles, California, 1974.


CLINICAL PRACTICE

Clinical Psychologist and Psychoanalyst in Private Practice, Encino, California, 1977 to present. Practice consists of psychoanalysis as well as adult, adolescent and family dynamic psychotherapy. Emphasis on issues of loss and change as well as a specialty in work and creative problems.


PROFESSIONAL ACTIVITIES:

Senior Instructor, Training Analyst and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles.

Book Review Editor, International Journal of Psychoanalytic Self Psychology

Associate Editor, Psychoanalytic Dialogues.

Instructor in Basic Concepts, Freud, Complexity Theory, Clinical Writing, Attachment Theory, Multiple States, and Neuropsychology, Institute of Contemporary Psychoanalysis, Los Angeles.

Council Member, International Association of Psychoanalytic Self Psychology.
Kathryn J. Zerbe, M.D.
Medical License: Oregon MD23300

<table>
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<tr>
<th>Business Address</th>
<th>Home Address</th>
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| 4800 SW Macadam Ave., Ste. 340  
Portland, OR 97239-3927  
(503) 295-9909 | 1516 NW Benfield Drive  
Portland, OR 97229  
(503) 296-6164 |

**Current Positions**

- **Private Practice of Adult Psychiatry** and Psychoanalysis
- **Professor of Psychiatry & Obstetrics & Gynecology**
- Training and Supervising Analyst
- Immediate Past Director/Assistant Director
- Appointed Geographic Rule Supervising Analyst Institute 2011
- **Faculty and Supervisor**  
Institute of Contemporary Psychoanalysis

**Previous Positions**

**Director**
- Oregon Psychoanalytic Institute 2008-2012
- Oregon Health & Science University

**Vice Chair for Psychotherapy**  
2002-2008
- Oregon Health & Science University

**Director of the Outpatient Services**  
2002-2008
- Oregon Health & Science University

**Director of Behavioral Medicine with joint**  
2001-2006
- Center for Women’s Health-
- Appointment as Professor of Obstetrics-Gynecology  
Oregon Health & Science University

**Jack Aron Professor of Psychiatric Education and**  
Karl Menninger School of Psychiatry  
1997-2001

**Women’s Mental Health**  
Training and Supervising Analyst  
1996-2001
- Topeka Institute for Psychoanalysis

**Geographic Rule Training and Supervising Analyst**  
1996-2001
- Greater Kansas City Psychoanalytic Institute

**Director, Eating Disorders Program**  
1988-1992
- The Menninger Clinic
- 2000-2001

**Faculty Member and Supervisor**  
1983-2001
- Karl Menninger School of Psychiatry
- and Mental Health Sciences

**Editor**
- *Bulletin of the Menninger Clinic: A Journal for the Mental Health Professions*  
2001
- 1998-

**Dean**
- 1997

**Vice President/Director of Education and Research**  
The Menninger Clinic  
1994-
1993-1997
Helen Malsin Palley Professor of Psychiatry Karl Menninger School of Psychiatry
1994-1997
Karl Menninger School of Psychiatry and Mental Health Sciences
1992-1993
Director, Adult Outpatient Department The Menninger Clinic
1994-1997
Medical Director, Women’s Program The Menninger Clinic
1992-1993
and Mental Health Sciences
1992-1993
C.F. Menninger Memorial Hospital
1987-1992
Section Chief C.F. Menninger Memorial Hospital
1992-1993
1983-1987
Team Leader Menninger Clinic
1982-2001
Staff Psychiatrist

Editorial Boards
Bulletin of the Menninger Clinic: A Journal for the Mental Health Professions
Eating Disorders Review
Eating Disorders: The Journal of Treatment and Prevention
Postgraduate Medicine

Education
BS with BA equivalent, double major in history and zoology Duke University, Durham, NC
1973
MD Temple University School of Medicine Philadelphia, PA 1978

Psychiatric Residency
Karl Menninger School of Psychiatry and Mental Health Science, Topeka, KS
1978-1982

Psychoanalytic Training
Topeka Institute for Psychoanalysis 1984-
1992

Board Certification
Certified by National Board of Medical Examiners 1979
Certified in Psychiatry by American Board of Psychiatry and Neurology 1984
Certified in Psychoanalysis by American Psychoanalytic Association Board of Professional Standards 1993

Honors and Awards
Portland’s Best Doctors, Portland Magazine 2015
Visiting Professor, Michigan Psychoanalytic Institute 2014
Portland’s Best Doctors, Portland Magazine 2013
Portland’s Best Doctors, Portland Magazine 2012
Humanitarian Award, Harrisburg Academy, Camp Hill, Pa 2011
Lifetime Achievement Award, National Eating Disorders Association 2011
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2011
Named one of Portland’s “Top Doctors” Portland Monthly 2011
Selected for “Best Doctors in America” 2011
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2010
Selected for “Best Doctors in America” 2009 - 10
Member, Center for Advanced Psychoanalytic Studies 2009
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2009
Department of Psychiatry, Residency Teaching Award 2009
Selected for “Best Doctors in America” 2008 - 2009
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2008
Department of Psychiatry, Residency Teaching Award 2008
Selected for “Best Doctors in America” 2007 - 2008
Edith Sabshin Teaching Award, given by American Psychoanalytic Association, for teaching psychoanalytic concepts to students who are not candidates 2007
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2007
Department of Psychiatry Residency Teaching Award 2006
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2006
Residency Teaching Award, presented by graduating psychiatric residents, OHSU 2005
Alexandra Symonds Award, American Psychiatric Association and Association of Women Psychiatrists, for outstanding contributions and leadership in women’s mental health 2005
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2005
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2004
Selected “one of America’s Top Doctors” Castle-Connolly Guide 2003
Fellow, Academy of Eating Disorders 2003
Residency Teaching Award, presented by graduating psychiatry residents, OHSU 2003
Distinguished Fellow, American Psychiatric Association 2003
Selected “One of America’s Top Doctors” Castle-Connolly Guide 2002
I. Arthur Marshall Award, Outstanding Alumnus, Karl Menninger School of Psychiatry and Mental Health Sciences 2001
Mental Health Services
Selected “One of America’s Top Doctors” Castle-Connolly Guide 2000
Menninger Alumni Association Publication Prize, Best Professional Book, Women’s Mental Health in Primary Care 1999
William C. Menninger Teacher of the Year Award, from psychiatry residents in the Karl Menninger School of Psychiatry and Mental Health Sciences 1999
Appointed Jack Aron Professor in Psychiatric Education 1997
Mentorship Award, from postdoctoral fellows in clinical psychiatry in the Karl Menninger 1997 School of Psychiatry and Mental Health Sciences
Who’s Who in America 1996-2008

Honors and Awards (cont.)

William C. Menninger Teacher of the Year Award, from psychiatry residents in the Karl 1996
Menninger School of Psychiatry and Mental Health Sciences
Member, American College of Psychiatrists 1996
Alpha Omega Alpha 1995
Michael Wohl Distinguished Lecturer, Temple University School of Medicine 1995
Women of Distinction Award, Kaw Valley Girl Scout Council 1995
Helen Halsin Palley Professorship, Karl Menninger School of Psychiatry and Mental Health Sciences 1994-1997

Sciences
Alumna of the Year, The Harrisburg Academy 1994
Distinguished Visiting Professor, Wilford Hall Air Force Hospital, San Antonio 1994
Hilde Bruch Award and Lecture, National Eating Disorders Association 1994
Women, Eating Disorders, and Treatment
Sigma XI, The Scientific Research Society, Full Member 1994
Paul & Jansje M. Pruyser Professorship, Karl Menninger School of Psychiatry and Mental Health Sciences 1993

Women Helping Women Award, Anorexia Nervosa and Associated Disorders Association 1993
Distinguished Visiting Professor, Letterman Army Hospital, San Francisco, CA 1992
Fellow, American Psychiatric Association 1991
Alumni Award for Scientific Writing, Karl Menninger School of Psychiatry and Mental Health Sciences, “The Tragic Actor: Forms and Transformations of Narcissism in the Life and Work Of Édouard Manet” 1990
Topeka Institute for Psychoanalysis Publications Award 1990
Outstanding Young Women of America 1988-1989
J. Hambleton Abrahams Professorship in Clinical Psychiatry 1988
William C. Menninger Teacher of the Year Award, Karl Menninger School of Psychiatry and Mental Health Sciences (presented by graduating residents) 1986
Sigma XI, The Scientific Research Society, Associate Member 1986
Topeka Institute for Psychoanalysis Publications Award
1985
Laughlin Award for Merit, Outstanding Graduating Psychiatry Resident, Karl Menninger School of Psychiatry and Mental Health Sciences
1982
Paul W. Pruyser Award, Karl Menninger School of Psychiatry and Mental Health Sciences, first-place graduation paper
1982
Honorable Mention, William C. Menninger Award for Writing, Central Neuropsychiatric Association
1982
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences
1981-1982
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences
1980-1981
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences
1979-1980
Cum laude, Duke University
1973
Who’s Who in American Universities and Colleges
1972-1973

Clinical Experience
Consultant, Menninger Children's Hospital
1984-2000
Consultant, C.F. Menninger Memorial Hospital
1984-2001
Teaching Consultant, Colmery O'Neil VA Medical Center
1988-2000
Staff Psychiatrist, C.F. Menninger Memorial Hospital
1982-2001
Supervisor, Medical Student Program, The Menninger Clinic
1982-1991
Director, Adult Outpatient Department, C.F. Menninger Memorial Hospital
1992-1994

Clinical Experience (cont.)

