



**Boston Graduate School  
of Psychoanalysis**

**PROGRAM CATALOG**  
**Doctor of Psychoanalysis**  
**Certificate 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.

## DOCTOR OF PSYCHOANALYSIS

BGSP is unique among both psychoanalytic training institutes and graduate schools in offering degrees in psychoanalysis, including the Doctor of Psychoanalysis degree (Psya.D.). This post-master's program combines full training to become a certified psychoanalyst with academic and research studies leading to the doctorate. Tailored to take into account candidates' prior education and training, the program provides 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 (all hallmarks of [BGSP's integrative approach to learning](#)).

The program is open to all candidates who have earned a master's degree. Candidates who have already earned a master's degree in a mental health field may follow the four-year sample program of studies [below](#). Those candidates whose master's degree is in a different field tailor the program to cover any missing material, adding up to one year to the program. (Those without a master's degree, or who wish to obtain a license in Mental Health Counseling, should first pursue BGSP's [M.A. in Psychoanalysis](#) or [M.A. in Mental Health Counseling](#).)

Once admitted, candidates in the Psya.D. 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.

Most students in the program are working while pursuing doctoral studies. Classes are scheduled during the evening or on Fridays to accommodate working students.

## DEGREE GOALS

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

- 1) Students demonstrate understanding and mastery of psychoanalytic theory and ability to apply this understanding to clinical cases.
- 2) Students demonstrate understanding of their patients, including transference-countertransference dynamics, past and current resistances as they relate to character, and diagnosis and critical interventions for treatment.

- 3) Students demonstrate their ability to employ psychoanalytic technique appropriately in their clinical work.
- 4) Students demonstrate self-understanding and the ability to utilize their emotional responses to understand and work with their patients.
- 5) Students demonstrate the ability to integrate theory, empirical research, and clinical observation in executing and presenting a satisfactory dissertation research project.

## TRAINING ANALYSIS

All doctoral candidates are required to undergo a personal training analysis concurrent with their studies.

The training analysis is an indispensable part of the training. It prepares candidates to develop their emotional repertoires in an effort to resonate with patients with a broad spectrum of emotional pathologies. It also increases the understanding of candidates' own conflicts and defenses and thus enables them to work more effectively with their cases.

Candidates choose an approved training analyst. Four hundred and fifty hours of training analysis are required for graduation. One hundred and fifty hours of group analysis may be applied to the four hundred and fifty required hours. Candidates are expected to be in analysis at a minimal frequency of once a week until graduation. Meeting at the minimum frequency is not sufficient to meet the 450 hour requirement for full-time students. Candidates may enter the program with approved prior training analysis hours, may meet more frequently, and/or, more typically, may proceed on a part-time basis while accruing hours of training analysis.

At least 70 hours of training analysis are required before beginning the Therapy Center. Students with prior clinical training and 50 hours of individual analysis may begin the Therapy Center at an introductory level with one patient. Once students accrue 70 hours of individual analysis they may be full time in the Therapy Center (3 or more patients).

## COURSEWORK

Doctoral candidates 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. Candidates 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 candidates' skills in systematic observation and inference and facilitate the student's work on the dissertation.

## CLINICAL STUDIES

### Doctoral Fieldwork Program

Prior to beginning psychoanalytic practice under supervision, doctoral candidates participate in a two-semester fieldwork program, which provides direct contact with regressed patients in mental hospitals or comparable settings, giving students the opportunity (a) to observe 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.

Candidates accrue four hours of patient contact per week in the fieldwork, and accrue 130 hours towards their graduation requirements. Accompanying the Fieldwork Program, candidates register for two semesters each of PT 2609 Fieldwork Seminar and PT 201 Fieldwork Group Supervision, and one semester of PT 341 Fieldwork Individual Supervision.

Candidates with no prior clinical experience or training enroll in additional, preparatory work prior to beginning PT 2609 Fieldwork Seminar and PT 340 Field Placement. This preparatory work includes one semester of PT 330 Field Placement Practicum, PT 111 Field Placement Group Supervision, and PT 185a Fieldwork Seminar. Prior to beginning the second semester of fieldwork, candidates complete the following courses, in order to prepare for clinical work:

PT 141 Maturation I: Early Development	3 credits
PT 151F Psychoanalytic Theory I: Basic Concepts	3 credits
PT 181 Biology of Mind and Behavior	3 credits
PT 185a Fieldwork Seminar: Clinical Techniques	3 credits
PT 191 Psychopathology	3 credits
PT 190a/b Orientation Group ( <i>two semesters</i> )	0.5 credit

### Therapy Center

After completing the fieldwork program, students apply to begin in the [Therapy Center](#). Candidates work with a Therapy Center Fellow, who serves as their advisor and assigns

patients. Candidates in the Therapy Center work psychoanalytically with cases under supervision for the duration of their studies. Candidates have at least four patient contact hours per week for at least 3.5 years in order to accrue 620 case contact hours. Candidates work with at least three analytic cases at least weekly for two years each in order to graduate.

