

# CATALOG

PSYCHOANALYTIC TRAINING PROGRAM

**September 1, 2011 – August 31, 2012**

THE **P**SYCHOANALYTIC **C**ENTER OF **C**ALIFORNIA  
11500 W. Olympic Boulevard, Suite 445  
Los Angeles, California 90064

*A Non-profit Organization since 1984*

*Training Institute Established in 1987*

*A Component of  
The International Psychoanalytical Association  
since 1993*

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The Psychoanalytic Center of California training programs have been designed in accordance with standards and guidelines set forth by the International Psychoanalytical Association [IPA], the State of California Department of Education: Bureau for Private Postsecondary and Vocational Education [BPPVE] Department of Consumer Affairs, and the Medical Board of the State of California. These organizations may review the programs described in the Catalog and make such recommendations as deemed necessary to ensure continued compliance with their standards.

The Psychoanalytic Center of California is a private institute and is approved to operate by the Bureau for Private Postsecondary Education.

## IMPORTANT NOTICES

- *Any questions a student may have regarding this catalog that have not been satisfactorily answered by the Institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.*
- *As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.*
- *A Student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the Bureau's internet website: [www.bppe.ca.gov](http://www.bppe.ca.gov)*

The Catalog is made to conform with the current Policies and Procedures of The Psychoanalytic Center of California. Amendments to the Policies and Procedures are approved at the Faculty Senate Meetings by a majority vote of those casting ballots. The Faculty Senate Meetings are held bi-annually. The Catalog is thereafter amended bi-annually and updated to reflect the changes to the Policies and Procedures.

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# The Psychoanalytic Center of California

## *Mission, Purpose and Objectives*

### Mission:

The Psychoanalytic Center of California is a non-profit corporation in the state of California dedicated to educational, scientific and charitable purposes and to academic freedom. PCC was brought into existence to acknowledge the growing need within the local mental health community to better understand the nature and treatment of primitive mental disorders. In response, PCC set out to provide a center of education and training, programs for community outreach, and a forum for the scientific discussion of psychoanalytic principles of all orientations. This effort was inspired by new developments in psychoanalysis, especially contemporary British Object Relations. This particular development is a body of theory and practice heretofore not systematically available in the United States, which directly addressed the approaches to primitive mental disorders and their psychoanalytic treatment.

### Purpose:

In order to fulfill the above stated mission, PCC has established a core psychoanalytic training curriculum that leads to either a certificate, a Psy.D. or a Ph.D., a continuing education program for the mental health community, a community outreach program of lectures and consultations, and a low fee outpatient clinic referral program. PCC's educational approach to training is unique in several respects for this geographic area. These emphases include the psychoanalytic treatment of primitive mental disorders including psychotic and borderline conditions, the inclusion of a full infant observation course in our curriculum, and a comprehensive education in the tradition of British Object Relations theory and technique. Finally, PCC endeavors to provide the highest standards of training by adhering to the standards maintained by the International Psychoanalytical Association.

## ***Objectives:***

These programs have as their objective the systematic and in-depth transmission of psychoanalytic knowledge and clinical skills to the mental health community, and specialized services to the general public. PCC training for psychoanalysis includes a personal training analysis, extensive courses in theory and technique, supervision of training cases, an oral examination and a final scientific paper. PCC endeavors to provide students with the capacity to provide competent psychoanalytic assessment and treatment of a broad range of mental disorders, including those previously considered untreatable. Finally, PCC prepares its students to effectively utilize the body of psychoanalytic concepts in their capacities as consultants, teachers and supervisors, as well as researchers and writers in various academic disciplines.

## ***History and Philosophy***

The Psychoanalytic Center of California Society was formed in 1984 by psychoanalysts and psychoanalysts-in-training as an organization dedicated to expanding psychoanalysis in all mental health fields and in studies of human endeavors and beliefs. The Institute of the Psychoanalytic Center of California was formed in 1987 by the Center's Board of Directors, to provide a quality psychoanalytic education to individuals from a variety of fields.

In 1923, Sigmund Freud defined psychoanalysis as a procedure for the investigation of mental processes, especially unconscious mental phenomena, as a method of treatment based upon this procedure, and as a set of observations and facts giving rise to a cohesive body of theory regarding human behavior. Following this definition, the Psychoanalytic Center of California Institute has been designed to teach psychoanalysis as a method of inquiry and research into mental processes, to teach the technique of psychoanalysis, and to encourage the application of psychoanalytic knowledge and understanding to all areas of human experience.

Since psychoanalysis is the most powerful clinical method for bringing about long-lasting structural changes in an individual's personality, it should be widely available. It has the potential to strengthen emotional awareness and to integrate the emotions with other aspects of the personality, enabling individuals to be more effective in their public and private lives. Because psychoanalysis enables individuals to cope with desire on

many levels and to investigate how the human mind makes meaning, it enhances our search for emotional and intellectual truths.

Furthermore, as a result of the ever-increasing scope of psychoanalytic investigations into primitive states of mind, a special interest of the Psychoanalytic Center is to explore treatment modalities beyond the realm of the classical neuroses. Research into and treatment of primitive mental states, including narcissistic, borderline, autistic and psychotic states, is an important addition to our understanding of the mind and to the development of more complete treatment of serious mental disorders.

With regard to society, an understanding of the unconscious in individual and group activities enables us to imagine and work toward a more just and less dangerous world.

*As a 'depth-psychology', a theory of the mental unconscious, [psychoanalysis] can become indispensable to all the sciences which are concerned with the evolution of human civilization and its major institutions such as art, religion, and the social order ...."*

*-- Sigmund Freud (1926)*

In agreement with Freud, and for all the reasons stated above, the Psychoanalytic Center of California Psychoanalytic Institute was formed to increase the number of well-trained clinicians and researchers from a variety of fields and to help infuse psychoanalysis in the United States with vigorous ideas and energy from every quarter.

The Psychoanalytic Center of California does not represent that any of its programs leads to any particular job title or occupation. Our programs are designed to enhance and broaden the knowledge and skill of mental health care professionals.

## ***Standards***

The Institute expects that its Candidates will meet and uphold the ethical standards of their professions at all times. Candidates may not represent themselves as psychoanalysts until they have completed the established requirements of their training and have received written permission from the Education Committee of the Psychoanalytic Center of California to do so. A Candidate may be dismissed for cause in the case of unethical or unprofessional behavior (see Dismissal Policy).

## ***Academic Freedom Policy***

The Psychoanalytic Center of California respects personal belief as the private concern of the individual. It equally recognizes the constitutional right to freedom of speech and shall not enforce any rule or policy subjecting any Candidate, faculty person, member, administrator or office personnel to disciplinary sanctions on the basis of conduct that is speech or other communication protected from government restriction by the First Amendment to the United States Constitution, or Section 2, Article I of the California Constitution. Free speech rights are however never absolute, but are always subject to reasonable regulation as to time, place, and manner.

The Psychoanalytic Center of California encourages the free pursuit of learning, as well as all other intellectual endeavors. The PCC Institute fosters academic achievement, scholarly methods, and candid evaluations, which reflect the true merits of one's performance. The PCC requires ongoing adherence to proper professional and ethical conduct by maintaining a learning environment that, at all times, respects an individual's rights to both privacy and freedom from exploitation.

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## **ADMISSION TO THE INSTITUTE**

### ***Who May Apply?***

#### **Certificate in Adult Psychoanalysis/Doctor of Psychoanalysis (Psy.D.) Program**

To be admitted as a Candidate for a Certificate in Adult Psychoanalysis/Psy.D., the applicant must have a Doctoral degree (Ph.D., M.D., Psy.D., EDD, DSW) or a Masters degree or its equivalent, and hold a valid California license in a mental health field or have authorization to work under a person holding a valid California license in the particular mental health field (e.g. in psychology, as a Registered Psychological Assistant; in social work, as a Registered Social Work Associate; in marriage and family counseling, as a Registered MFC Intern), and show an aptitude for psychoanalytic work. Foreign students are welcome. College level English is a requirement for all programs. The Institute offers no English language services. The Institute will vouch for student status for Visa purposes at no charge.

### **Certificate in Research Psychoanalysis Program**

To be admitted as a Candidate for a Certificate in Research Psychoanalysis, the applicant must have earned a Ph.D. from an accredited institution of higher education, or show equivalent work, and must demonstrate achievement in his or her field.

The applicant must also register with Allied Health Professions—a division of the California Medical Board—as a Research Psychoanalyst, or as a Research Psychoanalyst Student, and show an aptitude for psychoanalytic work.

### **Certificate in Infant, Child and Adolescent Psychoanalysis Program**

To be admitted as a Candidate for a Certificate in Infant Child and Adolescent Psychoanalysis, the applicant must have completed three years of training in the Adult Psychoanalysis Program. The Candidate may declare an intention to join the Infant Child and Adolescent training program at the time of entry to the Psychoanalytic Center of California or at any subsequent time. Applicants who have completed psychoanalytic training outside of the PCC may apply and will be evaluated for eligibility by the Infant/Child/Adolescent Committee.

### **Degree (Ph.D.) Program in Psychoanalysis**

An applicant may apply to undertake the Ph.D. in Psychoanalysis in conjunction with any of the Certificate programs mentioned above.

### **General Requirements**

Copies of current licenses and/or registrations must be provided upon acceptance to the Training Institute. In addition, each Candidate is required to maintain throughout his/her training, current professional liability insurance coverage. As part of enrollment at the start of each academic year, Candidates will be required to submit copies of their liability insurance certificate along with copies of their current professional license to the PCC Administrative Office. At the time of graduation, the Candidate will need to hold a valid California license allowing them to practice independently in their respective mental health field.

The Institute does not discriminate on the basis of age, race, color, national or ethnic origin in its administration or educational policies, or in any other Institute- related program.

