



**BOSTON GRADUATE SCHOOL OF  
Psychoanalysis**

## **CLINICAL DEGREES IN PSYCHOANALYSIS**

MASTER OF ARTS IN PSYCHOANALYSIS  
DOCTOR OF PSYCHOANALYSIS  
CERTIFICATE IN PSYCHOANALYSIS

BOSTON GRADUATE SCHOOL OF PSYCHOANALYSIS

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## STUDYING PSYCHOANALYSIS

The Mission of BGSP: BGSP is committed to providing high quality psychoanalytic education, clinical training, and research skills to a diverse student community. We prepare our graduates to apply their understanding of emotional and mental functioning to endeavors that benefit individuals and society.

BGSP's programs are designed to provide an understanding of conscious and unconscious influences on human development and psychopathology, motivation, and interpersonal interaction. Advanced clinical programs teach the student how to use this understanding to practice psychoanalysis.

BGSP follows Freud's philosophy that people from a variety of academic and professional backgrounds are eligible for education as psychoanalysts. Students from backgrounds as varied as art, business, education, engineering, gerontology, law, medicine, neuroscience and the social sciences, to name a few, have found their careers enhanced by an understanding of psychoanalysis.

Courses at BGSP are structured to facilitate intellectual and emotional learning, using the classroom to learn both content and the process of resolving resistances to learning. Students report an intensity to their training that is unique to BGSP. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, clinical work, their own personal analysis, and in many cases, outside employment.

## ACADEMIC CALENDAR

BGSP's regular academic calendar consists of two semesters, Fall and Spring, with a brief Winter Session in between, as well as a Summer Session. The Fall Semester typically runs from Labor Day until the December holidays. The Winter Session is a six-week session in January and February, and is required for many students. The Spring Semester typically runs from the end of February until mid-June, and the Summer Session allows students to continue clinical supervision and coursework during the summer months.

BGSP currently is in a transition from an every-other-week course schedule to the weekly academic calendar described above. For 2010-2011, therefore, different programs have different schedules. Please consult the Fall 2010 and Spring 2011 registration packets for actual course schedules.

## MASTER OF ARTS IN PSYCHOANALYSIS

The Master of Arts in Psychoanalysis program grounds students in academic psychoanalysis and prepares them for advanced clinical and research studies. The curriculum provides a solid foundation in the knowledge of human mental and emotional functioning that constitutes psychoanalysis. The program includes courses in theories of human development, psychoanalytic theory, research, and clinical studies. Students complete a fieldwork externship over the course of three or more semesters as part of their clinical studies, seeing four patients per week in a setting for psychotic or very regressed patients. Students culminate their studies with a Master's paper or thesis. In addition, students are required to engage in a training analysis throughout the program.

Full-time students may complete the 62-credit program in four semesters if they proceed through the internship and research paper very efficiently. Students admitted in the spring semester sometimes require additional time because of scheduling constraints. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, clinical work, personal analysis, and in many cases, outside employment. On average, students typically take three years to complete the program.

Program courses meet once per week, primarily in the evening, during the day on Friday, or on Saturday.

## DEGREE GOALS

Upon completion of the M.A. program in psychoanalysis, students are expected to achieve a number of learning outcomes:

- 1) Students demonstrate basic knowledge of psychoanalytic theory applied to healthy development and psychopathology as well as interpersonal functioning.
- 2) Students demonstrate an understanding of diagnosis and clinical intervention with a focus on psychoanalytic conceptualization.
- 3) Students demonstrate an understanding of clinical interventions useful in establishing a relationship with severely regressed and/or narcissistic patients.
- 4) Through the research project, students demonstrate mastery of basic psychoanalytic theory pertinent to an area of research interest.



## CLINICAL STUDIES

During the program, Master's students participate in the Fieldwork Externship, a three-semester field placement that offers direct contact with severely regressed patients in a residential or day treatment setting, giving students the opportunity to observe extremes of pathology and the earliest levels of fixation. The Fieldwork Externship consists of a minimum of 600 hours in placement-related activities, including individual contacts with regressed patients, team meetings, and administrative supervision at the facility. The Fieldwork Seminar and Clinical Supervision are taken concurrently with the externship. Students graduate from the Fieldwork Seminar after a successful fieldwork clinical presentation.



## RESEARCH

Master of Arts candidates may elect to write either a Master's paper or a thesis. The Master's paper or thesis demonstrates the student's ability to integrate theory with empirical data in relation to a significant research topic in psychoanalysis. The Master's paper is written while taking the Master's Paper Course in the final semester of the program. The course is structured to help the student complete each part of the research project and paper, which typically includes a literature review, methodology, data collection and analysis and integration of empirical observations with the literature and psychoanalytic theory. If the student chooses to write a thesis, he or she works regularly with a thesis advisor, who helps the student to develop and carry out a research project and serves as Chair of the student's thesis committee. A two-person committee approves the thesis proposal, oversees data collection and analysis, and reviews drafts of the completed thesis.



## TRAINING ANALYSIS

Students in the Master of Arts program engage in a PT 7 Training Analysis throughout their studies. The analysis is considered an important part of the educational process. It provides experiential learning and a fuller appreciation for one's own emotional dynamics as they relate to the observation and understanding of others and of the course material. Students choose an approved training analyst and work out the frequency of sessions with the analyst. Seventy hours of training analysis are required for graduation at a recommended minimal frequency of once a week. At least one semester of weekly training analysis, or its equivalent, is required before beginning the externship. Students planning to pursue further

psychoanalytic training plan their frequency of analysis to help meet the analytic hour requirements for graduation from subsequent programs.

