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INTRODUCTION

The Psychoanalytic Training Institute and its membership body, the Contemporary Freudian Society (formerly the New York Freudian Society), were founded to provide training and a collegial community for psychoanalysts. We are committed to the basic principles of Freud's profound discoveries, which initiated a revolution in the understanding of the human mind, and continue to evolve and shape contemporary psychoanalytic thinking.

The new names, like our institute's curricula, reflect our contemporary focus as well as our respect for our Freudian heritage. This name-change captures the geographic breadth of our membership and the fact that we have Adult Psychoanalysis and Fellowship Programs in both New York City and Washington, DC. Other training programs offered in New York are described on our website, instituteofcfs.org.

We are informed by post-Freudian developments and theoretical perspectives; ego psychology; the work of object relational theorists such as Michael Balint and Donald Winnicott; the contributions of Melanie Klein and modern Kleinian theorists; current research on infant development and attachment; and recent neurobiological research that supports the physiological underpinnings of so many of Freud's core theories of the mind. Our purpose is to contribute to that evolution through our active participation in the psychoanalytic movement, in a manner that respects, refines, expands, and shares our intellectual inheritance.

The Psychoanalytic Training Institute of CFS provides a forum for the professional development of its candidates in an atmosphere of support and mutual respect. These values are made real through a vital spirit of inquiry and through stimulating interactive dialogue that contribute to our intellectual inheritance. It is the implementation of this vision that gives the Institute its substance.

Chartered by the New York State Department of Education in 1978, on the authority of the New York State Board of Regents, the Psychoanalytic Training Institute of CFS became a Provisional Member of the International Psychoanalytical Association (IPA) in 1989 and a Component Institute/Society in 1993. The IPA is the

oldest and largest international psychoanalytic organization and the world's primary accrediting and regulatory body for psychoanalysis.

For detailed information about all of our programs in Washington, DC, as well as applications in PDF format, please visit our website, instituteofcfs.org. You may also call for more information, and to request an application:

Adult Psychoanalysis Program

Kerry Malawista, PhD, at 301-983-4541.

Psychoanalytic Fellowship Program

Janet Shaye, PhD, at 202-296-1260.

New York Division Program

In addition, we have a variety of programs in New York City for students interested in adult psychoanalysis, child and adolescent psychoanalysis, psychoanalytic psychotherapy, and parent-infant treatment. Our Track B Adult Psychoanalysis Program in New York offers a certificate of completion that enables graduates to obtain a NY State License in Psychoanalysis (LP).

We also have a Fellowship Program designed to provide exposure to and exploration of psychoanalytic ideas.

Please visit our website - instituteofcfs.org - for more information about these programs.

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OVERVIEW OF TRAINING PROGRAMS

Adult Psychoanalysis Program

The Adult Psychoanalysis Program is for clinicians who have a license in the field of Psychiatry, Psychology, Social Work, Psychiatric Nursing (as a Nurse Practitioner, Board Certified Advance Practice Nurse or Psychiatric Nurse Practitioner) or Licensed Professional Counselor.

It is designed to enable candidates who live in other geographic locations, or who have schedules that preclude taking weekly classes, to train at The Psychoanalytic Training Institute of the Contemporary Freudian Society. Classes meet from 9:00am to 5:00pm on twelve Saturdays each academic year.

Psychoanalytic Fellowship Program

The one-year Fellowship Program is for people who are interested in learning about psychoanalysis and analytic training by attending case conferences and a sequence of tutorials with experienced psychoanalysts.

THE ADULT PSYCHOANALYSIS PROGRAM

Training in the Adult Psychoanalysis Program involves course instruction, personal analysis, and control analyses. Our program is designed for those who have a license in a mental health profession that includes psychoanalysis in its scope of practice (e.g. Psychiatrist, Psychologist, LCSW, Psychiatric Nurse Practitioner, Licensed Professional Counselor).

Course Instruction

Candidates in the Adult Psychoanalysis program register for three classes each semester. There are twelve Saturdays per academic year where classes meet from 9:00am to 5:00pm. Classes range in length from 2 hours to 2 hours and 45 minutes, depending upon the class. Candidates who complete all coursework (see list of courses below), control analysis work, supervision, case write up requirements, and who successfully complete the Final Case Presentation, receive a diploma from The Psychoanalytic Training Institute of the Contemporary Freudian Society. Graduates are immediately eligible for membership in the Contemporary Freudian Society and the International Psychoanalytical Association (IPA).

Continuing Education

Candidates may be able to receive Continuing Education credits for completed coursework. The Contemporary Freudian Society is approved by the American Psychological Association to sponsor continuing education for psychologists. The Contemporary Freudian Society maintains responsibility for programs and their content. The Social Work Boards of the District of Columbia, Maryland and Virginia will grant continuing education credits to social workers attending a program offered by an APA authorized sponsor of continuing education for psychologists.

