

## September 6, 2017 – June 18, 2018 ICP Catalog of Training

Contains:

- General Information
- ICP Candidate Progression Manual
- ICP Psy.D. Graduation Paper & Project Manual
- ICP Ph.D. Manual
- ICP Course 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](http://www.icpla.edu)

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 a private institution approved by the Bureau for Private Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. 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](http://www.bppe.ca.gov)

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](http://www.bppe.ca.gov).

## **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.

**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.

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.).

## **Who We Are**

### **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.

## **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.

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

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

## **Application Requirements, Policies & 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 decisions.
  - E. 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.

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.

## **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.

## **Financial Policies & 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 moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

## **Costs 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.

### **Withdrawal, 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.

#### **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.

### **Student Tuition 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 ataxpayer 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 moneys 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.

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

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.

- 3) 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.
- 4) 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.
- 5) 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.

### **RETENTION OF 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.

### **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:**

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).

### **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](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 notified of their pending license and malpractice insurance renewals.
- Program Coordinator will ensure receipt of current and active copies of licenses and malpractice insurance.
- The Program Coordinator will ensure that records and transcripts are maintained and available for all other programs and workshops offered at ICP.
- The Program Coordinator will track the participants' attendance by listing the classes a candidate is enrolled in and the course units per class.
- The Program Coordinator will request Evaluation reports from the participants, facilitators, and instructors.
- 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**

- 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.
- 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.
- With the monthly-recorded Board minutes, the ICP community is consistently updated of the Institute's financial status.
- 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.

## **Low Fee Supervision:**

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

## **Low 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.

**ICP Candidate Progression  
Procedures Manual**

**September 6, 2017  
to June 18, 2018**



## **I. 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 first-year courses, with continued enrolment until the required 32 units have been completed. Upon completion of all required units, the Candidate may enroll in classes as desired.<sup>1</sup>
2. The Candidate will begin, or continue an existing schedule of, full-time personal psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.
3. The Candidate must begin that full-time personal psychoanalysis before the first day of class in September.
4. Provided personal 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 of at least 4 units per semester 2 (10 weeks = 2 units; 5 weeks = 1 unit) 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 personal psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.
3. The Candidate must begin that full-time personal psychoanalysis before the first day of class in September.
4. Provided the personal 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 who, 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 CPC, for a waiver before classes begin in September. If the waiver is granted, the

<sup>1</sup>

Full-time weekly Candidate: 15 weeks = 2 units; 7/8 weeks = 1 unit

<sup>2</sup>

Full-time weekend Candidate: 10 weeks = 2 units; 5 weeks = 1 unit

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 two 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 sustain 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 the Candidate Progression Committee (CPC) 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, and final approval must be granted by the Board of Directors.

## **I. 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. Assessing the Training Level and Status of the Candidate**

## 1. Training Analysis

A Candidate in full-time training is not permitted to begin course work at ICP before the initiation of a full personal psychoanalysis with an ICP-approved Training Analyst. The personal 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 personal 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. No Candidate may continue in training before the 300-hour requirement is completed without participating in a personal psychoanalysis with an ICP-approved Training Analyst. 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 personal analysis hours, and that the records are submitted to the Candidate's Advisor. **Certification of Analytic Hours template is in appendix III, page 78. The 'Notes on the Certification of Analytic Hours' form is in appendix IV, page 79.**

C. Coursework (More in-depth discussion of coursework is in the course catalog which is the following section in this catalog).

### 1. First-year Core Courses

The first year includes 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

## 2. Subsequent-year Courses

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

- Object Relations Theory and Self Psychology Theory (second year)
- Intersubjectivity Theory and Relational Studies (third year)
- Final Integration Course (fourth year)
- Boundary Dilemmas (second, third, or 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 for their decision.

## 4. End-of-Course Reviews

At the end of each course, instructors review each Candidate's progress by completing a Candidate Progression form (please refer to page 82, appendix VII). 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.

Candidates also write a review of their course Instructors at the end of the class by completing a Course Evaluation form (please refer to page 83, appendix VIII). 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

### 1. 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.
- 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.
- 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.

### 2. 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.
- A candidate's training analyst shall not be the candidate's control case supervisor, as it constitutes a dual relationship.

### 3. 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.

#### **4. 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.

#### **5. 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-approved Training Analyst.

#### **6. Control Case Reports**

The Candidate is responsible for composing reports on 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 analyst that the candidate is in analytic training and that the analyst is a control case.
- Cover sheets should not be used. **(For a Control Case Report First Page template, please see appendix VI on page 81.)**

### 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 1<sup>st</sup> and September 1<sup>st</sup> of each year. Thus, the first case report is due on either March 1<sup>st</sup> or the September 1<sup>st</sup> 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 1<sup>st</sup> or September 1<sup>st</sup> and the third report is due six months thereafter. For example, an analytic case may be started on May 15<sup>th</sup>. Shortly thereafter, the Candidate writes a brief initial report. The first case report is due that September 1<sup>st</sup>, covering the analysis from its inception to that point. On March 1<sup>st</sup>, 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 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 analysands 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 graduation June, final case reports must be completed and submitted to the office by May 31<sup>st</sup>.**

**g) Case Reports Beyond Those Required**

Once the 18-month supervision is completed or three case reports have been written, the Candidate is no longer required to submit case reports. If the Candidate chooses to continue producing case reports, two options are available for the documentation of the case through graduation or termination (whichever transpires first):

Option 1: Case write-ups may be continued each March 1st and September 1st until the analysand terminates or the Candidate graduates from training. If the case terminates before graduation, a final report concerning the termination process is required. This report may include a brief overview of the treatment process, a consideration of transference-countertransference evolution, reasons for termination, and a description of the final phase of analysis.

Option 2: The Candidate may opt to prepare only three required case reports. In such cases, a final summary must be written for the period following the last-prepared case report, covering the time in analysis, and ending either when the patient terminates or when the Candidate reaches the point of graduation.



#### h) **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. Further, the supervisory reports reflect on the Candidate's participation in the analytic process and on the Candidate's growth as a maturing clinician. 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. **(Supervisory Report Form template is located in appendix V, page 80.)**

#### i) **Candidate's Responsibility in Archiving Documentation**

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.

### **4. 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.

### **5. 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.

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 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 (32 units) in Independent Study during the entire process of matriculation.

## 6. 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.

- 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 by the Candidate Progression Committee on a yearly basis. **(Advisor Report form is located in appendix II, page 77.)**

- 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.

It is not, to list all the ways problems may arise; however, the first step to resolve a problem is to deal with it in the classroom. The Candidates should initiate a corrective process that will prove satisfactory in most situations.

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 or Candidates do not feel comfortable addressing the problem in class or to a Committee, they may contact the president of the Institute – who will decide on a course of action.

If the Candidate's Advisor becomes aware of a problem situation involving the Candidate through a review of the Supervisor 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.

## **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 ongoing 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.

## **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 case-work, 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.

## IV. GRADUATION

### A. Graduation Requirements

1. 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. While the Instructors complete evaluation forms for each Candidate, it is recognized that, because neither written papers nor exams are required as part of the seminar format used at ICP, evaluation of the individual Candidate's performance is difficult. Course Instructors are asked to indicate on the evaluation form whether course credit is given. Course credit is awarded when the Candidate has a minimum attendance rate of 70 percent. Additionally, Instructors are asked to make any comments deemed useful and appropriate. However, it is an important policy at ICP that Candidates are free to remain quiet in class; they are not to be judged as inadequate on this basis. 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 the minimum number of hours of Training Analysis.
4. A fourth requirement for determining readiness for graduation is the completion of the Graduation Paper or Graduation Project. Completion of the Paper or Project results in a Psy.D. (Doctor of Psychology degree). For details, see the ICP manual, *Guidelines for the Graduation Psy.D. Paper and Graduation Psy.D. Project*.

If the Candidate chooses instead, or in addition, to pursue a Ph.D., different requirements will apply, including additional required courses. For a description of the requirements for

the Ph.D. Candidate, see materials describing the ICP Ph.D. program (formulated by the Ph.D. Committee and outlined in the Ph.D. section of this manual.)

## B. Graduation Ceremony: Deadlines

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

1. NO LATER THAN THE **JUNE** CPC MEETING of the previous year, the Advisor must submit to the CPC an initial draft of the Graduation Paper/Project, along with a letter announcing the names and titles of the Graduation Paper/Project committee members, and request the appointment of the Candidate Progression Committee Reader.
2. NO LATER THAN THE **NOVEMBER** CPC MEETING of the previous year, the Advisor must send the CPC a letter stating that the entire Graduation Committee has met and approved the Candidate's Graduation Paper/Project and requesting a date for a Graduation Committee review meeting with the CPC. This letter must be accompanied by an unstapled copy of the Candidate's final approved Graduation Paper/Project.
3. PRIOR TO GRADUATION, all case reports and supervisory reports must be completed and submitted to the office by May 30<sup>th</sup>.

The administrative office will contact each year's prospective graduates to arrange a meeting to review their respective candidate files prior to graduation. The candidate is responsible for submitting any outstanding control case reports and Supervisory Reports **by May 30<sup>th</sup>**.

4. 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.

The Advisor is responsible for urging all members of the Graduation Committee to pursue the Candidate's draft paper/project in a timely fashion, thereby facilitating the Candidate's opportunity to complete a final paper/project for the November of the previous year CPC deadline. If the November deadline is not honored, the Candidate may graduate at the time the Board of Directors approves the recommendation of the CPC, 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.

## V. 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 that personal analysis 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.

## **VI. 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. Assessing the Training Level and Status of the Candidate**

#### **1. 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 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. The Training Analyst must report to the Candidate's Advisor on a yearly basis the dates and frequency of the Candidate's personal 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. No Candidate may continue in training before the 300- hour requirement is completed without participating in a personal psychoanalysis with an ICP- approved Training Analyst. 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 personal analysis hours, and that the records are submitted to the Candidate's Advisor. Please see a sample 'Certification of Analytic Hours' recording form on page 78, appendix IV.

## 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)
- 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 for their decision.

#### 4. End-of-Course Reviews

At the end of each course, instructors review each Candidate's progress by completing a Candidate Progression form (please refer to page 82, appendix VII). 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 page 83, appendix VIII). 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 instructors' completed Candidate Progression forms and every candidates' completed Course 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

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).

#### G. Ongoing Advisement

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

**VII. LEAVE OF ABSENCE** This information is the same as that outlined for full-time Candidates (Section III).

## **VIII. GRADUATION**

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

**ICP Course and Faculty Catalog  
Psychoanalytic Training Program**

**September 6, 2017 to**

**June 18 , 2018**

### ***Notice to Prospective Degree Program Students:***

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

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 faculty 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 intersubjectivity. 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 relationality 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.**

**ICP Guidelines for the  
Psy.D. Graduation Paper  
&  
Psy.D. Graduation Project**

## PSY.D. GRADUATION PAPER

### When to Begin the Process

The process of initiating the Graduation Paper may take place at any time during the Candidate's training. The purpose of the Graduation Paper 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 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 Graduation 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.

## I. PSY.D. GRADUATION PROJECT

## A. 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.

9. The Graduation Project must follow APA guidelines in its formatting.

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 31<sup>st</sup>.

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.

**ICP Guidelines and Policies for the  
Ph.D. Doctoral Dissertation**



## **I. INTRODUCTION**

Psychoanalysis occupies a distinct and unique place among the humanities and the social/behavioral sciences. Beginning with Freud's study of individual specimen reports, psychoanalytic inquiry has been characterized by an attempt to investigate in a systematic and rigorous manner, elusive but central aspects of psychological life, such as dreams, unconscious processes, fantasies, transference, etc. How best to conduct this inquiry is by no means a settled issue. There does not exist a set of agreed upon rules and procedures that define proper psychoanalytic methodology. Instead, the question of psychoanalytic methodology continues to evoke impassioned debate. Fundamental questions continue to be asked: for example, what constitutes psychoanalytic data? Should psychoanalysis model itself after the natural sciences or is it best understood as a hermeneutic discipline? Is it possible to quantify meaningfully, the essential components of what is curative in psychoanalytic treatment? This continued debate about methodology in psychoanalysis is an integral feature of the uniqueness of psychoanalytic inquiry.

Contemporary psychoanalysis can be characterized by theoretical pluralism, that is, the existence of multiple perspectives or frames of reference, none of which can be considered as privileged. This pluralism at the level of theory extends naturally into the realm of methodology. From this standpoint, the choice of methodology should be determined by the nature of the subject matter that is being investigated. Different methodologies raise different questions and provide different answers.

To complete the requirements for the Ph.D., the ICP candidate must apply to the Ph.D. Committee for the Ph.D. track, after two years in the general program, and having completed two years of required classes. The application fee is \$250, non-refundable.

Following the completion of the required number of units for the Ph.D., the candidate will pay half tuition until completion of the Ph.D. dissertation and passage of the Orals.

## **II. THE DISSERTATION PROCESS**

To reiterate the Dissertation process, there are five major steps in the completion of the dissertation:

- A. Formation of the Dissertation Committee
- B. Development of the Dissertation Proposal
- C. Preliminary Oral: the proposal is presented to the Dissertation Committee
- D. Development of a rough draft of the Dissertation
- E. Final Oral: the Dissertation is presented to the Dissertation Committee for final discussion and approval.

These steps are described in the following.

### **A. The Formation of the Dissertation Committee**

**The Dissertation Chair/Mentor of the Dissertation Committee** is selected by the candidate. He/she must be a member of ICP, must have an earned doctorate from an accredited institution, and must be knowledgeable about the general area of the dissertation topic with, ideally expertise and interests that fit with the proposal to be developed. It is the Chair's responsibility to oversee preparation of the dissertation from beginning to end. The Chair is concerned with the content of the dissertation and its form and organization. He/she must ensure that the guidelines for dissertation preparation are adhered to, and that all of the required elements are included. The Chair also ensures that the dissertation adheres to standards of good scholarship, and that it is written in clear, logically consistent and coherent form.

The Chair of the Dissertation Committee is also responsible for both setting up and leading dissertation committee meetings. It is at such a meeting that the proposal is approved. It is also the Chair's responsibility to establish that a final dissertation has been prepared which has the approval of all the committee members. At the Final Oral, the dissertation is questioned and discussed, toward the end of final approval of the dissertation.

The **Candidate-Selected Readers** must be members of a psychoanalytic institute and must be knowledgeable about the general area of the dissertation topic and fit with the proposal to be developed. The Readers must attend all meetings of the dissertation committee.

Upon assembly of all three members of the dissertation committee, the candidate submits their names to the Ph.D. Committee Chair, who then assigns a Liaison to the candidate's dissertation committee. The liaison must attend all meetings of the Dissertation Committee. It is his/her role to make sure that the Ph.D. program guidelines are followed.

It should be noted that the candidate has the option of changing all committee members, except the liaison member of the Ph.D. Committee. Should a candidate experience difficulties that cannot be resolved within the dissertation committee, a request may be made to an advisor to mediate the dispute. Should this not resolve the dispute, an ad hoc subcommittee from the Ph.D. Committee will be set up to address the issue. If unresolved at the level, the matter will be referred to the Board for a final and binding decision.

## **B. Development of the Dissertation Proposal**

The dissertation proposal is a central part of the completion of the dissertation. It provides a detailed outline of the research and functions as a blueprint for the research [process. It describes the content of the project, including the rationale and a plan for its execution. The proposal gives the committee an opportunity to evaluate the planned research and the candidate's ability to carry it out. It also provides the candidate with an opportunity to receive the members' suggestions for changes and revisions. The proposal should be developed in close collaboration with the dissertation Chair.

When developing the dissertation proposal, you are being asked first to be scholarly (which means to read thoroughly all that you find already published on your topic).

The proposal must include the following sections:

- 1) Statement of the problem. This section provides an introduction to your subject and formulates the questions that you will address. It should include the location of your project within the general field of psychoanalysis and a statement about the need for this particular project.
- 2) Statement of your thesis. This is where you state the conceptual framework for your contribution to psychoanalytic thinking.
- 3) Review of the literature. This section includes a review and discussion of the literature that is relevant to your subject and to the development of the thesis.
- 4) Methods. Review and discussion of the methods you will use to conduct your research.
- 5) Ethics assurances. The Ph.D. candidate must comply with the ethical standards set up by their appropriate licensing agency. Documentation on these standards and steps to ensure compliance must be included in the dissertation proposal.
- 6) Timeline for the completion of the research process.

### **C. Preliminary Oral**

The dissertation proposal is presented to the Dissertation Committee so that the Committee may aid the candidate in the development process and solidify an approach with which both candidate and Committee agree. The Preliminary Oral gives the Committee the opportunity to assess whether your research project will satisfy the requirements for a Ph.D. level dissertation. The members of the Committee will respond to your proposal and may suggest revisions and changes.

All members of the Dissertation Committee must be present. Copies of your proposal must be distributed to the members of the Dissertation Committee well in advance of the scheduled date for the Preliminary Oral. You should be prepared to provide a presentation of your research project and answer questions regarding thesis, methods, literature review, etc.

If the Dissertation Committee requests changes and revisions in your proposal, you must submit a revised proposal to the Dissertation Chair who will review it with you and determine if it addresses the suggestions made by the members of the Committee. A revised proposal is then submitted to the Dissertation Committee members for final approval. If there is disagreement

between the Dissertation Chair and the other members of the committee about the revised proposal, the revised proposal is then submitted to the Ph.D. Committee which will make the final decision.

#### **D. Development of a Rough Draft of the Dissertation**

In this phase, you conduct your research in accordance with the Dissertation Proposal. You prepare a draft of the dissertation as it will be presented to the Committee at the Final Presentation. You should have ongoing contact with your Dissertation Chair who will read and comment on the chapters of the draft as you write them.

#### **E. Final Oral**

In preparation for the Final Oral, you must distribute a copy of the completed rough draft to the members of the Dissertation Committee. After all members have had an opportunity to review the completed draft, a candidate can choose to meet with each individual member of the committee to work out questions and problems. Then a meeting is called by the Dissertation Chair for a discussion of the draft. At this meeting, the Committee either approves the draft or suggests further revisions. It is the responsibility of the Chair to determine that a draft has been completed that has the approval of all Committee members. The Chair should then schedule the Final Oral.

The Final Oral is the final evaluation of the completed dissertation. All members of the Dissertation Committee must be present. In addition, members of the Ph.D. Committee will be present. The candidate may, at his or her discretion, invite others to attend the Final Oral. You will make a comprehensive presentation, describing the rationale for the project, the thesis, the methods used and the results of your research. You should be prepared for a scholarly response to comments and questions regarding the dissertation. Upon the successful completion of the Final Oral and all other requirements, you will formally receive the Ph.D..

The Candidate should complete his/her Final Oral no later than January to participate in the ceremony in the spring.

### **III. Coursework Requirements**

The required number of units to complete a Ph.D. is 37 units. Ph.D. Candidates must complete the same courses and 32 units required of the Psy.D. candidates, and take an additional 5 units of research courses. The required research courses are: 1) Philosophy of Science (1 unit, or 15 hours); Research Methods (2 units, or 30 hours); and 3) Dissertation Writing, APA Style (2 units or 30 hours).

During this period, the student must choose a Dissertation Committee, consisting of a Chair/Mentor and 2 readers, along with a member of the Ph.D. Committee, serving as liaison. While all committee members must possess doctoral degrees, two of these members must have a Ph.D.. In the process of the Dissertation Writing class, the candidate will work on formulating a proposal for his/her dissertation with the Chair of his/her committee.

The required Ph.D. classes will be offered on a rotating bi-annual basis. One year, Research Methods will be offered, the following year, Philosophy of Science and Dissertation Writing. Applying early to the Ph.D. track allows the Curriculum Committee to plan for these required classes accordingly. Candidates will be charged at the current tuition rates.

Following the completion of the required number of units for the Ph.D., the candidate will pay half tuition until completion of the Ph.D. dissertation and passage of the Orals.

#### **IV. Graduation Requirements**

In addition to the coursework requirements as mentioned above, the Ph.D. candidate is required to satisfy all the same requirements as the Psy.D. candidate in terms of control cases, supervision, and personal analysis. The candidate's advisor is required to sign off on all requirements in order to graduate. And the Ph.D. dissertation must be completed and approved by the Candidate's Ph.D. dissertation committee at the Final Oral Defense. The Ph.D. Committee liaison will then present this information to the ICP Board of Directors for final approval. The Board approval will then be sent to the CPC in preparation for the spring graduation ceremony.

Approved by the ICP Board of Directors 11/8/98  
Revised 12/02 Revised 8/13

#### **V. Frequently Asked Questions:**

1. Where do I find the information on getting the Ph.D. degree? The Guidelines and Policies for the Doctoral Dissertation (this manual) is your bible. Use that with the broader document procedures Manual for Candidates. In addition, sample dissertation materials are available at ICP through the administrative staff. If you have any individual questions about the Ph.D. degree that is not answered through the written materials, please contact the Ph.D. Committee chairperson.
2. What are the course requirements for the Ph.D.? There are 37 units required for the Ph.D. You must include in your coursework, three specific classes: Philosophy of Science (1 unit), Psychoanalytic Scholarship: Research Methods (2 units) and the Dissertation Writing Seminar (2 or more units).
3. When should I start thinking about a dissertation? This is entirely discretionary, the earlier you have a project in mind, the easier to move through the ICP curriculum and think about contemporary literature to support your thesis perspective. Please note that all required Psy.D. classes need to be completed before submitting an application to the Ph.D. Program.
4. Is there a preferred time sequence for taking Ph.D. classes? All three classes will be helpful to the construction of your dissertation proposal, so the coursework should be considered an early step in the process. Keep in mind that the Ph.D. classes are offered every other year.
5. How do I pick a committee? Pay attention to people who you respect, particularly if they have expressed an interest in those areas you're interested in. Make sure that given the constraints

of people's availability and scheduling, you give yourself ample time. Select people who could give you subject expertise and design of study.

6. What are the financial obligations of doing the Ph.D.? As with any degree program at ICP, you pay tuition while you are completing your coursework. Once you complete all coursework, you pay half of the tuition until your Ph.D. process is complete. All Psy.D. tuition must be paid up and current, or else specific payment plans must be coordinated and approved with the Treasurer of ICP.
7. Any other requirements? The Ph.D. candidate is required to satisfy all the same requirements as the Psy.D. candidate in terms of control cases, supervision, and personal analysis. The candidate's advisor is required to sign off on all requirements in order to graduate.

## **VI. Format Instructions for the Dissertation**

This manual is to serve as a guide in the preparation of the final version of the dissertation. A particular format for the final version of the manuscript is required in order for the dissertation to be accepted by the Institute Library and for copyright registration with the Library of Congress. The candidate is advised to consult style manual, for example, *A Manual for Writers*, by Kate L. Turabian, as an additional resource in the preparation of the manuscript.

The manuscript is to be free of grammatical and spelling errors. It is recommended that the candidate make use of an outside editor or proofreader if necessary.

### **Dissertation Format Checking and Filing Procedures**

The candidate is to submit the original copy of the final manuscript, including the signature page, to the Institute office. Laser, letter quality and impact printing are acceptable type; dot matrix is not. After the manuscript is found to conform to the format requirements, the final approved copy will be placed permanently in the Institute Library.

### **Library Copies and Binding**

The candidate is to submit to the Institute Library the original copy on at least 20-pound bond, water-marked paper, with at least 25% rag (or cotton) content. The candidate will be responsible for binding the copy for the institute Library, and any other copies desired. The binding should be black leather with gold lettering. It is customary for the candidate to give each member of the Dissertation Committee a copy of the dissertation.

### **Margins**

- Top Margin: 1 inch ○ Right Margin: 1 inch ○
- Left Margin: 1 ½ inch ○ Bottom Margin: 1 ¼
- inch ○ Page Numbers: 5/8" inch from bottom of
- page

### **Spacing**

The manuscript is to be double-spaced throughout, except where appropriate, such as signature page, vita, table of contents, figures and tables, footnotes, etc.

### **Organization of the manuscript**

The title page of the manuscript is not numbered, with the signature pages as the first numbered page, with the lower case Roman numeral two (ii). The rest of the preliminary pages, including everything through the abstract page, are numbered sequentially with lower case Roman numerals. The first page of the text is numbered with Arabic numeral one (I). All of the remaining pages are numbered sequentially with Arabic numbers.

### **Order of Pages**

1. Title Page (Template located on page 87, appendix XII)
2. Copyright Page (optional: call Library of Congress for information and forms for registration. Telephone No.: (202) 707-6787 or (202) 707-3000. (refer page 88, appendix XIII)
3. Signature page (refer to page 89, appendix XIV for template)
4. Dedication page (optional)
5. Table of Contents (refer to page 90, appendix XV for template)
6. List of tables, graphs and figures (if applicable)
7. List of appendices (optional)
8. Acknowledgements (optional)
9. Vita (refer to page 91, appendix XVI for template)
10. Abstract (The abstract should have the candidate's full legal name.) (refer to page 92, appendix XVII for template)

### **The Text**

The text begins after the abstract page and is divided into chapters.

### **References & Appendices**

List of references and samples of consent form (refer to page 93, appendix XVIII for sample), questionnaires, or written instruction for testing materials when applicable should be given.

### **Exception**

If there are compelling reasons that make this format not feasible, the candidate has the option of petitioning the Ph.D. committee for permission to use a different format. **VII.**

## **Dissertation Copyright and Binding**

### **Binding:**

Kater Crafts Bookbinder's Inc.

(562) 692-0665

4860 Gregg Road

Pico Rivera, CA 90660-2199

- Get S-7 Cover – Faux leather in Black. Gold letter stamping on spine.
- Takes 6-8 weeks • For 3+ copies, \$22.25 each. This includes stamp of spine.

### **Copyright:**

- Library of Congress (202) 707-6787 or (202) 707-3000
- T-X Application form to Register
- Copy of Dissertation – if unpublished just one copy
- Fee - \$20 before 7/1/99

## **VII. Regulations Relating to the Approval of Degree-Granting Schools**

### **Title 5**

#### **Division 7.5**

#### **Private Postsecondary Education**

### **Article 16. Graduate Degrees**

#### **71880. Doctorate Degrees**

- (a)(1) The Doctor of Philosophy degree ("Ph.D.") is a research-oriented degree requiring a minimum of three years of full-time graduate education or the equivalent in part time study.
- (2) The Doctor of Philosophy may be awarded only to students who have complete a program of study that includes research methodology and who have demonstrated learning achievement through original research directly attributable to the student.



- (3) Program leading to the Doctor of Philosophy degree shall include substantial instruction in both theory and research at advanced levels in a designated field and specialty. Each educational program leading to a Doctor of Philosophy degree shall involve preparation for scholarship and systematic inquiry.

### **71885. Doctorate Committees**

- (a)(1) Each Doctor of Philosophy program shall include a minimum of two formal evaluations of the student by a doctoral committee.
  - (2) The first evaluation shall consider the students qualifications, including the students' knowledge, skills, and conceptual framework, for understanding rigorous inquiry into the students designated field.
  - (3) The second evaluation shall consider the design procedures and products of a formal original inquiry proposed and completed by the student.
- (b) The doctoral committee shall be composed of at least three members of the institutes own faculty.
- (c) All of the faculty who serve on each students doctoral examining committee shall have all of the following qualifications:
  - 1) All of the faculty shall have doctoral degrees.
  - 2) The chair and the majority of the committee shall have degrees related to the student's field of investigation.
  - 3) A minimum of 50 percent of the faculty on the committee shall have degrees conferred by an institution accredited by an accrediting association recognized by the United States Department of Education or the American Bar Association, unless the accreditation does not exist.
  - 4) All of the faculty shall have three or more years of field work or research experience related to their degrees obtained after they obtained their degrees.
  - 5) All of the faculty shall have been active in their field of scholarship or profession within the five-year period preceding their participation on the committee.
- (d) The formal evaluation procedures shall provide the committee as a whole with the opportunity to jointly examine the candidate.
- (e) If the candidate is not physically present and the evaluation must take place by telephone or other means of electronic communication, one of the following shall apply:
  - 1) One faculty member on the students doctoral committee from the main location (i.e., the state in which the program is licensed or otherwise officially approved) must be present at the location where the doctoral student is examined.

- 2) A proctor, selected and approved by the doctoral committee, shall sit as an observer with the student at the distant location and verify, under penalty of perjury under the laws of the State of California, the identity of the student and the fact that the student
  - 3) received no prompting by anyone and did not have access to unallowed materials during the evaluation process.
- (f) If a project includes more than one student, the individual student's role and contributions shall be clearly identified and documented.
  - (g) The institution shall maintain a written record of the evaluations. This record shall include the names and signatures of all committee members who participated in the evaluations.

NOTE: Authority cited: Sections 94305 and 94337, Education Code. Reference cited: Sections 94301 and 94310, Education Code.

**ICP NON-DEGREE PROGRAMS**  
**September 6, 2017 – June 18 , 2018**

Syllabi are located in appendix XXI, page 356.

### **Psychoanalytic Psychotherapy 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**  
2533 Doolittle Ave  
Arcadia, CA 91006

## **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.  
September 6, 2017 - June 18, 2018

CandidateName: \_\_\_\_\_

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:

	<u>Total Units:</u>	<u>Total</u>
<u>Hours:</u>		
Psychoanalytic Training Program:	32 units	420 hours

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.



### 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

Description	Fee
Application Fee	\$125 early application/ \$150 regular application
Full-time Tuition (\$375 per unit)	\$3000
Part-time Tuition (\$375 per unit)	\$1500 tuition
Supervision for controlcases	(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.
Training Psychoanalysis	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.
AdministrativeFee	<u>\$100</u> Subject to required readings. Over 60% of required reading materials are provided to the candidates by the ICP; Most other readings can be obtained from the PEP-web account provided by ICP to members and candidates. Of materials not provided, most can be obtained from personal libraries of ICP members, or other facilities.
Student Tuition Recovery Fund	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.

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:

- 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.

**STUDENT TUITION RECOVERY FUND (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
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](http://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. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **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 arefund.

**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: 888370 7589 or 916 431 6959 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](http://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 and 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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*

**Institute of Contemporary Psychoanalysis**  
**10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779**

**ENROLLMENT AGREEMENT for SEPTEMBER 6, 2017 - JUNE 18, 2018.**  
**Extension Program: Foundation Series**

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 Extension Program: Foundation Series (full year):

	<u>Total Hours</u>
Classes :	
<b>Instructional Hours</b>	20

**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.

**C. 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.

**D. 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 Extension Program (F)**

Description	Fee
Application Fee	Non-refundable fee: \$50
<b>Tuition</b>	
<b>Licensed</b> (\$27.50 per hour)	\$550.00
<b>Pre Licensed</b> (\$22.50 per hour)	\$450.00
Student Tuition Recovery Fund	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.

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:

- 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.

### STUDENT TUITION RECOVERY FUND (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 or 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](http://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. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **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 PhD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PhD 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, or PhD 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: 888-3707589 or 916-431-6959  
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 or by completing a complaint form, which can be obtained on the bureau's internet website, [www.bppe.ca.gov](http://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: \$ \_\_\_\_\_ tuition/\$ \_\_\_\_\_ 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:

- \$550.00 for 20 hours for Licensed students in the Extension Program–Foundation Series
- \$450.00 for 20 hours for Pre-Licensed students in the Extension Program–Foundation Series
- 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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*

**Institute of Contemporary Psychoanalysis**  
**10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779**

**ENROLLMENT AGREEMENT for SEPTEMBER 6, 2017 - JUNE 18, 2018.**  
**Extension Program: Advanced Series**

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 Extension Program: Advanced Series (full year):

	<u>Total Hours</u>
Classes :	
<b>Instructional Hours</b>	20

## 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.

### C. 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 \$28.58 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.

## D. 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 Extension Program (A)

Description	Fee
Application Fee	Non-refundable fee: \$50
<b>Tuition</b>	
<b>Licensed</b> (\$27.50 per hour)	\$550.00
<b>Pre Licensed</b> (\$22.50 per hour)	\$450.00
Student Tuition Recovery Fund	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.

### 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 government assistance until the loan is repaid.

### STUDENT TUITION RECOVERY FUND (STRF):

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

3. 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
4. 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:

3. You are not a California resident, or are not enrolled in a residency program, or
4. 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:

6. The school closed before the course of instruction was completed.
7. 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.
8. 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.
9. 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.
10. 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 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. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **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 arefund.

**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 PhD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PhD 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, or PhD 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](http://www.bppe.ca.gov)  
 Telephone: 888-370-7589 or 916-431-6959  
 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 or by completing a complaint form, which can be obtained on the bureau's internet website, [www.bppe.ca.gov](http://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: \$ \_\_\_\_\_ tuition/\$ \_\_\_\_\_ 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:

\$550 for Licensed students for 20 hours in the Extension Program Advanced Series

\$450 for Pre-Licensed students for 20 hours in the Extension Program Advanced Series

- 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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*

**Institute of Contemporary Psychoanalysis**  
**10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779**

**ENROLLMENT AGREEMENT for SEPTEMBER 6, 2017 - JUNE 18, 2018.**  
**Saturday Series: San Diego**

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 Saturday Series: San Diego (full year):

	<u>Total Hours</u>
Classes :	
<b>Instructional Hours</b>	31.5

**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.

**C. 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.

**D. 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 Saturday Series: San Diego

Description	Fee
Application Fee	Non-refundable fee: \$50
<b>Tuition</b>	
<b>Licensed</b> (\$ 18.41 per hour)	\$580.00
<b>Pre Licensed</b> (\$15.55 per hour)	\$490.00
Student Tuition Recovery Fund	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.

## 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 government assistance until the loan is repaid.

### STUDENT TUITION RECOVERY FUND (STRF):

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

5. 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
6. 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:

5. You are not a California resident, or are not enrolled in a residency program, or
6. 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:

11. The school closed before the course of instruction was completed.
12. 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.
13. 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.
14. 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.
15. 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 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. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **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 arefund.**

**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 PhD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PhD 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, or PhD 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 916-431-6959  
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 or by completing a complaint form, which can be obtained on the bureau's internet website, [www.bppe.ca.gov](http://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: \$ \_\_\_\_\_ tuition/\$ \_\_\_\_\_ 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:

\$580.00 for 31.5 hours for Licensed students in the San Diego Saturday Series Program

\$490.00 for 31.5 hours for Pre-Licensed students in the San Diego Saturday Series 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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*

**Institute of Contemporary Psychoanalysis**  
**10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779**

**ENROLLMENT AGREEMENT for SEPTEMBER 6, 2017 - JUNE 18, 2018.**  
**Saturday Series: Pasadena**

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 Saturday Series: Pasadena (full year):

	<u>Total Hours</u>
Classes :	
<b>Instructional Hours</b>	31.5

**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.

**C. 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.

**D. 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 Saturday Series: Pasadena

Description	Fee
Application Fee	Non-refundable fee: \$50
<b>Tuition</b>	
<b>Licensed</b> (\$ 1841 per hour)	\$580.00
<b>Pre Licensed</b> (\$15.55 per hour)	\$490.00
Student Tuition Recovery Fund	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.

## 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 government assistance until the loan is repaid.

### STUDENT TUITION RECOVERY FUND (STRF):

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

7. 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
8. 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:

7. You are not a California resident, or are not enrolled in a residency program, or
8. 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:

16. The school closed before the course of instruction was completed.
17. 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.
18. 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.
19. 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.
20. 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 non-refundable STRF fee is \$0.00.

### ***Notice to Prospective Degree Program Students***

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- **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 arefund.**

**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 PhD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PhD 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, or PhD 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:

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P.O. Box 980818, West Sacramento, CA 95798-0818  
www.bppe.ca.gov  
Telephone: 888-370-7589 or 916-431-6959  
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 or by completing a complaint form, which can be obtained on the bureau's internet website, [www.bppe.ca.gov](http://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: \$ \_\_\_\_\_ tuition/\$ \_\_\_\_\_ 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:

\$580.00 for 31.5 hours for Licensed students in the Pasadena Saturday Series Program

\$490.00 for 31.5 for Pre-Licensed students in the Pasadena Saturday Series 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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*

**Institute of Contemporary Psychoanalysis**  
**10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779**

**ENROLLMENT AGREEMENT for SEPTEMBER 6, 2017- JUNE 18, 2018.**  
**Saturday Series: Ventura County**

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 Saturday Series: Ventura County (full year):

	<u>Total Hours</u>
Classes :	
<b>Instructional Hours</b>	22.5

**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.

**C. 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.

**D. 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 Saturday Series: Ventura

Description	Fee
Application Fee	Non-refundable fee: \$50
<b>Tuition</b>	
<b>Licensed</b> (\$25.77 per hour)	\$580
<b>Pre Licensed</b> (\$20.00 per hour)	\$450
Student Tuition Recovery Fund	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.

## 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 government assistance until the loan is repaid.

### STUDENT TUITION RECOVERY FUND (STRF):

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

9. 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
10. 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:

9. You are not a California resident, or are not enrolled in a residency program, or
10. 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:

21. The school closed before the course of instruction was completed.
22. 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.
23. 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.
24. 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.



25. 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 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. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **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 PhD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PhD 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, or PhD 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 916-431-6959  
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 or by completing a complaint form, which can be obtained on the bureau's internet website, [www.bppe.ca.gov](http://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: \$ \_\_\_\_\_ tuition/\$ \_\_\_\_\_ 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:

- \$ 580.00 for Licensed students for the 22.5 hours in the Ventura Saturday Series Program
- \$450.00 for Pre-Licensed students for the 22.5 hours in the Ventura Saturday Series 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

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

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'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)      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>

**Status of Control Cases: (Please circle one)**

1<sup>st</sup> Control Case:    ongoing    complete

2<sup>nd</sup> Control Case:    ongoing    complete

3<sup>rd</sup> 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 WPTP courses: \_\_\_\_\_      10 week WPTP courses: \_\_\_\_\_

6 week WPTP courses: \_\_\_\_\_      12 week WPTP 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: \_\_\_\_\_

## **APPENDIX III**



# CONFIDENTIAL

## Certification of Analytic Hours

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	SIGNATURE TRAINING ANALYST
January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

## APPENDIX IV

### 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.

**APPENDIX V**



# Supervisory Report

Candidate: \_\_\_\_\_

First Session Date: \_\_\_\_\_

Supervisory Hours Since Last Report: \_\_\_\_\_

Total Supervisory Hours: \_\_\_\_\_

Last Report Date: \_\_\_\_\_

Supervision Fee: \$ \_\_\_\_\_

Please give a brief description of how the supervision is progressing. Please complete the applicable areas and sign by typing your name. Submit the form by email to the ICP office or fax it to (310) 207-6083.

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisee: \_\_\_\_\_

Date: \_\_\_\_\_

ICP ■ 10780 Santa Monica Blvd., Suite #350, Los Angeles, CA 90025  
310.207.8441 phone ■ 310.207.6083 fax ■ [programcoord@icpla.edu](mailto:programcoord@icpla.edu)



**APPENDIX VI**

**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 VII



Candidate: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Instructor(s): \_\_\_\_\_  
 Course Number: \_\_\_\_\_ Total Number of Sessions: \_\_\_\_\_

**EVALUATOR'S SPECIFIC RATING OF STUDENT'S LEARNING:**

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

**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 VIII



### 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? \_\_\_\_\_ **A**
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 IX**

### **Required Format for Graduation 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 X**

### **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 Graduation 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 XI**

**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 XII**

**Ph.D. Sample Title Page**

Institute of Contemporary Psychoanalysis

The Development and Change  
In Relational Patterns:  
A Critical Appraisal of Attachment Theory and Its Clinical Use.

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

By

Jane Z. Doe

2013

**APPENDIX XIII**

**Sample Copyright Page**

Copyright by

Jane Z. Doe

2013



**APPENDIX XIV**

**Sample Signature Page**

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 Faculty of the Institute of Contemporary Psychoanalysis in partial fulfillment of the requirements for the degree of:

DOCTOR OF PHILOSOPHY

Approved:

\_\_\_\_\_

Chairperson, Dissertation Committee

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Date

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Member, Dissertation Committee

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Date

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Member, Dissertation Committee

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Member, Dissertation Committee

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Date

**APPENDIX XV**

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## **APPENDIX XVI**

### **Sample Vita**

#### **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**

Doe, Jane (1987). "Object Relations and Attachments in Family Therapy," Paper presented at the Family Strength Conference, Pepper Tree University, Washington

## **APPENDIX XVII**

### **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 XVIII

### 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  
Xxxx America Street  
Any Town, CA xxxxx

\_\_\_\_\_

(xxx) xxx-xxxx

**APPENDIX XIX**

**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 its unfolding.

### **Please Purchase the Following Books:**

**Gabbard, G., Litowitz, B, Williams, P.** (2012) *Textbook of Psychoanalysis*, American Psychiatric Publishing, Washington, D.C.

**Mitchell, S.A., Greenberg, J.** (1983) *Object Relations in Psychoanalytic Theory*, Harvard University Press, Boston.

**Mitchell, S.A., Black, M.** (1995) *Freud and Beyond*, Basic Books, N.Y.

**(Optional) Ogden, T.** (2012) *Creative Readings: Essays on Seminal Analytic Works*, Routledge, London.

## **ASSIGNMENT FOR FIRST TWO WEEKS: FREUDIAN ORIGINS**

### **FIRST CLASS: FREUD'S BASIC CONCEPTS**

**Freud, S.** (1910). Five Lectures on Psycho-analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910)*. Use Pep Web.

***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.** (1911). The Handling of Dream-Interpretation in Psycho-Analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

**Freud, S.** (1912). Recommendations to Physicians Practicing Psycho-Analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913):*

**Freud, S.** (1913). On Beginning the Treatment<sup>1</sup> (Further Recommendations on the Technique of Psycho-Analysis I). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

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

**Freud, S.** (1915). Observations on Transference-Love (Further Recommendations on the Technique of Psycho-Analysis III). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

**Ferenczi, S.** (1949). Confusion of the Tongues Between the Adults and the Child—(*The Language of Tenderness and of Passion*). *Int. J. Psycho-Anal.*, 30:225-230

### **THIRD CLASS: OBJECT RELATIONS *Textbook of Psychoanalysis:*** Chapters 4, 12, 13.

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

**Bion, W.R.** (1959). Attacks on Linking<sup>1</sup>. *Int. J. Psycho-Anal.*, 40:308-315

**Winnicott, D.W.** (1960). The Theory of the Parent-Infant Relationship<sup>1</sup>. *Int. J. Psycho-Anal.*,



41:585-595

**Winnicott, D.W.** (1945). Primitive Emotional Development<sup>1</sup>. *Int. J. Psycho-Anal.*, 26:137-143

#### **FOURTH CLASS: EGO PSYCHOLOGY**

**Textbook of Psychoanalysis** (2012) Chapters 7-11 (Classical Psychoanalysis: Past and Present).

**Brenner, C.** (1979). The Components of Psychic Conflict and its Consequences in Mental Life. *Psychoanal. Q.*, 48:547-567

**Greenson, S.** (1967). Survey of Basic Concepts, *The Technique and Practice of Psychoanalysis*, Int. Universities Press Inc. pp. 7-51.

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

**Loewald, H.W.** (1960). On the Therapeutic Action of Psycho-Analysis. *Int. J. Psycho-Anal.*, 41:16-33

#### **FIFTH CLASS: THE INTERPERSONALIST AND KOHUTIAN REVOLUTIONS**

**Freud and Beyond** Chapter3--Harry Stack Sullivan and Interpersonal Psychoanalysis **Sullivan, H** (1938) The Data of Psychiatry in *Pioneers of Interpersonal Psychoanalysis*, ed. Stern D and Mann C. ( 1995),. Analytic Press, N.J.

**Mitchell, S.** Interaction in the Interpersonal Tradition, *Influence and Autonomy*, 63-99.

**Ehrenberg, D.B.** (1974). The Intimate Edge in Therapeutic Relatedness. *Contemp. Psychoanal.*, 10:423-437

**Levenson, E.** (1988) The Pursuit of the Particular—On the Psychoanalytic Inquiry, *Contemp. Psychoanalysis*, 24: 1-16

**Maroda, K.** (1999) Show Some Emotion, in *Relational Psychoanalysis, The Emergence of a Tradition*, Mitchell and Aron, eds. Analytic Press, New Jersey.

**Kohut, H. and Wolf, E.S.** (1978). The Disorders of the Self and their Treatment: An Outline. *Int. J. Psycho-Anal.*, 59:413-425

#### **SIXTH CLASS: CLINICAL CASE DISCUSSION**

#### **SEVENTH CLASS: TRANSFERENCE AND COUNTERTRANSFERENCE**

**Harris, A.** (2012) Transference, Countertransference, and the Real Relationship. In *Textbook of Psychoanalysis*. American Psychiatric Publishing, Washington, D.C. pp. 255-268.

**Orange, D.M.** (1993). Chapter 18 Countertransference, Empathy, and the Hermeneutical Circle. *Progr. Self Psychol.*, 9:247-268.

**Racker, H.** (2007). The Meanings and uses of Countertransference. *Psychoanal. Q.*, 76:725- 777

**Sandler, J.** (1976). Countertransference and Role-Responsiveness. *Int. Rev. Psycho-Anal.*, 3:43-47

**Ogden, T.** (1994) The Analytic Third, in Mitchell and Aron, eds. *Relational Psychoanalysis: the Emergence of a Tradition*(1999), Analytic Press, New Jersey.

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

**Bowlby, J.** (1988) A Secure Base: Parent-Child Attachment and Healthy Human

Development. New York: Basic Books. Lecture 7, pp. 119-136.

**Mitchell, S. A.** (1988) The metaphor of the baby. In: Relational Concepts in Psychoanalysis: An Integration. Cambridge, Mass.: Harvard University Press, pp. 127-150. **Sander,**

**L.W.** (2002). Thinking Differently. *Psychoanal. Dial.*, 12:11-42

**Winnicott, D. W.** (1953). Transitional Objects and Transitional Phenomena—*A Study of the First Not-Me Possession*<sup>1</sup>. *Int. J. Psycho-Anal.*, 34:89-97

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

**Beebe, B. and Lachmann, F.** (2002) Chapters 1, 2 and 9. *Infant Research and Adult Treatment*. Analytic Press.

**Lyons-Ruth, K.** (1999). The Two-Person Unconscious. *Psychoanal. Inq.*, 19:576-617

**Stern, D. N.** (2008) The clinical relevance of infancy: A progress report. Infant Mental Health Journal, 29(3), 177-188. (PDF)

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

**Orange, D.** (1995) Chapters 1 (*Making Sense Together*), 4 (*Toward an Epistemology of Perspectival Realism*), and 7 (*Affect and Emotional Life*) in *Emotional Understanding*, Guilford Press, New York.

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

**Stern, S.** (1994) Needed relationships and repeated relationships: An integrated relational perspective, *Psychoanalytic Dialogues*, Vol 4., pp.317-345. Steve is writing his new book on this theme and we can use his updated material—it's good.

**Socarides, D.D. and Stolorow, R.D.** (1984). Affects and Selfobjects. *Annu. Psychoanal.*, 12:105-119

**Stolorow, R.D.** Principles of Psychoanalytic Exploration, pp. 1-15; Transference—The organization of Experience, pp. 28-47, and Treatment of Borderline States, pp. 106-132, in *Psychoanalytic Treatment, An Intersubjective Approach*, Psychoanalytic Book Series, Vol. 2.

