

**Prospectus of the IPT
International Institute for Psychoanalytic Training
(IPT))**

founded January 2004

**a distance learning analytic training institute of international scope
with teachers, faculty, and candidates**

from the USA, Europe, and South America

a program of the International Psychotherapy Institute

founded 1994

**Accredited by the Accreditation Council for Psychoanalytic Education
Standards endorsed by the Psychoanalytic Consortium comprising the
four major U.S. psychoanalytic membership organizations:**

The American Academy of Psychoanalysis and Dynamic Psychiatry,

The American Psychoanalytic Association,

Division 39 (Psychoanalysis) of the American Psychological

Association, and the National Membership Committee on

Psychoanalysis in Clinical Social Work

Training Committee

Jill Scharff MD,

Chair

Robert Rovner PhD,

Chair of Candidate Progression

Sharon Dennett MSW, MA, MEd,

Dean,

Chair, Analyst/ Patient Assistance Committee

Chair, Faculty Selection and Progression Committee

David Scharff MD, Chair of Admissions;

Liaison and Co-director, International Psychotherapy Institute (IPI)

Douglas Dennett MD, Faculty Selection and Progression Committee

Ted Jacobs MD, Adjunct faculty and consultant to Training Committee,

Felix Velasco MD, Adjunct faculty and consultant to Training Committee

Christopher Bollas, Adjunct faculty and consultant to Training Committee

Imre Szecsödy, Adjunct faculty and consultant to Training Committee

Becky Bailey, 2nd year Candidate Representative

Psychoanalytic training program faculty Geoff Anderson PhD, Nancy Bakalar MD, Betty Benaïm MA, Douglas Dennett MD, Sharon Dennett MSW, Bob Rovner PhD, Judy Rovner MSW, Jill Scharff MD, David Scharff MD, Lea Setton PhD, Stan Tsigounis PhD.

Adjunct supervisors: Christopher Bollas, Max Hernandez, Earl Hopper, Nasir Ilahi, Otto Kernberg, Ted Jacobs, Roberto Losso, Anton Obholzer, Michael Parsons, Randi Paulsen, Imre Szecsödy, Felix Velasco, Vamik Volkan, Paul Williams, Sharon Zalusky.

Guest teachers for 2006-2007: Allan Schore, Frank Lachman, Antonino Ferro, Otto Kernberg, Christopher Bollas, Nancy Chodorow, Elise Blair,

Rick Waugaman, Judith Chused, Ted Jacobs, Anthony Bass, Katherine Fraser, Imre Szecsödy.

Guest teachers for 2007-2009: Rosine Perelberg, Christopher Bollas, David Bell, Anthony Bass, Richard Zeitner, Steven Tuber, Bruce Fink, Esther Rashkin, Irene Cairo and Rojelio Sosnik, Stefano Bolognini, Marilia Aisenstein, Nancy McWilliams, David Balfour, Doug Chavis, Judy Chused, David Joseph, Ernie Wallwork, Elise Blair.

Unique Aspects of International Institute for Psychoanalytic Training (IIPT)

- Choice of one's own analyst in any state or country provided the analyst meets the criteria of the Training Committee
- Counting current or former analysis toward meeting the requirements, provided that there is overlap of a minimum of 200 hours of analysis with the candidate's supervised analyses
- Access to analytic training for candidates in remote locations via telephone seminars, supervision, and personal analysis
- Use of the Group Affective Model of training
- Focus on object relations theory
- Faculty who study the process of teaching and learning
- Collegial, collaborative atmosphere with candidate input
- Credit for analytic coursework toward a PhD in psychology at North Central University, Arizona, an accredited distance learning university.

International Institute for Psychoanalytic Training

The International Institute for Psychoanalytic Training (IIPT) was inaugurated at the International Psychotherapy Institute (IPI) in July 2004. IIPT is a center of excellence for rigorous training in psychoanalysis emphasizing the object relations perspective but not to the exclusion of classical and contemporary approaches. IIPT uses the unique Group Affective Model and operates within, and augments, the existing learning matrix at the International Psychotherapy Institute, a non-profit 501(c)(3) institution for training psychotherapists and psychoanalysts in principles of object relations, incorporated in 1995. Through its origin in, and continued close association with the International Psychotherapy Institute, the International Institute for Psychoanalytic Training makes psychoanalysis accessible to the psychotherapy community and relevant to the practice of group, child, couple and family therapies – and informed by them.

The Aim of the International Institute for Psychoanalytic Training

The aim of the International Institute for Psychoanalytic Training is to provide candidates with an in-depth process of analytic exploration as applied to personal growth, professional development, clinical practice, and teaching and writing so that they can join the community of scholars and make contributions to the field of psychoanalysis.

No training can cover all the relevant areas, but this course of study attempts to show the progress of psychoanalysis from a classical approach begun in the late 19th Century to its current state of diversity in the 21st Century. The Institute provides a basis for understanding the foundations of psychoanalytic concepts in relation to contemporary object relations and other approaches, and creates opportunities for in-depth exposure in chosen areas. The focus is on the analytic pair of analyst and analysand. This focus is embedded in the IPI commitment to respect all the modalities of psychotherapy, from the practice of which psychoanalysis can learn more about the person and the unconscious, and to which the in-depth studies of the analytic pair can contribute insight. The psychoanalysis that we teach is enriched by experience with, and understanding of, the unconscious dynamics of families, groups, and organizations.

Mission

The International Institute for Psychoanalytic Training is a community of scholars dedicated to the study of the theory and technique of psychoanalysis, to the examination of self and other in the psychoanalytic setting, to research into intrapsychic and interpersonal processes, and to the application of psychoanalysis to other therapies.

Design Summary

Analytic candidates undertake study in

- Basic analytic curriculum of theory and technique summer institutes and weekly seminars
- Changing leading-edge curriculum in psychoanalytic theory and technique presented at weekend conferences, week-long institutes, and advanced electives offered by the International Psychotherapy Institute (IPI)
- Small group discussion using the Group Affective Model developed at IPI for integrating concepts with emotional experience in the individual reaction and in the group process so that candidates internalize the concepts, recognize blind spots, and develop a reliable ethical stance in clinical practice
- Individual supervision with three supervisors on three cases
- Personal analysis with an analyst of their choosing who has had sufficient experience in psychoanalytic practice since graduation from a recognized institute to undertake the analysis of a candidate, and who is acceptable to the Training Committee.

There are approximately 570 credit hours of instruction over 3 years of formal lectures, reading seminars, technique and process seminars/case discussion groups, videotape case presentation, infant observation, summer institutes, weekend modules, affective learning groups, feedback and review, and writing requirements. This is in addition to the 220 credit hours earned in the basic 2 years of instruction in the Object Relations Training Program at IPI (or equivalent) for which David Scharff maintains responsibility on behalf of IIPT. The specifics of curriculum and hours required continue to be under discussion and to evolve.

Curriculum Details

The Curriculum Committee, currently consisting of the Training Committee and a candidate representative, plans the courses in keeping with the following courses of study re-organized into integrated sequences, and will continue to refine the curriculum as the program evolves. We value teaching the basics, but we also value openness to new ideas, flexibility and plurality, and responsiveness to candidates' needs and suggestions. We want to foster scholarship and also creativity.

Summary of Curriculum

Ethics of psychoanalysis

The transition from psychotherapy to psychoanalysis

History of psychoanalysis from classical to contemporary

Personality development

Pathological formations

Psychoanalytic theory

Recognizing the importance of developmental, socio-cultural, trans-generational, genetic, and interpersonal factors in personality formation and symptomatology

Psychoanalytic technique, classical and contemporary

Bringing unconscious elements into awareness

Working with resistance

Working with transference and countertransference

Facilitating the process of adaptation to reality in all spheres of life

Facilitating character change by understanding patterns of behavior and resolving their unconscious significance

Appreciating the relevance of psychoanalytic research for clinical practice

The curriculum is organized in 6 parts: 1) the basic curriculum, 2) the leading edge curriculum, 3) infant observation action research, 4) family, culture and individual development, 5) choice of electives, and 6) the prerequisite object relations training. The basic curriculum covers the fundamentals set out in a standardized set of 6 blocks of theory and 6 blocks of technique (see details at end of this document). This basic curriculum is not presented in blocks, however, as we prefer a coordinated curriculum that shows the relation between classical and contemporary approaches, theory and technique. In addition to this, we present a leading edge, and therefore constantly changing, curriculum of intensive study of selected concepts and approaches presented by distinguished guest analysts.