Course of Study

(Please see Course Descriptions in catalog)

Course # & Title	Hrs
First Year	
1A Key Concepts of Psychoanalysis I	15
2A Psychoanalytic Human Development I: Birth-18 Months	15
3A Analytic Listening I	12
1B Key Concepts of Psychoanalysis II	15
2B Psychoanalytic Human Development II: 18 Months-6 Yrs	10
3B Analytic Listening II	12
4A Introduction to Ethics	5
Second Year	
5A Theory of Psychoanalytic Technique I	15
2C Psychoanalytic Human Development III: Latency-Adolescence	15
3C Analytic Listening III	12
5B Theory of Psychoanalytic Technique II	15
2D Psychoanalytic Human Development IV: Early, Middle and Late Adulthood	7.5
3D Analytic Listening IV	12
6A Freud Cases	7.5
Third Year	
7A Continuous Case Seminar I	12
8A Diagnostic Thinking I	15
9A Development of Psychoanalysis: Freud I	15
7B Continuous Case Seminar II	12
8B Diagnostic Thinking II	15
9B Development of Psychoanalysis: Freud II	15
Fourth Year	
7C Continuous Case Seminar III	12
10A Post-Freudian Theoretical Development I	15
11A Theoretical Controversies I	15
7D Continuous Case Seminar IV	12
10B Post-Freudian Theoretical Development II	15
11B Theoretical Controversies II	15

Personal Analysis

Upon matriculation each candidate is expected to begin a four to five session per week personal analysis (also called a Training Analysis) with a Training and Supervising Analyst at The Psychoanalytic Training Institute of CFS. Should an applicant already be in analysis with someone who is not a Training and Supervising Analyst at The Psychoanalytic Training Institute of CFS and wish to continue in that analysis, discussion between the candidate, the Director of Admissions, Chair of the Progression Committee and Institute Director needs to take place before acceptance into the program is finalized. For more details about the requirements for graduation please see our Candidate Guidelines.

Control Analysis

An essential and vital part of training is a candidate's treatment of patients in psychoanalysis. The candidate sees his/her own analysis four or five times a week and is supervised by a Training and Supervising Analyst. By the time a candidate is ready to graduate he/she will have conducted at least two control cases under supervision of two training and supervising analysts. (More often candidates will choose to conduct three or more control cases).

Yearly case summary reports are part of the clinical responsibility of the candidate and part of the learning experience of conducting psychoanalysis. Every candidate has an opportunity to discuss the summaries each year with a member of the Progression Committee. An independent case summary reader may also be available. A minimum of 200 hours of supervision between the two cases is required. For more details about the requirements for graduation, please see our Candidate Guidelines.

Advisors

Each student will be assigned an advisor who will meet with the candidate at least once a year to discuss the overall training experience and any issues of concern, such as building a private practice. The Advisor's position is intended to be a "non-reporting" one, although occasionally the Advisor may be asked to serve, at the candidate's request, as ombudsman to facilitate communication in the

Institute. Because some candidates are geographically at a distance, it may be necessary for the Advisor to maintain the relationship by telephone, Skype, or email.

Schedule of Tuition and Fees

Tuition:

Semester:	\$1650 (3 courses)
Classroom Fee:	\$100 per semester
Application Fee:	\$50
Candidate Org.:	\$15
Annual Registration:	\$50

Supervision: Candidates are eligible for \$50 supervision, depending upon the availability of supervisors.

PEP-Web fee: \$30

Tuition is paid bi-annually in July and December. Applications for Financial Assistance are available.

Admissions

The Adult Psychoanalysis Program welcomes licensed or soon-to-be licensed applicants, 25 years and older, with a Master's or higher degree in Psychiatry, Psychology, Social Work, or Psychiatric Nursing, as well as those with Master's Degrees in other clinical disciplines, such as Creative Arts Therapy and Counseling. In addition, professionals with graduate degrees in fields that enrich psychoanalysis, such as education, philosophy, sociology, and the humanities are encouraged to apply though licensure in mental health is required for training. Applicants with previous psychoanalytic training at other IPA Institutes may also make an inquiry to the Admissions Committee with regard to the possibility of obtaining advanced status. The Committee will consider each such case in the light of the applicant's prior experience, and the comparability of the previous training, and the Institute's standards.

Graduates are eligible for membership in the Contemporary Freudian Society and the International Psychoanalytical Association. Upon graduation, our members become part of a group of psychoanalysts working and learning not only locally but around the world.

For more information about admission to the Adult Psychoanalysis Program, please call Kerry Malawista, Chair of Admissions, at 301-983-4541.