Medical Director, Women's Program, The Menninger Clinic
1992-1994
Section Chief, Eating Disorders Unit, C.F. Menninger Memorial Hospital
1987-1992
Section Chief, Mag Hall (Extended Treatment Unit), C.F. Menninger Memorial Hospital
1987-1990
Visiting Consultant, Ancloate Manor Hospital, Tarpon Springs, FL
1986-1988
Probation Officer, Juvenile Division, Dauphin County, PA
1973

Academic Appointment
Seminar with Residents, OHSU
present
1. Psychodynamic Case Conference (PGY-III)
2. Integrated Psychotherapy Seminar (PGY-IV)
3. Dreams in Psychotherapy (elective) 2005-present
4. Evening Seminar with K.L. Holloway, MD: Case Formulations with different models 2005-present

Faculty member, Karl Menninger School of Psychiatry and Mental Health Sciences
1983-2001
1. Abnormal Personality (Psychopathology)
2. Consultation-Liaison Psychiatry
3. Professional Development
4. Psychodynamic Psychotherapy
5. Senior Clinician Seminar in Psychotherapy
6. Topics in Research

Courses Taught, Oregon Psychoanalytic Institute 2001-present
1. Adult Development
2. Depression and Masochism
3. Topics in Psychoanalytic Theory (with G. Fogel, M.D.)
4. Continuous Case Conference
5. Introduction to Psychoanalytic Theories
6. Narcissism
7. Relational Perspectives on the Body, Addictions, and Psychosomatic Disorders
8. Gender & Sexuality

Faculty member, Topeka Institute for Psychoanalysts, Courses Taught 1991-2001
1. Adult Development (candidates)
2. Classical and Contemporary Understanding of Affect Theory (candidates)
3. Conceptualizing Psychoanalytic Process (candidates)
4. Gender Issues in Contemporary Psychoanalysis (candidates)
5. Obsessive-Compulsive Disorder (candidates)
6. Perversions (candidates)
7. Psychology of Women (candidates)
8. Psychology of Women (extension division)
9. Superego (candidates)

Faculty member/coordinator, Postgraduate Diagnostic Course, 1985-1987
Karl Menninger School of Psychiatry and Mental Health Sciences
Helen Malsin Palley Professor in Clinical Psychiatry, 1994-1995,
Karl Menninger School of Psychiatry and Mental Health Sciences 1995-1996,
1996-1997

Instructor, Medical Student Program, The Menninger Clinic 1981-1990
1. Topics in Psychiatry
2. Psychiatric Interviewing
3. Countertransference Issues in Psychotherapy
**Academic Appointment (cont.)**

*J. Hambleton Abrahams Professorship in Clinical Psychiatry*, Karl Menninger School of Psychiatry and Mental Health Sciences, 1988-1989

*Paul & Jansje Pryuser Professor in Clinical Psychiatry*, 1993-1994

*Visiting Professor*, Smith College School of Social Work, 1993-1996

*Karl Menninger School of Psychiatry and Mental Health Sciences*  
*Psychotherapy Supervisor*, The Menninger Clinic, 1986-2001

*Career Development Seminar*, Duke University, 1985

**Major Invited Workshops, Lectures, Presentations**

Full Day Workshop, Psychodynamic Psychotherapy of Eating Problems: Theory, Technique, and Research. Minneapolis Psychoanalytic Society, Minneapolis, MN  

Invited Case Conference for Candidates, Minneapolis Psychoanalytic Institute, Minneapolis, MN  

September, 2014  

Essential Others in the Life and Work of Emily Carr: Michigan Psychoanalytic Society, Ann Arbor, MI  

March 2014  

Visiting Professor, Michigan Psychoanalytic Institute, Grand Rounds  
On Psychodynamic Psychotherapy – Henry Ford Hospital, Detroit; Case Conferences in Detroit, East Lansing, Ann Arbor; Various presentations at Postdoctoral, pre-doctoral, residency programs as part of 1 week engagement.  

March 2014  

On Secrets: Psychodynamic Formulation and Technique, Michigan Psychoanalytic Society, Ann Arbor, MI  

March 2014  

Discussant, New Technologies in Psychoanalysis, American Psychoanalytic Association, New York, NY  

A Psychobiographical Portrait of Emily Carr, Prague, The Czech Republic  

October, 2013  

Czech Psychoanalytic Society  

Panel Discussion of A Streetcar Named Desire: Sadomasochism, Feminism,
and the Loss of Self (with L. Shershow, MD and N. Winters, MD). 26th Annual Fall Meeting, Oregon Psychiatric Association, Ashland, OR

Invited Discussant of Rita Teusch’s paper, Sado-masochistic Relations Between Ego and Superego in Anorexic Patients, American Psychoanalytic Association Spring Meeting, Chicago

Discussion Group on Eating Disorders and Body Image Problems Over the Lifecycle, American Psychoanalytic Association Spring Meeting, Chicago

Half Day Seminar and Case Discussant, Countertransference Issues In Eating Disorder Treatment, Duke/UNC Psychoanalytic Institute, Society, and Psychotherapy Outreach Programs, Lucy Daniels Center, North Carolina

Discussion Group on Eating Disorders and Body Image Problems over the Lifecycle, American Psychoanalytic Association, New York, NY

Invited Paper and Panel Discussant, Eating Disorders and Addictions, Michigan Psychoanalytic Society, Ann Arbor, MI

Discussion Group on Eating Disorders and Body Image Problems over the Lifecycle, American Psychoanalytic Association, San Francisco, CA

Invited Paper and Panel Discussant, Eating Disorders and Addictions, Michigan Psychoanalytic Society, Ann Arbor, MI

Discussion Group on Eating Disorders and Body Image Problems over the Lifecycle, American Psychoanalytic Association, New York, NY

Invited Lecture, Eating Disorders in Middle and Later Life (with Maria Lapid, MD, Don McAlpine, MD, and T.A. Rummans), Annual Meeting of Geriatric Psychiatry, San Antonio, TX

Grand Rounds, Eating Disorders Over the Life Cycle, Southwestern University Medical School, Dallas, TX.
Evening Outreach Seminar to Public, Eating Disorders: A Family Opportunity for March, 2010 
Growth and Change, Dallas Psychoanalytic Society, Dallas, Tx

Full Day Seminar, Integrated Treatment of Eating Disorders, Columbia River  
Feb, 2010
Eating Disorder Project, Lewis and Clark College, Portland, OR

Discussion Group on Eating Disorders and Body Image Problems 
January, 2010
over the Lifecycle, American Psychoanalytic Association, New York, NY

Barbara M. Greenspan Memorial Lecture: The Resilient Therapist: Exploring the Depths of 
November, 2009
Transference and Countertransference. The 19th Annual Renfrew Center Conference 
Foundation
Conference for Professionals, Philadelphia, PA.

Lecture and Panel Discussion: Reflections on the Psychotherapy of Cluster B Patients. 
September, 2009
Oregon Psychiatric Association, Ashland, OR.

Workshop: One Day Course on Eating Disorders. Portland State University, Graduate 
May, 2009
Continuing Education Program, Portland, OR.

Plenary Address: Integrated Treatment of Eating Disorders. Sheppard Pratt Hospital, 
April, 2009
Baltimore, MD.

Workshop: Theory and Technique in Treating a Patient with Bulimia Nervosa. American 
January, 2009
Psychoanalytic Association, NY, NY.

Plenary Address: Transference, Countertransference, and other Quagmires in Treating Eating 
October, 2008
Disorders. National Eating Disorder Organization Annual Conference, Austin, TX.

Plenary Address: Psychodynamic Issues in the Obese Patient. Yale University Update in 
October, 2008
Treatment of Obesity, Yale University, New Haven, Conn.

September, 2008
San Diego Center for Psychoanalysis, San Diego, CA.

June, 2008
American Psychoanalytic Association Annual Meeting, Atlanta, GA.
Lecture: Integrated Treatment of Eating Disorders. For the Special Interest Group in Psychoanalytic Psychotherapy, Academy of Eating Disorders Annual meeting, Seattle, WA. May, 2008
Plenary address: Integrated Treatment of Eating Disorders: A Lifecycle Perspective. International Association of Eating Disorder Professionals, Orlando, Florida April, 2008

Invited Workshops, Lectures, Presentations (cont.)
Day Long Lecture: Healing the Healer; A Review of Contemporary Treatments of Eating Disorders. Annual Psychiatry Symposium, Stormont-Vail Medical Center, Topeka, Kansas December, 2007
Discussion Group, Psychodynamic approaches to Eating Disorders in Adolescents, American Psychoanalytic Association Annual Meeting, Denver,CO. June, 2007
Pediatric Grand Rounds: “The Apple Doesn’t Fall Far from the Tree:” Family Issues in the treatment of Eating Disorders, Oregon Health & Science University, Portland, OR. May, 2007
Workshop & Lecture: Eating Disorders and Body Image in Middle Age; Psychoanalytic and April, 2007
Integrated Approaches to the Treatment of Eating Disorders, Atlanta Psychoanalytic Institute
And Society

Lecture: Diagnosis and Treatment of Eating Disorders in Middle and Later Life, Oregon
March, 2007
Psychological Association, Portland, OR.

Paul C. Weinberg Memorial Lecture: “12 Steps to Helping the Helper” North American
February, 2007
Society for Psychosocial Obstetrics and Gynecology, Portland, OR.

Keynote Address: Integrated Treatment of Eating Disorders: 10 practice points derived
November, 2006
From theory—and research, 16th Annual Renfrew Center FoundationConference,
Philadelphia, PA.

Plenary Address: Integrated Treatment of Eating Disorders. International Association of
July, 2006
Eating Disorders Professionals, Chicago, Ill.

Discussion Group: Psychodynamic and Psychotherapeutic Approaches to Eating
June, 2006
Disorders and Body Image Disorders in Adults and Older Women, Washington, D.C.

Lecture: Cultivating Optimism and Resilience during Challenging Times, 12th Annual
April, 2006
Conference for Women’s Health, Sponsored by OHSU Center for Women’s Health,
Portland, OR

Grand Rounds: Eating Disorders in Middle Age, Salem Hospital, Salem, OR
March, 2006

Invited Workshops, Lectures, Presentations (cont.)