**Terman, D.**(2012) Self Psychology, Chapter 14 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 199-210.

## **ELEVENTH CLASS: CLINICAL CASE DISCUSSION**

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

**Aron, L. & Lechich, M.** (2012) Chapter 15 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 211-224.

**Mitchell & Aron**, eds. (1999) Preface in *Relational Psychoanalysis: The Emergence of a Tradition*, Analytic Press, New York.

**Aron, L.** (1991) The Patient's Experience of the Analyst's Subjectivity, in *Relational Psychoanalysis:*

*the Emergence of a Tradition*, Analytic Press, N.J.

**Benjamin, J.** (2004). Beyond Doer and Done to. *Psychoanal. Q.*, 73:5-46

**Bromberg, P.M.** (1996). Standing in the Spaces: The Multiplicity Of Self And The Psychoanalytic Relationship. *Contemp. Psychoanal.*, 32:509-535

**Ghent, E.** (1990) Masochism, Submission, and Surrender: Masochism as a Perversion of Surrender in *Relational Psychoanalysis: The Emergence of a Tradition*.

### **THIRTEENTH CLASS: RELATIONAL PSYCHOANALYSIS AND BEYOND**

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

**Slavin & Kriegman** (1998) Why the Analyst Needs to Change: Toward a Theory of Conflict, Negotiation, and Mutual Influence in the therapeutic Process in *Relational Psychoanalysis Volume II*. Analytic Press, N.J.

**Slochower, J.** (1996). Holding and the Fate of the Analyst's Subjectivity. *Psychoanal. Dial.*, 6:323-353

**Stern, D.B.** (2004). The Eye Sees Itself. *Contemp. Psychoanal.*, 40:197-237

**Stern, D.B.** (2013) Relational Freedom and Therapeutic Action, *J. Amer. Psychoanalytic Assn.*, 61:227-255.

### **FOURTEENTH CLASS: INTEGRATIONISTS**

**Coburn, W.** (2012) Attitudes in psychoanalytic complexity: an alternative to postmodernism in psychoanalysis, in *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, eds. Frie, R. & Orange, D., Routledge, New York.

**Teicholz, J.G.** (2008). A Strange Convergence: postmodern theory, infant research, and psychoanalysis, in *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, eds. Frie, R. & Orange, D., Routledge, New York.

**Renn, P.**(2012) A Contemporary Relational Model: Integrating Attachment, Trauma, and Neuroscience Research, *The Silent Past and the Invisible Present*, Routledge, N.Y., pp. 89-113

**Shane, E (2014)** Magid and Shane (2015) Relational Self Psychology, presented for Sidney Psychoanalytic Association, Sidney Australia, and In Press.

**Stern, S. (2015)** Needed Relationships

**Weisel-Barth, J.** (2011). Katherine: A Long, Hard Case. *Int. J. Psychoanal. Self Psychol.*, 6:444-468

### **FIFTEENTH CLASS: CONCLUDING DISCUSSION**

**Contemporary Psychoanalytic Theories: Self-Psychology Theory**

**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](http://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, selfobject, 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., intersubjectivity theory, self and motivational systems theory, developmental systems self psychology, specificity theory, pathological accommodation, etc.
7. To reconceptualize 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 complementarity. 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. His 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. Kohut, Heinz, "Introspection, Empathy and Psychoanalysis: Examination of the Relationship Between Mode of Observation and Theory", 1959, The Search for the Self. Chapter 12, Vol. I. Also in: J. Am. Psyc. Assoc. 1959, 7:459-483.
2. "Forms and Transformations of Narcissism," 1966, The Search for the Self, Chapter 32, Vol. 1.  
Also in: J. Am. Psyc. Assoc. 1966, 14:243~72.
3. "The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach," 1968, The Search for the Self. Chapter 34, Vol. 1.

Also in: The Psychoanalytic Study of the Child. 1968, 23:86-113.

4. The Analysis of the Self 1971, N.Y., IUP.
5. "Thoughts on Narcissism and Narcissistic Rage," 1972, The Search for the Self, Chapter 40, Vol. 11.
6. Restoration of the Self, 1977, N.Y., IUP
7. Wolf, E. "The Disorders of the Self and Their Treatment: An Outline," 1978, Int. J. Psa., 59:413-425.
8. "The Two Analyses of Mr. Z," 1979, Int. J. Psa., 60:3-27.
9. "How Does Analysis Cure? 1984, University of Chicago Press.

#### SELF PSYCHOLOGY: BASIC CONCEPTS

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

### SELF

- I. An independent center of initiative.
- II. An independent recipient of impressions.
- III. The organization of experience (therefore a structure).
- IV. 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. Selfobjects develop from the primitive, archaic states to mature selfobjects. Essentially it is selfobject functions which are of 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.

\*Strozier, C. (1985), *Glimpses of a life: Heinz Kohut (1913-1981)*, in *Progress in Self Psychology*, ed. By A. Goldberg, Vol. 1, pp3-13, NY: Guilford Press.

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

Kohut, H. (1959), *Introspection, empathy and psychoanalysis: examination of the relationship between mode of observation and theory*. Ed. by P. Ornstein, *The Search for The Self*, Vol. 1, Chapter 12.

Ornstein, P. (2009). *My late night hypnogogic fantasy: conversation with Heinz*



Kohut, Int. J. Psychoanal. Self Psychol., 4, 101-110.

Stolorow, R. (2010). My long-distance friendship with Heinz Kohut, Int. J. Psychoanal. Self Psychol., 5:177-183.

Terman, D. (2010). Heinz Kohut as I knew him, Int. J. Psychoanal. Self Psychol., 5:96-102.

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

\*Kohut, H. (1982), "Introspection, Empathy and the Semicircle of Mental Health" in Int. J. Psychoanal., Vol. 63, pp.395-407.

Geist, R. (2007), "Who are You, Who am I, and Where are We Going: Sustain Empathic Immersion in the Opening Phase of Psychoanalytic Treatment" in Int. J. of Psychoanalytic Self Psychology, Vol. 2 (1), p. 1-24.

\*\*Kohut, H. (1984), The role of empathy in psychoanalytic cure. (Ch. 9), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 172-191.

Recommended Reading:

Orange, D. (2007) "Attitudes, Values, and Intersubjective Vulnerability", Prepublished paper presented at the 30th conference on the Psychology of the Self, Los Angeles.

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

\*Kohut, H. and Wolf, E. (1978), The Disorders of the self and their treatment: An outline, Int. J. Psa., 59:413-425.

\*Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

\*\*Kohut, H. (1984), The self psychological reassessment of the therapeutic process, (Ch. 6), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 80-110.

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

\*Kohut, H. (1972), Thoughts on Narcissism and Narcissistic Rage, The Search for the Self, Chapter 40, Vol. 11.

Lachmann, F., (2000), Transforming Aggression, NJ: Jason Aronson, pp. 1-45.

Kohut, H. (1977), The oedipus complex and the psychology of the self. (Ch. 5) The Restoration of The Self, New York: International Universities Press, 220-248.

Recommended:

\*\*Kohut, H. (1984), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, p. 13-28.

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

\*\*Kohut, H. (1984), The self psychological approach to defense and resistance, (Ch. 7) How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 111-151.

\*Miller, J. (1985), How Kohut actually worked, in Progress In Self Psychology, ed. By A. Goldberg, Vol. 1, pp. 13-30, NY:Guilford Press.

\*Tolpin, M. (2002), Doing psychoanalysis of normal development: forward edge transferences, in Progress in Self Psychology, ed. By A. Goldberg, Vol. 18, pp. 167-190, NJ: Analytic Press.  
There is no meeting on Thursday October 15 due to the Self Psychology conference in Los Angeles. If you're interested in attending the conference, you may register online at [psychologyoftheself.com](http://psychologyoftheself.com).

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

\*Lichtenberg, J. (1999), Listening, understanding and interpreting: reflections on complexity, Int. J. Psa., 80, 719-737.

\*Fosshage, J. (2009), Some key features in the evolution of self psychology and psychoanalysis, in Self and Systems: Explorations in Contemporary Self Psychology, ed. By VanDerHeide, N. and Coburn, W. Annals of the New York Academy of Sciences, Volume 1159, pp. 1-30, Boston: Blackwell Publishing.

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

Shane, E. (2006), Developmental Systems Self Psychology, Int. J. Psychoanalytic Self Psychology, 1 (1), 23-46.

Shane, E. (2010). How does relationship cure: The dynamics of relationship in psychoanalysis. Paper presentation.

Magid, B. and Shane, E. (2014) What self psychology and relationality can learn from each other. Unpublished paper presented for the IARPP webinar.

Stolorow, R. , Brandchaft, B. and Atwood, G. (1987). Reflections on self psychology, in Psychoanalytic Treatment: An Intersubjective Approach, Analytic Press: Hillsdale, N.J., pp. 15-27.

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

Bacal, H. (2011), How specificity theory changes clinical practice, (Ch. 3), in The Power of

Specificity in Psychotherapy: When Therapy Works and When It Doesn't, Lanham, Maryland: Jason Aronson, pp. 15-29.

Bacal, H. (Ed.). (1998), Optimal responsiveness and the specificity of selfobject experience, (Ch. 7), in Optimal Responsiveness: How Therapists Heal Their Patients, Northvale, N.J.: Jason Aronson, pp. 141-170.

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

Coburn, W. J. (2007). Psychoanalytic Complexity: Pouring New Wine Directly Into One's Mouth (Chapter 1), in "New Developments in Self Psychology Practice," Eds. Buirski, P. and Kottler, A., Jason Aronson

\*Roland, A. (2003) Psychoanalysis across civilizations: A personal journey, Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 31: 275-295.

Corpt, E. (2011) Peasant in the analyst's chair: Reflections, personal and otherwise, on class and the forming of an analytic identity. Paper presentation at By-standers No More Conference, New York.

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

\*Kindler, A. (1999), The case of Joanna Churchill, Progress in Self Psychology and discussions by Fosshage, J., Ornstein, P., Stolorow, R. and reply by Kindler, pp. 197-240.

**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:

Stolorow, R. D. (2013), Intersubjective-Systems Theory: A Phenomenological – Contextualist Psychoanalytic Perspective, *Psychoanalytic Dialogues*, 23:484-489, 2013. (Theory in a nutshell)

Atwood, G. & Stolorow, R. (2014). *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism*. Chapter 6. Legacies of the Golden Age: A Memoir of Collaboration. (History and development of the theory)

Atwood, G. E. & Stolorow, R. D. (2014), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism*, Chapter 1: Philosophical Context and Basic Concepts. P. 3-33. (Husserl, Heidegger, Sartre, structuralism, personality).

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>

Stolorow, R. D. (2013), PT Blog, "The Tragic and the Metaphysical:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201307/the-tragic-and-the-metaphysical>.

Stolorow, R. D. (2012), PT Blog, "Ode to a Besserwisser:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201205/ode-besserwisser>.

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:

Atwood, G. & Stolorow, R. (2014). *Structures of Subjectivity*. Chapter 7, The Demons of Phenomenological Contextualism: A Conversation. (autobiographical and vision)

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, Ch. 9: A Distant Mirror: Psychobiography and Post-Cartesian Inquiry, pp. 100 – 104. (the connection between subjectivity and theoretical ideas, and its evasion)

Orange, D.M. (2009). Kohut Memorial Lecture: Attitudes, Values and Intersubjective Vulnerability. *Int. J. Psychoanal. Self Psychol.*, 4:235-253. (autobiographical) Additional Related Resources:

\*Brandchaft pp xiii-xiv, 9-27. (autobiographical)

George Atwood's website: <http://www.georgeatwood.com/index.html> Stolorow, R. D. (2013), PT Blog "On Being a Remainder:"

<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:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 5: Affects and Selfobjects.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*, Chapter 5: Trauma and the 'Ontological Unconscious,' pp 29-31.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*: Chapters 1: The Contextuality of Emotional Life, and 2: The Contextuality of Emotional Trauma. (overlaps with Affects and Selfobjects, but extends ideas)  
Additional Related Resources:

\*Stolorow, R. D. (2014), PT Blog, "The War on Grief:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201402/the-war-grief>

\*Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 5: Thinking and Working Contextually, pp. 79 – 83: Shame and Self-Loathing.

Stolorow, R. D. (2013), PT Blog, "The Shame Family:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201310/the-shame-family>

Stolorow, R. D. (2013), PT Blog, "On Valorizing Shame:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201310/valorizing-shame>

Stolorow, R. D. (2013), PT Blog "Integrating Emotional Trauma:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201303/integrating-emotional-trauma>.

Stolorow, R. D. (2013), PT Blog, "Portkeys to Trauma:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201309/portkeys-trauma>

Stolorow, R. D. (2012), PT Blog, "Never Again!:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201209/never-again>.

Stolorow, R. D. (2013), "Death, Afterlife, and Doomsday Scenario:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201312/death-afterlife-and-doomsday-scenario>

Stolorow, R. D. (2014), "When Grief Finds a Home:"  
<http://www.psychologytoday.com/blog/feeling-relating-existing/201311/when-grief-finds-home>

#### 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:

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), *Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis*, Chapter 3: World Horizons: An Alternative to the Freudian Unconscious.

Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 2: Three Realms of the Unconscious, pp 29-35.

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, Chapter 5: Worlds Apart: Dissociation, Finitude, and Traumatic Temporality.  
Additional Related Resources:

\*Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 5: Thinking and Working Contextually, pp. 83 – 88: Dissociation and Multiplicity.

ATWOOD LECTURE 17, Parts 1 and 2: George distinguishes the appearance and function of dissociative states from states of personal annihilation.

R. D. Stolorow, PT Blog "Whatever you want!" <http://www.psychologytoday.com/blog/feeling-relating-existing/201407/whatever-you-want>.

Stolorow, R. D. (2012), PT Blog, "What is Character and how does it change?:"  
<http://www.psychologytoday.com/blog/feeling-relating-existing/201203/what-is-character-and-how-does-it-change>.

Stolorow, R. D. (2011), PT Blog, "The Meaning and Rhetoric of Evil:"  
<http://www.psychologytoday.com/blog/feeling-relating-existing/201110/the-meaning-and-the-rhetoric-evil-auschwitz-and-bin-laden>.

#### 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:

Atwood, G. E. & Stolorow, R. D. (1984), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology*, Chapter 4 (pp. 85 – 105 only): Pathways of Concretization.

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:

\*Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 3: The Mind and the Body. Pp 43-48. Orange, D.M. (2003). Why Language Matters to Psychoanalysis. *Psychoanal. Dial.*, 13:77-103.

Stolorow, R. D. (2012), PT Blog, “Blues, Trauma, and Existential Vulnerability:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201204/blues-trauma-existential-vulnerability>.

#### 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:

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. Chapter 2: Attitudes.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994), *The Intersubjective Perspective*, Chapter 4: The Nature and Therapeutic Action of Psychoanalytic Interpretation.

Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 3: The Myth of Neutrality. Stolorow, R. D. (2013), PT Blog “Undergoing the Situation:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201308/undergoing-the-situation>.

#### Additional Related Resources:

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. Chapter 5: Attitudes at Play, pp 71-81.

Stolorow, R. D. (2013), PT Blog “I’ll be with you when the deal goes down:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201303/i-ll-be-you-when-the-deal-goes-down>.



Stolorow, R. D. (2012), PT Blog, "Scientism in Psychotherapy:"  
<http://www.psychologytoday.com/blog/feeling-relating-existing/201206/scientism-in-psychotherapy>.

## 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:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 3: Transference --The Organization of Experience.

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 8: Treatment of Borderline States. Hillsdale, NJ: The

Analytic Press.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994). *The Intersubjective Perspective*, Chapter 8: Aggression in the Psychoanalytic Situation, pp 115-119.

### Additional Related Resources:

\*Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 7: Varieties of Therapeutic Impasse.

Stolorow, R. D. PT Blog "Varieties of Limitude Experience:"  
<http://www.psychologytoday.com/blog/feeling-relating-existing/201406/varieties-limitude-experience>.

Stolorow, R. D. (2014) PT Blog "Heidegger and Contemporary Psychoanalysis"  
<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:

Stolorow, R. D. (2013). *Love, Loss, and Finitude*. Janus Head.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*, Chapter 5: Trauma and the 'Ontological Unconscious.'

Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 6: Anxiety, Authenticity, and Trauma.

Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 3: The Phenomenology of Trauma and the Absolutisms of Everyday Life.

Additional Related Resources:

\*Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 7: Siblings in the Same Darkness.

R. D. Stolorow (2014), PT Blog “Emily Running:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201404/emily-running>

R. D. Stolorow Blog “Traumatic Loss – Collapse of a World”

<http://www.psychologytoday.com/blog/feeling-relating-existing/201405/traumatic-loss-collapse-world>

Russell Carr (2013), PT Blog, “Danger where there is none:” <http://www.psychologytoday.com/blog/tour-duty/201309/danger-where-there-is-none>.

Russell Carr (2013), PT Blog, “Desperateness: This is what it feels like to survive combat:” <http://www.psychologytoday.com/blog/tour-duty/201304/desperateness>.

## SESSION 9.

Working with extreme states, the compassionate genius of George Atwood.

Reading:

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis, Chapter 8: Shattered Worlds/Psychotic States: The Experience of Personal Annihilation.

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.

Optional: Atwood, G. E. (2012). "The Abyss of Madness," Chapters 1: Psychotherapy is a Human Science, and Chapter 2: Exploring the Abyss of Madness.

## 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:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 7, Thoughts on Psychoanalytic Cure.

Atwood, G. E. (2012). *Abyss of Madness*. Chapter 5: The Unbearable and the Unsayable.

Atwood, G. E. & Stolorow, R. D. (1993). *Faces in a Cloud: Intersubjectivity in Personality Theory*. Chapter 3, Carl Jung, pp 61-100.

## 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 “Climate Change, Narcissism, Denial, and Apocalypse: We must not turn away.

<http://www.psychologytoday.com/blog/feeling-relating-existing/201210/climate-change-narcissism-denial-apocalypse>

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](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](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](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](http://www.youtube.com/watch?v=8KfvTJrp8_0)

Lecture 7, Part 1 [http://www.youtube.com/watch?v=ZKx9LMO-\\_kk](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=2FIgr-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](http://www.youtube.com/watch?v=S3C5q_VLqCc)

Lecture 12, Part 1 [http://www.youtube.com/watch?v=\\_SWZFfXgOTk](http://www.youtube.com/watch?v=_SWZFfXgOTk)

Lecture 12, Part 2 <http://www.youtube.com/watch?v=qqRbzeAvrNY>

Lecture 13, Part 1 <http://www.youtube.com/watch?v=sEUD5dacUTw>

Lecture 13, Part 2 <http://www.youtube.com/watch?v=ugsWaCxQMxo>

Lecture 14, Part 1 <http://www.youtube.com/watch?v=HpDGime1Po8>

Lecture 14, Part 2 <http://www.youtube.com/watch?v=vbqqmlkdO2g>

Lecture 15, Part 1 <http://www.youtube.com/watch?v=vUeQ9ZTbiEU>

Lecture 15, Part 2 <http://www.youtube.com/watch?v=r60xYdsi994>

Lecture 16, Part 1 <http://www.youtube.com/watch?v=niAONJ0EALI>

Lecture 16, Part 2 <http://youtu.be/N6UnUEyuoZM>

Lecture 17, Part 1 <http://www.youtube.com/watch?v=ZqtlpyWLgqw>

Lecture 17, Part 2 [http://www.youtube.com/watch?v=6brJh\\_oN0p4](http://www.youtube.com/watch?v=6brJh_oN0p4)

Lecture 18, Part 1 <http://www.youtube.com/watch?v=q0FsBDIqPM4>

Lecture 18, Part 2 [http://www.youtube.com/watch?v=2MePCPvAU\\_M](http://www.youtube.com/watch?v=2MePCPvAU_M)

Lecture 19, Part 1 <http://www.youtube.com/watch?v=RvACGtY60PA>

Lecture 19, Part 2 <http://youtu.be/ATZ8WGTS98k>

Lecture 20, Part 1 <http://youtu.be/sL52IESyo2w>

Lecture 20, Part 2 [http://youtu.be/-mTiHeq\\_Ock](http://youtu.be/-mTiHeq_Ock)

Lecture 21, Part 1 <http://youtu.be/xoGBFX-l2PY>

Lecture 21, Part 2 [http://youtu.be/zLnahhh\\_pYA](http://youtu.be/zLnahhh_pYA)

Lecture 22, Part 1 [http://youtu.be/LLfY\\_sEyfUg](http://youtu.be/LLfY_sEyfUg)

Lecture 22, Part 2 <http://youtu.be/c-8sT0Kv6tl>

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.

Atwood, G. E. & Stolorow, R. D. (2014), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenological-Contextualism*. Hillsdale, NJ: The Analytic Press.

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. NY: Routledge.

Atwood, G.E. (2012), *The Abyss of Madness*. NY: Routledge.

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, New York, NY: Routledge.

Orange, D. M. (2011). *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*, New York, NY: Routledge.

Frie, R., Coburn, W. J. (2011). *Persons in Context: The challenge of Individuality in Theory and Practice*. NY: Routledge.

Brandchaft, B., Doctors, S. & Sorter, D. (2010). *Toward an Emancipatory Psychoanalysis: Brandchaft's Intersubjective Vision*. NY: Routledge.

Orange, D. M. (2010). *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapies*. NY: Routledge.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*. New York: The Analytic Press.

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), *Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis*, NY: Basic Books.

Orange, D. M. Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Hillsdale, NJ: The Analytic Press.

Orange, D. M. (1995), *Emotional Understanding: Studies in Psychoanalytic Epistemology*, New York, NY: Guilford Press.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994), *The Intersubjective Perspective*, Northvale, NJ: The Analytic Press.

Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Hillsdale, NJ: The Analytic Press.

Atwood, G. E. & Stolorow, R. D. (1979), *Faces in a Cloud: Intersubjectivity in Personality Theory*, 2nd ed., Northvale, NJ: Jason Aronson Inc.

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Hillsdale, NJ: The Analytic Press.

**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:**

Aaron, L. 1996 *The Relational Orientation*, In *A Meeting of Minds: Mutuality in Psychoanalysis*, Hillsdale, NJ: The Analytic Press. Preface (ix-xv) and pg.1-30

Mitchell, S.A. (1988) *Penelope's Loom - psychopathology and the analytic process*, in *Relational Concepts in Psychoanalysis*, Harvard University Press, Cambridge, Mass., pp. 271 - 306

Mitchell, S.A. 2004 *My Psychoanalytic Journey*, *Psychoanalytic Inquiry*, Vol. 24 #4

### **Session 2, March 19:**

Mitchell, S.A. (1993). *True selves, false selves, and the ambiguity of authenticity*, in *Hope and Dread in Psychoanalysis*. New York: Basic Books. Ch. 5, pp. 123-150.

Mitchell, S.A. (1997). *Varieties of Interaction in Influence and Autonomy in Psychoanalysis*, Routledge Ch.5, 143-168



### **Session 3, March 26:**

Bromberg, P. (1993, 1999). Shadow and substance: A relational perspective on clinical process, in *Relational Psychoanalysis: The Emergence of a Tradition*, Hillsdale, N.J., Analytic Press, 1999. 379-406

Bromberg, P. (2003), One Need Not be a House to be Haunted: A Case Study, in *Awakening the Dreamer*, Ch 8 pp. 153-173, Analytic Press, Mahwah,NJ

Stern, D. (2010) The Eye Sees Itself: Dissociation, Enactment, and the Achievement of Conflict in *Partners in Thought*, Ch.4 pp. 71-105. Routledge, New York/London

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

Aron, L. (1991). The patient's experience of the analyst's subjectivity. In *Relational Psychoanalysis: The Emergence of a Tradition*, Hillsdale, N.J., Analytic Press,1999

Aron, L. (2006) Analytic Impasse and the Third: Clinical Implications of Intersubjectivity Theory, *International Journal of Psychoanalysis*, 87: 349-368

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

Hoffman, I. (1991) Toward a Social Constructivist View of the Psychoanalytic Situation, *Psychoanalytic Dialogues*, 1:74-105. Chapter 5 in *Ritual and Spontaneity in the Psychoanalytic Process* (1988), Hillsdale, NJ: Analytic Press.

Ghent, E. (1990) Masochism, Submission, Surrender: Masochism as a Perversion of Surrender, in *Relational Psychoanalysis. The Emergence of a Tradition*, 1999, Analytic Press, New Jersey/London

### **Session 6, April 23:**

Davies, J. (2004) Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil, Paper presentation from 2004

Benjamin, J. (2004) Escape From the Hall of Mirrors: Commentary on paper by Jody Davies, *Psychoanalytic Dialogues* Nov/Dec 2004, vol. 14,#6

### **Session 7, April 30 (Phil Ringstrom):**

Ringstrom, P. (2010) Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory, In *Psychoanalytic Dialogues*, 20:196-218.

Ringstrom, P. (2010b). Reply to commentaries. *Psychoanalytic Dialogues*, 20:236:250

Stolorow, R.D., Atwood, G.E. (2010). Comparing Fruit and Oranges: Response to Philip A. Ringstrom. *Psychoanal. Dial.*, 20:623-624.

Ringstrom, P.A. (2010c) Response to 'Comparing Fruit and Oranges: Response to Philip A. Ringstrom by Robert D. Stolorow and George E. Atwood. *Psychoanal. Dial.* 20:625-626

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

Benjamin, J. (1998). The First Bond, *Bonds of Love*, Ch 1: 11-50, Pantheon Books, New York

Rudnytsky, P. 2000, "Jessica Benjamin, Reparative Projects" (in Psychoanalytic Conversations).

**Session 9, May 14 (Leslie Maxson):** Mitchell, S. 2000, "Juggling Paradoxes", in *Studies in Gender and Sexuality*, 1(3):251-269.

Gerson, S. 2004, "The Relational Unconscious: A Core Element of Intersubjectivity, Thirdness, and Clinical Process", *The Psychoanalytic Quarterly*, 73:63-98.

**Session 10, May 21 (Phil Ringstrom):**

Ringstrom, P. (2012a). Principles of improvisation: A model of therapeutic play in relational psychoanalysis. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Evolution of process* (Vol. 5, pp. 447-478). New York: Routledge.

Ringstrom, P. (2012b) Afterword to Principles of Improvisation" A Model of Therapeutic Play in Contemporary Psychoanalysis. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Evolution of process* (Vol. 5, pp. 474-478). New York: Routledge.

Optional for your own interest:

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

Orange, D. (2010) Recognition As: Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology*, 5: 227-243

Benjamin, J. (2010) Can We Recognize Each Other? Response to Donna Orange, in *International Journal of Psychoanalytic Self Psychology* 244-255

Ringstrom, R. (2010) Commentary on Donna Orange's "Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue", *International Journal of Psychoanalytic Self Psychology*, 5: 257-273

Slavin, M. (2010) On Recognizing The Psychoanalytic Perspective of the Other: A discussion of Recognition As Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology*, 274-290

Orange, D., (2010) Revisiting Mutual Recognition: Responding to Ringstrom, Benjamin and Slavin, *International Journal of Psychoanalytic Self Psychology* 293-306

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

Benjamin, J., (2003). Beyond Doer and Done To: An Intersubjective View of Thirdness, *Psychoanalytic Quarterly*, 2003

Benjamin, J. (1990). Recognition and Destruction: An Outline of Intersubjectivity, in *Relational Psychoanalysis: The Emergence of a Tradition* (1999) Analytic Press, Hillsdale, NJ

*Additional chapters by Bromberg in Awakening the Dreamer worthreading*

Bromberg, P. (2006) The Gorilla Did It, in *Awakening the Dreamer*, Ch 4 pp. 65-82, Analytic Press, Mahwah, NJ

Bromberg, P. (2006) Potholes on the Royal Road, in *Awakening the Dreamer*, Ch 5 pp 85-107, Analytic Press, Mahwah, NJ

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:**

Hirsch, I (2006). "*The Interpersonal Roots of Relational Thinking. Contemporary Psychoanalysis*", 42:551-556.

Hirsch, I (2011). "*On some contributions of the Interpersonal Psychoanalytic Tradition to 21<sup>st</sup> Century Psychoanalysis.*" *Contemporary Psychoanalysis*,47:561-570.

Ehrenberg, D.B. (2006) *the Interpersonal Relational Interface: History, Context, and Personal Reflections.*" *Contemporary Psychoanalysis* 42-4,535-550.

**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:

Mills, Jon (2005) "A Critique of Relational Psychoanalysis," *Psychoanalytic Psychology*, 22(2)155-158.

Session 3: September 24, 2015

Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D.

Topic: Enactment Readings:

"Benjamin, Jessica and Atlas, Galit (2015), *International J. Psychoanalysis*, 10.1111/1745-8315.12285, "The 'too muchness' of excitement: Sexuality in light of excess, attachment and affect regulation."

Silberman, Elaine, unpublished, "Lisa and Me." 2015.

Session 4: September 24, 2015

Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D. Topic: Continuation of Enactment Readings:

Aron, Lewis, Ph.D. and Atlas, Galit, Ph.D., (2015) "*Psychoanalytic Analytic Dialogues*," "Generative Enactment: Memories from the Future" 25:309-324, New York, NY.

Optional:

Gerson, S. Ph.D., (2009) *International Journal of Psychoanalysis*, "When the Third is Dead: Memory, Mourning, and Witnessing in the Aftermath of the Holocaust" (90):1341-1357.

Session 5: October 8, 2015.

Instructor: Leslie Maxson, Ph.D.

Topic: A Celebration of Bonds of Love at its 25<sup>th</sup> Anniversary

Readings:

Benjamin, J. (2013). The Bonds of Love: Looking Backward, *Studies in Gender and Sexuality*, 14: 1-15.

Benjamin, Jessica (1988) *Master and Slave, Bonds of Love*, Chapter 2, pg. 51-84.

Session 6: October 22, 2015.

Instructor: Leslie Maxson Topic:

Psychoanalytic Feminism

Readings:

Shalgi, Boaz (2013). The Cat Ate Our Tongue-But we got it back: Benjamin's Journey From Domination to Surrender, *Studies in Gender and Sexuality*, 13:277-294

Benjamin, Jessica (1998). *Women's Desire, Bonds of Love*, chapter 3, pg.85-132.

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:

Beebe, B. and Lachman, F.M. (2002). "Burton, Then and Now," in *Infant Research and Adult Treatment: Co-constructing Interactions*, New Jersey: The Analytic Press, pp. 12-19.

Zeanah, C., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," *Journal of American Academy of Child and Adolescent Psychiatry*, vol. 28, #5, pp. 657-688.

Seligman, S.(2003). *The Developmental Perspective in Relational Psychoanalysis*," *Contemporary Psychoanalysis*, vol. 49, #3, pp. 477-508.

Clyman, R. (1992) "The Procedural Organization of Emotions: A Contribution from Cognitive Science to the Psychoanalytic Theory of Therapeutic Action," *Affect: Psychoanalytic Perspectives*, eds. T. Shapiro and R. Emde, Conn.: Int. Univ. Press. pp. 349-382.

Banks, A., Jordan, J. (2007). "The Human Brain: Hardwired for Connections," *Research and Action Report – Wellesley Centers for Women*. Vol. 28, #2, pp. 8-11.

Session 2: Stern's Synthesis of Infant Research I

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 3 on *The Sense of the Emergent Self*, pp. 37-68.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 13-22.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 4 on *Sense of a Core Self: Self vs. Other*, pp. 69-99.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 5 on *Sense of a Core Self: Self with Other*, pp. 100- 123.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp.57-71.

Film: "The Amazing Newborn."

Session 3: Stern's Synthesis of Infant Research II

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 6 on Sense of a Subjective Self: Overview, pp. 124-137.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 57-71.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 7 on Sense of a Subjective Self: Affect Attunement, pp. 138-161.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 101-107.

Film: "First Feelings."

Session 4: Stern's Synthesis of Infant Research III: Modifications, Critiques

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 8 on The Sense of a Verbal Self, pp. 162-182.

Stern, Daniel (1990). *Diary of a Baby*, New York; Basic Books, pp. 111-127.

Stern, Daniel (2000). Introduction to New Edition of *The Interpersonal World of the Infant*.

Cushman, Philip (1991). "Ideology Obscured: Political Uses of the Self in Daniel Stern's *Infant*," *American Psychologist*, March, pp. 206-219.

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

Beebe, Beatrice and Lachmann, Frank (1998). "Representation and Internalization in Infancy: Three Principles of Saliency," *Psychoanalytic Psychology*, vol.11, #2, pp.127-165.

Lachman, F.M. and Beebe, B.A. (1996). "Three Principles of Saliency in the Organization of the Patient-Analyst Interaction," *Psychoanalytic Psychology*, vol. 13, pp. 1 - 22.

Beebe, Beatrice and Lachmann, Frank (2002). "An Interactive Model of the Mind for Adult Treatment," *Infant Research and Adult Treatment: Co-constructing Interactions*. New York: The Analytic Press, Chapter 9, pp. 209-232.

Session 6: Contingency

Nahum, J.P. (1994) "New Theoretical Vistas in Psychoanalysis: Louis Sander's Theory of Early Development," *Psychoanalytic Psychology*, vol.11, #1, pp. 1-19.

Tronick, Edward Z. (1989) "Emotions and Emotional Communication in Infants," *American Psychologist*, vol. 44, #. 2, pp.112-119.

Tronick, Edward Z., (2003). "Of Course All Relationships Are Unique: How Co-creative Processes Generate Unique Mother-Infant and Patient-Therapist Relationships and Change Other Relationships," *Psychoanalytic Inquiry*, vol. 23, # 3., pp. 473-491.

Worrall, Carrie (2012). " 'I Can Because You Can': The Inter-Subjective Nature of Self- Agency," *Infant Observation*, vol. 15, # 2, pp. 185 - 200.

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

Lichtenberg, J.D. (1988). " A Theory of Motivational-Functional Systems as Psychic Structure," *JAPA*, vol. 36, pp. 57-72.

Lichtenberg, J., (1983). *The Exploratory-Assertive Motivation system in Psychoanalysis and Motivation*, Hillsdale, NJ: The Analytic Press, Chapter 6, pp. 125-165.

Session 8: Aversive Motivational system

Fossage J. (1998). "On Aggression: Its Forms and Functions," *Psychoanalytic Inquiry*, vol. 18, #1, pp. 45-54.

Lachmann, F. M. (2000). *Transforming Aggression*, New York: Aronson, Chapter 2, pp. 25-45.

Beebe, B (2000) "Co-Constructing Mother-Infant Distress: The Microsynchrony of

Maternal Impingement and Infant Avoidance in the Face- to-Face Encounter," *Psychoanalytic Inquiry*, vol. 20, #3, pp. 421-440.

Film; Beebe on Chase and dodge

Session 9:

Motivational Systems: Intersubjectivity

Trevarthan, Colwyn (2009). "The Intersubjective Psychobiology of Human Meaning," *Psychoanalytic Dialogues*, vol. 19, #5, pp. 507-518.

Stern, D. (2004). "Intersubjectivity as a Basic, Primary Motivational System," *The Present Moment*, New York: W.W. Norton and Co., Chapter 6, pp. 97-111.

Beebe. B. et.al. (2003). "An Expanded View of Intersubjectivity in Infancy and its Application to Psychoanalysis," *Psychoanalytic Dialogues*, vol. 13, # 6, pp. 805-841.

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

Lichtenberg, J.D., Lachman, F.M., and Fosshage, J.L. (2011). *Psychoanalysis and Motivational Systems: A New Look*, New York: Routledge, pp. 51, 52 and 54.



## Video of Stern

### Session 10: Attachment I: History and Overview

Ainsworth, M. and Bowlby, J. (1991). "An Ethological Approach to Personality Development," *American Psychologist*, April, 1991, pp. 333-341.

Karen, Robert (1990). "Becoming Attached," *Atlantic Monthly*, Feb.1990, pp.35-70.

Bowlby, J. (1979). "On Knowing What You Are Not Supposed to Know and Feeling What You Are Not Supposed to Feel," *A Secure Base*, New York: Basic Books, 1988, pp. 99- .

Routledge, Derek ( ). "James Robertson's Vision: Moving Pictures," *Context*, vol., #, pp., 20- 23.

Film: *Strange Situation: Secure, Ambivalent Avoidant*

### Session 11: Attachment II: History and Overview and Developments

Weinfield, N., Sroufe, L.A., Egeland, B., and Carlson, E.A.,(2008). "The Nature of Individual Differences in Infant-Caregiver Attachment," in J. Cassidy and P. Shaver, eds., *Handbook of Attachment*, New York: Guilford, Chapter 4, pp. 78-101.

Sroufe, L. A., Egeland, B, Carlson, E.A., (2005). *Behavioral and Emotional Disturbance," The Development of the Person*. New York: The Guilford Press, pp. 239-264.

Marris, P. (1991). "The Social Construction of Uncertainty," in C.M. Parkes, J. S.Hinde and P. Marris, eds., *Attachment Across the Life Cycle*. London: Routledge, pp. 77-90.

Film: Robertson's Film: "John." And "Jane"

### Session 12: Developments in Attachment Theory and Research

Erik Hesse (1999). "The Adult Attachment Interview," Chapter 19 in Jude Cassidy and Phillip Shaver, Eds., *Handbook of Attachment*, N.Y: Guilford Press, pp. 395 - 433.

Fonagy, Peter (2006). "A Mentalization-Focused Approach to Social Development," *Handbook of Mentalization-Based Treatment*, ed. by Allen J., and Fonagy, P. West Sussex: John Wiley and Sons, Ltd., pp. 53-100.

Hofer, M. (2002). "Clinical Implications Drawn from the New Biology of Attachment," *JICAP*, vol. 2, #4, pp. 157-162.

### Session 13: Trauma and Disorganization

Soloman, J. and George, C. (1999). "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings," in *Attachment Disorganization*, Judith Soloman and Carol George, eds., New York: Guilford Press, pp. 3-32.

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Lyons-Ruth, K. (2003). "Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research," *JAPA*, vol. 51, #3, pp. 884-910.

Gaensbauer, Theodore (2002). "Representations of Trauma in Infancy: Clinical and Theoretical Implications for the Understanding of Early Memory," *Infant Mental Health Journal*, vol.23, #3, pp. 259-277.

Steele, H. (2002) "Multiple Dissociation in the Context of the Adult Attachment Interview," in Sinason, V., ed., *Attachment, Trauma and Multiplicity*, Sussex: Brunner Routledge, pp. 107-121.

Beebe, Beatrice; Lachman, Frank; Markese, Sara; Buck, Karen A.; Bahrack Lorraine E.; Chen, Henian; Cohen, Patricia; Andrews, Howard; Feldstein, Stanley; and Jaffe, Joseph (2012). "On the Origins of Disorganized Attachment and Internal Working Models: Paper II. An Empirical Microanalysis of 4-Month Mother Infant Interaction," in *Psychoanalytic Dialogues*, vol. 22, #3, pp. 352-374.

Strange Situation Film: Disorganized

Session 14: Clinical Applications

Slade, Arietta (1999). "Attachment Theory and Research: Implications for the Theory and Practice of Individual Psychotherapy with Adults," Chapter 25 in *Handbook of Attachment*, Jude Cassidy and Phillip R. Shaver, Eds., New York: Guilford Press, pp. 575 - 594.

Slade, Arietta (1999). "Representation, Symbolization and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," *Psychoanalytic Inquiry*, vol. 19, #5, pp. 797-830.

Session 15: Clinical Applications

Stern, D., Sander, L., Nahum, J., Harrison, A., Lyons-Ruth, K., Morgan, A., Bruschiweiler-Stern, N., and Tronic, E., The Processes of Change Study Group (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy," *Int. J. Psa.*, vol. 79, pp. 903-921.

Stern, D. (2004). "The Process of Moving Along," Chapter 10 in *The Present Moment*, New York: W. W. Norton and Co., pp.149-186.

Stern, D. (2010). "What Implications do Forms of Vitality Have for Clinical Theory and Practice?" in *Forms of Vitality: Exploring Dynamic Experience in Psychology, the Arts, Psychotherapy and Development*, New York: Oxford University Press, 119-149.

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

- 1) Freud, S., "Mourning and Melancholia," (1915) *SE*, XIV, pp. 243-258.
- 2) Freud, S. "On Transience," (1915) *SE*, XIV, pp. 305-307
- 3) Ogden, T., (2002), "A New Reading of Object Relations Theory," *International Journal of Psychoanalysis*, Vol. 83, pp. 767-782.

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

- 1) Ferenczi, S., (1913) "Stages in the Development of Reality," in *First Contributions to Psychoanalysis*. London: Karnac Books, pp. 213-239.

- 2) Ferenczi, S., (1923) "Dream of the 'Clever Baby,'" in *Further Contributions to Psychoanalysis*. London: Karnac books, pp. 349-350.
- 3) Ferenczi, S., (1928) "The Elasticity of Psychoanalytic Technique," *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 87-101.
- 4) Ferenczi, S., (1929) "The Unwelcome Child and His Death Instinct." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 102-107.
- 5) Freud/Ferenczi exchange in Felzeder, E. & Brabant, E., *The Correspondence of Sigmund Freud and Sandor Ferenczi*, Harvard University Press: Cambridge, Mass. 2001, pp. 421-425.

Recommended:

Hoffer, A., "The Freud-Ferenczi Controversy—A Living Legacy" (1991) in *International Review of Psychoanalysis*, Vol. 18, 465-472.

Session III Ferenczi on the therapeutic aspects of the child/mother relationship

- 1) Ferenczi, S. "The Principles of Relaxation and Neocatharsis." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 108-125.
- 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
- 4) Rachman, A. "The Confusion of Tongues Theory: Ferenczi's Legacy to Psychoanalysis" (1994). In *100 Years of Psychoanalysis*, London: Karnac Books, A. Haynal & E. Falzeder, eds.

Session IV Fairburn's theory of the schizoid personality

- 1) Fairburn, W.R.D. "Schizoid Factors in the Personality." (1940) in *Psychoanalytic Studies of the Personality*, London: Routledge, 1952, pp.3-27.
- 2) Fairburn, W.R.D. "A Revised Psychopathology of the Psychoses and Psychoneuroses" (1941) in *Psychoanalytic Studies of the Personality*, pp. 28-58.
- 3) Greenberg, J. & Mitchell, S. (1983) *Object Relations in Psychoanalysis*, Harvard University Press, Cambridge, Mass, chapter six.

Recommended:

Sutherland, J. *Fairburn's Journey to the Interior*, Free Association Books, London, 1989, pp.96-118

Session V Toward a Relational Theory of the Personality

- 1) Fairbairn, R.W.D. "The Repression and the Return of The Bad Object," (1943) in *Psychoanalytic Studies of the Personality*, pp. 59-81.
- 2) Fairbairn, "Endopsychic Structure Considered in Terms of Object-Relationships," (1944) in *Psychoanalytic Studies of the Personality*, pp. 82-136.
- 3) Sutherland, J. *Fairbairn's Journey to the Interior*, pp. 118-130. 4)

Session VI Structural and Clinical Implications of Fairbairn's Theory

- 1) Fairbairn, W.R.D. "Object-Relationships and Dynamic Structures," (1946) in *Psychoanalytic Studies of the Personality*, pp. 137-151.
- 2) Fairbairn, W.R.D. "Steps in the Direction of an Object-Relations Theory of the Personality," (1949), in *Psychoanalytic Studies of the Personality*, pp. 152-161.
- 3) Fairbairn, W.R.D. "A Synopsis of the Development of the Author's Views Regarding the Structure of the Personality." (1951). In *Psychoanalytic Studies of the Personality*, pp. 162-179.
- 4) Winnicott, D.W. & Kahn, M (1953) "Review of Psychoanalytic Studies of the Personality by W.R.D. Fairbairn," *International Journal of Psychoanalysis*, Vol. 34, pp. 329-333.
- 5) Ogden. T. (1983) "The Concept of Internal Object Relations in Grotstein, J. & Rinsley, D.,eds., *Fairbairn and the Origins of Object Relations*, New York, Other Books, 2000, pp. 447-467.

#### Session VII An Overview of Klein's Theory

- 1) Klein, M. "Notes on Some Schizoid Mechanisms," in *Envy and Gratitude and Other Works*, Hogarth press, 1975, pp. 1-24.
- 2) Klein, M. "Mourning and Its Relation to Manic-Depressive States," in *Love, Guilt and Reparation*, Hogarth Press, 1975, pp. 344-369.
- 3) Klein, M. "The Origins of Transference," in *Envy and Gratitude and Other Works*, Hogarth Press, 1975, pp. 48-56.
- 4) Klein, M. "On Identification," in *Envy and Gratitude and Other Works*, Hogarth Press, 1975, pp. 141-175.

#### Recommended

- 5) Segal, H. *Introduction to the Work of Melanie Klein*, Hogarth Press, 1973, pp. 11-25, 82-91.

#### Session VIII Bion Theory and Practice

- 1) Bion, W. "Notes on Memory and Desire," (1967) in Robert Langs, ed. *Classics in Psychoanalytic Technique*, New York, Aronson, 1981, pp. 259-260.
- 2) Bion, W. "Attacks on Linking," in Bion, *Second Thoughts*, Aronson, 1967, pp. 93-109.
- 3) Bion, W. "A Theory of Thinking," in *Second Thoughts*, Aronson, 1967, pp. 110-119.
- 4) Bion, W. (1957), "On Arrogance," in *Second Thoughts*, Aronson, 1967, pp. 86-92.

#### Session IX Winnicott on transitional objects and countertransference

- 1) Winnicott, D.W (1971) "Transitional Objects and Transitional Phenomena," in *Playing and Reality*, Tavistock Publications, pp. 1-25.
- 2) "Hate in the Countertransference," (1947) in *Through Paediatrics to Psychoanalysis* (1958), pp. 194-203.
- 3) Letter, Winnicott to Melanie Klein, Nov. 17, 1952 in Robert Rodman, ed., *The Spontaneous Gesture*, Harvard University Press, Cambridge, Mass. 1987, pp. 33-38.

- 4) Letter, Winnicott to Anna Freud, March 18, 1954, in R. Rodman, *The Spontaneous Gesture*, Harvard University Press, 1987, p. 58.
- 5) Rudolf Ekstein "Concerning the Life Cycle of Transitional Objects," *Bulletin of the Los Angeles Psychoanalytic Institute*, 1987, pp. 36-41.
- 6) Bollas, C. (1987). "The Transformational Object," in *The Shadow of the Object*, New York, Columbia University Press, pp. 13-29.

#### Session X Winnicott on the mother/child couple

- 1) Winnicott, D.W. (1965) "The Capacity to be Alone." In *The Maturational Process and the Facilitating Environment*, New York, IUP, pp. 29-36.
- 2) Winnicott, D.W. (1965) "The Theory of the parent-infant Relationship," in *The Maturational Process and the Facilitating Environment*, New York, IUP. pp. 37-55.
- 3) Winnicott, D.W. (1971) "Mirror-role of Mother and Family in Child Development," in *Playing and Reality*, London, Tavistock Publications, pp.111-118.
- 4) Winnicott, D.W. (1975) "Primary Maternal Preoccupation." In *Through Paediatrics to Psychoanalysis*, New York, Basic Books, pp. 300-305.

