



**Institute of Contemporary  
Psychoanalysis**

**CATALOG**

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# MISSION, VISION AND OBJECTIVES

## **MISSION**

ICP is a diverse community comprised of members, students, 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 students, 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.

## **VISION**

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, students, 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.

## **OBJECTIVES**

- 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.
- Learn about contemporary psychoanalytic theory and approaches in depth.
- Understanding of the diverse theory and practice of contemporary psychoanalysis
- Acquire the skill of expressing both theoretical and clinical ideas in writing.
- Demonstrate clinical skill and understanding of basic psychoanalytic principles through their performance in supervision, written case reports, seminars and final paper/project.

# GENERAL INFORMATION

## APPROVALS

Institute of Contemporary Psychoanalysis is a private institution approved to operate by the California Bureau for Private Postsecondary Education. 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.

## FACILITIES

Institute of Contemporary Psychoanalysis 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.

All instruction takes place at: 10780 Santa Monica Blvd., #350, Los Angeles, CA, 90025

# ADMISSIONS POLICIES AND PROCEDURES

*All programs within the catalog are not always offered. Please check with Administration to determine if the program of interest has a scheduled start date.*

*Students can be called candidates - it is the same meaning and can be interchanged.*

## PSYCHOANALYTIC TRAINING PROGRAM (PTP)

### POLICY

Admission requires that the prospective student:

- 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.
- Must be currently licensed to practice as a mental health practitioner within the state licensed;
- Be provided the Catalog; and
- Be provided the School Performance Fact Sheet.
- Complete or have:
  - Autobiography
  - Curriculum Vitae
  - Certificate of Insurance
  - Interview(s)
  - Reference Letters
  - Application Fee

- 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.

Each prospective student must show through autobiography, interview(s) and references 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:

- Enough maturity to allow for an openness to a variety of perspectives.
- Enough experience to be able to comprehend psychoanalytic concepts within a clinical process.
- Ability to be self-reflective and a desire for personal exploration and growth.
- An interest in learning within the context of a cohort of peers and within a greater community.

### **PROCEDURE**

Admissions procedures include meeting with an Institution representative to review continuing education goals, catalog, School Performance Fact Sheet, and graduation requirements. Each prospective student must:

- Must provide evidence of graduate degree by means of a transcript (not required to be an official);
- Submit a photocopy of current license;
- Review the Catalog;
- Review School Performance Fact Sheet, initial, date and sign; and
- Provide:
  - Autobiography - Self-reflective personal autobiography and include any experiences in your life that you feel directed you toward your interest in psychoanalytic studies and practice. We would prefer no more than 4 double spaced pages.
  - Curriculum Vitae - Including schools attended, professional and clinical experience, and degrees received. Include training/study that has informed you as to psychoanalytic theory and its clinical application.
  - A photocopy of Certificate of Insurance
  - Participate in four (4) Interviews
  - Reference Letters - – minimum of three (3)
  - Pay the Application Fee
- Research psychoanalysts must provide documentation of having a Ph.D.in an academic discipline and must become approved by the Medical Board of California for a research psychoanalyst license.

### ***Process***

1. Student's application is received and sent to the committee chair(s).
2. 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.

3. The application fee has been submitted.
4. 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.
  - *Full-time applicants are informed that they are required to be in a 4-5 times a week analysis by the first day of class.*
5. Applicants are informed of the admission's process timeline.
6. 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.
7. The Admission Committee Chair then takes the recommendation of the Admissions committee to the ICP Board of Directors for their vote.
8. Depending on the outcome of the Board, the applicant is notified that they have been accepted or rejected for admission to ICP by email.

- Complete an enrollment agreement.

## **PSYCHOANALYTIC PSYCHOTHERAPY TRAINING PROGRAM**

### **POLICY**

Admission requires that the prospective student:

- 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.
- Must be currently licensed to practice as a mental health practitioner within the state licensed;
- Be provided the Catalog; and
- Be provided the School Performance Fact Sheet.

### **PROCEDURE**

Admissions procedures include meeting with an Institution representative to review continuing education goals, catalog, School Performance Fact Sheet, and graduation requirements. Each prospective student must:

- Must provide evidence of graduate degree by means of a transcript (not required to be an official);
- Submit a photocopy of current license;  
Review the Catalog; and
- Review School Performance Fact Sheet, initial, date and sign.

The applicant is notified that they have been accepted or rejected for admission to ICP by email.

- Complete an enrollment agreement.

**\*\*\*NOTICE FOR ALL PROGRAMS\*\*\***

Due to Section 66024.5 of the California Education Code a postsecondary educational institution shall not inquire about a prospective student's criminal history on an initial application form or at any time during the admissions process before the institution's final decision relative to the prospective student's application for admission. ICP will review each admitted student's license online and should there be a violation published that raises a concern the student will be notified. If the student is withdrawn from the program ICP will refund any monies paid minus the non-refundable application fee.

### **INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE SERVICES**

Institute of Contemporary Psychoanalysis does not offer visa services to prospective students from other countries or English language services. Institute of Contemporary Psychoanalysis does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by licensure and successfully completing all admission requirements.

### **ACCEPTANCE OF CREDIT**

Prior to matriculation at ICP, a student may have previously completed coursework as part of psychoanalytic training at a psychoanalytic institute approved by the Board of Directors (any Institute approved by ACPEinc, IPA, or APsyaA, or a Psychoanalytic Institute with equivalent standards). In such cases, the student, through their Advisor, may petition both the Student Progression Committee (SPC) and Curriculum Committees to receive credit for coursework that is equivalent to that required or accepted at ICP. Regardless of the amount of training previously acquired, the student must have, at a minimum, one year of residence in the ICP psychoanalytic training program in order to graduate from ICP's training program.

Should the student request credit for previous coursework, it is the responsibility of the student's Advisor to review the student's documentation of previously completed studies and petition the Board of Directors on the student's behalf. Such documentation must accompany a written request for course credit and must be presented to the SPC and/or Education and Curriculum Committee for their decision.

Credit for only two supervised cases may be considered for credit. ICP requires that any student complete a minimum of one 18-month supervision with an ICP-Training/Supervising Analyst.

Institute of Contemporary Psychoanalysis does not evaluate nor accept credit by means of experiential learning, challenge examinations, or achievement tests. The Institute does not accept transfer of credit for the PPT program.

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

The transferability of credits you earn at Institute of Contemporary Psychoanalysis is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate 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 Institute of Contemporary Psychoanalysis to determine if your credits or certificate will transfer.

