

# Center for Modern Psychoanalytic Studies



**BULLETIN 2011-2012**



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INSIDE FRONT COVER

**Center for  
Modern  
Psychoanalytic  
Studies**

A New York State Licensure-Qualifying Institute

*Dedicated To Training  
Since 1971*

**BULLETIN 2011-2012**

Chartered by The Board of Regents  
The University of the State of New York

■  
**Training Center and  
Administrative Offices**

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■  
**Consultation and  
Referral Service**

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New York, NY 10011  
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# Center for Modern Psychoanalytic Studies

## **BOARD OF TRUSTEES**

|                            |                   |
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| Mimi G. Crowell            | Murray Sherman    |
| William Crowell            | Arthur Skodnek    |
| Philip Kaplan              | Dolores Welber    |
| Theodore Laquercia         |                   |

## **BOARD OF ADMINISTRATIVE DIRECTORS**

|                      |                                                             |
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| June Bernstein       | <i>Public Information</i>                                   |
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| Eugene Kalin         | <i>Finance</i>                                              |
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| Joan Lippincott      | <i>Fieldwork Program</i>                                    |
| Angela Musolino      | <i>Consultation and Referral Service, Administration</i>    |
| Faye Newsome         | <i>Liaison, Boston Graduate School of Psychoanalysis</i>    |
|                      | <i>One-Year Program</i>                                     |
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| Rory Rothman         | <i>Faculty Library Liaison</i>                              |
| Vicki Granet Semel   | <i>Admissions</i>                                           |
| Sara Sheftel         | <i>Continuing Education</i>                                 |
| Dolores Welber       | <i>Educational Advisement</i>                               |
| Robert Welber        | <i>Library Committee</i>                                    |
| Elliot Zeisel        | <i>Group Development</i>                                    |

## **FELLOWS**

|                  |                     |
|------------------|---------------------|
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| Raúl García      | Hubertus Raben      |
| Marzieh Hadavi   | Richard Sacks       |
| William Hurst    | Jennifer Wade       |
| Charlotte Melnik |                     |

## **PROGRAM COORDINATORS**

|                   |                            |
|-------------------|----------------------------|
| Patrice LaMariana | <i>Fieldwork Placement</i> |
| Steven Poser      | <i>Research Committee</i>  |

## **STAFF**

|                |                                 |
|----------------|---------------------------------|
| Wei Sen Chen   | <i>Bookkeeper</i>               |
| Kabir de Leeuw | <i>Administrative Assistant</i> |

# About Modern Psychoanalysis

Modern psychoanalysis rests upon the theoretical framework and clinical approach of Sigmund Freud, who defined psychoanalysis as any line of investigation that takes transference and resistance as the starting point of its work. It is the name given by Hyman Spotnitz to describe a body of developments in the theory of technique in order to apply the psychoanalytic method to the treatment of certain disorders previously thought to be untreatable by that method. It has been found to be applicable to all types of emotional illness including neuroses, psychoses, borderline conditions, depression and character disorders. The findings of modern psychoanalysis have contributed new insights into both the dynamics of emotional illnesses and the mechanisms through which the analytic process cures these conditions.

These theories of the treatment of emotional illness include: 1) ways that each patient processes destructive impulsivity in the analytic setting; 2) transference repetition including not only experiences from the oedipal stage of development but also from the first two years of life as well as the prenatal period; 3) the systematic utilization of patient-induced countertransference feelings and the effective use of emotional

interchanges between analyst and analysand as an important clinical tool; and 4) use of variations in technique as necessary to aid in the understanding of patient dynamics and to resolve resistance to personality maturation.

## HISTORY OF THE CENTER

In December 1970, the following analysts and friends of psychoanalysis met to establish a Center for Modern Psychoanalytic Studies: Evelyn Abrams, Dorothy Bloch, Selwyn Brody, Ethel L. Goldwater Clevans, Mark E. Clevans, Irene Kesten, Jacob Kesten, William Kirman, Evelyn J. Liegner, Leonard Liegner, Shirley B. Love, Sidney I. Love, Benjamin D. Margolis, Deborah Margolis, Cyril Z. Meadow, Phyllis W. Meadow, Benjamin Nelson, Marie Coleman Nelson, Joan Ormont, Louis Ormont, Leslie Rosenthal, and Harold Stern. The group was chartered in 1971 by the State of New York Department of Education.

Early in 1971 the Board of Trustees unanimously elected Hyman Spotnitz as Honorary President in recognition of his pioneering efforts in the development of modern psychoanalysis and for his dedication and

commitment to the training of psychoanalysts. The Center continues to acknowledge Dr. Spotnitz's contributions as the major foundation of the Center's philosophy and approach to psychoanalytic training.

In 1971, because of their interest in modern psychoanalysis, the following practicing professionals were appointed senior associates: Gertrude Aull, Arnold Bernstein, Harold L. Davis, Gerald M. Fishbein, Betty Gabriel, Mary L. Gottesfeld, Stanley Hayden, Dennis Horvath, Lia Knoepfmacher, Etta Kolodney, Ethel Lawton, Fanny Milstein, Doris Pfeffer, Avivah Sayres, and Murray H. Sherman.

Under the direction of Phyllis W. Meadow, the Center developed into a leading psychoanalytic training institute, establishing the first program of study in modern psychoanalysis. The training program reflects the efforts of many modern analytic educators. Prominent among these were Ethel L. Goldwater Clevans, who played a significant role in the introduction of modern psychoanalytic process teaching to the faculty, and Yonata Feldman, who helped structure the supervisory relationship between supervisee and supervisor, and the communication between student and faculty through the log.

In 1972 the Center was provisionally chartered by the Board of Regents of The University of the State of New York to offer a training program in psychoanalysis as the Manhattan Center for Advanced Psychoanalytic Studies. This charter became absolute

on March 21, 1978, and the name was changed to the Center for Modern Psychoanalytic Studies. In 2006, the Center was approved as by the State of New York as a licensure-qualifying institute.

**THE CENTER CONTINUES TO  
ADVANCE THE STATED  
PURPOSES OF ITS CHARTER:**

**1) Establishment of a Psychoanalytic  
Training Institute**

The Center's training program continues to develop its innovative and unique approach to psychoanalytic teaching.

Recognizing the caliber of training offered at the Center, many universities have granted academic credit in their graduate programs for studies completed at the Center.

**2) Development of Standards for  
Psychoanalytic Education**

Under the guidance of Phyllis W. Meadow, the Center, in cooperation with other psychoanalytic training institutes, developed the Society of Modern Psychoanalysts. As a founding member institute, the Center has been active in establishing and clarifying standards of modern psychoanalytic education.

**3) Promotion and Advancement of  
Psychoanalysis**

The Center schedules lectures, seminars, conferences, and workshops in which distinguished practicing psychoanalysts have introduced the latest developments in psychoanalytic theory and technique to the professional community.



