



IPTAR

Institute
for
Psychoanalytic
Training
and
Research

2008-2010

Celebrating Our
50th Anniversary
1960-2010

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THE IPTAR TRAINING INSTITUTE
2008-2010**

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A Component Society of the International Psychoanalytical Association

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IPTAR has an Absolute Charter from the Board of Regents of the New York State Department of Education.

IPTAR is committed to a policy of equal treatment and opportunity in every aspect of its relations with its members and candidates, without regard to age, color, disability, national origin, race, religion, sex or sexual orientation.

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Board of Directors of the IPTAR Membership Society

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IPTAR

ORIGINS, STRUCTURE, AND FUNCTIONS

The Institute for Psychoanalytic Training and Research (IPTAR) was founded in 1958 as a membership society for non-medical analysts sharing an interest in Freud's theory and technique. It provided a congenial setting for the exchange of ideas and the discussion of cases and theory. In 1960, the Membership Society established the IPTAR Training Institute to offer what was as yet unavailable in this country: rigorous and thorough training in psychoanalytic theory and technique for serious, qualified students from a variety of academic and professional backgrounds. Although IPTAR still maintains a contemporary Freudian emphasis, the Institute offers a wide range of courses from several different theoretical perspectives.

In 1989, IPTAR became a provisional component society of the International Psychoanalytical Association (IPA) and a full component society in 1991. IPTAR has the distinction of being one of the first non-medical societies in the United States to become affiliated with the international psychoanalytic community. The IPA is the oldest and largest international psychoanalytic organization and the world's primary accrediting and regulatory body for psychoanalysis. The IPA was first conceived in 1908, and formally established in 1910 by Sigmund Freud and his associates to serve as the professional association for the new field of psychoanalysis. The primary goals of the association were to advance the development of psychoanalysis as a science and as a therapeutic discipline, to promote the disciplined growth of psychoanalysis as a profession, and to protect the public from untrained practitioners by establishing standards for professional training and a professional membership credential. For more information about the IPA, please log on to www.ipa.org.uk.

IPTAR is also a component society of the Confederation of Independent Psychoanalytic Societies (CIPS). CIPS, founded in 1992, is the professional association of the independent psychoanalytic societies of the International Psychoanalytic Association in the United States. CIPS component societies include the Psychoanalytic Center of California (Los Angeles), the Los Angeles Institute and Society for Psychoanalytic Studies, the Northwestern Psychoanalytic Society (Seattle), the San Francisco Institute for Psychoanalytic Studies, and the Institute for Psychoanalytic Training and Research (New York). All members of CIPS component societies are automatically members of CIPS. All candidates at CIPS societies are Affiliate Members of CIPS. Please log on to www.cipsusa.org for additional information.

IPTAR is both a Membership Society and a Training Institute. It is a community committed to the lifelong study of psychoanalysis. IPTAR offers its membership a rich variety of programs and opportunities for study, discussion, and the continuing interchange of ideas. As a Training Institute, it offers a carefully planned curriculum governed by a contemporary Freudian perspective. Rooted in the original Freudian text, it also includes important elaboration and transformations of the original concepts that have led to today's expanded understanding of psychopathology, development, technique, and application. Teaching is done in the context of clinical illustration, making theoretical learning relevant to actual practice.

There are three separate Boards of Directors at IPTAR. The Society Board of Directors bears the ultimate responsibility for all activities at IPTAR and appoints the other two Boards. The Board of Administrators of the Institute carries out all training functions for the candidates in adult psychoanalysis. This is the main training function that our Society provides. The IPTAR Clinical Center (ICC) Board of Directors is responsible for insuring that the ICC reaches its mission: to provide the community affordable mental health services. Both candidates and members work in the Clinical Center. Other educational groups report directly to the Society Board but often work in cooperation with the Institute and Clinical Center. Each Board has representatives on the other Boards to facilitate communication between them.

In 2006, IPTAR was registered as a program leading to Licensure in Psychoanalysis by the New York State Department of Education (Office of the Professions). This is of particular importance to people from other than mental health disciplines who wish to become psychoanalysts. Upon graduation from IPTAR's Adult Psychoanalytic Training Program, they will be eligible to sit for the Psychoanalysis Licensing Exam and become Licensed Psychoanalysts (LP) in New York State.

IPTAR has offices on the Upper West Side and the Upper East Side of Manhattan. Our East Side location has private offices for rent and also provides space for the IPTAR Clinical Center. Our West Side location is IPTAR's administrative center, housing the Edward Frankel Memorial Library, a conference room used for a variety of IPTAR events and programs, and private offices available for rent. Offices at both locations may be rented by people from outside or within the IPTAR community.



THE IPTAR TRAINING INSTITUTE

A Contemporary Approach to Psychoanalytic Training

Our educational premise at IPTAR is that a psychoanalytic education is the basis for all therapeutic endeavors, providing an understanding of human character as well as a framework for comprehending the inter-relationships among human development, psychopathology, and the technique of treatment. Psychoanalytic understanding not only prepares an individual to conduct psychoanalysis, it also constitutes a basis for conducting psychoanalytic psychotherapy. A psychoanalytic foundation enables a therapist to choose the appropriate treatment modality and maximize an individual's potential for growth.

IPTAR's training program comprises the three components of traditional psychoanalytic education: an intensive curriculum of courses and seminars on theory and technique, a personal training analysis, and supervised psychoanalytic practice.

WHO MAY APPLY

IPTAR is an interdisciplinary Institute offering training to those in the mental health professions who have at least a Master's Degree in their field of professional training and are either licensed or enrolled in a program leading to licensure.

IPTAR is also committed to offering training to qualified individuals with backgrounds in the humanities, the social sciences, and the arts. These individuals must have at least a Master's Degree and should first apply to IPTAR's Respecialization Program (see page 38). Once having completed the Respecialization program, individuals are invited to apply to the New York State License Eligible Program in Psychoanalysis.

NEW YORK STATE LICENSE ELIGIBLE PROGRAM IN PSYCHOANALYSIS

IPTAR offers an additional pathway towards becoming a psychoanalyst. IPTAR has always had a tradition of training individuals who are interested in psychoanalysis even if they do not have a mental health background. All individuals who have at least a Master's Degree in another academic field may study at IPTAR and complete the New York State License Eligible Program in Psychoanalysis. Coursework for this program includes IPTAR's Adult Psychoanalytic Program with additional courses in Child Abuse Identification, Research in Psychotherapy, and Ethics. Upon completion of the New York State License

Eligible Program, individuals sit for the state examination in psychoanalysis, and upon passing the exam become licensed as a Psychoanalyst (LP).

SEVIS PROGRAM

In April of 2008, IPTAR was granted permission by the United States (U.S.) government to train non-immigrant foreign students. IPTAR established this program in response to requests from students and therapists in foreign countries who wished to obtain the kind of advanced training offered by IPTAR but were unable to do so in their native country. We believe that the presence of non-immigrant foreign students in our midst enhances our community's knowledge and awareness of the world beyond our own borders, and that non-immigrant foreign students would bring with them language skills and cultural knowledge that would help us more effectively treat the diverse community of patients encountered in the IPTAR Clinical Center and its various community outreach programs, such as the On-Site School Program and the Asylum-Seekers Treatment Program.

Citizens of foreign countries who wish to study at IPTAR should apply for admission to the specific IPTAR program they are interested in. Non-immigrant foreign students who are accepted by IPTAR will be issued an official U.S. government form, the I-20, which they can then take to the U.S. Embassy or consulate office in their own country in order to apply for an F-1 visa. It is the F-1 visa that allows the student to legally enter the U.S. in order to pursue a designated course of study.

Prospective students who desire more detailed information about acquiring an F-1 visa to study at IPTAR should contact our office at 212-427-7070 or our Foreign Student Advisor, Dr. Brett Gorkin, at 212-765-7961 or bdgpsych@aol.com.

THE CURRICULUM

The IPTAR curriculum embodies a contemporary Freudian perspective integrating developments in British object relations theories, modern Kleinian theory, attachment theory, and theories of the self. Its roots are in Freud's groundbreaking contributions to the understanding of the human psyche.

The following pages describe the IPTAR curriculum—a coordinated, four-year sequence of courses. The courses are eight weeks in duration unless otherwise specified. An additional group of elective seminars on current issues in psychoanalysis is offered in the Beyond the Basic Curriculum program (see page 19).

In addition to the core curriculum, workshops and seminars on a wide variety of clinical topics are offered by the IPTAR Clinical Center (ICC) (see pages 45-46), and clinical-research seminars, in conjunction with ongoing research projects, are offered in the IPTAR Program of Pre-Psychoanalytic Training (Intern-Externship) (see pages 36-37).

YEAR ONE

In this year, classes focus on two broad topics: the development of psychic structure and the evolution of Freud's work. The sequence of courses in the first area concerns itself with the key stages of psychosexual development. It examines development from a number of points of view, including the perspective of attachment theory, separation-individuation, and evolving theories of narcissistic regulatory processes. This sequence places particular emphasis on how developmental achievements and difficulties are manifested in adult psychic processes and in psychoanalytic treatment. The other year-long topic is a survey course on the clinical theory of psychoanalysis as it evolved in Freud's writings. The emphasis is on: 1) the clinical theory, 2) the extent to which innovations in psychoanalytic technique became a stimulus for new theoretical conceptions, and 3) how observations led to progressive revisions of theoretical formulations. This sequence of four courses illustrates how Freud's writings, no matter how much they have undergone revision, have been the reference point in the framing of psychoanalytic inquiry for successive generations of psychoanalysts.

I. THE DEVELOPMENT OF PSYCHIC STRUCTURE, OBJECT RELATIONS, AND NARCISSISTIC REGULATORY PROCESSES

The Early Development of Psychic Process (0-18 Months) (Eight Weeks)

Sally Moskowitz, Ph.D. / Donna Roth Smith, L.C.S.W. (alternating years)

Infant observation has been important to psychoanalysis from its inception. Keeping the last two decades of infant research in mind, this course looks at infant development, focusing particularly on the early mother-infant relationship. The impact of this research on the way psychoanalysts now view the non-verbal "clinical infant" as well as its implications for the theory and understanding of the adult patient in analysis are considered. Development is viewed prospectively, longitudinally, and reconstructively, examining what infancy research teaches us about development of mental representations and internalization of early patterns in the mother-infant dyad.

The Phase of Further Differentiation and Early Exploration (Separation-Individuation) (Eight Weeks)

Rena Greenblatt, Ph.D. / Rita Reiswig, M.S. (alternating years)

This course explores the period of development that begins during the second half of the first year of life and ends in the third year. The course is organized around the subphases of the separation-individuation process—from differentiation and hatching to the achievement of a degree of self and object constancy. Perspectives on self-other differentiation from infant research, attachment theory, and the school of object relations will be included. Particular emphasis will be given to the emergence of symbolic functioning as manifested in gender identity, early language development, and play. Candidates will be encouraged to apply the developmental theory to their work with both children and adults.

The Development of Triadic Relationships and the Structuralization of the Superego (The Oedipal Phase) (Eight Weeks)

Phyllis Hopkins, Ph.D. / Laura Kleinerman, M.S. (alternating years)

Changes in social mores and our heightened interest in gender raise many questions concerning our traditional views of the oedipal phase and its unfolding during the course of the life cycle. This course traces Freud's discovery of the Oedipus Complex and its far-reaching significance in psychoanalytic theory. The oedipal phase with its inherent conflicts will be studied from a number of different vantage points as well as from a developmental perspective including pre-oedipal and oedipal development. Freud's theory of the Oedipus Complex has had enormous influence on our theories of sexuality and female sexuality in particular. The writings of Freud and his early followers will be compared and contrasted with contemporary research and theory on male and female gender development. Oedipal conflicts and their attempted resolutions will be examined in the context of superego development and identification. This course will also look at the Oedipus myth reinterpreted from a broader cultural perspective.

Latency and Adolescence
(Eight Weeks)

Keith Westerfield, Ph.D.

