The Institute of Contemporary Psychoanalysis

CATALOG

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MISSION, VISION AND OBJECTIVES

MISSION

ICP is a diverse community comprised of members, students, students, corresponding members, and staff who partner with local and extended communities to provide cutting edge forums for psychoanalytic education and thinking. ICP members pay dues and students, and students pay tuition. ICP is committed to integrating psychoanalytic psychology with other psychological treatments.

We strive to promote an environment of free inquiry, a sense of community, a culture of diversity, inclusion, invitation, dignity, and respect for the therapeutic process. This is accomplished through the academic curriculum, which is updated to coincide with trends in the larger psychological science realm. As well, training methods are individualized to the needs of diverse trainees. In order to remain current, we rely upon emerging technologies.

VISION

At its formation in 1991, ICP embraced the founding members' philosophy that a vital and inclusive analytic Institute should comprise the tenets of academic freedom, participatory democracy, and the diversity of contemporary theory. ICP strives to maintain these values as we develop not only as a school with walls, but an influence beyond those walls with a local, national, and international presence. We embrace the value of diversity and seek always to enhance it. Academically, we maintain our uniqueness by remaining innovative and continually open to the development and dissemination of contemporary psychoanalytic concepts. The diversity and participation of our members, students, students, and community is the cornerstone of our Institute and our future.

In sum, ICP endeavors to monitor the ethical, theoretical, and evidence-based developments in the practice of mental health care delivery both in the United States and internationally for the benefit of our trainees, members, and the larger professional community.

OBJECTIVES

- Acquire the skill to competently psychoanalyze a range of patients with a variety of diagnoses and socio-cultural circumstances.
- Acquire enough practice and supervision during training to recognize how psychoanalyst and patient both participate in the analytic process together.
- Understand the history of psychoanalysis and psychoanalytic theory.
- Learn about contemporary psychoanalytic theory and approaches in depth.
- Understanding of the diverse theory and practice of contemporary psychoanalysis
- Acquire the skill of expressing both theoretical and clinical ideas in writing.
- Demonstrate clinical skill and understanding of basic psychoanalytic principles through their performance in supervision, written case reports, seminars and final paper/project.

GENERAL INFORMATION

APPROVALS

Institute of Contemporary Psychoanalysis is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

FACILITIES

Institute of Contemporary Psychoanalysis operates out of a shared office suite, set up with a small administrative office, one conference rooms that seat 10-12, and one classroom that seats 4-6, and another classroom that seats 3. It also contains a coffee maker, and a small kitchen. It is approximately 1600 rentable square feet. We provide internet and equipment for hosting videoconferencing via Zoom, as well as continuous online access to psychoanalytic historical and contemporary literature.

All instruction takes place at: 11400 W. Olympic Blvd., Suite #200, Los Angeles, CA, 90064. Coursework that is delivered at a distance is completed at a location determined by the student.

Campus Schedule / Holidays

Office hours at our main location **outside of regular instruction hours** are by appointment only! Please email us at office@icpla.edu to make an appointment. All requests for appointments will be responded to within 72 business hours. Our office is closed annually as follows:

Dates	Holiday
January 01	New Year's Day
3rd Monday in January	Birthday of Martin Luther King, Jr. / Washington's Birthday / President's Day
Last Monday in May	Memorial Day
June 19	Juneteenth National Independence Day
July 04	Independence Day
First Monday in September	Labor Day
4th Thursday in November	Thanksgiving Day
Black Friday	Friday after Thanksgiving Day
December 25 – December 31	Christmas Vacation

If any of the above-listed holidays fall on a weekend (Saturday or Sunday) the holiday will be observed on Monday *(if the holiday falls on Sunday*) or Friday *(if the holiday falls on Saturday)*.

ADMISSIONS POLICIES AND PROCEDURES

All programs within the catalog are not always offered. Please check with Administration to determine if the program of interest has a scheduled start date.
Students can be called Candidates - it is the same meaning and can be interchanged.

PSYCHOANALYTIC TRAINING PROGRAM (PTP)

POLICY (PTP)

Admission requires that the prospective student:

- Has completed an advanced graduate degree in a mental health specialty: Ph.D. or Psy.D. in Psychology, MSW (Masters in Social Work, MFT (Marriage & Family Therapy), MD/Psychiatry.
- Must be currently licensed to practice as a mental health practitioner within the state or country licensed;
- Research Candidates (=Student Research Psychoanalysts) must have a Ph.D. in an academic discipline and must apply to be registered as a*"Student Research Psychoanalyst"* with the California Board of Psychology (BoP)
- Be provided the Catalog; and
- Be provided the School Performance Fact Sheet.
- Complete or have:
  - Autobiography
  - Curriculum Vitae
  - Certificate of Insurance, if required in your country of residency
  - Interview(s)
  - Reference Letters
  - Application Fee
- Prospective students participating in Distance Education must have the following: A device that is connected to the internet, with a microphone and speakers. In addition, each student needs a Zoom (free "Basic") account.

  Each prospective student must show through autobiography, interview(s) and references that they would be capable of understanding psychoanalytic concepts, achieving the goals of our program, and operating in a collegial manner as a classmate. We look for:
  - Enough maturity to allow for an openness to a variety of perspectives.
  - Enough experience to be able to comprehend psychoanalytic concepts within a clinical process.
  - Ability to be self-reflective and a desire for personal exploration and growth.
  - An interest in learning within the context of a cohort of peers and within a greater community.

CREDENTIAL EVALUATION PTP

All foreign credentials must be evaluated by a member of the National Association of Credential Evaluation Service (NACES). The following is a sample of credential evaluators. ICP does not endorse any evaluators.

- Educational Credential Evaluators: http://www.ece.org/
- Educational Perspectives: http://www.educational-perspectives.org/
- International Consultants of Delaware: http://www.icdel.com/
- International Research Foundation, Inc.: http://www.ierf.org/
- World Education Services: http://www.wes.org/

Additional third-party evaluators can be found at: https://www.naces.org/members

The cost of the evaluation service is paid for by the prospective student.

PROCEDURE (PTP)

Admissions procedures include meeting with an Institution representative to review continuing education goals, catalog, School Performance Fact Sheet, and graduation requirements. Each prospective student must:

- provide evidence of graduate degree by means of a transcript (*not required to be an official transcript);*
- submit a photocopy of a current license.
- Research Candidates (=Student Research Psychoanalysts) must provide documentation of having a Ph.D. in an academic discipline and must apply to be registered as a*"Student Research Psychoanalyst"* with the California Board of Psychology (BoP)
- review the Catalog;
- review School Performance Fact Sheet, initial, date and sign; and
- provide:
  - Autobiography - Self-reflective personal autobiography and include any experiences in your life that you feel directed you toward your interest in psychoanalytic studies and practice. We would prefer no more than 4 double spaced pages.
  - Curriculum Vitae - Including schools attended, professional and clinical experience, and degrees received. Include training/study that has informed you as to psychoanalytic theory and its clinical application.
  - A photocopy of Certificate of Insurance, if required in your country of residency
  - Participate in four (4) Interviews
  - Reference Letters - minimum of three (3)
  - Pay the Application Fee
- Prospective students participating in Distance Education must attest on the enrollment agreement of having the following: A device that is connected to the internet, with a microphone and speakers. In addition, each student needs a Zoom (free "Basic") account.

