

# **Blanton-Peale**

## **Institute & Counseling Center**

# **Blanton-Peale Graduate Institute Psychoanalytic Training Program**

## **Course Catalogue** *Course Listing, Description, Program Requirements, and Fees*

## Course Listing

(PS 101) Diagnostic Assessment and Treatment I (PS 102) Diagnostic Assessment and Treatment II  
(PS 104) Professional Ethics  
(PS 107) Growth and Development I (PS  
108) Growth and Development II  
(PS 105) Introduction to Psychoanalytic Theory and Process I  
(PS 106) Introduction to Psychoanalytic Theory and Process II (PS201)  
Introduction to Depth Psychology I  
(PS202) Introduction to Depth Psychology II  
(PS203) Object Relations Theory I  
(PS204) Object Relations Theory II  
(PSI 10) The Symbolic Nature of the Psyche I (PSI 11)  
The Symbolic Nature of the Psyche II  
(PS205) Faith, Values and the Psychology of Religious Experience I  
(PS207) Socio-cultural Influences on Growth and Psychopathology I  
(PS208) Socio-cultural Influences: Trauma, Terror, PTSD & Clinical Treatment (PS301)  
Advanced Psychoanalytic Theory and Process I  
(PS302) Advanced Psychoanalytic Theory and Process II  
(PS303) Contemporary Psychoanalytic Thought I (PS304)  
Contemporary Psychoanalytic Thought II (PS306) Use of  
Dreams in Psychoanalysis I & II  
(PS3 07) Spiritual Dimensions of Clinical Practice I (PS3  
08) Spiritual Dimensions of Clinical Practice II  
(PS208) Psychoanalytic Research Methods/Integrative Paper (PS209) Sexuality Issues in  
Clinical Practice  
(PS000) Initial Interview (CCS I)  
(PS400) Clinical Case Seminar (PS401)  
Clinical Training Conference

## THE INTEGRATIVE PAPER

The integrative paper facilitates the integration and articulation of the resident's theoretical framework and clinical competencies within the theological/spiritual/ symbolic dimensions that inform the resident's work as a psychoanalyst.

The paper should have a unifying theme with the resident's personal imprint. The faculty is interested in a solid presentation and application of theoretical, spiritual, and clinical insight that is not a mere restatement of course materials.

Residents may present this integration in light of specific theoretical paradigms: classical or neo-Freudian, Ego Psychology, Object Relations, Relational, Self-Psychological, Inter-subjective, Jungian, Existential, or Modern Psychoanalytic thought.

## SUPERVISION

A major emphasis in the residency training at the Blanton-Peale Graduate Institute is the development of clinical competence in psychoanalytic method. This is accomplished through intensively supervised clinical work within the supervisor- resident relationship. During training, residents receive multidisciplinary supervision with supervisors of various theoretical backgrounds and contexts.

A Summer Clinical Practicum is offered to incoming residents. The purpose of this seminar is to orient new residents to clinic procedures and to provide group supervision for one or two patients assigned to the resident for ongoing treatment. Patients are assigned only when the incoming resident has met with the Director of Training to review suggestions for approved therapists and has begun the personal therapy process.

Individual General Supervision consists of the supervisor and resident conferring weekly to review the resident's one-on-one clinical work and ongoing treatment of the patient. A general supervisor supervises a maximum of 6 patients or 8 clinical hours. When a resident's patient caseload increases, an additional general supervisor is assigned.

Supervision-in-Depth (SID) consists of a supervisor and resident conferring weekly to review the resident's work with one patient for a deepened theoretical and process-oriented understanding of the treatment over time. 50 hours of supervision-in-depth are required and this level of supervision usually begins in Phase II. Residents in consultation with the dean may elect to continue SID after the 50-hour requirement is completed or request a second general supervisor.

## RESIDENCY PROGRAMS COURSE DESCRIPTIONS

### **Diagnostic Assessment and Treatment and Psychopharmacology I and II (PSIOI, 102)**

This is a year-long course on clinical assessment and diagnosis usually taken by incoming residents. The course will familiarize residents with psychopathology and research, but the emphasis will be on hands-on skills in conducting intake interviews and assessing potential for psychotherapy in patients coming to the Blanton-Peale clinic. Classes will cover the mental status examination (MSE), history taking, medication consults, and diagnosing the effects of psychological trauma. Psychoanalytic and family systems approaches will be stressed. Special reading assignments will serve as a way to expose the class to different approaches to diagnosis and assessment as well as particular issues in research.