## ***The Admissions Process***

Completed applications are accepted until June 15. Application forms may be obtained from the office of the Psychoanalytic Center of California by calling 310-478-4347. The information requested includes the individual's educational, professional, and clinical background, a written autobiography, and a full-face photograph. Three letters of recommendation are to be furnished to the Admissions Committee, including one from a supervisor in the applicant's field such as a department head, residency training director, or clinical director. A non-refundable application fee of \$100 must accompany the application.

After initial determination of suitability, the applicant will have three interviews with members of the faculty. The Admissions Committee bases its final recommendation to the Education Committee upon the committee's deliberations and interviewers' impressions. Applicants are evaluated on the basis of previous training and experience; motivation; mental capacity; psychological mindedness; and history of license revocation or illegal activities. A qualified applicant living at a distance from our Los Angeles location may be accepted for training.

It is to be noted by all accepted applicants that suitability and aptitude for psychoanalytic training cannot be fully determined during the Admissions process, and are therefore reassessed at regular intervals throughout training.

## ***Transfer of Credits***

Upon admittance to the Institute, Candidates may petition to have previous education and training in psychoanalysis accepted for credit toward the programs offered at the Psychoanalytic Center of California. All such petitions are considered on a case-by-case basis, and a maximum of 26 transfer credit units may be applied toward the core program. Prior work completed through International Psychoanalytical Association-approved training programs is preferred. The maximum credit transferable toward the Ph.D. is 25% of the 72 units (or 18 units).

The transferability of credits you earn at The Psychoanalytic Center of California (PCC) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in The Psychoanalytic Center of California's Core Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits, degree,

diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Psychoanalytic Center of California to determine if your (credits or degree, diploma or certificate) will transfer. *The PCC has not entered into an articulation or transfer agreement with any other college or university.*

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## **THE CORE PROGRAM**

### **Certificate in Adult Psychoanalysis and Doctor of Psychoanalysis (Psy.D.)**

The core program or Adult Certificate/Psy.D. program consists of four areas of preparation:

1. a personal psychoanalysis;
2. a curriculum of theoretical courses and clinical conferences;
3. supervised psychoanalyses;
4. an oral examination and the writing of a final paper.

In the course of completing the program, the Candidate will have experienced a minimum of 776 direct contact hours (576 seminar hours; 200 supervision hours), and, in addition, continuous personal analysis over most of the period of training. It is expected that all requirements of the core program will be completed within eight (8) years.

Candidates undertaking Research Analyst or Child Certification, or the Ph.D. in Psychoanalysis, will complete additional requirements to the core curriculum, as described in this Catalog.

#### ***Personal Psychoanalysis***

The personal analysis offers first-hand experience with the unconscious, with various states of mind, and with the process of working through. This experience develops the Candidate's capacity for empathy, and for dealing with conflict and problematic character formations that may interfere with psychoanalytic work. The training analyst is selected

from those individuals approved by the Psychoanalytic Center of California. Candidates must be in an approved analysis before beginning classes. (In some cases, the Education Committee will require that the accepted applicant begin training analysis some months before entering seminars.) It is expected that the personal (training) analysis of the Candidate will be conducted four or five times a week, on separate days, and that each session will last forty-five to fifty minutes. The duration of the analysis is left to the discretion of the Candidate and training analyst. (A minimum of 300 hours of personal analysis is required for Research Psychoanalyst Candidates.) Usually the personal analysis will continue for all Candidates through a major part of the training, if not beyond. Frequency and number of accumulated analysis hours are regularly updated for the Candidate's file. The Candidate is responsible for submitting the appropriate form. A major part of the Candidate's supervised clinical casework should be undertaken while he or she is in personal analysis.

### ***Theoretical and Clinical Curriculum***

The core curriculum consists of four years of classes taken on a trimester system, two classes (4 units) per trimester. Each trimester is twelve weeks long. Over the period of four years, the Candidate will complete at least 576 class hours or 48 trimester units of seminar work. It is necessary that all courses be taken consecutively; exceptions can be made only with the permission of the Candidate Progression Committee.

Both psychoanalytic theory and clinical issues and technique are studied each year as the Candidate advances through the curriculum. Courses in psychoanalytic theory ground the Candidate in Freud's writings, introduce the various developments of psychoanalysis in Object Relations, the Kleinian School, American Psychoanalysis, and include studies in neuroses and psychoses, narcissistic and borderline states, and other psychopathologies and their diagnoses. Three trimesters of Infant Observation Seminar are included in the first year. Differential diagnoses relative to the various psychopathologies are taught in all classes, particularly Perversions, Psychoses, and Trauma and Narcissism. By the third year, clinical conferences comprise half the curriculum (each Candidate is expected to make two control case presentations of six sessions each during the last two years).

## Post Seminar

Candidates who have satisfactorily completed the regular curriculum courses (or seminars) prior to graduation are called Post Seminar Candidates. Every trimester Post Seminar Candidates maintain active status with the Institute by registering and paying post-seminar fees each trimester and registering for an educational activity at least one trimester per year. The intent of the Post Seminar training is to facilitate Post Seminar Candidate engagement in ongoing analytical education and development, as well as involvement in the institute. The Post Seminar Candidate may select from the following options, each involving the equivalent time investment of a 12-week core curriculum course.

1. Attending an elective theoretical course (which may be prepared by students or scheduled by the Institute);
2. Attending an elective clinical case seminar;
3. Co-teaching with a Faculty member in the regular curriculum;
4. Teaching in the Extension Program;
5. Conducting a research project which is certified by both the Candidate Progression Committee and Research Committee;
6. Taking or repeating a regular curriculum course if a suitable elective course is not available and after consultation with the Curriculum Committee and the members of the regular class.
7. A tutorial led by a PCC Faculty Member and approved by the Candidate Progression Committee. In consultation with the Faculty Member, the Post Seminar Candidate will make a proposal to the Candidate Progression Committee specifying the area of study, planned reading, any written assignments and frequency and duration of meetings.

All requirements of training in the Core Program and the Research Psychoanalysis Program are to be completed within 8 years from the beginning of training.

Although not a formal requirement of training, all Candidates are encouraged to participate in the Continuing Education and Extension programs sponsored by the Psychoanalytic Center of California for the mental health community, including the yearly *Clinical Affiliate's Scientific Meeting* -- a Candidate sponsored event. Candidates are further encouraged to submit papers to the Research Committee for the annual *James A. Gooch Essay Contest*, established in June 1990 to honor the Founding President of PCC. An essay prize was chosen in keeping with Dr. Gooch's conviction of the importance of written work in developing Candidates' capacities for thinking. The deadline for submission of essays for the *James A. Gooch Essay Contest* is December 1<sup>st</sup>.

## ***Supervised Psychoanalyses***

After completion of two trimesters (8 units) of theoretical training and when well into an approved analysis, the Candidate may apply to the Candidate Progression Committee to begin supervised clinical work. Each proposed control case must be reviewed and approved by the Candidate Progression Committee. There should be a minimum of six months between the beginning of cases. The Candidate must undertake at least three cases, which include both genders, each supervised by a different supervising analyst chosen from the program's faculty. Two cases must be adults; the third case may be a child case. No supervisor may be the Candidate's personal analyst. Sessions are scheduled at the rate of 4 to 5 times a week, on the basis of no more than one session per day, and each session should last 45 to 50 minutes. Each case must have a minimum of 50 hours of supervision on a one hour-per-week basis through the first 50 hours of supervision. Supervision of two cases must continue for two calendar years of analysis, the first 50 hours of supervision to be weekly, and the frequency of supervision after the first 50 to be agreed upon between the Candidate and the supervisor. A total of 200 hours of supervision is the minimum required for Graduation.

The Infant, Child and Adolescent Analysis seminar in the regular curriculum occurs in the second year of the seminars. All Candidates, whether pursuing child analytic training or not, are encouraged to have their second or third control case be a child or adolescent, which case shall be supervised by a Child and Adolescent Supervising Analyst. Child analytic cases should also be presented in case-based seminars, whenever such cases of the various age groups are available, along with a Child and Adolescent Supervising Analyst as seminar instructor.

It is desirable to undertake supervision of one case during the termination phase. (Research Psychoanalyst Candidates must continue supervision of cases on the basis of one hour per month until graduation, and supervision of one case through termination is a requirement.) Analysands of each gender must be represented among the Candidate's control cases. A supervisor who becomes unavailable for a period longer than an ordinary vacation break shall make arrangements in consultation with the Candidate and the Candidate Progression Committee for interim supervision. If the supervisor is unable to make these arrangements, the Candidate Progression Committee shall exercise this authority.

Candidates for Infant, Child and Adolescent Psychoanalysis Certification must conduct psychoanalysis with at least three child patients, to include both genders: one

preschool child, one latency child, and one adolescent. Each case is to be supervised weekly by a Child and Adolescent Supervising Analyst with a minimum of 50 hours of supervision for each case, a minimum of 150 hours of individual supervision for the three child cases. One of the three child cases may be substituted for one of the three adult cases. The Candidate is encouraged to work for at least one year with the parents of one or more children in analysis and to obtain supervision (group or individual) on this work. For those without clinical experience or only minimal clinical experience in assessment and diagnosis of children and adolescents, additional clinical work in assessment with supervision is strongly recommended and may be required at the discretion of the Candidate Progression Committee (or Infant, Child and Adolescent Analysis Committee).

Candidates submit quarterly reports of control case analysis and supervision hours, and written case reports every six months to the supervisor, who approves and signs the report, which the Candidate then sends to the Chair of the Candidate Progression Committee. Permission to begin unsupervised psychoanalysis must be obtained from the Candidate Progression Committee.

### ***Termination of One Case: Requirements for Research Candidates***

One of the three (3) cases must be carried to the termination phase with weekly Supervision. The Candidate and Supervising Analyst will determine when that phase is reached.