Application forms for our Adult Psychoanalysis Program can be found on our website: instituteofcfs.org

GENERAL GUIDELINES FOR ADMISSION AND TRAINING

Application and Admission Process

Inquiries for admission can be made either to the Chair of Admissions or the Director of the Institute. Upon request, an applicant will be sent a packet containing the application form and forms for letters of recommendation. There is a \$50 fee for the processing of the application and the check is made out to the Psychoanalytic Training Institute of the CFS. All of the above is to be mailed to the Chair of Admissions.

Once the admissions materials have been returned, the Admissions Director will set up interviews for the applicant. Each applicant is interviewed by two or three members of the Admissions Committee

Registration

A candidate must register with the Institute twice a year, once for the spring and once for the fall semesters. Registration entails a payment to the Institute and an Updated Candidate Progress Report and Analyst Confirmation Form

- a) Fees: All candidates, those taking classes, those who have completed the required classes but have not met all the requirements for graduation, and those on leave, need to register. A late fee of \$75.00 will be charged for registration and matriculation fees filed after the deadline. Candidates should speak with the Institute Director regarding a deferred payment plan or scholarship funds well in advance of the registration deadline.
- b) Candidate Progress Forms and Training Analyst Confirmation Form: The candidate needs to fill out the Candidate Progress Update Form to update and document his/her supervision hours and completed coursework. The candidate must also record the frequency of his/her training analysis and the start date, and termination date, if applicable. Registration will be considered incomplete until all parts of the packet are received.

The Training Process

Progression Committee:

A unique aspect of our training program is the Progression Committee (PC) of the Psychoanalytic Training Institute, which was established to foster communication with the candidates and ensure that their specific training requirements are addressed. Upon admission to the Institute, each candidate is assigned a PC Liaison, who follows the candidate until graduation and keeps the Progression Committee informed of the candidate's progress. The Progression Committee strives to provide individualized attention to the professional development of each candidate.

Training (Personal) Analysis:

Candidates are expected to begin a four or five time per week analysis with a Training Analyst from the Psychoanalytic Training Institute when the first year classes begin. The candidate will have the opportunity to choose an analyst from a list of Training Analysts of the Institute and will also be given a list of the Training Analysts willing to conduct reduced fee analyses. If the candidate has been in a longstanding analysis with a Training and Supervising Analyst from another institute, the Institute Director, Progression Committee Chair, and Admissions Chair will consider this analyst and analysis to determine if it can be an approved training analysis. If this analysis is not approved, the candidate may request that he/she postpone beginning a new analysis for up to one semester in order to have time to terminate his or her present analysis.

Readiness-for-Control:

An essential part of a candidate's preparation to become a psychoanalyst is the analyses he/she conducts under supervision. To undertake control or supervised work, the candidate needs to pass a readiness for control examination (RFC). This examination is conducted by a committee of three members of the Institute and is scheduled after the first semester of the first year and by the end of the second year depending upon the candidate's readiness and clinical experience.

Control Work:

Candidates must conduct a minimum of two control (supervised) analytic cases, each seen in person and four or five times a week. These cases need to be supervised by two different Training and Supervising Analysts from the Psychoanalytic Training Institute of CFS. The candidate will be given a list of Training and Supervising Analysts willing to conduct reduced fee supervisions. Each supervision will be on a once a week basis. Double supervision sessions and telephone supervision are considered for a supervisee at a geographical distance from his/her supervisor.

A central educational feature of the control work or supervised experience is the Annual Case Write Up. A member of the Progression Committee and case reader support the candidate in the formulation and written expression of their understanding of the case.

Final Case Presentation:

The Final Case Presentation (FCP) represents the culmination of the candidate's training in psychoanalysis at the Institute. After conferring with the Progression Committee, the candidate initiates the request to present a final case. The candidate will submit a written report of the case to be presented to his/her Evaluation Committee. The Committee, consisting of five members of the Institute, will meet to listen to the candidate's presentation, and to discuss and evaluate the candidate's work and readiness to practice independently. Issues such as transference development, analysis of resistance, counter-transference, and establishment of an analytic process are discussed in the group. Successful completion of the Final Case Presentation and approval by the Progression Committee, along with presentation to the Board of Directors and payment of membership dues confers on the candidate membership in the Contemporary Freudian Society and the International Psychoanalytic Association (IPA). Colleagues welcome the participation of new members in peer group case discussions, reading groups dealing with theories or new ideas in psychoanalysis, and a rich and diverse menu of scientific programs as part of continuing education. New members will find opportunities to contribute to the ongoing life of the Psychoanalytic Training Institute through committee membership.

Training Policies

The policies listed below are currently in practice and may be subject to change. The Progression Committee will inform advisors, training and supervising analysts and candidates of any changes.

