



**Boston Graduate School  
of Psychoanalysis**

**PROGRAM CATALOG**  
**Master of Arts in Psychoanalysis**

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## MISSION STATEMENT

BGSP's highly engaged community is deeply committed to furthering humanity's understanding of the unconscious forces that drive us, helping individuals lead more fulfilling lives, and addressing the societal and cultural challenges we continue to face.

The School's individualized approach to learning helps students uniquely shape their professional lives, producing clinical mental health counselors, scholars, and psychoanalysts who are able and confident in their abilities to remove impediments to the lasting growth of which virtually all people are capable.

## STUDYING PSYCHOANALYSIS

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, 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 roughly every other week for the same period of time.

## 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. (Additional training beyond the master's level is required to become a psychoanalyst.) The curriculum provides a solid foundation in the knowledge of human mental and emotional functioning that constitutes the platform for psychoanalytic study. The program includes courses in theories of human development, psychoanalytic theory, research, and clinical studies. Students attend a field placement 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 very

regressed patients. Students culminate their studies with a capstone paper written in the last semester of fieldwork. In addition, students are required to engage in a training analysis throughout the program.

Full-time students may complete the 49-credit program in four semesters if they proceed through the field placement and capstone 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.

## DEGREE GOALS

Upon completion of the M.A. program in psychoanalysis, 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 a range of character types with an emphasis on severely regressed and narcissistic patients.
- 4) Students demonstrate an understanding of research methods and a mastery of literature and basic psychoanalytic theory pertinent to case focused research.

## CLINICAL STUDIES

During the program, students attend 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 field placement 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 Fieldwork Group Supervision are taken concurrently with the field placement. Students graduate from the Fieldwork Seminar after a successful fieldwork clinical presentation and a completed capstone paper.

## 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.

Students take a research course, **PT 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. In the final semester of the Fieldwork Seminar, students enroll in **PT185c** where they complete a capstone paper (See Appendix A), the study of a single case seen in their field placement. The capstone paper demonstrates the student's ability to use appropriate psychoanalytic theory and literature applied to empirical clinical data. In addition, the student demonstrates graduate level skill in written exposition. The paper is submitted to the Fieldwork Instructor and the Fieldwork supervisor for review and approval and fulfills the written clinical and the research requirement for the Master's degree.

## TRAINING ANALYSIS

Students 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 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. At least twelve sessions of training analysis are required before beginning the field placement. 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. 43 credits of required and elective academic coursework
2. A minimum of 600 field placement hours and approval of the fieldwork case presentation and paper
3. A minimum of 70 hours of training analysis

## REQUIRED COURSES

<b>PT 111</b> Field Placement Group Supervision ( <i>3 semesters and summer required</i> )	0.5 credit
<b>PT 141</b> Maturation I: Early Development	3 credits
<b>PT 150</b> Concepts of Group Psychoanalysis	3 credits
<b>PT 151F</b> Psychoanalytic Theory: Basic Concepts	3 credits
<b>PT 154</b> Comparative Psychoanalysis (or <b>PT 2630</b> )	2 credits
<b>PT 155</b> Dreams, Fantasy, and Symbolic Communication	3 credits
<b>PT 170</b> Introduction to Research Methods in Human Sciences	3 credits
<b>PT 181</b> Biology of Mind and Behavior	3 credits
<b>PT 191</b> Psychopathology	3 credits
<b>PT 146</b> Lifespan Development	3 credits
<b>PT 104</b> Cultural Issues in Clinical Work	3 credits
<b>PT 185a</b> Fieldwork Seminar: Clinical Techniques	3 credits

<b>PT 185b</b> Fieldwork Seminar: Case Formulation and Consultation	4 credits
<b>PT 185c</b> Fieldwork Seminar: Maintaining and Terminating Treatment	4 credits
<b>PT 190</b> Orientation Group ( <i>two semesters required</i> )	0.5 credit
<b>PT 330</b> Field Placement Practicum	2 credits
<b>PT 340</b> Field Placement ( <i>two semesters required</i> )	
<b>PT 341</b> Field Placement Individual Supervision ( <i>1 semester required; 2 semesters recommended</i> )	0.5 credit
<b>PT XXX</b> Elective	2 credits
<b>PT XXX</b> Elective	2 credits