## PROGRAM REQUIREMENTS

- **62** credits of course work
- minimum of **600** fieldwork externship hours and approval of the fieldwork case presentation
- an approved Master's paper or thesis
- minimum of **70** hours of training analysis

### Required Courses

- | <i>Course</i>              | <i>Title</i>                                                |
|----------------------------|-------------------------------------------------------------|
| • PT 183                   | Clinical Assessment (3)                                     |
| • PT 189                   | Multicultural Issues in Mental Health Professions (3)       |
| • PT 111                   | Clinical Supervision (1) (3 semesters)                      |
| • PT 141                   | Human Development: How the Mind Unfolds I (3)               |
| • PT 142                   | Human Development: How the Mind Unfolds II (3)              |
| • PT 151a                  | Psychoanalytic Theory I: Basic Concepts (3)                 |
| • PT 154                   | Comparative Psychoanalysis (3)                              |
| • PT 155                   | Dreams (3)                                                  |
| • PT 161                   | Psychoanalytic Theory II: Fundamentals of Freud (3)         |
| • PT 171                   | Introduction to Research in the Human Sciences (3)          |
| • PT 173                   | Introduction to Qualitative Methods (3)                     |
| • PT 1787                  | Master's Paper course (3)                                   |
| • <i>or</i> PT 527/528/529 | Directed Research (1, 2, or 3)                              |
| • PT 181                   | Neurophysiology, Psychosomatics, and Psychopharmacology (3) |
| • PT 182                   | Ethics I (3)                                                |
| • PT 184                   | Psychopathology I: Primitive Mental States (3)              |
| • PT 185a                  | Field Work Seminar: Clinical Techniques (3)                 |
| • PT 185b                  | Field Work Seminar: Case Formulation and Consultation (3)   |

- PT 185c Field Work Seminar: Maintaining and Terminating Treatment (3)
- PT 186 Psychopathology II: Typology of Conflict and Defense (3)
- PT 340 Field Placement Externship (2) (first semester of placement)
- PT 350 Field Placement Externship (3) (two semesters required)

### **Elective Courses**

- PT 143 Latency (3)
- PT 144 Adolescence (3)
- PT 147 Young Adulthood (3)
- PT 149 Later Adult Life (3)
- PT 150 Concepts of Group Psychoanalysis (3)
- PT 152 Madness and Literature
- PT 160 Narcissism and Aggression (3)
- PT 163 The Emergence of Contemporary Psychoanalysis (3)
- PT 188 Clinical Work with Children (2)
- PT 214 Group Supervision on Child Cases (1)
- PT 2600-2609 Comparative Clinical Seminar Series (1)

Program requirements are subject to change. Students generally have the option to follow the program requirements which were in place at the time of their admission. However, from time to time, students may be required to adhere to changes in program requirements when not doing so would impact the integrity of the student's degree, for example, in order to meet licensing requirements in license-eligible degree programs. In such cases, the school attempts to institute program changes with a minimum of disruption to enrolled students.

## DOCTOR OF PSYCHOANALYSIS

The Doctor of Psychoanalysis degree program leads to full training and certification as a psychoanalyst, as well as the attainment of the doctorate. The program emphasizes academic and clinical studies and research. It 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.

The program of study is organized into two levels of training, Level A (corresponding to the Master's curriculum), and Level B (Doctoral Candidacy). The Level A 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 Level B, Doctoral Candidacy, culminating in the doctoral dissertation. Students are reviewed after Level A on the basis of presentation and writeup of their fieldwork cases, advisor's review of course evaluations, the Master's paper, and a Qualifying Exam, and are admitted to Doctoral Candidacy status (Level B) if the review is favorable. Students entering Level A with a master's or doctoral degree may request equivalency for the Master's paper.

Studies at Level B, Doctoral Candidacy, advance 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 theory and research, theories of technique, and modes of clinical inquiry and inference making as applied to work with cases. Courses are taken in conjunction with supervised psychoanalytic work in the outpatient BGSP Therapy Center. These studies provide a foundation for independent research and advanced study in the design and execution of the doctoral dissertation research.

Doctoral Candidacy is a time for students to continue integrating what they are learning, both in terms of integrating clinical understanding with research, and integrating psychoanalytic study into their professional and personal lives. Students, who may have enrolled full-time at Level A, typically only take two or three courses per semester at Level B. While they learn the practice of psychoanalysis through their work in the Therapy Center, they frequently supplement their studies with relevant employment in other settings. Once students have completed their required coursework, they continue in at least one clinical or research course at reduced tuition while they complete their clinical training and dissertation. At such a pace, students normally complete Level A after 3 years, and then complete the Level B required coursework after another 4.5 years. Typically, students graduate in about 8 years.

## DEGREE GOALS

Upon completion of the Psya.D. program, students are expected to achieve a number of learning outcomes:

- 1) Students demonstrate understanding and mastery of psychoanalytic theory and ability to apply this understanding to clinical cases.
- 2) Students demonstrate understanding of their patients, including transference-countertransference dynamics, past and current resistances as they relate to character, and diagnosis and critical interventions for treatment.
- 3) Students demonstrate their ability to employ psychoanalytic technique appropriately in their clinical work.
- 4) Students demonstrate self understanding and the ability to utilize their emotional responses to understand and work with their patients.
- 5) Students demonstrate the ability to integrate theory, empirical research, and clinical observation in executing and presenting a satisfactory dissertation research project.