Each semester, candidates enroll in the clinical seminar appropriate to their level of training, beginning with Case Management and progressing through advanced psychoanalytic seminars, in which they remain until graduation.

Initially, candidates engage in group supervision. They then choose at least two individual supervisors. In the individual supervisions, cases are discussed for a minimum of 50 hours for each supervision, over the course of training. One control supervisor covers only the primary control case. (A “control case” is the term used for a case studied under close supervision.) Two hundred (200) hours of individual supervision is required for graduation. In order to ensure adequate coverage of cases, one hour of individual supervision is required for every four hours of case contact.

Candidates present their work with cases to the clinical faculty at two points during training: at the Qualifying Review, and again at the end of their studies, at the Final Clinical Presentation. Following a minimum of 25 hours of PT 411 Control Analysis supervision, as well as PT311 Individual Supervision, candidates schedule the Qualifying Review. A clinical paper on one case is submitted to the Clinical Studies Committee in conjunction with the oral presentation of work with three Therapy Center cases. 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 more productively towards the Final Clinical Presentation. Candidates receive recommendations for further training as well as an assessment of their readiness to work analytically on inference-making in doctoral research.

Following the Qualifying Review, candidates continue in supervised practice and appropriate coursework while they work on the dissertation and prepare for the Final Case Presentation, required for graduation. A minimum of four years of clinical study and 750 direct patient contact hours are required between the Fieldwork Program and the Therapy Center. 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.

## CANDIDACY ENTRANCE EXAM

After completing the first year of full-time coursework (or its equivalent) and the fieldwork program, candidates sit for the Candidacy Entrance Exam. In conjunction with assessment

from first-year coursework and the fieldwork presentations, the Candidacy Entrance Exam is used to assess readiness for further doctoral study.

## QUALIFYING REVIEW

When candidates have completed 25 hours of intensive individual supervision on one case (Control Supervision) plus engaged in at least 25 hours of PT311 Individual Supervision, they may schedule the Qualifying Review. With the recommendation of the supervisors, the student makes a clinical case presentation of three Therapy Center cases before the clinical Fellows (advanced student advisor/mentors) and faculty as well as submits a clinical paper on one case to the Clinical Studies Committee. The Qualifying Review provides the opportunity for the student to practice for the final presentation and to develop an understanding of what work still needs to be done. The Fellows and faculty members use a rating scale to evaluate the presentation and discuss the presentation to develop recommendations for the student's training. Feedback is given by the student's Fellow on areas where the student should focus his/her learning.

## RESEARCH AND DISSERTATION

Candidates develop a dissertation question 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 at any point in training, usually in conjunction with a research course. Following a successful Qualifying Review, candidates present a brief prospectus or concept paper to the Research Committee for initial discussion and approval of the research question, rationale, and method. The Research Committee assists candidates in selecting readers to advise them in the development of the dissertation proposal. Over the course of the dissertation research, candidates work with three readers, one of whom might be an outside reader. When the proposal is fully developed, it is approved by the candidate's research committee, and candidates undertake the data collection, analysis, and writing of the findings and discussion. Doctoral dissertation projects may be single case studies, multiple case studies, theoretical studies, or studies applying psychoanalytic theory or technique to other kinds of observations and data, e.g., in the educational setting.

When the dissertation is complete and meets the readers' approval, candidates schedule the dissertation defense with their 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.

## FINAL CLINICAL CASE PAPER AND PRESENTATION

Most candidates choose a single case study for their dissertation research. In cases of different dissertation methodologies, candidates also prepare a final clinical case paper on the control



patient. The written paper is presented to the chair of Clinical Studies. The paper is presented orally to the faculty for acceptance.

The processes of both psychoanalytic research and preparation for the final case presentation are opportunities for candidates to learn a great deal about case or group dynamics, as well as one's own resistances as an analyst in training. Historically, candidates report that these endeavors, along with their training analysis, are both the most challenging and the most rewarding educational experiences in their journey to become psychoanalysts.

