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A New York State Licensure-Qualifying Institute

Dedicated to Training Since 1971

BULLETIN 2021-2022

Chartered by the Board of Regents
The University of the State of New York

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Center for Modern Psychoanalytic Studies

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Modern psychoanalysis builds on the theoretical framework and clinical approach of Sigmund Freud, who defined psychoanalysis as any line of investigation that takes transference and resistance as the starting point of its work. It is the name given by Hyman Spotnitz to describe a body of developments in the theory of technique in order to apply the psychoanalytic method to the treatment of certain disorders previously thought to be untreatable by that method. It has been found to be applicable to all types of emotional illness including neuroses, psychoses, borderline conditions, depression, and character disorders. The findings of modern psychoanalysis have contributed new insights into both the dynamics of emotional illnesses and the mechanisms through which the analytic process cures these conditions.

These theories of the treatment of emotional illness include (1) ways that each patient processes destructive impulsivity in the analytic setting, (2) transference repetition including not only experiences from the oedipal stage of development but also from the first two years of life as well as the prenatal period, (3) the systematic utilization of patient-induced countertransference feelings and the effective use of emotional interchanges between analyst and analysand as an important clinical tool, and (4) use of variations in technique as necessary to aid in the understanding of patient dynamics and to resolve resistance to personality maturation.

History of the Center

In December 1970, the following analysts and friends of psychoanalysis met to establish the Center for Modern Psychoanalytic Studies: Evelyn Abrams, Dorothy Bloch, Ethel Goldwater Clevans, Mark E. Clevans, Irene Kesten, Jacob Kesten, William Kirman, Evelyn J. Liegner, Leonard Liegner, Shirley B. Love, Sidney I. Love, Benjamin D. Margolis, Deborah Margolis, Cyril Z. Meadow, Phyllis W. Meadow, Benjamin Nelson, Marie Coleman Nelson, Joan Ormont, Louis Ormont, Leslie Rosenthal, and Harold Stern. The institute was chartered in 1971 by the State of New York Department of Education. Early in 1971 the Board of Trustees named Hyman Spotnitz as Honorary President in recognition of his pioneering efforts in the development of modern psychoanalysis and for his dedication and commitment to the training of psychoanalysts. The
Center continues to acknowledge Dr. Spotnitz’s contributions as the major foundation of the Center’s philosophy and approach to psychoanalytic training.

In 1971, the following people were appointed senior associates: Gertrude Aull, Arnold Bernstein, Harold L. Davis, Gerald M. Fishbein, Betty Gabriel, Mary L. Gottesfeld, Stanley Hayden, Dennis Horvath, Lia Knoepfmacher, Etta Kolodney, Ethel Lawton, Fanny Milstein, Doris Pfeffer, Avivah Sayres, and Murray H. Sherman.

Under the direction of Phyllis W. Meadow, the Center developed into a leading psychoanalytic training institute. The training program reflects the efforts of many modern psychoanalytic educators. Prominent among these were Ethel Goldwater Clevans, who played a significant role in the introduction of modern psychoanalytic process teaching to the faculty, and Yonata Feldman, who helped structure the supervisory relationship and the communication between student and faculty through the log.

In 1972, the Center was provisionally chartered by the Board of Regents of The University of the State of New York to offer a training program in psychoanalysis as the Manhattan Center for Advanced Psychoanalytic Studies. This charter became absolute on March 21, 1978, and the name was changed to the Center for Modern Psychoanalytic Studies. The Center was approved by the State of New York as a licensure-qualifying institute in 2006.

The Center Continues to Advance the Stated Purposes of its Charter:

1) Establishment of a Psychoanalytic Training Institute
The Center’s training program continues to develop its innovative and unique approach to psychoanalytic training.

2) Development of Standards for Psychoanalytic Education
Under the guidance of Phyllis W. Meadow, the Center, in cooperation with other psychoanalytic training institutes, founded the Society of Modern Psychoanalysts. The Center is active in establishing and clarifying standards of modern psychoanalytic education.

3) Promotion and Advancement of Psychoanalysis
The Center presents lectures, seminars, conferences, and workshops in which distinguished psychoanalysts introduce the latest developments in psychoanalytic theory and technique to the professional community.

4) Maintenance of a Center for Psychoanalytic Research
From the Center’s inception, candidates and faculty have engaged in psychoanalytically oriented research projects. The research department has encouraged and assisted students in the development of psychoanalytic papers ranging
in focus from practical problems experienced in patient treatment to broad theoretical issues.

5) Publication of Modern Psychoanalytic Writing and Research

Early in its history the Center developed a program to encourage psychoanalytic writing. The Center’s journal, *Modern Psychoanalysis*, has been published semiannually since 1976. It is available in print in libraries and by subscription, and is available electronically through the Psychoanalytic Electronic Publishing database. Since that time the journal has been published semi-annually, and its list of subscribers continues to grow nationally and internationally. The program has also led to the publication by faculty, students, and graduates of a steady stream of books and articles that represent valuable contributions to the literature of psychoanalysis.

6) Development of Advanced Programs of Study in Psychoanalysis

The Center’s founders, faculty, and graduates have assisted in the development of other modern psychoanalytic training institutes. Faculty members frequently accept invitations from other training facilities in the mental health field and related academic programs to provide consultation on curriculum development and institute teaching methods.

