



**Boston Graduate School
of Psychoanalysis**

PROGRAM CATALOG
Master of Arts in
Clinical Mental Health Counseling

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ABOUT BGSP

The Boston Graduate School of Psychoanalysis (BGSP) is an accredited, independent graduate school offering programs in clinical mental health counseling, psychoanalysis, and psychosocial studies. By infusing contemporary psychoanalytic thinking into its programs, BGSP provides an understanding of conscious and unconscious influences on human development and psychopathology, motivation, interpersonal relationships, and social interaction. By integrating psychoanalytic understanding into class process, BGSP facilitates intellectual and emotional learning, using the classroom to learn both content and the process of resolving resistances to learning.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

The M.A. in Clinical Mental Health Counseling program provides students with comprehensive master's level training in clinical mental health counseling, with a psychodynamic orientation. Specializations are available for working with children and adolescents, and working with addictions. Graduates meet the educational requirements for licensure in clinical mental health counseling in Massachusetts, including course requirements and practicum and internship experiences.

This unique program is ideal for the student interested in practicing as a licensed mental health professional within a psychodynamic framework at the master's level. In order to gain an understanding of the range of treatment approaches in clinical settings, students explore multiple theories and clinical methods in addition to the psychodynamic model. Students receive clinical supervision from psychoanalysts and other experienced mental health professionals who are qualified to supervise for the LMHC license both at the School and at their clinical placements.

Students receive a broad foundation in psychoanalytic theory, from Freud's first works to contemporary psychoanalytic thought. The psychodynamic orientation allows students to gain an appreciation of unconscious motivation and the unconscious forces at work in mental health and illness. Clinical placements provide the opportunity to develop skills basic to fostering an effective therapeutic relationship with patients with a full range of psychopathologies, including very regressed patients, under psychoanalytic and other supervision.

Like other programs, the Master of Arts in Clinical Mental Health Counseling program prepares graduates to work in a variety of mental health settings and to pursue the additional post-master's clinical hours required for licensure as a Licensed Mental Health Counselor. Unlike other programs, the program also prepares graduates to apply for advanced standing in the BGSP Doctor of Psychoanalysis or Certificate in Psychoanalysis programs in order to train to become a psychoanalyst.

The 66 credit curriculum may be completed over a full two years of full time study, though many students choose to proceed at a slower pace to facilitate integration of course material and clinical learning. A common choice is to take three years to graduate, reserving the internship for the third year. Applicants are advised to consult with the Admissions Committee, and students with their advisors, as to the best pace for them. Program courses are offered for two, three, or four credits and meet either weekly or every other week.

SPECIALIZATIONS IN THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Child and Adolescent Intervention

Counselors who work with children and adolescents are highly in demand. Program graduates are poised to meet the need with the Specialization in Child and Adolescent Intervention (CAI). The CAI specialization provides additional coursework and a specialized internship to foster the student's understanding of the child's developing psyche and its relation to behavior. Through the study of healthy child development, child and adolescent psychopathology, and the impact of trauma, students gain tools for communicating and intervening with children to promote constructive behaviors. Students learn the origins and function of defensive patterns that impede learning, provoke anger or alienation, or result in other destructive behaviors. Through coursework and the internship, students explore symbolic communications in children and clinical interventions to develop skills for managing aggression and bringing out the best in the children with whom they work.

Courses required for the Specialization in Child and Adolescent Intervention are:

- CP 141 Maturation I: Early Development
- CP 146 Maturation II: Later Development
- CP 144 Adolescence (or a Maturation elective)
- CP 188 Clinical Work with Children
- CP 189 Child and Adolescent Psychopathology
- CP XXX One additional child and adolescent elective

Addictions Counseling

Regardless of clinical setting, counselors increasingly face the challenge of working with people with addictions. Through additional coursework and a specialized internship, this track prepares students for addictions counseling and satisfies the training requirements for the Massachusetts License in Alcohol and Drug Counseling. The program is approved by the Massachusetts Department of Public Health Bureau of Substance Abuse Services as an Approved Addiction Education Program.