Our idea is to create an analytic learning community in which courses integrate past and present, theory and technique, object relations with classical and other contemporary approaches, individual and society, practice and observational research, and processes of teaching and learning in a collaborative approach, all in the service of clinical application and the development of an ethical, well-rounded psychoanalyst.

Analytic Training at IIPT and its Integration at IPI

The institute builds upon and is integrated into the existing structure of IPI so that, although analytic institute candidates learn in small candidate-only groups, courses, and summer institutes, they also learn in large group lectures and discussions alongside those enrolled in the 2-year Object Relations Theory and Practice program and in elective object relations courses and required infant observation action research. Current IPI students nearing graduation from the 2-year program in object relations may choose between the Clinical Application Program in Advanced Psychotherapy Training (CAP) and the Psychoanalytic Training (IIPT). Currently enrolled students in CAP may continue in the advanced psychotherapy training they are on, or they may move from psychotherapy training to psychoanalytic training.

Diversity Policy

The International Institute for Psychoanalytic Training (IIPT) does not discriminate against applicants for training, or against the analysts they subsequently treat, or analysts being considered as supervisors and/or treating analysts on the basis race, color, ethnicity, nationality, religion, age, gender, sexual preference, or physical handicap, and so announces on the website and at the administrative office.

Admission to the Analytic Institute for IPI members

Many IIPT applicants are well known to us from their participation at IPI because completion of the 2-year program in Object Relations Theory and Practice program (ORTP) at IPI is a prerequisite. Credit is given for prior satisfactory completion of other courses that are required or elective courses of the analytic institute. In January of the second year of the 2-year (ORTP) program at IPI, students may make a written application to join the analytic training institute.

Admission to the Institute by non-IPI members

We also welcome lateral admission applications by candidates who have had comparable experience at other psychotherapy training institutes and mid-training candidates from other analytic institutes. Close to graduation from a program that the Training Committee regards as fully equivalent to ORTP, students may begin the application process to train at IIPT. Requests for advanced standing are welcomed and will be considered on a case by case basis.

The Admissions Process for all applicants

The Admissions Committee will review all applications, request applicants to attend a weekend conference if they have not already done so, and arrange individual interviews. Findings from these three areas of inquiry will be integrated in discussion to decide who will be recommended for acceptance into this advanced training, referring to the criteria listed below. The Training Committee will review the recommendations of the applications committee and select the class. The program is designed to accommodate a class of approximately 6 analytic candidates every two or three years.

Eligibility for Admission – by Decision of the Training Committee

We welcome applications from currently enrolled students of the International Psychotherapy Institute and applicants who have trained in programs that are not part of the International Psychotherapy Institute but who are interested in our object relations focus. Those applicants who have trained outside IPI can fill in the basics of object relations by attending introductory seminars and institutes at the International Psychotherapy Institute, and by telephoning via conference call to the master speakers' videoconference series. The analytic training program is designed for clinicians, but it is possible that we may accommodate non-mental health care professionals who wish to study psychoanalysis at IIPT as scholars. For entry to the analytic institute, the candidate must meet several of the following criteria, any or all of which may be required by decision of the Training Committee. However, advanced clinicians can ask for exceptions which will be considered by the Training Committee on a case-by-case basis.

Criteria for Selection of Applicants

- * Completion of the 2-year program in object relations theory and practice at IPI, or equivalent 220 hours of continuing education
- * Completion of 1 Couple, Child and Family summer institute
- * 125 hours of supervision with an IPI approved supervisor who is an analytic psychotherapist or a psychoanalyst (less may be regarded as sufficient in the view of the committee in consultation with the candidate's supervisor, or more may be requested by the Training Committee)
- * Having demonstrated satisfactory participation in IPI weekend courses and summer institutes
- * Having 2 letters of recommendation as to integrity and clinical aptitude from 1 or more IPI faculty members, such as a supervisor or teacher
- * Satisfactory interview or interviews with the Training Committee
- * Proof of being licensed to practice in a mental health discipline or legally eligible to do so in states where there is no licensing.
- * Proof of carrying malpractice insurance appropriate to professional discipline
- * Having demonstrated ability to make diagnostic assessments and to use consultation and referral
- * Signed statements regarding any previously or currently alleged ethical violations and willingness to follow ethical guidelines of IIPT
- * Having had 5 years of experience in psychotherapy practice
- * Experience in diverse cultural, economic, ethnic, religious, and racial circumstances of clients or patients.
- * Being in, or having had, psychoanalysis; or having had psychotherapy and being ready to start personal analysis before the summer institute.
- * Being willing to use email communication proficiently, attach material including encryption technology using MS Word, access a private group discussion forum on the website, and

ensure adequate bandwidth to run Skype for seminar discussion

- * No exclusion on the basis of race, color, ethnicity, age, gender, religion, sexual preference, or physical handicap.

A candidate may take the required year of infant observation action research and elective courses before or after application. The prerequisite graduation from the 2-year International Institute Object Relations Training program (now called IIORT, formerly ORTP) earns 220 hours of continuing education credit toward the requirements for graduation from the analytic institute. The Training Committee will review the candidate's application and determine the credit hours that can apply to the analytic training institute qualification.

Application Process

Each applicant will send in the application, application fee, 2 letters of recommendation, proof of analysis, and documentation of prerequisites to the Chair of Admissions. The Chair of Admissions will arrange for the applicant to have an individual interview with a member of the Admissions Committee. The interview will be part of the entry process designed to facilitate the candidate's reflection on their interest in analytic training and to formulate their thoughts about their goals. The recommendations of the Admissions Committee will be reviewed by the Training Committee at its next meeting, and the decision will be communicated to the candidate by the Chair of the Training Committee.

Advanced Standing

Any founding IPI faculty member who wishes to enroll in the analytic institute, qualifies for exceptional consideration of advanced standing, and receives a reduction in tuition in the light of their prior faculty contribution. Other applicants who have had previous analytic training may qualify for consideration of advanced standing before or after admission, depending on the applicant's situation, but not for tuition reduction. Advanced standing will be determined by review of previously treated and supervised cases presented to a committee of 2 IIPT faculty members and 1 adjunct faculty member of the candidate's choosing, not to include the analyst, supervisor, or advisor.

Suitability for Psychoanalytic Training

The candidate applicant is required to show in personal interview and prior small group experience at the International Psychotherapy Institute integrity of character, maturity of personality, self-reflectiveness, psychological mindedness, clinical aptitude, capacity to tolerate not knowing, and intellectual ability to grasp complex concepts.

Definition of Personal Analysis of a Candidate

The candidate's personal analysis for training purposes must refer to 4 or 5 times a week sessions, mainly, but not exclusively, on the couch (in person and on the phone) until completed to the satisfaction of the analyst and the candidate. The minimum requirement for the candidate's personal analysis for the purpose of meeting graduation requirements is 3 years of

4 times a week (480 hours), but more may be indicated clinically and more may be required by the Candidate Progress Committee. 300 hours of the analysis must run concurrent with training cases in supervision, except for those whose analysis is a second analysis, or a continuation of an analysis that has been going on for some years already, in which case 200 hours of overlap may be considered sufficient.

The International Institute for Psychoanalytic Training (IIPT) does not participate in a training analyst system. The IIPT Training Committee holds that keeping the therapeutic mission in the hands of a few interferes with the educational aim, diminishes the contribution of the teachers and supervisors, and stultifies the institution. Continuity of care is a value at IIPT. No candidate will have to switch from a properly trained analyst with whom analysis is in progress to another one designated as a training analyst. We ask that the analytic candidate choose his/her own analyst according to the following criteria.