7) Faculty Development

An ongoing faculty developments program includes courses and seminars throughout the year. Workshops and seminars are designed to keep the faculty current with development in psychoanalytic theory and technique, promoting excellence in teaching and supervision.
Center for Modern Psychoanalytic Studies

General Information

Location
The CMPS administrative office, library, classrooms, research department, and the editorial office of the Center’s journal, *Modern Psychoanalysis*, are located at 16 West 10th Street, New York, NY 10011. The office is open from 9:00 AM to 5:00 PM, Monday through Friday. The Center’s Consultation and Referral Service, also located at the same address, is open Monday through Thursday from 9:00 AM to 9:00 PM and Friday from 9:00 AM to 8:00 PM.

Faculty
Psychoanalytic faculty and supervisors are certified and licensed psychoanalysts. The Center’s approach to teaching combines emotional and cognitive learning.

Accreditation
The Center was chartered by the Board of Regents of the University of the State of New York in July 1972 and is recognized by New York State as a licensure-qualifying institute. It is a founding member of the Society of Modern Psychoanalysts and a founding member of the National Association for the Advancement of Psychoanalysis. CMPS is accredited by the American Board for Accreditation in Psychoanalysis.

Research Library
The Center’s library has a catalogued collection of psychoanalytic books, journals, reprints, and reference publications for the research and training needs of Center students. Course reading lists and required reading materials are kept on reserve, and internet access to psychoanalytic databases is provided.

Consultation and Referral Service
The Center’s Consultation and Referral Service is an integral part of the training program. It affords students approved for Certificate Candidacy and Research Candidacy the opportunity to gain clinical experience under faculty supervision. Individuals and families considering treatment can call the Consultation and Referral Service between 9:00 A.M. and 9:00 P.M., Monday through Thursday, and Friday 9:00 A.M. to 8:00 P.M. to schedule an initial interview. Therapy fees fall within Consultation and Referral Service guidelines and are decided by mutual agreement between therapist and patient. Fellows are responsible for the direction of the Consultation and Referral Service, and they meet regularly with students.
Continuing Education

CMPS, through its Extension Division, offers seminars, lectures, and workshops to professionals and the general public, many for continuing education (CE) credit. CMPS also offers the one-semester Introduction to Modern Psychoanalysis (15 CE credits) and the One-Year Program in Modern Psychoanalysis (60 CE credits). (See p. 25.)

CMPS is recognized by the New York State Education Department’s State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts, by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for social workers, and by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an approved provider of continuing education for credentialed alcoholism and substance abuse counselors (CASACs).

Admission Procedures

Upon request, the Registrar will send an admission application, also found at the back of this bulletin. CMPS welcomes candidates without regard to race, color, religion, gender, sexual orientation, gender identity or expression, veteran status, age, genetics, disability, or national origin. The CMPS admission policy encourages individuals from a wide range of backgrounds to explore psychoanalytic training.

A master’s degree is required for admission. Applications require a personal statement explaining the applicant’s interest in training, official transcripts of previous academic work, and two letters of recommendation. When the application is complete, admission interviews are scheduled. Applications and transcripts are accepted throughout the year, and students may be admitted in either the fall or spring semester. Applicants who have had previous psychoanalytic training may request an equivalency evaluation of their coursework at the time of their admission interview; an equivalency request form is available for this purpose. Equivalency credit may be granted for a maximum of four courses. Students accepted for training who are not already in an approved individual psychoanalysis are expected to begin early in their first semester.

General Information for Enrolled Students

PT 7 Training Analysis

All students are required, at minimum, to be in a once-a-week individual psychoanalysis with an approved training analyst throughout their training. Completion of 300 sessions of analysis is required for graduation; 250 sessions must be in an approved individual analysis, and the remaining 50 sessions may be in an approved group analysis. Students who have been in individual or group psychoanalysis prior to acceptance in the Center’s program may, at the time of their admissions interviews, request that 50 of their previous analytic hours be credited toward meeting graduation requirements.
Program Advisement
Each new student is assigned an advisor who is available for consultation throughout the student’s time at Level 1 (see p. 12). Students meet with their advisors before each semester to discuss course selections and all aspects of their training. At Level 2 and Level 3 (see pp. 13-14), the student’s Fellow serves as academic advisor.

Full-time Status
Registration for at least four courses, or three courses and a case supervision, maintains full-time status. Students taking one or two courses are considered part-time students.

Leave of Absence
Enrolled students who do not register for a semester, but who wish to maintain their matriculation status, write a letter requesting a leave of absence to the Director of Advisement indicating why they are electing to take a leave. They then register to maintain matriculation for the semester and pay the registration fee. An advisement interview may be asked of students who maintain matriculation for more than two consecutive semesters.

Student Transcripts
For an official transcript of CMPS coursework, students submit a signed request to the Center Registrar including the name and address of the transcript recipient. Students no longer enrolled inform the Registrar of their last semester of attendance. A fifteen dollar fee is required.

Calendar
The Center’s training year is divided into fall and spring semesters and summer and winter terms for supervision and research. Fall semester PT 611(12) sections meet four times during January. Spring semester PT 611(12) sections meet eight times over the summer. PT 211i, PT 311, and PT 411 supervisions also meet during the summer and winter terms.

Grades
The Center uses a grading system of Pass (P), Low Pass (LP), Incomplete (INC), and No Credit (NC). Students who are absent for more than two class meetings during a semester receive a grade of No Credit (NC).

PASS. Granted to students who complete course requirements satisfactorily, according to stated criteria for evaluation.

LOW PASS. Given when students have minimally completed course requirements and advisement is needed.

