



Boston Graduate School
of Psychoanalysis
New Jersey

MAP

Master of Arts in
Psychoanalysis



PROGRAM CATALOGUE

2019-2020

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CONTENTS

Master of Arts in Psychoanalysis

Studying Psychoanalysis.....	3
Master of Arts in Psychoanalysis.....	3
Degree Goals.....	4
Clinical Studies.....	4
Research.....	4
Training Analysis.....	5
Program Requirements.....	5
Curriculum.....	6
Sample Program.....	7
Course Descriptions.....	8
Academic Calendar.....	18
Admissions.....	18
Tuition and Fees.....	19

BGSP-NJ's degree programs are offered in partnership with ACAP, which provides facilities, faculty resources, library resources, staffing, and support for BGSP's Livingston, New Jersey instructional location. The programs are regionally accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.)

Studying Psychoanalysis

The Mission of BGSP-NJ

BGSP-NJ 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-NJ's programs are designed to provide an understanding of conscious and unconscious influences on human development and psychopathology, motivation, and interpersonal interaction. Advanced clinical programs teach the student how to use this understanding to practice psychoanalysis.

BGSP-NJ follows Freud's philosophy that people from a variety of academic and professional backgrounds are eligible for education as psychoanalysts. Students from backgrounds as varied as art, business, education, engineering, gerontology, law, medicine, neuroscience and the social sciences, to name a few, have found their careers enhanced by an understanding of psychoanalysis.

Courses at BGSP-NJ are structured to facilitate intellectual and emotional learning, using the classroom to learn both content and the process of resolving resistances to learning. Students report an intensity to their training that is unique to BGSP-NJ. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, clinical work, their own personal analysis, and in many cases, outside employment.

Master of Arts in Psychoanalysis

The Master of Arts in Psychoanalysis program grounds students in academic psychoanalysis with application to the clinical setting, and prepares them for advanced clinical and research studies. The curriculum provides a solid foundation in the knowledge of human mental and emotional functioning that constitutes psychoanalysis. The program includes courses in theories of human development, psychoanalytic theory, research, and clinical studies. Students complete a fieldwork externship over the course of three or more semesters as part of their clinical studies, seeing four patients per week in a setting for psychotic or regressed patients. Students culminate their studies with a Master's paper. In addition, students are required to engage in a training analysis throughout the program.

Full-time students may complete the 48-credit program in four semesters if they proceed through the internship and research paper very efficiently. Students admitted in the spring semester sometimes require additional time because of scheduling constraints. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, clinical work, personal analysis, and in many cases, outside employment. On average, students typically take three years to complete the program. Program courses meet once per week, primarily in the evening, and during the day on Thursdays.

Degree Goals

Upon completion of the Master of Arts program in psychoanalysis, students are expected to achieve a number of learning outcomes. Students will demonstrate:

- 1) Basic knowledge of psychoanalytic theory applied to healthy development and psychopathology as well as interpersonal functioning;
- 2) An understanding of diagnosis and clinical intervention with a focus on Psychoanalytic conceptualization;
- 3) An understanding of clinical interventions useful in establishing a relationship with severely regressed and/or narcissistic patients;
- 4) Mastery of basic psychoanalytic theory pertinent to an area of research interest.

Clinical Studies

During the program, Master's students participate in the Fieldwork Externship, a three-semester field placement that offers direct contact with severely regressed patients in a residential or day treatment setting, giving students the opportunity to observe extremes of pathology at the earliest levels of fixation. The Fieldwork Externship consists of a minimum of 400 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.

Research

The research curriculum at the master's level consists of two required research courses. These include GPSA 552 Introduction to research in human sciences: Quantitative and qualitative studies, in which students learn principles of concept formation and research design, and basic research methodology with an emphasis on analyzing qualitative data and outcome research followed by GPSA 554 Masters research seminar course. Students may utilize these courses in writing the capstone thesis and in preparation for an oral presentation of their research to the faculty.

Interested students may enroll in GPSA 556 Advanced master's thesis seminar if additional semesters of support are needed to complete the thesis or in GPSA 558-561 Directed research if the student is interested in working with a chair for more support or in the development of a more elaborate project.

In the thesis, the student utilizes the fieldwork experience as a springboard to formulate a question, design a research method, and analyze qualitative clinical data specific to a single case from the field placement. Students may propose a substitute paper topic to the research instructor for approval. The paper demonstrates the student's ability to integrate relevant psychoanalytic theory and literature to empirical clinical data, including the ability to view the clinical process from a research perspective and provide an empirical basis for inferences. In addition, the student demonstrates graduate level skill in written exposition. The student submits the paper to the research instructor as well as the fieldwork instructor or identified faculty from the research committee for review and approval in fulfillment of the written clinical and research requirements for the Master degree.

