



Boston Graduate School of Psychoanalysis

Boston | New York | New Jersey

2017-2018 Bulletin



• 1581 Beacon Street • Brookline, Massachusetts 02446 • www.bgsp.edu •
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DIRECTIONS FOR CORRESPONDENCE

The post office address of the Boston Graduate School of Psychoanalysis (BGSP) is 1581 Beacon Street, Brookline, Massachusetts, 02446.

The telephone number for all departments is (617) 277-3915.

General information is available upon request by emailing info@bgsp.edu.

Specific inquiries on the following subjects should be addressed to the officers named below:

Admissions of students and
information requests

Dr. Paula Berman
Director of Admissions

Business matters

Ms. Gayle Dolan
Controller

Development

Dr. Carol Panetta
Vice President of Finance

Financial Aid

Ms. Stephanie Woolbert
*Financial Aid and Admissions
Coordinator*

Student Affairs

Dr. Lynn Perlman
Dean of Graduate Studies

Transcripts and records

Ms. Allison Williams
Registrar

In addition to the Student Handbook, Faculty Handbook and numerous program manuals and catalogs, BGSP's most recent audited financial statement and additional public records are available upon request

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GENERAL INFORMATION

Board Members

Chris Bierbrier, *M.B.A.*
Mimi Crowell, *Ph.D., Vice-Chair*
David Fogel, *M.B.A., C.P.A., Treasurer*
Joyce Fredkin
Melissa Fristrom, *Psy.D.*
Alan Lucas
Siamak Movahedi, *Ph.D.*
Alex Nadworny
Vicki Semel, *Psy.D.*
Jane Snyder, *Ph.D.*
Robert Stolzberg, *J.D., Interim Chair & General Counsel*
Marilyn Tressel, *M.B.A.*

Administration

Central

Dr. Jane Snyder
President
Dr. Carol M. Panetta
Vice President of Finance and Institutional Relations
Dr. Lynn Perlman
Dean of Graduate Studies
Ms. Amy Cohen-Rose
Director of Library Services
Ms. Gayle Dolan
Controller
Mr. Michael Fraley
Marketing Coordinator
Dr. Stephen Soldz
Director of the Center for Research, Evaluation and Program Development
Ms. Allison Williams
Registrar
Ms. Stephanie Woolbert
Financial Aid and Admissions Coordinator

Main Campus (Brookline)

Dr. Leslie Barnard
Assistant Dean, Mental Health Counseling program and Director of Advisement

Dr. Paula Berman
Assistant Dean, Admissions
Dr. Jon Dzitko
Library Assistant
Dr. Helen Michael
Director of the Therapy Center and Assistant Director of Clinical Studies
Dr. Siamak Movahedi
Director of Program in Psychoanalysis, Society, and Culture
Ms. Faye Newsome
Director of Clinical Studies
Ms. Nancy Tina Woolbert
Fieldwork & Internship Coordinator

New York Campus

Dr. Mimi Crowell
Program Director
Mr. Stephen Guttman
Registrar
Ms. Laura Covino
Librarian
Dr. Joan Lippincott
Director of the Fieldwork Program
Dr. Vicki Semel
Director of Admissions
Dr. Dolores Welber
Director of Advisement
Mr. Kabir de Leeuw
Administrative Assistant

New Jersey Campus

Dr. Vicki Semel
Program Director
Ms. Loretta Calabrese
Registrar
Ms. Janet Lazar
Librarian
Ms. Lisa Piemont
Dean of Students
Ms. Eva Silver
Dean of Admission

The Corporation

The Boston Graduate School of Psychoanalysis is an independent, non-profit, tax-exempt 501(c)(3) organization incorporated in Massachusetts, authorized by the Massachusetts Board of Higher Education as a degree-granting institution, and governed by its Board of Trustees and administration.

The New Jersey Campus is governed directly by BGSP's Board and administration. Because of the intricacies of New York state law, BGSP's New York branch campus, the New York Graduate School of Psychoanalysis (NYGSP), is separately chartered by the New York State Board of Regents. However, NYGSP is governed as a branch of BGSP (and accredited as such), and is commonly controlled by the BGSP Board of Trustees, President, and Officers. For more information, please contact Carol M. Panetta, Psy.D., Vice President of Finance and Institutional Relations.

Mission Statement

At BGSP, we use our understanding of unconscious dynamics to help solve problems of emotional suffering and destructive action. In this way, we help individuals, groups, and communities free their creative energy to live satisfying lives in cooperation with others. As a graduate school, we teach students to actualize this personally and professionally by bringing psychoanalysis to bear on individual, social and cultural problems. BGSP's educational programs train psychoanalysts, counselors, interdisciplinary scholars, and social justice advocates. Through our Therapy Center, School Based Counseling internships, and work in the community, students and graduates work to help people directly improve their lives.

BGSP's mission statement reflects its founders' interest in increasing the public's access to both psychoanalytic education and treatment. The founders emphasized the principles of "modern psychoanalysis," a body of theory and technique designed to facilitate resolution of people's deep resistances to changing their repetitive, destructive patterns of behavior. Unlike their contemporaries at the time, modern psychoanalysts felt that psychoanalytic interventions could be used to resolve such resistances regardless of the patient's level of pathology. Modern psychoanalytic theory and technique thus allowed a wider range of patients to be treated psychoanalytically. Likewise, the founders believed that resolution of a student's resistances to understanding psychoanalytic material is the chief requirement for becoming a psychoanalyst, regardless of prior field of study. That is, any graduate student who is motivated and capable of learning the material may be trained in psychoanalysis. This belief led to the idea, also distinctive from contemporary thought at the time, that psychoanalysis is a distinct body of knowledge best learned independently from other mental health disciplines.

A corollary to the founders' interest in increasing access to psychoanalysis is that psychoanalytic theories and methods prove beneficial in settings other than the clinical office. That is, psychoanalysis has a defined body of knowledge, theories and methods that inform fields of inquiry beyond its own, a concept known as "applied psychoanalysis." Applied

psychoanalysis” represents the principle that understanding unconscious processes such as symbolic communication, resistance, repetition, transference and countertransference can be used effectively to inform other areas of study both academically and professionally. It is valuable not only in the psychoanalyst’s office, where individual change takes place, but also in other clinical situations, in educational settings, groups, organizations, communities, or anywhere else that destructive patterns of behavior interfere with progress. In addition to its professional applications, the body of knowledge known as psychoanalysis informs many aspects of life and societal issues that arise from human existence and interaction, leading to a natural dialogue with scholars in such fields as sociology, anthropology, the humanities, and neuroscience, to name a few. The sharing of information between differing fields of study and schools of thought serves, through a dialectical process, to enhance the body of knowledge of all participants and ensures that psychoanalysis does not become static. Thus, BGSP seeks to educate students who will use psychoanalysis to understand emotional functioning and promote clinical change, as well as those who use psychoanalytic thought in concert with other disciplines to understand social and cultural phenomena and/or promote social change.