Criteria for Choice of Analyst

The candidate is free to select any analyst who has graduated from, and is in good standing with, a recognized training program of the International or American Psychoanalytic Associations, or from an equivalent psychoanalytic training program commensurate with IIPT, with equally rigorous standards, and with a reputation that can be evaluated positively. The analyst must be licensed and certified in one of the mental health disciplines, must adhere to ethical standards of practice, and have been in practice for sufficient time to demonstrate competence and commitment to teaching, learning, practicing psychoanalysis, self analysis, and furthering knowledge. In keeping with the Training Committee's wish to honor the value of ongoing analytic work, requests for exceptions to this policy will be carefully considered by the Training Committee on a case by case basis, depending on the candidate's circumstances, including that the training analysis may be condensed or undertaken largely by telephone or videophone, provided that documentation of need or preference is given and approved by the Training Committee.

The analytic requirement of a minimum of 480 hours with a creditable analyst may have been met prior to beginning training, but further analysis, or re-analysis, is required to foster professional development as an analyst and to facilitate the impetus to personal growth stimulated by analytic training. This re-analysis may not require the full 480 hours, and that will be determined by demonstrating to supervisors and to the Training Committee the capacity for self-analysis and ability to analyze others, but this re-analysis or continuation of ongoing analysis will have to be at the 4-5 times a week level and be concurrent with the analytic training for a minimum of 200 hours to provide sufficient overlap with the establishment of a supervised analytic process, and more may be required to meet the educational goals of supervision.

The selected treating analyst must be in sympathy with our educational approach and institutional aims. The candidate's treating analyst will be

asked to verify the start date, frequency and total number of treatment hours, but will have no other involvement in that candidate's progress review.

Three Supervised Analyses

Three supervised analyses of analysands treated 4 or 5 times a week, on the couch unless clinically contra-indicated, two cases for 2 years (340 hours each supervised for 80 hours each) and 1 case for 1 year (170 hours supervised for 40 hours). We recommend but do not require that the candidate have experience analyzing both men and women if at all possible, that at least one of the cases be drawn from outside the mental health field, and from various backgrounds and contexts. Requests for modification of the standard will be reviewed by the Training Committee, and may be requested by the Training Committee. Supervising analysts may work with the candidate in person or on the phone.

The International Institute for Psychoanalytic Training presents the ethical position that each candidate should inform their analysands of the candidate's engagement in a training program, and involvement in supervision, and obtain informed consent before psychoanalysis begins. IIPT recommends that candidates make this disclosure, but in some cases that are being converted from psychotherapy to psychoanalysis this advice could be clinically contraindicated. These analysands already have a treatment relationship with a candidate and they are that candidate's private patients, and so IIPT does not exert full control over this aspect. Candidates will discuss this issue with the supervisor for each case before making the recommendation for analysis. As yet, IIPT does not have a low-fee clinic with analysands for whom IIPT takes direct responsibility.

Three Different Supervisors

The candidate will require 3 different supervisors, two drawn from the IIPT faculty and 1 from a list of adjunct supervising analysts approved by the Training Committee; or at the request of the candidate, a suggested supervisor will be considered by the Training Committee. (This 2 to 1 ratio may be reversed if necessary to avoid conflict of interest).

Criteria for Approval of Supervising Analysts

Adjunct supervising analysts should have graduated from, and must be in good standing with, a recognized psychoanalytic training institute of the International and American Psychoanalytic Associations, or from an equivalent organization, or institute with a program commensurate with the IIPT program whose standards are as rigorous as those at IIPT, and with a reputation that can be evaluated positively. Adjunct supervising analysts must have been in analytic practice for sufficient time to show competence in clinical practice and teaching. This will usually reflect experience of 5 years post-graduation but exceptions may be made in exceptional circumstances. Conditions of acceptance may include asking the proposed supervisor to have his/her supervision supervised for the duration of the candidate's supervised analysis or until the supervisor is judged capable of functioning independently. Supervising analysts must be licensed and certified in one of the mental health disciplines, must

adhere to ethical standards of practice, and have demonstrated competence and commitment to teaching, learning, practicing psychoanalysis, self analysis, and furthering knowledge.

Supervisors of first cases will be drawn from the IIPT faculty, but the role of supervising analyst will not be restricted to IIPT faculty. Supervising analysts of third cases may be analysts affiliated with various institutes because they are geographically or ideologically appealing to the candidate. An adjunct supervising analyst must meet standards of competence outlined above and should be in sympathy with our educational approach and institutional aims but need not be object relations oriented. No potential supervisor will be excluded on the basis of race, color, ethnicity, age, gender, religion, sexual preference, or physical handicap.

All supervising analysts are asked to verify the frequency and total number of supervision hours, to evaluate the candidate yearly in writing and to be evaluated by the candidate, discuss the evaluation with the candidate, engage with the candidate in a discussion of the candidate's evaluation of the supervisor, submit reports in a timely manner, and communicate with the Chair of the Candidate Progress Committee (CPC).

Supervising analysts are asked to maintain transparency, to differentiate the task of supervision from the task of psychoanalysis, and to respect the analysand's working style, learning style, and personality.

The Training Committee has considered the argument that the introduction into the supervisory relationship of judgment in the form of evaluation and reporting may constrain free communication, interfere with the intimacy of the supervisory relationship, reduce a complex process to the unidimensional, and introduce a parental dynamic. Supervisors are asked to bear these pitfalls in mind while working to create a space in which the candidate feels safe to give a detailed account of the analytic process and express the inevitable insecurities of learning to be an analyst. A supervisor guarantees confidentiality for the candidate's patient's material but not for the supervisory relationship. The supervisor treats the candidate's learning with respect and tact, but must report on it to the Candidate Progress Committee yearly. The candidate's report on the supervisor's teaching ability is equally important to ensuring an effective training experience. We feel that a thoughtful, mutual process of evaluation supports a safe and flexible supervisory relationship, and reporting to the Candidate Progress Committee yearly gives an added level of support. We have decided that the supervisor's feedback is essential for the Candidate Progress Committee to monitor progress, design responses to the candidate's educational differences, give accurate feedback to the candidate, and help the candidate proceed to graduation as an autonomous psychoanalyst.

Case and Supervision Requirements

Supervision may be in person or by phone

1 case in individual supervision for 2 years (340 hrs)	80 hrs supervision
1 case in individual supervision for 2 years (340 hrs)	80 hrs supervision
1 case in individual supervision for 1 year (170 hrs)	40 hrs supervision

The total required hours of analysis under supervision may include up to 4 hours of supervision of preparatory sessions for assessment and preparation of the case for beginning analysis.

One case may be a child or adolescent. Candidates specializing in child analysis may have two child or adolescent cases and 2 adult cases (in which case additional child analytic courses will be provided). We recommend (but do not require) that the candidate have experience analyzing both men and women if at all possible, that at least one of the cases be drawn from outside the mental health field, and from various backgrounds and contexts. The candidate must agree to seek supervision of one termination phase, but this may occur after graduation.

On an annual basis, supervisors will fill out an evaluation of the supervisee and teachers will complete evaluations of each candidate in the class. The candidate will also evaluate the supervisor annually. These supervisor/supervisee evaluations will be discussed by supervisor and candidate during April, and submitted with signatures to the Chair of Candidate Progress Committee by April 30. In May, the candidate will present first draft case write-ups to the supervisor for discussion and editing and once the draft is satisfactory it will be signed by the supervisor. Signed final draft write-ups must be completed before the end of May, and are due to the Chair of CPC by May 31. The evaluation forms will be kept in the candidate's record folder and stored under lock and key. The candidate will have access to the folder at any time. The candidate may not progress to the next summer institute until the forms are in the file and approved by the CPC.

The Writing Requirement

Accepted to the International Institute for Psychoanalytic Training, candidates join a community of learners and scholars. To develop their confidence as teachers, candidates will write 1-2 page reflections on readings or clinical material each term, and will email them to the candidate group for discussion. The intention is to build writing in to the learning process as a routine process, not an onerous obligation, and to teach the art of being concise in order to leave room for others.

