

# **Boston Graduate School of Psychoanalysis**

## **Doctor of Psychoanalysis Program, Boston Bulletin**

**\*Subject to Change for 2009-2010 Academic Year**

## Table of Contents

An Introduction to Psychoanalysis and the Boston Graduate School of Psychoanalysis.....	3
BGSP Objectives .....	4
Doctor of Psychoanalysis Program (Psy.D.).....	5
Goals .....	5
Program of Study .....	5
Training Analysis.....	6
Level A.....	6
Level B – Doctoral Candidacy.....	8
Requirements for Graduation.....	11
Teaching Assistantships.....	11
Sample Curriculum .....	12
Course Descriptions:.....	16
Doctoral Program Faculty.....	23
Core Faculty.....	24
BGSP Governance .....	25
Library and Computer Services .....	25
Student Association .....	25
The Society of Modern Psychoanalysts.....	25
Alumni Association .....	26
Facilities.....	26
Financial Information.....	27
Schedule of Tuition and-Fees .....	27
Admission .....	15
Grades .....	29
Student Records .....	30
Public Information .....	30

## **An Introduction to Psychoanalysis and the Boston Graduate School of Psychoanalysis**

The field of psychoanalysis is a self-contained body of knowledge and method of inquiry and clinical technique that requires intensive study for its mastery. In over one hundred years of development, the theories, techniques, research tools and extensive literature established in the field of psychoanalysis have had an incalculable influence on every aspect of twentieth century thought. These concepts have led to significant insights in endeavors ranging from literary criticism to biomedical research, as well as the actual practice of psychoanalysis. In addition to mastering this body of knowledge and clinical technique, the opportunity to study psychoanalysis in depth can enrich students personally and augment their work in other fields of endeavor, such as literature, medicine, education, social work, anthropology, and sociology to name but a few.

Psychoanalysis was developed by Freud as a general theory of human motivation and psychic functioning and a method of therapy and research into the depths of the mind. It takes as its starting point the assumption that much of our behavior is unconsciously motivated. Psychoanalysts study the transference to the analyst of patterns of emotional arousal which are repetitive in the patient's life, as well as the resistance to putting them into words in the presence of the analyst. Students are trained to work with and research the unconscious forces and defenses that interfere with the patient's ability to live a more satisfying life.

While there are different schools of psychoanalytic thought, psychoanalysis continues to be defined by its focus on transference and resistance and by a specific body of knowledge relating to human mental and emotional functioning. Modern psychoanalysis, based on Freud's theoretical assumptions, is a theory of clinical technique that has expanded the repertoire of interventions to make it possible to work with the preverbal personality. It addresses the full range of psychologically reversible disorders.

The Boston Graduate School of Psychoanalysis was founded in 1973 by Ethel G. Clemons and Phyllis W. Meadow, who introduced modern psychoanalytic training to New England. For more than thirty years, the BGSP, formerly known as the Boston Center for Modern Psychoanalytic Studies, has offered post-graduate training in clinical and research psychoanalysis leading to certification as psychoanalysts. As part of a continuing effort to establish psychoanalysis as a separate academic discipline and to open the doors to psychoanalytic education to qualified applicants from a variety of backgrounds, the Boston Graduate School pursued and was awarded degree granting status beginning with the Master of Arts in psychoanalysis and culminating in the Doctor of Psychoanalysis degree first offered at the Cyril Z. Meadow Institute in Vermont. In April, 2005, BGSP was approved to offer the clinical doctorate in psychoanalysis in Massachusetts. In addition to these psychoanalytic programs, an innovative interdisciplinary program of doctoral studies culminating in the Doctor of Psychoanalysis degree is available through the Institute for the Study of Violence at the Brookline campus. This program integrates psychoanalytic, sociocultural, and neuroscience perspectives in the study of the various manifestations of violence. The Master of Arts in psychoanalysis is also offered through BGSP-NY in Manhattan.

The founders of BGSP chose to follow Freud's philosophy that people from a variety of academic and professional backgrounds, demonstrating talent, motivation and the ability to use themselves as therapeutic personalities, should be eligible for education as psychoanalysts. Academically qualified applicants who show the capacity and desire to be trained are welcomed

from all disciplines. Course offerings have been scheduled to accommodate students who work, who need to take all their courses on one day or who must travel long distances to pursue their educational goals.

The School's innovative approach to education is based on the idea that the freedom to be oneself, a basic principle of psychoanalytic treatment, may be applied to the teaching and learning of psychoanalytic concepts. Resistance to emotional learning is the greatest handicap to understanding psychodynamics and to becoming an effective psychoanalyst. The use of dynamics in the classroom to illuminate concepts being taught involves students in emotional learning. Emotional learning fosters self understanding and tolerance for feelings induced by others. In working with case material, the focus is on undoing the blocks to experiencing induced emotional states, distinguishing them from emotions originating in the personalities of presenters and listeners.

Through its Extension Division, the School sponsors community and continuing education events, which include courses, seminars, workshops, a speaker's bureau and an annual summer institute. Affordable psychoanalysis and psychoanalytically oriented therapy are available to the community at the school's Brookline Therapy Center and Vermont Therapy Center in Windsor, Vermont.

## **BGSP Objectives**

The objectives of BGSP are:

- 1) To educate and train psychoanalysts.
- 2) To prepare individuals to use psychoanalytic understanding in clinical and other professional settings.
- 3) To prepare scholars to conduct and publish research contributing to the development of the field of psychoanalysis.
- 4) To prepare individuals to transmit their understanding of psychoanalytic theories and methods to others.
- 5) To bring contemporary psychoanalytic perspectives to other professional communities.
- 6) To provide persons in related intellectual disciplines the opportunity to study applied psychoanalysis.
- 7) To research and teach the roots and management of violence, integrating psychoanalysis with other disciplines.
- 8) To provide persons in the community the opportunity to address their emotional problems in living through psychoanalytic insights.

## **Doctor of Psychoanalysis Program (Psy.D.)**

The doctoral program emphasizes academic study, clinical studies and research. Graduation from the program leads to certification as a psychoanalyst, heretofore the highest credential in psychoanalysis, as well as the attainment of the doctorate. Graduates are trained and certified psychoanalysts. Students are expected to enroll in a full time course of studies, defined as at least three courses per semester. The program is designed to take four years of full time study to complete coursework, and another year to complete supervised clinical study and the doctoral dissertation.

### **Goals**

The Doctor of Psychoanalysis program aims to educate and train psychoanalysts who will work in clinical, academic as well as applied professional settings and engage in psychoanalytic research and writing. This program is designed to prepare students to function within a field undergoing important professional and social change. American psychoanalysis is no longer confined to the private practice consulting room. Applications exist in fields such as education, business, family life, psychosomatic medicine and the creation of new alliances with other disciplines. This doctoral program, while providing in-depth understanding of psychoanalysis, provides students with the background and skills necessary to apply the training to a broad range of settings.