## TRAINING ANALYSIS

All students in the doctoral program are required to undergo a personal training analysis concurrent with their studies. The PT 7 Training Analysis is an indispensable part of the training. It prepares students to develop their emotional repertoires in an effort to resonate with patients with a broad spectrum of emotional pathologies. It also increases the understanding of students' own conflicts and defenses and thus enables them to work more effectively with their cases.

Students choose an approved training analyst. Four hundred and fifty hours of training analysis are required for graduation at a minimal frequency of once a week. One hundred and fifty hours of group analysis may be applied to the four hundred and fifty required hours. At least one semester of weekly training analysis, or its equivalent, is required before beginning the externship. At least 70 hours of training analysis are required before beginning the Therapy Center internship.

## CLINICAL STUDIES

After completing the Level A fieldwork, described on page 3, students apply for Level B, Doctoral Candidacy. Once approved, students begin clinical training in the BGSP Therapy Center. The student works with a Therapy Center Fellow, who serves as the student's advisor and assigns patients. The student works with a caseload of at least three patients, seen at least once per week, over the course of the internship. Each semester, students enroll in a clinical case seminar, which provides a forum for case discussion in relation to theory. Students also present cases in supervision, initially in group supervision, followed by more intensive individual supervisions. Students complete two individual supervisions, in which one or two cases are discussed for a minimum of 50 hours for each supervision, over the course of their training.

Following a minimum of 25 hours of PT 411 Control Analysis supervision, the student may schedule the Clinical Case Review. This is an opportunity for students to present their work with Therapy Center cases and practice for the final case presentation. Students 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 while they work on the dissertation and prepare for the final case presentation, required for graduation. A minimum of three years of clinical study and 350 direct client contact hours are required. However, since students continue to work clinically under supervision and take clinical and/or research courses until they graduate, most students engage in substantially more hours of supervised clinical work before graduation.

## RESEARCH AND DISSERTATION

At Level A, doctoral students complete the master's paper, described on page 4.

Once admitted to Level B, students develop a dissertation question as they advance in their work with clinical cases and in their study of theory and research methods. They 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. 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.

When the dissertation is complete and meets the readers' approval, the student schedules the dissertation defense with her/his dissertation committee in conjunction with the Research Committee. Two doctoral faculty members in addition to the student's dissertation committee are asked to thoroughly review the dissertation. 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 members are given the opportunity to read the dissertation prior to the defense and vote on whether the research meets doctoral standards.

## FINAL CLINICAL CASE PAPER AND PRESENTATION

The culminating capstone experience for psychoanalysts in training is the final clinical case paper and presentation. If the student's dissertation is a single case study, the dissertation serves as the final clinical case paper. Otherwise, the student prepares a written clinical case analysis and final presentation for graduation. The paper and presentation demonstrate how the student has met the relevant learning goals for clinical training.

The processes of both psychoanalytic research and preparation for the final case presentation are opportunities for students to learn a great deal about case or group dynamics, as well as one's own resistances as an analyst in training. Historically, students report that these endeavors, along with their training analysis, are both the most challenging and the most rewarding educational experiences in their journey to become psychoanalysts.

## PROGRAM REQUIREMENTS

- 94 credits of required and elective course work
- minimum of 600 fieldwork externship hours and approval of the fieldwork case presentation
- successful review of the Qualifying Exam, a Master's paper or equivalent, and a write-up of a fieldwork case.
- successful completion of the Therapy Center clinical training, including at least 350 hours of direct client contact, two semesters or more of PT 211 group supervision, 50 hours of PT 311 Individual Supervision, and 50 hours of PT 411 Control Analysis Supervision.
- Clinical Case Review after 25 hours of control analysis
- approval of the final clinical presentation and case write-up
- successful completion of the dissertation and oral defense to the faculty

- minimum 450 hours of training analysis, of which 150 may be group analysis.

## Required Courses

- | <i>Course</i> | <i>Title</i>                                                  |
|---------------|---------------------------------------------------------------|
| • PT 183      | Clinical Assessment (3)                                       |
| • PT 189      | Multicultural Issues in Mental Health Professions (3)         |
| • PT 111      | Clinical Supervision (.5) (3 semesters)                       |
| • PT 141      | Human Development: How the Mind Unfolds I (3)                 |
| • PT 142      | Human Development: How the Mind Unfolds II (3)                |
| • PT 151a     | Psychoanalytic Theory I: Basic Concepts (3)                   |
| • PT 151b     | Advanced Psychoanalytic Concepts (2)                          |
| • PT 154      | Comparative Psychoanalysis (3)                                |
| • PT 155      | Dreams (3)                                                    |
| • PT 157      | Transference and Countertransference (2)                      |
| • PT 159      | Unconscious Fantasy and Delusion (2)                          |
| • PT 161      | Psychoanalytic Theory II: Fundamentals of Freud (3)           |
| • PT 162      | Psychoanalytic Theory III: Advanced Freudian Theory (2)       |
| • PT 171      | Introduction to Research in the Human Sciences (3)            |
| • PT 172      | Psychoanalytic Research (2)                                   |
| • PT 173      | Introduction to Qualitative Methods (3)                       |
| • PT 1787     | Master's Paper course (3)                                     |
| • PT 181      | Neurophysiology, Psychosomatics, and Psychopharmacology (3)   |
| • PT 182      | Ethics I (3)                                                  |
| • PT 184      | Psychopathology I: Primitive Mental States (3)                |
| • PT 185a     | Field Work Seminar: Clinical Techniques (3)                   |
| • PT 185b     | Field Work Seminar: Case Formulation and Consultation (3)     |
| • PT 185c     | Field Work Seminar: Maintaining and Terminating Treatment (3) |