#### Session XI Object Usage and True and False Self

- 1) Winnicott, D.W. (1965) "Ego Distortions in Terms of True and False Self," in *The Maturational Process and the Facilitating Environment*, New York, IUP, pp. 140-152.
- 2) Winnicott, D.W.(1971) "The Use of an Object and Relating Through Identifications." In *Playing and Reality*, London, Tavistock Publications, pp. 86-94.
- 3) Winnicott, D.W. (1971) "Creativity and Its Origins," in *Playing and Reality*, London, Tavistock Publications, pp. 65-85.
- 4) Winnicott, D.W. (1986). "Fear of Breakdown," in G. Kohon, ed., *The British School of Psychoanalysis*, London, Free Association Books, pp. 173-182.

#### Session XII Fairbairn and Winnicott in the Analytic Setting

- 1) Guntrip, H. (1986). "My Experience of Analysis with Fairbairn and Winnicott," in Peter Buckley, ed., *Essential Papers on Object Relations*, New York, NYU Press, pp. 447-467.
- 2) Little, M.L. (1990). "Psychotherapy with D.W.W., 1949-1955, 1957." In *Psychotic Anxieties and Containment*, Aronson, pp. 41-71.

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

- 1) Guntrip, H. (1969). "The Schizoid Personality and the External World," in *Schizoid Phenomena, Object Relations and the Self*, New York, IUP, pp. 17-48.
- 2) Guntrip, H, ((1969). Resistance, The Self-Induced Blockage of the Maturing Process," in *Schizoid Phenomena, Object-Relations and the Self*, New York, IUP, pp. 186-213.
- 3) Guntrip, H. (1969). "The Schizoid Compromise and the Psychotherapeutic Stalemate," in *Schizoid Phenomena, Object-Relations and the Self*, New York, IUP, pp. 288-309.

#### Session XIV Balint on Deficits

- 1) Balint, M. (1979) *The Basic Fault*, Evanston, Ill., Northwestern University Press, the entire text.

Session XV Phillips on Kindness and Aggression

- 1) Phillips A. & Taylor, B., *On Kindness*, New York, Ferrar, Straus & Giroux, 2009, pp. 47-114.

**Course Title: Finding One's Way As A Psychoanalyst (FOOWAP) Instructor: Judith Vida, M.D.**

SEMINAR SYLLABUS

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“Judy, you should start out by saying that this class is an experience in uncertainty.” Robert Lundquist, FOOWAP 2004.

**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.”<sup>1</sup>

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.”<sup>2</sup>

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



(1972). Mourning *or* melancholia: introjection *versus* incorporation. In *The Shell and the Kernel*, N.T. Rand, ed., trans., intro. Chicago & London: University of Chicago Press, p. 128.

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Christopher Kelly, Introduction to *The Confessions and Correspondence, including the Letters to Malesherbes*. The Collected Writings of Rousseau, Volume 5. Eds. C. Kelly, R.D. Masters, & P.G. Stillman, Trans. C. Kelly. Hanover & London: University Press of New England, 1995, p. xxxi.

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<sup>1</sup>.

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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<sup>1</sup> Molad (2003). “From interpretation to interpellation: Introductory remarks on the nature of transformational dialogue between analysts in conference space, and some notes on resistance,” presented to International Federation for Psychoanalytic Education 14<sup>th</sup> Annual Conference, Pasadena, CA, November 7; Molad & Vida (unpublished) “Notes on the clinical relevance of the autobiographical dialogue in the dialogue between analysts in conferencespace.”

1. **Before the seminar begins**, please read three articles that will be distributed: “Mutual Tuning of Developmental Trajectories: The Shaping of Dialogue Between Analysts in Conference Space,” by Gershon J. Molad, *International Forum of Psychoanalysis*, 2001, **10**, 227-234; “The Autobiographical Dialogue in the Dialogue Between Analysts: Introductory Notes on the Use of Relational and Intersubjective Perspectives in Conference Space,” by Gershon J. Molad and Judith E. Vida (a chapter in *Relational and*

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*Intersubjective Perspectives in Psychoanalysis*, J. Mills, ed., 2005, Jason Aronson, Inc.); and “A Dialogue of Unconscious,” by Judith E. Vida, *Journal of Analytical Psychology*, 2003, **48**, 491-497.

**2. Also, before the seminar begins**, I invite each class member to write a brief<sup>2</sup> 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.)

**3.** 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

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<sup>2</sup> “Brief” means one or two pages; some may wish to write less, others more, but please be as specific as possible in your writing; use details. Affect resides in the details. Affect is altogether too often missing in supposed psychoanalytic writing.

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.

Van der Kolk, B. and McFarlane, A. (1996). The black hole of trauma. In B. Van der Kolk, A. McFarlane, and L. Weisaeth (Eds.) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society* (pp. 3-23). New York: Guilford.

Stolorow, R.D. and Atwood G.E. (1992). Trauma and pathogenesis. In R. D. Stolorow and G.

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

Gump, J. (2010) Reality matters: The shadow of trauma on African American subjectivity. *Psychoanalytic Psychology*, 27(1), 42-54. Session 2.

Ferenczi, S. (1933). Confusion of tongues between adults and the child. *International Journal of psychoanalysis*, 156-167.

Rachman, A. W. (1997). The suppression and censorship of Ferenczi's confusion of tongues paper. *Psychoanalytic Inquiry*, 17, 459-485.

### Session 3.

Howell, E. (2005). Introduction and (Ch. 1) Dissociation: A model of the psyche. In E. Howell, *The Dissociative Mind* (pp. 1-37). New Jersey: Analytic Press.

Tiemann, J. (2011) The survivor-analyst as analysand: An autobiographical account of an analytic treatment of complex trauma. Paper to be presented at the International Association of Psychoanalytic Self Psychology, October, 2011.

### Session 4.

Davies, J. M. And Frawley, M. G. (1994). Dissociation. In J. M. Davies and M. G. Frawley *Treating the Adult Survivor of Childhood Sexual Abuse* (pp. 62-85). New York Basic Books.

Davies, J. M. (1996). Dissociation, repression and reality testing in the countertransference: The controversy over memory and false memory in the psychoanalytic treatment of adult survivors of childhood sexual abuse. *Psychoanalytic Dialogues*, 6, 189-218.

### Session 5.

Bromberg, P. (2000). Potholes on the royal road: or is it an abyss? *Contemporary Psychoanalysis*, 36, 5-28.

Bromberg, P. M. (2003) One need not be a house to be haunted: on enactment, dissociation, and the dread of “not-me”—a case study. *Psychoanalytic Dialogues*, 13 (5): 689-709.

### Session 6.

Boulanger, G. (2007). (Ch. 1). Toward a psychodynamic understanding of adult onset trauma. In G. Boulanger, *Wounded by Reality: Understanding and Treating Adult Onset Trauma* (pp. 1-17) New Jersey: Analytic Press.

### Session 7.

Brothers, D. (2009). Trauma-centered psychoanalysis: transforming experiences of unbearable uncertainty. In N. VanDerHeide and W.J. Coburn (Eds.) *Self and Systems: Explorations in Contemporary Self Psychology* (pp. 51-62). Annals of the New York Academy of Sciences, Volume 1159. Boston: New York Academy of Sciences.

## **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 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:

Breger, Louis. (2000), *Darkness in the Midst of Vision*. New York: John Wiley and Sons.

#### Articles:

All articles with an \* are found on PEP ([www.pep-web.org](http://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)

Freud, S. "The Aetiology of Hysteria", S. E. 3: 191-221. (PDF)

Appignanesi, Lisa, & Forrester, John. (1992). "The First Patients", in *Freud's Women*, 66-116. (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)

\* Freud, S. (1900). *The Interpretation of Dreams*. The Standard Edition of the Complete

Psychological Works of Sigmund Freud, Volume IV (1900): The Interpretation of Dreams (First Part), ix-627, S.E. 4:96-121. (In PEP search under book title The Interpretation of Dreams and read pages 96-121.)

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)

Schur, M. (1966). "Some Additional 'Day residues' of 'The Specimen Dream of Psychoanalysis'." In *Psychoanalysis – A General Psychology: Essays in Honor of Heinz Hartmann.* Ed. R. M. Loewenstein. New York: International University Press, 45-85. (PDF)

#### WEEK 3

Breger, Louis. 141-169.

\* Freud, S. (1900). The Interpretation of Dreams. Chapters III, V (excerpt), and VI (excerpt), S.E. 4: 122-133, 163-164, 277-338; S.E. 5: 339-404.

Schorske, C. (1961). Chapter IV, "Politics and Patricide in Freud's Interpretation of Dreams," in *Fin-de-Siècle Vienna: Politics and Culture*, 181-207.

#### WEEK 4

Breger, Louis. 173-193.

\* Freud, S. (1905). Fragment of an Analysis of a Case of Hysteria (Dora). S.E. 7:7-122.  
Appignanesi, Lisa, & Forrester, John. (1992). *Freud's Women.* "Dora: An Exemplary Failure," 146-167.

#### WEEK 5

\* Freud, S. (1905). "The Sexual Aberrations" and "Infantile Sexuality" in *Three Essays on the Theory of Sexuality.* S.E. 7: 135-206.

Davidson, A. (1987). "How to do the History of Psychoanalysis: A Reading of Freud's Three Essays on the Theory of Sexuality," *Critical Inquiry*, pp. 252-277

#### WEEK 6

\* Freud, S. (1905). "The Transformations of Puberty" in *Three Essays on the Theory of Sexuality.* S.E. 7:207-245.

Freud, S. (1899). "Screen Memories" S.E. III: 301-322. (In PEP, please search under article name, "Screen Memories")

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

\* Freud, S. (1912). "The Dynamics of the Transference", S.E. 12: 99-108.

\* Freud, S. (1912). "Recommendations to Physicians Practicing Psycho-Analysis", S.E. 12: 111-120.

\* Freud, S. (1913). "On Beginning the Treatment", S.E. 12: 123-144.

\* Freud, S. (1914). "Remembering, Repeating and Working Through", S.E. 12: 147-156.

\* Freud, S. (1915). "Observations on Transference-Love", S.E. 12: 159-171. WEEK 8

Breger, Louis. 233-268.

\* Freud, S. (1912). "On the Universal Tendency to Debasement in the Sphere of Love," (*Contributions to the Psychology of Love II*), S.E. 11: 179-190.

\* Freud, S. (1914). "On Narcissism: An Introduction", S.E. 14: 73-102.

\* Freud, S. (1917). "Mourning and Melancholia", S.E. 14: 243-258.



## WEEK 9

Breger, Louis. 269-288.

\*Freud, S. (1918) "From the History of an Infantile Neurosis," S.E. 17: 3-122. Kardiner, A. (1977). My Analysis with Freud. NY: WW. Norton, pp. 11-123.

## WEEK 10

Breger, Louis. 289-309.

\*Freud, S. (1920). Beyond the Pleasure Principle. S.E. 18: 3-64.

\* Editor's Appendix: Extract from Schopenhauer's The World as Will and Idea, S.E. 19: 223-224.

## WEEK 11

Breger, Louis. 310-327.

\* Freud, S. (1923). The Ego and the Id. S.E. 19: 13-66. WEEK 12

\* Freud, S. (1924). "The Economic Problem of Masochism", S.E. 19: 159-170.

\* Freud, S. (1924). "The Dissolution of the Oedipus Complex", S.E. 19: 173-179.

\* Freud, S. (1925). "Negation." S.E. 19:235-239.

## WEEK 13

\* Freud, S. (1926). Inhibitions, Symptoms and Anxiety. S.E. 20: 87-172.

## WEEK 14

Breger, Louis. 328-353.

\* Freud, S. (1930). Civilization and its Discontents. S.E. 21: 64-145. \* Freud, S. (1932). "Why War?" (Einstein and Freud), S.E. 22: 197-215.

## WEEK 15

Breger, Louis. 354-373.

\* Freud, S. (1933). "Femininity", in New Introductory Lectures on Psycho-Analysis, S.E. 22:112-135.

\* Freud, S. (1937). "Analysis Terminable and Interminable", S.E. 23: 216-253.

## **Course Title: Final Integrative Class – Theory of Everything Instructor: Katherine Schwarzenbach, Ph.D.**

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**

Freud, S. (1915) "Mourning and Melancholia." In *The Complete Psychological Works of Sigmund Freud*, ed. James Strachey, London, The Hogarth Press, Vol. XIV, pp. 243-258.

Candidate: TBA

### **SESSION 2**

Suttie, I.D. (1935, reprinted 1995) Chapter VII, "Repression and the Jealousies," in *The Origins of Love and Hate*. London, U.K., Free Association Press, pp. 97-106. Candidate:

### **SESSION 3**

Stolorow, D. S. and Stolorow, R.D. (1987) "Affects and Selfobjects." In *Psychoanalytic Treatment: An Intersubjective Approach*. Hillsdale, N.J.: The Analytic Press, pp. 66-87.  
Stolorow, R.D. (2007) "Trauma and the 'Ontological Unconscious.'" In *Trauma and Human Existence*. Hillsdale, N.J., The Analytic Press, pp. 23-31.

Candidate:

### **SESSION 4**

Brandchaft, B. (2010) "To Free the Spirit from Its Cell." In *Toward an Emancipatory Psychoanalysis: Branchaft's Intersubjective Vision*. New York: Routledge, pp.125-145.

Candidate:

### **SESSION 5**

Barish, S. and Vida, J. (1998) "'As Far As Possible': Discovering Our Limits and Finding Ourselves." In *The American Journal of Psychoanalysis*, Vol. 58, No. 1, pp.83-97. Vida, J. and Barish, S. (2003) "The Center of Gravity." In *The American Journal of Psychoanalysis*, Vol. 63, No. 2, pp.123-136. Candidate:

### **SESSION 6**

Fosshage, J.L. and Munschauer, C. (2004) "Facilitative Analytic Interaction in a Case of Extreme Nihilism and Avesiveness." In *Progress in Self Psychology*, 20: 21-47.

Trop, J.L. and Burke, M. (2004) "A Dynamic Systems Viewpoint: A Discussion of Fosshage and Munschauer's Clinical Case." In *Progress in Self Psychology*, 20: 55-62. Candidates:

### **SESSION 7**

Ferenczi, S. (1929, 1955) "The Unwelcome Child and His Death Instinct." In *Final Contributions to Psycho-Analysis*. New York: Bruner/Mazel, pp. 102-107.

Ferenczi, S. (1932) "The Three Main Principles." In *Ibid*, pp.252-253. 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.

**Course Title: Diversity & Privilege Instructor:  
Lynne Jacobs, Ph.D.**

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

Altman, N. (2000). Black and White Thinking. *Psychoanal. Dial.*, 10:589-605 Altman,

N. (2006). Whiteness. *Psychoanal. Q.*, 75:45-72

Altman, N. (2006). How Psychoanalysis Became White in the United States, and How that Might Change. *Psychoanal. Persp.*, 3:65-72

Suchet, M. (2007). Unraveling Whiteness. *Psychoanal. Dial.*, 17:867-886

Week 3

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

Yi, K.Y. (1998). Transference and Race. *Psychoanal. Psychol.*, 15:245-261

Frie, R. (2011). Irreducible Cultural Contexts: German–Jewish Experience, Identity, and Trauma in a Bilingual Analysis. *Int. J. Psychoanal. Self Psychol.*, 6:136-158

Layton, L. (2006). Racial Identities, Racial Enactments, and Normative Unconscious Processes. *Psychoanal. Q.*, 75:237-269

Week 4

Corpt, Peasant in the Analyst's Chair. PDF

Blechner, the role of prejudice. PDF

Leary, K. (1995). "Interpreting in the Dark". *Psychoanal. Psychol.*, 12:127-140

Leary, K. (2000). Racial Enactments in Dynamic Treatment. *Psychoanal. Dial.*, 10:639-653

Week 5

Sue et al, racial microaggressions, clinical implications. PDF

Please watch the following video:

Winograd, B. (2014). Black Psychoanalysts Speak. PEP Video Grants, 1:1.

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: Bleanonu, 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

March 24- Concepts: Transformations; "O" – "T"- "T-alpha" -"T Beta"- Invariance - Rigid Motion Transformations - Groups of Transformations

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

Young-Burehl, E. & Cummins, S. (1993). What happened to “anorexie hysterique”? *Annual of Psychoanalysis*. 21: 179-198.

Zerbe, K.J. (2008). Integrated treatment of eating disorders: Beyond the body betrayed. New York: W. W. Norton. Chapter 8. Managing Transference and Countertransference Pp. 252 – 286.

Zerbe, K.J, (2007). Psychodynamic Management of Eating Disorders. In Yager, J., Powers, P., (Eds). *Clinical Manual of Eating Disorders* (307-334). American Psychiatric Press: Washington, D.C.

Optional

Crastnopol, M. (2001). The male experience of food as symbol and sustenance. In J., Petrucelli & C. Stuart (Eds), *Hungers and compulsions: The psychodynamic treatment of eating disorders and addictions* (pp. 147-160). Northvale, NJ: Aronson.

Session 2: Focus on the Body and Self Destructive Behaviors

Boris, H.N. (1984a). The problem of anorexia nervosa. *International Journal of Psychoanalysis* 65, (315-322).

Chassler,, L. (1994). “In hunger I am king” Understanding anorexia nervosa from a psychoanalytic perspective: Theoretical and clinical implications. *Clinical Journal of Social Work*. 22:4 397 – 415.

Optional:

Farber, S. K., Jackson, C. C., Tabin, J. K., & Bachar, E. (2007). Death and annihilation anxieties in anorexia nervosa, bulimia, and self-mutilation. *Psychoanalytic Psychology*, 24, 289-305.

Session 3: Contemporary Perspectives on Defenses and How to Work with Them

Sands, S. (2003). The subjugation of the body in eating disorders: A particularly female solution. *Psychoanalytic Psychology*. 20, 103–116. Williams, G. (1997). Reflections on some dynamics of eating disorders: ‘No entry defences and foreign bodies. *International Journal of Psychoanalysis*. 78:927:

Optional:

Brody, S. (2002). The development of anorexia nervosa: The hunger artists. Madison, CT: International University Press. Chapter 10 A triumph of rage, and a surrender. Pp.189 – 203.

**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.

**1<sup>st</sup> Class**

Our 1<sup>st</sup> 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?*

Kohut, H. (1977), Preface to the National Institute on Drug Abuse’s Research Monograph,

Series 12, *Psychodynamics of Drug Dependence*

Wurmser, L. (1974), Psychoanalytic Contribution of the Etiology of Compulsive Drug Use. *Journal of the American Psychoanalytic Association*. 22:820-843

Director, L. (2002), The Value of Relational Psychoanalysis in the Treatment of Chronic Drug and Alcohol Use. *Psychoanalytic Dialogues*. 12:551-579

Burton, N. (2005). Finding the lost Girl's: Multiplicity and Dissociation in the Treatment of Addictions. *Psychoanalytic Dialogues*. 15:587-612

Khantzian, E. J. & Mack, J. E. (1999), Trauma and addictive suffering: a self medication perspective. In: *Treating addiction as a human process*. Northvale, NJ: Jason Aronson.

## **2<sup>nd</sup> 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?*

Khantzian, E. J. & Mack, J. E. (1999), How AA works and why it is important for clinicians to understand. In: *Treating addiction as a human process*. Northvale, NJ: Jason Aronson.

Jones D. (2009), Addiction and pathological accommodation: an intersubjective look at impediments to the utilization of alcoholics anonymous. *International journal of psychoanalytic self psychology*, 4:212-234.

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

## **3<sup>rd</sup> Class**

The 3<sup>rd</sup> 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?*

Tartarsky, A. (2002). Harm reduction. In: *Harm reduction psychotherapy: a new treatment for drug and alcohol use*. Lanham Maryland: Rowman & Littlefield.

\_\_\_\_\_ (2002). The psychoanalytic contribution. In: *Harm reduction psychotherapy: a new treatment for drug and alcohol use*. Lanham Maryland: Rowman & Littlefield.

Rothschild, D (2010). Partners in treatment: relational psychoanalysis and harm reduction therapy. *Journal of clinical psychology: in session*. 66(2), 136-149.

**Course Title: How Culture And Social Location Affect Clinical Attitude: A Study In Black And White**

**Instructors: Veronica Abney, Ph.D. & Lynne Jacobs, Ph.D.**



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 "blindspot" syndrome that accompanies such situatedness, and explore ways together to try to reduce the tendency towards blindspots.

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:

Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. *American Psychologist*, 46(3), 206-219.

Perez Foster, R. (1996). The bilingual self: Duet in two voices. *Psychoanalytic Dialogues*, 6(1), 99-121.

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 4, 165-169.

McGill, D., & Pearce, J. (1982). British families. *Ethnicity and family therapy*, 457-479.

Yi, K. (1998). Transference and race: An intersubjective conceptualization. *Psychoanalytic Psychology*, 15(2), 245-261.

Leary, K. (2000). Racial enactments in dynamic treatment. *Psychoanalytic Dialogues*, 10(4), 639-653.

Altman, N. (2000) | Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanalytic Dialogues*, 10:589-605.

Gump, J. (2000). A White Therapist, an African American Patient shame in the Therapeutic Dyad: Commentary on Paper by Neil Altman. *Psychoanalytic Dialogues*, 10(4), 619-632.

Cushman, P. (2000). White guilt, political activity, and the analyst: Commentary on paper by Neil Altman. *Psychoanalytic Dialogues*, 10(4), 607-618.

**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 "I"mprovisational moments in the treatment. The first class on improvisation will be linked to an ICP conference on that day March 24<sup>th</sup>, 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 leading 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 “I”mprovisational 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:

- Ringstrom, P. (2011) “A Relational Intersubjective Approach to Conjoint Therapy. In: *International Journal of Psychoanalytic Self Psychology, in press*. Ed. W. Coburn, A Taylor and Francis Group.
- Ringstrom, P. *A Relational Psychoanalytic Approach to Couples Psychotherapy* (under contract for publication, Routledge Press).
- Ringstrom, P. (2011) “Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A. Harris. *Relational Perspective Series*. New York: *The Analytic Press, Taylor and Francis, a Roulledge Group*.
- Ringstrom, P. (2011) “Afterword for: Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A. Harris. *Relational Perspective Series*. New York: *The Analytic Press, Taylor and Francis, a Roulledge Group*. Optional:
- Ringstrom, P. (1994) An intersubjective approach to conjoint therapy. In: *Progress in Self Psychology, Vol. 10*. Ed. A. Goldberg, Hillsdale, NY: The Analytic Press.
- (1998) Therapeutic impasses in contemporary psychoanalytic treatment: revisiting the double bind hypothesis. *Psychoanalytic Dialogues*.
- (2001a) “Cultivating the Improvisational in Psychoanalytic Treatment” *Psychoanal. Dial.*, Vol. 11, No. 5, 727-754.
- (2001b) “‘Yes, and...’ – How Improvisation is the Essence of Good Psychoanalytic Dialogue: Reply to Commentaries.” *Psychoanal. Dial.* Vol. 11, No. 5, 797-806.
- (2007a) “Scenes that Write Themselves: Improvisational Moments in Relational Psychoanalysis.” *Psychoanal. Dial.* Vol. 17, No. 1.
- (2007b) “Reply to Stern’s Comments on ‘Scenes that Write Themselves:

**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.

Readings: Mitchell, S.A. My Psychoanalytic Journey, *Psychoanalytic Inquiry* 24:531-541.

On Choosing A Guiding Theory For Treatment in a Pluralistic Psychoanalytic World: My Personal Journey, Ornstein, P.

*International Journal of Psychoanalytic Self Psychology*, Vol. 10, No. 2, pgs. 107-117.

Unger, R *Psychoanalysis and Buddhism: Paths of Disappointment*, Chap. 18, Brilliant Sanity, Kaklauskas, F. Ed. University of the Rockies Press, 2008.

Class # 2 Saturday, Nov. 1, 2014, Self-Psychology as suggested by Dr. Carol Mayhew and Relational Theory as suggested by Dr. Phil Ringstrom

Fosshage, J. Self and Self-Systems, *Annals of the New York Academy of Sciences*, 1159, pp.1-18

Orfanos, Spyros, Relational Psychoanalysis, *Encyclopedia of Psychotherapy*, Vol. 2, 2002, USA.

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.

Lyons-Ruth, Karlen, (1999) The Two Person Unconscious: Intersubjective Dialogue, Enactive Relational Representation, and the Emergence of New Forms of Relational Organization *Psychoanalytic Inquiry* (19:576-617).

Shane, E. (2006) Developmental Systems Self-Psychology. *Int. J of Self Psychol.* (1:23-45).

Class # 4 Saturday, Jan. 24, 2015 Intersubjectivity, as suggested by Dr. Robert Stolorow.

Stolorow, R. From Mind to World, From Drive to Affectivity: A Phenomenological-Contextualist Psychoanalytic Perspective, *New Directions in Psychotherapy and Relational Psychoanalysis*, Vol 5, March 2011, pp.1-14.

Class #5 Saturday, March 28, 2015, Complexity Theory as suggested by Dr. Bill Coburn

Coburn, W. Attitudes in Psychoanalytic Complexity, *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, Frie, R, and Orange, D. ed. (2009) Routledge Press..

Coburn W. Psychoanalytic Complexity: Pouring New Wine Directly into One's Mouth, *New Developments in Self-Psychology Practice*, Buirski, P and Kottler, A. ed. pp.3-22. (2007) Jason Aronson.

Class#6 Saturday, May 2, 2015, Specificity Theory as suggested by Dr. Howard Bacal.



Bacal, H., Herzog, B., Specificity Theory and Optimal Responsiveness, *Psychoanalytic Psychology*, 20:635-648, (2003).

Bacal, H., Specificity Theory: The Evolution of a Process Theory of Psychoanalytic Treatment, *American Imago*, Vol.68, No.2, pp.267-286.

**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 Structure<sup>1</sup> (1946)

Week 2 more Fairbairn

Chapter VI: Steps in the Development of an Object-Relations Theory of the Personality (1949)

Fairbairn, W.D. (1958). On the Nature and Aims of Psycho-Analytical Treatment. *Int. J. Psycho-Anal.*, 39:374-385

Week 3

Chapter III: The Repression and the Return of Bad Objects (with special reference to the 'War Neuroses) (1943)

Beattie, H.J. (2003). 'The repression and the return of bad objects'. *Int. J. Psycho-Anal.*, 84:1171-1187

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

Guntrip, H. (1975). My Experience of Analysis with Fairbairn and Winnicott—(How Complete a Result Does Psycho-Analytic Therapy Achieve?). *Int. Rev. Psycho-Anal.*, 2:145-156

Hazell, J. (1991). Reflections on my Experience of Psychoanalysis with Guntrip. *Contemp. Psychoanal.*, 27:148-166

Crastnopol, M. (1999). The Analyst's Personality. *Contemp. Psychoanal.*, 35:271- 300

Crastnopol, M. (2001). Convergence and Divergence in the Characters of Analyst and Patient. *Psychoanal. Psychol.*, 18:120-136

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:

Freud, S. (1953/1905). Three essays on the theory of sexuality, Standard Edition VII: 125- 245. Freud, S. (1913). Totem and taboo. Standard Edition XIII: 1-17, 125-155. Freud, S. (1957/1908). Civilized sexual morality and modern nervous illness. Standard Edition IX: 177-204.

Please prepare a few comments or questions to contribute to class discussion for each of the following assigned weekly articles.

### **Weekend 1: Overview & History**

Green, A (1996). Has sexuality anything to do with psychoanalysis? *International Journal of Psychoanalysis*, 76, 871-883.

Stoller, R. (1979) *Sexual Excitement*. In *Sexual Excitement: Dynamics of Erotic Life* (pg. 3-36). New York: Pantheon.

Flax, J. (2004) The scandal of desire. *Contemporary Psychoanalysis*, 40: 47-68.

Bader, M. (2003). *How Sex Works*. In M. Bader *Arousal: The Secret Logic of Sexual Fantasies* (pg.17-49) New York: Thomas Dunne Books

#### **Optional:**

Fonagy, P. (2008) A genuinely developmental theory of sexual enjoyment & its implications for Psychoanalytic technique. *Journal of American Psychoanalytic Association*, 56: 11-36.

### **Weekend 2: Constructing Sexuality & Sexual States**

Dimen, M. (1999). *Between Lust and Libido: Sex, Psychoanalysis, and the Moment Before*. *Psychoanalytic Dialogues* 9:415-440.

Davies, J.M. (2006). The times we sizzle, and the times we sigh: The multiple erotics of arousal, anticipation, and release. *Psychoanalytic Dialogues*, 16: 665-686.

Goldner, V. (2006). Let's do it again: Further reflections on eros and attachment. *Psychoanalytic Dialogues*, 16: 619-637.

Stein, R. (2008). The otherness of sexuality: Excess. *JAPA*, 56: 663-682.

#### **Optional:**

Dimen, M (2004). Sexuality and suffering, Or the Eew! Factor. *Studies in Gender and Sexuality*, 6: 1-18.

Stein, R. (1998). The Poignant, the excessive and the enigmatic in sexuality. *International Journal of Psychoanalysis*, 79: 253-268.

### **Weekend 3: Constructing Sexuality & Interpreting Oedipus**

Davies, J.M (2014). From Oedipus complex to oedipal complexity: Reconfiguring (pardon the expression) the negative Oedipus complex and the disowned erotics of disowned sexualities. *Psychoanalytic Dialogues*, 25: 265-283.

Cooper, S.H. (2003). You Say Oedipal, I Say Postoedipal: A Consideration of Desire and Hostility in the Analytic Relationship. *Psychoanalytic Dialogues*, 13: 41-63.

Elise, D. (2000). Woman and Desire: Why Women May Not Want to Want. *Studies in Gender and Sexuality*, 1:125-145.

Butler, J. (1995). Melancholy Gender—Refused Identification. *Psychoanalytic Dialogues*, 5:165- 180.

Optional:

Davies, J.M. (2003). Falling in love with love. *Psychoanalytic Dialogues*, 13: 1-

27. Chodorow, N (1992). Heterosexuality as compromise formation. *Journal of American Psychoanalytic Association*, 27: 751-775.

Corbett, K (2009). Little Hans: Masculinity Foretold. *Psychoanalytic Quarterly*, Volume LXXVIII, Number 3, 101-132, (or in *Boyhood*).

Elise, D. (2008). Sex and Shame: The Inhibition of Female Desires. *J. American Psychoanalytic Association*, 56:73-98.

**Weekend 4: Rethinking Perversion**

Benjamin, J. (1988). The Fantasy of Erotic Domination. In *The Bonds of Love* (pg. 55-62). New York: Pantheon.

Saketopolou, A. (2014). To suffer pleasure: The shattering of the ego as the psychic labor of perverse sexuality.

Stoller, R. (1975) Definitions. In *Perversion: An erotic form of hatred*. Pdf.

Ghent, E. (1990), Masochism, submission, surrender: Masochism as a perversion of surrender. *Contemporary Psychoanalysis*, 26: 108-135.

Dimen, M. (2001). Perversion Is Us?: Eight Notes. *Psychoanalytic Dialogues*, 11:825-860.

Optional:

Stoller, R (1975). Variants: Aberrations That Are Not Perversions & Perversions: Aberrations That Are Not Variants. In *Perversion: The Erotic Form of Hatred*.

Dimen, M. (2003), *Sexuality, Intimacy, Power*. Hillsdale, NJ: The Analytic Press.

Foucault, M. (1976). *The history of sexuality, Volume I*. trans R. Hurley, New York: Vintage 1980.

**Weekend 5: Sexual Transference & Countertransference**

Davies, J.M (1998). Between the disclosure and the foreclosure of erotic transference- countertransference: Can psychoanalysis find a place for adult sexuality? *Psychoanalytic Dialogues*, 8: 744-766.

Elise, D. (2007). The Black Man and the Mermaid: Desire and Disruption in the Analytic Relationship. *Psychoanalytic Dialogues*, 17:791-809.

Celenza, A. (2010). The guilty pleasure of erotic countertransference: Searching for radial truth. *Studies in Gender & Sexuality*, 11, 175-183.

Gabbard, G (1994). On love and lust in erotic transference. *JAPA*, 42, 385-403.

Optional:

Davies, J.M. (1994). Love in the afternoon: A relational reconsideration of desire and dread in the countertransference. *Psychoanalytic Dialogues*, 4: 153-170.

Dimen, M. (2011). Lapsus Linguae, or a Slip of the Tongue?: A Sexual Violation in an Analytic Treatment and Its Personal and Theoretical Aftermath. *Contemporary Psychoanalysis*, 47:35- 79.

Wrye, H.K. and J.K. Welles (1989). The maternal erotic transference. *International Journal of Psychoanalysis*, 70: 673-684.

Celenza, A., & Gabbard, G. O. (2003), Analysts who commit sexual boundary violations: A lost cause? *Journal of the American Psychoanalytic Association*, 51:617-636

**Weekend 6: Contemporary Sexual Issues in Psychoanalysis**

*Transgender*

Saketopoulo, A. (2014). Mourning the body as bedrock: Developmental considerations in treating transsexual patients analytically. *Journal of American Psychoanalytic Association*. 62: 773-806.

*Pornography*

Cole, G. (2011). A strange invitation: On the ordinary problem of pornography. *Studies in Gender and Sexuality*, 12: 254-267.

Escoffier, J. (2011). Imagining the She/Male: Pornography and transexualization of the heterosexual male. *Studies in Gender and Sexuality*, 12: 268-281.

*Desire*

Mitchell, S. A. (1997), Psychoanalysis and the degradation of romance. *Psychoanalytic Dial.*, 7: 23-41

Stein, R. (1998). Passion's Friends, Passion's Enemies: Commentary on Paper by Stephen Mitchell. *Psychoanalytic Dialogues*, 8:547-560.

*Sexual Consent*

Butler, J. (2012). Sexual consent: Some thoughts on psychoanalysis and law. *Columbia Journal of Gender and Law*, 21: 405-420.

## **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)

Avenburg, R. Guiter, M (1976). The Concept of Truth in Psychoanalysis. Int. J. of Psycho-Anal., 57:11-18.

Eziel, H (1972). Experimentation within the Psychoanalytical Setting. Contemp Psychoanal. 8:229-245.

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  
Schoe 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.**

Main text: Kuhn, Thomas. *The Structure of Scientific Revolutions*. Chicago: University of Chicago, 3<sup>rd</sup> Ed. 1996.

Selected Readings from the following:

Hume, David. *An Inquiry on Human Understanding*. Cambridge: Hackett Publishing Co, 2<sup>nd</sup> paperback ed, 1993.

Godamer, Hans. *Truth and Method*, 2<sup>nd</sup> rev. edn. (1<sup>st</sup> English edn, 1975), trans, by J. Weinsheimer and D.G. Marshall, New York: Crossroad, 1989.

Godamer, Hans. *The Beginning of Philosophy*, trans. by Rod Coltman, New York: Continuum, 1998a.

Ayer, Alfred. *Language, Truth & Logic*. New York: Dover Publication, 1952 (an exact replication of the (1946) 2<sup>nd</sup> ed.

Kuhn's book is widely considered one of the most important books of the 20<sup>th</sup> 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.

**December 3, 2014** The Empiricists, Bacon, Locke, Hobbes and Hume. Kuhn, 160-210. Hume, 126-137. Ayer, 120-132. (Kant Handout 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.

**APPENDIX XX**

**CURRICULUM VITAE**

<b>Name of Member</b>	<b>Faculty</b>	<b>Degree (the one before ICP)</b>	<b>Where degree acquired</b>
Veronica D. Abney		MSW	Smith College School for Social Work
Howard Bacal		M.D.C.M.	McGill University
Gordon Berger		Ph.D.	Yale University
Kati Breckenridge		Ph.D.	Univ. of Texas at Austin
Edith G. Boxer		MSW	University of Southern California
Sally Cassidy		MSW	California State University, Long Beach
Karen Y. Cobb		Ph.D.	University of Southern California
William J. Coburn		Ph.D.	CGI - The Chicago School of Professional Psychology
Cheryl Chenot		MFT	Fuller Theological Seminary
Robin S. Cohen		Ph.D.	UCLA
Joan C. Dasteel		Ph.D.	Sanville Institute
Sona DeLurgio		MA	Phillips Graduate Institute
Christina Emanuel		MA	Loyola Marymount University
Helen Grebow		Ph.D.	University of Southern California
Lynne Jacobs		Ph.D.	California School of Professional Psychology
Jeri S. Johnston		MS	California State University, Northridge
Daniel Bradley Jones		MSW	Hunter College School of Social Work
Sylvia Jones		Ph.D.	Graduate Center for Child Development
Carola Kaplan		Ph.D.	Cornell University
Susen S. Kay		MS	Pacific Graduate Institute
Peter Maduro		Psy.D	CGI - The Chicago School of Professional Psychology



Carol A. Mayhew	Ph.D.	Wright Institute
Susan L. Mendenhall	MSW	University of Southern California
Lynne Oliva	MA	Pepperdine University, Los Angeles
Philip A. Ringstrom	Ph.D.	University of Southern California
Nick Ryan	MA	Loyola Marymount University
Gary Richard Sattler	Dr. theol.	University of Marburg(Germany)
Peter Schou	Ph.D.	Southern California Psychoanalytic Institute
Sanford Shapiro	M.D.	Wayne State University
Estelle Shane	Ph.D.	UCLA
Sherry Shirk Hoffman	MSW	Adelphi University
Karen Shore	Ph.D.	Derner Institute, Adelphi University
Gil Spielberg	Ph.D.	California School of Professional Psychology
Margy Sperry	MFT	Fuller Theological Seminary
Penelope Starr-Karlin	MA	Antioch University, Los Angeles
Keith E. Valone	Ph.D.	University of Illinois at Urbana-Champaign
Judith Ellen Vida	M.D.	Stanford University School of Medicine
Mary E. Walters	MSW	University of Chicago
Joye Weisel-Barth	Ph.D.	California School of Professional Psychology
Kathryn J. Zerbe	M.D.	Temple University School of Medicine
Helen Ziskind	MSW	UCLA

**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  
Dissertation: African-American Psychoanalysts in the United States: Their  
Stories & Presence in the Field

## 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

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  
Feb 1995 – 1998 Ethics Committee, Medical Staff  
Committee, UCLA Neuropsychiatric Institute and Hospital.  
University of California, Los Angeles, 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

V. Abney and L. Jackson (1991). How Group Therapy Can Help Survivors of Sexual Abuse. Behavioral Science Media Lab, Neuropsychiatric Institute, University of California, Los Angeles.  
V. Abney, J. Yang, and M. Paulson (1992). Transference and Countertransference Issues Unique to Long Term Group Psychotherapy with Adult Women Molested as Children: The Trials and Rewards. *Journal of Interpersonal Violence*, 7:4.  
V. Abney & K. Gunn (1993). Cultural Competency: Rationale and Reality. *APSAC Advisor*, 6:3.  
V. Abney (1995). Review of *Crossing the Boundary: Black Women Survive Incest*, by Melba Wilson. *Affilia*, 10(1), Spring 1995: 92-93.

- V. Abney and R. Priest (1995). African-Americans and Sexual Child Abuse. In L. Fontes (Ed.) Sexual Abuse in Nine North American Cultures: Treatment and Prevention. Thousand Oaks, CA: Sage Publications.
- V. Abney (1996), Cultural Competency in the Field of Child Maltreatment. In L. Berliner, J. Briere, J. Bulkley & C. Jenny (Eds.), APSAC Handbook on Child Maltreatment. Thousand Oaks, CA: Sage Publications.
- V. Abney (2000). What Principles and Approaches Can I Use to Engage Clients Across Cultures?. In H. Dubowitz & D. DePanfilis (Eds.) Handbook for Child Protection. Thousand Oaks, CA: Sage Publications.
- V. Abney (2002), Cultural Competency in the Field of Child Maltreatment. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), APSAC Handbook on Child Maltreatment (Second Edition). Thousand Oaks, CA: Sage Publications.

#### ABSTRACTS

- V. Abney, (1975). Psychological Effects of School Desegregation on Black Children. Abstracted in Smith College School for Social Work Journal, 46-1, (16).

#### INVITED PRESENTATIONS

- Aug 1985 Mothers of Incest Victims, Southern California Training Center for Child Sexual Abuse Treatment, Children's Institute International, Los Angeles, CA..
- July 1986 Group Work in Child Abuse Treatment, Child Abuse: Issues in Prevention, Reporting, and Treatments, UCLA Extension Program, Los Angeles, CA.
- April 1989 Child Abuse Reporting, Immaculate Heart High School, Los Angeles, CA..
- April 1989 Press Conference, Stop Abuse Very Early (SAVE) Day, Los Angeles, CA..
- June 1989 Child Abuse Reporting, School of Social Welfare, UCLA, Los Angeles, CA .
- Aug 1989 Finding the Missing Piece: Treatment of Abused Children, 5th Annual National Convention, National Association for Children of Alcoholics, San Diego, 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.
- Sept 1991 Assessing and Reporting Child Abuse, Employee Mental Health: A Course for the '90 's. Management's Challenges and Clinical Solutions, UCLA Extension Program, Los Angeles, CA.
- Oct 1991 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, 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,

Santa Monica, CA.

July 1992 Cultural Considerations in the Treatment of African-American Survivors, The 10th Annual Conference, Voices In Action, Inc., Chicago, IL.

Oct 1992 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 1992 Cultural Considerations in the Treatment of African-American Survivors of Sexual Abuse, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.

Oct 1992 Barriers to Cultural Competency, Midwest Conference on Child Sexual Abuse

Feb 1993 Child Abuse Reporting, Graduate Center for Child Development, Los Angeles, CA.

April 1993 Cultural Competency, California Professional Society on the Abuse of Children, Los Angeles, CA.

June 1993 Culturally Competent Child Abuse Intervention, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

June 1993 Therapy with Adult Survivors of Severe Child Abuse, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL. June 1993

Cultural Competence and Chronic Neglect, Conference of the National Center for Child Abuse and Neglect (NCCAN), Chicago, IL.

Sept 1993 Theory and Treatment of Adult Survivors, Los Angeles Chapter California Association of Marriage and Family Therapists, Los Angeles, CA.

Dec 1993 African-American Families, Child Psychiatry Training Program, Harbor- UCLA

Jan 1994 African-American Survivor Treatment, San Diego Conference on Responding to Child Maltreatment, San Diego, CA.

Jan 1994 Theory and Treatment of Adults Sexually Abused Children, Psychiatric Disorders Across the Lifespan, UCLA Neuropsychiatric Institute and Hospital, Los Angeles, CA

May 1994 Exploring Cross-Cultural Issues in Assessment, Intervention & Treatment Planning 2nd National Colloquium of the American Professional Society on the Abuse of Children, Cambridge, MA.

May 1994 Therapy with Adult Survivors of Severe Child Abuse: Trauma-Specific Interventions, 2nd National Colloquium of the American Professional Society on the Abuse of Children, Cambridge, MA.

May 1994 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.

May 1994 Cultural Considerations in the Treatment of Sexually Abused African- American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.

Sept 1994 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Sept 1994 African-American Families, Child Psychiatry Training Program, Harbor-UCLA, Los Angeles, CA.

Oct 1994 Exploring Cross-Cultural Issues in Assessment & Treatment, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.

Oct 1994 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.

Jan 1995 Multicultural Issues in Child Sexual Abuse, Comprehensive Child Sexual Abuse Intervention: Advanced Training in The Multidisciplinary Approach, Huntsville, AL.

Feb 1995 Cultural Considerations in the Treatment of Sexually Abused African- American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.

April 1995 Dynamics of Power, Cross-Cultural Issues in Child Abuse Treatment: Working Toward a Sensitive Value Base, Long Beach, CA . May 1995 Treatment of African-American Survivors, 14th Annual Conference on Child Abuse, and Neglect, Sacramento, CA..

June 1995 Transference and Countertransference Issues in the Therapy of Adult Survivors, 3rd National Colloquium of the American Professional Society on the Abuse of Children, Tucson, AZ.

Oct 1995 Discussant, The 18th Annual Conference on the Psychology of the Self: Crosscurrents in Self Psychology, San Francisco, CA.

Nov 1995 Cultural Issues in Child Abuse and Neglect, 1995-96 Interdisciplinary Child Abuse and Neglect Lecture Series, University of California, Los Angeles, CA.

June 1996 Abuse Violence and Young Black Men, Georgia Council on Child Abuse 12th Annual Training Symposium; Atlanta, GA.

June 1996 Abuse Violence and Young Black Men, 4th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

June 1996 Treating Adult Survivors: Special Aspects of the Therapeutic Relationship, 4th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

Sept 1996 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Nov 1996 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.

Feb 1997 Understanding and Treating African-American Survivors of Child Abuse, Every Child Loved, No Child Lost, Northern California Training Center: Giarretto Institute; Oakland, CA.

Mar 1997 Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.

Mar 1997 Understanding and Treating African-American Survivors of Child Abuse, Thirteenth National Symposium on Child Sexual Abuse, Huntsville, AL.

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.

June 1997 Cultural Issues in Sexual Abuse, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.



June 1997 African-American Children & Sexual Abuse, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.

June 1997 Physical Abuse, Discipline & Culture, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.

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.

July 1998 African-American Children & Sexual Abuse, 6th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

July 1998 Physical Abuse, Discipline & Culture, 6th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

Oct 1998 Discussant, The 21st Annual Conference on the Psychology of the Self: Self Psychology Integrating & Evolving, San Diego, 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.

Jan 1999 Managing Resistance & Engaging Families in the Treatment Process, San Diego Conference on Responding to Child Maltreatment, San Diego, CA

March 1999 African-Americans and Child Maltreatment, 15th National Symposium on Child Sexual Abuse, Huntsville, AL.

June 1999 African-American Children, 7th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

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.

June 1999 African-American Children and Child Sexual Abuse, Celebration Diversity: Providing Services to Latino and African-American Families, Children's Center of the Antelope Valley, Lancaster, CA.

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.

Jan 2000 Multiculturalism in the 21st Century: A Multidisciplinary Perspective, San Diego Conference on Responding to Child Maltreatment, Y2K, San Diego, CA

Mar 2000 African-Americans and Child Maltreatment: Cultural Considerations, The Fifteenth National Symposium on Child Sexual Abuse, Huntsville, AL.

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 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 2000 Child Abuse Reporting for Professionals, UCLA Annual Review of Psychiatry, Los Angeles, CA.

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 African-American Families: Cultural Considerations; 9th Annual APSAC Colloquium, Washington, D.C.

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

March 2002 African-Americans and Child Maltreatment: Cultural Considerations; 15th National Symposium on Child Sexual Abuse, Huntsville, AL.

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.

Aug 2003 African-American Families & Survivors. 11th Annual APSAC Colloquium. Orlando, FL.

Aug 2003 Professionals of Color: Issues in the Workplace. 11th Annual APSAC Colloquium. Orlando, FL.

Oct 2003 African-American Families: Cultural Considerations. 19th Annual Midwest Conference on Child Sexual Abuse. Madison, WI

Oct 2003 Cultural Factors in the Treatment of Survivors of Child Sexual Abuse. 10th Annual Conference on Behavior Clinical Neuroscience, Substance Abuse & Culture. Los Angeles, CA.

Dec 2003 Race, Class, & Culture in Child Maltreatment. APSAC's 1st Annual Trauma Treatment Clinic. Lahaina, HI

Feb 2004 Mutual Survival in the Therapy Relationship: Working with Trauma Survivors; 3rd Annual Eastern Conference on Child Sexual Abuse Treatment. Washington, DC.