## PROGRAM REQUIREMENTS

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

1. A minimum of 69 credits of required and elective course work\*
2. Satisfactory completion of the fieldwork program, case presentation, and written case study
3. Successful review of the Candidacy Entrance Exam
4. Completion of 1000 hours of supervised clinical experience, including:
  - a. Successful completion of the field placement (including at least 190 hours direct patient contact in 3 semesters, or 130 hours if approved for 2 semesters) and approval of the fieldwork case presentation.
  - b. Successful completion of the Therapy Center clinical training. Candidates work with at least three analytic cases at least weekly for two years each in order to graduate (accruing at least 560 hours direct patient contact, or 620 hours direct patient contact if 130 hours were earned from fieldwork). The minimum direct patient contact hours from the field placement (130-190) plus the minimum direct patient contact hours from the Therapy Center (560 or 620) equals the minimum 750 direct patient contact hours required by ABAP.
  - c. Remaining hours of clinical experience, if any, may be fulfilled by group supervision, case conferences, and continuing clinical education
5. Completion of two semesters or more of PT 201 Fieldwork Group Supervision, two semesters or more of PT 211 Clinical Group Supervision, and 200 hours of individual supervision, including at least 10 hours of PT 341 Fieldwork Individual Supervision, 50 hours of PT 311 Individual Supervision with one supervisor and 50 hours of PT 411 Control Analysis Supervision with a second supervisor.

6. Satisfactory oral presentation of cases for the Qualifying Review as well as completion of a clinical case paper after 25 hours of control supervision and PT 311 Individual Supervision, demonstrating understanding of cases and current resistances including countertransference resistance.
7. Approval of the Final Clinical Presentation and case write-up (if the dissertation is not a single case study), demonstrating understanding of the case as well as use of self as a therapeutic personality.
8. Successful completion of the dissertation and oral defense to the faculty. The successful dissertation is a well-executed original research project demonstrating mastery of psychoanalytic concepts, a body of literature, research methodology, and valid inference making.
9. Minimum 450 hours of training analysis, of which 150 may be group analysis.

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

Because of the emotional growth inherent in learning to analyze patients, becoming a psychoanalyst takes more than a checklist of requirements, and every candidate's progression is unique. On a full-time basis, students take at least four years to graduate, but developing a robust caseload of psychoanalytic training cases can take more time. Almost all candidates reduce their studies to part-time status for one period of time or another. Some students do attend full-time and complete the program in four years, and many more students study part-time and complete the program in closer to 8 years.

\*Candidates entering without a clinical mental health degree are required to complete up to 20.5 additional credits of required coursework, as described [below](#).

## REQUIRED COURSES

<b>PT 141</b> Maturation I: Early Development	3 credits
<b>PT 142</b> Oedipal Development (if not completed at pre-candidacy level)	2 credits
<b>PT 151b</b> Advanced Drive Theory	2 credits
<b>PT 155</b> Dreams, Fantasy, and Symbolic Communication	2 credits
<b>PT 156</b> Modern Psychoanalytic Theory of Technique	2 credits
<b>PT 157</b> Transference and Countertransference	2 credits
<b>PT 159</b> Unconscious Fantasy and Delusion	2 credits
<b>PT 162</b> Later Freud and Contemporary Freudians	2 credits
<b>PT 172</b> Psychoanalytic Research	3 credits
<b>PT 187</b> Psychoanalytic Ethics	2 credits
<b>PT 190a/b</b> Orientation Group ( <i>2 semesters</i> )	0.5 credit
<b>PT 191</b> Psychoanalytic Psychopathology and Early Mental States	3 credits
<b>PT 263-267</b> Contemporary Issues in Psychoanalysis ( <i>one semester required</i> )	2 credits
<b>PT 285</b> Inference Making	2 credits
<b>PT 286</b> Ongoing Research Practicum	2 credits

<b>PT 2609</b> Fieldwork Seminar ( <i>2 semesters required</i> )	4 credits
<b>PT 2610</b> Case Management Seminar ( <i>2 semesters required</i> )	2 credits
<b>PT 2611</b> Diagnosis and Case Formulation ( <i>2 semesters required</i> )	2 credits
<b>PT 2613</b> Case Study Intensive	2 credits
<b>PT 2614</b> Advanced Resistance Analysis	2 credits
<b>PT 2630</b> Comparative Case Seminar	2 credits
<b>PT 2631</b> Comparative Clinical Theory: Early Mental States and Perversion	2 credits
<b>PT XXX</b> Elective	2 credits
<b>PT XXX</b> Elective	2 credits
<b>PT 201</b> Fieldwork Group Supervision ( <i>2 semesters required</i> )	0.5 credit
<b>PT 211</b> Clinical Group Supervision ( <i>2 semesters required</i> )	0.5 credit
<b>PT 311</b> Individual Supervision	1 credit
<b>PT 341</b> Fieldwork Individual Supervision	0.5 credit
<b>PT 411</b> Control Analysis Supervision	1 credit
<b>PT 340</b> Field Placement ( <i>2 semesters required</i> )	
<b>PT 440</b> Therapy Center ( <i>first semester</i> )	
<b>PT 450</b> Therapy Center ( <i>remaining semesters</i> )	
<b>PT 527/528/529/530</b> Directed Research ( <i>10 credits minimum</i> )	0.5-3 credits

