



**Boston Graduate School
of Psychoanalysis**

PROGRAM CATALOG

**Doctor of Psychoanalysis
Certificate in Psychoanalysis**

2024–2025

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BGSP and Its Mission

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 can be confident in their abilities to remove impediments to 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 students to apply this understanding to psychoanalytic practice.

Courses at BGSP are structured to facilitate intellectual and emotional learning. The classroom environment enables students to acquire concepts while simultaneously engaging in the process of resolving resistances to learning.

Students report an intensity to their training that is unique to BGSP. Many of them find it beneficial to slow down their pace of study, opting for a part-time schedule, which allows them to more fully integrate the course material, clinical work, their personal analysis, and sometimes 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 from February through mid-June. The Summer Session permits students to continue clinical supervision and coursework for the rest of June and July.

BGSP offers both two- and three-credit courses. Three-credit courses meet weekly over 14 weeks, with Week 15 serving as the exam week. Two-credit courses meet 12 times, generally biweekly, over a longer period.

Doctor of Psychoanalysis Program Overview

Among psychoanalytic training institutions, BGSP is unique in offering graduate degrees in psychoanalysis, including the Doctor of Psychoanalysis (PsyD) degree. This post-master's program combines full training required for psychoanalytic certification with advanced academic research leading to the doctorate.

Tailored to take into account candidates' prior education and training, the program offers a deep understanding of psychodynamics and fosters a high level of emotional attunement, attainable only through the combination of seminars, self-examination in the training analysis, and intensive clinical supervision — the hallmarks of [BGSP's integrative approach to learning](#).

Once admitted, students in the PsyD program begin the process of understanding how people develop their emotional and mental lives and move into the realm of intervening in the intrapsychic life of those with whom they work. Doctoral candidates explore the full range of character structures and psychopathology, integrating academic study with clinical work to understand patients' repetitions, defenses, resistances, and symbolic communications. In clinical supervision, candidates learn to use their countertransference responses to understand the transference and to work effectively as psychoanalysts. Through engaging in psychoanalytic inquiry, candidates learn to examine clinical data systematically. This strengthens the process of making valid inferences from observations and culminates in the doctoral dissertation.

The program is open to all students who already have a master's degree. Students who earned a master's in a mental health field may follow the sample program of study outlined below, which takes 6.5 years at the suggested pace. Additional semesters are usually required to complete clinical hours and the dissertation. Students whose master's degree is in a different field tailor the program to cover any missing material, adding an additional semester to the program. (Prospective students without a master's degree and those who wish to obtain a license in Mental Health Counseling should first pursue BGSP's [MA in Psychoanalysis](#) or [MA in Clinical Mental Health Counseling](#).)

This degree program catalog assumes full-time enrollment, which consists of 3 to 4 courses per semester at the Pre-Candidacy level. At the Candidacy level, most students take two courses per semester while seeing patients in the Therapy Center under supervision. To accommodate working students, we offer evening and Friday classes.

Pre-Candidacy v. Candidacy in the Doctoral Program

Students enter the doctoral program at either pre-candidacy level or at candidacy level.

Students new to BGSP enter the program at the pre-candidacy level. At this level, students enroll in the doctoral fieldwork program and required pre-candidacy courses to prepare for candidacy-level training and the Therapy Center internship. The specific courses required will depend on the student's previous graduate coursework. The student's advisor will meet with

the student initially to outline a course of study for pre-candidacy work. Requests for transfer credit may be made at the initial meeting with the advisor and submitted to the Dean of Graduate Studies for approval.

Students who pass the candidacy exam after graduating from the BGSP MA programs in Clinical Mental Health Counseling or Psychoanalysis are eligible to transfer their pre-candidacy work and apply to begin doctoral studies at the candidacy level.

Degree Goals

Upon completion of the Psya.D. program, students are expected to achieve the following learning outcomes:

1. Demonstrate an understanding of psychoanalytic models of the mind;
2. Engage in critical thinking and pursue understanding of unconscious processes, including the socio-cultural unconscious, when working with patients, considering resistances, transference and countertransference;
3. Demonstrate the capacity to assess and intervene with patients based on modern theory of technique;
4. Demonstrate ongoing pursuit of self-knowledge, including understanding the impact of the analyst's emotional experience on clinical work;
5. Research the operation of unconscious processes and demonstrate the capacity to identify, evaluate, interpret, organize and communicate such knowledge.

Training Analysis

Concurrently with their studies, all doctoral students are required to undergo a personal training analysis. This indispensable part of psychoanalytic training develops the students' emotional repertoire, supporting their ability to resonate with patients who may exhibit a broad spectrum of emotional pathologies. Training analysis aides the students' understanding of their own conflicts and defenses, enabling them to work more effectively with their cases.

Students choose an approved training analyst — that is, a certified psychoanalyst approved to be a training analyst by the Dean of Graduate Studies, based on their credentials as a training analyst within their institute. Training analyses are conducted in person. Any exceptions to this requirement are brought to the Administrative Directors for approval.

A minimum of 450 hours of training analysis are required for graduation; 150 hours of group analysis may be applied to meet this 450-hour requirement. Candidates are required to be in analysis at a minimal frequency of once a week. However, it is often the case that, to meet the 450-hour requirement, candidates must meet with their analyst on a more frequent basis, or over a longer period of time. To meet this requirement, students may enter the program with approved prior training analysis hours, increase the frequency of analytic meetings, or (more typically) proceed in their coursework on a part-time basis while accruing hours of training analysis.