- A. The academic year is twelve Saturdays of classes, six in the fall and six in the spring. Candidates take three courses per semester, unless an alternative plan has been arranged through the Progression Committee. Electives and other program options may meet at other predetermined times.
- B. Candidates are expected to be present for all classes and will inform the instructor if unable to attend. If the candidate misses more than one class of a six session course (or courses of a shorter duration), the candidate must write a paper for the class on a topic agreed upon with the instructor. If more than two classes of a six session course (or course of a shorter duration) are missed, then a tutorial session will be arranged by the Chair of Faculty.
- C. If an instructor must miss a session, the instructor will notify the Chair of the Faculty Committee and arrange with the candidates for an appropriate make-up class.
- D. The Psychoanalytic Training Institute's Faculty and Curriculum Committees review and evaluate course offerings and Institute faculty performance on an on-going basis. A crucial part of this evaluation is the confidential evaluation form that candidates must complete at the end of each semester.
- E. Faculty evaluations of candidates will be submitted immediately after the semester ends. Copies are sent to the Administrative Director, who will forward to the PC Liaison to the candidate to review with the candidate. Candidates have direct access to instructor evaluations.
- F. The Grievance Process: If a candidate does not agree with the recommendations of the Progression Committee at the end of the Readiness-for-Control interview or at the end of the Final Case Presentation, the candidate may appeal to the Director of the

Institute, who will carefully review the findings of the PC with the President of the Institute. The review may include meeting individually with each person involved in the ongoing progression of the candidate's work, reviewing all minutes of the PC, meeting with the candidate, the members of the evaluation committee responsible for the decision, and consulting with supervisors and instructors of the candidate. The decision of the President and the Director of the Institute will be binding.

For clarification and adjustments in the candidate's ongoing evaluation of their work, other than the two evaluations listed above, the candidate can contact their Progression Committee Liaison, and if not satisfied, the Progression Committee Chair.

The Progression Committee may suspend or terminate a candidate's training in the case of the candidate's failure to meet standards toward reasonable progress toward graduation, or for violation of ethical standards in the practice of psychoanalysis. Reasonable progress toward graduation shall mean continued satisfactory review by instructors and supervisors, timely completion of requirements, such as Progression Committee receipt of case summaries, as well as immersion in the practice of psychoanalysis. The candidate has the right to appeal this decision under the appeal process indicated above.

- G. Questions regarding curriculum or faculty should be directed to the respective Chair of Faculty or Curriculum Committee of the Psychoanalytic Training Institute.

REFERRAL SERVICE

The Referral Service provides to the community a point of access to analytically oriented treatment. The Referral Service serves primarily the Washington and Baltimore metropolitan areas.

An on-call clinician conducts consultations with callers either on the phone or in person in order to determine their financial and geographical requirements as well as their goals for treatment. The on-call clinician chooses analysts or analytic candidates based upon the assessment of the caller's stated and implicit needs. Once the

on-call clinician determines the availability of appropriate analysts or analytic candidates, he/she provides contact information to the caller.

The Referral Service has the secondary goal of assisting analyst candidates of the DC Program in developing their analytic practices by providing access to patients seeking analysis and analytic therapy. As such, when it is appropriate, the Referral Service prioritizes candidates when providing referrals to callers to the service.

Those candidates and members who wish to receive referrals from the Referral Service must, in turn, accept at least one low-fee referral from the service. The Referral Service publicizes itself, in part, as offering low-fee options for high-quality analytic treatment. Thus, this requirement is necessary to ensure that those calling the Referral Service seeking well-trained clinicians who offer reduced fee treatment will have access to them.

CANDIDATE ORGANIZATION

The Candidate Organization (CO) functions independently from the Psychoanalytic Training Institute. It provides a forum for candidates in the Psychoanalysis Programs to discuss interests and concerns related to their training, develops a sense of community and provides an opportunity for informal guidance from advanced candidates for those just beginning. Candidates elect candidate representatives to interface with Institute committees and matters of candidate concerns. The Candidate Organization also plans meetings around topics of special interest to the candidates.

All candidates are members of the Candidate Organization. Candidates pay a yearly \$15.00 fee to the Candidate Organization.

Each Candidate receives access to our on-line PEP WEB, an on-line psychoanalytic library. The annual fee for candidates is \$30.00. The PEP WEB is an invaluable tool for each candidate's clinical and intellectual development.

ADULT PSYCHOANALYSIS PROGRAM COURSE DESCRIPTIONS

Year One

Listening is a centerpiece of the training program and evolves in depth over the four semesters.

Analytic Listening (Each semester during Year One and Two)

The practice of psychoanalysis is based on the analyst's capacity to listen. Listening will be taught primarily through the study of clinical process. A distinction between listening to the patient and listening to the candidate's listening to the patient will be made. The candidates are encouraged to follow the patient, as well as one's own thinking as an effort to encourage self-reflection. In order to facilitate close study the listening process has been separated into three levels.

