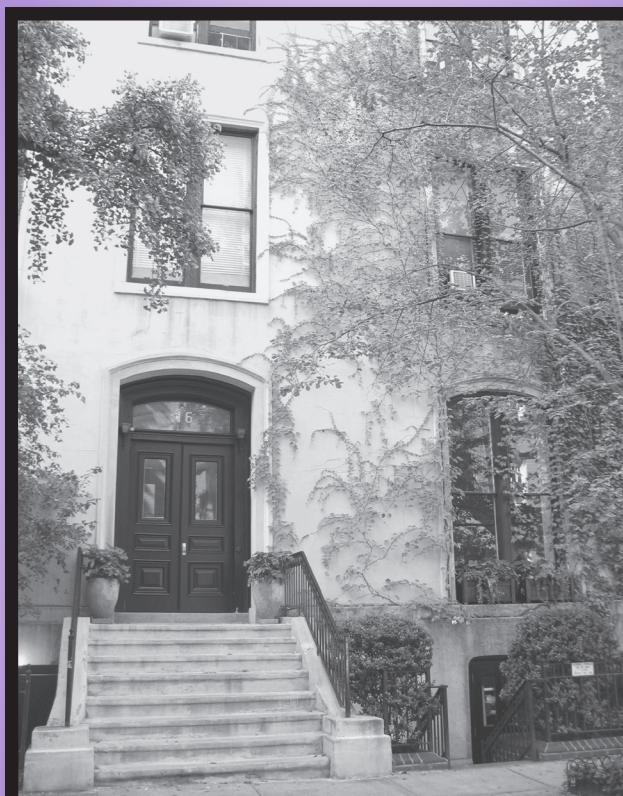




New York Graduate School of Psychoanalysis

A Branch of the Boston Graduate School of Psychoanalysis



NYGSP, 16 West Tenth Street, New York, NY 10011

Master of Arts in Psychoanalysis

Bulletin 2017-2018

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New York Graduate School *of Psychoanalysis*

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Master of Arts in Psychoanalysis

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New York Graduate School of Psychoanalysis

A branch of the
Boston Graduate School of Psychoanalysis

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N.B. Admission to or enrollment in the New York Graduate School of Psychoanalysis Master of Arts in Psychoanalysis program does not constitute admission to or enrollment in the Center for Modern Psychoanalytic Studies, 16 West Tenth Street, New York, NY.

N.B. Transfer of credit from NYGSP to other academic institutions is at discretion of receiving institution

A Note on BGSP...

The Boston Graduate School of Psychoanalysis was founded in 1973 by Ethel Goldwater Clewans and Phyllis Whitcomb Meadow. For more than thirty years, BGSP has offered post-graduate training in clinical and research psychoanalysis leading to certification as a psychoanalyst. BGSP now offers a broad perspective on psychoanalytic theory through its Master of Arts degree in Psychoanalysis, offered in Boston, New Jersey, and New York. BGSP is committed to providing high quality psychoanalytic education, training, and research to a diverse student community. Graduates are prepared to apply their understanding of emotional and mental functioning to endeavors that benefit individuals and society.

The founders of BGSP chose to follow Freud's philosophy that people from a variety of academic and professional backgrounds, demonstrating talent, motivation, and the ability to use themselves as therapeutic personalities should be eligible for education as psychoanalysts. Academically qualified applicants who show the capacity and desire to be trained are welcomed from all disciplines.

The school's innovative approach to education is based on the idea that the freedom to be oneself, a basic principle of psychoanalytic treatment, may be applied to the teaching and learning of psychoanalytic concepts. Resistance to emotional learning is the greatest handicap to understanding psychodynamics. The use of dynamics in the classroom to illuminate concepts being taught engages students in emotional learning. Emotional learning fosters self-understanding and tolerance for feelings induced by others. In working with case material, the focus is on undoing the blocks to experiencing induced emotional states, distinguishing them from emotions originating in the personalities of presenters and listeners.

At its main campus in Brookline, Massachusetts, BGSP offers introductory training in modern psychoanalytic theory and practice through its Master of Arts in Psychoanalysis program and its Master of Arts in Psychoanalytic Counseling programs. Its flagship in-depth clinical training is provided through the post-Master's Certificate in Psychoanalysis program and the Doctor of Psychoanalysis program, which offer clinical, academic, and research training in psychoanalysis. BGSP also offers the Master of Arts and Doctor of Psychoanalysis degrees in Psychoanalysis and Culture, integrating psychoanalysis, social sciences, humanities, and cultural studies to foster deeper understanding of various social and cultural phenomena, including issues of mental health, violence, race, gender, and sexuality.

and NYGSP...