This course begins with the latency period and emphasizes the structural achievements that take place when the child is no longer as burdened by the conflict-ridden wishes and fears of the Oedipus Complex. The reactivation of the Oedipus Complex during puberty and adolescence leads to attempts to relinquish infantile objects and wishes in favor of contemporary objects who can satisfy stage-specific needs. Coursework will focus on the elaboration and modification of psychic structure in early, middle, and late adolescence. Theoretical issues will be organized around clinical material.

II. THE EVOLUTION OF PSYCHOANALYTIC THEORY

From Symptom to Psyche: The Emergence of Psychoanalysis (Eight Weeks)

Fredric T. Perlman, Ph.D.

This course will trace the emergence of psychoanalysis from its origins in Freud's early work as a neurologist to the first exposition of his general theory of mind. Coursework will begin with a survey of the dominant paradigms of nineteenth century medicine and neurology in which Freud was trained. The course will then proceed to examine Freud's efforts to understand the nature of hysteria and other neurotic disorders, his clinical experiences using hypnosis, his development of the free association technique, and his discovery of the dynamic unconscious as a universal determinant of mental life. The course will conclude with a detailed study of the topographic model of mind presented in Chapter Seven of *The Interpretation of Dreams*.

The Evolution of Freud's Libido Theory and its Applications to an Understanding of Normal and Pathological Development (Eight Weeks)

Elliot Kronish, Ph.D.

This course begins with an examination of Freud's evolving ideas on the libido theory and its implications for both normal and pathological development. The use of the theory as applied to symptom formation, character development, and normal mental functioning will be highlighted. The course will then turn to Freud's introduction of narcissism into libido theory and its relationship to aspects of psychic functioning such as types of object choice, love, self-esteem, the ego-ideal, and the tensions between wishful fantasy and reality. Both healthy and pathological manifestation of narcissistic development will be discussed. The ways in which the theory of narcissism impacted on the further development of Freud's theoretical models will also be considered.

The Revolution of 1919
(Eight Weeks)

Margaret Beaudoin, Ph.D. / Norbert Freedman, Ph.D. (alternating years)

This course begins with Freud's encounter with certain kinds of difficult patients whose conflicts led them to a "negative therapeutic reaction." It examines how these technical as well as theoretical difficulties led Freud to new ideas about his dual instinct theory, as well as to the conceptualization of the structural point of view, that is in terms of id, ego, and superego, in addition to defining the mind along topographic lines (conscious, preconscious, and unconscious). Again, the technical implications of these revisions, especially in dealing with sado-masochism and with severe anxiety states, will be examined.

Revisiting, Rethinking, and Continuing Change (Eight Weeks)

Alan Bass, Ph.D.

Freud regularly sought to test his basic concepts by re-examining earlier clinical issues. This course concludes this full-year sequence on Freud's contributions by examining Freud's evaluation of his legacy in "Analysis Terminable and Interminable" and by considering the new emphases and ideas he introduced in late papers and in his "Outline of Psychoanalysis." These late writings suggest many of the central issues that analysts continue to explore in the decades following Freud's death.

III. CLINICAL APPLICATIONS

Basic Psychoanalytic Concepts: Clinical Seminar (Thirty-two Weeks)

Janet Fisher, Ph.D. (I and II)

Carolyn Feigelson, Ph.D./Judith Lasky, Ph.D. (III and IV, alternating years)

This year long clinical seminar introduces candidates to basic psychoanalytic concepts through presentation and discussion of psychotherapy cases from their clinical practices. Topics such as free association, resistance, unconscious fantasy, compromise formation, transference, use of countertransference, therapeutic alliance, enactment, dreams, as well as interpretation and other interventions (including 'parameters') will be explored in the context of candidate presentations. The course will begin with a review of Freud's writings on technique; other readings may be assigned and discussed throughout the year based on the needs of the group. However, this is primarily a clinical seminar, and the main focus will be on the discussion of clinical process as it reveals basic psychoanalytic concepts.

YEAR TWO

In the second year, courses focus on two broad areas. One examines major theoretical developments in Freudian psychoanalysis growing from Freud's writings. Courses address the evolution of structural theory, with consideration to developments in ego psychology, modern conflict theory, and the way in which concepts of structural development, object relations, and self-esteem regulation have been developed within a Freudian framework. Introductions to the work of Klein and Winnicott form the second part of this year-long theoretical sequence.

The second broad area examines the process of psychoanalytic diagnosis and psychoanalytic understandings of the major diagnostic conditions. The goal is to identify what has gone wrong in a given condition and why it has gone wrong in that particular way. These questions necessarily involve considerations of dynamic and structural variables. This sixteen-week didactic course is followed by a sixteen-week clinical case seminar that focuses on the influence of diagnosis on analyzability, the psychoanalytic frame, prognosis, and technique.

I. FURTHER EVOLUTION OF FREUDIAN ANALYSIS

Contemporary Freudian Psychoanalytic Theory (Sixteen Weeks)

Joseph Cancelmo, Psy.D. / Neal Vorus, Ph.D. (alternating years)

This course traces the development of Freudian psychoanalytic theory from ego psychology through contemporary Freudian psychoanalytic theorists. Focusing on Anna Freud, Hartmann, Kris and Loewenstein, Jacobson, Arlow, Brenner, and Loewald, but including other theorists as the instructor wishes, the course traces how central Freudian conceptions such as drive, ego, object, structure, and superego have evolved, and how these changes have led to differing definitions of contemporary Freudian theory and technique within the Freudian spectrum. The instructor may choose to trace the evolution of different concepts by looking at how different questions posed by successive theorists led to changing emphases. The instructor may also focus on how changes in the psychoanalytic political world – the analyst's external environment – also influenced theoretical change. The course should give students some notion of how and why these different theoretical developments have led to differing ideas about the nature of psychoanalytic practice.

Klein and the Neo-Kleinians (Eight Weeks)

Monica Carsky, Ph.D. / Karen Komisar Proner, M.S. (alternating years)

This seminar will focus on Melanie Klein's seminal papers. It will look at how Klein's ideas developed from Freud's theoretical thinking, in particular his later papers, and from Abraham's theoretical explorations on early stages of libidinal organization and object relations. Concepts considered are: the establishment of early object relations, the pre-stages of oedipal conflict and superego formation, and Klein's theory of the paranoid-schizoid and depressive positions. The latter are essential to an understanding of Klein's ideas about psychotic anxieties, unconscious fantasy, and the interrelation between internal and external reality.

Winnicott and the Middle Group (Eight Weeks)

Naama Kushnir-Barash, Ph.D. / Corliss Parker, Ph.D. (alternating years)

The work of D.W. Winnicott and various members of the Middle Group will be discussed. Winnicott's theoretical and clinical papers will be the primary focus. His ideas about early development including children's emerging capacities to symbolize, to play, and to experience increasingly more complex states of differentiation, relatedness, and aloneness will be examined. In addition, papers on true/false self, transitional phenomena, and aspects of the psychoanalytic situation including regression, transference, and countertransference phenomena, will be studied.

II. DIAGNOSIS AND ANALYZABILITY IN THE PSYCHOANALYTIC SITUATION

Psychoanalytic Diagnosis I and II (Sixteen Weeks)

Marvin Hurvich, Ph.D. / Seymour Moscovitz, Ph.D. (alternating years)

This course presents a psychoanalytic approach to diagnosis that details differences between levels of psychic structure. Neurotic, narcissistic, borderline, and psychotic organizations are examined with regard to ego and super-ego functioning, drive-defense conflicts, deficits, and adaptive implications unique to each. These differences are highlighted by a delineation of symptom formation at the various structural levels. Differences between sub-groupings within psychotic, borderline, and neurotic ranges are considered.

Also considered is the differential functioning of universal psychic mechanisms such as the form and quality of anxiety, hostility, depression, defenses, and conflict resolution at different structural levels. Also illustrated are how psychoanalytic diagnostic considerations play a background role in the ongoing psychoanalytic process in terms of understanding the implications of patients' material and enactments, and in the timing and formulation of interventions.

Analyzability and the Psychoanalytic Situation:
Rotating Case Seminar
(Sixteen Weeks)

Janet Fisher, L.C.S.W. / Allan Frosch, Ph.D. (alternating years)

This rotating case seminar offers candidates the opportunity to study the influence of psychoanalytic diagnosis on the nature of the psychoanalytic situation, analyzability, and the analyst's evolving choices of technical interventions. Candidates will present material from patients who are in the consultation phase or in ongoing psychotherapy. Included among the issues discussed will be: the nature of the psychoanalytic process; assessing a patient's capacity to symbolize; understanding and managing early transference and countertransference manifestations in the treatment of both the "classical" and the "non-classical" patient; the basis and technique for converting a psychotherapy to a psychoanalysis; and the role of the patient-analyst fit in considering analyzability and prognosis. Theoretical and clinical differences within our field in regard to analyzability will be discussed. Readings pertinent to all these issues will be assigned.

III. CLINICAL APPLICATIONS

Deepening the Treatment: Clinical Seminar
(Thirty-two Weeks)

*Aaron Thaler, Ph.D./Andrea Greenman, Ph.D. (I and II, alternating years)
Richard Lasky, Ph.D. (III and IV)*

This course is a continuation of the first-year clinical seminar, oriented toward the now more advanced candidates' efforts to deepen their work with psychotherapy cases. The course will focus on psychoanalytic listening and the psychoanalytic process as demonstrated through candidate presentations. Some consideration will be paid to the different perspectives on these topics that candidates will be exposed to in second-year theory courses. In the second half of the year, candidates will be encouraged to present cases that they think may be appropriate for psychoanalysis as they move closer to starting control work.

YEAR THREE

The previous year's work focused on how to think like an analyst; this year's courses focus on how to work like an analyst. Material from the previous year regarding the nature of the analytic frame is examined in greater detail. Emphasis is on flexibility of analytic treatment with patients manifesting mild to severe psychopathology. This clinically-focused year complements the candidate's new post-Readiness for Control work in supervised psychoanalysis (for reference see page 22). Parallels between the candidate's clinical experiences and the analytic literature are emphasized in case seminars on specific topics such as dreams and theories of analysis with and without the use of parameters. The year ends with a continuous case seminar on the "classical" (neurotic) patient, which provides an opportunity to follow the progress of an analysis for half the year. This experience brings into focus all the candidate has learned about analytic thinking and work over the preceding three years and sets the stage for the examination, in the last year, of major, current variations in technique.

Contemporary Structural Approaches to Psychoanalytic
Technique I and II
(Sixteen Weeks)

Stanley Grand, Ph.D. / Hattie Myers, Ph.D. (alternating years)

This course provides an introduction to a contemporary Freudian understanding of "classical" psychoanalysis. Beginning with the consultation process and establishing a psychoanalytic situation, discussion will include structuring the beginning of a psychoanalytic process; how the analyst listens to the patient (and for what the analyst listens); and different manifestations of the analyst-patient relationship, including transference, the working alliance, regression, resistance, the negative therapeutic reaction, counter transference, and enactment. These factors are discussed as they are manifest from the opening phases of an analysis through the middle and termination phases. This course, while somewhat practical, is fundamentally theoretical and focuses on how all these elements of psychoanalysis, together, become part of a complex organic whole and work together to make possible different mutative factors. Thus, there is discussion of interpretation, working through, insight, and the overall psychoanalytic experience, in terms of traditional and contemporary conceptions of Freudian psychoanalytic theory and practice.

Contemporary Integrative Approaches to Psychoanalytic
Technique I and II
(Sixteen Weeks)

Paul Hymowitz, Ph.D. / Arnold Wilson, Ph.D. (alternating years)

This course focuses on psychoanalysis and intensive psychotherapy with those patients who struggle with disabling emotional and cognitive issues. Clinically, we label this group "the more disturbed patients." Simultaneously, we acknowledge that we are dealing with a continuum of behaviors found both in these more disturbed patients as well as so-called neurotic patients. Often, the dyadic analytic experience with these patients gives rise to a situation that taxes the resources of both patient and analyst. With this in mind, the course will include a review of how different theoretical assumptions about such patients interface with the analyst's theory of process and cure. The literature dealing with the symptomatology of this group and the concomitant theories of etiology will be read and discussed. Clinical case presentations will illuminate the theories, symptom manifestations, and patient-analyst contributions to the efficacy or hindrance of the therapeutic process.

