



**BOSTON GRADUATE SCHOOL OF
Psychoanalysis**

PROGRAM CATALOG

Certificate of Advanced Graduate Study (CAGS)

**CAGS in Child and Adolescent Intervention
CAGS in Psychoanalytic Psychotherapy**

TABLE OF CONTENTS

| | |
|--|-----------|
| GENERAL INFORMATION | 3 |
| THE MISSION OF BGSP | 3 |
| ACADEMIC CALENDAR | 3 |
| CAGS IN CHILD AND ADOLESCENT INTERVENTION | 4 |
| DEGREE GOALS | 4 |
| PROGRAM REQUIREMENTS | 4 |
| COURSEWORK | 5 |
| FIELD PLACEMENT | 6 |
| CAGS IN PSYCHOANALYTIC PSYCHOTHERAPY | 7 |
| DEGREE GOALS | 7 |
| PROGRAM REQUIREMENTS | 8 |
| COURSEWORK | 8 |
| CLINICAL STUDIES | 10 |
| TRAINING ANALYSIS | 10 |
| COURSE DESCRIPTIONS | 11 |
| MATURATION | 11 |
| PSYCHOANALYTIC THEORY | 13 |
| RESEARCH | 14 |
| CLINICAL STUDIES | 15 |
| FIELD PLACEMENT AND SUPERVISION | 17 |
| ADMISSION | 18 |

▶ THE MISSION OF BGSP

BGSP is committed to providing high quality psychoanalytic education, clinical training, and research skills to a diverse student community. We prepare our graduates to apply their understanding of emotional and mental functioning to endeavors that benefit individuals and society.

BGSP's programs are designed to provide an understanding of conscious and unconscious influences on human development and psychopathology, motivation, and interpersonal interaction. Courses at BGSP are structured to facilitate intellectual and emotional learning, using the classroom to learn both content and the process of resolving resistances to learning.

▶ ACADEMIC CALENDAR

BGSP's regular academic calendar consists of two semesters, Fall and Spring, as well as a Summer Session. The Fall Semester typically runs from the week after Labor Day through January and the Spring Semester typically runs from February through mid-June.

Courses which are two credits meet approximately every other week (12 meetings). Three credit courses either meet weekly (15 meetings) or have 12 meetings and meet for a three hour instead of a two hour block. Many classes are scheduled in the evening or late afternoon to accommodate working students.

CAGS IN CHILD AND ADOLESCENT INTERVENTION

The Certificate of Advanced Graduate Study (CAGS) in Child and Adolescent Intervention is designed for clinicians, guidance counselors, educators and others who would like additional training on working with children using psychoanalytic insights. These post-master's students benefit from coursework on child development, child and adolescent psychopathology, and case seminars in addition to child-oriented internship and clinical supervision.

This is a 24-credit program that takes one year (full-time) to complete. Students may also progress through the program on a part-time basis for more than one year. Training analysis is recommended during the program.

DEGREE GOALS

Upon completion of the CAGS in Child and Adolescent Intervention program, students are expected to achieve a number of learning outcomes:

- 1) Students demonstrate understanding and mastery of psychoanalytic developmental theory and ability to apply this understanding to cases.
- 2) Students demonstrate ability to diagnose disorders of childhood and adolescence and describe psychodynamic features of these diagnoses.
- 3) Students demonstrate the ability to utilize their emotional responses to understand and work with children.
- 4) Students demonstrate an understanding and beginning ability to work with symbolic communication in child and/or adolescent cases.

PROGRAM REQUIREMENTS

Students complete three human development courses (covering early development, the childhood years, and adolescence), two semesters of case seminar (CP 188 Clinical Work with Children), a child psychopathology course, and a course in symbolic communication in children or other elective. In addition students engage in a clinical or other field placement experience, minimally 15 hours per week, working with children or adolescents. In conjunction with the field placement experience, students engage in a group and an individual supervision, each

meeting every other week. A full-time course load is three or more courses per semester, plus internship and supervision.

Students who have completed similar coursework at the Master's level may substitute elective coursework. Credit for three courses may be transferred from BGSP's M.A. in Mental Health Counseling program.