### ***Oral Examination, Final Paper and Graduation***

The Candidate is required to make an oral presentation before the completion of the training program. The purpose of this presentation is to give the Candidate constructive feedback on his or her development as an analyst sufficiently early to provide an opportunity for further growth in the final period of supervised case work. If necessary, remedial measures can be proposed by the Oral Presentation Sub Committee to the Candidate Progression Committee.

If the Candidate has two control cases and has completed 6 months on the second case, he or she may apply to the Candidate Progression Committee to take the examination after the end of the third year of training, but, in any case, must apply before the start of his or her third control case. The Candidate is strongly advised to make the decision in consultation with his or her faculty advisor. The Progression Committee will evaluate the readiness of the Candidate to make the oral presentation.

The Oral Examination Sub-Committee is composed of three members other than the Final Paper Sub-Committee members. Two are chosen by the Candidate, and the Progression Committee appoints a Chair. One of the three members may be at the level of Assistant Faculty. One member of the sub-committee may be a supervisor of the Candidate, though not of the case presented during the exam. The case must be an analytic case (4 or 5 times a week) and a case that well demonstrates the Candidate's ability to conduct an analysis. Typed process notes should be prepared for three or four sessions of current work, together with a one-page, single-spaced history including dynamic formulation and diagnoses. Copies of this material will be distributed to the examiners.

Candidates taking the oral examination are evaluated along the following criteria:

- a) Establishment of the Psychoanalytic Process
- b) Response to exam process
- c) Case selection
- d) Ability to formulate and utilize psychoanalytic interpretations
- e) Ability to comprehend and interpret the transference
- f) Ability to interpret resistance
- g) Ability to make genetic and reconstructive interpretations
- h) Working through of main anxiety
- i) Intuitive capacity (talent)
- j) Empathic capacity (ability to identify selectively with patient)
- k) Containing capacity (ability to wait as needed)
- l) Capacity to be corrected by the patient
- m) Overall appraisal

The sub-committee meets for two hours, discusses and evaluates the presentation with the Candidate, and provides feedback regarding his or her work during the meeting. The Chair communicates the sub-committee's recommendations to the Progression Committee in the form of a written statement, which is to be signed by all three examiners. The Progression Committee has the option of requiring additional supervision or an additional control case if deemed necessary for the progress of the Candidate. In that case a second meeting of the sub-committee with the Candidate will be scheduled after the additional work has been completed.

The oral examining committee and the final paper committee report their findings and recommendations to the Progression Committee, which then submits a recommendation regarding the Candidate's graduation to the Education Committee. The Education Committee has final vote in the matter.

After satisfactory conclusion of all aspects of the training program, the Candidate shall apply to the Candidate Progression Committee in writing for permission to graduate. The Candidate will have experienced a minimum of 776 direct contact hours in the course of completing the core program (576 seminar hours; 200 supervision hours), in addition to his or her hours of training analysis. (See following pages for additional requirements of the Child and Research Psychoanalysis programs, and for the Ph.D. in Psychoanalysis.)

Final Psy.D. and Certification Paper. Post Seminar Candidates of PCC qualify for graduation after all other requirements for graduation have been satisfied and after approval of the final paper by the Progression Committee. This paper must be of doctoral quality and must demonstrate a clinical understanding of psychoanalytic theory and technique, or show the application of this clinical understanding to a topic of study. Upon approval, the paper fulfills the requirement for both certification in Adult Psychoanalysis and for the Doctorate of Psychology in Psychoanalysis (Psy.D.). A clinical paper may also more directly demonstrate qualities inherent in the conduct of psychoanalysis. The Candidate may avail him or herself of a final paper advisor, who will be chosen from among the PCC faculty members, and who usually will continue on as Chair of the Final Paper sub-committee.

The Psy.D. paper does not need to be publication ready or original research as it is a clinical doctorate. However, it should aim at being suitable for presentation. Paper length is 25 to 30 pages plus bibliography. It can be in one of two formats: either a case-study approach or a topical approach.

A Certificate in Adult Psychoanalysis/Psy.D. or in Research Psychoanalysis will be granted, along with the Doctorate of Philosophy in Psychoanalysis if this program has been completed. Application for Active membership in the Psychoanalytic Center of California (Society) and International Psychoanalytical Association may then be made.

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# The Research Psychoanalysis Program

Research Psychoanalysis Candidates complete the core curriculum, with additional requirements as follows: Research Candidates must continue analysis for at least 300 hours, and must continue in supervision of three cases on the basis of one hour per month until graduation, with one case taken to termination under supervision. A field placement internship must be undertaken of no less than ten hours per week for at least ten months in a mental health facility approved by the Psychoanalytic Center of California. Research Candidates must be registered with the Division of Licensing, Medical Board of California, as Research Psychoanalyst Students.

## **Preparation for Clinical Work**

1. Before assuming any type of clinical work, Research Psychoanalyst Candidates are required to complete a course or tutorial on Ethics and the Law and obtain liability insurance.
2. Before evaluation for and approval of their first analytic control case, Research Psychoanalyst Candidates are required to complete 150 hours of supervised psychotherapy experience in the PCC-approved clinical internship referred to above.
3. A summer tutorial on Diagnostics will be completed between the first and second year of training if such a course is not already covered in the internship program.
4. With the prior approval of the Candidate Progression Committee, private psychotherapy cases may be undertaken after completion of the clinical internship. Private psychotherapy patients must be supervised by PCC faculty members or other PCC-approved supervisors, one supervision hour for every four hours of patient contact, with supervisors reporting in writing to the Progression Committee every six months.

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## **The Infant, Child and Adolescent Psychoanalysis Program**

The Infant, Child and Adolescent Program consists, in addition to the core curriculum, of 20 units of course work, divided into academic and clinical seminars. The Candidate is required to conduct three child/adolescent analyses, to include both genders, supervised by three different supervisors: one pre-school child, one latency child, and one adolescent. No supervisor may be the Candidate's training analyst. Each case is to be seen a minimum of four sessions a week at a frequency of one weekly supervisory session hour for a minimum of 50 hours. One child case may be counted for credit for both adult and child training. Progression procedures will be conducted by the Infant/Child/Adolescent Analytic Committee (ICAC) and conform to the progression procedures of the adult program.

An oral presentation of clinical material of a child case is required and should be scheduled before the start of the third case. A subcommittee consisting of three members of the Infant/Child/Adolescent faculty is constituted. Two members are selected by the candidate, and the ICAC chair appoints the chair of the subcommittee. The candidate presents process notes from his/her work with a child covering three or four consecutive sessions of a treatment in progress. The presentation is conceived as a collegial exchange for the purpose of giving feedback, and if needed, addressing weaknesses in the work of the candidate. The subcommittee presents a written statement of its observations and recommendations to the Infant/Child/Adolescent Analysis Committee, signed by all three members.

No additional final paper is required of Candidates in the Infant/Child/Adolescent Psychoanalysis Program.

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## **The Doctorate of Philosophy in Psychoanalysis**

The Psychoanalytic Center of California has been authorized by the State of California Department of Education, Bureau for Private Postsecondary and Vocational Education [BPPVE], Department of Consumer Affairs to grant an academic (.2) Ph.D. in Psychoanalysis. This program began in the fall of 1991. Candidates wishing to receive the Ph.D. complete the core program and accrue an additional 24 units by taking courses

in Research Methodology, Proposal Writing, and Dissertation Writing. After passing the qualifying examination, they complete a doctoral dissertation, including the presentation of a dissertation proposal and the final oral examination. The dissertation is expected to be an original work, which provides a scholarly contribution to the advancement of knowledge in the field of psychoanalysis.

## ***Procedures for Completing the Ph.D.***

### ***1. Research Preparation.***

During the first four years, concurrent with theoretical courses, Candidates complete the research methodology course sequence. These three courses, taught by doctoral faculty members of PCC, use a directed study format to train students in empirical and/or theoretical methods of research. Students will learn how to identify original areas of research, formulate hypotheses and problem statements, develop research protocols/designs, analyze data and interpret results. Upon completion of this sequence and the coursework for certification in psychoanalysis, candidates undertake the qualifying examination. This written and oral exam evaluates the candidate's readiness for undertaking rigorous inquiry into his/her designated field, and is conducted by the Candidate's doctoral dissertation committee.

### ***2. Choosing a Dissertation Committee and Writing a Dissertation.***

As early as possible in the program, Candidates select a dissertation chair and two (or more) members for their committee, subject to the approval of the Research Committee. Candidates enroll in both proposal and dissertation writing courses until they finish their dissertations. After choosing a research topic, they write a Dissertation Proposal that must be approved by their committee before they begin their dissertation. The dissertation is considered complete when it is approved by all members of the Dissertation Committee, and the Candidate has successfully passed the final oral examination.

### ***3. Dissertation Topics.***

Dissertations in the field of psychoanalysis usually emphasize clinical, theoretical or interdisciplinary research. They may also involve empirical research. Psychoanalytic research most often relates to individual and/or interpersonal mental development, and to the making of meaning within the human mind and in relationship to others. Clinical work is considered a primary source of data where the functioning of the human mind (e.g.,

thinking, feeling, dreaming, fantasizing, and meaning making) can be studied. Of vital importance is a deeper understanding of how unconscious mental functioning impacts the development of a capacity to cope with one's environment, and to think critically and creatively about one's world, leading to mental health.

Psychoanalytic research is also focused on the etiology, formation, and amelioration of specific mental disorders, such as affective disorders, personality disorders, schizophrenia, etc. This Institute has a special focus on understanding primitive states of mind. Dissertations that concentrate on theoretical research follow in the long tradition of liberal arts studies such as those in history, literature and philosophy. Psychoanalytic intellectual traditions are compared, analyzed and synthesized to identify and/or explicate new ways of thinking about the mind. Dissertations that focus on interdisciplinary research use psychoanalytic theories to investigate other fields such as art and architecture, biography, ethics, history, law, literature, religion and political science. The detailed study of intersections between the two fields may lead to important new understandings about the development and evolution of human culture.