### **Initial Interview (CCS120[PS103])**

This introductory course will focus on learning the basic skills of conducting initial interviews and assessments for individual, couple, and family therapy. An integrative theoretical and clinical application approach will be presented, including spiritual dimensions. Consideration will be given to Blanton-Peale Counseling Center Procedures and NYS mental health reporting requirements. Classes include reading, lecture, discussion, role-playing, case presentations, and audio/visual materials.

### **Professional Ethics (PSI04)**

Residents will study and discuss professional ethics from the NAAP Code of Ethics. Consideration of current issues involving confidentiality, managed care, and child protection are reviewed.

**Introduction to Psychoanalytic Theory and Process I and II (PS105, 106)** This course will introduce the students to basic psychoanalytic theories and practices. We will study, briefly, the history of psychoanalysis to understand the context out of which these theories arose. We will study the basic tenants of the practice of psychoanalysis through reading and discussing original and contemporary texts. We will look at clinical examples to illustrate and illuminate psychodynamic processes, and we will explore the students' clinical work in light of the theories. We will also engage the spiritual questions raised by this study.

### **Growth and Development I and II (PS107, 108)**

This course will examine selected bio/psycho/social issues in human growth and development over the life span. Growth and Development I will cover the period of infancy through latency and will integrate concepts from the traditional models, together with recent infant research, feminist theory, cultural contexts and spiritual development. Human development will be viewed within the transactional matrix in which the person, family and ever-widening social environments are in reciprocal interaction and mutual influence. Both the traditional stage models and the current alternative models that challenge traditional assumptions will be explored critically for their theoretical usefulness and clinical application. Clinical vignettes and interventions will be drawn from work with individuals, couples and family.

### **The Symbolic Nature of the Psyche I and II (PS110,111)**

This course surveys Carl Jung's contributions to depth psychology and to the symbolic nature of the psyche. Classical Jungian concepts such as objective psyche, ego, persona, shadow, anima/animus, complexes, archetype, Self, transcendent function, individuation, dreams, and active imagination are studied. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of Jung and Jungian theorists such as von Franz, Jacobi, and Edinger among others. Students will explore various imaginal constructs through class exercises and examine some of the special knowledge obtainable from images in active imagination, communications of the body, dreams, reverie, and other related modes of experiencing.

### **Introduction to Depth Psychology I and II (PS201 , 202)**

This course will chart the evolution of theories about the inner realm of the person called the unconscious, and in western religious language known as the soul. Readings and discussions will focus on the emergence of psychodynamic psychotherapy from its earlier matrix in western religious life. Tracing the differentiation of concepts of psyche from those of soul, the course will highlight the historical development of depth psychology from the theories of Mesmer through to the contemporary reflections of Bollas and Eigen. Focusing on the work of Freud, Jung, and Winnicott, residents will examine their various understandings of the role of religious experience in the formation of a healthy or pathological psyche. Special attention will be given to their ideas about fantasy/illusion, symbols, dreams, ritual and play. The clinical relevance of these theorists and their

### **Object Relations Theory I and II (PS203, 204)**

This two-semester course will introduce the basic concepts of Object Relations Theory through exploring the thoughts of some of the most significant contributors to the field, including Melanie Klein, Ronald Fairbairn, Harry Guntrip, D.W. Winnicott, Ana-Maria Rizzuto, and Christopher Bollas. Our goals will include: (1) developing a working knowledge of object relations theory; (2) learning how to reflect on and use this theory in various clinical settings to develop competency in its use; (3) integrating theological/spiritual perspectives on this theory; and (4) applying these perspectives to issues of spiritual development and practice.

### **Faith, Values and the Psychology of Religious Experience (PS205)**

This course will focus on the religious awareness and experience of clients and therapists in pastoral psychotherapy. Course participants will explore several facets of faith development:

- The origins of human faith activity
- The distinctions between "faith", "belief", "religion" and "spirituality"
- Assessment of faith as it relates to the psycho-spiritual self
- The effect of religious beliefs and traditions upon resolving life
- Crises and life cycle issues
- Values and the formation of a moral code

Cultural patterns, gender differences, fundamentalism, and conversion experiences will be added into the mix, which will hopefully prepare students to integrate the religious and psychological life of those we engage in therapy.

### **Social Cultural Influence on Growth and Psychopathology (PS207)**

At the center of this course is the premise that clinical assessment and treatment of individuals and families of diverse populations must take cultural contexts into account. In short, this course is concerned with multicultural issues in psychotherapy. The underlying assumption here is that culture and historical change are integral to the psyche and that it is, therefore, critical that therapists acquire knowledge in the areas of personality development and attitudes of various ideas for the development of healthy psychological and religious life will be emphasized. Residents will be encouraged to contribute observations both from their clinical practice and from religious life, with a view towards integrating the depth psychological dimensions of each.

