

Psychoanalytic Training Program

*the whole spectrum of
psychoanalytic theory and practice*



**NEW CENTER FOR
PSYCHOANALYSIS**

Catalogue
2013-2014

Phone 310.478-6541
Fax 310.477-5968
info@N-C-P.org
WWW.N-C-P.org

The mission of the New Center for Psychoanalysis in Los Angeles is to explore the mind, human behavior and relationships in all their depth and complexity in order to foster healing and growth for the enhancement of the individual, the family and society. We endeavour to apply these ideas to clinical work, to meet the needs of the local community, and to serve society.

NCP offers a postgraduate training program in psychoanalysis, designed for those who aspire to deepen their understanding of psychoanalytic theory and to enrich their clinical skills with psychoanalytic knowledge. We accept qualified licensed M.D.s, Ph.D.s, MFTs, LCSWs and RNs and distinguished academics.

Our training is committed to pluralism. The seminars expose students to the full panorama of analytic thought that began with Freud and now includes a wide array of psychoanalytic thought. It is our aim to develop within our students the critical skills essential to evaluate psychoanalytic controversy and to enhance their clinical work with patients. In addition to being the only local psychoanalytic institute fully able to draw on the resources of the American Psychoanalytic Association, NCP has among its teachers a notable number of professional educators who are also practicing clinicians.

The program provides academics with a thorough knowledge of the theory and clinical technique of psychoanalysis so that they may use psychoanalytic perspectives and insights to enrich their contributions in their primary field of research.

*A member of the
American Psychoanalytic Association
and the
International Psychoanalytical Association*



Table of Contents

Educational Philosophy and Goals	4
Admission Requirements	4
Clinicians	5
Academics	5
Tripartite Program	6
Training Analysis	7
Curriculum	8
Core Curriculum Outline	9
Adult & Child Training and Supervising Analysts	11
Faculty	13
Supervised Clinical Work	15
Graduation Requirements	15
The Ph.D.	16
The Psy.D.	17
Colloquium	17
Doctoral Program in Psychoanalytic Science	18
Child & Adolescent Psychoanalytic Training	21
Psychoanalytic Study Centers	23
Library	23
Clinic	23
Clinical Associates Organization	24
Center Membership	24
Tuition and Fees	25
Financial Assistance	25
General Information	26

Educational Philosophy and Goals

While beginning on the firm foundation of a historical and critical review of the works of Sigmund Freud, NCP encourages clinical associates to approach their studies with a spirit of disciplined yet flexible intellectual inquiry. No single theory or technical approach is presented as a talisman guaranteed to secure full psychoanalytic understanding or competence. NCP's aim is to produce graduate psychoanalysts who regard their learning experience as merely the first phase of a lifelong career devoted to examining both prevailing theories and practices and new developments in this growing field with receptivity and with careful evaluation. To this end, an attitude of critical inquiry, coupled with experience in clear scientific writing, reaches its culmination in either the Colloquium experience or the graduation thesis. The goals of the Training Program are

- Educating and training qualified applicants in the theory and practice of psychoanalysis or analytic psychotherapy
- Conducting research on the functioning of the human mind
- Promoting the application of psychoanalysis in mental health professions and in academia
- Providing psychoanalytic treatment on a low fee basis
- Cooperating with other organizations in serving the community in matters of mental health, awareness and education

Admission Requirements

The New Center for Psychoanalysis expects the highest standards and qualifications from all of its applicants. We look for excellence in educational and clinical backgrounds; aptitude and personality traits appropriate for the learning and practice of psychoanalysis; qualities of maturity, integrity, reliability, and intellectual honesty; and the highest of references.

NCP does not discriminate on the basis of age, race, color, gender, marital status, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs. In accordance with California and Federal law, NCP has a policy of nondiscrimination for persons with disabilities who are otherwise qualified for training.

Clinicians

The requirements for admission of mental health clinicians are as follows:

- Psychiatrists must be a graduate of an approved school and be licensed by the Medical Board of California.
- Psychologists must hold a Ph.D. or Psy.D. from a program accredited by the American Psychological Association and a license to practice clinical psychology in the State of California.
- Social Workers must hold a Ph.D., DSW, or MSW degree in social work from a GADE accredited program and a California license to practice clinical social work.
- Marriage and Family Therapists must hold an M.A. from an accredited graduate program and a license to practice as a Marriage and Family Therapist in California.
- Individuals who have graduated with a clinical master's degree that is generally recognized as the highest clinical degree within a specific mental health profession must subsequently complete two additional years of didactic and clinical training involving immersion in a rigorous program such as our Psychoanalytic Psychotherapy Program.

Psychotherapy training, preferably with both in- and outpatient populations, with adequate, close supervision is a requirement, and some psychotherapy supervision by psychoanalysts is recommended. It is desirable that applicants have had didactic and/or practical experiences that provided a broad understanding of the cultural, economic, ethnic, religious, and racial backgrounds of the rich diversity of patients in the American population.

Academics

The Research Training Program is designed for those who are not primarily clinical practitioners and who plan to maintain their professional identity as academic researchers after graduation. Our aim is to equip such individuals with a thorough knowledge of the theory and clinical technique of psychoanalysis so that they may use psychoanalytic perspectives and insights to enrich their contributions in their primary field of research and to allow them to bring the expertise from their own field to bear on the investigation of psychoanalytic issues. The requirements for academicians are

- A Ph.D., or equivalent, or postmasters-graduate status of persons of unusual potential in their field from an institution accredited by a regional accrediting body recognized by the U.S. Office of Education.
- A full-time faculty appointment at a university.
- A record of scholarly originality and accomplishment. They should have a serious interest in psychoanalysis, see its relevance to their own field of endeavor and have some specific ideas as to how they can utilize psychoanalytic training to advance their research interests.
- The Center may provide educational and clinical experiences prior to or during the candidacy of any applicants who do not fully meet any of the above requirements.