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## **The Certificate in Psychoanalytic Psychotherapy**

The one-year Certificate Program in Psychoanalytic Psychotherapy (120 hours) consists of two inter-related components:

- a. Six clinically oriented courses.
- b. Small group case-based seminars.

The optional second year consists of two inter-related components:

- a. Three clinically oriented courses
- b. Small case based seminars

The courses develop, in stepwise manner, the essential components of an object relations perspective of the psychoanalytic psychotherapeutic encounter. The didactic courses will be taught in each of the three trimesters along with small group case-based seminars. Each trimester will have 40 hours of instruction, for a total of 120 hours for the entire year's courses (two 1 ½ hour sessions per week, and one 2 hour small group supervision session every other week, for a total of ten weeks.)

The one-year Certificate Program in Psychoanalytic Child Psychotherapy consists of a combined didactic and case-based seminar. The course meets weekly for (3) ten-week trimesters beginning in October of each year.

This one-year overview course is a synthesis of prenatal life, infancy, latency and adolescence from an Object Relations Perspective; introduction to psychoanalytic clinical treatment from infants to adolescents; integration with Infant Research and Neurobiology; and working with parents.

Readings will be offered for each of the courses and will be distributed before the beginning of each trimester.

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## OUTLINE OF COURSES

### Core Curriculum (Certificate in Adult Psychoanalysis/Psy.D.)

#### First Year

- 101 Infant Observation I
- 102 Infant Observation II
- 103 Infant Observation III
- 104 Sigmund Freud I
- 105 Sigmund Freud II
- 106 Sigmund Freud III

#### Second Year

- 201 Melanie Klein I
- 202 Melanie Klein II
- 203 Melanie Klein III
- 204 Psychoanalytic Technique I
- 205 The Independent School
- 206 Early Trauma & Narcissism

#### Third Year

- 301 Wilfred Bion I & II
- 302 Wilfred Bion III &

Concurrent Psa. Thought

- 303 Borderline & Psychosis
- 304 Clinical Case Seminar I
- 305 Clinical Case Seminar II
- 306 Clinical Case Seminar III

#### Fourth Year

- 401 Perversions & Psychosomatics
- 402 Child Psychoanalysis
- 403 Psychoanalytic Technique II
- 404 Clinical Case Seminar IV
- 405 Clinical Case Seminar V
- 406 Clinical Case Seminar VI

#### Post Seminar Electives (As Arranged)

- E-501 Current Literature
- E-502-506 Infant/Child/Adolescent Analysis
- E-507 Clinical Case Seminar VII

E-508 Advanced Technique  
Psychoanalytic Technique III  
E-509 Wilfred Bion IV A & B  
E-510 French Psychoanalysis

E-511 Critical Studies  
E-512 Donald Meltzer Reading  
Seminar  
(Others as Arranged)

## **Doctorate in Psychoanalysis (.2 Ph.D.) Program**

### **First Year -- (Core)**

101 Infant Observation I  
102 Infant Observation II  
103 Infant Observation III  
104 Sigmund Freud I  
105 Sigmund Freud II  
106 Sigmund Freud III

### **Second Year -- (Core)**

201 Melanie Klein I  
202 Melanie Klein II  
203 Melanie Klein III  
204 Psychoanalytic Technique I  
205 The Independent School  
206 Early Trauma & Narcissism

### **Third Year -- (Core)**

301 Wilfred Bion I & II  
302 Wilfred Bion III &  
Concurrent Psa. Thought  
303 Borderline & Psychosis  
304 Clinical Case Seminar I  
305 Clinical Case Seminar II  
306 Clinical Case Seminar III

### **Fourth Year -- (Core)**

401 Perversions & Psychosomatics  
402 Child Psychoanalysis  
403 Psychoanalytic Technique II  
404 Clinical Case Seminar IV  
405 Clinical Case Seminar V  
406 Clinical Case Seminar VI

### **Research Courses**

R-601 Research Methodology I  
(2 units)  
R-602 Research Methodology II  
(2 units)  
R-603 Research Methodology III  
(2 units)

### **Dissertation Writing**

R-604 Dissertation Proposal Writing (3 units)  
R-605 Dissertation Writing (5 units)  
R-606 Dissertation Writing (5 units)  
R-607 Dissertation Writing (5 units)

## **Certificate in Infant/Child/Adolescent Psychoanalysis**

### **First Year -- (Core)**

- 101 Infant Observation I
- 102 Infant Observation II
- 103 Infant Observation III
  
- 104 Sigmund Freud I
- 105 Sigmund Freud II
- 106 Sigmund Freud III

### **Second Year -- (Core)**

- 201 Melanie Klein I
- 202 Melanie Klein II
- 203 Melanie Klein III
- 204 Psychoanalytic Technique I
- 205 The Independent School
- 206 Early Trauma & Narcissism

### **Third Year -- (Core)**

- 301 Wilfred Bion I & II
- 302 Wilfred Bion III &  
Concurrent Psa. Thought
- 303 Borderline & Psychosis
- 304 Clinical Case Seminar I
- 305 Clinical Case Seminar II
- 306 Clinical Case Seminar III

### **Fourth Year (Core)**

- 401 Perversions & Psychosomatics

- 402 Child Psychoanalysis
- 403 Psychoanalytic Technique II
- 404 Clinical Case Seminar IV
- 405 Clinical Case Seminar V
- 406 Clinical Case Seminar VI

### **Infant/Child/Adolescent Curriculum (Additional 20 Units)**

- I/C/A 701 Infant Observation IV
- I/C/A 702 Infant Observation V
- I/C/A 703 Infant Observation VI
- I/C/A 704 Infant/Child/Adolescent  
Technique
- I/C/A 705 Developmental Sequence  
and Psychopathology I (Pre-birth  
to Puberty)
- I/C/A 706 Developmental Sequence  
and Psychopathology II (Pre-birth  
to Puberty)
- I/C/A 707 Developmental Sequence  
and Psychopathology III  
(Adolescence)
- I/C/A 708 Infant/Child/Adolescent  
Clinical Case Seminar I
- I/C/A 709 Infant/Child/Adolescent  
Clinical Case Seminar II
- I/C/A 710 Advanced Infant/Child  
Adolescent Technique

## **Certificate in Psychoanalytic Psychotherapy**

### **Fall Courses**

- P101 The Unique Patient-  
Therapist Relationship -  
and the Frame -  
10 sessions
- P102 Transference and  
Counter-transference -  
10 sessions
- P107 Small Group Supervision -  
5 sessions

### **Winter Courses**

- P103 Unconscious Phantasy:  
Understanding the  
Internal World of the  
Patient - 10 sessions

- P104 Dreams and the Internal  
World - 10 sessions

- P108 Small Group Supervision -  
5 sessions

### **Spring Courses**

- P105 States of Mind and Body:  
Neurotic, Psychotic,  
Infantile and Adult -  
10 sessions

- P106 The Capacity to Tolerate  
Emotional Experience -  
10 sessions

- P109 Small Group Supervision -  
5 sessions

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## **DESCRIPTION OF COURSES**

### ***Core Curriculum***

#### **Infant Observation I-III**

Three consecutive seminars on infant observation. Each candidate observes an infant in the family setting for an hour a week and writes detailed notes immediately following the observation. Each candidate presents her/his notes for discussion, in a rotation at a weekly seminar led by a leader(s). The candidate writes up each observation even though presentation in the group occurs every few weeks. She/he provides a copy of each observation to the leaders. In the seminar, a group of Candidates meet with the leader to discuss their observations, each taking a turn in presenting material. The purpose of the seminar is to develop the capacity to observe and record without intervention or

interpretation. The seminar offers the opportunity to watch the emotional and mental impact of the baby/mother/family interactions. It enables the Candidate/observer to become increasingly aware of his / her own mental and emotional experience in this setting. It develops the ability to wait and to be in contact with nonverbal emotional states. The seminar allows the observer the opportunity to follow the development of several infants within diverse family settings over time.

### **Freud I, II, III**

A systematic study of the writings of Sigmund Freud, 1895-1940, this course includes Freud's theory of dreams, the libido theory, the notion of the wish and the dream work; Freud's self analysis, his theory of the various psychoneuroses, delusions, psychosis, transference, narcissism; his concepts of the internalization of the superego and sublimation, origins of culture, the death instinct, signal anxiety, female development, the tripartite structural model of the mind; his development of an ego psychology, and the concept of splitting of the ego.

### **Psychoanalytic Technique I**

This course will address the psychoanalytic literature on technique in a reading/discussion format with clinical vignettes from the instructor and the class. Technical issues, especially those related to the setting, initial analytical evaluation process, establishment and maintenance of the frame, and the analytical attitude will be discussed. Transference/countertransference, dreams, projective identification, the nature of interpretation, and analytic listening, will be addressed as well, all with reference to assigned readings. These readings will include Freud, Klein, Heimann, Strachey, Bion, Meltzer and others

### **Melanie Klein I, II**

A systematic study of the works of Melanie Klein 1921-1963. Included are: unconscious phantasy and the development of change in psychic structures; the paranoid schizoid and depressive positions; the manic defenses, envy, and superego formation.

### **Melanie Klein III**

The contributions of the immediate followers of Melanie Klein and of current Kleinians to the understanding and the analysis of psychosis, borderline conditions, and

pathological organizations will be introduced. The first six weeks will include works by Riviere, Segal, Money-Kyrle, Rosenfeld, Joseph and others. The second six weeks will include the works of contemporary Kleinians, O'Shaughnessy, Britton, Feldman, Steiner and others.

### **The Independent School**

This course concentrates on the work of the analysts of the British Independent School, including theorists such as Fairbairn, Balint, Winnicott and Kahn. Their views of early mental/emotional development, the notion of frustration and trauma in connection with normal and pathological processes, and the notion of two-person psychology and its implications for technique will all be discussed.