Students in the CAGS in Child and Adolescent Intervention program fulfill the following requirements to graduate:

1. Successful completion of the 24-credit curriculum
2. Satisfactory completion of 600 hours of child oriented field placement

COURSEWORK

Course Requirements:

| | |
|--|-----------|
| CP 141 Maturation I: Early Development | 3 credits |
| CP 143 The Childhood Years | 2 credits |
| OR CP 146 Maturation II: Later Development | 3 credits |
| CP 144 Adolescence | 2 credits |
| OR CP 146 Maturation II: Later Development | 3 credits |
| CP 188 Clinical Work with Children - <i>two semesters required</i> | 2 credits |
| CP 189 Child and Adolescent Psychopathology | 3 credits |
| CP 193 Symbolic Communication in Children | 3 credits |
| OR Elective | 2 credits |

Internship and Supervision:

| | |
|--|------------|
| CP 360 Child Field Placement – <i>15 hours/week – two semesters required</i> | 3 credits |
| CP 214 Group Supervision on Child Cases – <i>two semesters required</i> | 0.5 credit |
| CP 352 Individual Supervision on Child Cases – <i>two semesters required</i> | 0.5 credit |

Electives:

| | |
|---------------------------------|-----------|
| PT 142 How the Mind Unfolds | 2 credits |
| CP 191 Group Work with Children | 2 credits |
| CP 192 The Traumatized Child | 2 credits |

Total

24-27 credits

FIELD PLACEMENT

Students engage in a child or adolescent-oriented field placement 15 hours/week while enrolled in both small group and individual supervision. Students may use their workplace setting as the field placement, or request a placement through BGSP. All students engaging in clinical placements carry malpractice insurance.

CAGS IN PSYCHOANALYTIC PSYCHOTHERAPY

The CAGS program in Psychoanalytic Psychotherapy is designed for clinicians who already have a master's degree or higher who would like training in psychoanalytic psychotherapy. It introduces the student to fundamental concepts specific to psychoanalytic theory and practice and provides a specialized understanding of psychoanalytic psychopathology and intervention, with an emphasis on severe mental disorders. The 42-credit program takes three semesters (full-time) to complete. Students may also progress through the program on a part-time basis for more than three semesters.

Some courses in the CAGS program, such as the Human Development sequence, will be shared with other BGSP graduate students. Other courses, such as Psychoanalytic Psychopathology, have been designed specifically for the practicing clinician who enrolls in the CAGS program.

Students are expected to participate in a field experience that introduces them to primitive mental states such as psychosis in a setting where they meet with four patients weekly. Students participate in an ongoing case seminar specifically for CAGS students, as well as individual and group clinical supervision.

Like the graduates of the clinical Master's programs, graduates of the CAGS program will be eligible to sit for the Qualifying Exam and apply directly to the Candidacy level of the Doctor of Psychoanalysis (Psy.D.) program.

DEGREE GOALS

Upon completion of the CAGS in Psychoanalytic Psychotherapy program, students are expected to achieve a number of learning outcomes:

- 1) Students demonstrate basic knowledge of psychoanalytic theory applied to healthy development and psychopathology as well as interpersonal functioning.
- 2) Students demonstrate an understanding of diagnosis and clinical intervention with a focus on psychoanalytic conceptualization.
- 3) Students demonstrate an understanding of clinical interventions useful in establishing a relationship with severely regressed and/or narcissistic patients.

PROGRAM REQUIREMENTS

The CAGS in Psychoanalytic Psychotherapy introduces the student to fundamental concepts specific to psychoanalytic theory and practice and provides a specialized understanding of psychoanalytic psychopathology and intervention, with an emphasis on severe mental disorders.

Students in the CAGS in Psychoanalytic Psychotherapy program fulfill the following requirements to graduate:

1. Successful completion of the 42-credit curriculum
2. Satisfactory completion of 600 hours of field placement
3. Completion of 70 hours of training analysis

COURSEWORK

Course Requirements:

| | |
|---|-----------|
| PT 141 Maturation I: Early Development | 3 credits |
| CP 146 Maturation II: Later Development | 3 credits |
| or another Maturation course | 2 credits |
| PT 191 Psychoanalytic Psychopathology and Primitive Mental States | 3 credits |
| PT 151 Psychoanalytic Theory I: Basic Concepts | 2 credits |
| PT 185a Fieldwork Seminar: Clinical Techniques | 3 credits |
| PT 185b Field Work Seminar: Case Formulation and Consultation | 3 credits |
| PT 185c Field Work Seminar: Maintaining and Terminating Treatment | 3 credits |
| PT 155 Dreams, Fantasy, and Symbolic Communication | 2 credits |
| PT 161 Psychoanalytic Theory II: Fundamentals of Freud | 2 credits |
| PT 173 Qualitative Research Methods | 3 credits |
| PT 154 Comparative Psychoanalysis | 2 credits |
| PT 181 Somatic Factors: Neurophysiology, Psychosomatics, and Psychopharmacology | 3 credits |