INCOMPLETE. Given when students are on track to pass the course, pending completion of the requirements. If course requirements are not met within 30 days of the last class meeting, a grade of Incomplete will be changed to No Credit.

NO CREDIT. Given when students do not fulfill course requirements. Students must repeat the course and fulfill its requirements in order to receive credit.
### Semester Schedule of Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission application and interviews</td>
<td>$50</td>
</tr>
<tr>
<td>Registration/Matriculation maintenance, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Each course (unless otherwise noted)</td>
<td>$750</td>
</tr>
<tr>
<td>PT 490 Consultation and Referral Service lab fee: First two semesters</td>
<td>$475</td>
</tr>
<tr>
<td>PT 490 Consultation and Referral Service lab fee: Succeeding semesters</td>
<td>$525</td>
</tr>
<tr>
<td>PT 7 Personal analysis, per half year, approximately</td>
<td>$2200</td>
</tr>
<tr>
<td>PT 611(12) (To meet 30 minutes per student; 90 minutes if 3 students)</td>
<td>$450</td>
</tr>
<tr>
<td>PT 611(8)</td>
<td>$300</td>
</tr>
<tr>
<td>PT 611(4)</td>
<td>$150</td>
</tr>
<tr>
<td>PT 211i, per session, privately arranged</td>
<td>$60</td>
</tr>
<tr>
<td>PT 311 Supervision of Referral Service Cases, per half year, approximately</td>
<td>$1100</td>
</tr>
<tr>
<td>PT 411 Supervision of Control Case, per half year, approximately</td>
<td>$1100</td>
</tr>
<tr>
<td>PT 2612 Advanced Case Practicum</td>
<td>$400</td>
</tr>
<tr>
<td>PT 527 Research Supervision</td>
<td>$750</td>
</tr>
<tr>
<td>CS 101 Seminar in Identifying and Reporting Child Abuse and Neglect</td>
<td>$25</td>
</tr>
<tr>
<td>Research Reading Fee (for Research Candidates in their last semester)</td>
<td>$390</td>
</tr>
<tr>
<td>Official transcript of student record</td>
<td>$15</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

### Refund Policy

Approved drop before the first class meeting: 100% refund. Approved drop before the second class meeting: 75% refund. Dropping a course after the second course meeting: No refund.

### Tuition Payment Plan

The Center assists students to meet tuition expenses with a tuition payment plan. Tuition may be divided into two or three payments during a semester. Contact the Registrar for details.

### Work/Study Program

The Center offers a number of Work/Study internships for full-time candidates. Students who desire tuition assistance and are available for 4-8 hours per week during the semester can apply for a Work/Study internship. Areas available are: Consultation and Referral Service, library, office and journal work, and computer assistance. Candidates can be awarded up to 50% tuition remission, depending on the skill necessary to fulfill the Work/Study requirements. Information about the application procedures for the Work/Study internship may be obtained by contacting the Registrar.
Scholarships

Social Justice Scholarship
To address the effects of intergenerational trauma, discrimination, exclusion, and violence that are the legacy of slavery and systemic racism, the Center for Modern Psychoanalytic Studies offers the Social Justice Scholarship, which provides free tuition and reduced-fee analysis and supervision for the duration of the program. Black applicants may submit an application for the scholarship, which is included as part of the CMPS application for admission.

The Evelyn J. and Leonard M. Liegner Scholarship
The Evelyn J. and Leonard M. Liegner Scholarship, in memory of these two founders of CMPS, longtime faculty members, and dedicated supporters of modern psychoanalytic training, provides a $2000 grant to help defray tuition. Current CMPS students are invited to apply. Letters of application should describe one’s motivations for studying psychoanalysis, professional goals, and financial need, and should have a CV attached. They should be sent to Faye Newsome at newsome65@aol.com.

Ethel Goldwater Clevans Scholarship
The Alumni Association of the Center for Modern Psychoanalytic Studies administers the scholarship honoring the memory of Ethel Goldwater Clevans to assist Certificate Candidates who are in financial need and have difficulty meeting their tuition. Candidates wishing to apply should address requests to the CMPS Alumni Association Scholarship Committee, c/o the Center office, by July 30th for the fall semester and December 15th for the spring semester.

Grievance Procedures
CMPS is committed to resolving grievances collegially. The grievance is limited to those actions that have injured the aggrieved student; it is first addressed in informal discussion between the immediate parties to the dispute. If this discussion fails to produce a satisfactory resolution, the aggrieved student seeks the advice and assistance of his or her advisor, another member of the faculty, or the President. If following such consultation and assistance the matter remains unresolved, the aggrieved student may write a petition fully describing the nature and grounds of the grievance and request that the Director of Educational Advisement review the disputed matter. The Director of Educational Advisement reviews the dispute in a manner deemed appropriate to the case and reports any recommendations to the parties. An aggrieved student may request a further review by the Grievance Committee, which includes three faculty members and a student representative agreed upon by both parties. Full cooperation with the committee is expected of all members of the academic community. Upon completing its review, the committee reports its recommendations to the President, whose decision is final.
Suspension or Dismissal
CMPS reserves the right, through accepted procedures and designated committees, to suspend or dismiss any student for failure to maintain a satisfactory academic record or for unacceptable personal behavior. Please refer to the Student Handbook for the school’s Code of Conduct, grievance procedures, and policy on academic standing.

Consultation and Referral Service Administrative Fellowships
The Consultation and Referral Service offers fellowships to Center graduates who have demonstrated excellence in clinical skills. Fellows are trained to work in an administrative supervisory role with Consultation and Referral Service therapists while being prepared for psychoanalytic supervision and teaching. Appointments are for two years.
Graduates interested in this program may apply in writing to the Director of Clinical Services.