The Dream in the Analytic Situation:
Rotating Case Seminar
(Sixteen Weeks)

Sharone Bergner, Ph.D. / Janice Lieberman, Ph.D. (alternating years)

Case material presented by candidates is used to illustrate the contributions of dream analysis to an understanding of the patient and the analytic process. In addition, relevant readings reviewing the shifts in psychoanalytic theory and technique are assigned and discussed.

Application of Classical Technique with the "Classical" Patient:
Continuous Case Seminar
(Sixteen Weeks)

Erwin Flaxman, Ph.D. / Richard Lasky, Ph.D. (alternating years)

The focus of this seminar is the unfolding treatment process. A clinically neurotic or mildly character-disordered patient is presented who is treated using standard psychoanalytic technique that does not require the introduction of major parameters. Following the initial review of the patient's history, the ego structure, object relations, and narcissistic regulatory processes of the patient will be discussed. The seminar's major focus is on the treatment process itself, which is followed and examined in terms of shifts and continuities in the transference/countertransference, the drive organization, and the defense/resistance patterns.

YEAR FOUR

In this year, candidates are given the opportunity to integrate the many complex, and at times conflicting, theories of mental functioning and approaches to analytic work they have studied in previous years. One can consolidate one's own views with regard to these issues through further study and deep immersion in clinical work. The particular challenges of working with the more disturbed patient, integrating new thinking about gender, and confronting countertransference issues are emphasized. This year facilitates a sense of closure without minimizing the ongoing challenges facing analysts today. This final year of formal coursework prepares candidates to study and to grow independently in the years ahead. It does not complete their education, but readies them to work independently on these issues in the same way in which analysis prepares patients to keep on growing after the formal procedure comes to an end.

Comparative Models I and II
(Twelve Weeks)

Steven Ellman, Ph.D.

This course compares different theoretical models that have been studied during the first three years of training. The goal is to integrate some aspects of these theories within a Freudian framework. The models that we discuss include the Kleinian, Winnicottian, and relational perspectives.

Non-Interpretive Mutative Factors in Psychoanalysis
(Twelve Weeks)

Ken Feiner, Psy.D. / Gil A. Katz, Ph.D. (alternating years)

This case seminar explores the concepts of projective identification, actualization, role-responsiveness, and transference-countertransference enactment. These unconscious and non-verbalized interactions are understood as compromise formations in which unconscious fantasies, resistance, transference, and counter-transference are played out. The communicative and mutative contribution made by these processes is explored along with the advantages and drawbacks of various interventions.

Gender in the Clinical Situation:
Rotating Case Seminar
(Eight Weeks)

Arlene Kramer Richards, Ed.D.

Gender is used as an organizing concept to approach material presented by male and female patients in psychoanalysis. A series of clinical presentations will bring into focus such themes as core feminine identity, the wish for and dread of merger, differentiation, identification and dis-identification, genital anxieties, and love and work. Selected papers on technique and theory are read.

Transference and Countertransference in
Working with the Borderline Patient:
Rotating Case Seminar
(Eight Weeks)

Andrew Druck, Ph.D. / Bennett Roth, Ph.D. (alternating years)

Through the examination of segments of the treatment process presented by candidates, the patient's dynamics, psychic structure, and developmental issues are examined as they are revealed in the transference. Concurrently and as appropriate, the countertransference is explored in terms of the transference-countertransference dynamic as well as in its own right. Specific aspects of the literature are reviewed as they become relevant to the cases under discussion.

Transference and Countertransference in
Working with the Narcissistic Patient:
Rotating Case Seminar
(Eight Weeks)

Sheldon Bach, Ph.D. / Mary Libbey, Ph.D. (alternating years)

Case presentations by class members are used to examine subjective experiences, developmental issues, and technical difficulties in working with narcissistic patients. Readings on these issues are reviewed to illuminate the discussion.

Application of Classical Technique with the
"Non-Classical" Patient: Continuous Case Seminar
(Sixteen Weeks)

Mark Grunes, Ph.D. / Irving Steingart, Ph.D. (alternating years)

The focus of this seminar is the psychoanalytic treatment process with a patient who has difficulty utilizing the traditional psychoanalytic situation. The seminar deals with the application of the psychoanalytic method, classically conceived, for patients suffering from borderline pathology and severe narcissistic character disturbances. Those structural issues that produce instances of transference experience in which neither language nor action operates in a manner suited for a classically conceived psychoanalytic process (relationship) are considered. Either a single case or two cases will be followed throughout the seminar. In general, the effort is to illustrate variations in interventions while retaining the framework of the classical situation.

The Cultural Contexts of Psychoanalysis:
Healing Across Boundaries of Ethnicity and Race
(Eight Weeks)

Michael Moskowitz, Ph.D.

This course will begin with a brief overview of psychotherapy before Freud and the transformations undergone by psychoanalysis throughout history and culture. It will explore some of the forces that have led to current variations in psychoanalytic theory and practice and examine how particular forms of psychoanalysis have or have not taken root in different cultures throughout the world. The course will focus on the idea of *psychic healing* as understood across a variety of cultures, and will approach the diversity of clinical experience from this broadened conceptual frame. All of this will be explored in relationship to the candidates' case presentations. Some of the reading will be chosen based on the candidates' interests and experience.

BEYOND THE BASIC CURRICULUM

The Beyond the Basic Curriculum program offers a series of elective seminars to both advanced candidates (third year and beyond) and IPTAR members. Seminars vary from year to year and include: topics not covered in the basic curriculum, subjects candidates wish to pursue in greater depth, seminars that explore a particular area of interest or expertise of an IPTAR faculty or Society member, as well as courses that are required but may be taken out of sequence to meet the requirements for licensing as a psychoanalyst. To facilitate ongoing involvement in psychoanalytic learning, candidates are required, after completing their basic course requirements, to take one Beyond the Basic Curriculum seminar per year until graduation.

CLINICAL COMPONENTS

TRAINING ANALYSIS

The training analysis is central to psychoanalytic training and practice. By providing candidates with an experience of their own unconscious life, conflicts, and vulnerabilities, it has personal value and enables the development of self-awareness and self-knowledge, essential to empathizing with patients and working in the transference and counter-transference. A training analysis is a means of understanding the basis of psychoanalysis in ways not possible through course work or supervision alone, and it adds an essential personal, experiential dimension to the theoretical concepts and methodology of psychoanalysis.

Candidates are required to begin a four-times-per-week training analysis with an IPTAR Fellow as soon as they enter training. Candidates may choose any IPTAR Fellow as their analyst with the exception of anyone with whom they have had a supervisory relationship. IPTAR Fellows are listed in the IPTAR Bulletin, and the names of IPTAR members who became Fellows after publication of the bulletin are available from the Chair of Training Analysis. Requests for a moderate fee analysis should be addressed to the analyst with whom the candidate wishes to work. The Chair of Training Analysis is also available to assist candidates in this process.

Applicants for admission to the Institute who are already in an established, ongoing analysis with an analyst who, although not an IPTAR Fellow, is an IPA-recognized training analyst, may request that the Institute Board approve the analysis as a training analysis. This request should be made in writing to the Chair of Training Analysis when the candidate applies for admission. The Chair of Training Analysis will advise the candidate of the Institute Board's decision. In addition, any applicant who is in a psychoanalysis with an IPTAR member who is not a Fellow may also apply to have that analysis approved.

In preparation for beginning to do supervised analysis, candidates are required to be in their training analysis for at least two years before taking their Oral Readiness for Control Exam (see page 22). More central than this preparation, however, is the role the training analysis plays during the years of supervised analytic work. The supervised analyses the candidate conducts will deepen over time, and it is this journey into the deepest reaches of the patients' psyches that becomes the core experience of psychoanalytic training. This journey requires an openness to the same kind of self-exploration. This uniquely analytic training process is intense and consuming, and necessarily transforming. It stirs up emotions and conflicts on all levels of consciousness. Analysts must be available, in an ongoing and open-ended way, to explore the far reaches of their own mental lives in order to sort through the transferential, countertransferential, personally conflictual, and anxiety-producing experiences that the immersion in the psyches

of their patients entails. Again, this is not a conscious, intellectual process. It does not come from learning psychoanalytic technique in supervision alone. Deep conviction about the psychoanalytic process and method comes from the experience of simultaneously analyzing one's patients and being in psychoanalysis oneself.

Of course, individual needs vary. We leave the length of a candidate's analysis to be worked out privately between candidate and analyst. Our experience has been, however, that for most candidates, the journey to becoming a psychoanalyst proceeds most favorably when course work, control work, and personal analysis take place simultaneously and inform each other.

Once a year, candidates will receive a form requesting that they provide the dates and frequency of their analysis. Before the candidate's Oral Readiness for Control (RFC) Interview, the training analyst will be requested to confirm that the two-year prerequisite has been met. However, because the Institute respects the privacy of each candidate's analysis, no further information of any kind is ever requested from the training analyst.

The Chair of Training Analysis and the Dean of the Institute are available to discuss any questions that may arise regarding a candidate's training analysis.

SUPERVISED PSYCHOANALYSIS

Supervised psychoanalysis (the Control Process) at IPTAR consists of two complementary learning experiences: (1) the weekly supervision of the candidate's clinical work by an IPTAR Fellow, and (2) the Control Work Committee's review of the candidate's twice-yearly written descriptions of each case's developing analytic process. The primary emphasis of the weekly supervision is on the development of the candidate's clinical skills. The candidate learns to understand the patient's unconscious conflicts, communications, and organizing fantasies; the patient's patterns of defense and resistance; the evolving transference-countertransference matrix of the analytic process; and technical approaches to furthering the treatment. The primary emphasis of the written summaries to the Control Work Committee is on the development of candidates' capacity to conceptualize and communicate, in written form, how they understand their patients and how they work. The summaries are read by a Control Work Committee Reader who follows the case and provides the candidate with written feedback.

The candidate treats two analytic patients, each at a frequency of four times per week, under the supervision of an IPTAR Fellow. One case is supervised for a minimum of three years; a second case is supervised by a different supervising analyst for a minimum of two years.

Potential control cases must be approved for analyzability and appropriateness for training by both the supervisor and the Control Work Committee. It is desirable to select, particularly for the three-year case, a patient who shows oedipal structural organization; however, this is not a requirement. Rather, the candidate and the supervisor, after an adequate period of work, assess the particular patient's potential to engage in an analytic process in conjunction with the candidate's capacity to engage the patient. Following approval, the candidate meets with the supervising analyst once a week to discuss the development and unfolding of the case in detail and submits a clinical summary to the Control Work Committee every six months.

The training goal is for the candidate to have experience in the classical technique of psychoanalysis as well as with modifications in technique that are frequently necessary in the treatment of the more difficult, but analyzable, patient.

PROGRESSING THROUGH THE TRAINING PROCESS

Throughout the course of training, the candidate's advancement toward the independent practice of psychoanalysis is evaluated, and verbal and written feedback is provided. Upon admission, the candidate enters first-year classes and begins the training analysis.

Matriculation Interview: After completing the first year, the candidate has a Matriculation Interview with two members of the Institute Board. This interview reviews the candidate's experience of the first year of training. It explores the fit between the candidate and IPTAR, and it evaluates the candidate's readiness to progress with training. After being accepted for matriculation, the candidate moves on to the second year of coursework.

Readiness for Control Exam: At the end of the second year, the candidate is eligible to take the Readiness-For-Control Examination (RFC), which is given in two parts. The first part, the Written RFC, is a take-home examination designed to assess the candidate's integration of the theoretical and clinical material taught in the first two years. The second part, the Oral RFC, is an interview with three members of the Institute Board to determine the candidate's preparedness to begin analytic work. Upon successful completion of the Readiness-for-Control Examination, the candidate moves on to third-year classes and to conducting supervised psychoanalyses.