The Graduate Schools and its Programs

The Boston Graduate School of Psychoanalysis is the only regionally accredited, degree granting, independent psychoanalytic graduate school in the country. It is one of the few such institutes in the world. It offers three Master of Arts degrees, two Doctoral degrees, and four Certificate programs in psychoanalysis and related fields. Through its continuing education department, the school offers the One-Year Program to clinical practitioners and professionals who are employed in various disciplines and are looking to apply psychoanalytic principles to their work.

The School's campus is located at 1581 Beacon Street in Brookline, Massachusetts, a suburb adjacent to Boston on its westerly border. The campus is easily accessible by public transportation, with the MBTA's Green Line directly across the street. As a commuter campus, the area provides ample parking for students and faculty. The space was architecturally designed for the School's purposes when it was purchased in 1987 to include classrooms, a library, faculty offices, treatment rooms for the Therapy Center interns, restrooms, student lounge, and faculty lounge. The BGSP library is home to over 6,000 books and journals, and acts as an excellent research and resource center with access to an extensive collection of periodicals through its online databases.

The Boston campus student body is comprised of 117 students and is primarily an adult, working population of which 13% are minority, 13% are international and 72% are female. 79% of the student population is part-time and 49% receives financial aid and/or student loans—29% of the student body receives federal loans, and 29% receives financial aid.

Depending on the program, the School schedules classes on weekends, evenings, or in such a way that a full-time program can be taken in one day per week. The School's small community atmosphere and philosophy, which encourages communication between student and faculty, have combined to provide students with multiple means of access to advisement services.

Orientation of new students is a combined student-faculty effort. Orientation meetings for incoming students help newcomers integrate into the community and learn relevant information about the School's services and procedures. Written publications are made available to answer questions about all aspects of School life, student rights and responsibilities, and code of conduct. In addition, the library has its own orientation, in which students become familiar with its functioning, including resources, hours, and procedures.

Student advisement is one of the most significant co-curricular services available to students. An educational advisor is assigned to every student upon admission to one of the School's programs. The advisor follows a student through the program, assessing his or her readiness to advance through levels of the program. In consultation with the advisor, students can examine difficulties they are having and strategies to remedy those difficulties. Students in the Therapy Center internship are assigned to a Fellow, who meets with them weekly for administrative and educational advisement.

One of the primary goals of the Student Association is the identification of student needs and concerns. These needs are conveyed to the faculty through various committees or directly through the Faculty Council, academic advisors, or individual faculty members. With consultation by the faculty, the Student Association provides a range of services to the School and the student body. Chairs are elected by the full student body and with their student colleagues participate in all aspects of School life. The Student Association holds regular meetings and discussion groups for the students. In these sessions, there is an exchange of information and a wide variety of issues are addressed, such as student recruitment, program requirements, carpools, accommodation options for commuting students and for off-site conferences, and career options.

Accreditation

The Boston Graduate School of Psychoanalysis, including its additional campuses in New York and New Jersey, is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited institution is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to Carol Panetta, Psy.D., Vice President of Finance and Institutional Relations at BGSP. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Dr #100
Burlington, MA 01803
Phone: (781) 425-7700

General Regulations

Calendars

BGSP's regular academic calendar consists of two semesters, Fall and Spring, as well as a Summer Session. The Fall Semester typically runs from the week after Labor Day through January, the Spring Semester typically runs from February through mid-June, and the Summer Session allows students to continue clinical supervision and coursework through the rest of June and July.

BGSP offers 2-credit, 3-credit, and 4-credit courses. Three-credit courses meet weekly for 15 weeks, while two-credit courses meet roughly every other week for the same period of time, and four-credit courses meet on the previous schedules based on class length.

Grades, Coursework Completion and Extensions

Students may receive a High Pass (HP), Pass (P), Low Pass (LP), Incomplete (I), Continuing (C), No Credit (NC) or Withdrawal (W). Students are generally evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This is demonstrated both in classroom discussion and written work. Specific requirements of a particular course are conveyed by the individual instructor and are stated on the syllabus.

Grades are accompanied by comments. Instructors may take this opportunity to describe a student's strengths and weaknesses, observed resistances to learning which might interfere with the student's work and progress in the classroom or in a clinical setting as well as recommendations for future work and study. These reports are reviewed by the advisor at the end of each semester in order to address issues as they arise. Students may feel free to communicate concerns about their performance with their advisor, other members of the faculty, or the Deans or Program Director.

All coursework in a given semester is expected to be submitted by the course deadline. Extensions beyond this time will only be given at the discretion of the instructor. The general policy followed by psychoanalytic and counseling program instructors is that all work is completed within thirty days of the end of the semester. Work not submitted by the date indicated in the extension will not be accepted for credit. Students enrolled in the doctorate in the Psychoanalysis, Society, and Culture program are also expected to consult with their instructors about outstanding work and have up to one year to complete the work with permission of the instructor.

Students who complete work late are responsible for obtaining a change of grade form, completing, and having it signed by the instructor and submitting it to the Registrar. Incompletes still on the record automatically turn to No Credit at the semester's end.

Attendance

Attendance is an important requirement of all the graduate programs, since class discussion and process learning is an integral part of the education.

Students are expected to attend all classes. Two excused absences per class per semester may be allowed. More than two absences result in a grade of No Credit. This is a school wide policy based on the importance of attendance in the experience of process teaching.

Absence forms are available with other student forms near the student mailboxes or at the administrative desk. When feasible, notification of an intended absence is expected prior to the class that will be missed.

Leave of Absence and Withdrawals

Students in good standing may request a leave of absence by writing to the Dean of Graduate Studies stating their reason for the leave. Students apply for the leave each semester. Requests for leave are decided by considering the reason for the leave and the need for continuity at specific stages of the program. Students in the Therapy Center granted a leave of absence transfer their patients to other Therapy Center therapists.

Students on leave may maintain their matriculation by submitting a fee each semester for which the leave is approved. After two years, a student on leave reapplies to the program. Certificate and psychoanalytic doctoral students are expected to continue the training analysis while on leave.

A student who submits a semester registration form and finds it necessary to withdraw writes a letter notifying the Dean of Graduate Studies. Students in the Psychoanalysis, Society, and Culture Program notify the Program Director and the Dean. A student does not withdraw in good standing or graduate unless all obligations to BGSP are paid in full.

The School considers the date of withdrawal to be the date such written notification is received by the Dean or Director. Absence from class does not reduce financial obligation or guarantee that a final grade will not be recorded. Please refer to the section on Financial Information for the school's refund policy.

Academic Standing

Students may remain in good standing, receive a warning, be placed on probation, or be asked to take a leave of absence until they can demonstrate readiness to return to the program. Generally, students receive a warning if, in one semester, they have earned two or more Low Pass or No Credits while taking three or more courses. If they are taking up to two courses, a warning is received if they earn one or more Low Pass or No Credit. Students who are unable to complete and pass courses over two semesters may be placed on probation. The advisor and instructors work with a student to resolve academic problems. Students are asked to take an academic leave of absence if it is felt that the remediation efforts of the School are not sufficient and that the student needs either additional analysis or life experience before being ready to study at this level. This decision may be made to address a student's academic difficulties or emotional difficulties interfering with academic progress or constructive engagement in the school community (e.g., engaging in destructive behavior). A student whose

emotional difficulties make it inadvisable to work with patients, or for whom further training may pose a risk to his or her own emotional stability, may also be asked to take a leave of absence. All the decisions above are made on an individual basis.