Process

1. Student's completed application should be sent to office@icpla.edu and will be shared with the Admission committee chair(s).
2. The non-refundable application fee has been submitted.
3. The Admissions Committee Chair reviews the application and checks to see if it is complete, e.g., the checklist of documentation is included in the application.
4. Committee Chair contacts each applicant by email and reviews the procedures for the four required interviews and informs the applicant of the names and phone numbers of each interviewer so that they can contact them and schedule their interviews.
5. *Full-time applicants are informed that they are required to be in a 4-5 times a week analysis by the first day of class.*
6. Applicants are informed of the admission's process timeline.
7. After the 4 interviews are completed, the Admissions committee meets to discuss and vote to accept/deny the applicant based on their application, references, and interviews.
   Note: *A minimum of 1 of the interviews is to be conducted by Zoom to document if a student is a good fit to participate in education at a distance.*
8. The Admission Committee Chair then takes the recommendation of the Admissions committee to the ICP Board of Directors for their vote.
9. Depending on the outcome of the Board, the applicant is notified that they have been accepted or rejected for admission to ICP by email.
10. Complete an enrollment agreement.

PSYCHOANALYTIC PSYCHOTHERAPY TRAINING PROGRAM (PPT)

POLICY (PPT)

Admission requires that the prospective student:

- Has completed an advanced graduate degree in a mental health specialty: Ph.D. or Psy.D. in Psychology, MSW (Masters in Social Work, MFT (Marriage & Family Therapy), MD/Psychiatry. For this we require transcripts.
- Must be currently licensed to practice as a mental health practitioner within the state or country licensed;
- Be provided the Catalog; and
- Be provided the School Performance Fact Sheet.
- Prospective students participating in Distance Education must have the following: A device that is connected to the internet, with a microphone and speakers. In addition, each student needs a Zoom (free "Basic") account.
- Must complete at least 1 interview.

CREDENTIAL EVALUATION PPT

All foreign credentials must be evaluated by a member of the National Association of Credential Evaluation Service (NACES). The following is a sample of credential evaluators. ICP does not endorse any evaluators.

- Educational Credential Evaluators: http://www.ece.org/
- Educational Perspectives: http://www.educational-perspectives.org/
- International Consultants of Delaware: http://www.icdel.com/

- International Research Foundation, Inc.: http://www.ierf.org/
- World Education Services: http://www.wes.org/

Additional third-party evaluators can be found at: https://www.naces.org/members

The cost of the evaluation service is paid for by the prospective student.

PROCEDURE (PPT)

Admissions procedures include meeting with an Institution representative to review continuing education goals, catalog, School Performance Fact Sheet, and graduation requirements. Each prospective student must:

- Must provide evidence of graduate degree by means of a transcript (not required to be an official);
- Submit a photocopy of current license;
  Review the Catalog; and
- Review School Performance Fact Sheet, initial, date and sign.
- Prospective students participating in Distance Education must attest on the enrollment agreement of having the following: A device that is connected to the internet, with a microphone and speakers. In addition, each student needs a Zoom (free "Basic") account.
- Must complete at least 1 interview by Zoom to document if a student is a good fit to participate in education at a distance.
- The applicant is notified that they have been accepted or rejected for admission to ICP by email.
- Complete an enrollment agreement.

******NOTICE FOR ALL PROGRAMS******

Due to Section 66024.5 of the California Education Code a postsecondary educational institution shall not inquire about a prospective student's criminal history on an initial application form or at any time during the admissions process before the institution's final decision relative to the prospective student's application for admission. ICP will review each admitted student's license online and should there be a violation published that raises a concern the student will be notified. If the student is withdrawn from the program ICP will refund any monies paid minus all non-refundable fees and fees for classes already attended.

INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE SERVICES

Institute of Contemporary Psychoanalysis does not offer visa services to prospective students from other countries or English language services. Institute of Contemporary Psychoanalysis does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by licensure and successfully completing all admission requirements.

ACCEPTANCE OF CREDIT

Prior to matriculation at ICP, a student may have previously completed coursework as part of psychoanalytic training at a psychoanalytic institute approved by the Board of Directors (*any Institute approved by ACPEinc, APA, APsaA, or a Psychoanalytic Institute with equivalent standards*). In such cases, the student, through their Advisor, may petition both the Candidate Progression Committee (CPC) and Education Curriculum Committees to receive credit for coursework that is equivalent to that required or accepted at ICP. Regardless of the amount of training previously acquired, the student must have - at a minimum - one year of residence in the ICP psychoanalytic training program in order to graduate from ICP's training program.

Should the student request credit for previous coursework, it is the responsibility of the student's Advisor to review the student's documentation of previously completed studies and petition the Board of Directors on the student's behalf. Such documentation must accompany a written request for course credit and must first be presented to the Candidate Progression Committee CPC and/or the Education Curriculum Committee for their decision.

Up to two supervised cases maximum may be considered for credit. ICP requires that any student complete a minimum of one 18-month supervision with an ICP-Training/Supervising Analyst.

Institute of Contemporary Psychoanalysis does not evaluate nor accept credit by means of experiential learning, challenge examinations, or achievement tests.

The Institute does not accept transfer of credit for the Psychoanalytic Psychotherapy Training **(PPT)** program.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Institute of Contemporary Psychoanalysis is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits 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 Institute of Contemporary Psychoanalysis to determine if your credits or certificate will transfer.

PROGRAMS

PSYCHOANALYTIC TRAINING PROGRAM (PTP)
Program Length: 480 hours
Coursework: 32 Semester Credits / 4 Years
Clinical Work – Payable to Third Party:

- **Supervision of Control Cases** 65 supervision-hours* per Control Case / 3 cases total
- **Personal Training Analysis:** 300 analytic hours* / 4 sessions weekly and thereafter if Control Cases are still in process, continuing twice weekly analysis.
- *Supervision hours/Analytic hours: a minimum of 45 minutes in each 60min period.

Delivery: Residential or Distance Education (Distance Education is delivered via Zoom)
Cumulative Final Exam: None
Graduation Document: Certificate of Completion
Standard Occupational Codes / Potential Employment Titles: None, Continuing Education Program. ICP operates as a continuing education provider and does not offer training intended to lead to gainful employment.

Program Description and Objective (PTP):
A goal of the ICP Psychoanalytic Training is to enable Students to become competent psychoanalysts. To that end, ICP has created a statement of Core Psychoanalytic Competencies that Students should be able to develop during their training and demonstrate by the end of their training. Below is the statement of Core Psychoanalytic Competencies.

Core Psychoanalytic Competencies
Contemporary psychoanalysis is a treatment for emotional discomfort and pain, an avenue for self-discovery and personal growth, and a means toward establishing and enhancing relationships with others. It is an interpersonal experience that emphasizes the healing properties of two or more people working collaboratively to make sense of things in a way that is meaningful to the patient. It is a form of psychotherapy that aims to explore unconscious processes and relational patterns, in order to expand understanding, facilitate development of psychological capacities, and enable character change. Psychoanalytic work is characterized by depth and intensity, achieved through frequent sessions over a long term, and by the use of the therapeutic relationship as an important vehicle for understanding and change. Students acquire core psychoanalytic competencies through undergoing their own personal analysis, participating in didactic learning of psychoanalytic theory, concepts, and skills, and by conducting three supervised control cases, and a Comprehensive Case Report (CCR) as the final written submission. Psychoanalysis has evolved over time to include many different theoretical models, and Students learn how different theories influence their understanding and approach to psychoanalysis. Students are encouraged to find their own analytic voice, and a way of working that is responsive to the uniqueness of each patient and analytic dyad.