Reflections on the material that has been studied that term may be in the form of a journal entry, a summary of an important paper, a discussion of a theoretical or technical point, analysis of a dream, or a short essay or poem.

- 1-2 double-spaced pages per summer institute
- 1-2 double-spaced pages per semester of the weekly seminar
- 5-page annual case write-ups each year, on each case
- 3 final case summaries 10-20 pages each at the end of 3 years to show analytic process, work with resistance and transference, and use of the self

- Graduation paper 10-20 minutes (clinical or theoretical) presented to a professional audience, preferably at an IPI conference before graduation.

Eligibility to Begin the First Analytic Training Case

Candidates must be in 4 times-a-week psychoanalysis for at least 6 months with an approved graduate analyst before starting an analytic case. Candidates will apply to the Training Committee after the first summer institute of the analytic program for permission to begin the first analytic training case. Candidate progress will be reviewed by the Candidate Progress Sub-Committee of the Training Committee. Progression to a second case may occur quite soon after beginning the first case, with approval of the Candidate Progression Committee, but the third case will not be taken on until the candidate has had a year of analytic experience. Exceptions to this rule can be made by the Chair of the Candidate Progress Committee. The second case supervisor will make a recommendation on readiness for taking a third case, and the Candidate Progress Committee will decide whether to authorize progression to a third case. Candidates may not analyze without supervision until the Training Committee gives permission, and may not present themselves as autonomous analysts before graduation.

Classes

Analytic theory and technique classes begin in the intensive summer program (July 3-July 9, 2005; June 27-July 3, 2006; June 23-30, 2007; June 21-28, 2008) and continue weekly at in-person seminars and telephone seminars through the year (except for July and August) on Tuesdays from 2-3:30 pm and at 4 weekend-long immersions the first and second years and two weekend-long immersions in the third year. We plan for a new class every three years if we have 4 or more applicants. Recognizing that our applicants are all adult learners most of whom are well known to us, depending on the size of the enrollment, we may choose instead to integrate them into the current class after an appropriate period of preparation. We are discussing the merits of a closed or open group.

Candidates have requested a group discussion forum on the website, and this is now provided.

Evaluation

In addition to written course-work evaluation forms submitted each semester by candidates, and written seminar attendance and performance evaluations (restricted to the categories of satisfactory or unsatisfactory) submitted each semester by faculty, all instruction and programmatic competence will be evaluated by faculty and candidates together in plenary review sessions at timely intervals during the summer and the academic year in an attitude of transparency and co-operation to promote the evolution of the program.

The International Institute for Psychoanalytic Training (like the International Psychotherapy Institute to which it is closely related) is committed to engaging participants at all levels in reflecting on its organizational structure and process so as to maintain potential for growth and development of the institution and the individuals comprising its membership.

Grievance Procedure

A candidate who has a grievance has a number of options. Candidates are encouraged to raise issues in their small affective learning group and in plenary review sessions before they become problems. If these settings are insufficient, the candidate can ask the Dean for a meeting to resolve the problem. If that is insufficient, an appeals sub-committee can hear the complaint and arrive at an administrative decision.

Appeals Procedure

If a candidate cannot accept a decision of the Candidate Progress Committee at any point in the training process including evaluations for Advanced Standing or Graduation, an appeal may be made to the Training Committee, and a hearing will follow if indicated. The appeal may be made in the following circumstances:

- If the Progress Committee terminates a candidate from the training program other than for reasons of financial arrears.
- If the Progress Committee recommends (i) a change of analyst, or (ii) a re-analysis
- If an Evaluation Panel for Advanced Standing or Graduation has deviated from standard procedures designed to ensure a fair representation and evaluation of the candidate's ability.

The appeal procedure will follow the process outlined below.

A candidate will initiate an appeal by writing to the Chair of the Training Committee, outlining in detail the specific grounds for the appeal. This appeal must be filed within one month of the decision that is in dispute. The Chair of the Training Committee will investigate the grounds by whatever reasonable means are at his/her disposal. These may include a review of the candidate's folder, a consultation with the Chair of the Candidate Progress Committee, The Chair of the Evaluation Panel, any member of the Evaluation Panel, and the candidate's adviser.

If the Chair of the Training Committee determines that the candidate's appeal has merit sufficient for a hearing, the Chair of the Training Committee will notify the Candidate Progress Committee of the fact as soon as the determination is made.

The Chair of the Training Committee will then appoint an Appeals Committee consisting of three members who are acceptable to the candidate, including a designated chairperson. This Appeals Committee will meet with the candidate to inquire into the grounds for the appeal and review all other relevant data. In the case of dispute over the findings of

an Evaluation Panel, the Appeals Committee will re-evaluate the case material presented previously to the Evaluation panel, using the criteria listed in the guidelines for Graduation and Advanced Standing Evaluation Panels.

The chairperson of the Appeal Committee will report the committee's findings to the Chair of the Training Committee. This report, made in writing, will consist of a decision which upholds or overturns any previous decision by the Evaluation Panels and/or the Candidate Progress Committee, and indicate any recommendations or suggestions.

The Chair of the Training Committee will convey to the Candidate Progress Committee the Appeals Committee decision and any recommendations. The Chair of the Candidate Progress Committee will inform the candidate of these findings as soon as possible, but usually within one week.

Ethical Complaints Procedure

A candidate or faculty member against whom an allegation of ethical violation has been brought, or even threatened, will bring this to the attention of the Dean and discuss it with the Dean who will counsel and support the candidate or faculty member. The Dean will call a meeting of the Analyst and Patient Assistance Committee consisting of the Dean and two analysts selected from the faculty by the Dean. The Analyst and Patient Assistance Committee will make a recommendation to the Training Committee, and the Training Committee will determine a course of action.

Proposed Tuition Amounts

IIPT tuition looks higher than comparables, because this is a different institute to which there are no comparables. Fees at IIPT are high because IIPT is a small specialized institution with flexibility to adapt to the candidate's interests and geographical circumstances. At IIPT candidates get access to international analysts as teachers, supervisors, and analysts, and their own choice of approved analyst in their own location. Efforts to reduce the tuition amount are constantly in discussion. Payment schemes and scholarship help may be requested in case of financial need.

In the first two years, \$3890 per candidate per year (plus \$400 annual membership dues in IPI) includes all institutes, weekends, and weekly seminars on analytic theory and technique (to which conference telephone charges also apply).

In the third year, \$3200 per candidate per year (plus \$400 annual membership dues in IPI) includes all institutes, weekends, and weekly seminars on analytic theory and technique (to which conference telephone charges also apply).

In years beyond the third year, \$1600 per candidate (includes \$400 annual membership dues in IPI) includes attendance at the minimum two

weekends required, or more weekends if desired, and also analytic seminar (to which conference telephone charges also apply).

Infant observation seminar: \$90 per person per weekly seminar for one year, plus telephone charges.

Fees each year are payable in two installments, and payment plans may be requested.

Tuition for electives is by arrangement with the teacher of that elective.

Fees for personal analysis are set on an individual basis by the treating analyst.

Fees for supervision are negotiated directly with the IPI supervisor (faculty or adjunct). They are likely to be in the \$100-\$190 range.

