

FALL 2016

About The New Center for Psychoanalysis

The mission of the New Center for Psychoanalysis is to explore the mind, human behavior and relationships in all their depth and complexity in order to foster healing and growth for the enhancement of the individual, the family and society. We endeavor to apply these ideas to our clinical work, to meet the needs of the local community, and to serve society.

Whether training psychoanalysts or educating psychotherapists and academicians in the theory and practice of psychoanalysis, the goal for our students is that they gain greater self-understanding, greater fulfillment in their careers and more enrichment in their personal lives.

We do not adhere to any single theory as the key to psychoanalytic understanding; instead, we recognize the potential benefits of integrating the various schools of psychoanalytic thought. We maintain a vibrant pluralistic focus.

In Southern California, the New Center is uniquely privileged to be a member of both the International Psychoanalytical Association (IPA) and the American Psychoanalytic Association (APsaA).

Welcome

We are pleased to announce our Fall 2016 programs, and we invite your participation. Thanks to all those who dedicate their time and energy to plan and teach these programs.

We would like to acknowledge the committee members:

Extension Chair: Scott Tommey, Ph.D.

Film & Mind Committee: Thomas Brod, M.D. and Apurva Shah, M.D.

Scientific Program Committee: Michael Gales, M.D., Chair;
Thomas Brod, M.D.; Esther Dreifuss-Kattan, Ph.D.;
Myra Pomerantz, Ph.D.; Bettina Soestwohner, Ph.D.



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EXT= Extension Courses

SM = Scientific Meetings

SEPTEMBER

| | | |
|----------------|---|----|
| 9/9 | <i>Film and Mind Series: Contempt</i> | 18 |
| 9/15 | Reaching through Resistance to Emotional Closeness..... | 4 |
| 9/22-23 | Reflective Parenting Program (RPP) Level 1: Fundamentals Training..... | 5 |
| 9/24 | The Election of Our Discontent..... | 6 |
| 9/30 | <i>Film and Mind Series: Anomalisa</i> | 18 |

OCTOBER

| | | |
|--------------|---|----|
| 10/1 | Psychosis and Psychoanalytic Process..... | 6 |
| 10/8 | Hamlet: Action and Decision..... | 8 |
| 10/14 | <i>Film and Mind Series: The Wave</i> | 19 |
| 10/20 | A Murder Over A Girl..... | 9 |
| 10/22 | First Contact: Thoughts on Initiating Treatment with an Adolescent and a Family..... | 9 |
| 10/27 | Making the Most of Reflective Supervision: An Introduction to Reflective Practice..... | 10 |

NOVEMBER

| | | |
|-----------------|--|----|
| 11/4 | <i>Film and Mind Series: 45 Years</i> | 20 |
| 11/5 | The Loving Self Revisited..... | 11 |
| 11/10-11 | Mindful Parenting Groups (MPG) Level 1: Core Components of Mindful Parenting..... | 12 |
| 11/17 | Child Psychoanalysis and the Promotion of Progressive Development..... | 13 |
| 11/18 | <i>Film and Mind Series: The Witch</i> | 21 |
| 11/19 | Developmental Psychoanalysis and Developmental Objects..... and Adult Psychoanalysis..... | 13 |

DECEMBER

| | | |
|-------------|---|----|
| 12/1 | Reflective Parenting Program 2.0: Booster Training for Launching the Updated RPP Curriculum..... | 14 |
| 12/9 | <i>Film and Mind Series: Hail Caesar!</i> | 21 |

JANUARY

| | | |
|-------------|---|----|
| 1/12 | Shame at the End of Life..... | 15 |
| 1/13 | <i>Film and Mind Series: Valley of Love</i> | 22 |
| 1/14 | Cruel Intentions..... | 16 |

FEBRUARY

| | | |
|-------------|---|----|
| 2/3 | <i>Film and Mind Series: Julieta</i> | 23 |
| 2/4 | Meaning Making: How To Have a Therapeutic Conversation..... | 16 |
| 2/11 | User's Guide To Couples Therapy..... | 17 |

CONTINUING EDUCATION

Full information about each of the programs including the number of CME credits and the target audience for each course is available on the individual course listing of the NCP website: www.n-c-p.org

Reaching through Resistance to Emotional Closeness: Treatment of Refractory and Complex Patients

The most common treatment outcome in primary and secondary level healthcare is non response or negative response. Less than 50% of patients with depression, anxiety and other common mental disorders respond to first line treatments. Common causes of such resistance include rigid cognitive sets, alexithymia, low anxiety tolerance and a range of character defenses that make treatment highly likely to fail. Intensive Short-term Dynamic Psychotherapy is a treatment system derived through hundreds of detailed videotaped case studies, developed specifically to address problems common to public health systems and therapists' offices. ISTDP is an empirically supported treatment with over 40 outcome and process studies showing it to be effective and cost effective with diverse refractory patient populations.

Learning Objectives

As a result of attending this course, participants should be able to

- Describe the ISTDP based psychodiagnostic assessment
- Differentiate "Pressure" from "Challenge" and describe the timing of these interventions

Allan Abbass, M.D. is a Professor of Psychiatry and Psychology and founding Director of the Centre for Emotions and Health at Dalhousie University in Canada. He began training in Intensive Short-term Dynamic Psychotherapy in 1990 with Habib Davanloo. He is now a leading teacher and researcher in the area of Short-term Psychotherapy, having contributed over 175 publications and most recently his first book, *Reaching through Resistance: Advanced Psychotherapy Techniques*. He has received a number of teaching awards including a national teaching award in Psychiatry and the Douglas Utting Prize for contributions to the treatment of depression. He has been honored with visiting professorships, most recently at Tavistock in London.

Thursday, September 15, 2016, 8 PM – 10 PM • 2 CE Credits

\$20 with CE Credits

Free attendance without CE Credits

SM

Co-sponsored by Center for Reflective Communities & New Center for Psychoanalysis

Reflective Parenting Program (RPP) Level 1: Fundamentals Training

This two-day intensive Level 1 Training is designed for infant mental health and early childhood specialists. Participants learn about a new approach to early intervention with parents based on a theoretical model of cognitive and emotional development emphasizing reflective functioning, or parental mentalization. The training provides participants with a base of knowledge, a new way to work with the central issues in parent-child relationships, and a step-by-step method that can be utilized to help parents think about their children in a more reflective way. Level 1 Training is a pre-requisite for Level 2 co-facilitation of a 10-week Reflective Parenting Workshop. Completion of Level 2 Training is required to conduct RPP parent groups. Facilitated by: John Grienenberger, PhD – Program Developer, RPP & RCP.