Feb 2004 African-American Families: Cultural Considerations; 3rd Annual Eastern Conference on Child Sexual Abuse Treatment. Washington, DC.

Mar 2004 African-Americans Families: Cultural Considerations; 17th National Symposium on Child Sexual Abuse, Huntsville, AL.

Aug 2004 African-American Families & Survivors; 12th Annual APSAC Colloquium. Los Angeles, CA.

Oct 2004 African-American Families: Cultural Considerations. 20th Annual Midwest Conference on Child Sexual Abuse. Madison, WI

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.

Aug 2005 Child Sexual Abuse, Jewish Family Services. Los Angeles, CA.

May 2006 African-Americans & Child Maltreatment. Children's Justice Conference, Seattle, Washington.

May 2006 Race, Class & Culture in Child Maltreatment. Children's Justice Conference, Seattle, Washington.

May 2006 Encountering the Mysterious Other: Hidden Obstacles to the Mutual Influence of Difference, Moderator

Aug 2006 Safe Havens: Supervised Visitation and Safe Exchange Roundtable on Child

Maltreatment and Domestic Violence Meeting. U. S. Department of Justice, Office on Violence Against Women in partnership with Institute for Family Violence Studies, Clearinghouse on Supervised Visitation, Florida State University.

Apr 2007 The Mysterious Other: Heightening Awareness to Blind Spots that Influence Our Experience, Institute of Contemporary Psychoanalysis, Los Angeles, CA.

Mar 2007 African-American Psychoanalysts: Their Stories & Presence in the Field. National Membership Committee on Psychoanalysis in Clinical Social Work Conference. Chicago, IL.

July 2007 Child Sexual Abuse, Aleinu Program at Jewish Family Services. Los Angeles, CA.

April 2008 Can True Cultural Competence be Achieved? Cultural Competence and Child Maltreatment: Theories and Application. Third Annual National Conference. Montclair State University. Montclair, N.J.

March 2010 Multicultural Practice. Special Service for Groups, Los Angeles, CA. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

June 2010 Multicultural Practice. Special Service for Groups, Los Angeles, CA. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

Jan 2011 Multicultural Practice. Special Service for Groups, Los Angeles, CA. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

#### 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

### **HOWARD A. BACAL, MD**

#### **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
5. Qualification in Psychoanalysis, The Institute of Psychoanalysis, London, England, 1965
6. Member, International Psychoanalytic Association, 1965
7. Qualification, Child Psychoanalysis, The Institute of Psychoanalysis, London, England, 1967
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
11. Member, The American Psychoanalytic Association, by certification, 1978
12. Associate Professor, Department of Psychiatry, University of Toronto, 1981
13. Director, Toronto Institute of Psychoanalysis, 1983-1985
14. Fellow, American Psychiatric Association, 1977/Life Fellow 1995
15. Member, International Council for Psychoanalytic Self Psychology, 1991
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
19. Training and Supervising Analyst, Southern California Psychoanalytic Institute (LA), 1996, now The New Center for Psychoanalysis
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
23. Editorial Board, International Journal of Psychoanalytic Self Psychology

#### 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

5. The Tavistock Clinic, London, England: Registrar, Senior Registrar, Post-Graduate Fellow, Hon. Research Psychiatrist: 1962-1970

6. The Tavistock Institute of Human Relations, School of Family Psychiatry and Community Mental Health, London, England: Seminar Leader, General Practitioner Training Program (Balint Groups), and leader of Tavistock-based Leicester Study Groups, 1966-70.

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

20. Supervising Analyst at the Institute for the Psychoanalytic Study of Subjectivity, New York.

21. Supervising Analyst at the National Training Program in Contemporary Psychoanalysis, New York.

22. Private Practice, Psychoanalysis and Psychotherapy, Los Angeles, CA. 1995

## SELECTED PUBLICATIONS (within the past 25 years)

1. (1985a). Optimal Responsiveness and the Therapeutic Process. In A. Goldberg, ed. *Progress in Self Psychology*. New York: Guilford Press. 1:202-26.
2. (1985b). Object Relations in the Group from the Perspective of Self Psychology. *Int. J. Group Psychother.* 35:483-501.
3. (1987). British Object-Relations Theorists and Self Psychology: Some Critical Reflections. *Int. J. Psychoanal.* 68:81-98.
4. (1989). Winnicott and Self Psychology: Remarkable Reflections. In *Self Psychology*, Ed. D. Detrick & S. Detrick. Hillsdale, NJ: The Analytic Press, 259-271.
5. (1990a). Does an Object Relations Theory Exist in Self Psychology? *Psychoanal. Inq.*2:197-220.
6. (1990b). The Elements of a Corrective Selfobject Experience. *Psychoanal. Inq.*3:347-372.
7. (1990). H. A. Bacal & K. M. Newman. ***Theories of Object Relations: Bridges to Self Psychology***. New York: Columbia University Press. (transl. into German, Italian & Portuguese).
8. (1991). Notes on the Relationship Between Object Relations Theory and Self Psychology. In *The Evolution of Self Psychology: Progress in Self Psychology, Vol. 7*. Ed. A. Goldberg. Hillsdale, NJ: The Analytic Press, 36-44.
9. (1991). Reactiveness and Responsiveness in the Group Therapeutic Process. In *Psychoanalytic Group Theory and Therapy*. Ed. Saul Tuttmann. International Universities Press, 309-318.
10. (1992). Contributions from Self Psychology. In *Handbook of Contemporary Group Psychotherapy*, ed.H. Klein, H. Bernard, D. Singer. New York: Internat. Univ. Press, 55-85.
11. (1993). Sharing Femininity - An Optimal Response in the Analysis of A Woman by a Woman: Commentary on the Shanes Case Study of Kathy K. In *The Widening Scope of Self Psychology: Progress in Self Psychology, Vol 9*. Ed. A. Goldberg. Hillsdale, NJ: The Analytic Press, 81-86.
12. (1994). The Selfobject Relationship in Psychoanalytic Treatment. In *A Decade of Progress: Progress in Self Psychology, Vol.10*. Ed. A. Goldberg. Hillsdale, NJ:The Analytic Press, 21-30.
13. (1995). The Essence of Kohut's Work and the Progress of Self Psychology. *Psychoanalytic Dialogues*, 5(3):353-366.
14. (1995). The Centrality of Selfobject Experience in Psychological Relatedness. *Psychoanalytic Dialogues*, 5(3):403-409.
15. (1996). (co-authored with P. Thomson). The Psychoanalyst's Selfobject Needs and the Effect of their Frustration on the Treatment - A New View of Countertransference. In *Basic Ideas Reconsidered: Progress in Self Psychology, Vol.12*. Ed. A. Goldberg. Hillsdale, NJ:The Analytic Press, 17-35.
16. (1997). Shame: The Affect of Discrepancy, in *The Widening Scope of Shame*, ed. M. Lansky & A. Morrison, Hillsdale, NJ: Analytic Press, 97-104.
17. (1997). The Analyst's Subjectivity: How It Can Illuminate the Analysand's Experience. *Psychoanalytic Dialogues*, 669-681.
18. (1998).

***Optimal Responsiveness: How Therapists Heal their Patients.***

Ed. H. A. Bacal. Contributors: H. Bacal, W. Ricci & F. Broucek, D. Terman, K. Newman, M. & E. Shane, J. Fosshage, C. Estrella, B. Herzog, E. Wolf, L. Jacobs, P. Thomson, M. Sucharov, F. Lachmann & B. Beebe, S. Lazar, A. Kindler, Northvale, NJ: Jason Aronson.

19. (1998). Optimal Responsiveness and the Specificity of Selfobject Experience. In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 141-172.
20. (1998). (co-authored with P. Thomson). Optimal Responsiveness and the Therapist's Reaction to the Patient's Unresponsiveness. In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 249-270.
21. (1998). Is Empathic Attunement the Only Optimal Response? In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 289-302.
22. (2003). Specificity Theory and Optimal Responsiveness: An Outline. (with B. Herzog). *Psychoanalytic Psychology*, 635-648.
23. (2006). Specificity Theory: Conceptualizing a Personal and Professional Quest for Therapeutic Possibility. (Kohut Memorial Lecture). *International Journal of Psychoanalytic Self Psychology*, 133-155.
24. Bacal, H.  
\_\_\_\_\_ (2010). (co-authored with L. Carlton). Who can do what, therapeutically, with whom, in what way? *J. Psychother. Integration*. Vol. 20, No. 1, 46-50.
25. 2010). (co-authored with L. Carlton). Kohut's last words on analytic cure and how we hear them now – A view from specificity theory. *Int. J. Psychoanal. Self Psychology*, 5: 132-143.
26. Bacal, H. (2011).

***The Power of Specificity in Psychotherapy: When Therapy Works***

***– And When It Doesn't.*** Lanham. MD: Jason Aronson.

27. Bacal, H. (2011b). Specificity theory: The evolution of a process theory of psychoanalytic treatment. *American Imago* 68, 267-283.

\_\_\_\_\_ (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:**

**B.A. Wesleyan University, Connecticut (History), 1964  
(Phi Beta Kappa)**

**M.A. 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 0000X (Psychoanalyst) NPI: 1083 946 909**

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**Kati Breckenridge, Ph.D.,  
Psy.D. 1800 Fairburn Ave., #205  
Los Angeles, CA 90025**

Office Telephone: 310-446-0064

Office FAX: 310-475-6296

Office e-mail: kbreck@roadrunner.com  
Psychology License: Psy4059

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: Paper chair for the 31<sup>st</sup> Annual Internat'l Conference on the Psychology of the Self

2011: Discussant for paper presented at the 31<sup>st</sup> 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: Discussant for paper presented at the 30<sup>th</sup> Annual Internat'l Conference on the Psychology of the Self

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 26<sup>th</sup> 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

2000: Published article: Breckenridge, K. (2000), "Physical Touch in Psychoanalysis: A Closet Phenomenon?" *Psychoanal. Inq.*, 20:2-20.

1998: Discussant in Master Class in the Pre-Conference Program of the 21<sup>st</sup> Annual Internat'l Conference on the Psychology of the Self, Post Panel Discussion Co-leader, and Chair and Discussant of paper/workshop session

1997: Original paper "When the Analyst Gets Divorced..." presented at the 20<sup>th</sup> Annual International Conference on the Psychology of the Self

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 18<sup>th</sup> 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 Shipyard

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:

Breckenridge, K. (2000), Physical Touch in Psychoanalysis: A Closet Phenomenon?.  
Psychoanalytic Inquiry, 20/1: 2-20

DelliQuadri, L. & Breckenridge, K. (1978), Mother Care: Helping Yourself Through the Emotional  
and Physical Transitions of New Motherhood. Los Angeles: J.P. Tarcher, Inc.

Breckenridge, K. (1972), Innovative Counseling. Health Services Report, vol. 87/5: 423-425.

Breckenridge, K., Hakes, D, & Young, R. (1965), Serial Learning in a Continuous Serial List.  
Psychon. Sci., 3: 139-140.

References upon request

**Edith (Edie) G. Boxer, M.S.W., BCD., PSY.D.**

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Santa Monica, California 90403  
(310) 453-5202

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fax: (818)-884-1424  
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

1991-1994 - Ph.D. Student, California Institute for Clinical Social Work

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**

2008-2011 – Student, New Directions: Writing and critical thinking from a psychoanalytic perspective: A program of the Washington Center for Psychoanalysis, Inc., Washington, D.C.

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"

2006 – Presenter International Association of Psychoanalytic Education, Pasadena, CA: "The Convergence of Influences and How I Learn"

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, Thaliens Community Mental 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, Thaliens 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.

1980 – 1981, VA Sepulveda, Psychiatric Ward. Supervisor, Mildred Bright, L.C.S.W.

## **Undergraduate**

1977 – 1980, Counselor/Intern: Homebound Program, Van Nuys Community Mental Health Center. Supervisors Eleanor Wilson, M.A. and Roscoe (Russ) Miller, D.S.W.

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.

1965 – 1966, Junior High School Teacher: Social Studies/English, Olive Vista Junior High School, Sylmar, California. Richard Miles, Principal.

## **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.

**Sally Cassidy, LCSW, Psy.D.**  
**2001 S. Barrington Avenue, #202**  
**Los Angeles, CA 90025**  
**(310) 266-1795**  
**www.sallycassidy.com**

## **EDUCATION**

Psy.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.  
B.A., English/Education, Mercy College, Dobbs Ferry, NY, 1969.

## **PROFESSIONAL EXPERIENCE**

### **Employment**

Private Practice, 1996 to the present.

Didi Hirsch Community Mental Health Center, Culver City, 1999-2001.

Rio Hondo Mental Health, Cerritos, 1998-1999.

King/Drew Medical Center, Augustus F. Hawkins, Inpatient Psychiatric, Los Angeles, 1993-1998.

### **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 II666)	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 Supervisor of Marriage and Family Counseling Interns	1977-1980

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

Calif. Human Development Ctr., Beverly Hills Counseling Intern 1975-1977

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 Alum Scholarship  
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**

Cobb, K.(1998), Development of a More Than Binary Self. The World of Self Psychology: Progress in Self Psychology, Vol. 14, ed. A. Goldberg.

Hillsdale, NJ: The Analytic Press, pp.210-232.

Presenter at the Int'l Self Psychology Conference, Wash., D.C. October 1996

**William J. Coburn, Ph.D., Psy.D.**

## **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

2003 to 2004: PROGRESS IN SELF PSYCHOLOGY (The Analytic Press)

Editor-in-Chief

2003 to present: PSYCHOANALYTIC INQUIRY (The Analytic Press)

Editorial Board

2002: PSYCHOANALYTIC INQUIRY (Routledge: Taylor and Francis), "Nonlinear Dynamic Systems Theories: Innovative Contributions In Psychoanalysis" (Vol. 22, No. 5)

Issue Co-Editor (with Estelle Shane)

2001 to present: REVISTA ITALIANA TELEMATICA DI PSICOLOGIA PSICOANALITICA DEL

SE INTERSOGGETTIVITA 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

**Cheryl Chenot, Psy. D., M.F.T.**  
**9131 Hargis Street, Los Angeles, CA 90034**  
**310-836-2111**

**CURRENT EMPLOYMENT:**

Marriage and Family Therapist, Psychoanalyst in private practice.

**EDUCATION:**

Psy. D., Psychoanalysis May 1999	Institute of Contemporary Psychoanalysis, Los Angeles, CA
Master of Divinity June 1987	Fuller Theological Seminary, Pasadena, CA <b>Marriage and Family Counseling</b>
Bachelor of Arts December 1978	Fresno Pacific College, Fresno, CA <b>Divisional Major - Natural Sciences</b> <b>Secondary Education</b>

**PROFESSIONAL EXPERIENCE:**

2003- present	<b>Faculty, Institute of Contemporary Psychoanalysis</b> 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	<b>Marriage and Family Therapist, Psychoanalyst</b> Private practice - West Los Angeles, CA Individuals, Couples, Adolescents
Apr 90 - Dec 90	<b>Independent Consultant</b> 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 (E.g., Assertiveness Training, Effective Communication, Etiology and Treatment of Eating Disorders, Life Transitions, Family Life Cycle,



Understanding and Managing Depression, "On Being Yourself,"  
Intimacy and Relationship Issues)  
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  
(E.g., Assertiveness Training, Effective Communication, Etiology and  
Treatment of Eating Disorders, Life Transitions, Family Life Cycle,  
Understanding and Managing Depression, "On Being Yourself,"  
Intimacy and Relationship Issues)  
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.co**  
**m**

### **Education**

B.A.: UCLA (1977)

Ph.D. (Clinical Psychology): UCLA (1984)

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 pa

renting 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  
1988-1991: Affective Disorders Clinic, West. LA: psychologist  
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. Beyond Words: Art, Photography and Psychological Transformation. American Psychological Division 39 Conference, Santa Fe, New Mexico. April 2012.
- Cohen, R. S. Discussions. Countertransference. Institute of Contemporary Psychoanalysis conference, October, 2003
- Cohen, R. S. Dyadic process states: the analyst's use of emotion and body in the psychoanalytic process. ICP Graduation Paper, 1998.
- Cohen, R. S. Discussion of "Clinical applications of Daniel Stern's work in the development of subjective experiencing", by S. Berger. National Council of Self-Psychology, 21<sup>st</sup> Annual Conference. San Francisco, October, 1998.
- 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, 18<sup>th</sup> Annual Conference. San Francisco, October, 1995
- Cohen, R. S. Using Hypnosis and Guided Imagery with Cancer Patients. Presented at the Los Angeles County Psychological Association. October 24, 1992.

- Cohen, R. S. Walking a Thin Line: Controversies in Using Hypnosis and Guided Imagery with Cancer Patients. Presented at the Southern California Society for Clinical Hypnosis, March, 1989.
- Cohen, R. S. A Guide to Self-Healing Guides. In The Breast Center Foundation Newsletter, Fall, 1988, 4, 2.
- Cohen, R. S. & Miller, L. S. Identifying and managing the potentially unresponsive pain patient. Presented at the American Pain Society, Washington D.C., 1986.
- Cohen, R. S., & Ferrer-Brechner, T. Psychosocial predictors of response to treatment at a cancer pain clinic. Presented at the American Pain Society (APS), Dallas, Texas, October, 1985.
- Cohen, R. S., Giuliano, A. E., Wellisch, D. K., & Christensen, A. Comparison of lumpectomy and mastectomy patients: psychological, attitudinal and social impact. Proceedings of the American Society of Clinical Oncology, May, 1984.
- Cohen, R. S., Reading, A. E., & Ferrer-Brechner, T. Survey of cancer pain experience: Examination of cancer pain language, attributions and behaviors. Presented at the American Pain Society (APS). Miami, October, 1982.
- Cohen, R. S. Special issues in cognitive-behavioral therapy with depressed older adults. Presented at the American Psychological Association conference (APA). Montreal, September, 1980.
- Miller, L.S. & Cohen, R.S. Untreatable chronic pain. Archives of Physical Medicine & Rehabilitation. 67:638, September, 1980
- Wellisch, D. K., & Cohen, R. S. Psychosocial aspects of cancer. In C. M. Haskell (ed.), Cancer Treatment (2nd edition). Philadelphia: W.B. Saunders Co., 1985, 948-962.

**JOAN C. DASTEEL, Ph.D., MSW, BCD, Psy D**

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Los Angeles, California 90049

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Emergency # (310) 503-4697

Fax: (310) 472-5826

E-mail: joancdasteel@me.com

**EDUCATION**

**Psy.D.** Institute of Contemporary Psychoanalysis, Los Angeles (1997)

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", in Falling Between the Cracks: Psychodynamic Treatment of Diverse Populations, J. Berzoff, editor. (2012) Smith College School of Social Welfare.

"Treatment of Special Needs Adults", UCLA Doctoring 2 Guide. With Arthur Gomez, MD; and accompanying film made in conjunction with L.A. GOAL staff and parents. (2008).

"Stress Reactions to Marital Dissolution", Journal of Divorce, Vol. 5, No., 3, Spring 1982.

"Psychiatric Screening and Brief Intervention in a Pediatric Program Utilizing Allied Health Personnel (Walter M. Tasem, Joan C. Dasteel, Erwin D. Goldenberg) American Journal of Orthopsychiatry, Vol. 44, No. 4, July 1974.

#### 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<sup>nd</sup> 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 aides.

**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**

Coordinator: Seminar with Valerie Sinason, Brentwood, CA, Oct. 2012

Invited lecturer: "Full of Feelings,, Disaabled and Treatable", Douglas Graduate Institute, Westwood, CA, 2011.

Invited lecturer: "Understanding and Living with Developmental Disabilities--for parents, family members, friends, and the adults themselves who have developmental disabilities for the South Bay Speaker Series, Torrance Public Library, 2009.

"Intersubjectivity", Smith College of Social Welfare Extension program, MA, July 2008.

"Incongruities in Early Relationships Leading to a Confused Sense of Self", Committee on Psychoanalysis, Chicago, 2007.'

- “Developmental Disabilities”, presentation to Psychotherapy Services of the Sanville Institute,, Los Angeles 2007.
- “Divorce Revisited”, presentation for Psychotherapy Services of the Sanville Institute, Los Angeles, 2006
- “Incongruities in Early Relationship Leading to a Confused Sense of Self” –presentation for 27th Annual International Conference on The Psychology of the Self, San Diego 2004.
- Invited lecturer -- “Couples Therapy”, “Introductory Intersubjectivity”, Case Conferences for Psychoanalytic and Psychotherapy Programs, ICP, Los Angeles, 1999 – 2005.
- “Attachment Theory and Impact of Early Incongruities” with Pat Sable for Insitute of Contemporary Psychoanalysis, 2003
- “Dual Therapies – Impact on Transference”: CICSW, Palm Springs, November 2001.
- “Marital Therapy”: Jewish Family Service, Los Angeles, October 2001.
- “Dual therapies: Impact on Psychoanalytic Process”. Presented for faculty of Italian Institute for the Psychoanalytic Study of Subjectivity, Rome, Italy; May, 1999.
- “Impact on Psychoanalysis of Concurrent ‘Other Therapies’ An Intersubjective Perspective”. 21st Annual International Conference on the Psychology of the Self, San Diego, CA;.1998.
- “Applying Psychoanalytic Constructs to Marital Therapy: an Intersubjective Approach”. Invitational Address at CICSW Annual Convocation, Berkeley, CA, June, 1998.
- “Treatment of Couples in the 21st Century”: Presentation to California Society for Clinical Social Work, Palm Springs, CA; November, 1998

**SONA DELURGIO, Psy.D., L.M.F.T.**  
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### **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)
- Past Chair of Extension Program L.A. - Institute of Contemporary Psychoanalysis (2007 – 2010)
- 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**

- |                       |   |
|-----------------------|---|
| <b>6/98 - present</b> | <u>Private Practice, Westlake Village &amp; Sierra Madre, CA</u><br>Independent practice providing psychotherapy and psychoanalysis for individuals, couples, families and children. Assessment, diagnosis and treatment. Specialize in the treatment of eating disorders, adoption related issues, infertility, and relationships. |
| <b>1/14 - present</b> | <u>Sync Counseling, Sierra Madre, CA</u><br>Supervision and training of MFT interns   |
| <b>12/99 – 7/02</b>   | <u>Pasadena Psychiatric Medical Group</u><br>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**      Options House, Hollywood, CA  
**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

**Christina Emanuel, MFT, Psy.D.**  
**License #MFC38774**  
**16 S. Oakland Ave., Ste 201**  
**Pasadena, CA 91101**  
**(626) 396-9798**  
**christinaemanuel@sbcglobal.net**

## EDUCATION

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, Los Angeles, CA.  
Psy.D. in Psychoanalysis. June, 2012.  
Elected to Board of Directors as a Candidate.

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA. M.A.  
in Counseling Psychology, May 1994.

GEORGETOWN UNIVERSITY, Washington, DC. B.S.  
in Psychology, May 1987.

## TRAINING

Triple P Training (Level 4 Standard Teen, and Level 5 Teen Pathways), March, 2014, Los Angeles, CA.

Fetal Alcohol Spectrum Disorders Training of Trainers Clinical Certificate Program, Great Lakes FASD Regional Training Center, February, 2014, Oakland, CA.

## EXPERIENCE

ASSOCIATE EDITOR: International Journal of Psychoanalytic Self Psychology 2014  
– present.

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.

## SITE DIRECTOR 2002

– 2004.

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

1998 – 2005.

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

1995 – 1997.

Provided individual and group psychotherapy and conducted intakes.

## UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA.

### RESEARCH ASSISTANT, Alzheimer's Disease Research Center.

1992 – 1998.

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.

October 2014—Autism From the Inside Out. Pasadena Unified School District, Pasadena, CA.

September 2014 & February 2015—How Ryan and Some Legos Got Me To Think Differently About Autism. Moments of Meaning clinical storytelling event. 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.

August 2014—Contemporary Psychoanalysis on the Autism Spectrum. Airport Marina Counseling Center, Los Angeles, CA.

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.

February 2014 – Nothing About Us Without Us: Disability Studies, Culture, and Psychoanalysis. San Gabriel Valley Psychological Association, Pasadena, CA.

November 2013 – How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. International Association of Relational Psychoanalysis and Psychotherapy (IARPP) conference, Santiago, Chile.

October 2013 – The Disabled: The Most Othered Others, Psychology and the Other Conference, Cambridge, MA.

December, 2012—How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. San Gabriel Valley Psychological Association, Pasadena, CA.

July 2012 – Living with Developmental Disabilities. LA GOAL, Los Angeles, CA.

July 2012 – Moderator, The Awakening of Desire: On the Analyst's Emotional Vulnerability and Therapeutic Action, International Association for Relational Psychoanalysis and Psychotherapy (IARPP) Web Seminar, discussion with Darlene Bregman Ehrenberg of her work.

June 2012 – Moderator, The Juvenile Delinquent: Psychopathology or Self-Preservation?, Institute of Contemporary Psychoanalysis, Summer Online Colloquium, discussion of a paper by Christine Powell.

March 2012 – Rarefied, Luminous Spaghetti: The Swoosh as You Enter the Future and the Future Enters You, International Association for Relational Psychoanalysis and Psychotherapy (IARPP) Conference, New York, NY.

October 2011 -- An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum, International Association for Psychoanalytic Self Psychology (IAPSP) Conference, Los Angeles, CA.

September 2011 – An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum, Self and Relational Colloquium, San Francisco, CA.

July 2011 – Moderator, Katherine: A Long, Hard, Case, Institute of Contemporary Psychoanalysis, Summer Online Colloquium, discussion of a paper by Joye Weisel-Barth.

January 2011 – An Accidental Pokemon Expert: My Contemporary Psychoanalytic Work on the Autism Spectrum, Institute of Contemporary Psychoanalysis, Los Angeles, CA.

June 2010 – A Contemporary Psychoanalytic Approach to Conceptualizing and Treating Autism Spectrum Disorders, San Gabriel Valley Psychological Association, Pasadena, CA.

## PUBLICATIONS

Emanuel, C. (in-press). An Uncanny Connection. *Psychotherapy Networker*. Emanuel, C. (in-press). Let the Yoga Do You: Clinical Decision Making, Certainty, and Ambiguity. *Psychoanalytic Inquiry*.

Emanuel, C. (in-press). The Disabled: The Most Othered Others. In *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis*. Routledge (Relational Book Series).

Emanuel, C. (2015). An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum. *The International Journal of Psychoanalytic Self Psychology*, 10(1): 53-68.

Emanuel, C. (2014). How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. *Psychoanalytic Inquiry*, 34(1): 39-51.

## 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**

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## 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 Degree:

Certificate in Psychoanalysis Year: 1997 – 1998

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 1966

– 1967: Research Assistantship, Cornell University

### 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

A tale of two minds: Mentalization and adult analysis, *International Journal of Psychoanalytic Self Psychology*, 3:16-33, 2008.

To talk of many things: A review, an overview, and a preview – Reply to Roger Hastings, *International Journal of Psychoanalytic Self Psychology*, 3: 233-236, 2008.

Seamstress of the psyche: Mending implicit patterns – The craft and artistry of psychoanalysis, *International Journal of Psychoanalytic Self Psychology*, 4: 265-267, 2009.

Seeing with our senses: An exploration of the origin of analytic knowing, *International Journal of Psychoanalytic Self Psychology*, 5: 307-333, 2010.

Enigma variations: Discussion of Joye Weisel-Barth's "Katherine: A long hard case", *International Journal of Psychoanalytic Self Psychology*, 6: 469-480, 2011.

In my right mind: Truth in the guise of illusion, *International Journal of Psychoanalytic Self Psychology*, 9:339-360, 2014.

Revisiting "truths" in the guise of illusion: Response to Roger Hastings and Estelle Shane, *International Journal of Psychoanalytic Self Psychology*, 9:383-391, 20

## PRESENTATIONS

2004: Psychology of the Self Conference, San Diego, California. Seeing with our Senses.

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.

2015: ICP Conference, Los Angeles, California. In my right mind: Truth in the guise of illusion. 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.**  
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**Los Angeles, CA 90024**  
**310-446-9720**  
**lmjacobs@mac.com**

Born: May 27, 1950  
Fort George Meade, Maryland  
Citizenship: USA

## **EDUCATION**

Psy. D, Psychoanalysis, January 1995.  
Institute of Contemporary Psychoanalysis, Los Angeles, CA.  
Ph.D., Clinical Psychology, July 1978.  
California School of Professional Psychology at Los Angeles, Los Angeles, CA. M.A.,  
Clinical Psychology, July 1975.  
California School of Professional Psychology at Los Angeles. B.A.,  
American Studies, June 1972.  
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)

Jacobs, L. (1989). Dialogue in Gestalt theory and therapy. *Gestalt Journal*, 12(1), 25-67.

Alexander, R., Brickman, B., Jacobs, L., Trop, J., & Yontef, G. (1992). Transference Meets Dialogue. *The Gestalt Journal*, 15(2), 61-108.

Jacobs, L. (1992). Insights from psychoanalytic self psychology and intersubjectivity theory for Gestalt therapists. *Gestalt Journal*, 15(2), 25-60.

Hycner, R., & Jacobs, L. (1995). *The Healing Relationship in Gestalt Therapy: A Dialogic/Self-psychological Approach*. Highland, NY: Gestalt Journal Press.

Jacobs, L. (1996). Shame in the therapeutic dialogue. In *The Voice of Shame: Silence and Connection in Psychotherapy*, eds G.Wheeler and R. Lee. GestaltPress, (pp. 297-314).

Jacobs, L. (1998). It's Not Easy to Be a Field Theorist: Commentary on Cartesian and Post-Cartesian Trends in Relational Psychoanalysis. *eGESTALT!*, 3.

Jacobs, L. (2000). Respectful Dialogues. interview in *British Gestalt Journal*, 9(2), 105-116.

Jacobs, L. (2001). Pathways to a relational worldview. In M. Goldfried (Ed.), *How therapists change: Personal and professional reflections* (pp. 271-288). Washington, DC: APA.

Jacobs, L. (2003). Comment 4: Being a Repeat, Repeating Being. *INTERNATIONAL GESTALT JOURNAL*, 26(1), 38-45.

Jacobs, L. (2003). Differing Views on Implications of a Relational Self: Book Review of P. Philippson, 2001. *INTERNATIONAL GESTALT JOURNAL*, 26(1), 137-148.

Jacobs, L. (2004). Ethics of Context and Field: The Practices of Care, Inclusion and Openness to Dialogue. In R. Lee (Ed.), *Values of connection: A relational approach to ethics* (pp. 35-56). Hillsdale, NJ: Gestalt Press/Analytic Press.

Jacobs, L. (2005). For whites only. In T. Levine Bar-Yoseph (Ed.), *The bridge: Dialogues across cultures* (pp. 225-244). New Orleans: Gestalt Institute Press.

Jacobs, L. (2005). The inevitable intersubjectivity of selfhood. *INTERNATIONAL GESTALT JOURNAL*, 28(1), 43-70.

Jacobs, L. (2006). Musings of a Master: Erv Polster in interview with Lynne Jacobs Recorded at the GANZ Conference, Melbourne, September 8th, . Gestalt Journal of Australia and New Zealand, 3(2), 8.

Jacobs, L. (2006). That Which Enables-Support as Complex and Contextually Emergent. BRITISH GESTALT JOURNAL, 15(2), 10.

Jacobs, L. (2006). Phenomenological Psychology Redux: Book Review of E. Spinelli, 2005. INTERNATIONAL GESTALT JOURNAL, 29(1), 145.

Stolorow, R., & Jacobs, L. (2006). Critical Reflections on Husserl's Phenomenological Quest for Purity-Implications for Gestalt Therapy. INTERNATIONAL GESTALT JOURNAL, 29(2), 43.

Jacobs, L. (2009). Relationality: Foundational assumptions. In D. a. W. Ullman, G. (Ed.), *Cocreating the field: Intention and practice in the age of complexity*. New York: Gestalt Press/Routledge.

Jacobs, L., & Hycner, R. (Eds.). (2009). *Relational Approaches in Gestalt Therapy*. New York: GestaltPress and Routledge, Taylor & Francis.

Jacobs, L. (2010). Speaking Evocatively: Prose and wisdom of Erv and Miriam Polster. Gestalt Review, 14(2).

Jacobs, L. (2011) Critiquing Projection: Supporting dialogue in a post-Cartesian world. in T. Levine Bar-Yospeh (ed.) *Advances in Gestalt therapy*. Routledge.

Jacobs, L. (2011). Ethical Inspiration and Complex Experiencing. In D. a. B. Bloom, P. (Ed.), *Continuity and Change: Gestalt Therapy Now* (pp. 93-99): Cambridge Scholars.

## **PSYCHOANALYTIC PUBLICATIONS**

Jacobs, L. (2007). From the Couch: Trauma and Recovery after Analytic Impingement. *International Journal of Psychoanalytic Self Psychology*, 2(4), 405-422.

Jacobs, L. (2008). Dialogue, Confirmation, and the Good. *International Journal of Psychoanalytic Self Psychology*, 3(4), 409-431.

Jacobs, L. (2009). From selfjects to dialogue: A Journey through the Intersubjective Field. *Annals of the New York Academy of Sciences*, 1159(1 Self and Systems Explorations in Contemporary Self Psychology), 106-121.

Jacobs, L. (2010). Truth or what matters: Commentary on paper by Philip A. Ringstrom. *Psychoanalytic Dialogues*, 20(2), 224-230.

Jacobs, L. (2011). Embodied, Whole Conversation: Thoughts Stimulated by Reading Speaking the Unspeakable: 'The Implicit,' Traumatic Living Memory, and the Dialogue of Metaphors, by Donna M. Orange. *International Journal of Psychoanalytic Self Psychology*, 6(2), 207-213.

Jacobs, L. (2014). Circumstance of Birth: Life on the Color Line. *Psychoanalytic Inquiry*, 34(7), 746-758.

Jacobs, L. M. (2014). Learning to Love White Shame and Guilt: Skills for Working as a White Therapist in a Racially Divided Country. *International Journal of Psychoanalytic Self Psychology*, 9(4), 297-312.

**JERI S. JOHNSTON, PSY.D., M.F. T.**  
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**WESTLAKE VILLAGE, CA 91361**  
**(805) 497-3632 FAX (805) 497-6432**

EDUCATION: PSY.D. IN PSYCHOANALYSIS, INSTITUTE OF CONTEMPORARY  
PSYCHOANALYSIS, 2007  
PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM,  
INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS 2002  
MASTERS OF SCIENCE IN EDUCATIONAL PSYCHOLOGY, CALIFORNIA STATE  
UNIVERSITY, NORTHRIDGE, 1994  
BACHELOR OF ARTS, QUANTITATIVE PSYCHOLOGY, UNIVERSITY OF LOS ANGELES, 1975

**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.

1992 -1997 Marriage and Family Therapist Intern, Parenting Plus Counseling Center, 516 Pennsfield Ave, Thousand Oaks, CA 91360. Part-time practice of 10 clients per week. California Lutheran University "Celebrate the Family" Group Facilitator. Presented Parenting specialization courses such as "Your Child's Self Esteem", "How to Help your Child Through Divorce" "Parenting Skills", "Single Parent Support." Supervision and Training in Family Systems therapy. Supervised by Corbett Phibbs, 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**

146 West 10th Street, Apt. 4B, New York, NY 10014

(212) 255-4742

### **EDUCATION**

Institute for Contemporary Psychoanalysis (Los Angeles, CA). Doctor of Psychoanalysis (Psy.D) 2008. Supervision: Jeffery Trop, MD.

Institute for the Psychoanalytic Study of Subjectivity (New York). Completed a four- year post-graduate program in psychoanalysis. (September 2003 – 2007) Supervision: Howard Bacal, MD, Donna Orange, Ph.D., Psy D, George Atwood, Ph.D.. Graduation paper: "Addiction and Structures of Accommodation: Impediments to the Utilization of Alcoholics Anonymous" published in The International Journal of Psychoanalytic Self Psychology, 4:212-234, 2009. Coordinating committee and faculty 2012-Present.

The American Institute for Psychoanalysis (New York). Completed a two-year post graduate certificate program in psychodynamic psychotherapy. (1995 – 1997).



Hunter College School of Social Work (New York). Masters of Social Work. (Honors) May, 1995.

Fordham University at Lincoln Center (New York). May, 1993. Bachelor of Arts (Summa cum Laude). May, 1993. Major: Psychology.

## LICENSURE

New York State, Licensed Certified Social Worker (LCSW) # R-051407-1. NPI: 1154487049.

## WORK EXPERIENCE

Private Psychotherapy Practice. June, 1995 - Present.

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. February, 2012 – Present. Institute for the Psychoanalytic Study of Subjectivity (IPSS). “The Leading Edge of Eating Disorders and Addiction.” 1-year and 4-year Psychoanalytic Programs.

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 - January, 1998. Short-term goal oriented individual psychotherapy, long- term individual psychotherapy; couples counseling; assessment, DSM-IV diagnosis; psychiatric and community referrals. Practice informed by cognitive, behavioral, and dynamic therapies.

Staff Therapist, Karen Honey Clinic Inc. NYC. September, 1995 - July, 1997.  
Long term individual psychodynamic psychotherapy, assessment, DSM-IV diagnosis.

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.

Harm Reduction Counselor, Substance Use Counseling and Education, Gay Men’s Health Crisis, NYC. January, 1995 – May, 1995.

Recovery Readiness drug and alcohol use counseling, drug and alcohol education and assessment group for HIV positive men. Practice informed by Harm Reduction and Motivational Enhancement therapies. Treatment emphasis: mobilization of client’s resources for internally motivated change in substance and alcohol use.

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.

Guest Lecturer, Elderhostel, Fordham University, Hunter College, Mt. St. Mary's College. 1994 – 2000.

Created and presented a comprehensive and interactive lecture series entitled "The Creation of the Broadway Musical."

COMMUNITY SERVICE, ACADEMIC HONORS, AND REFERENCES AVAILABLE UPON REQUEST.

Performer, Broadway: Jesus Christ Superstar (1978), A Chorus Line, (1981 – 1989). National Tours: A Chorus Line (1980-1981, 1990-91), My Fair Lady (1978), Jesus Christ Superstar (1977). List of stock and regional credits available upon request.

**Sylvia Jones, Ph.D., Psy.D.  
LCS 1059**

Psychiatric Social Worker , UCLA Neuropsychiatric Institute, 1966-1969.

School Social Worker, Tacoma Washington, 1969 to 1970. Private Practice, 1971 to present. Clinician, Rape Treatment Center, Santa Monica, 1987 to 1989

Teaching experience:

Introductory Freud at Graduate Center from 1988 to 2000

Clinical Case conferences at Graduate Center, based on Self Psychology, 1999 to 2005

Boundary Dilemmas, weekend program, ICP , 2004, 2006, 2008 Literature and Psychoanalysis, ICP, 2008, 2009

Therapy with Adults Molested as Children ICP Psychoanalytic Psychotherapy: Guest lecturer, 2004, 2006.

Area(s) of Specialty:

Adults molested as children: Group and Individual Psychotherapy; Adolescent and Family Therapy; Treatment of Trauma Survivors

Education/Licenses: MSW, UCLA, 1966 LCSW, 1970. Ph.D., Graduate Center for Child Development, 1987, Psy.D., ICP, 1998.

## 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:

*Conrad in the Twenty-First Century: New Approaches and Perspectives* (with Peter Mallios and Andrea White). New York and London: Routledge, 2005.

*Seeing Double: Revisioning Edwardian and Modernist Literature* (with Anne B. Simpson). New York: Palgrave Macmillan, 1996.

Articles (Selected): (All psychoanalytic articles and articles published in psychoanalytic journals are in bold face)

1. "The Go-Between: The Psychoanalyst as Love Mediator." *Psychoanalytic Inquiry*. Forthcoming.
2. "Maternal Return: *Lord Jim's* Spectral Narrative." *New Essays on Joseph Conrad*. Ed. Agata Szczeszak-Brewer. Charleston: U of South Carolina P, 2015.
3. "Working Through Grief in the Drafts of Christopher Isherwood's *A Single Man*." *Our Kind: Christopher Isherwood in the Twenty-First Century*. Ed. James J. Berg and Chris Freeman. U of Minnesota P, 2015.

4. "Sudden Holes in Space and Time": Dissociation, Enactment, and the Precariousness of Everyday Life." *Psychoanalytic Inquiry*. Ed. Frank Faranda. September 2013.
5. "The Psychoanalyst's Apprentice." *International Journal of Psychoanalytic Self Psychology*. (6:4) 2011.
6. "Conrad---Polak: Z Pewnoscia Nie "Jeden Z Nas." *Conrad A Polska*. Ed. Wieslaw Krajka. Lublin: U Marii Curie-Sklodowskie, 2011.
7. "Navigating Trauma in Joseph Conrad's *Victory*: A Voyage from Sigmund Freud to Philip M. Bromberg." *Psychoanalytic Dialogues*. 20:4 (July-August 2010). Pp. 441-448.
8. "Navigating Trauma: Reply to Commentary." *Psychoanalytic Dialogues*. 20:4 (July-August 2010). Pp. 456-458.
9. "Conrad's Fatherless Sons: Betrayal by Paternity and Failure of Fraternity in *Under Western Eyes*. *Under Western Eyes: Centennial Essays*. Ed. Allan H. Simmons, J. H. Stape, and Jeremy Hawthorn. Rodopi: Amsterdam and New York, 2011.
10. "A Very Genuine Conrad': The Singular Vision of *The Secret Agent*." *One of Us*. Ed. Fausto Ciompi: Pisa, Italy: ETS, 2009.
11. "Introduction." "Conrad in the Twenty-First Century." *Conradiana* 39:1 Ed. Carola M. Kaplan and Andrea White, Guest Editors. (Spring 2007): 1-2.
12. "Totem, Taboo, and Blutbruderschaft in *Women in Love*." *D. H. Lawrence's Women in Love: A Casebook*. Ed David Ellis. Oxford and New York: Oxford UP, 2006, 185-203.
13. "Beyond Gender: Deconstructions of Masculinity and Femininity from Conrad's "Karain" to *Under Western Eyes*." *Conrad in the Twenty-First Century*. Ed. Kaplan and others. New York and London: Routledge, 2005.
14. "Introduction." *Conrad in the Twenty-First Century*. Ed. Kaplan and others. New York and London: Routledge, 2005.
15. "Italy as Alibi and Intimate Other in Conrad's Criticism of England." *The Ugo Mursia Memorial Lectures*. Second Series. Papers from the International Conrad Conference University of Pisa 2004. Ed. Mario Curreli. Pisa, Italy: Edizioni ETS, 2005.
16. "Women's Caring and Men's Secret Sharing: Constructions of Gender and Sexuality in *Heart of Darkness* and 'The Secret Sharer.'" *Conrad's Heart of Darkness and "The Secret Sharer"*. Ed. Hunt Hawkins and Brian Shaffer. *Approaches to Teaching World Literature* Series. New York: Modern Language Association, 2002.
17. "'The Wandering Stopped': An Interview with Christopher Isherwood." *Conversations with Christopher Isherwood*. Ed. James J. Berg and Chris Freeman. Jackson: Mississippi UP, 2001.
18. "'The Wandering Stopped': An Interview with Christopher Isherwood." *The Isherwood Century*. Ed. James J. Berg and Chris Freeman. Madison: Wisconsin UP, 2000.
19. "Colonizers, Cannibals, and the Horror of Good Intentions in Joseph Conrad's *Heart of Darkness*." *Studies in Short Fiction*. 35 (1998):
20. "No Refuge: The Duplicity of Domestic Safety in Conrad's Fiction." *The Conradian*, 22 (Spring/Winter 1997): 138-146.
21. "No Refuge: The Duplicity of Domestic Safety in Conrad's Fiction." *Conradian*. (22:1-2). 1997.
22. "Conrad the Pole: Definitely Not 'One of Us.'" *Conrad and Poland*. Ed. Alex Kurczaba. *Joseph Conrad: Eastern and Western Perspectives*. 5. Ed. Wieslaw Krajka. New York: Columbia U P, 1996
23. "Totem, Taboo, and Blutbruderschaft in D. H. Lawrence's *Women in Love*." *Seeing Double: Revisioning Edwardian and Modernist Literature*. Ed. Carola M. Kaplan and Anne B. Simpson. New York: St. Martin's Press, 1996.

24. "Conquest as Literature, Literature as Conquest: The Artistic Campaign of T. E. Lawrence in *Seven Pillars of Wisdom*." *Texas Studies in Literature and Language*. 37.1 (Spring 1995): 72-97.
25. "Joseph Conrad's Narrative Occupation of/by Russia in *Under Western Eyes*." *Conradiana* 27.2 (1995): 97-114.
26. "Absent Father, Passive Son: The Dilemma of Rickie Elliott in E. M. Forster's *The Longest Journey*." *E. M. Forster*. Ed. Jeremy Tambling. New York: Macmillan New Casebooks Series, 1995. 51-66.

PROFESSIONAL AFFILIATIONS AND HONORS (Selected):

1. International Journal of Psychoanalytic Self Psychology (IJPSP) Candidate Essay Award October 2012.
2. Research Psychoanalyst License No. RP 234 California.
3. President, Joseph Conrad Society of America 1998-2000; Woodrow Wilson Fellow; Phi Beta Kappa.

## **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

**PETER N. MADURO, J.D., Psy.D., Psy.D.**

CLINICAL AND FORENSIC PSYCHOLOGY & PSYCHOANALYSIS  
3201 Wilshire Boulevard, Suite 310 ▪ Santa Monica, CA 90403  
[MaduroPsy.D.@Gmail.Com](mailto:MaduroPsy.D.@Gmail.Com) [www.DrPeterMaduro.com](http://www.DrPeterMaduro.com)  
310.453-2064

### **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** Doctor of Philosophy in Psychoanalysis (Psy.D.), May 2011.

**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.*”

2011 DR. DAPHNE S. STOLOROW MEMORIAL ESSAY PRIZE FOR ESSAY ENTITLED “*THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY.*”

**CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES, CA**  
Doctor of Philosophy in Clinical Psychology (Psy.D.), May 2002

**Honors.** Josephine Bernstein Research Award, awarded for highest ranked dissertation in academic years 2000-2002.

**BOSTON UNIVERSITY SCHOOL OF LAW, BOSTON, MA** *Juris*  
Doctor (J.D.), May 1988

**Honors.** Paul J. Liacos Scholar, 1987

## **PUBLICATIONS AND CONFERENCE PRESENTATIONS:**

**2004 / SELF-PSYCHOLOGY ON-LINE.** BOOK REVIEW OF IRWIN HOFFMAN, PH.D.'S BOOK, *Ritual and Spontaneity in the Psychoanalytic Process, A Dialectical Constructivist View* (The Analytic Press, 1998)

**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.*”

**2010 / INTERNATIONAL ASSOCIATION OF PSYCHOANALYTIC SELF-PSYCHOLOGY, ANNUAL CONFERENCE, ANTALYA, TURKEY.** DELIVERED PAPER ENTITLED, “*THE MINENESS OF MY THROWNNESS-INTO- RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY.*” PAPER DISCUSSED BY LEONARD BEARNE, *Psy.D.*

**2011 / PSYCHOLOGY AND THE OTHER, FIRST ANNUAL CONFERENCE, CAMBRIDGE, MA.** DELIVERED PAPER ENTITLED, “*THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY.*” PAPER DISCUSSED BY MALCOLM SLAVIN, *PH.D.*

**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" PAPER**

*DISCUSSED BY JACK FOEHL, PH.D.*

**IN PRESS / INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF-PSYCHOLOGY. PUBLICATION OF PAPER ENTITLED, "THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE- SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY," PAPER TO BE DISCUSSED BY MALCOLM SLAVIN, 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.

