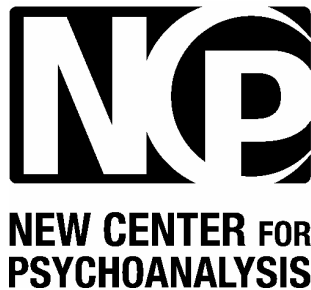


Psychoanalytic Training Program

*the whole spectrum of
psychoanalytic theory and practice*



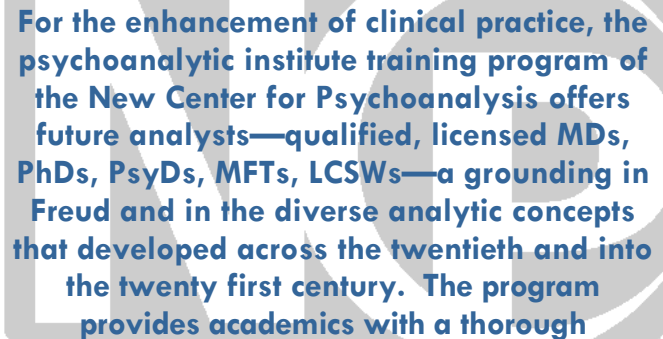
Adult Analysis

Child & Adolescent Analysis

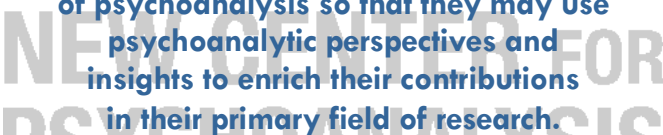


Table of Contents

Educational Philosophy and Goals	4
Admission Requirements	4
Clinicians	5
Academics	5
Tripartite Program	6
Training Analysis	6
Curriculum	7
Core Curriculum Outline	9
Adult & Child Training and Supervising Analysts	11
Faculty	13
Supervised Clinical Work	15
Graduation Requirements	15
The Ph.D.	16
The Psy.D.	17
Colloquium	17
Psychoanalytic Study Centers	17
Library	18
Clinic	18
Clinical Associates Organization	19
Center Membership	19
Child & Adolescent Psychoanalytic Training	19
Tuition and Fees	21
Financial Assistance	21
General Information	22



For the enhancement of clinical practice, the psychoanalytic institute training program of the New Center for Psychoanalysis offers future analysts—qualified, licensed MDs, PhDs, PsyDs, MFTs, LCSWs—a grounding in Freud and in the diverse analytic concepts that developed across the twentieth and into the twenty first century. The program provides academics with a thorough knowledge of the theory and clinical technique of psychoanalysis so that they may use psychoanalytic perspectives and insights to enrich their contributions in their primary field of research.



Educational Philosophy and Goals

While beginning on the firm foundation of a historical and critical review of the works of Sigmund Freud, NCP encourages clinical associates to approach their studies with a spirit of disciplined yet flexible intellectual inquiry. No single theory or technical approach is presented as a talisman guaranteed to secure full psychoanalytic understanding or competence. NCP's aim is to produce graduate psychoanalysts who regard their learning experience as merely the first phase of a lifelong career devoted to examining both prevailing theories and practices and new developments in this growing field with receptivity and with careful evaluation. To this end, an attitude of critical inquiry, coupled with experience in clear scientific writing, reaches its culmination in either the Colloquium experience or the graduation thesis. The goals of the Training Program are

- Educating and training qualified applicants in the theory and practice of psychoanalysis or analytic psychotherapy
- Conducting research on the functioning of the human mind
- Promoting the application of psychoanalysis in mental health professions and in academia
- Providing psychoanalytic treatment on a low fee basis
- Cooperating with other organizations in serving the community in matters of mental health, awareness and education

Admission Requirements

The New Center for Psychoanalysis expects the highest standards and qualifications from all of its applicants. We look for excellence in educational and clinical backgrounds; aptitude and personality traits appropriate for the learning and practice of psychoanalysis; qualities of maturity, integrity, reliability, and intellectual honesty; and the highest of references.

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 who are otherwise qualified for training.

Clinicians

The New Center for Psychoanalysis expects the highest standards and qualifications from all of its applicants. We look for excellence in educational and clinical backgrounds; aptitude and personality traits appropriate for the learning and practice of psychoanalysis; qualities of maturity, integrity, reliability, and intellectual honesty; and the highest of references.