After completing course GPSA554 Master's Research Seminar, if the student's MA thesis is not complete, the student may enroll in GPSA 559-562 Directed Research for 0.5 – 3 credits. The credits are determined by how much time the student and instructor plan on meeting for the semester. If additional hours are needed in any one semester, the student may elect to enroll in more for the same semester. Credits do not roll over credits from one semester to the next. Students are encouraged to use the time that they acquire. The credit schedule is as follows:

Directed Research:

Directed Research, 0.5 credit three 50-minute sessions

Directed Research, 1 credit six 50-minute sessions

Directed Research, 2 credits twelve 50-minute sessions

Directed Research, 3 credits eighteen 50-minute sessions

Training Analysis

Students in the Master of Arts program engage in a 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 (students are encouraged to consult the Society for Modern Psychoanalysis directory) and work out the frequency of sessions with the analyst. Seventy hours (70 hours) of training analysis are required for graduation at a recommended minimal frequency of once a week. At least one semester of weekly training analysis, or its equivalent, is required before beginning the externship. Students planning to pursue further psychoanalytic training plan their frequency of analysis to help meet the analytic hour requirements for graduation from subsequent programs.

Program Requirements

Students in the Master of Arts in Psychoanalysis degree program fulfill the following requirements to graduate:

- 1) 48 credits of course work
- 2) Minimum of 400 fieldwork externship hours and approval of the fieldwork case presentation and paper
- 3) Approved Master' thesis
- 4) Minimum of 70 hours of training analysis

Curriculum

Theory (12 credits required)

- GPSA161 Psychoanalytic Theory II: Fundamentals of Freud (3 credits) (required)
- GPSA521 Psychoanalytic Counseling: Basic Concepts (3 credits) (required)
- GPSA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits) (required)
- GPSA824 Treatment Techniques: Symbolic and Emotional Communication (3 credits) (required)

Human Growth & Development (6 credits required)

Select One

- GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey Course) (3 credits)

Select one:

- GPSA501 Human Development: The Developing Mind (3 credits)
- GPSA502 Human Development: Age Three to Adolescence (3 credits)
- GPSA503 Human Development: Adolescence to Adulthood (3 credits)
- GPSA504 Human Development: Adulthood - Middle to Later Years (3 credits)

Maladaptive Behavior (3 credits required)

Select One:

- GPSA181 Psychopathology: Severe Emotional Disorders (3 credits)
- GPSA184/541 Psychopathology: Primitive Mental States (3 credits)

Research and Evaluation (6 credits required)

- GPSA552 Introduction to Research in Human Sciences: Quantitative and Qualitative studies (3 credits)
- GPSA554 Masters Research Seminar (3 credits)

Supplemental:

- GPSA556 Advanced MA Thesis Seminar (Optional) (3 credits)
- GPSA559-562 Directed Research (0.5 - 3 credits)

Fieldwork Seminars (meets clinical hour requirements - 12 credits required)

- GPSA701 Fieldwork Seminar - Clinical Interviewing: Early Interventions & Supervised Group Studies (SGS) (4 credits) (required)
- GPSA702 Fieldwork Seminar - When & How to Intervene: Transference and Countertransference & Supervised Group Studies (SGS) (4 credits) (required)
- GPSA703 Fieldwork Seminar - Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (SGS) (4 credits) (required)

Supplemental:

- GPSA704 Fieldwork Seminar - Continuing Fieldwork Seminar & Supervised Group Studies (SGS) (4 credits)

Electives (9 credits) (additional courses added as needed)

- GPSA101 Clinical Assessment & Appraisal (3 credits) GPSA104 Multicultural Issues in Mental Health Work (3 credits)
- GPSA181 Psychopathology: Severe Emotional Disorders
- GPSA520 Evolution of Basic Psychoanalytic, Trauma, and Resilience Concepts (3 credits) GPSA526 Resistance & Defense
- GPSA531 Group Dynamics I: Theory and Techniques (3 credits)
- GPSA532 Group Dynamics II: Group Leadership (3 credits)
- GPSA534 Trauma and the Resilient Mind: Contemporary Theories (3 credits)
- GPSA535 Couples through the Lifespan: A Modern Psychoanalytic Approach to Marital/Couples Therapy (3 credits)
- GPSA536 Comparative Psychotherapies: Theories of Counseling & Psychoanalysis (3 credits)
- GPSA780 Clinical Supervision (3 credits)

Sample Program

Fall Semester I - 12 credits

GPSA161 Psychoanalytic Theory II: Fundamentals of Freud (3 credits) (Theory)

GPSA184/541 Psychopathology: Primitive Mental States (3 credits) (Maladaptive Behavior)

GPSA501 Human Development: The Developing Mind (3 credits) (Human Growth & Development)

GPSA521 Psychoanalytic Counseling: Basic Concepts (3 credits) (Theory)

Spring Semester II - 11 credits

GPSA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits) (Theory)

GPSA552 Introduction to Research in Human Sciences: Quantitative and Qualitative Studies (3 credits) (Research and Evaluation)

GPSA701 Fieldwork Seminar – Clinical Interviewing: Early Interventions & Supervised Group Studies (SGS) (4 credits) (Fieldwork Seminars)