Hours of Instruction in the Analytic Institute

Classes Year 1	Total Hours	243
Summer Institute (8 days course/independent study)	53	
1 st & 3 rd Tues. Seminar Analytic Technique/ Process (18 x 1.5 hrs)	27	
2 nd & 4 th Tues. Seminar Theory/Method of Analysis (18 x 1.5hrs)	27	
4 weekend conferences and small candidate-only group (4 x 15 hrs)	60	
Infant Observation 20 sessions each 2.5 hours (or in second year)	50	
Couple/ Family in IPI course if not taken yet	36	

Classes Year 2	Total Hours	203
Analytic Summer Institute (8 days course/independent study)	53	
1 st & 3 rd Thurs. Seminar Analytic Technique/ Process (18 x 1.5 hrs)	27	
2 nd & 4 th Thurs. Seminar Theory/Method of Analysis (18 x 1.5hrs)	27	
4 weekend conferences and small candidate-only group (4 x 1.5 hrs)	60	
Elective in IPI course on object relations (9 x 4 hours)	36	

Classes Year 3	Total Hours	109
Analytic Summer Institute (4 day weekend/independent study)	25	
Weekly Seminar: Analytic Technique and Process (18x 1.5 hours)	27	
Weekly Seminar: Theory/ Method of Psychoanalysis (18 x 1.5 hrs)	27	
2 weekend conferences and small candidate-only group (2 x 1.5 hrs)	30	

Classes Beyond Year 3 until graduation	Total Hours	variable
2 IPI weekend conferences on object relations	30	
1 Couple and Family institute if not already taken as a prerequisite or co-teaching the analytic seminar	36	
	22	

Supervision on 3 Cases seen x4 a week	Total Hours	200
1 case in individual supervision for 2 years	80	
1 case in individual supervision for 2 years	80	
1 case in individual supervision for 1 year	40	
(1 or 2 cases may be of a child or adolescent)		

Personal Psychoanalysis x 4 week, person/phone, minimum hours 480

<u>Integrated Class Electives</u>	<u>Total Hours 36</u>
In Psychoanalytic Theory & Practice (not all offered each year)	
Master videoseminar: (David Scharff and guests)	36
Bion/Meltzer seminar (Ashbach)	36
Klein seminar (Paul Koehler)	36
Deepening the Treatment (Rovner)	15
Introduction to Psychoanalysis (J. Scharff)	12
In Applied Psychoanalysis	
Couple/Family Institute or 2 weekends (Bagnini/Scharff)	36
Independent Research Project (NCU or CSWI)	36

Credit for work in the analytic institute will apply to the North Central University, Arizona PhD. program (accredited) at the rate of 1 credit hour per 16 contact hours up to 28 credit hours.

Readiness for Graduation

Readiness for graduation from the analytic institute at IPI will be determined by completion of the required course of study consisting of three years of analytic program seminars, summer institutes, and weekend courses, following the introductory two-year program in object relations theory and practice; infant observation action research seminar, family and couple institute or equivalent, and elective seminar; sufficient personal analysis (no less than 480 of which at least 300 hours must overlap with the analysis of training cases, unless there has been extensive prior analysis in which case 200 hours of overlap may be approved); the required number of treatment hours and supervision of clinical cases (two patients for at least 340 sessions over two years under supervision of 80 hours, and one patient for at least 170 sessions over one year under supervision of at least 40 hours); timely completion of all writing assignments; satisfactory performance in class participation and supervision as noted on evaluation forms; timely completion of all reports including the final case write-ups; and presentation of a paper on a concept or a technical problem and discussion with the audience, preferably at a weekend IPI conference.

When ready to meet the Panel, the candidate completes the document of readiness and informs the advisor (i.e. the first supervisor) who will communicate with the Chair of the Candidate Progress Committee who will review the file, discuss the application to graduate with the Candidate Progress Committee, and if the candidate's readiness is documented and agreed, the Chair will select the Panel. The panel will consist of two IIPT faculty members, one of whom must be on the Training Committee, and one IIPT adjunct faculty member, none of them being the analyst or supervisor of the candidate. Its Chairperson must be a full faculty member.

Based on the criteria of readiness listed above The Candidate Progress Committee will determine whether the candidate is ready to meet the

panel, or whether more analysis or supervision is to be recommended. Using criteria determined by the Training Committee and listed below, a Graduation Evaluation Panel of 3 IIP T analysts (at least one of them on the Training Committee) will evaluate the case reports and engage with the candidate in a discussion of one of the cases selected by the candidate.

An exception to this occurs if the candidate is eligible for advanced standing in which case a previously analyzed case under supervision may count as the third case. This case will be evaluated separately at the end of two years of the program under the guidelines for evaluation of advanced standing. When ready to present for graduation, that candidate will send only the remaining two case write-ups to the Panel.

Tasks of the Graduation Evaluation Panel

Assesses the candidate's mastery of the basics of doing psychoanalysis re:

- Psychoanalytic diagnosis in relation to treatment issues
- Maintenance of good boundaries and ethical behavior
- Maintaining a receptive stance with negative capability
- Sensitivity to unconscious communication
- Awareness of the nature, range, and handling of resistances
- Capacity to evoke, recognize, contain, and interpret transference.
- Capacity to bear negative transference
- Capacity to give transformational interpretations
- Capacity to identify, contain, and interpret countertransference
- Capacity to make a clear formulation consistent with a recognizable theoretical stance from among the many psychoanalytic approaches

Confirms that the candidate is stable, mature, and professional in outlook and manner.

Ensures that the candidate has demonstrated the ability to create, recognize, and sustain analytic process

Determines whether the candidate functions independently as a psychoanalyst, not requiring any more supervision, is capable of self-analysis and has an evolving identity as a psychoanalyst. (After graduation the candidate may choose to seek supervision, and is advised to do so during the first termination process, but this is consistent with functioning independently.)

Makes specific recommendations for continuing the learning process in cases where the candidate is found not ready for graduation. These recommendations will be geared to meeting the basic requirements, and not more than that level of sophistication. Future graduation will be contingent upon these recommendations being implemented -- in addition to basic requirements of the three year analytic training course and the two year introductory course having been met.

Applies the highest reasonable standards in accordance with the basic requirements listed above, but the aim of the panel is to assist the candidate in completing the training program, not to restrain the achievement of autonomy and peer status.

The Candidate Progress Committee reviews the Graduation Evaluation Panel recommendation and makes the decision whether to recommend that the candidate graduate or not.

The Training Committee considers the recommendation, and if in favor, makes the decision and issues the graduation certificate.

If the Training Committee does not accept the recommendation, the Chair of the Candidate Progress Committee communicates with the candidate and provides feedback helpful for the candidate in developing as an analyst or may make any recommendations as to how to proceed towards graduation. The aim of the panel is to assist the candidate in completing the training program, not to restrain the achievement of autonomy and peer status.

We envisage that a candidate could possibly complete the required courses, analytic treatment and supervision hours for three cases within three years (beyond the two years of object relations theory and practice) especially if he/she earns credit for already taken IPI courses. More usually completion will take four to five years.

Appeals Procedure

If a candidate disagrees with the decision of the Candidate Progress Committee, the candidate is encouraged to discuss this with his/her advisor and affective group. The candidate may initiate an appeal by writing to the Chair of the Training Committee, outlining in detail the specific grounds for the appeal. This appeal must be filed within one month of the decision that is in dispute. The criteria under which an appeal may qualify to be heard, and the procedures of the appeal process, are outlined in the Appeals Procedure Manual.

Certification in Psychoanalysis

At graduation the candidate will receive a certificate stating that the candidate has satisfied the requirements for practice in psychoanalysis.

Faculty Application Process

Graduates of IIPT are automatically eligible to be considered for a faculty appointment. Graduates of other psychoanalytic institutes of comparable standards may be considered for appointment to the faculty after a period of immersion at IPI weekend conference events in which their character, professional integrity, depth of knowledge, commitment to process and review, and familiarity with object relations theory can be assessed.

The faculty appointment process is as follows. A graduate analyst will be invited to co-teach an analytic seminar with a member of the Training Committee. If that member is satisfied as to the graduate's teaching

ability, an appointment to the faculty will be recommended to the Faculty Selection and Progression Committee, and then ratified by the Training Committee. If that member is not satisfied, then the graduate will be asked to do some more co-teaching and will be mentored as to how to improve, and the appointment can be reconsidered. Not all graduates who are competent to practice analysis are competent to teach, and so a decision must be made. There are many other ways to be a valued member of the IIPT community and to serve the mission of IIPT.