Continued training in supervised clinical psychoanalysis requires a waiver of the mental health profession requirement by the American Psychoanalytic Association. This step is conditional upon the acquisition of clinical experience deemed adequate by NCP and the American Psychoanalytic Association.

Tripartite Program

The Analytic Training Program follows a tripartite model which includes a personal analysis, three psychoanalytic cases under supervision, and four years of didactic and clinical seminars. The length of the Training Program varies with the individual. The program consists of

- The clinical associate's personal or training analysis.
- A curriculum of theoretical and clinical seminars.
- Supervision of the clinical associate's psychoanalytic work.
- The Colloquium or the writing of graduation thesis appropriate to the Ph.D. or Psy.D. degree.

The program is designed to train licensed mental health professionals and tenured academicians in clinical psychoanalysis and is not preparatory for the California Psychology Licensing Examination.

Training Analysis

The foundation of the training is the personal or training analysis. The educational goals of the analysis include the understanding and mastering of personality problems and freedom from unconscious attitudes that might interfere with the ability to conduct psychoanalytic treatment independently. The analysis should provide first-hand experience of unconscious forces and resistances, free association, transference, working through, and termination. It should also assist in the development of self-analytic skills. Four or five analytic sessions per week afford the optimum condition for the continuity of analysis. Most training analyses extend over a period of four years. The duration is arrived at through the mutual decision of the training analyst and the clinical associate and depends upon the needs and progress of the individual.

The American Psychoanalytic Association minimum standards are as follows:

- “It is recommended that a clinical associate begin personal analysis prior to the beginning of classes, ideally a year or more before.”
- “The clinical associate must be in analysis with a training analyst for a substantial period of time that overlaps the supervised casework.”
- “The personal analyses of candidates are conducted in person at a frequency of five times a week or four at a minimum through termination except when special circumstances require a temporary change of frequency.”

The clinical associate selects a training analyst from the Center roster; guidance is available upon request. The analyst and the candidate arrive at an agreement on the analytic fee between themselves. The analyst does not participate in the educational and committee discussion of the analysis and nor does the analyst communicate with the Center about his/her analysis except to report the interruption or termination of analysis.

If the training analyst or clinical associate is dissatisfied with the analytic progress, either has the right to request a change of training analyst.

Curriculum

The psychoanalytic training program core curriculum encompasses a four year period while completion of the requirements for supervised and independent clinical work usually requires more time. The amount of time depends on the pace with which the student completes the three control case requirements, case write-ups, and either the paper for the degree or the colloquium. The academic year consists of two semesters totaling approximately nine months. The majority of classes take place in small seminar groups on Wednesdays from 9:00 AM to 1:00 PM at the Center. Students must attend all seminars each semester unless other arrangements have been made in writing and approved by the Progression Committee. Missing 25% of a course constitutes an incomplete. If a student needs to take a leave of absence they must first consult with their advisor, and the leave must be approved by the Progression Committee.

Theoretical courses and those focusing on clinical material and on technique are given concurrently throughout the four year period. The curriculum is based on the presentation of multiple paradigms, including ego psychology, object relations, intersubjectivity, self psychology, Kleinian and classical theory; the role of trauma and anxiety, defense, symptom formation; the genesis of character traits, dreams; the phenomenon of transference; and the techniques of therapeutic intervention. These basic issues are reconsidered during the four year period in the light of the clinical associate's increasing experience and theoretical insights and deal progressively with their specific application to the problems of psychopathology and psychoanalytic technique.

Under the supervision of the Curriculum Committee, clinical associates plan a part of the third year and fourth year classes. They select topics and instructors that complement and further explore the topics covered during the preceding years of seminars or new topics the curriculum has not previously addressed. The Center's curriculum is scrutinized and evaluated on an ongoing basis, and changes are made to reflect new developments in psychoanalysis and the evaluative feedback of clinical associates and faculty. Participation in the Institute Analysis Conference (IAC) and the Infant Observation Course, both which occur outside of regular seminar hours, is also required.

Core Curriculum

Seminars take place
Wednesdays, 9:00 AM–1:00 PM

1st Year

Infant Observation*
Early Freud I:
Early Freud II: *Beyond the Pleasure Principle and Beyond*
Later Freud I
Later Freud II
Psychoanalytic Writing I
Case Conference I
Critical Inquiry, Epistemology
Contemporary Approaches to Psychoanalysis
Clinical Practice I
Clinical Practice II
Clinical Practice III: Child Analysis
Ethics I
Case Conference II

2nd Year

Case Conference III
Ego Psychology
Object Relations
Self Psychology
Intersubjectivity
Infancy*
Attachment*
Early and Middle Childhood
Adolescence*
Psychoanalytic Writing II
Boundary Dilemmas
Case Conference IV
Case Conference III

3rd Year

Case Conference V
Evolution of Theory I: Ferenczi
Evolution of Theory II: Klein
Evolution of Theory III: Bion
Psychoanalytic Writing III
Clinical Practice IV: Current Topics and Comparative Techniques
Psychopathology I: Mood Disorders
Psychopathology II: Personality Disorders
Sexuality and Desire: Development and Conflict
Gender
Trauma
Case Conference VI