BGSP offers a Master of Arts degree in Psychoanalysis in New York. Psychoanalysis is like no other academic discourse. In studying the mind, one studies oneself. Students learn both didactically and experientially. In addition to taking small group classes in the history and theory of psychoanalysis and in personality development, NYGSP students observe how the mind unfolds from the earliest stages by observing emotionally regressed patients in mental health settings. As they do this, they not only learn the nature of primitive mental functioning, but they also come to understand how they block awareness of these early states in themselves. As students gain emotional freedom, a new level of academic excellence becomes possible. The mind is freed from its defensive posturing, liberating attention and desire for constructive pursuits. A capstone project—the master's thesis—allows the student to explore and research a topic of personal interest.

NYGSP's Mission

We envision a world which recognizes psychoanalysis as an independent profession ; acknowledges the role of the unconscious in human affairs; applies psychoanalytic principles to create the conditions necessary to optimize human potential; and utilizes these principles to address emotional, interpersonal, and societal challenges. The mission of NYGSP is to provide an educational path that allows student to focus on a psychoanalytic course of study and to prepare students to enter psychoanalytic training. Our goals are to provide a degree program to individuals who may later be interested in pursuing psychoanalytic clinical training; to prepare individuals to apply their knowledge of emotional and mental functioning to endeavors that benefit individuals and society; to bring a psychoanalytic perspective to the mental health field and to other professional settings; and to train students in the methods and practice of psychoanalytically informed research. 'Know thyself,' Socrates's dictum, shapes the curriculum. Learning psychoanalysis is first and foremost a task of learning about oneself. This learning occurs in the classroom, in individual psychoanalysis, and during the fieldwork externship where students observe the full range of emotional disorders in a clinical setting. As they do this, the faculty helps them to understand not only the nature of primitive mental functioning, but also how they themselves block against awareness of these early states. Content flows from emotional experience through-out the 49-credit curriculum, providing an understanding of how humans develop and operate, how they are motivated, and how they interact. Students from backgrounds as varied as art, business, education, engineering, gerontology, law, medicine, neuroscience, and the social sciences, have found their careers enhanced by an understanding of psychoanalysis.

GENERAL INFORMATION

Location

The New York Graduate School of Psychoanalysis administrative office, library, classrooms, and research department are located at 16 West 10th Street, New York, NY 10011. The Registrar's office is open from 9:00 AM to 5:00 PM, Monday through Friday.

Faculty

Master's program faculty at the New York Graduate School of Psychoanalysis are certified and licensed psychoanalysts, educated to teach psychoanalytic concepts through a combination of emotional and cognitive methods. They have been trained in various psychoanalytic schools of thought.

Research Library

Students in the NYGSP Master's program have full access to the libraries of the New York Graduate School of Psychoanalysis in New York and at the main campus in Boston. The NYGSP library includes a catalogued collection of psychoanalytic books, journals, reprints, and reference publications, including digital and online access to resources for student research needs. Course reading lists and required reading materials are on reserve in the library for student use. Students may reserve computer time for their research needs.

Accreditation

The Boston Graduate School of Psychoanalysis, including the NYGSP branch campus, is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Admission Procedures

Informal group interviews are scheduled monthly for prospective students. Visitors learn about the NYGSP program and tour the school, with opportunities to meet with faculty and students.

The school welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. NYGSP does not discriminate in its admission policy or other aspects of its program against persons on the basis of race, age, sexual orientation, disability, creed, national or ethnic origin, or employment status.

Applicants submit the completed application, fee, and supporting materials, including official copies of undergraduate and graduate transcripts, two current letters of reference, a statement about interest in the program, and an academic writing sample. Applicants who are non-native speakers of English submit scores from the Test of English as a Foreign Language (TOEFL). Those educated outside the United States submit transcripts to a credential equivalency service.

Following completion of the application file, applicants are scheduled for interviews. The Admissions Committee considers readiness to work at the graduate level, motivation, potential to think independently, and to deeply explore human nature, including self and others. Notification is timely, with admission granted on a rolling calendar basis.

Applicants who have completed graduate work in psychoanalysis may request equivalency for coursework at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated. Students seeking credit for hours with analysts who are not on the program faculty may submit the analyst's credentials to the Director of Advisement for review. The Director of Advisement reviews the analyst's

psychoanalytic training, status as a training analyst in other institutions, and membership in professional associations in order to determine the suitability of the analyst.