- PT 186 Psychopathology II: Typology of Conflict and Defense (3)
- PT 187 Ethics II (3)
- PT 263-267 Contemporary Issues in Psychoanalysis (2)
- PT 285 Inference Making (2)
- PT 2610 Case Management Seminar (2)
- PT 2611 Diagnosis & Case Formulation (2)
- PT 2612 Advanced Resistance Analysis (2)
- PT 211 Clinical Supervision (1)
- PT 311 Individual Supervision (1)
- PT 411 Control Supervision (1)
- PT 340 Field Placement Externship (2)
- PT 350 Field Placement Externship (3)
- PT 351 Field Placement Individual Supervision (.5)
- PT 440 Clinical Internship (2)
- PT 450 Clinical Internship (3)
- PT 527/528/529 Directed Research (1, 2, or 3)

### **Elective Courses**

- PT 143 Latency (3)
- PT 144 Adolescence (3)
- PT 147 Young Adulthood (3)
- PT 149 Later Adult Life (3)
- PT 150 Concepts of Group Psychoanalysis (3)
- PT 152 Madness in Literature (2)
- PT 156 Theory of Technique (2)
- PT 160 Narcissism and Aggression (3)
- PT 163 The Emergence of Contemporary Psychoanalysis (3)
- PT 188 Clinical Work with Children

- PT 283 Proposal Writing (2)
- PT 287 Ongoing Research Practicum (2)

## CERTIFICATE IN PSYCHOANALYSIS

The Certificate program is designed for the student who is interested in full clinical training as a psychoanalyst, who does not want to pursue the doctorate. Training at the Certificate level is very similar to the doctoral program, with extensive clinical and research studies, but all Certificate students complete the single case study final project in lieu of a dissertation. Students follow a similar path through coursework, fieldwork, Therapy Center internship, and training analysis, as outlined in the information about the Doctor of Psychoanalysis program. Please refer to the Psya.D. program for required courses, clinical studies, final case presentation, time to graduation, and other information.

Certificate students are expected to achieve the same learning outcomes as doctoral students, with the exception of the dissertation. Certificate students are expected to demonstrate the ability to integrate theory, empirical research, and clinical observation in executing and presenting a satisfactory single case study research project.

## SINGLE CASE STUDY RESEARCH PROJECT

After completion of a minimum of 25 hours of control analysis, required coursework, and a successful Clinical Case Review, students begin the single case study for the final project. The student submits a brief description of his or her case and research interest to the Research Committee. The Research Committee gives feedback on the proposed study and helps the student find a reader who serves as chair of the student's research committee. The chair helps the student develop a narrative of the case to be studied, identify a research question, complete a literature review and develop a methodology for the research project, as well as select two additional readers to advise on and approve the project. The three person committee approves these first three chapters, which constitute the proposal for the single case study, before the student proceeds to in depth data analysis and articulation of findings, including inferences made regarding unconscious dynamics and fantasies, backed up with evidence from the clinical process.

When the project is complete, the candidate orally presents the final project to the readers, the Research Committee, and the Certificate program faculty and students. All Certificate program faculty members are given the opportunity to read the final project prior to the presentation and vote on whether the project meets clinical and research standards for the

## Certificate in Psychoanalysis.

The single case study is an opportunity for students to learn a great deal about the dynamics of one case, the inner workings of an individual, and their own resistances as psychoanalysts in training. Historically, students report that researching the single case study, along with their training analysis, has been both the most challenging and the most rewarding educational experience in their journey to become psychoanalysts.

## SAMPLE FULL-TIME PROGRAM OF STUDY IN PSYCHOANALYSIS

BGSP offers courses in such a sequence that students entering in the Fall semester may complete the following full-time course of study. Not all students are advised to take a full-time course load, and additional time is often required for the internship, thesis, or dissertation. The layout presented below can help students identify their required courses and plan when their required courses will be offered next.

### Fall, First Year

- PT 141 Human Development: How the Mind Unfolds I (3 credits)
- PT 151a Psychoanalytic Theory I: Basic Concepts (3 credits)
- PT 181 Neurophysiology, Psychosomatics, and Psychopharmacology (3 credits)
- PT 184 Psychopathology I: Primitive Mental States (3 credits)

### Winter Session, First Year

- PT 183 Clinical Assessment (3 credits)

### Spring, First Year

- PT 161 Psychoanalytic Theory II: Fundamentals of Freud (3 credits)
- PT 171 Introduction to Research in the Human Sciences (3 credits)
- PT 185a Fieldwork Seminar: Clinical Techniques (3 credits)
- PT 340 Field Placement Externship (2 credits)
- PT 111 Clinical Supervision (.5 credit)

### Summer Session, First Year

- PT 111 Clinical Supervision (.5 credit)