Modern Psychoanalysis, the Journal of CMPS
Modern Psychoanalysis, the journal of CMPS, publishes research and clinical papers addressing the full range of emotional disorders. It provides a forum for the dissemination of theoretical developments and innovative treatment approaches. Articles come from within the modern psychoanalytic community as well as from other schools of thought; scholarship from related fields is also included.

The Hyman Spotnitz Archives
In 2010, the family of Hyman Spotnitz donated his papers to CMPS. The Spotnitz Archives include materials from his years of medical study in Berlin, his research in neurology and psychiatry in New York, and his research and writings in individual and group psychoanalysis. The papers are available for research according to the provisions in the donation agreement. Researchers submit a Registration and Use of Access form which may be downloaded from the CMPS Library website. Completed forms are submitted to the CMPS Librarian. Approval is granted upon review by the Spotnitz Archives Committee. The Spotnitz Archives provides a Finding Aid which may be accessed through the CMPS Library’s website.

The Alumni Association
The CMPS Alumni Association was founded in 1976 to support the Center for Modern Psychoanalytic Studies and to further the professional and scientific interests of its members. Membership is open to CMPS graduates. The Association carries out these goals through lecture series and other events. It also funds and administers the Ethel Goldwater Clevans Scholarship.
CMPS Training Program Requirements

Course of Study
Courses are designed to give students extensive exposure to the fundamentals of psychoanalysis as a theory of the mind, as a therapeutic method, and as a scientific research tool. Courses are offered in developmental theory, the history of psychoanalysis, basic psychoanalytic theory, research methods, and clinical studies. The program encompasses the general field and the relationship among various psychoanalytic schools of thought. Training begins with core courses offering mastery of broad issues in human development, motivation, and psychopathology. Advanced courses focus on specific concepts of psychoanalytic theory, research, and techniques. Students are also required to satisfactorily complete CS 101, Seminar in Identifying and Reporting Child Abuse and Neglect, offered every spring semester.

Levels of Training
The Center’s program in psychoanalysis has three training levels: Level 1, Matriculation, includes pre-clinical coursework; Level 2, Certificate Candidacy, provides advanced coursework and the clinical internship at the Consultation and Referral Service; and Level 3, Research Candidacy, continues the clinical internship and encompasses the writing of the final paper.

LEVEL 1: Matriculation
Level 1 provides academic preparation for clinical training through core courses in the fundamentals of psychoanalysis. These courses introduce the student to the history and scientific background of psychoanalysis, the development of its language, drive and object relations theories, developmental theories, and revisions to Freudian theory developed between 1895 and the present. Courses in human sciences and research introduce the student to other approaches to human motivation. Level 1 students may enroll in a full- or part-time program. Before registering each semester, they meet with their academic advisor to determine what courses to take. For example, a first-semester full-time student would enroll in four or five courses—one in each of these categories: Human Development, Theory, History, Research, and Pre-Clinical Studies.

It is recommended that students plan to take two human development courses, two history courses, four theory courses, and the first two research courses so that by the end of the second year they will have completed the core courses required for the Certificate Candidacy level. Psychoanalytic training is more meaningful when students participate concurrently in theory, development, history, and research courses.
LEVEL 2:

Certificate Candidacy
Admission to Certificate Candidacy requires completion of all Level 1 courses, a minimum of 100 hours of approved training analysis, and application for Certificate Candidacy. (See p. 24.) After a minimum of 100 hours of approved training analysis, successful completion of the prerequisite coursework, a student in good standing is eligible to apply for Certificate Candidacy. Students approved for Certificate Candidacy are eligible to begin supervised clinical training at the CMPS Consultation and Referral Service in conjunction with relevant coursework.

Level 2 students meet with Fellows weekly to give an ongoing account of the progress of their cases and to discuss administrative procedures and academic requirements. All Consultation and Referral Service cases are in approved weekly clinical supervisions, starting with PT 211i Beginning Individual Supervision of Consultation and Referral Service Cases. Procedures for beginning PT 311 Individual Supervision of Consultation and Referral Service Cases and readiness for beginning PT 411 Control Analysis of a Consultation and Referral Service Case are discussed with the candidate’s Fellow. PT 211i, PT 311, and PT 411 are taken with different supervisors. Candidates with larger caseloads receive additional supervision by arranging an additional PT 311 or by enrolling in PT 611 Small Group Supervision of Referral Service Cases (Supplemental). The Fellow ensures that the amount of supervision received matches the size of the candidate’s caseload. All candidates working with patients at the Consultation and Referral Service are in an approved individual weekly analysis.

LEVEL 3:

Research Candidacy
Certificate candidates who have made a successful presentation of cases to the Faculty Council, have completed all Level 1 and Level 2 coursework, and have had at least 25 hours of PT 411 Control Analysis register every semester until graduation for PT 527 Research Supervision and PT 2612 Advanced Case Practicum. Candidates submit a 3-to-5-page description of an area of research interest to the Research Committee. When this is approved, the student begins the final project. Research is conducted under the guidance of the Research Supervisor in PT 527 until completion of the final project. The case selected for research is studied in PT 411 Control Analysis. The control analyst supervises the case and verifies the clinical data in the final written research project.
Requirements for Graduation*

Certificate in Psychoanalysis

1) An approved training analysis consisting of at least 300 sessions, of which 50 may be group analysis.

2) Satisfactory completion of required coursework (see p. 24).