#### **4) Maintenance of a Center for Psychoanalytic Research**

From the Center's inception, candidates and faculty have expressed a strong interest in pursuing psychoanalytically-oriented research projects. The research department has encouraged and assisted in the development of psychoanalytic papers ranging in focus from practical problems experienced in patient treatment to broad theoretical issues. As they investigate patient dynamics, students involve themselves in a process of exploration resulting in clinically derived knowledge and refinements in their understanding of psychoanalytic interaction.

#### **5) Publication of Modern Psychoanalytic Writing and Research**

Early in its history the Center developed a program to encourage psychoanalytic writing. This program has provided editorial assistance for faculty, graduates, and candidates in training in the preparation of their psychoanalytic papers for publication. The program led to the founding of the Center's journal, *Modern Psychoanalysis*. The first issue appeared in 1976. Since that time the journal has been published semi-annually, and its list of subscribers continues to grow nationally and internationally. The program has also led to the publication by faculty, students, and graduates of a steady stream of books and articles that represent valuable contributions to the literature of psychoanalysis.

#### **6) Development of Advanced Programs of Study in Psychoanalysis**

The Center's founders, faculty, and graduates have assisted in the development of a number of modern psychoanalytic training institutes. In keeping with the Center's policy to help develop advanced programs of study in psychoanalysis, faculty members frequently accept invitations from other training facilities in the mental health field and related academic programs to provide consultation on curriculum development and institute teaching methods throughout the United States. Center graduates are active faculty members in more than 15 psychoanalytic institutes.

#### **7) Faculty Development**

An ongoing faculty development program includes courses and seminars throughout the training year. Workshops and seminars are designed to encourage a sharing of emotional experiences to foster individual growth for psychoanalytic teaching and supervision.



# Center for Modern Psychoanalytic Studies

## GENERAL INFORMATION

### Location

The CMPS administrative office, library, classrooms, research department, and the editorial office of the Center's journal, *Modern Psychoanalysis*, are located in the Center's building at 16 West Tenth Street, New York, NY 10011. The office is open from 9:00 A.M. to 5:00 P.M., Monday through Friday. The Center's Consultation and Referral Service is also located at the same address and is open Monday through Thursday from 9:00 A.M. to 9:00 P.M. and Friday 9:00 A.M. to 8:00 P.M.

### Faculty

Psychoanalytic faculty and supervisors are certified and licensed psychoanalysts. The Center's approach to teaching encourages instructors to be aware of how psychoanalytic concepts may be taught through a combination of emotional and cognitive learning.

### Accreditation

The Center was chartered by the Board of Regents of the University of the State of New York in July of 1972 and is recognized by New York State as a licensure-qualifying institute. It is also a charter member of the Society of Modern Psychoanalysts and an organizational member of the National Association for the Advancement of Psychoanalysis.

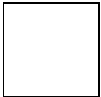
### Research Library

The Center's library has a catalogued collection of psychoanalytic books, journals, reprints, and reference publications for the research and training needs of Center students. Course reading lists and required reading materials are kept on reserve, and internet access of psychoanalytic databases is provided.

### Consultation and Referral Service

The Center's Consultation and Referral Service is an integral part of the training program. It affords students approved for Certificate Candidacy and Research Candidacy the opportunity for clinical experience under faculty supervision. Individuals and families considering treatment can call the Consultation and Referral Service between 9:00 A.M. and 9:00 P.M., Monday through Thursday, and Friday 9:00 A.M. to 8:00 P.M. to arrange for an initial interview. Therapy fees fall within Consultation and Referral Service guidelines and are decided by mutual agreement between therapist and patient. Fellows are responsible for the direction of the Consultation and Referral Service, and they meet regularly with students.





## Continuing Education

The Center schedules seminars, lectures, and summer workshops that are open to the professional community and those interested in modern psychoanalysis. Continuing Education Units may be earned by certified social workers. The Center is approved by the American Psychological Association to award psychologists Continuing Education Credits for Center educational programs. The New York City Board of Education approves selected programs for New Teacher Credit. To be placed on the Center's mailing list for special events, write the CMPS Registrar. As part of its Continuing Education program, the Center offers a **One-Year Program** (see p. 26) designed to enrich the work of clinical practitioners and professionals in various disciplines by introducing them to modern psychoanalytic principles, theories, and techniques. Classes focus on case material and emphasize the application of a psychodynamically-informed approach.

## ADMISSION PROCEDURES

Upon request, the Registrar will send an admission application, also found at the back of this bulletin. CMPS welcomes candidates without regard to race, gender, religion, age, or national origin. The CMPS admission policy enables individuals from a wide range of backgrounds to explore the suitability of their individual abilities and goals to the psychoanalytic profession. A Master's degree is required; applications for admission are returned to the Registrar's office accompanied by the \$50 application fee and a personal statement explaining the applicant's interest in training as a psychoanalyst. Applicants arrange to have official transcripts of previous academic work and two letters of recommendation sent to the Center's Registrar. When the application, personal statement, letters of recommendation, and transcripts have been received, admission interviews may be scheduled.

Applications and transcripts may be received throughout the year. The Center admits new applicants for its Fall and Spring Semesters. Applicants who have had previous psychoanalytic training may request an equivalency evaluation of their coursework at the time of their admission interview. An equivalency request form is available for this purpose. Students who are accepted for training are expected to be in an approved individual analysis by their first semester of training.



## **GENERAL INFORMATION: ENROLLED STUDENTS**

### **PT 7 Training Analysis**

All students are, at minimum, in a once-a-week individual psychoanalysis with an approved training analyst throughout their training. Completion of 450 sessions of analysis is required for graduation. Three hundred sessions must be in an approved individual analysis. The remaining 150 sessions may be approved group analysis. Students who have been in individual or group psychoanalysis prior to acceptance in the Center's program may, at the time of the admissions interview, request that some of their previous analytic hours be credited toward meeting graduation requirements.

### **Calendar**

The Center's training year is divided into Fall and Spring semesters. Spring semester supervisions are extended beyond the academic year. PT 111 sections meet four additional times over the summer, and PT 211 sections meet an additional eight times. PT 311, PT 411, and PT 611 supervisions also meet during the summer.

### **Grades**

The Center uses a grading system of Pass (P), Incomplete (INC), and No Credit (NC). Students who are absent for more than two class meetings during a semester receive a grade of No Credit (NC). An Incomplete (INC) indicates that the student has not met the instructor's requirements. 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.

### **Program Advisement**

Each new student is assigned an advisor who is available for consultation throughout the student's time at Level 1 (see p. 12). Students meet with their advisors before each semester to discuss course selections, and at least once during the semester to discuss all aspects of their training at CMPS. At Level 2 and Level 3 (see pp. 13-14), the student's Fellow acts as academic advisor.

### **Full-time Status**

Registration for at least four courses, or three courses and a case supervision, maintains full-time status. Students taking one or two courses are considered part-time students.