## **PROGRAMS**

### **PSYCHOANALYTIC TRAINING PROGRAM (PTP)**

**Program Length:** 32 Semester Credits / 4 Years

**Delivery:** Residential

**Cumulative Final Exam:** None

**Graduation Document:** Certificate of Completion

**Standard Occupational Codes / Potential Employment Titles:** None, Continuing Education Program

#### **PROGRAM DESCRIPTION AND OBJECTIVE:**

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

#### ***Core Psychoanalytic Competencies***

Contemporary psychoanalysis is a treatment for emotional discomfort and pain, an avenue for self-discovery and personal growth, and a means toward establishing and enhancing relationships with others. It is an interpersonal experience that emphasizes the healing properties of two or more people working collaboratively to make sense of things in a way that is meaningful to the patient. It is a form of psychotherapy that aims to explore unconscious processes and relational patterns, in order to expand understanding, facilitate development of psychological capacities, and enable character change. Psychoanalytic work is characterized by depth and intensity, achieved through frequent sessions over a long term, and by the use of the therapeutic relationship as an important vehicle for understanding and change. Students acquire core psychoanalytic competencies through undergoing their own personal analysis, participating in didactic learning of psychoanalytic theory, concepts, and skills, and by conducting three supervised control cases.

Psychoanalysis has evolved over time to include many different theoretical models, and Students learn how different theories influence their understanding and approach to psychoanalysis. Students are encouraged to find their own analytic voice, and a way of

working that is responsive to the uniqueness of each patient and analytic dyad. The following core competencies are used as a guideline to develop curriculum and assess a Student's growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients and develop certain clinical skills, and to reflect on the analytic process and communicate their knowledge:

### ***Assessment & Diagnosis***

- a. Formulate a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Make appropriate clinical diagnoses and treatment recommendations with consideration of the patient's history, symptoms, level of functioning, and psychological capacities- both strengths and vulnerabilities. Identify unconscious organizing principles, ways of being, beliefs, and patterns. Understand the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.
- b. Consider the person in context- including developmental, biological, and socio-cultural influences.

### ***Analytic Listening & Attitude***

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

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

- a. Working alliance & frame - establish and maintain a working relationship with the patient, and address issues related to handling of fees, use of couch, frequency of sessions, and communication outside of session.
- b. Technique- choose appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.
- c. Transference- uses the therapeutic relationship as a central vehicle for understanding and change and shows the ability to work with positive and negative transference. Understand the differences and inter-relationship between the repetition of old patterns in the transference, the need/hope for new relational experience, and the way experience is co-created in the present by two interacting subjectivities - the patient's and analyst's.
- d. Countertransference - use countertransference to facilitate understanding of patients' unconscious processes, demonstrate a capacity to contain reactivity in response to countertransference pressures, and explore how countertransference

reactions stem from one's own dynamics and are co- created out of intersubjective experience.

- e. Working through- conduct ongoing work with the patient's unconscious dynamics as they are revealed over time in the transference and extra- transference material.
- f. Resistance- address fears and defenses (self-protective measures) that interfere with understanding, change, or the analytic process.
- g. Enactments- explore and work through impasses, and consider unconscious factors emerging from both the patient and the analyst.
- h. Termination- be able to recognize characteristics that may indicate readiness for termination and describe the termination process.

### ***Supervision***

- a. Supervision- remain open to feedback from supervisors, as well as peers and other mentors. Be able to consider alternative interventions and theories.
- b. Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

### ***Evaluating the Process & Outcome***

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

### ***Writing***

- a. Write clinical reports and comprehensive case summaries that demonstrate a psychoanalytic understanding of the patient, their major dynamics and the process- including important transference themes, countertransference experience, and an assessment of what changes. Demonstrate coherence, without rigidity, between one's espoused theory and one's understanding and approach.

### ***Ethics***

- a. Conduct self professionally, with uncompromising commitment to the patient's well-being.

- b. Act with integrity, upholding boundaries and ethical standards. Seek consultation when needed.
- c. Protect the patient's confidentiality and anonymity in all.

### ***PROGRAM PROGRESSION***

1. The student will enroll in all required courses, based on year, with continued enrollment until the required 32 units have been completed. Upon completion of all required courses, the student may enroll in electives.

### **REQUIRED YEAR 1:**

#### **COURSE TITLE: BASIC CONCEPTS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

#### **COURSE DESCRIPTION:**

This course seeks to demonstrate that the basic concepts of psychoanalysis are not static, obdurate ideas that once learned can guide one throughout one's life as a psychoanalytic clinician. Rather, beginning with Freud's work these concepts are objects that have been adopted, scrutinized, amended, rejected, and intensely fought over throughout the history of our field. Basic concepts are historically situated and thus subject to change according to the needs, interests and preoccupations of the clinicians who employ them and of the patients who are subject to them. But whatever the context or theoretical orientation within which they exist, they form the background to how we listen, hear, and speak in the clinical encounter.

#### **COURSE TITLE: FREUD: A CRITICAL HISTORICAL OVERVIEW**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

#### **COURSE DESCRIPTION:**

Recognized as the father/founder of psychoanalysis, Freud presented ideas and created a vocabulary for intrapsychic and relational experiences that continue to play central roles in psychoanalytic thinking. This course looks to deepen as well as broaden students' existing knowledge of Freud, his background, and his work. The course will focus on the multi-faceted nature of Freud's theories, moving away from a monolithic one-dimensional reading of Freud in order to create space in our thinking and in Freud's writing that will lend itself to discovering Freud's contemporary value in psychoanalytic thinking. The socio-historical context in which Freud was immersed, as well as contemporary, analytic engagements with Freud's work will offer additional context in the consideration of Freud's work.

#### **COURSE TITLE: HISTORY OF PSYCHOANALYSIS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 126 meetings = 15 hours / 1 unit

#### **COURSE DESCRIPTION:**

This 6-session course surveys the major developments in the history of psychoanalysis, beginning with the intellectual and cultural background from which Freud emerged and ending with our present experience at ICP. Beginning with Freud and the establishment of psychoanalysis readings will consider psychoanalysis as an institution and ensuing

conflict with the early dissenters. The course will trace the divergence of the British and American lines of analytic thought and technique with emphasis on the Second World War's effect on this bifurcation. We will next consider the post-war developments, including object relations, ego psychology, Bowlby's attachment research, and the interpersonal school. Finally, we will investigate contemporary analytic context, including self-psychology and the "Relational Turn," as well as summarizing and reflecting on our own thinking about what we find meaningful.

**COURSE TITLE: CLINICAL AND THEORETICAL IMPLICATIONS OF CONTEMPORARY RESEARCH IN INFANT AND TODDLER DEVELOPMENT**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

**COURSE DESCRIPTION:**

Over the past four decades an impressive and growing body of research on infant and toddler development has emerged. Different strands of research findings have revealed astonishing information about the development of infant capabilities, the importance of interaction micro-processes for future development, and the significance of attachment throughout the lifespan. This course focuses on research findings within these three branches of exploration, together with different theorists' ideas about the implications of this research for psychoanalytic theory and practice, including conceptualizations of the self and self in relation to others, human motivation, development and pathology, and clinical practice and technique.