- Psychologists must hold a Ph.D. or Psy.D. from a program accredited by the American Psychological Association and a license to practice clinical psychology in the state of California.
- Social Workers must hold a Ph.D., DSW, or MSW degree in social work from a GADE accredited program and a California license to practice clinical social work.
- Marriage and Family Therapists must hold an M.A. from an accredited graduate program and a license to practice as a Marriage and Family Therapist in California.
- Individuals who have graduated with a clinical master's degree that is generally recognized as the highest clinical degree within a specific mental health profession must subsequently complete two additional years of didactic and clinical training involving immersion in a rigorous program such as our Psychoanalytic Psychotherapy Program.

Psychotherapy training, preferably with both in- and outpatient populations, with adequate, close supervision is a requirement, and some psychotherapy supervision by psychoanalysts is recommended. It is desirable that applicants have had didactic and/or practical experiences that provided a broad understanding of the cultural, economic, ethnic, religious, and racial backgrounds of the rich diversity of patients in the American population.

Academics

The Research Training Program is designed for those who are not primarily clinical practitioners and who plan to maintain their professional identity as academic researchers after graduation. Our aim is to equip such individuals with a thorough knowledge of the theory and clinical technique of psychoanalysis so that they may use psychoanalytic perspectives and insights to enrich their contributions in their primary field of research and to allow

them to bring the expertise from their own field to bear on the investigation of psychoanalytic issues. The requirements for academicians are

- A Ph.D., or equivalent, or postmasters-graduate status of persons of unusual potential in their field from an institution accredited by a regional accrediting body recognized by the U.S. Office of Education.
- A full-time faculty appointment at a university.
- A record of scholarly originality and accomplishment. They should have a serious interest in psychoanalysis, see its relevance to their own field of endeavor and have some specific ideas as to how they can utilize psychoanalytic training to advance their research interests.
- The Center may provide educational and clinical experiences prior to or during the candidacy of any applicants who do not fully meet any of the above requirements.

Continued training in supervised clinical psychoanalysis requires a waiver of the mental health profession requirement by the American Psychoanalytic Association. This step is conditional upon the acquisition of clinical experience deemed adequate by NCP and the American Psychoanalytic Association.

Tripartite Program

The Analytic Training Program follows a tripartite model which includes a personal analysis, three psychoanalytic cases under supervision, and four years of didactic and clinical seminars. The length of the Training Program varies with the individual. The program consists of

- The clinical associate's personal or training analysis.
- A curriculum of theoretical and clinical seminars.
- Supervision of the clinical associate's psychoanalytic work.
- The Colloquium or the writing of a graduation thesis.

Training Analysis

The foundation of the training is the personal or training analysis. The educational goals of the analysis include the understanding and mastering of

personality problems and freedom from unconscious attitudes that might interfere with the ability to conduct psychoanalytic treatment independently. The analysis should provide first-hand experience of unconscious forces and resistances, free association, transference, working through, and termination. It should also assist in the development of self-analytic skills. Four or five analytic sessions per week afford the optimum condition for the continuity of analysis. Most training analyses extend over a period of four years. The duration is arrived at through the mutual decision of the training analyst and the clinical associate and depends upon the needs and progress of the individual.

The American Psychoanalytic Association minimum standards are as follows:

- “It is recommended that a clinical associate begin personal analysis prior to the beginning of classes, ideally a year or more before.”
- “The clinical associate must be in analysis with a training analyst for a substantial period of time that overlaps the supervised casework.”
- “The personal analyses of candidates are conducted in person at a frequency of five times a week or four at a minimum through termination except when special circumstances require a temporary change of frequency.”

The clinical associate selects a training analyst from the Center roster and guidance is available upon request. The analyst does not participate in the educational and committee discussion of the analysis and nor does the analyst communicate with the Center about his/her analysis except to report the interruption or termination of analysis.

If the training analyst or clinical associate is dissatisfied with the analytic progress, either has the right to request another training analyst.

Curriculum

The psychoanalytic training program core curriculum encompasses a four year period while completion of the requirements for supervised and independent clinical work usually requires more time. The academic year consists of two semesters totaling approximately nine months. The majority of classes take place in small seminar groups on Wednesdays from 9:00 AM to 1:00 PM at the Center. Students must attend all seminars each semester unless other arrangements have been made in writing and approved by the Progression Committee. Missing 25% of a course constitutes an incomplete.

Theoretical courses and those focusing on clinical material and on technique are given concurrently throughout the four year period. The curriculum is based on the presentation of multiple paradigms, including psychoanalysis, psychoanalytic psychology, object relations, intersubjectivity, self psychology, Kleinian theory, classical theory; the role of trauma and anxiety, defense, symptom formation; the genesis of character traits, dreams; the phenomenon of transference; and the techniques of therapeutic intervention. These basic issues are reconsidered during the four year period in the light of the clinical associate's increasing experience and theoretical insights and deal progressively with their specific application to the problems of psychopathology and psychoanalytic technique.