Control Work: With the beginning of Supervised Psychoanalysis (the Control Process), psychoanalytic training takes on new intensity and excitement. This step marks the integration of the candidate's academic course work, personal analysis, and supervised analytic work. Over the ensuing years, along with the supervised analytic cases, the candidate completes the third- and fourth-year

curriculum and then proceeds to take elective seminars in the Beyond the Basic Curriculum program. Weekly supervision and twice-yearly summaries to the Control Work Committee proceed on each analytic case until the training requirements are completed.

As the candidate approaches graduation, the process of writing up the three-year analytic control case—the final case report—is begun. The IPTAR Training Program offers an optional Final Case Presentation Seminar. In this seminar, each candidate is given an opportunity to distribute a draft of the final case report for group discussion. Discussion focuses on the conceptual organization and clarity of the candidate's report and the theoretical and technical questions stimulated by the case.

At any point after a case has been seen in supervision for three years, the candidate writes the final case report and presents it to a designated committee. This Clinical Case Presentation provides an opportunity for candidates to demonstrate, to a committee and to themselves, their ability to conceptualize their work with their major control case, to interact verbally about conceptual and clinical issues, and to have a collegial discussion with senior members of the IPTAR community.

After completing the Clinical Case Presentation and the training requirements for the second analytic case, the Institute Board considers the candidate for graduation. Attention is given to the evaluations provided over the years by control supervisors, case readers, and the case presentation committee, as well as the overall course of the candidate's development as an analyst.

Graduation Interview: After the candidate is approved for graduation, a Graduation Interview—an informal meeting with two members of the IPTAR Society—is held. This collegial exchange provides an opportunity for the candidate to offer feedback to the Institute about any aspect of the training experience and for the IPTAR members to welcome the candidate into the Society and describe its various membership benefits and opportunities. It thus serves as a coda to the candidate's training experience as the transition is made from IPTAR candidate to IPTAR member.

Graduates of the Institute receive a Certificate in Psychoanalysis. They become Associate Members of the IPTAR Society, eligible for Full Membership upon completion of a membership paper. All graduates of IPTAR's Adult Psychoanalysis Program automatically become members of the IPA with the title Fellow of the International Psychoanalytic Association (FIPA) and are entitled to use the designation FIPA in all professional representations. The FIPA credential was created in 2004 to enable North American IPA members to identify themselves as fully trained members of the IPA who meet the organization's rigorous international educational standards.

All graduates and members of IPTAR are also members of the Confederation of Independent Psychoanalytic Societies (CIPS).

RESOURCES OF THE IPTAR TRAINING PROGRAM

THE IPTAR CLINICAL CENTER

The IPTAR Clinical Center (ICC) is the clinical outreach component of IPTAR, providing psychoanalytically oriented services to the metropolitan area. All candidates have the opportunity to work at the ICC.

The ICC provides candidates with the following opportunities: (1) experience doing psychoanalytically-oriented psychotherapy; (2) fee for service; (3) supervision free of charge by IPTAR members; (4) in-service training seminars and educational workshops free of charge; and (5) potential psychoanalytic cases. See pages 45-46 for further information.

LIBRARY

IPTAR maintains a comprehensive psychoanalytic library at its West Side office. The library reading room is available to both candidates and members. It includes a wide selection of books and complete sets of the major psychoanalytic journals. A recent library addition is PEP WEB, which provides access 24 hours a day, seven days a week to the current version of the PEP Archive, a virtual psychoanalytic library containing over 40,000 articles from the major psychoanalytic journals and more than 50 books, including the Standard Edition of Freud's works.

For a modest annual fee, PEP WEB is available online to all members and candidates at their home or office.

SCHOLARSHIPS AND AWARDS

The IPTAR Members' Scholarship Fund was established so that IPTAR candidates who demonstrate financial need can apply for interest-free loans in order to pay their tuition. Further details are available from the Scholarships Chairperson.

ENRICO JONES DIVERSITY SCHOLARSHIP

Named in memory of Enrico Jones, internationally renowned psychoanalyst and psychotherapy researcher and the first African-American professor in psychology at Berkeley, these scholarships are designed to encourage people of African descent, along with others from groups under-represented in the psychoanalytic community, to enter psychoanalytic training at IPTAR. Each scholarship provides a stipend of \$2,000 to cover the full cost of the first year's tuition and may be renewed annually. For additional information call Richard Reichbart or Tania Guimaraes of the IPTAR Diversity Committee.

CANDIDATES' QUESTIONS ABOUT TRAINING

Candidates' questions and concerns about training can be taken to the Registrar, who is the candidate liaison to the Institute Board. The Registrar may be contacted throughout the year and will provide needed information or direct the candidate to the appropriate Board member. Additionally, the Dean of Training is always available to talk with candidates about issues of a more personal nature. Each incoming class also has an advisor who is a member of the Institute Board. This advisor meets regularly with the candidates to talk about their training experience.

IPTAR CANDIDATES' ORGANIZATION

IPTAR candidates have an active Candidates' Organization (CO). It is independent of the Institute structure, but has the full support of the Institute. The Candidates' Organization is the voice of the candidates at the Institute and a resource for candidates to learn and gain support from each other. The ICO nominates candidates to sit as representatives on the three IPTAR Boards. It channels candidates, who so wish, into many Institute and Society committees and functions. It also periodically organizes a variety of meetings for candidates—supervisory, didactic, and organizational, among others.

INTERNATIONAL PSYCHOANALYTIC STUDIES ORGANIZATION

IPTAR candidates are automatically enrolled as members in the International Psychoanalytic Studies Organization (IPSO) through CIPS, with membership dues funded by CIPS for the duration of their candidacy. IPSO, founded in 1973, is the international association for candidates in IPA training institutes. The organization is formally linked to the IPA through the IPA/IPSO committee, which is composed of representatives of the IPSO Executive Committee and members of the IPA board. IPSO offers its members the opportunity to communicate with candidates in analytic training around the world. Their bi-annual Congress is held in conjunction with the IPA Congress. IPSO publishes a scientific journal, organizes its own social and scientific events, and provides e-mail list-serves for candidates in English, French, Spanish, Portuguese, and Italian. The organization also hosts an exchange program where candidates can attend member institutes in a foreign country for one to two weeks. IPSO is a growing organization with new members from France, Germany, Eastern Europe, Russia, Australia, and Turkey. There are currently about 3,000 members. For information about IPSO, please log on to the IPSO website at www.ipso-candidates.org or the IPSO page on the CIPS website at www.cipsusa.org/pmembers/ipso.cfm.

ADMISSION AND REGISTRATION

IPTAR is an interdisciplinary Institute offering training to those in the mental health professions who have at least a Master's Degree in their field of professional training and are either licensed or enrolled in a program leading to licensure.

IPTAR is also committed to offering training to qualified individuals with backgrounds in the humanities, the social sciences, and the arts. These individuals must have at least a Master's Degree and should first apply to IPTAR's Respecialization Program (see page 38). IPTAR's adult psychoanalytic curriculum may lead to licensure in New York State as a Licensed Psychoanalyst for those not already licensed in a mental health field.

ADMISSIONS PROCESS

Applications for the full analytic program are welcome throughout the year. The admissions committee will consider those applications received by May 31st for the following fall class. Any submissions received after that date will be considered based upon available space remaining. All applicants will be notified of their status by the committee chair by July 31st.

An application for admission can be found in the centerfold of this bulletin and on our website, www.iptar.org, or obtained from the IPTAR Office Manager (212-427-7070). Upon receipt of all materials, the Admissions Chairperson contacts the applicant to arrange for two interviews. The applicant is notified about the committee's decision after review of the applicant's material is completed.

Applicants with prior training at an analytic institute may be considered for advanced placement. Requests should be made in writing to the Admissions Chairperson.

TUITION AND FEES

IPTAR has traditionally operated on a quarterly academic schedule, offering two eight-week courses each quarter. Some advanced seminars run for twelve and sixteen weeks. A third track has been added in the first and second years, focusing specifically on clinical issues. The full year's tuition for the first two years is \$3,000 and \$2,000 for the third and fourth years. Elective courses in the *Beyond the Basic Curriculum* program are \$125 per eight-week seminar and are paid separately from the standard tuition and fees. Standard tuition is payable in two installments, half in May and the remainder in November. There is a Library Fee of \$50 per year for all candidates, payable in

May. Late payment of tuition is subject to a \$50 late fee. Candidates who have an unpaid balance for a past semester's classes, must pay that past due balance before being able to register for classes going forward. Candidates who are not able to meet their tuition obligations for a current semester must work out a payment plan with the registrar in order to take classes for that semester.

REGISTRATION

Newly admitted candidates attend an orientation meeting during the first week of September at which time they register for first-year classes.

After that, in the spring of each year, candidates are mailed an academic calendar and a schedule of classes and instructors for the upcoming year. Registration takes place through the mail in May. At that time, candidates select courses for the following year and pay the first tuition installment.

Courses are taken in sequence. Almost all classes meet on Wednesdays, from 6:30–8:00 p.m. and from 8:30–10:00 p.m. The Clinical Seminar in the first and second years meets on Mondays from 7:30 PM to 9:00 PM. Classes meet at the office of the instructor or at the IPTAR West Center.

LEAVE OF ABSENCE

Candidates who have not finished their course work but who do not want to take classes must apply to take a leave of absence (LOA) from the training program. Request for a leave of absence must be made in writing to the Registrar along with payment of a \$100 fee in order to maintain status as an active matriculating candidate in the training program. The due dates for such requests and payments are the same as those for registration for classes. A LOA status is granted for one year. Candidates who wish to continue on LOA for an additional academic year must confer with the Institute Dean and then make this known in writing to the registrar at the time of registration.

CANDIDATES WHO HAVE FINISHED COURSEWORK

Candidates who entered the program after 1996 and who have finished their course work must take one Beyond the Basic Curriculum (BBC) class and pay a \$50 library fee each year in order to maintain status as an active matriculating candidate in the training program. If, due to a special circumstance, a candidate is not able to take a BBC class, the candidate may request permission from the Institute Dean to be exempted from taking a BBC class for one year. In such cases, the candidate will be required to take two BBC classes the following year.

Candidates who entered the program prior to 1996 and who have finished their course work pay a \$100 fee each year in order to maintain status as an active matriculating candidate in the training program. If such a candidate wishes to take a BBC course during the year, the \$100 fee to maintain matriculation will be waived.

Only active matriculating candidates in the training program who have paid all past due tuition and fees are allowed to apply to schedule their clinical case presentation for graduation.

SCHOLARSHIP LOAN POLICIES

Candidates enrolled in classes who are in need of financial assistance can apply for IPTAR scholarship loans. These are for tuition only and are awarded on the basis of financial need, to be determined by a confidential financial statement submitted to the Scholarships Chairperson. These loans can be awarded to any one candidate for a maximum of four semesters. Loans are expected to be repaid as soon as possible, but no later than five years post-graduation from IPTAR. Candidates who have borrowed money from the Scholarship Fund who then withdraw from IPTAR must immediately notify the Chairperson in order to work out a re-payment plan.



SECTION II

PSYCHOANALYTICALLY INFORMED SPECIALTY PROGRAMS

THE CHILD AND ADOLESCENT PSYCHOTHERAPY TRAINING PROGRAM [CAP]

Rena Matison Greenblatt, Ph.D., Director

IPTAR offers an innovative three-year program in child and adolescent psychotherapy. The curriculum embodies a contemporary psychoanalytic perspective, complementary to IPTAR's Adult Psychoanalytic Training Program. The program is committed to integrating the rapidly growing advances in infant and child research, developmental theory, and psychotherapy technique.

THE CURRICULUM

In addition to studying the traditional child psychoanalytic literature on theory and technique and attempting to integrate theory and practice, the curriculum includes the work of contemporary Freudians and the British child analysts, including the modern Kleinians and Independents. Object relations and attachment theories provide different perspectives on how the child's mind and the parent's mind work in relation to each other. An important principle of the program is that all theoretical learning be organized around clinical work, which starts in the first year of course work and continues throughout training.