**BGSP's failure to enforce a policy does not constitute a waiver of that policy.*

CODE OF CONDUCT

Standards for Conduct

The following Code of Conduct is meant to guide the administration, faculty, staff and students of the BGSP in their professional and academic relationships with each other, as well as with external agencies and the general public, in order that the highest standards of professional and academic conduct may be upheld. What follows are not laws, but standards and principles that are intended to give shape and substance to the high ideals and aspirations that the profession of psychoanalysis has always upheld, first, for the welfare of the individual patient, and second, for society as a whole. Failure to comply with the Code of Conduct undermines the educational environment and can result in disciplinary proceedings.

1. General Standards of Conduct

1-1. All persons comply with the normative standards, rules and regulations of the School, as outlined in the Bulletin, Faculty Handbook, Student Handbook, and other publications of the School, as well as all federal, state and local laws.

1-2. All persons respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases suspension or expulsion.

1-3. All persons respect the highest standards of academic freedom. All persons ensure and protect the rights of other members of the community to express their views. This entails a respect for differences. Such a violation may result in failing a course, being placed on probation, or in cases of repetitive violations, being suspended or expelled.

1-4. All persons respect the rights, dignity, and integrity of others, regardless of race, religion, national origin, ethnic identification, sex, sexual orientation, age, political affiliation or belief, or physical disability.

1-5. The Graduate School is committed to establishing and maintaining an environment free of all forms of harassment. All members of the school community are expected to strive to interact constructively with each other.

Sexual Harassment

The School's policy on sexual harassment is directed toward behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law. Because it is possible for one person to unintentionally engage in the sexual harassment of another, a general description of sexual harassment is provided. Sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual.

Sexual contact with patients or students is antithetical and destructive to the treatment and educational process. Faculty, therefore, avoid all sexual contact of an overt or covert nature with their students, patients or former patients, even if such contact is invited and/or consensual. Students, in the same way, avoid all sexual contact with patients.

The Graduate School will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. All informal discussions with the administration and faculty of the School concerning sexual harassment are kept confidential. When informal means of resolving complaints fail, a student may file a formal grievance with the Dean of Graduate Studies. All other members of the School community may file a formal complaint with the Grievance Committee.

2. Specific Standards for Faculty

2-1. Faculty seek to promote excellence and integrity in the science, practice and teaching of psychoanalysis. To that end, when faculty teach, practice and conduct research where generally recognized standards of competence are not yet established, they take reasonable steps to ensure the protection of students, patients or research participants. Proposed research projects must be reviewed by the Institutional Review Board before data is collected. Faculty maintain a reasonable awareness of current information and developments in their area of expertise, and continually undertake to maintain and improve their professional competence. Faculty are careful to give due credit to all those sources which directly or indirectly influence their work.

2-2. When expressing a professional opinion, Faculty purport to speak on behalf of the School only with the authorization of the Board of Trustees or the President.

2-3. Faculty understand the potential for exploitation in relationships with students and patients, and refrain from exploitative behavior.

2-4. Faculty have a primary responsibility to maintain the confidentiality of information revealed to them by an analysand. Information regarding the number of hours and frequency of analysis and identity of the training analyst is part of the student's academic record.

2-5. For the provision of the integrity of a student's training analysis, and to enable the faculty to avoid any conflict of interest, faculty do not supervise any students who are their analysands. Furthermore, faculty do not serve on the research committees of students who are their analysands, do not vote on the readiness for graduation of such students, and do not vote on any administrative or disciplinary matter relating to such students. Analysands may take courses with their analysts by agreement. It is the analyst's responsibility to protect the transference.

2-6. When faculty serve in an administrative capacity, they adhere to the same standards as the administration of the School.

3. Specific Standards for Students

3-1. Students appropriately document the work that they do in fulfillment of the requirements of their program and give due recognition to those who have influenced their research or written work.

3-2. Students who are expressing a professional opinion purport to speak for the School only with authorization of the President.

3-3. Students conducting research submit a description of their proposed study to the Institutional Review Board to determine whether their research requires the informed consent of the subject. If informed consent is deemed necessary, the student researcher submits informed consent procedures to the IRB (Dr. Soldz, chair) for approval entailing that the researcher and the subject agree on the nature and purposes of the research and the responsibilities of each party. IRB review forms are available from Dr. Soldz.

3-4. All students conducting research or writing papers report the results or process in such a way that the patients or subjects are not identifiable.

3-5. Interns who are seeing patients in the fieldwork externship, the counseling practicum or internship, or the Therapy Center do not misrepresent their role in the School to patients or potential referral sources.

3-6. Students who are seeing patients in the fieldwork externship, the counseling practicum or internship, or Therapy Center or who serve as mentors to other students adhere to the same standards as faculty regarding patients and students.

3-7. Students engage in the practice of psychoanalysis only after they have been approved for supervised practice and have appropriate supervision.

4. Standards for Administration

4-1. The administration represents the School accurately to its constituencies, to external agencies and to the general public.

4-2. The administration does not discriminate in its admissions, promotion or other policies on the basis of age, race, gender, ethnicity, national origin, religion, sexual orientation, disability or socioeconomic status.

4-3. The administration makes adequate provision for the maintenance of confidentiality of student records in their storage and disposal. The School does not release student or patient records of any kind without the written permission of the student or patient in compliance with the Family Educational Rights and Privacy Act of 1974 (a.k.a. the Buckley Amendment).

Drug and Alcohol Statement

Regulations Regarding the Sale and Distribution of Alcoholic Beverages

Under Massachusetts law:

A person must be at least 21 years of age to legally purchase and drink alcoholic beverages in Massachusetts. Misrepresenting one's age, serving drinks or purchasing for someone under age is a crime and results in fines or arrest

It is against the law to serve an alcoholic beverage to an individual who is obviously inebriated.

Note: Any person who violates the law is liable for his or her own actions and may be subject to civil or criminal complaints.

Drinking and Driving

The Commonwealth of Massachusetts has set the legal limit for alcohol concentration in the blood at below .02 for anyone under the age of 21 and .08 for anyone over 21. For many people under 160 lbs., one drink will result in a blood alcohol content of over .02.