Summer Semester - 6 credits

GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey course) (or any Human Development Course) (3 credits) (Human Growth & Development)

GPSA531 Group Dynamics I: Theory & Techniques (3 credits) (Elective)

Fall Semester III – 11 credits

GPSA702 Fieldwork Seminar- When & How to Intervene: Transference and Countertransference & Supervised Group Studies (SGS) (4 credits) (Fieldwork Seminars)

GPSA824 Treatment Techniques: Symbolic and Emotional Communication (3 credits) (Theory)

GPSA534 Trauma & the Resilient Mind: Contemporary Theories (3 credits) (Elective)

Spring Semester IV – 11 credits

GPSA703 Fieldwork Seminar – Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (SGS) (4 credits) (Fieldwork Seminars)

GPSA554 Masters Research Seminar (3 credits) (Research and Evaluation)

GPSA527 Drive Theory & the Repetition Compulsion: How Do We Understand Motivation? (3 credits) (Elective)

Course Descriptions

GPSA101 Clinical Assessment and Appraisal

This course provides an overview of the appraisal process including observation, interviewing, measures, resources and tools to formulate a clinical understanding of clients within a broad range of settings and within a survey of populations. Behavior, observations, etiology, symptomology, assessment, countertransference, and treatment will be examined in working with clients representing the lifespan. The course examines issues of reliability, diversity, limitations and ethical practice in relation to the validity of the assessments. Students explore the relationship between assessment, findings, diagnosis, intervention and treatment planning.

GPSA104 Multicultural Issues in Mental Health Work

Multicultural Issues in Mental Health Work is a counseling course designed to introduce students to theoretical models of diversity and identity development. Students will examine theories of Race, Ethnicity, Class, Sex, Gender, Sexual Orientation and Ability, as a means of understanding the development and utility of one's own belief system, as well as the beliefs, values and experiences of a diverse client base. This course will address the notion of 'difference' within the therapeutic hour and examine the role and influence of systemic factors within the counseling process.

GPSA161 Psychoanalytic Theory II: Fundamentals of Freud

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.

GPSA181 Psychopathology: Severe Emotional Disorders (3 credits)

This course examines psychopathology of severe emotional disorders from the perspective of both the DSM, psychoanalytic theory and biography. Literature and clinical material will provide a view from the diagnostician and those who are impacted. The DSM will be paired with first-hand accounts and psychodynamic understandings of symptoms clusters. The class will examine implications for treatment. Basic diagnostic skills will be applied to case material.

GPSA184/541 Psychopathology: Primitive Mental States (3 credits)

This course examines psychopathology of severely regressed states from the perspective of both the DSM, psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM with psychiatric understanding of etiology and function contrasted with an augmented by a psychodynamic understanding. The two different approaches to the diagnostic process will be explored in the course, including the diagnostic and statistical system (DSM), use of the mental status exam, use of clinical interviewing and induced countertransference feelings. The class also discusses implications for treatment. Students will have the opportunity to begin clinical studies by observing their emotional reaction to the class material and visiting two settings.

GPSA501 Human Development: The Developing Mind (3 credits)

This course is designed to introduce students to basic concepts of human development in the earliest years. We will study psychic development from conception to age three through readings, observations and classroom discussion. We will explore the ways in which infantile functions manifest throughout life and inform our theory for psychoanalytic interventions in the counseling relationship.

GPSA502 Human Development: Age Three to Adolescence

This course offers students an opportunity, through readings, class discussion and observations in and out of class, to understand the developmental processes that are evident in the years between age three and age twelve. Oedipal, latency and pre-teen dynamics are presented and explored, and students learn how an understanding of these stages of childhood development can be applied in the therapeutic relationship.

GPSA503 Human Development: Adolescence to Adulthood

The development of the psychic structure during puberty to adulthood will be examined, concentrating on the expression of the basic drives as the individual emerges and separates from the dependencies of childhood and eventually leaves home to start life on his or her own. Freud's hallmark of maturity, "the ability to work and love," will be used to study the conflicts and resistances of these crucial stages. Students examine these processes through readings, case presentations, and personal experience.

GPSA504 Human development: Adulthood – Middle to Later Years

This course will focus on the intra-psychic, developmental, and biopsychosocial processes that occur during middle to later years with emphasis on some of the relevant life occurring challenges. Students will read and study developmental theory and case presentations of people and individuals in this phase. The objective of this course is for students to further their understanding of some of the conflicts and recapitulations of earlier conflicts in the life cycle that occur during this phase and how they cope. Also to be studied are unconscious motivations in particular individuals, how people grapple with these aspects of their personalities, and manage this phase of development. The role of mental health, neurological, biological, environmental and cultural factors will be explored in the context of later life.

GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey Course) (3 credits)

This course focuses on the vicissitudes of human development through the life span and within intrapsychic, biological, family, environmental and cultural context. How the individual approaches developmental tasks or copes with challenges of inner and outer reality, from conception through old age, is reflected in his/her sense of self and is manifested in behavior and life choices. The maturational tasks of adapting and coping that enable growth over the lifespan are examined.

GPSA511 The Counseling Profession (3 credits)

This course provides a broad understanding of the psychoanalytic counseling profession as defined by the history, professional standards, scope of practice and application of ethics to theory and practice. The professions of counseling and psychoanalysis are defined and compared through their historical roots with exploration of overlapping practice methods. The importance of personal and professional self-care is emphasized. Students learn ethical decision making models to assist in making practice decisions.

GPSA520 Evolution of Basic Psychoanalytic, Trauma, and Resilience Concepts (3 credits)

Evolution of Concepts course is a journey mapping the concurrent and overlapping development of the studies of psychoanalysis, trauma, and resilience. It is remarkable that the impact of trauma on the individual and its ripple effect through society, particularly that of everyday life trauma, was not a serious concern until the late 1800's. In this course, the current view of trauma and resilience evolves through exploring its historical roots, and how social conditions influenced our perceptions and approaches to assessment and treatment. You will have opportunity to bring in clinical material, and the class is always a welcoming arena for lively group discussion.

The course will survey the key concepts underlying the psychoanalytic understanding of the "mind", as it developed through an early exploration of traumatic emotional experiences in everyday life toward a comprehensive exploration of the role of environmental or catastrophic traumas and the mind's variable responses to them. We will explore the historical development of thinking that led to Sigmund Freud's psychoanalytic theory has been expanded by Freud's successors through contemporary contributions. The early history of psychoanalysis and trauma studies are inextricable interrelated, beginning with Freud's study of the impact of trauma of everyday life (referred to as conflict), to "war neurosis" during World War I, to the understanding of sexual abuse, and the present day challenges of divorce, terrorism and financial crisis.

GPSA521 (formerly 520) Psychoanalytic Counseling: Basic Concepts (3 credits)

This course will introduce the student to basic concepts of psychoanalytic counseling. It will be an introduction to Freudian and modern interventions within counseling and psychoanalytic frameworks. The student will learn about the basic concepts and their applications.

GPSA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits)

In this course, students will learn the basic intervention strategies applied in counseling and psychoanalysis. We will study how these fields have expanded, in technique and theory, to include more severe emotional disorders. It will be an introduction to theory and interventions; students will learn how to apply these concepts in class via experiential learning.

GPSA526 Resistance and Defense (3 credits)

Psychic defenses are essential tools available to us for dealing with psychic pain. This course will study the use of defenses, from projection and splitting to repression and sublimation, in relation to emotional, psychosexual, and cognitive development. This course will consider mental illness a maladaptive psychic defense process, and psychoanalytic cure a state of mental wellbeing in which thoughts, feelings, and impulses can be tolerated comfortably without resorting to inappropriate action or self-destructive defense

GPSA529 Transference and Countertransference (3 credits)

In this course students learn about the theoretical and clinical meanings of transference and countertransference and their importance as a framework and tools in working effectively with people. They study, through ongoing cases, readings, films, and group discussion, the helping relationship and techniques to facilitate understanding of transference and countertransference as they influence self-care and self-development.

GPSA531 Group Dynamics I: Theories & Techniques (3 credits)

This course provides the broad, basic theoretical and experiential understanding of group work. Basic stages and psychoanalytic underpinnings of group process and structure are outlined with emphasis is on methods and skills. Special emphasis is given to resistance, interventions with specific diagnostic, culture, development and legal or ethical issues of group work. More than 10 clock hours of this course are structured as a group experience activity.

GPSA532 Group Dynamics II: Group Leadership (3 credits)

This, Group Dynamics: Group Leadership, course provides an opportunity to study specific issues relating to therapeutic work with groups in a variety of settings and across different theoretical, clinical frameworks. Through assigned readings, class interaction, and case presentations students will develop an understanding of the unique leadership role involved in effectively leading groups. Ways of studying group dynamics, helping members interact and connect, assessing group progress, as well as designing and implementing therapeutic interventions will be studied. The unique interpersonal dynamics presented in the group situation can be studied from a diverse and comparative theoretical and clinical perspective through this ongoing process of the interactive group class. In addition, the stressors, demands and personal impact on the clinician of working with relationships in groups will be explored. More than 10 clock hours of this course are structured as a group experience activity.

GPSA534 Trauma and the Resilient Mind: Contemporary Theories (3 credits)

This course is designed to introduce students to an understanding of the various types of trauma generating maladaptive, emotional stress reactions, a grasp of the developing concept of resilience and the adaptive responses that promote it. Major theories and theorists investigating the developmental, relational, conscious and unconscious aspects of the trauma/resilience phenomenon will be presented. Methods for assessing trauma responses and current therapeutic interventions will be explored. Class discussion of case material, personal vignettes, required papers and weekly logs will provide an opportunity for hands-on application of strategic intervention design. In depth attention will be given to the study of PTSD theories, secondary trauma and complex and developmental trauma.