### Fall Semester, Second Year

- PT 155 Dreams (3 credits)
- PT 173 Introduction to Qualitative Methods (3 credits)
- PT 185b Fieldwork Seminar: Case Formulation and Consultation (3 credits)
- PT 186 Psychopathology II: Typology of Conflict and Defense (3 credits)
- PT 350 Field Placement Externship (3 credits)
- PT 111 Clinical Supervision (.5 credit)
- PT 351 Field Placement Individual Supervision (.5 credit)

### Winter Session, Second Year

- PT 189 Multicultural Issues in Mental Health Professions (3 credits)

### Spring Semester, Second Year

- PT 154 Comparative Psychoanalysis (3 credits)
- PT 182 Ethics I (3 credits)
- PT 1787 Master's Paper Course (3 credits)
- PT 185c Fieldwork Seminar: Maintaining and Terminating Treatment (3 credits)
- PT 350 Field Placement Externship (3 credits)
- PT 111 Clinical Supervision (.5 credit)
- PT 351 Field Placement Individual Supervision (.5 credit)

Total for Master of Arts in Psychoanalysis: **62 credits**

### Fall Semester, Third Year

- PT 142 Human Development: How the Mind Unfolds II (2 credits)
- PT 172 Psychoanalytic Research (2 credits)
- PT 2610 Case Management Seminar (2 credits)
- PT 440 Clinical Internship (3 credits)
- PT 211 Clinical Supervision (1 credit)

### Winter Session, Third Year

- PT 2600 Comparative Clinical Seminar Sequence (1 credit)

### Spring Semester, Third Year

- PT 151b Advanced Psychoanalytic Concepts (2 credits)
- PT 162 Psychoanalytic Theory III: Advanced Freudian Theory (2 credits)
- PT 2610 Case Management Seminar (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 211 Clinical Supervision (1 credit)

### Summer Session, Third Year

- Clinical Supervision

### Fall Semester, Fourth Year

- PT 157 Transference and Countertransference (2 credits)
- Elective (2 credits)
- PT 2611 Diagnosis & Case Formulation (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 311 Individual Supervision (1 credit)
- PT 411 Individual Supervision (1 credit)

### Winter Session, Fourth Year

- PT 2600 Comparative Clinical Seminar Sequence (1 credit)

### Spring Semester, Fourth Year

- PT 159 Unconscious Fantasy and Delusion (2 credits)
- Elective (2 credits)
- PT 2611 Diagnosis & Case Formulation (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 311 Individual Supervision (1 credit)
- PT 411 Individual Supervision (1 credit)

### Summer Session, Fourth Year

- Clinical Supervision

### Fall Semester, Fifth Year

- PT 263-267 Contemporary Issues in Psychoanalysis (2 credits)
- Elective (Recommended: PT 283 Proposal Writing) (2 credits)
- PT 2612 Advanced Resistance Analysis (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 311 Individual Supervision (1 credit)
- PT 411 Individual Supervision (1 credit)
- PT 527/528/529 Directed Research (1-3 credits)

### Winter Session, Fifth Year

- PT 2600 Comparative Clinical Seminar Sequence (1 credit)

### Spring Semester, Fifth Year

- PT 285 Inference Making (2 credits)
- PT 187 Ethics II (2 credits)
- PT 2612 Advanced Resistance Analysis (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 311 Individual Supervision (1 credit)
- PT 411 Individual Supervision (1 credit)
- PT 527/528/529 Directed Research (1-3 credits)

### Summer Session, Fifth Year

- Clinical Supervision

### Year Six and Beyond (until graduation)

- PT 2612 Advanced Resistance Analysis (2 credits)  
AND/OR as recommended by faculty
- PT 286 Ongoing Research Practicum (2 credits)
- PT 450 Clinical Internship (3 credits)
- PT 311 Individual Supervision (1 credit)
- PT 411 Individual Supervision (1 credit)
- PT 527/528/529 Directed Research (1-3 credits)

Total for Doctor of Psychoanalysis or  
Certificate in Psychoanalysis: **131 credits**

# COURSE DESCRIPTIONS

## TRAINING ANALYSIS

### PT 7 Individual Psychoanalysis

Approved training analysis is required of all students throughout their enrollment in all BGSP programs. Check specific program requirements for number of hours and frequency required.

### PT 8 Group Analysis

An approved group analysis. Up to 150 sessions may be applied toward requirements for graduation from the Certificate or Doctor of Psychoanalysis programs.

## MATURATION COURSES

Maturation courses investigate normal and pathological development, as well as theories of regression and fixation. Students examine specific emotional conflicts as they arise in stages of development as well as in transference regressions.

### PT 141 Human Development: How the Mind Unfolds I

This course will examine the psychoanalytic development of the mind and psychic structure from intrauterine life through the oedipal stage. Students will explore the transformation of drives through Freud's psychosexual stages (oral, anal, urethral, phallic and oedipal) and study how these stages influence the development of character and early communication patterns. The course focuses on the development of a sense of self and the emergence of psychic structure to handle internal drive arousal states and external stimulation, including experience with early caretakers.

### PT 142 Human Development: How the Mind Unfolds II

This class will use readings from psychoanalytic theory and empirical developmental research and integrate these with class process to explore the complex interactions involved in the development of mind. Recent changes in thinking about the concept of development of mind and the integration of drive development, cognitive development, object relations development and mentalization development will be presented. These concepts will then be integrated into class discussion of readings from psychoanalytic theory that elucidate oral, anal, phallic, and genital phase development including resolution of separation/individuation and oedipal stages and the characteristics of healthy latency stage

children. The role of fusion of drives, the capacity to distinguish separate objects and the role of fantasy and screen memories are concepts that will be used to understand maturation.