To this end, the program encourages student and faculty research interests and innovative approaches to all areas of clinical and applied work. Most faculty members have special projects related to the use of psychoanalysis in various settings, ranging from the classroom to social problems. Student input in these projects is welcomed and encouraged.

### **Program of Study**

The program of study is organized into two levels of training, Level A, corresponding to the Master's level curriculum, and Level B or doctoral candidacy. The Level A (Master's level) curriculum is designed to provide the student with a broad foundation in the fundamentals of psychoanalysis applied to clinical studies in the fieldwork externship and to a research paper. Level A is followed by the more intensive study and integration of psychoanalytic theories, research and clinical techniques at the Level B Doctoral Candidacy level, culminating in the doctoral dissertation. Students are reviewed after Level A on the basis of presentation of their fieldwork cases and a Learning Portfolio including a qualifying exam and admitted to doctoral candidacy status (Level B) if the review is favorable.

The second level (Level B or Doctoral Candidacy Status) advances the student's theoretical, research and clinical skills to prepare the candidate to practice, teach and conduct independent research in psychoanalysis. At Level B, students explore advanced aspects of psychoanalytic studies, including psychoanalytic theory and research, and study the theory of technique and modes of clinical inquiry and inference making as applied to work with cases in a series of Pro-seminars. The Pro-seminars, theory, and research courses, are taken in conjunction with supervised psychoanalytic work in the outpatient Therapy Center internship. These studies provide a foundation for

independent research and advanced study in the design and execution of the doctoral dissertation research.

## **Training Analysis**

All students engage in a training analysis throughout their course of studies. The training analysis is an important modality of training in psychoanalysis. All students engage in an approved training analysis throughout their course of studies and complete a total of 450 hours of analysis for graduation, of which 150 may be completed in group analysis. Analysts who are graduates of recognized psychoanalytic institutes or are members of accredited bodies comparable to the Society of Modern Psychoanalysts may be considered for approval as training analysts. Applicants who are in an analysis with a certified analyst (Society of Modern Psychoanalysts member or equivalent accrediting body) at admission may submit their analyst's credentials for approval. Applicants are advised to discuss their treatment history and request credit at the admission interview.

Students submit statements of training analysis each semester at registration. The identity of the training analyst and number and frequency of sessions are part of the academic record.

## **Level A**

The first level of the program provides the student with a foundation in academic psychoanalysis, experience in Field Placement Externship, and an understanding of the major research approaches in psychoanalysis and the related human sciences. Completion of the Master's paper in psychoanalysis is a culmination of these studies and qualifies the student for the Master of Psychoanalysis degree. (Students entering the doctoral program with a master's degree in another field may submit their paper for equivalency and submission as part of the Learning Portfolio to qualify for entry into Level B.)

The Field Placement Externship gives Level A students the opportunity to observe severe emotional illness and institutionalization, provides an opportunity to observe unconscious processes, introduces them to psychoanalytic concepts of pathology and character development and prepares them for psychoanalytic work with less regressed patients.

## **Clinical Studies at Level A**

Clinical Studies at Level A comprise a two-year program which includes participation in the Fieldwork Externship. The Externship provides direct contact with severely regressed patients in a mental hospital or other setting, giving students the opportunity to observe extremes of pathology and the earliest levels of fixation. In the first semester in preparation for the externship, students register for Somatic Factors (PT181), a course which covers biological bases of behavior and psychopathology, as well as Primitive Mental States (PT 184), which deals with the psychoses and severe pathologies. Requirements in this course include visiting and reporting on two institutions for the mentally ill. These visits start the process that leads to the selection of a placement. To apply for placement, a student talks with the advisor and meets with the Fieldwork Coordinator. Students complete one semester of training analysis before beginning the Fieldwork Externship.

In the following three semesters, students enroll in the Fieldwork seminar (PT 185a, PT 185b, PT 185c) in conjunction with the Fieldwork Externship, focusing on observing psychosis by

sitting with and listening to regressed patients, formulating diagnosis, and presenting their cases in a final case presentation. Students spend a minimum of 400 hours in Externship related activities, including individual contacts with hospitalized patients, administrative supervision and team meetings. They also enroll in group supervision (PT 111) throughout the Externship. For detailed information on the Externship, see the Fieldwork Manual.

## **Research**

The research curriculum at Level A consists of two courses, taken in the second and third semesters of study, and the Master's Paper Research Seminar leading to a Master's research paper. (Students who enter the doctoral program with a Master's degree may apply for equivalency, and submit a research paper or thesis for the Learning Portfolio. This determination is made at the time of admission.) The first course introduces students to the theoretical and practical aspects of research methods in the human sciences (PT 171). This course covers principles of concept formation and research design. The next course concentrates on research methods in psychoanalysis. It introduces students to the contemporary methodological conceptualizations of psychoanalytic modes of inquiry and the problems inherent in psychoanalytic methodology (PT 172).

The Master's paper demonstrates the student's ability to integrate theory with empirical data in relation to a significant research topic in psychoanalysis. Graduate-level skills in written and oral exposition are necessary for this project. Students may use the literature in their area of study and their own observations to make a contribution to the field.

The Master's paper is written while taking the Master's Paper Research Seminar in the final semester of Level A. The Seminar is structured to help the student complete each part of the research project and paper. Students completing the Master's paper and Level A studies earn the Master of Arts in Psychoanalysis.

## **Level A Advisement**

A student's course of study is guided by an academic advisor who works with the student in course selection each semester and is available to assist the student when necessary to promote success in training. The advisor reviews the student's course evaluations each semester and confers with the student to discuss progress in the program, providing both academic and personal support in program planning.

## **Admission to Level B Doctoral Candidacy**

Admission to Level B requires successful completion of coursework at Level A, successful presentation of cases in the Field Placement Externship, and favorable review of a Learning Portfolio including a qualifying exam, as well as engagement in a training analysis throughout Level A.

### **Learning Portfolio and Qualifying Exam**

At the end of their Level A studies, students submit a Learning Portfolio to the faculty for review and admission to doctoral candidacy status. The student's readiness to submit the Learning Portfolio as well as the student's proposed qualifying exam topic are approved by a committee of three faculty members. The Learning Portfolio includes the Master's paper or a paper demonstrating

equivalent mastery of research competency, another paper of the student's choosing from Level A coursework, and a write-up of a case seen in the Fieldwork Externship, as well as the qualifying exam. For the qualifying exam the student is asked to conduct a critical review of the theoretical and empirical literature as it relates to a case or a clinical phenomenon, to discuss the implications for research in that area, and to pose potential research questions. Two appointed faculty members review the learning Portfolio and recommend admission to Level B, or additional preparatory work depending on the student's needs, e.g. additional analysis, further experience in the fieldwork setting, additional work on writing skills.