Learning Objectives

As a result of attending this course, participants should be able to

- Gain an understanding of attachment research and theory, psychoanalytic developmental theory, and the importance of the concept of parental reflective functioning.
- Use examples of specific attachment patterns to learn how to tailor effective interventions when working with parents
- Explore practical application of parental mentalization theory in designing treatment strategies addressing a variety of issues that may emerge when conducting parent workshops
- Learn techniques and exercises that facilitate inquiry and reflection in parents

John Grienenberger, Ph.D., Program Developer of the Reflective Parenting Program and the Reflective Care Program at Center for Reflective Communities, has authored numerous papers in areas of attachment research, parental reflective functioning, parents, and child psychotherapy research. Dr. Grienenberger is in private practice in West Los Angeles where he works with children and adults.

Thursday & Friday, September 22 & 23, 2016, 9 AM – 4 PM • 12 CE credits

No CME Credit

8:30 – 9:00 AM Registration & Continental Breakfast

One hour lunch (on your own)

\$515 Registration

For questions, please contact: info@reflectivecommunities.org

or (323) 275-4805

**Want notices of programs and events
in your inbox?**

Email us at
[info @n-c-p.org](mailto:info@n-c-p.org)



The Election of Our Discontent

The fervor of the 2016 presidential race has brought to light not only the power of the unconscious in politics but also an all too familiar disconnect between psychoanalytic awareness and sociopolitical discourse. Following the Freudian vision of the social potency and responsibility of psychoanalysis, the course introduces psychodynamic inquiry into different aspects of the election: psychological perspectives on the candidates, examination of their interactions with each other and with the public, as well as examination of the electoral collective unconsciousness.

Learning Objectives

As a result of attending this course, participants should be able to

- Identify the key elements of the unconscious dynamics of the election process
- Apply these elements to clinical work assisting patients in deeper understanding of their “election neurosis”
- Advance the appreciation of the role of psychoanalysis in comprehending social-cultural processes

Elena Bezzubova, Ph.D., is a senior faculty member at NCP. She maintains a private practice in psychoanalysis in Newport Beach. This course developed from her interest in psychoanalysis and politics, following upon her courses on psychoanalysis and the Russian revolution, psychodynamics of the new cold war, and Obama–Putin relationships.

September 24, 2016, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT

Psychosis and Psychoanalytic Process

What does psychoanalysis have to offer in the treatment of psychotic illness?

Contemporary psychiatry has offered many novel pharmaceuticals to treat psychotic illness that lessen the symptoms of many, though not all, persons living with psychotic illness. Contemporary psychotherapy endorses supportive psychotherapy and skills training, which can increase the quality of life of an individual. Psychoanalysis holds that all symptoms that a patient presents have meaning. An exploration of that meaning can offer relief from some symptoms and can offer the ability to tolerate others that have to be borne. In that particular way, psychotic illness is not so very different from an eating disorder or depression; the symptoms just need to be understood. The first part of the course explores the wealth of psychoanalytic thought on psychosis, from Harry Stack Sullivan to Wilfred Bion, as it applies to clinical work. Clinical examples are included.

The second part of the course is a narrative account of living with psychosis by Elyn Saks, including how she has benefitted from psychoanalysis together with

medication. The account starts with her childhood and goes until the present, focusing on her Yale and USC years. Although her doctors gave her a “grave prognosis” over thirty years ago, Professor Saks is a chaired professor at USC Law School and a MacArthur Foundation grantee.

Learning Objectives

As a result of attending this course, participants should be able to

- Recognize the complexity of psychosis
- Learn techniques to best engage patients with psychosis in an analytic process
- Achieve better results in treating psychosis

Elyn R. Saks, J.D., Ph.D., is on the faculty of the New Center for Psychoanalysis and is an Orrin B. Evans Professor of Law, Psychology, and Psychiatry and the Behavioral Sciences at the University of Southern California Gould School of Law. She is also past Associate Dean for Research at the USC Law School; Adjunct Professor of Psychiatry and University of California, San Diego, School of Medicine. Saks writes extensively in the area of law and mental health, having published five books and more than fifty articles. Professor Saks was awarded a 2009 MacArthur Fellowship. She is also an elected member of the American Law Institute and has been awarded numerous honors for her most recent book, *The Center Cannot Hold: My Journey through Madness*. Saks has used her MacArthur grant to start the Saks Institute for Mental Health Law, Policy, and Ethics at USC.

Jill Lummus, Psy.D. is an advanced candidate at the New Center Psychoanalysis and a clinical psychologist in private practice in Beverly Hills. In 2012, Dr. Lummus was the recipient of the Elyn Saks Scholarship for work with patients with psychotic disorders and psychotic states of mind. She is also a member of the faculty in the Psychoanalytic Psychotherapy Program at NCP. Additionally, she received a Masters of Fine Arts in Acting from Rutgers University.

Saturday, October 1, 2016, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT

PSYCHOANALYTIC CLINIC

The New Center for Psychoanalysis has been training psychoanalysts in the greater Los Angeles area for several decades.

Psychoanalysis is a method of therapy that offers a way of understanding ourselves, our relationships, and our behavior in society. In keeping with psychoanalytic tradition, through its Clinic the Center’s Psychoanalytic Training Program provides low-cost psychoanalysis to qualified adults, adolescents, and children throughout Los Angeles, Pasadena, South Bay, Orange County, and Santa Barbara County.

Please contact Lucia Melito, Ph.D., at (310) 478-6541 x17 for further information about the Clinic and the application process.

Hamlet: Action and Decision

This course presents an interpretation of Shakespeare's iconic tragedy *Hamlet, Prince of Denmark*. Young Hamlet is visited by the Ghost of his royal father, who explains that he has been murdered by his brother (Hamlet's Uncle Claudius) for the highest of stakes ("of life, of crown, of Queen"). Though Hamlet swears immediate revenge, it takes him all five acts of the play to get the job done. Why can't Hamlet just kill his opponent? Ernst Jones suggested an unconscious identification between the two, since Hamlet's Oedipal rivalry with his father runs parallel to Claudius' actual behavior. In contrast, present reading suggests that it takes the prince five acts to kill the villain because a pair of heartbreaking discoveries get in the way: that appearances can be deceiving and the higher the stakes of an action, the more vulnerable it is to corruption. A look at Freud's essay on character types and at the theology of Martin Luther brings Shakespeare's meaning into sharper focus and leads us to an understanding of how anxiety obstructs action.