GPSA535 Couples through the Lifespan: A Modern Psychoanalytic Approach to Marital/Couples Therapy - 3 Credits

How does early attachment affect a couple's ability to have a healthy, satisfying relationship? The experience of being a couple grows out of early attachment. This course will explore how couples develop and maintain an attachment. Topics will include how couples maintain intimacy over the lifespan, conflicts including secrets, lying and affairs, patterns of commitment, sex, childrearing, blended families, empty nesting, end of life issues and the continuous requirements for change that naturally develop over the lifecycle. When couples make their way to the consultation room, how can the therapist intervene?

GPSA536 Comparative Psychotherapies II: Theories of Counseling & Psychoanalysis (3 credits)

This course surveys major theoretical schools of counseling and psychoanalysis and how to apply their underlying premises in practice. Students will learn about the contributions of these fields to form a broad understanding of clinical techniques from forming the therapeutic relationship, developing a case conceptualization to interviewing and developing a range of intervention strategies with a range of cases. Special emphasis is place on how each perspective informs how interventions are developed and implemented according to the treatment progression.

GPSA552 Introduction to Research in Human Sciences: Quantitative and Qualitative Studies (3 credits)

This course examines the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Special emphasis is given to ethical research practices. After a general review of research in the human sciences, students will concentrate on aspects of qualitative research. Students review the important tools, methods and techniques for sound and ethical research, including the tools and date of outcomes research. They also learn to critically evaluate research literature.

GPSA554 Masters Research Seminar (3 credits)

This intensive course guides students in their design and completion of the Master's paper within the guidelines of ethical research practices. Group work and close guidance of the instructors facilitates the thesis writing process. The course pays special attention to the formation of research question, research methodology, and writing appropriate literature reviews. The course operates as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester. Each seminar member chooses a research topic, collects and analyzes data, writes a report, and then presents his/her research proposal in the middle of the semester and his/her research results in the seminar sometime during the last two weeks of the semester. The completed paper, when accepted by the two instructors, counts as the Master's Paper. Papers should be written in the style of the American Psychological Association (APA) Style Manual.

GPSA 555A Proposal Writing: Professional Ethics & the Certificate Capstone Project Seminar (3 Credits)

In this course, students will learn how to develop a proposal for the capstone project in the Certificate program. Students will prepare a narrative of the case dynamics which describes the course of treatment and presents a question about some aspect of the case that puzzles the student; show how the therapist listens in order to form an impression of the individuals emotional experience; write a review of the clinical literature that relates to the research question; and describe a method for analyzing a series of process recordings. This course meets the requirements for the Proposal Writing course as a prerequisite for the capstone tutorial sequence. **Students must submit a request to the training committee for permission to enroll in this course.*

GPSA555B Proposal Writing: Professional Ethics & the Certificate Capstone Project Seminar (3 Credits)

In this two semester course, students will learn how to develop a proposal for the capstone project in the Certificate program. Students will prepare a narrative of the case dynamics which describes the course of treatment and presents a question about some aspect of the case that puzzles the student; show how the therapist listens in order to form an impression of the individuals emotional experience; write a review of the clinical literature that relates to the research question; and describe a method for analyzing a series of process recordings. . This course meets the requirements for the Proposal Writing course as a prerequisite for the Capstone Tutorial sequence. The students may consult with the instructor or other faculty between class sessions. **Students must submit a request to the training committee for permission to enroll in this course.*

GPSA556 Advanced MA Thesis Seminar (3 credits)

The master's degree student elects to continue in 556 after completion of 554 to facilitate progress on the research paper with greater depth. The student simultaneously enrolls in a directed research with a thesis advisor and works individually with that faculty member until the project is completed. A second reader approves the paper as well.

GPSA559-562 Directed Research (0.5 – 3 credits)

The master's degree student chooses to work with a research chair on the research paper, which is usually a single case from the fieldwork experience. The student enrolls in a directed research with a thesis advisor and works individually with that faculty member until the project is completed. A second reader approves the paper as well.

GPSA560 Independent Clinical Research Tutorial (3 credits)

The student works individually in independent research tutorial with a faculty member until the research project is completed. A second reader approves the paper as well.

GPSA586 Career Counseling (3 credits)

This course is designed to provide an understanding of career development and the interrelationship between careers and personality, lifespan development; family; lifestyle choice; use of defense mechanisms and diversity. A broad understanding of career development theories, occupational and educational information sources, assessment tools, and measures, decision-making models and online resources will be reviewed. Students' assignments will be based on self-assessment modules in which the student will apply concepts, tools and theory to the student's own life experience.