### **Leave of Absence**

Enrolled students who do not register for a semester, but who wish to maintain their matriculation status, write a letter requesting a leave of absence to the Director of Advisement indicating why they are electing to take a leave. They then submit the semester registration form to the Center office with the registration fee. An advisement interview may be asked of students who maintain matriculation for more than two consecutive semesters.

## SEMESTER SCHEDULE OF FEES

|                                                                                 |        |
|---------------------------------------------------------------------------------|--------|
| Admission application and interviews.....                                       | \$50   |
| Registration/Matriculation maintenance, per semester.....                       | \$100  |
| GT 190 Advisement Orientation Group (recommended for first two semesters).....  | \$0    |
| Full-time tuition (4 or more courses; may include one PT 111 or PT 211).....    | \$3000 |
| Minimum tuition (1 or 2 courses) for Level 1 and Level 2 students.....          | \$1500 |
| Minimum tuition for Level 1 students for first two semesters (1 course) .....   | \$750  |
| Each additional course or supervision (unless otherwise noted).....             | \$750  |
| PT 490 Consultation and Referral Service lab fee: First two semesters.....      | \$475  |
| PT 490 Consultation and Referral Service lab fee: Succeeding semesters.....     | \$525  |
| PT 7 Personal analysis, per half year, approximately.....                       | \$2200 |
| PT 111/211/611 (To meet 30 minutes per student; 90 minutes if 3 students) ..... | \$450  |
| PT 311 Supervision of Referral Service Cases, per half year, approximately..... | \$1100 |
| PT 411 Supervision of Control case, per half year, approximately.....           | \$1100 |
| PT 2612 Advanced Case Practicum or GT 2612 Practicum in Modern Group.....       | \$400  |
| PT 524 Psychoanalytic Writing Practicum or PT 527 Research Supervision.....     | \$750  |
| CS 101 Seminar in Identifying and Reporting Child Abuse and Neglect.....        | \$25   |
| Research Reading Fee (for Research Candidates in their last semester) .....     | \$390  |
| Transcript of student record.....                                               | \$15   |
| Graduation fee.....                                                             | \$100  |

### Refund Schedule

Approved drop *before* the first day of class meeting: 100% refund.

Approved drop *on or after* the first day class meets: 75% refund.

Dropping a course *after* the second course meeting: No refund.

### Tuition Payment Plan

The Center assists students to meet tuition expenses with a tuition payment plan. Tuition may be divided into two or three payments during a semester. Contact the Registrar for details.

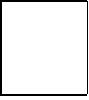
### Work/Study Program

The Center offers a number of Work/Study internships for full-time candidates. Students who wish tuition assistance and are available for 4-8 hours per week

during the semester can apply for a Work/Study internship. Areas available are: Consultation and Referral Service, library, office work, and computer assistance. Candidates can be awarded up to 50% tuition remission, depending on the skill necessary to fulfill the Work/Study requirements. Information about the application procedures for the Work/Study internship may be obtained by contacting the Director.

### Scholarships

*Ethel Goldwater Clevans Scholarships:* The Alumni Association of the Center for Modern Psychoanalytic Studies has established a scholarship fund to honor the memory of Ethel L. Goldwater Clevans. The purpose of the fund is to assist Certificate Candidates who are in financial



need and have difficulty meeting their tuition. Candidates wishing to apply should address requests to the CMPS Alumni Association Scholarship Committee, c/o the Center office, by July 30th for the Fall Semester and December 15th for the Spring Semester.

### **Student Transcripts**

For an official transcript of CMPS coursework, students submit a signed request to the Center Registrar including the name and address of the transcript recipient. Students no longer enrolled inform the Registrar of their last semester of attendance. A fifteen dollar fee is required.

### **Grievance Procedures**

Grievances by students are handled by the Director of Student Advisement in consultation with the President. If there is a substantial dispute between two parties on the facts of the case, an *ad hoc* Committee on Discipline is convened to review the facts. The committee consists of three members of the faculty elected by the Faculty Council and two student representatives of the Student Association. A hearing ensues, and the committee submits its findings to the President, whose decision is final.

### **Consultation and Referral Service Administrative Fellowships**

The Consultation and Referral Service offers fellowships to Center graduates who have demonstrated excellence in clinical skills. Fellows are trained to work in an administrative supervisory role with Consultation and Referral Service therapists while being prepared for psychoanalytic supervision and teaching.

Appointments are for two years.

Graduates interested in this program apply in writing to the Director of Clinical Services.

### **The Alumni Association**

The CMPS Alumni Association was founded in 1976 to support the growth and development of modern psychoanalysis and the Center for Modern Psychoanalytic Studies, and to further the professional and scientific interests of its members. Membership is open to CMPS graduates. The Association carries out these goals through lecture series, social events, a newsletter, and other activities. It also funds and administers the Ethel L. Goldwater Clevans Scholarship Program.



## ***Modern Psychoanalysis, the Journal of CMPS***

*Modern Psychoanalysis*, the journal of CMPS, provides a forum for the latest research and clinical innovations in the field of psychoanalysis. It emphasizes clinical studies with patients representing the full range of emotional disorders, including many not previously considered suitable for psychoanalytic treatment. It operates as a forum for the dissemination of innovative ideas, perceptions, points of view, information, and techniques. Articles come from within the modern psychoanalytic community as well as from other schools of thought. Papers by literary critics, educators, philosophers, scholars, and others with interests in psychoanalysis have been published. The journal's influence in the field of psychoanalysis is indicated by its national and international subscriber list and by its inclusion in university and institute libraries and in the definitive search engine *PEP* (Psychoanalytic Electronic Publishing).

# CMPS Training Program Requirements

## COURSE OF STUDY

Courses are designed to give students extensive exposure to the fundamentals of psychoanalysis as a theory of the mind, as a therapeutic method, and as a scientific research tool. Courses are offered in developmental theory, the history of psychoanalysis, basic psychoanalytic theory, research methods, and clinical studies. The Center's program encompasses the general field of psychoanalysis and the relationship among various psychoanalytic perspectives that exist within the field. Training begins with core courses offering mastery of broad issues in human development, motivation, and psychopathology. Advanced courses focus on specific concepts of psychoanalytic theory, research, and techniques. Students are also required to satisfactorily complete CS 101, Seminar in Identifying and Reporting Child Abuse and Neglect, offered every spring semester.

## LEVELS OF TRAINING

The Center's program in psychoanalysis has three training levels. Level 1, *Matriculation*, includes the *Fieldwork Placement*. Level 2, *Certificate Candidacy*, entails a clinical internship at the Center's Consultation and Referral Service. Level 3, *Research Candidacy*, encompasses the writing of the final paper. When formal requirements are met, advancement to the next level is made by written application in conjunction with advisement.

## LEVEL 1:

### MATRICULATION

Students admitted to the Center's program who are fulfilling the training analysis requirements may register for a full- or part-time program as *matriculated candidates*. New students are advised to take GT 190 Advisement Orientation Group for their first two semesters at CMPS. Additionally, a full-time student chooses one course from each of the first four categories listed below in the first semester. In the second semester, supervision is added. The Research sequence begins in the third semester (second year).