Legal Sanctions for Drug Offenses

Federal, state and local sanctions for unlawful possession or distribution of illicit drugs range from probation and forfeiture of property to fines and imprisonment. For example, the sanctions against an individual for distribution of, or possession with intent to distribute, controlled substances can be from a minimum of 10 years imprisonment to a maximum of life imprisonment, with fines up to \$4 million. Sanctions can increase for repeat offenders or for offenses resulting in death or serious bodily harm, and can be doubled for each of the following occurrences: distribution to persons under 21 years of age, distribution within 1000 feet of a college or university, or employing someone under 18 in the distribution. Attempt or conspiracy to commit a crime can be treated as severely as the intended offense. Effective September 1, 1989, conviction for any violation of any state or federal drug law can lead to ineligibility for any federal benefit (including grants and loans).

Those concerned about their own substance use or worried about a friend can seek assistance with complete confidentiality. Students should consult with their training analyst but may also contact the Dean of Students or another administrator if they would like further assistance

The Graduate School's Position

While the Graduate School need not act as an agent for the civil authorities, it will regard any member of the School community under the influence of intoxicants or drugs as fully responsible for his or her acts. All provisions of the Code of Conduct, including the full range of possible penalties, will be applicable in these cases. A plea of mitigating circumstances due to the consumption of alcohol or drugs will not be accepted in disciplinary hearings.

The School will impose the full range of disciplinary sanctions on any member of the School community who violates the standards of conduct associated with the unlawful possession, use or distribution of drugs and alcohol.

Alcohol is occasionally served at school functions. All members of the school community are expected to monitor their own consumption and behave responsibly.

Grievance procedures

Resolution of Student Grievances with Members of the Faculty or Administration

Grievances are normally to be resolved in informal discussion between the immediate parties to a dispute. If this discussion fails to produce a satisfactory resolution, an aggrieved student might seek the advice and assistance of his or her advisor, another member of the faculty, the Program Director, the Director of Advisement (MA level), Director of the Therapy Center (Psy.D. level), the Dean of Graduate Studies, or finally, the President. At NYGSP, students may seek the assistance of the Administrative Director as well. At NYGSP the Program Director assumes the responsibilities outlined for the Dean in the following procedures.

If, following such consultation and assistance, the matter remains unresolved, the aggrieved student may, in a written petition describing fully the nature and grounds of the grievance, request the Dean of Graduate Studies to review the disputed matter. The Dean will review the dispute in a manner deemed appropriate to the case at hand and report any recommendations to the parties.

In extraordinary cases, an aggrieved student may, following a review by the Dean of Graduate Studies, request a further review by the Grievance Committee, which will include the student representative to that committee. Full cooperation with the committee is expected of all members of the academic community. Upon completing its review, the committee shall report its recommendations to the immediate parties and the Dean of Graduate Studies.

All recommendations, including those of the Grievance Committee, are advisory only. They do not limit the power or responsibility of the Dean of Graduate Studies or President to enforce School rules or regulations.

Resolution of Grievances with Students: Student Discipline

Investigation of Complaints

Anyone at the Graduate School may bring a complaint against a student for allegedly violating the Code of Conduct. All complaints should be made to the Dean, who administers the Code of Conduct. The Dean is then responsible for investigating the complaint and for deciding, within a reasonable period of time, its appropriate disposition.

The Dean may decide:

1. There is no basis for the complaint, and it should be dismissed.
2. There is no substantial dispute on the facts of the case, but the act or acts of the student do not constitute an offense under the Code of Conduct
3. There is no substantial dispute on the facts of the case, and it is agreed that the facts of the case a

warrant a finding that the accused student has committed an infraction of the Code of Conduct. The Dean will decide the penalty, make record of it, and see to its enforcement.

4. There is substantial dispute between the two parties on the facts of the case, and the Dean will request formation of an ad hoc Committee on Discipline to review the facts. In Boston, this committee will be composed of three members of the faculty elected by the Faculty Council and two members of the Student Association. Anyone with a conflict of interest will excuse themselves from the committee. The committee's recommendation is given to the Dean for appropriate disposition.

Cases that must go before the committee should do so in a timely fashion.

Preparing for the Hearing/The Hearing

The Dean must inform both parties of their rights when brought before the committee or when bringing a complaint. These are:

1. To receive a written statement of the complaint, a copy of the procedures of the Committee on Discipline, and notice of the time and location of the hearing. This information should normally be received at least a week in advance of any hearing so that the student may prepare adequately for the hearing. The student complained against may petition the Chair of the Committee for more time to prepare his/her case.
2. To have a hearing before the Committee at the earliest possible date consonant with the right to advance notice.
3. To be present at the hearing.
4. To call witnesses and present evidence; to hear and to question witnesses; and to review and to question all written testimony submitted. The Committee cannot consider statements against a student unless the student has been advised of their content and the names of those who made them and given the opportunity to rebut.
5. To have all evidence upon which a decision may be based introduced at the formal hearing and the decision based solely on such evidence.
6. To select an advisor from the Graduate School and to have that advisor present during the hearing. The advisor to the student complained against may assist him/her in preparing the case and provide support during the hearing. The advisors are present not to act as legal counsel, but to assist and support the students and to give advice on procedural matters.
7. To challenge any member of the Committee on Discipline with conflict of interest in the case. Prior acquaintance does not, in itself, constitute conflict of interest. The Dean as Chair of the Committee will hear the challenge in the absence of the other members of the Committee and will decide it. If the Chair is challenged, then the Appeal Board makes the determination and, if necessary, appoints a temporary chair for the hearing.
8. To submit an appeal to the Appeal Board at the conclusion of the hearing before the Committee on Discipline.

The Dean will chair all hearings and, if necessary, make any additional rules of procedure beyond those specified here. The Chair will maintain good order, recognize who is to speak, and preside over the hearing and the deliberations of the Committee following the hearing. She will not, however, actively participate in the disposition of the case until the Committee has decided whether the accused student has committed a violation. The Chair will then communicate to the Committee the contents, if any, of the student's disciplinary record. She will also clarify for the Committee, on request, existing precedent about the range of penalties imposed for the particular violation. The Chair will be responsible for keeping a summary record of the proceeding. Hearings may be taped at the discretion of the Chair, or in response to a request from members of the Committee or to a request of either the complainant or the accused student. If the student chooses to request a hearing before the Appeal Board, the Chair of the Committee on Discipline will share the record of its deliberations with the Appeal Board.

All hearings of the Committee will be confidential except when both the aggrieved party and the student complained against agree to open the hearing and the Chair concurs. An open hearing may be closed at any time, if the Chair determines that the presence of spectators interferes with the conduct of the hearing or might undermine the integrity of the process.

The burden of proof rests on the complainant or, if the Dean brings the case, on her. The Committee may consider any testimony or evidence it has reason to believe is trustworthy and pertinent and has probative value, except that any statement made by a student in confidence to an official of the school, with the mutual understanding it was made in confidence, shall be privileged if the student wishes it to be. The Committee has the right to call witnesses and to oblige any member of the school to appear.

A majority vote will decide each case a quorum being present; a quorum will be two faculty members and one student representative. A copy of the Committee's finding will be sent to the student complained against and to the complainant.

A copy of the finding will also be kept in a confidential file on the Code of Conduct in the Dean's office. This file will be accessible exclusively to the Dean and, through her, to the members of the Committee on Discipline at the point if and when the Committee has determined a student committed a violation. If the hearing is taped, the recording will be deposited in the same confidential file in which the other records of the case are kept.