Learning Objectives

As a result of attending this course, participants should be able to

- Apply Freud's 1916 paper "Some Character-Types Met with in Psycho-Analytic Work" to the figure of Hamlet
- Understand how individual action is inhibited by anxiety by linking Martin Luther's theology to Shakespeare's concept
- Examine how urgent and daunting goals may be better pursued by reframing them as ultimately trivial, something for which the tragic consciousness is best suited

Jamey Hecht, LMFT, Ph.D. is a post-seminar Clinical Associate at the New Center for Psychoanalysis, practicing psychotherapy at The Relational Center in Los Angeles. He is a literary scholar with a Ph.D. in English and American Literature from Brandeis and sometime professor of literature. Dr. Hecht performs Shakespeare with the L.A. Shakespeare troupe, The Porters of Hellsgate. He is the author of four books: *Plato's Symposium: Eros and the Human Predicament*; a translation, *Sophocles' Three Theban Plays: Antigone, Oedipus the Tyrant, Oedipus at Colonus*; *Bloom's How To Write About Homer*; *Limousine, Midnight Blue*, a collection of fifty 14-line elegies for President Kennedy. See www.drjameyhecht.com.

Saturday, October 8, 2016, 9:30 AM – 12:30 PM • 3 CE Credits

No CME Credit

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT



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A Murder Over a Girl

In February 2008, during first period English class at a junior high school in Oxnard, California, blue-eyed and blond fourteen-year-old Brandon McInerney shot and killed fifteen-year-old Larry King, a brown boy, who had recently begun to identify as Leticia. Drawing on firsthand observations and on interviews, Ken Corbett discusses matters of gender, race, and the haunting circulation of hate that scarred a community blind to the needs of children.

Learning Objectives

As a result of attending this course, participants should be able to

- Describe how transgender life can emerge in junior high school
- Discuss how beliefs about normative genders are privileged and often collapsed into hate
- Discuss the need for psychoanalysts to speak and write for a general audience

Ken Corbett, Ph.D. is Assistant Professor of Psychology at the New York University Postdoctoral Program in Psychoanalysis and Psychotherapy. He is the author of *A Murder Over a Girl: Justice, Gender, Junior High and Boyhoods: Rethinking Masculinities*. Dr. Corbett serves on the editorial boards of *Psychoanalytic Dialogues*, *the Journal of the American Psychoanalytic Association*, *the International Journal of Psychoanalysis*, and *Studies in Gender and Psychoanalysis*. Dr. Corbett maintains a private practice in New York City and consults internationally.

Ethan Grumbach, Ph.D. (Interlocutor) is training and supervising analyst at the New Center for Psychoanalysis. He is a member and Emeritus Chair of the American Psychoanalytic Association's Committee on Gender and Sexuality. Dr. Grumbach is a founding member of THRIVE Infant Family Program and is in private practice in Los Angeles.

Thursday, October 20, 2016, 8 PM – 10 PM • 2 CE Credits

\$20 with CE Credits

Free attendance without CE Credits

SM

First Contact: Thoughts on Initiating Treatment with an Adolescent and a Family

Simultaneously engaging with a sullen teenager and concerned and often angry parents can be a daunting task. As professionals we not only need to find a working alliance with each but also to gain insight into the underlying dynamics of the case—and all of this happening during the first few sessions if possible!

In this seminar we review the developmental challenges facing an adolescent and the impact they have on a family system. Dr. Perkins, a respected expert in this field, shares his experience evaluating the unique issues affecting youngsters and their parents, to determine an effective strategy for intervention.

Learning Objectives

As a result of attending this course, participants should be able to

- Review the developmental tasks of adolescence and the challenges created for parents
- Examine techniques for establishing treatment alliances with parties in high stress conflict
- Consider the ongoing role of the therapist in dealing with issues of confidentiality, loyalties, and clinical effectiveness with what can be a difficult patient population

R. James Perkins, M.D., is a training and supervising psychoanalyst at the New Center. He is a board certified child and adolescent psychiatrist who has run the Child Fellowship training program at UCLA Harbor General. He has directed several adolescent inpatient programs and is past president of the Los Angeles Child Development Center. He is currently in private practice in Brentwood.

Saturday, October 22, 2016, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$30 student rate, \$65 at the door

EXT

Co-sponsored by Center for Reflective Communities & New Center for Psychoanalysis

Making the Most of Reflective Supervision: An Introduction to Reflective Practice

Reflective supervision, reflective consultation, and reflective practice are terms used for the emerging approach now considered best practice for agencies where stress, high turnover, and service quality are significant issues. This one-day immersive, experiential workshop is designed for both supervisors and supervisees working as infant mental health and early childhood specialists, early childhood educators, home visitors, and other providers of infant-early childhood services. Utilizing video, role play, and small group exercises, participants will develop a comprehensive framework for understanding reflective supervision. This training satisfies 6 hours towards the California State IFECMH (Infant Family Early Childhood Mental Health) Endorsement. Facilitated by: Diane Reynolds, MFT – Program Developer, MPG

Learning Objectives

As a result of attending this course, participants should be able to

- Define the core elements of reflective supervision
- Define Reflective Functioning and its importance in building relationships
- Demonstrate reflective practice skills through role play and experiential exercises

Diane Reynolds, MFT is Program Developer of Mindful Parenting Groups and the Reflective Care Program at Center for Reflective Communities. Since creating the group model in 2001, Ms. Reynolds has published and spoken widely on her

work with Mindful Parenting Groups, and has received funding from private foundations as well as the Department of Mental Health to support ongoing facilitator training, education, and research. She is currently in independent practice in Santa Monica, serving families and young children.

Thursday, October 27, 2016, 9 AM – 4 PM • 6 CE Credits

No CME credit

\$125 early bird rate, registrations received by 9/27/16

\$140 regular registration after 9/27/16

For questions, please contact: info@reflectivecommunities.org

or (323) 275-4805

The Loving Self Revisited

The Loving Self is the optimal condition of self for our post-modern era. The potential for this optimal state exists in most of our patients on the basis of early, deep parental love. However this rudimentary loving self later becomes inhibited due to neurotic parental impositions. The mutually loving therapeutic process leads to actualization of the loving self. This concept of the loving self was first offered by Dr. Natterson over 15 years ago and has subsequently been presented to numerous professional and student groups. Over the ensuing years the depth and range of pertinence of the loving self have steadily increased. Clinical illustrations are cited. Related themes in the 20th Century by notables such as Loewald and Bion are discussed, as well as more recent related work by Axel Honneth, Daniel & Donnel Stern, and the Boston group (BCPSG). Presentness, compatibility of contradiction, and deep intuition are features of the Loving Self, and are discussed.