The following core competencies are used as a guideline to develop curriculum and assess a Student's growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients and develop certain clinical skills, and to reflect on the analytic process and communicate their knowledge:

Assessment & Diagnosis:

- Formulates a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Makes appropriate clinical diagnoses and treatment recommendations, considering the patient's history, level of functioning & symptoms, and psychological capacities - both strengths and vulnerabilities.
- Identifies unconscious organizing principles, ways of being, beliefs and patterns. Understands the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.
- Considers the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude:

- Listens on multiple levels, for multiple meanings.
- Demonstrates an analytic attitude that includes: Being empathic, nonjudgmental, curious, open-minded, sufficiently flexible, tolerant of ambiguity/uncertainty/complexity, interested in discovering the truth about the patient's emotional experience, and being respectful of the patient's individuality.

The Treatment - Facilitating a Psychoanalytic Process:

- Frame & working alliance- establishes and maintains a working relationship with the patient, and addresses issues related to handling of fees, use of couch, frequency and time of sessions, communication outside of session.
- Technique- chooses appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.
- Transference- uses the therapeutic relationship as a central vehicle for understanding and change, and shows the ability to work with positive and negative transference. Understands the differences and inter-relationship between the repetition of old patterns in the transference, the need/hope for new relational experience, and the way experience is co- created in the present by two interacting subjectivities – the patient's and analysts's.
- Countertransference - uses countertransference to facilitate understanding of patients' unconscious processes, demonstrates a capacity to contain reactivity in response to countertransference pressures, and explores how countertransference reactions stem from one's own dynamics and are co-created out of intersubjective experience.

- Resistance- addresses fears and defenses (self-protective measures) that interfere with understanding, change, or the analytic process.
- Working through- conducts ongoing work with the patient's unconscious dynamics as they are revealed over time in the transference and extra-transferential material.
- Enactments- explores and works through impasses, and considers unconscious factors emerging from both the patient and the analyst.
- Termination- recognizes characteristics that may indicate readiness for termination, and can describe the termination process.

Supervision:

- Supervision- remains open to feedback and is able to consider alternative interventions and theories.
- Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

Evaluating the Process & Outcome:

- Demonstrates the capacity for ongoing self-reflection- understands the analyst's contribution to the process, is aware of feelings/fantasies/reactions to the patient, avoids imposing personal agendas on the patient or the treatment, and is able to admit mistakes or misjudgments.
- Uses feedback from the patient- assesses the effects of interventions, noticing what deepens or disrupts the process. Makes adjustments in the wording and timing of interpretations to accord with the patient's readiness.
- Outcome- describes their understanding of what helped the patient (therapeutic action) and what changed in the patient (i.e., new capacities, insights, improved relations, integrated sense of self, etc.). Can assess what has been accomplished and where more work is needed.

Writing:

- Writes clinical case reports that describe the evolution of the analysis, including an understanding of macro and micro processes, important transference themes and countertransference experience.
- Writes clinical case summaries that demonstrate a psychoanalytic understanding of the patient and the process, including an assessment of what changed, or didn't, with efforts to explain why. Demonstrates coherence, without rigidity, between their espoused theory and their understanding and approach.

Ethics:

- Conducts self professionally, with uncompromising commitment to the patient’s well-being. Acts with integrity, upholding boundaries, and ethical standards. Seeks consultation when needed.
- Protects the patient’s confidentiality, privacy, and anonymity in all communication.

PROGRAM PROGRESSION

1. The student will enroll in all required courses, based on year, with continued enrollment until the required 32 units have been completed. Upon completion of all required courses, the student may enroll in electives.

REQUIRED YEAR 1:

COURSE TITLE: Basic Concepts

COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units

COURSE DESCRIPTION:

What is psychoanalysis? It is not only a professional and scientific discipline within our culture, but a form of thought, an approach to human experience, that has become constitutive of our culture and pervades the way we have come to experience ourselves and our minds (Mitchell, S. A. & Black, M.J.,1995, 2016). Psychoanalytic models are broad theories that attempt to interpret a wide range of existing data. They give meaning to the forces motivating human behavior. New Theoretical and clinical ideas have materialized over the years since Freud founded psychoanalysis, to where now a broad spectrum of theoretical positions each with a distinct line of conceptual development emphasize the relations with others as the essential building block of mental life.

COURSE TITLE: Freud: A critical Historical Overview

COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units

COURSE DESCRIPTION:

Recognized as the father/founder of psychoanalysis, Freud presented ideas and created a vocabulary for intrapsychic and relational experiences that continue to play central roles in psychoanalytic thinking. This course looks to deepen as well as broaden students' existing knowledge of Freud, his background, and his work. The course will focus on the multi-faceted nature of Freud's theories, moving away from a monolithic one-dimensional reading of Freud in order to create space in our thinking and in Freud's writing that will lend itself to discovering Freud's contemporary value in psychoanalytic thinking. The socio-historical context in which Freud was immersed, as well as contemporary, analytic engagements with Freud's work will offer additional context in the consideration of Freud's work.

COURSE TITLE: History of Psychoanalysis

COURSE SEMESTER CREDITS: 2.5 hours X 126 meetings = 15 hours / 1 unit

COURSE DESCRIPTION:

This course offers a basic survey of the history of psychoanalysis by framing it as an evolutionary dialogue. Freud invented psychoanalysis in 1900; inevitably, every subsequent contribution has been in dialogue with something that came before. Every psychoanalytic perspective returns to Freud by way of this history. Accordingly, this course begins with Freud and ends at the doorstep of relational psychoanalysis. Its goals are to introduce candidates to major transformation points in psychoanalytic history, to demonstrate that one must be well-versed in its dialogic evolution in order to understand

current psychoanalytic perspectives accurately and thoroughly, and as a result to build the candidate's ability to engage in critical thinking and review of the psychoanalytic literature.

COURSE TITLE: Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development
COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units
COURSE DESCRIPTION:
Over the past four decades an impressive and growing body of research on infant and toddler development has emerged. Different strands of research findings have revealed astonishing information about the development of infant capabilities, the importance of interaction micro-processes for future development, and the significance of attachment throughout the lifespan. This course focuses on research findings within these three branches of exploration, together with different theorists' ideas about the implications of this research for psychoanalytic theory and practice, including conceptualizations of the self and self in relation to others, human motivation, development and pathology, and clinical practice and technique.

COURSE TITLE: Clinical Case Seminar: Analysts & Candidates Presenting Cases
COURSE SEMESTER CREDITS: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION:
The course will introduce students to a compelling, creative, deep exploration of the work of clinical writing. Class time will engage students in a process of writing which aims to open them to writing as a means of furthering the clinical work they are doing, revealing as well as more deeply exploring and extending, coming to new understandings and insights about their work with patients in the very process of writing about it. In short, writing, not only is an expression but as an exploration and ongoing creation of their clinical experience.

REQUIRED YEAR 2:

COURSE TITLE: Relational Theory
COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units
COURSE DESCRIPTION:
This course focuses upon both seminal and recent Relational approaches to psychoanalysis, taking a contextual approach to the historical development of Relational ideas from Ferenczi, Object-Relations and Interpersonal theories. We also aim to provide a container and a play space for understanding the development of Relational ideas. Relational theory, like object-relations, is not a monolithic theory, but a way of understanding development and relationships through the lens of mutual influence and mutuality.

COURSE TITLE: Object Relations Theory: The Critical Thinkers
COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units
COURSE DESCRIPTION:

The Object-Relations core course is an overview of the development of theoretical and clinical perspectives of the British Middle School in post-war Europe. We will focus on the unique historical context of the development of this independent thinking and relationally oriented group of theorists, and how this work emerged out of their dialogue with both Freudians and Kleinians. Additionally, we will examine these theorists through case discussions, helping students to understand the current use and relevance of these concepts in their clinical practices. We will also read current relational theorists who rely heavily on Object-Relations ideas, in order to illustrate the continued growth and evolution of these ideas, and to further demonstrate the ongoing clinical relevance of this work..