Faculty Progression Process

Supervising Analyst

When a graduate analyst has had 5 years of experience, and in some exceptional cases sooner than that, the Faculty Selection and Progression Committee will consider whether they are sufficiently experienced in the practice and teaching of analysis to become supervising analysts. They will be asked to supervise their first supervision with an adjunct faculty member who will advise on readiness for independent supervision.

Treating analyst

Any graduate analyst in good standing, 5 years post graduation, and with sufficient experience of clinical analytic work with patients, may be the treating analyst of a candidate. If a potential candidate who applies to IIPT has an analyst who does not meet these exact specifications, the analyst may apply to the Faculty Progression Committee for an exception because IIPT does not want to advise transfer to another analyst when an analysis is going well. The Faculty Progression Committee will consider the request carefully and make every effort to help that analyst qualify as the pre-candidate's analyst for training purposes. For instance, the analyst may be asked to be in supervision with an adjunct faculty member who is accredited as a training analyst by the International Psychoanalytic Association, or the candidate may wait to apply until the analyst does meet the requirements.

Administering, Teaching and Supervising at IIPT

Founding IPI analytic institute faculty members are Sharon Dennett, Robert Rovner, Jill Scharff, and David Scharff, all of them more than five years ago graduated from institutes authorized by the American Psychoanalytic Association, the Canadian Psychoanalytic Association, or the International Psychoanalytical Association. Douglas Dennett, a graduate of the Montreal Psychoanalytic joined in 2005. Adjunct faculty who have agreed to join us to teach and/or supervise candidates in this program include Christopher Bollas, Judith Chused, Earl Hopper, Nasr Ilahi, Otto Kernberg, Ted Jacobs, Anton Obholzer, Michael Parsons, Randi Paulsen, Vamik Volkan, Paul Williams, and Sharon Zalusky. Some local analysts have indicated interest in offering analysis on the telephone and in person in condensed blocks 5 times a year for candidates who commute in to IIPT. Other experienced graduate analysts from other institutes and other countries may volunteer or be asked to help us teach and supervise as needed, provided they fulfill the criteria of competence and compatibility and ethical behavior, and they are supportive of the

group affective model. IPI psychotherapy institute faculty will teach elective courses in analytic theory in their areas of special interest.

Accreditation and Affiliation

IIPT has set its priority: to establish an analytic training program designed in accordance with the principles we value – flexibility, responsiveness to the educational needs of the candidate, commitment to a contemporary object relations approach in relation to other psychoanalytic theories in the pluralistic psychoanalytic context of this century, and valuing of all the modalities of psychotherapy. Nevertheless, we are interested in being appreciated as a valuable training institution by our peers and authorized by society. So we have explored the value of affiliation and accreditation as follows:

IIPT has been registered with the Maryland Department of Assessments and Taxation (F4271128) since 1995.

IIPT is a program of, and is administered by, the International Psychotherapy Institute (IPI). IPI is approved by the American Psychological Association to sponsor continuing education for psychologists (9/1/1992 – 8/1/2009). IPI maintains responsibility for the program and its content. IPI is recognized by the National Board of Certified Counselors to offer continuing education for counselors (provider #6017, expires 2012), and IPI adheres to NBCC Continuing Education Guidelines. IPI is a California Board of Behavioral Sciences approved continuing education provider for MFCC and LCSW licensure (approval #PCE 1508, expires 2009). IPI is responsible for all courses of the International Institute for Psychoanalytic Training.

The **Association of Autonomous Psychoanalytic Institutes (AAPI)** of which IPI is a member has already verified that IIPT met its standards but we regret that they are not sufficiently rigorous for our purposes, and so we are exploring other avenues as well.

American and International Psychoanalytic Association (APsA and IPA) authorized training institutes (where IIPT faculty trained and with which we maintain allegiance) are required to appoint training analysts (a stance we profoundly disagree with) and do not accept telephone analysis (an option that our candidates require) and so affiliation with them is unfortunately rejected at this time. Nevertheless we maintain a block subscription to the International Journal of Psycho-Analysis for candidates and we encourage attendance at meetings of the American and the International because we value this affiliation.

The **National Association for the Advancement of Psychoanalysis (NAAP)** established the American Board for Accreditation in Psychoanalysis to accredit Jungian, Adlerian and various other unaffiliated institutes. ABAP is advanced in terms of being organized, in compliance with, and influencing Board of Education requirements, but not specific enough to reflect the intensity and rigor of IIPT standards.

NY State Education Department

Application was made to the NY State Education Department for approval of the International Institute for Psychoanalytic Training as a program designated as leading to licensure in psychoanalysis. This application was rejected without being considered because the Department had never authorized a program out of state.

Accreditation Council for Psychoanalytic Education (ACPE) was formed to accredit psychoanalytic institutes in the United States. It operates separately and independently of the Consortium that gave rise to it. **The Consortium** comprises four professional organizations, each of which we value highly: 1) The Division of Psychoanalysis of the American Psychological Association; 2) The American Psychoanalytic Association; 3) The American Academy of Psychoanalysis and 4) The National Membership Committee on Psychoanalysis in Clinical Social Work. The Consortium has agreed on standards for the certification of psychoanalysts and has sponsored the incorporation of the **Accreditation Council for Psychoanalytic Education (ACPE)** which has applied to the federal Department of Education for recognition as the external accrediting body for psychoanalytic education. We believe that the IIPT curriculum and requirements are largely in compliance with Consortium standards. ACPE made a site visit to IIPT and awarded us the status of Deferred Approval, because IIPT had not seen any candidates through to graduation at the time of that visit. ACPE will revisit IIPT in June 2008, when 6 candidates have graduated. IIPT is interested in receiving this accreditation to take our place in the community of psychoanalysts. Nevertheless, our priority is to establish the program that reflects our mission.

Bios of IIPT Faculty Members

Douglas Dennett, M.D., (University of Vermont 1976). Residency at National Naval Medical Center, Bethesda, Maryland, and fellowship at University of North Carolina. Board certified adult and child psychiatry. Graduate, Canadian Psychoanalytic Institute, Quebec English Branch, Montreal 2005. Private Practice Essex, Vermont since 1989. President, Vermont Association for Psychoanalytic Studies 2005- .

Sharon Dennett CSW, B.A. in psychology (U. Vt. 1973), M.Ed. in Counseling (University of Vermont, 1974), M.S.W (University of Maryland, 1988 Phi Beta Kappa). Internships at St. Elizabeth's Hospital, and Children's Hospital, National Medical Center, Washington DC. Private practice of psychotherapy, in Maryland 1985-1989, and in Vermont since 1990. Faculty, Washington School of Psychiatry, Family Therapy Program 1987-1994 and Object Relations Program 1989-1994. Faculty, International Psychotherapy Institute (formerly known as the International Institute of Object Relations Therapy) since 1994, and Chair IPI Burlington since 2000. President, Vermont Association for Psychoanalytic Studies, 1999-2001. Graduate, Canadian Psychoanalytic Institute, Quebec English Branch, 2000. Member, International Psychoanalytical Association.

Robert Rovner PhD (University of Maryland, 1975). Internships at the Mental Health Center, University of Maryland and Inpatient Services, Veterans Administration Hospital, Washington, DC. Private practice in Maryland since 1975. Assistant Professor and clinical supervisor, PsyD program, The George Washington University. Certified sex therapist (AASECT). Graduate, Advanced Psychotherapy Training Program, Washington School of Psychiatry. Graduate, The Psychoanalytic Training Institute of the New York Freudian Society, 1999. Member, American Psychological Association and Fellow of the Maryland Psychological Association. Member, International Psychoanalytic Association. Training and Supervising Analyst, New York Freudian Society, Washington.