Unless the student accused of an offense requests otherwise, the Dean or Director(s) will destroy all these records upon the student's graduation. If the complaint is dismissed, the records of the student complained against will be cleared of any reference to the complaint. A permanent record of all cases with names of the parties removed will be maintained by the Dean and accessible by future Chairs for the purpose of revising the Code.

Penalties

The Dean or the Committee on Discipline hear all cases involving alleged violations of the Code of Conduct, and only they are empowered to impose penalties upon those found to have violated provisions of the Code. The only exceptions shall be: (a) in cases of academic dishonesty in which the instructor is responsible for imposing a course penalty, and (b) in cases in which the Dean is convinced that a student might pose a physical danger to any member of the school community. In the latter case, the Dean may either have a student removed from, or prevent him/her access to, a building. The President shall appoint a substitute Chair for the Committee on Discipline and the Dean must bring the case against the student before the Committee within one week of denial of access to, or removal from,

any of the school premises.

A student found to have violated the Code of Conduct is subject to one or more of the following penalties, depending on the nature of the violation and of his/her prior disciplinary record:

1. Warning: A written admonition that will be considered in determining penalties if future violations occur.
2. Fines: These may be assigned for minor infractions of the Code when appropriate. They may also be used in cases of damage to school or personal property, but in cases of serious and/or repeated acts of destruction or vandalism, the imposition of fines must be combined with other disciplinary penalties.
3. Limitation on Participation: A student may be penalized by being barred from participating in school activities.
4. Community Service and Other Alternatives: The Dean or the Committee on Discipline can impose particular forms of community service and a number of hours to be worked. The Dean will be responsible for supervising the implementation of the community service. The Dean may also require attendance, when appropriate, at drug or alcohol workshops or other similar alternatives suitable to the nature of the infraction.
5. Disciplinary Probation: A strong warning in writing which specifies that further infractions of the Code during a student's time at the BGSP will, in most instances, lead to suspension, dismissal or, in very serious cases, expulsion from the school. A student on disciplinary probation may be barred from some or all extracurricular activities for a defined period.
6. Course Penalties: Acts of cheating or plagiarism should result in a student's receiving a failing grade. The instructor, after consultation with the Dean or Program Director(s), has the discretion to decide whether the grade should be imposed for the particular assignment or for the whole course. All such acts will be part of the student's general file. The Dean or the Committee on Discipline may impose other penalties as well, from disciplinary probation to expulsion, depending on the seriousness of the offense and the student's previous record.
7. Suspension: The rights and privileges of being a student at BGSP may be suspended for a specific period of time, the minimum of which will be to the end of the current semester. The student must not return until the end of the period of suspension. Readmission is not necessary.
8. Withholding of Degree: In disciplinary cases involving advanced candidates preparing to graduate at the conclusion of the semester during which the violation occurred, the Graduate School may withhold the degree. The student may be permitted to finish the requirement of graduation but the awarding of the degree will be delayed.
9. Dismissal: A student may be required to leave school for at least one semester and petition for readmission. The student may be required to fulfill particular obligations while away from the School and to provide evidence of having done so, along with evidence of his/her readiness to return to study.
10. Expulsion: This means the permanent termination of student and degree-candidate status at the BGSP. It may be imposed only in the most serious cases.

Normally, suspension, dismissal and expulsion appear on a student's transcript. Other penalties do not. The only case in which the violation must be recorded is when a student has committed an act of violence against another person. Otherwise, no information about the violation may be released without the student's permission.

The Dean is authorized to judge violations and to assign a penalty in all cases in which guilt or responsibility is not disputed. Cases of intellectual dishonesty may be settled by an instructor in consultation with the student and the Dean or Program Director; after the first offense, the case will go before the Committee on Discipline.

Among those actions which normally will result in probation or more serious penalties are interference with others exercise of their academic freedom, intimidation or physical threat or harm, acts of vandalism or destruction of property, academic dishonesty, sexual or other harassment, exploitation of the student-patient relationship and theft.

Appeal

The membership of the Appeal Board will consist of two faculty members and one student representative. All three members vote and a majority will decide all questions.

Decisions of the Committee on Discipline can be appealed by the accused or the aggrieved only in cases of demonstrated failure or unfairness in procedure, or when substantial new evidence can be presented. The student may also appeal the severity of the penalty. Requests for consideration of an appeal must be made in writing by the original complainant or the student complained against within five days of their receipt of the finding of the Committee on Discipline, if the appeal is based on procedural error or severity of penalty, or in timely manner, if the appeal is based on new evidence.

The Appeal Board determines what will be accepted on the basis of these requests and the summary of record of the hearing and any other relevant materials from the hearing.

The Board may resolve the appeal itself on the basis of this information, hold new hearings or refer the case back to the Committee on Discipline with instructions.

There will be no appeal beyond the Appeal Board except to the President, and then only when there is demonstrated failure or unfairness of procedure, or when substantial new evidence can be presented, or for clemency.

ADMISSIONS, TUITION, AND FINANCIAL AID

Application Process

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.

Applicants submit to the Admissions Officer 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, 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 may be scheduled for interviews. 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, counseling, or research may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated. Up to 12 credits may be transferred from other programs. The school maintains an Articulation Agreement for the transfer of credit from the Center for Modern Psychoanalytic 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.

Prospective students are welcome to visit BGSP for a tour of the school and an opportunity to meet with faculty and students.

Tuition and Fees

Schedule of Tuition and Fees for Brookline and New Jersey Campuses 2017-18

Tuition for Courses per Credit	\$740
Individual and Group Supervision Fee (331, 341, 351, 111, 214, 211)	\$740
Training Analysis PT 7	
Fee arranged with the training analyst	Up to
Average semester fee for weekly analysis	\$2400
Individual Supervision PT 311	
<i>Fee arranged with supervisor</i>	
Average semester fee for every other week supervision	\$1000
Control Supervision PT 411	
<i>Fee arranged with supervisor</i>	
Average semester fee for every other week supervision	\$1200
Research Supervision	
Directed Research - 1/2 credit	\$370
Directed Research - 1 credit	\$740
Directed Research - 2 credits	\$1480
Directed Research - 3 credits	\$2220
Therapy Center Fees	
Laboratory PT 440 (First semester)	\$300
Laboratory PT 450 (Second and subsequent semesters)	\$600

ALL SCHOOL FEES

Application	\$100
Registration	\$100
Curriculum Support	\$360
Extended Payment Plan	\$75
Student Association Fee	\$25
Late Registration Fee	\$100
Returned Check Fee	\$25
Maintenance of Matriculation**	\$100
Transcript of Student Record	\$5
Graduation Fee	\$100

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.

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

Financial Aid

The Graduate School offers Federal Title IV financial aid for students matriculated at least half-time, as well as assistantships and an extended payment plan. Inquiries may be directed to the Director of Financial Aid.