Under the supervision of the Curriculum Committee, clinical associates plan a part of the third year and fourth year classes. They select topics and instructors that complement and further explore the topics covered during the preceding years of seminars or new topics the curriculum has not previously addressed. The Center's curriculum is scrutinized and evaluated on an ongoing basis, and changes are made to reflect new developments in psychoanalysis and the evaluative feedback of clinical associates and faculty. Participation in the Institute Analysis Conference (IAC) and the Infant Observation Course, both which occur outside of regular seminar hours, is also required.

Core Curriculum

Wednesdays, 9:00 AM–1:00 PM

1st Year

Early Freud I: Anna O, Hysteria, *The Interpretation of Dreams*
Early Freud II: *Essays on Sexuality*
Later Freud I
Later Freud II
Ethics I
Psychoanalytic Writing I
Approaches to Psychoanalysis I: Ego Psychology, Object Relations
Approaches to Psychoanalysis II: Self-Psychology, Intersubjectivity, Attachment
Clinical Practice I
Clinical Practice II
Clinical Practice III: Child Analysis
Case Conference I

2nd Year

Human Development I: Infancy
Human Development II: Childhood Latency
Human Development III: Adolescence
Human Development IV: Adulthood
Case Conference II
Infant Observation
Psychopathology I: Mood Disorders
Psychopathology II: Personality Disorders
Sexuality and Desire: Development and Conflict
Trauma
Case Conference III

3rd Year

Evolution of Theory I: Ego Psychology
Evolution of Theory II: Ferenczi
Evolution of Theory III: Klein
Evolution of Theory IV: Object Relations
Psychoanalytic Writing II
Clinical Practice IV: Mid-phase Technique
Contemporary Psychoanalysis I: Self-Psychology
Contemporary Psychoanalysis II: Attachment
Contemporary Psychoanalysis III: The Relational School
Case Conference IV

4th Year

Contemporary Psychoanalysis IV: Neuroscience & Psychoanalysis
Contemporary Psychoanalysis V: Intersubjectivity
Clinical Practice V: Psychoanalytic Process
Clinical Practice VI: Termination
Case Conference V
Elective
Reflections on Psychoanalysis of Children and Their Parents
Research Methods
Ethics II
Psychoanalytic Writing III
Case Conference VI
Elective

Training and Supervising Analysts

Gerald Aronson, M.D.
Howard Bacal, M.D., Ph.D.
Bernard Bail, M.D.
Richard H. Baker, M.D.
Seymour Bird, M.D.
Harry Brickman, M.D., Ph.D.
Saul Brown, M.D., Ph.D.
Justin Call, M.D.
Scott Carder, M.D., Ph.D.
Leonard Comess, M.D., Ph.D.
Allan Compton, M.D.
Candace Cotlove, M.D.
Helen Desmond, Ph.D.
Richard Edelman, M.D.
Richard Fox, M.D.
Raymond Friedman, M.D., Ph.D.
Jack Gaines, M.D., Ph.D.
Peter Gelker, M.D., Ph.D.
Arnold Gilberg, M.D., Ph.D.
Leonard Gilman, M.D.
Alfred Goldberg, M.D.
James Gooch, M.D., Ph.D.
Louis Gottschalk, M.D., Ph.D.
James S. Grotstein, M.D.

Janet Hadda, Ph.D.
Joshua Hoffs, M.D.
Winthrop Hopgood, M.D.
Christine Hradesky, M.D., Ph.D.
Robert James, M.D., Ph.D.
Joseph M. Jones, M.D.
Alan Karbelnig, Ph.D.
Robin L. Kissell, M.D.
Joel Kotin, M.D.
Melvin R. Lansky, M.D.
Maimon Leavitt, M.D.
Doryann Lebe, M.D., Ph.D.
Mark Leffert, M.D.
Stanley J. Leiken, M.D.
Robert Litman, M.D.
Peter Loewenberg, Ph.D.
Arthur Malin, M.D., Ph.D.
Barnet D. Malin, M.D.
Melvin Mandel, M.D.
Donald Marcus, M.D.
Albert Mason, M.D.
Chris Minnick, M.D., Ph.D.
Thomas Mintz, M.D.