**COURSE TITLE: CLINICAL CASE SEMINAR: ANALYSTS PRESENTING CASES**

**COURSE SEMESTER CREDITS:** 2.5 hours X 6 meetings = 15 hours / 1 unit

**COURSE DESCRIPTION:**

Psychoanalysis has evolved over time to include greater theoretical diversity, and understanding how the different theories translate into clinical practice can be quite a challenge. This course addresses how psychoanalysts actually work, offering students the opportunity to delve into what analysts actually do - how they work in the transference and formulate interpretations, what they are thinking in the heat of the moment, and how their thinking, attitudes, and theory influences their style of engagement and choice of interventions. Throughout the course we will learn about the application of theory and explore what goes on in analysis, examining and reflecting on micro and macro processes - moment-to-moment interactions, and the process as a whole.

**REQUIRED YEAR 2:**

**RELATIONAL PSYCHOANALYSIS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

**COURSE DESCRIPTION:**

This course focuses upon both seminal and recent Relational approaches to psychoanalysis, taking a contextual approach to the historical development of Relational ideas from Ferenczi, Object-Relations and Interpersonal theories. We also aim to provide a container and a play space for understanding the development of Relational ideas. Relational theory, like object-relations, is not a monolithic theory, but a way of

understanding development and relationships through the lens of mutual influence and mutuality.

**COURSE TITLE: OBJECT RELATIONS THEORY: THE CRITICAL THINKERS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

**COURSE DESCRIPTION:**

This course starts from the premise that working within the Oedipal triad is not a prerequisite of analytic work. In fact, the mother-infant dyad is equally essential to psychoanalytic thought. Object relations theory addresses the observation that people live in two worlds simultaneously—the external world and the internal world with a co-mingling between the two. Individuals tend to act and react not only with an actual other but also an internal other, a psychic representation of a person which, in itself, has the power to influence both the individual's affective states and his or her behavioral reactions. This course considers the primary role of objects, the mother, and the 2-party relationship, critical in the psychological/emotional development of the infant from birth as conceptualized by a number of significant figures.

**COURSE TITLE: SELF-PSYCHOLOGY THEORY**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

**COURSE DESCRIPTION:**

In the second half of the twentieth century, there were two major disruptions to the hegemony of ego psychology in the United State — Self-Psychology and Relational psychoanalysis. Both schools shifted the clinical orientation from an isolated observation of the patient to a view that understood the patient as constituted in relationships, including the relationship between patient and analyst. However, Self-Psychology emphasized the developing self of the patient rather than valorizing mutual recognition. While once regarded as heretical, many of the ideas central to Self-Psychology have become standard concepts in the profession. These include the idea that empathy is the primary mode of observation in psychoanalysis, the significance of rupture-repair-sequences, and an emphasis on attuning to “forward-edge” movements. This core course examines the writings of Heinz Kohut, the founder of Self-Psychology, and those who have been inspired by him with the objective of placing Self Psychology in its historical context relative to psychoanalysis as a whole while developing an understanding of the clinical usefulness of Self-Psychology’s central concepts.

**COURSE TITLE: INTERSUBJECTIVE SYSTEMS THEORY (IST) AND PHENOMENOLOGICAL CONTEXTUALISM**

**COURSE SEMESTER CREDITS:** 2.5 hours X 12 meetings = 30 hours / 2 units

**COURSE DESCRIPTION:**

Phenomenological Contextualism (formerly Intersubjective Systems Theory) developed by Robert Stolorow, George Atwood, and their collaborators, has evolved over the past 35 years into both a philosophically based understanding of the psychoanalytic process and a reconsideration of all the major themes in psychoanalytic treatment, such as the unconscious, transference, embodiment, psychoanalytic action and affective experience. This course explores the theory itself and considers the practical implications for treatment of the concepts presented. Students will develop an ability to think about the

theoretical and practical implications of intersubjective systems theory/phenomenological contextualism while also considering whether to apply these ideas in specific, practical ways in the treatment process.

### **REQUIRED YEAR 3:**

#### **COURSE TITLE: PSYCHOANALYTIC PERSPECTIVES ON DIVERSITY, POWER, AND PRIVILEGE**

**COURSE SEMESTER CREDITS:** 2.5 hours X 6 meetings = 15 hours / 1 unit

#### **COURSE DESCRIPTION:**

This course addresses the processes of power and privilege that have caused us to believe that diversity is a problem. Power and privilege are two factors in every interpersonal experience, whether an analytical dyad, a family, or a society. Although psychoanalysis has, with the intersubjective turn, become more open contemporary psychoanalysis has also continued to reinforce the divorce between the sociopolitical and the personal. We are all trafficking in power, and our existence is just as political as it is personal. This course intends to expand the each student's understanding of issues of power and privilege, and is, at the same time, not intended to be a solely intellectual exercise by perturbing and defamiliarizing what analytic students hear, learn and experience in a variety of psychoanalytically informed spaces.

#### **COURSE TITLE: PSYCHOANALYTIC RESEARCH & WRITING**

**COURSE SEMESTER CREDITS:** 2.5 hours X 6 meetings = 15 hours / 1 unit

#### **COURSE DESCRIPTION:**

The single case study, which allows for a contextualized and in-depth examination of experience across time, has long been the standard method of research in the field of psychoanalysis. Yet psychoanalysts have been encouraged to broaden their research efforts, to include empirical methods when considering and writing about psychoanalytic process and outcome. As a result, competing ideologies, values and philosophies have resulted in ongoing debates about whether psychoanalysis should be considered a science or a hermeneutic/interpretive discipline. This course reviews the issues in this debate, and familiarizes students with the various kinds of psychoanalytic research while helping students develop the skills needed for effectively communicating knowledge about psychoanalytic theory and practice when writing research papers, case reports, and journal articles.

#### **COURSE TITLE: ETHICS & BOUNDARY DILEMMAS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 6 meetings = 15 hours / 1 unit

#### **COURSE DESCRIPTION:**

Questions regarding ethics and boundary violations by psychoanalysts emerged early in the history of clinical practice. Since that time a considerable body of literature has developed to address the theoretical and practical issues related to conducting psychoanalysis and psychoanalytic psychotherapy in an ethical manner. Similar concerns related to ethical practice arose in the allied fields of psychiatry, psychology, social work and family practice. Currently there are numerous ethical codes that have been

established by various professional organizations and training institutions for their members and students. This course introduces the student to different historical reflections on professional ethics and boundary violations within clinical & training relationships, provides a review of the theoretical literature as well as the ethics codes themselves (professional guild ethics as well as the ICPLA ethics code), and presents clinical examples to sharpen student assessment of their own conscious and unconscious processes in the practice of psychoanalysis.