4th Year

Case Conference VII
Neuroscience & Psychoanalysis
Clinical Practice V: Psychoanalytic Process
Clinical Practice VI: Termination
Electives
Psychoanalysis of Children and Their Parents*
Research Methods
Ethics II
Intimate Adulthood Relationships
Psychoanalytic Writing III
Case Conference VIII
*Adult and Child Program Credit

SOME ELECTIVE OPTIONS: Bion, Advanced; Borderline Psychotic States; Case Conferences, Student-Selected Faculty Member; Case Writing; Gay and Lesbian Couples; Journal Publication; Jung; Klein, Advanced; Lacan; Meltzer, Advanced; Mentalization; Motivational Systems; Neuroscience, Advanced; New York School; Object Relations, Advanced; Primitive Mental States; Psychoanalytic Group Work; Psychosomatic Disorders; Reflective Parenting; Theories of Franz Alexander; Winnicott, Advanced

Training and Supervising Analysts

Gerald Aronson, M.D.
Howard Bacal, M.D., Ph.D.
Bernard Bail, M.D.
Richard H. Baker, M.D.
Seymour Bird, M.D.
Harry Brickman, M.D., Ph.D.
Saul Brown, M.D., Ph.D.
Scott Carder, M.D., Ph.D.
Allan Compton, M.D.
Candace Cotlove, M.D.
Helen Desmond, Ph.D.
Richard Edelman, M.D.
Richard Fox, M.D.
Raymond Friedman, M.D., Ph.D.
Jack Gaines, M.D., Ph.D.
Peter Gelker, M.D., Ph.D.
Arnold Gilberg, M.D., Ph.D.
Leonard Gilman, M.D.
Alfred Goldberg, M.D.
James Gooch, M.D., Ph.D.
James S. Grotstein, M.D.
Janet Hadda, Ph.D.
Joshua Hoffs, M.D.
Christine Hradesky, M.D., Ph.D.
Robert James, M.D., Ph.D.
Alan Karbelnig, Ph.D.
Robin L. Kissell, M.D.
Joel Kotin, M.D.
Melvin R. Lansky, M.D.
Maimon Leavitt, M.D.
Doryann Lebe, M.D., Ph.D.
Mark Leffert, M.D.
Stanley J. Leiken, M.D.
Peter Loewenberg, Ph.D.
Arthur Malin, M.D., Ph.D.
Barnet D. Malin, M.D.
Melvin Mandel, M.D.
Donald Marcus, M.D.
Albert Mason, M.D.
Chris Minnick, M.D., Ph.D.
Thomas Mintz, M.D.
Joseph Natterson, M.D., Ph.D.
Marvin P. Osman, M.D., Ph.D.
Arthur Ourieff, M.D.
Michael Paul, M.D.
Edwin C. Peck, M.D., Ph.D.
R. James Perkins, M.D.
Jona Perlmutter, M.D.
Warren Procci, M.D.
Estelle Shane, M.D.
Norman Tabachnick, M.D., Ph.D.
Miriam Tasini, M.D.
J. Mark Thompson, M.D.
Richard Tuch, M.D.
Heiman van Dam, M.D., Ph.D.
Kato van Leeuwen, M.D., Ph.D.
Martin E. Widzer, M.D.
Samuel Wilson, M.D.
Sherwyn Woods, M.D., Ph.D.

Child Analytic Supervisors

Alexandra Harrison, Ph.D.
Stanley J. Leiken, M.D.
Charles Mangham, M.D.
Jill Miller, Ph.D.
Jack Novick, Ph.D.
Arthur Ourieff, M.D.
Phyllis Tyson, Ph.D.
Robert Tyson, Ph.D.
Heiman van Dam, M.D.

Faculty

Steven Abrams, M.D.
Raquel Ackerman, Ph.D.
Paul Ackerman, M.D.
John Altman, M.D., Ph.D.
Gerald Aronson, M.D.
Howard Bacal, M.D., Ph.D.
Bernard Bail, M.D.
Richard H. Baker, M.D.
Samoan Barish, D.S.W., Ph.D.
Sharon Bassett, Ph.D.
William Bauer, Ph.D.
Meiram Bendat, JD, MFT
David Bender, M.D.
M. Christina Benson, M.D.
Gordon Berger, Ph.D.
Elena Bezzubova, M.D., Ph.D.
Seymour Bird, M.D.
Barton Blinder, M.D., Ph.D.
Sharon Blum, Ph.D.
Lisa Bode, Ph.D.
Harry Brickman, M.D., Ph.D.
Thomas Brod, M.D.
Saul Brown, M.D., Ph.D.
Robert Caraway, M.D.
Scott Carder, M.D., Ph.D.
Elizabeth Carlin, M.D.
Frank Clayman-Cook, Ph.D.
Elaine Clough, Ph.D.
Susan Cofsky, Psy.D.
Allan Compton, M.D.
Candace Cotlove, M.D.
David M. Davis, M.D.
Don De Francisco, M.D.
Van DeGolia, M.D.
Helen Desmond, Ph.D.
Franklin Dines, M.D., Ph.D.