## ELECTIVES

<b>PT 110</b> Understanding and Treating Addictions	3 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 150</b> Concepts of Group Psychoanalysis	3 credits
<b>PT 152</b> Madness in Literature	2 credits
<b>PT 154</b> Comparative Psychoanalysis	2 credits
<b>PT 160</b> Narcissism and Aggression	2 credits
<b>PT 188</b> Clinical Work with Children	2 credits
<b>PT 263-267</b> Contemporary issues in Psychoanalysis ( <i>additional semesters</i> )	2 credits
<b>PT 2612</b> Advanced Clinical Seminar	2 credits
<b>PT 283</b> Proposal Writing	2 credits

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

## ADDITIONAL REQUIRED COURSES

Candidates whose previous graduate work does not include coursework in somatic factors, socio-cultural influences and diversity, research methods in human sciences, and psychopathology may be required to complete courses in these areas. Candidates whose previous graduate work does not include any clinical study are required to take the following in addition to the above required courses:

PT 151F Psychoanalytic Theory I: Basic Concepts	3 credits
PT 181 Biology of Mind and Behavior	3 credits
PT 185a Fieldwork Seminar: Clinical Techniques	3 credits
PT 191 Psychopathology	3 credits
PT 330 Field Placement Practicum	2 credits
PT 111 Field Placement Group Supervision	0.5 credit
CP 104 Cultural Issues in Counseling	3 credits
PT 170 Introduction to Research Methods in Human Sciences	3 credits

(Students who enroll in both PT 184 and PT 186 may waive PT 191.)

## 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 single case study final project in lieu of a dissertation. Students follow a similar path through coursework, fieldwork, Therapy Center, and training analysis, as outlined in the information about the Doctor of Psychoanalysis program. 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 students, with the exception of the dissertation. Certificate students are expected to demonstrate the ability to integrate theory, empirical research, and clinical observation in executing and presenting a satisfactory single case study research project.

## SINGLE CASE STUDY RESEARCH PROJECT

After completion of a minimum of 25 hours of control analysis, 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 research 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.

## 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 Therapy Center or dissertation. The layout presented below can help students identify their required courses and plan when their required courses will be offered next.

### FALL, FIRST YEAR

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 2609 Fieldwork Seminar	4 credits
PT 190a Orientation Group	
PT 201 Fieldwork Group Supervision	
PT 340 Field Placement	
	<b>10 credits</b>

### SPRING, FIRST YEAR

PT 142 Oedipal Development (or other maturation course, if not taken at pre-candidacy level)	2 credits
PT 162 Later Freud and Contemporary Freudians	2 credits
PT 2609 Fieldwork Seminar	4 credits
PT 190b Orientation Group	
PT 201 Fieldwork Group Supervision	

PT 341 Fieldwork Individual Supervision	
PT 340 Field Placement	
	<b>8 credits</b>

### **SUMMER, FIRST YEAR**

PT 201 Fieldwork Group Supervision and Field Placement (remaining hours)	
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### **FALL, SECOND YEAR**

PT 155 Dreams, Fantasy, and Symbolic Communication	2 credits
PT 151b Advanced Drive Theory	2 credits
PT 2610 Case Management Seminar	2 credits
PT 211 Clinical Group Supervision	
PT 440 Therapy Center (first semester)	
	<b>6 credits</b>

### **SPRING, SECOND YEAR**

PT 156 Modern Psychoanalytic Theory of Technique	2 credits
PT 172 Psychoanalytic Research	3 credits
PT 2610 Case Management Seminar	2 credits
PT 211 Clinical Group Supervision	
PT 311 Individual Supervision (minimum every other week)	
PT 450 Therapy Center (second semester and beyond)	
	<b>7 credits</b>