- I. Human Development: Maturational Process
- II. Psychoanalytic Theory
- III. Psychoanalytic History
- IV. Clinical Studies
- V. Research
- VI. Clinical Supervision

When accepted for matriculation, students register for core courses in the fundamentals of psychoanalysis. These courses introduce the student to the history and scientific background of psychoanalysis, the development of its language, drive theory and its relation to object relations theory, developmental theory, and revisions to Freudian theory developed between 1895 and the present. Courses in human sciences and research introduce the student to other approaches to human motivation.

## **FIELDWORK PLACEMENT**

The fieldwork placement offers direct contact with severely regressed patients in a mental hospital or agency setting, giving students the opportunity to observe extremes of psychopathology at the earliest levels of fixation.

Prerequisites for fieldwork placement include a minimum of 15 sessions of approved training analysis and satisfactory completion of PT 184 Primitive Emotional States.

While registered for PT 184 Primitive Emotional States which deals with the psychoses and severe pathologies, students visit and report on three institutions for the mentally ill and begin the process of selecting a placement. To be assigned a fieldwork placement, students submit a written application to the Fieldwork Coordinator, who schedules an interview to discuss placement arrangements.

During their fieldwork placements students register for PT 185 Fieldwork Seminar and PT 111 Fieldwork Case Supervision.

The fieldwork placement consists of a minimum of 400 hours in placement-related activities. Students should be prepared to devote ten or more hours weekly to the placement program. This includes time spent in case observation, meeting individually with patients, administrative supervision at the placement, case observation supervision at the Center, attendance at clinical courses, and preparation of process and seminar reports. After successfully

completing two semesters of the fieldwork placement and PT 185, students may take PT 186 Beyond Psychosis: Conflict and Defense in the Neuroses and Character Disorders, focusing on the pathologies likely to be encountered at the Consultation and Referral Service.


It is recommended that students plan to take two human development courses, two history courses, four theory courses, and the first two research courses so that by the end of the second year they will have completed the core courses required for the Certificate Candidacy level. Psychoanalytic training is more meaningful when students participate concurrently in theory, development, history, and research courses while in the fieldwork placement.

To complete the fieldwork requirement, students offer a presentation of their work with hospital patients to fellow students and the clinical faculty. Also required is a letter from the hospital administrative supervisor recommending the student for advancement in the CMPS program.

## **LEVEL 2:**

### **CERTIFICATE CANDIDACY**

Admission to Certificate Candidacy requires completion of all courses comprising the first two years of the program, including fieldwork and supervision. (See page 24.) After a minimum of 100 hours of approved training analysis, successful completion of the prerequisite course



work, and successful completion of the Fieldwork Program, a student in good standing is eligible to apply for Certificate Candidacy.

**Clinical Studies Internship: Consultation and Referral Service**  
Students approved for Certificate Candidacy are eligible to begin supervised clinical training at the CMPS Consultation and Referral Service in conjunction with relevant course work. PT 2610 Treatment Beginnings: Psychopathology & Psychodiagnosis is a forum for the discussion of issues arising particularly in the early phases of doing treatment at the Consultation and Referral Service. PT 2611 Case Practicum is for candidates working with patients beyond the treatment-destructive phase.

As part of PT 490 Consultation and Referral Service Lab students meet with Fellows weekly to give an ongoing account of the progress of their cases and to discuss administrative procedures and academic requirements. All Consultation and Referral Service cases are in approved weekly clinical supervisions. After two semesters of PT 211 Small Group Supervision of Consultation and Referral Service Cases, clinically experienced candidates may apply to begin PT 311 Individual Supervision of Consultation and Referral Service Cases. Procedures and readiness for beginning PT 311 and PT 411 Control Analysis of a Consultation and Referral Service Case are discussed with the candidate's Fellow. PT 311 and PT 411 are taken with different supervisors. Candidates with larger

case loads receive additional supervision by arranging additional PT 311 or by enrolling in PT 611 Small Group Supervision of Referral Service Cases (Supplemental). The Fellow ensures that the amount of supervision received matches the size of the candidate's case load. All candidates working with patients at the Consultation and Referral Service are in an approved individual weekly analysis. Candidates may not receive credit for supervision taken with their analysts.

### **LEVEL 3: RESEARCH CANDIDACY**

Certificate candidates who have made a successful presentation of cases to the Faculty Council and who have had at least 25 hours of PT 411 register every semester until graduation for one of the following: PT 524a Research Practicum & Ethics, PT 524b Findings in Psychoanalytic Research & Ethics, or PT 527 Research Supervision, *and* for either PT 2612 Advanced Case Practicum or GT 2612 Practicum in Modern Group Analysis. Candidates submit a 3-to-5-page description of an area of research interest to the Research Committee. When this is approved, the student begins the final project. Research is conducted under the guidance of the Research Supervisor in PT 527 Directed Research. The case selected for research is studied in PT 411 Control Analysis. The control analyst supervises the case and verifies the clinical data in the final written research project. Candidates enroll in PT 527 Directed Research until completion of the final project.





## REQUIREMENTS FOR GRADUATION\*

### Certificate in Psychoanalysis

- 1) An approved training analysis consisting of at least 450 sessions, of which 150 may be group analysis.
- 2) Satisfactory completion of the Fieldwork Placement Program.
- 3) Satisfactory completion of required course work. (See page 24.)
- 4) Treatment of a minimum of three Consultation and Referral Service cases, under supervision, demonstrating an understanding of resistance, transference and countertransference; recommendation of Fellow.
- 5) Satisfactory completion of supervision requirements: PT 211, PT 311, and PT 411. One hundred fifty sessions of supervision is the minimum requirement, of which at least 50 sessions each must be in PT 311 Supervision of Consultation and Referral Service Cases and PT 411 Control Analysis. PT 311 and PT 411 require different supervisors.
- 6) A case presentation before the Faculty demonstrating the ability to recognize and resolve resistances and an understanding of the dynamics of psychic processes. Students who have a minimum of 25 hours of PT 411 and who have completed all coursework are eligible to make this presentation.
- 7) Satisfactory presentation of a research paper, written in the final stage of training, which demonstrates both an ability to apply fundamental research principles in a case study and an understanding of motivational forces and their role in the psychic structure.
- 8) Satisfactory presentation of the treatment of the control case before the faculty.
- 9) Satisfactory completion of CS 101, Seminar in Identifying and Reporting Child Abuse and Neglect.

\*Requirements for graduation are subject to change.

# CMPS Course Descriptions

*The semester calendar and schedule of classes are included in the registration packet; they are also available at the Center office and online at [www.cmps.edu](http://www.cmps.edu).*

## **PT 7 Individual Psychoanalysis**

An approved training analysis is required of all students during their enrollment in the CMPS training program. (See graduation requirements.) Documentation of analytic hours must be provided every semester.