Susan Donner, M.D.
Esther Dreifuss-Kattan, Ph.D.
Morris Eagle, Ph.D.
Richard Edelman, M.D.
Daniel Fast, M.D.
Beverly Feinstein, M.D., Ph.D.
David James Fisher, M.D.
Richard Fox, M.D.
Robin D'Arvin Frasier, M.D.
Rina Freedman, LCSW
Raymond Friedman, M.D., Ph.D.
Jack Gaines, M.D.
Michael Gales, M.D.
Elizabeth Galton, M.D.
Kathleen Gates, Ph.D.
Peter Gelker, M.D.
Arnold Gilberg, M.D.
Leonard Gilman, M.D.
Nancy Glaser, M.D.
Marcia Goin, M.D., Ph.D.
Alfred Goldberg, M.D.
James Gooch, M.D., Ph.D.
Linda Goodman, Ph.D.
Katharine Gould, LCSW
James S. Grotstein, M.D.
Ethan Grumbach, Ph.D.
Janet Hadda, Ph.D.
Howard Hansen, M.D., Ph.D.
Irene Harwood, Ph.D.
Carol Hekman, Ph.D.
Marsha Hewlett, Ph.D.
Joshua Hoffs, M.D.
Malcolm Hoffs, M.D.
Douglas Hollan, Ph.D.
Christine Hradesky, M.D., Ph.D.
Robin Jacobs, LCSW

Robert James, M.D., Ph.D.
Alan Karbelnig, Ph.D.
Laila Karme, M.D.
Robin L. Kissell, M.D.
Ben Kohn, M.D., Ph.D.
Martha Koo, M.D.
Joel Kotin, M.D.
Melvin R. Lansky, M.D.
Maimon Leavitt, M.D.
Doryann Lebe, M.D., Ph.D.
Mark Leffert, M.D.
Stanley J. Leiken, M.D.
Richard Lettieri, Ph.D.
David Leviadin, M.D.
Peter Loewenberg, Ph.D.
Arthur Malin, M.D., Ph.D.
Barnet D. Malin, M.D.
Melvin Mandel, M.D.
Donald Marcus, M.D.
Randi Markowitz, M.Sc.
Albert Mason, M.D.
Julie McCaig, Ph.D.
Samuel Miles, M.D., Ph.D.
Chris Minnick, M.D., Ph.D.
Joseph Natterson, M.D., Ph.D.
Marvin Osman, M.D., Ph.D.
Arthur Ourieff, M.D.
Regina Pally, M.D.
Michael Paul, M.D.
Edwin Peck, M.D.
R. James Perkins, M.D.
Jona Perlmutter, M.D.
Myra Pomerantz, Ph.D.
Paulene Popek, Ph.D.
Jeffrey Prager, Ph.D.
Thomas Preston, M.D., Ph.D.
Joshua Pretsky, M.D.
Warren Procci, M.D.
William Rickles, M.D.
James P. Rosenblum, M.D.
Richard J. Rosenthal, M.D.

Margaret Rubin, Ph.D.
Dahlia Nissan Russ, Psy.D.
Elyn Saks, J.D., Ph.D.
Mark Salib, M.D.
Irwin Savodnik, M.D.
Barbara Friedman Sax, M.D.
Bella Schimmel, M.D.
Jeffrey Seitelman, M.D., Ph.D.
Lisa Selin, Ph.D.
Edward Shafranske, Ph.D.
Estelle Shane, Ph.D.
Sherry Siassi, Ph.D.
Martha Slagerman, Ph.D.
Janet K. Smith, Ph.D.
Bettina Soestwohner, Ph.D.
David Soghor, M.D.
Gittelle Sones, Ed.D., Ph.D.
Fredelle Spiegel, Ph.D.
Norman Tabachnick, M.D., Ph.D.
Miriam Tasini, M.D.
Julie Weinshel Tepper, MFCC
J. Mark Thompson, M.D.
Mary Thomsen, Ph.D.
Thomas Trott, M.D., Ph.D.
Richard Tuch, M.D.
Heiman van Dam, M.D., Ph.D.
Kato van Leeuwen, M.D., Ph.D.
Debra Vilinsky, M.D.
Shirah Vollmer, M.D.
Howard Wallach, M.D.
Chao-Ying Wang, Ph.D.
Martin Wasserman, M.D.
Harvey Weintraub, M.D., Ph.D.
Louis Weisberg, M.D.
Andrea Weiss, Ph.D.
Richard Weiss, Ph.D.
Joel West, M.D.
Martin E. Widzer, M.D.
Samuel Wilson, M.D.
Stuart Wolman, M.D.
Loren Woodson, M.D., Ph.D.

Supervised Clinical Work

Prior to beginning a first analysis, which typically occurs no earlier than six (6) months into the first year of psychoanalytic training, the Clinical Associate (CA) meets on a regular basis with his or her mentor, ostensibly for review of the CA's clinical cases with an eye toward considering which might be appropriate to convert to an analysis. Mentoring is also provided to help orient the CA to the Institute, to answer questions about the training process, and to provide whatever assistance is needed. Once the CA has begun his or her first case, the mentoring function is replaced by the supervisor, although an "advisor" is assigned who has a less active role in the CAs career at the NCP but who is available to help with practical matters relative to the CAs training experience.

Clinical Associates are expected to conduct a minimum of three analyses ("control cases"), at least one of which must be a "clinic case." The CA is to conduct an analysis with analysands of both genders, and one may be an adolescent. All analyses are to be supervised with the exception of instances late in training when the progression committee may elect to grant permission for a CA to conduct unsupervised analyses. Sessions are to take place four to five (4-5) times per week.