## ELECTIVES

<b>PT 142</b> Oedipal Development	2 credits
<b>PT 143</b> Latency	2 credits
<b>PT 144</b> Adolescence	2 credits
<b>PT 147</b> Conflicts in Adulthood	2 credits
<b>PT 149</b> Later Adult Life	2 credits
<b>PT 152</b> Madness in Literature	2 credits
<b>PT 160</b> Narcissism and Aggression	2 credits
<b>PT 188</b> Clinical Work with Children	2 credits
<b>CP 101</b> Psychological and Addictions Assessment	3 credits
<b>CP 214</b> Group Supervision on Child Cases	0.5 credit

**TOTAL COURSE OF STUDY: 49 credits**

## SAMPLE FULL-TIME PROGRAM OF STUDY

BGSP offers courses in such a sequence that students entering in the Fall semester may complete the following full-time course of study. Not all students are advised to take a full-time course load, and additional time is often required for the thesis. The layout presented below can help students identify their required courses and plan when their required courses will be offered next.

### FALL, FIRST YEAR

<b>PT 104</b> Cultural Issues in Clinical Work	3 credits
<b>PT 141</b> Maturation I: Early Development	3 credits
<b>PT 151F</b> Psychoanalytic Theory: Basic Concepts	3 credits
<b>PT 181</b> Biology of Mind and Behavior	3 credits
<b>PT 191</b> Psychopathology	3 credits
<b>PT 190</b> Orientation Group	0.5 credit
	<b>15.5 credits</b>

### SPRING, FIRST YEAR

<b>PT 146</b> Lifespan Development	3 credits
<b>PT 185a</b> Fieldwork Seminar: Clinical Techniques	3 credits
<b>PT XXX</b> Elective	2 credits

<b>PT 190</b> Orientation Group	0.5 credit
<b>PT 330</b> Field Placement Practicum	2 credits
<b>PT 111</b> Field Placement Group Supervision	0.5 credit
	<b>11 credits</b>

### **SUMMER, FIRST YEAR**

**PT 111** Field Placement Group Supervision and Field Placement

### **FALL, SECOND YEAR**

<b>PT 150</b> Concepts of Group Psychoanalysis	3 credits
<b>PT 155</b> Dreams, Fantasy, and Symbolic Communication	3 credits
<b>PT 170</b> Introduction to Research Methods in Human Sciences	3 credits
<b>PT 185b</b> Fieldwork Seminar: Case Formulation and Consultation	4 credits
<b>PT 340</b> Field Placement	
<b>PT 341</b> Field Placement Individual Supervision	0.5 credit
<b>PT 111</b> Field Placement Group Supervision	0.5 credit
	<b>13 credits</b>

### **SPRING, SECOND YEAR**

<b>PT 185c</b> Fieldwork Seminar: Maintaining and Terminating Treatment	4 credits
<b>PT 154</b> Comparative Psychoanalysis (or <b>PT 2630</b> )	2 credits
<b>PT XXX</b> Elective	2 credits
<b>PT 340</b> Field Placement	
<b>PT 341</b> Field Placement Individual Supervision ( <i>recommended</i> )	
<b>PT 111</b> Field Placement Group Supervision	0.5 credit
	<b>8.5 credits</b>

**TOTAL ACADEMIC COURSEWORK: 43 credits + Field Placement and Supervision**

## **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.

**PT 142 Oedipal Development (2 credits)**

*Elective*

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 Latency (2 credits)**

*Elective*

This course focuses on the operation of the drives during latency. This includes normal and abnormal patterns, resolution of the Oedipal phase, consolidation of character traits, and use of regression. The course continues the study of the maturational process as it unfolds in the development during the grade school years and considers case material from work with school aged children.

**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; 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. This course explores adolescent conflicts, difficulties with object relations and possible solutions.

**PT 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.

**PT 147 Conflicts in 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.

**PT 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)**

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 151F Basic Psychoanalytic 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.

**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. **Note:** If **PT 154** is not offered, **PT 2630** Comparative Case Seminar may be taken as a substitution for **PT 154**.

**PT 155 Dreams, 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 104 Cultural Issues in Clinical Work (3 credits)**

This course provides a foundation in the knowledge and skills needed to provide clinical services to diverse populations in a culturally competent manner. Multicultural Theory (MCT) highlights as a core competency the analysis of what the clinician brings to the table. Students examine theoretical concepts of ethnicity, racism and identity, as well as the belief systems, values and experiences of diversities they have learned in life and in personal therapy. Psychoanalytic theory offers a unique and deep understanding of culture through its emphasis on exploration of everything and assumption of nothing., allowing students to examine the roles and influences of individual, historical and systemic factors in therapeutic processes.

**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.

**RESEARCH**

The Research curriculum presents basic research design and specific methodological issues for psychoanalytic research. It guides the formulation of questions for study, from the Master of Arts level through the final project in the Certificate program and dissertation in the Psya.D. program.