### **Psychoanalytic Research Methodology (PS208)**

A primary focus here will be on methods of research appropriate to the development of the Integrative Paper. Also included will be issues facing the practice of psychoanalysis as an approach to human understanding and as clinical practice. The course will address such issues as the place of empirical research in relation to psychoanalytic theory and in relation to the viability of psychoanalysis itself.

### **Advanced Psychoanalytic Theory and Process I and II (PS301 , 302)**

This two-semester course will explore, experiment with and experience the advanced techniques of the practice of psychotherapy that permit work, not only with patients capable of an object transference, but with those patients evincing pre-oedipal and narcissistic personality disorders. Attention will be paid to both the mechanisms of defense and to the pathological structures that necessitated their formation. Role-playing will have a part in the teaching throughout the year. A reading list will be distributed once the theoretical and practical skills of the students have been determined.

### **Contemporary Psychoanalytic Thought I and II (PS303, 304)**

This is a year course covering the contemporary theoretical perspectives in today's mainstream of psychoanalysis. We study the Self Psychological, Intersubjective, Relational, Interpersonal and Constructivist approaches. The teaching approach is to make the theories most meaningful by tying them to clinical experience and to examine their spiritual implications.

### **Use of Dreams in Psychoanalysis (PS 306)**

This course will cover in depth the leading theories of dream interpretation in psychoanalytic practice including Freud, Jung and modern theorists. A dream conveys important information from the patient to the therapist and the therapist must determine what to illuminate. Special attention will be given to how dreams deepen the psychoanalytic dialogue by bringing in aspects of the patient's wholeness which are not conscious. Class discussion will focus on specific readings. In between the readings, class participants will bring in dreams of their patients for exploration by the class, practicing interpretation of dreams from various theories. The class will discuss approaches to examining the different elements of dreams. Clinical issues regarding style of interpretation, timing of interpretation, patient's interpretation and what to interpret will be considered.

### **Spiritual Dimensions of Clinical Practice I and II (PS 307, 308)**

The course focuses upon the various ways a religious or numinous dimension of the psyche is perceived, experienced, and alive in the clinical setting. Part I focuses specifically upon the soul's path, love and its variations, and images of the divine, as these are experienced in a post-modern, post-Colonial world in which the extremes of terrorism and tsunamis are global realities that effect the individual and collective psyche. Special emphasis is placed upon the fear of the feminine at the primordial level of the psyche, in the clinical setting, and in culture. The notion of desire and the proximity of sexuality and spirituality as colliding images in the psyche are explored in borderline states of mind, in sado-masochistic fantasy, and in examples of spirit-psyche-body transformation. The material for reading and discussion is drawn from a number of depth psychological theories. The notion of spirituality and religious experience is examined in light of the visionary mind in contrast to psychosis, the psychotic transference and countertransference in the clinical setting, and mental breakdown and healing. Focus is also upon the psyche/ soul of the therapist in the context of his/her own ongoing personal spiritual formation.

### **Clinic Training Conference (CTCI 13, 114; CTC 217, 218; CTC 311, 312)**

This weekly training conference provides experiential and conceptual resources to support the education and development of the therapist-in-training in the context of his/her professional identity. Guest consultants or panels of persons who have demonstrated high-level academic achievement, research, publication, and leadership, and/or who have made significant contributions to religious, spiritual, and/or community life through teaching, ministry, the clinical practice of psychoanalysis, or other forms of the healing arts present professional perspectives. Practical insights on therapeutic procedures are offered alongside a spiritual and/or symbolic interpretation and guidance of life. Guest consultants are engaged from various professional backgrounds including psychoanalysis, psychiatry, clinical psychology, analytical psychology, social work, pastoral psychotherapy, as well as specialists in ethics and law. The clinical training conference also offers a bi-yearly offering of multi-cultural, interfaith dialogues focused upon faith and culture from the perspective of how diverse religious insights into the nature of humanity can inform a more integrated outlook at psychological wellbeing. These offerings recognize that race, ethnicity, gender, religion and culture are powerful in forming our identity as individuals, families and communities. The resident is encouraged to develop awareness of the contextual significance of race/ethnicity/gender and openness to cultural variability while recognizing value differences in providing treatment. Finally, the weekly CTC also offers residents in their final phase of training an opportunity to present clinical cases for peer and supervisory review.