Learning Objectives

As a result of attending this course, participants should be able to

- Identify conceptual antecedents to the loving self
- Explain the mutually-loving intersubjective essence of therapy
- Describe the origin of the loving self

Joseph Natterson, M.D., Ph.D., is a training and supervising analyst at NCP, Clinical Professor of Psychiatry, Emeritus at UCLA, Attending Psychiatrist, Emeritus, at Cedars-Sinai Medical Center and Consultant at the Maple Counseling Center. His numerous books and articles deal with dreams, therapists' subjectivity in the therapeutic process, love in psychotherapy. Two of his publications on The Loving Self appeared in 2015 and another is forthcoming in 2016.

Saturday, November 5, 2016, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$30 student rate, \$65 at the door

EXT

For course information/reservations, refer to www.n-c-p.org or call (310) 478-6541, Ext. 10

Co-sponsored by Center for Reflective Communities & New Center for Psychoanalysis

Mindful Parenting Groups (MPG) Level 1: Core Components of Mindful Parenting

This two-day intensive workshop is designed for infant mental health and early childhood specialists. The core components of mindful and reflective care of young children are introduced: mindful observation, flexible responsiveness, and reflection. The MPG model offers an interactive, development-driven and relationship-focused approach to strengthening the caregiver-child relationship and preventing child maltreatment. These experiential groups bring together infants, toddlers or preschoolers, along with their parents, for the purpose of promoting childhood attachment security through increasing parental reflective functioning. Facilitated by: Diane Reynolds, MFT, Program Developer, MPG.

Learning Objectives

As a result of attending this course, participants should be able to

- Describe the concept of Reflective Functioning, and its relationship to enhancing secure attachment and preventing negative parental behavior
- Identify the strengths of Mindful Parenting Groups as a treatment intervention for developing secure parent-child relationships
- Demonstrate clinical understanding of the core components of Mindful Parenting Groups: mindful observation, flexible responsiveness, and reflection

Diane Reynolds, MFT, is Program Developer of Mindful Parenting Groups and the Reflective Care Program for Reflective Communities. Since creating the group model in 2001, Ms. Reynolds has published and spoken widely on her work with Mindful Parenting Groups, and has received funding from private foundations as well as the Department of Mental Health support ongoing facilitator training, education, and research. She is currently in independent practice in Santa Monica, serving families and young children.

Thursday & Friday, November 10 & 11, 2016, 9 AM – 4 PM

12 CE credits

No CME credit

\$415 early bird rate, registrations received by 10/10/16

\$460 regular registration after 10/10/16

For questions, please contact: info@reflectivecommunities.org or (323) 275-4805

PSYCHOANALYTIC BOOK CLUB

The book club meets monthly to discuss works of fiction. We think about character, themes and settings from a psychoanalytic perspective. There is limited space for new participants. Please contact Dr. Myra Pomerantz if you are interested: (310) 277-1020.

Every third Monday, September – February, 2017

11:30 AM – 1 PM • Fee: \$10 per semester

Two Programs with Jill M. Miller, PhD

Save the Dates

Child Psychoanalysis and the Promotion of Progressive Development

NCP Scientific Meeting

Thursday, November 17, 2016 8 PM – 10 PM • 2 CE Credits

Developmental Psychoanalysis and Developmental Objects

Special Saturday Workshop

Saturday, November 19, 2016 9:30 AM – 1:00 PM • 3.5 CE Credits

Jill M. Miller, Ph.D. is the President of the Association for Child Psychoanalysis, a Clinical Professor of Psychiatry at the University of Colorado Medical School, a Training and Supervising Analyst at the Denver Institute, a Teaching Analyst at the Washington Institute and a Supervising Analyst for child and adolescent candidates in Washington DC, Denver, San Francisco, Seattle and Los Angeles. Dr. Miller completed her child and adolescent analytic training at the Anna Freud Centre in London, her Ph.D. at University College London, and her adult analytic training at the Denver Institute for Psychoanalysis. She has presented and published numerous papers on such topics as a historical reflection on the work of Anna Freud, children's development of insight, analytic work with learning disabled children, the mind of the child analyst, the analyst as a developmental object, and other issues related to child analytic technique, as well as co-editing a book with Dr. Carla Neely entitled *The Psychoanalytic Work of Hansi Kennedy: From War Nurseries to the Anna Freud Centre*. She is a child, adolescent and adult psychoanalyst in private practice in Washington DC.

For more information contact Terrell at 310-478-6541 x14 or terrell@n-c-p.org

CLINICAL MOMENTS

A monthly series in which a critical clinical moment in an ongoing analytic treatment is presented and discussed. This program meets on the first Tuesday evening of each month from 7-9:30 PM. It is hosted by a different colleague in the Los Angeles area with a different analyst presenting. It is for psychology/social work graduate students, psychiatry residents, and mental health professionals interested in psychoanalytic thought and possible enrollment into the training programs at NCP. A light dinner is served. Please contact ceciliap@n-c-p.org to receive monthly notifications.

Reflective Parenting Program 2.0: Booster Training for Launching the Updated RPP Curriculum

This full-day workshop is designed for clinicians who have successfully completed RPP Level 2 Facilitator or Level 3. Participants will learn about updates to the RPP preschool (3-5 year old) and school-aged (6-12 year old) curricula in English and Spanish that have been piloted over the past year, including integration of new topics within a 12-week curriculum: culture, attachment and the window of reflection, and reflecting on the emotional life of the parent. In the afternoon, training will focus on how to develop a group experience that specifically facilitates reflective process, utilizing case examples and vignettes. This training will take participants through the entire RPP 2.0 new curriculum and will include exercises designed to bring the material alive both for newly trained and more experienced RPP facilitators as well as RPP supervisors. Facilitated by: John Grienenberger, PhD, Program Developer, RPP & Wendy Denham, PhD, Sr Trainer, RPP

Learning Objectives

As a result of attending this course, participants should be able to

- Effectively implement the new RPP 2.0 curriculum within their practices or agencies
- Maintain fidelity to the core components of the RPP model while considering modifications that support specific communities served by their organization
- Integrate advanced group facilitation skills that enhance reflective process

Wendy Denham, Ph.D., is a senior trainer in both RPP & MPG, Dr. Denham is a clinical psychologist, and trainer/supervisor and research for both the RPP and MPG models. She has spoken widely on reflective functioning and attachment theory, and has been published for her work on Mindful Parenting Groups. Dr. Denham has a private practice in Los Angeles with a specialty in family and child therapy.