Courses required for the Specialization in Addictions Counseling are:

- CP 110 Understanding and Treating Addictions
- CP 181 Biology of Mind and Behavior
- CP 191 Psychopathology
- CP 101 Psychological and Addictions Assessment
- CP 102 Theories of Counseling
- CP 103 Ethics for Mental Health and Addictions Counselors
- CP 104 Multi-Cultural Issues in Counseling

DEGREE GOALS

Upon completion of the M.A. degree program in Clinical Mental Health Counseling, students are expected to achieve the following learning outcomes:

- 1) Students demonstrate basic knowledge of psychoanalytic and developmental theory applied to healthy development and psychopathology as well as interpersonal functioning in diverse cultural contexts.
- 2) Students demonstrate an understanding of basic assessment practices and diagnosis, comparing diagnosis according to the DSM to psychoanalytic conceptualization.
- 3) Students demonstrate they have acquired the knowledge and the clinical intervention skills useful in establishing a relationship and a treatment plan with regressed and narcissistic patients as well as other patient groups. This includes an awareness of transference-countertransference dynamics.
- 4) Students demonstrate an understanding of research methods and a mastery of literature and theory pertinent to case focused research.
- 5) Students master basic counseling theory and standards of ethical practice.

CURRICULUM OVERVIEW

The M.A. in Clinical Mental Health Counseling degree program consists of required coursework (19 courses of two or three credits), a Field Placement of 400 hours (of which 100 hours constitute the Counseling Practicum), a 600-hour Counseling Internship, and a clinical paper at the end of the Field Placement. Clinical experiences are accompanied by 150 hours of individual and group supervision (more than double that required by the licensing board). In addition, students undertake a personal analysis as part of their training, completing 70 hours of training analysis before graduation.

GRADUATION REQUIREMENTS

To graduate, students complete:

- 60 credits of academic coursework and 6 credits of clinical studies for a total of 66 credits
- The 400-hour Field Placement, of which 100 hours constitute the Counseling Practicum
- A satisfactory presentation of fieldwork cases and the PT185c clinical paper
- The 600-hour counseling internship
- A minimum 120 group supervision hours (including 30 hours of PT 185a) and 30 individual supervision hours
- Minimum of 70 hours of training analysis

CLINICAL STUDIES

Clinical studies in the M.A. in Clinical Mental Health Counseling program provide a rich learning experience in depth-oriented psychotherapy.

Field Placement Practicum

Students begin the Field Placement Practicum in their second semester of study, engaging in fieldwork in a setting for severely regressed patients. The Fieldwork Coordinator consults with each student on the field placement practicum selection. This three-semester experience provides the opportunity to learn how to develop a relationship with patients at the earliest levels of psychic functioning. It fosters the ability to read the patient's contacts, responses to stimulation, and symbolic communications while observing the emotional responses induced in oneself. These skills are basic to working with any patient.

The first semester of the Field Placement (CP 330) is structured to meet the licensing requirements for the Counseling Practicum. While enrolled in CP 330, the student simultaneously enrolls in small group supervision (CP 111), individual supervision (CP 331) and the Fieldwork Seminar (CP 185). The second two semesters of the Field Placement (CP 340) constitute an extended practicum experience. While students complete these two semesters, they simultaneously enroll in the CP 185 Fieldwork Seminar and small group supervision (CP 111).

To complete the Field Placement requirement, students present their work with cases in the final semester of the CP 185 Fieldwork Seminar and submit a clinical paper to the CP 185 Fieldwork Seminar instructor.

Counseling Internship

Students also complete a 600-hour Counseling Internship (CP 350) in a clinical setting that provides supervised counseling experience with a wider range of psychopathologies and emotional issues. Students work closely with the Internship Coordinator to ensure that all placements and supervisors meet licensing requirements. The Internship Coordinator consults with each student on the internship selection. Students interested in work with children may apply to the BGSP School Outreach Internship Program, working with children or adolescents in the Boston Public Schools.