3) Recommendation of Fellow.

4) A minimum of 1500 hours of supervised clinical treatment of cases at the Consultation and Referral Service, of which at least 750 hours are direct contact hours. A maximum of 125 hours of conducting group analysis may be counted toward the 750 direct contact hours.

5) Satisfactory completion of supervision requirements: PT 211i, PT 311, and PT 411. Two hundred sessions of supervision with three different supervisors is the minimum requirement: 50 hours of PT 211i Beginning Supervision of Consultation and Referral Service Cases with one supervisor (other than the PT 311 and PT 411 supervisors), a minimum of 50 hours of PT 311 Supervision of Consultation and Referral Service Cases with one supervisor (other than the PT 211i and PT 411 supervisors), and a minimum of 50 hours of PT 411 Control Analysis with one supervisor (other than the PT 211i and PT 311 supervisors). The 50 hours (minimum) spent in PT 411 is exclusively focused on the control case.

6) A case presentation before the Faculty demonstrating the ability to recognize and resolve resistances and an understanding of psychic processes. Students who have a minimum of 25 hours and one year of PT 411 and who have completed all coursework are eligible to make this presentation.

7) Satisfactory presentation of a research paper, written in the final stage of training, which demonstrates both an ability to apply fundamental research principles in a case study and an understanding of motivational forces and their role in the psychic structure.

8) Satisfactory presentation of the treatment of the control case before the faculty.

9.) Satisfactory completion of CS 101, Seminar in Identifying and Reporting Child Abuse and Neglect.

* Requirements for graduation are subject to change.
CMPS Course Descriptions

The semester calendar and schedule of classes are accessible via the Blackbaud student portal; they are also available online at www.cmps.edu.

PT 7 Individual Psychoanalysis
All students are, at minimum, in a once-a-week individual psychoanalysis with an approved training analyst throughout their training. (See graduation requirements.) Documentation of analytic hours must be provided every semester.

PT 8 Group Analysis
Fifty sessions of an approved group analysis may be applied toward requirements for graduation.

I. Theories of Human Development: The Maturation Process
This group of courses offers students an opportunity to learn how repetition unfolds in psychoanalysis. Maturation courses investigate normal and pathological development, as well as theories of regression, using case studies cases to illuminate stages in the developmental process. Neurophysiological sequences are related to the vicissitudes of instinctual life as they affect emotional development.

PT 139 Psychoanalysis, Culture, and Society
Psychoanalysis can help to illuminate the unconscious structures of culture and the ways in which language and culture frame human experience. This course examines the interface between psychic and social reality and the latent processes of culture as expressed in gender, politics, race, and class. In addition, it focuses on the ways in which culture and society impact psychoanalytic theory and practice, using a sociocultural lens to scrutinize historical and contemporary conceptualizations of the etiology and treatment of psychotic mental disorders.

PT 140 Sociocultural Influences on Maturation and Psychopathology
This course explores the effects of the social world on the individual, including how sociocultural experiences and affiliations shape personality. The effects that family, ethnicity, gender, culture, and race have on identity development and psychopathology are examined. The course includes a weekly lab component in a setting chosen by the student.
PT 141 Human Development: How the Mind Unfolds, Part 1
This course explores the constitutional and environmental factors that contribute to maturation in the preoedipal period, including early conflict states, symbiosis, omnipotence, envy, oral and anal eroticism, with emphasis on the roles of the constructive and destructive drives. Aspects of character structure rooted in this period are examined in order to study normal and pathological development.

PT 142 Human Development: How the Mind Unfolds, Part 2
The emotional dynamics of the child in the oedipal stage are explored. Children in this age group struggle with beginning transformations of the destructive drive and its influence on character, including oppositional syndromes and defenses that develop to deal with aggressive impulses. The course examines early somatization struggles as well as the role of fantasy and screen memories in maturation. It looks at specific forms of the Oedipus complex within the family romance.

PT 143 Latency
This course explores the external and internal transformations in the latency-age child, especially regarding management of the libidinal and aggressive drives, the altered role of fantasy, and a widening range of defenses.

PT 144 Adolescence
This course explores the psychic turmoil of adolescence, including conflicts concerning the libidinal and aggressive drives, transformations in object relations, and the reemergence of early issues within the framework of greater biological and cognitive maturity.

PT 147 Adulthood
This course identifies the central developmental tasks and conflicts typical of the stages of adulthood. Young adults struggle with pregenital and genital aims, the repetition of incestuous longings, and the fear of intimacy. Middle-aged and older adults face new realities: limitations of possibility, physical and sexual changes, the departure of children, marital readjustments, and the approach of death. Also examined are early conflicts that reemerge in adulthood, and transference, countertransference, and resistance issues in the treatment of aging patients.
II. PSYCHOANALYTIC THEORY

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

PT 150 Concepts of Group Psychoanalysis
This course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions as they pertain to the modern psychoanalytic treatment of groups, families, and couples.

PT 151a Basic Psychoanalytic Theory, Part 1
Core psychoanalytic concepts are defined, as are the central issues on which psychoanalysts have found a common base. Changes in structure from the preverbal to the verbal period of life are studied; the expression of drives, their role in character formation, and the implications of the pleasure principle and the repetition compulsion for behavior are considered.

PT 151b Basic Psychoanalytic Theory, Part 2
This course continues the study of major theoretical concepts in psychoanalysis, focusing on human motivation, the nature of mind, and the important forces in character formation. Emphasis is on the interplay of the drives in specific character types and its implications for the psychoanalytic process and the nature of cure.

