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CMPS
Center for Modern Psychoanalytic Studies

A New York State Licensure-Qualifying Institute

Dedicated to Training Since 1971

BULLETIN 2019-2020

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

Training Center and Administrative Offices

16 West Tenth Street
New York, NY 10011
Phone: (212) 260-7050
Fax: (212) 228-6410
Email: cmps@cmps.edu
Web: cmps.edu

Consultation and Referral Service

16 West Tenth Street
New York, NY 10011
Phone: (212) 228-6036
Fax: (212) 228-6410
Email: talkinghelps@cmps.edu
Web: cmps.edu/therapy
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


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, developed the Society of Modern Psychoanalysts. As a founding member institute, the Center has been active in establishing and clarifying standards of modern psychoanalytic education.

3) Promotion and Advancement of Psychoanalysis
The Center schedules lectures, seminars, conferences, and workshops in which distinguished practicing 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 expressed a strong interest in pursuing psychoanalytically oriented research projects. The research department has encouraged and assisted in the
development of psychoanalytic papers ranging in focus from practical problems experienced in patient treatment to broad theoretical issues. As they investigate patient dynamics, students involve themselves in a process of exploration resulting in clinically derived knowledge and refinements in their understanding of psychoanalytic interaction.

5) Publication of Modern Psychoanalytic Writing and Research

Early in its history the Center developed a program to encourage psychoanalytic writing. This program has provided editorial assistance for faculty, graduates, and candidates in the preparation of their psychoanalytic papers for publication. This program led to the founding of the Center’s journal, Modern Psychoanalysis, the first issue of which appeared in 1976. 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 development 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 charter 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

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 450 sessions of analysis is required for graduation; 300 sessions must be in an approved individual analysis, and the remaining 150 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.
Calendar
The Center’s training year is divided into fall and spring semesters and a summer session for supervision and research. Fall semester supervisions and fieldwork discussion groups continue into January; PT 111 and PT 611(12) sections meet four times during that month. Spring semester supervisions and fieldwork discussion groups continue into the summer months. PT 111 and PT 611(12) sections meet eight times over the summer. PT211i, PT 311, and PT 411 supervisions also meet during the summer.

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.

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 submit the semester registration form to the Center office with the registration fee. An advisement interview may be asked of students who maintain matriculation for more than two consecutive semesters.
Semester Schedule of Fees

Admission application and interviews .............................................................. $50
Registration/Matriculation maintenance, per semester ................................. $100
GT 190 Advisement Orientation Group (recommended for first two semesters) $0
Each course (unless otherwise noted) ............................................................. $750
PT 490 Consultation and Referral Service lab fee: First two semesters .......... $475
PT 490 Consultation and Referral Service lab fee: Succeeding semesters ...... $525
PT 7 Personal analysis, per half year, approximately .................................... $2200
PT 111 and PT 611(12) (To meet 30 minutes per student; 90 minutes if 3 students) $450
PT 111s and PT 611(8) ................................................................................... $300
PT 111w and PT 611(4) ................................................................................... $150
PT 211i, per session, privately arranged ....................................................... $60
PT 311 Supervision of Referral Service Cases, per half year, approximately... $1100
PT 411 Supervision of Control Case, per half year, approximately .............. $1100
PT 2612 Advanced Case Practicum ............................................................... $400
PT 527 Research Supervision ........................................................................ $750
CS 101 Seminar in Identifying and Reporting Child Abuse and Neglect ....... $25
Research Reading Fee (for Research Candidates in their last semester) ...... $390
Official transcript of student record ............................................................... $15
Graduation fee ............................................................................................... $100

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
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.

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.

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, plus a pre-clinical observational fieldwork placement. 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 and the Fieldwork Placement; 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. The academic advisor and student together determine when the fieldwork component should be added.

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 while in the fieldwork placement.

Fieldwork Placement
The three-semester fieldwork placement offers direct contact with severely regressed residents or members of mental health sites, giving students the opportunity to observe extremes of psychopathology at the earliest levels of fixation.