John Grienenberger, Ph.D., Program Developer of the Reflective Parenting Program and the Reflective Care Program at Center for Reflective Communities, has authored numerous papers in areas of attachment research, parental reflective functioning, parents, and child psychotherapy research. Dr. Grienenberger is in private practice in West Los Angeles where he works with children and adults.

Thursday, December 1, 2016, 9 AM – 4 PM • 6 CE credits

No CME credit

\$125 early bird rate, registrations received by 11/1/16

\$140 regular registration after 11/1/16

For questions, please contact: info@reflectivecommunities.org or (323) 275-4805

Shame at the End of Life: The Role of Psychoanalysis in Addressing Existential Needs for End-of-Life Care

The course explores the role of psychoanalysis and, in particular, the understanding of shame dynamics for end-of-life care. The 21st century paradigm shift in the attitude toward death and dying that has been institutionalized by the legalization of physician-assisted suicide in five states, including most recently California, puts death with dignity in the forefront. Paradoxically, in the growing volume of research on emotional dynamics of dying, shame—the true opposite of dignity—remains almost an untouched theme. Dying patients struggle often silently and alone with the shame of the humiliating disgraces of morbidity, disability and dependence. Their families endure their own measure of shame, trapped by their devastating and “forbidden” feelings and thoughts. Health care providers bear their quota of hidden shame dynamics related to projection-identification controversies with a mixture of compassion, denial, anger and guilt. Psychodynamic therapy appears to be a tool optimally equipped to assist patients to understand end-of-life experiences and to make critical life-or-death decisions.

The course explores psychoanalytic tools for comprehending unconscious emotional dynamics and the broader questions of psychodynamic perspectives of comprehending existential issues of death and dying as stages of being. In addition to clinical vignettes the course utilizes the classic account of the internal world of a dying person in Leo Tolstoy's *The Death of Ivan Ilyich*.

Learning Objectives

As a result of attending this session, participants should be able to

- Better communicate issues of death and dying with patients and families
- Identify basic elements of existential awareness of death and dying, including shame dynamics
- Develop greater awareness of the importance of existential psychoanalytic thinking in the end-of-life care, including psychodynamic work with shame toward self-respect and dignity
- Apply the principles of psychoanalytic work with shame in the end-of-life in their clinical practice

Elena Bezzubova, Ph.D., is a senior faculty member at the New Center for Psychoanalysis. She has taught medical ethics and for 15 years has served on the Ethics Committee at UCI Medical Center. Dr. Bezzubova maintains a private practice in psychoanalysis in Newport Beach.

Thursday, January 12, 2017 8 PM – 10 PM • 2 CE Credits

\$20 with CE Credits

Free attendance without CE Credits

SM

Cruel Intentions

Sadomasochism (SM), especially the interplay between sexuality and aggression, is the focus of this seminar. After a historical overview of sadomasochistic phenomena along the lines of a healthy to unhealthy continuum, we look at psychoanalytic, neurological, and evolutionary perspectives on SM. The contributions of Freud, Meltzer, Stoller, Wurmser, and Novicks are considered, along with the more recent research and development in the field. Clinical examples are provided and discussed to demonstrate the occurrence of SM not only in the area of sexuality, but as an established structure of a personality and predominant relational dynamics.

Different aspects of SM are explored more closely, especially as present in couples' relationships, including the psychoanalytic couple. The early manifestations of SM in child-parent interactions and its impact on attachment are evaluated. The role of erotic imagination, desire and sexual excitement, as well as penitential transference is analyzed, as applied to clinical and non-clinical populations.

Learning Objectives

As a result of attending this course, participants should be able to

- Review the history of SM and to survey different theories
- Examine SM phenomena in clinical work with couples, especially in evaluation of positive and negative influences in the areas of sexuality and erotic imagination
- Gain understanding of the penitential transference of psychoanalytic work with patients

Elena Balashova-Shamis, Psy.D. is an advanced Clinical Associate at NCP, and teaches in both the Child and Adult Psychoanalytic Psychotherapy programs. She maintains a private practice in West Los Angeles. She presents seminars and workshops on various topics in psychoanalysis, sexuality and child development at UCLA, Ryokan and other local universities.

Deborah Lynn, M.D. is a board-certified child and adolescent psychiatrist and general psychiatrist, and candidate of psychoanalysis, both child and adult at NCP. She is in private practice in Westwood as well as a member of the volunteer clinical facility at UCLA, Department of Child and Adolescent Psychiatry.

Saturday, January 14, 2017, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT

Meaning Making: How to Have A Therapeutic Conversation

How patients integrate events into their lives on a deep psychological level is fascinating and psychoanalytically rich. One person's motor vehicle accident is a small matter, whereas the same intensity motor vehicle accident to another person is a major catastrophe. Understanding the differences in how people interpret their worlds is the fascinating work of using psychoanalytic thinking in a therapeutic setting. This class examines how people have both conscious and unconscious meaning associated with their lives and as such, they react in ways

which both make sense to them and, at the same time, confuses them. As these layers of meaning are uncovered, a therapeutic conversation ensues which enriches the patient's understanding of himself, and thereby creates a calmness which allows them to get in touch with creative juices and along with that, a deeper sense of vitality. They experience psychological freedom which is liberating in ways they could not have imagined before they entered deep or intensive psychotherapy.

Learning Objectives

As a result of attending this course, participants should be able to

- Learn how to probe for conscious and unconscious meaning in a patient's presenting complaint
- Recognize how psychoanalytic understanding can aid symptom relief
- Identify how stimulating thought in the patient and helping the patient to be curious about themselves, produces therapeutic gain

Shirah Vollmer, M.D., is a member of New Center for Psychoanalysis, teaches in the Training and Psychoanalytic Psychotherapy Programs, and maintains a private practice in West Los Angeles.

Saturday, February 4, 2017, 9:30 AM – 12:30 PM • 3 CE credits

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT

User's Guide to Couples Therapy

Every couple shapes their unique story as each partner brings his/her own personal blueprint to the relationship. The instructor offers participants models so they can better identify who is a "couple" and provides a brief overview of several constructive approaches used in couples' therapy. Attention focuses on highlighting how to listen with an attuned ear to detect the underlying causes of a couple's communication difficulties. Additionally, the instructor explains how to build a neutral, yet engaged, working alliance with the couple. Clinical vignettes demonstrate these fundamental theoretical ideas. The program concludes with an open discussion of the participants' own clinical experiences.