#### **REQUIRED YEAR 4:**

#### **COURSE TITLE: FINAL INTEGRATIVE COURSE: GOOD ENOUGH ENDINGS**

**COURSE SEMESTER CREDITS:** 2.5 hours X 6 meetings = 15 hours / 1 unit

#### **COURSE DESCRIPTION:**

This integrative course, offered in the final year of analytic training, is intended to help students reflect on and articulate what they have learned from their training experiences at ICP, consider their transition from student to analyst and to address the subject of termination. In addition to exploring the experience of ending training, the complex topic of ending analytic treatments and relationships will be addressed. Students will consider a variety of significant questions, including: how does an analytic dyad know or determine when it's time to end; what value and meaning does ending, or leaving, have for different analysands and analysts; and are there useful guidelines or concepts to help analysts think about and navigate endings? The difficult issues of termination brought on by the suicide or death of the patient, death of the analyst, as well as cognitive impairment or dementia of the analyst will also be discussed.

#### **ELECTIVES TAKEN IN YEAR 3 AND 4:**

**SEMESTER CREDITS FOR EACH ELECTIVE COURSE:** 2.5 hours X 6 meetings = 15 hours / 1 unit

#### **COURSE TITLE: INTRODUCTION TO PRIMITIVE MENTAL STATES: THEORY AND TREATMENT**

#### **COURSE DESCRIPTION:**

The term Primitive Mental States is difficult to define in positive terms. As Tuters (2010) states: Most of the authors who write of these states prefer to single out what seems to be absent in the clinical manifestations of primitive mental states with adult regressed patients: The capacity for symbolizing, fantasizing, having affects and thoughts, feelings and dreams; the capacity for projective identification, for making links; the capacity for living inside one's body, for experiencing one's experiences, for finding meaning in those experiences; the capacity to relate to another person. These are capacities that cannot be taken for granted. Not everyone has these capacities..." At birth, the mind has been described as a "formless real of infinite possibilities" filled with "perception of emotional experiences "(Meltzer,1998, p.92), along with "potentials for action and somatic sensations—out of which coherence of meaning and consistence of identity must be wrought." (Eekhoff. 2019). Eekhoff stresses that prior to achieving psychic representation, the unrepresented, not yet formed mind is "in and of the body," (Levine, 2019). The



development of mental representations are not a given. Its development relies on the presence and responsiveness of the “good-enough mother” Winnicott (1952) to her infant’s needs. The outcome relies on the meeting of the baby’s innate dispositions and the parental function. Gross failures in this function, the baby experiences early trauma, pre-conceptual trauma. “As adults they have within their internal worlds an infant that was not called forth or met, an absent or indifferent mother, and a raging inferno of unmediated and undifferentiated needs” (Eekhoff, 2019). These unprocessed primal terrors remain unmentalized. Locked in primitive mental states, adult regressed patients have a weakened capacity for representation and a poor apparatus for processing their experience. The psychic struggle to exist, its pain, terror and rage is held in their body, an egoless state of being when only bodily experiences exist, before symbol, before thinking, whose function becomes a processor of emotional experience. In a world inhabited by sensation and urges of pre-affect states, language is used as action and behavior as communication. Bodily sensation and action fill the void.

**COURSE TITLE: SUBSTANCE USE AND SELF HARMING BEHAVIORS:  
PSYCHOANALYTIC PERSPECTIVES**

**COURSE DESCRIPTION:**

Traditional psychoanalytic theorizing and discourse has had a long history of bifurcated thinking around substance use and misuse. Just as the narcissist 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 substance use treatments and the tenants of Alcoholics Anonymous are equally burdened with problematic assumptions about the character of the substance user. Traditional 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 they will not stop using? How do we help the patient to start considering their substance use without requiring them to stop? This aim of the class is to stimulate a discussion about the psychoanalytic treatment of substance use and misuse and other self-harming behaviors.

**COURSE TITLE: PSYCHOANALYTIC GROUP PSYCHOTHERAPY**

**COURSE DESCRIPTION:**

As psychoanalysis has moved from the strictly individual one mind orientation, our opportunities for practice have shifted from working with the singular patient to working in an analytic fashion with couples and families. In addition, many analysts have also, for quite a few years, worked successfully with their patients in groups sometimes in combination with another form of treatment or as a stand-alone treatment venue. Unfortunately, our training models have not kept pace with these advances in the field of practice. Few analytic training institutes offer courses in group treatment. For the most part, learning the principles of group treatment requires separate training outside of the institute structure. We are changing that history.

The course syllabus moves from a general understanding of the importance of studying group treatment for the psychoanalyst, to current theories of group treatment, to technique and specific interventions, then onto familiar concepts applied to group, use of group within the larger framework of psychoanalytic treatment, and finally the future of group training within psychoanalysis. On this journey we will investigate several specific approaches to group, the familiar concepts of transference, resistance, therapeutic alliance and finally a few group specific interventions.

### **COURSE TITLE: SEXUALITY, EROTICISM, AND RELATIONAL PSYCHOANALYSIS**

#### **COURSE DESCRIPTION:**

Sexuality lives at the center of psychoanalysis. From the earliest stirrings of psychoanalytic ideas, featured throughout some of Freud's most famous cases, sexuality plays a prominent role in the development of the theory and practice of psychoanalysis. Understanding Freud's ideas about sexuality is essential to understanding the evolution of psychoanalytic theory. Beginning with a focus on a seminal text *The Three Essays on the Theory of Sexuality*, this course examines some of Freud's most radical claims about sexuality, providing fodder for troubling the distinction between normal and pathological (or perverse) and introducing a range of classic psychoanalytic ideas, including infantile sexuality, the psychosexual stages, libido theory, component instincts, inversion, fixation, and polymorphous perversity. The course then moves from Freud, at a rapid pace, into an exploration of the work of more contemporary writers who have challenged, troubled, and elaborated Freud's thinking as it applies to the social and sexual, to technology and fantasy, to transference and countertransference, and sexual boundary violations.

### **COURSE TITLE: DEVELOPING YOUR ANALYTIC IDENTITY**

#### **COURSE DESCRIPTION**

Developing an analytic identity isn't simply about choosing a theoretical orientation or developing a particular therapeutic technique. Practicing as a psychoanalyst involves entering into an intellectual project that includes the investigation and personal integration surrounding the concepts of the unconscious, the conceptualizing of your attitudes about the analytic "frame," interpersonal dynamics, intra- and inter-personal development, ideas about therapeutic action and efficacy, as well as ideas about "otherness," ethics, and therapeutic stance and attitude. Many seasoned analysts have articulated their analytic attitudes by developing an analytic "Credo," an expression of their psychoanalytic approach and beliefs.

This course investigates the credos of psychoanalysts and invites students to develop their own. We will consider Tublin's argument for the value of the credo as an instrument for personal exploration and professional ideals, and read material written by other psychoanalysts defining what a professional credo includes and encompasses as the foundation for facilitating the development of a credo now and as part of a practice of self-reflection throughout a psychoanalytic career.