For training analysis requirements to begin the Therapy Center, please refer to the *Therapy Center* section of this catalog.

Coursework

Doctoral students gain a psychoanalytic perspective on both human development and clinical work. They learn about the development of the human psyche from infancy onward, study unconscious processes such as repetition, defenses, transference, resistance, and symbolism, and develop a psychoanalytic framework for understanding psychopathology across a wide range of diagnoses. Students explore advanced psychoanalytic theories from a range of perspectives, including those of Freud, Klein, Bion, Spitz, the theorists who followed them, and a range of other contemporary psychoanalysts. Advanced clinical seminars on resistance analysis, transference and countertransference, symbolism, and theory of technique inform candidates' work with patients. Courses in psychoanalytic research hone students' skills in systematic observation and inference and facilitate the student's work on the dissertation.

Pre-Candidacy Studies

Pre-Candidacy studies include clinical studies in working with regressed states through participation in the fieldwork program, foundational psychoanalytic coursework, and additional courses, if needed, in somatic factors, research methods, and sociocultural context.

Fieldwork Program

Before starting their internship in the BGSP Therapy Center, pre-candidacy doctoral students participate in a three-semester fieldwork program. This program provides direct contact with regressed patients in mental hospitals or comparable settings, giving students the opportunity to (a) observe the extremes of pathology at the earliest levels of fixation or regression, and (b) develop basic skills for establishing a therapeutic relationship with regressed or narcissistic patients. The fieldwork experience fosters an 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 people at all levels of functioning. The fieldwork experience culminates in oral and written clinical presentations of cases.

Pre-candidacy students engage in three hours of patient contact per week in the PT 340 (Fieldwork Placement), and accrue a total of 150 hours of clinical experience under supervision.

Accompanying the Fieldwork Placement, students register for three semesters each of PT 185 (Fieldwork Seminar) and PT 111 (Fieldwork Group Supervision). During the third semester of the placement only, they take PT 341 (Fieldwork Individual Supervision).

Pre-Candidacy Coursework

In conjunction with the fieldwork program and accompanying semesters of PT 185, pre-candidacy doctoral students complete the following courses to prepare for candidacy-level academic and clinical work:

PT 141	Maturation I: Early Development	3 credits
PT 151F	Psychoanalytic Theory I: Basic Concepts	3 credits
PT 191	Psychoanalytic Psychopathology and Early Mental States	3 credits
PT 190a/b	Orientation Group (two semesters)	1 credit

In addition to these psychoanalytic courses, the following courses in somatic factors, sociocultural influences, and research methods are required at the pre-candidacy level if they have not been completed in previous graduate studies:

PT181	Biology of Mind and Behavior	3 credits
PT170	Introduction to Research Methods in Human Sciences	3 credits
PT 104	Socio-cultural Issues in Clinical Work	3 credits

Candidacy Eligibility Exam

In their last semester of pre-candidacy coursework, or upon completing it, students who have successfully met the fieldwork program requirements (with the exception of the final paper) may sit for the untimed written Candidacy Eligibility Exam. The exam is offered once near the end of each semester.

In conjunction with assessment from pre-candidacy coursework and the fieldwork presentation, the Candidacy Eligibility Exam is used to assess academic and clinical learning to date and readiness for further doctoral study. Passing the exam qualifies a student to apply for Candidacy.

Advancement to Candidacy

For doctoral students who are completing fieldwork, the following describes the procedures for advancing to candidacy level.

After the completion of fieldwork, including the successful completion of the fieldwork presentation, all pre-candidates take the Candidacy Eligibility Exam. Pre-candidates gather the materials for the Candidacy Review, consisting of the Application for Candidacy (excluding the Dean of Graduate Studies final review/signature) and confirmation of successfully passing the Candidacy Eligibility Exam.

The student then schedules two interviews for advancing to candidacy, one with the Director of the Therapy Center, and the second with the Dean of Graduate Studies. The Dean will sign the Application for Candidacy after the interviews if the candidate has been approved to advance to candidacy, and the student will receive a copy. Acceptance to the Therapy Center is discussed with and is arranged through the Director.

Therapy Center

After being admitted to candidacy, students apply to begin their work in the [Therapy Center](#). At least 70 hours of individual training analysis are required before beginning in the Therapy Center.

Candidates work with a Therapy Center Fellow, who serves as their advisor. Therapy Center candidates work psychoanalytically with cases under supervision for their studies. Full-time candidates can expect to have at least three to four patient contact hours per week for at least 4.5 years to accrue 750 case contact hours. In order to graduate, in conjunction with meeting the contact hour requirement, candidates need to maintain at least three analytic cases seen at least weekly for at least two years each.

Each semester, candidates enroll in the clinical seminar appropriate to their level of training, beginning with PT 2610 Early Interventions and progressing through the PT 2614 Advanced Resistance Analysis seminar series. They continue to enroll in a clinical course each semester until graduation. Other courses in the curriculum (e.g., Comparative Case Seminar, Ethics) may “count” as a clinical course upon approval by the Clinical Studies Committee. Such approval will depend on the student’s training needs as well as the course content.

Supervision

Initially, candidates engage in PT 211 group supervision. Following the first semester, a student may elect to transition to an individual 211 supervision (PT211S). (This option will become available in Spring, 2025.) Once a candidate has seen at least one patient for one year, they may apply to move to a PT 311 individual supervision and eventually add a PT 411 individual supervision when a primary control case is selected for study, with the approval of the Dean. Students meet with each individual supervisor for a minimum of 50 hours over the course of training. One control supervisor (the 411 supervisor) covers only the primary control case for a minimum of 50 hours; the other supervisor (the 311 supervisor) covers 2 or more cases.