Internship and Supervision:

| | |
|---|-----------|
| PT 340 Field Placement Externship – <i>first semester</i> | 2 credits |
| PT 350 Field Placement Externship – <i>two semesters required</i> | 3 credits |

| | |
|---|-------------|
| PT 111 Clinical Supervision – <i>three semesters required</i> | 0.5 credits |
| PT 351 Individual Supervision – <i>two semesters required</i> | 0.5 credits |

Electives:

| | |
|---|-----------|
| PT 142 How the Mind Unfolds | 2 credits |
| PT 143 Latency | 2 credits |
| PT 144 Adolescence | 2 credits |
| PT 147 Adulthood | 2 credits |
| PT 149 Later Adult Life | 2 credits |
| PT 150 Concepts of Group Psychoanalysis | 3 credits |
| PT 152 Madness in Literature | 2 credits |
| PT 160 Narcissism and Aggression | 2 credits |
| CP 188 Clinical Work with Children | 2 credits |

Total **42-43 credits**

CLINICAL STUDIES

During the program, CAGS students participate in the Fieldwork Externship, a three-semester field placement that offers direct contact with severely regressed patients, giving students the opportunity to observe extremes of pathology at the earliest levels of fixation. Students may request a residential or day treatment placement through BGSP or may request approval of their place of employment for the placement. The Fieldwork Externship consists of a minimum of 600 hours in placement-related activities, including individual contacts with regressed patients, team meetings, and administrative supervision at the facility. The Fieldwork Seminar and Clinical Supervision are taken concurrently with the externship. Students graduate from the Fieldwork Seminar after a successful fieldwork clinical presentation.

TRAINING ANALYSIS

Students in the CAGS program engage in a PT 7 Training Analysis throughout their studies. The analysis is considered an important part of the educational process. It provides experiential learning and a fuller appreciation for one's own emotional dynamics as they relate to the observation and understanding of others and of the course material. Students choose an approved training analyst and work out the frequency of sessions with the analyst. Seventy hours of training analysis are required for graduation at a recommended minimal frequency of once a week. Students planning to pursue further psychoanalytic training plan their frequency of analysis to help meet the analytic hour requirements for graduation from subsequent programs.

COURSE DESCRIPTIONS

MATURATION

Maturation courses investigate normal and pathological development, as well as theories of regression and fixation. Students examine specific emotional conflicts as they arise in stages of development as well as in transference regressions.

CP/PT 141 Maturation I: Early Development (3 credits)

Required course for both CAGS programs

This course begins by examining the earliest phases of the development of the mind. Students explore the transformation of drives through Freud's psychosexual stages (the oral, anal, urethral, phallic and oedipal stages). The class studies how these stages influence the development of character and early communication patterns, reflected by early socialization struggles and interactive processes. Students use concepts such as the role of sexual and aggressive drives and their fusion, the capacity to distinguish self from other as well as separate objects, the importance of the family, and the role of fantasy and language to understand maturation. Students explore the relationship of psychoanalytic concepts of development to ethological, cognitive, and psychosocial developmental theories and to clinical work. *This course is designed to meet the licensing board's requirement for the later part of Human Growth and Development.*

PT 142 How the Mind Unfolds (2 credits)

CAGS in P.P. take PT 142 or CP 146a or CP 146b as requirement

Elective for CAGS in C.A.I.

The course continues the focus on human development, further studying the psychosexual stages, development and resolution of the Oedipal stage, developing separation and individuation within the family and cultural context, moving into the latency stage. Concepts of drive arousal, drive fusion, object relations, screen memories, character development and the role of fantasy in mental development will be addressed.

CP/PT 143 The Childhood Years (2 credits)

CAGS in C.A.I. take CP 143 or CP 146a as requirement

Elective for CAGS in P.P.