### **COURSE TITLE: A RELATIONAL PSYCHOANALYTIC APPROACH TO COUPLES PSYCHOTHERAPY AND PSYCHOANALYTIC PLAY: DRAMATIZATION,**

## **NARRATION AND IMPROVISATION IN FIELD THEORY AND METAPSYCHOLOGY**

### **COURSE DESCRIPTION:**

This course will be taught in two parts: the first is in the Fall term in which its first three sessions will be based on my book on couple's psychotherapy titled "A Relational Psychoanalytic Approach to Couples Psychotherapy" (Routledge, 2014). The second part will be in the Spring term, involving three sessions on my new manuscript (under contract with Routledge) titled "Psychoanalytic Play: Dramatization, Narration and Improvisation in Field Theory and Metapsychology".

The three sessions of the Fall Term, will analyze and illustrate my six-step model for practicing a relational psychoanalytic 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." Session One will involve an introductory overview of the model as well as taking us through one case (Ch. 8 in my book) which illustrates the clinical ideas and therapeutic action of all six steps. Sessions Two and Three respectively, will cover a) the Steps One, Two and Three of the model, known as the symmetrical approach, followed by b) the Steps Four, Five and Six, involving the asymmetrical approach based upon the model's relational turn.

The three sessions during the Spring Term, will cover the topic of psychoanalytic play in my new book. Play is a topic Winnicott implored us to engage in, though he provided little guidance as to what that means, or how to do it. Our first session will be on Part One of my new book, which involves the drama, narration and improvisation, embodied in the therapeutic action of psychoanalytic play. Our second session will focus on Part Two of the book, involving my model of the three-dimensional field. This pertains to ideas about the evolving context of the therapeutic action, including how the field is both experienced and interpreted, in ways which illuminate the "dialectical tension" between "constraint" from and "possibility" for change. Our third, and last session, of the Spring term is on contemporary metapsychology. We will be analyzing the radical epistemological shift in psychoanalytic theory away from Freud's psychic energy theory of causality and change as determined by energetic forces, to a contemporary metapsychology in which our current theory of change is about information patterns. Ramifications of this include the legitimization of many creative ideas in psychoanalysis especially exemplified in the topic of psychoanalytic play.

## **COURSE TITLE: SADMASOCHISM AND PERVERSION**

### **COURSE DESCRIPTION:**

Sex and aggression have been a focus of interest since the inception of psychoanalysis. Initially conceptualized by Freud as instincts that drive intrapsychic and interpersonal processes, the interplay of sex and aggression has been theorized by, and in some cases defined, each psychoanalytic system of thought. Sadoomasochism refers to the giving and receiving of pleasure from acts involving the receipt or infliction of pain or humiliation. The word, 'perversion,' is derived from the Latin perversionem (nominative perversio), a word that emerged in the late 14th century meaning "a turning about." While originally applied to religious beliefs, referring to the "action of turning aside from truth" as corruption or distortion, it was adopted within the field of psychology in the late 19th century to refer to a disorder of sexual behavior in which satisfaction is sought through channels other than

those of 'normal' heterosexual intercourse. Perverse behaviors, currently referred to as paraphilias in the medical discourse, include phenomena such as fetishism, voyeurism (scopophilia), exhibitionism, sadomasochism, bestiality, and pedophilia. The use of the term is now quite divided in contemporary psychoanalysis, but all agree that perversion is on a continuum with "normal," with all sexuality including an element of the perverse. This course seeks to develop and deepen students' existing knowledge about the interplay of sex and aggression primarily, but not exclusively, as expressed in overt sexual activity. By exploring clinical material where sadomasochism and perversion are apparent in overt and implicit ways, students will become more aware and have a stronger sense of these phenomena in both mild and extreme cases. Much of the class time will be taken up by group discussion about the case studies that will be presented in each of the six weeks, with reference to the required and recommended reading. Students will be encouraged to present relevant case material.

By its very nature, the exploration of sadomasochistic and perverse processes is very likely to be personally challenging to each student, just as it is when we engage these processes in the therapeutic dyad. It is always important that we analysts take special care of our mental health as we meet sadomasochistic and perverse processes with our patients. To this end, students are encouraged to keep a personal journal that records reactions (thoughts, shifts in mood, dreams, etc.). This journal is for your own personal and professional growth and you will not be asked to share its contents. You are also strongly encouraged to discuss any disturbing issues that arise from this course with your analyst, supervisor and, to the degree it is appropriate, in class.

## **COURSE TITLE: STORIES OF THE PSYCHE: LITERATURE, CINEMA, AND PSYCHOANALYSIS**

### **COURSE DESCRIPTION:**

According to the French psychoanalyst Jacques Lacan, the unconscious is structured like a language. Further, he called the experience of what is truly real The Realm of the Imaginary, because it is beyond language. It is the mind's apperception of fundamental truth. The question that arises is this: what is the road between the two worlds, the Unconscious and the Imaginary? In this course, we will be attempting to discover that road, so that students may travel it for themselves and, in their clinical practice, illuminate it for others. The maps that we will be using will be works of literature and film, alongside theoretical formulations from the world of psychoanalysis. To add an extra dimension, we will also look at contemporary music videos, which, at their best, can be hyper-condensed expressions of powerful emotional experiences. Each class session will explore a different theme as it is expressed in narrative form: once in literature and again in film. Analytic theory will help structure the exploration and its ultimate clinical application. No imagistic, emotional, or ideational stone will be left unturned. Visions, nightmares, hallucinations, surrealist images, emotions, and the sweep of love and life are all available in a way that can illuminate the deepest processes of the human mind. Such expressive power brings up many questions. This course will try to explore three of them primarily.

**COURSE TITLE: CLINICAL IMPLICATIONS OF POWER & PRIVILEGE IN PSYCHOANALYTIC THEORY & PRACTICE**

**COURSE DESCRIPTION:**

Participants have already engaged in examining how traditional psychoanalysis paid little attention to culture and context in their first course on power and privilege. In this advanced course, their foundational understanding will be used as a springboard to more advanced conversations, particularly within the context of the consulting room.

This course is an attempt to continue to provide a historical overview and critique of the psychoanalytic approach to culture and context, with particular attention given to the experiences of Asian Americans, LatinX, and gender nonconforming communities. In addition, the neglect of racial issues in the context of white-white therapeutic dyads and in the psychoanalytic institution itself will be examined. Most importantly, this course hopes to increase participants' awareness of their multiplicity and context-dependent identifications within the consulting room.

**INDEPENDENT STUDIES**

**COURSE SEMESTER CREDITS:** VARY

**COURSE DESCRIPTION:** SEE POLICY BELOW

***Independent Study***

ICP requires the equivalent of four years of coursework comprised of the core courses listed above and electives. In addition to core courses and electives, a student 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:

- i. The student must design an appropriate topic and bibliography for the Independent Study.
- ii. The student must find a faculty member to work with him or her.
- iii. The student must provide a written description of the proposed course of Independent Study for the Curriculum Committee's approval.

