



**Boston Graduate School
of Psychoanalysis**

PROGRAM CATALOG
Certificate of Advanced Graduate Study
in Psychoanalytic Psychotherapy

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STUDYING PSYCHOANALYSIS

At BGSP, we use our understanding of unconscious dynamics to help solve problems of emotional suffering and destructive action. In this way, we free people to use their creative energy to live a satisfying life in cooperation with others.

As a graduate school, we teach students to actualize this personally and professionally by bringing psychoanalysis to bear on individual, social and cultural problems. BGSP's educational programs train psychoanalysts, counselors, interdisciplinary scholars, and social justice advocates. Through our Therapy Center, School Based Counseling internships, and work in the community, students and graduates work to help people directly improve their lives.

BGSP'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.

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. Students report an intensity to their training that is unique to BGSP. 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.

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 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 26.5-credit program can be completed in three semesters. Students may also progress through the program on a part-time basis for more than three semesters.

Students participate in a field experience that introduces them to early mental states such as psychosis in a setting where they meet with four patients weekly. Accompanying the field placement, students participate in an ongoing case seminar as well as individual and group clinical supervision.

Like graduates of BGSP's clinical Master's programs, graduates of the CAGS program are eligible to sit for the Qualifying Exam and apply for advanced standing in 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 26.5-credit curriculum.
2. Satisfactory completion of the field placement, including 190 hours of client contact.
3. Completion of 70 hours of training analysis.

COURSEWORK

Course Requirements:

PT 190 Orientation Group (<i>two semesters</i>)	0.5 credit
PT 141 Maturation I: Early Development	3 credits
PT 142 Oedipal Development	2 credits
PT 151a Psychoanalytic Theory I: Basic Concepts	2 credits
PT 154 Comparative Psychoanalysis	2 credits
PT 155 Dreams, Fantasy, and Symbolic Communication	2 credits
PT 161 Psychoanalytic Theory II: Fundamentals of Freud	2 credits
PT 191 Psychoanalytic Psychopathology and Early Mental States	3 credits
PT 201 Fieldwork Group Supervision (<i>two semesters</i>)	0.5 credit
PT 2609 Fieldwork Seminar (<i>two semesters</i>)	4 credits
PT 340 Field Placement (<i>two semesters</i>)	
PT 341 Fieldwork Individual Supervision (<i>one semester</i>)	0.5 credit

Electives:

PT 143 Latency	2 credits
PT 144 Adolescence	2 credits
PT 146 Maturation II: Later Adulthood	3 credits
PT 147 Conflicts in 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
PT 188 Clinical Work with Children	2 credits

Total

26.5 credits

CLINICAL STUDIES

During the program, CAGS students participate in Fieldwork, a two-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 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 Group Supervision are taken concurrently with the placement. Students graduate from the Fieldwork Seminar after a successful fieldwork clinical presentation.

TRAINING ANALYSIS

Students in the CAGS program engage in 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

ORIENTATION

PT 190a/b Orientation Group for First Year Students (0.5 credit)

All first year clinical students participate in a process orientation group providing a forum for discussion of the first year experience and introduction to modern psychoanalysis.

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.

PT 141 Maturation I: Early Development (3 credits)

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 Oedipal Development (2 credits)

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.

PT 143 The Childhood Years (2 credits)

Elective

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.

PT 144 Adolescence (2 credits)

Elective

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.

PT 146 Maturation II: Later Development (3 credits)

Elective

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.

CP 147 Young Adulthood (2 credits)

Elective

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.

CP 149 Later Adult Life (2 credits)

Elective

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.

PSYCHOANALYTIC THEORY

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

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)

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

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)

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)

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

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

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.

CLINICAL STUDIES

PT 188 Clinical Work with Children (2 credits)

Elective

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.

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

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

PT 2609 Fieldwork Seminar (4 credits)

Two semesters required

This course uses an understanding of severely regressed levels of psychopathology (psychosis, borderline conditions, narcissistic disorders) as a basis for working in the fieldwork placement utilizing modern psychoanalytic technique. Emphasis is on establishing a narcissistic transference and managing tension states utilizing an understanding of contact function, and emotional and symbolic communication at this level of functioning.

FIELD PLACEMENT AND SUPERVISION

PT 201 Fieldwork Group Supervision (0.5 credit)

Two semesters required

Students discuss cases from the field placement 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.

PT 340 Field Placement

Two semesters required

In at least 600 hours of field placement 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 341 Fieldwork Individual Supervision (0.5 credit)

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 201 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.

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

ADMISSION

The Boston Graduate School of Psychoanalysis CAGS program welcomes 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, sex, gender identity, 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. 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.