COURSE TITLE: Self-Psychology Theory
COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units
COURSE DESCRIPTION:
In the second half of the twentieth century, there were two major disruptions to the hegemony of ego psychology in the United States — Self-Psychology and Relational psychoanalysis. Both schools shifted the clinical orientation from an isolated observation of the patient to a view that understood the patient as constituted in relationships, including the relationship between patient and analyst. However, Self-Psychology emphasized the developing self of the patient rather than valorizing mutual recognition. While once regarded as heretical, many of the ideas central to Self-Psychology have become standard concepts in the profession. These include the idea that empathy is the primary mode of observation in psychoanalysis, the significance of rupture-repair-sequences, and an emphasis on attuning to "forward-edge" movements. This core course examines the writings of Heinz Kohut, the founder of Self-Psychology, and those who have been inspired by him with the objective of placing Self Psychology in its historical context relative to psychoanalysis as a whole while developing an understanding of the clinical usefulness of Self-Psychology's central concepts.

COURSE TITLE: Intersubjective Systems Theory (IST) and Phenomenological Contextualism
COURSE SEMESTER CREDITS: 2.5 hours X 12 meetings = 30 hours / 2 units
COURSE DESCRIPTION:
Phenomenological Contextualism (formerly Intersubjective Systems Theory, formerly Intersubjectivity Theory) developed by Stolorow, Atwood, and their collaborators, has evolved over the past 35 years into both a philosophically based understanding of the psychoanalytic process and a reconsideration of all the major themes in psychoanalytic treatment, such as unconsciousness, transference, embodiment, psychoanalytic action and affective experience. In this course we will explore the theory itself and consider the practical implications for treatment of the concepts presented. Candidates will develop an ability to think about the theoretical and practical implications of intersubjective systems theory/phenomenological contextualism and also be able to choose whether to apply these ideas in specific, practical ways in the treatment process.

REQUIRED YEAR 3

COURSE TITLE: Psychoanalytic Perspectives on Diversity, Power and Privilege
COURSE SEMESTER CREDITS: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION:
This course addresses the processes of power and privilege that have caused us to believe that diversity is a problem. Power and privilege are two factors in every interpersonal experience, whether an analytical dyad, a family, or a society. Although psychoanalysis has, with the intersubjective turn, become more open, contemporary psychoanalysis has also continued to reinforce the divorce between the sociopolitical and the personal. We are all trafficking in power, and our existence is just as political as it is personal. This course intends to expand each student's understanding of issues of power and privilege, and is, at the same time, not intended to be a solely intellectual exercise by perturbing and defamiliarizing what analytic students hear, learn and experience in a variety of psychoanalytically informed spaces.

COURSE TITLE: Continuing Case Conference: Candidates Presenting Cases
COURSE SEMESTER CREDITS: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION:
The course will introduce students to a compelling, creative, deep exploration of the work of clinical writing. Class time will engage students in a process of writing which aims to open them to writing as a means of furthering the clinical work they are doing, revealing as well as more deeply exploring and extending, coming to new understandings and insights about their work with patients in the very process of writing about it. In short, writing, not only is an expression but as an exploration and ongoing creation of their clinical experience.

COURSE TITLE: Ethics & Boundary Dilemmas
COURSE SEMESTER CREDITS: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION:
Questions regarding ethics and boundary violations by psychoanalysts emerged early in the history of clinical practice. Since that time a considerable body of literature has developed to address the theoretical and practical issues related to conducting psychoanalysis and psychoanalytic psychotherapy in an ethical manner. Similar concerns related to ethical practice arose in the allied fields of psychiatry, psychology, social work and family practice. Currently there are numerous ethical codes that have been established by various professional organizations and training institutions for their members and candidates. This course introduces the candidate to different historical reflections on professional ethics and boundary violations within clinical & training relationships, provides a review of the theoretical literature as well as the ethics codes themselves (professional guild ethics as well as the ICPLA ethics code), and presents clinical examples to sharpen candidate assessment of their own conscious and unconscious processes in the practice of psychoanalysis.

REQUIRED YEAR 4:

COURSE TITLE: Final Integrative: Good Enough Endings
COURSE SEMESTER CREDITS: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION:
This integrative course, offered in the final year of analytic training, is intended to help students reflect on and articulate what they have learned from their training experiences at ICP, consider their transition from student to analyst and to address the subject of termination.
In addition to exploring the experience of ending training, the complex topic of ending analytic treatments and relationships will be addressed. Students will consider a variety of significant questions, including: how does an analytic dyad know or determine when it's time to end; what value and meaning does ending, or leaving, have for different analysands and analysts; and are there useful guidelines or concepts to help analysts think about and navigate endings? The difficult issues of termination brought on by the suicide or death of the patient, death of the analyst, as well as cognitive impairment or dementia of the analyst will also be discussed.

ELECTIVES TAKEN IN YEAR 3 AND 4:

Note: Electives courses may change each academic year. Elective courses may be accessed in the ICP member/candidate portal, under Class Schedule/Curriculum.

SEMESTER CREDITS, EACH COURSE: 2.5 hours X 6 meetings = 15 hours / 1 unit
COURSE DESCRIPTION: see below for each course.

COURSE TITLE: French Psychoanalysis
This course will introduce participants to some of the major threads in French psychoanalysis, including Green, Lacan, Laplanche, Kristeva, and Aulagnier. We will read primary texts to afford participants the opportunity to directly engage with the work of these thinkers who have made important contributions to the theory and practice of psychoanalysis. Discussions will focus on integrating these ideas into our own conceptualizations and practice.

COURSE TITLE: Contemporary Gestalt: "What can Self-Psychology and Intersubjective Systems Theory learn from Gestalt Therapy"?
Self-Psychology, Intersubjectivity theory and Dialogical Gestalt Therapy share similar foundational roots: field theory, phenomenology, humanistic/existentialism. They each offer specific viewpoints about emotional process, and about what is meant by unconscious process, and about what therapist/patient dialogue looks like. They can inform each other regarding understanding and using emotional process in therapeutic dialogue, and in supporting a patient's emergence and a more flexible sense of self-process.

COURSE TITLE: Introduction to the Work of Wilfred Bion

This seminar will offer a broad introduction to Bion's work. Given that we will have six seminars of 2.5 hours each, we will read selectively from Bion's psychoanalytic contributions between 1958 and 1970. The sixth seminar examines Bion's clinical methods. Although he did not emphasize it, Bion followed emotion and emotional experience of patient and analyst as his "Ariadne's thread" while evolving as a psychoanalytic theorist and practitioner; we will trace this throughout his psychoanalytic work.

COURSE TITLE: The Nonlinear Path: Psychoanalysis at the Crossroads of Complexity and Contemplative Traditions

This seminar explores how psychoanalysis, Buddhist psychology, and complexity theory challenge static notions of identity, offering a dynamic, process-oriented view of selfhood, suffering, and transformation. Bridging psychoanalysis, Buddhist psychology, and complexity theory, this seminar examines selfhood as an emergent, adaptive process.

COURE TITLE: Historical Overview of The Transference-Countertransference Matrix: From Classical Psychoanalysis to Contemporary Intersubjective/ Relational Perspectives:

This course will explore the evolution of the concepts of transference and countertransference, and most importantly their clinical uses. We will begin with Freud's identification of transference and will follow its development through the "Relational turn." Contemporary theories of transference and countertransference emphasize becoming aware of and making sense of unconscious relational dynamics as they occur within the analytic dyad. While our asymmetric focus is always on the effort to recognize the inner world of the patient, the analyst's inner world, conscious and unconscious, and its impact on the patient is also a crucial area of therapeutic focus and action.