International Students

NYGSP is approved to issue Immigration and Naturalization Service form I-20 to international students accepted into the Master of Arts program. All applicants submit their official academic transcripts (bearing the seal of the college or university), a brief statement explaining their interest in psychoanalytic training, two current letters of reference, a \$100 fee, and an academic writing sample along with the application form. NYGSP does not require the GRE or Miller Analogy tests. Decisions are made based on materials submitted and interviews with faculty members. International students also submit their academic transcripts to a credential equivalency service which informs NYGSP of the equivalent US credentials the student has achieved prior to application. Fluency in English is essential.

No U.S. Federal loans are available to international students. The Immigration and Naturalization Service requires proof that international students are financially secure enough to live in the U.S. and attend school without working. NYGSP can provide a list of questions to help gather this information. NYGSP's regional accrediting agency, NEASC (New England Association of Schools and Colleges) is recognized by the US national body, CHEA (The Council on Higher Education Accreditation). Graduates of NYGSP who wish to return to their native countries are thus assured that the school's accreditation is not merely a local authorization.

Curriculum

Courses include theories of human development, history of psychoanalysis, psychoanalytic theory, research, and fieldwork studies. First year students may also participate in the Advisement Orientation Group. Students complete a 400-hour Fieldwork Externship over the course of three semesters and one summer in order to observe psychopathology in psychotic or very regressed patients.

Program of Study

REQUIRED COURSES

- PT 141** Human Development: How the Mind Unfolds: Part I (2)
PT 142 Human Development: How the Mind Unfolds: Part II (2)
PT 151a Basic Psychoanalytic Theory (2)
PT 154 Comparative Psychoanalysis (2)
PT 155 Dream, Fantasy, and Symbol (2)
PT 161 History of Libido Theory in Freud (2)
PT 162 History of Drive Theory in Freud (2)
PT 171 Systematic Investigations in the Human Sciences (2)
PT 172 Clinical Investigations in Psychoanalysis (2)
PT 184 Primitive Mental States (2)
PT 185 Fieldwork Seminar (5), three semesters
PT 111 Fieldwork Discussion Group (1), three semesters
PT 111s Fieldwork Discussion Group (.67), one summer (eight sessions)
PT 111w Fieldwork Discussion Group (.33), one January (four sessions)
Electives (6 credits, of which at most two are from GT 190)
PT 525 Directed Research (4) **OR**
PT 1787 Master's Thesis course (4)
PT 7 Individual Psychoanalysis

Total Master's Program Credits: 49
Program requirements are subject to change.

Individual Psychoanalysis

Students in the Master's Program are in a personal analysis with an approved psychoanalyst on, at minimum, a once-a-week basis. All students are required to have a minimum of 15 sessions of PT 7 Individual Psychoanalysis before beginning the Fieldwork Externship and to continue in this analysis while completing the program. A minimum of 80 hours of PT 7 Individual Psychoanalysis is required for graduation.

Sample 4-Semester Program

First Semester (Credits: 9)

- PT 141** Human Development: How the Mind Unfolds: Part I (2)
PT 151a Basic Psychoanalytic Theory (2)
PT 161 History of Libido Theory in Freud (2)
PT 184 Primitive Mental States (2)
GT 190 Advisement Orientation Group (1)
PT 7 Individual Psychoanalysis

Second Semester (Credits: 13)

- PT 142** Human Development: How the Mind Unfolds: Part II (2)
Elective (2)
PT 171 Systematic Investigations in the Human Sciences (2)
PT 185 Fieldwork Seminar (5)
PT 111 Fieldwork Discussion Group (1)
GT 190 Advisement Orientation Group (1)
PT 7 Individual Psychoanalysis

Summer (Credits: 2/3)

- PT 111s** Fieldwork Discussion Group (0.67)

Third Semester (Credits: 12)

- PT 155** Dream, Fantasy, and Symbol (2)
PT 162 History of Drive Theory in Freud (2)
PT 172 Clinical Investigations in Psychoanalysis (2)
PT 185 Fieldwork Seminar (5)
PT 111 Fieldwork Discussion Group (1)
PT 7 Individual Psychoanalysis

Winter (Credits: 1/3)

- PT 111w** Fieldwork Discussion Group (0.33)

Fourth Semester (Credits: 14)

- PT 154** Comparative Psychoanalysis (2)
PT 185 Fieldwork Seminar (5)
Elective (2)
PT 111 Fieldwork Discussion Group (1)
PT 525 Directed Research (4), usually taken over two semesters **OR**
PT 1787 Master's Thesis course (4)
PT 7 Individual Psychoanalysis

Advisement

The advisor reviews and approves a student's registration prior to each semester and reviews the faculty course evaluations at the end of each semester, giving feedback to the student.