## **PT 8 Group Analysis**

150 sessions of an approved group therapy analysis may be applied toward requirements for graduation.

## **GT 190 Advisement Orientation**

**Group.** This class orients students to each other and to the learning process at CMPS. It provides students the opportunity to consider and discuss all aspects of their training. (Recommended for the first two semesters of training.)

## **I. THEORIES OF HUMAN DEVELOPMENT: THE MATURATION PROCESS**

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This group of courses offers students an opportunity to learn how repetition unfolds in psychoanalysis. Maturation courses investigate knowledge of normal and pathological development, as well as theories of regression, and relate cases to stages in the developmental process. Neurophysiological

sequences are related to the vicissitudes of instinctual life as they affect emotional development.

## **PT 140 Socio-Cultural Influences on Maturation and Psychopathology (45 clock hours)**

This course explores the effect of the social world on the individual. It examines how socio-cultural experiences and affiliations shape personality. The effect that family, ethnic group, gender, culture, and race have on identity development and psychopathology are examined. In addition to the class work, there is a weekly lab component in a setting chosen by the student.

## **PT 141 Human Development: How the Mind Unfolds, Semester 1 (30 clock hours)**

This course explains the constitutional and environmental factors that contribute to maturation in the first stage of life. It considers patterns of infantile experience from the earliest conflict states, symbiosis, omnipotence, envy, and oral/anal eroticism. Aspects of character structure emanating from the preverbal infantile experience with an exploration of destructive and constructive drives are examined in order to study normal and pathological development.

**PT 142 Human Development: How the Mind Unfolds Semester 2 (30 clock hours)** The emotional dynamics of the child in the oedipal stage are paramount to development. Children in this age group struggle with beginning transformations of the destructive drive and its influence on character, including oppositional syndromes and other defenses that develop to deal with aggressive impulses. The course examines early somatization struggles as well as the role of fantasy and screen memories in maturation. It looks at specific forms of the Oedipus complex within the family romance.

**PT 143 Latency (30 clock hours)** This course focuses on the operation of the drives during latency through adolescence to 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 the development of an individual body and mind.

**PT 144 Adolescence (30 clock hours)** In adolescence, the struggle toward maturation causes psychic turmoil. The goal is to study maturation as it unfolds in the development of an individual's body and mind, to explore adolescent drive issues, conflicts, and 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 possible solutions to the conflicts and difficulties.

**PT 147 Adulthood (30 clock hours)** This course identifies the central developmental tasks and inherent conflicts typical of adulthood. Young adults struggle with pregenital and genital aims, including the repetition of incestuous longings and the fear of intimacy. Middle-aged and older adults face new realities: limitations of possibility, physical and sexual changes, menopause, the departure of children, marital readjustments, and the awareness of death. Also examined are early conflicts that re-emerge in the aging process and transference, countertransference, and resistance issues in the treatment of aging patients.

## II. PSYCHOANALYTIC THEORY

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

**PT 150 Concepts of Group Psychoanalysis (Elective) (30 clock hours)** This course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions as they pertain to the modern psychoanalytic treatment of groups, families, and couples.

**151a Basic Psychoanalytic Theory: Part I (30 clock hours)**

Core psychoanalytic concepts are defined, as 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.

**PT 151b Basic Psychoanalytic Theory: Part II (30 clock hours)**

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.

**PT 152 Structural Theory: Madness in Literature. (30 clock hours)**

Using characters from literature, the student seeks psychoanalytic understanding of severe character-type structures, including:

- 1) paranoid-depressives with obsessional or catatonic defenses;
- 2) confused mental states found in the schizophrenias; and 3) the addictive perverse personalities who repeat conflicts of which they remain unaware.

**PT 154 Comparative Psychoanalysis. (30 clock hours)**

Major trends in psychoanalytic theory including Melanie Klein, Jacques Lacan, ego psychology, object relations, self-psychology, and modern psychoanalysis are studied in relation to a general theory of human motivation. The course explores how concepts of drive, object, and self combine to form a current motivational theory. Theoretical similarities and differences as to concepts such as transference, countertransference, and resistance are also explored.

**PT 155 Dream, Fantasy, and Symbolic Communications. (30 clock hours)**

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.

**PT 156 Modern Psychoanalytic Theory of Technique.**

**(30 clock hours)** Many concepts have been developed regarding the range of the analyst's behavior in beginning treatment, in recognizing and confronting resistance, and in discovering what leads to cure. Students consider how verbal and nonverbal interventions can be derived from analysis of induced countertransference reactions and used to establish and work through narcissistic and object transferences.

**PT 157 Transference and PT 158 Countertransference. (30 clock hours each)** These courses encompass an in-depth study of the concepts of transference and countertransference. The history of development and use of the terms will be studied from their beginnings to the present. Both clinical and theoretical literature will be read to elucidate the concepts and to give examples of how they are used. Case material contributed by class members will further illustrate theory and application.

**PT 159 Unconscious Fantasy.**

**(30 clock hours)** Unconscious fantasy as it operates between drive pressure and reality is studied as it is manifested in literature, myth, scientific research, clinical material, and seemingly rational thought. Readings will include the theoretical controversies that have grown up around this concept, which is basic to psychoanalytic thinking.

**PT 160 Narcissism and Aggression.**

**(30 clock hours)** The relationship between narcissism and aggression is studied in depth with 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.

### III. THE HISTORY OF PSYCHOANALYSIS

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This sequence of courses traces the origins and development of Freud's psychoanalysis, from its beginnings to his last paper in 1939.

**PT 161 History of Libido Theory in Freud. (30 clock hours)** Freud's papers on human sexuality and libido theory, from the seduction theory to infantile sexuality, the perversions, transference love, and the concept of Eros as a binding force are studied. Contemporary ideas are discussed in relation to Freud's understanding of the part played by the libido in sexuality, civilization, and the binding of destructive forces.

**PT 162 History of Drive Theory in Freud. (30 clock hours)** Freud's later papers are studied: the dual drive theory and the repetition compulsion; the division of the psyche into ego, id, and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; interminable analysis; and Freud's final summing-up of the state of analysis in 1939. The continuing influence of these papers on contemporary thought is examined in relation to current treatment methods and the appreciation of the role of destructive aggression.

#### **PT 163 The Emergence of Contemporary Psychoanalysis (Elective) (30 clock hours)**

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 constitutive building blocks of experience; what is primary and what is derivative; and the implications of each system for explaining motivation, personality development, and the role of the psychoanalyst.

### IV. CLINICAL STUDIES

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After taking PT 184, a course focusing on the diagnosis of psychoses and severe mental disorders in the Fieldwork Level of the program, students select a placement at a psychiatric hospital or similar institution. During the placement, students take three semesters of PT 185, a seminar in which patient dynamics and student concerns about the fieldwork placements may be discussed. PT 186, a final diagnostic course dealing with less severe pathologies, is taken before advancing to the Consultation and Referral Service level, where clinical studies focus on resistance, transference, and countertransference issues.