Learning Objectives

As a result of attending this course, participants should be able to

- Develop strategies for effective listening techniques to address underlying sources of couple's communication difficulties
- Establish a neutral and engaged working alliance with the couple

Rina Freedman, Psy.D., LCSW, is Senior Faculty at the New Center for Psychoanalysis. She regularly teaches in the Psychoanalytic Training and Psychoanalytic Psychotherapy Programs. Dr. Freedman maintains a private practice in West Los Angeles working with individuals and couples. Cross cultural phenomenon is of great interest to her.

Saturday, February 11, 2017, 9:30 AM – 12:30 PM • 3 CE credits

\$55 Pre-registration, \$30 Student Rate, \$65 at the door

EXT

NCP FILM AND MIND SERIES

The NCP Film and Mind Series allows clinicians to explore psychoanalytic concepts in an open and exciting discussion format. By analyzing the interpersonal dynamics between the film characters and treating the mis-en-scene (the sum total of the art and artifice in the movie) as a metaphor for the internal mental states of the characters, and by revealing the subtext of the story by highlighting the process of the plot, we can gain a better understanding of the dynamics of our patients and of the therapeutic process. Movies are geared to mental health professionals and general public who are interested in psychoanalytic ideas. Each evening starts with a brief introduction of the movies and the discussant(s). The movie (or excerpts thereof) is screened. The discussant(s) present a brief analysis of the movie using the principles stated above and designed to stimulate a lively discussion with the participants.

Eight Friday Nights

September 9, 2016 – February 3, 2017

7:30 PM – 10 PM

\$20 per film with credits; \$10 general public (no discount)

September 9, 2016

Contempt

Contempt is a 1964 Jean-Luc Godard “film within a film” that uses Homer’s *Odyssey* as backdrop. The movie deals with the tragedy of corrupted desire—in a person, in a marriage, and between divisions of society. Godard’s scrutiny impacts not only the viewer but himself as well. *Contempt* is a perceptive film about the obliteration of hierarchical artistic and cultural values as it equates the low with the high. In this movie, a great literary accomplishment is fodder for the marketplace. Here the producer identifies with the gods while the writer draws parallels between a mythic hero and himself. This is a richly complex and layered work that invites multiple perspectives and interpretations from within psychoanalysis.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Compare the dynamics of tragedy in the hero versus the anti-hero, utilizing the Kleinian triad of manic defenses—control, triumph and contempt
- Explore the value and importance for psychoanalysts to be able to embrace multiple perspectives (Bion, Stolorow, Lacan)

Albert Morell, Ph.D., is a Lacanian clinical and research analyst in private and institutional practice. He is a former university lecturer in literature, philosophy and film studies, as well as a former screenwriter. He is co-editor of *The Los Angeles Psychologist*, and is founder and delegate of the California Forum of the Internationale des Forums École de Psychoanalyse des Forums du Champ Lacanien (IF-EPFCL), based in Paris, France.

Glenn Mowbray, Ph.D., a member of NCP, has spoken internationally on his work with primitive mental state patients from a Kleinian/Bionian/Infant Observation perspective. He heads a team of professionals who intensively and analytically treat high-risk patients with typical histories of multiple, “revolving-door” stays at residential and rehab facilities who need help breaking this cycle and growing to the next level.

September 30, 2016

Anomalisa

Anomalisa is a Charlie Kaufman film with stop-action puppets in human form. The story explores the life of a lonely and depressed customer service expert who finds significance and a genuine connection with a woman named Anomalisa. Anomalisa’s name suggests anomalies and how the protagonist experiences all people as the same. The film depicts layers of consciousness—such as the Superego and the Repressed Unconscious—cinematically. The movie contains a love scene that is one of the more realistic ones in cinema and it is portrayed, ironically, by the animated life-like puppets. We, the viewers, take a journey into the unconscious mind and inner world of the main character. One of the important themes of the movie is the difficulty of sustaining a genuine intimacy with others and oneself.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Recognize the representation of layers of consciousness and defenses against authentic intimacy that prevent all but two of the characters from getting close
- Examine the various symbolic meanings of masks and their relationship to defensiveness, depression, breakdown, alienation and difficulties with authentic intimacy

Lynne Oliva, Psy.D., is a member of the New Center for Psychoanalysis, as well as a faculty member and training and supervising analyst at ICP. She is a licensed MFT in private practice in Brentwood where she specializes in working with couples and individuals, a significant number of whom are artists and writers.

Angel Cienfuegos, M.D., is an assistant Professor at UCLA, and a member of the faculty of NCP’s Psychoanalytic Psychotherapy Program.

October 14, 2016

The Wave

The Wave is based on the study by Stanley Milgram of college students’ compliance with malevolent authority. In *The Wave* a German high school teacher replicates an experiment which spirals out of control. The film offers the therapist viewer an observation of the psychodynamics of the craving for authority with carry over to patient populations.

For course information/reservations, refer to www.n-c-p.org or call (310) 478-6541, Ext. 10

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Identify the psycho-social variables of frustration and rebellion, and their effects on patients
- Demonstrate the psychodynamics of the craving for authority in patient populations and how to address the same in clinical situations, especially in the transference

Peter Loewenberg, M.D., is a Professor Emeritus of History at UCLA, and a Training and Supervising Analyst and former Dean of New Center for Psychoanalysis and Southern California Psychoanalytic Institute.

Ben Kohn, M.D., is a member of the New Center for Psychoanalysis and former co-chair of the Child Program at NCP and Chair of the Child Program at SCPI. He was on the faculty at Cedars-Sinai Hospital as a child psychiatrist. Dr. Kohn has been in clinical practice for over 40 years, currently treating children, adults and families.

November 4, 2016

45 Years

45 Years tells the story of the Mercers, Kate and Geoff, who are on the verge of celebrating their 40th anniversary five years late because of the husband's heart surgery. Disturbing word of Geoff's former girlfriend's death arrives to shake up the situation. Because the woman named Geoff next-of-kin, he is required to identify her remains. Predictably, Kate and Geoff's calm, routine life takes a blow as each one re-examines and recreates the past.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Demonstrate how to deconstruct couples' presentations of marital crises, and help them understand what aspects are truly pathological and what are "normative" and what steps are necessary to preserve the relationship
- Appreciate and empathize with the long shadow and profound impact of "new information" from the past on a long, stable marriage

Julie Tepper, Psy.D., MFT is a faculty member of the New Center for Psychoanalysis. She is a practicing psychoanalyst and psychotherapist in West Los Angeles with a specialty in working with adolescent girls.