Field Placement Externship

Students in the Master of Arts program complete a Field Placement Externship. The Externship offers direct contact with

regressed patients in mental health sites, giving students the opportunity to observe extremes of pathology and the earliest levels of fixation. The Externship is not intended to train students in the clinical practice of psychoanalysis, and students do not provide patient care. Students participate in the field placement in order to observe the psychopathology of psychotic or very regressed patients. Prior to seeing hospital or agency patients, students take Primitive Mental States (PT 184) to prepare for their Externship experience. To apply for placement, a student seeks advisement and requests an interview with the Fieldwork Coordinator. The Field Placement Externship includes 400 hours in placement-related activities, including patient observations, administrative supervision, and team meetings. The Externship is taken in conjunction with the Fieldwork Seminar and the Fieldwork Discussion Group for three semesters.

Research

The research curriculum at the Master's level consists of two courses, taken in the second and third semesters of study, and either the Master's Thesis Course or Directed Research instruction while writing the thesis. The first research course introduces students to the theoretical and practical aspects of research methods in the human sciences. It covers principles of concept-formation and research design in preparation for writing the Master's thesis. The next course concentrates on research methods in psychoanalysis. It introduces students to the contemporary methodological conceptualizations of psychoanalytic modes of inquiry and the problems inherent in psychoanalytic methodology. The Master's thesis demonstrates the student's ability to integrate theory with empirical data in relation to a significant research topic in psychoanalysis. Graduate-level skills in written and oral exposition are necessary for this project. Students may use the

literature in their area of study and their own observations to make a contribution to the field.

The Master's thesis may be written while taking the Master's Thesis Course in the final semester of the program. The course is structured to help the student complete each part of the thesis, which typically includes a literature review, methodology, data collection and analysis, and integration of empirical observations with theory and the literature.

If the student chooses, he or she may instead work regularly with a Directed Research instructor. The instructor helps the student to develop and carry out an acceptable research project and serves as the student's research supervisor. Detailed information may be found in the NYGSP Handbook for Thesis Writers.

Requirements for Graduation

Graduation from the Master of Arts program requires successful completion of 49 credits of coursework, the Field Placement Externship, an accepted research paper or thesis, engagement in an approved individual psychoanalysis (PT 7) throughout the program totaling a minimum of 80 hours, and the advisor's and the Program Director's review and recommendation. Assistance in completing requirements is addressed throughout enrollment with individual instructors, educational advisors, and the Faculty Council. The student finishes the Master of Arts in Psychoanalysis by completing the Application for Graduation, securing signatures from the advisor, the readers, the librarian, and the registrar.

Requirements for graduation are subject to change.

SCHEDULE OF FEES

TUITION

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FEES

Admission Application and Interview Fee.....	\$ 100
Registration Fee, per semester.....	\$ 100
Curriculum Support Fee, per semester.....	\$ 360
Extended Payment Plan Processing Fee (when selected).....	\$ 75
Late Payment.....	\$ 150
Returned Check Fee.....	\$ 25
Graduation Fee.....	\$ 100
Maintenance of Matriculation, per semester*.....	\$ 100
Transcript of Student Record.....	\$ 15
*Students on approved leave of absence may maintain matriculation for up to four semesters	
Books and supplies (per semester, approximately).....	\$ 300
Privately arranged psychoanalysis (per semester, approximately).....	\$1800 - \$2400

Payment Policies

Tuition, fees, and any prior balance must be paid in full each semester before the registration deadline in order to avoid additional charges and non-admission to classes. The New York Graduate School of Psychoanalysis may withhold diplomas, degrees, transcripts, and other official notice of work done at the school from students with outstanding overdue debts to the school. A student may not withdraw in good standing or graduate until all obligations to NYGSP are paid in full. Students in good standing may apply for the extended payment plan. There is a \$75 charge per semester for this plan. Semester tuition and fee payments are budgeted over a five-month academic period. Deposits made upon acceptance to the Master of Arts program are credited toward the student's semester bill.

TRANSFER CREDIT is granted for equivalent course work at recognized institutions. Equivalency credit is determined by the Admissions Committee and is based on congruency in objectives, content, and quality of previous courses. Maximum number of credits that can be transferred in is 12, except for transfer of credits from the Center for Modern Psychoanalytic Studies explained in the Articulation Agreement between the two schools, available upon request.

Refund Policy

A student who submits a semester registration form, tuition, and fees and finds it necessary to withdraw writes a letter notifying the Program Director. A student who withdraws from the school prior to the start of classes is eligible to receive a full refund of tuition. Admission, registration, curriculum support fee, and late fees are non-refundable. Absence from class does not reduce financial obligation or guarantee that a final grade will not be recorded. The withdrawal date is the date the letter of withdrawal is received by the Program Director or registrar.