Federal Student Loans

Students may apply for loans through the William D. Ford Direct Loan Program. Students are required to complete a FAFSA (www.fafsa.gov), entrance counseling, sign a Master Promissory Note (www.studentloans.gov), and if necessary complete the Non-Tax Filer Worksheet. All forms and links to relevant websites are available at: <http://www.bgsp.edu/admissions-and-financial-aid/financial-aid/how-to-apply/>.

Students may apply for loans in the Direct Unsubsidized Loan Program and/or the Direct Grad PLUS Loan Program. The Direct Unsubsidized Loan Program carries a lower interest rate and it is recommended that students exhaust their Direct Unsubsidized Loan eligibility before borrowing in the Direct Grad PLUS Loan Program. Both programs carry a fixed interest rate. The interest rates as of July 1, 2017 are listed below for the 2017-18 award year.

As of the 2016-17 academic year, the average student loan debt for those graduates who borrow is \$86,386. Cost of Attendance information is available [here](#) for students to help determine their yearly costs, including living expenses, while attending BGSP.

Direct Unsubsidized Loan Program (6.0% fixed interest rate)

- Annual limit of \$20,500 unsubsidized (you pay all the interest, although you can have the payments deferred until after graduation). The aggregate loan limit is \$138,500.00 for graduate students.
- You may pay interest-only while in school (to avoid compounded interest). You may make a payment at any time without penalty.
- You may defer repayment until 6 months after graduation.

Direct Grad PLUS Loan Program (7.0% fixed interest rate)

- Does not affect your aggregate loan limit.
- You may pay interest-only while in school, or may make a payment at any time without penalty.
- Goes into immediate repayment unless the student defers repayment until after graduation.

- **Additional eligibility information:** A credit check is required, and only credit-worthy students will be approved. Students may have a US citizen co-sign the loan.

Eligibility

- U.S. citizen or eligible non-citizen (i.e. non-resident alien, citizen of U.S. Territory)
- Enrolled in an eligible program. All degree programs at BGSP are eligible.
- Registered at least half-time (4+ credits or 6+ credits; varies by program). Students that have completed all coursework and are working on their thesis or final paper are considered half time if they are registered for at least 2 credits of directed research. For financial aid purposes only, there is a semester limit for directed research only status, 3 semesters for Master's students and 8 semesters for Doctoral/Certificate students (actual time to finish paper may be longer or shorter).
- Good Academic Standing (Satisfactory Academic Progress): Students are required to make Satisfactory Academic Progress in their program of study to maintain eligibility for Federal Student Aid. To achieve this, students must be in good academic standing, meaning they are progressing through the program, earning passing grades and making up any incomplete grades by the deadline. Students are considered to have fallen out of good academic standing if they are not progressing at the minimum completion pace of 67% or if they are placed on probation. For information about the criteria for being placed on probation, please refer to the Student Handbook. Students that do not meet this requirement are not eligible to receive financial aid and may go into repayment until they are once again in good standing.
- Completing the program within the financial aid time limit: Students are required to complete the program within 1½ times the published program length.

International Students

International students are not eligible for US Federal Financial Aid. Information on aid for international students can be found at www.edupass.org/finaid. Additionally, students may consider applying to the Fulbright program at <http://fulbright.state.gov/fulbright/become/howdoiapply>.

Assistantships

A limited number of assistantships are available and granted on the basis of need and ability to perform the tasks of a specific assistantship. Under special circumstances, an assistantship may be given to a student with a skill useful to the operation of the school. Generally, assistantships are not available to first year students.

Application for an assistantship should be directed to the Director of Financial Aid, with a copy to the Controller, in the form of a letter. The letter should be submitted prior to the semester for which the assistantship is requested and should include the desired level of assistance, the reason(s) for the request (basis of the need) and the skills the student may bring to a task. An assistantship loan contract is executed that states the conditions of the contract, including who will supervise the work. Unworked hours are billed to the student's account.

Veteran's Education Benefits

Only the Brookline, MA, BGSP campus is approved by the Department of Veterans Affairs for students to claim their Veteran's Education Benefits. Please visit www.gibill.va.gov for information about veteran's benefits.

Extended Payment Plan

Under this plan, the full tuition may be equally divided and paid by check in five equal payments as specified in the registration materials. The application for the extended payment plan is provided with the registration materials and should be submitted with the registration form. The student submits five post-dated checks representing the five calculated payments. There is a \$75 fee for this service, paid at the time of registration. Credit cards are not accepted for the Extended Payment Plan.

Good Financial Standing

Students are required to make either a complete loan application or a tuition payment in order to be admitted to class. Students not applying for financial aid or whose financial aid application is incomplete are expected to make payments in keeping with the Extended Payment Plan in order to remain in good financial standing. Students whose extended payment plan payments are not honored may lose their good financial standing.

Students who are not in good financial standing are not permitted to attend class until the situation is rectified. Please note these may be counted as unexcused absences by the instructors. All students with outstanding balances at the end of the semester will be assessed a 1% per month financial charge until the balance is cleared.

The Boston Graduate School of Psychoanalysis may withhold diplomas, degrees, transcripts and other official notice of work done at the School from students who are not in good financial standing. A student may not withdraw in good standing or graduate until all obligations to BGSP are paid in full.

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. The School considers the date of withdrawal to be the date such written notification is received by the Dean. Absence from class does not reduce financial obligation or guarantee that a final grade will not be recorded.

The refund policy schedule is different from the extended payment plan and federal student loan schedules. Therefore, receiving financial aid or making tuition payments according to extended payment plan deadlines does not ensure that a balance will not still be due if a student drops out. "All-school" fees, such as application and registration fees, are nonrefundable. The tuition refund policy schedule follows:

Approved drop in writing before first class meeting	100% refund
Approved drop in writing before second class meeting	75% refund
Approved drop in writing before third class meeting	50% refund
Approved drop in writing before fourth class meeting	20% refund
Drop on or after fourth class meeting	No refund

PROGRAM CATALOGS

Master of Arts in Mental Health Counseling

Available at: <http://www.bgsp.edu/wp-content/uploads/2014/10/MA-Counseling-Catalog-August-2016.pdf>

Master of Arts in Psychoanalysis

Available at: <http://www.bgsp.edu/wp-content/uploads/2017/08/MA-Psychoanalysis-Catalog-August-2017.pdf>

Master's and Doctoral Program in Psychoanalysis, Society, and Culture

Available at: <http://www.bgsp.edu/wp-content/uploads/2016/09/Psychoanalysis-Society-and-Culture-Catalog-2016.pdf>

Doctor of Psychoanalysis and Certificate in Psychoanalysis

Available at: <http://www.bgsp.edu/wp-content/uploads/2017/10/Psya.D.-Certificate-Catalog-October-2017.pdf>

Doctor of Psychoanalysis (Low-Residency, Accelerated Track)

Available at: <http://www.bgsp.edu/wp-content/uploads/2018/02/Accelerated-Clinical-Doctoral-Catalog-February-2018.pdf>