Invited Lecture: Eating Disorders in Midlife: An Emerging Problem. 5th Annual Sheena’s
February, 2006
Place Awareness Breakfast, Toronto, Canada

Discussion Group, Treatment of Eating Disorders Across the Life Cycle, American
January, 2006
Psychoanalytic Association, New York, NY

Invited Lecture: Grand Rounds: Eating Disorders Across the Life Cycle, Department of
September, 2005
Child Psychiatry, University of Cincinnati Medical School

Discussion Group: Treatment of Eating Disorders Across the Life Cycle, American
June, 2005
Psychoanalytic Association, Seattle, WA

Invited Lecture: Eating Disorders in Middle and Later Life, Alexandra Symonds Award May, 2005
Lecture, American Psychiatric Association Annual Meeting, Atlanta, GA

Discussion Group: Treatment of Eating Disorders Across the Life Cycle, American January, 2005
Psychoanalytic Association, New York, NY


Invited Lecture: Fred M. Buchwalter Memorial Lecture. Stories from the Rau Collection: May, 2004
What the Lives of Artists Tell Us about Human Growth and Resiliency. Portland Art Museum, Portland, OR

Greater Kansas City Psychoanalytic Institute, Kansas City, MO

Invited Lecture: 12 Most Important Mental Health Secrets of Women, Peace Health Systems, April, 2004
Eugene, OR

Invited Lectures: 1) Women and Depression; 2) Treating Anxiety over the life cycle; 3) Review March, 2004
of Treatment of Eating Disorders, Symposia Medicus, Conference on Women’s Mental Health, Los Cabos, Mexico

Grand Rounds: Eating disorders and the life cycle, Providence St. Vincent Hospital, February, 2004
Portland, OR

Plenary Address: It’s Not Just Your Daughter’s Problem Anymore: Eating Disorders in Middle February, 2004
and Late Life, Columbia River Eating Disorders Project, Vancouver, WA


Across the Life Cycle, American Psychoanalytic Association Annual Meeting, New York, NY

Invited Lectures: 1) Introduction to Diagnosis and Treatment of Eating Disorders; November, 2003
2) Multimodal Treatment of Eating Disorders; 3) Healing the Healer. U.S. Psychiatric Congress, Boston, MA
Invited Workshops, Lectures, Presentations (cont.)

Integrated Treatment of Eating Disorders: APA's Institute on Psychiatric Services, Boston, MA
October 2003

Plenary Address: Healing the Healer: Mental Wellness for Clinicians, IADEP (International
August, 2003
Association of Eating Disorders Professionals) Annual Meeting, Washington, DC

Teaching Seminar on Psychotherapy (with Roy Erlichman, Ph.D.): IADEP Annual Meeting,
August, 2003
Washington, D.C.

Grand Rounds: Healing the Healer, Emergency Medicine Department, OHSU
July, 2003

Discussion Group: Treatment of Eating Disorders & Body Image Problems Across the
June, 2003
Life Cycle, American Psychoanalytic Association, Boston, MA

Course: Multimodal Treatment of Eating Disorders, American Psychiatric Association
May, 2003
Annual Meeting, San Francisco, CA

Invited Lecture: 12 Most Important Mental Health Secrets of Women, Grand Rounds,
April, 2003
Corvallis Medical Center, Corvallis, OR

Plenary address: 12 Most Important Mental Health Secrets of Women, Annual Women’s
April, 2003
Health Conference, sponsored by OHSU

Invited Lecture: Eating Disorders, University of Portland
February, 2003

Invited Workshop: American Psychoanalytic Association, Treatment of Eating Disorders and
January, 2003
Body Image Problems Across the Life Cycle

Invited Speaker: Denver Psychoanalytic Association. Topic: Mother and Child: A
January, 2003
Psychobiographical Study of Mary Cassatt and Workshop on the Psychodynamic
Psychotherapy of Eating Disorders, Denver, CO.

Invited Lectures: Update on Diagnosis and Outcome of Eating Disorders and Psychiatric
October, 2002
Therapy of Eating Disorders, US Psychiatric Congress, Las Vegas, NV
Brian Buss Lecture: Eating Disorders Over the Lifecycle, Oregon Psychiatric Association, September, 2002
Medford, OR

Visiting Professor: Mayo Clinic, Department of Psychiatry, Rochester, MN
September, 2002

Plenary Speaker, Plenary Panel participant: International Association of Eating Disorders Professionals, Las Vegas, NV
August 2002

Lecture: 12 Most Important Mental Health Secrets of Women, Oregon Geriatric Summer Institute. Portland, OR
August, 2002

Day Long Course: Treatment of Eating Disorders, American Psychiatric Association Annual Meeting, Philadelphia, PA
May, 2002

Invited Keynote Speaker and Workshop Leader: Annual Meeting of Australian and New Zealand Royal College of Psychiatrists, Brisbane, New South Wales, Australia
April, 2002

Invited Workshops, Lectures, Presentations (cont.)

Plenary Speaker: Denver Psychiatric Society, Denver, CO
January, 2002

Giving Birth to New Dreams: Graduation Address, Karl Menninger School of Psychiatry, June, 2001
Topeka, KS

Multimodal Treatment of Eating Disorders: American Psychiatric Association Annual Meeting, New Orleans, LA
May, 2001

Panel Presentation: Psychotherapy of the Traumatized Patient, Symposia sponsored by the Women’s Psychiatric Association, American Psychiatric Association Annual Meeting, New Orleans, LA
May, 2001

Distinguished Clinician Seminar: Psychological Treatment of Women, American Psychiatric Association Annual Meeting, New Orleans, LA
May, 2001

Invited Lecture: Second Chances, AOA Lecture, Temple University School of Medicine, Philadelphia, PA
March, 2001

Rome Psychoanalytic Society, Rome, Italy

Rome, Italy

University of Cincinnati Medical School, Cincinnati, OH

OB/GYN Grand Rounds: Treatment of Eating Disorders and Related Conditions, Oregon Health Sciences University, Portland, OR
Plenary Speaker: Treatment of Eating Disorders in the 21st Century: Clinical Issues; and November, 2000
Feminist Psychodynamic Psychotherapy of Eating Disorders, Tenth Annual Renfrew Conference, Philadelphia, PA

Workshop: Treatment of Eating Disorders in the 21st Century: Clinical Issues; and November, 2000
Feminist Psychodynamic Psychotherapy of Eating Disorders, 10th Annual Renfrew Conference, Philadelphia, PA
Lecture: Women and Aging: A Life Span Perspective, American Medical Women's Association, November, 2000
Colorado Springs, CO

Medical Grand Rounds: Diagnosis and Treatment of Eating Disorders with Special Attention to Medical Complications, Salina Regional Medical Center, Salina, KS

Plenary Address: Integrating Mind, Body, and Spirit in the Prevention and Treatment of Eating Disorders, Massachusetts Eating Disorders Association, Boston, MA

Grand Rounds: The Twelve Most Important Secrets for Women’s Mental (and Sexual) Health, September, 2000
University of Missouri at Kansas City, MO

One-week course: Women’s Mental Health, Door County Summer Institute, University of August, 2000
Wisconsin, Door County, WI

Invited Workshops, Lectures, Presentations (cont.)

Lecture: Women’s Mental Health and An Overview of Eating Disorders, First Annual Women’s August, 2000
Health Conference, Coronado, CA
Grand Rounds: Women’s Mental Health in the 21st Century, University of Louisville, June, 2000
Department of Psychiatry, Louisville, KY

Lecture: Women’s Mental and Sexual Health in the 21st Century [evening program sponsored June, 2000 by Pfizer Pharmaceuticals], Columbia, MO

Grand Rounds: Women’s Mental Health in the 21st Century, University of Missouri-Columbia, June, 2000
Department of Psychiatry, Columbia, MO

Full-day course: Multimodal Treatment of Eating Disorders, American Psychiatric Association Annual Meeting, Chicago, IL

Grand Rounds and Visiting Professor: Integrated Treatment of Eating Disorders; and Women’s April, 2000
Emotional and Sexual Health Issues in the 21st Century, University of Alabama Medical School, Birmingham, AL

Lecture: Psychodynamic Understanding of Creative Partnerships, Psychoanalytic Study Group, April, 2000
Birmingham, AL

Keynote Address: Renewal, Resilience, and Relationships: How Women Stay Mentally Fit and April, 2000
Find Meaning at 40. 50, 60, and Beyond, Kansas Conference on Women’s Mental Health, Wichita, KS

Grand Rounds and Visiting Professor: Eating Disorders: An Update on Psychodynamic February, 2000
Perspectives Psychiatry Staff and Trainees, Mayo Clinic, Rochester, MN

Grand Rounds: Women’s Mental Health in Primary Care, Family Practice, Internal Medicine, February, 2000
and Other Specialties, Mayo Clinic, Rochester, MN

Full-day course: Eating Disorders: Biologic, Cultural, and Psychodynamic Perspectives, February, 2000
Mississippi Association for Family Therapy, Jackson, MS

Course: Psychodynamics of Eating Disorders, The Menninger Clinic, Topeka, KS
December, 1999

Lecture: Eating Disorders: Latest Trends in Understanding Treatment, Family Practice December, 1999
Program, University of Kansas School of Medicine, Wichita, Wichita, KS

Lecture: Women and Aging: A Life Cycle Perspective, American Medical Women’s November, 1999
Association, San Francisco, CA

Workshop: Women and Aging: A Life Cycle Perspective; and Eating Disorders in the 21st Century; New Modes of Treatment, Continuing Medical Education, Inc., Annual Update in Psychiatry, Atlanta, GA

Treating PMS and PMDD; and Chronic Depression in Women, Internal Medicine Fall Program, October, 1999
Continuing Medical Education, Inc., San Diego, CA

When the Self Starves: Alliance and Outcome in the Treatment of Eating Disorders, William Alanson White Institute, Hungers and Compulsions Conference, Washington, DC

Invited Workshops, Lectures, Presentations (cont.)