GPSA701 Fieldwork Seminar – Clinical Interviewing: Early Interventions & Supervised Group Studies (SGS) (4 credits)

This course is designed for students who approved for fieldwork. The Fieldwork experience provides an opportunity to study basic psychoanalytic counseling techniques and their application to clinical settings. In this first Fieldwork segment, students are assisted in obtaining a Fieldwork placement, given early interviewing classroom practice in the initial encounters, and encouraged to begin studying the counseling/therapeutic process as they learn to recognize the various forms of psychopathology. They learn interviewing techniques to enable individuals to tolerate more comfortably the stimulation of the counseling/therapeutic experiences, and that allow them to more freely talk with the counseling professional. The importance of ethical issues will be examined throughout the course.

GPSA702 Fieldwork Seminar – When and How to Intervene: Transference and Countertransference & Supervised Group Studies (SGS) (4 credits)

In this segment of the fieldwork experience, students study the helping relationship and techniques to facilitate understanding of transference and countertransference as they influence the student's self-development. Students learn how to recognize signs and symptoms of psychopathology and how to identify process and understand his or her feelings while exploring possible inductions from cases. Ethical approaches to practice are emphasized.

GPSA703 Fieldwork Seminar – Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (SGS) (4 credits)

In this course, students will study their countertransference responses, listen to, and become aware of client's dynamics and how each client speaks to present these dynamics through symbolic communication. This clinical course has a focus on how perceptions shape our views of various society groups. Aspects of bias that influence practice experiences are examined while providing client hours at an externship site. Students will identify the phenomena of bias in cases presented in relation to diversity in terms of ethnic, Sociological and psychopathological processes. They will learn to observe their own reactions to the clinical work and use with growing understanding as a clinical and technical tool. Students' will achieve this by studying internal unexamined perceptions as well as broader societal prejudices, society trends and subgroups, interactions patterns and the impact of differing lifestyles and maladaptive behaviors, including stress, abuse and discrimination on subjective responses.

GPSA704 Fieldwork Seminar – Continuing Fieldwork Seminar & Supervised Group Studies (SGS) (4 credits)

The Fieldwork experiences provides an opportunity to apply theory and practice counseling and psychoanalytic techniques through practicing in a clinical setting under supervision. GPSA 704 is taken when the student has not completed the required number of total fieldwork hours, fieldwork paper or presentation by the completion of course GSPA703. The student remains enrolled in GSPA 704 until the fieldwork study, paper and presentation are completed. As the student moves through the fieldwork sequence, the student has increasing ability for independence and develops professional identity. The student learns advanced techniques to enable individuals to tolerate more comfortably the stimulation of importance and professional, ethical and cultural issues will be examined throughout the course. Students psychoeducational group in addition to individual work with clients.

GPSA750 Clinical Case Seminar: The Initial Diagnosis and Resistances: Psychoanalytic Theory of Psychodiagnosis (3 Credits)

This course is designed for students who are clinical candidates. Clinical cases are presented at an advanced level to consider for diagnostic examination. Students review diagnostic categories and case examples with emphasis on the beginning stages of treatment, resistances and psychodiagnosis within a clinical context. The course prepares students to work within an ethical framework with a wide range of presenting symptoms and offers a range of perspectives from counseling and psychoanalysis. Special emphasis is placed on the working alliance, establishing the treatment contract, treatment destructive resistances and countertransference processes in relationship to establishing the treatment given a range of presenting problems.

GPSA751 Clinical Case Seminar: Comparative Studies in Psychopathology (3 Credits)

This course is designed for students who are clinical candidates. Each week a clinical case is presented at an advanced level to consider for case conceptualization. Students review models for understanding psychopathology and biographical accounts of psychopathological processes in the context of counseling and psychoanalytic thinking. The course prepares students to work within an ethical framework with a wide range of presenting symptoms and offers a range of perspectives. Special emphasis is placed on the students' clinical experiences and transference and countertransference reactions in relation to the course content.

GPSA752: Clinical Case: Resistance, Transference and Countertransference Issues (3 Credits)

Through readings and clinical case presentations, the students in this advanced clinical course will learn how to analyze the unique and diverse ways in which resistance, transference and countertransference responses are expressed during treatment. Transference and countertransference will be analyzed in both its historical and present contexts including the unconscious forces motivating the responses, the defenses underlying their operation and their impact on the therapeutic process. Students will explore the verbal and non-verbal expression of transference, especially in its pre-verbal form and countertransference along with the resistances that interfere with "knowing" and awareness. The clinical uses of following the contact, joining, mirroring and psychological reflection will be studied as key elements in the development of the positive and negative narcissistic transference. Ethical practice considerations of the therapist's subjective and objective countertransference (& countertransference resistance) will also be highlighted through the readings and analysis of case presentation material.

GPSA753 Clinical Case Seminar: Practice Technique in Dreams and Symbolic Communication (3 Credits)

This semester we will examine countertransference and ethical issues as they interact in decisions on treatment and technique. Often the conscious and unconscious attitudes of the analyst that shape countertransference also influence one's ethical position. Case examples and readings will help students describe reactions and use them in their treatment decisions. A special focus will be on how analysis of symbolic communication and dreams are influenced by one's countertransference. Students take this advanced course for the duration of their Consultation Center work. It is designed to help students work with patients, to recognize early resistances in treatment, and to understand induction and countertransference resistances in treatment.