2007. Instructor, New Center for Psychoanalysis. Self Psychology and Intersubjective Systems Theory.

2011. Instructor, Psychoanalytic Center of California. Self Psychology and Intersubjective Systems Theory.

1999-present. Guest Lecturer, UCLA Department of Family Medicine, University of Southern California School of Medicine, University of Santa Monica, Antioch University, Wright Institute 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

2007, October. Clinical Dilemmas: Enactments, Disruptions, and Impasses. Paper presentation at the 19<sup>th</sup> Annual Convention of the Los Angeles County Psychological Association, Los Angeles, California.

2007, June. Culture Shifts: Mutual Influences of Psychoanalysis and Feminism. Paper presentation for Panel on Art, Feminism and Psychoanalysis, MOCA Geffen Contemporary Museum, Los Angeles, California.

2006, November. DID and Co-occurring Disorders: A Contemporary Psychoanalytic Approach to Treatment. Paper presentation, 23<sup>rd</sup> International Conference of the International Society for the Study of Dissociation, Los Angeles, California.

2006, November. The "Difficult" Client: Complex interrelationships among Dissociative Identity Disorder, Complex Post-traumatic Stress Disorder, Borderline Personality Disorder and Disorganized Attachment. Paper presentation, 23<sup>rd</sup> International Conference of the International Society for the Study of Dissociation, Los Angeles, California.

2006, October. Disorganized Attachment Issues in the Treatment of Dissociative Identity Disorder. Paper presentation at the 29<sup>th</sup> Annual International Conference on the Psychology of the Self, Chicago, Illinois.

2006, October. Trauma and Dissociation: A Contemporary Psychoanalytic Perspective. Paper presentation at the 18<sup>th</sup> Annual Convention of the Los Angeles County Psychological Association, Los Angeles, California.

2006, January. "Disorganized Attachment Issues in the Treatment of Dissociative Identity Disorder." Presentation at conference entitled Varieties of Dissociation, Ubud, Bali.

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.

1993, October. "Issues in Assessment and Treatment of Dissociative Disorders." Presentation for the Los Angeles County Psychological Association Fifth Annual Convention. Los Angeles, California.

1993, October. "Issues in Assessment and Treatment of Dissociative Disorders." Paper presentation with Steckel, J. California Society for Clinical Social Work 24<sup>th</sup> Annual Convention, Newport Beach, California.

1992, April. "Treating Child Survivors of Chronic Trauma." Paper presentation, Fifth Annual Western Regional Conference on Multiple Personality and Dissociation, Costa Mesa, California.  
1992, October. "Play Therapy with Children with Dissociative Disorders." Workshop, Eighth Annual Meeting of the International Society for Traumatic Stress Studies, Los Angeles, California.

1991, November. "Assessment and Treatment of Dissociative Disorders in Children." Workshop, Eighth International Conference on Multiple Personality/Dissociative States, Chicago, Illinois.

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:

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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

Thalians Mental Health Center, Cedars Sinai Medical

##### Past:

Center 1987 – 1991

Psychotherapy with adults, families and children.

Pasadena Child Guidance Clinic, 1987

- 1989.

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, Thaliens Mental Health Center, Cedars Sinai Medical Center, Post Graduate Advanced Clinical Training Program, 1986 - 2007.

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

Mendenhall, Susan (2009). "From Termination to the Evolution of a Relationship: A New Understanding." Psychoanalytic Inquiry, 117 - 135.

Presentation to Thaliens 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.

Panel Presentation, "Working with Families of Divorce", presented at Aviva Center Conference, "Critical Issues of Adolescence", February, 1997.

"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, Thaliens 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

"Countertransference in Family Therapy", U. S. C. School of Social Work, entitled The Therapist's Contribution: Countertransference and Related Issues, April 7, 1990.

"Assessing Outcome in Family Therapy", Biennial Conference, Society for Clinical Social Work, 1976

"Family Therapy, Contemporary Psychoanalytic Perspectives", presentation to Department of Psychiatry staff, Kaiser Perma

June 9 and June 16, 1994 and June 8, 1995. Case Discussion, Thaliens Mental Health Center Grand Rounds, June, 1995.

- Los Angeles Child **Guidance** Clinic
- Rancho Los Amigos Hospital
- Ross Loos Medical Group
- Airport Marina Counseling Center

An Approach to **Family Therapy**", **Biennial Conference, Society** for Clinical Social Work, 1974.





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## 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.

July 1996-July 1998: Intern, The Maple Counseling Center, Beverly Hills, CA; Individual adults, couples' and family therapy, including intakes, diagnosis and assessment. Crisis intervention. Counseled individual students and ran groups at Beverly Hills High School.

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 GettyMuseum", 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  
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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. Psychoanalysis	June 1996
University of Southern California Los Angeles, California	Ph.D. Social Work	June 1981
University of Kansas Lawrence, Kansas	M.S.W. Social Work	May 1975
University of Kansas Lawrence, Kansas	B.S.W. Social Work	May 1974

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 IJSPS*  
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 *Psychoanalytic Psychology*

### PROFESSIONAL ASSOCIATIONS

National Association of Social Workers  
Society of Clinical Social Work  
Division of the American Psychological  
Association

**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 *International 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 five invited panelists on the *Psybc.com*, one of the first international internet sites on psychoanalysis. He has also been an international presenter and panelist on colloquia and webinars for the IARPP, the International Council of Self Psychologists and the ICP. Finally, he was one of four analysts, titled "The Four Shrinks" who were paid by Slate.com to write a 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](mailto:Ringsite@aol.com))

### **PUBLICATIONS:**

**Articles & Chapters:**

- Ringstrom, P. (2015) "Discussion of Arthur Gray's 'Living Truthfully Under Imaginary Circumstances: Improvisation in Psychoanalysis'". *Psychoanal. Dial.* Vol. 20, No. 6.
- Ringstrom, P. (in press) **"Should I, Shouldn't I: The Quandary and Challenge of Working with Partners. Both Individually and in Couples Therapy."** In *Special Issues in Couples Psychotherapy*. Ed. By Cristina Bonucci and Rosetta Castellano. (An Italian Publication.)
- Ringstrom, P. (in press) "Authenticity in Improvisation from a Relational Perspective." In *Psichiatria & Psicoterapia*, ed. Giovanni Fioriti Editore(Publisher), Rome.
- Ringstrom, P. (2014) "Becoming an analyst: At Play in Three Acts" in *Clinical Implications of the Psychoanalyst's Life Experience: When the Personal Becomes Professional*. Ed by Steven Kuchuck. New York, New York; London: Routledge Publishing.
- Ringstrom, P. (2012) "Discussion of Lauren Levine's 'Into Thin Air: The Co-Creation of Shame, Recognition and Creativity in and Analytic Process'". *Psychoanal. Dial.*
- Ringstrom, P. (2012) "Discussion of Jean Wixom's 'Just Do It.'" *Psychoanal. Inq.*
- Ringstrom, P. (2012) "A Relational Intersubjective Approach to Conjoint Treatment", *Intl. Jnl. of Psychoanal. Self. Psychol.* 6:1-27.
- Ringstrom, P. (2012) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." *Relational Psychoanalysis, Vol. V*. Ed. By L. Aron and A. Harris. The Analytic Press, 447-474.
- Ringstrom, P. (2012) "Afterword to Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." *Relational Psychoanalysis, Vol. V*. Ed. By L. Aron and A. Harris. The Analytic Press, 474-478.

- Ringstrom, P. (2012) "A Relational Intersubjective Approach to Conjoint Treatment." *International Journal of Psychoanalytic Self Psychology*. Vol. 7. No. 1, 85-111.
- Ringstrom, P. (2010) "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory". *Psychoanal. Dial.* Vol. 20, No. 2, 196-218.
- Ringstrom, P. (2010) "Reply to Commentaries". *Psychoanal. Dial.* Vol. 20, No. 2, 236 – 250.
- Ringstrom, P. (2010) "Response to 'Comparing Fruit and Oranges: Response to Philip A. Ringstrom by Robert D. Stolorow and George E. Atwood.'" *Psychoanal. Dial.* Vol. 20, No. 5, 625-626.
- Ringstrom, P. (2010) "'Yes Alan! and a Few More Thoughts About Improvisation: A Discussion of Alan Kindler's Chapter 'Spontaneity and Improvisation in Psychoanalysis.'" *Psychoanal. Inq.* Vol. 30, No. 3: 235-242.
- Ringstrom, P. (2010) "Commentary on Donna Orange's, 'Recognition as' Intersubjective Vulnerability in the Psychoanalytic Dialogue." *International Journal of Psychoanalytic Self Psychology*. Vol. 5. No. 3, 257-273.
- Ringstrom, P. (2009) "Selfobject as Dramatis Personae: Cultivating the Improvisational in Self Psychological Psychoanalysis." In *Self and Systems" Explorations in Contemporary Self Psychology*. Ed by N. Van der Heide and W. Coburn. New York: The Annals of New York Academy of Sciences. Vol. 1159. Pp. 174-203.
- Ringstrom, P. (2008) "Improvisational Moments in Self Psychological Relational Psychoanalysis.'" *in New Developments in Self Psychology Practice*. ed. Peter Buirski and Amanda Kottler. Lanham MS: Jason Aronson, Pp. 223-237.
- Ringstrom, P. (2008) "Improvisation and Mutual Inductive Identification in Couples Therapy: A Discussion of Susan Shimmerlick's Article Moments in Relational Psychoanalysis.'" *Psychoanal. Dial.* Vol. 18, No. 3, 390-402.



- Ringstrom, P. (2008) "L'approccio relazionale intersoggettivo al trattamento congiunto." *Interazioni: Clinica e ricerca psicoanalitica su individuo-coppia-famiglia*. 2/30, pp. 30-54.
- Ringstrom, P. (2007) "Scenes That Write Themselves: Improvisational Moments Relational Psychoanalysis." *Psychoanal. Dial. Vol. 17, No. 1*, pp. 69-100.
- Ringstrom, P. (2007) "Reply to Commentary by Daniel N. Stern." *Psychoanal. Dial. Vol. 17, No. 1*, pp. 105-113.
- Ringstrom, P. (in press) "'Inductive Identification' and Improvisation In Psychoanalytic Practice: Some Comments on Joye Weisel-Barth's Article on Complexity Theory." *International Journal of Psychoanalytic Self Psychology*.
- Ringstrom, P. (2006) "Moments of an Analysis: My View from John Lindon's Couch". *Internatl. Jrnl. Of Psychoanal. Self Psych.* Vol. 1, Number 1, 79-102.
- Ringstrom, P. (2005) "Essential Enactments: Commentary on Paper by Taras Babiak". *Studies in Gender and Sexuality*. Vol. 6, Number 2, 155-163.
- Ringstrom, P. (2003) "'Crunches, '(K)nots, and Double Binds: When What Isn't Happening is the Most Important Thing: Commentary on Paper by Barbara Pizer.'" Hillsdale, NJ: *Psychoanalytic Dialogues*, Vol. 11, No. 5. 193-205.
- Ringstrom, P. (2003) "Two Extraordinary Pathes: to an Ordinary Mind - A Discussion of Barry Magid's Chapter, 'Your Ordinary Mind'" in *Buddhism and Psychoanalysis: An Unfolding Dialogue*, ed. By Jeremy Saffron, Boston: Wisdom Books, 286-292.
- Ringstrom, P. (2002) "Thoughts on the 11<sup>th</sup> of September" in *Terrorism and War: Unconscious Dynamics and Mass Destruction*, ed. By Coline Covington, Paul Williams, Jean Arundale and Jean Know. London: Karnac Publishing Co, 35-49.
- Ringstrom, P. (2001) "Cultivating the Improvisational in Psychoanalytic Treatment," Hillsdale, NJ: *Psychoanalytic Dialogues*, Vol. 11, No. 5. Pp. 727-754.

- Ringstrom, P. (2001) "'Yes, and...,' How Improvisation is the Essence of Good Psychoanalytic Dialogue: Reply to Commentaries." Hillsdale, NJ: *Psychoanalytic Dialogues*, Vol. 11, No. 5. Pp. 797-806.
- Ringstrom, P. (2001) "Straddling Two Revolutions: A Discussion of Dr. Hazel Ipp's Case." *Progress in Self Psychology*, Vol. 17 Hillsdale, NJ: The Analytic Press, 57-63.
- Ringstrom, P. (2000) "Zwischen zwei Revolutionen schwanken," *Selbstpsychologie: European Zeitschrift fur Psychoanalytische Therapie und Forschung.*
- Ringstrom, P. (1999) "Exploring the Patient's 'Interiority': A Discussion of Joyce Slochower's Paper," *Psychoanalytic Dialogues* Vol. 9, #6, 825-837.
- Ringstrom, P. (1999) "News from the Western Division" *Self Psychology Newsletter* (June).
- Ringstrom, P. (1999) "Self-Psychology Integrating and Evolving Therapeutic Action or, How Does Analysis Cure" *Self Psychology Newsletter* (June).
- Ringstrom, P. (1998) "Impasses in Contemporary Psychoanalysis: Revisiting the Double Bind Hypothesis," *Psychoanalytic Dialogues* Vol. 8, #2. Pp. 297-315.
- Ringstrom, P. (1998). "The Pursuit of Authenticity and the Plight of Self-Deception – Precursors to Paradoxes, Double Binds, and Therapeutic Impasses: Commentary on Malcolm Slavin and Daniel Kriegman's Article" *Psychoanalytic Dialogues* Vol.8, #2. Pp. 285-292.
- Ringstrom, P. (1998). "Metacommunication versus Negotiation – Distinguishing Responses to Paradox versus Conflict: Response to Slavin and Kriegman's Commentary," *Psychoanalytic Dialogues*, Vol. 8, #2. Pp. 329-335.
- Ringstrom, P. (1998) "Competing Selfobject Functions: The Bane of the Conjoint Therapist," *The Bulletin of the Menninger's Clinic*. Vol. 62. No. 3. Pp. 314-325.

- Ringstrom, P. (1998) "An Interview with Bernard Brandchaft" Self Psychology Newsletter (June).
- Ringstrom, P. (1995) "Exploring the Model Scene: An Intersubjective Approach to Brief Psychotherapy." *Psychoanalytic Inquiry*, Vol. 15, No. 4, 493-513.
- Ringstrom, P. (1994) "An Intersubjective Approach to Conjoint Therapy," *Progress in Self Psychology*, Vol. 10, Hillsdale NJ: The Analytic Press, 159-182.

### **Book Publications:**

- Ringstrom, P. (2014) *A Relational Psychoanalytic Approach to Couples Therapy*. The Relational Book Series of the Analytic Press: Taylor and Francis Group, Inc. LLC. **(Winner of the Goethe of the best book in Psychoanalysis and Psychoanalytic Studies for 2014)**
- 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:**

- Ringstrom, P. and Steinberg, M. (in press) "Film Review of 'Inside Out'," *Intl. Jnl. of Psychoanal. Self. Psychol.*
- Ringstrom, P. (in press) Book Review of Irwin Hirsch's *The Relational Tradition*. in *Contemporary Psychoanalysis*.
- Ringstrom, P. (in press) Book Review of 'Christine C. Kieffer's *Mutuality, Recognition, and the Self: Psychoanalytic Reflections*. in *Intl. Jnl. of Psychoanal. Self. Psychol.*
- Ringstrom, P. (2014) "Film Review of 'Amour'", *Intl. Jnl. of Psychoanal. Self. Psychol.* Vol. 6, No. 1: pp. 113-123.
- Ringstrom, P. (2011) "Film Review of 'Little Miss Sunshine'", *Intl. Jnl. of Psychoanal. Self. Psychol.* Vol. 6, No. 1: pp. 113-123.

- Ringstrom, P. (2010) "A Review of Robert Stolorow's Book: *Trauma and Human Existence: Autobiographical, Psychological, and Philosophical Reflections.*" *Psychoanalytic Psychology: The Official Journal of the Division of the American Psychological Association*. Vol. 27, No. 2, 241-249.
- Ringstrom, P. (2002) Book Review Errant Selves: A Casebook of Misbehavior. In the Journal of the American Psychoanalytic Association, 678-683.
- Ringstrom, P. (2001) A Film Review Essay of the Movie "The Sixth Sense." *International Journal of Psychoanalysis*, Vol. 82.
- Ringstrom, P. (2000) Book Review *Standing in Spaces: Essays on Clinical Process, Trauma and Dissociation.* By Philip Bromberg, Hillsdale, NJ: The Analytic Press, 1998. In the *Journal of the American Psychoanalytic Association*. 328-336
- Ringstrom, P. (1998) Book Review Influence and Autonomy in Psychoanalysis by Stephen Mitchell, Hillsdale, NJ. The Analytic Press, 1997. In the *Journal of the American Psychoanalytic Association*, 619-627.
- Ringstrom, P. (1996) Book Review of A Meeting of Minds: Mutuality in Psychoanalysis by Lewis Aron, Hillsdale, NJ: The Analytic Press, 1996. In the *Psychologist Psychoanalyst, Official Publication of Division 39 of the American Psychological Association*, Volume XVI, No.3. Fall, 1996.
- Ringstrom, P. (1993) Book Review *Marital Therapy: The Studies of the Philadelphia Marital Counseling Center.* Ed. By Gerald Weeks, 1992. In *The Journal of Clinical Social Work.*

### INTERNET PUBLICATIONS:

- Ringstrom, P. (2010) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." *IARPP Colloquium*. (Spring, 2010)

- Ringstrom, P. (2009) "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory". **IARPP Webinar**. (Winter, 2009).
- \_\_\_\_\_ Ringstrom, P. (2008) "Where Does Meaning Come From?: Discussions of the Boston Change Process Study Group". **Psybc.com Webinar**. (April, 2008).
- Ringstrom, P. (2001-2002) "The Four Shrinks: on the Soprano's". **Slate.com** (one of four panelists hired to do post-episode commentary on the hit HBO TV series "The Sopranos." \_\_\_\_\_
- Ringstrom, P. (1998-2003) **Psybc.com**. One of 15 international panelists hired to discuss papers on this first of a kind international dedicated psychoanalyticweb forum.\_

## UNPUBLISHED PAPERS AND CONFERENCE PRESENTATIONS:

- Ringstrom, P. (2015) "Creating Space for Being Improvisational PsychoanalyticTreatment." Plenary Presentation: 38<sup>th</sup> Annual Self Psychology Conference, Los Angeles, CA, October, 2015.
- Ringstrom, P. (2015) Preconference Panel on my new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. 14<sup>th</sup> Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Toronto Canada June, 2015.
- Ringstrom, P. (2015) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Minnesota Institute of Contemporary Psychoanalysis. Minneapolis MN, May 2015
- Ringstrom, P. (2015) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Christian Psychoanalytic Associations Annual Conference, Denver CO. April, 2015.

- Ringstrom, P. (2015) Keynote Speech for the ICP on “Complexity and the Relational Unconscious” Institute of Contemporary Psychoanalysis, Los Angeles, CA. February, 2015.
- Ringstrom, P. (2014) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Dr. Larry Lifton Conference on Innovations in Psychoanalysis, Boston, MA. March, 2014. [Asked back by popular demand from the previous year’s 2013 conference.]
- Ringstrom, P. (2014) Preconference Panel on my new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. 14<sup>th</sup> Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Toronto Canada June, 2015.
- Ringstrom, P. (2013) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Dr. Larry Lifton Conference on Innovations in Psychoanalysis, Boston, March, 2013.
- Ringstrom, P. (2013) Discussion of Film “Amour”, New Center of Psychoanalysis, Los Angeles, CA. (May, 2013).
- Ringstrom, P. (2013) Keynote Speech for the Marian Tolpin Memorial Seminar on the Forward Edge of Self Psychology: “A Serious Look at Play: An Improvisational Model for Psychoanalytic Therapeutic Action.” Chicago Institute of Psychoanalysis, Chicago, IL.
- Ringstrom, P. (2013) Session Panel entitled “A Brief Essay on An Improvisational Model of Psychoanalytic Therapeutic Action.” 13<sup>th</sup> Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Santiago, Chile, November 2013.
- Ringstrom, P. (2012) Presentation on History of Relational Psychoanalysis and Case Consultation in Osaka, Japan. (December 2012).
- Ringstrom, P. (2011) “Improvisational Play with Adolescents and Adults in Contemporary

- Psychoanalysis." Presented at the 34<sup>th</sup> Annual International Conference on the Psychology of the Self: "The Influence of Attitude in Psychoanalysis." October 15, 2011, Los Angeles, CA.
- Ringstrom, P. (2011) "The Necessity of Improvisation in the 21<sup>st</sup> Century: A Panel on Improvisation with Donnell Stern, Anthony Bass, Darlene Ehrenberg, Steven Stern, Hazel Ipp and Stephen Knoblauch", Division 39, New York, NY (April 15, 2011).
- Ringstrom, P. (2011) "Improvisational Play with Adolescents and Adults in Contemporary Psychoanalysis." Presented at the American Psychoanalytic Association Conference June 11, 2011, San Francisco, CA.
- Ringstrom, P. (2011) "The Necessity of Improvisation in the 21<sup>st</sup> Century: A Panel on Improvisation with Anthony Bass, Darlene Ehrenberg, Steven Stern, Hazel Ipp and Stephen Knoblauch", IARPP Conference, Madrid Spain (July 2, 2011).
- Ringstrom, P. (2010) "Who Said Anything About Metaphysics: Reply to Stolorow's 'Phenomenology is Not Metaphysics: Reply to Philip Ringstrom'".
- Ringstrom, P. (2010) "Plenary Panel on Reproductive Technologies" 8<sup>th</sup> Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy *Expanding the Relational Context: Desire, Sexuality, Politics, Economics, Aesthetics, Technologies*, San Francisco, CA (February 27, 2010).
- Ringstrom, P. (2010) "A Relational Psychoanalytic Approach to Couples Treatment." Presented at the FORS, The Florida Organization of Relational Studies, March, 2010, Orlando, FL.
- Ringstrom, P. (2010) "Principles of Improvisation"; "Meeting Mitchell's Challenge: A Comparison of Intersubjective Systems Theory and Relational Psychoanalysis"; "A Review of Robert Stolorow's Book: *Trauma and Human Existence: Autobiographical, Psychological, and Philosophical Reflections.*" Presented at March, 2010, Tampa, FL.

- Ringstrom, P. (2009) NYU Post Doc Colloquium. "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory." NYU Post Doc, March 13<sup>th</sup>, 2009.
- Ringstrom, P. (2009) "Great Mistakes by Advanced Clinicians". A Conference at Huntington Hospital, Pasadena California, July 11. 2009.
- Ringstrom, P. (2009) "Relational Approach to Conjoint Therapy." Rome, Italy (October, 2009).
- Ringstrom, P. (2009) "A Review of Robert Stolorow's Book: *Trauma and Human Existence: Autobiographical, Psychological, and Philosophical Reflections.*" Presented at the 36<sup>th</sup> Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2009, Chicago, IL.
- Ringstrom, P. (2008) "Agency and Attachment: Mutually Informing Constructs in Relational Psychoanalysis with Jill Gentile and Bruce Reis." IARPP Conference Baltimore MD (May, 2008).
- Ringstrom, P. (2008) "Greenson Memorial Lecture on Conjoint Therapy" at the Loyola Marymount University, Chicago, IL.
- Ringstrom, P. (2008) "Knowing what is Real: Authenticity, Spontaneity, and Improvisation in a PostModern World." Division 39, Chicago, IL (April, 2008).
- Ringstrom, P. (2008) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." Presented at the Spring Conference of *The New Directions Program* "A Serious Look at Play." Arlington, VA, October, 2008.
- Ringstrom, P. (2007) "The Mobius Strip of Marriage: When Good Objects are Bad and Bad Objects are Good." Division 39 Spring Meeting, Toronto, Canada.



- Ringstrom, P. (2007b) "Discussion of Birgitta Elmquist and Leif Havneskold Paper on 'Supervision in Progress'". IARPP Conference in Athens, Greece, June, 2007.
- Ringstrom, P. (2007) "A Relational Approach to Conjoint Therapy". IARPP Conference in Athens, Greece, June, 2007.
- Ringstrom, P. (2007) "Between the 'Doer and the Done-to' and the Context Made Me Do It: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory." Presented at the 34<sup>th</sup> Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2007, Los Angeles, CA.
- Ringstrom, P. (2007) "Discussion of Lynn Preston's paper: 'Improvisation Provides A Window Into Implicit Processes: Thoughts on Philip Ringstrom's Work in Dialogue with Eugene Gendlin'." Presented at the 30<sup>th</sup> Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2007, Los Angeles, CA.
- Ringstrom, P. (2006) "Scenes That Write Themselves: Improvisational Moments Relational Psychoanalysis." Plenary Panel IV Chaos, Creativity and Transformation at the IARPP Conference. *Close Encounters: Relational Moments at the Psychological Edge* in Boston, MA, January, 2006.
- Ringstrom, P. (2005) "Three Visions of Relational Perspective with Donna Orange, and Darlene Ehrenberg", IARPP Conference *Unconscious Experience: Relational Perspectives*, Rome Italy, July, 2005.
- Ringstrom, P. (2005) "'Yes Alan! and a Few More Thoughts About Improvisation: A Discussion of Alan Kindler's Chapter 'Spontaneity and Improvisation in Psychoanalysis.'" For the 28<sup>th</sup> Annual International Conference on the Psychology of the Self. Baltimore Maryland, October, 2005.
- Ringstrom, P. (2004) "Body Rhythms and Improvisation: Playing with the Music Behind the Lyrics in Psychoanalysis". For the 27<sup>th</sup> Annual International Conference on the Psychology of the Self. San Diego, CA, October, 2004.

- Ringstrom, P. (2004) Newport Psychoanalytic Institutes Spring Conference on Couples Therapy. Newport Beach California. February 21, 2004.
- Ringstrom, P. (2004) "Introductory, Plenary Six and Conclusionary Presentations. Second Biennial Conference of the International Association of Relational Psychoanalysts and Psychotherapists." Conference Chair: P. Ringstrom. Santa Monica. CA April-May, 2004.
- Ringstrom, P. (2004) "Discussion of Paper on Medea by Susan Sonntag" Siracusa, Italy, June, 2004.
- Ringstrom, P. (2003) "Essential Enactments: Commentary on Paper by Taras Babiak". IARPP Winter Conference, January, 2003, Toronto Canada.
- Ringstrom, P. (2003) "Cultivating the Improvisational in Contemporary Psychoanalysis". *Dallas Group Analytic Practice*. May, 2003, Dallas, TX.
- Ringstrom, P. (2003) "A Relational Intersubjective Approach". Local Dallas Chapter of Division 39 of the American Psychological Association. May, 2003, Dallas, TX.
- Ringstrom, P. (2002) "ICP Fall Conference on Conjoint Therapy" Los Angeles, California.
- Ringstrom, P. (2002) "The 'Messy' Yet Essential Nature of Theory: The Wisdom of Stephen Mitchell's Relational Perspective." Pasadena, California.
- Ringstrom, P. (2001) "The Noxious Third: The Crimes and Misdemeanors in the Treatment of Tony Soprano and Dr. Jennifer Melfi." 21<sup>st</sup> Annual Spring Meeting of Division of Psychoanalysis [39]. Santa Fe, NM.
- Ringstrom, P. (2001) "Cultivating the Improvisational Attitude in Contemporary Psychoanalysis, Institute of Self Psychology and Relational Psychoanalysis. Rome Italy (June 2001).

- Ringstrom, P. (2000) "From a Theory of Drives to Information Theory: The ICP Freudian Archives Presentation." The Skirball Center Freudian Archives Exhibit. Los Angeles, CA, April, 2000.
- Ringstrom, P. (2000) Paper Discussion of: The Graduate Students Papers Panel. 20<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39]. San Francisco, CA.\_\_\_\_
- Ringstrom, P. (1999) "A Discussion of Trop, Burke, Trop's 'Contextualism and Dynamic Systems in Psychoanalysis: Rethinking the Language of Intersubjectivity Theory,'" From the Twenty-Third Conference On the Psychology of the Self, November, 2000."
- Ringstrom, P. (1999) Paper Discussion of Linda Stell's "Integrating Case Material to Illustrate the Use of Organizing Principles within the Clinical Setting." Presented at the Institute of Contemporary Psychoanalysis, (January 1999).
- Ringstrom, P. (1999) Paper Discussion of: Donna Orange's "'Seeing-As': An Intersubjective Account of Emotional Attunement." 19<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39] New York City.\_\_\_\_
- Ringstrom, P. (1999) Paper Discussion of: Bill Coburn's "The Paradox of Subjective Emotional Resonance: The Experience of the Analyst's Subjectivity and Its Therapeutic Impact." 19<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39] New York City.\_\_\_\_
- Ringstrom, P. (1999) Paper Discussion of: Robert Stolorow's "The Phenomenology of Trauma and the Absolutisms of Everyday Life: A Personal Journey." 22<sup>nd</sup> Conference On the Psychology of the Self October, 1999, Toronto, Ontario.
- Ringstrom, P. (1998) Paper Discussion of: Crayton Rowe's "The Undifferentiated Selfobject Transference and Its Contribution to Understanding Suicidal Pathology." 20<sup>th</sup> Annual Psychology of the Self Conference, San Diego, CA.

- Ringstrom, P. (1998) Paper Discussion of: Ruth Stein's "Affect Articulation and Affect Sparing in Psychoanalytic Work." 18<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39].\_\_
- Ringstrom, P. (1998) Paper Discussion of: Joyce Slochower's "The Patient's Interiority and Intersubjective Dialogue." 18<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39].\_\_
- Ringstrom, P. (1998) "Naming the Elephant in the Room" Paper Discussion of: Randall Sorenson's "Psychoanalytic Institutes as Religious Denominations: Fundamentalism, Progeny, and Ongoing Reformation." Presented at the Institute of Contemporary Psychoanalysis, (November, 1998).
- Ringstrom, P. (1997) "A Pound Hound in Search of a Loving Home: An Intersubjective Perspective on Patty Antin's Case. Paper Discussion at the Winter Convocation of the California Institute for Clinical Social Work, Los Angeles, CA.
- Ringstrom, P. (1997) Paper Discussion of: Nancy Hick's "Unconscious Fantasy: The Influence of Gender and Selfobject Experience on a Couple's Relationship." 20<sup>th</sup> Annual Conference on the Psychology of the Self, Chicago, IL.
- Ringstrom, P.A. (1997) "Psychoanalytic Listening: The Construction, Deconstruction and Reconstruction of the Analyst's and Patient's Subjectivities." 17<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39], Denver, CO
- Ringstrom, P.A. (1995) "Impasses and Potentialities in Psychoanalytic Treatment: From Double Bind Theory to a Theory of Possibilities". 15<sup>th</sup> Annual Spring Meeting of Division of Psychoanalysis [39], Los Angeles, CA.
- Ringstrom, P.A. (1994) "Exploring the Model Scene: An Intersubjective Approach to Brief Psychotherapy." 17<sup>th</sup> Annual conference on the Psychology of the Self, Chicago, IL.
- Ringstrom, P. (1992) "An Intersubjective Approach to Conjoint Treatment", Conference of the Society of Clinical Social Work. Fall, 1992, Palm Springs, CA.

Ringstrom, P. (1992) "An Intersubjective Approach to Conjoint Treatment", 14<sup>th</sup> Annual Conference on the Psychology of the Self. Fall, 1992, Beverly Hills, CA.

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**E-mail address: arttxshrink@yahoo.com**

## **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 LGBQ 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 52<sup>nd</sup> 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



**Gary Richard Sattler**  
**3133 Federal Avenue**  
**Los Angeles, California 90066**  
**Phone: 310-636-8327 • E-mail: grsattler@gmail.com**

### **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**

Faculty, Center for Religion and Psychotherapy of Chicago, Chicago, Illinois 2003-2007

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**

#### **God's Glory, Neighbor's Good: A Brief Introduction to the Life and Writings of August Hermann**

*Francke*. Chicago, Covenant Press, 1982.

#### **Nobler than the Angels, Lower than a Worm: The Pietist View of the Individual in the Writings of**

*Heinrich Müller and August Hermann Francke*. Lanham Maryland: University Press of America, 1989.

## ARTICLES

- “August Hermann Francke and Mysticism”, *The Covenant Quarterly*, November, 1980.
- “Putting Conversion into Focus”, *Ministry Magazine*, November, 1980.
- “Getting a Heart of Wisdom: The Christian Life in Ahasverus Fritsch’s *Gottlobs Hundert Sonderbare Zufällige Andachten*”, *The Covenant Quarterly*, May, 1983.
- “Spiritual Formation and the Pastor as Shepherd”, *Theology, News and Notes*, June, 1984.
- “Moving on Many Fronts”, *Christian History Magazine*, Vol. V, Number 2, 1986 (preaching, social concern, missions and ecumenicity in Pietism).
- “Maximus the Confessor: *The Four Hundred Chapters on Love*”, “Meister Eckhart: *Sermons and Treatises*”, “Heinrich Suso: *The Little Book of Eternal Wisdom*”, “Philipp Jakob Spener: *Pia Desideria*”, “Nicholaus Ludwig von Zinzendorf: *Nine Public Lectures*” in *Christian Spirituality*. San Francisco: Harper & Row, 1988.
- “Renewal Movements and Programs” in *Dictionary of Pastoral Care and Counseling*. Nashville: Abingdon Press, 1989.
- “The All-Sufficient Christ in Heinrich Müller’s *Geistliche Erquickstunden*” in *Perspectives on Christology: Essays in Honor of Paul K. Jewett*. Grand Rapids: Zondervan, 1991.
- “Carl Gustav Jung”, “Meister Eckhart” in *Great Thinkers of the Western World*. San Francisco: HarperCollins, 1992.
- Ferrell, Betty, Elizabeth J. Taylor, Gary R. Sattler, B. Lynn Cheyney. “Searching for the Meaning of Pain: Cancer Patients’, Caregivers’, and Nurses’ Perspectives”, *Cancer Practice: A Journal of the American Cancer Society*, 1992.
- “Searching the Soul: Resistance in Psychoanalytic Psychotherapy and Spiritual Direction”, *Psyche en Geloof: Tijdschrift van de Christelijke Vereniging voor Psychiaters, Psychologen en Psychotherapeuten*, April, 1998.
- “Letter to a Spiritual Director”, *Theology, News and Notes*, October, 1998.
- “Spiritual Direction and Postmodernism: A conversation about language” in *Gemeinschaft der Kirchen und gesellschaftliche Verantwortung: Die Würde des Anderen und das Recht anders zu denken. Festschrift für Prof. Dr. Erich Geldbach*. Ökumenische Studien, Münster: LIT Verlag, 2004.
- “A Spiritual Director Dares to Give Advice to Therapists”, *Theology, News and Notes*, Winter 2006.
- “Johann Arndt,” “Meister Eckhart,” “Nicholas of Cusa,” “Philipp Jacob Spener,” “Nicholas Ludwig von Zinzendorf,” “Ulrich Zwingli,” in *Encyclopedia of Christian Literature*, edited by George T. Kurian and James D. Smith, III. Blue Ridge Summit, PA: The Scarecrow Press, 2010.

## BOOK REVIEWS

- To Empower as Jesus Did: Acquiring Spiritual Power Through Apprenticeship* by Aaron Milavec, *TSF Bulletin*, September – October, 1984.
- Primary Speech: A Psychology of Prayer* by Ann and Barry Ulanov, *TSF Bulletin*, May – June, 1985.
- The Politics of Spirituality* by William Stringfellow, *Worship and Spirituality* by Don E. Saliers, *Sensing the Spirit* by Richard H. Bell, *The Reformed Journal*, January, 1986.
- The Reformed Imperative: What the Church Has to Say that No One Else Can Say* by John H. Leith, *The Reformed Journal*, November, 1989.
- Diversity in Faith – Unity in Christ* by Shirley Guthrie, *The Reformed Journal*, March, 1990.

## **Translations (from German)**

“Church and Politics in the Reformed Tradition” by Eberhard Busch in *Church, Word, and Spirit*:

*Historical and Theological Essays in Honor of Geoffrey W. Bromiley*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1987.

“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-Candidatespresenting

## **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

Consultant to the National Institutes of Health grants: “Ethical Issues and Clinical Decision Making in Cancer Pain” and “Issues in Pediatric Pain Management” (1992)



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### Curriculum Vitae

#### Educational Background:

Sept. 1969- January 1977	<u>University of Copenhagen, Denmark.</u> Graduated with a Cand. Psych degree which is the terminal degree required for employment as a psychologist in Denmark.
Sept. 1977- August 1982	<u>Wright Institute, Los Angeles.</u> Graduated with a PhD. in Clinical psychology.
Jan. 1984	Licensed as a psychologist in California.
Sept. 1991- Sept. 1995	Southern California Psychoanalytic Institute. Graduated with a PhD. in psychoanalysis.
Oct. 1993-	Certified as a Qualified Medical Examiner in California

#### Professional Experience:

Aug. 1974- Febr. 1975	Full time clinical internship at Noedebogaard, Denmark
Febr. 1975- January 1977	Clinical Internship at Psychological Laboratory, University of Copenhagen, Denmark.
Sept. 1981- Sept. 1982	Clinical Fellowship at Neuropsychiatric Institute, UCLA
Jan. 1984-	Private practice with adults, couples and teenagers, Los Angeles.

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.

Sept. 1991-  
May 1996      Visiting Faculty, Los Angeles Institute for Psychoanalytic Studies.

Jan. 1994-  
Sept. 2005      Associate Faculty, Southern California Psychoanalytic Institute.

1996-      Faculty, Supervising and Training Analyst at Institute for  
Contemporary Psychoanalysis.

Publications, Presentations and Research:

Available on request

**Sanford Shapiro, M.D.**

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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

Co-President, Institute of Contemporary Psychoanalysis, Los Angeles, 2003-2004.

**PUBLICATIONS:**

"Fear of Appearing Foolish: A Look at Stage Fright", *Noteworthy*, 1982, Winter Edition, pp. 3-5.

"Archaic Selfobject Transferences in a Case of Male Homosexuality", in Goldberg, A. Ed., *Progress in Self Psychology*, The Guilford Press, New York, 1985



"The Provocative Masochistic Patient: An Intersubjective Approach to Treatment," *Bulletin of the Menninger Clinic*, 53:4, July, 1989, pp. 319-330.

"Affect Integration In Psychoanalysis: A Clinical Approach to Self Destructive Behavior," *Bulletin of the Menninger Clinic*, 55:3, Summer, 1991, pp. 363- 374.

"Judging Empathic Attunement: A Look at Control-Mastery Theory," in Goldberg, A. Ed., *Progress in Self Psychology*, Vol. 11, 1995, pp. 277-290.

Talking with Patients: A Self Psychological View of Creative Intuition and Analytic Discipline. Hillsdale, NJ: Jason Aronson (1995).

Revised Edition (2008)

"The Right Time in Psychoanalysis," *Psychoanalysis and Psychotherapy*, Vol. 17, No, 1; Winter, 2000; Pp. 121-131.

**ESTELLE LADER SHANE**  
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**Los Angeles, California 90025**

### **EDUCATION**

A.B., University of California, Los Angeles, 1964

M.A., English, University of California, Los Angeles, 1967

Ph.D., (A.B.T.) English, University of California, L.A., 1970

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.

An integration of developmental theories of the self, with Morton Shane, M.D., In Advances in Self Psychology, A. Goldberg, ed. International Universities Press, 1980.

The strands of aggression: confluence of data., Psychoanalytic Inquiry, 2:263-282. Co- authored with Morton Shane, M.D.. 1982.

The strands of aggression, with Morton Shane, M.D., Psychoanalytic Inquiry, 1983.

Self psychology: a new conceptualization for the understanding of learning disabled children. In Kohut's Legacy: Contributions to Self Psychology, P.E. Stepansky, A. Goldberg, eds. The Analytic Press, Inc., 1983.

The analysis of two college aged adolescents: an integration of theories, with Morton Shane, M.D., In Psychoanalysis of the College Aged Adolescent, D. D. Brockman, ed. New York: International Universities Press, 1984.

The end phase of analysis: Indicators, Functions and Tasks of Termination, with Morton Shane, M.D. Journal of the American Psychoanalytic Association, 1984.

Psychoanalytic development: change and integration in psychoanalytic theory, with Morton Shane, M.D. International Journal of Psychoanalytic Psychotherapy, 1984.

Change and integration in psychoanalytic developmental theory. In New Ideas in Psychoanalysis, with Morton Shane, M.D. C. F. Settlage and R. Brockbank, eds. Hillsdale, New Jersey and London. The Analytic Press, 1985.

The bipolar-tripartite self: an integration. With Morton Shane, M.D. In Progress in Self Psychology, Vol. 2, ed. A. Goldberg. New York: Guilford Press, 1986.

Varieties of psychoanalytic experience, 1., Psychoanal. Inquiry, 7:199-206. 1987.

Varieties of psychoanalytic experience, 2., Psychoanal. Inquiry, 7:241-248. 1987.

Pathways to integration: Adding to the Self psychology model. With Morton Shane, M.D. In Progress to Self Psychology, Vol. 4, ed. A. Goldberg. Hillsdale, N.J.: The Analytic Press, 1988.

Varieties of psychoanalytic experience. Psychoanalytic Inquiry, 1988.

Developmental approach. Psychoanalytic Inquiry, 19(3). Issue Editor with Morton Shane, M.D.. 1989.

Mahler; Kohut, & infant research: some comparisons. With Morton Shane, M.D. Self Psychology, Comparisons and Contrasts, Ed. Douglas Dietrich. Hillsdale, N.J.: The Analytic Press, 1989.

Unconscious fantasy: developmental and self-psychological considerations. With Morton Shane, M.D. Journal American Psychoanalytic Association. Vol. 38, No. 1, 1990.

The struggle for otherhood. With Morton Shane, M.D. In Advances in Development, eds. C. Colarusso and R. Nemiroff. New York and London: Plenum Press. 1990.

Object loss and selfobject loss. With Morton Shane, M.D. In Annual of Psychoanalysis. ed. A. Goldberg. New York: International Universities Press. 1990.

The opening phase: a developmental perspective. With Morton Shane, M.D. In The Opening Phase of Analysis. ed. A. Rothstein. New York: International Universities Press. 1990.

Transference, Countertransference, and the Real Relationship: A Study and Reassessment of Greenson's Views on the Patient-Analyst Dyad. With Morton Shane, M.D. In Ralph Greenson Commemorative Volume. Ed. D. Greenson, R. Nemiroff, and Sugarman. 1992.

Kohut, Mahler and classical analysis: theoretical dissonance and a developmental solution. With Morton Shane, M.D. In: Beyond Symbiosis: Essays in Honor of Selma Kramer. eds. H. Parens and S. Akhtar. 1992.

One Self Psychology or Many? With Shane, M. Journal of the American Psychoanalytic Association, 41:777-797. 1992.

Fantasy in shaping female gender choice, sexual experience..., with Morton Shane, M.D. Canadian J. Psychoanal., 1:127-143. 1993.

The developmental approach of John Gedo., with Morton Shane, M.D. In Psychoanalytic Inquiry 14:276-294. 1994.

"Un-American activities," and other dilemmas in supervision..., Psychanal. Inquiry, 15:226-239. Co-authored with Morton Shane, M.D.. 1995.

Clinical perspectives on gender role identity order., Psychoanal. Inquiry, 15:39-59. Co-authored with Morton Shane, M.D.. 1995.

On Gedo's "Working through..." J. American Psychoanal. Assn., 43:372-377. Co-authored with Morton Shane, M.D.. 1995.

Epilogue: Essays on Lichtenberg "Psychoanalysis and Motivation"..., with Morton Shane, M.D. In Psychoanalytic Inquiry 15:514-420. 1995.

Psychotherapy vs. psychoanalysis: a theory-dependent relation. Psychoanalytic Inquiry, 2:263-282. Co-authored with Morton Shane, M.D.. 1996.

Intimate Attachments: Toward a New Self Psychology. Guilford Press. Co-authored with Morton Shane, M.D. and Mary Gales, M.D. 1997.

Intimacy, boundaries, countertransference in the analytic relation., Psychoanal. Inquiry, 17:69-89. Co-authored with Morton Shane, M.D.. 1997.

Optimal responsiveness and the search for guidelines. With Morton Shane, M.D. In Optimal Responsiveness ed. H. Bacal, M.D. Northvale, NJ: Jason Aronson. 1998.

Psychoanalysis Unbound: A contextual consideration of boundaries from a developmental systems self psychology approach. Psychoanalytic Inquiry, 20(1): 144. Lichtenberg, J. Ed., Gales, M., Shane, E., and Shane, M. 2000.

Mirror neurons, procedural learning, and the positive new experience: a developmental systems self psychology approach. With Gales, M. Journal of the American Academy of Psychoanalysis, 28(3):409-430. 2000.

The developmental trajectory from amodal perception to empathy and communication: the role of mirror neurons in this process. With Wolf, N., Morton Shane, M.D. and Mary Gales, M.D. In Psychoanalytic Inquiry, 21(1):94-112. 2001.

On Touch. Psychoanalytic Inquiry. Gales, M., Shane, E., and Shane, M.

Analysts' live experiences. Psychoanalytic Inquiry, 22(4). Co-editor with Ellen Ruberman, Ph.D. 2002.

The transformative effects of separation and divorce on analytic treatment. Psychoanalytic Inquiry, 22(4). 2002.

Negative capability: some applications of nonlinear dynamic systems (complexity) theory to psychoanalytic thought. Co-editor with William Coburn, Ph.D. Psychoanalytic Inquiry, 22(5).

2002

The role of the relationship in the therapeutic process. Editor. Progress In Self Psychology. (In press).

Love (and hate) with the proper stranger: affective honesty and enactment Editor. Psychoanalytic Inquiry. (In press).

Transforming aggression through the analysis of shame. Canadian J. Psychoanal. (In press).

Varieties of psychoanalytic experience, 1. Psychoanalytic Inquiry 7:199-205, 1987.

Varieties of psychoanalytic experience, 2. Psychoanalytic Inquiry 7, 241-248. 1987.

A view from developmental systems self psychology: Discussion of Joseph Newirth's paper, "A Case Study of Power and the Eroticized Transference-Countertransference." Psychoanalytic Inquiry 25:359-371, 2005.

Epilogue. With R. Coburn, Psychoanalytic Inquiry 22:359-371, 2002

Intimate Attachments: Towards a New Self Psychology. Co-written with Shane, M., and M. Gales, New York, New York: The Guildford Press, 1997.

Psychoanalysis unbound: A contextual consideration of boundaries from a developmental systems self psychology perspective". Co written with Shane, M. and M. Gales, Psychoanalytic Inquiry, 20:144-159, 2000

### **BOOK REVIEWS**

The Interpersonal World of the Infant by Daniel N. Stern. With Morton Shane, M.D. Psychoanalytic Quarterly, 1988

The Mind in Conflict by Charles Brenner. With Morton Shane, M.D. International Journal Psychoanalysis, 1987.