Approved drop *in writing* before the first week of class: 100% refund.

Approved drop *in writing* before the second week of class: 75% refund.

Approved drop *in writing* before the third week of class: 50% refund.

Approved drop *in writing* before the fourth week of class: 20% refund.

Drop during or after the fourth week of class: no refund.

Financial Assistance

NYGSP participates in the William D. Ford Federal Direct Loan Program (Direct loans). The Unsubsidized Direct Loan program provides guaranteed loan proceeds to eligible graduate students based on enrollment and certain other criteria. Repayment begins six months after graduation or if attendance drops below half-time. Students generally have up to 10 years to repay. Direct loans may be consolidated once in repayment with existing undergraduate and graduate federal student loans to streamline repayment. Reasonable interest rates, flexible re-payment terms, and deferment of payment options are available to eligible borrowers with Direct loans. Contact the NYGSP financial aid officer at financialaid@bgsp.edu or (617) 277-3915.

POLICIES AND PROCEDURES

Attendance

Regular class attendance is required. The school's teaching philosophy relies heavily on experiential learning. Therefore, active participation is required in class process. A student submits an absence form to the instructor in advance of an anticipated absence. Absence forms are available in the administrative office. The Master's program has a limit of two excused absences in order to receive course credit.

Adding/Dropping a Course

A student who wishes to add or drop a course may do so by filing an approved Add/Drop form with the Registrar by the published deadline. Absence from class does not constitute an approved Drop.

Academic Standing

Please refer to the Student Handbook for the school's policy on academic standing and grievance procedures.

Grades

PASS. Pass is granted to students who complete course requirements satisfactorily, according to the stated criteria for evaluation.

LOW PASS. Low Pass is given when students have minimally completed course requirements and when the instructor wants to indicate that advisement is needed.

INCOMPLETE. Students who have passed a course pending the completion of a portion of the work are given an Incomplete. Unless otherwise stated by the instructor on the student's evaluation form or changed to Pass by the instructor, an Incomplete will be changed to No Credit thirty days after the last class meeting.

NO CREDIT. Students who do not fulfill course requirements are given No Credit. Students may repeat the course and fulfill its requirements in order to receive credit.

WITHDRAWAL. A withdrawal is given to the student who is registered for the course but has not attended or officially dropped the course.

Leave of Absence and Reinstatement

A student in good standing may take a leave of absence with the approval of the educational advisor and the Program Director. Application is made in writing. Students may maintain matriculation for up to two years. A student who does not maintain matriculation or whose status has lapsed reappplies for admission to NYGSP and abides by the requirements in effect at the time of re-admission. Absence without notice does not reduce financial obligation or guarantee that final grades will not be recorded.

NYGSP assumes no liability for failure to provide educational or educational-related services due to causes beyond the school's reasonable control. The Trustees of the school reserve the right to alter tuition and fees at their discretion, whenever deemed advisable.

Suspension or Dismissal

NYGSP reserves the right, through accepted procedures and designated committees, to suspend or dismiss any student for failure to maintain a satisfactory academic record or for unacceptable personal behavior. Please refer to the Student Handbook for the School's Code of Conduct, grievance procedures, and policy on academic standing.

Student Records

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their records. They are: the right to inspect and review the student's education record; the right to request an amendment of the student's education record if it contains something that the student believes is inaccurate, misleading, or in violation of the student's privacy or other rights; the right to consent to disclosure of personally identifiable information contained in the student's record, except to the extent that the FERPA authorizes disclosure without consent; and the right to file a complaint with the US Department of Education concerning alleged failure by NYGSP to comply with the requirements of FERPA. In keeping with FERPA, student records are kept confidential. Students may review their records in advisement interviews with faculty advisors. Personal files may be discussed in an advisement interview with a faculty advisor. Transcripts of coursework are available upon written request to the Registrar and payment of the transcript fee. Copies of the NYGSP Code of Conduct and Student and Faculty Handbooks are available from the Registrar.

Campus Security

Entrance to the building is controlled using a monitoring system; unauthorized persons are not permitted in the building at any time.

Drugs and Alcohol Policy

NYGSP prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by any student or employee while participating in a NYGSP activity or performing any school-related work on or off its premises. Violation of this policy will subject the offender to disciplinary action, up to and including dismissal or expulsion. For details see the NYGSP Faculty and Student Handbook.