This course focuses on the operation of the drives during "latency" or the childhood years, age 6 (end of the Oedipal stage) through preadolescence (onset of puberty). Students examine normal and abnormal patterns of development and relate these to their observations of children. The course explores the maturational process as it unfolds in the development of an individual body and mind. The class also discusses implications for therapy with this age group.

CP/PT 144 Adolescence (2 credits)

CAGS in C.A.I. take CP 144 or CP 146b as requirement

Elective for CAGS in P.P.

In adolescence, the struggle toward maturation causes psychic turmoil. The goal is to study maturation as it unfolds in the development of an individual's body and mind; to explore adolescent drive issues, conflicts and resolution; and to understand the second reworking of early issues within the framework of greater biological maturity. As unresolved early childhood conflicts reemerge, resistances to adulthood can lead to various social and psychological problems. The course explores adolescent conflicts, difficulties with object relations and possible solutions, including psychotherapeutic approaches.

CP 146a/146b Maturation II: Later Development (3 credits)

Requirement for both CAGS programs: CAGS in P.P. take CP 146a or CP 146b or PT 142 as requirement; CAGs in C.A.I. take CP 143 or CP 146a and CP 144 or CP 146b as requirement

This course traces important developmental conflicts, healthy resolution and potential for psychopathology through later childhood, adolescence and adulthood, exploring later psychosexual stages, further development of character, healthy and unhealthy defenses and interpersonal patterns, and typical developmental "tasks" for each developmental stage. Psychoanalytic theory and knowledge are integrated with developmental theory and research. *This course is designed to meet the licensing board's requirement for the later part of Human Growth and Development.*

PT 147 Young Adulthood (2 credits)


Elective for CAGS in P.P.

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

PT 149 Later Adult Life (2 credits)

Elective for CAGS in P.P.

This course explores issues and conflicts appearing during middle and later adulthood. The class addresses midlife conflicts, potential for "crises," physical and emotional changes over the later years, and relationships among multiple generations.



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

PT 150 Concepts of Group Psychoanalysis (3 credits)

Elective for CAGS in P.P.

A study of the modern psychoanalytic treatment of groups, families, and couples, this course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions. Modern analytic techniques for work with groups are emphasized through demonstration and course curriculum.

PT 151a Psychoanalytic Theory I: Basic Concepts (2 credits)

Requirement for CAGS in P.P.

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries and modified by more recent authors.

PT 152 Madness in Literature (2 credits)

Elective for CAGS in P.P.

Psychoanalytic understanding of severe pathologies and character disorders will be illustrated using characters from novels and short stories. Students examine character patterns, normal and pathological, developed to deal with instinctual life as a background to deeper understanding of pathological phenomenon such as breaks with reality, delusional states, compulsive patterns, intense anxieties, mania and depression, and mixed symptoms pictures.

PT 154 Comparative Psychoanalysis (2 credits)

Requirement for CAGS in P.P.

This course acquaints students with the different schools of thought in psychoanalysis and studies how their underlying premises affect their theoretical and clinical thinking, including their view of concepts such as transference, countertransference and resistance. Students will learn the contributions of classical Freudians, Kleinians, Jungians, ego psychologists, object relations theorists, self psychologists, modern psychoanalysts, Lacanians, and interpersonal and intersubjective psychoanalysts. The course explores how concepts of drive, object, and self combine to form a current motivational theory and affect how analysts from different schools listen to and intervene with their analysands.

PT 155 Dreams, Fantasy, and Symbolic Communication (2 credits)

Requirement for CAGS in P.P.

This course acquaints students with the language of the unconscious and primary process as it appears in dreams, fantasy, delusions, myth, symptoms, and creative works. The course examines the basic mechanisms of dream formation (e.g., condensation, reversal, displacement, symbolization, secondary revision), beginning with the study of Freud's work on dream interpretation. The course then explores more recent research on sleep and the nature and functions of dreams. Students develop skill in recognizing and understanding unconscious communication and motivation.

PT 160 Narcissism and Aggression (2 credits)

Elective for CAGS in P.P.

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

PT 161 Psychoanalytic Theory II: Fundamentals of Freud (2 credits)

Requirement for CAGS in P.P.

This course follows Freud's conception of libido theory from its inception through later developments. It then examines Freud's later papers on drive theory and the repetition compulsion; the division of the psyche into ego, id and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; and Freud's final summary of the state of analysis. Students also consider the continuing influence of these papers on contemporary thought, examining current uses of Freud's drive theories.