Miriam Tasini, M.D., is a Professor of Psychiatry at UCLA, a Training and Supervising Analyst at the New Center for Psychoanalysis and an honorary member of the Polish Psychoanalytic Society. She studied the Holocaust and problems of restitution as she wrote a book titled *Where Are We Going?* (2008) about her family's survival as they escaped half way around the world.

November 18, 2016

The Witch

This film offers a horrifying look into a family's descent into madness. An exiled New England Puritan struggles to survive at the edge of a mysterious forest. Disturbing witching forces emerge from the wilderness terrorizing them. They fear the youngest of the five children has been kidnapped. Their crops fail, the clan succumbs to paranoia and turn on each another; they begin to suspect the teen, Thomasin, of witchcraft. For the therapist, this film can give insights into helping patients deal with loss and other feelings of mourning and see how that loss affects the future and interpersonal relationships.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Explore and understand the mechanism of projection with patients, specifically how patients may feel dread and project sorrow for the future, based on pasts filled with sadness and loneliness
- Help patients deal with loss and other feelings of mourning and see how that loss is projected into the future and into their interpersonal relationships
- Learn to bear his/her own feelings and fears of loss and understand how that may affect his/her concerns for the progress of the treatment

Joshua Richmond, MPW, is a vested member of the Writers Guild of America West and has written for film and television for over twenty years, writing scripts for Ron Howard, Universal, Disney etc., and has created TV shows for Fox and Disney. Currently he teaches screenwriting and sitcom writing at Cal State Fullerton and is a psychoanalytic candidate at the New Center for Psychoanalysis.

Pranav Shah, M.D., is a psychiatrist and a psychoanalytic psychotherapist who is passionate about movies and their use in illustrating the fundamental principles of psychoanalysis. He has co-authored a psychoanalytic study of the films of the renowned Indian auteur Satyajit Ray.

December 9, 2016

Hail Caesar!

Hail Caesar! depicts a day in the life of a 1950s Hollywood Capitol Pictures fixer, Eddie Mannix, who cleans up problems for stars and other industry celebrities. But when a studio luminary disappears, Mannix is confronted with more than just a fix. This movie is both bumbling comedy and reverential bow to Hollywood's Golden Era. In addition, it offers a serious debate about the role of history, and historical figures, in the making of cultural myths with psychological insights into myths of individual patients.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Recognize the psychological effects of cultural ego-ideals (religious and mythical figures, political leaders and movie stars) on the patient population

and the use of idealization as a defense mechanism

- Train clinicians to delineate the role of history, and historical figures, in the making of cultural myths and their incorporation into individual myths of a patient

Apurva Shah, M.D., is a child and adolescent psychiatrist working for Kaiser Permanente in Palmdale. A Professional Affiliate member of the New Center for Psychoanalysis, he is the co-coordinator of the Film and Mind Series. He is also the Founding Director and Faculty at the Antarnad Foundation, a not-for-profit psychoanalytic psychotherapy training program in Ahmedabad, India.

Afsaneh Alisobhani, Psy.D., is a training and supervising analyst at the Newport Psychoanalytic Institute where she teaches courses on Fairbairn, Winnicott, and Bion, as well as case consultation groups. She has a private practice in Irvine, California.

January 13, 2017

Valley of Love

The French film *Valley of Love* stars Isabelle Huppert and Gérard Depardieu and is directed by Guillaume Nicloux. It tells the story of two famous actors, Gerard and Isabelle, formerly a couple who 25 years prior had had a son. After their 25 year old son commits suicide they reunite and go on a journey to five sites in Death Valley at the behest of a letter from their son ostensibly to allow him come back to life.

Learning Objectives

As a result of attending this film, participants should be able to

- Recognize how unconscious fantasies operate powerfully in almost all patients who have active suicidal ideations and in those who have committed suicide
- Help patients incorporate the value of being conscious of inevitable death throughout one's life and how that enhances psychoanalytic treatment

Elena Balashova-Shamis, Psy.D. is an advanced Clinical Associate at NCP, and teaches in both the Child and Adult Psychoanalytic Psychotherapy programs. She maintains a private practice in West Los Angeles. She presents seminars and workshops on various topics in psychoanalysis, sexuality and child development at UCLA, Ryokan and other local universities.

Deborah Lynn, M.D., is a board certified child and adolescent psychiatrist and general psychiatrist, and psychoanalytic candidate at the New Center for Psychoanalysis. She is in private practice in Westwood as well as a member of the volunteer clinical faculty at UCLA, Department of Child and Adolescent Psychiatry.

February 3, 2017

Julieta

Julieta, a Pedro Almodóvar film, and is based on Alice Munro's collection of short stories, *Runaway*. Julieta, who lives in Madrid, deals with primary attachment and loss issues. She recently lost her husband, Xoan, and her 18-year-old daughter, Antía, runs away without any explanation. Julieta searches for her untiringly; however, in her search she comes to realize how little she knows her own daughter.

Learning Objectives

As a result of attending this learning activity, participants should be able to

- Enumerate and elaborate on various types of primary attachment and internalization of the object that are evident in the clinical population
- Identify the differences between dyadic and triadic relationships and the meaning of the absent father as it impacts the clinical presentation of their patients

Bettina Soestwöhner, Ph.D., Psy.D. holds a doctoral degree in Comparative Literature from UC Irvine. She is a Graduate Research Psychoanalyst and faculty member at the New Center for Psychoanalysis and a Training and Supervising Analyst at the Newport Psychoanalytic Institute. She is a member of the California Circle of the EFQ (Freudian School of Quebec) and of the IFLF (International Forums of the Lacanian Field.) She has a private practice in Los Angeles.

Lisa Vitti, Ph.D., is a clinical psychologist and a graduate of the New Center of Psychoanalysis. Dr. Vitti is the Director of NCP's Psychoanalytic Psychotherapy Program. She maintains a private practice in West Los Angeles and Downtown Los Angeles. She is also a supervisor at both the Maple Center and the Wright Institute.

CONFIDENTIALITY

Notice to all attendees concerning confidentiality:

Those presenting clinical material have made reasonable efforts to disguise the identity of the patient. Additional precautions, however, are necessary to ensure confidentiality.