Casework at the Consultation and Referral Service is conducted under supervision.

**PT 184 Primitive Mental States. (30 clock hours)** This course imparts a psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, narcissistic, and personality disorders. It is taken before the fieldwork placement.

**PT 185 Clinical Experience in Institutional Settings (Three semesters). (75 clock hours each)** *Prerequisites:* 15 hours of approved PT 7 training analysis and PT 184. Taken with fieldwork placement, this course integrates understanding of basic psychoanalytic psychopathology, including the vicissitudes of primitive conflicts and defenses, with student experiences of observing patients in mental hospitals or other placement settings. All aspects of the fieldwork placement experience, from administrative procedures to interacting with patients, are discussed in this seminar.

**PT 186 Beyond Psychosis: Conflict and Defense in the Neuroses and Character Disorders. (30 clock hours)** This course deals with a range of pathologies likely to be met in patients at the Consultation and Referral Service and in current private practice. It is taken after at least one year of fieldwork placement.

**The following clinical courses require Certificate Candidacy and Consultation and Referral Service status. Either one of the first two is required every semester until Research Candidacy is attained.**

**PT 2610 Beginning Treatment: Psychopathology and Psychodiagnosis. (30 clock hours)** This practicum is a forum for discussions of any aspect of early treatment, ranging from concerns with establishing a contract and dealing with treatment-destructive resistances to the recognition of characterological repetitions in both patients and therapists that impede progress. This course is open to students who have achieved Certificate Candidacy. A minimum of two semesters required for graduation.

**PT 2611 Case Practicum. (30 clock hours)** This case seminar is open to students who have achieved Certificate Candidacy and who have had at least two semesters of PT 490, Consultation and Referral Service. It focuses on the dynamics and treatment of ongoing psychoanalytic cases through the use of joining, reflection, confrontation, and interpretation. A minimum of two semesters is required for graduation.

**PT 2612 Advanced Case Practicum. (15 clock hours)** *Prerequisite:* Research Candidacy. As in PT 2610 and PT 2611, cases are presented and discussed, but with a particular focus on the deepest level of unconscious motivation. The course provides a setting for advanced candidates to

discuss and elucidate the psychodynamics of a variety of cases in the middle and later stages of treatment. Level 3 students register for PT 2612 or GT 2612 (described below) every semester until graduation.

**GT 2612 Practicum in Modern Group Analysis. (15 clock hours)**

*Prerequisite:* Certificate Candidacy.

This course focuses on the development and maintenance of psychoanalytic groups. Candidates who already have therapy groups and those who plan to work as group analysts are invited. GT 2612 fulfills the semester clinical course requirement for Research Candidates.

**PT 210 Forming and Maintaining a Modern Analytic Group. (Elective) (30 clock hours)**

*Prerequisite:* Certificate Candidacy. Through an examination of readings and class process, the issues involved in forming and maintaining a modern analytic group are considered. This course explores the phenomenology of the setting, the handling of resistances, and building of the group's culture.

## V. RESEARCH IN PSYCHOANALYSIS

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The research curriculum guides candidates from an understanding of trends in research within the human sciences to an introduction to psychoanalytic research methods. It helps the student in the selection of areas for study in an individual case and in the writing of the research project.

**PT 171 Systematic Investigations and Ethics. (30 clock hours)**

This course provides students with theoretical and practical knowledge of research methodology. Students examine what is basic to scientific inquiry and study how the human sciences investigate emotion. Ethical issues that arise in the practice of psychoanalysis are discussed.

**PT 172 Clinical Investigations and Ethics in Psychoanalysis. (30 clock hours)**

*Prerequisite:* PT 171.

This course introduces students to a variety of research methodologies that have been used to study psychoanalytic questions. Contemporary methodological concepts are introduced and the problems inherent in psychoanalytic investigations involving clinical material are explored. Students learn how psychoanalytic methods are used to infer hidden meanings behind irrational behaviors, beliefs, perceptions, and emotions. Ethical issues that arise in the practice of psychoanalysis are discussed.



**PT 524a Research Practicum and Ethics (30 clock hours)**

The objectives of this course are to discuss how psychoanalytic research is conducted on a single case, to learn how to write the narrative, including a description of dynamics and an unanswered question about the meaning of the transferences, to study how the therapist listens in order to form an impression of the patient's emotional experience, to discuss how to select relevant clinical literature, and to examine the ethical issues involved in the practice of psychoanalysis.

**PT 524b Findings in Psychoanalytic Research and Ethics (30 clock hours)**

Course objectives are to study the application of the proposed research methodology to the collection of observable data in the single case study, to infer from the observed data answers to the research question, to study how inferences lead to further questions and elaborations of the methodology, and to examine the ethical issues involved in the practice of psychoanalysis.

**PT 527 Research Supervision (15 clock hours)** This course provides six 50-minute sessions of individual work with a Research Supervisor, scheduled approximately every two weeks throughout the duration of one semester at the mutual convenience of the Research Candidate and Research Supervisor.

Level 3 students register for either PT 524 or PT 527 every semester until graduation. The decision as to which of these options should be selected is based on the recommendation of the Research Committee and the Fellow.



## VI. CLINICAL SUPERVISION

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Case supervision is required from the fieldwork externship through graduation. PT 111, PT 211, and PT 611 are conducted with three supervisees. The small group setting allows students to observe the supervisory process and gain experience with cases other than their own. PT 311 and PT 411 supervisors meet with their supervisees individually, allowing in-depth study of case dynamics.

**PT 111 Fieldwork Placement Case Supervision.** *Required:* A minimum of two semesters plus one summer. Taken concurrently with PT 185. Registration is limited to groups of three. This supervision is designed to facilitate understanding of the fieldwork cases through listening and identifying dynamics.

**PT 211 Supervision of Consultation and Referral Service Cases.** *Required:* a minimum of two semesters. Taken concurrently with first year internship at the Consultation and Referral Service. Registration is limited to groups of three. Early resistances in psychoanalytic treatment are especially emphasized.

**PT 311 Individual Supervision of Consultation and Referral Service Cases.** (Privately arranged). *Prerequisite:* A minimum of one year at the Consultation and Referral

Service and of PT 211, and approval of the Fellow. Students present their Consultation and Referral Service cases in individual supervision. A minimum of fifty hours with one supervisor other than the PT 411 supervisor is required.

**PT 411 Control Analysis of a Consultation and Referral Service Case.** (Privately arranged).

*Prerequisite:* Fellow approval. The candidate presents one case to an approved control analyst, a minimum of one hour for every four hours of patient contact. In-depth study of the single case focuses on resolution of resistances in the treatment and comprehensive understanding of the patient's dynamics. A minimum of fifty hours with one supervisor other than the PT 311 supervisor is required.