For an analysis to "count" toward graduation, the CA must have received supervision for a minimum of 50 hours per case. Two of the three analyses must be seen in supervision for a period of at least two years. During the first of those two years, supervision is to be conducted on a weekly basis; thereafter, the frequency of supervision is determined by the supervisor and supervisee. After a period of two years of supervision the CA may request, if the supervisor believes it appropriate, permission from the Progression Committee to continue the case unsupervised.

In order to graduate from the Institute, it is expected that at least one of the three analyses will have progressed substantially to a point where the process suggests that termination seems reasonably feasible given the course of treatment and continued evidence of a progressing process. The actual decision of whether or not a substantial and progressive analytic process has developed will be determined by the supervisor in conjunction with the progression committee.

Graduation Requirements

A clinical associate must successfully complete all requirements for the Ph.D., the Psy.D. or the Colloquium prior to receiving the diploma or degree. Throughout the course of an individual's training, evaluations will be made concerning the candidate's academic progress, capability of carrying out the

- **Training Analysis:** Training Analysis consists of a minimum of four hours per week. Ideally, a person will be in analysis before starting formal analytic training.
- **Seminars:** Seminars occur on Wednesdays from 9:00 AM to 1:00 PM. Reading assignments can take 10 to 15 hours per week. After successfully completing the four years of core seminars—totaling a minimum of 576 seminar hours—candidates must attend one theoretical seminar and one clinical seminar every semester until graduation. Candidates are required to present a case in a case conference for a minimum of eight hours, ideally the same case sequentially.
- **Infant Observation:** The Infant Observation seminar runs throughout the first seminar year for 1½ hours per week, outside of the time slot of the regularly scheduled seminars. Direct parent-child observation begins in the fall and continues throughout the academic year, one hour per week. Process notes may be required. NCP does all possible to assist candidate in finding a baby to observe.
- **IAC attendance:** Attendance at IAC presentations for a minimum of eight meetings is required within first two seminar years. Meetings take place on Monday evenings, according to need.
- **Control Cases:** A candidate must have a minimum of three control cases, each consisting of four to five sessions per week with weekly supervision. The clinical associate notifies the Progression mentor or advisor prior to starting each analysis. Written case reports are to be submitted every six months, with a final report for each case due prior to graduation.

All graduates are eligible to apply for full membership in the American and the International Psychoanalytic Associations.

The Colloquium

The Colloquium is an oral examination of one's mastery of psychoanalytic theory and technique for clinical associates who do not wish to write a Psy.D. or Ph.D. thesis. Those clinical associates are expected to take the Colloquium in the year following the fourth year of seminars. Two active analytic cases are a prerequisite for the Colloquium. The Progression Committee will consider on an individual basis clinical colloquia for clinical associates with only one active analytic case.

The post-core-seminar course *Integration of Theory* aids in preparation for the Colloquium. Should the Colloquium reveal educational deficiencies or other problems, remedial steps are offered.

DOCTORAL DEGREES

The Ph.D.

The Program confers a Doctor of Philosophy Degree in Psychoanalysis. Candidates for the degree must complete the full curriculum, including clinical seminars, with a high degree of excellence and special courses in psychoanalytic research methodology. They must also write a thesis that passes the rigorous scrutiny of the doctoral committee.

NCP offers the Ph.D. for candidates who wish to develop research skills required for the advancement of psychoanalytic knowledge. Through course work and guided independent study, students become familiar with the epistemological foundations of psychoanalytic thought as they learn to apply research techniques to the study of the mind.

The thesis may be on a problem in theoretical, applied or clinical psychoanalysis. It must demonstrate a broad knowledge of psychoanalytic theory and must be of a quality suitable for publication in a psychoanalytic journal. The thesis should demonstrate knowledge of psychoanalysis in the form of a scientific contribution of publishable quality.

The clinical associate will have instructional and consultative assistance in determining and organizing an approach to a topic of interest as early as possible in the training experience. In addition, each student will select a thesis advisor, who along with two additional thesis readers, will be available for discussion of the projected paper and for consultation as progress on the paper proceeds. The ultimate step in the education of psychoanalytic scholars involves the public defense of the ideas, methods, findings and implications of the candidate's doctoral research project at an NCP forum, directed by the chair of the doctoral research committee.

The Psy.D.

A Doctor of Psychology in Psychoanalysis is also available through the training program. Candidates for the degree must complete the full curriculum, including clinical seminars, with a high degree of excellence. Candidates must also write a thesis that passes the scrutiny of the doctoral committee; however, the standards of research are more flexible than those of the Ph.D.

Doctoral Program in Psychoanalytic Science

The New Center for Psychoanalysis Doctoral Program in Psychoanalytic Science (DPPS) meets the growing need for advanced education and

specialized training in the scientific evaluation of psychoanalytic truth claims. It is the nation's first psychoanalytic education program offering theoretical and practical training in the development of strategies and tactics of scientific research design and evaluation procedures. The DPPS, a modified version of the Center's four-year psychoanalytic training program, lays increased emphasis on developing those skills required to independently conduct empirical assessments of psychoanalytic hypotheses. Graduates of the DPPS will be qualified to critically evaluate psychoanalytic research. They will be competent to assess the comparative efficacy of existing psychotherapeutic techniques, using scientific research design for assessment and evaluation. As part of the application process, applicants must submit a writing sample that demonstrates his/her ability to conduct research, think critically, and write effectively.

Psychoanalytic science is the research through which the growth of psychoanalytic knowledge proceeds. It is informed by published clinical articles and professional conference reports which yield testable claims about 1) the effects of variations in intervention strategies; 2) the reproducibility of clinical observations about the contours and course of development, character formation, and psychopathology; and 3) alterations in psychoanalytic metapsychology.