Students cover patients in supervision on a four-to-one basis, that is one hour of supervision for every four hours of patient contact. This may mean that a student meets weekly with a PT 311 supervisor or covers additional cases in a PT 611 group or individual supervision if they see more than three weekly patients. Individual supervisions may be scheduled weekly; however, for the 411 supervision requirement, hours are only accrued towards the 50 hour requirement on an every-other week or once a month basis. Please see the sample course of study below for an example of the supervision sequence at the candidacy level.

Candidates continue in the Therapy Center throughout their training and take appropriate coursework while they work on the dissertation and prepare for the Final Case Presentation. A minimum of five years of Candidacy level coursework, 200 hours of individual supervision, and 750 direct patient contact hours are required to complete the candidacy level. However, since candidates continue to work clinically under supervision and take clinical and/or research courses until they graduate, most students engage in substantially more hours of supervised clinical work before graduation.

Qualifying Exam and Review

The Qualifying Review is a time for candidates to gain formal feedback on clinical work, including case formulations, patient dynamics, and countertransference resistances, in order to work productively toward completion of their training and the dissertation and final clinical presentation. As part of this process, the student submits a Qualifying Exam case study paper on their PT 411 Control case to the Clinical Studies Committee.

To be eligible to make the Qualifying Review Presentation, the student meets the following requirements:

- An accumulation of a minimum of 25 hours of PT 311 Individual Supervision and 25 hours of PT 411 Control Supervision;
- Written recommendation of the PT 311 and PT 411 supervisors submitted to the Dean of Graduate Studies;
- Completion of almost all of the required coursework, including electives; select research courses are taken after the Qualifying Review; additionally, exceptions may be made with the approval of the Clinical Studies Committee if extenuating circumstances have interfered with the completion of a required course prior to the Review;
- All Therapy Center paperwork is up to date at the time of the Presentation.

The student initiates the process by submitting a Qualifying Exam case study paper to the Clinical Studies Committee. Upon approval of the paper, the Director of the Therapy Center will assign a presentation date. As part of the review, the student's Fellow meets with the Dean of Graduate Studies to review the candidate's academic history and faculty feedback.

Candidates formally present their work with three Therapy Center cases to the clinical faculty and Fellows at the Qualifying Review. The PT 311 and PT 411 supervisors are expected to attend. Following the Review presentation, the clinical faculty will evaluate the candidate's progress, and provide recommendations for further training and an assessment of the candidate's readiness to work analytically on inference-making in doctoral research. These recommendations will be communicated to the candidate via the Fellow and may include (but are not limited to) factors to consider in case dynamics or resistances, a request for further presentation or information, requirements for additional coursework to support clinical training, or recommendation to move on to the research stage of training.

Research and Dissertation

As part of their coursework, candidates study psychoanalysis as a mode of clinical inquiry and research methods applicable to clinical research. In particular the focus is on methods useful in the systematic case study or in multiple case studies, as well as other research methods useful to the field (e.g., other qualitative methods, outcome research). When ready, most candidates choose to develop a dissertation question based on the 411 control single case as they advance in their work with clinical cases and in their study of theory and research methods. They may begin to write a research prospectus on their control single case at any point in training, usually in conjunction with a research course. Following a successful Qualifying Exam and Review, candidates may select a dissertation chair. The chair does not need to be a member of the Research Committee but needs to be approved by the Committee and agree to come to occasional committee meetings. Working with the research chair, the candidate develops a research question and a brief prospectus. The chair presents the prospectus to the

Research Committee for initial discussion and approval of the research question, rationale, and method.

Over the course of the dissertation research, candidates work with three readers (one chair and two additional readers), one of whom may be an outside reader following approval by the Research Committee. The chair assists the candidate in selecting the two additional readers to advise them in the formulation and completion of the proposal (narrative, literature review, and methodology) and completion of the dissertation case study project (findings and discussion).

Most doctoral dissertation projects are single case studies (the control case study). However, candidates may choose to conduct multiple case studies, theoretical studies, or studies applying psychoanalytic theory or technique to other kinds of observations and data, e.g., in the group or educational setting. If a candidate chooses to design a dissertation project which is not a single case research study, they still write a clinical case study of their 411 case. (See section below.)

When the dissertation is approved by the candidate's research committee, a dissertation defense is scheduled through the dissertation committee, in conjunction with the Research Committee. Doctoral candidates orally present the dissertation research to the readers, the Research Committee, and the doctoral program faculty. All doctoral program faculty members are given the opportunity to read the dissertation prior to the defense and vote on whether the research meets doctoral standards. Following confirmation of the successful completion of the dissertation defense, candidates submit three hard-bound copies of their dissertation to the Registrar, one of which is given to their chair while the remaining two are filed in the school library's dissertation collection. This is a graduation requirement.

Final Clinical Case Study

If the student chooses to write a dissertation which is not a single case study, they will also then prepare a final clinical case study paper on their PT 411 control case. They engage and work with a reader on the final case study paper while also discussing the paper with their PT 411 control analysis supervisor. They also make a final case presentation of the control case to the clinical faculty and Fellows when the paper is approved. The case study includes a narrative of the case, a full literature review, and a case discussion that includes inferences regarding the patient's major unconscious conflicts and fantasies as revealed in repetitions in the transference and countertransference and symbolic communications.