Classes meet on Mondays, from 6:30-10:00 p.m. at the instructor's office or at the IPTAR West Center. From 6:30-8:00 p.m., candidates attend classes including: child and family assessment, theory and technique as they relate to the candidates' case material and readings, and child development from infancy through adolescence. From 8:30-10:00 p.m., candidates attend a case seminar in which cases are presented and followed throughout the semester.

The first-year courses cover comparative theories of assessment and diagnosis and beginning work with the child and family. Later in the year, the ways in which children think, symbolize, communicate, and play, as well as the different techniques of child treatment are considered.

In the second year, growing confidence in assessment and evaluation allows for greater understanding of the spectrum of childhood and adolescent disorders. Work with children and adolescents who have neurotic, narcissistic,

borderline, and psychotic disorders is examined separately. The interplay between these syndromes and developmental and learning problems is more fully explored. Clinical case presentations, with the focus on the inner world of the child as revealed through play, fantasy, and dreams, offer the opportunity to examine technique in greater depth.

The third year allows the candidate to experience, through the presentation of ongoing case material, the unfolding and deepening of the therapeutic process. The opportunity to see the child and adolescent in a long-term treatment allows for greater understanding of the kinds of defenses and the modes of regression that children use. It also allows for personal experience of transference, countertransference, and enactment in the treatment of children. The role of the parents in a child's treatment is further explored, along with techniques of parent work.

Special seminars and workshops are offered on such topics as neuropsychology, learning disorders, psychopharmacology, divorce, adoption, deprivation and abuse, infant research, parent-infant treatment, loss, mourning, and termination.

VISITING FACULTY LECTURE/PRESENTATION SERIES

Each semester, one visiting faculty member presents his/her work to candidates and faculty providing a special opportunity to learn in greater depth from leaders in the field of child therapy and research.

SUPERVISION

Candidates are required to have two cases in supervision, each for a minimum of two years, and each with a different supervisor. One case will be seen twice a week or more, and the second case seen a minimum of once a week. These two cases will represent different age groups. Cases may come from the candidate's own practice, from the IPTAR Clinical Center, or from the On-Site School Program.

ON-SITE SCHOOL PROGRAM

As part of the On-Site School Program, candidates have an opportunity to provide therapy, run groups, and work with parents with group and individual supervision at several schools in a number of school programs. This experience may be used to meet training case requirements.

RESEARCH

All candidates have the opportunity to participate in a new research study conducted by the IPTAR Clinical Center On-Site School Program.

ADMISSION REQUIREMENTS

Applicants should have at least a Master's Degree and licensure in any mental health area, or be enrolled in a degree program that will grant them a mental health license. As IPTAR is an interdisciplinary Institute, individuals who have graduate degrees in other fields and who have relevant experience working with children may be considered if they pursue graduate work in a mental health program leading to a New York State license concurrently with their IPTAR course work.

PERSONAL PSYCHOTHERAPY AND PSYCHOANALYSIS

Personal psychoanalytic psychotherapy or psychoanalysis is essential for a full understanding of the therapeutic process. Candidates are expected to be in intensive psychoanalytic psychotherapy or psychoanalysis while participating in the program. Previously completed treatment may be acceptable at the discretion of the Committee.

ADMISSION PROCEDURES

Those interested should request an application from the IPTAR West office (212-427-7070). Upon receipt of all materials and a processing fee of \$50, the Admissions Chairperson will contact the applicant to arrange for two interviews with members of the Admissions Committee. Graduates of or candidates in IPTAR's Adult Psychoanalytic Training Program will have one admission interview. The applicant will be notified of the Committee's decision.

TUITION AND FEES

Tuition is \$2,000 a year, payable in two installments, plus a \$50 annual library fee. Supervision fees are \$65 for training cases only. Candidates who see child cases in the ICC that are not training cases receive free supervision.

FACULTY AND SUPERVISORS

Delia Battin, L.C.S.W.	Rena Matison Greenblatt, Ph.D.
Margaret Beaudoin, Ph.D.	Laura Kleinerman, M.S.
Phyllis Beren, Ph.D.	Kathy Krauthamer, Ph.D.
Susan S. Berger, Psy.D.	Judith Lobel, Ph.D.
Bettina Buschel, D.A.T.	Sally Moskowitz, Ph.D.
Barbara Wolf Dorlester, Ph.D.	Kate Oram, Ph.D.
Marion Gedney, Ph.D.	Corliss Parker, Ph.D.
Ranny Goldfarb, L.C.S.W.	Miriam Pierce, L.C.S.W.
Roslyn Goldner, L.C.S.W.	Karen Proner, M.S.
Carole Grand, Ph.D.	Richard Reichbart, Ph.D.

Marilyn Rifkin, L.C.S.W.
Sharon Rothenberg, Ph.D.
Maribeth Rourke, L.C.S.W.
Lynne Rubin, Ph.D.
Madelon Sann L.C.S.W.
Esther Savitz, L.C.S.W.
Debra Schnall, L.C.S.W.

Susannah Falk Shopsin, L.C.S.W.
Phyllis Sloate, Ph.D.
Donna Roth Smith, L.C.S.W.
Irving Steingart, Ph.D.
Aaron Thaler, Ph.D.
Mary Tirolo, L.C.S.W.
Leni Winn, L.C.S.W.

VISITING FACULTY

Anne Alvarez, Ph.D.
Beatrice Beebe, Ph.D.
Anni Bergman, Ph.D.
Aaron Esman, M.D.
Elizabeth Cutter Everet, L.C.S.W.
Peter Fonagy, Ph.D.
Allan Frosch, Ph.D.
Alexandra Harrison, M.D.
Ted Jacobs, M.D.
Trudy Klauber, M.A.
Kerstin Kupfermann, M.A., DES

Linda Mayes, M.D.
Christine Anzieu Premmereur, M.D., Ph.D.
Carla Rentrop, Ph.D.
Arietta Slade, Ph.D.
Miriam Steele, Ph.D.
Howard Steele, Ph.D.
Mary Target, Ph.D.
Kirkland Vaughns, Ph.D.
Biddy Youell, M.A.



THE ANNI BERGMAN PARENT-INFANT TRAINING PROGRAM

Anni Bergman, Ph.D., Director
Sally Moskowitz, Ph.D. and Rita Reiswig, M.S., Co-Directors

The Anni Bergman Parent-Infant Training Program began in 1997 at the New York Freudian Society (NYFS) and in 2006 came under joint sponsorship of NYFS and IPTAR. The program is unique in offering intensive training in parent-infant work to psychoanalysts and advanced psychoanalytic candidates. Applicants with particular interest and experience in research are also considered.

The three-year training program includes infant observation, the study of the literature on infancy, infant research, dyadic treatment of infants and their parents, and the application of this knowledge to clinical work with children and adults. A three-hour seminar led by program faculty is held weekly.

The full program is offered in three-year cycles, with a new cycle beginning in September 2009.

YEAR ONE: INFANT OBSERVATION

The first year is devoted to infant observation, which establishes the foundation for later theoretical understanding and clinical work. The close observation of a parent-infant couple forms a strong basis for further psychoanalytic exploration of the earliest relationship. It also provides a unique pathway towards gaining a deeper understanding of the power and intimacy of the analytic situation, as well as helping attune us to the nuances and complexities of nonverbal communication.

Each program participant finds a parent-infant pair to observe and makes weekly visits to the home for at least one year. Detailed process notes of the observation are written and presented at the weekly seminar conducted by the program faculty.

YEAR TWO: PSYCHOANALYTIC THEORY AND RESEARCH ON INFANT DEVELOPMENT

The second-year curriculum begins with the study of recent research in infant neurobiology focusing on the infant-parent dyad as a biologic entity. The curriculum then moves to psychoanalytic theories of infancy and the parent-infant relationship, including the foundational work of Freud, Klein, Winnicott, Mahler, Bowlby, and Bion, and the contemporary work of psychoanalytic theorists and researchers such as Beebe, Brazelton, Fonagy, Greenspan, Hofer, Sander, Shore, Steele, Stern, Tronick, and Trevarthan. Topics include: affect regulation, communication, assessment, attachment theory, separation-individuation theory, and the development of the self. In addition to the program faculty, numerous infant experts from the United States and Europe teach and present their current thinking and research. Program participants also study the literature through an extensive bibliography.

YEAR THREE: CLINICAL APPLICATION

In the third year, program participants concentrate on clinical applications of infant observation and developmental theory and examine psychoanalytically oriented approaches to parent-infant therapy. Their clinical experiences vary according to their particular interests ranging from private practice based dyadic treatment to work in community-based programs for at-risk mothers and babies. As in the first year, ongoing presentations and discussions of clinical work are an essential part of learning. For graduation, students write a paper that integrates aspects of their three-year training and focuses on their clinical work.

ADMISSION AND TUITION

Applicants must be psychoanalysts or advanced psychoanalytic candidates. Those with particular interest and experience in research are also considered for admission. Tuition is \$2400 per year.

For further information, contact Dr. Sally Moskowitz at (212) 255-1983, sallymrose@aol.com or Rita Reiswig at (212) 875-9442, ritar@lycos.com.

FACULTY AND ADMINISTRATION

Anni Bergman	<i>Director</i>
Sally Moskowitz	<i>Co-Director</i>
Rita Reiswig	<i>Co-Director</i>
Hannah Nadler	<i>Admissions and Advising</i>
Beatrice Beebe	<i>Consultant</i>
Miriam Steele	<i>Consultant</i>

PROGRAM FACULTY

Phyllis Ackman	Rita Reiswig
Beatrice Beebe	Donna Roth-Smith
Anni Bergman	Debra Schnall
Steven Ellman	K.Mark Sossin
Ilene Lefcourt	Miriam Steele
Sally Moskowitz	Arnold Wilson
Hannah Nadler	Nancy Wolf
Miriam Pierce	

VISITING LECTURERS

T. Berry Brazelton	Catherine Monk
Inge Bretherton	Jack Novick
Karl Brisch	Kerry Kelly Novick
Virginia Demos	Harry Schair
George Downing	Daniel Schecter
Lauren Ellman	Stephen Seligman
Peter Fonagy	Joshua Sparrow
Daniel Freeman	Daniel Stern
Nancy Freeman	Victoria Stevens
Gyordy Gergely	Mary Target
Myron Hofer	Edward Tronick
Nazir Ilahi	Michele Zaccario
Karlen Lyons-Ruth	



THE IPTAR PRE-PSYCHOANALYTIC TRAINING PROGRAM (INTERN-EXTERNSHIP)

*Carolyn Feigelson, Ph.D.; Norbert Freedman, Ph.D.;
and Judith Lasky, Ph.D., Coordinators*

The IPTAR program of clinical training is unique in the field of available internship and externship opportunities. A small number of students enrolled in doctoral psychology or social work programs have an opportunity to become intimately acquainted with psychoanalytic concepts and how they are implemented in practice. The program involves a half-time commitment for one year in the externship program and for two years in the internship program.

Whereas the clinical commitments may be satisfied throughout the week, it is during the 11:30 a.m. to 4:00 p.m. Thursday meetings at the IPTAR West office that students are immersed in the three themes that give the internship/externship its unique flavor: a theoretical seminar on current concepts and controversies, a rotating clinical seminar on psychoanalytically informed treatment process and diagnosis, and a seminar on empirical research evaluating outcome and process in analytic treatment.

THE SEMINAR ON CURRENT CONCEPTS AND CONTROVERSIES

This seminar, the centerpiece of the program, offers students a detailed view of where psychoanalytic thinking, concerns, and practice finds itself today. This examination of critical issues is presented by some of the leading voices in the field.

CLINICAL EXPERIENCE

Each student treats an adult patient at the IPTAR Clinical Center (ICC) under the supervision of an IPTAR psychoanalyst. In addition, there are opportunities to treat adolescent or child patients through the ICC On-Site School Program. While the didactic program is time-limited, students must be prepared to continue treatment of their patients until a natural conclusion is reached. This is an ethical commitment we make to patients. Participation in the intake process offers another important training opportunity.

CLINICAL SEMINAR

At weekly meetings led by senior IPTAR analysts, students present the ongoing process of their treatment cases. The focus here is on optimal ther-

apeutic technique. It is here that the understanding of clinical process based upon knowledge derived from the seminar on concepts described above links up with live clinical discussions.