### **Early Trauma and Narcissism**

This seminar studies the effects upon personality development of early psychic trauma stemming from disturbances in the intrauterine environment and in the mother-infant dyad. Its effects in later childhood will also be taken up. A corollary to this investigation will be the study of severe narcissistic disorders and autistic-like states. These early traumas are often at the core of severe derailment in development. Contemporary research on infant development will be presented through the writings of Anzieu, Tustin, Bick, Meltzer, and Rosenfeld, among others.

### **Wilfred Bion I, II, III**

These six week courses comprise a systematic study of the works and contributions of Wilfred Bion, 1943-1980. Offers an in-depth investigation of Bion's duality theory relative to the life and death forces operative within the personality in the service of growth or anti growth; his views on technique, with particular reference to factors which make possible the analyst's achievement and maintenance of his/her essential intuitive capacity; and his contribution to the theory of resistance.

### **Concurrent Psychoanalytic Thought**

This six week course will focus on the theory and clinical relevance of another prominent school of psychoanalytic thought such as Relational/Intersubjectivity or Lacanian, depending on the interest of the class and availability of faculty. Comparison with contemporary Kleinian and Bionian thought will be included.

### **Primitive Mental Disorders, incl. Borderline and Psychosis**

This seminar focuses on the dynamics and structures in the personality, which produce and are produced by psychotic states. The psychoanalytic theories of schizophrenia and manic-depressive disorders, as well as borderline and narcissistic personality disorders, are detailed from an integrated historical and conceptual perspective, and treatment modalities discussed. Included in the study are the contributions of: S. Freud, Mahler, Kohut, Arlow and Brenner, M. Klein, Segal, Rosenfeld, Bion, D. Meltzer, Tustin, Grotstein, Kernberg and Gunderson.

### **Clinical Case Seminar(s) I-VI**

Candidates present clinical material from process notes illustrating their clinical work. The instructor will function as a consultant with the aim to provide help to the presenter and stimulate constructive discussion within the group. Each Candidate is required to attend six Clinical Case Conference seminars beginning in the Third Year, and to make at least two case presentations of six sessions each within these seminars. If possible, cases of preschool, latency, and adolescent children should be included.

### **Primitive Mental Disorders, incl. Perversions and Somatoform Disorders**

This seminar focuses on the psychodynamics in the development of the personality that result in perversion and character disorders. Building on Freud's psychosexual theory as laid out in *Three Essays*, his further clinical and theoretical work with perversions is studied. Subsequent developments regarding infantile and adult perverse sexuality and addictions are studied, through the contributions of Meltzer, de M'Uzan, McDougall, Greenacre, Steiner, Stoller and others. These theories are related to today's psychoanalytic models and concepts of pre-mentational and proto-mentational states as manifested in psychosomatic illness and alexithymia.

## **Infant/Child/Adolescent Psychoanalysis**

This introductory course will address a brief history of child analysis, offer exposure to classical works with emphasis on an object relations viewpoint, and focus on some contemporary thinking in the field. Infancy, pre-school, latency and adolescent development will be considered and questions of technique pertaining to each age group will be addressed. Additionally, issues of evaluation, including assessment of fundamental needs, conditions for analysis and setting of the frame will be discussed. Finally, attention will be given to aspects of case management, including parent work.

## **Psychoanalytic Technique II**

This advanced course continues to explore the issues presented in Psychoanalytic Technique I on a more intricate, sophisticated and subtle level. Everyone will have read fundamental papers on technique by Freud, Klein, Bion, Heimann, Strachey, Racker, Winnicott, Meltzer. And will be familiar with technical issues including setting, establishment and maintenance of the frame, the nature of analytic listening, the basic concepts of transference, countertransference and projective identification in the clinical setting, and the interventions: interpretation and containment.

In this course the processes inherent in the transference and countertransference will be deepened by readings from clinicians and theorists of differing orientations, both classical and modern. Clinical material will be presented by the instructor and by the class. Specific content will be determined by the interests of the class and availability of faculty.

## **Post Seminar Electives (As Arranged)**

### **Current Literature (Elective)**

An examination of current psychoanalytic research and theory through recent books and journal articles.

### **Infant/Child/Adolescent Analysis (Elective)**

Post-Seminar Candidates in the Adult Certificate Program who are interested in having further exposure to Infant/Child/Adolescent analysis may apply to the Infant/Child/Adolescent Committee to join a class in the Infant/Child/Adolescent program.

### **Clinical Case Seminar VII- (Elective)**

Continuation of Clinical Case Presentations, as described in the –Core Curriculum but with advanced candidates.

### **Advanced Technique/Psychoanalytic Technique III (Elective)**

This course features presentations by instructors of their own verbatim clinical material with current patients. This material is used to illustrate the broad range of the psychoanalytic process from the opening phase of treatment to termination.

### **Wilfred Bion IV – A (Elective)**

Primary emphasis will be given to the means of observation which contribute to the development of new configurations when they are not obstructed by pre-existing theory. Candidates will have had theory seminars centering on configurations which the work of W.R. Bion has made available. The grid is such a form, which was intended as an exercise by Bion to think about the nature of the transformations in thought and affect, which he observed. He was quite clear that this instrument was rudimentary and inadequate. There needed to be grids developed by each person in the position of conducting psychoanalysis. This is a course on the discipline of observation and the questions, which arise in the context of refinements of observation.

### **Wilfred Bion IV – B (Elective)**

Reading course to focus on any of Bion's concepts which interests a group of post-seminar candidates.

### **French Psychoanalysis (Elective)**

This elective is a course in contemporary French psychoanalytic theory to be focused by the individual instructors. One such course might be in the work of Jacques Lacan (1901-1983); another might be Klein/Lacan/Kristeva.

### **Critical Studies (Elective)**

Critical Studies electives will be developed by specific instructors in relation to their particular fields of expertise and research. They would be interdisciplinary and might include courses such as Psychoanalysis and Cinema: Languages of the Unconscious, or Psychoanalysis and Literature: James Joyce's Ulysses.

### **Donald Meltzer Reading Seminar (Elective)**

This seminar is an on-going group in which writings of Donald Meltzer are read aloud, in temporal order, with in-depth group discussion of any concept that is interesting or puzzling. Pre-requisite is that anyone joining the group will read all works that have been completed by the group.

## **Doctorate in Psychoanalysis Courses (Additional 24 units)**

### **Research Methodology I-III (2 units each)**

Three consecutive seminars on research methodology are offered for candidates pursuing the Ph.D. degree. Each course meets over a 10-month academic year, and uses a directed study format. Candidates will be introduced to empirical and theoretical methods of research, including the development of problem statements, formulation of hypotheses, identification of appropriate research designs, as well as data collection, analysis and interpretation. Candidates will be assisted to think about the research elements of the origins of psychoanalysis and its ongoing controversies. They will learn how to explore historic and current theoretical developments; in particular, those related to primitive states of mind. Special attention will be paid to understanding how unconscious states of mind can be studied in the interpersonal interactions that occur in the analyst's consulting room. Candidates will write a paper at the end of each seminar demonstrating their growing capacity to undertake their own original research.

### **Dissertation Proposal Writing (3 Units)**

Ph.D. candidates who have passed their qualifying examination will enroll in this private directed study course, where they will work on and complete a proposal for doing the original research that will form their dissertation.

### **Dissertation Writing I-III (5 units)**

After successfully presenting their dissertation proposal, candidates will take these three directed study courses. They will be assisted to complete their research and write the dissertation.

### **Dissertation Writing IV-VI (Elective) (2 units each)**

Continuation of required Dissertation Writing courses for those candidates who have not yet finished their writing.

## **Infant/Child/Adolescent Psychoanalysis Courses (Additional 20 units)**

### **Infant Observation IV-VI**

Three consecutive seminars on infant observation. Each candidate observes a baby from birth in the family setting for one hour per week over one academic year. Notes for presentation at the weekly seminar are written in detail immediately after the period of observation. In the seminar, a group of Candidates meet with an Instructor to discuss their observations, each taking a turn in presenting material. The purpose of the seminar is to develop the capacity to observe and record without intervention or interpretation. The seminar offers the opportunity to watch the emotional and mental impact of the baby/mother/family interactions. The experience enables the Candidate/observer to become increasingly aware of his or her own mental and emotional experience in this setting. It develops the ability to wait and to be in contact with nonverbal emotional states. The seminar allows the observer the opportunity to follow the development of several infants within diverse family settings over time.

### **Infant/Child/Adolescent Technique**

This course will focus on evaluation, case selection, treatment planning and the beginning of treatment. Evaluation and case selection will include differential diagnosis, assessment of fundamental needs and suitability for analysis. These steps (components) will provide the basis for the establishment of the frame. Additionally, play technique and collateral work with parents in the treatment will be addressed. Techniques for working with preschool, latency and adolescent age groups will be explored in detail, with emphasis on working with the process of transference and countertransference.

## **Developmental Sequence & Psychopathology from Pre-Birth Through Adolescence I, II, III**

These courses will outline one particular psychoanalytic model of mental and emotional development: normal, abnormal, and pathological. This model, which has its origins within the British object relations tradition, has a foundation in Freud, and derives primarily, but not exclusively, from the work of M. Klein, Winnicott, Bick, Bion, Meltzer, Tustin, Mancina, Piontelli and others. The course will also include recent developments in neurobiology. Details of the positions of these theorists, with attention to differences in their views, will provide a comparative picture of development and psychopathology derived from their work.

### **Advanced Child/Adolescent Technique**

This advanced course further explores the components of the Infant/Child/Adolescent Technique course above: ongoing collateral work with parents; case management, including interruption, termination, and acting out; dreams, psychotic transference and autistic phenomena. Technique for working with various aspects of primitive states of mind will be explored in detail.