Prerequisites for fieldwork placement include a minimum of 15 sessions of approved training analysis and satisfactory completion of PT 184 Primitive Emotional States.

While registered for PT 184, which provides a foundation for understanding the psychoses and severe pathologies, students visit and report on three institutions for the mentally ill and begin the process of selecting a placement. To be assigned a fieldwork placement, students submit a written application to the Fieldwork Coordinator, who schedules an interview to discuss placement arrangements.

During the fieldwork placement students register for PT 185 Fieldwork Seminar and PT 111 Fieldwork Discussion Group. The fieldwork placement consists of a minimum of 400 hours in placement-related activities. Students should be prepared to devote ten or more hours weekly to the placement program. This includes time spent in resident/member observation, meetings with residents/members, administrative supervision at the placement, PT 111 Fieldwork Discussion Group at the Center, attendance at pre-clinical courses, and preparation of observation notes and seminar reports.

As the final requirement of the fieldwork placement, students present a summary of their work at the placement to fellow students and faculty.

LEVEL 2:
Certificate Candidacy
Admission to Certificate Candidacy requires completion of all Level 1 courses, the fieldwork placement, a minimum of 100 hours of approved training analysis, and application for Certificate Candidacy. After a minimum of 100 hours of approved training analysis, successful completion of the prerequisite coursework, and successful completion of the Fieldwork Program, a student in good standing is eligible to apply for Certificate Candidacy.

Clinical Studies Internship: Consultation and Referral Service
Students approved for Certificate Candidacy are eligible to begin supervised clinical training at the CMPS Consultation and Referral Service in conjunction with relevant coursework. PT 2610 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis I is a forum for the discussion of issues
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.

arising particularly in the early phases of treating patients at the Consultation and Referral Service. PT 2611 Seminar in Clinical Practice, Psychopathology, and Psychodiagnosis II is for candidates working with patients beyond the initial phase.

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 and readiness for beginning PT 311 Individual Supervision of Consultation and Referral Service Cases and 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.
7) 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.

8) 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.

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

10) 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 included in the registration packet; they are also available at the Center office and 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
150 sessions of an approved group analysis may be applied toward requirements for graduation.

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 154 Comparative Psychoanalysis
Major trends in psychoanalytic thought, including ego psychology, object relations, self psychology, relational and modern psychoanalysis, and Lacanian theory are studied. The course explores 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

Prior to beginning the fieldwork placement, students take PT 184, which focuses on the diagnosis of psychoses and other severe mental disorders; upon completion of the course, students select a placement at a psychiatric hospital or similar institution. During the placement, students take three semesters of PT 185, a seminar in which patient dynamics and student concerns about the fieldwork placements may be discussed. 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 184 Primitive Mental States
This course imparts a psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in the psychotic, narcissistic, and personality disorders. It is taken before commencing the fieldwork placement.

PT 185 Fieldwork Seminar
Prerequisites: 15 hours of approved PT 7 training analysis and PT 184
Required: A minimum of three semesters
Taken in conjunction with the fieldwork placement, this course integrates psychoanalytic theories of psychopathology, including the vicissitudes of primitive conflicts and defenses, with the experience of observing residents of mental hospitals or other placement settings. All aspects of the fieldwork placement experience, from administrative procedures to interacting with patients, are discussed.

PT 111 Fieldwork Discussion Group
Required: A minimum of three semesters, one winter intersession, and one summer. Taken concurrently with PT 185. Registration is limited to groups of three students per section. Students are helped to develop their skills in observing, listening to, and identifying dynamics in the members/residents of the fieldwork placement, and also to understand their personal responses to the experience.

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. It is taken after at least one year of fieldwork placement.
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
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 Clinical Investigations and Ethics in Psychoanalysis
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 Individual 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 Individual Supervision of Consultation and Referral Service Cases (Privately arranged)
Prerequisite: Fellow approval
Candidates present their Consultation and Referral Service cases. A minimum of fifty hours with one supervisor other than the PT 211i supervisor is required; candidates are in PT 311 supervision every semester until graduation.