**PT 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. Written assignments for this class require students to formulate a question, write a critical literature review, formulate a methodology, and begin to implement a qualitative study of a single case. Students learn to use content and narrative analysis to analyze clinical process data and make inferences from symbolic communications, transference communications, emotional

induction, and other sources of data. This course is designed to meet the licensing board's requirement for a course on Research and Evaluation.

**PT 326/327/328/329 Directed Research (0.5-3 credits)**

*Elective: Student registers for minimum of 4 credits of Directed Research*

*Prerequisites: PT170*

The Master's degree student may choose to do a more extensive research project as a Master's thesis, or an additional study to the single case capstone paper. The student enrolls in a directed research with a thesis advisor and works individually with a faculty member until the project is completed. If a thesis, a second reader approves the paper as well.

## CLINICAL STUDIES

**PT 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.

**PT 191 Psychopathology (3 credits)**

This course examines the full range of psychopathology from neurotic states to severe regression, i.e., neuroses, character disorders, psychoses, and severe narcissistic disorders. The perspective of both the DSM and psychoanalytic theory and case study will be examined. 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 and augmented by the psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, affective, and somatic disorders. The class also discusses the implications for treatment planning for each diagnosis. Students will prepare for the beginning of clinical studies in the practicum and fieldwork settings by observing their emotional reactions to the class material and observing induced countertransference feelings.

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

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

**PT 185b Fieldwork Seminar: Case Formulation and Consultation (4 credits)**

This course uses an understanding of psychopathology to help the student develop skills for establishing and maintaining clinical relationships with patients in the field placement. Students discuss their field placement, examining all aspects of institutional life, including the meaning of

apparently irrational behavior. Students learn about typical resistances encountered in the treatment process, including treatment destructive resistance, resistance to transference, id, ego and superego resistances, and their own countertransference resistance through readings and experience with cases. They relate their cases to material learned about conflicts and defenses and develop a working knowledge of contact functioning, transference and countertransference, symbolic communication and enactment, and interventions to resolve resistances. Students use material about small and large group systems, community mental health, psychopharmacology and consultation skills to inform their internship experience.

**PT 185c Fieldwork Seminar: Maintaining and Terminating Treatment (4 credits)**

This course uses an understanding of psychopathology to help the student develop skills for maintaining and terminating clinical relationships with patients in the field placement. Students continue to present cases and all aspects of the field placement setting in relation to didactic material. The use of induced countertransference feelings and recognition of symbolic communication as avenues to understanding the patient are emphasized, as well as a continuing focus on transference and techniques for resolving resistance to progressive communication. Understanding of conflict and defense and the function of symptoms continues to be emphasized in light of case material. Students learn about the termination phase of treatment and resistance to termination. The semester culminates in a formal presentation of three cases the student has seen in the field placement, 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 also complete a capstone paper (See Appendix A), the study of a single case seen in the three semesters of field placement. The capstone paper demonstrates the student's ability to use appropriate psychoanalytic theory and literature applied to empirical clinical data. In addition, the student demonstrates graduate level skill in written exposition. The paper is submitted to the Fieldwork Instructor and the Fieldwork supervisor for review and approval and fulfills the written clinical and the research requirement for the Master's degree.

**PT 188 Clinical Work with Children (3 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 330/340 Field Placement**

*Three semesters*

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 111 Field Placement Group Supervision (0.5 credit)**

*Three semesters and one summer*

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 duration of Field Placement.

**PT 341 Field Placement Individual Supervision (0.5 credit)**

*Required for one semester; recommended for two semesters*

In the second year of field placement, students are required to engage in an individual supervision on fieldwork cases in addition to the PT 111 group supervision, providing an opportunity to focus in depth on one or two cases.

**CP 214 Group Supervision on Child Cases (0.5 credit)**

*Elective*

This supervision group offers an opportunity to apply modern psychoanalytic techniques to the treatment of children and adolescents in various settings including the home, school and the office. 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.

**CP 101 Psychological and Addictions Assessment (3 credits)**

*Elective*

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.

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



# ADMISSION

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.

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 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 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 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.

Persons seeking admission to the Certificate or Doctoral programs are first considered for admission to the Master's program. When the Field Placement and Master's paper are completed, students apply and schedule interviews for admission to the Certificate or Doctoral program.

It is not uncommon for students to benefit from time off for additional analysis, employment, or life experience before they make the transition to candidacy level studies in the Certificate or Doctoral program.