PT 152 Character Studies in Literature
Using characters from literature, the student gains an understanding of severe character pathology.

PT 154a Comparative Psychoanalysis, Part 1, and PT 154b Comparative Psychoanalysis, Part 2
Major trends in psychoanalytic thought, including ego psychology, object relations, self psychology, relational and modern psychoanalysis, and Lacanian theory are studied. These two courses explore the similarities and differences in their concepts of drive, object, self, transference, countertransference, and resistance.

PT 155 Dream, Fantasy, and Symbolic Communication
This course acquaints students with the wish-fulfillment theory of dreams and with the language of the unconscious. Myths, fairy tales, creative works, dreams, and symptoms are studied to discover how primary-process thinking is expressed through symbolism, displacement, condensation, association, and visual imagery.

PT 156 Modern Psychoanalytic Theory of Technique
The course examines the modern psychoanalyst’s approach to treatment. It focuses on recognizing and resolving resistances and discovering what leads to cure. Students learn how verbal and nonverbal interventions can be derived from the analysis of induced countertransference reactions and used to foster, develop, and work through narcissistic and object transferences.
PT 157 Transference and PT 158 Countertransference
These courses provide an in-depth study of the concepts of transference and countertransference. The history, development, and use of the terms are studied from their beginnings to the present. Clinical and theoretical literature is read to elucidate the concepts and to give examples of how they are used. Case material contributed by class members will further illustrate theory and its application.

PT 159 Unconscious Fantasy
Unconscious fantasy is studied as it is manifested in literature, myth, scientific research, clinical material, and seemingly rational thought. Readings explore the theoretical controversies surrounding this concept.

PT 160 Narcissism and Aggression
The relationship between narcissism and aggression is studied in depth, with particular attention to those disorders in which self-hate predominates over self-love. The function of the narcissistic defense is clarified, and treatment techniques for working with narcissistic disorders are discussed.

III. THE HISTORY OF PSYCHOANALYSIS

This sequence of courses traces the origins and development of Freud’s psychoanalytic theories, from their beginnings to his last paper, in 1939.

PT 161 History of Libido Theory in Freud
Freud’s papers on human sexuality and libido theory, from the seduction theory to infantile sexuality, the perversions, transference love, and the concept of Eros as a binding force, are studied, with emphasis on Freud’s understanding of the role of libido in sexuality, civilization, and the binding of destructive forces.

PT 162 History of Drive Theory in Freud
Freud’s later papers are studied: the dual-drive theory and the repetition compulsion; the division of the psyche into ego, id, and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; analysis terminable and interminable; and Freud’s summing-up of the state of psychoanalysis in 1939. The continuing influence of these papers on contemporary thought is examined in relation to current treatment approaches and contemporary understandings of the role of destructive aggression.
IV. PRE-CLINICAL STUDIES

In PT 181, students learn about the physiological basis of mentation and emotion. PT 184 focuses on the diagnosis of psychoses and other severe mental disorders. In PT 187, students learn to critically observe serious mental disorders in a wide variety of media and develop psychoanalytic listening skills. PT 186, a final diagnostic course dealing with less severe pathologies, is taken before advancing to Certificate Candidacy, where clinical studies focus on resistance, transference, and countertransference issues.

PT 181 Somatic Factors: The Biology of Mind and Behavior
Students learn the significance of chemical, organic, and physiological factors and their interaction in psychic functioning. The course reviews brain anatomy and development, genetics and evolution of behavior, developments in neuroscience, the mind/body connection, and the effects of chemical intervention in various populations.

PT 184 Primitive Mental States
This course imparts a psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in the psychotic, narcissistic, and personality disorders.

PT 186 Beyond Psychosis: Conflict and Defense in the Neuroses and Character Disorders
This course deals with a range of pathologies likely to be encountered in patients at the Consultation and Referral Service and in private practice.

PT 187a and PT 187b Critical Observation and Psychoanalytic Listening, Parts 1 and 2
Through fiction and documentary film, guest lectures, and readings spanning clinical theory, case material, and film analysis, this course will develop skills critical to understanding patients—including critical observation and psychoanalytic listening. It will supplement discussion of readings with a laboratory component consisting of visual and audio media focusing on primitive mental functioning.
V. CLINICAL STUDIES

The following clinical courses require Certificate Candidacy and Consultation and Referral Service status. Either PT 2610 or PT 2611 is required every semester until Research Candidacy is attained.

PT 2610 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis I

This practicum focuses on issues that arise early in treatment, ranging from concerns with establishing a contract and dealing with treatment-destructive resistances to the recognition of characterological repetitions in both patients and therapists that impede progress.

PT 2611 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis II

This case seminar focuses on the dynamics and treatment of ongoing psychoanalytic cases.

PT 2612 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis III

Prerequisite: Research Candidacy
As in PT 2610 and PT 2611, cases are presented and discussed, but with a particular focus on the deeper aspects of unconscious motivation. The course provides a setting for advanced candidates to discuss and elucidate the psychodynamics of a variety of cases in the middle and later stages of treatment. Level 3 students register for PT 2612 every semester until graduation.
VI. RESEARCH

The research curriculum guides students from a survey of research in the human sciences to an understanding of specifically psychoanalytic research methods. It further helps the candidate design, execute, and write a single-case study.

PT 171 Systematic Investigations and Ethics in the Human Sciences

This course provides students with theoretical and practical knowledge of research methodology. Students examine what is basic to scientific inquiry and study how the human sciences investigate psychodynamic issues. Ethical issues that arise in conducting psychoanalytic research are discussed.