Program Requirements

All students in the Doctor of Psychoanalysis degree program fulfill the following requirements to graduate:

1. A minimum of 70 credits of required and elective course work (Pre-candidacy and Candidacy levels);
2. Satisfactory completion of the fieldwork program, fieldwork case presentation, and the written fieldwork case study;
3. Successful completion of both the Candidacy Eligibility Exam and the Application for Candidacy;

4. Completion of 1000 hours of supervised clinical experience at Candidacy level, including:
 - Successful completion of the Therapy Center clinical training. Candidates work with at least three analytic cases at least weekly for at least two years each to graduate (accruing overall at least 750 hours direct patient contact);
 - Additional supervision and clinical training hours to bring the total number of hours of clinical experience to 1000 hours. This may include group supervision, additional case conferences, and continuing clinical education;
5. Completion of three semesters or more of PT 111 Fieldwork Group Supervision, two semesters or more of PT 211/211S Clinical Supervision (with a minimum of one group section), and a total of 200 hours of individual supervision, including a minimum of 50 hours of PT 311 Individual Supervision with one supervisor and a minimum of 50 hours of PT 411 Control Analysis Supervision with a second supervisor;
6. Satisfactory completion of the Qualifying Exam paper and presentation for the Qualifying Review, demonstrating understanding of cases and current resistances, including countertransference resistance;
7. Successful completion of the dissertation and oral defense to the faculty. The successful dissertation is a well-executed research project demonstrating mastery of psychoanalytic concepts, a body of literature, research methodology, and valid inference making and, in the case of the single case study, understanding of the case and use of self as a therapeutic instrument;
8. Applicable to doctoral candidates whose dissertation is not a single case study: approval of the Final Clinical Presentation and case write-up, demonstrating understanding of the case as well as use of self as a therapeutic personality;
9. Minimum 450 hours of training analysis, of which 150 may be group analysis.

Upon graduation, candidates are also awarded the Certificate in Psychoanalysis.

Timespan for Program Completion

Because of the emotional growth inherent in learning to analyze patients, becoming a psychoanalyst takes more than meeting a checklist of requirements, and every candidate's progression is unique. Students take at least 6.5 years to complete required academic and clinical studies beginning at the pre-candidacy level, but developing a robust caseload of psychoanalytic training cases and writing a dissertation can lengthen the time for program completion, usually adding minimally an additional year. Most candidates enroll in two courses per semester as well as the Therapy Center internship and accompanying supervisions. Students may enroll in three or more courses per semester if they choose, which would hasten the pace of completion of academic requirements.

Required Courses

PT 141	Maturation I: Early Development	3 credits
PT 142	Oedipal development	2 credits

PT 151a	Basic Psychoanalytic Concepts	3 credits
PT 151b	Advanced Drive Theory	2 credits
PT 155	Dreams, Fantasy, and Symbolic Communication	3 credits
PT 154	Comparative Psychoanalysis	2 credits
PT 157	Transference and Countertransference	2 credits
PT 159	Unconscious Fantasy and Delusion	2 credits
PT 172	Psychoanalytic Research	2 credits
PT 185	Fieldwork Seminar (3 semesters required)	3 credits/semester
PT 187	Psychoanalytic Ethics	2 credits
PT 190a/b	Orientation Group (2 semesters required)	0.5 credit/semester
PT 191	Psychoanalytic Psychopathology and Early Mental States	3 credits
PT 192	The Social Unconscious	2 credits
PT 263-267	Contemporary Issues in Psychoanalysis	2 credits
PT 283	Proposal Writing	2 credits
PT 285	Inference Making	2 credits
PT 286	Ongoing Research Practicum (seminar or small groups)	2 credits
PT 2610	Clinical Interventions: Early Stages (2 semesters required)	2 credits/semester
PT 2611	Clinical Interventions: Later Stages (2 semesters required)	2 credits/semester
PT 2613	Case Study Intensive	2 credits
PT 2614	Advanced Resistance Analysis	2 credits
PT 2630	Comparative Case Seminar	2 credits
PT XXX	Elective	2 credits
PT XXX	Elective	2 credits
PT 111	Fieldwork Group Supervision (3 semesters required)	0.5 credit/semester
PT 211	Clinical Group Supervision (minimum 1 semesters required)	0.5 credit/semester
PT 211S	Clinical Individual Supervision (optional after one semester of PT 211 to fulfill 211 requirement)	0.5 credit/semester
PT 311	Individual Supervision	1 credit
PT 341	Fieldwork Individual Supervision	0.5 credit
PT 411	Control Analysis Supervision	1 credit
PT 340	Field Placement (3 semesters required)	2 credits
PT 440	Therapy Center (first semester)	2 credits
PT 450	Therapy Center (remaining semesters)	2 credits
PT 527/528/529/530	Directed Research (10 credits minimum)	0.5-3 credits

Electives

PT 110	Understanding and Treating Addictions	3 credits
PT 143	Latency	2 credits
PT 144	Adolescence	2 credits
PT 147	Conflicts in Adulthood	2 credits
PT 150	Concepts of Group Psychoanalysis	3 credits
PT 152	Madness in Literature	2 credits
PT 160	Narcissism and Aggression	2 credits
PT162	Later Freud and Contemporary Freudians	2 credits
PT 188	Clinical Work with Children	2 credits
PT193	Advanced Concepts in Group Dynamics	2 credits
PT 263-267	Contemporary issues in Psychoanalysis	2 credits

Courses in the *Psychoanalysis, Society, and Culture Program* may also be taken for elective credit. For a complete listing of courses in that program, please see the *Psychoanalysis, Society, and Culture Program Catalog*.