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 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 154 Comparative Psychoanalysis
- PT 155 Dream, Fantasy, and Symbolic Communications
- PT 160 Narcissism and Aggression
- PT 171 Systematic Investigations and Ethics
- PT 184 Primitive Mental States
- PT 185 Fieldwork Seminar (three semesters)
  Prerequisite: PT 184 and 15 sessions of training analysis
- PT 111 Fieldwork Discussion Group (minimum three semesters, one winter intersession, and one summer; taken by students remaining at their fieldwork placements or engaged in the process of termination after their oral presentations)
- PT 186 Beyond Psychosis: Typology of Conflict and Defense Prerequisite: Two semesters of PT 185

Required courses appropriate for Level 2, Certificate Candidacy:

(Admission to Certificate Candidacy requires completion of all of the above courses and fieldwork, 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 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 Individual Supervision of Referral Service Cases Required: 50 sessions with one supervisor. Candidates consult with their Fellows to learn the procedures to begin PT 311.
- PT 311 Individual Supervision of Consultation and Referral Service Cases Prerequisite: Fellow approval
- PT 411 Control Analysis of a Consultation and Referral Service Case Prerequisite: Fellow approval

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, counter-transference, 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. The two-year program is 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. Non-practitioners 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. A certificate of completion is awarded at the end of the two-year program. Tuition for each ten-week course is $500.

COURSES

DL 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.

DL 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.

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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
*Ellen Barz ’97
Stanford Bazilian ’78
Phyllis Beck ’87
Linda Becker ’96†
David Belgray ’81
Robin Benjamin ’06
Alex Bernstein ’85
June Bernstein ’81
Mark Bernstein ’05
Rachel Bloch ’93
Miriam Bloom ’80
Susan R. Blumenson ’87
Estelle Borowitz ’77
Patricia Pratt ’77
Marsha Breitman ’07
Eileen Brennan ’05
Carol Brod ’84
Susan Brook ’82
Steven Brown ’99
Mark Buenzle ’11
Ruth Cashman ’11
Claudia Catania ’00
Joan Cela ’89
*Richard Cheney ’95
Judith F. Chusid ’82
Carol Citarella-Garvey ’03
Marion Clement ’85
Janet G. Clogston ’89
Richard Reuven Closter ’97
Phyllis Cohen ’80
Joshua Cohn ’16
Jennifer Coonce ’17
Milena Cornick ’06
Mimi G. Crowell ’80
Alice Curry ’18
*Barbara D’Amato ’99
Ernest D’Amato ’97
Eleanor M. Davis ’81
Heather Dean-Drummond ’16
Hana Dimitstein-Ozeri ’10
Alfred Lane Donargo ’90†
Hans-Ulrich Dorn ’85
Christine Durbak ’78
Adeline Edelman ’96†
Alina Enista ’97
Claire Ernsberger ’79
Rosemary Brauner Erwin ’95†
David Feazell ’82
Jane Marder Feazell ’89
Kenneth Feingold ’10‡
Helen Ferszt ’94
Susan F. Fleischer ’94
*Valerie R. Levinson Frankfeldt ’89
*Gideon Freudenthal ’91
Richard Friedman ’78
Saundra Friedman ’87
Nathan Fruchthandler ’94‡
Nicholas Ganoudis ’15
Raúl García, ’08
Paul Geltner ’89
Edith Gerber ’89

*The Miriam Berkman Spotnitz Award for Scholarly Excellence
†Recipient of the certificate in Psychoanalytic Psychotherapy
‡Recipient of Award for Best Psychoanalytic Research Project
Graduates of CMPS, continued.