Level One teaches the candidates to construct a veridical summary of the hour that is to listen and report a detailed narrative of the hour. This narrative includes an observation of the verbal and nonverbal communication, from the first moments of the hour. The candidates gain an increased capacity to hold the hour in mind as it unfolds, to think about the patient's moment to moment communication and integrate it with material in the present moment. This approach encourages a capacity for receptive listening, in contrast to the inclination to judge, diagnose and theorize. This method is an adaptation of the Infant Observation Model, originally developed by Esther Bick in London, in which the capacity to listen without attributing meaning or attempting intervention is privileged. This then provides the data and "facts" for the next two levels of listening.

The Second Level involves the candidates beginning effort to find meaning in the patient's material, in contrast to Level One. The candidates learn to associate to what they have heard, imagining and feeling their way into the patient's material, looking for themes, affective valence, state of mind. The seminar participants work together to develop a picture of the patient's inner world, what happens and to whom. Psychoanalytic concepts and theories are discussed, i.e., what are the primary defenses and anxieties in play, the transference-countertransference, level of ego functioning and development of the patient. The candidates develop an openness to the unconscious and primary process, in themselves and their patient.

In Level Three the candidates study psychoanalytic intervention. Having formed a narrative or schema of the hour (Level One) which is resonant with meaning (Level Two), the seminar members are in the position to think about the timing and nature of potential interventions. These formulations take into account the patient's level of development and functioning, the quality of the transference, the pressing anxiety, and conflict or need of the moment, from a perspective of both inner and outer reality. The candidates' personal analytic theories come into focus at this level, hence the group can discuss interventions that would follow from different theoretical perspectives. We discuss the presenter's interventions as a way of understanding his/her thinking about the patient. The patient's response to the therapist's statements is followed as a way to understand how the patient experienced the intervention.

Key Concepts of Psychoanalysis I

This course looks at the way psychoanalysts approach understanding of psychic organization of the mind. Major concepts of psychic reality, the unconscious, repression, conflict, fantasy, and object representations are covered. Freud's two basic models of the mind are presented. The topographic model highlights the important discovery of the unconscious mental life including fantasy, beliefs, traumas, and motivations. The structural model presents the basic concepts of ego, id, and superego useful for comprehending how conflicts between drives and defenses lead to compromise formations and can be deciphered. Clinical significance is a focus of the course showing how concepts help understand emotional pain, anxiety, and symptoms that patients bring to treatment. Throughout the course, concepts are anchored in clinical significance and usefulness for understanding emotional pain and symptomatology. Vignettes are presented by the instructor and the candidates. Readings include work by Freud, Klein, Arlow, Loewald, Schaffer, and Steiner.

Psychoanalytic Human Development I: Birth to Eighteen Months

The first course in the development sequence focuses on early factors influencing the infant and toddler's development of psychic structure, which includes the ego, drive, early defenses, object relations and self. In addition the mother's self-representation and unconscious identifications, transmitted through nonverbal dialogue and interactive distortions with the infant, are studied. Readings also include a discussion of the importance of affect feedback systems

which help consolidate the beginning development of the infant's separate mind and capacity for self-regulating, i.e, separation and individuation. The beginning development of sado-masochistic object ties, fragile self-esteem and confusing self-states can be observed very early – these are linked to the adult psychoanalytic transference-countertransference situation. Clinical illustration of current adult analyses facilitates the candidates' integration of the course material. Readings include a wide range of current and historic material: Freud, Abraham, Ferenczi, Spitz, Bowlby, Winnicott, Mahler, Bergman, Fraiberg, Furman, Fonagy, Daws, Harris, Alvarez, Stern, Schore, Tronick, Hobson, and Trevarthan.

Key Concepts of Psychoanalysis II

This course opens the topic of how to think about the beginning of psychoanalytic treatment as well as deepening further understanding of psychic reality. It is important to convey an analytic attitude to the analysand through establishment of an analytic frame, empathy, neutrality, and analytic boundaries. The topics of 'analyzability' and the 'widening scope' help reveal ways to identify strengths and vulnerabilities of individual patients and to think analytically of how the therapeutic alliance can come about. Transference and countertransference dynamics are at the center of psychoanalytic treatment giving access to the mind of the patient and to the way the analyst discovers, with the patient, the unfolding of analytic process. Aspects of narrative, free association, and the enactment process help clarify experiences of the here and now that takes place in the room. Readings include Freud, Busch, Ogden, Greenson, Jacobs, Chused, and Feldman.

Psychoanalytic Human Development II: Eighteen Months to Six Years

The second development course studies the toddler and the phallic/oedipal child. Normal developmental tasks as well as pathological development are considered. Specifically, the anal and genital phases, character structure and symptoms and concomitant issues such as basic trust, mentalization, drive theory, attachment theory and gender are included. Attention is paid to both classical and contemporary thinking about issues of pre-oedipal and oedipal periods, male and female development, and superego formation. The study of "Little Hans" from multiple perspectives as well as adult analytic cases may be used for discussion. Many of the above

theorists are used as well as Bornstein, Klein, and A. Freud.