The DPPS is a scientific research program for persons having earned a master's degree in disciplines such as Social Welfare, Educational Psychology, Human Development, Public Health, Medicine or other cognate fields who wish to use or adapt standard investigative methods to evaluate psychoanalytic propositions. The DPPS bases its philosophy on the "scientist-professional" model of post-graduate education which emphasizes the coordination of seminar and research training to permit the development of practical and theoretical skills the candidate will need to make original contributions to psychoanalytic knowledge. This scientific education program exposes participants to seminar-based discussions of psychoanalytic theories of mind, development, pathology, and remediation in order to develop innovators who will advance the empirical basis of psychoanalytic knowledge that is relevant and useful to the psychoanalytic clinical practitioner.

Through coursework and independent study candidates become familiar with the philosophical foundations of psychoanalytic thought as they learn how to apply both qualitative and quantitative research techniques, where appropriate, to the psychoanalytic study of the mind. Once having mastered the research philosophy and methods, the DPPS candidate conducts an original research project under the guidance of a doctoral dissertation committee composed of experts in the knowledge domain the candidate's

research seeks to advance. The ultimate step in the program involves the public defense of the hypotheses, methods, findings and implications of the candidate's doctoral dissertation at an NCP forum directed by the chairperson of the Doctoral Committee.

Faculty

The DPPS program is guided by members of the NCP faculty and by scholars recruited from nearby state and private universities, appointed as adjunct faculty by the NCP Education Committee, who possess special expertise.

DPPS Candidate Requirements

Preparation for the DPPS involves four years of seminar based courses in the psychoanalytic training—an individualized course of study designed in consultation with a faculty or thesis advisor—and a personal psychoanalysis. A candidate may petition for approval to count comparable courses in research methods and statistics taken elsewhere as part of the individual training program. Candidates are expected to undertake their own psychoanalysis for a minimum of 300 hours.

DPPS Curriculum

Upon approval of the research proposal, the candidate may proceed to collect the research data, analyze it, and write the results. The thesis is to be presented in a form consonant with the American Psychological Association's guide for research publications.

The chairperson of the doctoral committee arranges a time for the doctoral defense, notifies the NCP Thesis Committee and Education Committee, and invites to the defense all members of the NCP community.

Awarding of the Degree

Once the candidate completes all required coursework and research, the doctoral dissertation, and all other aspects of the training requirements—following the recommendation of the candidate's Doctoral Committee and the Thesis Committee, who verify that all requirements have been fulfilled, the Education Committee awards the candidate a Ph.D. in Psychoanalytic Science.

The four-year core Analytic Training Program seminars (attended with the clinical associates).

Seminar in research methodology—Seminar #410 of the current core curriculum—sampling distinct empirical strategies to test and evaluate psychoanalytic evidence. The seminar assesses the efficacy of psychoanalytic treatments and introduces quantitative and qualitative methodology. Concerns about reliability and validity of will be addressed. Four (4) units of research methods and four (4) units of measurement courses to obtain competence in collecting and evaluating evidence—these are advanced courses on research and methodology that emphasizes critical methods of research corresponding to the nature of the candidate's particular research.

The Doctoral Dissertation

In the DPPS doctoral dissertation the student must demonstrate a sound understanding of the logical and empirical relations upon which professional scientific competence is based and provide a contribution to psychoanalytic knowledge. It is expected that the dissertation be of publishable quality and that an extensive review of theory and previous research serve as its foundation. The candidate presents a proposal for research to the doctoral committee for approval as the initial step in the dissertation process. Upon completion of the dissertation, the candidate must make an oral presentation to the committee.

The doctoral dissertation committee consults with the candidate and provides advice about the feasibility and conduct of the research. The candidate chooses two members of his or her doctoral dissertation committee from among the NCP Faculty. The candidate may select an additional member of the committee from faculty of other institutions—universities, colleges, or other psychoanalytic training centers—pending approval by the chair of the dissertation committee.

Once the composition of the doctoral dissertation committee has been approved, the candidate prepares a research proposal. Prior to undertaking the requisite research, all relevant aspects of the proposal are to be approved by the candidate's committee. If data collection procedures involve human subjects, candidates must demonstrate that all necessary steps for subjects' protection have been fulfilled.

*NCP degrees are approved by The State of California
Bureau of Private Post-secondary Education BPPE,
but are not accredited. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.*

[Wwww.BPPE.CA.gov](http://www.BPPE.CA.gov)

CHILD AND ADOLESCENT PSYCHOANALYTIC TRAINING

The New Center for Psychoanalysis Child and Adolescent Analytic Program offers a didactic and clinical course of study. The curriculum includes a series of clinical seminars, a continuous case conference, a child analytic study group, and supervised work with young children and adolescents in psychoanalysis. Faculty consists of experienced child and adolescent analysts from NCP and other child analytic centers. The course is designed not only to train child analysts but also to help members of the Center who work with children in psychotherapy become more knowledgeable and effective clinicians. The Child and Adolescent Analytic Program is open to all analysts who recognize that a deeper understanding of children and child development will help them in their work with patients.

Any candidate or center member may apply to the program. Candidates from the adult program should submit a written request to the director of the Child and Adolescent Analytic Program and a formal request to the Progression Committee through their advisor. Those who have graduated from the adult program and wish to become a child candidate may submit a written request directly to the director.