***Developing an Independent Study Course***

**A. Purpose of the Independent Study**

The option of an Independent Study is available for students 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 students to explore their interests.

**B. Criteria for Independent Study**

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

- i. A statement of the objectives of the course

- ii. Week-by-week topics for each week are clearly defined. The relevance of the readings to the topic and course objectives should be evident. If the course appears to duplicate another course
  - iii. In the ICP training program (or other previous program of graduate studies), the student must include a statement as to why an independent study is being requested.
  - iv. A statement regarding the selection of the faculty member for the Independent Study with reference to the topic; indicate the frequency of meetings or other monitoring of progress.
  - v. The role of the Student Progression Committee in this process is limited to determining if the student is eligible for such an Independent Study.
  - vi. A student may not exceed 25 percent of the elective coursework in Independent Study during the entire process of matriculation.
  - vii. Upon completion of the independent study both student and faculty member must submit course evaluation forms.
2. The student will begin, or continue an existing schedule of, training psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.
  3. In order to fully participate in the program, it is strongly recommended that the student begin a full personal psychoanalysis with an ICP approved Training Analyst before the start of the program. If there are extenuating circumstances that prevent a student from beginning the training analysis in September, the student is urged to begin as soon as possible and has until January to commence. The training psychoanalysis requirement is a minimum of 4 sessions per week for a period total of at least 300 hours. The 4 sessions must be on at least 3 different days. The 4th session may be on a fourth day or combined in some way with one or more of the other 3 sessions.
  4. Provided the training psychoanalysis is full time and ongoing, control cases under the supervision of an ICP-approved supervisor may be initiated at any time.

### ***Supervised Control Cases***

- a. The ICP Student must be in full-time personal psychoanalysis (4 or 5 sessions per week) in order to begin supervised control cases.
- b. ICP requires the Student 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.
- c. 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 Student should continue the supervision until at least a minimum of 65-70 hours are completed.
- d. 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.

- e. In order for the Student to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.
- f. Control case sessions must take place on at least three different days/week.

### ***Choice of Supervisor***

- a. Supervisors are to be selected from among ICP Training and Supervising Psychoanalysts. In order for the Student to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.
- b. Upon selection of a supervisor for each control case, the Supervisory Agreement (See agreement) must be completed and submitted to the office and advisor. A copy should be kept by the Student and supervisor.
- c. Corresponding members may also supervise control cases. Students 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.
- d. It will be the Student's responsibility to confirm and inform the SPC that the corresponding member they are using as supervisor for their control case is a supervising/training analyst at their respective Institute.
- e. A Student's training analyst shall not be the Student's control case supervisor, as it constitutes a dual relationship.

### ***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 Student 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 Students in this regard. The ability to combine two cases facilitates the Student'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 Student's analytic experience that is used as a measure in determining whether the Student 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. The student must complete an initial case report for each of the combined control cases.

### ***Control Case Reports***

The Student is responsible for composing reports on all three supervised control cases at specified periods during matriculation.

### ***Tele-therapy Policy***

It is incumbent upon each ICP analyst conducting a training analysis with an ICP student, and each ICP student conducting control case analyses, by phone or other online video methods, to be in compliance with the laws and regulations governing the ethical and legal practice of tele-therapy in the state and country in which he or she is licensed and in the state and country where the analysand resides.

## **PSYCHOANALYTIC PSYCHOTHERAPY TRAINING PROGRAM (PPT)**

**Program (Course) Length:** 40 Hours / 20 Weeks

**Delivery:** Residential

**Cumulative Final Exam:** None

**Graduation Document:** Certificate of Completion

**Standard Occupational Codes / Potential Employment Titles:** None, Continuing Education Program

### **PROGRAM DESCRIPTION AND OBJECTIVE:**

ICP offers qualified licensed and pre-licensed clinicians a 20-week program devoted to training in the concepts and practices of contemporary psychoanalytic psychology. Uniquely case centered, the Psychoanalytic Psychotherapy Training Program (PPT) focuses not only on the what of modern psychoanalysis (its theory) but also on the how (its clinical practice). The readings, drawn from eminent contemporary psychoanalytic publications, are limited but very relevant to each case presentation. A second year of the PPT is open to students who have completed the first year of the program. Seminars will be designed by the PPT Committee with input from incoming second year students.

### **SEMINARS**

The PPT program offers two ten seminar semesters for licensed clinicians. Seminars begin with an overview of the history and development of psychoanalysis. This includes a brief introduction to major analytic theories beginning with Freud's theory of psychoanalysis and ending with Kohut and Self Psychology. Following this introduction, the class moves into contemporary psychoanalysis including Relational Theory, Intersubjective Systems Theory, Specificity Theory and Complexity Theory. Case material will be presented to illustrate how the therapist can utilize a particular theoretical perspective in clinical practice. The final seminars cover Attachment Theory, Infant Research, and Trauma Theory and how these are integrated into contemporary psychoanalytic psychotherapy with adults. Case material will illustrate this integration. Seminars are led by a facilitator who is either an ICP analyst or an advanced student at the Institute. Instructors for each seminar meeting are members of ICP who have special



expertise in the topic of that particular seminar. Seminars are taught by instructors from the institute faculty. Assigned readings augment these presentations.

#### SMALL GROUP CONSULTATION

Program participants will also participate in a weekly case consultation group led by an experienced ICP training analyst and consisting of no more than three students. The consultation group allows students to deepen their understanding of material by integrating their learning with their clinical work. Consultation group is not available for pre-licensed clinicians or students in the Advanced.

#### ***Program Progression***

- Bi-weekly seminars of 2.5 hours each
- Bi-weekly small group consultation

## **ACADEMIC POLICIES**

### **GRADING SYSTEM**

<b>Grade Identification</b>	<b>Grade Definition</b>
P	Pass: Has satisfactorily met 70% attendance in the course.
F	Fail: Has not satisfactorily met 70% attendance in the course.
T	Transfer Credit
W	Withdrawn

### **SATISFACTORY ACADEMIC PROGRESS –PROBATION AND DISMISSAL AND ATTENDANCE**

A student is required to complete at least 70% of each course.

If over the period of 2 years in the PTP program, a student does not complete 2 core courses or 3 elective courses, the student will be put on probation and will formulate a plan with the Student Progression Committee to complete the course(s). If the student continues to exhibit poor class attendance, less than 70%, the student will be withdrawn after 4 uncompleted classes.

At the end of each course, faculty review each student's progress by completing a Student Progression form. These forms are distributed by the ICP office to the student and the Advisor. Credit is based exclusively on the student having met the attendance requirement of 70%.