TRAINING IN PSYCHOANALYTIC RESEARCH

The IPTAR Program of Research in Psychoanalysis has a longstanding commitment to the empirical and qualitative study of psychoanalytic treatment process and outcome. There are currently four areas of inquiry: (1) a study of the effectiveness of psychoanalytic psychotherapy; (2) an archival investigation of psychotherapy remembered after its termination; (3) a study of recorded psychoanalyses, which aims at defining the properties of an optimal treatment process; and (4) the study of a patient who suffered severe trauma and participated in a recorded psychotherapy. Students carry out a research project and, if appropriate, are given the chance to extend the study as part of a doctoral dissertation. The research is framed by issues in contemporary psychoanalytic thought. The ideas that reflect the commitment of our research faculty find expression in a public lecture series entitled The Annual Program of the Investigative Section. (See pages 50-52 for additional information.)

ADMISSION

Students who wish to be considered for the Pre-Psychoanalytic Training Program (Intern-Externship) are asked to prepare a brief statement describing their graduate work completed thus far, both academically and clinically. Of great interest is familiarity with or interest in the issues that are considered relevant to the nature of the program. A list of references, including professors with whom students are currently working and two personal contacts, is requested.

*To discuss the program further or to apply, contact:
Carolyn Feigelson, (212) 737-4322, cbfeigelson@gmail.com;
Norbert Freedman, (212) 662-9066, norbert.ewf@verizon.net; or
Judith Lasky, (212) 595-4352, jflasky@nyc.rr.com, Coordinators.*



THE RESPECIALIZATION PROGRAM

Alan Bass, Ph.D., Director

IPTAR's Respecialization Program is a pre-psychoanalytic training sequence designed for two groups of candidates:

1. Applicants pursuing or having completed graduate degrees in social work, psychology, nursing, or psychiatry, or any allied mental health program who are interested in learning more about psychoanalytic theory and practice.
2. Applicants from all academic and professional fields, including the humanities, social sciences, education, law, medicine, and the arts who are interested in respecializing in psychoanalysis.

Applicants with mental health clinical experience can potentially complete the program in one year; all applicants with no previous clinical experience will follow a two-year sequence. All applicants must have at least a Master's Degree in their field.

COURSEWORK

The Respecialization Program follows the regular IPTAR course calendar for starting and ending dates and vacations. Fees per course are the same as all other IPTAR courses.

The course sequence for the first year of the program is: Introduction to Psychopathology and Diagnosis I (eight weeks); Introduction to Psychopathology and Diagnosis II (eight weeks); Introduction to Psychoanalytic Psychotherapy (eight weeks); Introduction to the Treatment of the More Disturbed Patient (eight weeks). Concurrently, there are two sixteen-week Clinical Seminars.

The course sequence for the second year of the program is: Introduction to Classical Technique (sixteen weeks); Introduction to Development I (eight weeks); Introduction to Development II (eight weeks); and two concurrent sixteen-week Clinical Seminars. In addition, second-year students will participate in an eight-session course on Psychosis, which includes an on-site hospital component.

CLINICAL EXPERIENCE

Candidates with no previous clinical experience are required to participate in an introductory externship under the guidance of the IPTAR Clinical Center (ICC).

There are two options. One is the "Friendly Visitors" program at the Hebrew Home for the Aged in Riverdale. Candidates will have to make one trip per week to the Hebrew Home, where they will be assigned one or two residents to work with. The purposes of this externship are to introduce the candidate to the mental health professional's role, to begin to learn how to form and to end a helping professional relationship, to learn interviewing skills, and to learn how to listen and how to respond. There is on-site orientation and guidance for this work. In addition, candidates will be assigned an individual supervisor with whom they will meet once a week to begin to learn how to think about their work psychoanalytically. There is no fee for this supervision.

The second option is in the On-Site School Program. The IPTAR Clinical Center is affiliated with a high school for "at risk" adolescents, two elementary schools, and a Head Start program. Respecialization candidates may co-lead groups and provide individual counseling to children, adolescents, parents, or staff when appropriate. Individual supervision and on-site group supervision are provided free of charge.

Candidates' work at the Hebrew Home and in the On-Site School Program will also be discussed in the Clinical Seminars. Candidates are required to participate in either option for the full academic year.

Candidates with mental health clinical experience can immediately begin doing individual psychotherapy at a placement provided by the Respecialization Program. All second-year Respecialization students are required to participate in this psychotherapy placement. Again, supervision is provided free of charge. Upon acceptance into either the Adult Psychoanalytic Training Program or the Child and Adolescent Psychotherapy Training Program, respecialization candidates may be permitted to begin clinical work at the ICC.

EVALUATION OF PROGRESS

All instructors and supervisors evaluate candidates' work. In addition, the faculty meets in January to evaluate overall progress and to assess any problems that may have arisen. Should such problems need discussion, the candidate will be contacted by the Director for an individual meeting. Candidates are free to contact the Director at any time to discuss any issues concerning the program.

PERSONAL PSYCHOTHERAPY

Because Respecialization candidates are not yet in full analytic training, there is no training analysis requirement in the program. However, all candidates

are required to be in their own psychotherapy at the frequency they choose. Candidates who come to the program already in their own treatment may stay in that treatment. Candidates not already in treatment must begin with a therapist of their choice. Candidates who are considering applying to the full psychoanalytic training program at IPTAR should be advised that this program requires analysis with an IPTAR Fellow (training analyst).

WURZWEILER SCHOOL OF SOCIAL WORK OF YESHIVA UNIVERSITY

The Respecialization Program has established an affiliation with the Wurzweiler School of Social Work. Candidates who pursue the M.S.W. degree at Wurzweiler can receive elective credit for their work in the Respecialization Program. They can also co-ordinate their field work supervision with IPTAR analysts who are certified social workers in order to begin thinking about their work psychoanalytically while in social work school. For more details, interested candidates should consult the Director and the Wurzweiler Coordinator of the Respecialization Program.

APPLICATION AND ADMISSION

Applicants must complete the regular IPTAR application form, indicating that they are applying for Respecialization. The application also requires two letters of recommendation and submission of transcripts for undergraduate and graduate training. When the application is complete, the Director will arrange for two admissions interviews. At the Director's discretion, a third interview may be required.

Respecialization candidates are welcome to apply to the full psychoanalytic training program upon completion of the program. They are not required to resubmit transcripts and letters of recommendation. The IPTAR Admissions Committee will review the candidate's course and supervisory evaluations and will arrange two admissions interviews. For candidates with previous clinical experience who apply to IPTAR after one year, the Admissions Committee reserves the right to require the second year of Respecialization if it finds that the candidate is not at the level expected of first year IPTAR candidates. Admission to the Respecialization Program does not guarantee admission into the full training program.

*For further information contact Dr. Alan Bass, Director at (212) 316-6566.
For an application contact the IPTAR West office at (212) 427-7070.*

SOCIO-ANALYTIC TRAINING PROGRAM IN ORGANIZATIONAL CONSULTATION AND EXECUTIVE COACHING

*Laurence J. Gould, Ph.D., Director
Michael Moskowitz, Ph.D. Associate Director*

The Socio-Analytic Training Program in Organizational Consultation and Executive Coaching provides opportunities to learn how psychoanalytic concepts and methods can be applied to work-based consultation with individuals, groups, and organizations.

The field of socio-psychoanalysis, as its name implies, presupposes a crucial relationship between social systems concepts and psychoanalytic concepts. The psychoanalytic perspective provides an understanding of how non-rational processes, covert conflicts, and underlying anxieties can affect how organizations at all levels, from the individual to the total system, function. The particular, but not exclusive, socio-analytic perspective on which the program is based evolves from the psychoanalytic and open systems concepts of organizational life developed at the Tavistock Institute of Human Relations in London.

The Program is specifically designed for psychoanalysts (including candidates) and psychoanalytically-oriented clinicians who have little or no consultation experience but are interested in adding organizational consultation and executive coaching to their professional practices, as well as for those already working in this field who would like to continue to develop their skills.

THE CURRICULUM

Some of the topics covered in the core curriculum are:

- Selected psychoanalytic concepts and their application to work groups and organizations
- Contemporary theories of organization, management practices and open systems
- Unconscious group and organizational processes
- Executive coaching
- Organizational assessment and diagnosis
- The consultative role and strategies of intervention
- Leadership and leadership transition

-
- The management of change and organizational transformation
 - Organizational design and structure
 - Strategic planning

PROGRAM STRUCTURE

The Program is comprised of three linked sets of activities:

1. The Core Study Group (An Introduction to Socio-Analysis) meets for one term. It provides an overview of the history, background, and practice of the major theories and concepts of socio-analysis. The core study group is a prerequisite for further training, but may be taken independently by those who have an interest in the field.

2. Organizational Consultation Practicum: Following the completion of the core study group, participants, working individually and in pairs or trios, undertake supervised executive coaching and organizational consultation projects with client organizations. The practicum meets for one year.

3. One-Day Workshops: Three to four required one-day workshops are held each year. The general purpose of these workshops is to present cases together with the methodology and strategies utilized in connection with the consultation. They may also focus on theory and practice in a particular subject area, such as working with family businesses.

FACULTY

Laurence J. Gould, Ph.D., Program Director, is the principal instructor of the Core Study Group. Michael Moskowitz, Ph.D., is Associate Director and Co-ordinator of the Socio-Analytic Workshop Series. Additional Faculty are a group of senior IPTAR members and other senior practitioners. In addition, there is a group of Associate Faculty who are major contributors in the field of socio-analysis. Their roles are to provide guest lectures, present cases, conduct group supervision, and lead workshops.

CALENDAR

- The first term starts in September, 2008 and ends in December, 2009. Sessions are held every other Wednesday from 11:30 a.m.--1:00 p.m. (dates TBD).
- The second term begins in February, 2009; sessions are held every other Wednesday from 11:30 a.m.--1:00 p.m. (dates TBD).
- The third term begins in September, 2009; sessions are held every other Wednesday from 11:30 a.m.--1:00 p.m. (dates TBD).

TUITION AND FEES

The fee for the first term is \$600 plus a copying fee of \$35. (NOTE: The first term course only is available to IPTAR members through the BBC, at BBC fees. For terms two and three the fees listed below are applicable for all participants.) The costs per term - for terms 2 and 3 - are as follows:

1. Tuition - \$1,000
2. Copying - \$35
3. Supervision - Approximately \$400 (see below)

Tuition covers all aspects of the Program including four team supervisory sessions. It does not include reading materials (approximately \$35 per semester), the cost of attending a group relations workshop (required), or additional supervision, if desired.

For further information and an application, contact:

Laurence J. Gould, Ph.D.
(212) 874-3612
(212) 496-4170 (fax)
largould@aol.com



SECTION III

THE IPTAR CLINICAL CENTER (ICC)

Board of Administrators 2008-2010

Director	Kathleen Bar-Tur, L.C.S.W.
Associate Director	Sandra Borden, L.C.S.W.
Administration	
Secretary	T.B.D.
Treasurer	Ferne Traeger, L.C.S.W.
Administrator	Sandra Borden, L.C.S.W.
Intake Coordinator	Richard Grose, Ph.D.
Clinical Coordinators	
Adult Division	Shirley Luban, L.C.S.W. Marilyn Rifkin, L.C.S.W.
Child and Adolescent Division	Susan S. Berger, Psy.D. Laura Kleinerman, M.S.
Coordinators of Supervision	
Adult Division	Gail Bragg, L.C.S.W.
Child and Adolescent Division	Laura Kleinerman, M.S.
Committee Chairpersons	
Chair, In-service	Eva Atsalis, L.M.S.W.
Chair, Outreach	Kathleen Bar-Tur, L.C.S.W.
Chair, Ethics	Robert Wood, J.D.
Liaison, Candidates Organization	T.B.D.
Liaison, IPTAR Research Committee	Rhonda Ward, L.C.S.W.
Liaison, IPTAR Society	Phyllis Hopkins, Ph.D.
Liaison, IPTAR Training Institute	Phyllis Hopkins, Ph.D.
On-Site School Program	
Directors	Elizabeth Cutter Evert, LCSW. Carla Bauer Rentrop, Ph.D.
Site Supervisors	Susan S. Berger, Psy.D. Bettina Buschel, DA, ATR-BC Lois Wolf, Ph.D.