Students working in community settings take a clinical course (CP 194/195 or another acceptable course, e.g. CP 185) while completing the internship. They also receive individual psychoanalytic supervision in CP 351 Individual Supervision. School Outreach program interns enroll in CP 188 Clinical Work with Children, CP 189 Child and Adolescent Psychopathology, CP 351 Individual Supervision, and CP 214 Child and Adolescent Psychoanalytic Supervision.

Below is a chart that demonstrates what clinical course numbers need to be taken in what semester in order for a full-time student to complete the clinical requirements for the Counseling degree:

Fieldwork	1 st semester	2 nd semester	3 rd semester	4 th semester
Field Placement #	No Placement	CP 330 Practicum	CP 340 Field Placement	CP 340 Field Placement
Group Supervision #		CP 111 Supervision for Fieldwork Cases	CP 111 Supervision for Fieldwork Cases	CP 111 Supervision for Fieldwork Cases
Individual Supervision #		CP 331 Practicum Supervision		
Course #		CP 185 Fieldwork Seminar	CP 185 Fieldwork Seminar	CP 185 Fieldwork Seminar
Internship				
Internship Placement #	No Placement	No Placement	CP 350 Internship	CP 350 Internship
Group Supervision #			Depends on Internship	Depends on Internship
Individual Supervision #			CP 351 Internship Supervision	CP 351 Internship Supervision
Course #			CP 188 Clinical Work with Children or CP 194 or CP 185	CP 189 Child and Adolescent Psychopathology or CP 195 or CP 185

RESEARCH

Exposure to scientific thinking and practice in the human sciences helps broaden the student's understanding of the nature of research, theory construction, and the logic of inquiry. It fosters the ability to think critically, and it enables students to evaluate clinical research.

M.A. in Clinical Mental Health Counseling students take a research course, CP 170 Introduction to Research Methods in Human Sciences, in which they learn principles of concept formation and research design, and basic research methodology with an emphasis on analyzing qualitative data and outcome research.

TRAINING ANALYSIS

Students in the M.A. in Clinical Mental Health Counseling program engage in a training analysis throughout their studies. The analysis is considered part of the educational process, providing 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. At least 12 sessions of training analysis are required before beginning the Field Placement Practicum. Students planning to pursue further psychoanalytic training plan their frequency of analysis to help meet the analytic hour requirements for graduation from subsequent programs. A total of 70 hours of training analysis is required for graduation from the M.A. in Clinical Mental Health Counseling program.

COURSE REQUIREMENTS

Required courses provide the student with a thorough understanding of the facets of clinical mental health counseling, including theories of counseling; developmental studies; psychopathology; assessment, diagnosis and treatment planning; ethics and professional practice; group dynamics; and human diversity. In addition, the program fosters students' clinical and research skills as well as addressing special treatment issues such as psychopharmacology and substance abuse. Psychoanalytic coursework develops the student's appreciation of unconscious forces at work in mental health and pathology and allows the student to compare multiple counseling approaches.

Course requirements for the program include:

CP 190 Orientation Group (2 semesters, 0.5 credits each semester)

All first year clinical students participate in a process orientation group providing a forum for discussion of the first year experience.

CP 101 Psychological and Addictions Assessment (3 credits)

This course introduces students to the process of diagnostic interviewing as well as to the theory and application of psychological measures commonly used in mental health clinics, schools, courts, and private agencies. Assessment tools include the diagnostic interview, tests of intelligence, aptitudes, vocational interests, and personality dimensions in children and adults. The course examines issues of reliability, diversity, limitations of the tests, and ethical practice in relation to the validity of the assessments. Students explore the relationship between assessment, findings, diagnosis and treatment planning. *This course is designed to meet the licensing board's requirement for a course on Appraisal.*

CP 102 Theories of Counseling (3 credits)

This course examines the major contemporary theories of counseling and psychotherapy, how they apply to clinical practice, and their impact on the clinician's use of self in the treatment setting. In addition, the course introduces students to the major theories of personality, prevention modalities, and theories of community mental health. *This course is designed to meet the licensing board's requirement for a course on Counseling Theory.*