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. Pre-candidacy study may be completed in three semesters full-time (assuming the student enters having taken the courses in somatic factors, sociocultural issues and research methods in prior graduate study). At the candidacy level, students typically take two or more academic courses per semester and enroll in the Therapy Center internship and supervisions. Additional time may be required to complete clinical requirements or the dissertation. The layout presented below can help students identify their required courses and the sequence for pre-candidacy requirements and candidacy requirements.

Pre-Candidacy Level (PC)

Year One

Fall

PT 141	Maturation I: Early Development	3 credits
PT 151F	Psychoanalytic Theory I: Basic Concepts	3 credits
PT 191	Psychoanalytic Psychopathology and Early Mental States	3 credits
PT 185	Fieldwork Seminar	3 credits
PT 190a	Orientation Group	0.5 credits
PT 111	Fieldwork Group Supervision	0.5 credits
PT 340	Field Placement	2 credits
		15 credits

Spring

PT 142	Oedipal Development (or other maturation course such as PT146)	2–3 credits
PT XXX	Elective	2 credits
PT 185	Fieldwork Seminar	3 credits
PT 190b	Orientation Group	0.5 credits

PT 111	Fieldwork Group Supervision	0.5 credits
PT 340	Field Placement	2 credits
		10–11 credits

Summer

PT 111	Fieldwork Group Supervision and Field Placement	0.5 credits
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Year Two

Fall

PT 155	Dreams, Fantasy, and Symbolic Communication	3 credits
PT 181	Biology of Mind and Behavior or Theory course	2–3 credits
PT 185	Fieldwork Seminar	3 credits
PT 111	Fieldwork Group Supervision	0.5 credits
PT 340	Field Placement	2 credits
PT 341	Fieldwork Individual Supervision	0.5 credits
		11–12 credits

Candidacy Level

Year Two, continued

Spring

PT 157	Transference and Countertransference	2 credits
PT 2610	Clinical Interventions: Early Stages	2 credits
PT 211	Clinical Group Supervision	0.5 credits
PT 440	Therapy Center	2 credits
		6–7 credits

Summer

PT 211	Clinical Group Supervision	0.5 credits
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Year Three

Fall

PT 142	Oedipal Development	2 credits
PT 2610	Clinical Interventions: Early Stages	2 credits

PT 211/S	Clinical Group or Individual Supervision	0.5 credits
PT 440	Therapy Center	2 credits
		6–7 credits

Spring

PT 151b	Advanced psychoanalytic Concepts	2 credits
PT 2611	Clinical Interventions: Later Stages	2 credits
PT 311	Individual Supervision	1 credit
PT 450	Therapy Center	2 credits
		8 credits

Year Four

Fall

PT 172	Psychoanalytic Research	2 credits
PT 2611	Clinical Interventions: Later Stages	2 credits
PT 311	Individual Supervision	1 credit
PT411	Control Analysis Supervision	1 credit
PT 450	Therapy Center	2 credits
		8 credits

Spring

PT 2613	Case Study Intensive	2 credits
PT 159	Unconscious Fantasy	2 credits
PT 311	Individual Supervision	1 credit
PT411	Control Analysis Supervision	1 credits
PT 450	Therapy Center	2 credits
		8 credits

Year Five

Fall

PT 2614	Advanced Resistance Analysis	2 credits
PT 154	Comparative Distribution Requirement	2 credits
PT 311	Individual Supervision	1 credit

PT 411	Control Analysis Supervision	1 credit
PT 450	Therapy Center	2 credits
		8 credits

Spring

PT 2630	Comparative Case Seminar*	2 credits
PT 192	Social Unconscious	2 credits
PT 311	Individual Supervision	1 credit
PT 411	Control Analysis Supervision	1 credit
PT 450	Therapy Center	2 credits
		8–10 credits

The Qualifying Exam and Review can take place in the seventh semester at candidacy level or thereafter.

Year Six

Fall

PT 187	Psychoanalytic Ethics†	2 credits
PT 283	Proposal Writing (Literature Review & Methodology)	2 credits
PT311	Individual Supervision	1 credit
PT 411	Control Analysis Supervision	1 credit
PT450	Therapy Center	2 credits
		8–10 credits

Spring

PT 26XX	Clinical Seminar (or Advanced Group Dynamics)	2 credits
PT 263	Contemporary Issues	2 credits
PT 311	Individual Supervision	1 credit
PT 411	Control Analysis Supervision	1 credit
PT 450	Therapy Center	2 credits
PT 527	Directed Research	1–2 credits
		7–9 credits

* May qualify as clinical course with committee approval; if not, student takes another PT 26XX course in addition.

† May qualify as a clinical course with committee approval; if not, student takes a PT 26XX course in addition.

Year Seven

Fall

PT 285	Inference Making	2 credits
Elective if needed		2 credits
PT 311	Individual Supervision	1 credit
PT 411	Control Analysis Supervision	1 credit
PT 450	Therapy Center	2 credits
PT 527	Directed Research	1-3 credits

9-12 credits

Year Seven and Beyond

After required coursework is completed, students continue to enroll in a Clinical Seminar or PT 286 Research Seminar until graduation. After six semesters of the PT 26XX Clinical Seminars, students may ask to have a course such as PT 187 Ethics or PT 2630 Comparative Case Seminar or PT 193 Advanced Group Dynamics qualify as the clinical seminar. Such requests are directed to the Clinical Studies Committee.