### PT 143 **Latency** (Elective)

This course focuses on the operation of the drives during latency. This includes normal and abnormal patterns, resolution of the Oedipal phase, consolidation of character traits, and use of regression. The course continues the study of the maturational process as it unfolds in the development during the grade school years and considers case material from work with school aged children.

### 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. This 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 both 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, attain individual identities, and seek satisfying work.

### PT 149 **Later Adult Life** (Elective)

This course explores issues and conflicts appearing during middle and later adulthood. The class addresses midlife conflicts, potential for "crises," physical and emotional changes over the later years, and relationships among multiple generations.

## **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**

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, Modern analytic techniques for work with groups are emphasized through demonstration and course curriculum.

### **PT 151a Psychoanalytic Theory I: Basic Concepts**

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries and modified by more recent authors.

### **PT 151b Advanced Psychoanalytic Theory**

*Prerequisite: Certificate or Doctoral Candidacy*

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. Theoretical concepts are discussed with reference to case material.

### **PT 152 Madness in Literature (Elective)**

Psychoanalytic understanding of severe pathologies and character disorders will be illustrated using characters from novels and short stories. Students examine character patterns, normal and pathological, developed to deal with instinctual life 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.

### **PT 154 Comparative Psychoanalysis**

This course acquaints students with the different schools of thought in psychoanalysis and studies how their underlying premises affect their theoretical and clinical thinking, including their view of concepts such as transference, countertransference and resistance. Students will learn the contributions of classical Freudians, Kleinians, Jungians, ego psychologists, object relations theorists, self psychologists, modern psychoanalysts, Lacanians, and interpersonal and intersubjective psychoanalysts. The course explores how concepts of drive, object, and self combine to form a current motivational theory and affect how analysts from different schools listen to and intervene with their analysands.

### **PT 155 Dream, Fantasy, and Symbolic Communication**

This course acquaints students with the language of the unconscious and primary process as it appears in dreams, fantasy, delusions, myth, symptoms, and creative works. The course examines the basic mechanisms of dream formation (e.g., condensation, reversal, displacement, symbolization, secondary revision), beginning with the study of Freud's work on dream interpretation. The course then explores more recent research on sleep and the

nature and functions of dreams. Students develop skill in recognizing and understanding unconscious communication and motivation.

### **PT 156 Modern Psychoanalytic Theory of Technique**

*Prerequisite: Certificate or Doctoral Candidacy*

Students examine the evolution and current status of modern analytic approaches to treatment. Particular attention is given to verbal and nonverbal interactions related to induction and methods for facilitating and working through narcissistic and object transferences.

### **PT 157 Transference/Countertransference**

*Prerequisite: Certificate or Doctoral Candidacy*

This course encompasses an in depth study of the concept of transference and countertransference resistances with readings from the current and historical literature. Patient material and class process will be used to illustrate concepts of transference and countertransference resistances. This class covers how the narcissistic transference and induced feelings may further or interfere with the patient and analyst having all possible feelings as well as progression to object transferences.

### **PT 159 Unconscious Fantasy and Delusion**

*Prerequisite: Certificate or Doctoral Candidacy*

This course studies the nature of unconscious fantasy and how it manifests in behavior and in clinical work as well as dreams, art, science, myth, and cultural phenomena. Students will examine the relationship between the enactment of unconscious fantasy and delusion and discuss implications for research.

### **PT 160 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.

### **PT 161 Psychoanalytic Theory II: Fundamentals of Freud**

This course follows Freud's conception of libido theory from its inception through later developments. It then examines 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; and Freud's final summary of the state of analysis. Students also consider the continuing influence of these papers on contemporary thought, examining current uses of Freud's drive theories.

### **PT 162 Psychoanalytic Theory III: Advanced Freudian Theory**

Students examine 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 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.

### **PT 263-267 Contemporary Issues in Psychoanalysis**

In this course, a topic of contemporary interest is chosen as the focus of, e.g., the nature of therapeutic action, gender and psychoanalysis, advanced comparative theory, particular treatment issues. A different topic may be the focus each time the course is offered.

## **RESEARCH**

The Research curriculum presents basic research design and specific methodological issues for psychoanalytic research. It guides the formulation of questions for study, from the Master of Arts level through the final project in the Certificate program and dissertation in the Psya.D. program.

### **PT 171 Introduction to Research in the Human Sciences**

This course examines the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Students review the important tools, methods and techniques for sound and ethical research, including the tools and data of outcomes research, and learn to critically evaluate research literature.

### **PT 173 Introduction to Qualitative Methods**

*Prerequisite: PT 171*

This course introduces qualitative research methods useful to the graduate student. The course reviews characteristics of qualitative versus quantitative methods, including tools for outcomes and evaluation research, and prepares students to formulate a question, design a research method, and implement a qualitative study. By the end of the course, students

learn to select a methodology pertinent to a specific research question and use content analysis to analyze qualitative data from clinical process, interviews or observations. The course will also explore the question of making inferences from qualitative data.