Requirements for Graduation

The candidate is required to have at least three supervised child and adolescent cases in analysis. One case must be an adolescent, one a latency-aged child, and the third preferably a prelatency-aged child, although either a latency-aged child or adolescent may be acceptable. Cases must be in treatment for at least a year with a prevailing frequency of four times per week. If the candidate does not plan to seek certification by the American Psychoanalytic Association in Child Analysis, the frequency may be three times per week. Cases are in supervision for at least a year or until the supervisor feels the candidate has shown a good command of the analytic process. Candidates submit to their supervisor and Progression Committee advisor once-a-year case write-ups and a final summary. Candidates should have at least two different supervisors. Candidates present each case to the Institute Analytic Conference. The candidate is required to attend the Child Case Conference seminar for a total of two academic years. It is desirable that the candidates avail themselves of the opportunity to attend the once a month Child Analytic Study Group as regularly as possible.

A limited amount of money is available to help candidates who are seeing very low fee cases. Applications are available through the director. Candidates are encouraged to choose any faculty member as their mentor in the Child Program.

Curriculum

Infant Observation; Introduction to Child Analysis
Human Development I, II, III: Infancy/ Childhood/Latency/Adolescence
Psychoanalysis of Children and Families
Child Case Conference
Saturday Child Study Group Meeting
History of Child Analysis and Early Contributions
Classical Articles of Child Analysis
Transference/Countertransference Issues in Child Analysis and Work with Parents
Contributions of Melanie Klein and Others to Technique
Play and Technique in Child Psychoanalysis
Current Contributions to Child Analysis

Psychoanalytic Study Centers

Study Centers are an extension of the study group concept but go beyond in that they provide opportunities for members and clinical associates to work together in a field of special interest and to make contributions to the community through teaching and research. Study Centers focus on such topics as Intersubjectivity, Creativity, and the Arts.

Library

The Center's Library provides NCP members and students with a collection of psychoanalytic research material that includes 6300 books and a collection of audio and visual tapes and provides them with a subscription to a comprehensive psychoanalytic journal website. In addition to important journals and serials, the library houses basic works, both retrospective and current, on psychoanalytic theory and technique.

The library collection, in evidence throughout the facility, includes all basic readings required in seminar courses. It also maintains a reference collection for individual research purposes. The Center staff is available to assist students and members locate articles and books and to perform searches in the field of psychoanalysis.

Clinic

In the history of the mental health professions that comprise the APsA membership—psychiatry, clinical social work, psychology, marriage and family therapy, psychiatric nursing—there has been a tradition of community service. In accordance with the Center's philosophy of providing education and services to a broad spectrum of the public, the Clinic's mandate is to provide psychoanalysis to persons of limited financial means and to utilize these cases for training and research.

The Clinic Director, assisted by the Clinic Administrator, handles the activities of the Clinic. Members and clinical associates of the Center, mental health professionals in the community, internship programs, and community health and welfare agencies refer patients to the Clinic.

Each clinical associate is obligated to contribute a minimum of 300 hours of free treatment to the Clinic; therefore, one of the supervised control cases must come from the Clinic. If the assigned case is not carried for that length of time as a clinic case, an additional case will be assigned to fulfill this obligation. The clinical associate receives no fee for the treatment of the Clinic case as long as it remains a clinic case, and a supervising analyst consults with the clinical associate without cost. A

Clinic patient may be transferred to private status, following discussion with the supervising analyst and the Clinic, after the minimum numbers of hours and other change of status requirements have been fulfilled.

Clinical Associates Organization

The Clinical Associate Organization (CAO) represents the student's perspective to the Center and the elected president sits on the Board of Directors and the Education Committee and selected *ad hoc* committees. Clinical associates provide feedback about the quality of instruction and content of the courses.

The CAO strives to be receptive to comments and proposals from its members and invites all clinical associates to become active in the organization. The organization sponsors programs throughout the year, such as the end-of-the-year faculty party, confers the annual faculty teaching award, and holds a series of informal gatherings with faculty whom the candidates have identified as having a particular area of psychoanalytic interest or expertise to share.

Center Membership

Clinical associates become voting members of the New Center for Psychoanalysis upon completion of the first year of training.

Tuition and Fees for Programs: Diploma, PhD, PsyD, PhD in Psychoanalytic Science

Application Fee (non-refundable): \$100

Registration Fee (non-refundable), \$50 per semester

throughout four years of didactic seminars.

Annual Tuition (Years 1-4): \$2,200 ~ Library privileges included.

\$50 per semester class materials preparation fee (non-refundable).

Total: \$2400

Annual Post-Seminar Tuition (Year 5-graduation): \$900

Leave of Absence Fee: \$100

Training analysis fees are set and/or negotiated between the student and training analyst, as are fees for supervision.

The supervising analyst donates clinic supervision until the patient is transferred to private status. When that time occurs, the clinical associate should negotiate reasonable treatment fees in keeping with the patient's resources. The clinical associate will then pay for supervision.

Students who wish to pay tuition in installments may do so provided their tuition is paid in full by the midpoint of the second semester of that academic year.

If tuition fees are not paid on time, a late charge may be assessed, and progression may be interrupted. Tuition must be paid in full to qualify for graduation.

Fees are subject to periodic review and alteration.

Please check current rates at time of application.

Financial Assistance

A limited number of NCP fellowships and tuition scholarships are available for clinicians and research clinical associates and for students in the Child Analysis Program. Candidates seeking any form of assistance must submit a letter explaining the rationale for their request, complete an application, and supply their most recent IRS 1040. Students may request the appropriate application form by contacting the administrative office.