Dan Gilhooley ‘00
Michal Ginach ‘97
Martin Gliserman ‘95
Dorothy Gloster ‘82
Linda Gochfeld ‘77
Laurie Godfrey ‘96
Jane G. Goldberg ‘84
Fran Goldfarb ‘05
Barbara Goldsmith ‘06
Harvey Goodman ‘79
Uta Gosmann ‘15
Alfred Graydon ‘90
Ellen Greer ‘93
Hilde Grey ‘97
Lucie Grosvenor ‘01
Elsie Guidotti ‘82
Stephen Guttman ‘06
Marzieh Hadavi, ’08
Philip Haim ‘81
Robert Joyce Haim ‘89
Isabelle Hanigsberg ‘85
Suzanne Law Hawes ‘94
Eve Hazel ‘85
José A. Hevia ‘09
Selma Hollender ‘91
Elaine Hurst ‘02
William J. Hurst ‘99
Joan Israel ‘07
Edward Iuzzini ‘98
Genevieve Iznicki ‘97†
Lillian Jedeiken ‘76
Lucy Holmes Johnson ‘95
Annick Jourdan ‘91†

Kathleen Joyce ‘91
Rosalind Kahn ‘81
Eugene Kalin ‘81
Cynthia Kaplan ‘03
*Ronald Katz ‘84
Nancy L. Kaufman ‘93
Nicole F. Kirman ‘89
Janis Klein ‘96†
Helene F. Klibbe ‘90
Aron Korenblit ‘96†
Cheryl Kramer ‘12
Edwin Kramer ‘85
Marjorie D. Kurtz ‘92
Patrice LaMariana ‘05
Mary Landers ‘18
Lisa Landphair ‘18
Joan La Noue-Lippincott ‘85
Theodore Laquercia ‘79
Arnold Laschewer ‘86
Lynne Laub ‘81
Judith Lauterstein ‘87
Harriet Lenk, ‘03
Carol Lerner ‘06
Joyce Sharyn Lerner ‘94
Frederick Leveson ‘81
Hillary Leveson ‘83
Celia Levine ‘90†
Ellen Lewis ‘99
Ronald Okuaki Lieber ‘01
Ruth Lieberman ‘96†
Matthew Lipp ‘12
Evelyn Rivia Lief ‘90
Alana London ‘89

*The Miriam Berkman Spotnitz Award for Scholarly Excellence
†Recipient of the certificate in Psychoanalytic Psychotherapy
‡Recipient of Award for Best Psychoanalytic Research Project
Graduates of CMPS, continued.

Jo Ellen Loth ‘11  
Gerald M. Lucas ‘76  
Ross Lumpkin ‘94†  
Avery C. Manchester ‘89†  
Deborah Margolis ‘76  
Gertrude Mark ‘89†  
Maurice Markewich ‘76  
John Markham ‘88  
Jacqueline A. Martin ‘95†  
Jack Mattair ‘92  
Juliane Maxwald-Schrey ‘14  
*Rose McAloon ‘87  
Allan McLeod ‘82  
Cyril Z. Meadow ‘79  
Barry Mellinger ‘78  
Charlotte Melnik ‘01  
Lee Meltzer ‘07  
Philip Merwin ‘83  
Victoria Meyerhofer ‘16  
Ruth S. Meyers ‘91  
Faye Newsome Miller ‘85  
William Miner ‘82  
Lauree Mitchell ‘09  
Janice Montague ‘15  
Tracy Morgan ‘13  
Maureen Moriarty ‘93  
James Morrell ‘82  
Jill Morris ‘81  
William Muraskin ‘84  
Beth Saren Murphy ‘09  
Angela Musolino ‘01  
Golzbar Selbe Naghshineh ‘18  
Lynn Odinov-Daniels ‘91  

Josie Oppenheimer ‘08  
Ann Paraschos ‘85  
Benito M. Perri ‘79  
Margarita Pizano ‘88  
Raúl Plasencia ‘08  
Eileen Potamos ‘08  
Steven Poser ‘01  
*Margery Quackenbush ‘92  
Robert Quackenbush ‘91  
Anna Raitiere ‘89  
Phyllis Rauch ‘91  
Jane Hines Reis ‘97  
Anne Lee Renda ‘89†  
Natalie Zaharki Riccio ‘89  
Joy C. Rich ‘78  
Harold Richman ‘79  
Joshua Ring ‘18  
Roberto T. Rios ‘89†  
Herbert S. Ripin ‘82  
Miriam Riss ‘02  
Eleanor Rivera ‘90  
Patricia Roberts ‘98  
Linda Rode ‘15  
Lewis Ross ‘76  
Rory Rothman ‘98  
Janet C. Rotter ‘97†  
Christopher Russell ‘15  
Lynne Sacher ‘89  
Norma Sachs-Kessler ‘13  
Muriel Sackler ‘78  
Richard J. Sacks ‘09  
Muriel R. Salzman ‘89†  
Naomi Sarna ‘90

*The Miriam Berkman Spotnitz Award for Scholarly Excellence  
†Recipient of the certificate in Psychoanalytic Psychotherapy  
‡Recipient of Award for Best Psychoanalytic Research Project
Graduates of CMPS, continued.