David E. Scharff MD (Harvard 1966). Residency at Massachusetts Mental Health Center and fellowships at Beth Israel Hospital Boston, Tavistock Centre London, and Childrens Hospital National Medical Center, Washington DC. Board certified adult and child psychiatry. Graduate, Washington Psychoanalytic Institute in adult and child psychoanalysis 1984, certified by the American Psychoanalytic Association in adult psychoanalysis 1986. Teaching Analyst, Washington Psychoanalytic Institute where he taught human sexuality and Freud's case histories. Clinical Professor of Psychiatry, Georgetown University and the Uniformed Services University of the Health Sciences. Teacher, Combined Military Services programs in psychiatry. Founder and Co-director, International Psychotherapy Institute, (formerly known as the International Institute of Object Relations Therapy) since 1994. Author, co-author, and editor of many books including, The Sexual Relationship, Refinding the Object and Reclaiming the Self, Object Relations Theory and Practice, Object Relations Individual Therapy, Fairbairn Then and Now, The Psychoanalytic Century, Tuning the Therapeutic Instrument, and other books on applied psychoanalysis. Member, American Psychoanalytic Association and International Psychoanalytical Association.

Jill Savege Scharff MD (by Flex exam), MB. Ch.B. (University of Aberdeen 1967), M. R. C. Psych. (Membership, Royal College of Psychiatrists, UK). Residency at Royal Edinburgh Hospitals Group, Edinburgh and Tavistock Clinic, London; and fellowships at George Washington University and Children's Hospital, Washington DC. Board certified adult and child psychiatry. Graduate Washington Psychoanalytic Institute adult and child psychoanalysis 1989, certified by the American Psychoanalytic Association in adult and child psychoanalysis 1990. Teaching analyst and associate child analytic supervisor, Washington Psychoanalytic Institute where she taught literature of child analysis, child analytic technique, and psychopathology of childhood. Clinical Professor of Psychiatry, Georgetown University. Founder and Co-director of International Psychotherapy Institute, formerly known as International Institute of Object Relations Therapy, since 1994. Author, co-author and editor of Projective Identification and the Use of the Therapist's Self

1992, Object Relations Individual Therapy 1998, Tuning the Therapeutic Instrument 2000, Object Relations Therapy of Physical and Sexual Trauma (1996), Self-Hatred in Psychoanalysis: Detoxifying the Persecutory Object (2003), The Legacy of Fairbairn and Sutherland (2005), The Psychodynamic Image (2006), and other books on applied psychoanalysis. Member, American Psychoanalytic Association and International Psychoanalytical Association.

Resources

Library of psychoanalytic books, reprint file, PEP-Web Access for all candidates and IPI members; 4-point real time videoconference capability; Library of Object Relations at Jason Aronson, a Rowman and Littlefield imprint for which David and Jill Scharff are the series editors; website at www.theipi.org; monthly newsflash; blog; and periodical bulletin posted on the website.

Curriculum

There are two major required components to the didactic portion of the analytic training program:

- 1) Summer Institutes and Weekly Seminar: An established curriculum
- 2) Required Weekend Courses on Object Relations Theory and Practice: A changing leading edge curriculum.

The curriculum covers 6 major teaching blocks on theory and 6 blocks on technique (see below), but these are presented in integrated sequences in each teaching session throughout the years.

THEORY (Course Numbers TH1 - TH6)

TH1

History of psychoanalysis from classical to contemporary

- Methods of psychoanalytic education
- Freud, Adler, Jung, Ferenczi and the Budapest school
- Summary of the development of Freud's contribution
- From Freud to Drive/Structural models
- Klein/Fairbairn/Winnicott/Kohut
- Contemporary European Contributors
 - Green, Anzieu, McDougall
- Contemporary Latin American contributors
 - Echegoyen, Hernandez, Rey de Castro
- The analyst's biography and theory developments
 - e.g. Freud, Klein, Fairbairn
- Pluralism, diversity, dissidence, controversy in psychoanalysis

TH2

Ethics

- Boundaries, confidentiality, collegial relationships
- Avoiding exploitation, conflict of interest
- Case studies
- Diversity and prejudice
- Care of the analyst's self

TH3

The Discovery of the Unconscious

- Dreams and self-analysis
- Studies of hysteria
- Unconscious processes
 - Primary and secondary process, language, slips
 - Unconscious fantasy
 - attacks on linking
 - symbolic equation and symbol formation
- Instincts and the topographic theory
 - Sexual, aggressive, self-preservative, life and death

“The Unconscious” or unconscious processes?

TH4

Normal Development

Freud’s psychosexual theory

Klein’s unconscious fantasy and projective identification

Paranoid-schizoid-depressive positions

Autistic-contiguous position

Anna Freud’s mechanisms of defence

Bowlby’s attachment theory

Fairbairn’s theory of introjection, splitting, and repression

The role of anxiety -- Signalling or regulatory

The role of affect

The role of the parent-infant relationship

Recognizing the influences that are

Developmental

Sociocultural

Transgenerational

Genetic

Interpersonal

Neuro-affective

and their impact on symptom formation and character structure

Developmental through the life cycle

Latency, Adolescence, Young adulthood, Sexuality and

Intimacy, Fertility, Child rearing, Mourning, Death

Facilitating the process of adaptation to reality at various developmental changes in all spheres of life

TH 5

Psychic Structure

Identification

Mourning and melancholia

Projective and introjective identification

Structural theory: ego, id, superego

Theory of endopsychic structure

Introjection

Splitting and repression

Attachment style and mentalizing ability

Intrapsychic conflict and management

Interpersonal expressions

Refinding the object

Object construction and elimination

Conceiving of the Self

TH6

Pathological Formations

Diagnosing, conceptualizing, understanding and treating state of mind:

Hysterical

Obsessional
Psychotic
Borderline/Narcissistic
Traumatized/Dissociative Identity Disorder
Facilitating character change by understanding patterns of behavior
and resolving their unconscious significance.

TECHNIQUE, Classical & Contemporary (course numbers TE1 – TE6)

TE1

Beginning psychoanalysis

Consultation
Indications, contraindications, analyzability
The transition from psychotherapy to psychoanalysis
Establishing and maintaining a psychoanalytic space
Early resistance
Transference manifestations
Bringing the Unconscious to awareness
Developing a working alliance
 Holding and containment
 The positive transference
Establishing the frame
 Beginning and ending of the session

TE2

Dealing with resistance

To analytic process
To the emergence of the unconscious
To the transference
Transference as resistance

TE3

Dealing with transference and countertransference

The positive and negative transference
The idealizing and mirroring transferences
Contextual and focused transference and countertransference
Recognizing the displaced transference
Gathering the transference
Understanding the countertransference
Analyzing projective identifications
The geography of the transference

TE4

The use of interpretation

Interpretation of defence
Clarifications, exact and inexact interpretations
Tact and timing
Tracking responses to interpretation

TE5

Working Through

- Fostering adaptation to reality in all spheres of life
- Understanding patterns of behavior
- Understanding the unconscious significance of patterns of behavior
- Working towards character change
- Analyzing the wish to quit
- Recapitulation, progression and regression
- Terminating
- The self analytic function
- The real relationship post analysis (especially candidate and analyst)

TE6

Concepts of Therapeutic Action

- The therapeutic alliance and the holding environment
- The environmental mother and the object mother
- Holding and containment
- The re-creation of the internal object relationship
- The analytic third
- The transference neurosis
- Interpretation of defense
- Interpretation of anxiety
- Interpretation of conflict inside the self
- Modification of the superego
- Identification
- The development of genera and new objects

TECHNIQUE, Classical & Contemporary (course numbers TE1 – TE6)

TE1

Beginning psychoanalysis

- Consultation
- Indications, contraindications, analyzability
- The transition from psychotherapy to psychoanalysis
- Establishing and maintaining a psychoanalytic space
- Early resistance
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- Bringing the Unconscious to awareness
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Interpretation of defense
Interpretation of anxiety
Interpretation of conflict inside the self
Modification of the superego
Identification
The development of genera and new objects

2) Required Weekend Courses on Object Relations Theory and Practice: A changing leading edge curriculum.