J. Victor Monke, M.D., Ph.D.
Joseph Nattersson, M.D. Ph.D.
Marvin P. Osman, M.D., Ph.D.
Arthur Ourieff, M.D.
Michael Paul, M.D.
Edwin C. Peck, M.D., Ph.D.
John Peck, M.D., Ph.D.
R. James Perkins, M.D.
Jona Perlmutter, M.D.
Warren Procci, M.D.
Hilda Rollman-Branch, M.D.
Estelle Shane, M.D.
Norman Tabachnick, M.D., Ph.D.
Miriam Tasini, M.D.
J. Mark Thompson, M.D.
Elizabeth Trawick, M.D.
Richard Tuch, M.D.
Heiman van Dam, M.D., Ph.D.
Kato van Leeuwen, M.D., Ph.D.
Sharen Westin, M.D.
Martin E. Widzer, M.D.
Samuel Wilson, M.D.
Sherwyn Woods, M.D., Ph.D.
Robert Zaitlin, M.D.

Child Analytic Supervisors

Alexandra Harrison, Ph.D.
Stanley J. Leiken, M.D.
Charles Mangham, M.D.
Jill Miller, Ph.D.
Arthur Ourieff, M.D.
Phyllis Tyson, Ph.D.
Robert Tyson, Ph.D.
Kato van Leeuwen, M.D.

Faculty

Steven Abrams, M.D.
Paul Ackerman, M.D.
Raquel Ackerman, Ph.D.
Concetta Alfano, Ph.D.
John Altman, M.D., Ph.D.
Gerald Aronson, M.D.
Howard Bacal, M.D., Ph.D.
Bernard Bail, M.D.
Richard H. Baker, M.D.
Samoan Barish, D.S.W., Ph.D.
Sharon Bassett, Ph.D.
Kate Beiler, Psy.D.
David Bender, M.D.
M. Christina Benson, M.D.
Gordon Berger, Ph.D.
Irving Berkovitz, M.D., Ph.D.
Behrooz Bernous, Ph.D.
Seymour Bird, M.D.
Barton Blinder, M.D., Ph.D.
Lisa Bode, Ph.D.
Harry Brickman, M.D., Ph.D.
Thomas Brod, M.D.
Saul Brown, M.D., Ph.D.
Justin Call, M.D.
Robert Caraway, M.D.
Scott Carder, M.D., Ph.D.
Elizabeth Carlin, M.D.
Frank Clayman-Cook, Ph.D.
Elaine Clough, Ph.D.
Susan Cofsky, Psy.D.
Leonard Comess, M.D.
Allan Compton, M.D.
Candace Cotlove, M.D.
David M. Davis, M.D.
Don De Francisco, M.D.
Van DeGolia, M.D.
Helen Desmond, Ph.D.
Franklin Dines, M.D., Ph.D.
Susan Donner, M.D.
Esther Dreifuss-Kattan, Ph.D.
Morris Eagle, Ph.D.
Richard Edelman, M.D.

Beverly Feinstein, M.D., Ph.D.
David James Fisher, M.D.
Richard Fox, M.D.
Robin D'Arvin Frasier, M.D.
Rina Freedman, LCSW
Raymond Friedman, M.D., Ph.D.
Jack Gaines, M.D.
Michael Gales, M.D.
Elizabeth Galton, M.D.
Kathleen Gates, Ph.D.
Peter Gelker, M.D.
Arnold Gilbert, M.D.
Leonard Gilman, M.D.
Nancy Glaser, M.D.
Marcia Goin, M.D., Ph.D.
Alfred Goldberg, M.D.
James Gooch, M.D., Ph.D.
Linda Goodman, Ph.D.
James S. Grotstein, M.D.
Ethan Grumbach, Ph.D.
Janet Hadda, Ph.D.
Howard Hansen, M.D., Ph.D.
Irene Harwood, Ph.D.
Christoff M. Heinicke, Ph.D.
Carol Hekman, Ph.D.
Jacqueline Heller, M.D.
Bernard Hellinger, M.D.
Joshua Hoffs, M.D.
Malcolm Hoffs, M.D.
Douglas Hollan, Ph.D.
Christine Hradesky, M.D., Ph.D.
Robin Jacobs, LCSW
Robert James, M.D., Ph.D.
Joseph M. Jones, M.D.
Alan Karbelnig, Ph.D.
Laila Karme, M.D.
Robin L. Kissell, M.D.
Ben Kohn, M.D., Ph.D.
Martha Koo, M.D.
Joel Kotin, M.D.
Melvin R. Lansky, M.D.