How Does Analysis Cure? by Heinz Kohut. With Morton Shane, M.D. International Journal Psychoanalysis, 1988.

Psychoanalysis and Motivation. By Joseph Lichtenberg. With Morton Shane, M.D. Psychoanalytic Q., 62:136-142. 1993.

A Fresh Look at Psychoanalysis: A View from Self Psychology. With Morton Shane, M.D. J. American Psychanal. Assn., 41:777-796. 1993.

Conceptual Issues in Psychoanalysis. The Mind in Disorder. With Morton Shane, M.D. J. American Psychanal. Assoc., 41:777-797. 1993.

Psychoanalytic Treatment: An Intersubjective Approach. By Stolorow, R., Atwood, G. With Morton Shane, M.D. J. American Psychanal. Assn., 41:777-797. 1993.

Theories of Object Relations: Bridges to Self Psychology. By Howard Bacal, M.D.. With Morton Shane, M.D.. J. Amer. Psychanal. Assn., 41:777-797. 1993

Understanding Psychotherapy: The Science Behind the Art. With Morton Shane, M.D., J. Amer. Psychoanal. Assn. 41:711-797. 1993.

### **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

**19<sup>th</sup> Annual Self Psychology Conference**

A Developmental Nonlinear Systems View of Depression: A Self Psychological Approach. - Washington, D.C.  
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           **20<sup>th</sup> 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                **21<sup>st</sup> 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.



- May 1999            **The American Psychoanalytic Association – Washington, D.C.**  
 “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    **23<sup>th</sup> 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.
- December 2001    **25<sup>th</sup> Annual International Conference on the Psychology of the Self – New York, NY**  
 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 **27<sup>th</sup> 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.**  
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**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

Health Educator and Curriculum Development 1976-1981

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 26<sup>th</sup> 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 Champion 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

- 1992 – 1997 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. (1993, August 21). *Managed care: The subjugation of a profession*. Paper presented at a Symposium titled The Impact of Managed Care on Private Practice at the Annual Convention of the American Psychological Association, Toronto, Canada.
- Shore, K. (1994, January 21). Invited address regarding managed care and the National Coalition of Mental Health Professionals and Consumers. Presented to the Society of the Masterson Institute, New York, NY.
- Shore, K. (1994, February 27). *Managed care, totalitarianism, and the need for a resistance movement*. Paper presented at a conference of the Division of Independent Practice, New York State Psychological Association, New Paltz, NY.
- Shore, K. (1994, March 2). *Managed care*. Presentation made at Colloquium meeting for the Doctoral Program of the Derner Institute, Adelphi University, Garden City, NY.
- Shore, K. (1994, April 14). *Who's managing managed care?* Paper presented at the Annual Convention of Division 39 (Psychoanalysis), American Psychological Association, Washington, D.C.
- Shore, K. (1995, January 29). *Fighting managed care*. Speech presented at the Bergen County Psychological Association conference, NJ.
- Shore, K. (1995, March 24). *Saying "No" to managed care*. Workshop presented at the Family Therapy Network Symposium, Annual Convention of the Family Therapy Networker, Washington, D.C.
- 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. (1995, November 5). *Moving American beyond managed care and managed competition*. 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. (1996, May 10). Address on managed care at the Nurses' March on Washington, Capitol Building, Washington, D.C.
- 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. (1997, April 12). *The need to build a new health care system.* Paper presented at the Annual Retreat of the William Alanson White Institute, Fairfield, CT.
- Shore, K. (1997, May 21). *A call for the end of managed care.* Paper presented at the President's Town Hall Meeting at the Annual Convention of the American Psychiatric Association, San Diego, CA.
- Shore, K. (1997, July 5). *Advocating for an alternative to managed care: Benefit designs and payer plans.*
- Shore, K. (1997, August 16). *After the death of managed care: What next?* Paper presented at the Annual Convention of the American Psychological Association, Chicago, IL.
- Shore, K. (1997, August 23). *Replacing managed care: An ethical movement toward a more pro-patient system.* Seminar (6 hrs) presented to the San Antonio Association for Marriage and Family Therapy, San Antonio, TX.
- Shore, K. (1997, September 14). *Replacing managed care: An ethical movement towards a more pro-patient system.* Keynote Address presented at the "Town Meeting" on Mental Health and Managed Care, Dade County Psychological Association, Miami, FL.
- Shore, K. (1997, October 25). *Using legislation to regulate and replace managed care.* Presented at a Conference sponsored by the Greater Washington Coalition of Mental Health Professionals and Consumers and Greater Washington Society for Clinical Social Work, Fairfax, VA.
- Shore, K. (1997, November 1). *Using legislation to regulate and replace managed care.* Paper presented at a meeting of the Maryland Psychological Association in MD.
- Shore, K. (1997, November 8). Presentation on fighting managed mental health care. Presented at the Annual Convention of the International Society for Traumatic Stress Studies, Montreal, Canada.
- 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. (1998, May 3). Presentation on fighting managed mental health care. Presented at a meeting of the Hudson Valley Guild of Mental Health Professionals, NY.
- Shore, K. (1998, December 13). *Medical privacy: What's so special about mental health?* Paper presented at a panel discussion for the New Jersey Coalition of Mental Health Professionals and Consumers, Newark, NJ.
- Shore, K. (2000), May 20). *When totalitarianism and industrialization meet mental health care.* Presented at a conference titled Re-Imagining Politics and Society at the Millenium: Creating a Just, Caring, and Sustainable World, National Foundation for Ethics and Meaning, New York, NY.
- Shore, K. (2000, November 3). *Passion and Concern: What compels us?* Paper presented to the Wisconsin Psychoanalytic Society, Milwaukee, WI.

- Shore, K. (2000, November 4). *Immorality, destructiveness, and threats to psychoanalysis*. Invited address to the Wisconsin Psychoanalytic Society, Milwaukee, WI.
- Shore, K. (2000, December 15). *Acceptance of Honorary Membership*. Delivered at ceremony at the Annual Convention of the American Psychoanalytic Association, New York, NY.
- 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. (2001, June 22). Address at the end of my Presidency of the National Coalition of Mental Health Professionals and Consumers, at a conference titled: Shaping the Future of Mental Health Care: Let Your Voice be Heard, New York, NY.

- Shore, K. (2002, January). *The use of dreams and fantasy in group therapy*. Paper presented at the Pedersen-Krag Clinic Grand Rounds, Smithtown, NY.
- Shore, K. (2002, August). *Political advocacy going public: Advocating to the people – Rescue Health Care Day*. Paper presented at a panel at the Annual Convention of the American Psychological Association, Annual Convention, Chicago IL.
- Shore, K. (2002, September 20). *Ethical dilemmas and threats to clinical practice*. Paper presented at conference of the American Mental Health Alliance, Portland, OR.
- Shore, K. (2004, February). *Sharing group dreams: Enriching the group experience and deepening bonds*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, New York, NY.
- Shore, K. (2004, October). *Using dreams and fantasy in group therapy: Powerful tools for enhancing empathy, bonding, and insight*. Paper presented at a meeting of the Society for the Study of the Self, Los Angeles, CA
- Shore, K. (2004, October). *Group dreams: Powerful tool for group therapists*. Paper presented at the Annual Convention of the Los Angeles County Psychological Association, Pasadena, CA.
- Shore, K. (2004, November 4). *Passion and concern: What compels us?*. Paper presented at a conference of the American Mental Health Alliance of California, San Diego, CA.
- Shore, K. (2004, December). *Experiential dream workshop*. Workshop Conducted at the Society for the Study of the Self, Los Angeles, CA.
- Shore, K. (2005, March). *The group dream: A powerful tool for insight and group cohesion*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, New York, NY.
- Shore, K. (2005, April). *Using dreams to enrich emotional experience: An experiential workshop*. Workshop conducted at the Annual Convention of the California Psychological Association, Pasadena, CA.
- Shore, K. (2006, February). *Experiential dream group*. Presented at a meeting of the Los Angeles Group Psychotherapy Society, Los Angeles, CA.
- Shore, K. (2006, February). *Enriching emotional experience through group work with dreams: An experiential workshop*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, San Francisco, CA.
- Shore, K. (2007, March). *Dream Appreciation Group: An Experiential Workshop to Fulfill the Promise of Group Work with Dreams*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, Austin TX.
- Shore, K. (2007, October). *Using Dreams in Psychotherapy*. Presented at the Annual Convention of the Los Angeles County Psychological Association.
- Shore, K. (2008, February). *Dream Appreciation Group; Experiencing the Power of Working Together with a Dream*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, Washington, DC.
- Shore, K. (2008, September). *An Introduction to Emotionally Focused Couples Therapy*. Los Angeles Society of Clinical Psychologists, Los Angeles, CA.
- Shore, K. (2008, September). *Live Supervision of a Psychotherapy Case from Four Theoretical Perspectives*. Moderator, Panel presentation for the Los Angeles County Psychological Association, Los Angeles, CA.
- Shore, K. (2008, October). *Survival, Social Readjustment, and Recovery from the Trauma of War*. Presenter, Panel presentation for the Group Psychotherapy Association of Southern California, Los Angeles, CA.

- Shore, K. (2008, October). *Using Dreams in Psychotherapy*. Presentation to graduate class at Alliant University, California School of Professional Psychology, Alhambra, CA.
- Shore, K. (2008, October). *An Introduction to Emotionally Focused Couples Therapy*. Presentation to MFT Interns, Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2009, February). *An Introduction to Emotionally Focused Couples Therapy*. 3-hour Workshop at the Annual Convention of the American Group Psychotherapy Association, Chicago, IL.
- Shore, K. (2009, May). *An Introduction to Emotionally Focused Couples Therapy*. Presentation to interns at the Women's Clinic, Los Angeles, CA.
- Shore, K. (2009, October). *An Introduction to Emotionally Focused Couples Therapy*. Los Angeles County Psychological Association Annual Convention. Los Angeles, CA.
- Shore, K. (2010, February). *Emotionally Focused Couples Therapy: Theory, Process, and Interventions for Healing the Couple Relationship*. And *Exploring the Group Therapist's Subjectivity* (Billow, Frankel, Shore). American Group Psychotherapy Association Annual Convention, San Diego, CA.
- Shore, K. (2010, March 17). *Introduction to Emotionally Focused Couples Therapy*. Presentation to psychoanalytic students at the Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Shore, K. (2010, June 13). *Introduction to Emotionally Focused Couples Therapy*. Presentation to members of the San Fernando Valley Chapter of the California Association of Marriage and Family Therapists. Woodland Hills, CA.
- Shore, K. (2010, June 20). *Introduction to Emotionally Focused Couples Therapy*. Presentation to interns at the Southern California Counseling Center. Los Angeles, CA.
- Shore, K. (2010, September 25). Moderator, *Live Supervision from Four Theoretical Perspectives*. Los Angeles County Psychological Association. Los Angeles, CA.
- Gardner, N. & Shore, K. (2010, October 23). *Re-engaging a Withdrawn Partner with Emotionally Focused Couples Therapy*. Presentation, Annual Convention of the Los Angeles County Psychological Association. Los Angeles, CA.
- Shore, K. (2011, March 3). *Dream Appreciation Group*. American Group Psychotherapy Association, New York.
- Shore, K. (2011, March 28). *Emotionally Focused Couples Therapy*. Campion Mental Health Center, Santa Monica, CA.
- Shore, K. (2011, May 15). *Emotionally Focused Couples Therapy*. Group Psychotherapy Association of Los Angeles. Santa Monica, CA.
- Shore, K. (2011, December). *Using Dreams in Psychotherapy*. Presentation to MFT Interns, Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2012, April 21). *Introduction to Emotionally Focused Couples Therapy*. Los Angeles Chapter, California Association of Marriage and Family Therapists. Los Angeles, CA.
- Shore, K. (2012, May 12). *Introduction to Emotionally Focused Couples Therapy*. Saturday Series, Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Panel. (2012, July 14). *The Emotional Dysregulation of the EFT Couples Therapist*. Biennial Summit, Institute for Excellence in Emotionally Focused Therapy, New York, NY.
- Gardner, N., Shore, K., & Thau, S. (2012, October 13). *The Emotional Dysregulation of the Couples Therapist*. Annual Convention, Los Angeles County Psychological Association. Los Angeles, CA.

- Shore, K. (2012, December 8). *Introduction to Emotionally Focused Couples Therapy*. Saturday Series, Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Shore, K. (2013, January 24). *Introduction to Emotionally Focused Couples Therapy*. Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2013, March 20). *Emotionally Focused Couples Therapy*. Family Services of Santa Monica. Santa Monica, CA.
- Gardner, N., Shore, K., & Thau, S. (2013, April 13). *The Couple Therapist's Emotions and Neurophysiology when Doing Couples Work: Therapist Dysregulation and Re-Regulation*. Annual Convention, California Psychological Association. Newport Beach, CA.
- Shore, K. (2015, February 6). *The Attachment Injury Resolution Model: What Actually Happens in the Therapy Session?* Presented to the Couples Therapy Special Interest Group, Los Angeles County Psychological Association, Encino, CA.
- Shore, K. (2015, May 15). *Poignant Moments in Emotionally Focused Couples Therapy*. Case presentation for the Los Angeles Center for Emotionally Focused Couples Therapy. Pasadena, CA.

### Publications

- Shore, K. (1989). Widening the Focus: Women and children in the wake of Vietnam-related post-traumatic stress disorder. Review of *Vietnam Wives*, by Aphrodite Matsakis. *Long Island Mental Health Clinician*, 1(1), 90 – 94.
- Shore, K. (1992). Managed care: What you can do. *Adelphi Society for Psychoanalysis and Psychotherapy Newsletter*, 6(4), 6-7.
- Shore, K. (1992). Managed Care: Put your complaint in writing! *Adelphi Society for Psychoanalysis and Psychotherapy Newsletter*, 6(4), 8.
- Edward, J. & Shore, K. (1993, February 15). The trauma of managed mental health care. *Letters to the Editor, The New York Times*.
- Marcus, M. & Shore, K. (1992, May 9). Mismanaged care. *Letters to the Editor, Newsday*.
- Shore, K. (1993, Spring). A model for a mental health coalition. *AAP Advance*, pp. 8, 18.
- Shore, K. & Vickers, R. (1993, May/June). Coalition seeks practitioners' help. *Letters to the Editor, The National Psychologist*, 2(3).
- Shore, K. (1993, Fall). Mental health in the Clinton Plan. *Health/PAC Bulletin*, pp 28-29.
- Shore, K. (1993, December 3). Provide needed mental care. *Letters to the Editor, Newsday*.
- Shore, K. (1994, May/June). Unity and action through a grass roots coalition. *East Bay Psychologist*, pp. 3-4.
- Shore, K. (1994, Fall). Managed care update. *Psychologist-Psychoanalyst (Newsletter of Division 39, American Psychological Association, XIV(1)*, 5-9.
- Shore, K. (1994, Winter). Managed care update. *Psychologist-Psychoanalyst (Newsletter of Division 39, American Psychological Association, XIV(1)*, 15-18.
- Shore, K. (1995, February 3). Psychotherapists' Catch-22. *Letters to the Editor, The Wall Street Journal*.
- Shore, K. (1995) Managed Care: The subjugation of a profession. *Psychotherapy in Private Practice*, 14(2), 67-75.

- Shore, K. (1995) Why we need to move America beyond managed care and managed competition. *Psychologist-Psychoanalyst*, 15(3), 12-15, American Psychological Association.
- Shore, K. (1995, Fall) Managed Care: The convergence of industrialization and totalitarianism. *Psychologist-Psychoanalyst*, 15(4), 15-19, American Psychological Association.
- Shore, K. (1998). Managed Care and Managed Competition: A question of morality. In R. F. Small and L. R. Barnhill (Eds.), *Practicing in the New Mental Health Marketplace: Ethical, Legal, and Moral Issues*, American Psychological Association, Washington, D.C.
- Shore, K. (1998, February). Legislative curbs on managed care: Will legislation be enough? *Psychiatric Times*, p. 74.
- Shore, K. (1998). Death Knell for Psychologists as Psychotherapists. *The Independent Practitioner*, American Psychological Association.
- Shore, K. (1999). *Managed Cooperation: A medical/mental health care plan*. (Latest revision). National Coalition of Mental Health Professionals and Consumers, Inc., Commack, NY
- Shore, K. (2001, January). What Does Character Have to do With It? *Coalition Report*. National Coalition of Mental Health Professionals and Consumers.
- Shore, K. (2002, March). The Relevance of Erich Fromm to September 11th. *Coalition Report*. National Coalition of Mental Health Professionals and Consumers.
- Shore, K. (2002, Summer). The relevance of Erich Fromm to September 11, 2001. *The Independent Practitioner*, 22(3), 237–239.
- Shore, K. (2005, July). *Evidence-Based Treatments: And what would become of dreams, love, intuition, the relationship, and such?* *Coalition Report*. National Coalition of Mental Health Professionals and Consumers, 1-3.

### **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
- 1994-2000 **Staff Consultant for Group Psychotherapy Services- Jewish Family Services.**  
-San Diego, California.
- 1979-present **PrivatePractice**  
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 activities, 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.

#### **ADDITONAL 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

-Stone, W., Spielberg, G. A Self-Psychological Perspective of Group Development, In Stone, W. Contributions to Self Psychological Group Psychotherapy London, Karnac, 2009.

-Spielberg, G. Therapist Self Disclosure Dilemma: Breaking up the family or the fantasy? In Motherwell, L. & Shay, J. (ed) Complex Dilemmas In Group Psychotherapy, New York, Brunner-Routledge, (2004).

- Spielberg, G., & Gitlin, J. Understanding and Responding to Premature Termination in Group Psychotherapy. San Diego Group Psychotherapy Society Newsletter Vol 3. Issue 2, May 2001.

- Spielberg G., & Wolf, S.D. Counseling Skills Evaluation Handbook, 1981, National Publications, Omaha, Nebraska.

- Spielberg G; & Evans, M Legal Interviewing Portrayals (videotape), 1980, San Diego. Learning Resources Center.

-Spielberg G; Graduate Training in Helping Relationships: Helpful or Harmful? Summer 1980, Journal of Humanistic Psychology.

-Spielberg G;& Wolf S.D Counseling Skills Evaluation Handbook, 1971, National Publication, Omaha, Nebraska.

- Spielberg, G; The Development of Helping Skills in Undergraduate Social Work Education: Model and Evaluation, 1981, Journal of the Education for Social Work, with R. Toseland. Vol. 18 No. 1. 1982.

- Spielberg, G; A Preliminary Investigation of the Psycho-dramatic Experience of Spontaneity, January 1979, Journal of Group Psychotherapy and Psychodrama, with T. Del Nuovo and H. Gills.

- 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.

-Can a Leader Be a group Member? American Group Psychotherapy Association, New Orleans, 2003

-Competition: The Underbelly of Group Psychotherapy, American Group Psychotherapy Association, Los Angeles, Ca., 2000,2001

-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 Social Workers, March., 1999.

-The Use of Dreams in Group Psychotherapy- Center for the Advancement of Group Studies, N.Y., 1997.

-"Two Theories, Two Techniques: A Panel with Dr's Rutan & Hopper," American Group Psychotherapy Association, Houston, Texas 1999

-"Two Theories, Two Techniques: A Panel with Dr.'s Buchell & Roth," American Group Psychotherapy Association, San Fransisco, CA, 1996.

-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 Psychotherapy Association. Keynote speaker, April 1994.

- The Curative Factors in Group Psychotherapy, June 1993. Kaiser Hospital, San Diego, Psychosocial Department.

- Resistance in Group Psychotherapy, May 1993,  
University of California San Diego Counseling Center,

- Self-Psychology in Group Psychotherapy, San Diego, May 1992.  
Self-Psychology Study Group,

-Supervision of a Live Group on Stage American Group Psychotherapy Association Conference  
-Institute Leader: Interpersonal Group Psychotherapy, American Group Psychotherapy Association San Diego, 1992.

- Resistance in Group Therapy, California Psychological Association, San Diego, 1992.

- Group Psychotherapy at the Interface, American Group Psychotherapy Association, 1989

-Use of Male-Female Co-therapist Pair in the Treatment of Adults Molestedas Children  
American Group Psychotherapy Association, San Antonio, 1991. Panel discussion: -. Leader of 2-day special institute group;

- Panel: Issues in the use of Co-Therapists in Group Treatment: Supervision of the Co-therapist Team, American Group Psychotherapy Association, 1990
  
- American Group Psychotherapy Association, February 1989, February 1990. Conducted a two-day institute on Psychodynamic psychotherapy.
- An Overview of Dynamic Group Psychotherapy, Society of Clinical Social Worker, San Diego Chapter, January 1989.
  
- Unethical Sexual contact Between Therapists and Patients: Society of Clinical Social Workers, San Diego Chapter, March 189. Panel:
  
- California School of Professional Psychology, Institute of Advanced Psychological Studies, 1988. Organized conference and led workshop on Psychodynamic group Psychotherapy.
  
- An Innovative Method of Supervision, Trainer Assisted Counseling, California State Psychological Association, San Diego, 1981. Trainer Assisted Counseling:
  
- Alternate Approaches to Supervision. National Association of Social Workers, Spring Practice Session, San Francisco, 1980.
  
- Teaching as a Source of Academic Growth. Council on Social Work Education Conference, Boston 1979.
  
- 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)
  
- Counseling Effectiveness: Research and Assessment. National Association of Social Workers, San Diego Chapter, February 1978.
  
- The Counseling Skills Evaluation: An Innovative Means for Screening, Evaluating and Teaching Helping Professional, California State Psychological Association, January 1978.
- 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 COMMUNITY CONSULTATIONS

- 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
- UCSD Gifford Medical Health Clinic, San Diego, 1978, 1987, 1988,1989
- Parents United Of San Diego, 1985,1988
- Mental Health System, Inc., San Diego, 1983-1985
- Academy of San Diego Psychologists, San Diego, 1983-1985
- Society of Clinical Social Workers, San Diego, 1982,1989
- 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
- Association of Social Workers, Continuing Education, San Diego, SDSU, 1978.

#### LICENSURE AND CERTIFICATION

- Certificate of Professional Qualification in Psychology (CPQ) No. 1955
- Certified Group Psychotherapist, 1994. American Group Psychological Association.
- 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
- National Council on Alcoholism, San Diego Chapter- Board of Directors, 1978-1980
- 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
- San Diego Psychoanalytic Institute. Clinical Associate in Adult Psychoanalysis, 1990-1995 - American Group Psychotherapy Association, 1987, 1988. Selected and Trained as an Institute Leader of Psychodynamic Group, Psychotherapy Section.
- San Diego Psychoanalytic Institute. Graduate, Advanced Psychoanalytic Psychotherapy, 1985-1987.
- Selected for LEAD SAN DIEGO, community leadership development training program, 198, 1984.
- Diploma, Gestalt Training Center, San Diego, 1978-1980.
- 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.
- Hypnosis and Hypnotherapy, Morton Prince Institute, New York City, 1973, 1974.

**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

988

**The Institute of Contemporary Psychoanalysis**  
Doctor of Psychoanalysis, March 2000

**Experience:**  
July 1991 to           **Psychoanalyst; Licensed Marriage and Family Therapist**  
Present       Private Practice in West Los Angeles, California.  
Training and Supervising Analyst, Faculty - The Institute of Contemporary Psychoanalysis.

March 2003 to       **Faculty, The Institute of Contemporary Psychoanalysis**  
Present  
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:

Sperry, M. (In Press) Blockades, Embargos, and the Face of the Politicized Other. *The International Journal of Psychoanalytic Self Psychology*.

Sperry, M. (2014) Complexity and Contingency: Discussion of "Can We Say It is a Coincidence that the Patient Does Well" By Koichi Togashi, Ph.D. *The International Journal of Psychoanalytic Self Psychology*. 9:101-107.

Sperry, M. (2014) Putting Our Heads Together: Mentalizing Systems. *Psychoanalytic Dialogues*,23: 683-699.

Sperry, M. (2013) Sameness and Difference: Cultivating Cultural Dialogue. *The International Journal of Psychoanalytic Self Psychology*. 8:77-91.

Sperry, M. (2011) Reclaiming One's Being: Brandchaft's Emancipatory Vision. *The International Journal of Psychoanalytic Self Psychology*. 6: 563-571.

Sperry, M. (2011) This Better Be Good! Complex Systems and The Dread of Influence. *The International Journal of Psychoanalytic Self Psychology*, 6: 74-97.

Sperry, M. (2008) Disruption and repair: A complex systems perspective. *Psychology of the Self Online Newsletter*, Vol. 1(6) <http://www.psychologyoftheself.com/newsletter/index.htm>

## Scholarship:

October 2013      **Psychology and The Other Conference**, Cambridge, Massachusetts  
October 2014      **37<sup>th</sup> Annual International Conference on the Psychology of the Self**  
Jerusalem, Israel  
Presented an original paper: Blockades, Embargos, and the Face of the  
PoliticizedOther

March 2012      **International Association of Relational Psychoanalysis and  
Psychotherapy Annual Conference**, New York, New York  
Presented an original paper: Clinical Attitudes and the Transformation of  
Shame

October 2010      **33<sup>rd</sup> Annual International conference on the Psychology of the Self**  
May 2011      **Bystanders No More! Conference**, New York, New York  
July 2011      **International Association for Relational Psychoanalysis Annual  
Conference**  
Presented an original paper: *Sameness and Difference: Cultivating Cultural  
Empathy*

- October 2009 **32<sup>nd</sup> Annual International Conference on the Psychology of the Self**  
 February 2010 **International Association for Relational Psychoanalysis Annual Conference**  
 Presented an original paper: *Putting Our Heads Together: Mentalizing Systems*
- July 2008 **Institute of Contemporary Psychoanalysis Online Colloquium**  
 Discussant of an original paper "A Tale of Two Minds" by Helen Grebow, Ph.D.
- October 2008 **31<sup>st</sup> Annual International Conference on the Psychology of the Self**  
 June 2008 **International Association for Relational Psychoanalysis Annual Conference**  
 Presented an original paper: *This Better Be Good! Complex Systems and The Dread of Influence.*
- October 2007 **30<sup>th</sup> 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 **25<sup>th</sup> 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:**

**Psy.D.. Psychoanalysis Institute of Contemporary Psychoanalysis, LA. 2011. M.A.**

**Clinical Psych.** Antioch University, Los Angeles. 1997.

Mythology and Depth Psychology. Pacifica Grad. Institute. 1994-1995

**M.Arch. Architecture.** University of Kingston, London. UK. 1980.

**B.A. Architecture.** University of Kingston, London. UK. 1977.

**ADDITIONAL TRAINING:**

Robert D. Stolorow Consultation Group. 2003-present.

Existential Philosophy for Psychoanalysts Group. 2014- present.

Supervision for Supervisors Group. 2013-present.

ICP Members Study Group 2011-present.

ICP/LA Psychoanalytic Psychotherapy Program 2004-2006. Consultation  
in Jungian Practice 2000-2006.

**PROFESSIONAL CERTIFICATION:**

Certificate in the Theory and Practice of Psychoanalysis. 2011.

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

IARPP IFPE.

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) SAGE Encyclopedia of Theory in Counseling and Psychotherapy, edited by Edward S. Neukrug. Author of chapter "Intersubjective-systems Theory."

(2015) The Analyst as Muse: Beyond the Developmental to the Expansive Dimension of the Transference. *International Journal of Psychoanalytic Self Psychology*, Vol 10, No 1, pp 33-52.

(2015) Postcards from the Couch: Dreams as Communication During an Impasse. *Psychoanalytic Inquiry*.

(January 1992). Architects for Shelter. (Article about fund-raiser for the homeless, and discussion of the profession's responsibilities with regard to homelessness). *L.A. Architect*.

(November 1991). Yang unmitigated by Yin. (women architects and the social consciousness of the profession). *L.A. Architect*.

#### **CLINICAL EXPERIENCE:**

- Sept. 2000-Present      **PSYCHOANALYSIS AND PSYCHOTHERAPY PRACTICE.** Full time practice with specializations in Trauma, Grief, Eating Disorders, Addictions Recovery and Family members of the Addicted, Couples work; Depression and Anxiety.
- Aug. 1999-June 2001      **C.G. JUNG INSTITUTE**, W. LA., Intern/Therapist training program counseling Individuals, Couples, Children. Training in Jungian Therapy.
- Jan. 1997-Aug. 1999      **OPEN PATHS COUNSELING CENTER**, Culver City. Intern. Counseling  
  
Individuals, Couples, Children. **Coordinator:** Liaison person between Supervisors, Staff and Interns. **Karen Carpenter Foundation Grant;** Gave talks at local High Schools describing Eating Disorders and recovery.
- Oct. 1997-June 1998      **JEWISH FAMILY SERVICES**, Santa Monica. Trainee/Intern counseling children and couples. Training in Post-Modern Narrative (Brief) Therapy.
- June 1997- Sept. 1997      **ANTIOCH UNIVERSITY COUNSELING CENTER**, Marina del Rey. Trainee.
- 1993-1994      **SOJOURN** organization for battered women. **Volunteer Peergroup Facilitator.**

#### **OTHER WORK EXPERIENCE:**

- 1989-1997 **Starr Studio Design**, self-employed part-time residential Architectural Designs.  
Met with clients, conceptualized new work, ran project, hired draftsman.
- 1992-1993 **Hodgetts & Fung**, Architects.
- 1991-1992 **Grinstein/Daniels**, Architects.
- 1987-1989 **Clear Pictures**. Psychological Video Production and Distribution Co. 1984-1987 **U.C.L.A.** Extension, Computer Graphics Certificate Program: **Instructor, Advisor.**
- 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: Draftsman, Designer.
- 1979-1982 **Starr Studio Design**, self-employed part-time residential Architectural Designs.
- 1978-1980 **G.B.A. Williams Partnership**, London. Architects: Designer.

#### **COMMUNITY EXPERIENCE:**

- 1994-Present Church in Ocean Park **Couples Issues Group.**
- 1992-2005 **Dream Group** (hosted). Member of panel on T.V. Public Access Pilot (1995).  
Participate with men and women to obtain psychological insights 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.  
**Keith E. Valone**

#### **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

Psy.D., Psychoanalysis, Certificate in Psychoanalysis (1995)

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)

1975 – 1979 UIUC, MA, Clinical Psychology (1979)

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, CEO, and Clinical Director, The Arroyos® Psychological Associates, Inc.  
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**

Valone, K. (2005). Consilient psychoanalysis. *Psychoanalytic Psychology*, **22**, 189-

206. Valone, K. (1995). The "second century" of psychoanalysis: Outline of a contemporary developmental psychoanalytic theory. *Psychologist-Psychoanalyst*, **15**

(4), 33. Valone, K., Goldstein, M. J., & Norton, J. N. (1984). Parental expressed emotion and psychophysiological reactivity in an adolescent sample at risk for schizophrenia spectrum disorders. *Journal of Abnormal Psychology*, **93**, 448-457.

Valone, K., Norton, J. N., Goldstein, M. J., & Doane, J. A. (1983). Parental expressed emotion and affective style in an adolescent sample at risk for schizophrenia spectrum disorders. *Journal of Abnormal Psychology*, **92**, 399-407.

Golding, S. L., Valone, K., & Foster, S. W. (1980) Interpersonal construal: An individual differences framework. In N. Hirschberg & L. G. Humphreys (Eds.), *Multivariate methods in the social sciences*. Hillsdale, NJ: Erlbaum.

Kirsch, I., Frankel, A. S., & Valone, K., (1977). Self-guided imagery vs systematic desensitization: A preliminary test. *Psychological Reports*, **40**, 904-906.

Miller, N., Maruyama, G., Beaver, R. J., & Valone, K., (1976). Speed of speech and persuasion. *Journal of Personality and Social Psychology*, **34**(4),615-624.

### **UNPUBLISHED MANUSCRIPTS**

Valone, K. (1991). *A psychologist's guide to practice at Ingleside Hospital*. Ingleside Hospital Rosemead, CA.

### **PRESENTATIONS**

Valone, K. (2013, March). Pharmacological treatment strategies for bipolar spectrum disorders and co-occurring substance abuse. Presentation at the California Psychological Association 2013 Annual Convention, Newport Beach, California.

Valone, K, and Pylko, T. J. (2007, October). Lessons from the STEP-BD Study. Presentation at the San Gabriel Valley Psychological Association, Pasadena, California.

Valone, K., and Pylko, T. J. (2006, April). Hot topics in treating bipolar spectrum disorders and polysubstance dependence. Presentation at the Annual Convention of the California Psychological Association, Anaheim, California.

Valone, K. (2005, April). Double Trouble: Treating dual diagnosis patients in private practice. Presentation at the Annual Convention of the California Psychological Association, Pasadena, California.

Valone, K. (2003, November). On solving the unsolvable: A contemporary psychoanalytic perspective on the “unsolvable paradox” of D disorganized/disoriented infants. In Main, M. & Hesse, E. (November, 2003). Clinical applications of attachment theory: The work of Mary Main and Erik Hesse. Conference sponsored by the San Gabriel Valley Psychological Association, Pasadena, California.

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.

Valone, K. (2003, March). Transforming aggression through the psychoanalysis of shame: Comments on Estelle Shane’s paper. In K. Schwarzenbach (Chair), *Transforming aggression through the psychoanalysis of shame*. Symposium conducted at the meeting of the Institute of Contemporary Psychoanalysis Psychoanalytic Psychotherapy Training Program – Pasadena, Pasadena, CA.

Valone, K. (2000, March). Consilient psychoanalysis. Presented in Kenemore, T. (Chair), *With an Eye to the Future: Psychoanalysis, Neuroscience, and Other Disciplines*. Chicago, IL.

Gales, M., Valone, K., Shane, M., Shane, E., (1995, April). Introduction and philosophical underpinnings. 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.

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.

Shane, M., Shane, E., Gales, M., & Valone, K. (1995, April). A reconceptualization of resistance. 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.

Valone, K. (1994, August). The contemporary practice of psychoanalysis in the hospital setting: External coherence in psychoanalytic theory. In M. Jacobs (Chair), *Psychoanalysts in hospital settings*. Symposium conducted at the 102nd Annual Convention of the American Psychological Association, Los Angeles, CA.

Valone, K. (Chair), Howard, S., (Co-chair), Del Rio, A., & Manning, B. (1992) May). Hospital practice for psychologists: an introductory workshop. Ingleside Hospital, Rosemead, CA (Approved for eight hours of Category A continuing education credit by the California Psychological Association).

Valone, K. (1979, September). Individual differences in the construal of a heterosexual dyadic interaction. In S. L. Golding (Chair), *Individual differences in person perception*. Symposium conducted at the 87th Annual Convention of the American Psychological Convention, New York City, NY.

## **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.

Pomona College, Claremont, California, 1962-1964; B.A. Zoology, Cum Laude, 1964.

Medical School:

Stanford University School of Medicine, Stanford, California, 1964-1969; M.D. 1969.

Internship:

University of Colorado Medical Center, Denver, Colorado, Pediatrics, 1969-1970.

Residency:

Los Angeles County-University of Southern California Medical Center;

General Psychiatry, 1970-1972; Career Resident in Child Psychiatry, 1972-1974.

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, Southern California Psychoanalytic Institute, 1992, 1994, 1996-7,1998-99;  
1999-2000, 2000-01, 2001-2002;2002-2003.  
Guest Faculty, Institute of Contemporary Psychoanalysis South, 1997, 2001.  
Guest Faculty, Institute of Contemporary Psychoanalysis North, 1996, 1998 (January and  
December), 1999, 2000.  
Guest Faculty, Institute of Clinical Social Work, February 1998.  
Guest Faculty, Psychoanalytic Institute of Northern California, November 1998; November,  
1999; March, 2001.

**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  
Residents, LAC-USCMC, 1984-1991; 1994-present.  
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, December 19, 1998; San Francisco, November 7, 1999.

Invited Lecturer, "The origins of contemporary psychoanalysis in the work of Sándor Ferenczi", Institute of Contemporary Psychoanalysis South, San Diego, February 15, 1997; January 13, 2001.

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; October 30 & 31, 1999; March 30 & 31, 2001.

Supervision Group (with Nicholas Rand, Ph.D.), case presentation by Miriam Berger. At the Israel Psychotherapy Association's 23<sup>rd</sup> Annual Conference, "Sándor Ferenczi, the 'Mother' of Modern Psychoanalysis and Psychotherapy", the Fifth International Sandor Ferenczi Conference, Tel Aviv, May 7, 1999.

Instructor, 4th year Core Curriculum course, "Finding one's (own) way as a psychoanalyst". Institute of Contemporary Psychoanalysis, Spring 2001, Spring 2002, Spring 2003, Spring 2004, Spring 2005, Spring 2006.

Invited lecturer, Haifa University, Haifa, Israel, November 28, "Drawn to the Asylum: in search of missing parts [on the way to a possible conversation]" & 29, "As Far As Possible," a workshop with Gershon J. Molad, 2001.

Invited lecturer, "Living Ferenczi," Bar Ilan University Post-Graduate Program for Psychoanalytic Psychotherapy, Ramat-Gan, Israel, November 30, 2001.

Invited lecturer, "The Indispensable 'Difficult Event,'" Tel Aviv Institute of Contemporary Psychoanalysis, Tel Aviv, Israel, November 29, 2001.

Invited lecturer, "Life Lessons" (January 25); "Living Ferenczi" ("Not Filed" and "Failures" (January 26), Northwest Center for Psychoanalysis, Seattle, WA, January 25-26, 2002

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.

Private seminar (with Gershon J. Molad), "Introducing the autobiographical dialogue," for practicing psychoanalysts and therapists, Los Angeles, California, November 1-3, 2002; February 4-6, 2005; February 3-5, 2006; February 16-18, 2007; February 22-24, 2008.

Private seminar (with Gershon J. Molad), "The autobiographical dialogue" --- advanced section for prior participants, Los Angeles, California, November 10, 2003; January 29 & 30 (Nov 2002 group), 2005; January 28 (Feb 2005 group) & 29 (Nov 2002 group), 2006;

February 10 (2002 & 2005 groups), 2007; February 11 (2006 group), 2007; February 16 (2007 group), 2008; February 17 (2002, 2005, 2006 groups), 2008. Co-instructor (with Nancy Spohn), "Countertransference: the matter of the analyst's existence." February 7 & 28, 2004, Northwest Center for Psychoanalysis, Seattle (Dr. Spohn February 14); September, 2006.

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.

Instructor, elective course, "Finding one's (own) way as a psychoanalyst," Institute of Contemporary Psychoanalysis, Spring 2008, 2009, 2011, 2015.

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, Inglese 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

Treasurer-Elect, 1979-1980; Treasurer, 1980-1981

Finance and Personnel Committee, Chair, 1980-1981

Councillor, 1981-1984

Future Planning Committee, 1980-1984; chair, 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, 1985-86

Regionalization Committee, 1985-87; chair, 1986-87

Representative to Los Angeles Advocates for Mental Health 1987-88

National Council of Psychoanalytic Candidates and Clinical Associates, 1974-1984

American Psychoanalytic Association, affiliate member, 1976-1985;

Associate member, 1985-88

Extended Associate member, 1988-92  
 Active member, 1992-present  
 International Psychoanalytic Association, 1985-present.  
 American Academy of Psychoanalysis, Fellow, 1993-2001 (resigned).  
 Southern California Society for Child Psychiatry, 1974-1981  
 Clinical Associates' Organization, Los Angeles Psychoanalytic Society and Institute,  
 1974-1984  
 4th Year Representative to Executive Council, 1977-1978  
 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, 1989-90.  
 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.  
 International Federation for Psychoanalytic Education, 1999- 2008; renamed  
 International Forum for Psychoanalytic Education, 2008 – present  
 Co-chair (with Thomas Kirsch, M.D.), Psychoanalysis and History Committee, 1999-  
 2004.  
 Member-at-Large, Board of Directors, 2000- 2005 (re-elected 2003); 2008-2011.  
 Co-chair (with Harold Davis, Ph.D.) 14<sup>th</sup> Annual Interdisciplinary Conference,  
 “The Transformational Conversation,” The Westin Pasadena, Pasadena, CA,  
 November 7-9, 2003.  
 President, 2005; re-elected 2006; 2012-13 (two-year term). Past  
 President, 2007, 2014-5.  
 Co-chair (with Arturo Ortíz, Ph. D.) 16<sup>th</sup> Annual Interdisciplinary Conference,



“Psychoanalysis and the Stories of Our Lives: Memory, Narration, Discovery,” Lago Mar Resort & Club, Ft. Lauderdale, FL, October 21-23, 2005 (canceled October 19, 2005 because of Hurricane Wilma).

Co-chair (with Arturo Ortiz, Ph.D.), “Revived in Queretaro (After Wilma)”, some papers rescheduled from 16<sup>th</sup> Annual Interdisciplinary Conference, Dona Urraca Hotel Conference area, Queretaro, Mexico, February 20-22, 2006.

Co-chair (with Arturo Ortiz, Ph.D.; Rachel Newcombe) 17<sup>th</sup> Annual Interdisciplinary Conference, “How, When, Why We Learn,” The Westin Pasadena, Pasadena CA, November 3-5, 2006.

Membership Chair, 2007- 2010.

Editorial Board, *Other/Wise* (online journal), 2008-2012.

Co-chair (with Douglas F. Maxwell), 22<sup>nd</sup> Annual Interdisciplinary Conference, “Return,” Lago Mar Resort & Club, Ft. Lauderdale, FL, November 11-13, 2011.

Co-chair (with Farrell Silverberg, Ph.D.), 24<sup>th</sup> Annual Interdisciplinary Conference, “Transience and Permanence,” Philadelphia, PA, 2013.

Co-chair (with Farrell Silverberg, Ph.D.), 26<sup>th</sup> Annual Interdisciplinary Conference, “Vulnerability and Its Discontents,” Philadelphia, PA, 2015.

### **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.

Presentations by Andre Haynal, MD 1999-2005.

*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.

*Incestocracy*, presentation by Michael Larivière, June 10, 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.

*Kusama*, Heather Lenz, Judith E. Vida, June 17, 2006.

*Dreaming in Company*, Meredith Sabini & Richard Russo, June 7, 2008.

*American Journal of Psychoanalysis*

### **Editorial Board 2001- present**

Section Editor, "The Arts" 2003- present

Contributing Editor, *American Imago*, 2001- 2011.

Scientific Advisor, *The Polka-Dot Princess*, full-length documentary film about artist Yayoi Kusama, written and directed by Heather Lenz, 2012 (in development since 2006).

### **Bibliography** (current as of February 17, 2012):

- (1982) "The developmental crisis of pregnancy", in *Women's Sexual Experience*, Martha Kirkpatrick, ed., New York: Plenum Press.
- (1987) "The Maverick Analysts: Karen Horney and Clara Thompson", unpublished paper, requested for teaching purposes by San Diego Psychoanalytic Institute.
- (1991) "Sándor Ferenczi on Female Sexuality," *Journal of the American Academy of Psychoanalysis*, **19**:271-281.
- (1993) "Showcase: Seth Kaufman" (by AKA Judy Spence), *Visions Art Quarterly*, Summer, 57.
- (1993) "Ferenczi's *Clinical Diary*: Roadmap to the Realm of Primary Relatedness", *Journal of the American Academy of Psychoanalysis*, **21**:623-635.
- (1994) "Sándor Ferenczi: Amalgamating with the Existing Body of Knowledge", in *Acta of the International Congress on "100 Years of Psychoanalysis: The Early Freud"*, Andre Haynal, ed. London: Karnac Books.
- (1996) "*Psychoanalysis and the Sciences: Epistemology--History* by Andre Haynal. A Book Review. *Journal of the History of the Behavioral Sciences*, **XXXII**: 253-256.
- (1994) "*The Freud-Ferenczi Correspondence, Volume I: 1908-1914*, Brabant, Falzeder, Giampieri-Deutsch, eds. A Book Review. *Psychoanalytic Books*, **5**:339-348.
- (1995) "The Nidus of Affection" (by (AKA) Judy Spence), in *Gomez Bveno: anuncios clasificados--classifieds*, Madrid: Circulo de BellasArtes.
- (1996) "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", in *Ferenczi's Turn in Psychoanalysis*, Peter L. Rudnytsky, Antal Bokay, and Patrizia Giampieri-Deutsch, eds. New York University Press.
- (1996) *Sándor Ferenczi: Reconsidering Active Intervention* by Martin Stanton. A Book Review. *Psychoanalytic Books*, **7**:36-41, 1996.
- (1997) "The Voice of Ferenczi: Echoes From the Past", in "Sandor Ferenczi, a Favorite Son", Arnold Rachman, ed., *Psychoanalytic Inquiry*, **17**: 404-415.

- (1997) *Heresy: Sandor Rado and the Psychoanalytic Movement*, Paul Roazen and Bluma Swerdloff, eds. A Book Review. *Psychoanalytic Books*, **7**: 172-175, 1997.
- (1998) "As far as possible: discovering our limits and finding ourselves", with Samoan Barish, Ph.D., *American Journal of Psychoanalysis*, **58**: 83-98.
- (1998) *The Making of a Psychotherapist* by Neville Symington. A Book Review. *Psychoanalytic Books*, **9**: 415-419, 1998.
- (2000/2003) "Not 'Filed Away As Finally Dealt With'", ("Soha sincs befejezve", Tomcsányi Zsuzsa, trans.) in *In Memoriam Sándor Ferenczi*, Judit Mészáros, ed., Budapest, Hungary: Józsoveg, 2000 (Hungarian); *American Journal of Psychoanalysis* (English), **63**: 39-47, 2003.
- (1999) "Defying Efforts to Classify: The Art of Suzanne Williams", *Juxtapoz Magazine*, #18, p.38, Jan/Feb 1999.
- (1999) "Considering androgyny: another dimension of Ferenczi's disagreement with Freud". *International Forum of Psychoanalysis*, **8**: 257-262.
- (1999) *Feminism and its Discontents*, by Mari Jo Buhle. A Book Review. *Psychoanalytic Books*, **10**: 452-456.
- (2000) *Kohut, Loewald & The Postmoderns*, by Judith Guss Teicholz. A Book Review. *Journal of the American Psychoanalytic Association*, **48**: 979-984.
- (2000) "Gomezphonics (In Stereo)", *Juxtapoz Magazine*, #24, p. 32, Jan/Feb.
- (2000) "So---what is it about those eyes? (How pain becomes kitsch)". In *Margaret Keane: A Retrospective*, exhibition catalog, ed. Tyler Stallings. Laguna Art Museum.
- (2001) *The Evolution of Psychoanalysis*, by John Gedo. A Book Review. *The Psychoanalytic Review*, **88**: 488-492.
- (2001) *The Jungians*, by Thomas Kirsch. A Book Review. *Journal of Analytical Psychology*, **46**: 223-4.
- (2001) "Crouching Tiger, Hidden Dragon, " a film commentary. *American Journal of Psychoanalysis*, **61**: 411-414.
- (2001) "Le dialogue ferenczien : la psychanalyse comme mode de vie" (with Gershon J. Molad). Trans. J. Dupont. *Le Coq-Heron*, No. 167, pp. 28-36.
- (2001) « Soigner le 'nourisson savant' » *Le Coq-Heron*, No. 167, pp. 44-50.
- (2001) "Ferenczi's 'Teratoma': a result, not a process". *International Forum of Psychoanalysis*, 10: 235-241.**
- (2002) "The indispensable 'difficult event,'" in *Failures in Psychoanalytic Treatment*, J. Reppen and M.A. Schulman, eds. International Universities Press, 2002
- (2002) "The role of love in the therapeutic action of psychoanalysis," *American Imago*, **59**: 435-445.
- (2003) "The Center of Gravity" (with Samoan Barish, Ph. D.), *American Journal of Psychoanalysis*, **63**: 123-136.
- (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.
- (2003) "The ability to conceive otherwise: A letter to George Stone from Judith E. Vida," essay for catalog *Probabilities*, in conjunction with exhibition at Barnsdall Park, Los Angeles Municipal Art Gallery.**
- (2003) "A Dialogue of Unconscious," *Journal of Analytical Psychology*, **48**:491-497.