THE IPTAR CLINICAL CENTER

The IPTAR Clinical Center (ICC) was established in 1993 to meet community need for ongoing, high quality, mental health services, unavailable to a substantial segment of the population. The ICC is a not-for-profit community-oriented clinic, dedicated to providing low-cost psychoanalytic psychotherapy and psychoanalysis to adults, adolescents, and children in the metropolitan area. Among the clinical services the ICC offers are: psychoanalytic psychotherapy, psycho-diagnostic assessment and psychiatric consultation, and medication when necessary. The ICC's mission is to maintain the treatment of each patient until its natural completion, regardless of changes in the economic circumstances of the patient. ICC policy is governed by a Board of Directors and committees comprised of members and candidates.

If you would like to receive a referral for psychoanalysis or psychotherapy for adults, children/adolescents, couples, or families, you can reach the ICC at (212) 410-0821.

DESCRIPTION OF ICC PROGRAMS

Under the auspices of the ICC, candidates and members have the opportunity to work with patients in psychoanalytically oriented psychotherapy either in their own offices or at the IPTAR Center. In addition, ICC therapists provide clinical services to selected public schools, screen prospective ICC patients (intakes), and attend in-service training seminars on relevant clinical issues. ICC therapists receive a fee for their work in addition to free supervision from IPTAR members.

The ICC provides clinical opportunities to many other IPTAR training programs, including the Adult Psychoanalytic Training Program, the Child and Adolescent Psychotherapy Training Program, the Pre-Psychoanalytic Training Program (Intern-Externship), the Respecialization Program, and the Socio-Analytic Training Program in Organizational Consultation and Executive Coaching.

The ICC is committed to bringing psychoanalysis into the community through several community outreach programs.

On-Site School Program: The ICC On-Site School Program offers clinical services to five schools in the metropolitan area. These include two high schools for at-risk adolescents, two elementary schools, and a Head Start program. In these settings, candidates in several different programs work together running groups, providing individual counseling, and working with other professionals and parents. Candidates also have an opportunity to participate in a new research study being conducted by the ICC On-Site School Program.

“Friendly Visitors” Program: An opportunity to work with the elderly is available to candidates through the "Friendly Visitors" program at the Hebrew Home for the Aged. There is ongoing group and individual supervision.

Asylum-Seekers Treatment Program: In 2007, the ICC established the Asylum-Seekers Treatment Program, which offers pro bono individual psychotherapy to people seeking political asylum in the United States. Those seeking asylum must prove that they have been tortured or abused in their native country and/or are under the threat of being tortured or abused should they return to the country of origin. The legal process of obtaining asylum is a long and arduous one, which frequently results in retraumatizing or further traumatizing the asylum seeker. The patients treated by this program have very limited financial resources and suffer from the *sequelae* of severe psychological abuse.

Ongoing research on the effectiveness of the treatment offered at the ICC is an integral part of our program, and the ICC co-operates and offers support to several ongoing research projects, including a study of children and adolescents seen at the ICC to determine the effects of treatment on their lives and functioning.

Therapists are eligible to attend workshops and seminars sponsored by the ICC. All IPTAR candidates and members may become ICC therapists. Upon graduation, candidates have the option to see their patients in their private practices or to continue at the ICC.



THE IPTAR MEMBERSHIP SOCIETY

The IPTAR Society is a home for the community of IPTAR analysts. It offers opportunities for the continual reworking of our psychoanalytic identity through dialogue and reflection, in a dialectic between innovation and tradition.

Our ongoing psychoanalytic exploration is enhanced by a series of structured programs, scientific meetings, workshops, study groups, research activities, and publications. These are addressed to the IPTAR membership, to interested analysts and analysts-in-training, and to the larger mental health community.

BECOMING AN IPTAR MEMBER

(Membership Chair, Florence Williams, M.A.)

Membership in the IPTAR Society is granted to psychoanalysts who are graduates of IPTAR or of other recognized IPA-approved psychoanalytic institutes. All Members of IPTAR are also members of the International Psychoanalytical Association and may use the designation FIPA (Fellow of the International Psychoanalytical Association).

The Membership Chairperson processes applications for membership. Those seeking membership who are not IPTAR graduates are asked to submit a detailed curriculum vitae, evidence of an acceptable personal psychoanalysis (training analysis), and the record of psychoanalytic training including affirmation of acceptable supervised (control) analyses. In addition, two personal interviews are held with members of the IPTAR Society. In some cases, the Society Board may ask the applicant to present a psychoanalytic treatment case before a committee. Upon satisfactory completion of the application process, membership is determined by a vote of the Society Board. An affirmative vote grants Associate Membership.

Membership in the IPTAR Society evolves through three levels, reflecting stages of increasing familiarity with and participation in the IPTAR community. Opportunities for progression proceed from an initial involvement in the work of committees, through deepening understanding of one another's clinical and theoretical work via study groups, psychoanalytic meetings, and workshops, to participation on the boards of the Clinical Center, Institute, and Society.

Membership begins at the Associate level and remains at this level for at least one year. There are a number of avenues available to become a Full Member of the Society. One is for Associate Members to prepare a paper on a topic of particular interest to them reflecting their theoretical and clinical thinking on

this subject. This paper is first submitted to the Membership Committee and then presented in a collegial atmosphere to the Membership Society. This presentation offers an opportunity for the Membership Society to become acquainted with the thinking of the presenter. Another means of applying to become a Full Member is open to Associate Members who are scheduled to present a paper at an IPTAR meeting, conference, or workshop or at the In The Spotlight Series. In this case, the presenter would notify the Membership Committee prior to the scheduled meeting, requesting that the presentation be considered to qualify as the membership paper, and submit the paper to the Committee for its approval. Upon a vote by the Board of Directors of the Society, Full Membership may then be granted.

Fellowship is the highest level that members of the Society can attain. Application for fellowship may be made by any full member five years after graduation from IPTAR or five years after admission to IPTAR from another institute. Fellowship reflects the Society's confidence in the professional, personal, and leadership qualities of the persons so designated. Fellows are responsible for conducting the training and control analyses of the candidates, as well as for the administration of the major functions of the Society. These opportunities are viewed as both benefits and responsibilities and, as such, they not only facilitate the professional growth and development of the member, but assure the continuity and stability of the Society as well.

Information concerning membership as well as guidelines toward the award of Fellowship can be obtained from the Membership or Fellowship Chairperson.

THE SOCIETY ACTIVITIES

PROGRAM OF PSYCHOANALYTIC MEETINGS

Open to the Analytic Community

(Chair, Janice Lieberman, Ph.D.)

IPTAR presents a program of open psychoanalytic meetings each year and a full two-day conference. The themes that are selected for these presentations reflect currently vital psychoanalytic concerns and reveal both a commitment to classical psychoanalytic thought as well as a desire to hear new and challenging ideas from many different points of view. Programs are prepared by the Psychoanalytic Program Committee under the direction of the Chair of the Program Committee and the Coordinator of Programs. Programs in the past have included contributions from senior IPTAR members as well as from colleagues throughout this country and abroad. Most of the programs are free of charge (except for the conferences). These meetings offer an avenue for creative discussion and have become significant events for the psychoanalytic community.

FRIDAY CLINICAL SERIES

EVOLUTION OF THE THIRD AVENUE SERIES

Begun when IPTAR's offices were exclusively on the East Side, the Third Avenue Series was a venue for members to make presentations and invite discussions on topics related to their interests to the IPTAR membership. Since IPTAR's expansion to its West Side office, the Third Avenue Series has evolved into the Friday Clinical Series: three distinct entities, each offering opportunities for varying presentations by members and candidates to the entire IPTAR community. The three components of the Friday Clinical Series are: The Developing Analyst, In the Spotlight, and Master Clinicians at Work.

These series, designed for both members and candidates, focus on special areas of inquiry in the intimate setting of our conference room. Presentations are usually drawn from within the IPTAR membership, but may also include the participation of invited guests. The meetings concentrate on clinical concerns and are intended as forums for open-ended discussion. Recent meetings have addressed topics such as Freud-Klein controversies, the perverse transference, transference in psychotherapy, and current issues in psychoanalytic training.

THE DEVELOPING ANALYST

(Chairs, Gil Katz, Ph.D. and Tracey Strasser Vorus, Ph.D.)

The Developing Analyst Series is a unique case conference in which supervisor-candidate pairs present their work on the candidate's control case at a Friday afternoon meeting during the academic year. Group discussion focuses on practical, technical, and theoretical aspects. This format provides a lively forum for learning and facilitates personal and professional relationships among candidates and supervisors. All members of the IPTAR community are welcome.

IN THE SPOTLIGHT

(Chair, Irving Steingart, Ph.D.)

The word *Spotlight* in In the Spotlight refers both to this program's personnel and subject matter. Presenters in this series of meetings are either recent graduates of IPTAR or other members who wish to present a paper to the IPTAR community that can be submitted for Full Membership. Each presenter selects a construct highlighted in a designated Target Paper, which will be read by all who attend. The presenter will examine critically how the selected construct is described in the Target literature in addition to using clinical material for this purpose.

MASTER CLINICIANS AT WORK

(Chair, Ellen Sinkman, L.C.S.W.)

Master Clinicians at Work looks at the actual clinical work that goes on in the offices of senior psychoanalysts. Each workshop in the series involves a senior master clinician presenting clinical process material from one of his/her analyses from private practice.

After presenting case process material, the analyst discusses the thinking behind the interventions. The audience then participates with comments, questions, and disagreements. These workshops provide a forum for senior psychoanalysts to share the real clinical interaction between them and their analysands. Our field is the only one in which practitioners do their work without ever having seen an expert at work as part of their training. Each of these workshops provides an in-depth look at what actually transpires during an analytic hour. This opportunity to observe a master clinician at work encourages discussion and collegiality among all IPTAR members and candidates.

STUDY GROUPS

(Chair, Carol Munter)

Study groups for members have been an ongoing tradition at IPTAR, providing a forum for sharing ideas related to a topic of interest. At the request of members, the chair facilitates the formation of small special-interest groups that meet throughout the year. Some current study groups are: Reading Ferenczi, Reading Freud, Reading Winnicott, Psychoanalysis and Philosophy, and Study of Contemporary Issues in Psychoanalysis: Psychoanalytic Technique. In the past, these explorations have led to publications by individual members and presentations at IPTAR conferences and IPA Congresses.

PROGRAM OF RESEARCH IN PSYCHOANALYSIS

We take the letter 'R' in IPTAR quite seriously. We have developed two spheres of activity that aim to enhance our knowledge base: one is a program that emphasizes 'hands-on' empirical research studies to generate new findings about psychoanalytic treatment; the second is a series of open meetings in which we seek to appraise ongoing knowledge about the validity of psychoanalytic concepts.

PROGRAM OF EMPIRICAL RESEARCH STUDIES

(Chair, Norbert Freedman, Ph.D.)

The question of how to understand, let alone establish the validity of our analytic enterprise is a complex one. It is not just one question but a series of successive ones that capture our curiosity. Freud, in his advice on psychoanalytic technique, by analogy, suggested a path. 'Start with the surface, that which is most clear and unambiguous; proceed with what can be inferred with reasonable certainty, e.g. resistances and defenses; only much later introduce that which is most derivative, the signposts of the unconscious fantasy.' We adopted this perspective for our program and have delineated successive stages of analytic research. First, we start with the surface. We ask about patients' daily lives. Has treatment affected their quality of life, love, work, patterns of relationships, or self esteem? We term this the problem of the effectiveness of treatment. Next, we move on and ask: What has made such change possible? This is the problem of defining the mediating and facilitating conditions. We inquire: How have the events in treatment registered? What is the representation of the treatment? How persistent is it even after termination? In this sense, we speak of the internalization of the analytic relationship and, more centrally, of the analytic function. We also wish to know what really happened during the analytic hour. How is it possible that an unconscious memory or wish comes to life? How do transformations take place? That is the sphere of defining the attributes of analytic process itself.