CP 103 Ethics for Mental Health and Addictions Counselors (3 credits)

Students explore the nature of ethical decision-making in relation to the ethical codes of the ACA and AMHCA, legal requirements, and case examples from different modalities (adult, children, families, groups). The course examines issues of professional practice such as the counselor's role, working within systems, and managed care as well as understanding of licensure and regulatory practices. *This course is designed to meet the licensing board's requirement for a course on Professional Orientation.*

CP 104 Cultural Issues in Counseling (3 credits)

This course emphasizes understanding and respect for the diversity of clients involved in clinical mental health counseling. It explores the definitions of culture in the context of clinical mental health counseling from a multicultural perspective, with regard to ethnicity, race, gender, disability, and sexual orientation. The class further studies culture-specific groups and the impact of racism, sexism, ethnocentrism, and other forms of discrimination. Students also examine the implications of conducting counseling in the counselor's or the client's second language. *This course is designed to meet the licensing board's requirement for a course on Social Cultural Foundations.*

CP 105A, B, C Seminar in Professional Development (1 credit each semester for a total of 3 credits)

This course in three parts is designed to prepare the mental health counseling professional for the complex realities of working in the field. As such, this series will cover major topics such as professional identity, licensure, the internship experience, best practices in psychotherapy, decision making around clinical issues, legal and ethical standards, stress management, the importance of supervision, and general issues pertaining to counseling in the 21st century.

CP 110 Understanding and Treating Addictions (3 credits)

This course will study the phenomenology in both descriptive (e.g. DSM) and psychodynamic terms of the various types of substance abuse and addiction, with attention also to behavioral addictions. It will examine different theories regarding the causes of addictions, including biological, psychological, cultural, and historical perspectives. Students explore different ideas about treatment goals and treatment modalities including self-help groups, individual therapy, "harm reduction", and medical management. Clinical issues involved in working psychotherapeutically and psychoanalytically with addicted patients will be discussed, including transference and countertransference, emotional induction, and treatment-destructive repetitions and resistances.

CP 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 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 current developmental theory and research. *This course is designed to meet the licensing board's requirement for the early part of Human Growth and Development.*

CP 146 Maturation II: Later Development (3 credits)

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.*

CP 150 Concepts of Group Psychoanalysis (3 credits)

This course studies the theoretical and experiential understandings of group development, purpose, dynamics, as well as leadership styles and processes of mental health groups, families and couples including the psychoanalytic treatment of groups, families, and couples. Students consider phenomena unique to group settings and explore how to handle resistances and manage impulses in group interactions. The course provides theoretical bases for, and demonstrates, technical interventions. *This course is designed to meet the licensing board's requirement for a course on Group Work.*

CP 151F Psychoanalytic Theory I (Basic Concepts) (3 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.

CP 155 Dream, Fantasy, and Symbolic Communication (3 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.

CP 170 Introduction to Research Methods in Human Sciences (3 credits)

This course begins with an examination of the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Students review the important tools, methods and techniques for sound and ethical research, including the tools and data of outcome research, and learn to critically evaluate research literature. The course then introduces qualitative research methods and reviews characteristics of qualitative versus quantitative methods. *This course is designed to meet the licensing board's requirement for a course on Research and Evaluation.*

CP 181 Biology of Mind and Behavior (3 credits)

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. *This course is designed to meet the licensing board's requirement for a course on Special Treatment Issues.*

CP 191 Psychopathology (3 credits)

This course examines psychopathology of severely regressed states from the perspective of both the DSM-V and psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM-V with psychiatric understanding of etiology and function contrasted with and augmented by the psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, affective, and somatic disorders as well as in neuroses. The two different approaches to the diagnostic process will be explored in the course, including the five axis diagnostic system (DSM), use of the mental status exam, use of clinical interviewing and induced countertransference feelings. The class also discusses implications for treatment of clinical concepts like drives/urges, wishes, affects, defensive operation, and interpersonal style.