- (2003) "On Playing The 'Goldberg' Variations or Mothering In and Out of Context," a review essay of two books about Melanie Klein, *American Imago*, **60**: 379-400.
- (2004) Introduction to "In search of 'the white area': some notes on art in clinical space," by Gershon J. Molad. In section, "The Arts," *American Journal of Psychoanalysis*, **64**: 91.
- (2004) Introduction to "'The good thing': Mister Rogers' Neighborhood," by Paul Zelevansky In section "On the Arts," *American Journal of Psychoanalysis*, **64**: 193-4.
- (2004) "The Ferenczian dialogue: psychoanalysis as a way of life." With Gershon J. Molad (Vida & Molad). *Free Associations*: **11**: 338-352.
- (2004) Introduction to "On the Arts" and to "*The Hours*: between safety and servitude" by Marilyn Charles. In section "On the Arts," *American Journal of Psychoanalysis*, **64**: 301- 304.
- (2005) **"The autobiographical dialogue in the dialogue between analysts: Introductory notes on the use of relational and intersubjective perspectives in conference space." With Gershon J. Molad (Molad & Vida). In *Relational and Intersubjective Perspectives in Psychoanalysis: A Critique*, J. Mills, Ed., Jason Aronson, Inc., pp. 255-279.**  
 [Footnotes erroneously omitted in process of publication.]
- (2005) "Notes on holding exile in the dialogue between analysts." With Gershon J. Molad (Vida & Molad). In *The Lost Childhood*, Ivan Ward and Judith Szekacs-Weisz, eds. London: Karnac, pp. 279-286.
- (2005) "Treating the 'wise baby.'" *American Journal of Psychoanalysis*, **65**: 3-12.
- (2005) "'Use Everything' A Letter to You," (pp. 55-84) and "Judy's Two and a Half Foot Shelf," (pp. 85-91). In catalog for the exhibition "Allen Ruppersberg: One of Many, Origins and Variants." Kunsthalle Düsseldorf, 10 December 2005-12 February 2006. *One of Many: Origins and Variants*. Köln: Walther König, Verlag der Buchhandlung. In German (translator Barbara Hess), English, Spanish.
- (2006) "Towards a quadro-partite training model, or: from identification-relations (of power) to introjection-relations (of love): the case of 'identification with the aggressor'" With Gershon J. Molad. A chapter for *Power Games: Influence, Persuasion, and Indoctrination in Psychotherapy Training*, Richard Raubolt, ed. Other Press, pp. 297-312.
- (2006) "Psychoanalysis and Art," invited entry for *Encyclopedia of Psychoanalysis*, Ross Skelton, ed. Edinburgh: Edinburgh University Press, pp. 34-36.**
- (2007) "The responsible controversy." With Gershon J. Molad, Sharon Bassett, Samoan Barish, and Peggy DuBois. In "The Analyst's Love: Contemporary Perspectives," Daniel shaw, ed. *Psychoanalytic Inquiry*, **27**:3, 264-286
- (2008) "What's Missing?" in *Aspects of Mel's Hole: Artists Respond to a Paranormal Event Occurring in Radiospace*. Doug Harvey, ed. and curator. Santa Ana, CA: Grand Central Press, pp. 29-35.
- (2011) "Anxio-lytic," in *Jay Stuckey: Glad Day*. Los Angeles: the Company, pp. 19-22.
- (In press, but publication scrapped and substituted) "'Should we get rid of the speakers, or what?' Speakers and loudspeakers: initial notes about (failures of) love in conference space." With Gershon J. Molad (Molad & Vida) In *ConFerenczi: Hungarian Psychoanalytic Ideas Revisited*, Ivan Ward and Judith Szekacs-Weisz, eds. London:Karnac.

- (Submitted for publication) "Cure is a strange notion." Presented to "Exploring Transference and Cure in Contemporary Psychoanalysis," Institute of Contemporary Psychoanalysis, Los Angeles, June 12, 2004.
- (Submitted for publication) "Where the dreams go." With commentary by Lionel Corbett, 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):**

- "Life Lessons: What One Psychoanalyst Learned From Contemporary Art," [www.spence.net/collection](http://www.spence.net/collection) .
- "Drawn to the asylum: in search of missing parts (on the way to a possible conversation)" Academy for the Study of the Psychoanalytic Arts, [www.AcademyAnalyticArts.org](http://www.AcademyAnalyticArts.org) .
- "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](http://www.AcademyAnalyticArts.org); redirect to [jvida@spence.net](mailto:jvida@spence.net) at request of Julia Schwartz.
- (2005) "Using Everything: Translation as a Way of Life," Presidential Address, originally on [www.ifpe.org](http://www.ifpe.org); now available on [www.internationalpsychoanalysis.net](http://www.internationalpsychoanalysis.net)
- (2006) "The City of Orators: Listening is the most dangerous thing of all," Presidential Address, originally on [www.ifpe.org](http://www.ifpe.org); now available on [www.internationalpsychoanalysis.net](http://www.internationalpsychoanalysis.net)
- (2009) "What's Missing?" and "Another Part of the Backstory," in *Other/Wise*, Vol. 2, Fall, [www.ifpe.org](http://www.ifpe.org) .
- (2010) "Didn't You Ever Love Me?" in *Other/Wise*, Vol. 3, Spring, [www.ifpe.org](http://www.ifpe.org)
- (2011) "Living Art: Assaulting the Myths of Art and Illness," *Modern Art Asia. Issue #9*. (special issue on Yayoi Kusama), [www.modernartasia.com](http://www.modernartasia.com)

**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
- Discussion Group Leader, "Women in Science" Workshop, The Claremont Colleges, October 22, 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 KFVB, "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

Discussion Group Leader,"Sibling Rivalry", Polytechnic School Symposium for Families, Pasadena, California, April 19, 1986.

Speaker, "Parenting Teen-Agers", Spouses Workshop, American Society of Plastic and Reconstructive Surgeons, Los Angeles, California, October 28, 1986.

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.

Instructor, elective "mini-course", Oakwood Elementary School, "Art in the Making", May 8,15,22,29, 1987.

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)

Development Committee, *High Performance Magazine*, 1988-89.

Advisory Board Member, Laguna Art Museum, 1990-1996.

Advisory Board Member, Los Angeles Art Fair 1991, 1992, 1993.

Member, Board of Trustees, Museum of Jurassic Technology, Los Angeles, California, 1991-present

Collector of contemporary art since 1972.

*ArtNews Magazine* "Top 200 International Collectors", listed 1991, 1992, 1993, 1994 (January issue each year); Special Issue, 1995.

*Art and Antiques Magazine*, "Top 100 Collectors", listed 1992, 1993, 1994, 1995, 1996 (March issue each year)

*Progressive Architecture*, "Art Wrapper", article by Philip Arcidi, June 1992.

*Global Architecture*, #36 (1993), Spence Residence Addition.

*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 4<sup>th</sup> 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.

Exhibition: *Life Lessons: How Art Can Change Your Life (selections from the Spence Collection)*. With Stuart Spence, preparation of the text for audio guided tour. Exhibition at Laguna Art Museum, October 24, 1998-January 3, 1999.

Lecturer (with Stuart Spence), "An introduction to the exhibition *Life Lessons: How Art Can Change Your Life (selections from the Spence Collection)*", Laguna Art Museum, Laguna Beach, CA, October 25, 1998.

Lecturer, *Charles Ray*, in conjunction with *Charles Ray: a midcareer survey*, curated by Paul Schimmel, Museum of Contemporary Art, Los Angeles, CA, January 10, 1999.

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, *Drawn to the asylum: another look at art and illness*. In conjunction with exhibition *Drawings from the Prinzhorn Collection*. UCLA/ Armand Hammer Museum, Los Angeles, September 7, 2000.

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.

In conversation with Eugenia Butler for *The Book of Lies*, for Friends of the Hammer Museum, organized by David Rodes, Director of the Grunwald Center, UCLA/Armand Hammer Museum, October 26, 2003.

A Roly-Poly Conversation on the Wherefore and How-So of Eugenia Butler's Art (with the Artist, the Curator, the Philosopher, and the Psychoanalyst), Otis College of Art and Design, for exhibition *The Arc of an Idea: Chasing the Invisible: Eugenia Butler (1967-2003)*, December 7, 2003.

"What do YOU see? Visual Perception and Jasper Johns." Gallery walk-through conversation with Joan Rothfuss, Curator of *Past Things and Present: Jasper Johns since 1983*, Walker Art Center, Minneapolis, MN, January 15, 2004.

"*Fire in the Library: A Laboratory with Velocity*": *The First of a Series of Conversations on Envisioning the Future*. Organized by Eugenia Butler; co-moderated by Eugenia Butler and George Bermudez. Invited Participant. November 13, 2004, William Andrew Clark Library, Los Angeles.

Facilitator for group discussion, *Alptraum!* Curated by Jay Stuckey at Company Gallery, Chinatown, Los Angeles, May, 15, 2011.

Gallery talk, *The Hollow Sea*, exhibition by Julia Schwartz, with Shana Nys-Dombrot, Bleicher Gallery, Los Angeles, September 18, 2011.

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.

Co-chair, Search Committee, 1994.

**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.

Guest Presenter, "The Contemporary Relevance of Sándor Ferenczi: The "Wise Baby" Grows Up", Clinical-Didactic Conference, Department of Child Psychiatry, Los Angeles County-USC Medical Center, January 20, 1994.

**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



Speaker, "The Maverick Analysts: Karen Horney and Clara Thompson"; paper presented at conference "The Vital Force: Contributions of Women to Psychoanalysis", sponsored by the Los Angeles Psychoanalytic Society and Institute, February 14-15, 1987.

Discussant, "Men in Love in the 80s", papers by Saul Brown, M.D. and Judd Marmor, M.D., at symposium, "Love in the 80s", sponsored by the American Academy of Psychoanalysis at Cedars-Sinai Medical Center, January 23, 1988.

Speaker, "The Mystery of Sándor Ferenczi: A Work in Progress", paper presented to Women in Psychoanalysis, a study group in Los Angeles affiliated with Division 39 of the American Psychological Association, November 10, 1988.

Discussant, "Varieties of Therapeutic Alliance", a paper by Bernard Brandchaft and Robert Stolorow, Los Angeles and Southern California Psychoanalytic Societies, March 16, 1989.

Panellist, The History of Psychoanalytic Theories of Female Sexuality, "Contributions of Sándor Ferenczi", Annual Meeting of the American Academy of Psychoanalysis, San Francisco, May 5, 1989.

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.

Moderator, "The Origins of Gender Identity", the Fifth Annual Scientific Conference of the Los Angeles Child Development Center, Los Angeles, September 23, 1989.

Discussant, "Work, Love, Play: Self-Repair in the Psychoanalytic Dialogue", a presentation by Joel Shor, Ph.D., Los Angeles Psychoanalytic Society and Institute, June 20, 1991.

Discussant for "The Origins of Love and Hate: Fairbairn, Ferenczi, and Suttie", a Workshop with Drs. Victoria Hamilton and James Grotstein, Los Angeles Institute and Society for Psychoanalytic Studies, October 26, 1991.

Panellist, Sándor Ferenczi's Clinical Diary, "Ferenczi's *Clinical Diary*: roadmap to the realm of primary relatedness", annual meeting of the American Academy of Psychoanalysis, Washington D.C., May 3, 1992.

Discussant, "Asymmetry and Mutuality in the Analytic Relationship: Lessons for Today from the Freud-Ferenczi Relationship", a paper by Axel Hoffer, M.D. Southern California Psychoanalytic Institute, January 12, 1993.

Presenter, Plenary Address, "Sándor Ferenczi's *Clinical Diary*", 4th International Conference of the Sándor Ferenczi Society, July 21, 1993, Budapest, Hungary.

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.

Guest Speaker, "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", Annual Symposium: "Activity and Passivity Revisited", October 1, 1993, Chestnut Lodge, Rockville, Maryland.

Panellist, Overtones of the Voice, "The Voice of Ferenczi: Echoes of the Past", at the annual meeting of the American Psychological Association, Divisions 7, 12, 29, 35, 39, 42, August 15, 1994.

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.

Speaker, "The Voice of Ferenczi: Echoes From The Past", Center for the Study of the Psychology of Women, Los Angeles, February 11, 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.

Discussant, "Sándor Ferenczi and the Evolution of a Self-Psychology Framework in Psychoanalysis" by Arnold Rachman, Ph.D., (and Discussion Group Co-Leader for Panels I and II) at the 18th Annual Conference on the Psychology of the Self, San Francisco, October 21, 1995.

Presenter, "What I Learned about Psychoanalysis From Contemporary Art", at the Winter Meeting of the American Academy of Psychoanalysis, December 8, 1995, Boston, and at the Institute of Contemporary Art, Los Angeles, February 10, 1997.

Presenter, "Some Remarks about Sándor Ferenczi", to the Hungarian Psychoanalytical Society, Budapest, Hungary, May 3, 1996.

Panellist, "The meaning of the illness to the patient", on Panel "Psychoanalytic Concepts in Psychiatric Practice", Saul Tuttmann, M.D. Ph.D., moderator, at the Annual Meeting of the American Psychiatric Association, New York, May 6, 1996.

Discussant (with Victoria Hamilton, Ph.D.) of "A Case Report of the Treatment of a Brutally Traumatized Man: A Psychoanalysis-By-Telephone", by John Lindon, M.D. At the Institute of Contemporary Psychoanalysis, October 28, 1996.

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.

Moderator, "An Independent Mind: The Legacy of Karen Horney", a day-long conference presentation by the American Institute of Psychoanalysis, New York, for the Winter Meeting of the Institute of Contemporary Psychoanalysis, Los Angeles, January 11, 1997.

Presenter, "Treating the 'Wise Baby'", on a panel chaired by Ildiko Mohacsy, M.D. for the Annual Meeting of the American Academy of Psychoanalysis, San Diego, CA, May 17, 1997.

Panellist, "Cognitive Behaviorists and Psychoanalysts View the Patient", Marcia Goin, M.D., chair. Symposium at American Psychiatric Association Annual Meeting, San Diego, CA, May 22, 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.

Presenter, "The Work of Sándor Ferenczi: Its Uses And Misuses", a day-long Convocation for The Institute of Clinical Social Work, February 7, 1998, Santa Monica, CA.

Panellist, "Looking at One Psychotherapy Case from Different Theoretical Perspectives", The Institute of Clinical Social Work, February 8, 1998, Santa Monica, CA.

Discussant, "Orpha Reviving", a graduation project by Nancy Smith, Psy. D., Institute of Contemporary Psychoanalysis, February 9, 1998, Los Angeles, CA.

Presenter, "Considering Androgyny: Another Dimension of Ferenczi's Disagreement with Freud", International Congress on Ferenczi and Contemporary Psychoanalysis, sponsored by the Asociacion Psicoanalitica de Madrid and the Sándor Ferenczi Society of Budapest; Madrid, Spain, March 6, 1998; and the American Academy of Psychoanalysis Annual Meeting, Washington, D.C., May 15, 1999.

Discussant, "Horney Applied: Alienation from the Self and the Quality of the Analyst's Responsiveness in Trauma Treatment" by Giselle Galdi, Ph.D. The Association for the Advancement of Psychoanalysis of the Karen Horney Psychoanalytic Institute and Center, New York, May 21, 1998.

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.

Discussant of Plenary Session, "Contemporary Applications of Ferenczi" (papers by Martin-Cabré, Hoffer, Cohen, and Molad): a presentation titled "Which Ferenczi Is It?" The Israel Psychotherapy Association's 23<sup>rd</sup> Annual Conference, "Sándor Ferenczi--The Mother of Modern Psychoanalysis and Psychotherapy", the Fifth International Sándor Ferenczi Conference, Tel Aviv, Israel, May 8, 1999.

Presenter, "Life Lessons: What One Psychoanalyst Learned From Contemporary Art", presentation to the International Federation for Psychoanalytic Education, November 6, 1999, San Francisco, California; and Northwest Center for Psychoanalysis of Seattle, January 25, 2002.

Chair, "*The Psychoanalytic Forum*: a new paradigm for the psychoanalytic journal." Panel presented to the Winter Meeting of the American Academy of Psychoanalysis, New York, January 8, 2000. Panellists included John A. Lindon, Arthur Malin, James Grotstein, Gershon Molad, and Samoan Barish.

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, [title] for "Sándor Ferenczi", a lecture by Emanuel Berman, Ph.D., at Los Angeles Institute and Society for Psychoanalytic Studies, Los Angeles, April 27, 2000.

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.

Presenter, "Ferenczi's 'teratoma': a result, not a process". Workshop at VIIIth International Meeting, "History of the Psychoanalytical Clinical Work From Freud To Now: Retrospective

- and Prospective", International Association for the History of Psychoanalysis, Versailles, France, July 20-22, 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.
- Presenter, "Living Art: Assaulting the Myths of Art and Illness". International Federation for Psychoanalytic Education, November 4, 2000, Chicago, Illinois.
- Presenter, Symposium on Diagnosis (With Gerald A. Gargiulo and Martin A. Schulman). International Federation for Psychoanalytic Education, November 4, 2000, Chicago, Illinois.
- Discussant, "Childhood Lost and Recovered" by André Haynal. Conference, "The Lost Childhood," sponsored by the Sándor Ferenczi Society of Budapest, February 23, 2001, Budapest, Hungary.
- Invited participant (with Gershon J. Molad), "The Ferenczian dialogue: psychoanalysis as a way of life". "The Lost Childhood", conference sponsored by the Sándor Ferenczi Society of Budapest, February 25, 2001, Budapest, Hungary.
- Workshop presentation, "Treating the Wise Baby", conference "The Lost Childhood", February 23, 2001 Budapest, Hungary.
- Moderator of workshop, "Trauma", conference "The Lost Childhood", February 24, 2001 Budapest, Hungary.
- Roundtable discussion of workshop leaders, conference "The Lost Childhood", February 25, 2001.
- Invited participant (with Gershon J. Molad), "The dialogue between analysts in the language of exile (Notes on destruction and compassion in the dialogue between analysts) Presented to "Lost Childhood and the Language of Exile", conference organized by the Multi-Lingual Psychotherapy Centre of London with the participation of the Sandor Ferenczi Society of Budapest and the Freud Museum of London, May 13, 2001, London.
- Presenter, "The indispensable 'difficult event' ", Committee on Psychoanalysis in Clinical Social Work, Southern California Area Committee, Los Angeles CA, September 29, 2001.
- Presenter (with Samoan Barish, Ph.D.) "The Center of Gravity". American Institute of Psychoanalysis, New York, October 4, 2001.
- Presenter, "So, what is it about those eyes? (How pain becomes kitsch)", International Federation for Psychoanalytic Education, Ft. Lauderdale, FL, November 2, 2001.

Moderator, "Toward an autobiographical dialogue in the playground of history", presentation of The History Committee, a conversation with Thomas Kirsch, M.D. author of *The Jungians* and Peter L. Rudnytsky, Ph.D. author of *Psychoanalytic Conversations*. International Federation for Psychoanalytic Education, Ft. Lauderdale, FL, November 3, 2001

Invited Participant, "Intellectual Freedom Within the Analytic Institute: Boundaries and Barriers. With Gordon Berger, Ph.D., Phil Ringstrom, Ph.D., Susan Mull, M.F.T. Institute of Contemporary Psychoanalysis, Los Angeles, December 15, 2001.

**Panellist, The role of love in the therapeutic action of psychoanalysis, with Arnold Rothstein, M.D., Roy Schafer, Ph.D., Glen Gabbard, M.D. moderator.** Winter meeting of American Psychoanalytic Association, New York, December 21, 2001.

Invited participant, Panel on Ferenczi and Jung: "Dialogue of unconscious: the Con(nie)scious version". History of Analytical Psychology Symposium, San Francisco, April 5-6, 2002.

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.

Discussant, "Holding the dialogue: a discussion of 'Re-envisioning Oedipus: making space for female uterine potency in Freud's phallogocentric model,'" (graduation paper by Barbara Blasdel, Ph.D.). Psychoanalytic Institute of Northern California, San Francisco, CA, May 4, 2002.

Invited participant (with Samoan Barish, Ph.D.), "The Center of Gravity", San Diego Self Psychology Group, Sanford Shapiro, M.D., June 8, 2002.

Invited participant, 6th International Sándor Ferenczi Congress, Turin, Italy, July 18-21, 2002: "To Re-Know: Reflections on the analyst's dialogue", with Gershon J. Molad

Invited participant, Turin Ferenczi Congress July 2002, experiential group workshop presentation with the Los Angeles chapter of the International Sandor Ferenczi Study Groups.

Workshop presentation (with Gershon J. Molad), "Notes on holding exile in the dialogue between analysts." To International Association for the History of Psychoanalysis, IXth International Meeting, "Psychoanalysis and Exile", Barcelona, Spain July 24-27, 2002.

Discussant, "Questing and questioning: some comments on Nancy Van Der Heide's paper, 'The Erotic Transference: Hope for a New Beginning,'" ICP-East PPT Open House, Pasadena, CA, August 24, 2002.

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.

Panel, "Experiencing the autobiographical dialogue," with Gershon J. Molad ("Some introductory notes on the autobiographical dialogue as the place of psychoanalytic space" and co-presenting with Samoan Barish ("The Center of Gravity"). International Federation for Psychoanalytic Education Annual Meeting, Fort Lauderdale, FL, October 25, 2002.

Panel moderator, "Living and Working Outside the Medical Model," Thomas Szasz, Pat Kavanaugh, Gerald J. Gargiulo, and co-moderator, Thomas Kirsch. International Federation for Psychoanalytic Education, Fort Lauderdale FL, October 25-27, 2002.

Co-Instigator, " 'Why Am I Here?' Getting Underneath the Fixed Narrative: A Roly-Poly Conversation Instigated by a Conceptual Artist and a Psychoanalyst" with Eugenia Butler, International Federation for Psychoanalytic Education, Pasadena, CA November 7-9, 2003.

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.” CONFERENCZI: Hungarian Analytical Ideas Revisited, sponsored by Hungarian Cultural Center and IMAGO (Multi-Lingual Psychotherapy Center), London, England, April 23-25, 2004.

Invited participant, “Cure is a strange notion” presented to “Exploring Transference and Cure in Contemporary Psychoanalysis,” Institute of Contemporary Psychoanalysis, Los Angeles, June 12, 2004.

Invited participant, “Where the dreams go.” And commentary on presentation by Katina Kostoulas, Ph.D. Presented to “One Hundred Years Down the Royal Road,” Newport Psychoanalytic Institute, Pasadena, October 2, 2004.

Presenter (with Gershon J. Molad) “From identification-relations (of power) to introjection-relations (of love): a note on ‘identification with the aggressor.’” International Nicholas Abraham and Maria Torok Conference, Paris, France, October, 2004.

Panel, “The responsible controversy.” With Gershon J. Molad, Katherine Schwarzenbach, Samoan Barish, Peggy DuBois, and Sharon Bassett. Presented to Fifteenth Annual Interdisciplinary Conference, International Federation for Psychoanalytic Education, November 5, 2004, Chicago, IL.

Invited lecturer, “El Arte Contemporáneo: una ventana al inconsciente.” Presentation of “Life Lessons” (in English, with concurrent Spanish and “whispered” translation) to Agape, México City, March 12, 2005.

Invited participant, “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.

Founders Conference: “Psychoanalysis and the Evolution of our Theories”. With Drs. Louis Breger, Doryann Lebe, David Markel, Robert Stolorow, and Estelle Shane. Institute of Contemporary Psychoanalysis, Los Angeles, February 20, 2010.

Invited Participant, Senior Analyst Presentation Program, Ethan Grumbach, Ph.D., chair. American Psychoanalytic Association semi-annual meeting, San Francisco, June 8, 2011.

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.

Invited discussant, “Enter the Mind and Heart of the Contemporary Psychoanalyst: Multiple Perspectives on a Clinical Case Involving Addiction.” ICP Open House, March 22, 2015.

Graduation speaker, Institute of Contemporary Psychoanalysis, Café Pinot, Los Angeles, May 3, 2015.

*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

Areta 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**

**Psy .D, Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, California, 2001.**

Ph.D., Psychology, California School of Professional Psychology, Los Angeles, California, 1976.

M.A., Psychology, California School of Professional Psychology, Los Angeles, California, 1974.

M.A., English Literature, Yale University, New Haven, Connecticut, 1964.

B.A., English and B.A., History, University of California at Berkeley, Berkeley, California, 1963. Phi Beta Kappa.

## **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.

**PSY.D. ESSAY:** The Control Case in the Making of a Psychoanalysis, Institute of Contemporary Psychoanalysis (Los Angeles, 2001).

**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 MD 23300**

**Business Address**

4800 SW Macadam Ave., Ste. 340  
Portland, OR 97239-3927  
(503) 295-9909

**Home Address**

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

*Vice Chair for Psychotherapy 2002-2008*

*Director of the Outpatient Services 2002-2008*

Portland, Oregon

Oregon Health & Science University  
Oregon Psychoanalytic Institute  
Oregon Psychoanalytic Institute  
Greater Kansas City Psychoanalytic

Oregon Health & Science University

Oregon Health & Science University

<i>Director of Behavioral Medicine with joint</i>	Center for Women's Health-
2001-2006 <i>appointment as Professor of Obstetrics-Gynecology</i>	Oregon Health & Science
University <i>Jack Aron Professor of Psychiatric Education and</i>	Karl Menninger School of
Psychiatry 1997-2001	
<i>Women's Mental Health</i>	and Mental Health Sciences
<i>Training and Supervising Analyst</i>	Topeka Institute for Psychoanalysis 1996-2001
<i>Geographic Rule Training and Supervising Analyst</i>	Greater Kansas City Psychoanalytic 1996-
2001	
	Institute
<i>Director, Eating Disorders Program</i>	The Menninger Clinic
1988-1992	
2000-2001	
<i>Faculty Member and Supervisor</i> 1983-	Karl Menninger School of Psychiatry
2001	and Mental Health Sciences
<i>Editor</i>	<i>Bulletin of the Menninger Clinic: A</i>
2001	1998-
	<i>Journal for the Mental Health</i>
	<i>Professions</i>
<i>Dean</i>	Karl Menninger School of Psychiatry
1997	1994-
<i>Vice President/Director of Education and Research</i>	The Menninger Clinic
1993-1997	
<i>Helen Malsin Palley Professor of Psychiatry</i> 1994-	Karl Menninger School of Psychiatry
1997	and Mental Health Sciences
<i>Director, Adult Outpatient Department</i> 1992-	The Menninger Clinic
1993	
<i>Medical Director, Women's Program</i> 1992-	The Menninger Clinic
1993	
<i>Section Chief</i> 1987-	C.F. Menninger Memorial Hospital
1992	
<i>Team Leader</i> 1983-	C.F. Menninger Memorial Hospital
1987	
<i>Staff Psychiatrist</i>	Menninger Clinic
1982-2001	

### **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

Duke University, Durham, NC

1973 history  
and zoology  
MD

Temple University School of Medicine 1978  
Philadelphia, PA

### **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  
1993 Standards

### **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-ConnollyGuide 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-ConnollyGuide 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-ConnollyGuide 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  
2007 psychoanalytic concepts to students who are  
not candidates  
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 Services 2001  
 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 Appointed 1999  
 Jack Aron Professor in Psychiatric Education 1997  
 Mentorship Award, from postdoctoral fellows in clinical psychiatry in the Karl Menninger School of Psychiatry and Mental Health Sciences 1997  
 Who's Who in America 1996-2008  
***Honors and Awards (cont.)***

Who's Who in American Women 1996-2002  
 William C. Menninger Teacher of the Year Award, from psychiatry residents in the Karl Menninger School of Psychiatry and Mental Health Sciences 1996  
 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  
 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  
 Menninger Alumni Association Publication Prize, Best Popular Press Book, *The Body Betrayed: Women, Eating Disorders, and Treatment* 1994  
 Sigma XI, The Scientific Research Society, Full Member 1994  
 Paul & Jansje M. Pruyser Professorship, Karl Menninger School of Psychiatry and Mental Health 1993

## Health Sciences

- 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, 1982 first-place graduation paper
- 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, Anclote Manor Hospital, Tarpon Springs, FL* 1986-

1988

*Probation Officer, Juvenile Division, Dauphin County, PA* 1973

**Academic Appointment**

*Seminar with Residents, OHSU* 2001-

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.)**

<i>J. Hambleton Abrahams Professorship in Clinical Psychiatry,</i> 1989	1988-
<i>Karl Menninger School of Psychiatry and Mental Health Sciences</i>	
<i>Paul &amp; Jansje Pruyser Professor in Clinical Psychiatry,</i> 1993- 1994	
<i>Visiting Professor, Smith College School of Social Work</i> 1993-1996	
<i>Karl Menninger School of Psychiatry and Mental Health Sciences</i>	
 <i>Psychotherapy Supervisor, The Menninger Clinic</i>	 1986-
2001	
<i>Career Development Seminar, Duke University</i>	1985

**Major Invited Workshops, Lectures, Presentations**

Full Day Workshop, Psychodynamic Psychotherapy of Eating  
September, 2014 Problems: Theory, Technique, and Research. Minneapolis  
Psychoanalytic Society, Minneapolis, MN

Invited Case Conference for Candidates, Minneapolis 2014 Psychoanalytic Institute, Minneapolis, MN	September,
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Essential Others in the Life and Work of Emily Carr: Michigan Psychoanalytic Society, Ann Arbor, MI 2014	March
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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
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Discussant, New Technologies in Psychoanalysis, American  
January 2014  
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,  
September, 2013  
and the Loss of Self (with L. Shershow, MD and N. Winters, MD). 26<sup>th</sup> Annual Fall  
Meeting, Oregon Psychiatric Association, Ashland, OR

Invited Discussant of Rita Teusch's paper, Sado-masochistic Relations June,  
2012  
Between Ego and Superego in Anorexic Patients, American Psychoanalytic Association  
Spring Meeting, Chicago

Discussion Group on Eating Disorders and Body Image Problems June,  
2012  
Over the Lifecycle, American Psychoanalytic Association Spring Meeting,  
Chicago

Half Day Seminar and Case Discussant, Countertransference Issues April,  
2012  
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  
January, 2012  
over the Lifecycle, American Psychoanalytic Association, New York, NY

Invited Speaker, Geriatric Eating Disorders: A Review (with Maria Lapid, MD and  
September, 2012  
T.A. Rummans, MD), Minnesota VA Medical Center, Minneapolis, Mn.

Discussion Group on Eating Disorders and Body Image Problems June,  
2011 over the Lifecycle, American Psychoanalytic Association, San  
Francisco, CA

Invited Paper and Panel Discussant, Eating Disorders and Addictions, April,  
2011  
Michigan Psychoanalytic Society, Ann Arbor, MI

Discussion Group on Eating Disorders and Body Image Problems  
January, 2011  
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 April, 2010

Grand Rounds, Eating Disorders Over the Life Cycle, Southwestern University Medical School, Dallas, TX. March, 2010  
Evening Outreach Seminar to Public, Eating Disorders: A Family Opportunity for Growth and Change, Dallas Psychoanalytic Society, Dallas, Tx

Full Day Seminar, Integrated Treatment of Eating Disorders, Columbia River Eating Disorder Project, Lewis and Clark College, Portland, OR Feb, 2010

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 Transference and Countertransference. The 19<sup>th</sup> Annual Renfrew Center Conference for Professionals, Philadelphia, PA. November, 2009

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 Continuing Education Program, Portland, OR. May, 2009

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 Psychoanalytic Association, NY, NY. January, 2009

Plenary Address: Transference, Countertransference, and other Quagmires in Treating Eating Disorders. National Eating Disorder Organization Annual Conference, Austin, TX. October, 2008

Plenary Address: Psychodynamic Issues in the Obese Patient. Yale University Update in Treatment of Obesity, Yale University, New Haven, Conn. October, 2008

Workshop: Psychoanalytic Understanding of Eating Disorders and Body Image Problems.  
September, 2008  
San Diego Center for Psychoanalysis, San Diego, CA.

Workshop: Eating Disorders and Body Image Problems: Case of a Refractory Patient. June,  
2008  
American Psychoanalytic Association Annual Meeting, Atlanta, GA.  
Panel Presentation: Resistance in the Treatment of Eating Disorders. Academy of Eating May,  
2008  
Disorders Annual meeting, Seattle, WA.

Lecture: Integrated Treatment of Eating Disorders. For the Special Interest Group in May,  
2008  
Psychoanalytic Psychotherapy, Academy of Eating Disorders Annual meeting, Seattle, WA.

Day Long Workshop: Integrated Treatment of Eating Disorders: Beyond the Body Betrayed.  
April, 2008  
Oregon Psychoanalytic Center, Portland, OR.

Plenary address: Integrated Treatment of Eating Disorders: A Lifecycle Perspective. April,  
2008  
International Association of Eating Disorder Professionals, Orlando, Florida

***Invited Workshops, Lectures, Presentations (cont.)***

Panel presentation: The "Difficult-to Treat" Patient. Oregon Psychiatric Association,  
February, 2008 Portland, OR.

Plenary address: Integrated Treatment of Eating Disorders: An Introduction. Oregon February,  
2008  
Psychiatric Association, Portland, OR.

Discussion Group: Eating Disorders and Body Image from a Psychodynamic and Close January,  
2008  
Process Attention Prospective, American Psychoanalytic Association, 77:4, 21:4.

Day Long Lecture: Healing the Healer; A Review of Contemporary Treatments of December,  
2007  
Eating Disorders. Annual Psychiatry Symposium, Stormont-Vail Medical Center, Topeka,  
Kansas

Discussion Group, Psychodynamic approaches to Eating Disorders in Adolescents, American  
June, 2007  
Psychoanalytic Association Annual Meeting, Denver, CO.

Pediatric Grand Rounds: "The Apple Doesn't Fall Far from the Tree:" Family Issues in the  
May, 2007 treatment of Eating Disorders, Oregon Health & Science University, Portland,  
OR.

Lecture: Whose body is it, anyway? Sexual issues & treatment in the eating disorder patient.  
May, 2007  
Conference on Sexual Issues, OHSU, Portland, OR.

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, 16<sup>th</sup> Annual Renfrew Center Foundation Conference, 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, 12<sup>th</sup> 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. 5<sup>th</sup> Annual Sheena's  
February, 2006  
Place Awareness Breakfast, Toronto, Canada

Discussion Group, Treatment of Eating Disorders Across the Life Cycle, American  
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  
2005  
Psychoanalytic Association, New York, NY

Discussion Group: Treatment of Eating Disorders and Body Image Problems Across the Life  
June, 2004  
Cycle, American Psychoanalytic Association, San Francisco, CA

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

Workshop: Psychodynamic Treatment of Eating Disorders: Theory and Clinical Application. April,  
2004  
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

Public Lecture: Healing Your Mind Can Help Your Brain: The New Science of Psychotherapy. January, 2004 OHSU Brain Awareness Series, Portland, OR

Discussion Group: Psychoanalytic Treatment of Eating Disorders and Body Image Problems January, 2004  
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 Association of Eating Disorders Professionals) Annual Meeting, Washington, DC August, 2003

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 August  
2002  
Professionals, Las Vegas, NV

Lecture: 12 Most Important Mental Health Secrets of Women, Oregon Geriatric Summer August,  
2002  
Institute. Portland, OR

Day Long Course: Treatment of Eating Disorders, American Psychiatric Association May,  
2002  
Annual Meeting, Philadelphia, PA

Invited Keynote Speaker and Workshop Leader: Annual Meeting of Australian and New April,  
2002  
Zealand Royal College of Psychiatrists, Brisbane, New South Wales, Australia

***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, May, 2001  
Meeting, New Orleans, LA

Panel Presentation: Psychotherapy of the Traumatized Patient, Symposia sponsored May, 2001  
by the Women's Psychiatric Association, American Psychiatric Association Annual Meeting, New Orleans, LA

Distinguished Clinician Seminar: Psychological Treatment of Women, American Psychiatric Association Annual Meeting, May, 2001  
New Orleans, LA

Invited Lecture: Second Chances, AOA Lecture, Temple University School of Medicine, March, 2001  
Philadelphia, PA

Invited Lecture: Feminist Psychoanalytic Psychotherapy of Eating Disorders, February, 2001  
Rome Psychoanalytic Society, Rome, Italy

Invited Lecture: Therapeutic Perspectives on Eating Disorders, International Clinical Workshop, February, 2001  
Rome, Italy

Grand Rounds: Psychotherapy of Eating Disorders: An Integrated Psychodynamic Perspective, January, 2001  
University of Cincinnati Medical School, Cincinnati, OH

OB/GYN Grand Rounds: Treatment of Eating Disorders and Related Conditions, Oregon Health Sciences University, Portland, OR  
January, 2001

Plenary Speaker: Treatment of Eating Disorders in the 21<sup>st</sup> 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 21<sup>st</sup> Century: Clinical Issues; and November, 2000  
Feminist Psychodynamic Psychotherapy of Eating Disorders, 10<sup>th</sup> 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  
October, 2000

Medical Complications, Salina Regional Medical Center, Salina, KS

Plenary Address: Integrating Mind, Body, and Spirit in the Prevention and Treatment of  
September, 2000

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 21<sup>st</sup> Century, University of Louisville, June, 2000

Department of Psychiatry, Louisville, KY

Lecture: Women's Mental and Sexual Health in the 21<sup>st</sup> Century [evening program sponsored June, 2000 by Pfizer Pharmaceuticals], Columbia, MO

Grand Rounds: Women's Mental Health in the 21<sup>st</sup> Century, University of Missouri-Columbia, June, 2000

Department of Psychiatry, Columbia, MO

Full-day course: Multimodal Treatment of Eating Disorders, American Psychiatric Association May, 2000

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 21<sup>st</sup> 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 November,  
1999  
21<sup>st</sup> 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  
October, 1999  
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 October,  
1999  
Services, Southwest Clinical Society, Kansas City, MO

Staying Mentally Fit at 40, 50, 60, and Beyond, Stormont-Vail Regional Medical Center's  
September, 1999  
Healthcare Program, Barnes & Noble Bookstore, Topeka, KS

Plenary Address: Psychodynamic Understanding of Eating Disorders in the 21<sup>st</sup> Century, August,  
1999  
International Association of Eating Disorders Professionals Annual Meeting, Phoenix, AZ

Transference and Countertransference Manifestations in the Difficult-to-Treat Eating Disorder  
August, 1999

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 May,  
1999  
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  
March, 1999

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

Plenary Address: Depression in Women: New Trends in Psychotherapeutic Approaches,  
September, 1998

Tulane University Annual Practice Update, Destin, FL

Plenary Address: The Person with an Eating Disorder: Diagnostic and Therapeutic Challenges  
September, 1998 for the 21<sup>st</sup> 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

Eating Disorders Across the Life Cycle, Eating Disorders Organization for Families, February, 1998 Rochester,

NY

Visiting Professor Presentation to Mental Health Clinicians: Eating Disorders Across February, 1998 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 February, 1998

Psychiatry, University of Rochester Medical School, Rochester, NY

Visiting Professor Presentation to Undergraduates: How to Recognize an Eating Disorder in a February, 1998

Friend and Help Her Get Treatment, Lincoln, NE

Plenary Address: Hope and Shame: Achieving Authenticity in the Therapist, Renfrew Center November, 1997

Annual Conference, Philadelphia, PA

Invited participant in workshop on eating disorders: Workshop on Women's Mental Health: November, 1997

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 November, 1996

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

Panel Presents: The Combination of Psychotherapy and Psychopharmacology: A Clinical May,  
1996

Dilemma [panel discussion and presentation with Glen O. Gabbard, MD, and Steven P.  
Roose, MD] American Psychiatric Association Annual Meeting, New York, NY

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 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 June,  
1995

Psychodynamic Perspective (with Katherine A. Halmi, MD), Milwaukee, WI

Workshop: Diagnosis, Medical Complications, Psychotherapeutic Strategies, Prevention  
May, 1995 of the Eating Disorders, Michigan Women's Psychological  
Association, Detroit, MI

Workshop: Anxiety Disorders in Women: Menninger Symposium, American Psychiatric May,  
1995

Association, Miami Beach, FL

Panel Presentation: Psychosocial Aspects of the Complicated Eating Disorder Patient, May,  
1995

American Psychiatric Association, Miami Beach, FL

Workshop: Parental Eating Disorders [workshop for pediatricians on children, adolescents,  
April, 1995 and parents with eating disorders], American Academy of  
Pediatrics, Philadelphia, PA

Lecture: Psychotherapeutic and Medical Challenges in the Refractory Eating Disordered Patient,  
March, 1995

Annual Update on Psychiatry, Park City, UT

Workshop for Family Practitioners: Women's Issues/Eating Disorders, Tri-State Area Family  
December, 1994

Practitioners Annual Review, Wichita, KS

Workshop: Psychotherapy of Eating Disorder Patients, Missouri Psychological Association, November, 1994 St. Louis, MO

Hilde Bruch Address: The Sexual Self of the Patient with an Eating Disorder, National Eating Disorders Association, Columbus, OH  
October, 1994

Disorders Association, Columbus, OH

Plenary address: Eating Disorders and the Professional, International Association of Eating Disorders Professionals, Phoenix, AZ  
August, 1994

Disorders Professionals, Phoenix, AZ

Lecture: Uncharted Waters: Psychodynamic Considerations in the Diagnosis and Treatment of Social Phobia, Menninger Symposium, American Psychiatric Association Symposium, Philadelphia, PA  
May, 1994

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

Association, St. Louis, MO

*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  
October, 1993

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

Lecture: The Psychology of Eating Disorders, Missouri Psychological Association, May, 1993  
Kansas City, MO

Kansas City, MO

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;  
October, 1992  
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 October,  
1991  
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 October,  
1990  
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  
May, 1990  
Disorders, American Psychiatric Association Annual Meeting, New York, NY

Course: The Difficult-to-Treat Eating Disordered Patient: and the Inpatient Treatment of Eating  
April, 1990  
Disorders, Fourth International Conference on Eating Disorders, 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*  
1987

*Conference*, Vienna, Austria

*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

Psychopathology of Expression

American College of Psychiatrists

American College of Psychoanalysts

Association

American Medical Association

Association

#### ***Professional Memberships (cont.)***

Oregon Psychiatric Association

Association

American Psychiatric Association (Distinguished Fellow) International Association of Eating  
Disorder

Sigma XI, The Scientific Research Society

American Society of

Association of Women Psychiatrists

International Psycho-Analytic

Oregon Psychoanalytic

American Psychoanalytic

Professionals

### **Committees and Offices Held**

Director, Oregon Psychoanalytic Institute 2008- present

Education Committee, Department of Psychiatry, Oregon Health & Science University 2002-2007

Committee for Revisions of Practice Guidelines on Eating Disorders, 3<sup>rd</sup> edition, American 2004-  
2006

Psychiatric Association

Chairman, Admissions Committee, Oregon Psychoanalytic Institute

2008

2004-

Education Committee, Oregon Psychoanalytic Institute

2001-present

Councilor, Association of Women Psychiatrists

2006

2003-

Program Committee, American Psychoanalytic Association

2005

2002-

Ad-Hoc Committee on Membership, American Psychoanalytic Association

1998

Public Affairs Committee, American College of Psychiatrists

1998

1997-

Counselor, Topeka Psychoanalytic Society

2000

1996-

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 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 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 Women's Committee 1981-1982

President, Fellows Association, Karl Menninger School of Psychiatry and Mental Health 1980-1981 Sciences



7. Zerbe KJ, (1990). Berthe Morisot's bipolar illness: art as therapeutic agent, in *Stress Management through Art*. Edited by Jakob I. Brookline, MA, American Society of Psychopathology of Expression, pp 71-85, 1990
8. Zerbe KJ, (1991). Management of countertransference with eating-disordered patients. *Psychodynamic Letter* 1(9):4-6.
9. Zerbe KJ, (1991). Consultation in the treatment of a self-mutilating patient can expand clinicians' horizons. *Psychiatric Times* 9(1):25-26.
10. Zerbe KJ, (1992). Why eating-disordered patients resist sex therapy: a response to Simpson and Ramberg. *Journal of Sex and Marital Therapy* 18(1):55-64.
11. Zerbe KJ, (1992). Recurrent Pancreatitis presenting as fever of unknown origin in a recovering bulimic. *International Journal of Eating Disorders* 12(3):337-340.
12. Zerbe KJ, (1992). The Phoenix rises from eros, not ashes: creative collaboration in the lives of five Impressionist and post-Impressionist women artists. *Journal of the American Academy of Psychoanalysis* 20(2):295-315.

**Professional Papers and Book Chapters (cont.)**

13. Zerbe KJ, (1992). Effective use of consultation in psychiatric practice. *Directions in*

*Psychiatry* 12(26):1-7.