Sam Schacht ’14
Sybil Schacht ’12
Michaela Schaeffer ’85
Edde Schreiber ’83
Elliott Schuman ’80
Caroline Scielzo ’94†
*Vicki Semel ’83
Lucienne J. Serrano ’99†
Don E. Shapiro ’78
Rhoda Shapiro ’84
Ruth Sharon ’77
Marjorie Sheehy ’78
Sara Sheftel ’81
Marcia Shrock ’87
Deborah S. Silver ’93
Marcus Silverman ’15
John Simmons ’76
Arthur Skodnek ’87
Kenneth Skodnek ’90
Eugene Smithberg ’98
Teresa Solomita ’07
Arlene Spunt ’79
Barbara Lee Steif ’93
Fredrika Stjärne ’16
Christine Stock-Simpson ’09

Barbara Stone ’91
Amelie Strauss Maslansky ’12
Effie Strouthides ’85
Glenn Stucko ’17
Shirley Sugerman ’77
*Marc A. Tallent ’00
Richard Thompson ’07
Eleanor Timberman ’03
Luther Turner, ’14
Bonita K. Ullman ’85
Lilliane Emilie Voce ’94
Jennifer Wade ’05
Barbara Waitman ’14
Doris Weber ’81
Richard Wein ’85
Howard S. Weinstein ’89†
Mindi A. Weinstein ’89†
Alice Weintraub ’97
Jill Weiss ’03
Kenneth Weissblum ’80
Dolores Welber ’77
Robert Welber ’89
Ira Wind ’10‡
Sheila Zaretsky ’82

*The Miriam Berkman Spotnitz Award for Scholarly Excellence
†Recipient of the certificate in Psychoanalytic Psychotherapy
‡Recipient of Award for Best Psychoanalytic Research Project
Barz, Ellen, 39 Crosby St., New York, NY 10013, (212) 925-1062.  ellenbarz@gmail.com.  NYS licensed psychoanalyst. CMPS Graduate. MA, Boston Graduate School of Psychoanalysis.

Buenzle, Mark, 80 Fifth Avenue, New York, NY 10011, (917) 478-0677. markbuenzle@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. MFA, Hunter College. MS, Bank Street College of Education.

Cornick, Milena, 311 East 72nd St., Suite 1D, New York, NY 10021, (646) 244-0222. milena@cornicks.com.  NY S licensed psychoanalyst. CMPS Graduate. PsyaD, Boston Graduate School of Psychoanalysis.

Crowell, Mimi G., 80 Fifth Ave., Suite 902, New York, NY 10011, (212) 989-8492. mimicrowell@gmail.com . NYS licensed psychoanalyst. CMPS Graduate. PhD, Union Graduate School.


García, Raúl A., 16 W. 10th St. New York, NY 10011 (973) 879-8953. raulagarcia@gmail.com. NYS licensed psychoanalyst, CMPS Graduate. PhD, Stanford U.


Gosmann, Uta, 16 W. 10th St., New York, NY 10011, (203) 804-7715; 258 Bradley St., New Haven, CT 06510. utagosmann@gmail.com. NYS Licensed Psychoanalyst. CMPS graduate. PhD, Université de Paris VII Denis Diderot/Universität Bonn.

Guttman, Stephen, 16 W. 10th St., New York, NY 10011, (917) 855-8029. stephenguttman@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. MA, NYGSP.


Holmes, Lucy, 55 Central Park West, 1F, New York, NY 10023, (212) 535-9830. drlucyholmes@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PhD, Union Graduate School.