Students enroll in PT 527/528/529/530 (Directed Research), which may be individual or in a small group as they work on their dissertation (minimum 10 credits total). They first enroll with the Research Chair to develop the proposal and complete the project and add time with additional readers when ready for review.

Total academic coursework: 70+ credits and Therapy Center 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)

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)

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)

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)

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.

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 151b **Advanced Drive Theory** (2 credits)

This course examines fundamental concepts in psychoanalysis applied to clinical work, including unconscious motivation, drive theory as manifested in characterological dynamics, object relations, conflict and defense, transference and countertransference and the repetition compulsion. These concepts are explored as discussed by Freud and modified by more recent theorists.

PT 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.

PT 152 Madness in Literature (2 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.-

PT 154 Comparative Psychoanalysis, distribution requirement (2 credits)

This requirement may be met with a general comparative psychoanalysis course focusing on two or more schools of thought or may be a course with an intensive focus on one specific theory, e.g., Bion and field theory, Kleinian theory, Lacanian theory. It differs from the advanced Comparative Clinical Course (PT2630) in that it is a focus on theory, not application of different theories to a single case.

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.-

PT 157 Transference and Countertransference (2 credits)

This course encompasses an in depth study of the concept of transference and countertransference resistances with readings from current and historical literature. Patient material and class process will be used to illustrate concepts of transference and countertransference resistances. This class covers how the narcissistic transference and induced feelings may further or interfere with the patient and analyst having all possible feelings as well as progression to object transferences.

PT 159 Unconscious Fantasy and Delusion (2 credits)

This course studies the nature of unconscious fantasy and how it manifests in behavior and in clinical work as well as dreams, art, science, myth, and cultural phenomena. Students will examine the relationship between the enactment of unconscious fantasy and delusion and discuss implications for research.

PT 160 Narcissism and Aggression (2 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. 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 162 Later Freud and Contemporary Freudians (2 credits)

This course traces the development of Freud's dual drive theory, focusing on his later formulations, and compares these conceptualizations with those of contemporary theorists operating within a Freudian framework.

PT 192 The Social Unconscious (2 credits)

This course focuses on the influence of sociocultural structures, groups, and history which underlie our view of the world and ourselves, contributing to our mental development and our relationship to others in ways that are deeply influential but not transparent to us (ie, part of our unconscious). This includes an understanding of how historical traumas, race, gender, and ethnicity affect us unconsciously in our relation to others and ourselves.

PT 193 Advanced Concepts of Group Dynamics (2 credits)

This course studies the theoretical and experiential understandings of group development, purpose, and dynamics, as well as leadership styles through a 15-week observation of a co-led live therapy group. Students will consider phenomena unique to group settings and explore how to handle resistances and manage impulses in group interactions. As the group is both in person and online at times, students can explore the advantages and disadvantages of both modalities in real-world settings. Students will choose 1 group to observe, attending 15 consecutive weeks of a 75-minute group, followed by a 30-minute discussion with the group leaders. There will be additional course work with a BGSP faculty member to process both clinical and theoretical material.

PT 263–67 Contemporary Issues in Psychoanalysis (2 credits)

In this course, a topic of contemporary interest is chosen as the focus of, e.g., the nature of therapeutic action, gender and psychoanalysis, particular treatment issues, the body in psychoanalysis. A different topic may be the focus each time the course is offered.

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 pre-candidacy 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 172 Psychoanalytic Research (2 credits)

This course introduces students to selected psychoanalytic research methods that have gained general acceptance in the field. It explores advantages, disadvantages, limitations, sources of error, and bias associated with various research methods. The course examines what is basic to psychoanalytic inquiry in the areas of study design, data collection and processing, distinguishing among inferences, assumptions, and observed events. Students become

familiar with designing methodology for the single case study and problems collecting and processing psychoanalytic data.

PT 283 Proposal Writing (2 credits)

Prerequisite: at least two years of Candidacy-Level studies.

This project-focused course is designed to cover the elements of the proposal and relevant readings on methodology, as well as sample projects. Students develop research questions relevant to their area of interest, pursue their review of the literature, and develop a methodology.

PT 285 Inference Making (2 credits)

Prerequisite: recommendation of faculty hearing the Qualifying Exam presentation.

One of the biggest challenges in psychoanalytic research is the process of making valid inferences from data and observations collected during psychoanalytic work and interviews. Students consider how to articulate assumptions about the unconscious, back up inferences with data, and draw valid conclusions. The class discusses sample and ongoing projects.

PT 286 Ongoing Research Practicum (2 credits)

Prerequisite: recommendation of faculty hearing the Qualifying Exam presentation.

This ongoing course provides students with a forum to discuss methodology, the use of literature, questions for research, and using data to make inferences while focusing on their developing research projects. This is typically taken after PT 285, but sometimes PT 285 and PT 286 are a combined course.

PT 527/528/529/530

Directed Research (0.5-3 credits)

Minimum of 10 credits required

Candidates work individually or in small groups with a research supervisor who assists them in developing and completing a research proposal, developing methodology, and collecting and interpreting data. During the course of the single case study or dissertation research, the student signs up for directed research with two additional readers approved by the research committee.

Clinical Studies

PT 104 Sociocultural Issues (3 credits)

This course emphasizes understanding and respect for racial, ethnic, cultural, gender and sexual differences as well as disability and accompanying developmental and social experiences in the people we encounter in clinical work. 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 psychotherapy and psychoanalysis in the patient's or the analyst's second language.

PT 110 Understanding and Treating Addictions (3 credits)

Students 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. Students examine different theories regarding the causes of addictions, including biological, psychological, cultural, and historical perspectives. The course explores 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.