Women’s Mental Health in Primary Care: New Modes of Integration with Psychiatric Services, Southwest Clinical Society, Kansas City, MO

Staying Mentally Fit at 40, 50, 60, and Beyond, Stormont-Vail Regional Medical Center’s Healthcare Program, Barnes & Noble Bookstore, Topeka, KS

Plenary Address: Psychodynamic Understanding of Eating Disorders in the 21st Century, August, 1999
International Association of Eating Disorders Professionals Annual Meeting, Phoenix, AZ

Transference and Countertransference Manifestations in the Difficult-to-Treat Eating Disorder Patient: Modes of Intervention (with Roy Erlichman, Ph.D.), International Association of Eating Disorders Professionals Annual Meeting, Phoenix, AZ

Book signing: Women’s Mental Health: The New Frontier, Barnes & Noble Bookstore, June, 1999
Topeka, KS

Full-day course, with Mae Sokol, MD: Multimodal Treatment of Eating Disorders, American Psychiatric Association Annual Meeting, Washington, DC

Depression in Women, Continuing Medical Education, Inc., San Diego, CA
March, 1999

Eating Disorders in Women, Continuing Medical Education, Inc., San Diego, CA
March, 1999

Medical Catastrophes and Dealing with Loss in Obstetrics and Gynecology, Annual Update in Obstetrics and Gynecology, St. Francis Hospital, Topeka, KS
Grand rounds and public education forum: Eating Disorders in Contemporary Society: February, 1999
Diagnosis, Psychological Understanding, and Treatments, University of Tennessee, Knoxville, TN

Grand Rounds: Mental Health in Primary Care: A Focus on Depression, Anxiety, and February, 1999
Eating Disorders, Stormont-Vail Hospital, Topeka, KS
Treatment of Obesity in Women, Stormont-Vail Family Practice Update, Topeka, KS
December, 1998

Tulane University Annual Practice Update, Destin, FL

Plenary Address: The Person with an Eating Disorder: Diagnostic and Therapeutic Challenges September, 1998
for the 21st Century, American Anorexia and Bulimia Nervosa Association Annual Conference, Princeton, NJ

Full-day course, with Mae Sokol, MD: Multimodal Treatment of Eating Disorders, American June, 1998
Psychiatric Association Annual Meeting, Toronto, Canada

Panel participant: Creativity in Women, American Psychoanalytic Association, May, 1998
Toronto, Canada

Grand Rounds: Eating Disorders Across the Life Cycle with a Focus on Recognition, Treatment, April, 1998
And Prevention in Children, Department of Pediatrics, Children’s Mercy Hospital, First Annual Mark Wilson, MD, Memorial Lecture, Kansas City, MO.

Grand Rounds: Feminist Psychodynamic Psychotherapy of Eating Disorders, Department of April, 1998
Psychiatry, University of Buffalo Medical School, Buffalo, NY

Invited Workshops, Lectures, Presentations (cont.)

Contemporary Psychoanalytic Understanding of Eating Disorders, Kansas City Psychoanalytic March, 1998
Society, Kansas City, KS

Eating Disorders in Primary Care: How to Recognize, Intervene, and Begin Treatment, March, 1998
American Medical Women’s Association, Miami, FL

Rochester, NY
Visiting Professor Presentation to Mental Health Clinicians: Eating Disorders Across the Life Cycle; and Psychotherapeutic Principles in the Treatment of Eating Disorders, University of Nebraska, Lincoln, NE

Grand Rounds: Feminist Psychodynamic Psychotherapy of Eating Disorders, Department of Psychiatry, University of Rochester Medical School, Rochester, NY

Visiting Professor Presentation to Undergraduates: How to Recognize an Eating Disorder in a Friend and Help Her Get Treatment, Lincoln, NE

Plenary Address: Hope and Shame: Achieving Authenticity in the Therapist, Renfrew Center Annual Conference, Philadelphia, PA

Invited participant in workshop on eating disorders: Workshop on Women’s Mental Health: Focus on Anxiety and Depression American Medical Women’s Association Annual Meeting, Chicago, IL

Eating Disorders [visiting professor; presentations for faculty, clinical staff, and students], September, 1997
University of the Pacific, Stockton, CA

Plenary Address: Women at Risk: Eating Disorders, Substance Abuse, and Treatment Outcome August, 1997
International Association of Eating Disorder Professionals (IAEDP) Annual Meeting, Chicago, IL

The Treatment and Prevention of Eating Disorders, University of Nevada School of Medicine, May, 1997
Reno, NV/Las Vegas, NV

Plenary Address: Restoring a Betrayed Body: Integrating Feminist and Psychodynamic Principles in the Treatment of Body Image Difficulties, Renfrew Center Annual Conference, Philadelphia, PA

Grand Rounds: Department of Medicine, Michael Wohl Memorial Lecture, Temple University November, 1996
School of Medicine, Philadelphia, PA

Plenary Address: Eating Disorders: A Feminist-Psychodynamic Perspective, North Carolina October, 1996
Psychiatric Association Annual Meeting, Asheville, NC

Distinguished Visiting Professor: Integrated Treatment of Eating Disorders, Fukuoka April, 1996
University School of Medicine, Fukuoka, Japan; Tokai University School of Medicine, Tokyo, Japan; Nagoya University School of Medicine, Nagoya, Japan
Lecture: Psychoanalytic Theory and Feminist Thought in the Therapy of Eating Disorders April, 1996
Disordered Patients, Tokyo Psychoanalytic Society, Tokyo, Japan

**Invited Workshops, Lectures, Presentations (cont.)**

Workshop: Challenges in the Treatment of the Eating Disordered Patient: A Feminist Psychodynamic Perspective (with Katherine A. Halmi, MD), Milwaukee, WI June, 1995

Workshop: Diagnosis, Medical Complications, Psychotherapeutic Strategies, Prevention of the Eating Disorders, Michigan Women's Psychological Association, Detroit, MI May, 1995

Workshop: Anxiety Disorders in Women: Menninger Symposium, American Psychiatric Association, Miami Beach, FL May, 1995

Panel Presentation: Psychosocial Aspects of the Complicated Eating Disorder Patient, American Psychiatric Association, Miami Beach, FL May, 1995

Workshop: Parental Eating Disorders [workshop for pediatricians on children, adolescents, and parents with eating disorders], American Academy of Pediatrics, Philadelphia, PA April, 1995

Lecture: Psychotherapeutic and Medical Challenges in the Refractory Eating Disordered Patient, American Psychiatric Association, Miami Beach, FL March, 1995

Annual Update on Psychiatry, Park City, UT December, 1994


Workshop: Psychotherapy of Eating Disorder Patients, Missouri Psychological Association, St. Louis, MO November, 1994

Hilde Bruch Address: The Sexual Self of the Patient with an Eating Disorder, National Eating Disorders Association, Columbus, OH October, 1994

Plenary address: Eating Disorders and the Professional, International Association of Eating Disorders Professionals, Phoenix, AZ August, 1994
Lecture: Uncharted Waters: Psychodynamic Considerations in the Diagnosis and Treatment of Social Phobia, Menninger Symposium, American Psychiatric Association Symposium, Philadelphia, PA

Course: Psychosocial Aspects of Eating Disorders, American Psychiatric Association, May, 1994 Philadelphia, PA

Workshop: International Conference on Eating Disorders, New York, NY April, 1994

Plenary Address: International Conference on Eating Disorders, New York, NY April, 1994

Plenary Address: Psychotherapy of Eating Disorder Patients, Missouri Psychological Association, St. Louis, MO April, 1994

Visiting Lecturer, Psychological Studies of the French Impressionists and Other Artists: 1994

The Phoenix Rises from Eros, Not Ashes: Creativity in the Lives of Five Women Artists, Creativity and Madness Conference, Santa Fe, NM

The Complicated Eating Disorder Patient, Renfrew Center Conference, Philadelphia, PA November, 1993

Course: The Body Betrayed: Psychotherapeutic Issues and Feminist Thought in the Treatment of Eating Disorders, National Anorexia Aid Society, Columbus, OH

Invited Workshops, Lectures, Presentations (cont.)

Plenary Address: International Association of Eating Disorder Professionals (IAEDP), August, 1993 Orlando, FL


Plenary Address: New Trends in Psychodynamic-Feminist Thought and the Eating Disorders April, 1993 ANAD Conference, Chicago, IL

Plenary Address: Countertransference in the Eating Disorders, ANAD Conference, Chicago, IL April, 1993

Workshop: A Feminist-Object Relations Integration in the Treatment of Eating Disorders; Countertransference and Eating Disorders; and Dissociative States and Eating Disorders,
Eleventh Annual Conference on Eating Disorders, Columbus, OH

Lecture: Dissociative States and Eating Disorders, Second Menninger Conference on February, 1992
Dissociative Disorders, Topeka, KS

Workshop: The Integration of Psychodynamic Principles and Feminist Thought in the Eating Disorders; and Self-Psychology and Eating Disorders, Tenth Annual Conference on Eating Disorders, Columbus, OH

Workshop: Women and Food (with Meredith Titus, Ph.D.), Menninger Clinic, Phoenix, AZ February, 1991

Lecture: The Difficult-to-Treat Eating Disordered Patient and Psychotherapeutic Dilemmas of Eating Disordered Patients. The National Anorexic Aid Society Annual Meeting, Columbus, OH

Course: The Difficult-to-Treat Eating Disordered Patient; and the Inpatient Treatment of Eating Disorders, American Psychiatric Association Annual Meeting, New York, NY


Édouard Manet’s Life, Times, and Psychological Profile, Phoenix Art Museum, Phoenix, AZ 1988

Fin de Siècle Vienna: Psychoanalysis and Artistic Transformation, Creativity and Madness Conference, Vienna, Austria 1987

Psychobiography of Mary Cassatt, International Congress of Ontopsychology, Rome, Italy 1986

Psychobiography of Édouard Manet, Creativity and Madness Conference, Paris, France 1986

Psychobiography of Mary Cassatt, Creativity and Madness Conference, Cannes, France 1986

Psychobiography of Mary Cassatt, Creativity and Madness conference, Maui, Hawaii 1984

Poster Presentation
Comorbidity in the Eating Disorders: A Retrospective Study, Maudsley Hospital, September, 1991
London, England

Professional Memberships
Academy of Eating Disorders
American Society of Psychopathology of Expression
American College of Psychiatrists  
American College of Psychoanalysts Association  
American Medical Association  

**Professional Memberships (cont.)**

- Oregon Psychiatric Association  
- American Psychiatric Association (Distinguished Fellow)  
- Sigma XI, The Scientific Research Society  