### **Clinical Case Seminar (CCS 120, 121; 225, 226, \*401, 402)**

The seminar is conducted in a small group context with Residents at similar levels of experience facilitates the integration of theory, clinical practice and theological/ spiritual perspectives. The learning is cognitive, affective and experiential. Resident therapists engage in consultation with supervisor and colleagues about the treatment process and special issues of one or two current patients. This seminar is required during each phase of training even if a resident has extended his/her tenure beyond the usual period.

## PROGRAM REQUIREMENTS

The program in Psychoanalysis is structured to be completed in four years. Upon successful completion of the required courses, clinical work, supervision and personal therapy, the Blanton-Peale Graduate Institute confers a Certificate in Psychoanalysis. The awarding of this certificate indicates that the resident has: completed a minimum of 24 required courses, has attended and participated in Clinic Training Conferences and Clinical Case Seminars (including the Initial Interview, CCS 120) for every year of his/her residency; conducted a minimum of 1500 patient hours; participated in a minimum of 250 supervision hours of both individual and small group supervision as well as supervision-in-depth; written an approved Integrative Paper synthesizing theoretical, clinical and theological/ spiritual perspectives in the context of treating a patient; presented a formal Clinical Case for peer review before faculty and residents; engaged in personal therapy with an approved psychoanalyst on minimally a twice- weekly basis during the entire course of training.

## REQUIRED COURSES

### Phase I-Year I

Courses provide an introduction and overview of theory and clinical process for the psychoanalytic treatment of individuals.

Diagnostic Assessment and Treatment I and II Professional Ethics  
Introduction to Psychoanalytic Theory and Process I and II  
Growth and Development I and II  
The Symbolic Nature of the Psyche I and II [Clinical Case Seminar I (Initial Interview) and II] [Clinic Training Conference I and II]  
Clinical Experience Initial  
Interviews  
Individual Patient hours (usually begins after 1st semester is completed)  
Supervision  
Clinical Case Seminar Individual General Supervision Evaluations Personal  
Therapy

## Phase II-Year II

Courses provide continued development of competence in psychoanalysis for individuals and introduce clinical experience in group therapy.

Introduction to Depth Psychology I and II

Object Relations Theory I and II

Faith, Values and the Psychology of Religious Experience Socio-cultural Influences on Growth and Psychopathology Psychoanalytic Research Methodology

Marriage and Family Therapy Course [Clinical

Case Seminar III and IV] [Clinic Training

Conference III and IV] Clinical Experience

Initial Interviews

Individual Patient hours

### Supervision

- Clinical Case Seminar

- Individual General Supervision

- Supervision in Depth\*

- Evaluations

- Personal Therapy

\*Supervision-in-depth (SID) usually begins in Phase II and continues into Phase III until the required hours are completed.

## Phase III-Year III

Course work integrates theoretical, clinical and personal dimensions of psychoanalytic work.

Advanced Psychoanalytic Theory and Process I and II

Contemporary Psychoanalytic Thought I and II

Use of Dreams in Psychoanalysis

Spiritual Dimensions of Clinical Practice I and II [Clinical Case Seminar V and VI] [Clinic Training Conference V and VI]

Clinical Experience

- Initial Interviews

- Individual Patient hours

## Supervision

- Clinical Case Seminar
- Individual General Supervision

## Individual General Supervision

- Supervision in Depth
- Evaluations
- Personal Therapy

## Phase IV - Year Four

Integrative Paper  
Clinical Case Presentation  
Clinical Case Seminar Initial  
Interviews Remaining patient  
hours Supervision.  
Evaluations. Personal  
Therapy

The resident is expected to complete the remaining patient hours to meet the 1,500-hour requirement and remain in individual supervision during the fourth year. When a resident is seeing patients, attendance at Clinical Case Seminars and Clinical Training Conferences is required. Residents seeing patients continue in twice weekly personal therapy. Evaluations will be held at the end of each semester.

Supervision and personal psychoanalysis provide the resident with an opportunity to reflect on progress occurring during the residency. Faculty and supervisors collaborate with the resident in this reflection and review process to determine phase-appropriateness and to make adjustments where necessary. While the curriculum is designed to be completed in four years, the timetable for each resident may vary depending upon his or her experience, development, maturity and response to the intensity of the personal psychoanalytic process paired with in- depth patient work. The semi-annual evaluation process affords time and space to focus and adjust, if necessary, the resident's schedule of courses, hours of clinical work, and level of supervision. Additionally, the resident's committee may review the resident's fitness and progress with his or her personal analyst if necessary.