## **Level B – Doctoral Candidacy**

At Level B, students undertake a more intensive study of psychoanalytic theory, clinical studies and research in conjunction with the outpatient Therapy Center internship. Each semester, students engage in an intensive Pro-seminar integrating clinical studies and theory, while examining the bases for inference making as they further their clinical training and work toward a dissertation research project. Clinical supervision progresses from small group supervision to two more intensive individual control analysis supervisions, one of which provides an opportunity to intensively focus on one case. Following completion of 25 hours of control supervision on a single case, the student presents clinical cases before the clinical faculty and fellows for the Clinical Case Review. Based on this presentation, the student is recommended to prepare a dissertation prospectus to submit to the Research Committee for approval for embarking further on the dissertation research process, or to pursue further clinical training before undertaking dissertation research. The final stage of training includes continuing supervised clinical work and designing and conducting the dissertation research project under the direction of faculty readers. Doctoral studies conclude with the successful presentation of the doctoral dissertation in an oral defense and a final clinical case presentation.

### **Advisement at Level B**

At Level B, the student works with a Therapy Center Fellow in conjunction with their work in the Therapy Center. The Fellow provides academic advisement as well administrative assistance with Therapy Center cases, including scheduling intakes for the student and other administrative assistance with cases. The Fellow is available for both personal and academic support in planning and facilitating the student's progress through the program, including reviewing course evaluations and approving beginning the control analyses.

### **Clinical Studies at Level B**

Students approved for Level B Training apply to the Clinical Studies Committee to begin the Therapy Center Internship. The student chooses a Therapy Center Fellow and a day on which to work in the Therapy Center. The Fellow assigns patients and the student works with a caseload of at least three weekly patients over the course of the internship. Students enroll in the Pro-seminar each semester of Level B, which provides a forum for case discussion in relation to theory. Students also present cases in supervision, initially a group supervision, followed by more intensive individual supervisions. Students complete two control supervisions, minimally 50 hours in each, over the course of their Level B training. The Clinical Case Review is scheduled following 25 hours of control supervision. For this review, the students present their work with Therapy Center cases and receive recommendations for further training as well as an assessment of their readiness to work

analytically on inference-making in doctoral research. Following the Clinical Case Review, students continue in supervised practice and appropriate coursework, including the final Pro-Seminar, where they integrate theory with practice in case formulation and presentation. A minimum of three years of clinical study is required. Students continue to work clinically under supervision until they graduate.

For detailed information on the Therapy Center internship refer to the *Therapy Center Manual*.

### *Proseminars*

Level B students register for the Proseminar each semester for four semesters. In Pro-seminar 1 (PT 2656) students review the modern psychoanalytic theory of technique and apply the understanding of resistance and interventions designed to resolve resistance to work with their patients. Pro-seminar 2 (PT 2657) focuses on inferring unconscious fantasy and delusion in relation to the students' cases, including a consideration of clinical data used for inference making, understanding symbolic communication, and listening to the unconscious level of communication. Pro-seminar 3 (PT 2658) focuses on theory and technique related to transference and countertransference. The student studies the manifestation of patient dynamics in the transference, their own countertransference responses, and use of these observations in making inferences and interventions. Pro-seminar 3 helps the student to prepare for their Clinical Case review. Pro-seminar 4 (PT 2659) provides an opportunity for integration of the material from the prior pro-seminars as well as additional theoretical material. The student works on case formulation, resolving countertransference resistance, and drawing valid inferences about the unconscious as preparation for embarking on the dissertation research.

### *Clinical Supervision*

In the fifth semester (the first semester at Level B) while beginning the Therapy Center internship, students engage in a group supervision of cases (PT 211) in which they present their own work with cases and hear other students present. In semester six or when the caseload warrants and with the written approval of the Fellow, students begin individual supervision of psychoanalytic cases (PT 311). Simultaneously they may begin the individual supervision of a single case, control analysis (PT 411) with the recommendation of the Fellow and written approval of the Dean. Students complete a minimum of 50 hours each of PT 311 and PT 411 for graduation. Following 25 hours of PT 411 supervision, students are eligible to present for Clinical Case Review.

### *Clinical Case Review*

The Clinical Case Review is an opportunity for students to demonstrate their ability to focus on and formulate case dynamics, as well as to understand their own countertransference resistance and use their induced feelings to make therapeutic interventions. Students present their Therapy Center cases to the clinical faculty and Therapy Center Fellows. Based on the presentation and evaluations from coursework and supervisions, recommendations are made to the student for further training. If deemed ready, the student is recommended to start the research process for the dissertation.

Students initiate the scheduling of the Clinical Case Review after 25 hours of PT 411 by asking their individual supervisors, PT 311 and PT 411, to submit evaluations of their progress to the Dean of Graduate Studies and requesting a presentation date from the Chair of Clinical Studies. The Dean confers with the student's Fellow who has summarized the student's course evaluations, and the student's progress to date is reviewed. This information is used by the clinical faculty and Fellows in the discussion following the presentation in order to make recommendations for further training.

### *Research Curriculum*

Students at Level B study the process of systematically collecting clinical data and making inferences about unconscious motivation and fantasy throughout their clinical studies. Specific research courses at this level provide focused review of qualitative research and data reduction techniques (PT 284 Advanced Qualitative Methods) and valid Inference Making (PT 285). Students interested in quantitative methods have the option of taking a course in PT 623 Statistics.

### *Dissertation Research*

Students develop a research question as they advance in their work with clinical cases and in study of theory and research methods, and may begin to write a research prospectus at any point in Level B training, usually in conjunction with a research course. Following a successful Clinical Case Review, the student presents a brief prospectus or concept paper to the Research Committee for initial discussion and approval of the research question, rationale, and method. The Research Committee assists the student in selecting readers to advise the student in the development of the dissertation proposal. The student registers for directed research with their readers, either sequentially or simultaneously, for blocks of three, six, or nine hours of research supervision (PT 511). Over the course of the dissertation research, the student works with three readers, one of whom might be an outside reader. When the proposal is fully developed, it is approved by the student's research committee, and the student undertakes the data collection, analysis, and writing of the findings and discussion.

Doctoral dissertation projects may be single case studies, multiple case studies, theoretical studies, or studies applying psychoanalytic theory or technique to other kinds of observations and data, e.g., in the educational setting.

The *Doctoral Dissertation Research Manual* covers policies and procedures regarding the doctoral dissertation.

### *Doctoral Dissertation Defense*

When the dissertation is complete and meets the readers' approval, the student schedules the dissertation defense with the Research Committee. The doctoral candidate orally presents the dissertation research to the readers, the Research Committee and the doctoral program faculty and students. All doctoral program faculty are given the opportunity to read the dissertation prior to the defense and vote on whether the research meets doctoral level standards; two doctoral faculty in addition to the student's dissertation committee are asked to do so.

## *Final Clinical Case Presentation*

The final milestone in the student's clinical training experience is the final case presentation and case write-up. For students conducting single case research, the dissertation and oral defense comprise the final case presentation and write-up, and students are evaluated on their clinical and research skills. The final case presentation is made to the entire faculty. The student is expected to demonstrate an understanding of case dynamics and resistance, as well as an understanding of the student's own countertransference resistance and ability to use induced feelings to make therapeutic interventions.