In the PTP program a student must be in four to five times per week analysis for a period of at least 300 hours. The student, on a monthly basis, is responsible for ensuring that the Training Analyst accurately records the student's personal analysis hours, and that the records are submitted to the student's ICP Advisor. If the student is unable to

demonstrate that the required hours are being completed the student will be asked to go on leave of absence (see Leave of Absence policy) until they actively resume the required training analysis or withdrawal from the program. When an interruption in the required frequency exists (not attributable to common vacations or illness) notify your Advisor immediately and develop a plan for continued training.

If a student is still in the process of completing one or more control cases after the 300-hour requirement, the student must remain in analysis for a minimum of 2 sessions per week until the control case(s) are completed. These hours will also be recorded using the Certification of Analytic Hours During Supervised Control Case Form.

### **MAKE-UP WORK**

Each student who is below 70% attendance in a course may work with the assigned course faculty member to make-up hours prior to the final pass / fail grade being recorded.

### **COURSE REPEATS**

A student who fails a course must repeat the course the next time it is offered, typically each course is offered once per year. A student may repeat a course a maximum of five (5) times. There is no additional fee for course repeats. Should a student obtain a fail, five (5) times the student will be withdrawn from the program.

### **LEAVE OF ABSENCE POLICY**

A leave of absence may be taken at any time due to personal reasons in the PTP program, a leave of absence is not available for the PPT program. The request must come from the student in the form of a letter to the Student Progression Committee, 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. An annual leave of absence fee of \$300.00 is required to 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 \$300.00 fee must accompany the renewal letter.

While on leave, a student may not take courses and will not be granted credit for ongoing supervision, control case hours or ongoing recorded personal analytic hours, as applicable to the student's program. A student may not hold graduation committee meetings for their graduation paper during this time.

Leave of Absence status may be renewed up to five years. By October of the fifth year, the office will notify the Student Progression Committee Chair that the student is in the last year of leave of absence. The Student Progression Committee Chair will arrange a meeting with the student to review enrollment at ICP. The purpose of the meeting will be to explore and determine possibilities for future matriculation. If a student exhausts the five-year period the student becomes withdrawn. If the student wishes to become active again the student is required to engage in the admission process.

## **GRADUATION REQUIREMENTS**

A student will be eligible for graduation when all required credits or hours are earned and all financial obligations have been paid or other financial arrangements have been requested and approved in writing by the Institute.

## **WITHDRAWAL**

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the policies and procedures of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Institute.
- Non-payment of tuition: students may not begin a new school year if tuition for the former year has not been paid, unless the Institute 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 Institute 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.
- 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 the Student Progression Committee will discuss and decide on a probation strategy. If the probation strategy is ineffective within 2 months, then the Student Progression Committee and Board will rule on withdrawal.
- If a student's license for clinical practice is suspended or revoked, depending upon the reason, either the student will be put on Leave of Absence until their license is reinstated (see Leave of Absence policy), or the student will be withdrawn from the program. The Student Progression Committee and the Board will decide which action to take based on the violation.

# **STUDENT SERVICES**

## **STUDENT ORGANIZATION COMMITTEE (SOC)**

The purpose of the SOC is to empower students by providing them with a student run support organization. The organization attends to student issues and supports students' rights and needs. Students elect the Chairs of the SOC, 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.

## **STUDENT ADVISOR**

The Student Progression Committee (SPC) assigns each student an advisor. The purpose of the advisor is to help the student to progress throughout the program by keeping track of their coursework, analysis hours, supervision hours, and case reports, as applicable. The student is free to replace their advisor at any time.

## **HOUSING**

Institute of Contemporary Psychoanalysis does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Los Angeles, CA, rental properties start at approximately \$1,200.00 per month.

## **LIBRARY**

Since the early 2000's, ICP has used Psychoanalytic Electronic Publishing (PEP) and it is now ICP's primary library resource. Every student 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).

## **CAREER SERVICES AND PLACEMENT ASSISTANCE**

Institute of Contemporary Psychoanalysis programs do not lead to employment. Therefore, no services are provided.

## **STUDENT RECORDS**

Institute of Contemporary Psychoanalysis maintains electronic records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program. Institute of Contemporary Psychoanalysis maintains, for each student granted a certificate permanent records of all of the following for a minimum of five years from the students date of completion or withdrawal:

- (1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
  - (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
  - (B) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
- (2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;
- (3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;

- (4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
- (5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:
  - (A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
  - (B) The name, address, website address, and telephone number of the institution.
- (6) Student projects submitted by graduate students;
- (7) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency, if applicable;
- (8) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- (9) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
- (10) Copies of any official advisory notices or warnings regarding the student's progress; and
- (11) Complaints received from the student.

Institute of Contemporary Psychoanalysis maintains student transcripts permanently. Information on transcripts include the following:

- Courses or educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
- The final grades or evaluations given to the student;
- Certificate awarded the student; and
- The name, address, email address, and telephone number of the institution.

### **GRIEVANCE PROCEDURE**

Problems may arise. In the case of a problem within a course and/or with a faculty member, the student is encouraged to first talk directly with the faculty member. If this does not resolve the problem or if the student does not want to contact the faculty member directly, they may speak with their Advisor. Either the student or their Advisor should contact either the Education Committee Chair or the Student Progression Committee Chair. Whichever Chair is contacted will contact the other chairperson and together they will decide the next course of action. One option will be for the two Chairs to appoint an ad-hoc committee or person to help facilitate a process between the student and the faculty member. The ad-hoc committee or person will consult with and report back to the two committee chairs. If none of these processes work to resolve the issue then the two chairs may present the problem to the Board of Directors.

In the case of a problem with student or a ICP member, the first step to resolve a problem, if possible, is for the student to have a conversation with the other person involved in the problem. If this is not possible or has been unsuccessful, the second step is for the student to discuss the problem with the student's Advisor to see if a resolution can be

reached. When the individual problem is not resolvable, the Chair of the Student Progression Committee should be notified. The Student Progression Committee has many options to mediate difficult situations, including consulting with the Advisor, appointing a course facilitator, appointing an ad hoc committee to investigate the issue, etc. If necessary, the Student Progression Committee may present the problem to the Board of Directors.

All problems brought to an advisor are attempted to be resolved within three (3) weeks, depending on the problem, more or less time may be needed. 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.

## **CANCELLATION, WITHDRAWAL AND REFUND POLICY**

### **STUDENT'S RIGHT TO CANCEL**

- You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first-class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current year contract for through the last day of attendance.
- Cancellation may occur when the student provides a written notice of cancellation via email to [office@icpla.edu](mailto:office@icpla.edu).
- The email notice of cancellation is effective based on the day timestamped on the email.
- The written notice of cancellation need not take any particular form and however expressed; it is effective if it shows that the student longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled, the Institute will refund the student any money paid, less the application fee within 45 days after the notice of cancellation is received.