Introduction to Ethics

In this seminar candidates will be provided with opportunities to explore the links between the recognized ethical principles of psychoanalysis and their emerging identities as psychoanalysts. Areas to be covered are confidentiality, boundary violations, professional relationships, competency, and ethical violations. Special attention is paid to ethical dilemmas as they arise within the context of institute life and candidacy. The candidates are introduced to the “Principles and Standards of Ethics for Psychoanalysts” as well as other contemporary writing, i.e. Gabbard, Kantrowitz, and Keenan.

Year Two

Listening III and IV continue as described above in Analytic Listening

Theory of Psychoanalytic Technique I

This course is an introduction to psychoanalytic technique. Areas to be explored include therapeutic action and what is curative. Attention is given to the concept of working through and the role of the analysand’s relationship to the therapeutic object. We will consider the concepts of insight and support in guiding therapeutic interventions. The complexity of interpretation in the midst of resistance, regression and enactment in an unfolding analysis is examined. Additional aspects of technique related to understanding unconscious fantasy, dreams and the place of silence in therapeutic process is discussed. Seminar participants will debate the place of reconstruction relative to the place of transference interpretation in analytic work. The course will include the technique papers of Freud. Readings also include the writings of Arlow, Brenner, Kris, Foray, Loewald, Strachey, Stern, Schafer, Greenacre, Poland, Boesky, Busch, Rangell, McLaughlin and Richards.

Psychoanalytic Human Development III: Latency and Adolescence

Normal development as well as the pathological aspects of early, middle and late latency are studied. Issues of post-oedipal transformation, school-age and pre-teen issues are considered. Is this truly the “quiet time”? Adolescent transformation in male and female development is followed, including issues of bodily changes

and psychic development, sexual integration and the second separation-individuation. Issues of identity, ego-ideal and the superego are included. Readings are taken from Furman, Kramer, Laufer, Benson, Buxbaum, Novick, Parens, Pine and Levy-Warren.

Theory of Psychoanalytic Technique II

This course considers technical approaches in psychoanalysis for those patients who are non-symbolizing, concrete and therefore hard to reach. The interface of pathology and technique are highlighted. Seminar participants will gain an understanding of the challenging resistances to the treatment posed by patients who rely excessively on projective identification or who may be described as having borderline, severe narcissistic pathology or psychotic features. There is consideration of the importance of the frame, the role of containment, and the topic of negative therapeutic reaction. The course also includes ways to work with the patient's dreams. Bass, Bion, Blum, Fonagy, Joseph, Grossman, Ogden, O'Shaughnessy amongst other authors are included.

Psychoanalytic Human Development IV: Early, Middle and Late Adulthood

This period is understood as the "third individuation" and includes the study of career achievement, pregnancy, maternal and paternal identity, menopause, mid-life crisis, aging, death and dying. The interaction between the life cycle and psychic structure, both normal and pathological, is studied. Readings include articles written by Erikson, Jacques, Colarusso, Diamond, Pine, Goldberger, Gould, Kernberg, and Valenstein.

Freud Cases

In this course candidates read Freud's case histories in order to follow the development of his theoretical and clinical understanding. Recent commentaries, which expand, evaluate and deepen the understanding Freud provided, are included. Studying these early works has the goal of broadening the candidates' understanding of the history of psychoanalytic thought and the ways in which contemporary thinkers have furthered the development of Freud's ideas. Cases studied may include Dora, "Rat Man," and "Wolf-Man."

Year Three

Continuous Case Seminars *(Each semester during Year 3 and 4)*

The case seminars of the third and fourth years of training build on the listening classes of the first two years. Candidates continue to deepen the way they hear the mind of the analysand and resonances in their own minds. Each semester a case is followed to demonstrate the unfolding of analytic process. Candidates present the dialogue of sessions including reflections on their own internal awareness. The 'here and now' attention provided by process notes brings the class members into contact with the way uncovering and interpretation evolve. Special attention will be paid to finding where transference and countertransference come into play and the many ways that the unconscious and conflict become available including in dreams and through enactments.

During the third year, attention is paid to the beginning of treatment in order to help candidates attend to issues of frame, alliance building, and establishment of an analytic process. In order to learn about the beginning of treatment, the instructor and class can decide if it is more useful to present different cases that are early in development or to concentrate on one case.

During the fourth year, attention to the unfolding of unconscious fantasy, early object relations, and the presence and absence of symbolization will be more available. Dream work and traumatic experiences will also be seen as the analytic process deepens and evolves. Understanding of how to use variations in technique becomes apparent as the class listens to the way an analytic pair has intensified the treatment experience.