CURRICULUM GOALS

The degree goals require that students be able to identify and explain the fundamental aspects of classical psychoanalysis and the schools of thought that have evolved from the classical tradition and to compare and contrast them; to trace the development of psychoanalysis from its inception to the present; to distinguish between normal and pathological development; to demonstrate an understanding of diagnosis with a focus on psychoanalytic conceptualization; to demonstrate an understanding of how early emotional development is repeated in psychoanalytic treatment; to demonstrate an understanding of clinical interventions useful in establishing a relationship with severely regressed and/or narcissistic patients; to complete a Master's thesis demonstrating mastery of basic psychoanalytic theory pertinent to the area of research interest.

COURSE DESCRIPTIONS

1. Individual Psychoanalysis

PTNY 7 Individual Psychoanalysis

Approved individual psychoanalysis is required of all students throughout their enrollment in the Master of Arts Program. The frequency of analysis is once a week at minimum. Students use the Statement of Individual Analysis form to document the name of the analyst, frequency, and number of hours of analysis attended. No other data about PT 7 is kept on record.

2. Maturation Courses

This group of courses offers students an opportunity to learn how repetition of various developmental phases is manifested in psychoanalytic treatment. Maturation courses investigate normal and pathological development, as well as theories of regression and fixation. Specific emotional conflicts are examined as they arise in transference regressions and are related to stages in development. Neurophysiological sequences are related to the vicissitudes of instinctual life as they affect emotional development.

PTNY 141 How the Mind Unfolds:

Part I. This course covers the earliest phases of the formation and development of the mind, including how the infant begins to distinguish between experiences and representations of inner and outer reality and how both realities continue to belong to the individual's experience of his world. Using clinical material, it integrates an understanding of how we use knowledge of the unfolding of the mind to make psychoanalytic diagnoses of our adult patients. Is our patient talking in a way that indicates he is alone in the room, alone with a part of himself experienced as a twin, alone with a part of himself experienced as different, or with a separate object?

Part II. Through theory and process, this class explores the emotional dynamics of the beginning transformation of drives and their influence on character development. The course deals with oral and anal traits that influence early communication patterns and reflect socialization struggles and interactive processes that set the stage for later repetitions. Fusion of drives, the capacity to distinguish separate objects, and the role of fantasy and screen memories are concepts that are used to understand maturation.

PTNY 143 Latency (Elective)

This course focuses on the operation of the drives from latency through adolescence and early adulthood. It includes: normal and abnormal patterns; reorganization of the psychic structure during puberty; and use of regression. The maturational process is studied as it unfolds in body and mind.

PTNY 144 Adolescence (Elective)

The goal of this course is to explore adolescent drive conflicts and their resolution and to understand the second reworking of early issues within the framework of greater biological maturity. As unresolved early childhood conflicts reemerge, resistances to adulthood can lead to various social and psychological problems. The course explores adolescent conflicts, difficulties with object relations, and their possible solutions.

PTNY 147 Young Adulthood (Elective)

This course identifies the central developmental tasks and inherent conflicts typical of the young adult. Young adults struggle with pregenital and genital aims, including the repetition of incestuous longings and the fear of intimacy. This course addresses love, guilt, and shame as they relate to conflicts around intimacy and aggression, and the efforts individuals make to form successful relationships and attain individual identities.

3. Psychoanalytic Theory

This area of study gives students a broad foundation in classical and contemporary theories of psychoanalysis.

PTNY 150 Concepts of Group Psychoanalysis (Elective)

A study of the modern psychoanalytic treatment of groups, families, and couples. This course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions.

PTNY 151a Psychoanalytic Theory:

Part I. Core psychoanalytic concepts are defined, and major controversies in psychoanalysis are examined. What are the central issues on which psychoanalysts have found a common base? Changes in structure from preverbal to verbal periods of life are studied; the expression of drives, their role in character development, and the implications of the pleasure principle and the repetition compulsion for behavior are considered.

PTNY 151b Psychoanalytic Theory: Part II (Elective)

This course continues the study of major theoretical concepts in psychoanalysis, focusing on human motivation, the nature of mind, and the important forces in character development. Emphasis is on the interplay of the drives in specific character types and its implications for the psychoanalytic process and the nature of cure.

PTNY 152 Structural Theory: Madness in Literature (Elective)

Character patterns, normal and pathological, developed to deal with instinctual life are studied as a background to deeper understanding of pathological phenomena such as breaks with reality, delusional states, compulsive patterns, intense anxieties, mania and depression, and mixed symptoms pictures.

Psychoanalytic understanding of severe pathologies and character disorders is illustrated using characters from novels and short stories.