## **Requirements for Graduation**

Graduation with the degree Doctor of Psychoanalysis results from the successful completion of:

1. completion of 60 credits in clinical and theory coursework; 17 credits in Fieldwork externship and a Therapy Center internship; and 19 units in research courses and thesis preparation.
2. successful completion of the Fieldwork Externship demonstrated in a presentation of cases.
3. successful review of the Learning Portfolio including the qualifying exam.
4. successful completion of the Therapy Center Internship, including 1 semester of group supervision, 50 hours of PT 311 Individual Supervision/Control Analysis, and 50 hours of 411 Control Analysis.
5. a successful final clinical presentation and case write-up as described above.
6. successful completion of the dissertation and oral defense to the faculty.
7. participation in a training analysis throughout the course of the degree program and until the student has completed 450 hours of training analysis, of which 150 can be group analysis.

Graduation from the doctoral program qualifies the student for Certification as a psychoanalyst.

## **Teaching Assistantships**

BGSP offers teaching assistantships as a teacher training position to advanced students and new graduates. Advanced students and new graduates may apply to be teaching assistants in Level A courses by writing a letter of application to the Dean of Graduate Studies. Students and graduates who have demonstrated excellence in academic, clinical or research studies are chosen for these positions.

Teaching assistants assist in course record keeping and grading and facilitating class discussion under the guidance of course faculty. In some courses assistants run class discussions. The TA writes a log after each class on their observations on class process and submits it to the course faculty member as a basis for discussion of observations and rationale for particular interventions in the class process.

## **Sample Curriculum**

### **LEVEL A**

#### **First Semester**

PT 151a Basic Psychoanalytic Theory (2)

PT 181 Somatic Factors (2)

PT 171 Human Science Research (2)

PT 184 Primitive Mental States (2)

PT 190 Group Experience in Modern Psychoanalysis (1)

PT 7 Training Analysis

Credits 9

#### **Second Semester**

PT 141 Human Development: How the Mind Unfolds (2)

PT 161 History of Libido Theory in Freud (2)

PT 172 Psychoanalytic Research (2)

PT 185a Field Work Seminar and Externship (5)

PT 111 Supervision (1)

PT 190 Group Experience in Modern Psychoanalysis (1)

PT 7 Training Analysis

Credits 13

#### **Third Semester**

PT 155a Dreams (2)

PT 162 History of Drive Theory in Freud (2)

PT 142 Human Development: How the Mind Unfolds (2)

PT 185b Field Work Seminar and Externship (5)

PT 111 Supervision (1)

PT 7 Training Analysis

Credits 12

**Fourth Semester**

PT 154 Comparative Psychoanalysis (2)

PT 185c Field Work Seminar and Externship (5)

PT 186 Beyond Psychosis (2)

PT 111 Supervision (1)

PT 1787 Master's Paper course (4)

PT 7 Training Analysis

Credits 14

Level A Total Credits 48

**LEVEL B**

**Fifth Semester**

PT 151b Advanced Psychoanalytic Concepts (2)

PT 284 Advanced Qualitative Methods (2)

PT 172 Psychoanalytic Research (2)

PT 2656 Pro-seminar: Theory of Technique (2)

Clinical Internship (2)

PT 211 Supervision (1)

PT 7 Training Analysis

Credits 9

**Sixth Semester**

PT 152 Madness in Literature (2)

Elective (2)

PT 2657 Pro-seminar: Unconscious Fantasy and Delusion (2)

Clinical Internship (2)

PT 311 Supervision (1)

PT 411 Control Supervision (1)

PT 7 Training Analysis

Credits 10

### **Seventh Semester**

PT 285 Inference Making (2)

Elective (2)

PT 2658 Pro-seminar: Transference and Countertransference (2)

Clinical Internship (2)

PT 311 Supervision (1)

PT 411 Supervision (1)

PT 7 Training Analysis

Credits 10

### **Eighth Semester**

PT 2659 Pro-seminar: Integration of Theory and Practice (2)

Clinical Internship (2)

PT 187 Ethics (2)

PT 311 Supervision (1)

PT 411 Supervision (1)

PT 511 Directed Research (2)

PT 7 Training Analysis

Credits 10

### **Ninth and Tenth Semesters**

PT 525/526 Directed Research (2) & (3)

PT 311 Supervision (1) & (1)

PT 411 Supervision (1) & (1)

PT 7 Training Analysis

Credits 9

Total Doctoral Program Credits 96

### **Electives**

PT 143-9 Developmental Theory (2)

PT 150 Concepts of Group Psychoanalysis (2)

PT 157 Transference (2)

PT 158 Countertransference (2)

PT 160 History of Violence: Narcissism and Aggression (2)

PT 163 Emergence of Contemporary Psychoanalysis (2)

PT 623 Statistics (2)

### **Admission**

Informal group interviews for information are scheduled monthly for prospective students. Visitors learn about BGSP programs and tour the school, with opportunities to meet with faculty and students.

The Graduate School welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. BGSP does not discriminate in its admission policy or other aspects of its program against persons on the basis of race, age, gender, sexual orientation, disability, color, creed, national or ethnic origin or employment status. General qualifications for admission include motivation to understand self and others as demonstrated in written application and admissions interviews; demonstration of readiness to undertake doctoral level academic study; motivation to learn and apply clinical theory to research, and emotional maturity.

Applicants submit to the Director of Admissions the completed application, fee and supporting materials, which include official copies of undergraduate and graduate transcripts, two current letters of reference, a statement about interest in the program to which they are seeking admission and an academic writing sample. Applicants who are non-native speakers of English may be asked to submit scores from the Test of English as a Foreign Language (TOEFL). Those educated outside the United States also submit transcripts to a credential equivalency service.

Following completion of the application file, applicants are scheduled for interviews with three faculty members. The Admission Committee considers readiness to work at the graduate level and applicants' motivation and potential to think independently and to deeply explore human nature, including self and others. Notification is timely, with admission granted on a rolling calendar basis. Applicants who have completed graduate work in psychoanalysis may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated. Similarly, applicants who have completed a Master's degree may submit a master's level research paper for consideration for equivalency to the Master of Arts in psychoanalysis thesis and be exempted from writing another Master's paper if they do not wish to obtain the Master of Arts in psychoanalysis in the course of their doctoral studies. Students seeking credit for hours with analysts who are members of the Society of Modern Psychoanalysts or members of comparable psychoanalytic accrediting bodies may submit their analysts' credentials to

the Dean for review. Prior and current hours with qualified training analysts may be counted toward the graduation requirement. Many times, an additional modern training analysis is necessary, particularly at Level B.

### **Course Descriptions:**

The semester calendar and schedule of classes are available from the Registrar's office.

#### **TRAINING ANALYSIS**

##### **PT 7 Individual Psychoanalysis**

Approved training analysis is required of all students throughout their enrollment in the doctoral program.