### **Infant/Child/Adolescent Clinical Case Seminar I, II**

Two case seminars focusing on the treatment of children and adolescents are required. Candidates will present clinical material from process notes of their work with children of different ages. The instructor, an I/C/A Supervising Analyst, will function as the facilitator of the group discussion and address issues of technique pertaining to different age groups. Each candidate is required to present his/her clinical work in turn for several consecutive class sessions (to be determined by the number of candidates included in the class).

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## CURRENT SCHEDULE OF CHARGES

Students are required to take 4 units per trimester and 12 units per year.

### ***Registration, Tuition and Fees***

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|--|--|
| Application Fee (non-refundable)-1 <sup>st</sup> Year Only | \$100  |
| Late Fee per trimester                                     | \$ 75  |
| Tuition per Course unit                                    | \$200  |
| Repetition of Final Exam (non-refundable)                  | \$150  |
| Clinical Affiliate (Candidate) Annual Dues                 | \$ 35  |
| Library (Annual Fee)                                       | \$ 50  |
| Ph.D. Fee Per Unit   | \$ 200   |
| <i>Leave of Absence</i> Fee per Year                       | \$300  |
| Post-Seminar Tuition , Per Trimester                       | \$400  |
| *STRF (Student Tuition Recovery Fund)                      |  |
| Enrolled before January 1, 2003                            | \$2.50 per \$1000 of<br>Tuition paid per trimester |
| Enrolled after January 1, 2003                             | \$2.50 per \$1000 of<br>Tuition paid per trimester |

### **TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM, AND THE TOTAL CHARGES CANDIDATE IS OBLIGATED TO PAY UPON ENROLLMENT.**

- 1.) Total Charges for the Current Trimester:  
\$802.50 (1<sup>st</sup> – 4<sup>th</sup> Year Class) and \$402.50 (Post Seminar Candidates).
  - 2.) Estimated Charges for Core Training Educational Courses: \$15,240.00
  - 3.) Total Charges Candidate is obligated to pay upon enrollment: \$ 887.50
- Personal Training Analysis (see \* below)  
Supervision (see \* below)

### **RATES ARE SUBJECT TO PERIODIC REVIEW AND CHANGE**

All tuition including any late fees, for candidate years I-IV and Post-Seminar, is paid per trimester. Post Seminar candidates pay the equivalent of one course each trimester, and may attend electives, case conferences or regular curriculum courses without additional charge. Ph.D. Candidates: pay for their Ph.D. track courses, as scheduled, at the rate of \$200 for each course unit, in addition to their core

curriculum or post-seminar tuitions. All candidates pay yearly Clinical Affiliate (society) membership dues of \$35 and a yearly Library Use Fee of \$45, both billed in the fall. Reading materials and syllabi are provided to Candidates on CD by the Institute.

\*Fees and method of payment for Candidates' training analyses and for supervision sessions (minimum 200 supervision hours) are negotiated between Candidate and analyst or supervisor(s).

You must pay the state-imposed Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a Student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charged are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- 1). The School closed before the course of instruction was completed.
- 2). The School's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or

materials for which a charge was collected within 180 days before the closure of the school.

3). The School's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the School prior to closure in excess of tuition and other costs.

4). There was a material failure to comply with the act or the Division within 30-days before the School closed or, if the material failure began earlier than 30-days prior to the closure, the period determined by the Bureau.

5). An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

***However, no claim can be paid to any student without a social security number or a taxpayer identification number.***

**Four weeks prior to the 1<sup>st</sup> day of classes**, a Schedule of Courses and Registration Form shall be mailed to enrolled Candidates and participating faculty. Completed registration forms and appropriate fees are due in the PCC office by the date stated on the registration form, **at least one week prior to the commencement of classes** or a late fee of \$75 shall be charged. In September of each year, copies of Professional Licensure and proof of Professional Liability Coverage are due with tuition payment. Failure to provide these two documents will result in suspension of participation in classes and in supervisory credit towards graduation.

If tuition is not paid by the due date and there has been no arrangement made with the Treasurer, the Candidate cannot attend classes until the situation is resolved. If three classes are missed due to failure to make financial arrangements, the Candidate will be suspended from classes and will have to take that trimester again at a later date. The original \$75 late fee would also remain intact. Registration for two courses per trimester during the four seminar years is required unless other arrangements have been made, in writing, with the Candidate Progression Committee. If a class has to be repeated, for any reason, tuition paid cannot be refunded.

For Post Seminar Candidates, if tuition is not paid by the specified deadline, and no alternate arrangement was arrived at with the Treasurer, the Candidate shall incur a late fee of \$75 for the first week tuition is delinquent. If the Candidate does not remedy the matter within the first week of the term, the Co-Chairs of the Candidate Progression Committee shall be informed. Credit for activities that count toward graduation will be suspended, and the Candidate's advisor will be asked to contact the Candidate to resolve the matter. If the tuition payment arrangements are not achieved following the advisor's intervention, the Candidate shall be placed on Administrative Probation and the status of his/her candidacy at the PCC shall be reviewed by the Progression Committee.

### ***Cancellation and Refunds***

**(effective January 1, 1990)**

| # CLASS HOURS ATTENDED | AMOUNT OF REFUND |
|------------------------|------------------|
| 0 Class Hours          | 100%             |
| 12 Class Hours         | 75%              |
| 24 Class Hours         | 50%              |
| 29 Class Hours         | 0%               |

NOTE: A student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. No refunds will be given after 29 completed class hours in a trimester. If a class has to be repeated, for any reason, tuition paid cannot be refunded.

#### REFUND FORMULA

$$\begin{array}{l}
 \text{Total Amount Actually} \\
 \text{Paid for Instruction} \\
 \text{(Includes all fees, but} \\
 \text{no equipment)}
 \end{array}
 \times
 \frac{
 \begin{array}{l}
 \text{Hours of Instruction not} \\
 \text{Received but for which} \\
 \text{the Student has Paid}
 \end{array}
 }{
 \begin{array}{l}
 \text{Hours of Instruction which} \\
 \text{the Student has Paid}
 \end{array}
 }
 =
 \begin{array}{l}
 \text{Final Refund} \\
 \text{Amount}
 \end{array}$$

#### **Cancellation Refund Example**

A student cancels his program prior to the first day of instruction after having paid \$400. The student would receive a refund of \$400.

## Withdrawal Refund Example

If a student during the first trimester completes only 10 hours of a 24-hour course and paid \$400 tuition the student would receive a refund of \$227.50.

$$\begin{array}{rccccccc} \$400 & & \times & & \frac{14 \text{ hours of instruction not received}}{24 \text{ hours of instruction}} & & = & & \$227.50 \end{array}$$

A Candidate who wishes to cancel enrollment and receive a refund may address his / her request in the form of a letter to the Office manager of the Psychoanalytic Center of California (at the PCC office address). The Candidate's letter of request should include dates of all instruction sessions attended, date of last instruction attended, and refund requested, in keeping with the above refund formula. The Institute shall pay or credit refunds due on a reasonable or timely basis, not to exceed 30 days following the date upon which the student's withdrawal is determined.

It is to be noted that exemptions from specific classes or *leaves of absence* -- as opposed to withdrawing from the program altogether -- must be approved by the Candidate Progression Committee of the Institute (see Attendance Policy/Leaves of Absence). Candidates who have received permission to take a *Leave of Absence* pay a yearly fee of \$300 in the fall, and are not subject to tuition fees until such time as they return to active status.

## **Housing**

The Psychoanalytic Center of California Institute program is non-residential and does not have dormitories under its control. Moreover, the Institute does not have the resources to provide its Candidates with housing assistance. Rental properties are available within 30 minutes from campus. Beverly Hills/West Los Angeles rental properties that are advertised in local newspapers currently range from \$900 to \$3,500 per month depending on size and location of dwelling.

## **Financial Assistance**

Candidates may apply for low-interest tuition loans from the PCC Research and Scholarship Fund. Candidates wishing further information regarding such loans may contact the Chair of the PCC Financial Assistance Committee. ***The PCC does not currently participate in federal and state financial aid programs.*** However, if a

Candidate obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

- Candidates enrolled in the *core program* may borrow a total of \$1,000.00 from PCC in financial assistance. Additional loan funds may be available upon request and evaluation on a case by case basis.
- Each request for assistance shall be assessed on an individual basis by the Treasurer in coordination with the Chairs of the Candidate Progression Committee.
- This is an *interest-free loan* to be credited to the Candidate's account at the PCC for tuition only.
- Re-payment must be made within two years of the completion of seminars and before graduation.
- Payments must be made no less than three times yearly. On a trimester basis, at a minimum, this would be: 5 payments of \$165.00 and one payment of \$175.00. A Candidate may choose to pay more, therefore repaying the entire loan sooner. The payment schedule shall be arranged with the Treasurer. The Office Manager shall be informed of the re-payment arrangement and will keep the Treasurer updated as to payments made.
- Failure to follow the agreed-upon loan re- payment schedule will halt the Candidate's progression until such time as loan repayment is on schedule and current.

### ***Student Tuition Recovery Fund***

California law requires that, upon enrollment of each student, a fee be assessed of the training institution in relation to the cost of that student's tuition. Each student that pays his/her own tuition is required to pay a state imposed assessment for the Student Tuition Recovery Fund. The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for

Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- 1). The School closed before the course of instruction was completed.
- 2). The School's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- 3). The School's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the School prior to closure in excess of tuition and other costs.
- 4). There was a material failure to comply with the act or the Division within 30-days before the School closed or, if the material failure began earlier than 30-days prior to the closure, the period determined by the Bureau.
- 5). An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

***However, no claim can be paid to any student without a social security number or a taxpayer identification number.***

It is important that Candidates keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts, or canceled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within 60 days following school closure. For further information or instructions about filing a claim through STRF, contact: California State Department Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll free number (888) 370-7589 or by fax (916) 263-1897.