Diagnostic Thinking

This course defines various types of adaptations and pathologies of character and symptom formation that bring patients to psychoanalytic treatment. Topics covered are: object relations, difficulties with affect and depression, relation of psyche and soma, and the presence of primitive pathology in the mind. The important place of anxiety in creation of psychic conflict and the way it appears in obsessional and hysterical symptomatology is covered.

Diagnostic Thinking I

This course introduces psychoanalytic and phenomenological approaches to understanding psychopathology. Candidates learn how psychoanalysts formulate thinking about the stories patients present during consultations and sessions. Patients develop adaptations and defenses throughout all phases of development, pre-oedipal and oedipal, that appear in symptoms and character organization. Particular disturbances are presented including neurotic compromises, obsessional and hysterical disorders, affect difficulties such as depression and manic states, and personality problems including borderline, narcissism, and schizoid organization. It is important for psychoanalysts to be able to recognize and assess the presence of concrete thinking, capacities for symbolization, ego flexibility, and creative regressions. All patients present combinations of vulnerabilities and strengths that are brought into the establishment of an analytic process. Readings include Kernberg, Segal, Arlow, Joseph, McDougall, Winnicott, Rangell, Brenner, Zetzel, and Freud.

Diagnostic Thinking II

This course continues presentation of the way psychoanalysts think about diagnostics and pathology. The Anna Freud metapsychology framework is presented in order to see the categories such as ego strengths and weaknesses, superego harshness, affect regulation, and identifications and internalizations that are used to organize adaptations and defenses. The specific place of traumatic experiences and their sequelae in creation of dissociation and concrete thinking is presented. Diagnostic clues are found in the analysands' mood and tensions, and in transference and countertransference configurations. This course emphasizes the way the individual lives with psychic pain and the defensive patterns developed throughout childhood that come to be recognized in psychoanalytic treatment. Readings include Krystal, Faimberg, Davies, Goodman, and Ellman.

Development of Psychoanalysis: Freud I

This course focuses on the concepts Freud first defined and explored. Fundamental ideas about the nature of neurosis and symptoms, along with the identification of mechanisms involved in defining how the mind functions are studied. Freud's topographic model of the mind is presented demonstrating the importance of unconscious, pre-conscious, and conscious and of secondary and

primary process thinking. Freud's thinking on narcissism, melancholia, and character organization is presented. His theory of sexuality helps understand early sources of conflict. Freud papers on technique cover the handling of dream interpretation, beginning of treatment, the repetition compulsion, and working through.

Development of Psychoanalysis: Freud II

Freud revised some of his theory of mind and this course proceeds from his 1920 papers. Freud's structural theory is fully explicated. Revised theoretical ideas about anxiety and neurosis grow out of the concepts of ego, id, and superego and the tensions between them. The theory of sexuality continued to evolve in Freud's thinking and in his papers on perversion new ideas of ego splitting and disavowal take on significance. Freud ideas on technique continue to evolve including the special place of transference and countertransference.

Year Four

Continuous Case Seminars (Each semester during Year 3 and 4. For description see Year 3)

Theoretical Controversies I and II

This course is a year-long exploration of current controversies in psychoanalytic theory and technique. Current convergences and divergences in psychoanalytic technique are considered. The course begins with a look at historical controversies and the fate of dissonant theorists such as Ferenczi as well as the issues at stake in the Freud-Klein Controversies in London in the 1940's and the development of Bion's thinking. Current controversies include: topics of reconstruction, attachment theory, and understandings of the infant and the place of infant observation. The course looks at current views of the role of reconstruction in psychoanalytic technique. Varying understandings of mechanisms of therapeutic action are examined. The course also looks at the contribution of relational theorists and debates around the role of self-disclosure. The course ends with turning again to the questions of common ground given the many current paradigms in psychoanalytic thinking. The aim of the course is that candidates in their last year of classes become conversant with debate and pluralism in the psychoanalytic world today.

Post-Freudian Theoretical Development I and II (*Topics covered over two semesters*)

This fourth year coursework focuses on post Freudian theoretical developments. Candidates learn about the evolution of psychoanalytic thought and how each development alters or privileges different models of the mind.

1. Ego Psychology

Candidates study the development of ego psychology, focusing on influential theorists in this field. Candidates deepen their learning about Freud's structural theory with attention to the ego psychologists' elaboration of the functions of the ego, its capacities for defense, adaptation and identity formation. The theories of Heinz Hartmann, David Rapaport, Ernst Kris, Edith Jacobson, Hans Loewald, and Roy Schafer are studied.

2. Object Relations Theory

Candidates investigate the importance of the early relation to the object for ego development and growth. Candidates read papers by Sandor Ferenczi, Ronald Fairbairn, D.W. Winnicott, Michael Balint, Harry Stack Sullivan, Heinz Kohut and learn how each theorist understands the nature of the object as it is internalized.