##### **PT 8 Group Analysis**

An approved group analysis. Up to 150 sessions may be applied toward requirements for graduation from the doctoral Program.

##### **PT 190 Group Experience in Modern Psychoanalysis**

Throughout participation in a two-semester experiential group, students explore multiple transferences, the use of the group in recognizing individual repetitions, and the techniques that apply to group leadership and group membership.

#### **MATURATION COURSES**

This group of courses offers students an opportunity to learn how repetition of various developmental phases is manifested in psychoanalytic treatment. Maturation courses investigate normal and pathological development, as well as theories of regression and fixation. Specific emotional conflicts are examined as they arise in transference regressions and are related to states in development. Neurophysiological sequences are related to the vicissitudes of instinctual life as they affect emotional development.

##### **PT 141-142 How the Mind Unfolds (Two Semester Course)**

**PT 141** This course will cover the earliest phases of the formation and development of the mind, including how the infant begins to distinguish between two sets of experiences and representations of their inner and outer reality and how both continue to belong to the individual's experience of his world. Using clinical material, it will integrate an understanding of how we use knowledge of the unfolding of the mind to make psychoanalytic diagnoses of our adult patients. Is our patient talking in a way that indicates he is alone in the room, alone with a part of himself experienced as a twin, alone with a part of himself experienced as different, or with a separate object?

**PT 142** Through theory and process, this class explores the emotional dynamics of the beginning transformation of drives and their influence on character development. The course deals with oral

and anal traits that influence early communication patterns. This stage of development also reflects early socialization struggles and interactive processes that set the stage for life scenario. The role of the fusion of drives, the capacity to distinguish separate objects and the role of fantasy and screen memories are concepts that are used to understand maturation.

**PT 143** Latency (ELECTIVE) This course focuses on the operation of the drives during latency through adolescence to early adulthood. We include: normal and abnormal patterns: reorganization of the psychic structure during puberty; use of regression. We are studying the maturational process as it unfolds in the development of an individual body and mind.

**PT 144** Adolescence (ELECTIVE)

In adolescence, the struggle toward maturation causes psychic turmoil. The goal is to study maturation as it unfolds in the development of an individual's body and mind; to explore adolescent drive issues, conflicts and resolution; to understand the second reworking of early issues within the framework of greater biological maturity. As unresolved early childhood conflicts reemerge, resistances to adulthood can lead to various social and psychological problems. The course explores adolescent conflicts, difficulties with object relations and possible solutions.

**PT 147** Young Adulthood (ELECTIVE)

This course identifies the central developmental tasks and inherent conflicts typical of the young adult. Young adults struggle with pregenital and genital aims, including the repetition of incestuous longings and the fear of intimacy. This course addresses love, guilt and shame as they relate to conflicts around intimacy and aggression and the efforts individuals engage in to make successful relationships and attain individual identities.

## **PSYCHOANALYTIC THEORY**

This area of study gives students a broad foundation in classical and contemporary theories of psychoanalytic motivation.

**PT 150** Concepts of Group Psychoanalysis (ELECTIVE)

A study of the modern psychoanalytic treatment of groups, families and couples. This course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions.

**PT 151a** Basic Psychoanalytic Theory

Core psychoanalytic concepts are defined, and major controversies in psychoanalysis are examined. What are the central issues on which psychoanalysts have found a common base? Changes in structure from preverbal to verbal periods of life are studied; the expression of drives and role in character development and the implications of the pleasure principle and the repetition compulsion for behavior are considered.

**PT 151b Advanced Psychoanalytic Concepts**

This course continues the study of major theoretical concepts in psychoanalysis, focusing on human motivation, the nature of mind, and the important forces in character development. Emphasis is on the interplay of the drives in specific character types and implications for the psychoanalytic process and the nature of cure.

**PT 152 Structural Theory: Madness in Literature**

Character patterns, normal and pathological, developed to deal with instinctual life will be studied as a background to deeper understanding of pathological phenomenon such as breaks with reality, delusional states, compulsive patterns, intense anxieties, mania and depression, and mixed symptoms pictures. Psychoanalytic understanding of severe pathologies and character disorders will be illustrated using characters from novels and short stories. Month 1: schizophrenia, paranoia and related states. Month 2: depression and obsessional character types. Month 3: the addictive or perverse personality. Oedipal conditions including phobias and hysteria.

**PT 154 Comparative Psychoanalysis**

Major trends in psychoanalytic theory are explored for similarities and differences from classical theory. Ideas developed in ego psychology, object relations, self-psychology and modern Freudian perspectives are related to a general theory of human motivation. The course explores how concepts of drive, object, and self, combine to form a current motivational theory. Theoretical similarities and differences as to concepts such as transference, countertransference and resistance are also explored.

**PT 155 Dream, Fantasy and Symbol**

This course acquaints students with the language of the unconscious (e.g., condensation, reversal, visual imagery, symbolic communication) and its appearance in myth, fairy tales, dreams, delusions, symptoms and creative work. Students develop skill in recognizing and understanding unconscious communication and motivation. Current research on sleep and dream processes will be discussed.

**PT 160 History of Violence: Narcissism and Aggression (ELECTIVE)**

This course provides an in depth study of the relationship between narcissism and aggression, with particular attention to those disorders in which self-hate predominates over self-love. The meaning of the narcissistic defense is clarified, and the treatment techniques that have been devised to work with narcissistic disorders are discussed with reference to clinical material. Class process is used to illustrate concepts.

**HISTORY OF PSYCHOANALYSIS**

This sequence of courses traces the origins of psychoanalysis, its language, growth and development. These courses consider the widening scope of psychoanalysis from nineteenth-century Freud through the present.

**PT 161 History of Libido Theory in Freud**

This course follows Freud's conception of libido theory from its inception through later developments. Theoretical papers as well as cases will be studied from the Freudian literature. Recent writings will be used to illuminate current use of libido theory.

**PT 162 History of Drive Theory in Freud**

Freud's later papers on drive theory and the repetition compulsion; the division of the psyche into ego, id and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; interminable analysis and his final summary of the state of analysis are studied in this course, as well as the continuing influence of these papers on contemporary thought.

**PT 163 The Emergence of Contemporary Psychoanalysis (ELECTIVE)**

This course introduces students to the historical context in which contemporary schools emerged and evolved. It traces the lines of development within each theoretical system and notes how theorists from different schools influenced each other. Students investigate the *a priori* conceptions that underlie each theoretical system: the basic constitutive building blocks of experience; what is primary and what is derivative; the implications for motivation, personality development and the role of the psychoanalyst.

**RESEARCH**

The Research curriculum presents methodological issues and guides the formulation of questions for study, from Level A (Master of Arts level) through the dissertation research project.

**PT 164 Psychoanalytic Research Writing (ELECTIVE)**

Course meets once a month for one year.