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 185 Fieldwork Seminar (3 credits)

Three 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.

PT 187 Psychoanalytic Ethics (2 credits)

Prerequisite: Minimum one year in the Therapy Center.

This course focuses on the clinical ethical issues that have arisen within psychoanalysis since its inception. Such issues as "wild" analysis, extra-analytic contact, neutrality, countertransference, the use of induced feelings, parameters and third-party involvement are discussed. Various recommended approaches are studied. Special circumstances that occur when analysts work in non-analytic settings are considered from an ethical perspective.

PT 188 Clinical Work with Children (2 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.

PT 191 Psychoanalytic Psychopathology and Early Mental States (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.

PT 111 Fieldwork Group Supervision (0.5 credit)

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 330/340 Field Placement

In at least 600 hours of field placement activity, the student meets with at least three 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 third semester of field placement, students are required to engage in individual supervision on fieldwork cases in addition to the PT 201 group supervision, providing an opportunity to focus in depth on one or two cases.

PT 2610/2611 Clinical Courses

The 2610/2611 clinical courses have been revised to focus on specific topics each semester. You can choose the section you wish according to your interest and focus at the moment. They are a set of topics, not necessarily a sequence. Students present their experience with patients to learn about case management issues at different stages of treatment, including how to: establish a contract; promote understanding of the patient's unconscious dynamics as revealed through verbal and non-verbal communications; regulate the tension level in the session; study resistances (defenses) and their function in the patient's psychic economy; approach diagnosis; examine and identify transference and countertransference manifestations and learn how to deal with them; practice integrating theory and clinical material; develop interventions based on an understanding of the patient's dynamics and the therapist's feelings; and resonate with the patient.

PT 2610a Treatment Beginnings (2 credits)

One semester required.

Students learn about starting psychoanalytic treatments with new patients. From conducting the intake session(s) through establishing a contract around frequency, time and payment, Candidates begin to observe early manifestations of transference, countertransference and resistances in the nascent case. The focus here is on identifying and intervening with treatment destructive resistance. Students work on becoming comfortable enough with patients to accomplish these tasks.

PT 2610b The Narcissistic Transference (2 credits)

One semester required.

In this course, students present Therapy Center cases with particular attention to establishing and maintaining the narcissistic transference and distinguishing it from an object transference. Techniques for this stage of treatment, including working with resistance to transference, are practiced in the classroom. Candidates examine their own resistances to facilitating and working in the narcissistic transference.

PT 2611a Conflict, Character and Repetition (2 credits)

One semester required.

Recognizing unconscious motivations and their conflicts with each other and, often, with conscious motivations is at the heart of psychoanalytic understanding and selection of treatment methods. Using case material and discussion, the course examines the contributions

of conflicts and compromise formations to symptoms, on the one hand, and to character, on the other. Repetitive patterns of thinking, feeling and behavior become apparent and manifest in the transference.

PT 2611b Interventions (2 credits)

One semester required.

Analytic Candidates spend much time and effort learning theory and technique to apply to their clinical work. By looking through the microscope of a single intervention and its results, the motives of both parties and the outcome become clear. This course focuses on types of interventions from both theoretical and practical perspectives. It provides in depth study of what happens in particular kinds of cases.

PT 2613 Single Case Seminar (2 credits)

Prerequisites: Completion of 2610S and 2611S and registration in PT 411 Control Analysis.

Candidates study one case during the semester, with attention to case formulation, transference, countertransference and induction, resistances, and technical considerations. Please come to the first class prepared to talk about one Therapy Center psychoanalytic case, to begin case selection and choices of supporting assignments.

PT 2614 Advanced Resistance Analysis (2 credits)

Prerequisites: Completion of PT 2610S and PT 2611S.

In this advanced class, students will present and discuss cases of seemingly intransigent resistances and possible interventions. This clinical seminar will concentrate on the theoretical and technical elements of resistance analysis in psychoanalysis. Using case material from class members, the workshop format will help students develop an in depth understanding of how this concept guides our clinical work. Contrasting techniques from other schools of thought will help highlight this fundamental approach.

PT 2630 Comparative Case Seminar (2 credits)

BGSP and guest faculty present different theoretical perspectives or "schools" of psychoanalysis applied to work with patients. Students follow a case of their own throughout the semester in light of theoretical perspectives covered in the course. Similarities and differences in theoretical perspectives are discussed and their implications for treatment and clinical research are considered.

PT 211 Supervisions

PT 211 supervision is required for two semesters or until student has a patient for one year. After one semester of 211 group supervision, the student may register for an individual 211S supervision if they choose.

PT 211 Clinical Group Supervision (0.5 credit)

One semester minimum.

Candidates new to the Therapy Center present up to three cases to a supervisor in a supervision group. Emphasis is placed on early resistances in psychoanalytic treatment. Students submit monthly case process reports. Supervision groups are typically three students.

PT 211S Clinical Individual Supervision (0.5 credit)

Optional after one semester of PT 211 to fulfill the 211 requirement. Minimum of two 211 semesters required.

Beginning in Spring 2025, students may elect to complete the PT 211 supervision requirement with an individual supervisor if they have had one semester of PT 211 Group Supervision, registering through the school.

PT 311 Individual Supervision of Psychoanalytic Cases (1 credit)

Prerequisites: completion of first year of Therapy Center, minimum of two semesters of PT 211, written approval of Fellow.