**Committees and Offices Held**

- **Director, Oregon Psychoanalytic Institute** 2008-present  
- **Education Committee, Department of Psychiatry, Oregon Health & Science University** 2002-2007  
- **Psychiatric Association**  
  - Chairman, Admissions Committee, Oregon Psychoanalytic Institute 2004-2008  
  - Education Committee, Oregon Psychoanalytic Institute 2001-present  
- **Councilor, Association of Women Psychiatrists** 2003-2006  
- **Program Committee, American Psychoanalytic Association** 2002-2005  
- **Ad-Hoc Committee on Membership, American Psychoanalytic Association** 1998  
- **Public Affairs Committee, American College of Psychiatrists** 1997-1998  
- **Counselor, Topeka Psychoanalytic Society** 1996-2000  
- **Committee for Revisions of Practice Guidelines for Eating Disorders, American Psychiatric Association** 1996-1999  
- **President, Kansas Psychiatric Society** 1996-1998  
- **Treasurer/Secretary, Topeka Psychoanalytic Society** 1995  
- **Chairwoman, Continuing Education Committee and President Elect, Kansas Psychiatric Society** 1994  
- **American Academy of Eating Disorders** 1995  
- **Board of Trustees, American Society for the Psychopathology of Expression** 1990-present  
- **Councilor, Kansas District Branch, American Psychiatric Society** 1990-1993  
- **Curriculum Committee, Karl Menninger School of Psychiatry and Mental Health Sciences** 1990-1993
1989-2001
Search Committee for Hospital Director, The Menninger Clinic, Topeka, KS
1988
President, Menninger Alumni Association, The Menninger Clinic, Topeka, KS
1987-1989
Charter Member, Council on Women’s Studies, Duke University, Durham, NC
1986-1987
President, Active Medical Staff, C. F. Menninger Memorial Hospital, Topeka, KS 1986-
1987
Task Force on Psychotropic Medication Use, The Menninger Clinic, Topeka, KS
1986-1987
Recorder, Topeka Psychoanalytic Society
1986-1987
Task Force on Women’s Issues, C.F. Menninger Memorial Hospital, Topeka, KS 1986
Partial Hospitalization Planning Committee, The Menninger Clinic
1985
Treasurer, Kansas District Branch, American Psychiatric Association
1984-1988
Publications and Research Committee of the Psychiatry Discipline, The Menninger
1984-1988
Foundation; Appointed chairperson, 1988
Secretary, Active Medical Staff; C.F. Menninger Memorial Hospital, Topeka, KS
1984-1985
Risk Management Committee, C.F. Menninger Memorial Hospital, Topeka, KS
1983-1989
Eating Disorders Task Force, The Menninger Foundation
1983
Safety Committee, C.F. Menninger Memorial Hospital, Topeka, KS 1982-
1989
Kansas District Branch, American Psychiatric Association Residents’ Committee; and
1981-1982
Women’s Committee
President, Fellows Association, Karl Menninger School of Psychiatry and Mental Health
1980-1981

Special Professional and Research Interests
Women’s Mental Health  Teaching and Supervision
Professional Development/Adult Life Cycle  Psychobiographical Studies of Artists
Expressive-Supportive Psychotherapy  Psychology and Treatment of Men and Women
Across the
Eating Disorders  Life Cycle
Applied Psychoanalysis

Publications

Books

**Professional Papers and Book Chapters**


**Professional Papers and Book Chapters (cont.)**


**Professional Papers and Book Chapters (cont.)**


Professional Papers and Book Chapters (cont.)

Internet Articles

Publications for the Popular Press

Book Reviews, Transactions, Miscellaneous

Book Reviews
5. Trauma and mastery in Life and Art by Rose G. Bulletin of the Menninger Clinic 53(6): 543,
1989

**Book Reviews (cont.)**

23. Psychoanalysts Talk by Hunter V. *Bulletin of the Menninger Clinic* 60(2):272-274, 1996
29. Love Relations: Normality and Pathology by Kernberg OF. *Bulletin of the Menninger Clinic*

**Book Reviews (cont.)**


**Transactions, Panel Reports, etc.**

7. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic*

**Miscellaneous**

1. Weak knees, strong spirits [letter to the editor]. *Women’s Sports and Fitness 7(9):8, 1985*
3. In memoriam: Donald B Rinsley, MD. *Bulletin of the Menninger Clinic 54(2):259-262, 1990*
4. Dr. Menninger proud of Pennsylvania roots [letter to the editor]. *Pennsylvania Medicine 94:10, 1991*
5. Commencement address. *Harrisburg Academy News, pp 1-2, 1994*
7. Giving just 10% [president’s column]. *Kansas Psychiatric Society Newsletter, 34(1):5, Fall 1996*
10. Liposuction should be last resort, if that [letter to the editor]. *The Psychological Record, pp B4, C1-C2, November 1, 1997*
11. The ten percent resolution [president’s column]. *Kansas Psychiatric Society Newsletter 34(6):1, Winter 1997*

**Miscellaneous (cont.)**

19. Discussion of celebrity, prejudice, and forgiveness complete with Seattle splendors. *American Psychoanalyst, 39:2, p. 9, 2005*
20. Advantages of certification; Oregon Psychoanalytic Center Newsletter. Fall, 2007

**Video Reviews:**

HELEN ZISKIND, MSW, LCSW, PSY.D.

EDUCATION

1961 - Temple University, Philadelphia, Pennsylvania
        B.A. awarded in 1965
1965

1967 - University of California at Los Angeles
1969  M.S.W. awarded in 1969

1994- Institute of Contemporary Psychoanalysis, Los Angeles, California
      Psy.D. awarded in 1999

PROFESSIONAL EXPERIENCE

Current

1975 - 1998  PRIVATE PRACTICE
       Present  10380 Ilona Ave  16055 Ventura Blvd. #1110
               Los Angeles, CA 90064  Encino, CA 90655

Past

1965 - 1966  EASTERN STATE SCHOOL AND HOSPITAL
            Trevose, Pennsylvania
            Caseworker. Duties included treatment of children, parents and families in
            individual, conjoint, group and family therapy in both in-patient and day care units.

1966 - 1967  DEPARTMENT OF PUBLIC SOCIAL SERVICE
            Panorama City, California
            Evaluation and assessment of applicants for Aid to Families with Dependent
            Children.

1968 - 1968  DEPARTMENT OF PUBLIC SOCIAL SERVICE
            Summer Panorama City, California
            Families in Crisis File.

1969 - 1970  RETAIL CLERKS MENTAL HEALTH DEVELOPMENT CENTER
            Psychiatric Social Worker.
            Duties included: individual, conjoint, group and family therapy with both children
            and parents. Assessments and evaluations and team treatment planning.
            Collaboration with schools, physicians, and other professionals.
1970 - OLIVE VIEW COMMUNITY MENTAL HEALTH CENTER
1971 Psychiatric Social Worker, full-time. In and out patient departments doing individual, family and group therapy, as well as evaluations and discharge planning.

1971 - OLIVE VIEW COMMUNITY MENTAL HEALTH CENTER
1975 Psychiatric Social Worker, part-time. Duties same as above.

1982- OUTH BAY CHILD GUIDANCE CLINIC
1985 Senior Clinician
Duties included intakes, evaluations, work with families and children, collaboration with school personnel, consultation with teachers, supervision of graduate students, work in Day Treatment School Program, coordination of team efforts, peer supervision and case presentations. It is significant to note that during this period the McMartin Pre-School Case erupted and I became part of a team that worked with some of these children and their families.

1983 - PASADENA CHILD GUIDANCE CLINIC
1984 Clinical Director and Team Leader for PROJECT FOCUS
(a child abuse and neglect grant project), the responsibilities for which were administrative and clinical supervision of the grant's direct treatment services. In this program I provided the philosophy and implementation for a uniform treatment approach for clinical staff. Supervision of graduate student interns and clinical staff. Liaison with outreach and training components. Responsible for consultation with DPSS.

SUPERVISION AND CONSULTATION

1983 - Supervisor and Field Instructor
1985 University of California Los Angeles, School of Social Welfare
1985 - University of Southern California, School of Social Work
1985 Supervisor and Consultant
1990 Psychosocial Research Project

TEACHING

1999 “Relational Concepts in Psychoanalysis” at Institute of Contemporary Psychoanalysis.
2000- “History of Child Analysis” at Institute of Contemporary Psychoanalysis.
2001 “Evolving Applications of Attachment Research to the Clinical Situation” at Institute of Contemporary Psychoanalysis
2002 “Contemporary Concepts in Child Treatment” at Institute of Contemporary Psychoanalysis.
Psychoanalysis

2002  “Evolving Applications of Infant Research to the Clinical Situation” at Institute of Contemporary Psychoanalysis

2004  Infant Observation at Institute of Contemporary Psychoanalysis

2005-present
  Clinical and Theoretical Implications of Contemporary Research of Infants and Toddlers

2013  Class on Remembering Daniel Stern

Presentations

1999-2000  “Clinical Considerations in Work with Children” at Jewish Family Service.

1998  Discussion at 21st Annual International Conference on The Psychology of The Self

2006  Work with Children and Their Parents At Vista Del Mar

2008  Disorganized Attachment at Maple Center

2009  Interaction in Work with Children at Santa Monica Family Service

2011  Discussion at ICP Conference “Working Through Traumatic Memories With Sensory Motor Support During Psychoanalysis”

2013  ICP Webinar on Infant Research

LICENSE

Licensed Clinical Social Worker
State of California - 1971
License No. L3444

ORGANIZATIONS, ASSOCIATIONS AND OFFICES HELD

1969  National Association of Social Workers

1969  Member, Society for Clinical Social Work

1971  Academy of Certified Social Workers

1971  Fellow, Society for Clinical Social Work
1988 Board Certified Diplomate in Clinical Social Work

Ethics and Standards Subcommittee: Participated in the development and establishment of the Impaired Professional Program.

1988 **Executive Board** Committee on Psychoanalysis in Clinical Social Work, Southern California area.

Liaison from the Committee on Psychoanalysis in Clinical Social Work to the State Society for Clinical Work: Member of Task Force to facilitate and clarify communication and relations between Committee on Psychoanalysis and State Society for Clinical Social Work.