INDEPENDENT STUDIES

COURSE SEMESTER CREDITS: VARY
COURSE DESCRIPTION: SEE POLICY BELOW

Independent Study

ICP requires the equivalent of four years of coursework comprised of the core courses listed above and electives. In addition to core courses and electives, a student may opt to develop a course of Independent Study. To develop a course of Independent Study, the following four steps must be taken in this order:

i. The student must design an appropriate topic and bibliography for the Independent Study.
ii. The student must find a faculty member to work with him or her.
iii. The student must provide a written description of the proposed course of Independent Study for the Education Curriculum Committee's approval.

Developing an Independent Study Course

A. Purpose of the Independent Study

The option of an Independent Study is available for students pursuing an idea or area of study that is not offered through standard coursework. ICP strives to foster a spirit of psychoanalytic inquiry and encourages students to explore their interests.

B. Criteria for Independent Study

1. The following information must be submitted to the Education Curriculum Committee for review:
   i. A statement of the objectives of the course
   ii. Week-by-week topics for each week are clearly defined. The relevance of the readings to the topic and course objectives should be evident. If the course appears to duplicate another course
   iii. In the ICP training program (or other previous program of graduate studies), the student must include a statement as to why an independent study is being requested.
   iv. A statement regarding the selection of the faculty member for the Independent Study with reference to the topic; indicate the frequency of meetings or other monitoring of progress.
   v. The role of the Candidate Progression Committee in this process is limited to determining if the student is eligible for such an Independent Study.
   vi. A student may not exceed 25 percent of the elective coursework in Independent Study during the entire process of matriculation.
   vii. Upon completion of the independent study both student and faculty member must submit course evaluation forms.

2. The student will begin, or continue an existing schedule of, training psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.
3. In order to fully participate in the program, it is strongly recommended that the student begin a full personal psychoanalysis with an ICP approved Training Analyst before the start of the program. As the search for a Training Analyst may take some time, the candidate may begin the personal Training Analysis, but hours credited towards training will only begin once classes have begun. If there are extenuating circumstances that prevent a student from beginning the training analysis in September, the student is urged to begin as soon as possible and has until January to commence. The training psychoanalysis requirement is a minimum of 4 sessions per week for a period total of at least 300 hours. The 4 sessions must be on at least 3 different days. The 4th session may be on a fourth day or combined in some way with one or more of the other 3 sessions.
4. Provided the training psychoanalysis is full time and ongoing, control cases under the supervision of an ICP-approved supervisor may be initiated at any time.

Supervised Control Cases

1. The ICP Student must be in full-time personal psychoanalysis (4 sessions per week) in order to begin supervised control cases.
2. ICP requires the Student complete three supervised control cases in order to graduate from training. One of the three required supervised cases may be a child case and requires supervision with a supervising child analyst.
3. Each control case must be supervised on a weekly basis for 18 months. If supervision for the 18 months of treatment is fewer than 65-70 hours, the supervisor and Student should continue the supervision until at least a minimum of 65-70 hours are completed.
4. Two of the three cases must be in analysis a minimum of four sessions per week, and one case may be in analysis a minimum of three sessions per week.
5. In order for the Student to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.
6. Control case sessions must take place on at least three different days/week.

Choice of Supervisor

1. Supervisors are to be selected from among ICP Training and Supervising Psychoanalysts. In order for the Student to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.
2. Upon selection of a supervisor for each control case, the Supervisory Agreement form must be completed and submitted to the office and advisor. A copy should be kept by the Student and supervisor.
3. Corresponding members may also supervise control cases. Students may choose a corresponding member for only one of their three control cases. Because some corresponding members are not supervising and training analysts only corresponding members who are supervising and training analysts may be used as supervisors for control cases.
4. It will be the Student's responsibility to confirm and inform the CPC that the corresponding member they are using as supervisor for their control case is a supervising/training analyst at their respective Institute.
5. A Student's training analyst shall not be the Student's control case supervisor, as it constitutes a dual relationship.

Combining Supervised Control Cases

While all three cases must be supervised for 18 months each, one of these three supervisions may consist of two patients whose analyses total a minimum of 18 months of supervision. This policy has been instituted by ICP in order to allow the Student to take into analysis an analysand who may not appear to have good analytic prognoses according to the mainstream criteria for analyzability. Another motivation for this policy is to facilitate the gathering of accurate data on what actually happens in the analytic situation when working with difficult patients. ICP encourages broadening the mainstream and supporting the efforts of our own Students in this regard. The ability to combine two cases facilitates the Student's willingness to consider the more difficult case for analysis

without risking the penalty of losing that supervisory time if the patient interrupts treatment prior to 18 months. It is the entire span of the Student's analytic experience that is used as a measure in determining whether the Student has learned to perform analysis; therefore, the absolute adherence to an 18-month minimum for all three supervised control cases is not the objective. If a case that is seen three sessions per week is combined with a case that is seen four sessions per week, that combined case is counted as a three time per week analysis. The student must complete an initial case report for each of the combined control cases.

Control Case Reports

The Student is responsible for composing reports on all three supervised control cases at specified periods during matriculation.

Tele-Therapy Policy

It is incumbent upon each ICP analyst conducting a training analysis with an ICP student, and each ICP student conducting control case analyses, by phone or other online video methods, to be in compliance with the laws and regulations governing the ethical and legal practice of tele-therapy in the state and country in which he or she is licensed, and in the state and country where the analysand resides.

PSYCHOANALYTIC PSYCHOTHERAPY TRAINING PROGRAM (PPT)

Program (Course) Length: 40 Hours / 20 Weeks
Delivery: Residential or Distance Education (Distance Education is delivered via Zoom)
Cumulative Final Exam: None
Graduation Document: Certificate of Completion
Standard Occupational Codes / Potential Employment Titles: None, Continuing Education Program. ICP operates as a continuing education provider and does not offer training intended to lead to gainful employment.

Program Description and Objective (PPT):

ICP offers qualified licensed and pre-licensed clinicians a 20-week program devoted to training in the concepts and practices of contemporary psychoanalytic psychology. Uniquely case centered, the Psychoanalytic Psychotherapy Training Program (PPT) focuses not only on the what of modern psychoanalysis (its theory) but also on the how (its clinical practice). The readings, drawn from eminent contemporary psychoanalytic publications, are limited but very relevant to each case presentation. A second year of the PPT is open to students who have completed the first year of the program. Seminars will be designed by the PPT Committee with input from incoming second year students.

SEMINARS

The PPT program offers two ten seminar semesters for licensed clinicians. Seminars begin with an overview of the history and development of psychoanalysis. This includes a brief introduction to major analytic theories beginning with Freud's theory of psychoanalysis and ending with Kohut and Self Psychology. Following this introduction, the class moves into contemporary psychoanalysis including Relational Theory,

Intersubjective Systems Theory, Specificity Theory and Complexity Theory. Case material will be presented to illustrate how the therapist can utilize a particular theoretical perspective in clinical practice. The final seminars cover Attachment Theory, Infant Research, and Trauma Theory and how these are integrated into contemporary psychoanalytic psychotherapy with adults. Case material will illustrate this integration. Seminars are led by a facilitator who is either an ICP analyst or an advanced student at the Institute. Instructors for each seminar meeting are members of ICP who have special expertise in the topic of that particular seminar. Seminars are taught by instructors from the institute faculty. Assigned readings augment these presentations.