GPSA754 Clinical Case Seminar: Practice in Psychopathology and Psychodiagnosis (3 Credits)

This course is designed for students who are clinical candidates. Each week a clinical diagnostic category is presented at an advanced level. Students review diagnostic categories and case examples with emphasis on psychopathology and psychodiagnosis within a clinical context. The course prepares students to work with a wide range of presenting symptoms and offers a range of perspectives from counseling and psychoanalysis. The recognition of dynamics, resistances, transference and countertransference issues will be addressed in order to establish and maintain a working alliance with the client.

GPSA755 Clinical Case Seminar: Clinical Practice (3 credits)

This course is designed for students who are clinical candidates. Each week a clinical practice issue or dilemma is presented. Students review models for understanding the topic in a counseling and psychoanalytic framework. Special consideration is given to ethical practice. The course prepares students to work at an advanced level with complex treatment situations. Special emphasis is placed on the students' clinical experiences, resistance, transference, and countertransference reactions in relation to the course content.

GPSA758 Continuing Case Seminar (3 Credits)

Through continuing case presentations of three cases, students will apply theory to practice. With the agreement of the training committee, this course can be selected as fulfilling the requirement for the clinical case course after four semesters of successful completion of clinical case coursework.

GPSA780 Clinical Supervision (3 credits)

This course addresses the roles and functions of the clinical supervisor within a comparative framework within mental health models. The course will begin defining the supervisory process and move into the dimensions that build the supervisee-supervisor relationship. Topics will address the historical, theoretical, practical, ethical and cultural aspects of supervisory work. The many functions of the supervisor are outlined such as case review, evaluation, supportive intervention, education, and professional growth. Additional areas of focus will be on a range of supervisory settings from agency to private practice, learning and teaching styles, the parallel process while supervising a range of settings and populations, leadership styles, supervisor self-care and countertransference reactions to the supervisee, handling conflicts, building and maintaining relationship with peers and treatment collaborations and working within the culture of an organization. A range of supervision modalities will be explored including group, individual, consultation and educational formats. Integration of the models will build the participant's understanding of her own identity and approach as a clinical supervisor.

GPSA800 Attachment: Theory and Practice (3 credits)

This course explores how the fetus to adult relates and attaches. Psychic developments from the beginnings of life through the circumstances of birth, mother-infant bond, marriage and throughout all of life's stages and in the consultation room are reviewed. The historical and contemporary works of theorists and practitioners are reviewed in relationship to attachment.

GPSA806 The Psychodynamics of the Body (3 credits)

This course will examine the unconscious as expressed in the body. The body becomes a symbolic expression of the dynamics of the mind and can be the seat of emotional communication in the consulting room. What is not in words may become enacted in the body, its functions and its movement. The earliest form of representative activity based on somatic excitability. Theory, case study and technique will be examined in the context of the psychodynamics of the body.

GPSA810 The Psychoanalytic View of Women (3 credits)

This course examines the evolving views of women's psychic development and roles in society from both psychoanalytic and sociological perspectives. The work of Freud, Deutsch, Horney, Bonaparte, Klein, Jacobson, Thompson, Chodorow, Gilligan, and others will be considered.

GPSA824 (formerly 524) Treatment Techniques: Symbolic and Emotional Communication (3 credits)

In individual treatment, what the person says and does not say, what is felt and not felt, what is enacted and not spoken is put into words. Metaphor and Symbolic verbal and nonverbal communication come in many forms, and these manifestations assist in the understanding of treatment dynamics that motivate the person in the consulting room and in daily life. Through readings, classroom discussion, case presentation and individual research, this course will explore the many forms of communication in treatment.

GPSA825 Gender and Identity (3 credits)

This course will examine the biological, neurological, social, cultural and intrapsychic relationship of gender roles, sexual orientation and gender identity. Gender is explored in the context of self, family, and cultural institutions such as schools, religious institutions, the legal system, and the health care system. It will present related models of theory and practice within psychoanalysis and counseling. Normal and pathological developmental lines are considered.

GPSA828 The Psychodynamics of the Family Life Cycle (3 credits)

The family life cycle is a series of developmental stages that a family moves through over a lifetime, from infancy to older age. Each stage affords the individual new skills and challenges which requires coping with change. Intrapsychic development is established and catalyzed by family relationships and patterns. Environmental, intergenerational and cultural factors can impact the family constellation and functioning.

GPSA830 Attachment Patterns through the Lifecycle (3 Credits)

This course will explore the patterns of attachment that are present throughout the lifecycle. From the relationship between mother and infant to the dynamics at the end of life. The student will ready key concepts, research studies and case examples that reflect attachment patterns. Special emphasis will be placed on theories of object relations and drive theory.