**PT 611 Small Group Supervision of Referral Service Cases (Supplemental)**

(Upon advisement.) *Prerequisite:* Concurrent participation in PT 311. Registration is limited to groups of three.

**PT 490 Consultation and Referral Service Laboratory.**

*Prerequisite:* Certificate Candidacy and Consultation and Referral Service approval. Students meet weekly with their Fellows to practice presenting cases, learn treatment service procedures, and receive academic advisement. Fellows monitor student progress through the program and approve registration each semester.

## Curriculum Requirements

Students discuss the appropriate sequence of courses with their Advisors/Fellows. Full-time students take a minimum of four years to complete the program.

### Required courses appropriate for students at Level 1, Matriculation:

- PT 141 Human Development: How the Mind Unfolds, Semester I
- PT 142 Human Development: How the Mind Unfolds, Semester II
- PT 161 History of Libido Theory in Freud
- PT 162 History of Drive Theory in Freud
- PT 151a Basic Psychoanalytic Theory, Part I
- PT 154 Comparative Psychoanalysis
- PT 155 Dream, Fantasy and Symbolic Communications
- PT 160 Narcissism and Aggression
- PT 171 Systematic Investigations and Ethics
- PT 172 Clinical Investigations and Ethics in Psychoanalysis
- PT 184 Primitive Mental States
- PT 185 Clinical Experience in Institutional Settings (three semesters) *Prerequisite: PT 184 and 15 sessions of training analysis*
- PT 111 Fieldwork Placement Case Supervision (minimum three semesters and intervening summers; continued by students remaining at their fieldwork placements or engaged in the process of termination after their oral presentations)
- PT 186 Beyond Psychosis: Typology of Conflict and Defense *Prerequisite: Two semesters of PT 185*

### Required courses appropriate for Level 2, Certificate Candidacy (Admission to Certificate Candidacy requires completion of all the above courses, fieldwork, and supervision, plus a minimum of 100 hours of approved training analysis.):

- PT 140 Socio-Cultural Influences on Maturation and Psychopathology
- Any two of the following: PT 143 Latency *or* PT 144 Adolescence *or* PT 147 Adulthood
- PT 151b Basic Psychoanalytic Theory, Part II
- PT 152 Structural Theory: Madness in Literature
- PT 156 Modern Psychoanalytic Theory of Technique
- PT 157 Transference
- PT 158 Countertransference
- PT 159 Unconscious Fantasy
- PT 490 Consultation and Referral Service Lab (every semester until graduation)
- PT 2610 Beginning Treatment: Psychopathology & Psychodiagnosis (two semesters minimum)
- PT 2611 Case Practicum (two semesters minimum)

*Note: All Level 2 candidates enroll in either PT 2610 or PT 2611 every semester until Level 3 is attained.*

- PT 211 Small Group Supervision of Referral Service Cases. (two semesters minimum) *Candidates completing PT 211 consult with their Fellows to learn the procedures to begin PT 311.*
- PT 311 Individual Supervision of Consultation and Referral Service Cases *Prerequisite: A minimum of one year at the Consultation and Referral Service; two semesters of PT 211, and approval of the Fellow. Minimum requirement: fifty hours with one supervisor other than the PT 411 supervisor.*
- PT 411 Control Analysis of a Consultation and Referral Service Case *Prerequisite: Fellow approval. Minimum requirement: fifty hours with one supervisor other than the PT 311 supervisor.*
- CS 101 Seminar in Identifying and Reporting Child Abuse and Neglect

### Courses required at Level 3, Research Candidacy, each semester until graduation (Students who have completed above coursework and a minimum of 25 hours of PT 411, and who have made a clinical presentation to the faculty):

- PT 490 Consultation and Referral Service Lab
- PT 311 Individual Supervision of Consultation and Referral Service Cases
- PT 411 Control Analysis of a Consultation and Referral Service Case
- PT 524a Research Practicum and Ethics, PT 524b Findings in Psychoanalytic Research and Ethics, *or* PT 527 Research Supervision (Upon advisement)
- PT 2612 Advanced Case Practicum *or* GT 2612 Practicum in Modern Group Analysis

## CMPS One-Year Program

This program offers a solid introductory foundation in modern psychoanalytic principles, theories, and techniques. The four courses are designed to enhance the mental health practitioner's clinical skills. They also appeal to the professional interested in developing more effective ways of interacting with colleagues and business clients. Participants generate new insights about themselves and their work in a classroom environment that emphasizes the application of a psychodynamically-informed approach to cases and life situations. Both experiential process and more traditional teaching methods are used to promote learning.

### **ED 100 The Maturation Process**

This course explores the differentiation of *self* from *other* in clinical settings and in everyday life. Students study the significance of fixations and regressions in the psychosexual stages.

### **ED 101 Transference and Resistance**

This course explores the function of transference and resistance. Students learn how therapists recognize transference and resistance, how they make inferences by studying transference and resistance, and how they fashion interventions informed by observation of transference and resistance.

### **ED 102 Analytic Listening**

Students are exposed to the art of listening for the unconscious in verbal and nonverbal communications and of understanding symbolic communication, dreams, slips of the tongue, etc.

### **ED 103 Countertransference**

This course explores how the psychoanalyst recognizes countertransference and uses induced feelings to formulate therapeutic interventions. Also studied are the challenges of distinguishing between subjective and objective countertransference and of resolving countertransference resistances.

## Graduates of The Center for Modern Psychoanalytic Studies

Mindi Adler '98†  
Judith Akullian '83  
Pamela Armstrong-Manchester '94  
\*Ellen Barz '97  
Stanford Bazilian '78  
Phyllis Beck '87  
Linda Becker '96†  
David Belgray '81  
Robin Benjamin '06  
Alex Bernstein '85  
June Bernstein '81  
Mark Bernstein '05  
Rachel Bloch '93  
Miriam Bloom '80  
Susan R. Blumenson '87  
Estelle Borowitz '77  
Patricia Bratt '77  
Marsha Breitman '07  
Eileen Brennan '05  
Carol Brod '84  
Susan Brook '82  
Steven Brown '99  
Ruth Cashman '11  
Claudia Catania '00  
Joan Cela '89  
\*Richard Cheney '95  
Judith F. Chusid '82  
Carol Citarella-Garvey '03  
Marion Clement '85  
Janet G. Clogston '89  
Richard Reuven Closter '97  
Phyllis Cohen '80  
Milena Cornick '06  
Mimi G. Crowell '80  
\*Barbara D'Amato '99  
Ernest D'Amato '97  
Eleanor M. Davis '81  
Hana Dimitstein-Ozeri '10  
Alfred Lane Donargo '90†  
Hans-Ulrich Dorn '85  
Christine Durbak '78  
Adeline Edelman '96†  
Alina Enista '97  
Claire Ernsberger '79  
Rosemary Bruner Erwin '95†  
David Feazell '82  
Jane Marder Feazell '89  
‡Kenneth Feingold '10  
Helen Ferszt '94  
Susan F. Fleischer '94  
\*Valerie R. Levinson Frankfeldt '89  
\*Gideon Freudenthal '91  
Richard Friedman '78  
Saundra Friedman '87  
Nathan Fruchthandler '94†  
Raúl García, '08  
Paul Geltner '89  
Edith Gerber '89  
Dan Gilhooley '00  
Michal Ginach '97  
Martin Gliserman '95  
Dorothy Gloster '82  
Linda Gochfeld '77  
Laurie Godfrey '96