SMALL GROUP CONSULTATION

Program participants will also participate in a weekly case consultation group led by an experienced ICP training analyst and consisting of no more than three students. The consultation group allows students to deepen their understanding of material by integrating their learning with their clinical work. Consultation group is not available for pre-licensed clinicians or students in the Advanced.

Program Progression

- Bi-weekly seminars of 2.5 hours each
- Bi-weekly small group consultation

ACADEMIC POLICIES

GRADING SYSTEM

Grade Identification	Grade Definition
P	**Pass:** Has satisfactorily met 5 out of 6 full seminar weekends per course *(=12.5 hrs. requirement for each 15 hrs. course; 25 hrs. requirement for each 30 hrs. course)* *Independent Study Courses, please see your course syllabus*
F	**Fail:** Has not satisfactorily met 5 out of 6 full seminar weekend attendance per course. *(Less than 12.5 hrs. for each 15 hrs. course; and less than 25 hrs. for each 30 hrs. course)* *Independent Study Courses, please see your course syllabus*
T	Transfer Credit
W	Withdrawn

If ICP requires coursework to be submitted for review ICP will return coursework feedback within 10 days after it is received by ICP.

SATISFACTORY ACADEMIC PROGRESS–PROBATION AND DISMISSAL AND ATTENDANCE

A student is required to complete at least 5 out of the 6 seminar weekends in full, each course, which means the required minimum is as follows per course:

- minimum of 12.5 hrs. for each 15 hrs. course
- minimum of 25 hrs. for each 30 hrs. course

If over the period of 2 years in the PTP program, a student does not complete 2 core courses or 3 elective courses, the student will seek the assistance of the Advisor and will formulate a plan with the Candidate Progression Committee (CPC) to complete the course(s). If the student continues to exhibit poor class attendance, less than 5 out of 6 full seminar weekends, the student will be withdrawn after 4 uncompleted classes, with their status determined in discussion by the Candidate Progression Committee (CPC) and the Advisor. This could include the decision to go on a Leave of Absence, withdraw from the program, or other options for completing credit.

At the end of each course, faculty review each student's progress by completing a Candidate Progression form. These forms are distributed by the ICP office to the student and the Advisor. Course Credit is based exclusively on the student having met the attendance requirement of at least 5 out of the 6 seminar weekends in full.

A student is provided a maximum of six (6) academic years to complete the program, if not completed the student will be withdrawn. If a student wishes to re-enroll, please contact the Institute of Contemporary Psychoanalysis (ICP). If a student has completed all requirements except for the completion of his graduation paper by the enrollment agreement completion date, he can appeal to the Candidate Progression Committee (CPC) Chair to request an extension of his program.

Supervision of Control Cases:

In the PTP program a student must be in four times per week analysis for a period of at least 300 hours. The student, on a monthly basis, is responsible for ensuring that the Training Analyst accurately records the student's personal analysis hours, and that the records are submitted to the student's ICP Advisor. **If the student is unable to demonstrate that the required hours are being completed the student may be withdrawn from the program by ICP or the student may request to go on leave of absence (see Leave of Absence policy).** When an interruption in the required frequency exists (not attributable to common vacations or illness) notify your Advisor immediately and develop a plan for continued training.

If a student is still in the process of completing one or more control cases after the 300-hour requirement, the student must remain in analysis for a minimum of 2 sessions per week until the control case(s) are completed. These hours will also be recorded using the Certification of Analytic Hours Form.

MAKE-UP WORK

Each student who falls below the 5 out of the 6 full seminar weekends attendance requirement in a course may work with the assigned course faculty member to make-up hours prior to the final pass / fail grade being recorded.

COURSE REPEATS

A student who fails a course must repeat the course the next time it is offered, typically each course is offered once per year. A student may repeat a course a maximum of five (5) times. Should a student obtain a fail, five (5) times the student will be withdrawn from the program. There is no additional fee for course repeats if a repeat is completed on or before the expected graduation date listed on the student's enrollment agreement.

LEAVE OF ABSENCE POLICY

A leave of absence may be requested at any time due to personal reasons in the **PTP** program, a leave of absence is not available for the **PPT** program. The request must come from the student in the form of a letter to the Candidate Progression Committee and the office, advising of the need to take a leave of Absence. The letter might include a brief explanation as to the reasons for the requested leave, but such justification is not mandatory. An annual leave of absence fee of $400.00 is required to accompany the letter.

Leaves of Absence are renewed on an annual basis, at the end of each academic year, and a letter confirming whether the leave is to be continued through the next academic year is required latest by the end of July, each year. If the leave is to be continued, the $400.00 fee must accompany the renewal letter.

While on leave, a student may not take courses and will not be granted credit for ongoing supervision, control case hours or ongoing recorded personal analytic hours, as applicable to the student's program. A student may not hold graduation committee meetings for their graduation paper during this time.
Leave of Absence status may be renewed up to two years. The Candidate Progression Committee Chair will arrange a meeting with the student to review enrollment at ICP. The purpose of the meeting will be to explore and determine possibilities for future matriculation. If a student exhausts the two-year period, the student becomes withdrawn. If the student wishes to become active again the student is required to engage in the admission process.

GRADUATION REQUIREMENTS

PSYCHOANALYTIC TRAINING PROGRAM (PTP)

A student will be eligible for graduation when all required credits or hours for didactic coursework, supervision of control cases and personal training analysis are earned, a Comprehensive Case Report was completed and a CCR committee discussion meeting held, and all financial obligations have been paid, or other financial arrangements have been requested and approved in writing by the Institute.

PSYCHOANALYTIC PSYCHOTHERAPY TRAINING PROGRAM (PPT)

A student will be eligible for graduation when all required credits or hours are earned, and all financial obligations have been paid or other financial arrangements have been requested and approved in writing by the Institute.

WITHDRAWAL

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the policies and procedures of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Institute.

CONDUCT THAT MAY CAUSE WITHDRAWAL FROM THE PROGRAM

- Non-payment of tuition: students may not begin a new school year if tuition for the former year has not been paid, unless the Institute has approved a financial plan for payment. Students may not begin a new semester without payment of that semester's tuition. If the student is not able to work out a payment plan with the Institute and keep current on that plan, they will be advised that unless this is accomplished by the end of the semester, they will be unable to continue. Once they have become current on their tuition, they are allowed to start classes again.
- If a student engages in disruptive, disrespectful and/or harassing behavior while engaged in ICP classes or programs, the Ethics Committee will document and investigate the causes and consequences of this behavior with the student, and will sensitively and with respect, develop a plan for working with the student and the context. If after 2 attempts to work individually and contextually with the problematic issue the Candidate Progression Committee will discuss and decide on a probation strategy. If the probation strategy is ineffective within 2 months, then the Candidate Progression Committee and Board will rule on withdrawal.
- If a student's license for clinical practice is suspended or revoked, depending upon the reason, either the student will be put on Leave of Absence until their license is reinstated (see Leave of Absence policy), or the student will be withdrawn from the program. The Candidate Progression Committee and the Board will decide which action to take based on the violation.

STUDENT SERVICES

CANDIATE PROGRESSION COMMITTEE (CPC)

The purpose of the CPC is to empower students by providing them with a student run support organization. The organization attends to student issues and supports students' rights and needs. Any student concern can be addressed by this committee, and then brought to the Board or any other committee if necessary. This organization also may develop conferences and programs focused specifically on student needs and interests.

STUDENT ADVISOR

The Candidate Progression Committee (CPC) assigns each student an advisor. The purpose of the advisor is to help the student to progress throughout the program by keeping track of their coursework, analysis hours, supervision hours, and case reports, as applicable. The advisor should be seen as a resource and support to help navigate all aspects of training simple to complex. The student is free to replace their advisor at any time.