1992 **Co-Chair**: Education/Program Committee, Committee on Psychoanalysis in Clinical Social Work, Southern California Area. Developed and organized psychoanalytic educational offerings and programs for COP members and Mental Health Community.

1993 **Chairperson**, Education/Program Committee, Committee on Psychoanalysis in Clinical Social Work, Southern California Area. Same as noted above.

1996 **Member**, Division 39, Division of Psychoanalysis

1998- 2000 **Co-Chair**, Contemporary Child and Adolescent Psychoanalytic Program. Institute of Contemporary Psychoanalysis. Develop and integrate curriculum, training, supervision, and candidate progression.

1999 **Member**, Training and Supervising Analyst Institute of Contemporary Psychoanalysis, 1999-present

2000- **Member Program Committee, Candidate Progression Committee, Psychoanalytic Psychotherapy Program**
Chair: Psychoanalytic Psychotherapy Program, Candidate Progression Committee Three Terms as Board Member
First Semester

Session 1: September 6, 2014  Overview
Instructor: Carol Mayhew, Ph.D., Psy.D.


Session 2: September 20, 2014  Freud and Psychoanalytic Beginnings
Instructor: Joye Weisel-Barth, Ph.D., Psy.D.


Session 3: October 11, 2014  Klein
Instructor: Michael Pariser, Psy.D., Psy.D.


Davies, J. (2003). Who’s Bad Objects Are We Anyway?

Session 4: October 18, 2014  Fairburn and Guntrip
Instructor: Robin S. Cohen, Ph.D.

Session 5: November 8, 2014  Winnicott
Instructor: Lynda Chassler, Ph.D.

Bacal, H. Harry Guntrip D.W. Winnicott Ch9 158-206


Session 6: November 22, 2014  Sandor Ferenczi and Childhood Trauma.
Instructor: Karen Koch, Psy.D., L.C.S.W.

Ferenczi, S – Confusion of Tongues, Intl J Psychoa. vol.30, p.225,1949

Ferenczi, S.  Child Analysis in Analysis of Adults,1931

Ferenczi, S.  The Unwelcome Child and His Death Instinct-1929-pp102-107

Session 7: December 13, 2014  Self Psychology
Instructor: Gordon Berger, Ph.D.


Session 8: December 20, 2014  Intersubjectivity Theory: Atwood and Stolorow
Instructor: Jeffrey L. Trop, M.D.


Session 9: January 3, 2015  Intersubjectivity Theory: Orange and Brandchaft
Instructor: Estelle Shane, Ph.D.


Optional:


Session 10: January 17, 2015 Relational Case Conference
Instructor: Robin S. Cohen, Ph.D.

Bromberg, P.M. (1994) Speak that I may see you: Some reflections on dissociation, reality and psychoanalytic listening. Psychoanalytic Dialogues, 4(4):517-547

Second Semester

Session 11: February 7, 2015 Relational Theory
Instructor: Christina Emanuel, M.F.T., Psy.D.


Session 12: February 28, 2015 Relational theory and Improvisation: Ringstrom
Instructor: Philip A. Ringstrom, Ph.D., Psy.D.

Ringstrom, P. – Principles of Improvisation-A Model of Therapeutic Play

Ringstrom, P. – Afterword to Principles of Improvisation-A Model of Therapeutic Play in Contemp Psychoanalysis

Ringstrom, P. Reply To Daniel Stern’s Commentary on: Scenes that write themselves: improvisational Moments in Relational Psychoanalysis
Session 13: March 07, 2015 Relational Self Psychology  
Instructor: Joye Weisel-Barth, Ph.D., Psy.D.

Magid, B. & Shane, E. What Self Psychology and Relationality Can Learn from Each Other

Session 14: March 21, 2015 Relational Theory: Davies  
Instructor: Elaine Silberman, Ph.D., Psy.D.


Session 15: April 11, 2015 Complexity Theory  
Instructor: Margy Sperry, Psy.D.

Sperry, M. Expanding Our Horizons Complexity and Psychoanalysis


Session 16 April 18, 2015 Attachment Theory  
Instructor: Robert Lundquist, Psy.D., M.F.T.

Main, M., Hesse, E. Kaplan, N. Predictability of Attachment Behavior and Representational Processes at 1, 6, and 19 Years of Age  
The class will be on Bowlby, Ainsworth, Main and Hesse, Steele and Steele, and Fonagy.

This paper is meant to give each class member a sense of the depth and range of attachment theory: its origins and the meaning of its origins to psychoanalysis as well as its clinical/academic evolution in America. The instructors contribution will be to help unpack the salient features of this
article for clinical use as well as include a look at the most current influence of attachment theory at the Anna Freud Center in London.

Dr's Lundquist and Magaz were trained at The Institute For Contemporary Psychoanalysis Los Angeles, The Berkeley Institute for the Adult Attachment Interview, The New School Attachment Center in NYC, Harvard medical School/The Brazelton Institute and The Anna Freud Center. They are certified as researcher’s for the Reflective Function Scales with The Adult Attachment Interview (New School Attachment Center NYC) as well as certified practitioners of Mentalization Based Treatment (Anna Freud Center London).

We look forward to meeting all of you!

Warm regards,
Robert Lundquist and Nazare Magaz

Session 17 May 09, 2015 Mentalization
Instructor: C. Roger Hastings, Ph.D., Psy.D.

Bateman, A. Fonagy, P. – Introduction and Overview, pp 3-42 in Mentalizing in Mental Health Practice

Optional:


Session 18 May 16, 2015 The Contributions of Infant Research to Contemporary Thinking
Instructor: Helen Ziskind, Psy.D., M.S.W.


Optional

Worrall, C. “I can because you can: the intersubjective nature of self agency”
Session 19 June 06, 2015 Infant Research: Beebe and Lachman
Instructor: Susan L. Mendenhall, Psy.D., M.S.W.


Session 20 June 20, 2015
Instructor: Laura Sanderson, Psy.D., M.F.T.

Preston, L. Therapeutic Action In An Age of Complexity
I’d like to give the class a small assignment:

1) Think of a psychoanalytic idea or concept that enlivens you; that you have fallen in love with.

2) Name the idea/concept in its proper term, then name the idea/concept in Your own words, using your own language.

3) What does the idea do for you? How does it effect or impact your therapeutic work?
Session 1: September 6, 2014    The Longitudinal Studies
Instructor: Sue Mendenhall Psy.D., M.S.W.


Table 4.1, “Salient Issues in Development,” p.66.


Questions:
1. What is the pathways model of the development of pathology?
2. Describe two connections between adult attachment style and adult relationships.
3. What parenting qualities are associated with disorganized attachment?

Session 2: September 20, 2014    Attachment/ Arietta Slade and Karlin Lyons-Ruth
Instructor: Estelle Shane Ph.D.

We are going to be discussing articles written by two very important contributors to the literature on Attachment Theory

(2006) Karlen Lyons-Ruth’s The Interface Between Attachment and Intersubjectivity, published in Psychoanalytic Inquiry

(2013) Arietta Slade’s The Origins of Connectedness: A Look at Attachment, Fear, and Safety,
to be presented at the 2013 Conference on the Psychology of the Self

I know it is helpful to have in mind a few questions as you read, so please consider the following:

1. How does Lyons-Ruth distinguish the principal mode of attachment of the human infant from that of other primates?

2. What evolutionary advantage does that confer on the human being?

3. What are the clinical implications that may be drawn from her work with children and mothers?

4. What novel focus does Slade take on attachment theory? How does she distinguish her vision of attachment theory from other models?

5. Explain what Slade calls the core principle of attachment theory?

6. What are the clinical implications that can be drawn from her particular understanding of attachment theory?

We can talk about these and any other comments or questions you may have when we meet.

I’m looking forward to meeting with you!

Estelle Shane

Session 3: October 11, 2014 Intersubjectivity Systems Theory
Instructor: Peggy Dubois

Atwood, G. The Abyss of Madness – Chapter 6 and 7 The Tragedy of Self-Destruction

This is a class about suicide. We will carefully take this subject on, together and attempt to make sense of this human circumstances through the lens of Dr. Atwood’s chapters on this subject. We will be discussing, in detail, the emotional side for the therapist and clinical examples taken up in the book. Chapter 6 begins with the question; why do people do this? So let’s begin in the same way.

1) Why do people do this?

2) In the case of David, how was suicide averted?

3) Why do people cut themselves?

4) What is the dominate affect for suicide?
5) What is the basic differences between mourning and depression?

6) Describe Freud’s take on the identification process in mourning?

**Session 4: October 18, 2014 Dreams and Psychoanalysis**
**Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.**

Atwood – Dreams and Delusions, The Abyss of Madness Chap4


**Session 5: November 8, 2014 Boston Change Group: Theory of Analytic Change and Enactment**
**Instructor: Joye Weisel-Barth, Ph.D., Psy.D.**


**Session 6: November 22, 2014 Comparative Theories; IST and Relational**
**Instructor: Michael Pariser, Psy.D., Psy.D.**


Stolorow, R.D., Atwood, G. and Orange, D. (2002). Cartesian Trends in Relational Analysis, in Worlds of Experience, Ch. 5, p.77-100


**Session 7: December 13, 2014 Relational Theory-Stephen Mitchell**
**Instructor: Edith (Edie) G. Boxer, Psy.D., M.S.W.**
I will make a presentation at the beginning of the class to reintroduce us to Stephen Mitchell and his and Jay Greenberg’s 1983 development of relational psychoanalysis. We will also discuss Mitchell’s “The Wings of Icarus” about which his close friend and colleague, Lew Aron, wrote: The 1986 article “established certain key conceptual strategies that would come to characterize much of the rest of his work.” We will hopefully include clinical examples from the students and myself.

PLEASE CHECK BACK TO THIS SITE FOR FURTHER INFORMATION ABOUT ONE WEEK BEFORE THE CLASS.

I look forward to meeting each of you on 12/13/14 and to being together with Mitchell’s creativity both clinically and theoretically.

Edie Boxer, MSW, BCD, PSY.D @ edieboxer@earthlink.net or 310-453-5202 should you wish to contact me before or after the presentation.