### **WITHDRAWAL FROM THE PROGRAM**

You may withdraw from the Institute at any time after the cancellation period (described above) and receive a pro rata refund if you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current year contract for through the last day of attendance. Withdrawal may occur when the student provides a written notice of withdrawal via email to [office@icpla.edu](mailto:office@icpla.edu). Any refund due will be paid within 45 days of withdrawal. If the student has completed more than 60% of the scheduled hours in the current year contract for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student’s withdrawal or as of the date of the student’s withdrawal, whichever is later.
- The institution terminates the student’s enrollment for failure to maintain satisfactory progress; failure to abide by the policies and procedures of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Institute.

For the purpose of determining the amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the hourly charge for the program in the current year contract for (total institutional charges, minus non-refundable fees, divided by the number of hours in the the current year contract for), multiplied by the number of hours scheduled to attend, prior to withdrawal.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. 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.

## TUITION AND FEES

Application Fee	Student Tuition Recovery Fund Fee	Tuition*	Administration Fee*	<i>Payable to a Third Party</i>  Supervision of Control Cases	<i>Payable to a Third Party</i>  Personal Training Analysis
\$ 125.00	\$7.00	\$13,200.00*	\$400.00*	\$ 37,440.00	\$ 62,240.00
Non-Refundable.  <i>Applications received after June 30 will incur an additional \$25 charge.</i>	Non-Refundable - \$0.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges.	*Prorated per semester upon withdrawal.	*Prorated per semester upon withdrawal.	Not covered by tuition fee; student pays supervisor’s fee on an individual basis, all fees with supervisors are negotiated and paid between the supervisor and student privately, without ICP’s involvement. Each supervisor is required to provide one low	18 months and 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: student pays fee on an individual basis; all fees with training analyst are negotiated and paid between the supervisor

<b>Application Fee</b>	<b>Student Tuition Recovery Fund Fee</b>	<b>Tuition*</b>	<b>Administration Fee*</b>	<b>Payable to a Third Party</b>	<b>Payable to a Third Party</b>
				<b>Supervision of Control Cases</b> fee slot for student supervision, for \$75. Otherwise, there is a wide range of charges.	<b>Personal Training Analysis</b> and student privately without ICP's involvement

- \*A maximum annual tuition and administration fee increase of 10% based on yearly tuition is included in the, "Estimated Due for the Entire Program" on page 4 of this agreement.
- Additional Fees, if applicable: Leave of Absence, \$300.00, Post Seminar Fee for the Psychoanalytic Training (all didactic is completion) \$1,250.00 per year.

Estimated Charges for a period of attendance year one (1): \$28,452.00  
 Estimated Charges for a period of attendance year two (2): \$28,660.00  
 Estimated Charges for a period of attendance year three (3): \$29,034.00  
 Estimated Charges for a period of attendance year four (4): \$29,445.40

Estimated total charges for the entire program: \$115,591.40

<b>Psychoanalytic Psychotherapy Training Program</b>		
<b>Application Fee</b>	<b>Student Tuition Recovery Fund Fee</b>	<b>Tuition*</b>
\$ 50.00	\$0	\$700.00
Non-Refundable.	Non-Refundable - \$0.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges.	

Estimated Charges for a period of attendance = the whole program: \$750.00

Estimated total charges for the entire program: \$750.00

### **LOAN**

If a student receives a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund and 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.



## **PAYMENT**

Tuition and any fees are payable as outlined on the student invoice. Payment can be made via debt card or credit card (Visa, Mastercard, Discover, or American Express).

Payment arrangements may be considered. A request for a payment arrangement can be submitted to [office@icpla.edu](mailto:office@icpla.edu).

At the student's option, the Institute will accept payment in full for tuition and fees after the student has been accepted and enrolled and the date of the first-class session is disclosed on the enrollment agreement.

## **STUDENT TUITION RECOVERY FUND**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a

significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

## **ADMINISTRATORS AND FACULTY**

### **ADMINISTRATORS**

- Nick Ryan, PsyD, LMFT, ATR-BC: Chief Executive Officer / President
- Mike Ferguson, BA: Chief Operating Officer / Director of Operations
- Ilene Phillipson, PhD, PsyD: Chief Academic Officer
- Gabriele Lippmann, Program Coordinator

### **FACULTY**

<b>Name</b>	<b>Credentials</b>
Berlin, Stacy	PsyD, MA
Birkhofer, Celeste	PhD, PsyD, MFT
Bland, Earl	PsyD
Bustrum, Joy	PsyD
Chassler, Lynda	LCSW, PhD
Clark Ginna	PsyD, LPCC, ATR-BC

<b>Name</b>	<b>Credentials</b>
Cohen, Robin	PsyD, PhD
D'Angelo , Roberto	PsyD, MB (MMed)
Goldin, Daniel	PsyD, MFT
Goldstein, Cheryl	PsyD, PhD
Grange Isaacson, Tyia	PsyD, LCSW, PhD
Harwell, Michelle	PsyD, MFT, LMFT
Jacobs, Lynne	PsyD, PhD
Jones, Daniel Bradley	PsyD, LCSW, PhD
Mayhew, Carol	PsyD, PhD
Mendenhall, Susan	PsyD
Myers, Debra	PsyD, MD
Nelson, Nicole	PsyD, LMFT, LPCC
Pariser, Michael	PsyD
Philipson, Ilene	PhD
Ringstorm, Phil	PsyD, LCSW, MSW, PhD
Spielberg, Gil	LCSW, LMFT, MSW, PhD, ABPP
Vinston, Abby	PsyD, LMFT, SEP
Webster, Gerard	PsyD, PhD
Winitsky, Mark	PsyD, MD, PHD
Yi, Kris	PhD
Ziskind, Helen	PsyD, LCSW, MSW

## **STATE OF CALIFORNIA CONSUMER INFORMATION**

- Institute of Contemporary Psychoanalysis does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).
- 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 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.
- 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.
- 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).

- Institute of Contemporary Psychoanalysis is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.
- Institute of Contemporary Psychoanalysis does not participate in any federal or state financial aid programs.
- Institute of Contemporary Psychoanalysis programs do not lead to licensure.
- Institute of Contemporary Psychoanalysis has not entered into any transfer or articulation agreements with any other college or university.
- Institute of Contemporary Psychoanalysis does not admit ability-to-benefit students.

## **CATALOG CHANGES**

Information about the Institute of Contemporary Psychoanalysis is published in this catalog, which contains a description of policies, procedures, and other information about the Institute. Institute of Contemporary Psychoanalysis reserves the right to change any provision of the catalog at any time. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or other written format with an effective date. Students are expected to read and be familiar with the information contained in the catalog, in any revisions, supplements and addenda to the catalog, and with all Institute policies. By enrolling in Institute of Contemporary Psychoanalysis, the student agrees to abide by the terms stated in the catalog and all Institute policies.