This course acquaints the candidate with recent developments in the theory and technique of psychoanalysis, as reported in the professional publications of the field. Students become conversant with periodicals and other forums used to communicate the latest ideas in psychoanalysis and are expected to trace the development of significant trends in the current literature. The writing of a publishable paper on a topic selected by the student is the culmination of this course.

**PT 171 Systematic Investigations in the Human Sciences**

This course is designed to provide a theoretical and practical knowledge of research and methodology. The course is required during the first year, and it is oriented toward teaching the principles of concept formation and research design. The course examines what is basic to scientific inquiry and reviews the important tools, methods and techniques that are available for the implementation of sound and ethical research.

**PT 172 Clinical Investigations in Psychoanalysis**

Prerequisite: PT 171, 173

This course introduces students to selected psychoanalytic research methods that have gained general acceptance in the field. It explores advantages, disadvantages, limitations, sources of error and bias associated with various research methods. The course examines what is basic to psychoanalytic inquiry in the areas of study design, data collection and processing, distinguishing among inferences, assumptions and observed events. Students become familiar with designing methodology for the single case study and problems collecting and processing psychoanalytic data.

### **PT 1787 Master's Paper Course**

Prerequisite: 171 and 172 or permission of instructor

This intensive course will guide students in their design and completion of the Master's paper in Psychoanalysis. Group work and close guidance of the instructors will facilitate the thesis writing process. Special attention will be paid to the formation of research question, research methodology and writing appropriate literature reviews. The course will operate as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester. Each seminar member will choose a research topic, collect and analyze data, write a report, and then present his/her research proposal in the middle of the semester and his/her research results in the seminar sometime during the last two weeks of the semester.. The completed paper, when accepted by the two instructors, will count as the Master's Paper.

### **PT 274 Qualitative Methods**

Students learn about qualitative methodology including observational, clinical interviewing, and single case study techniques, methods for data analysis and reduction (thematic analysis, coding techniques, content analysis), and methods and practices for insuring reliability and validity when working with qualitative data.

### **PT 275 Inference Making**

Various modes of inference making and methods for establishing validity are covered in this seminar with a focus on the single case study and clinical and observational data. A consideration of what is data, what is theoretical construct and what is inference is a focus of the course when the researcher studies and makes inferences about unconscious processes.

### **PT 623 Statistical Analysis (ELECTIVE)**

Students will examine the nature and use of statistics. Students will become skilled in using statistical methods of analysis to evaluate research data.

### **PT 525/526 Directed Research**

Students work individually with a research supervisor (reader) who assists them in developing or completing a proposal for the dissertation research project, developing methodology, collecting and interpreting data. During the course of the study the student signs up for directed research with three different readers approved by the Research Committee. May sign up for 3 hours (0.5 credit), 6 hours (1 credit) or 9 hours (2 credits) of meeting time with the research supervisor. Registration includes and equivalent number of hours of reading time.

## **CLINICAL STUDIES**

### **PT 181 Somatic Factors: Psychopharmacology, Neurophysiology, and Psychosomatics**

The significance of chemical, organic, and physiological factors in psychoanalytic clinical work will be studied and explored. Developments in neuroscience will be examined. The effect of chemical intervention in the functioning of populations in hospitals, schools and other settings will be discussed.

### **PT 184 Primitive Mental States**

This course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses inherent in primitive mental states. Students become familiar with the differences between psychoanalytic and psychiatric diagnoses by studying the typical symptoms, onset, course and prognosis of the major mental disorders and the core conflicts and primitive defenses inherent in them.

### **PT 186 Beyond Psychosis: Typology of Conflict and Defense**

This course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses inherent in neuroses and personality (character), disorders that are likely to be encountered by students in their work in the Therapy Center. Students will gain a basic knowledge of each diagnosis in terms of drives/urges, wishes, affects, defense operation, interpersonal style, and induced countertransference.

### **PT 185a Fieldwork Seminar**

### **PT 185b Fieldwork Seminar**

### **PT 185c Fieldwork Seminar**

This three-semester course integrates understanding of basic psychoanalytic psychopathology, including the vicissitudes of primitive conflicts and defenses, with problems that arise when working with severe pathologies in the clinical setting. Students discuss their Externship, examining all aspects of hospital life, including understanding the meaning of apparently irrational behavior.

### **PT 187 Ethics**

This course focuses on the clinical ethical issues that have arisen within psychoanalysis since its inception. Such issues as "wild" analysis extra-analytic contact, neutrality, countertransference, the use of induced feelings, parameters, and the third-party payment will be discussed. Various recommended approaches will be studied. The special circumstances that occur when analysts work in non-analytic settings will be considered from an ethical perspective.

### **PT 340/350 Field Placement Externship (Three Semesters)**

In at least 400 hours of externship activity, the student meets with patients regularly, attends hospital activities administrative supervision, and conducts administrative work on cases, becoming familiar with individual and institutional character.

**PT 111 Field Placement Case Supervision (Three Semesters)**

Students discuss cases from the Fieldwork Externship in groups of three. This course is designed to facilitate understanding through listening and identifying dynamics. Students submit case summary process reports of sessions. Required for duration of Field Placement.

**PT 2656 Proseminar 1: Theory of Technique**

Students' case material will be used to learn about case management issues at the beginning and later stages of treatment and modern psychoanalytic theory of technique. Students will learn how to assess and regulate the tension level in the session; to identify and study resistance (defenses) and their function in the patient's psychic economy; and learn what leads to the resolution of resistances. Techniques will be considered case by case including approaches to psychosis, neurosis, borderline states and perversion.

**PT 2657 Proseminar 2: Unconscious Fantasy and Delusion**

Clinical material is presented and examined to develop awareness of unconscious fantasy as a ubiquitous factor in all human activity, including thought, behavior, creative work, dreams, myth and pathology. Course content familiarizes students with advanced dream theory, basic neurobiological mechanics and the relation between drive and psychic study.

**PT 2658 Proseminar 3: Transference and Countertransference**

In this seminar, students will be examining readings that advance their theoretical and clinical understanding of the modern, classical and Kleinian perspectives on transference and countertransference. Through the weekly presentation and discussion of clinical material, this seminar will emphasize the relationship between countertransference as an inductive process and the technical interventions that are an inherent part of modern psychoanalytic treatment. This will be facilitated by in depth discussions of clinical material that integrates the various theoretical models into the clinical process and introduces students to the technical management of specific countertransference arousals (i.e. The erotic transference. Hate in the countertransference. The indifferent countertransference response to states of status quo resistance.)

**PT 2659: Proseminar 4: Integration of Theory and Practice**

Prerequisite: Proseminar 1,2,3

In this advanced seminar, students use theoretical concepts from the spectrum of psychoanalytic theories to formulate case dynamics, guide clinical investigation, and draw implications for intervention. The question of empirical evidence for psychoanalytic constructs and the importance of theory in guiding intervention are prime foci of the course. Students present clinical cases in light of theory and discuss the nature of evidence, taking responsibility for leading the class discussion on their particular case.