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

This course uses an understanding of psychopathology to help the student develop clinical mental health counseling skills for establishing clinical relationships with patients in the field placement. Students discuss their fieldwork experience, 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 firsthand understanding of early resistances in treatment as they begin their placement and learn how to form a beginning treatment relationship. Students are simultaneously enrolled in CP 330 Field Placement Practicum. *This course is designed to meet the licensing board's requirement for Group Supervision.*

Prerequisites: CP 191, one semester of study, 12 sessions of training analysis.

CP 185b Fieldwork Seminar: Mental Health Treatment and Consultation (3/4 credits)

This course uses an understanding of psychopathology to help the student develop clinical mental health counseling skills for establishing and maintaining clinical relationships with patients in the practicum and going forward into the field placement. Students discuss their placements, 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 experience. Students are simultaneously enrolled in CP 340 Field Placement. *This course is designed to meet the licensing board's requirement for a course on Helping Relationships.*

CP 185c Fieldwork Seminar: Maintaining and Terminating Treatment (3/4 credits)

This course uses an understanding of psychopathology to help the student develop clinical mental health counseling skills for maintaining and terminating clinical relationships with patients in the field placement and internship. Students continue to present cases and all aspects of the fieldwork 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. The termination phase of treatment and resistance to termination are covered. The semester culminates in a formal presentation of three cases the student has seen in the fieldwork experience, 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. Students are simultaneously enrolled in CP 340 Field Placement. *This course is designed to meet the licensing board's requirement for a course on Helping Relationships.*

CP 188 Clinical Work with Children (3 credits)

Required for School Outreach Interns

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. School Outreach interns take this course simultaneously with the CP 350 Internship, CP 351 Individual Supervision, and CP 214 Group Supervision on Child Cases.

CP 189 Child and Adolescent Psychopathology (3 credits)

Required for School Outreach Interns

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. School Outreach interns take this course simultaneously with the CP 350 Counseling Internship, CP 351 Individual Supervision, and CP 214 Group Supervision on Child Cases.

CP 194/195 Psychoanalytic Psychotherapy in Community Settings (3 credits each semester)

Two semesters required for interns working with adults

This clinical seminar accompanies the internship experience for students working in community settings with adults, including discussion of diagnosis, assessment and treatment planning and coordination with other mental health professionals through case presentation and discussion. Students simultaneously enroll in CP 350 Counseling Internship, and CP 351 Individual Supervision. **Note:** If CP 194 & 195 are not offered, CP 185 (or other courses determined on a case-by-case basis) will be an acceptable substitution. Please consult with your advisor.

CP 330/340 Fieldwork Placement (2 credits first semester)

Prerequisites: CP 191, one semester of study, 12 sessions of training analysis.

With the help of the Fieldwork Coordinator, students find a field placement in which they study patient contact and development of relationships in a setting for regressed patients, meeting with three patients on a weekly basis, and when possible attending team and administrative meetings and meeting with an administrative supervisor. Students observe the patients' contacts, the development of relationships over time as well as interactions in the institution. In conjunction with the field placement, the student also enrolls in CP 185 Fieldwork Seminar, CP 111 Fieldwork Group Supervision and CP 331 Practicum Individual Supervision.

The first 100 hours of field placement (usually the first semester), which include 40 hours of patient contact and 28 hours of supervision (18 hours of group, 10 hours of individual) constitute the Counseling Practicum. Students consult with the Fieldwork Coordinator to be sure they are meeting practicum requirements and complete appropriate paperwork.

In subsequent semesters, students continue in the field placement, which is an extension of the practicum experience. They continue to meet weekly with their patients and to observe the developing transference and countertransference, symbolic communication, and responses to stimulation in their patients and themselves, as well as interactions in the institution. A total of 400 hours of field placement experience is required for completion of fieldwork, as well as the successful presentation of fieldwork cases and an approved clinical paper in the Fieldwork Seminar.