- Clinical material presented in any session must not be discussed outside the group itself to protect the confidentiality of the patient.
- Special care must be taken to avoid conversations about clinical material in halls and public areas.
- Clinical material must not be written about in subsequent reports, in newsletters or journals unless thoroughly and assiduously disguised and approved by the presenter.
- Emails and internet postings about the clinical material should be absolutely avoided.

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Psychoanalytic Training Program

Dean: Richard Tuch, M.D.

The New Center for Psychoanalysis provides child and adult psychoanalytic training for licensed mental health professionals and distinguished academics. The program has earned a national reputation for offering a comprehensive exposure to the full range of psychoanalytic ideas and practice. A spirit of open and critical inquiry defines the training program, encouraging students—our clinical associates—to develop their own unique style of conducting an analysis.

Learning is achieved through the “tripartite model” of training: Clinical associates undergo a personal psychoanalysis with a training analyst of their own choosing, conduct three supervised psychoanalyses of their own, and participate in a four-year program of seminars offered on Wednesday mornings. These three components act to reinforce and enrich one another. The core curriculum provides comprehensive exposure to psychoanalysis with considerable latitude for elective or independent study.

The New Center for Psychoanalysis training program is approved by both the American Psychoanalytic Association and the International Psychoanalytical Association. Financial assistance and scholarship opportunities may be available in both the child and adult programs.

For further information about assistance, please call NCP at (310) 478-6541 x.16. Applications for admission are accepted on a rolling basis throughout the year. Early applications are encouraged and, if submitted by June 15th, the application fee is waived.

Psychoanalytic Psychotherapy

TWO-YEAR CERTIFICATE PROGRAM

Director: Lisa Vitti, Ph.D.

The NCP two-year certificate program in psychoanalytic psychotherapy is designed to equip students with the knowledge to deepen and enrich their clinical work. The Program consists of seminars and case consultation experiences. This structure facilitates an integration of psychoanalytic theory about the development and the disorders of the mind. We offer a variety of effective intervention strategies with the incorporation of current research. The goal of the program is to provide students with an understanding of the ways in which psychoanalytic perspectives can enhance clinical practice.

To contact us, please call Lisa Rosenberg at **(310) 478-6541 Ext. 10** or email lisar@n-c-p.org.

Child and Adolescent Psychotherapy Program

TWO-YEAR CERTIFICATE PROGRAM

Director: Katharine Gould, LCSW

This Clinical Training Program is designed for working child and/or adolescent mental health therapists to increase their professional competence and become more effective in dealing with the everyday challenges faced in their practice. The program consists of seminars which integrate contemporary theories of development with current notions of psychopathology. The goal of the program is to help child and adolescent therapists better understand and treat the complex environmental, interpersonal, and intra-psychic factors that contribute to present-day difficulties that children and their families face. Effective treatment strategies for working with parents and developing and maintaining treatment alliances are covered. Consultation on child/adolescent cases is included in the program.

For more information, contact Katharine Gould, Director at **(773)726-3301** or email: katgould703@gmail.com.

GENERAL INFORMATION

Website: www.n-c-p.org

The NCP website has full information for all events. This includes the target audience and the number of CE and CME credits designated for each course.

Non-Discrimination

NCP does not discriminate on the basis of age, race, color, gender, marital status, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs. In accordance with California and Federal law, NCP has a policy of nondiscrimination for persons with disabilities.

Registration

Online registration is easy at www.n-c-p.org

Phone-in registration to 310.478.6541 Ext.10

Pre-registration must be completed 48 hours before the course in order to be eligible for the discount.

Payment

NCP accepts Mastercard and VISA.

Personal checks may be mailed to NCP at:

2014 Sawtelle Blvd., Los Angeles, 90025

Student Discount

Unless otherwise noted, a 50% discount is given to students with appropriate ID for Extension programs (EXT) with the exception of the Film Series and trainings for Reflective Parenting, Mindful Parenting and PDI Training.

Cancellation Policy

NCP reserves the right to cancel any class, and in that event, a full refund is given. With notice of at least 3 business days, anyone may cancel their registration and receive a full refund minus a \$10 processing fee. If the cancellation is within the 3 business days, 75% credit is given toward registration for another class. This credit must be used within 6 months of the cancellation.

Parking

Limited parking is available behind the NCP building with entry from Beloit Ave. On Saturdays, no parking is allowed in spaces #12-21.

CONTINUING EDUCATION CREDIT

STATEMENT OF OBJECTIVES

The Fall 2016 Continuing Education Programs of the New Center for Psychoanalysis are intended to bridge practice gaps in the professional knowledge of attendees by exploring new and recent developments in research, theory, technique, clinical knowledge and by offering opportunities for review of essential psychoanalytic knowledge. There are a number of programs focused on work with children and adolescents providing needed distinct training for those working with this patient population. These continuing education activities are presented in a variety of formats such as scientific papers, clinical workshops, lectures and discussion groups and are designed to increase the professional competence of mental health professionals, including psychiatrists, psychologists, social workers, marriage & family therapists, licensed educational psychologists, licensed professional clinical counselors, registered nurses and those in training in these disciplines as well as academics in mental health and non-mental health fields.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of these CME/CE programs have any relevant financial relationships to disclose.

PHYSICIANS

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the American Psychoanalytic Association and the New Center for Psychoanalysis. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 52.5 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

PSYCHOLOGISTS

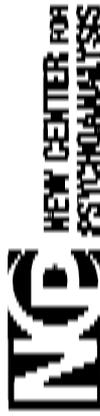
The New Center for Psychoanalysis is approved by the American Psychological Association to sponsor continuing education for psychologists. New Center for Psychoanalysis maintains responsibility for this program and its content. Full attendance is required for psychologists to receive credit; partial credit may not be awarded based on APA guidelines. For the psychologists' records, certificates of attendance are provided at the completion of the course.

SOCIAL WORKERS, MARRIAGE and FAMILY THERAPISTS (LCSW, LMFT, ASW, IMF, LEP, LPCC, PCCI)

The New Center for Psychoanalysis is a continuing education provider that has been approved by the American Psychological Association, a California Board of Behavioral Sciences recognized approval agency.

REGISTERED NURSES

The New Center for Psychoanalysis is an accredited provider approved by the California Board of Registered Nursing (Provider #CEP1112). Registered Nurses may claim only the actual number of hours spent in the educational activity for credit.



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