3. Kleinian and Post Kleinian Theory, including Bion

Candidates study the theory and clinical technique of Melanie Klein. Candidates follow the development of her theory in its historical context with attention to the controversies her ideas elicited in the British psychoanalytic community. Klein believed her ideas developed Freud's work, yet her work described a somewhat different theory of the mind with an emphasis on early capacity for unconscious phantasy, a focus on the maternal, an awareness of object relating from birth and with attention to the death instinct, aggression, envy and the archaic oedipal. Candidates study Klein's view on the paranoid schizoid and depressive position and read clinical papers by contemporary Kleinians who have developed and shaped Klein's theory and practice. Candidates learn about Bion's ideas of containment and alpha functioning and the place of primitive mental life.

PROGRAM OFFERINGS TO THE MENTAL HEALTH COMMUNITY

In addition to formal psychoanalytic training, the Contemporary Freudian Society DC offers a variety of programs for those interested in learning more about psychoanalytic psychotherapy and psychoanalysis. These offerings vary from year to year as they are responsive to community interest. The recent and current offerings include:

Psychoanalytic Fellowship Program

The Fellowship Program is intended for clinicians and students in psychology, social work, and psychiatry who are interested in broadening their knowledge of the field and in learning more about the practice of psychoanalytic psychotherapy and psychoanalysis. At the eight monthly fellowship meetings each year, CFS member analysts share their work in a case conference format, thus providing an introduction to both psychoanalytic concepts and varieties of clinical applications.

Contact person: Janet Shaye, PhD at 202.296.1260 or jshaye@cox.net. Application forms can be found on our website: instituteofcfs.org.

Exploring the Clinical Moment: A Series on Listening Psychoanalytically

These meetings are designed to provide a warm, interactive and inclusive space from which to discuss how we each listen and respond to clinical material from both our theoretical orientation and the unique workings of each person's mind. This program is intended for early or mid-career mental health professionals. The meetings (5 or 6 over the academic year) feature a different CFS member each evening who presents a clinical moment from his or her practice and helps to facilitate a lively discussion after. Participants are invited to attend any or all of the meetings throughout the year.

Contact person: Rosalie Mandelbaum, MSW at 202.364.6156 or rosalie.mandelbaum@gmail.com.

Analytic Listening Seminar

This seminar explores the process of analytic listening through the study and discussion of clinical vignettes from the participants, leaders, or published papers. In addition we will bring in a poem(s) as a way of accessing listening from an imaginative and associative perspective. The quality of attention we bring to literature can be applied to our work with patients. Three senior analysts from the Contemporary Freudian Society work with participants, finding ways to open our minds and deepen our listening. Our intention is to promote an opening of the therapist's thinking as well as the material of the patient. Most importantly the analytic attitude of a safe confidential place for learning together will be maintained as we increase capacity to listen. This course involves six consecutive 1–1/2 hours sessions meeting on a monthly basis, and we encourage you to attend all six sessions.

Contact person: Nancy Goodman, PhD at 301.951.3440 or nrgoodmanphd@gmail.com.

Transference-Countertransference Seminar

This seminar meets monthly in the Baltimore area, and is intended for clinicians who want to think together about transference and countertransference issues as part of the therapist-patient relationship. The group brings in issues or clinical material which they would like to discuss. Participants are encouraged to attend as many sessions as possible.

Contact person: Cindy Mendelson, PhD at 410.296.2920 or drcnmendelson@gmail.com.

Foundations of Psychoanalytic Practice: Pilot Program

This year long program of two courses is suitable for students from a wide variety of backgrounds, including practicing clinicians from all disciplines, recent graduates of Masters-level or Doctoral-level programs, professionals considering changing careers, and anyone interested in exploring the possibility of post-graduate training. Participants who are later admitted to psychoanalytic training will receive credit toward their course requirements.

This program consists of a course in Analytic Listening in the fall, and a course in Theoretical Controversies in the spring. Each course will consist of six 2-hour class sessions. Analytic Listening is taught primarily through the study of clinical process. Course participants will learn to listen for and recognize different levels of anxieties, to hear evidence of unconscious fantasy in clinical material and in dreams, to discern the difference between symbolic communication and concrete communication and to recognize transference phenomena and their own counter-transference reactions.

Theoretical Controversies is an exploration of current controversies in psychoanalytic theory and technique. Current convergences and divergences in psychoanalytic technique are considered. The aim of the course is to become conversant with debate and pluralism in the psychoanalytic world today.

Contemporary Freudian Society is an APA (American Psychological Association) approved sponsor of continuing education programs. Upon completion of both courses, 24 Continuing Education credits will be granted to psychologists and social workers. Professionals in other disciplines may check with their licensing bodies as to whether they will accept CE credits granted by an APA-approved sponsor.

Contact person: Paula Ellman, PhD at 301.770.1515 or paula.ellman@gmail.com.

PERMANENT FACULTY

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