### **PT 172 Psychoanalytic Research**

*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 (Elective, Student registers for either PT 1787 or Directed Research)**

*Prerequisites: 171 and 173 or permission of instructor*

This intensive course guides students in their design and completion of the Master's paper. Group work and close guidance of the instructors facilitates the thesis writing process. The course pays special attention to the formation of research question, research methodology, and writing appropriate literature reviews. The course operates 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 chooses a research topic, collects and analyzes data, writes a report, and then presents 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, counts as the Master's Paper.

### **PT 283 Proposal Writing (Elective)**

*Prerequisite: At least one year of Level B studies*

This project-focused course is designed to cover the elements of the proposal and relevant readings on methodology, as well as sample projects. Students develop research questions relevant to their area of interest, pursue their review of the literature, and develop a methodology.

### **PT 285 Inference Making**

*Prerequisite: By Recommendation after Clinical Case Review*

One of the biggest challenges in psychoanalytic research is the process of making valid inferences from data and observations collected during psychoanalytic work and interviews. Students consider how to articulate assumptions about the unconscious, back up inferences with data, and draw valid conclusions. The class discusses sample and ongoing projects.

## PT 286 Research Practicum

*Prerequisite: By Recommendation after Clinical Case Review*

This ongoing course provides students a forum to discuss methodology, use of the literature, questions for research, and using data to make inferences while focusing on their developing research projects. Students may elect to register for PT 285, Inference Making, when ready to organize and present findings.

## PT 527/528/529 Directed Research

Students work individually with a research supervisor who assists them in developing and completing a research proposal, developing methodology, and collecting and interpreting data. During the course of the single case study or dissertation research, the student signs up for directed research with two additional readers approved by the research committee.

# CLINICAL STUDIES

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

Students learn the significance of chemical, organic, and physiological factors and their interaction in psychic functioning. The course reviews brain anatomy and development, genetics and evolution of behavior, developments in neuroscience, the mind/body connection, and the effects of chemical intervention in various populations. Students also explore the implications of somatic factors for mental health and addiction.

## PT 182 Ethics I

This course addresses ethical issues arising in psychotherapeutic work, particularly when practicing according to psychoanalytic principles in mental health settings. The rationale for an ethical code as well as current ethical codes used by the mental health professions will be examined with an eye to the stated goals, effects on the therapist and patient, and effects on the treatment. Students will explore issues of use of induced feelings, third party payment, dealing with suicidality and homicidality, treating multiple family members and personal disclosure.

## PT 183 Clinical Assessment

This course introduces students to clinical interviewing, conducting an intake, and arriving at an initial diagnosis over the course of one or more sessions. The difference between psychoanalytic and DSM diagnosis and the process of arriving at each is reviewed. Students learn psychological measures and intake forms commonly used in mental health clinics, schools, courts, and private agencies, including widely used tests of intelligence, aptitudes, vocational interests, and personality dimensions. The course examines issues of reliability,

diversity, limitations of the tests, and ethical practice in relation to the validity of assessments. Students explore the relationship between assessment, findings, and treatment planning.

### **PT 184 Psychopathology I: Primitive Mental States**

This course examines psychopathology of severely regressed states from the perspective of both the DSM-IV-TR and psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM-IV with psychiatric understanding of etiology and function contrasted with and augmented by the psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, affective, and somatic disorders. The two different approaches to the diagnostic process will be explored in the course, including the five axis diagnostic system (DSM), use of the mental status exam, use of clinical interviewing, and induced countertransference feelings. The class also discusses implications for treatment. Students will prepare for the beginning of clinical studies in the practicum and internship settings by observing their emotional reactions to the class material and visiting two treatment settings.

### **PT 186 Psychopathology II: 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. Students gain a basic knowledge of each diagnosis in terms of DSM-IV-TR and in terms of their defining clinical features, such as drives/urges, wishes, affects, defensive operation, interpersonal style, and induced countertransference.

### **PT 185a Fieldwork Seminar: Clinical Techniques and Consultation**

This course uses an understanding of psychopathology to help the student develop skills for establishing clinical relationships with patients in the externship. Students discuss their externship, examining all aspects of institutional life, including the meaning of apparently irrational behavior. They relate their cases to material learned about conflicts and defenses and develop a working knowledge of contact functioning and their own emotional responses. Students develop a first hand understanding of early resistances in treatment and learn how to form a beginning treatment relationship.

### **PT 185b Fieldwork Seminar: Establishing a Therapeutic Relationship**

This course uses an understanding of psychopathology to help the student develop skills for establishing and maintaining clinical relationships with patients in the internship. Students discuss their internships, examining all aspects of institutional life, including the meaning of apparently irrational behavior. Students learn about typical resistances encountered in the treatment process, including treatment destructive resistance, resistance to transference, id, ego and superego resistances, and their own countertransference resistance through readings and experience with cases. They relate their cases to material learned about conflicts and defenses and develop a working knowledge of contact functioning, transference and countertransference, symbolic communication and enactment, and

interventions to resolve resistances. Students use material about small and large group systems, community mental health, psychopharmacology and consultation skills to inform their internship experience.

### **PT 185c Fieldwork Seminar: Maintaining and Terminating Treatment**

This course uses an understanding of psychopathology to help the student develop skills for maintaining and terminating clinical relationships with patients in the internship. Students continue to present cases and all aspects of the internship setting in relation to didactic material. The use of induced countertransference feelings and recognition of symbolic communication as avenues to understanding the patient are emphasized, as well as a continuing focus on transference and techniques for resolving resistance to progressive communication. Understanding of conflict and defense and the function of symptoms continues to be emphasized in light of case material. Students learn about the termination phase of treatment and resistance to termination. The semester culminates in a formal presentation of three cases the student has seen in the internship, emphasizing the development of the relationship, the understanding of the cases, and the student's experience and use of countertransference experience in understanding the patient's mental states.