**PT 211 Supervision of Psychoanalytic Cases**

Candidates new to the Therapy Center Level B present up to three cases to a supervisor. Emphasis is placed on early resistances in psychoanalytic treatment. Students submit monthly case process reports. Groups of three. Required for one semester.

**PT 311 Individual Supervision of Psychoanalytic Cases**

Prerequisite: Completion of one semester of the internship and PT 211, written approval of Fellow.

Students select an individual supervisor for the study of their Therapy Center cases. The course requires a summary of the supervisory process for each case covered at the end of the semester. Students meet with their supervisor on a once or twice a month basis, depending on the number of cases covered. Up to three cases may be presented, with a concentration on one case. Fifty hours required.

**PT 411 Control Analysis**

Prerequisite: Completion of one semester of the Therapy Center internship, one semester of PT 211, recommendation of the Fellow and written approval of the Dean

The candidate presents one case to an approved control analyst, a minimum of one hour for every four hours of patient contact. In-depth study of the single case focuses on resolution of resistances in the treatment and comprehensive understanding of the patient's dynamics. A minimum of fifty hours of PT 411 is taken with one instructor other than the PT 311 supervisor or the training analyst. At the end of each semester, the student submits a summary of the supervisory process. Twenty five hours of control analysis are required for Clinical Case Review.

**PT 440/450 Therapy Center Internship**

Prerequisite: Doctoral level Candidacy (Level B) and written acceptance to the Internship  
Interns meet with their Therapy Center Fellows to discuss any issues relating to their academic program, as well as administrative issues relating to their clinical work. They also have the opportunity to practice presenting cases. Students are assigned a minimum of three cases and conduct intake interviews under the administrative supervision of their Fellows.

The Boston Graduate School of Psychoanalysis may withdraw, add or modify courses as necessary.

**Doctoral Program Faculty**

Psychoanalytic program faculty and supervisors at the Boston Graduate School of Psychoanalysis are certified psychoanalysts, educated to teach psychoanalytic concepts through a combination of emotional and cognitive methods. They have been trained in various psychoanalytic schools of thought. The doctoral program faculty includes specialists from other disciplines who teach courses in their areas of expertise and consult on student research.

## **Core Faculty**

- June Bernstein, Ph.D., Florida Institute of Technology, Certified Psychoanalyst, BGSP Professor and Dean of Students. Research interests: dreams and unconscious fantasy, the impulsive patient.
- Theodore Laqueria, Ph.D., California Graduate Institute, Certified Psychoanalyst. BGSP Professor and Director of Special Projects, Research interests: the anaclitic transference, nonverbal communication.
- Lynn Perlman, Ph.D., City University of New York , Certified Psychoanalyst. BGSP Professor and Dean of Graduate Studies. Research interests: twins, pregnancy, fear of women.
- Dena Reed, M.D., Medical College of Wisconsin, Certified Psychoanalyst. BGSP Professor and President. Research interests: the interaction between soma and psyche; unconscious fantasy and somatic illness; marital infidelity.
- Jane Snyder, Ph.D., Boston University, Certified Psychoanalyst. BGSP Associate Professor and Provost. Research Interests: adolescent violence and self destructiveness; symbolic communication and enactment; methodology in the single case study.
- Stephen Soldz, Ph.D., Boston University, Certified Psychoanalyst. BGSP Professor and Director of the Center for Research, Evaluation, and Program Development. Research interests: psychodynamic factors in war and state sanctioned aggression; relational aggression; substance use and abuse.
- Mara Wagner, Psy.D., Massachusetts School of Professional Psychology, Certified Psychoanalyst. BGSP Assistant Professor and Director of Admissions. Research interests: dreams; creativity and the unconscious.

## **Adjunct Faculty:**

- Eugene Goldwater, M.D., Columbia University of Physicians and Surgeons, Certified Psychoanalyst. Research interests: parenting, impulsivity, men's issues.
- Marjorie Kettell, Ph.D., Boston University, Certified Psychoanalyst. Research interests: clinical gerontology, projective techniques in research; violence against the elderly.
- Nigel Mackay, D.Phil., Oxford University, Senior Lecturer, University of Wollongong , distinguished scholar and Professor of Research at BGSP. Research interests: theory and metatheory, the single case study.
- Siamak Movahedi, Ph.D., Washington State University, Certified Psychoanalyst. Research interests: culture and emotion, native and secondary language in analysis; social structure and psychopathology.
- Joan White, Psy.D., Boston Graduate School of Psychoanalysis, Certified Psychoanalyst, Research interests: psychic restructuring after trauma, culture and psychoanalysis, adolescence.

## **BGSP Governance**

The Boston Graduate School of Psychoanalysis is governed by its Board of Trustees and its administration, of which the President is Chief Executive Officer. The Board of Trustees includes representatives from business, law, education, the mental health professions and other fields. The Board is run according to its Bylaws and meets quarterly and as needed.

The President's Council composed of key administrators oversees policy and communication among the branches and divisions of the school.

The day-to-day business of the main campus is guided by the Administrative Directors Council, consisting of chief administrators from the main campus. The Faculty Council meets bi-weekly to oversee curriculum and to discuss and resolve faculty and student issues.

## **Library and Computer Services**

The Boston Graduate School of Psychoanalysis has an extensive library of psychoanalytic and related literature, including books, journals, reference works and electronic databases. Resources are available to support the curriculum and for student and faculty research in the field of psychoanalysis, the study of violence and important related fields. The school's librarian provides reference service, and persons embarking on research projects are encouraged to consult with the librarian for assistance. Students may take advantage of interlibrary loan services and affiliations with nearby academic libraries.

A computer center gives students ready access to the Internet, relevant databases, journal collections and word processing. However, all students are expected to own a computer and many databases are accessible with remote access, including the PEP archive of psychoanalytic journals.

## **Student Association**

Students at BGSP participate actively at all levels of school life. The Student Association is the formal link between students, faculty, and the administration. The Student Association gathers information about student needs and interests and takes steps to develop and implement programs that address these concerns. Regular meetings and peer discussion groups and mentoring, social events and a student office are ongoing benefits to the student body.

## **The Society of Modern Psychoanalysts**

BGSP students and graduates are eligible to join the Society of Modern Psychoanalysts, the accrediting body for modern psychoanalytic institutes and practitioners. Applications are available from:

The Society of Modern Psychoanalysts  
16 West 10th Street, New York, NY 10011  
[www.socmodpsychoanalysts.com](http://www.socmodpsychoanalysts.com)

## **Alumni Association**

An active Alumni Association meets regularly for social and professional purposes. Members of the Alumni Association serve on the faculty and on every committee of the Boston Graduate School of Psychoanalysis. The continued interest of the alumni in professional growth and the welfare of BGSP has led to significant contributions on projects relating to continuing education, the Therapy Center, recruitment, the library, fundraising and curriculum development.