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## **GENERAL INFORMATION**

### ***Time, Location and Size of Classes***

Classes begin in mid-September and continue until the fourth week of June. A detailed yearly calendar is provided to Candidates and faculty by September 15. Classes meet Wednesday mornings between 8 AM and 12:30 PM, excepting major holidays, and are held at the PCC office (11500 W. Olympic Blvd., #445, Los Angeles, CA 90064) or in the offices of the faculty. Most faculty offices are located in West Los Angeles, Pasadena, Beverly Hills, or Santa Monica. At least one trimester will be held in Pasadena. Alterations in scheduling are occasionally made with the agreement of students and instructors. Classes are conducted seminar-style and consist of 12 or fewer students and 1 or 2 instructors.

### ***Administrative Files and Records***

Candidate files are maintained in the PCC administrative offices for five years; transcripts are maintained for fifty years. Candidates may review their institute files online through their password-protected Candidate file.

As required by law, copies of transcripts are maintained by the Institute or an official designee for not less than fifty (50) years. To protect a student's right to privacy, official copies of transcripts will not be provided to any persons or organizations outside the Institute unless so requested in writing by the student or the student's legal representative.

### ***Library Facilities***

The Thomas Grant Memorial Library at the PCC provides research facilities including the complete Psychoanalytic Electronic Archive (PEP) and a library of books and articles coordinated to our curriculum. Other psychoanalytic library resources are available in the vicinity, including the Los Angeles Psychoanalytic Institute, Reiss-Davis and U.C.L.A.

## ***Study Groups***

There are several private study groups ongoing among PCC members and Candidates. These groups are formed at the discretion of the Candidates/members.

## ***Clinic-Referral Service***

The Institute offers no placement assistance to its Candidates. However, Candidates are encouraged to use the services of the Clinic/Referral Service Committee in locating psychoanalytic control cases. Graduated members may request non-control psychoanalytic cases. Both members and Candidates call upon this committee for assistance in finding low-fee psychotherapy cases. To contact the Clinic-Referral Service, call (310) 208-1053.

## ***Academic Advisement***

The objective of counseling activities at the Psychoanalytic Center of California is to maintain and encourage open communication between students and faculty about learning accomplishments and academic progress. The method used is one-on-one counseling between the student and the instructor. These sessions occur as necessary during the term. The outcome expected is that students will be aware of the faculty's continued concern and involvement in the student's progress and the student will be informed of their progress in the program. Also, any problems that the student has indicated will be dealt with and either satisfactorily resolved or a plan of action prepared to work toward a solution. The Dean or Assistant Dean will become involved in this process if a student is having significant problems.

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# **ACADEMIC POLICIES**

## ***Faculty Advisors***

Each Candidate is assigned a Faculty Advisor who periodically reviews the Candidate's progress and offers advice or assistance as needed. It is recommended

that Candidates take advantage of the assistance and support offered by their Advisors by arranging regular advisory meetings throughout training. First Year Candidates are required to have a face-to-face introductory meeting with their Advisors early in the fall and again prior to requesting permission to begin supervised control cases (spring trimester of first year). Thereafter, Candidates and Advisors should meet no less than once per year, and as often as necessary by phone.

### ***Evaluation of Progress***

Candidates' progress in training is guided and overseen by the Education Committee and its subcommittee, the Candidate Progression Committee. Candidate files, which include instructors' evaluations of the Candidate's work, supervision and analysis hours reporting, transcripts of courses, etc. are periodically reviewed by the Candidate Progression Committee, and the Candidate is advised or assisted as necessary. Permission for all major steps in progress (for example the taking of a control case) must be requested by the Candidate, in writing, from the Candidate Progression Committee. The business of the Candidate Progression Committee is reported to the Education Committee, which makes final recommendations concerning Candidate matters if called upon to do so.

Faculty, supervisors and advisors meet each year to discuss the progress of Candidates in the program. Notes from these meetings are made available to the Candidate Progression Committee (and Advisors), and are included in the Candidates' files.

"Pass," "Fail," or "Incomplete" in a seminar is indicated on the instructor's written evaluation of the Candidate's performance in class, including performance on oral presentations, examinations and/or papers. All seminar evaluations become a permanent part of the Candidate's file. Unsatisfactory evaluations are immediately brought to the attention of the Candidate Progression Committee for consideration and possible action.

The progress of the Candidate's clinical work is assessed from presentations of control case work in clinical case seminars and from reports of the supervisors to the Candidate Progression Committee. Both Candidate and supervisor submit periodic reports of supervision and treatment hours of control cases, and written case discussions are submitted by the Candidate to the supervisor at six-month intervals.

Within 90 days of termination or interruption of a case, a complete case report is to be submitted. Both the six-month reports and the final case report must be approved by the supervisor, and then forwarded to the chair of the CPC. Supervision reporting forms are obtained from the PCC office.

### ***Satisfactory Progress Defined***

1. Being advanced in year level by taking and passing the specified courses.
2. Undertaking an approved training analysis which begins before the start of classes.
3. Beginning supervised analytic casework by the third year and presenting clinical material in Case Conference courses as required by the Institute.
4. Completing all requirements of the core curriculum within eight (8) years.
5. Exceptions to this pattern of progress must be requested in writing and specifically granted by the Candidate Progression Committee.

### ***Attendance Policy/Leaves of Absence***

Candidates (Years I-IV) are required to attend two courses per trimester unless other arrangements have been made with the Candidate Progression Committee. In the event that a seminar/course is being taught by the Candidate's Training Analyst, the Candidate may wish to request written permission to be excused from attending that class. The Candidate may be required to: a) take the course from another instructor in his/her Post Seminar years or, b) arrange a private tutorial with another faculty member to be approved by the Curriculum Committee. In all cases however, permission to be excused from a required seminar/course must be requested in writing well ahead of the first seminar session.

Candidates who miss more than two sessions of any seminar are required to complete a make-up assignment designed by the instructor. An instructor may require that a Candidate repeat a given seminar as a result of too many absences. Formal *Leaves of Absence* (as opposed to withdrawing from the program altogether) are considered and granted on an individual basis by the Candidate Progression Committee. Permission to take a leave must be requested in writing. Four years is the maximum number of years a Candidate may be on Leave of Absence. In some

circumstances this may be extended after full consultation with the Advisor and the Candidate Progression Committee, including a timetable for return and completion of the program.

### ***Language of Instruction***

PCC does not provide English language instruction, and it is understood that applicants accepted to the PCC Institute will be fluent in English.

The PCC enrollment Agreements is written in English. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his/her primary language.

The PCC recruitment leading to enrollment is conducted in English. The enrollment agreement, disclosures and statements are in English.

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## **Dismissal Policy**

### ***Academic Warning Defined***

A Candidate will be placed on *Academic Warning* if either or both of the following conditions occur:

1. The Candidate is not making satisfactory progress as defined above.
2. The Candidate's evaluations from faculty and/or supervisors are repeatedly poor as observed by the Candidate Progression Committee over a three-trimester period.

The Candidate will be placed on Academic Warning by the Candidate Progression Committee and notified in writing by the end of the third week of classes of the subsequent trimester. The Candidate will be reviewed at the end of each trimester while he/she is on *Academic Warning* and the warning status removed or continued. Written notification of the warning's removal or continuation will again be made by the third week of the subsequent trimester.

## ***Grounds for Dismissal***

1. After three trimesters of *Academic Warning* the Candidate will be dismissed from the Institute (timing of notification must be geared to Appeal Process below).
2. A Candidate may be dismissed for cause in the case of unethical or unprofessional behavior. Grounds for dismissal for cause will be brought in writing before the Education Committee by the Chair of the Candidate Progression Committee, along with any written statement the Candidate in question wishes to make, and action will be taken by the Education Committee. The Candidate will be notified of the outcome in a timely fashion.

## ***Academic Dismissal Appeal Procedure***

1. A Candidate may appeal for reinstatement after being dismissed for academic reasons. The appeal is not a postponement of dismissal; rather it is a petition for reinstatement.
2. The Candidate must submit a petition in writing to the Chair of the Education Committee (Dean), giving the basis for the appeal.
3. The appeal must be submitted prior to the first day of registration for the following trimester.
4. The appeal will be heard by an ad hoc committee, the chair of which will be appointed by the Dean; the student to select a second faculty member; and those two persons to select the third member of the committee.
5. A decision will be recommended to the Dean prior to the end of late registration for the trimester following that in which the dismissal occurred. The decision of the Dean is final.

## ***Dismissal for Cause Appeal Procedure***

1. A Candidate may appeal for reinstatement after being dismissed for cause by submitting a written petition to the President of the Faculty Senate, along with the name of a preferred advocate from within the PCC membership.

2. The President of the Faculty Senate will appoint a committee consisting of the requested advocate and a member of the Education Committee, and these two will select a third member from among the PCC membership.
3. The appeal will be heard and a decision recommended to the President of the Faculty Senate.
4. The decision of the President of the Faculty Senate will be final.

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## **Sexual Harassment**

### ***Policy***

The Psychoanalytic Center of California is committed to creating and maintaining an environment free from all forms of unlawful exploitation, harassment or intimidation, including sexual. Specifically, every individual of the PCC Institute and Society including Candidates, faculty, members, staff, and other employees and non-employees including clinic patients should be aware that the Psychoanalytic Center of California is opposed to sexual harassment, and that such behavior is prohibited by federal law and the State of California, and by Psychoanalytic Center of California policy. It is the intention of the Psychoanalytic Center of California to take appropriate action to prevent, correct and, if necessary, discipline behavior which violates this policy.

### ***What is Sexual Harassment?***

Conduct which may constitute sexual harassment includes unwanted or unwelcome sexual advances, demands for sexual favors, and other unsolicited verbal comments, gestures, or physical conduct of a sexual nature when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of employment, instruction, or participation in other Psychoanalytic Center of California activity.
2. Submission to or rejection of such conduct is used as a basis for academic evaluation or employment decisions.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile

or offensive academic or work environment, or in the case of clinic patients interfering with a proper therapeutic setting.