### **PT 187 Ethics II**

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, working with enactment, and third-party payment will be discussed in terms of case examples. The special circumstances that occur when analysts work in non-analytic settings will be considered from an ethical perspective. The course considers the goals of analysis and the best interest of the patient as guiding principles in studying ethics.

### **PT 188 Clinical Work with Children (Elective)**

This course examines theory and technique in working with children in therapeutic settings, including child diagnosis, childhood psychopathology and therapeutic techniques. The class specifically explores the use of play and talking therapy techniques, working with children individually and in groups.

### **PT 189 Multicultural Issues in Mental Health Professions**

This course emphasizes understanding and respect for the diversity of cultural and ethnic backgrounds of the clientele seen in mental health practice. It explores a multicultural perspective with regard to ethnicity, race, gender, disability, and sexual orientation. The class further studies culture-specific groups and the impact of racism, sexism, ethnocentrism, and other forms of discrimination on the mental health of targeted groups. Students also examine the implications of undertaking psychotherapy in a language second to one's native language.

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

In at least 600 hours of externship activity, the student meets with at least four weekly patients, attends activities in the facility including administrative supervision, and conducts administrative work on cases, becoming familiar with individual and institutional character.

### **PT 111 Field Placement Group 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 351 Field Placement Case Supervision (Two semesters)**

In the second and third semesters of field placement, students engage in a one- or two-person supervision on fieldwork cases in addition to the PT 111 group supervision, providing an opportunity to focus in depth on one or two cases.

### **PT 2610 Psychoanalytic Case Management**

*Prerequisite: Certificate or Doctoral Candidacy*

Students present their experience with patients to learn about case management issues at different stages of treatment, including how to: establish a contract; promote understanding of the patient's unconscious dynamics as revealed through verbal and non-verbal communications; regulate the tension level in the session; study resistances (defenses) and their function in the patient's psychic economy; approach diagnosis; examine and identify transference and countertransference manifestations and learn how to deal with them; practice integrating theory and clinical material; develop interventions based on an understanding of the patient's dynamics and the therapist's feelings; and resonate with the patient.

### **PT 2611 Diagnosis and Case Formulation**

*Prerequisites: A minimum of two semesters of PT 2610 and PT 2610 instructor's recommendation.*

The focus of this course is on recognition of characterological resistances and repetitions in both patients and therapists that may impede therapeutic progress. Students learn to identify and work with these resistances and use this understanding as a basis for diagnosis, case formulation, and design of interventions.

### **PT 2612 Advanced Resistance Analysis**

*Prerequisites: Completion of PT 2610 and PT 2611, completion of Clinical Case Review, and instructor's recommendation. Usually all other required coursework has been completed.*

The course focuses on understanding and working with resistance, particularly intractable resistance and factors in the analyst and the patient that contribute to the intractability.

### **PT 211 Supervision of Psychoanalytic Cases**

Candidates new to the Therapy Center 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 two semesters.

### **PT 214 *Group Supervision on Child Cases***

This supervision group offers an opportunity to apply modern psychoanalytic techniques to the treatment of children and adolescents in various settings including the home, school and the office. Issues such as art therapy, symbolic communication and parent work will be addressed as well as the unique challenges in working with a younger population. Diagnostic questions specific to children will also be addressed.

### **PT 311 Individual Supervision of Psychoanalytic Cases**

*Prerequisites: Completion of first year internship, two semesters of 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 with one supervisor required.

### **PT 411 Control Analysis Supervision**

*Prerequisites: Certificate or Doctoral Candidacy with 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 of supervision 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 analyst 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.

### **PT 440/450 Therapy Center Clinical Training**

*Prerequisites: Certificate or Doctoral Candidacy and written acceptance to the Internship*

Interns meet weekly 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. Third-year interns may be invited to serve as mentors for newer interns.

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

The Boston Graduate School of Psychoanalysis welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. Qualified applicants demonstrate their motivation and capacity to understand self and others as evidenced in their written application and admissions interviews; their readiness to undertake graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national origin, ethnic origin, gender, sexual orientation, disability, age, creed, or employment status in administration of its educational policies, admission policies, scholarship and loan programs, and other School-administered programs.

In order to apply, prospective students submit to the Director of Admissions the completed application, the application fee, and supporting materials, which include official copies of undergraduate and graduate transcripts, three 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.

The application is complete once the above materials are submitted and the file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for three interviews with three faculty members. The interview is an opportunity for the applicant to express their personal interest in psychoanalytic study, and to learn more about the Graduate School and its programs. During the interview process, the applicant is asked to write a brief response to a psychoanalytic text. The Admissions Committee then reviews all components of the applicant's file to make an admission decision.

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. 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 analyst's credentials to the Dean of Graduate Studies for review. Prior and current hours with qualified training analysts may be counted toward the graduation requirement.

Persons seeking admission to the Certificate or Doctoral programs are first considered for admission to the Master's program. When the Field Placement Externship and Master's paper are completed, students apply and schedule interviews for admission to the Certificate or Doctoral program.

It is not uncommon for students to benefit from time off for additional analysis, employment, or life experience before they make the transition to Level B studies in the Certificate or Doctoral program.