CAGS in Child and Adolescent Intervention

Available at: <http://www.bgsp.edu/wp-content/uploads/2017/08/CAGS-CAI-Catalog-August-2017.pdf>

CAGS in Psychoanalytic Psychotherapy

Available at: <http://www.bgsp.edu/wp-content/uploads/2017/08/CAGS-Catalog-PP-August-2017.pdf>

New York Graduate School of Psychoanalysis Catalog

Available at: http://nygsp.bgsp.edu/wp-content/uploads/2014/10/90773_NYGSP_Bulletin_2017_final.pdf

Boston Graduate School of Psychoanalysis – New Jersey Catalogs

Available at: <http://nj.bgsp.edu/wp-content/uploads/2016/11/MAP-Program-Catalog-March-2015-2.pdf>; <http://nj.bgsp.edu/wp-content/uploads/2016/11/MAMHC-Program-Catalog-3-2015-2.pdf>

FACULTY

Boston Graduate School of Psychoanalysis

Full-Time:

Barnard, Leslie

Cert. Psya., Boston Graduate School of Psychoanalysis, 2014.

Psy.D., MA School of Professional Psychology, 1991.

M.Ed., Wheelock College, 1981.

Bigda-Peyton, Frances

Cert. Psya., Boston Graduate School of Psychoanalysis, 1999.

Ed.D., Boston university, 1982.

Ed.M., Harvard University, 1977.

Dorsey, Elizabeth

Psya.D., Boston Graduate School of Psychoanalysis, ABD.

Cert. Psya., Boston Graduate School of Psychoanalysis, 1990.

M.S.W, University of Illinois at Chicago Circle, Jane Addams Graduate School of Social Work, 1970.

Karam, Leila

Psya.D., Boston Graduate School of Psychoanalysis, 2016.

M.A., Boston Graduate School of Psychoanalysis, 2010.

M.S., Suffolk University, 2005.

Newsome, Faye

Psya.D., Boston Graduate School of Psychoanalysis, ABD.

M.A., California Graduate Institute, 1986.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1985.

Perlman, Lynn

Cert. Psya., Boston Graduate School of Psychoanalysis, 1986.

Ph.D., City University of New York, 1971.

Shepherd, Mary

Psya.D., Boston Graduate School of Psychoanalysis, 2007.

Cert Psya., Boston Center for Modern Psychoanalytic Studies, 1988.

M.A., Goddard College, 1973.

Snyder, Jane

Cert. Psya., Boston Graduate School of Psychoanalysis, 1996.

M.A., Boston Graduate School of Psychoanalysis, 1995.

Ph.D., Boston University, 1980.

M.A., Boston University, 1975.

Soldz, Stephen

Cert. Psya., Boston Center for Modern Psychoanalytic Studies, 1988.

Ph.D., Boston University, 1986.

M.Ed., Lesley College, 1978.

Twyman, Thomas

Psya.D., Boston Graduate School of Psychoanalysis, 2012.

Cert. Psya., Boston Center for Modern Psychoanalytic Studies, 1993.

M.S.S., Boston University School of Social Work, 1978.
M.Div., Virginia Theological Seminary, 1965.

Wagner, Mara

Cert. Psya., Boston Graduate School of Psychoanalysis, 1998.
Psy.D., Massachusetts School of Professional Psychology, 1985.

White, Joan

Psya.D., Boston Graduate School of Psychoanalysis, 2006.
Cert. Psya., Boston Center for Modern Psychoanalytic Studies, 1983.
M.S.W., Jane Adams School of Social Work, 1961.

Part-Time:

Capetillo-Ponce, Jorge

Ph.D., New School for Social Research, 2002.
M.A., New School for Social Research, 1997.
M.A., El Colegio de Mexico, 1987.

Ginach, Michal

Psya.D., Boston Graduate School of Psychoanalysis, 2004.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1997.
M.S.W., Yeshiva University, Wurzweiler School of Social Work, 1983.

Goldwater, Eugene

Cert. Psya., Boston Graduate School of Psychoanalysis, 1987.
M.D., Columbia University, College of Physicians and Surgeons, 1970.

Hueso, Sara

Psya.D., Boston Graduate School of Psychoanalysis, 2011.
M.S., Central University of Venezuela, 1993.

Madonna, John

Cert. Psya., Boston Graduate School of Psychoanalysis, 1997.
Ed.D., Clark University, 1980.
M.A., Assumption College, 1973.
M.A., Assumption College, 1970.

Michael, Helen

Psya.D., Boston Graduate School of Psychoanalysis, 2011.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2001.
M.S.W., University of Pennsylvania, Philadelphia, 1970.

Movahedi, Siamak

Cert. Psya., Boston Graduate School of Psychoanalysis, 1993.
Ph.D., Washington State University, 1971.
M.S., California State University, 1964.

Panetta, Vincent

Ph.D., Greenwich University, 1996.
Cert. Psya., Boston Graduate School of Psychoanalysis, 1995.
M.Ed., Boston State College, 1981.

Price, Stephen

Cert Psya., Boston Center for Modern Psychoanalytic Studies, 1989.

Ph.D., Brandeis University, Heller School, 1979.
M.P.A., New York University, 1975.

Reed, Dena

Cert. Psya., Boston Center for Modern Psychoanalytic Studies, 1990.
M.D., Tufts University School of Medicine, 1982.

Solomon, Jill

Psya.D., Boston Graduate School of Psychoanalysis, 2011.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2000.
M.S.W., Hunter College, 1983.

Verter, Brad

Ph.D., Princeton University, 1998.
M.A., Princeton University, 1995.

Waterson, Barry

Psya.D., Boston Graduate School of Psychoanalysis (Vermont Graduate School of Psychoanalysis), 2007.
Cert. Psya., Boston Graduate School of Psychoanalysis, 1999.
M.A., Rhode Island College, 1973.

Adjunct:

Busch, Fred

Ph.D., University of Massachusetts, 1966.
M.S., University of Massachusetts, 1963.

Cavallaro, Max

Psya.D., Boston Graduate School of Psychoanalysis, 2012.
M.A., Boston Graduate School of Psychoanalysis, 2004.

Ceridan, Sherry

Psya.D. Certified Psychoanalyst Boston Graduate School of Psychoanalysis 2010.
Masters in Counseling Psychology, Lesley College 1991.
Bachelors Degree, Lesley College 1990.
Associate Degree in Nursing, North Shore Community College 1979.

Elliott, Virginia

Psya.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2003.
M.A., Boston Graduate School of Psychoanalysis, 1995.
M.Ed., Cambridge College, 1990.

Goodwin, Marjorie

Psya.D., Boston Graduate School of Psychoanalysis, 2012.
M.S., Boston University, 1981
B.S.N., University of Massachusetts, Amherst, 1972.

Fatemi, Sayyed Mohsen

Ph.D., University of British Columbia, 2003.
Psy.D., California Coast University, 2001.
M.A., University of British Columbia, 1999.
M.A., California Coast University, 1999.