GPSA831 Intervention Strategies for Working with Regressed States (3 credits)

This course considers the technique by exploring psychodynamic intervention strategies for working with regressed states. Historical and contemporary theories and clinical cases are presented for basic to advanced mental health counseling strategies with a range of dynamics. Ethical and cultural considerations are explored.

GPSA833a Child Treatment: Theory and Practice (3 credits)

This course will introduce the student to basic theoretical concepts and practices in child treatment. From mother and infant intervention to the emergence of adolescence, case studies will demonstrate the developmental patterns, treatment challenges and modification in treatment. The student will learn about the historical roots of approaches to contemporary practices. Case examples from practice examine common symptom patterns and evidence of trauma, pathology, and resilience within child treatments.

GPSA833b Adolescent Treatment: Theory and Practice (3 Credits)

This course will introduce the student to basic theoretical concepts and practices in child treatment. From mother and infant intervention to the emergence of adolescence, case studies will demonstrate the developmental patterns, treatment challenges and modifications in treatment. The student will learn about the historical roots of approaches to contemporary practices. Case examples from practice examine common symptom patterns and evidence of trauma, pathology and resilience within child treatments.

GPSA835 Couples through the Lifespan (3 credits)

How does early attachment affect a couple's ability to have a healthy, satisfying relationship? The experience of being a couple grows out of early attachment. This course will explore how couples develop and maintain an attachment. Topics will include how couples maintain intimacy over the lifespan, conflicts including secrets, lying and affairs, patterns of commitment, sex, childrearing, blended families, empty nesting, end of life issues and the continuous requirements for change that naturally develop over the lifecycle. When couples make their way to the consultation room, how can the therapist intervene?

GPSA837 Comparative Psychotherapies III: Drive Theory and Object Relations Theory (3 credits)

This course will compare the one and two person psychologies of the mind through the study of drive theory with an emphasis on modern psychoanalysis and its precursors and object relations theory. The unconscious process active in transference and resistances are explored side by side in both narcissistic states and within object relations.

GPSA850 Recent Developments in Psychodynamic Theory (3 credits)

This course will explore emerging topics in psychodynamic theory. Class members will discuss recent psychodynamic readings, podcasts and videos, highlighting new or innovative theory. Students become active researchers in the course, bridging the gap between theory, research and practice through identify personally relevant literature to serve as a springboard. Students will develop self-efficacy by discovering resources that reflect an individualized and independent path to learning.

GPSA851 Contemporary Topics in Clinical Practice (3 credits)

This course will explore contemporary topics in clinical practice. Class members discuss topics related to mental health practice from contemporary life, highlighting new, innovative or relevant issues. Students become active researchers, bridging the gap between theory, research and practice through researching literature to serve as a springboard to exploring aspects of practice. Student can develop self-efficacy by discovering recourses that reflect a personal model of practice. The course discussion applies the literature to clinical practice.

Course Descriptions for additional electives are available through the student's academic advisor.

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 of Labor Day through December, the Spring Semester typically runs from late January through May, and the Summer Session allows students to continue clinical supervision and coursework through the rest of May, June and July. BGSP-NJ offers both 2-credit, 3-credit, and 4-credit courses. All courses meet weekly for 16 weeks.

Admissions

The Boston Graduate School of Psychoanalysis in New Jersey welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. 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 graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP-NJ 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.

To apply, prospective students submit to the Dean of Admissions the completed application, the application fee, and supporting materials, which include official copies of all undergraduate transcripts and graduate transcripts (if applicable), 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 and the file is then reviewed by the Admissions committee. Those applicants selected for further consideration are scheduled for two interviews with faculty members. The interview is an opportunity for the applicants to express their personal interest in psychoanalytic study, and to learn more about the Graduate School and its programs. During the interview process, the applicant is asked to write a brief response to a psychoanalytic text. The Admissions Committee reviews all components of the applicant's file to make an admission decision.

Applicants who have completed graduate level work in psychoanalysis, counseling, or research 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.

Prospective students are welcome to visit BGSP-NJ in Livingston, New Jersey for a tour of the school and an opportunity to meet with faculty and students.

Tuition and Fees

Program Tuition and Fees:

Tuition for all courses per credit..... \$800
All directed research per credit..... \$800

Administrative Fees:

Registration Fee..... \$100 (once per semester)
Curriculum Support Fee..... \$360 (once per semester)
Student Association Fee..... \$25 (once per semester)
Extended Payment Plan Fee..... \$100 (as necessary)
Late Payment Fee..... \$100 (as necessary)
Extra Late Payment Fee..... \$150 (as necessary)
Returned Check Fee..... \$25 (as necessary)
Graduation Fee..... \$100 (one-time fee)

Refund Schedule

Approved drop in writing before September 1st. 100%
Approved drop in writing before September 15th 75%
Approved drop in writing before September 29th. 50%
Approved drop in writing before October 13th. 20%
Drop on or after October 13th. No refund

BGSP-NJ offers federal Title IV financial aid for all students matriculated at least half-time, as well as an extended payment plan.