The Student Loan Fund was established to assist students who need help meeting the expenses of training. Interest rates vary according to the economic situation at the time of a loan application. NCP does not participate in any state or federal loan or aid programs at this time.

The Board of Directors awards scholarships, fellowships and loans based on need, merit, and available funds.

GENERAL INFORMATION

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 P. O. Box 980818, W. Sacramento, CA 95798-0818. www.bppe.ca.gov, PH: 888.370.7589 FX: 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 or by completing a complaint form, which can be obtained on the Bureau's Web site (www.bppe.ca.gov). The New Center for Psychoanalysis is a private institution that is approved to operate by the BPPE.

HOUSING ASSISTANCE

NCP neither offers on-campus housing nor provides personal housing assistance. If requested, NCP will refer you to rental agencies or real estate offices.

BUYER'S RIGHT TO CANCEL

A Clinical Associate/Student may cancel enrollment and receive a refund of the unused portion of all refundable fees by addressing a refund request and Notice of Cancellation to the Administrative Director of the New Center for Psychoanalysis, 2014 Sawtelle Blvd., Los Angeles, CA 90025. The letter of request should include dates of all instruction sessions attended, date of last instruction attended, and refund amount requested, in keeping with the refund formula listed below. NCP will issue a refund within 30 days after receiving the formal request and Notice of Cancellation.

REFUND INFORMATION

A clinical associate has the right to a full refund of all charges, less the application fee and enrollment fee, if she/he cancels the enrollment agreement prior to or on the first day of instruction. In addition, a clinical associate may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if s/he has completed 60% or less of the instruction. In the following example, a student who completed 10 hours of a 108-hour program for which s/he paid \$2,200 in tuition would receive a \$1996.30 refund.

Sample Refund Formula:

$$\begin{aligned} &\text{Hours Paid For} - \text{Hours Attended} \times \text{Total} \\ &108 \text{ hrs.} - 10 \text{ hrs.} \times \$2200 = \$1996.30 \end{aligned}$$

TRANSCRIPTS

The New Center for Psychoanalysis retains student transcripts for 50 years. Former students may obtain a transcript copy by contacting the office.

TRANSFERRING CREDITS FROM ANOTHER INSTITUTE

A person who submits an application for enrollment in the New Center for Psychoanalysis in order to complete psychoanalytic or analytic psychotherapy training begun in another institute approved by the American Psychoanalytic Association must meet all of the requirements for NCP admission. The Education Committee must approve the transfer. The Center does not have a specific transfer agreement with any other analytic institute.

Credit will be given for courses taken in another institute only when such courses are comparable to the required courses of the Center. The transferee must fulfill all NCP requirements prior to graduation.

The transferee will be required to undertake clinical work under supervision in the New Center and to attend clinical case conference and, if indicated, may be required to have additional personal psychoanalysis. If the transferee has completed a personal analysis prior to transfer, but before s/he commenced supervisory work, s/he will be expected to have additional analysis during supervision.

TRANSFERABILITY OF CREDITS EARNED AT THE NEW CENTER FOR PSYCHOANALYSIS

The transferability of credits earned at NCP is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the credits you earn at the New Center for Psychoanalysis is at the complete discretion of the institution to which you may seek to transfer. If the credits earned 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 course work 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 NCP to determine if your credits will transfer.

VETERAN'S BENEFITS

This course has not been approved for the training of veterans and persons eligible for Veterans Administration educational benefits. For those Clinical Associates who are eligible for Veterans Administration benefits, NCP will offer whatever assistance it can as to the rules and regulations to maintain eligibility for such benefits. Varying enrollment limitations may be imposed by the VA or state-approving agency. Veterans are advised to obtain appropriate information, enrollment materials and counseling from the Veterans Administration well in advance of starting instruction. Problems relating to veteran enrollment should be directed to the Regional Office of the Veterans Administration. NCP currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition

NOTICE OF STUDENT RIGHTS

If the school should experience an untimely closure before you graduate, you may be entitled to a refund.

HARASSMENT POLICY

The New Center for Psychoanalysis intends to provide a study environment that is at all times healthful, comfortable and free from intimidation, hostility or other offenses which might interfere with work or learning performance. Harassment of any sort, including, but not limited to verbal, physical or visual communication, will not be tolerated.

TARDINESS & ABSENCES

Clinical Associates are permitted no more than one absence in a seminar. Missed assignments must be made up as the instructor specifies. Absences beyond this require consent of the instructor and the make-up of missed seminar material. An instructor may require a clinical associate to repeat a given seminar due to absences or unsatisfactory performance. Promptness is required; late students are marked as absent for that session.

SUSPENSION & DISMISSAL POLICIES

Matriculating clinical associates are provided with the American Psychoanalytic Association's Standards of Ethics. NCP requires that its students meet and uphold these standards and the ethical standards of their professions. Training may be discontinued for cause in the case of unethical or unprofessional conduct. Students are expressly prohibited from advertising or calling themselves psychoanalysts until such time as the Progression Committee and Education Committee deem it appropriate to do so. Any student determined to have lied on the application or on other documents, cheated, plagiarized, harassed or assaulted another—either verbally, physically, or sexually—is dismissed without appeal. Repeated absences, excessive tardiness, disruptive class behavior, or failure to meet minimum training standards established by the Center are grounds for probation. If such a student continues to experience difficulty in training, and does not seem responsive to counseling by his/her advisor, NCP may suspend or dismiss the student for academic cause.

*For information about our
Psychoanalytic Psychotherapy Program
Please see our website: N-C-P.org*