Maimon Leavitt, M.D.
Doryann Lebe, M.D., Ph.D.
Mark Leffert, M.D.
Stanley J. Leiken, M.D.
Richard Lettieri, Ph.D.
David Leviadin, M.D.
Peter Loewenberg, Ph.D.
Arthur Malin, M.D., Ph.D.
Barnet D. Malin, M.D.
Melvin Mandel, M.D.
Donald Marcus, M.D.
Randi Markowitz, M.Sc.
Albert Mason, M.D.
Samuel Miles, M.D., Ph.D.
Chris Minnick, M.D., Ph.D.
J. Victor Monke, M.D.
Joseph Nattersson, M.D., Ph.D.
Marvin Osman, M.D., Ph.D.
Arthur Ourieff, M.D.
Regina Pally, M.D.
Michael Paul, M.D.
Edwin Peck, M.D.
John Peck, M.D.
R. James Perkins, M.D.
Jona Perlmutter, M.D.
Myra Pomerantz, Ph.D.
Paulene Popek, Ph.D.
Stephen H. Portuges, Ph.D.
Jeffrey Prager, Ph.D.
Joshua Pretsky, M.D.
Thomas Preston, M.D., Ph.D.
Warren Procci, M.D.
Leo Rangell, M.D.
William Rickles, M.D.
Hilda S. Rollman-Branch, M.D.
James P. Rosenblum, M.D.
Richard J. Rosenthal, M.D.
Robert Ross, M.D., Ph.D.
Margaret Rubin, Ph.D.
Dahlia Russ, Psy.D.
Mark Salib, M.D.

Irwin Savodnik, M.D.
Barbara Friedman Sax, M.D.
Bella Schimmel, M.D.
Jeffrey Seitelman, M.D., Ph.D.
Lisa Selin, Ph.D.
Edward Shafranske, Ph.D.
Estelle Shane, Ph.D.
Sherry Siassi, Ph.D.
Martha Slagerman, Ph.D.
Janet K. Smith, Ph.D.
Bettina Soestwohner, Ph.D.
David Soghor, M.D.
Gittelle Sones, Ed.D., Ph.D.
Fredelle Spiegel, Ph.D.
Arlene Sylvers, Ph.D.
Norman Tabachnick, M.D., Ph.D.
Miriam Tasini, M.D.
Julie Weinshel Tepper, MFCC
J. Mark Thompson, M.D.
Mary Thomsen, Ph.D.
Elizabeth Trawick, M.D.
Thomas Trott, M.D., Ph.D.
Richard Tuch, M.D.
Heiman van Dam, M.D., Ph.D.
Kato van Leeuwen, M.D., Ph.D.
Debra Vilinsky, M.D.
Shirah Vollmer, M.D.
Howard Wallach, M.D.
Chao-Ying Wang, Ph.D.
Martin Wasserman, M.D.
Harvey Weintraub, M.D., Ph.D.
Louis Weisberg, M.D.
Andrea Weiss, Ph.D.
Richard Weiss, Ph.D.
Joel West, M.D.
Sharen Westin, M.D.
Martin E. Widzer, M.D.
Samuel Wilson, M.D.
Stuart Wolman, M.D.
Loren Woodson, M.D., Ph.D.
Robert Zaitlin, M.D.
Sharon Zalusky, Ph.D.

Supervised Clinical Work

Clinical associates undertake supervised clinical work upon authorization by the Education Committee which ideally occurs after the completion of the first semester of courses. Authorization to begin supervised clinical work is dependent upon the clinical associate's total progress in training as determined by the Progression Committee. The Progression Committee reviews the student's progress to determine his/her readiness before granting permission to begin supervision of a second and a third clinical case. A clinical associate should have six months supervision on a case before seeking permission to start the next case.

The student must demonstrate the capacity to work analytically through at least three supervised cases, including both genders, for a minimum of 50 hours supervision per case. The hours may be counted after the associate presents the case at the Institute Analysis Conference (IAC). A minimum of 200 total hours of supervision is required for graduation. At least one of the cases should move to the advanced phase analysis or to successful termination of treatment. Each case will have a different supervisor; selection is accomplished in consultation with the student's advisor. Students must analyze at least one patient through the Clinic.

As the student progresses with supervisory work and approaches graduation, s/he should pursue the experience of conducting psychoanalysis without supervision in consultation with the Faculty Advisor.