Students select an individual supervisor for the study of their Therapy Center cases. The course requires a summary of the supervisory process for each case covered at the end of the semester. Students meet with their supervisor on a twice a month basis or more often, depending on the number of cases covered. Supervisory hours are based on a four patient hours to one supervision hour for each case; up to three cases may be covered in a twice a month supervision. Fifty hours with one supervisor required.

PT 411 Control Analysis Supervision (1 credit)

Prerequisite: recommendation of the Fellow and written approval by the Dean.

Candidates present one case to an approved control analyst, a minimum of one hour of supervision for every four hours of patient contact. In-depth study of the single case focuses on resolution of resistances in the treatment and comprehensive understanding of the patient's dynamics. A minimum of fifty hours of PT 411 is taken with one analyst other than the PT 311 supervisor or the training analyst. At the end of each semester, the student submits a summary of the supervisory process.

PT 611 Group or Individual Supervision (0.5 credits)

Students may cover cases additional to those covered in a PT 311 and a PT 411 Supervision in a PT 611 Supervision which may be a group or individual supervision. Up to three additional cases may be covered in an every other week PT 611 supervision.

PT 440/450 Therapy Center (2 credits)

Prerequisite: written acceptance to the Therapy Center.

Interns meet weekly with their Therapy Center Fellows to discuss any issues relating to their academic program, as well as administrative issues relating to their clinical work. They also have the opportunity to practice presenting cases. Students are assigned a minimum of three cases and conduct intake interviews under the administrative supervision of their Fellows.

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

Certificate in Psychoanalysis

The Certificate program is designed for the student who is interested in full clinical training as a psychoanalyst, who does not want to pursue the Doctorate. Training at the Certificate level is very similar to the Doctoral program, with extensive clinical and research studies, but all Certificate students complete the final clinical single case study in lieu of a dissertation. Depending on their admitted pathway, students follow similar paths through coursework, fieldwork, Therapy Center, and training analysis, as outlined in the information about the Doctor of Psychoanalysis program. BGSP adheres to ABAP requirements for certified psychoanalysts. Please refer to the Psya.D. program for required courses, clinical studies, final case presentation, time to graduation, and other information.

Certificate students are expected to achieve the same learning outcomes as doctoral candidates, with the exception of the dissertation. Certificate students are expected to demonstrate the ability to integrate theory, clinical observation and valid inference making in executing and presenting a satisfactory final clinical single case study.

Single Case Study Project

After completion of a minimum of 25 hours of PT 411 and 25 hours of PT 311 individual supervision, the required coursework, and a successful Qualifying Review, students begin the single case study for the final project. Students submit a brief description of their case and research interest to the Research Committee. The Research Committee gives feedback on the proposed study and helps students find a reader who serves as chair of their single case project committee. The chair helps the student develop a narrative of the case to be studied, identify a research question, complete a literature review and develop a methodology for the research project, as well as select two additional readers to advise on and approve the project. The three person committee approves these first three chapters, which constitute the proposal for the single case study, before the student proceeds to in depth data analysis and articulation of findings, including inferences made regarding unconscious dynamics and fantasies, backed up with evidence from the clinical process.

When the project is complete, candidates orally present the final project to the readers, the Research Committee, and the Certificate program faculty and students. All Certificate program faculty members are given the opportunity to read the final project prior to the presentation and vote on whether the project meets clinical and research standards for the Certificate in Psychoanalysis.

The single case study is an opportunity for students to learn a great deal about the dynamics of one case, the inner workings of an individual, and their own resistances as psychoanalysts in training. Historically, students report that researching the single case study, along with their training analysis, has been both the most challenging and the most rewarding educational experience in their journey to become psychoanalysts.

Admission

Criteria for Admission

Application to the Doctor of Psychoanalysis degree program is open to applicants who hold a Master's degree and demonstrate the emotional and interpersonal capacity to train as a psychoanalyst as well as academic potential to complete doctoral studies and a dissertation. The admissions process assesses these capacities.

Students begin studies at the pre-candidacy level. Applicants who have completed a Master's degree in Mental Health Counseling or Psychoanalysis or a CAGS in Psychoanalytic Psychotherapy from BGSP as well as pre-candidacy coursework and fieldwork, take the Candidacy Entrance Exam to qualify for admission at the candidacy level.

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

Admission Process

Qualified applicants demonstrate their motivation and capacity to understand themselves and others as evidenced in their written application, professional references, and admissions interviews. The admissions process also assesses the applicant's readiness to undertake graduate level academic study and their motivation to engage in the emotional and intellectual learning required to become a psychoanalyst.

To apply, prospective students submit an online application or printed application form, application fee, a one-page personal statement of interest, two current letters of reference, and two waiver forms (at least one reference should be academic, and the others should be from professional or academic sources), official copies of undergraduate and graduate transcripts, and an academic writing sample through the online application portal. Applicants who are non-native speakers of English are asked to submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Those educated outside the United States also submit their officially translated transcripts evaluated by a credential equivalency service.

The application is complete once the above materials are received. The application is then reviewed by the Admissions team. Those applicants selected for further consideration may be scheduled for 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. The Admissions Committee reviews all components of the applicant's file to make an admission decision.

Once admitted, applicants who have completed graduate work in psychoanalysis may request transfer credits, up to 12 total, for previously completed coursework that is equivalent to the BGSP required doctoral program courses. Transfer credit requests should be submitted to the Dean of Graduate Studies, accompanied by syllabi of courses to be evaluated. Students seeking credit for hours of analysis with certified analysts may submit their analyst's credentials to the Dean of Graduate Studies for review.