RESEARCH

PT 173 Qualitative Research Methods (3 credits)

Requirement for CAGS in P.P.

This course introduces qualitative research methods useful to the graduate student. The course reviews characteristics of qualitative versus quantitative methods, including tools for outcomes and evaluation research, and prepares students to formulate a question, design a research method, and implement a qualitative study. By the end of the course, students learn to select a methodology pertinent to a specific research question and use content analysis to analyze qualitative data from clinical process, interviews or observations. The course will also explore the question of making inferences from qualitative data.

CLINICAL STUDIES

PT 181 Somatic Factors: Psychopharmacology, Neurophysiology, and Psychosomatics (3 credits)

Requirement for CAGS in P.P.

Students learn the significance of chemical, organic, and physiological factors and their interaction in psychic functioning. The course reviews brain anatomy and development, genetics and evolution of behavior, developments in neuroscience, the mind/body connection, and the effects of chemical intervention in various populations. Students also explore the implications of somatic factors for mental health and addiction.

PT 185a Fieldwork Seminar: Clinical Techniques (3 credits)

Requirement for CAGS in P.P.

This course uses an understanding of psychopathology to help the student develop skills for establishing clinical relationships with patients in the externship. Students discuss their externship, examining all aspects of institutional life, including the meaning of apparently irrational behavior. They relate their cases to material learned about conflicts and defenses and develop a working knowledge of contact functioning and their own emotional responses. Students develop a first-hand understanding of early resistances in treatment and learn how to form a beginning treatment relationship.

PT 185b Fieldwork Seminar: Case Formulation and Consultation (3 credits)

Requirement for CAGS in P.P.

This course uses an understanding of psychopathology to help the student develop skills for establishing and maintaining clinical relationships with patients in the internship. Students discuss their internships, examining all aspects of institutional life, including the meaning of apparently irrational behavior. Students learn about typical resistances encountered in the treatment process, including treatment destructive resistance, resistance to transference, id, ego and superego resistances, and their own countertransference resistance through readings and experience with cases. They relate their cases to material learned about conflicts and defenses and develop a working knowledge of contact functioning, transference and countertransference, symbolic communication and enactment, and interventions to resolve resistances. Students use material about small and large group systems, community mental health, psychopharmacology and consultation skills to inform their internship experience.

PT 185c Fieldwork Seminar: Maintaining and Terminating Treatment (3 credits)

Requirement for CAGS in P.P.

This course uses an understanding of psychopathology to help the student develop skills for maintaining and terminating clinical relationships with patients in the internship. Students continue to present cases and all aspects of the internship setting in relation to didactic material. The use of induced countertransference feelings and recognition of symbolic communication as avenues to understanding the patient are emphasized, as well as a continuing focus on transference and techniques for resolving resistance to progressive communication. Understanding of conflict and defense and the function of symptoms

continues to be emphasized in light of case material. Students learn about the termination phase of treatment and resistance to termination. The semester culminates in a formal presentation of three cases the student has seen in the internship, emphasizing the development of the relationship, the understanding of the cases, and the student's experience and use of countertransference experience in understanding the patient's mental states.

CP 188 Clinical Work with Children (2 credits)

Two semesters required for CAGS in C.A.I.

Elective for CAGS in P.P.

This course examines theory and technique in working with children in therapeutic settings, including child diagnosis, childhood psychopathology and therapeutic techniques. The class specifically explores the use of play and talking therapy techniques, working with children individually and in groups.

CP 189 Child and Adolescent Psychopathology (3 credits)

Requirement for CAGS in C.A.I.

This course focuses on developmental and psychoanalytic perspectives related to childhood and adolescent psychopathology. Attention will be given to the assessment, diagnosis, and etiology of common disorders including: ADHD; anxiety, oppositional and mood disorders; autism and Asperger's syndromes; post-traumatic stress disorder; obsessive compulsive disorder; and borderline and psychotic states.

PT 191 Psychoanalytic Psychopathology and Primitive Mental States (3 credits)

Requirement for CAGS in P.P.

This course covers psychodynamic formulations of psychopathology with a focus on primitive mental states and character disorders and compares the psychodynamic understanding with the DSM formulations. Case material and implications for treatment are discussed.

CP 191 Group Work with Children (2 credits)

Elective for CAGS in C.A.I.