Graduation Requirements

A clinical associate must successfully complete all requirements for the Ph.D., the Psy.D. or the Colloquium prior to graduation. Graduation requirements are in accordance with those established by the American Psychoanalytic Association's Board of Professional Standards. They include

- **Training Analysis:** Training Analysis consists of a minimum of four hours per week. Ideally, a person will be in analysis before starting formal analytic training.
- **Seminars:** Seminars occur on Wednesdays from 9:00 AM to 1:00 PM. Reading assignments can take 10 to 15 hours per week. After successfully completing the four years of core seminars, candidates must attend one theoretical seminar and one clinical seminar every semester until graduation. Candidates are required to present a case

in a case conference for a minimum of eight hours, ideally the same case sequentially

- **Infant Observation:** The Infant Observation seminar runs throughout the second seminar year for 1½ hours per week, outside of the time slot of the regularly scheduled seminars. Direct parent-child observation equals one hour per week and process notes may be required.
- **IAC attendance:** Attendance at IAC presentations for a minimum of eight meetings is required within first two seminar years. Meetings take place on Monday evenings, according to need.
- **Control Cases:** A candidate must have a minimum of three control cases, each consisting of four to five sessions per week with weekly supervision. The clinical associate notifies the Progression advisor prior to starting an analysis. Written case reports are to be submitted to the Progression Committee every six months, with a final report due prior to graduation.

All graduates are eligible to apply for full membership in the American and the International Psychoanalytic Associations.

The Ph.D.

The Program confers a Doctor of Philosophy Degree in Psychoanalysis. Candidates for the degree must complete the full curriculum, including clinical seminars, with a high degree of excellence and special courses in psychoanalytic research methodology. They must also write a thesis that passes the rigorous scrutiny of the doctoral committee.

NCP offers the Ph.D. for candidates who wish to develop research skills required for the advancement of psychoanalytic knowledge. Through course work and guided independent study, students become familiar with the epistemological foundations of psychoanalytic thought as they learn to apply research techniques to the study of the mind.

The thesis may be on a problem in theoretical, applied or clinical psychoanalysis. It must demonstrate a broad knowledge of psychoanalytic theory and must be of a quality suitable for publication in a psychoanalytic journal. The thesis should demonstrate knowledge of psychoanalysis in the form of a scientific contribution of publishable quality.

The clinical associate will have instructional and consultative assistance in determining and organizing an approach to a topic of interest as early as

possible in the training experience. In addition, each student will select a thesis advisor, who along with two additional thesis readers, will be available for discussion of the projected paper and for consultation as progress on the paper proceeds. The ultimate step in the education of psychoanalytic scholars involves the public defense of the ideas, methods, findings and implications of the candidate's doctoral research project at an NCP forum, directed by the chair of the doctoral research committee.

The Psy.D.

A Doctor of Psychology in Psychoanalysis is also available through the training program. Candidates for the degree must complete the full curriculum, including clinical seminars, with a high degree of excellence. Candidates must also write a thesis that passes the scrutiny of the doctoral committee; however, the standards of research are more flexible than those of the Ph.D.

NCP's Psy.D. and Ph.D. have historically have been approved by the Bureau for Private Postsecondary Vocational Education (BPPVE) of California. BPPVE legislation has expired, and the State Legislature has not yet passed a replacement bill. Thousands of schools throughout the State are affected by this situation, including all other degree-granting psychoanalytic institutes. We expect this will be remediated within the coming year. You may consult the website www.bppve.gov for the most current updates of the situation.

The Colloquium

The Colloquium is an oral examination of one's mastery of psychoanalytic theory and technique for clinical associates who do not wish to write a Psy.D. or Ph.D. thesis. Those clinical associates are expected to take the Colloquium in the year following the fourth year of seminars. Two active analytic cases are a prerequisite for the Colloquium. The Progression Committee will consider on an individual basis clinical colloquia for clinical associates with only one active analytic case.

The post-core-seminar course *Integration of Theory* aids in preparation for the Colloquium. Should the Colloquium reveal educational deficiencies or other problems, remedial steps will be offered .

Psychoanalytic Study Centers

Study Centers are an extension of the study group concept but go beyond in that they provide opportunities for members and clinical associates to work

together in a field of special interest and to make contributions to the community through teaching and research. Study Centers focus on such topics as Intersubjectivity, Creativity, and the Arts.

Library

The Center's Library provides NCP members and students with a collection of psychoanalytic research material that includes books, audio and visual tapes, and computer software. In addition to important journals and serials, the library houses basic works, both retrospective and current, on psychoanalytic theory and technique.

The library collection includes all basic readings required in seminar courses. It also maintains a reference collection for individual research purposes. An important function of the Center staff is to assist students and members locate articles and books and to perform searches in the field of psychoanalysis.

Clinic

In the history of the various mental health professions that comprise the APsaA membership—psychiatry, clinical social work, psychology, marriage and family therapy, psychiatric nursing—there has been a tradition of community service. In accordance with the Center's philosophy of providing education and services to a broad spectrum of the public, the Clinic's mandate is to provide psychoanalysis to persons of limited financial means and to utilize these cases for training and research.

The Clinic Director, assisted by the Clinic Administrator, handles the activities of the Clinic. Members and clinical associates of the Center, mental health professionals in the community, internship programs, and community health and welfare agencies refer patients to the Clinic.