In determining whether the alleged conduct constitutes sexual harassment, the record of the incident as a whole and the totality of the circumstances, including the context in which the alleged incident occurred, shall be considered. Normal, courteous and pleasant, mutually respectful and non-coercive interactions that are mutually acceptable to the persons involved are not sexual harassment.

**Examples of sexual harassment:**

1. Unwelcome or unwanted physical advances of a sexual nature. This includes brushing up against, cornering, fondling, hugging, kissing, patting, pinching, or any other similar physical contact unacceptable to another individual.
2. Demands or requests for sexual favors. This includes blatant or subtle expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or threat of negative consequences concerning one's academic or employment status, or therapeutic relationship.
3. Verbal abuse or joking that is sexually oriented and unacceptable to another individual. This includes comments about an individual's appearance or body that are beyond complimentary; "dirty jokes" that are offensive to and unwanted by others, or any tasteless, sexually oriented actions, comments or innuendoes that offend others.
4. Any type of sexually oriented conduct that unreasonably interferes with academic or work performance or with the therapeutic relationship.

***Harassment Resolution Procedures***

Anyone who believes he or she has been subjected to unlawful sexual harassment or intimidation is strongly encouraged to bring the matter to the immediate attention of the Dean or the President of the Psychoanalytic Center of California. A written statement by the complainant will be required and the complaint will be disclosed to the alleged harasser. All records pertaining to the complaint shall be kept confidential to the maximum extent permitted by law, but disclosure of these records may be required by law. The complaint will be promptly investigated and an

attempt made to informally resolve the matter. If this is not possible, a committee composed of the President, Dean, and Chairs of the Ethics and Clinical Affiliates Committees will meet to investigate the matter, determine sanctions or corrective action, and when necessary, determine disciplinary action against the alleged harasser.

### ***Student Complaint Procedures***

We do not expect our students to experience any serious problems while attending the school. However, if that eventuality does occur, the student should follow these procedures:

a. A student may lodge a complaint by communicating orally or in writing to any teacher, administrator, admissions personnel, or counselor. The person receiving the complaint must (1) transmit it as soon as possible to the Program Director, the designated complaint handler, and (2) attempt to resolve complaints related to that person's duties.

b. If a student orally delivers the complaint and the complaint is not resolved either within a reasonable period or before the student again complains about the same matter, the school will advise the student that a complaint must be submitted in writing and must provide the student with a written summary of the school's complaint procedure.

c. If a student complains in writing, the school will, within 10 days of receiving the complaint, provide the student with a written response, including a summary of the school's investigation and disposition of it. If the complaint or relief requested by the student is rejected, the reasons for the rejection.

d. The student's participation in the complaint procedure and the disposition of a student's complaint must not limit or waive any of the student's rights or remedies. Any document signed by the student that purports to limit or waive the student's rights and remedies is void.

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## ADMINISTRATION

### ***The Education Committee***

The training activities of the Psychoanalytic Center of California are the responsibility of the Education Committee, the chair of which is the Dean of the Institute. The Education Committee is composed of the Dean, the Assistant to the Dean, the Chairs of the Admissions, Faculty, Curriculum, Infant/Child/Adolescent, Research, Research Psychoanalyst and Candidate Progression and Psychoanalytic Psychotherapy subcommittees, one Candidate representative, and one member-at-large. All training is carried out in accordance with guidelines established by the International Psychoanalytical Association, the Medical Board of California, and the State of California Bureau for Private Postsecondary and Vocational Education [BPPVE], Department of Consumer Affairs

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|--|---|
| <b><i>Dean of the Institute:</i></b>                         | <b><i>Helen Nedelman, Psy.D.</i></b>  |
| <b><i>Assistant Dean:</i></b>                                | <b><i>Asher Keren-Zvi, Ph.D.</i></b>  |
| <b><i>Co-Chairs, Admissions Committee:</i></b>               | <b><i>Diane Silverman, Ph.D.</i></b><br><b><i>Gabriela David-Lando, Ph.D.</i></b> |
| <b><i>Co-Chairs, Candidate Progression Committee:</i></b>    | <b><i>Linda Lasater, Ph.D.</i></b><br><b><i>Asher Keren-Zvi, Ph.D.</i></b>        |
| <b><i>Chair, Curriculum Committee:</i></b>                   | <b><i>Jennifer Kunst, Ph.D.</i></b>   |
| <b><i>Co-Chairs, Faculty/Training Analyst Committee:</i></b> | <b><i>Diane Garcia, Ph.D.</i></b><br><b><i>Sharen Westin, M.D.</i></b>            |
| <b><i>Chair, Research Committee:</i></b>                     | <b><i>Avedis Panajian Ph.D.</i></b>   |
| <b><i>Chair, Clinical Affiliates:</i></b>                    | <b><i>Colin Vogel, Ph.D.</i></b>  |
| <b><i>At- Large Member, Education Committee:</i></b>         | <b><i>Roberta Green, Ph.D.</i></b>  |
| <b><i>Co-Chairs, Infant Observation:</i></b>                 | <b><i>Yvonne Hansen, Ph.D.</i></b><br><b><i>Patricia Antin, Ph.D.</i></b>         |
| <b><i>Chair, Infant, Child/Adolescent Committee:</i></b>     | <b><i>Theodore Mitrani, Ph.D.</i></b>   |
| <b><i>Chair, Psychoanalytic Psychotherapy Committee:</i></b> | <b><i>Andrea Kahn, Ph.D.</i></b>  |

The following standing committees of the Board of Directors work in cooperation with the Training Institute: Clinic/Referral Service Committee; Continuing Education Committee; Public Relations Committee; Ethics and Wellness Committee; Extension Program Committee; Financial Assistance Committee.

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## **Faculty of the Training Institute**

Members of the Faculty are not paid for teaching or for administrative activities performed for the Psychoanalytic Center of California. This policy is in accordance with the practice of most psychoanalytic training programs and societies. By tradition it is considered a privilege to be selected to teach, as well as a responsibility to the profession and the community at large.

### ***Training and Supervising Analysts***

***Joseph Aguayo, Ph.D.***

University of California at Los Angeles;  
Psychoanalytic Certification: Psychoanalytic Center of California.

***Christopher Burr, Ph.D.***

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

***Bonnie Engdahl, Ph.D.,***

University of California at Los Angeles; Research Psychoanalyst Certification:  
California Graduate Institute/IPA Equivalency Approved.

***Sandra Fenster, Ph.D.***

University of California and CSPP;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

***Susan Flynn, Ph.D.***

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Jeanette Gadt, Ph.D.**

University of California at Los Angeles;  
Research Psychoanalyst Certification: Psychoanalytic Center of California.

**Diane Garcia, Ph.D.**

Reiss-Davis Child Study Center;  
Psychoanalytic Certification: IPA Equivalency Approved.

**James Gooch, M.D., Ph.D.**

Loma Linda University School of Medicine;  
Psychoanalytic Certification: Southern California Psychoanalytic Institute.

**Shirley A. Gooch, R.N., Ph.D.**

Department of Psychology, California Graduate Institute;  
Psychoanalytic Certification, California Graduate Institute/IPA Equivalency Approved.

**Gregory Gorski, M.D.**

University of Southern California School of Medicine;  
Psychoanalytic Certification: British Psychoanalytic Institute.

**James Grotstein, M.D.**

Western Reserve University School of Medicine;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Institute.

**Yvonne Hansen, Ph.D.**

California School of Professional Psychology;  
Psychoanalytic Training: Swiss Psychoanalytic Institute/IPA Equivalency Approved.

**Mark Hassan, Ph.D.**

California School of Professional Psychology;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Joan Hellinger, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: California Graduate Institute and  
Psychoanalytic Center of California.

**Asher Keren-Zvi, Ph.D.**

California School of Professional Psychology;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Jennifer Langham, Ph.D.**

New York University;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Linda Lasater, Ph.D.**

Wright Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Barbara Levin, Ph.D.**

University of California at Los Angeles;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**John Lundgren, M.D.**

University of California, San Francisco;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

**Barnet Malin, M.D.**

Columbia University College of Physicians and Surgeons, New York;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

**Donald Marcus, M.D., Ph.D.**

Indiana University School of Medicine;  
Psychoanalytic Certification: Southern California Psychoanalytic Institute.

**Albert Mason, M.B., B.S., Psy.D.**

Guy's Hospital Medical School, University of London;  
Psychoanalytic Certification: British Psychoanalytic Institute.

**Julie McCaig, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Chris Minnick, M.D.,**

University of Southern California School of Medicine;  
Psychoanalytic Certification: Southern California Psychoanalytic Institute.

**Judith Mitrani, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Theodore Mitrani, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Erna Osterweil, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Avedis Panajian, Ph.D.**

Department of Psychology, United States International University;  
Psychoanalytic Certification: Newport Institute for Psychoanalytic Studies  
IPA Equivalency Approved.

**Michael Paul, M.D.**

University of California Los Angeles School of Medicine;  
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**Desy Safan-Gerard, Ph.D.**

University of California at Los Angeles;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Gayle Scott, Ph.D.**

Antioch University, Los Angeles;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Jon Tabakin, Ph.D.**

California Graduate Institute;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Sonia Thomas, Ph.D.**

William Lyon University, San Diego;  
Psychoanalytic Certification: Psychoanalytic Center of California.

**Richard Tuch, M.D.**

University of Southern California School of Medicine;  
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**Frederick Vaquer, M.D.**

Seton Hall School of Medicine;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

**Murray Weiler, M.D.**

University of California, California College of Medicine;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

**Sharen Westin, M.D.**

University of Health Sciences/CMS;  
Psychoanalytic Certification: Los Angeles Psychoanalytic Society and Institute.

***Senior and Assistant Faculty***

**Patricia Antin, Ph.D.**

New York University, School of Social Work;  
Psychoanalytic Certification: Psychoanalytic Center of California

**Carolyn Baum, Ph.D.**

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