In 2004-2005, readings on topics and weekend guest speakers were:
The fate of the self and its objects in severe disturbance (Paul Williams)
The potential space: construction or creation (Max Hernandez)
Psychoanalysis and neuroscience (Allan Schore)
Object relations therapy: past, present, and future (Ted Jacobs)

In 2005-2006, readings on topics and weekend guest speakers were
Trauma (Hans-Jurgen Wirth, Felix Velasco, Victoria Castanon):
Levels and types of pathology (Anne Alvarez)
Attachment and the self: research and therapy (Mary Target)
Ferenczi and the origins of object relations (Andre Haynal)

In 2006-2007, readings on topics and weekend guest speakers were
Neuroscience and psychoanalysis (Allan Schore)
Infant research and adult treatment (Frank Lachman)
New developments in psychoanalysis (Otto Kernberg)
The Bi-personal field (Antonino Ferro)
Evening program: Women and gender (Dana Birksted-Breen)

In 2007-2008, readings on topics and weekend guest speakers will be
The violent patient (Rosine Perelberg)
Psychotherapy terminable and interminable (Sharon Dennett and Charles Ashbach)
Sociocultural aspects of psychoanalysis (David Balfour and Carl Bagnini)
Character (Christopher Bollas)
Day program: The PDM: psychodiagnosis of personality disorders (Nancy McDowell)

Other Required courses

Infant observation action research
(Jeanne Magagna, Hope Cooper, Nancy Bakalar, Chris Norman)

Object Relations Theory and Practice (Paul Koehler)
Application of Psychoanalysis to Couple and Family Therapy
(Carl Bagnini, Jill Scharff)

The International Psychotherapy Institute

History, Structure, Mission

The International Psychotherapy Institute (IPI) based in Chevy Chase Maryland (and formerly called the International Institute of Object Relations Therapy) is a not-for profit organization with 501(c)(3) status and a lay person Board. Its purpose stated in its articles of incorporation is to further psychoanalysis. IPI is a learning community for working on understanding the intrapsychic and interpersonal processes of self and other through study, research and learning from experience. The aim of the Institute is to provide a rigorous experience in psychotherapy and psychoanalysis using the Group Affective Model in which the learning matrix includes ongoing small groups for integrating cognitive and affective experience to facilitate internalization of the concepts and their application to clinical work. This Group Affective Model modifies the problems of isolation, elitism, and omnipotence that can occur when teaching and supervising faculty members work in isolation, and when the affective component is divorced from the educational component of the training. IPI is designed to accommodate commuting participants, most of whom have come from the United States, Canada, and Panama RP, and a few from Korea, Austria, and Germany, where they practice as psychotherapists interested in object relations theory and as analysts already trained in theory other than object relations.

The IPI institutional structure is built on an open-systems model, consonant with analytic principles. We are multidisciplinary by preference and by tradition. In addition to the analytic institute, IPI has individual, couple and family psychotherapy training programs and group affective group leader training in which candidates can apply their analytic expertise and in which they can eventually teach. The existing IPI institution enables us to keep psychoanalysis relevant by its articulation with other forms of therapy and wider bodies of knowledge, and with areas of health service delivery such as psychological services for Operation Smile which the Panama satellite has pioneered.

IPI has 2 chapters, one in Panama RP and one in Salt Lake City, and a strong local program at headquarters in Chevy Chase, Maryland. IPI has faculty-led satellite study groups in 10 cities in the United States – Burlington, Charlottesville, Kalamazoo, MI, Long Island, Manhattan, New Orleans, Omaha NE, Pittsburgh PA, Philadelphia, Richmond VA, and Tampa, and an IPI Fellow-led study group site in Williamsburg. These local programs variously feature local courses, telephone group supervision, and multi-point international videoconference seminars in real time.

Affiliations of International Psychotherapy Institute

IPI has been a member of the Association of Autonomous Psychoanalytic Institutes. IPI members may choose to join as individual members.

IPI has a formal affiliation agreement with the distance learning Psy.D. or Ph.D. program and North Central University of Arizona (NCU) NCU-enrolled students earn credit for their training courses taken at IPI. Credit for work in the analytic institute applies to the NCU PhD programs at the rate of 1 credit hour per 16 contact hours up to 28 credit hours.

IPI had an unofficial agreement with the Clinical Social Work Institute (CSWI) whereby their doctoral candidates could get credit for electives taken at IPI and whereby each institution served as a research site for the other.

IPI is a member of the Consortium for Psychoanalytic Research. IPI participates with 13 local psychoanalytic and psychotherapy training institutes to plan and host the Consortium's annual research meeting in Washington DC.

Affiliations for International Institute for Psychoanalytic Training
IIPT has applied for accreditation by ACPE Accreditation Council for Psychoanalytic Education, has been site visited, and will be revisited in June for a final determination.

IIPT candidates are members of the local Joint Candidates Committee participating with candidates from the Washington Psychoanalytic, Baltimore Washington, ICP and P, and the Freudian institutes.

History: The Development of Psychoanalytic Training at the International Psychotherapy Institute

In 1995, the International Psychotherapy Institute (IPI) -- formerly called the International Institute of Object Relations Therapy (IIORT) -- was incorporated as a non-profit 501(c)(3) institution for training psychotherapists and psychoanalysts in principles of object relations. We see individual psychoanalysis is a specific form of psychotherapy characterized by depth and intensity, achieved in the context of frequent treatment sessions over an extended period of time. The goal of psychoanalysis is to alleviate emotional suffering by bringing unconscious processes into awareness to improve adaptation and functioning in love, social relationships, and productive work. The intensity of psychoanalysis is geared to developing a depth of exploration and understanding that facilitates character change and growth.

Conclusion

The International Institute for Psychoanalytic Training augments the International Psychotherapy Institute as a center of excellence and experiential research dedicated to learning from study and personal experience and applying the learning to clinical work across the therapeutic continuum of individual psychoanalysis, individual psychotherapy, and couple, family and group psychotherapies.

APPLICATION FOR PSYCHOANALYTIC TRAINING AT IIPT

NAME

Degree and Profession

Current professional position

ADDRESS

TELEPHONE

E-MAIL ADDRESS

SKYPE ADDRESS

LICENSURE

TWO-YEAR IIORT/IPI PROGRAM OR EQUIVALENT

Dates

Location

IPI ELECTIVE

Dates

Topic

Teacher

INFANT OBSERVATION COURSE

Dates

Teacher

FAMILY/COUPLE INSTITUTE, COURSE, OR 2 WEEKENDS

Dates

Topic

Teacher

EXPERIENCE WITH DIAGNOSIS, CONSULTATION, REFERRAL

PRIOR PSYCHOTHERAPY TRAINING

Name of course or program

Year

Name of teacher

PRIOR PSYCHOTHERAPY PRACTICE EXPERIENCE

Location

Number of years

PREVIOUS SUPERVISORS

Name

Year

Number of sessions

EXPERIENCE WITH DIVERSITY

PSYCHOANALYSIS

Name of psychoanalyst
Affiliation and date of graduation of psychoanalyst
Start date
Frequency
Ongoing
Analyst's signature here
or separate note signed by analyst to confirm these details

LETTERS OF RECOMMENDATION

- 1) From IPI faculty member/supervisor
- 2) From any IPI member

PERSONAL STATEMENT (only one or two paragraphs)

SIGNED PERMISSIONS AND PERSONAL GUARANTEE

- It is true that there are no complaints of unethical behavior against me
- I agree to abide by the ethical guidelines of IIP
- I enclose proof of license and malpractice insurance for my discipline
- You may talk to my supervisors
- I agree to use email attachments, encryption, Skype technology
- I enclose \$ 50 application fee

SIGNATURE

DATE

Mail to David Scharff, Director of Admissions,
International Institute for Psychoanalytic Training,
6612 Kennedy Drive Chevy Chase MD 20815-6504
or fax to Anna Innes, Executive Administrator, at 301-951-6335

NOTE: Don't worry if you don't meet each and every criterion exactly. What we need to be sure that the program is right for you varies with each applicant's unique background and experience. With this revised form, while checking off items we have asked for, you'll be sure to cover the details, and at the same time give us a sense of who you are and where you are in your journey as a therapist. We welcome your suggestions for improving the process.