Along these lines, we are now pursuing four major research projects, each with its own database. First is the study of treatment effectiveness based on observations at the IPTAR Clinical Center (ICC). Second is a study of Therapy Remembered After Termination, a study in which former patients recalled in detail their treatment experiences after a lapse of several years. Third is a study of recorded psychoanalysis in which we study the difference between working sessions and difficult sessions, thus studying the treatment process itself. The final study is of the recorded psychotherapy of a patient who suffered severe trauma in Africa. For each of these studies, we seek to define central psychoanalytic concepts, for we hold that the language of psychoanalysis is the language of analytic concepts.

Our empirical research has led to publications in major psychoanalytic journals and presentations at national and international conferences. In addition, the IPTAR Research Faculty has shared in sponsoring dissertation projects at various university centers in the New York area.

THE ANNUAL PROGRAM OF THE INVESTIGATIVE SECTION

(Chairs, Jay Frankel, Ph.D. and Norbert Freedman, Ph.D.)

This Section offers a forum in which clinical psychoanalytic concepts are examined in a multifaceted, systematic, and critical way. Our aim is to bring together into a single arena information about these concepts gathered from various sources. Thus, the more familiar path of exploring the foundations or evolution of a concept through clinical observations and conceptual scholarship is augmented by assessment yielding systematic empirical research. The empirical research includes reports of the findings of IPTAR'S own program described above as well as the work of other investigators. We also bring in other investigators to widen our perspective. Since we are concerned with the epistemological roots of our psychoanalytic ideas, we ask: How do we know what we think we know about our psychoanalytic concepts? This query is the heading of one of our forthcoming conferences.

During 2006, the Section sponsored four meetings with each forum focusing on different concepts. The themes we explored included: the concept of internalization of the psychoanalytic experience, the ordinary and extraordinary counter-transference, and the effectiveness of psychotherapy with children. Finally, as our concern is not just with findings but with the method by which clinical generalizations are arrived at as well, one of our Spring 2006 programs explicated and introduced the method of Clinical Psychoanalytic Propositions. This is an innovative way of describing how analysts can better communicate about basic concepts.

The 2007 program focused on the concept of dissociation, the concept of therapeutic regression, and the notion of playing—a comparative study of observations on primates and their possible relevance to the notion of 'play' in analytic treatment.

DORIS BERNSTEIN MEMORIAL SECTION ON GENDER-RELATED ISSUES IN PSYCHOANALYSIS

In the spirit of Doris Bernstein's writings, the Section on Gender-Related Issues is concerned with the exploration of gender as a specific and decisive force in human development and human experience. The Section sponsors several activities. It has established an ongoing study group on gender-related issues, and in the Beyond the Basic Curriculum program it offers an advanced seminar, "A Reassessment of Gender in Psychoanalytic Theory and Practice." Every other year, the Section also sponsors the Doris Bernstein Memorial Lecture, a part of IPTAR's Program of Psychoanalytic Meetings. It serves as a resource for the IPTAR Clinical Center and offers workshops for members of the analytic community.

LINDA NEUWIRTH MEMORIAL SECTION ON THE EFFECT OF THE WORK ON THE ANALYST

In honor of Linda Neuwirth and her commitment to excellence in psychoanalytic training and practice, a Section on the Effect of Psychoanalytic Work on the Analyst has been established. Topics of consideration by this group may include: balancing personal, familial and professional demands; the impact of illness on the analyst; the pregnant analyst; and discussion of analytic cases in progress. In addition, a Linda Neuwirth Memorial Paper will be chosen annually from submissions by candidates, recent graduates, and members of IPTAR. Criteria for the clinical paper include a review of the literature relevant to the topic, clinical material, and presentation of the author's theoretical and clinical contribution to this topic. The Memorial Paper also welcomes research proposals, particularly those addressing the psychoanalytic formation process, once again acknowledging Linda's commitment to the next generation of analysts.

SECTION FOR THE STUDY OF CRITICAL ISSUES IN PSYCHOANALYSIS

(Chair, TBD)

The Section for the Study of Critical Issues in Psychoanalysis (SCIP) is a structure established by IPTAR to provide an institutional context for IPTAR analysts to work collaboratively with leading analysts from other societies to explore critical and controversial issues in psychoanalysis. At the present time, three study groups are addressing issues in psychoanalytic technique, while a fourth group is examining the current status of psychoanalytic developmental theory. Other projects, which may employ different formats, are currently being planned. The work of SCIP study groups will be facilitated by the SCIP Empirical Group, composed of IPTAR members and candidates, which will provide focused reviews of empirical findings in accordance with the research needs of each SCIP group. Each SCIP study group will be responsible to report its findings to the IPTAR community in the form of conferences or written publications.

SCIP study projects are initiated and coordinated by the SCIP steering committee, which identifies critical issues and selects the initial members of each study team. Once established, SCIP study groups are free to enlist additional members and consulting specialists, to employ the research assistance of the SCIP Empirical Group, and to organize their activities in accordance with their objectives. The duration of each SCIP project is determined by its participants. The SCIP program is another example of how IPTAR integrates and exchanges ideas with the larger psychoanalytic community.

ART, PSYCHOANALYSIS, AND SOCIETY PROJECT

(Chair, Isaac Tylim, Psy.D.)

(Visual Arts Curator, Rob Fierstein, L.C.S.W.)

To make our discipline more relevant to a post-modern world that has become increasingly antagonistic to psychoanalysis, the Project is designed to “bring the couch into the streets” and place IPTAR at the vanguard of a current trend within the IPA to highlight what psychoanalysis has to offer to extra-transferential fields by engaging diverse disciplines in a meaningful dialogue. In response to a pressing need to end our discipline’s isolation and return the stepchild of applied psychoanalysis to the foreground of IPTAR’s endeavors, the Project functions as an umbrella under which visual arts, films, music, literature, and socio-political affairs may be explored and understood through a psychoanalytically informed approach. Each year, committee members review proposals and decide upon a program of events that integrate the arts and psychoanalysis, which are open to people from a broad range of disciplines. The Project also collaborates with other committees in co-sponsoring events that, while fulfilling an educational or informational role, extend IPTAR’s visibility in the community at large.

ETHICS COMMITTEE

(Chair, Arnold Wilson, Ph.D.)

The Ethics Committee is responsible for establishing the code of ethical and professional conduct for members and candidates of IPTAR, as well as the procedures for making, processing, and adjudicating complaints in regard to charges of Code violations by members or candidates that are deemed by the complainant to be detrimental, prejudicial, or injurious to the best interests of the Society. The Committee has the responsibility for investigating such complaints, holding any necessary hearings, and reporting its findings and recommendations to the President of the Society, the complainant, and the charged individual.

DIVERSITY COMMITTEE

(Chairs, Richard Reichbart, Ph.D and Tania Guimaraes, L.C.S.W.)

The primary task of the Diversity Committee is to encourage and facilitate dialogue and discussion in the IPTAR community with reference to Otherness and Difference. The Committee’s central approach consists of engaging in such dialogue and discussion through developing working relationships with the Admissions Committee, the Recruitment Committee, the Candidates Committee, and the Curriculum Committee, as well as with other groups at IPTAR. The members of the Diversity Committee share a commitment to psychoanalysis continuing as a progressive and inclusive movement and discipline.

LEGISLATIVE COMMITTEE

(Chair, Fredric Perlman, Ph.D.)

The Legislative Committee was established in response to a series of public policy and regulatory issues that have recently become very salient to IPTAR’s mission and functions. Members of this committee collaborate with other psychoanalytic societies and organizations, most importantly the Confederation of Independent Psychoanalytic Societies, as well as the American Psychoanalytic Association, the International Psychoanalytical Association, and others. Recent activity has centered on licensing legislation and regulations for psychoanalysts in New York State and the development of lobbying approaches and model licensing laws to be applied in other states.

COMMUNICATIONS COMMITTEE

(Communications Chair, Judy Ann Kaplan, L.C.S.W.)

(Web Chair, Tessa Addison, L.C.S.W.)

(Publication Projects Subcommittee Chair, Joy Dryer, Ph.D.)

The Communication Committee’s (CC) mission is to create, in printed and electronic forms, an archival record of IPTAR’s activities and to present IPTAR’s contributions and accomplishments to both our internal community and the psychoanalytic community at large. (See the complete collection of the IPTAR Reports and Monographs on our website.) The CC has responsibility for ongoing dialogue within the IPTAR community via *The Manifest Content* and E-talk and for reaching out to the general analytic community and the public via this Bulletin and the Website, www.iptar.org.

The Manifest Content is the in-house newsletter published six times yearly and sent out electronically to the membership. Back issues of *The Manifest Content* are available on the IPTAR website. It offers: the President’s and Dean’s columns; reports on IPTAR events and members’ presentations; news from CIPS (the Confederation of Independent Psychoanalytic Societies), which IPTAR helped found; a calendar of upcoming events; and other news of interest to the IPTAR community.

etalk@lists.iptar.org, the in-house list-serve, keeps members and candidates informed about IPTAR’s programs and events. It also provides a means of sharing professional concerns and referral requests. Only postings with a clear psychoanalytic purpose are invited.

admin@iptar.org is another new list-serve. Internal communications that were formerly received in a postal mailing will now be received through admin@iptar.org. This service is now the sole path of communication from the administration to the members. Only administrative members will be able to send postings to the community through admin@iptar.org.

IPTAR Events@iptar.org is IPTAR'S new e-mail list to invite the public to attend the many events taking place at IPTAR that are open to the larger community.

The Website, www.iptar.org, is becoming more sophisticated each year as it strives to inform the public of the breadth and depth of IPTAR's structure and its ever-expanding offerings.

The Bulletin, published every other year, covers IPTAR's organizational structure, training programs, Society membership activities, and a current roster of members and candidates. The Bulletin may be accessed on the IPTAR website, www.iptar.org.

Public Relations: This section of the CC is a creative "think tank" for public relations, advertising and marketing ideas, and related projects. It is composed of IPTAR members and candidates, many of whom represent key committees and sections of IPTAR that interface with the community. Using this work-group format, ideas percolate through the various parts of our organization that plan and direct our psychoanalytic meetings and applied programs in the arts, recruit for our training programs, develop fund-raising strategies to build the institutional endowment, maintain and enhance the IPTAR website (www.iptar.org), and promote our community treatment center (the IPTAR Clinical Center). The PR subcommittee facilitates the communication and coordination of these various efforts within IPTAR while also promoting these training, clinical, and professional programs to the community via the website as the "face" of IPTAR.

Publications Projects: This subcommittee, under the CC's auspices, oversees single-occasion written projects. IPTAR's 40th anniversary in November 2000 was commemorated by two publications. The first was the non-technical booklet *IPTAR TODAY: The Shaping of a Contemporary Freudian Perspective*, which traces IPTAR's evolution as a psychoanalytic community. A revised booklet was printed in 2005 to mark IPTAR's 45th anniversary.

Second, the Projects Committee compiled and published, in booklet form, papers presented by 36 IPTAR psychoanalysts at a scientific conference in 2000 entitled *IPTAR at the Dawn of the 21st Century*. These papers highlight various theoretical views and clinical work, including such subjects as gender studies, effectiveness research studies, the "difficult" and the enacting patient, and psychoanalytic film interpretations. This booklet is used in-house for classes and informal discussions.

The CC's newest publication is the Monograph *On Being and Doing: Essays on Gender*, edited by Daisy Franco. Published in September 2006, it includes

chapters written from 1985 through 2001 by a dozen IPTAR analysts. The chapters include: discussions of Phallogocentricity and its Implications, a critique of Freud's views on feminine development and the early studies on gender at IPTAR, and reappraisals of Doris Bernstein's revisions of feminine development.

In addition, the CC members work closely with various IPTAR programs to produce brochures and flyers for conferences, workshops, and a range of events. All these media formats reflect IPTAR's current pride and forward-looking spirit as a contemporary psychoanalytic community.



SECTION V

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