Each clinical associate is obligated to contribute a minimum of 300 hours of free treatment to the Clinic; therefore, one of the supervised control cases must come from the Clinic. If the assigned case is not carried for that length of time as a clinic case, an additional case will be assigned to fulfill this obligation. The clinical associate receives no fee for the treatment of the Clinic case as long as it remains a clinic case, and a supervising analyst consults with the clinical associate without cost. A Clinic patient may be transferred to private status, following discussion with the supervising analyst and the Clinic, after the minimum numbers of hours and other change of status requirements have been fulfilled.

Clinical Associates Organization

The Clinical Associate Organization (CAO) represents the student's perspective to the Center and the elected president sits on the Board of Directors and the Education Committee and selected *ad hoc* committees. Clinical associates provide feedback about the quality of instruction and content of the courses.

The CAO strives to be receptive to comments and proposals from its members and invites all clinical associates to become active in the organization. The organization sponsors programs throughout the year, such as the end-of-the-year faculty party, confers the annual faculty teaching award, and holds a series of informal gatherings with faculty whom the candidates have identified as having a particular area of psychoanalytic interest or expertise to share.

Center Membership

Clinical associates become voting members of the New Center for Psychoanalysis upon completion of the first year of training.

CHILD & ADOLESCENT PSYCHOANALYTIC TRAINING

The Center's Child and Adolescent Analytic Program offers a didactic and clinical course of study. The curriculum includes a series of clinical seminars, including seminars in child development, continuous case seminars, a child analytic study group along with carefully supervised work with young children and adolescents in psychoanalysis. Faculty consists of experienced child and adolescent analysts from NCP and other child analytic centers. The course is designed not only to train child analysts but also to help members of the Center who work with children in psychotherapy become more knowledgeable and effective clinicians. The Child Analytic Program is open to all analysts who recognize that a deeper understanding of children and child development will help them in their work with patients.

Any candidate or center member may apply to the program. Candidates from the adult program should submit a written request to co-

directors of the child program and a formal request to the Progression Committee through their advisor. Those who have graduated from the adult program wishing to become a child program candidate may submit a written request directly to the co-chairmen of the program.

Requirements for Graduation

The candidate is required to have at least three supervised child cases in analysis. One case must be an adolescent, one a latency child, and the third preferably a prelatency child although either a latency or adolescent child may be acceptable. Cases must be in treatment for at least a year with a prevailing frequency of four times per week. If the candidate does not plan to seek certification by the American Psychoanalytic Association in Child Analysis, the frequency may be three times per week. Cases are in supervision for at least a year or until the supervisor feels the candidate has shown a good command of the analytic process. Candidates submit to the supervisor once-a-year case write-ups and a final summary. There should be at least two different supervisors. Candidates present each case to the IAC. The candidate is required to attend the continuous case conference seminar for a total of two academic years. It is desirable that the candidates avail themselves of the opportunity to attend the once a month Child Analytic Study Group as regularly as possible.

A limited amount of money is available to help a few candidates who are seeing very low fee cases. Applications are available through the co-directors. Candidates are encouraged to choose any faculty member as their advisor in the Child Program.

Curriculum

History of Child Analysis and Early Contributions
Classical Articles of Child Analysis
Transference/Countertransference in Child Analysis and Work with Parents
The Contributions of Melanie Klein and Others to Technique
Play and Technique in Child Psychoanalysis
Current Contributions to Child Analysis

Tuition and Fees

Application Fee (non-refundable): \$100

Registration Fee (non-refundable), \$50 per semester throughout four years of didactic seminars.

Annual Tuition (Years 1-4): \$2,200

\$50 per semester class materials preparation fee (non-refundable).

Total: \$2400

Annual Post-Seminar Tuition (Year 5-graduation): \$900

Leave of Absence Fee: \$100

Library privileges are included in the tuition fee.

Training analysis fees are set and/or negotiated between the student and training analyst, as are fees for supervision.

The supervising analyst donates clinic supervision until the patient is transferred to private status. When that time occurs, the clinical associate should negotiate reasonable treatment fees in keeping with the patient's resources. The clinical associate will then pay for supervision.

Students who wish to pay tuition in installments may do so provided their tuition is paid in full by the midpoint of the second semester of that academic year.

If tuition fees are not paid on time, a late charge may be assessed, and progression may be interrupted. Tuition must be paid in full to qualify for graduation.

Fees are subject to periodic review and alteration.