HOUSING

Institute of Contemporary Psychoanalysis does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Los Angeles, CA, rental properties start at approximately $2,000.00 per month.

LIBRARY

Since the early 2000's, ICP has used Psychoanalytic Electronic Publishing (PEP) and it is now ICP's primary library resource. Every student once accepted into the Institute is provided access to PEP. Presently, PEP includes access to Psychoanalytic classical books, psychoanalytic journals and videos. A vital aspect of the program is its excellent search engine, which allows great opportunity for research. As a developing project, PEP acquired the backing of the American Psychoanalytic Association and the Institute of Psychoanalysis (London).

CAREER SERVICES AND PLACEMENT ASSISTANCE

Institute of Contemporary Psychoanalysis programs do not lead to employment. Therefore, no services are provided.

STUDENT RECORDS

Institute of Contemporary Psychoanalysis maintains electronic records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program. Institute of Contemporary Psychoanalysis maintains, for each student granted a certificate permanent record of all of the following for a minimum of five years from the students' date of completion or withdrawal:

(1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:

(A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;

(B) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;

(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;

(3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;

(4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
(5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:
(A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
(B) The name, address, website address, and telephone number of the institution.
(6) Student projects submitted by graduate students;
(7) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency, if applicable;
(8) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
(9) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
(10) Copies of any official advisory notices or warnings regarding the student's progress; and
(11) Complaints received from the student.

Institute of Contemporary Psychoanalysis maintains student transcripts permanently. Information on transcripts include the following:

- Courses or educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
- The final grades or evaluations given to the student;
- Certificate awarded the student; and
- The name, address, email address, and telephone number of the institution.

GRIEVANCE PROCEDURE

Problems may arise. In the case of a problem within a course and/or with a faculty member, the student is encouraged to first talk directly with the faculty member. If this does not resolve the problem or if the student does not want to contact the faculty member directly, they may speak with their Advisor or either of the two Candidate Board Representatives. Either the student or their representative (Advisor or the Candidate board Representative) should contact either the Education Curriculum Committee Chair or the Candidate Progression Committee (CPC) Chair. Whichever Chair is contacted will contact the other chairperson and together they will decide the next course of action. One option will be for the two Chairs to appoint an ad-hoc committee or person to help facilitate a process between the Candidates and the faculty member/s. The ad-hoc committee or person will consult with and report back to the two committee chairs. If none of these processes work to resolve the issue, then the two chairs may present the problem to the Board of Directors.

In the case of a problem with an individual Candidate and a particular ICP member, the first step to resolve a problem, if possible, is for the Candidate to have a conversation

with the other person involved in the problem. If this is not possible or has been unsuccessful, the second step is for the student to discuss the problem with the Candidate's Advisor to see if a resolution can be reached. When the individual problem is not resolvable, the Chair of the Candidate Progression Committee should be notified. The Candidate Progression Committee has many options to mediate difficult situations, including consulting with the Advisor, appointing a course facilitator, appointing an ad hoc committee to investigate the issue, etc. If necessary, the Candidate Progression Committee may present the problem to the Board of Directors.

If the Candidate's Advisor becomes aware of a problem situation involving the Candidate through a review of the Supervisor report or from an Instructor Assessment form, the Advisor will discuss the issue directly with the Candidate. If necessary, the Advisor may initiate and mediate a meeting to address a difficulty. If resolution proves difficult, the Candidate may choose to write a statement to be placed in the Candidate's file explaining the Candidate's response to the problem.

Another option for Candidates is to contact a member of the Ombudsman Office. The Ombudsman office is a confidential resource that serves as an independent, neutral, and informal resource. Their primary role is offering a safe and confidential milieu for facilitating solutions to concerns and issues raised by Candidates, members, faculty, and staff. The ombudsman office does not make any decisions but helps to facilitate a strategy to resolve the issue.
As a final attempt at resolution to seemingly irresolvable problems, a Grievance Committee (an ad hoc committee of the Candidate Progression Committee) may be formed. Such a committee may be initiated either by the Candidate or by the other party to the difficulty. The Grievance Committee is composed of the Candidate, the member with whom there is an impasse, the Candidate's Advisor, an ombudsman selected by the Candidate from among the membership of ICP, and a representative of the CPC who will act as Chair of the Grievance Committee. Should this ad hoc committee be unable to resolve the grievance, the Chair(s) of the Candidate Progression Committee will refer the matter to the Board of Directors, who would be empowered to make a final and binding decision.

The Advisor ordinarily mediates between the Candidate and the Candidate Progression Committee; however, at times the Candidate may choose to meet directly with the CPC regarding particular concerns or requests or submit a written request to the CPC.

All problems brought to an advisor are attempted to be resolved within three (3) weeks, depending on the problem, more or less time may be needed. ICP stresses the importance of following the laws of fairness and confidentiality. This is crucial when dealing with issues that may involve accusations related to professional practice.

CANCELLATION, WITHDRAWAL AND REFUND POLICY

STUDENT'S RIGHT TO CANCEL

- You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first-class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current year contract through the last day of attendance.
- Cancellation may occur when the student provides a written notice of cancellation to the Administrative Office via email to office@icpla.edu.
- The email notice of cancellation is effective based on the day timestamped on the email.
- The written notice of cancellation need not take any particular form and however expressed; it is effective if it shows that the student longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled, the Institute will refund the student any money paid, less the application fee within 45 days after the notice of cancellation is received.

WITHDRAWAL FROM A COURSE

You may withdraw from a course at any time after the program cancellation period (described above) and have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the course, based on the date the notice of withdrawal is received by ICP (day timestamped on the email). Withdrawal may occur when the student provides a written notice of course withdrawal via email to the Administrative Office at office@icpla.edu. Any refund due will be paid within 45 days of the course withdrawal. If the student has been scheduled for more than 60% of the scheduled hours in the course for which the student was charged, the tuition is considered earned and the student will receive no refund. If a student takes a leave of absence (LOA) during an academic year, in addition to the Withdrawal from Course Policy above, the student is responsible to pay the $400.00 leave of absence fee. The date of course withdrawal will be the date that the office has received the following; 1.the request for course withdrawal, 2. Leave of Absence request, and the 3. The $400.00 LOA fee.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the Institute at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current academic year, based on the date the notice of withdrawal is received by ICP (day timestamped on the email). Withdrawal may occur when the student provides a written notice of withdrawal to the Administrative Office via email to office@icpla.edu. Any refund due will be paid within 45 days of withdrawal. If the student

has completed more than 60% of the scheduled hours in the current academic year for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the policies and procedures of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Institute.
- A student is required to complete at least 5 out of the 6 seminar weekends in full, each course, which means the required minimum is as follows per course: minimum of 12.5 hrs. for each 15 hrs. course and minimum of 25 hrs. for each 30 hrs. course.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the day timestamped on the email received by ICP or the date ICP withdrawals the student. The amount owed equals the hourly charge for the program in the current academic year (total institutional charges, minus non-refundable fees, divided by the number of hours in the current academic year, multiplied by the number of hours scheduled to attend prior to withdrawal.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Cancellation and Refund Disclosures

Institute of Contemporary Psychoanalysis will provide each student enrolled with documentation (hardcopy or electronic format) within 45 days of the cancellation or withdrawal specifying the amount of refund, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity (third-party) to which the refund was sent, if applicable.

If a refund is made to a third party on behalf of a student who has cancelled their enrollment in an educational program, the institution shall provide the student, within 45 calendar days after the date of cancellation, a written notice, in hard-copy or electronic format, itemizing the amount refunded to each third party, the name of the third party, and the date of each refund, as applicable.