PTNY 154

Comparative Psychoanalysis

Major trends in psychoanalytic theory are explored for similarities and differences from classical theory. Ideas developed in ego psychology, object relations, self-psychology, relational and modern Freudian perspectives are related to their underlying theories of drive, object, and self. Similarities and differences relating to transference, countertransference, and resistance are explored.

PTNY 155 Dream, Fantasy, and Symbol

This course acquaints students with the wish-fulfillment theory of dreams and with the language of the unconscious. Myths, fairy tales, creative works, dreams, and symptoms are studied for examples of how primary processes are expressed through symbolism, displacement, condensation, association, and visual imagery. Students learn the modern analytic approach to working with dreams and develop skill in recognizing and understanding unconscious communication and motivation.

PTNY 157/158 Transference/Countertransference (Two courses) (Electives)

These courses encompass an in-depth study of the concepts of transference and countertransference resistances with readings from the current and historical literature. Patient material and class process are used to illustrate concepts of transference and countertransference resistances. This class covers how the narcissistic transference and induced feelings may enhance or interfere with patient and analyst having all possible feelings.

PTNY 159 Unconscious Fantasy, Unconscious Knowledge, and Unconscious Motivation (Elective)

This course studies the literature that suggests that unconscious processes play a large part in seemingly rational thought, behavior, neuroscientific work, and the events of everyday life. Distinctions among the dynamic (repressed) unconscious, the descriptive (unrepressed) unconscious, and the id will be discussed and clarified.

PTNY 160 Narcissism and Aggression (Elective)

This course provides an in-depth study of the relationship between narcissism and aggression, paying particular attention to those disorders in which self-hate predominates over self-love. The meaning of the narcissistic defense is clarified, and the treatment techniques that have been devised to work with narcissistic disorders are discussed with reference to clinical material. Class process is used to illustrate concepts.

4. History of Psychoanalysis

These courses follow the development of psychoanalysis, its language, growth, and development, and consider the widening scope of psychoanalysis from nineteenth-century Freud through the present.

PTNY 161 History of Libido Theory in Freud

This course follows Freud's conception of libido theory from its inception through later developments. Theoretical papers as well as cases are studied from the Freudian literature. Recent writings are used to illuminate current use of libido theory.

PTNY 162 History of Drive Theory in Freud

Freud's later papers are studied, particularly as they relate to his concepts of the death drive and aggression and their continuing influence on contemporary thought.

PTNY 163 The Emergence of Contemporary Psychoanalysis (Elective)

This course introduces students to the historical context in which contemporary schools emerged and evolved. It traces the lines of development within each theoretical system and notes how theorists from different schools influenced each other. Students investigate the *a priori* conceptions that underlie each theoretical system: the basic building blocks of experience; what is primary and what is derivative; and the implications for motivation, personality development, and the role of the psychoanalyst.

5. Research

The Research curriculum presents methodological issues and guides the formulation of questions for study at the Master's level.

PTNY 171 Systematic Investigations in the Human Sciences

This course is designed to provide a theoretical and practical knowledge of research and methodology. The course is oriented toward teaching the principles of concept formation and research design. The course examines what is basic to scientific inquiry and reviews the important tools, methods, and techniques that are available for the implementation of sound and ethical research.

PTNY 172 Psychoanalytic Research
Prerequisite: PTNY 171

This course introduces students to selected psychoanalytic research methods that have gained general acceptance in the field. It explores advantages, disadvantages, limitations, and sources of error and bias associated with various research methods. The course examines what is basic to psychoanalytic inquiry in the

areas of study design, data collection, and processing. Students learn to distinguish among inferences, assumptions, and observed events and to design a methodology for psychoanalytic research.

PTNY 525 Directed Research

Prerequisite: PTNY 171 and PTNY 172 or permission of instructor.

The first of two ways to earn the four required credits for the Master's thesis. The Master's student works on the Master's thesis with an individual instructor.

PTNY 1787 Master's Thesis Course

Prerequisite: PTNY 171 and PTNY 172 or permission of instructor.

The second of two ways to earn the four required credits for the Master's thesis. The Master's student works on the Master's thesis in a class setting.

6. Clinical Studies

PTNY 184 Primitive Mental States

This course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses in primitive mental states. Students become familiar with the differences between psychoanalytic and psychiatric diagnoses by studying the typical symptoms, onset, course, and prognosis of the major mental disorders, and their core conflicts and primitive defenses.

PTNY 185 Fieldwork Seminar

Prerequisites: PTNY 184 and a minimum of 15 hours of approved PTNY 7 Individual Psychoanalysis.