Hurst, William J., 26 Court St., Suite 709, Brooklyn, New York 11242, (917) 282-0306. wjhurstphd@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PhD, Fordham U., 1974.

Kalin, Eugene B., 30 Fifth Ave., New York, NY 10011, (212) 674-2520; 79 Bayview Ave., Great Neck, NY 11021, (516) 466-0562. ebkalin@verizon.net. NYS licensed psychoanalyst. CMPS Graduate. PhD, California Graduate Institute.

Kirman, Nicole F., 254 E. 68th St., New York, NY 10065, (212) 628-7920. nicoledkiman@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PhD, U. of Rochester.

LaMariana, Patrice, 80 Fifth Ave., 1206B, New York, NY 10011, (917) 887-7745. lamariana1@aol.com. NYS licensed psychoanalyst. CMPS Graduate. MS, Hunter Institute of Health Sciences.


Lerner, Carol, 19 W. 34th St., Suite 303, New York, NY 10001, (212) 947-7111, (917) 680-8862, carol.lerner4@verizon.net. NYS Licensed Psychoanalyst. CMPS Graduate. LCSW, Adelphi U.

Liegner, Evelyn J., 51 Great Neck Rd, Apt 331, Great Neck, NY 11021, (516) 487-3210; P.O. Box 514, Grantham, NH 03753, (603) 863-4371. spnitz@yahoo.com. Faculty Emerita, CMPS Founder. NYS licensed psychoanalyst. PhD, California Graduate Institute.
Lippincott, Joan, 52 West 12th St., New York, NY 10011, (212) 691-2365. joanlippincott@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PhD, Adelphi U.


Maxwald, Juliane, 5-31 50th Ave., Long Island City, N.Y. 11101, (917) 721-1015. 16 West 10th St. New York, NY 10011. jmaxwald@hotmail.com. CASAC, NYS Licensed Psychoanalyst. CMPS Graduate. MA, NYGSP; MA, New York U.

Melnik, Charlotte S., 460 W. 24th St., 1A, New York, NY 10011, (646) 522-7138. charlotte.melnik@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PsyaD, Boston Graduate School of Psychoanalysis.

Morgan, Tracy D., 5 West 19th St., Third Floor, New York, NY 10011, (646) 220-6290. tracedoris@gmail.com. CMPS Graduate. MPhil., CIUNY Graduate Center. MSW, Hunter College School of Social Work.

Musolino, Angela G., 80 Fifth Ave., Suite 902, New York, NY 10011, (917) 620-5068. agmusolino@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. MSN, Hunter Bellevue CIUNY.

Newsome, Fayc, 65 W. 90th St., 21F, New York, NY 10024, (212) 362-0514. newsome65@aol.com. NYS licensed psychoanalyst. CMPS Graduate. MA, NYGSP; MA, New York U.

Oppenheim, Josie, 415 w. 23rd St., Suite 1EE, New York, NY 10011, (917) 653-1896. jojoppenheim@cmps.edu. NYS licensed psychoanalyst. CMPS Graduate. MA, California Graduate Institute.

Poser, Steven, 8 Patchin Place, Apt. 2F, New York, NY 10011, (845) 281-9887. stevenposer@earthlink.net. NYS licensed psychoanalyst. CMPS Graduate. PhD, U. of Calgary.

Rauch, Phyllis, 515 West End Ave., 1A, New York, NY 10024, (212) 580-3222. parauch210@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PsyaD, Boston Graduate School of Psychoanalysis.


Rothman, Rory, 80 Fifth Ave., New York, NY 10011, (212) 206-7043; 53 Joralemon St., Brooklyn, NY 11201, (718) 858-3030. roryrothman@gmail.com. NYS licensed psychoanalyst. CMPS Graduate. PsyaD, VGSP, Boston Graduate School of Psychoanalysis.

Rosenthal, David, 50 W. 97th St., 1B, New York, NY 10025, (212) 932-8607. dsr78@columbia.edu. LCSW, NYS Licensed Psychoanalyst, PSP Graduate. Ph.D., Union Institute & University.