CP 350 Counseling Internship

Prerequisites: CP 330/340, CP 331, CP 185a

In at least 600 hours of internship experience, the student engages in at least 240 hours of client contact over the course of two semesters. The student works out the internship placement with the Internship Coordinator. The intern meets regularly with patients in his or

her caseload, attends clinical and administrative training activities at the placement, and engages in administrative work on cases. Students receive individual supervision at the placement and CP 351 Individual Supervision at the school as well as group supervision in one or both locations. A minimum of 45 hours of supervision, individual and group, from approved supervisors are required to supervise the internship experience. The Internship Coordinator approves all internships and supervisors. In conjunction with the internship, students enroll in either CP 188 or CP 189 (for School Outreach Interns or others seeing children), or CP 194/195 or CP 185 (for students seeing adults).

CP 111 Supervision of Fieldwork Cases (0.5 credit)

Prerequisites: CP 191, one semester of study, 12 sessions of training analysis

Students enroll in small group supervision throughout the fieldwork experience, discussing all aspects of the fieldwork experience including their interactions with and observations of patients and their own emotional experiences.

CP 331 Field Placement Practicum Individual Supervision (0.5 credit)

Prerequisites: CP 191, one semester of study, 12 sessions of training analysis

Students enrolled in the practicum experience (CP 330) meet with an individual supervisor on an every other week basis (10 sessions) during the practicum semester and the remainder of the field placement. This supervision augments the group supervision experience and provides an opportunity for coverage of additional cases and further discussion of work in the placement.

CP 351 Internship Individual Supervision (0.5 credit)

Students enrolled in the internship experience (CP 350) meet with an individual supervisor on an every other week basis (10 sessions) during each semester of the internship. This supervision augments the group and placement supervision experience and provides an opportunity for discussion and case formulation from a psychoanalytic perspective.

CP 214 Group Supervision on Child Cases (0.5 credit)

For student interns in a School-based or child-based Program

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 nonconventional 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. Students present work with child and adolescent cases in this group supervision.

ELECTIVES

Students should take enough elective credits to meet the 60 credit requirement for graduation.

CP 142 Oedipal Development (3 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.

CP 143 The Childhood Years (3 credits)

This course focuses on the developmental “tasks” of the childhood years, including 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 144 Adolescence (3 credits)

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 sexuality and object relations and possible solutions, including psychotherapeutic approaches.

CP 147 Conflicts in Adulthood (3 credits)

This course identifies the central developmental tasks and inherent conflicts typical of adulthood. The course begins with conflicts of young adults struggling with pregenital and genital aims, including the repetition of incestuous longings and the fear of intimacy. The course goes on to address love, guilt and shame as they relate to conflicts around intimacy and aggression. It explores the efforts individuals engage in to attain individual identities and make successful relationships, which includes having and raising children. Implications of theory and research for clinical work are discussed.

CP 152 Madness in Literature (2 credits) (NOTE: This is a 2-credit course. Students may need to make up a credit elsewhere in order to meet the degree requirement of 60 academic credits)

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.

CP 160 Narcissism, Aggression, and Violence (3 credits)

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.

Students use the literature to clarify the meaning of the narcissistic defense and to explore the treatment techniques that have been devised to work with narcissistic disorders. Class process is used to illustrate concepts.

CP 188 Clinical Work with Children (3 credits)

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)

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.

CP 194/195 Psychoanalytic Psychotherapy in Community Settings (3 credits each semester)

This clinical seminar accompanies the internship experience for students working in community settings with adults, including discussion of diagnosis, assessment and treatment planning and coordination with other mental health professionals through case presentation and discussion.

PC 787 Cultural Psychopathology and Social Psychiatry (3 credits)

This seminar familiarizes students with the social and cultural aspects of mental health or illness. Cultural psychopathology is a field of study focusing on the ways in which cultural factors contribute to the experience and expression of psychological distress. It examines cultural variation in psychiatric disorders and cultural determinants of symptoms or syndromes. Social Psychiatry is a field focusing on epidemiology of mental illness and on social causes and consequences of psychiatric disorders. Issues of law and psychiatry, such as competency to stand trial, insanity plea, forced hospitalization, solitary confinement, and patient rights are also addressed. The course is interdisciplinary, in that it includes material from many fields, but there is a coherent organizing theme: the need to understand mental illness in a broad social and cultural context.