If an institution has collected money from, or on behalf of, a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the institution has not paid the money to the third party or has not yet been billed or invoiced by the third party at the time of the student's cancellation, the

institution shall refund the money to the student within 45 calendar days of the student's cancellation.

If a program is discontinued, cancelled, or Institute of Contemporary Psychoanalysis closes after starting a program, and before program completion, student institutional charges may be refunded on a pro rata basis if the Bureau determines that the school has made provision for students enrolled at the time of default to complete a comparable educational program at another institution at no additional charge to the students beyond the amount of the total charges in the original enrollment agreement. If the institution does not make that provision, a total refund of all institutional charges shall be made to students.

TUITION AND FEES

Application Fee	**Student Tuition Recovery Fund Fee**	**Tuition***	**Administration Fee***	***Payable to a Third Party*** **Supervision of Control Cases**	***Payable to a Third Party*** **Personal Training Analysis**
$200.00*	$0.00	$14,000.00*	$400.00*	$39,000.00*	$ 60,000.00*
*Non-Refundable. *$200.00 through May 31.* *Applications received after May 31 will incur an additional **$25 charge**.*	*Non-Refundable, after the cancellation period. *$0.00 for every $1,000 rounded to the nearest $1,000 of institutional charges.*	*Prorated per semester upon withdrawal. *$3500 per year*	*Non-Refundable, after the cancellation period. *$100.00 per year*	*Not covered by tuition fee; student pays supervisor's fee on an individual basis, all fees with supervisors are negotiated and paid between the supervisor and student privately, without ICP's involvement. If a low fee spot is available, a supervisor is required to provide one low fee supervision to the student at $75. Otherwise, there is a wide range of charges. *<u>Minimum requirement:</u> *65 Supervision hours per Control Case for a total of 3 Cases.*	*Personal psychoanalysis is not covered by tuition fee: student pays fee on an individual basis; all fees with training analyst are negotiated and paid between the analyst and student privately without ICP's involvement. *<u>Minimum Requirement:</u> Total of 300 analytic hours, 4 sessions weekly with an ICP Training and Supervising Analyst.* *<u>Additional fees, if applicable:</u> If control case work is still in process after 300 analytic hours, the Candidate is*

Application Fee	Student Tuition Recovery Fund Fee	Tuition*	Administration Fee*	*Payable to a Third Party* **Supervision of Control Cases**	*Payable to a Third Party* **Personal Training Analysis**
				<u>Additional fees if applicable:</u> *Additional Supervision hours as needed* *$200 estimated charges, per Supervision hour*	*continuing in twice weekly analysis.* *$200 estimated charges, per analytic hour*

- * A maximum annual tuition, post seminar fee and administration fee increase of 10% of the previous year is included in the "Estimated Due for the Entire Program" on the enrollment agreement.
- Additional fees, if applicable, per year: Leave of Absence, $400.00, and Post Seminar Fee after 4 years of Psychoanalytic Training $1,650.00. Any didactic work not completed within four (4) years will be charged the per-course fee and administration fee for the current academic year.
- Each additional fee may increase per year by up to $100 if the fee is less than $1,000, or by up to 10% if the fee is $1,000 or more.
- Additional fees (after the cancellation period): Post Seminar fees and Leave of Absence fees are non-refundable upon receipt.
- Estimated Institutional Charges for a period of attendance year one (1): $3,800.00
  Estimated Institutional Charges for a period of attendance year two (2): $3,960.00
  Estimated Institutional Charges for a period of attendance year three (3): $4,356.00
  Estimated Institutional Charges for a period of attendance year four (4): $4,791.60
  Estimated total Institutional charges: $16,907.60
  Plus, total estimated Third-Party charges (minimum of 65 Supervision of Control Cases sessions/3 control cases, 300 Personal Training Analysis hours): $99,000.00.
  Estimated total charges for the entire program: $115,907.60
- An Academic Year is defined as September through August, which includes a summer break from June through August.

Psychoanalytic Psychotherapy Training Program		
Application Fee	**Student Tuition Recovery Fund Fee**	**Tuition***
$ 50.00	$0	$700.00
Non-Refundable, after the cancellation period.	Non-Refundable, after the cancellation period - $0.00 for every $1,000 rounded to the nearest $1,000 of institutional charges. For institutional charges of one thousand dollars ($1,000) or less, the assessment is zero dollars ($0)."	$0.00

Estimated Charges for a period of attendance = the whole program: $750.00
Estimated total charges for the entire program: $750.00

LOAN

If a student receives a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

The Institute of Contemporary Psychoanalysis does not participate in federal or state financial aid programs. Students are responsible for all tuition and fees. Our institution offers scholarships and loans, subject to limited availability and funded by mainly donations. For eligibility and application details, visit icpla.edu/scholarships-loans.

PAYMENT

Tuition and any fees are payable as outlined on the student invoice. Payment can be made via debit card or credit card (Visa, Mastercard, Discover, or American Express).

Invoices for the current academic year are provided annually in September or October:

- 50% of the invoice is due upon receipt.
- Balance of invoice is due January.

Payment arrangements may be considered. A request for a payment arrangement can be submitted to: office@icpla.edu

At the student's option, the Institute will accept payment in full for tuition and fees after the student has been accepted and enrolled and the date of the first-class session is disclosed on the enrollment agreement.

STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.
To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

ADMINISTRATORS AND FACULTY

ADMINISTRATORS

- Mary Walters, PsyD, LCSW: Chief Executive Officer / Co-President
- Margy Sperry, PsyD, LMFT: Chief Operating Officer / Co-President
- Carol Mayhew, PhD: Chief Academic Officer
- Gabriele Lippmann, Sr. Manager Administration & Programs/Executive Assistant

FACULTY

Name and Credentials
Stacy Berlin, Psy.D., Psy.D.
George Bermudez, PhD, PsyD
Earl Bland, PsyD
Marilyn Charles, Ph.D., ABPP
Lynne Jacobs, PhD, PsyD
Susan A. Klett, Ph.D., Psy.D., L.C.S.W.-R
Barnet Malin, M.D.
Robin S. Cohen, PhD
Madeline F. Moskowitz, PsyD, LCSW
Debra Myers, M.D., Psy.D.
Nicole Nelson, PsyD, LMFT,LPCC
Ilene Philipson, PhD, PhD, PsyD
Therese Ragen, PhD
Joe Shaleen, PsyD, LPC
Karen Weisbard PsyD

STATE OF CALIFORNIA CONSUMER INFORMATION

- Institute of Contemporary Psychoanalysis does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).
- 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 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, 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.
- Institute of Contemporary Psychoanalysis is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.
- Institute of Contemporary Psychoanalysis does not participate in any federal or state financial aid programs.
- Institute of Contemporary Psychoanalysis programs do not lead to licensure.
- Institute of Contemporary Psychoanalysis has not entered into any transfer or articulation agreements with any other college or university.
- Institute of Contemporary Psychoanalysis does not admit ability-to-benefit students.
- The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov
- Note that the phone number and web address provided above may be subject to change. Please subscribe to Bureau updates at bppe.ca.gov to receive notifications of changes.

CATALOG CHANGES

Information about the Institute of Contemporary Psychoanalysis is published in this catalog, which contains a description of policies, procedures, and other information about the Institute. The Institute of Contemporary Psychoanalysis reserves the right to change any provision of the catalog at any time. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or other written format with an effective date. Students are expected to read and be familiar with the information contained in the catalog, in any revisions, supplements and addenda to the catalog, and with all Institute policies. By enrolling in Institute of Contemporary Psychoanalysis, the student agrees to abide by the terms stated in the catalog and all Institute policies.