Mitchel, S.A. – Relational Psychoanalysis – The Emergence of a Tradition
Session 8: December 20, 2014  Donna Orange
Instructor: Lynne Jacobs, Ph.D.

Orange, D. M. – Kohut Memorial Lecture-Attitudes, Values and Intersubjective Vulnerability

Session 9: January 3, 2015  Relational Approach to Couples Therapy
Instructor: Philip A. Ringstrom, Ph.D., Psy.D.

“EVERYTHING YOU’VE WANTED TO KNOW ABOUT RELATIONAL PSYCHOANALYSIS BUT WERE TOO CONFUSED TO ASK”

PRINCIPLES OF IMPROVISATION: A MODEL OF THERAPEUTIC PLAY IN RELATIONAL PSYCHOANALYSIS BY PHILIP A. RINGSTROM, PH.D., PSY.D.

Session 10: January 17, 2015  Mentalization Theory
Instructor: Laurence Green, Psy.D.

Bateman, A. Fonagy, P. – Introduction and Overview, pp 3-42 in Mentalizing in Mental Health Practice

Optional:
Psychoanalysis. Psychoanalytic Dialogues, 8:87-114.


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**Second Semester**

**Session 11: February 7, 2015  Shame in Psychoanalysis**  
**Instructor: Lynne Jacobs, Ph.D.**


Jacobs, L. Shame in the Therapeutic Dialogue, in Voices of Shame by Lee and Wheeler

**Session 12: February 28, 2015 Psychoanalysis and Eating Disorders**  
**Instructor: Lynda Chassler, Ph.D.**

Bruch, H. Four Decades of Eating Disorders 1985 p 7-18

Chassler, L – In Hunger I am King – Theoretical and Clinical Implications

Chassler, L – Understanding Anorexia Nervosa and Bulimia, Clinical Social Work Journal vol.25, no.4, winter 1997

**Session 13: March 7, 2015  Specificity Theory**  
**Instructor: Howard Bacal, M.D.**

Bacal, H. and Carlton, L. Introduction to Specificity Theory – based on presentation to APsAA January 20, 2008

Message from Instructor:

Assigned article summarizing Specificity Theory, to be read prior to the class, on the basis of which:

Each student to prepare 1 or 2 questions/comments about the article, for discussion in class.

I will offer an illustrative case example from my recent book, *The Power of Specific*
Psychotherapy: When Therapy Works – And When It Doesn’t (Rowman & Littlefield, new paperback edition 2014)

Students are cordially invited to share their own clinical experience on the basis of their reading of the article.

Session 14: March 21, 2015  Psychoanalysis and Aging

Cohen, G  Psychotherapy with Pg 195-207


Session 15: April 11, 2015  Trauma and Dissociation
Instructor: Sylvia G. Jones, Ph.D., Psy.D.


Session 16: April 18, 2015  Addiction and Psychoanalysis
Instructor: Daniel Goldin L.M.F.T.


Session 17: May 9, 2015  Ideas of Therapeutic Space
Instructor: Joye Weisel-Barth, Ph.D., Psy.D.

No Articles. I’ll present and then we’ll discuss some clinical situations that I’ll write up.
Session 18: May 16, 2015  Race and Psychoanalysis
Instructor: Veronica D. Abney, Ph.D., L.C.S.W., D.C.S.W.
No Articles. I’ll present and then we’ll discuss some clinical situations that I’ll write up.

Session 19: June 6, 2015  Soma and Psychoanalysis
Instructor: Becky Crusoe, M.F.T., Psy.D.


Session 20: June 20, 2015  Final Class
Session 1: September 20, 2014  **Introduction to Contemporary Psychoanalysis**
Instructor: Carol Mayhew, Ph.D., Psy.D.


Session 2: October 18, 2014  **Freud and the History of Psychoanalysis**
Instructor: Carola Kaplan, Ph.D., Psy.D.

Freud, S. (1900). The Interpretation of Dreams, Chapters II – The method of interpreting dreams: An analysis of a specimen dream and Chapter III (the dream as wish-fulfillment.

Session 3: November 22, 2014  **Object Relations Theory**
Instructor: Lynda Chassler, Ph.D.


Session 4: December 20, 2014  **Self Psychology**
Instructor: Estelle Shane, Ph.D.


Session 5: January 17, 2015  **Intersubjective Systems Theory**
Instructor: Leonard David Bearne, Psy.D., M.F.T.


Recommended:


**Session 6: February 7, 2015  Relational Theory**
Instructor: Christina Emanuel, M.F.T., Psy.D.


**Session 7: March 21, 2015  Comparison of Intersubjective Systems Theory and Relational Theory**
Instructor: Michael Pariser, Psy.D., Psy.D.

  - **Stolorow, R.D., Atwood, G. and Orange, D. (2002).** Cartesian Trends in Relational Analysis, in Worlds of Experience, Ch. 5, p.77-100

**Session 8: April 18, 2015  The Contribution of Infant Research to Contemporary Thinking and Practice**
Instructor: Helen Ziskind, Psy.D., M.S.W.

- **Worrall, C.** “I can because you can: the intersubjective nature of self agency"
Session 9: May 16, 2015  Attachment and Mentalization
Instructor: Roger Hastings, Ph.D., Psy.D.


Optional:


Session 10: June 20, 2015
Overview
Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.


Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), Psychoanalytic Treatment: An Intersubjective Approach, Chapter 5: Affects and Selfobjects. This article is dated but very useful.

OPTIONAL READINGS.

Each of these just a few pages, or a single page. Read as many as you can:


Session 2: October 18, 2014  Secrets
Instructor: Stuart A. Wolman, M.D.


Session 3: November 22, 2014  Shame from an Intersubjective Perspective
Instructor: Lynne Jacobs, Ph.D.

An exploration of white-centeredness and its implications for psychoanalytic theory and practice.

Session 4: December 20, 2014  Transference & Countertransference from an Intersubjective-systems Perspective
Instructor: Peter Maduro, J.D., Psy.D., Psy.D.


Session 5: January 17, 2015
Instructor: Lyn Lockhart-Mummery, Ph.D., Psy.D.


Session 6: February 7, 2015 Freud's Papers on Technique
Instructor: Lynne Oliva, Psy.D., M.F.T.

Recommendations to Physicians PractisingPsycho-Analysis
On the Beginning of Treatment
Remembering, Repeating, and Working Through

Session 7: March 21, 2015  Self Agency
Instructor: Karen Savlov, Psy.D., M.F.T.


Session 8: April 18, 2015
Instructor: Estelle Shane, Ph.D.

I’m assigning chapters from Atwood’s 2012 book, The Abyss of Madness. The entire book is worth reading, but we’ll focus on the following:
Prologue, xi-xiv
Chapter 1
Chapter 2
Chapter 5
Chapter 6

Session 9: May 16, 2015 “Heaven and Hell: A Phenomenological Understanding of Depression”
Instructor: Michael Pariser, Psy.D., Psy.D.

Pariser, M. – Heaven and Hell 2012
Bollas, C. The transformational object Ch113-29

Session 10: June 20, 2015
Instructor: Lyn Lockhart-Mummery, Ph.D., Psy.D.
Overview
Readings:
Ringstrom, P- Everything youve wanted to know about relational psychoanalysis but were too confused to ask

Readings:

Nov 8, 2014: Object Relations Case Conference Instructor: Jimmy Fisher, Ph.D.
Readings:
Fairbairn, W.R. - Ch.I, Schizoid Factors, 1940, Psychoa. Studies of the Personality

Dec 13, 2014: Self Psychology. Instructor: Joye Weisel-Barth, Ph.D.
Readings:

January 10, 2015: Self Psychology Case Conference. 
Instructor: Gordon Berger, Ph.D.
Readings:

Feb 21, 2015: The Contribution of Infant Research to Contemporary Thinking And Practice. 
Instructor: Sue Mendenhall, M.S.W., Psy.D.

Readings:
Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), Psychoanalytic Treatment: An Intersubjective Approach, Chapter 5: Affects and Selfobjects. This article is dated but very useful. OPTIONAL READINGS
Each of these just a few pages, or a single page. Read as many as you can:
Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and


Apr 11, 2015: Instructor: Margaret Allan, Psy.D., M.S.W.
May 9, 2015: Relational Theory Case Conference
Instructor: Leslie Maxson, Ph.D., Psy.D.
Readings:
Benjamin J. The Bonds of Love Chapter 1, 12-50
Readings:
Mitchell, S. - Ch.1, Hope and Dread in Psychoanalysis
Mitchell, S. - Ch.2, Hope and Dread in Psychoanalysis
2014-2015 San Diego Saturday Series

CLASS SCHEDULE:

**Sept 20, 2014: Evolution of Contemporary Psychoanalysis**
Instructor: Sanford Shapiro, M.D.

Shapiro, S. Contemporary Psychoanalysis – A 50 Years Perspective

Instructor: Susan Mull, Ph.D.


**Nov 22, 2014: The Relational Turn in Psychoanalysis**
Instructor: Robin S. Cohen, Ph.D.


Bromberg, P.M. (1994) *Speak that I may see you: Some reflections on dissociation, reality and psychoanalytic listening*. *Psychoanalytic Dialogues*, 4(4):517-547

**Jan 17, 2015: Self Psychology/Intersubjective Systems Theory – Overlapping and Augmenting Theories**
Instructor: Kati Breckenridge, Ph.D.


Instructor: Edie Boxer, Psy.D.

Dear San Diego Students, Mary and Marian,

I will make a presentation at the beginning of the class to introduce Stephen Mitchell. We will read and discuss Varieties of Interaction, the chapter from his book Influence and Autonomy.

Mitchell, S. – Ch.5, Influence and Autonomy in Psychoa.
In a May 2014 Colloquium Series offered by IARRP (The International Association for Relational Psychoanalysis and Psychotherapy), the colloquium editors Steven Knoblauch and Alejandro Avila Espada, wrote that “Varieties of Interaction (1997),” coming some 14 years later {than Mitchell and Jay Greenberg’s initial collaborative classic Object Relations in Psychoanalysis Theory} offers us a clear and useful representation of Mitchell at his best with this kind of thinking. He writes: “Current psychoanalytic candidates, struggling to develop their own ways of working are faced with an array of charismatic models of distinctive analytic styles honed by master clinicians, but without a framework for determining what they have to do with each other or a methodology for developing their own personal approaches.”