Sacks, Richard, 60 W. 23rd St., Apt 933, New York, NY 10010, (212) 645-3720. richardsacks@hotmail.com. NYS licensed psychoanalyst. CMPS Graduate. MA, NYGSP.

Semel, Vicki Granet, 301 S. Livingston Ave., Livingston, NJ 07039, (973) 629-1006. vwsemel@comcast.net. NYS licensed psychoanalyst, CMPS Graduate. Psy.D, Rutgers U. PhD, Rutgers U.

Sheftel, Sara, 225 W. 86th St., New York, NY 10024, (212) 724-0159. ssheftel@verizon.net. NYS licensed psychoanalyst. CMPS Graduate. PhD, Union Graduate School.

Silver, Deborah S., 25 E. 10th St., 1F, New York, NY 10003, (212) 982-1664. dsilver7@verizon.net. Certified psychoanalyst. CMPS Graduate. MSW, New York U.

Silverman, Marcus M., 1115 Broadway, 10th Floor, New York, N.Y. 10010, (347) 807-5870. mmsilverman@gmail.com. NYS Licensed Psychoanalyst, CMPS Graduate. M.A., NYGSP.

Tallent, Marc, 51 Fifth Ave., Suite B, New York, NY 10003, (212) 645-5795. mat1@pipeline.com. NYS licensed psychoanalyst. CMPS Graduate. PhD, Adelphi U.


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.
1. Complete this application and return it to the CMPS Admission Office with the application fee of $50.00.
2. Attach a brief statement describing your professional goals and any other reasons for seeking psychoanalytic training at CMPS.
3. Include a writing sample (i.e. a term paper, article, or essay).
4. Have two letters of reference/recommendation sent to the CMPS Admissions Office.
5. Have official copies of your undergraduate and graduate transcripts sent to the CMPS Admissions Office.

Upon receipt of the completed application and official transcripts, the registrar will arrange two interviews.

Name

Address

City ___________________________ State ________ Zip __________

Telephone ___________________________ HOME BUSINESS CELL

Email Address ___________________________

Date of Birth ___________________________

Undergraduate Degree ___________________ Major ___________ Year ______

Graduate Degree ________________________ Major ___________ Year ______

Graduate Degree ________________________ Major ___________ Year ______

Professional Title: ____________________________

Current Employment Description: ____________________________

__________________________________________________________________________

__________________________________________________________________________

Clinical/Professional Experience: ____________________________

__________________________________________________________________________
Have you ever been placed on probation, suspended, removed, dismissed, or expelled from any school or academic program after the age of 14? 

Other than traffic offenses, have you ever been convicted of any misdemeanor, felony, or other crime? 

If you answered yes to either question, please provide an explanation and the approximate dates of each incident. Attach your response to this application.

**Psychotherapy History**

<table>
<thead>
<tr>
<th>Name of Therapist</th>
<th>Approximate Dates of Therapy</th>
<th>No. of Sessions</th>
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I request admission for the Spring /Fall semester of (year) ___________________________

Fall semester begins September; Spring semester begins late January

Signature __________________________________________________________

Date _______________________

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CMPS CALENDAR 2019-2020

Fall 2019

Semester Begins: Monday, September 9, 2019
Semester Ends: Friday, January 2, 2020

No Class Meetings: September 30, October 8-10, 2019
Thanksgiving Recess: November 22-December 1, 2019
Examination Week: December 16-19, 2019

PT 111w Winter Fieldwork Discussion Groups

Winter Intersession: Four sessions between December 13, 2019 and January 26, 2020

Spring 2020

Semester Begins: Monday, January 27, 2020
Semester Ends: Friday, May 15, 2020

No Class Meetings
Presidents Day Recess: February 14-23, 2020
Spring Recess: April 3-19, 2020
Examination Week: May 13-17, 2020

Summer Program 2020

PT 111s Summer Fieldwork Discussion Groups
Month of June 2020: Four Sessions
Month of July 2020: Four Sessions

Summer Workshops
Workshops begin: June 4, 2020
Workshops end: July 17, 2020