This course covers different kinds of group work with children using a psychoanalytic theoretical framework – activity and play groups, talking groups, classroom groups, focused groups (e.g. children of divorced parents). Case focused and experiential approach.

CP 192 The Traumatized Child (2 credits)

Elective for CAGS in C.A.I.

This course examines the effects of trauma on children and adolescents including a consideration of types of trauma, the family context, identifying the effects of trauma, and therapeutic approaches.

CP 193 Symbolic Communication in Children (3 credits)

Requirement for CAGS in C.A.I. or Elective

Children express themselves in many ways in the therapy or educational setting, through language as well as other modalities such as art and play. This course explores how children

use these modalities to symbolically express emotional issues and conflicts and how developmentalists and psychoanalysts draw inferences and work with children using these forms of expression.

FIELD PLACEMENT AND SUPERVISION

PT 111 Clinical Supervision (0.5 credit)

Three semesters required for CAGS in P.P.

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

CP 214 Group Supervision on Child Cases (0.5 credits)

Required for CAGS in C.A.I.

This supervision group offers an opportunity to apply modern psychoanalytic techniques to the treatment of children and adolescents in the conventional office setting and in non-conventional settings, such as home and school. Issues such as art therapy, symbolic communication and parent work will be addressed as well as the unique challenges in working with a younger population. Diagnostic questions specific to children will also be addressed.

PT 340 Field Placement Externship (2 credits)

First semester required for CAGS in P.P.

In at least 600 hours of externship activity, the student meets with at least four weekly patients, attends activities in the facility including administrative supervision, and conducts administrative work on cases, becoming familiar with individual and institutional character.

PT 350 Field Placement Externship (3 credits)

Two semesters required for CAGS in P.P.

In at least 600 hours of externship activity, the student meets with at least four weekly patients, attends activities in the facility including administrative supervision, and conducts administrative work on cases, becoming familiar with individual and institutional character.

PT 351 Individual Supervision (0.5 credit)

Required for CAGS in P.P.

In the second semester of field placement, students are required to engage in a one- or two-person supervision on fieldwork cases in addition to the PT 111 group supervision, providing an opportunity to focus in depth on one or two cases. It is recommended they continue for the third semester of field placement.

CP 360 Child Field Placement (3 credits)

Two semesters required for CAGS in C.A.I.

Students work with children or adolescents minimally 15 hours a week under supervision. The placement may be a clinical, educational, or other setting in which intervention with children, adolescents, or families occurs. Students may use their workplace as the field setting or request a placement through the program.

CP 352 Individual Supervision on Child Cases (0.5 credits)

Required for CAGS in C.A.I.

Students meet individually or in pairs with a faculty supervisor every other week.

The Boston Graduate School of Psychoanalysis may withdraw, add or modify courses as necessary.

ADMISSION

The Boston Graduate School of Psychoanalysis CAGS programs welcome applicants who have earned a Master's degree in a related field of study. Qualified applicants demonstrate their motivation and capacity to understand self and others as evidenced in their written application and admissions interviews; their readiness to undertake post-graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national origin, ethnic origin, gender, sexual orientation, disability, age, creed, or employment status in administration of its educational policies, admission policies, scholarship and loan programs, and other School-administered programs.

In order to apply, prospective students submit to the Director of Admissions the completed application, the application fee, and supporting materials, which include official copies of undergraduate and graduate transcripts, three current letters of reference, a statement about interest in the program to which they are seeking admission, and an academic writing sample. Applicants who are non-native speakers of English may be asked to submit scores from the Test of English as a Foreign Language (TOEFL). Those educated outside the United States also submit transcripts to a credential equivalency service.

The application is complete once the above materials are submitted. The file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for two interviews with two faculty members. The interview is an opportunity for the applicant to express their personal interest in psychoanalytic study, and to learn more about the Graduate School and its programs. In addition, applicants may discuss possible clinical placements during

the interviews. For the CAGS in Psychoanalytic Psychotherapy, during the interview process, the applicant is asked to write a brief response to a psychoanalytic text. The Admissions Committee then reviews all components of the applicant's file to make an admission decision.

Applicants who have completed graduate work in psychoanalysis may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated. Students seeking credit for hours with analysts who are members of the Society of Modern Psychoanalysts or members of comparable psychoanalytic accrediting bodies may submit their analyst's credentials to the Dean of Graduate Studies for review. Prior and current hours with qualified training analysts may be counted toward the graduation requirement.