I will include in our discussion an illustrative overview of comments included in the Colloquium and then I am requesting that all attendees on 2/28/14 be prepared to share clinical examples that demonstrate your struggles to develop your own style. I will also include my own struggles based on clinical material and my written essay.

I look forward to our meeting at the end of February. Should you have any questions before our class, please feel free to contact me using either my email: edieboxer@earthlink.net or my voice mail: 310-453-5202,

Mar 21, 2015: Sandor Ferenczi.
Instructor: Lynne Oliva, Psy.D., M.F.T.

Ferenczi, S – Confusion of TonguesBetween Adults and Child, pgs. 156-167
Ferenczi, S – Dream of the Clever Baby, pp.349-350

Ferenczi, S – Ch.IX, A Little Chanticleer, Further Contributions,1913
Ferenczi, S – Elasticity of Psychoa. Technique, 1928
Ferenczi, S. – The Unwelcome Child and His Death Instinct-1929-pp102-107

April 18, 2015: Mirroring and Mentalization in Practice
Instructor: C. Roger Hastings, Ph.D., Psy.D.
Bateman, A. Fonagy, P. – Introduction and Overview, pp 3-42 in Mentalizing in Mental Health Practice

Optional:


May 16, 2015: Psychodynamic Treatment of Adults with Developmental Disabilities.
Instructor: Joan Dasteel, Ph.D.

Dasteel, J. Psychotherapy for Special-Needs Adults and Their Families
Dasteel, J. Psychotherapy for Special-Needs Adults and Their Families – Part 2
First and foremost I am

June 20, 2015: Amputated Selfhood and Phantom Selves: Musings and Reflections of Heretofore Unformulated Experience
Instructor: Gita Zarnegar, Ph.D., Psy.D.

Zarnegar, G. Amputated Selfhood and Phantom Selves
2014 - 2015 Pasadena Saturday Series
Facilitator: Nick Ryan, Psy.D., M.F.T., ATR-BC

CLASS SCHEDULE:

September 13, 2014  Contemporary Psychoanalytic Family Therapy
Instructor: Nick Ryan, Psy.D., M.F.T., ATR-BC

October 11, 2014  Forms of Intersubjectivity
Instructor: Christina Emanuel, M.F.T., Psy.D.
Stern, D. The Present Moment in Psychotherapy and Everyday Life. Chapter 5 “The Intersubjective Matrix”
Beebe, B., Knoblauch, S. – An Introduction – A Systems View Psy Dial

November 8, 2014  Heaven & Hell
Instructor: Michael Pariser, Psy.D., Psy.D.
Pariser, M. Heaven and Hell: The Phenomenology of Darkness and the Structuralization of Experience
Bollas, C. The transformational object Ch1 13-29

December 13, 2014  Understanding and Working with Shame from an Intersubjective-Systems Perspective
Instructor: Peter Maduro, J.D., Psy.D., Psy.D.

January 10, 2015  Relational Case Conference
Instructor: Robin S. Cohen, Ph.D.
Bromberg, P.M. (1994) Speak that I may see you: Some reflections on dissociation, reality and psychoanalytic listening. Psychoanalytic Dialogues, 4(4):517-547

February 14, 2015  Neurorelational Psychotherapy
Instructor: Connie M. Lillas, Ph.D.
Working with the Long-term Consequences of Neglect: Using the Neurorelational Framework (NRF) for Assessment and Treatment.
This workshop will address the three long-term consequences of neglect that affect later developmental issues, creating a situation for teens and adults where their chronological age does not match their developmental age. Using the three clinical steps of the NRF, a video-base case of a current teenager with severe early neglect from institutional care will be used to highlight the complexity of working with the 1) developmental age of the child versus the chronological age of the child/adult, 2) the need to match treatment modalities with the neurodevelopmental context of the client, and 3) the use of infant mental health and early intervention principles across the lifecycle, regardless of the age of the client.
March 14, 2015  A Contemporary Psychoanalytic Approach to Addiction
Instructor: Daniel Goldin L.M.F.T.
Psychoanalytic Self Psychology, 9:3, 246-262.
Julius. National Institute on Drug Abuse Research, Monograph. Series #12, Washington, DC:
Govt. Printing Office.

April 11, 2015  Community Psychoanalysis
Instructor: George Bermudez Ph.D.
Lawrence, G. Social Dreaming as Sustained Thinking
Bermudez, G. and Silverstein, M. Social Dreaming Applications in Academic and Community
Settings
Noak, A. Social Dreaming and Individual Dreaming Competition

May 9, 2015  Psychoanalytic Treatment of Severe Mental Disorders
Instructor: Keith Valone, Ph.D., Psy.D., M.S.C.P.
2014 – 2015 Ventura County Saturday Series
“Beneath the Surface – Lasting Change”
Facilitator: Sona DeLurgio, Psy.D., L.M.F.T.

Sept 13, 2014: Basic Concepts and Contemporary Psychoanalytic Sensibilities
Instructor (s): Antonia Noble Ludwig, M.F.T. and Michael Pariser, Psy.D
Mitchell, S. Black, M.J. Freud and Beyond a history of modern psychoanalytic thought Ch 1
Mitchell, S. Black, M.J. Freud and Beyond a history of modern psychoanalytic thought Ch 8
Mitchell, S. Black, M.J. Freud and Beyond a history of modern psychoanalytic thought Ch 9

Oct 11, 2014: Trauma-Centered Psychoanalysis
Instructor (s): Jeri Johnston, Psy.D., M.F.T. & Linda Loomis, Psy.D., M.F.T.
Brothers, D. "Trust, Uncertainty and the Therapeutic Alliance in Trauma centered Treatment" 2008
Stolorow R. Trauma and Human Existence, Chapters 2
Stolorow R. Trauma and Human Existence, Chapters 3

Nov 8, 2014: Shame: A Violation of the Relational Bridge
Instructor (s): Becky Cruose, M.F.T., Psy.D
Orange, D. Atwood, G. “Working Intersubjectively” Chapter 5, esp pp. 79 – 83 (working contextually w shame & selfloathing).
Lynne Jacobs article on Shame in the Therapeutic Dialogue.

Dec. 13, 2014: Adolescents: How psychoanalytic sensibilities can shape our work with teens
Instructor (s): Margaret Allan, Psy.D., M.S.W.
Marohn, R, (1998), A Reexamination of Peter Blos’ Concept of Prolonged Adolescence,
The Marohn’s focus is in late adolescence and the work of oft quoted theorist Peter Blos. I chose this as it offers a kind of “mini survey” of the literature and for its movement to an emphasis on the nature of the attachment in the adolescent’s world.
As a self psychologist, Marohn relies theoretically on the key concept of “self object” which simply put, refers to the the use of another in the service of one’s sense of cohesion, and this function is experienced as part of oneself...say, a friend’s tranquil presence when we are agitated, maybe all we know is we feel calm.
Smaller, M.D., (2003), Chapter 8 Working with Adolescents: A Time for “Reconsideration”.
Progress in Self Psychology, 19:155-169 Three cases that introduce the adolescent’s relational contexts.
Winnicott worked extensively with adolescents. Though some fifty years old, I chose this for its phenomenological take on adolescence, (with its flick knives and blue jazz).

Jan 10, 2015: Countertransference: Historical and Contemporary Transformations
Instructor (s): William Coburn, Ph.D., Psy.D.
Assoc., 2: 621-670. (READ second section on countertransference)

Feb 14, 2015: The Parenting Process: A Psychoanalytically Informed Model of Parent Education
Instructor (s): Eileen Paris, Ph.D., Psy.D.

Paris, E. (2012) Interrupting Trauma and Advancing Development Considering Parent Education in Contemporary Psychoanalytic Treatment
March 14, 2015: Couples work using a Contemporary Psychoanalytic frame.
Instructor (s): Philip A. Ringstrom, Ph.D., Psy.D.
Ringstrom, P. (2012) A Relational Intersubjective Approach to Conjoint Treatment International Journal of Psychoanalytic Self Psychology, 7:1, 85-111 **Please print a copy of the outline and bring to the class.**
Ringstrom, P. Three Essential Themes of a Relational Approach to Conjoint Treatment

April 11, 2015: Attachment Theory in work with Families & Children
Instructor (s): Jeremy Fink, L.C.S.W. and Sue Mendenhall, Psy.D., M.S.W.


May 9, 2015: Psychoanalytic perspectives on Eating Disorders & Addictions
Instructor (s): Sona DeLurgio, Psy.D., M.F.T.

June 13, 2015: How Do Contemporary Clinicians Make Use of Infant Research?
Instructor (s): Helen Ziskind, Psy.D., M.S.W.
Worrall, C. “I can because you can: the intersubjective nature of self agency"
ICP Sexual Harassment and Harassment Policy

Harassment of any kind is not acceptable behavior at ICP; it is inconsistent with ICP’s commitment to growth, education and diversity. ICP is committed to creating an environment in which every individual can work, study, and teach without being harassed.

Harassment is any conduct, verbal or physical, that has the intent or effect of unreasonably interfering with an individual or group's educational or work performance at ICP or that creates an intimidating, hostile, or offensive educational or work environment. Some kinds of harassment are prohibited by civil laws or by ICP policies on conflict of interest and nondiscrimination.

Harassment on the basis of race, color, sex, disability, religion, national origin, sexual orientation, gender identity, veteran's status, or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group.

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The Institute is committed under this policy to stopping harassment and associated retaliatory behavior. Any member of the ICP community who feels harassed is encouraged to seek assistance and resolution of the complaint. ICP provides a variety of avenues by which an individual who feels harassed may proceed, so that each person may choose an avenue appropriate to his or her particular situation. Two recommended avenues are through the ICP Ombudsman’s office and through the student’s advisor. Institute procedures are intended to protect the rights of both complainant and respondent, to protect privacy, and to prevent retaliation.
Appendix XXIII

Non-Discrimination Policy and Procedures

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11/15