Please check current rates at time of application

Financial Assistance

There are a limited number of fellowships and tuition scholarships available for clinicians and research clinical associates and for students in the Child Analysis Program. Clinical associates seeking any form of assistance must submit a letter explaining the rationale for their request, complete an application, and supply the most recent IRS 1040. The Board of Directors awards loans and fellowships based on need, merit, and available funds. The Student Loan Fund was established to assist clinical associates who need help meeting the expenses of training. Students may request the appropriate application form by contacting the administrative office.

GENERAL INFORMATION

HOUSING ASSISTANCE

NCP neither offers on-campus housing nor provides personal housing assistance. If requested, NCP will refer you to rental agencies or real estate offices.

BUYER'S RIGHT TO CANCEL

A Clinical Associate/Student may cancel enrollment and receive a refund of the unused portion of all refundable fees by addressing a refund request and Notice of Cancellation to the Administrative Director of the New Center for Psychoanalysis, 2014 Sawtelle Blvd., Los Angeles, CA 90025. The letter of request should include dates of all instruction sessions attended, date of last instruction attended, and refund amount requested, in keeping with the refund formula listed below. The Center will issue a refund within 30 days after the school receives the formal request and Notice of Cancellation.

REFUND INFORMATION

A clinical associate has the right to a full refund of all charges, less the application fee and enrollment fee, if she/he cancels the enrollment agreement prior to or on the first day of instruction. In addition, a clinical associate may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if s/he has completed 60% or less of the instruction. In the following example, a student who completed 10 hours of a 108-hour program for which s/he paid \$2,200 in tuition would receive a \$1996.30 refund.

Sample Refund Formula:

Hours Paid For – Hours Attended x Total

108 hrs. – 10 hrs. x \$2200 = \$1996.30

TRANSFERRING CREDITS

A person who submits an application for enrollment in the New Center for Psychoanalysis in order to complete psychoanalytic or analytic psychotherapy training begun in another institute approved by the American Psychoanalytic Association must meet all of the requirements for NCP admission. The Education Committee must approve the transfer. Credit will be given for courses taken in another institute only when such courses are comparable to the required courses of the Center. The transferee must fulfill all NCP requirements prior to graduation.

The transferee will be required to undertake clinical work under supervision in the New Center for Psychoanalysis and to attend clinical case conference and, if indicated, may be required to have additional personal psychoanalysis. If the transferee has completed a personal analysis prior to transfer, but before s/he

commenced supervisory work, s/he will be expected to have additional analysis during supervision.

VETERAN'S BENEFITS

For those Clinical Associates who are eligible for Veterans' Administration benefits, NCP will offer assistance as to the rules and regulations to maintain eligibility for such benefits. This course has been approved for the training of veterans and persons eligible for Veterans Administration educational benefits. Varying enrollment limitations may be imposed by the VA or state-approving agency. Veterans are advised to obtain appropriate enrollment materials and counseling well in advance of starting instruction. Problems relating to veteran enrollment should be directed to the Regional Office of the Veterans Administration. This school currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition fees.

NOTICE OF STUDENT RIGHTS

If the school should experience an untimely closure before you graduate, you may be entitled to a refund.

HARASSMENT POLICY

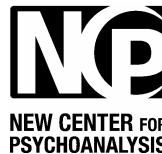
The New Center for Psychoanalysis intends to provide a study environment that is at all times healthful, comfortable and free from intimidation, hostility or other offenses which might interfere with work or learning performance. Harassment of any sort, including, but not limited to verbal, physical or visual communication, will not be tolerated.

TARDINESS & ABSENCES

Clinical Associates are permitted no more than one absence in a seminar. Missed assignments must be made up as the instructor specifies. Absences beyond this require consent of the instructor and the make-up of missed seminar material. An instructor may require a clinical associate to repeat a given seminar due to absences or unsatisfactory performance. Promptness is required; if a student arrives late, s/he will be marked as absent for that session.

SUSPENSION & DISMISSAL POLICIES

Matriculating clinical associates are provided with the American Psychoanalytic Association's Standards of Ethics. NCP requires that its students meet and uphold these standards and the ethical standards of their professions. Training may be discontinued for cause in the case of unethical or unprofessional conduct. Students are expressly prohibited from advertising or calling themselves psychoanalysts until such time as the Progression Committee and Education Committee deem it appropriate to do so. Any student determined to have lied, cheated, plagiarized, harassed or assaulted another—either verbally, physically, or sexually—will be dismissed without appeal. Repeated absences, excessive tardiness, disruptive class behavior, or failure to meet minimum training standards established by the Center are grounds for being placed on probation. If such a student continues to experience difficulty in training, and does not seem responsive to counseling by his/her advisor, NCP may suspend or dismiss the student for academic cause.



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