PT 172 Psychoanlitic Research and Ethics

*Prerequisite: PT 171*

This course introduces students to a variety of research methodologies that have been used to study psychoanalytic questions. Contemporary methodological concepts are introduced and the problems inherent in psychoanalytic investigations involving clinical material are explored. Students learn how psychoanalytic methods used to infer hidden meanings behind irrational behaviors, beliefs, perceptions, and emotions are utilized in conducting research. Ethical issues that arise in conducting psychoanalytic research are discussed.

PT 522 The Single-Case Study: A Research Tool

This course provides both an overview of the single-case research paper and a focus on identifying unconscious processes and making inferences about them. Methods for selecting data that reveal and/or illustrate the dynamics operating in the clinical setting are discussed, along with consideration of how to select and review appropriate literature.

PT 527 Research Supervision/ Ethics

This course provides six 50-minute sessions of individual work with a Research Supervisor, scheduled approximately every two weeks during one semester at the mutual convenience of the Research Candidate and Research Supervisor. Ethical issues in conducting a single-case study are considered.
VII. CLINICAL SUPERVISION

Casework at the Consultation and Referral Service is conducted under supervision. Weekly supervision is required until graduation.

PT 211i Beginning Supervision of Consultation and Referral Service Cases
(Privately arranged)
Identifying and working with early resistances in psychoanalytic treatment is emphasized. A minimum of fifty hours with one supervisor is required.

PT 311 Supervision of Consultation and Referral Service Cases
(Privately arranged)
Prerequisite: Fellow approval
Candidates present their Consultation and Referral Service cases. Fifty hours with one supervisor is required. After completing 50 hours of supervision with the PT 211i supervisor, the candidate begins PT 311.

PT 411 Control Analysis of a Consultation and Referral Service Case
(Privately arranged)
Prerequisite: Fellow approval
The candidate presents one case to an approved control analyst, a minimum of one hour for every four hours of patient contact. In-depth study of the single case focuses on resolution of resistances and comprehensive understanding of the patient’s dynamics. A minimum of fifty hours with one supervisor other than the PT 211i and PT 311 supervisors is required.

PT 611 Small-Group Supervision of Referral Service Cases (Supplemental)
(Upon advisement)
Prerequisite: Concurrent participation in PT 311
The small-group setting allows candidates to observe the supervisory process and gain experience with cases other than their own. Registration is limited to groups of three.

PT 490 Consultation and Referral Service Laboratory
Prerequisite: Certificate Candidacy
All candidates working with patients meet weekly with their Fellow to learn Consultation and Referral Service procedures, receive academic advisement, and practice presenting cases. The Fellow monitors the candidate’s progress through the program and assesses the amount of supervision the candidate needs.
Curriculum Requirements

Students discuss the appropriate sequence of courses with their Advisors/Fellows.

Required courses appropriate for students at Level 1, Matriculation:

- PT 139 Psychoanalysis, Culture, and Society (Elective, not required for CMPS students)
- PT 141 Human Development: How the Mind Unfolds, Part 1
- PT 142 Human Development: How the Mind Unfolds, Part 2
- PT 161 History of Libido Theory in Freud
- PT 162 History of Drive Theory in Freud
- PT 151a Basic Psychoanalytic Theory, Part 1
- PT 154a Comparative Psychoanalysis, Part 1
- PT 154b Comparative Psychoanalysis, Part 2
- PT 155 Dream, Fantasy, and Symbolic Communications
- PT 171 Systematic Investigations and Ethics in the Human Sciences
- PT 172 Clinical Investigations and Ethics in Psychoanalysis
- PT 181 Somatic Factors: The Biology of Mind and Behavior
- PT 184 Primitive Mental States
- PT 187a Critical Observation and Psychoanalytic Listening, Part 1
- PT 187b Critical Observation and Psychoanalytic Listening, Part 2

Required courses appropriate for Level 2, Certificate Candidacy:

(Admission to Certificate Candidacy requires completion of all of the above courses plus a minimum of 100 hours of approved training analysis.)

- PT 140 Sociocultural Influences on Maturation and Psychopathology
- Any two of the following: PT 143 Latency or PT 144 Adolescence or PT 147 Adulthood
- PT 150 Concepts of Group Psychoanalysis
- PT 151b Basic Psychoanalytic Theory, Part 2
- PT 152 Character Studies in Literature
- PT 156 Modern Psychoanalytic Theory of Technique
- PT 157 Transference
- PT 158 Countertransference
- PT 159 Unconscious Fantasy
- PT 160 Narcissism and Aggression
- PT 186 Beyond Psychosis: Conflict and Defense in the Neuroses and Character Disorders
- PT 522 The Single Case Study: A Research Tool
  *Prerequisite: A minimum of one year at the Consultation and Referral Service
- PT 490 Consultation and Referral Service Lab (every semester until graduation)
- PT 2610 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis I
- PT 2611 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis II
  *Note: Four semesters total of PT 2610 or PT 2611 is the minimum requirement to complete Level 2. All Level 2 candidates enroll in either PT 2610 or PT 2611 every semester until Level 3 is attained.
- PT 211i Beginning Supervision of Referral Service Cases
  *Required: 50 sessions with one supervisor.
- PT 311 Supervision of Consultation and Referral Service Cases
  *Prerequisite: Fellow approval.
  *Minimum requirement for graduation: 50 sessions with one supervisor.
- PT 411 Control Analysis of a Consultation and Referral Service Case
  *Prerequisite: Fellow approval.
  *Minimum requirement for graduation: 50 sessions with one supervisor.