14. Zerbe KJ, (1992). Eating disorders in the 1990s: an overview of clinical challenges and treatment implications. *Bulletin of the Menninger Clinic* 12(3):337-340.
15. Zerbe KJ, March S, Coyne C, (1993). Comorbidity in an inpatient eating disorders population: clinical characteristics and Treatment implications. *Psychiatric Hospital* 24(1/2):3-8.
16. Zerbe KJ, (1993). Whose body is it anyway? Understanding and treating psychosomatic aspects of eating disorders. *Bulletin of the Menninger Clinic* 57(2):161-177.
17. Zerbe KJ, (1993). Selves that starve and suffocate: the continuum of eating disorders and dissociative phenomena. *Bulletin of the Menninger Clinic* 57(3):319-327. [Also published in *Diagnosis and Treatment of Dissociative Disorders*. Edited by Allen JG, Smith WH. Northvale, NJ, Jason Aronson, pp 37-46].
18. Zerbe KJ, (1994). The last word. *Eating Disorders: The Journal of Treatment and Prevention* 2(3): 284-286.
19. Zerbe KJ, (1994). Uncharted waters: psychodynamic considerations in the diagnosis and treatment of social phobia. *Bulletin of the Menninger Clinic* 58(2, Suppl. A):A3-A20. [Reprinted in *Fear of Humiliation: Integrated Treatment of Social Phobia and Comorbid Conditions*. Edited by Menninger WW. Northvale, NJ: Jason Aronson, pp 1-18]
20. Zerbe KJ, (1995). Women, depression, and managed care. *Renfrew Perspective* 1(1):1,
- 9.
21. Zerbe KJ, (1995). The tragic actor: forms and transformations of narcissism in the life and work of Edouard Manet. *Psychoanalytic Review* 82(4):599-620.
22. Zerbe KJ. (1995). Integrating feminist and psychodynamic principles in the treatment of an eating disorder patient: Implications for using countertransference responses. *Bulletin of the Menninger Clinic* 59(2):160-176.
23. Zerbe KJ, 1995. Anxiety disorders in women. *Bulleting of the Menninger Clinic* 59(Suppl. A):A38-A52.
24. Zerbe KJ, (1995). The emerging sexual self of the patient with an eating disorder: implications for treatment. *Eating Disorders: The Journal of Treatment and Prevention* 3(3):197-215. [Reprinted in *Sexual Abuse and Eating Disorders*. Edited by Schwartz MF, L Cohn. New York: Brunner/Mazel, pp 134-154.]
25. Rock C, Zerbe KJ, (1995). Keeping eating disorders at bay. *Patient Care* 29(18): 78-90.
26. Zerbe KJ, (1996). The impact of parental eating disorders on children: the apple doesn't fall far from the tree. *Contemporary Pediatrics* 13(8):65-78.
27. Zerbe KJ, (1996). Feminist psychodynamic psychotherapy of eating disorders: theoretic integration informing clinical practice. *Psychiatric Clinics of North America* 19(4):811-827.
28. Zerbe KJ, (1996). Extending the frame: working with managed care to support treatment for a refractory patient, in *Treating Eating Disorders*. Edited by Werne J, Yalom ID. San Francisco, Jossey-Bass, pp 335-356.
29. Zerbe KJ, (1996). Anorexia nervosa and bulimia: when the pursuit of bodily perfection becomes a killer. *Postgraduate Medicine*, 99(1):161-169.
30. Zerbe KJ, (1997). Feminist psychodynamic psychotherapy of eating disorders: practical applications for clinical practice. *Eating Disorders Review* 8(4):1-4.

31. Sokol M, Steinberg D, Zerbe KJ, (1998). Childhood eating disorders. *Current Opinion in Pediatrics*, 10:369-377.
32. Zerbe KJ, (1998). Knowable secrets: transference and countertransference manifestations in eating disordered patients, in *Treating Eating Disorders: Ethical, Legal, and Personal Issues*. Edited by Vandereycken W, Beumont, PJV. London: Athlone Press, pp30-55.
33. Zerbe KJ, (1998). Eating disorders, in *Textbook of Women's Health*. Edited by Wallis LA. Philadelphia: Lippincott-Raven, pp 839-848.
34. Zerbe KJ, (1998). Countertransference issues in treating eating disorders: applying a feminist psychodynamic model. *Eating Disorders Review* 9(2):1-4.
35. Zerbe KJ, (1998). Anxiety disorders in women. *Medicine and Behavior* 1(6):1, 20-21.
36. Peebles-Kleiger MJ, Zerbe KJ, (1998). Office management of posttraumatic stress disorder: a clinician's guide to a pervasive problem. *Postgraduate Medicine* 103(5):181-194.
37. Zerbe KJ, (1999). A way of coping, in *Eating Disorders: Contemporary Issues*. Edited by Immell MH. San Diego, CA: Greenhaven Press, pp 77-90. **Professional Papers and Book Chapters (cont.)**
38. Zerbe KJ, (1999). Patient guidelines for coping with depression. *Academy of Clinical Psychology Bulletin* 5(2):7-10.
39. Zerbe KJ, (1999). La integrazione di principi femministi e psicodinamici nel trattamento di una paziente con disturbi della condotta alimentare: implicazioni nell' uso delle risposte controtransferali [Selves that starve and suffocate: the continuum of eating disorders and dissociative phenomena]. *Psicoterapia e Istituzioni [Psychotherapy and Institutions]* 6(1-2):33-49. (Translated by A. Ciocca, MD) [Reprinted from the *Bulletin of the Menninger Clinic* 57(3):319-327.]
40. Zerbe KJ, (1999). Di chi `e questo corpo? Il significato ed il trattamento degli aspetti psicosomatici dei disturbi della condotta alimentare [Whose body is it anyway? Understanding and treating psychosomatic aspects of eating disorders]. *Psicoterapia e Istituzioni (Psychotherapy and Institutions)* 6(1-2):13-32. (Translated by A. Ciocca, MD) [Reprinted from the *Bulleting of the Menninger Clinic* 57(2):161-177.]
41. Zerbe KJ, Steinberg DL, (2000). Coming to terms with grief and loss: can skills for dealing with bereavement be learned? *Postgraduate Medicine* 108 (6):97-98, 101-104, 106.
42. Zerbe KJ, (2000). Multimodal treatment of eating disorders. *Essential Pharmacology* 3(3):1-17. [Republished in *Directions in Psychiatry*.]
43. Zerbe KJ, (2000). Introduction to: "Psychiatric crises in primary care: a four-article symposium." *Postgraduate Medicine* 108(6):55, 59.
44. Holloway KJ, Zerbe KJ, (2000). Simplified approach to summarizations disorder: when less may prove to be more. *Postgraduate Medicine* 108(6):89-92, 95.
45. Zerbe KJ, (2001). The crucial role of psychodynamic understanding in the treatment of eating disorders. *Psychiatric Clinics of North America* 24(2):305-313.
46. Zerbe KJ, (2001). When the self starves: alliance and outcome in the treatment of eating disorders. In *Hungers and Compulsions: The Psychoanalytic Treatment of Eating Disorders and Addictions*. Edited by Petrucelli J, Stuart C. New York: Jason Aronson, Northvale, NJ 183-206.
47. Zerbe KJ, (2001). Insomnia. *Primary Care Update for Obstetricians and Gynecologists*, Volume 8, Number 2, March/April, pp. 82-87

48. Zerbe KJ, (2002). New perspectives on the psychotherapy of women: cost effective and clinical interventions. *Primary Care: Clinics in Office Practice*, Volume 29, Number 1, 211-222.
49. Zerbe KJ, (2002). Preface *Primary Care: Clinics in Office Practice*, Volume 29, Number 1 xi-xiv.
50. Zerbe KJ, Becker AE, Yager J, (2002). Eating disorders: update. *Psychiatric Update*, Volume 22, Number 3, 1-10 (Also available in audio form.)
51. Zerbe KJ, (2002). Eating Disorders in Midlife and Beyond: Transition and Transformation at a Crucial Developmental Stage. *Psychoanalysis and Psychotherapy* 19:1, 9-19.
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6. Zerbe, KJ: Eating Disorders. Consult Blog. New York Times, February, 2010
7. Zerbe, KJ: Eating Disorders. Book Review on Consult Blog of Hall's *Bulimia: A Guide to Recovery* and DeRossi *Unbearable Lightness: A Story of Loss and Gain*. New York Times, January, 2011

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10. Zerbe, KJ, (1995). “On Call” response to question on anxiety disorders. *The Menninger Letter* 3(8):8. August.
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3. Acts of Will: The Life and Work of Otto Rank by Lieberman EJ. *Bulletin of the Menninger Clinic* 51(6):577-578, 1987
4. The Role of Drug Treatments for Eating Disorders edited by Garfinkel PE, Garner DM. *Bulletin of the Menninger Clinic* 52(6):544-545, 1988
5. Trauma and mastery in Life and Art by Rose G. *Bulletin of the Menninger Clinic* 53(6): 543, 1989
6. Psychoanalytic Perspectives I Art (Vol. 2) edited by Gedo M. *Bulletin of the Menninger Clinic* 53(4): 363-364, 1989
7. Psychoanalysis and Women: Contemporary Reappraisals edited by Alpert JL. *Bulletin of the Menninger Clinic* 53(1):71-72, 1989

**Book Reviews (cont.)**

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9. The Art of Aging by McKee P, Kauppinen H. *Bulletin of the Menninger Clinic* 54(3): 426-427. 1990
10. Psychoanalytic Perspectives on Art (Vol. 3) edited by Gedo MM. *Bulletin of the Menninger Clinic* 54(3): 426-427, 1990
11. Dreams of Love and Fateful Encounters: The Power of Romantic Passion by Person ES. *Bulletin of the Menninger Clinic* 54(4): 556-557, 1990
12. Diagnostic Issues in Anorexia Nervosa and Bulimia Nervosa edited by Garner DM, Garfinkel PE. *Bulletin of the Menninger Clinic* 54(4): 560-561, 1990
13. Behind the Couch: Revelations of a Psychoanalyst by Stream HS, as told to Freeman L. *Bulletin of the Menninger Clinic* 54(4): 548-549, 1990
14. Psychoanalysis and Eating Disorders edited by Bemporad J, Herzog D. *Bulletin of the Menninger Clinic* 55(4):536-537, 1991
15. Michelangelo's Sistine Ceiling: A Psychoanalytic Study of Creativity by Oremland JD. *Bulletin of the Menninger Clinic* 55(3):405-406, 1991
16. *Conversations with Anorexics* by H Bruch; edited by Czyzewski D, Suhr M. *Bulletin of the Menninger Clinic* 55(2):262-263, 1991
17. Bulimia: Psychoanalytic Treatment and Theory edited by Schwartz HJ. *Bulletin of the Menninger Clinic* 55(1):124-126, 1991
18. Psychodynamic Treatment of Anorexia Nervosa and Bulimia Nervosa edited by Johnson CL. *Bulletin of the Menninger Clinic* 56(3):397-399, 1992
19. Portraits of the Artist by Gedo JE. *Bulletin of the Menninger Clinic* 56(1):120-121, 1992
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25. Transformations: Countertransference During the Psychoanalytic Treatment of Incest Real and Imagined by Siegel EV. *Journal of the American Psychoanalytic Association* 45(3):999-1001, 1997
26. The Psychology of Illness in Sickness and in Health by Druss RG. *Bulletin of the Menninger Clinic* 61(2):269-271, 1997
27. On Trying to Teach by Gardner R. *Bulletin of the Menninger Clinic* 61(1):124-125, 1997
28. The Many Faces of Eros: A Psychoanalytic Exploration of Human Sexuality by McDougall J. *Bulletin of the Menninger Clinic* 61(1):133-134, 1997
29. Love Relations: Normality and Pathology by Kernberg OF. *Bulletin of the Menninger Clinic* 61(4):549-550, 1997
30. Dynamic Therapies for Psychiatric Disorders edited by Barber JP, Crits-Christoph P. *Bulletin of the Menninger Clinic* 61(4):536-538, 1997
31. Danger and Defense: The Technique of Close Process Attention edited by Goldberger M. *Psychiatric Times* 14(3):6, 1997
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34. Eating Problems: A Feminist Psychoanalytic Treatment Model by Bloom C, et al. *Journal of the American Psychoanalytic Association* 46(2):631-634, 1998
35. Pictorial Expression in Psychiatry: Psychiatric and Artistic Analysis by Jakab I. *Bulletin of the Menninger Clinic* 64(4):547-548, 2000

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36. In Session: The Bond Between Women and Their Therapists by Lott D. *Psychiatric Times* 17(2):24, 2000
37. A Woman's Guide to Menopause and Hormone Replacement Therapy edited by Dennerstein L, Shelley J. *Bulletin of the Menninger Clinic* 65(1):126-127, 2001
38. Adolf Wolfi: Draftsman, Writer, Poet, and Composer edited by Spoerri E. *Bulletin of the Menninger Clinic*, 65(1), 117-118, 2001
39. The Talking Cure: The Science Behind Psychotherapy by Vaughan SC. *Bulletin of the Menninger Clinic*, 65(2):268-270
40. Body Image: A Handbook of Theory, Research, and Clinical Practice, by Cash, T. & Pruzinsky T. *Psychiatric Times*, 21:2, p. 61, 2004
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### **Transactions, Panel Reports, etc.**

1. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 50(4):414-416, 1986
2. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 50(5):507-510, 1986
3. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 50(6):597-599, 1986
4. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 51(2):225-226, 1987
5. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 51(6):584-589, 1987
6. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 52(1):87-92, 1988
7. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 54(3):409-412, 1990
8. Panel Report: Psychotherapy and Psychoanalysts: 50 years later. *Journal of the American Psychoanalysis Association*, 55:1, 229-238, 2007.

### **Miscellaneous**

1. Weak knees, strong spirits [letter to the editor]. *Women's Sports and Fitness* 7(9):8, 1985
2. A tribute to Stuart C. Averill, MD. *Bulletin of the Menninger Clinic* 53(5):381-383, 1989
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
6. Letter to the editor. *Topeka Capital-Journal*, p A-4, December 4, 1994
7. Giving just 10% [president's column]. *Kansas Psychiatric Society Newsletter*, 34(1):5, Fall 1996
8. Introduction [memorial to Stuart C. Averill, MD]. *Bulletin of the Menninger Clinic* 61(3):285-287, 1997
9. Rx for a political education [president's column]. *Kansas Psychiatric Society Newsletter* 34(4):1-2, Spring 1997
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

12. Honoring the patient's privilege [president's column]. *Kansas Psychiatric Society Newsletter* 34(6):1, Winter 1998
13. Reflections on psychiatry and the KPS [president's column}. *Kansas Psychiatric Society Newsletter* 35(1):1, Summer 1998
14. Anxiety disorders in women. *Medicine and Behavior*, 1(6), 1, 20-21, 1998
15. Editorial [about the value of psychodynamic psychiatry]. *Bulletin of the Menninger Clinic* 63(1):1-3, 1999
16. Introduction [to topical issue on "Integrating outcome measurement with clinical practice: the FACE Recording and Measurement System"] (with Jon Allen, Ph.D.) *Bulleting of the Menninger Clinic* 63(3):285-287, 1999

**Miscellaneous (cont.)**

17. Introduction to the Supplement on Anxiety Disorders. *Bulletin of the Menninger Clinic* 64(3-A):A1-A3, 2000
18. Engage Eating Disorder Patients [guest editorial]. *Clinical Psychiatry News* 21, January 2004
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
21. A message from the Director – elect, Oregon Psychoanalytic Center Newsletter. Spring, 2008

**Video Reviews:**

1. A season in hell. *Bulletin of the Menninger Clinic* 57(2):271-272, 1993
2. Dialogues with mad women. *Bulletin of the Menninger Clinic* 59(4):503-504, 1995

**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 - PRIVATE PRACTICE  
Present 10380 Ilona Ave 16055 Ventura Blvd. #1110 Los Angeles, CA 90064 Encino, CA 90655

Past

- 1965 - EASTERN STATE SCHOOL AND HOSPITAL  
1966 Trevese, 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 - DEPARTMENT OF PUBLIC SOCIAL SERVICE  
1967 Panorama City, California  
  
Evaluation and assessment of applicants for Aid to Families with Dependent Children.
- 1968 DEPARTMENT OF PUBLIC SOCIAL SERVICE  
Summer Panorama City, California Families in Crisis File.
- 1969 - RETAIL CLERKS MENTAL HEALTH DEVELOPMENT CENTER 1970 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

- 1998 "Boundary Dilemmas in Work with Children- Legal, Ethical and Clinical Issues." at Institute of Contemporary Psychoanalysis.
- 1999 "Relational Concepts in Psychoanalysis" at Institute of Contemporary Psychoanalysis.
- 2000- "History of Child Analysis" at Institute of Contemporary  
2001 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
- 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- "Clinical Considerations in Work with Children" at Jewish 2000  
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
- 1982 - Elected to Board of Directors, California State 1986 Society for Clinical Social Work (two terms).  
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 Faculty Relations Co-Chair, Fourth National Clinical Conference of National Committee on Psychoanalysis, 1992.
- 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- 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,  
Present Psychoanalytic Psychotherapy Program  
Chair: Psychoanalytic Psychotherapy Program, Candidate Progression Committee  
Three Terms as Board Member

**APPENDIX XXI** 



**2014 – 2015 Psychoanalytic Psychotherapy Training,  
Los Angeles Facilitator: Daniel Goldin L.M.F.T.  
First Year Group**

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#19

**First Semester**

**Session 1: September 6, 2014 Overview Instructor:  
Carol Mayhew, Ph.D., Psy.D.**

**Mitchell, S. (1993)** Hope and Dread in Psychoanalysis. Basic Books: New York. Intro. and Chapter 1, pp. 1-39.

**Strenger, C. (1989).** The Classic and the Romantic Vision in Psychoanalysis. International Journal of Psychoanalysis, 70, 593-610.

**Session 2: September 20, 2014 Freud and Psychoanalytic Beginnings  
Instructor: Joye Weisel-Barth, Ph.D., Psy.D.**

**Freud, S. (1910).** Five Lectures on Psycho-analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910): Five Lectures on Psycho-Analysis,*

**Session 3: October 11, 2014 Klein Instructor:  
Michael Pariser, Psy.D., Psy.D.**

**Klein, M. (1935)** A Contribution to the Psychogenesis of Manic Depressive States.

**Mitchell, S. and Black, M.(1995)** Melanie Klein and Contemporary Kleinian Theory, in *Freud and Beyond, Ch. 4, p85-111.*

**Davies, J. (2003).** Who's Bad Objects Are We Anyway?

**Session 4: October 18, 2014 Fairburn and Guntrip Instructor:  
Robin S. Cohen, Ph.D.**

**Guntrip, H. (1969).** "The Schizoid Personality and the External World," in Schizoid Phenomena, Object Relations and the Self, New York, IUP, pp. 17-48

**Session 5: November 8, 2014 Winnicott Instructor:  
Lynda Chassler, Ph.D.**

**Bacal, H. Harry Guntrip D.W. Winnicott Ch9 158-206**

**Winnicott, D.W. (1960).** The Theory of the Parent-Infant Relationship1, *IJPA*, 41:585-595.

**Winnicott, D.W. (1951).** Transitional Objects and Transitional Phenomena, Ch. XVIII, Collected Papers. Basic Books, Inc., NY.

**Winnicott, D. W. (1954).** Metapsychological and Clinical Aspects of Regression within the Psycho-Analytical set-up. Through Pediatrics to Psychoanalysis: Collected Papers, p. 278-294.

**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.**

**Heinz Kohlt and Ernest S. Wolf,** “The Disorders of the Self and Their Treatment: An Outline.” in International Journal of Psychoanalysis, 59:413-425

**Ernest Wolf,** “The Viennese Chicagoan,” at [www.psychologyoftheself.com/kohut/wolf.php](http://www.psychologyoftheself.com/kohut/wolf.php)

**Session 8: December 20, 2014      Intersubjectivity Theory: Atwood and Stolorow**

**Instructor: Jeffrey L. Trop, M.D.**

**Trop, J.L. (1995).** Self-Psychology and Intersubjectivity Theory. *Progress in Self Psychology*, Ch. 2, 11:31-45.

**Session 9: January 3, 2015      Intersubjectivity Theory: Orange and Brandchaft**

**Instructor: Estelle Shane, Ph.D.**

**Brandchaft, B., Sorter, D., Doctors, S. (2010).** Systems of Pathological Accommodation in Psychoanalysis in Toward an Emancipatory Psychoanalysis: Brandchaft’ s Intersubjective Vision, chapter 12, Routledge.

**Orange, D. (2009).** Kohut Memorial Lecture, Attitudes, Values, and Intersubjective Vulnerability, pps. 235-253.

Optional:

**Orange, D.M. (2011).** “What is Hermeneutics?”, *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*. New York, NY and Hove, East Sussex, UK: Routledge (Taylor & Francis Group).

**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.**

**Mitchell, S. (2004).** My Psychoanalytic Journey. *Psychoanalytic Inquiry*. Vol 24, No. 4, 531-541. (attached as a pdf).

**Mitchell, S. (1988).** *Penelope's Loom: Psychopathology and the Analytic Process*. In *Relational Concepts in Psychoanalysis: An Integration*. Cambridge: Harvard University Press., p. 271-306.

**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 *Contemporary 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.**

**Davies, J. (2004)** "Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil." A copy of the original paper as presented 2004 at the first meeting of IARPP following Stephen Mitchell's death.

**Fonagy, P. & Target, M.** "Relationships to Bad Objects: Repetition or Current Self-Disorganization?" Commentary on paper by Jody Davies, *Psychoanalytic Dialogues*, Nov/Dec 2004, vol. 14, no. 6: 743-731.

**Benjamin, J. (2004)** "Escape From the Hall of Mirrors: Commentary on paper by Jody Messler Davies,"

**Davies, Jody (2004)** "Reply to Commentaries," *Psychoanalytic Dialogues*, same volume.

**Session 15: April 11, 2015 Complexity Theory**  
**Instructor: Margy Sperry, Psy.D.**

**Sperry, M.** Expanding Our Horizons Complexity and Psychoanalysis

**Seligman, S. (2005)** *Dynamic Systems theories as a metaframework for psychoanalysis.* *Psychoanalytic Dialogues*, 15:285-319.

**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:

**Fonagy, P., and Target, M. (1998).** Mentalization and the Changing Aims of Child Psychoanalysis. *Psychoanalytic Dialogues*, 8:87-114.

**Jurist, E. (2005).** Mentalized Affectivity. *Psychoanalytic Psychology*, 22:426-444.

**Grebow, H. (2008).** A Tale of Two Minds: Mentalization and Adult Analysis. *International Journal of Psychoanalytic Self Psychology*, 3:16-33.

**Session 18 May 16, 2015 The Contributions of Infant Research to Contemporary Thinking**  
**Instructor: Helen Ziskind, Psy.D., M.S.W.**

**Morgan, A.C. (1997),** “The Application of Infant Research to Psychoanalytic Theory and Therapy., *Psychoanalytic Psychology*., 14:315-336

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.**

**Beebe, B. and Lachmann, F. (1994).** “Representation and Internalization in Infancy: Three Principles of Saliency,” *Psychoanalytic Psychology*, vol. 11, #2, pp127-165.

**Beebe, B. and Lachmann, F. (2002).** “An Interactive Model of the Mind for Adult Treatment,” Chapter 9 in *Infant Research and Adult Treatment: Co-constructing Interactions* , New York: The Analytic Press, pp. 209-232.

**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?

**2014 – 2015 Psychoanalytic Psychotherapy Training, Los Angeles**  
**Facilitator: Lewis Barth Ph.D.**  
**Second Year Group**

**Session 1: September 6, 2014      The Longitudinal Studies**  
**Instructor: Sue Mendenhall Psy.D., M.S.W.**

**Sroufe, L. Alan, Byron Egeland, Elizabeth A. Caroson, and W. Andrew Collins (2005),** The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood. New York: The Guilford Press.

**Table 4.1,** “Salient Issues in Development,” p. 66. **Chapter 12,** “Behavioral and Emotional Disturbance,” pp. 239-264.

**Grossman, Klaus #, Karin Grossman, and Everett Waters eds. (2005),** Attachment from Infancy to Adulthood: The Major Longitudinal Studies. Preface, pp. ix-xii. Chapter 9, “Attach Representations, Secure Base Behavior, and the Evolution of Adult Relationships: The Stony Brook Adult Relationship Project,” by Judith Crowell and Everett Waters, pp. 223-244.

**Lyons-Ruth, K. (2003).** “Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research,” JAPA, vol. 51, #3, pp. 884-910.

- 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 dominant affect for suicide?
- 5) What are 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 Chap 4

**Ullman, M. (1984).** Group Dream Work and Healing. *Contemporary Psychoanalysis*, 20:120-130.

**Session 5: November 8, 2014 Boston Change Group: Theory of Analytic Change and Enactment Instructor: Joye Weisel-Barth, Ph.D., Psy.D.**

**Boston Change Process Study Group (BCPSG) (2007).** The Foundational Level of Psychodynamic Meaning: Implicit Process in Relation to Conflict, Defense and the Dynamic Unconscious. *Int. J. Psycho-Anal.*, 88:843-860

**Stern, D.N., Sander, L.W., Nahum, J.P., Harrison, A.M., Lyons-Ruth, K., Morgan, A.C., Bruschweilerstern, N. and Tronick, E.Z. (1998).** Non-Interpretive Mechanisms in Psychoanalytic Therapy: The 'Something More' Than Interpretation. *Int. J. Psycho-Anal.*, 79:903-921

**Session 6: November 22, 2014 Comparative Theories; IST and Relational Instructor: Michael Pariser, Psy.D., Psy.D.**

**Trop, J.L. and Stolorow, R.D. (1992).** Defense Analysis in Self Psychology: A Developmental View. *Psychoanalytic Dialogues*, 2:427-442

**Mitchell, S. (1992).** Commentary on Trop and Stolorow' s "Defense Analysis in Self Psychology". *Psychoanalytic Dialogues*, 2:443-453

**Stolorow, R.D., Atwood, G. and Orange, D. (2002).** Cartesian Trends in Relational Analysis, in *Worlds of Experience*, Ch. 5, p.77-100

**Ringstrom, P. (2010).** Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory. *Psychoanalytic Dialogues*, 20:196-218.

**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.

**Mitchell, S. (1986).** Contemporary Psychoanalysis, 22:107-132 The Wings of Icarus:—Illusion and the Problem of Narcissism

**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:**

**Fonagy, P., and Target, M. (1998).** Mentalization and the Changing Aims of Child Psychoanalysis. Psychoanalytic Dialogues, 8:87-114.

**Jurist, E. (2005).** Mentalized Affectivity. *Psychoanalytic Psychology*, 22:426-444.

**Grebow, H. (2008).** A Tale of Two Minds: Mentalization and Adult Analysis. *International Journal of Psychoanalytic Self Psychology*, 3:16-33.

### **Second Semester**

**Session 11: February 7, 2015 Shame in Psychoanalysis Instructor:  
Lynne Jacobs, Ph.D.**

**Robert Karen,** Shame, in *Atlantic Monthly*, February, 1992.

**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 in 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**

**Instructor: Cathy Goldfarb, Psy.D., L.C.S.W. and Susan Fox Horn, Psy.D, L.C.S.W.**

**Cohen, G** Psychotherapy with Pg 195-207

**Laufer, E. (2000).** The Struggle Between Living and Dying The Analytic Treatment of a 90-Year-Old Woman. *Psychoanal. Rev.* 87-699-715

**Valenstein, A.F.(2000).** The Older Patient in Psychoanalysis. *J. Amer. Psychoanal. Assn.*, 48L 1563-1589.

**Session 15: April 11, 2015 Trauma and Dissociation Instructor:**

**Sylvia G. Jones, Ph.D., Psy.D.**

**Van der Kolk, B.and McFarlane, A. (1996).** The black hole of trauma. In B. Van der Kolk, A. McFarlane, and L. Weisaeth (Eds.) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society* (pp. 3-23). New York: Guilford.

**Davies, J. M. And Frawley, M. G. (1994).** Dissociation. In J. M. Davies and M. G. Frawley *Treating the Adult Survivor of Childhood Sexual Abuse* (pp. 62-85). New York Basic Books

**Session 16: April 18, 2015 Addiction and Psychoanalysis Instructor:**

**Daniel Goldin L.M.F.T.**

**Goldin D.** (2014) Addiction and Temporal Bandwidth, *International Journal of Psychoanalytic Self Psychology*, 9:3, 246-262

**Kohut, H.** (1977 a), Preface to *Psychodynamics of Drug Dependence*, ed. J. D. Blaine & D. A. Julius. National Institute on Drug Abuse Research, Monograph. Series #12, Washington, DC: Govt. Printing Office.

**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.**

**Anderson, F.S., (1998)** Psychic Elaboration of Musculoskeletal Back Pain: Ellens Story In Relational Perspectives on the Body, ed. L. Aron & F.S. Anderson, Hillsdale, NJ: University Press, pp 287-322

**Sletvoid, J. (2014)** The Embodied Analyst: From Freud and Reich to relationally. London and New York: Routledge, pp 1 -11

**Session 20: June 20, 2015 Final Class**

**Instructor: Janice S. Ehrlich, Psy.D., L.C.S.W. and Laura Sanderson, Psy.D., M.F.T.**

**2014 – 2015 Extension Program: Psychoanalytic Foundations**  
**Facilitator: Rochelle M. Reno Ph.D.**

**Session 1: September 20, 2014      Introduction to Contemporary Psychoanalysis**  
**Instructor: Carol Mayhew, Ph.D., Psy.D.**

**Mitchell, S. (1993).** Hope and Dread in Psychoanalysis. Basic Books: New York. Introduction and Chapter 1, pp. 1-39.

**Strenger, C. (1989).** The Classic and the Romantic Vision in Psychoanalysis. International Journal of Psychoanalysis, 70, 593-610.

**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).

**Freud, S. (1913).** On beginning the treatment, The Standard Edition, v 12, pp. 121-144.

**Freud, S. (1914).** Remembering, repeating, and working-through. The Standard Edition, v 12: 145-156.

**Session 3: November 22, 2014 Object Relations Theory Instructor:**  
**Lynda Chassler, Ph.D.**

**Winnicott, D. W. (1965).** The Theory of the Parent-Infant Relationship, The Maturational Processes and the Facilitating Environment. Madison, Wis.: International Universities Press.

**Winnicott, D.W. (1958).** Transitional Objects and Transitional Phenomena, Playing and Reality, Routledge Press.

**Winnicott, D. W. (1954).** "Metapsychological and Clinical Aspects of Regression within the Psycho-Analytical set-up. Through Pediatrics to Psychoanalysis: Collected Papers, p. 278-294.

**Session 4: December 20, 2014      Self Psychology**  
**Instructor: Estelle Shane, Ph.D.**

**Kohut, H. (1979),** The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

**Session 5: January 17, 2015 Intersubjective Systems Theory Instructor:**  
**Leonard David Bearne, Psy.D., M.F.T.**

**Stolorow, R.D., Brandchaft, B. & Atwood, G. E. (1987).** Transference: The organization of experience. In *Psychoanalytic Treatment: An Intersubjective Approach*, The Analytic Press (Ch. 3, pp. 28-46).

**Stolorow, R.D., Brandchaft, B. & Atwood, G. E. (1987).** Thoughts on the psychoanalytic cure.

In *Psychoanalytic Treatment: An Intersubjective Approach*, Hillsdale, NJ: The Analytic Press (Ch. ?, pp. 100-105).

**Stolorow, R. D. & Atwood, G. E. (1992).** The three realms of the unconscious. In *Contexts of Being*, Hillsdale, NJ: The Analytic Press (Ch. 2, pp. 29-42).

Recommended:

**Orange, D., Atwood, G. & Stolorow, R. D. (1997).** The Myth of Neutrality. In *Working Intersubjectively*, Hillsdale, NJ: The Analytic Press (Ch 3, pp. 35-45).

**Orange, D., Atwood, G. & Stolorow, R. D. (1997).** Contexts of nonbeing. In *Working Intersubjectively*, Hillsdale, NJ: The Analytic Press (Ch 4, pp. 45-66).

### **Session 6: February 7, 2015 Relational Theory**

**Instructor: Christina Emanuel, M.F.T., Psy.D.**

**Mitchell, S. (2004).** My Psychoanalytic Journey. *Psychoanalytic Inquiry*. Vol 24, No. 4, 531- 541. (attached as a pdf).

**Mitchell, S. (1988).** *Penelope's Loom: Psychopathology and the Analytic Process*. In *Relational Concepts in Psychoanalysis: An Integration*. Cambridge: Harvard University Press., p. 271-306.

### **Session 7: March 21, 2015 Comparison of Intersubjective Systems Theory and Relational Theory**

**Instructor: Michael Pariser, Psy.D., Psy.D.**

**Trop, J.L. and Stolorow, R.D. (1992).** Defense Analysis in Self Psychology: A Developmental View. *Psychoanalytic Dialogues*, 2:427-442

**Mitchell, S. (1992).** Commentary on Trop and Stolorow' s "Defense Analysis in Self Psychology". *Psychoanalytic Dialogues*, 2:443-453

**Stolorow, R.D., Atwood, G. and Orange, D. (2002).** Cartesian Trends in Relational Analysis, in *Worlds of Experience*, Ch. 5, p.77-100

**Ringstrom, P. (2010).** Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory. *Psychoanalytic Dialogues*, 20:196-218.

### **Session 8: April 18, 2015 The Contribution of Infant Research to Contemporary Thinking and Practice**

**Instructor: Helen Ziskind, Psy.D., M.S.W.**

**Morgan, A.C. (19979),** "The Application of Infant Research to Psychoanalytic Theory and Therapy.", *Psychoanalytic Psychology*., 14:315-336

**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.**

**Wallin, D.J.** (2007). Attachment in Psychotherapy, The Guildford Press, NY: pp. 9-51 (Chapters 2, 3, & part of 4)

Optional:

**Wallin, D.J.** (2007). Attachment in Psychotherapy, The Guildford Press, NY Chapter 6: The Varieties of Attachment Experience

**Session 10: June 20, 2015**

**Overview**



**2014 – 2015 Extension Program: Advanced Group  
Facilitator: Lyn Lockhart-Mummery Ph.D., Psy.D.**

**Session 1: September 20, 2014 “Being-in-the-World: Affectivity and the Organization of Experience.”**

**Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.**

**Stolorow, R. D. (2013)**, Intersubjective-Systems Theory: A Phenomenological – Contextualist Psychoanalytic Perspective, *Psychoanalytic Dialogues*, 23:484-489, 2013.

**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 Philosophical Reflections*: Chapters 1: The Contextuality of Emotional Life, p. 1-6, and Chapter 2: The Contextuality of Emotional Trauma, p. 7-12.

**Stolorow, R. D. (2007)**, *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*, Chapter 5: Trauma and the ‘Ontological Unconscious,’ pp 29-31.

**Orange, D., Atwood, G. & Stolorow, R. D. (1997)**, *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 5: Thinking and Working Contextually, pp. 79 – 83: Shame and Self-Loathing.

Stolorow, R. D. (2014), *Psychology Today Blog*: “The War on Grief:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201402/the-war-grief>

Stolorow, R. D. (2013), *PT Blog*, “The Shame Family:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201310/the-shame-family>

Stolorow, R. D. (2013), *PT Blog*, “On Valorizing Shame:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201310/valorizing-shame>

Stolorow, R. D. (2013), *PT Blog* “Integrating Emotional Trauma:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201303/integrating-emotional-trauma>.

Stolorow, R. D. (2013), *PT Blog*, “Portkeys to Trauma:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201309/portkeys-trauma>

Stolorow, R. D. (2012), *PT Blog*, “Never Again!:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201209/never-again>.

Stolorow, R. D. (2013), “Death, Afterlife, and Doomsday Scenario:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201312/death-afterlife-and-doomsday-scenario>

Stolorow, R. D. (2014), “When Grief Finds a Home:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201311/when-grief-finds-home>

**Session 2: October 18, 2014 Secrets Instructor:  
Stuart A. Wolman, M.D.**

**Bender, Karen E.** "Eternal Love," *The Best American Short Stories 1997*, edited by Annie Proulx, pp. 116-132.

Chekhov, Anton. "Love," *Love: Classics from the Modern Library*, 1999, pp. 3-8.

**Davis, Claire.** "Labors of the Heart," *The Best American Short Stories 2001*, edited by Barbara Kingsolver, pp. 78-94.

**Durban, Pam.** "World of Women," *All Set About with Fever Trees and Other Stories*, 1995, pp. 37-60.

**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.

McConville, M. *The Gift* Pp. 1-17

**Jacobs, L.** *Circumstance of Birth: Life on the Color Line* October 2012 Pp. 1-14

**Session 4: December 20, 2014 Transference & Countertransference from an Intersubjective-systems Perspective**  
**Instructor: Peter Maduro, J.D., Psy.D., Psy.D.**

**Stolorow, R. D. (2014)**, "Intersubjective-Systems Theory: a Phenomenological-Contextualist Psychoanalytic Perspective"

**Session 5: January 17, 2015**  
**Instructor: Lyn Lockhart-Mummery, Ph.D., Psy.D.**

**Davis, W. (2009).** "The Wayfinders, Why Ancient Wisdom Matters in the Modern Word," pps. 52-62.

Germer, C., Siegel, R., Fulton, P. (2005). *Mindfulness, What is it? What does it mean?*, "Mindfulness and Psychotherapy", pps. 3 – 27, Guilford Publications, Inc.

**Session 6: February 7, 2015 Freud's Papers on Technique**  
**Instructor: Lynne Oliva, Psy.D., M.F.T.**

Recommendations to Physicians Practising Psycho-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.**

**Levinson, D.M. & Atwood, G.E. (1999).** Chapter 10 A life of one's own: A case study of the loss and restoration of the sense of personal agency. *Progress in Self Psychology*, 15:163-181.

**Coburn, W.J. (1999).** Chapter 11 An instrument of possibilities: A discussion of Dorothy M. Levinson and George E. Atwood's "A life of one's own". *Progress in Self Psychology*, 15: 183-190.

**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 Ch1 13-29

**Session 10: June 20, 2015**

**Instructor: Lyn Lockhart-Mummery, Ph.D., Psy.D.**

**Overview**

**2014-2015 South Bay Extension Program  
Syllabus**

**Sept 13, 2014: Introduction to Contemporary Psychoanalysis. Instructor: Phil Ringstrom, Ph.D., Psy.D.**

**Readings:**

Ringstrom, P- Everything youve wanted to know about relational psychoanalysis but were too confused to ask

**Oct 11, 2014: Object Relations Theory. Instructor: Robin Cohen, Ph.D.**

**Readings:**

Winnicott, D.W. (1965) The theory of the parent-infant relationship. In: The Maturation Processes and Facilitating Environment. Madison, Wis: International Universities Press, pp. 37-55

Guntrip, H. (1969). "The Schizoid Personality and the External World," in Schizoid Phenomena, Object Relations and the Self, New York, IUP, pp. 17-48

**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:**

Howard S. Baker and Margaret N. Baker (1987), "Heinz Kohut's Self-Psychology: An Overview," The American Journal of Psychiatry, 144:1-9.

**January 10, 2015: Self Psychology Case Conference.**

**Instructor: Gordon Berger, Ph.D.**

**Readings:**

Heinz Kohlt and Ernest S. Wolf, "The Disorders of the Self and Their Treatment: An Outline." in International Journal of Psychoanalysis, 59:413-425

Ernest Wolf, "The Viennese Chicagoan," at [ww.psychologyoftheself.com/kohut/wolf.php](http://ww.psychologyoftheself.com/kohut/wolf.php)

**Feb 21, 2015: The Contribution of Infant Research to Contemporary Thinking And Practice.**

**Instructor: Sue Mendenhall, M.S.W., Psy.D.**

Zeanah, D., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," Journal of American Academy of Child and Adolescent Psychiatry, vol. 28, #5, pp.657-688.

Lichtenberg, J.D. (1988). "A Theory of Motivational-Functional Systems as Psychic Structure," JAPA, vol. 36, pp. 57-72.

Beebe, B., and Lachman, F. (2002). "An Interactive Model of the Mind for Adult Treatment," Chapter 9 in Infant Research and Adult Treatment: Co-constructing Interactions, New York: The Analytic Press, pp. 209-232.

**Mar 14, 2015: Intersubjective Systems Theory. Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.**

**Readings:**

Stolorow, R. D. (2013), Intersubjective-Systems Theory: A Phenomenological - Contextualist Psychoanalytic Perspective, Psychoanalytic Dialogues, 23:484-489, 2013.

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 Philosophical Reflections: Chapters 1: The Contextuality of Emotional Life, p. 1-6, and Chapter 2: The Contextuality of Emotional Trauma, p. 7-12.

Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 5: Trauma and the Ontological Unconscious,"pp 29-31.

Orange, D., Atwood, G. & Stolorow, R. D. (1997), Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 5: Thinking and Working Contextually, pp. 79 – 83: Shame and Self-Loathing.

Stolorow, R. D. (2014), Psychology Today Blog: "The War on Grief:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201402/the-war-grief>

Stolorow, R. D. (2013), PT Blog, "The Shame Family:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201310/the-shame-family>

Stolorow, R. D. (2013), PT Blog, "On Valorizing Shame:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201310/valorizing-shame>

Stolorow, R. D. (2013), PT Blog "Integrating Emotional Trauma:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201303/integrating-emotional-trauma>.

Stolorow, R. D. (2013), PT Blog, "Portkeys to Trauma:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201309/portkeys-trauma>

Stolorow, R. D. (2012), PT Blog, "Never Again!:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201209/never-again>.

Stolorow, R. D. (2013), "Death, Afterlife, and Doomsday Scenario:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201312/death-afterlife-and-doomsday-scenario>

Stolorow, R. D. (2014), "When Grief Finds a Home:" <http://www.psychologytoday.com/blog/feeling-relating-existing/201311/when-grief-finds-home>

**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

June 13, 2015: Relational Theory. Instructor: Elaine Silberman, Ph.D., Psy.D.

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**

**Facilitators: Marian Richetta, Psy.D., M.F.T. & Mary Walters, L.C.S.W., Psy.D.**

## **CLASS SCHEDULE:**

**Sept 20, 2014: Evolution of Contemporary Psychoanalysis**

Instructor: Sanford Shapiro, M.D

Shapiro, S. Contemporary Psychoanalysis – A 50 Years Perspective

**Oct 18, 2014: Innovative Principles in the Psychoanalysis of Breakdown: A Close Look at the Work of Christopher Bollas Instructor: Susan Mull, Ph.D.**

**Bollas, C. (2013).** *Catch Them Before They Fall: The Psychoanalysis of Breakdown*, New York: Routledge. pp. 1-107.

**Nov 22, 2014: The Relational Turn in Psychoanalysis  
Instructor: Robin S. Cohen, Ph.D.**

**Aron, L. (1996)** The relational orientation. In *A Meeting of Minds: Mutuality in Psychoanalysis*. Hillsdale, NJ: The Analytic Press, preface

**Aron, L. (1996)** The relational orientation. In *A Meeting of Minds: Mutuality in Psychoanalysis*. Hillsdale, NJ: The Analytic Press, pp. 1-30.

**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.**

**Strozier, C. (1985).** “Glimpses of a Life. Heinz Kohut (1913-1981),” in *Progress in Self Psychology*, ed A. Goldberg, Guilford Press, NY, vol. 1, pp. 3-18.

**Miller, J. (1985).** “How Kohut Actually Worked,” in *Progress in Self Psychology*, ed. A. Goldberg, Guilford Press, NY, vol. 1, pp 13-30.

**Stolorow, R. et al. (1987).** *Psychoanalytic Treatment: an Intersubjective Approach*, NJ: The Analytic Press, pp. 1-27.

**Shane, E. (2006).** “Developmental Systems Self Psychology,” *Int. J. Psychoanal. Self Psychol.*, pp. 23-45.

**Feb 28, 2015: Stephen Mitchell: An Overview of his Theoretical and Clinical Work.  
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 Tongues Between 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:**

**Fonagy, P., and Target, M.** (1998). Mentalization and the Changing Aims of Child Psychoanalysis. *Psychoanalytic Dialogues*, 8:87-114.

**Jurist, E. (2005).** Mentalized Affectivity. *Psychoanalytic Psychology*, 22:426-444.

**Grebow, H. (2008).** A Tale of Two Minds: Mentalization and Adult Analysis. *International Journal of Psychoanalytic Self Psychology*, 3:16-33.

**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

Beebe, B., Sorter, D., Rustin, J., Knoblauch, S.H. (2003). A Comparison of Meltzoff, Trevarthen, and Stern. *Psychoanal. Dial.*, 13:777-804.

**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.

Orange, Atwood, & Stolorow (1997), *Working Intersubjectively*, Chapter 5: “Thinking and Working Contextually”

Stolorow, R. D. (2014) “Psychology Today” blog: “The Shame Family”

**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.**

Daniel Goldin M.A. (2014) Addiction and Temporal Bandwidth, International Journal of Psychoanalytic Self Psychology, 9:3, 246-262.

Kohut, H. (1977 a), Preface to Psychodynamics of Drug Dependence, ed. J. D. Blaine & D. A. 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

Twemlow, S.W., Parens, H. (2006). Might Freud's Legacy Lie Beyond the Couch?. Psychoanal. Psychol., 23:430-451.

**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., 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 Crusoe, M.F.T., Psy.D**

Orange, D. Atwood, G. “Working Intersubjectively” Chapter 5, esp pp. 79 – 83 (working contextually w shame & self loathing).

Lynne Jacobs article on Shame in the Therapeutic Dialogue.

Morrison, A.P. (1994) The Breadth and Boundaries of a Self-Psychological Immersion in Shame: A One-and-a-Half Person Perspective, *Psychoanalytic Dialogue*, 4:19-35

**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, *Adolescent Psychiatry*, vol 23, Developmental and Clinical Studies, Esman, A, editor, Analytic Press, N.J.

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, D.W., (1983) Chap 17, *Struggling Through the Doldrums, Deprivation and Delinquency*, Tavistock Publications, London.

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.**

Orr, D. (1954), Transference and countertransference: A historical survey. *J. Amer. Psychoanal. Assoc.*, 2: 621-670. (READ second section on countertransference)

Epstein, L and Feiner, A. H. (1979), Countertransference: the therapist's contribution to treatment. *Contemporary Psychoanalysis*, Vol. 15, No. 3, pp. 489-513.

Coburn, W. J. (1999). Attitudes of embeddedness and transcendence in psychoanalysis: Subjectivity, self-experience and countertransference. *Journal of The American Academy of Psychoanalysis*, Vol. 26, No. 2.

**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.**

Slade, Arietta (1999). "Representation, Symbolization, and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," *Psychoanalytic Inquiry*, vol. 19, # 5, pp. 797-830.

Byng-Hall, John (1995). "Creating a Secure Family Base: Some Implications of Attachment Theory for Family Therapy," *Family Process*, pp. 45-58.

Byng-Hall, John (1986). "Family Scripts: A Concept Which Can Bridge Child Psychotherapy and Family Therapy Thinking," *Journal of Child Psychotherapy*, pp. 3-13.

**May 9, 2015: Psychoanalytic perspectives on Eating Disorders & Addictions**

**Instructor (s): Sona DeLurgio, Psy.D., M.F.T.**

Bromberg, P. (2006) Treating patients with symptoms and symptoms with patience. In *Awakening the Dreamer* (pp. 108 – 127). New Jersey & London: The Analytic Press.

Jones, D.B. (2009). Addiction and Pathological Accommodation: An Intersubjective Look at Impediments to the Utilization of Alcoholics Anonymous. *Int. J. Psychoanal. Self Psychol.*, 4:212-234

**June 13, 2015: How Do Contemporary Clinicians Make Use of Infant Research?**

**Instructor (s): Helen Ziskind, Psy.D., M.S.W.**

Morgan, A.C. (19979), "The Application of Infant Research to Psychoanalytic Theory and Therapy.", *Psychoanalytic Psychology.*, 14:315-336

Worrall, C. "I can because you can: the intersubjective nature of self agency"

## Appendix XXII

### 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.

Sexual harassment may take many forms. Sexual assault and requests for sexual favors that affect educational or employment decisions constitute sexual harassment. However, sexual harassment may also consist of unwanted physical contact, requests for sexual favors, visual displays of degrading sexual images, sexually suggestive conduct, or offensive remarks of a sexual nature.

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

The Institute of Psychoanalysis (ICP) does not and shall not discriminate on the basis of race color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexualorientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients and will not tolerate discrimination

The Institute of Psychoanalysis is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion,

creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of the Institute of Psychoanalysis has been discriminated against is strongly encouraged to report this concern promptly to the President(s) of ICP. Discriminatory harassment or intimidation of staff, clients, volunteers, subcontractors, vendors, and clients, in any of its activities or operations is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the President(s) or Ombudsman's office and if substantiated prompt action will be taken.

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