CP 326-329 Directed Research (0.5-3 credits)

Students who need more work on a CP185C paper may get help from a faculty member familiar with the requirement in this directed research class. Students may also enroll in directed research to write a more extensive research project, like a Master's thesis, or an additional clinical paper. The student would enroll in directed research with a research /faculty member until the project is completed. Some projects will require a second reader as well, and therefore additional directed research classes.

SAMPLE FULL-TIME PROGRAM OF STUDY

FALL, FIRST YEAR

CP 104 Cultural Issues in Counseling	3 credits
CP 141 Maturation I: Early Development	3 credits
CP 151F (formerly 151/161) Psychoanalytic Theory	3 credits
CP 181 Biology of Mind and Behavior	3 credits
CP 191 (formerly 184 and 186) Psychopathology	3 credits
CP 105A Seminar in Professional Development	1 credit
CP 190a Orientation Group	0.5 credit
	16.5 credits

SPRING, FIRST YEAR

CP 101 Psychological and Addictions Assessment	3 credits
CP 146 Maturation II: Later Development	3 credits
CP 185a Fieldwork Seminar: Clinical Techniques	3 credits
CP 110 Addiction	3 credits
CP 170 Intro to Research Methods in Human Science	3 credits
CP 105B Seminar in Professional Development	1 credit
CP 330 Field Placement Practicum	2 credits
CP 331 Field Placement Practicum Individual Supervision	0.5 credit
CP 111 Field Placement Group Supervision	0.5 credit
CP 190b Orientation Group	0.5 credit
	19.5 crds

SUMMER, FIRST YEAR

CP 102 Theories of Counseling	3 credits
CP 111 Field Placement Group Supervision	0 credit
CP 105C Seminar in Professional Development	1 credits
	4 crds

FALL, SECOND YEAR

CP 155 Dreams, Fantasy, and Symbolic Communication	3 credits
CP 150 Concepts of Group Psychoanalysis	3 credits
CP 185b Fieldwork Seminar: Mental Health Treatment & Consultation	3 credits
CP 188 Clinical Work with Children	3 credits
or CP 194 CP 185/other acceptable course to accompany internship	
beginning internship	
CP 340 Field Placement	
CP 350 Counseling Internship	
CP 351 Internship Individual Supervision	0.5 credit
CP 111 Field Placement Group Supervision	0.5 credit
	13 crds

SPRING, SECOND YEAR

CP 103 Ethics for Mental Health and Addictions Counselors	3 credits
CP 185c Fieldwork Seminar: Maintaining and Terminating Treatment	3 credits
CP 189 Child and Adolescent Psychopathology	3 credits
or CP 195/CP 185 /other acceptable course to accompany internship	
CP XXX Elective (e.g., Comparative, Social Justice, Film, Culture)	*3 credits
CP 340 Field Placement	
CP 350 Counseling Internship	
CP 351 Internship Individual Supervision	0.5 credit
CP 111 Field Placement Group Supervision	0.5 credit
	13 credits

*Some electives are 2 credits. If a 2-credit elective is taken, students will need to make up the credits in order to meet the requirement of 60 academic credits.

Total Course of Study 66 credits (60 academic + 6 others)

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, the Spring Semester typically runs from February through mid-June, and the Summer session allows students to continue clinical supervision and coursework through the rest of June and July.

BGSP offers both 2-credit and 3-credit courses. Three-credit courses meet weekly for 15 weeks, while two-credit courses meet for 12 weeks.

ADMISSIONS

The Boston Graduate School of Psychoanalysis 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 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.

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 and the file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for three interviews with three faculty members. The interview is an opportunity for the applicant to express their personal interest in graduate study in counseling, 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 then reviews all components of the applicant's file to make an admission decision.

Applicants who have completed graduate level work in counseling or 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 seen prior to admission to BGSP 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 for a tour of the school and an opportunity to meet with faculty and students.