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*†Recipient of the certificate in Psychoanalytic Psychotherapy*  
*‡Recipient of Award for Best Psychoanalytic Research Project*

## Graduates of CMPS, continued.

Jane G. Goldberg '84  
Fran Goldfarb '05  
Barbara Goldsmith '06  
Harvey Goodman '79  
Alfred Graydon '90  
Ellen Greer '93  
Hilde Grey '97  
Lucie Grosvenor '01  
Elsie Guidotti '82  
Stephen Guttman '06  
Marzieh Hadavi, '08  
Philip Haim '81  
Roberta Joyce Haim '89  
Isabelle Hanigsberg '85  
Suzanne Law Hawes '94  
Eve Hazel '85  
José A. Hevia '09  
Selma Hollender '91  
Elaine Hurst '02  
William J. Hurst '99  
Joan Israel '07  
Edward Iuzzini '98  
Genevieve Izinicki '97†  
Lillian Jedeiken '76  
Lucy Holmes Johnson '95  
Annick Jourdan '91†  
Kathleen Joyce '91  
Rosalind Kahn '81  
Eugene Kalin '81  
Cynthia Kaplan '03  
\*Ronald Katz '84  
Nancy L. Kaufman '93  
Nicole F. Kirman '89  
Janis Klein '96†  
Helene F. Klibbe '90  
Aron Korenblit '96†  
Edwin Kramer '85  
Marjorie D. Kurtz '92  
Patrice LaMariana '05  
Joan LaNoue-Lippincott '85  
Theodore Laquercia '79  
Arnold Laschewer '86  
Lynne Laub '81  
Judith Lauterstein '87  
Harriet Lenk, '03  
Carol Lerner '06  
Joyce Sharyn Lerner '94  
Frederick Levenson '81  
Hillary Levenson '83  
Celia Levine '90†  
Ellen Lewis '99  
Ronald Okuaki Lieber '01  
Ruth Lieberman '96†  
Evelyn Rivia Lief '90  
Alana London '89  
Gerald M. Lucas '76  
Ross Lumpkin '94†  
Avery C. Manchester '89†  
Deborah Margolis '76  
Gertrude Mark '89†  
Maurice Markewich '76  
John Markham '88  
Jacqueline A. Martin '95†  
Jack Mattair '92

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## Graduates of CMPS, continued.

|                             |                          |
|-----------------------------|--------------------------|
| *Rose McAloon '87           | Harold Richman '79       |
| Allan McLeod '82            | Roberto T. Rios '89†     |
| Cyril Z. Meadow '79         | Herbert S. Ripin '82     |
| Barry Mellinger '78         | Miriam Riss '02          |
| Charlotte Melnik '01        | Eleanor Rivera '90       |
| Lee Meltzer '07             | Patricia Roberts '98     |
| Philip Merwin '83           | Lewis Ross '76           |
| Ruth S. Meyers '91          | Rory Rothman '98         |
| Faye Newsome Miller '85     | Janet C. Rotter '97†     |
| William Miner '82           | Lynne Sacher '89         |
| Lauree Mitchell '09         | Muriel Sackler '78       |
| Maureen Moriarty '93        | Richard J. Sacks '09     |
| James Morrell '82           | Muriel R. Salzman '89†   |
| Jill Morris '81             | Naomi Sarna '90          |
| William Muraskin '84        | Michaela Schaeffer '85   |
| Beth Saren Murphy '09       | Edde Schreiber '83       |
| Angela Musolino '01         | Elliott Schuman '80      |
| Lynn Odinov-Daniels '91     | Caroline Scielzo '94†    |
| Josie Oppenheim '08         | *Vicki Semel '83         |
| Ann Paraschos '85           | Lucienne J. Serrano '99† |
| Benito M. Perri '79         | Don E. Shapiro '78       |
| Margarita Pizano '88        | Rhoda Shapiro '84        |
| Raúl Plasencia '08          | Ruth Sharon '77          |
| Steven Poser '01            | Marjorie Sheehy '78      |
| *Margery Quackenbush '92    | Sara Sheftel '81         |
| Robert Quackenbush '91      | Marcia Shrock '87        |
| Anna Raitiere '89           | Deborah S. Silver '93    |
| Phyllis Rauch '91           | John Simmons '76         |
| Jane Hines Reis '97         | Arthur Skodnek '87       |
| Anne Lee Renda '89†         | Kenneth Skodnek '90      |
| Natalie Zaharkiw Riccio '89 | Eugene Smithberg '98     |
| Joy C. Rich '78             | Teresa Solomita '07      |

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## Graduates of CMPS, continued.

Arlene Spunt '79  
Barbara Lee Steif '93  
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Barbara Stone '91  
Effie Strouthides '85  
Shirley Sugerma n '77  
\*Marc A. Tallent '00  
Richard Thompson '07  
Eleanor Timberman '03  
Bonita K. Ullman '85  
Lilliane Emilie Voce '94  
Jennifer Wade '05  
Doris Weber '81  
Richard Wein '85  
Howard S. Weinstein '89†  
Mindi A. Weinstein '89†  
Alice Weintraub '97  
Jill Weiss '03  
Kenneth Weissblum '80  
Dolores Welber '77  
Robert Welber '89  
‡Ira Wind '10  
Sheila Zaretsky '82

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### Fall 2011

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Semester Begins Monday, September 12, 2011  
Semester Ends Friday, January 6, 2012

**Annual Conference** Saturday, November 12, 2011

#### No Class Meetings

Holiday Recess September 26 - 30, 2011  
Thanksgiving Recess November 21 - 25, 2011  
Examination Week December 19 - 23, 2011  
Holiday Recess December 26 - 30, 2011  
Examination Week January 2 - 6, 2012

**Intersession** January 8 - 27, 2012

### Spring 2012

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Semester Begins Monday, January 30, 2012  
Semester Ends Friday, May 25, 2012

#### No Class Meetings

Presidents Day Recess February 20 - 24, 2012  
Spring Recess April 2 - April 13, 2012  
Examination Weeks May 14 - May 25, 2012

### Summer Program 2012

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#### PT 111 Extended Summer Supervision

Month of June 2012 Two Sessions  
Month of July 2012 Two Sessions

#### PT 211 Extended Summer Supervision

Months of May-June 2012 Four Sessions  
Months of July-August 2012 Four Sessions

#### Summer Workshops

Workshops Begin Monday, June 4, 2012  
Workshops End Friday, June 29, 2012

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