This three-semester course is designed to help the student integrate theory with observations in order to understand basic psychoanalytic psychopathology, including the vicissitudes of primitive

conflicts and defenses. Students discuss their externships, examining all aspects of institutional life and deciphering the meaning of apparently irrational behavior.

PTNY 340 Field Placement Externship

(A minimum of three semesters, one summer, and one winter intersession)

In at least 400 hours of externship-related activity, the student makes regular patient observations and attends agency activities such as team meetings, rounds, ward meetings, and administrative supervision.

PTNY 111 Fieldwork Discussion Group

(A minimum of three semesters, one summer, and one winter intersession)

Students discuss their observations from the Fieldwork Placement in groups of three. This course is designed to facilitate understanding through listening and identifying dynamics. Students submit case summary process reports of sessions. Required for duration of the externship.

PTNY 186 Beyond Psychosis: Typology of Conflict & Defense (Elective)

Prerequisite: Two semesters of PTNY 185

This course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses in neuroses and personality (character) disorders. Students gain a basic knowledge of each diagnosis in terms of drives/urges, wishes, affects, defenses, interpersonal style, and induced countertransference.

7. Recommended

GTNY 190 Advisement Orientation Group (Elective)

This two-semester experience orients students to each other and to the learning process at NYGSP. The class provides students the opportunity to consider and discuss all aspects of their experiences at the school. Recommended for the first

two semesters of study. The maximum number of credits a student can earn by taking **GTNY 190** Educational Advisement Orientation Group is two—one credit each for each of the recommended two semesters. With their advisor’s recommendation, students are welcome to take more than two semesters of **GTNY 190**, but credit will not be awarded for these additional semesters.

GOVERNANCE

The New York Graduate School of Psychoanalysis is an education corporation in the State of New York and a branch of the Boston Graduate School of Psychoanalysis in Brookline, Massachusetts. NYGSP is governed by its Board of Trustees and its administration, of which the President is Chief Executive Officer. The Board includes representatives from business, law, education, the mental health professions, and other fields. The Board is run according to its bylaws and meets quarterly and as needed.

The President’s Council, composed of key administrators from all BGSP campuses, oversees policy and communication among the branches and divisions of the school. NYGSP’s Program Director and Program Liaison serve on the President’s Council.

The day-to-day business of the New York campus is guided by the Program Director’s Council. The Faculty Council meets monthly to oversee curriculum and to discuss and resolve faculty and student issues. Matters that are not resolved at the Faculty Council are taken to the President’s Council by either the Program Liaison or Program Director.

PUBLIC INFORMATION

Information about the New York
Graduate School of Psychoanalysis
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NYGSP

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The school is open Monday through
Thursday from 9 AM to 9 PM and Friday
from 9 AM to 8 PM. The administrative
offices are open Monday through Friday,
from 9 AM to 5 PM.

STUDENT ASSOCIATION

The Students at NYGSP participate actively at all levels of school life. The Student Association is the formal link between the students, faculty, and administration. The Student Association gathers information about student needs and interests and takes steps to develop and implement programs that address these concerns. Regular meetings and peer tutoring, mentoring, and social events are ongoing benefits to the student body.

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Faculty continued page 18...

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Semester Begins Monday, September 11, 2017
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No Class Meetings September 18-22, 2017
Thanksgiving Recess November 20-25, 2017
Examination Week January 1-5, 2018

Extended Winter PTNY 111w

Month of January 2018 four sessions

Spring 2018

Semester Begins Monday, January 29, 2018
Semester Ends Friday, May 18, 2018

No Class Meetings
Presidents Day Recess February 19-23, 2018
Spring Recess March 26-April 6, 2018
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Summer 2018

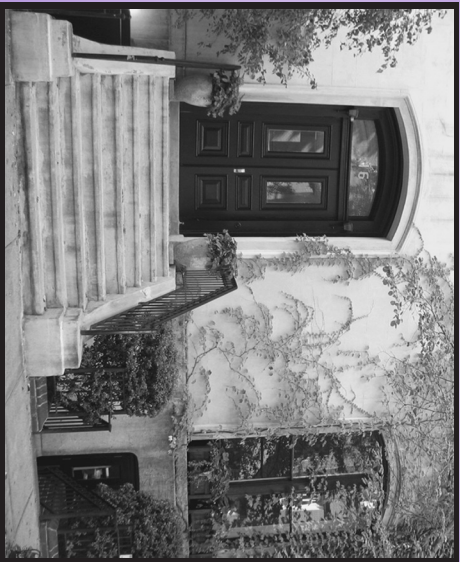
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Month of June 2018 four sessions
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