Courses required at Level 3, Research Candidacy, each semester until graduation:

(Students who have completed the above coursework and a minimum of 25 hours and one year of PT 411, and who have made a clinical presentation to the faculty)

- PT 490 Consultation and Referral Service Lab
- PT 311 Advanced Supervision of Consultation and Referral Service Cases
- PT 411 Control Analysis of a Consultation and Referral Service Case
- PT 2612 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis III.
  *Research candidates enroll in PT 2612 every semester until graduation.
- PT 527 Research Supervision/Ethics
  *Taken at least once every semester until approval of the final paper.

NB: In accordance with New York State requirements for licensure in psychoanalysis, CMPS graduation requirements include 45 clock hours of research.
- Students who completed Level 1 at CMPS have met this requirement.
- Students who completed PT 171 and PT 172 before transferring to CMPS meet this requirement by taking PT 522 (30 clock hours) at Level 2 and a minimum of 15 clock hours of PT 527 (6 clock hours) at Level 3.

*May be taken at any level*: CS 101 Seminar in Identifying and Reporting Child Abuse and Neglect
CMPS One-Year Program

This program offers a solid foundation in modern psychoanalytic theory and technique. The four component courses are designed to be useful to practitioners and non-practitioners alike. An introduction to psychological development, both healthy and distorted, imparts an understanding of the rationale for psychoanalytic treatment. Key aspects of the treatment process are studied from the perspectives of patient and practitioner. Participants gain a sense of themselves as therapeutic agents and begin to develop skills applicable in clinical and other life situations. Classes are taught in a supportive, discussion-oriented format. Continuing education credits are offered to social workers and psychoanalysts. Tuition for the CMPS One-Year Program is $1,000 per semester, covering two courses each ten-week semester.

Fall Semester

ED 100 The Maturation Process
This course explores the differentiation of self from other in clinical settings and in everyday life. Students study the significance of fixations and regressions in the psychosexual stages.

ED 101 Transference and Resistance
This course explores the function of transference and resistance. Students learn how therapists recognize transference and resistance, how they make inferences about a patient’s psychodynamics by studying the transference and resistance, and how they fashion interventions informed by their understanding of the transference and resistance.

Spring Semester

ED 102 Analytic Listening
This course explores the art of listening for evidence of unconscious processes in a patient’s verbal and nonverbal communications.

ED 103 Countertransference
This course explores how the psychoanalyst recognizes countertransference and uses induced feelings to formulate therapeutic interventions. Also studied are the challenges of distinguishing between subjective and objective countertransference and of resolving countertransference resistances.

Introduction to Modern Psychoanalysis

This popular one-semester course offers the fundamentals of modern psychoanalytic theory and technique to those considering psycho-analytic training. Topics include transference, resistance, countertransference, and emotional communication. Open to clinicians and the public. Continuing education credits are offered to social workers. Tuition for the ten-week course is $500.
CMPS Distance Learning

CMPS offers online distance learning for students from outside the New York metropolitan area. It offers a two-year program designed to enrich the work of clinical practitioners and professionals in various disciplines by introducing them to modern psychoanalytic principles, theories, and techniques. Students enhance their therapeutic skills, generate new insights about themselves and their work, and develop more effective ways of interacting with their clients. Nonpractitioners who would like to learn more about psychoanalysis are also welcome to participate. Classes utilize case material to illustrate theory. Both experiential and traditional teaching methods are used to promote learning. Fifteen continuing education credits per semester are available for licensed psychoanalysts and social workers who complete the course requirements. Tuition for each ten-week course is $500.

In addition to the four courses listed below, a variety of other courses is offered every semester, including courses in psychoanalysis and the humanities and psychoanalysis and current sociopolitical themes. Information about them is accessible on the CMPS website, www.cmps.edu.

**TWO-YEAR PROGRAM COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
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Graduates of The Center for Modern Psychoanalytic Studies

Mindi Adler ‘98†
Judith Akullian ’83
Amy Althoff ’17
Lisa Álvarez ’14
Pamela Armstrong-Manchester ’94
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Phyllis Beck ’87
Linda Becker ’96†
David Belgray ’81
Robin Benjamin ’06
Alex Bernstein ’85
June Bernstein ’81
Mark Bernstein ’05
Rachel Bloch ’93
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Susan R. Blumenson ’87
Estelle Borowitz ’77
Patricia Bratt ’77
Marsha Breitman ’07
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Welber, Dolores, 215 W. 11th St., New York, NY 10014, (212) 242-1898. dolores@welber.net. NYS licensed psychoanalyst. CMPS Graduate. PhD, California Graduate Institute.
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Graduate Degree __________________________ Major___________________ Year _______

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continued on next page
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Semester Begins: Monday, September 13, 2021
Semester Ends: Friday, December 24, 2021

No Class Meetings: September 15-16, 2021
Thanksgiving Recess: November 20-28, 2021
Examination Week: December 13, 14, 17 2021

Winter Intersession: December 25, 2021 to January 30, 2022

Spring 2022

Semester Begins: Monday, January 31, 2022
Semester Ends: Friday, May 20, 2022

No Class Meetings
Presidents Day Recess: February 19-27, 2022
Spring Recess: April 9-24, 2022
Examination Week: May 16-20, 2022

Summer Program 2022

Summer Workshops
Workshops begin: June 1, 2022
Workshops end: July 29, 2022