Healy, Christina

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2002.
M.A., Boston Graduate School of Psychoanalysis, 1996.

Hugenberger, Patricia

Psy.D., Boston Graduate School of Psychoanalysis, 2012.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2003.
M.A., Boston Graduate School of Psychoanalysis, 1997.
M.S.W., Simmons School of Social Work, 1981.

Jacobs, Glenn

Ph.D., Temple University, 1976.
M.A., Brooklyn College, 1966.

Jones, Audrey

Cert. Psya., Boston Center for Modern Psychoanalytic Studies, 1984.
Ph.D., Clark University, 1961.
M.A., Clark University, 1954.

Keating, Eileen

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Boston Graduate School of Psychoanalysis, 2000.
M.Ed., University of New Hampshire, 1975.

Kirman, Nicole

Cert. Psya., National Association for the Advancement of Psychoanalysis and the American Boards for Accreditation and Certification, 1989.
Ph.D., University of Rochester, 1974.
M.A., University of Rochester, 1967.

Lemert, Charles

D.Litt., *honoris causa*, University of the West of England, 2004.
M.A. *ad eundem gradum*, Wesleyan University, 1982.
Ph.D., Harvard University, 1972.

Morrell, Katherine

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Boston Graduate School of Psychoanalysis, 1999.
M.A. Boston Graduate School of Psychoanalysis, 1995.

Poser, Steven

Cert. Psya., Center for Modern Psychoanalytic Studies, 2001.
Ph.D., University of Calgary, 1973.

Rahimi, Sadeq

Ph.D., McGill University, 2005.
M.S., McGill University, 2000.

Safizadeh, Fereydoun

Ph.D., Harvard University, 1986.
M.A., Harvard University, 1977.
M.A., Harvard University, 1975.

Seshadri, Kalpana

Ph.D., Tufts University, 1992.
M.Phil., University of Hyderabad, 1983.
M.A., University of Hyderabad, 1982.

Sharp, William

Psy.D., Boston Graduate School of Psychoanalysis, 2010.
M.A., Boston Graduate School of Psychoanalysis, 2009.
M.A., Rowan University, 1998.

Sklar, Linda

Cert. Psya., Boston Graduate School of Psychoanalysis, 2001.
M.A., Boston Graduate School of Psychoanalysis, 1996.
M.S.W., New Mexico Highlands University, 1982.

Emeritus:

Laquercia, Theodore

Ph.D., California Graduate Institute, 1985.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1979.
M.S., Long Island University, 1971.

New York Graduate School of Psychoanalysis Branch Campus

Full-Time:

Crowell, Mimi

Cert. Psya., Center for Modern Psychoanalytic Studies, 1980.
Ph.D., Union Graduate School of the Union Institute & University, 1978.
M.S.S.W., Columbia University, School of Social Work, 1975.
M.A., New York University, 1972.

D'Amato, Barbara

Psy.D., Boston Graduate School of Psychoanalysis, 2008.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1999.
M.A., New York University, 1981.

Lippincott, Joan

Cert. Psya., Center for Modern Psychoanalytic Studies, 1984.
Ph.D., Adelphi University, 1980.
M.A., New York University, 1975.

Newsome, Faye

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
M.A., California Graduate Institute, 1986.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1985.

Poser, Steven

Cert. Psya., Center for Modern Psychoanalytic Studies, 2001.
Ph.D., University of Calgary, 1973.

Part-Time:

Barz, Ellen

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1997.
M.A., Boston Graduate School of Psychoanalysis, 1997.

Gilhooley, Dan

Psy.D., Boston Graduate School of Psychoanalysis (Cyril Z. Meadow Institute), 2006.
Cert. Psya., Center for Modern Psychoanalytic Studies, 2000.

Holmes, Lucy

Cert. Psya., Center for Modern Psychoanalytic Studies, 1995.
Ph.D., Union Graduate School, 1997.

Hurst, William

Cert. Psya., Center for Modern Psychoanalytic Studies, 1999.
Ph.D., Fordham University, 1974.
M.A., Fordham University, 1969.

Kalin, Eugene

Cert. Psya., Center for Modern Psychoanalytic Studies, 1981.
Ph.D., California Graduate Institute, 1978.
M.S., New School for Social Research, 1971.

Kirman, Nicole

Cert. Psya., National Association for the Advancement of Psychoanalysis and the American Boards for Accreditation and Certification, 1989.
Ph.D., University of Rochester, 1974.
M.A., University of Rochester, 1967.

Laquercia, Theodore

Ph.D., California Graduate Institute, 1985.
Cert. Psya., Center for Modern Psychoanalytic Studies, 1979.
M.S., Long Island University, 1971.

La Mariana, Patrice

Cert. Psya., Center for Modern Psychoanalytic Studies, 2005.
M.S., Hunter College, 1976.

Melnik, Charlotte

Psy.D., Boston Graduate School of Psychoanalysis, 2013.
Cert. Psya., Center for Modern Psychoanalytic Studies, 2001.
M.P.A., New York University, 1987.

Musolino, Angela

Psy.D., Boston Graduate School of Psychoanalysis, ABD.
Cert. Psya., Center for Modern Psychoanalytic Studies, 2001.
M.S.N., City University of New York, Hunter Bellevue, 1990.

Semel, Vicki

Psy.D., Graduate School of Applied and Professional Psychology, Rutgers University, 1980.
Ph.D., Graduate School of Arts and Sciences, New York University, 1974.

Sheftel, Sara

Ph.D., Union Institute, 1982.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1981.

Welber, Dolores

Ph.D., California Graduate Institute, 1983.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1977.

Adjunct:

Fishbein, Gerald

Ph.D., University of Denver, 1958.

Marshall, Robert

Cert. Psya., Postgraduate Center for Mental Health, 1969.

Ph.D., University of Buffalo, 1958.

Rauch, Phyllis

Psya.D., Boston Graduate School of Psychoanalysis, 2016.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1991.

M.S., Long Island University, 1974.

Rothman, Rory

Psya.D., Boston Graduate School of Psychoanalysis (Vermont Graduate School of Psychoanalysis), 2008.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1998.

M.S.W., New York University, School of Social Work, 1977.

Sacks, Richard

Cert. Psya., Center for Modern Psychoanalytic Studies, 2009.

M.A., New York Graduate School of Psychoanalysis, 2008.

Silver, Deborah

Cert. Psya., Center for Modern Psychoanalytic Studies, 1993.

M.S.W., School of Social Work, New York University, 1976.

Wein, Richard

Psya.D., Boston Graduate School of Psychoanalysis, ABD.

Cert. Psya., Center for Modern Psychoanalytic Studies, 1985.

M.S.W., New York University, 1980.

Welber, Robert

Cert. Psya., Center for Modern Psychoanalytic Studies, 1989.

M.S., Bank Street College of Education, 1971.

Zeisel, Elliot

Ph.D., Union Institute, 1988.

Cert. Psya., Philadelphia School of Psychoanalysis, 1978.

M.S.W., Yeshiva University, 1973.

Emeritus:

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