## **Facilities**

The Boston Graduate School of Psychoanalysis is located on Beacon Street in Brookline, Massachusetts, just west of the Boston city line. It is easily accessible by both automobile and public transportation. The Green Line (Cleveland Circle Branch), part of the MBTA transit system, stops across the street and connects the school with the Greater Boston area and Cambridge. BGSP occupies two adjoining, internally-connected buildings at 1581-1583, with the main entrance at 1581 Beacon Street. Wheelchair access is available.

The shaded, boulevard neighborhood is dotted with restaurants, coffee bars and specialty shops. It is an easy drive or train ride to the many cultural and historical attractions of greater Boston.

## Financial Information

### Schedule of Tuition and-Fees

Semester Tuition: Full Time	\$5,750
Group Supervision PT 111/211	\$395
Individual Supervision PT 311 Fee arranged with supervisor (\$1900 average annually)	
Control Supervision Pt 411 Fee arranged with supervisor (\$2200 average annually)	
Research Supervision, Directed Research (PT 525-526)	
	3 hours of supervision \$540
	6 hours of supervision \$1080
	9 hours of supervision \$1620
Therapy Center Laboratory PT 440	\$300
Therapy Center Laboratory PT 450	\$500
Training Analysis PT 7 Fee arranged with the training analyst (Average yearly fees \$3600).	

### ALL SCHOOL FEES

Application	\$100
Registration	\$100
Curriculum Support	\$410
Student Association Fee	\$50
Extended Payment Plan	\$60 (checks only)
Late Registration Fee	\$75
Returned Check Fee	\$25
Maintenance of Matriculation**	\$100

Transcript of Student Record	\$5
Graduation Fee	\$100

\*\* Students on approved leave of absence may maintain matriculation for up to two years by paying the maintenance of matriculation fee.

### **Refund Policy**

A student who submits a semester registration form and finds it necessary to withdraw writes a letter notifying the Dean of Graduate Studies. A student who withdraws from the School prior to the start of classes is eligible to receive full refund of tuition and fees, excluding nonrefundable items and application fees. Tuition and fees are 75% refundable prior to the second class meeting. Withdrawal prior to the third class meeting leads to a 50% refund, and prior to the fourth class meeting, a 20% refund of eligible tuition and fees. Absence from class does not reduce financial obligation or guarantee that a final grade will not be recorded.

### **Payment Policies**

Tuition, fees, and any prior balance must be paid in full each semester before the registration deadline in order not to incur additional charges. BGSP accepts personal checks and money orders made out to the Boston Graduate School of Psychoanalysis. The Boston Graduate School of Psychoanalysis may withhold diplomas, degrees, transcripts, and other official notice of work done at the School from students with outstanding overdue debts to the School. A student may not withdraw in good standing or graduate until all obligations to BGSP are paid in full.

Students in good standing may apply for the extended payment plan. There is a \$60 charge per semester for this plan. Semester tuition and fee payments are budgeted over a five-month academic period.

Deposits made upon acceptance to the Doctoral program are credited toward the student's semester bill. BGSP assumes no liability for failure to provide educational or educational-related services due to causes beyond the School's reasonable control. The Trustees of the School reserve the right to alter tuition and fees at their discretion, whenever deemed advisable.

### **Financial Assistance**

For all degree programs, two options (federal student aid and graduate assistantships) are offered to students seeking financial assistance for their attendance at BGSP. Students accepted for enrollment at least half-time are eligible to apply for these two programs. Students interested in receiving a financial aid application package should contact the Financial Aid or Registrar's Office.

### **Graduate Assistantships**

Students requesting assistantships are asked to apply in writing to the Director of Financial Aid. Assistantships are offered based on student need in conjunction with the student's ability to perform a particular type of assistance required by the school. Generally assistantships are not available to first year students.

## **Attendance**

Regular class attendance is required. The School's teaching philosophy relies heavily on experiential learning. Therefore, active participation is required in class process (Instructors notify their students of the attendance policy for their courses). A student submits an absence form to the instructor in advance of an anticipated absence. Absence forms are available in the administrative office. The student may have no more than two excused absences in order to receive course credit. Each program has a limit as to the number of excused absences (usually two) in order to receive course credit. Students may consult with their educational advisor or the Dean to confirm the attendance policy.

## **Adding/Dropping a Course**

A student who wishes to add or drop a course may do so by filing an approved Add/Drop form with the Registrar by the published deadline. Absence from class does not constitute an approved Drop and may result in a grade of Withdrawal.

## **Grades**

### *HIGH PASS*

High Pass is awarded to students who complete the requirement of a course with excellence. The grade is recommended as an incentive for outstanding performance, equivalent to an A+.

### *PASS*

Pass is granted to students who complete course requirements satisfactorily, according to the stated criteria for evaluation.

### *LOW PASS*

Low pass is given to students who complete course requirements minimally.

### *INCOMPLETE*

Students who have passed a course pending the completion of a portion of the work are given an Incomplete. Unless otherwise stated by the instructor on the student's evaluation form or changed to Pass by the instructor, an Incomplete will be changed to No Credit thirty days after the last class meeting.

### *NO CREDIT*

Students who do not fulfill course requirements are given No Credit. Students may repeat the course and fulfill its requirements in order to receive credit.

### *WITHDRAWAL*

A withdrawal is given to the student who is registered for the course but has not attended or officially dropped the course.

## **Academic Standing**

Students must satisfactorily complete all coursework in a given year to move on to the next year of coursework. Please refer to the Student Handbook for the School's policy on academic standing.

### **Leave of Absence and Reinstatement**

A student in good standing may take a leave of absence with the approval of the educational advisor and of the Dean. Application is made in writing. Students may maintain matriculation for up to two years. A student who does not maintain matriculation or whose status has lapsed reapplies for admission to the Boston Graduate School of Psychoanalysis and abides by the requirements in effect at the time of re-admission.

Absence without notice does not reduce financial obligation or guarantee that final grades will not be recorded.

### **Suspension or Dismissal**

BGSP reserves the right, through accepted procedures and designated committees to suspend or dismiss any student for failure to maintain a satisfactory academic record or acceptable personal behavior.

### **Student Records**

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their records. They are: the right to inspect and review the student's education record; the right to request an amendment of the student's education record that the student believes is inaccurate, misleading or in violation of the student's privacy or other rights; the right to consent to disclosure of personally identifiable information contained in the student's record, except to the extent that the FERPA authorizes disclosure without consent; and the right to file a complaint with the US Department of Education concerning alleged failure by BGSP to comply with the requirements of FERPA.

In keeping with FERPA, student records are kept confidential. Students may review their records in advisement interviews with faculty advisors. Personal files may be discussed in an advisement interview with a faculty advisor. Transcripts of coursework are available upon written request to the Registrar and payment of the transcript fee.

Copies of the BGSP Code of Conduct, Student and Faculty Handbooks are available from the Registrar.

### **Public Information**

Information about the Boston Graduate School of Psychoanalysis is available upon request from the:

Administrative Office BGSP  
1581 Beacon Street Brookline, MA 02446-4602  
Telephone (617) 277-3915  
Fax (617) 277-0312