### **FALL, THIRD YEAR**

PT 157 Transference and Countertransference	2 credits
PT 159 Unconscious Fantasy and Delusion	2 credits
PT 2611 Diagnosis and Case Formulation	2 credits
PT 311 Individual Supervision (minimum weekly)	
PT 411 Control Analysis Supervision (minimum every other week)	
PT 450 Therapy Center	
	<b>6 credits</b>

### **SPRING, THIRD YEAR**

PT 187 Psychoanalytic Ethics	2 credits
PT 2630 Comparative Case Seminar	2 credits
PT 2611 Diagnosis and Case Formulation	2 credits
PT 311 Individual Supervision (minimum weekly)	
PT 411 Control Analysis Supervision (minimum every other week)	
PT 450 Therapy Center	
	<b>6 credits</b>

### **FALL, FOURTH YEAR**

PT 263-267 Contemporary Issues in Psychoanalysis	2 credits
PT 2613 Case Study Intensive	2 credits
PT 2631 Comparative Clinical Theory	2 credits

PT 311 Individual Supervision (minimum weekly)  
 PT 411 Control Analysis Supervision (minimum every other week)  
 PT 450 Therapy Center

**6 credits**

### **SPRING, FOURTH YEAR**

PT 285 Inference Making 2 credits  
 PT 2614 Advanced Resistance Analysis 2 credits  
 PT XXX Elective 2 credits  
 PT 311 Individual Supervision (minimum weekly)  
 PT 411 Control Analysis Supervision (minimum every other week)  
 PT 450 Therapy Center

**6 credits**

### **YEAR FIVE AND BEYOND (until graduation)**

PT 26XX Clinical Seminars (required until graduation) 2 credits  
 PT XXX Elective 2 credits  
 PT 286 Ongoing Research Practicum 2 credits  
 PT 311 Individual Supervision  
 PT 411 Control Analysis Supervision  
 PT 450 Therapy Center

**6 credits**

PT 527/528/529/530 Directed Research (minimum 10 credits) **10 credits**

Total academic coursework: **69 credits** + 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)**

*(Required if not taken at pre-candidacy)*

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 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.

**PT 149 Later Adult Life (2 credits)**

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 151a Psychoanalytic Theory I: Basic Concepts (2 credits)**

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries and modified by more recent authors.

### **PT 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/CP 151F Psychoanalytic Theory I (Basic Concepts) (3 credits)**

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries and modified by more recent authors.

### **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 (2 credits)**

This course acquaints students with the different schools of thought in psychoanalysis and studies how their underlying premises affect their theoretical and clinical thinking, including their view of concepts such as transference, countertransference and resistance. Students will learn the contributions of classical Freudians, Kleinians, Jungians, ego psychologists, object relations theorists, self psychologists, modern psychoanalysts, Lacanians, and interpersonal and intersubjective psychoanalysts. The course explores how concepts of drive, object, and self combine to form a current motivational theory and affect how analysts from different schools

listen to and intervene with their analysands.

**PT 155 Dreams, Fantasy, and Symbolic Communication (2 credits)**

This course acquaints students with the language of the unconscious and primary process as it appears in dreams, fantasy, delusions, myth, symptoms, and creative works. The course examines the basic mechanisms of dream formation (e.g., condensation, reversal, displacement, symbolization, secondary revision), beginning with the study of Freud's work on dream interpretation. The course then explores more recent research on sleep and the nature and functions of dreams. Students develop skill in recognizing and understanding unconscious communication and motivation.

**PT 156 Modern Psychoanalytic Theory of Technique (2 credits)**

Students examine the evolution and current status of modern analytic approaches to treatment. Particular attention is given to verbal and nonverbal interactions related to induction and methods for facilitating and working through narcissistic and object transferences.

**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 the 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 theorist operating within a Freudian framework.

**PT 263-267 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, advanced comparative theory, particular treatment issues. 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 Master of Arts level through the final project in the Certificate program and dissertation in the Psy.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 (3 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 one year 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: By Recommendation after Qualifying Exam*

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: By Recommendation after Qualifying Exam*

This ongoing course provides students a forum to discuss methodology, use of the literature, questions for research, and using data to make inferences while focusing on their developing research projects. Students may elect to register for PT 285, Inference Making, when ready to organize and present findings.

**PT 527/528/529/530 Directed Research (0.5-3 credits)**

*Minimum of 10 credits required*

Candidates work individually 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

**CP 104 Cultural Issues in Counseling (3 credits)**

This course emphasizes understanding and respect for the diversity of patients involved in mental health counseling. It explores the definitions of culture in the context of mental health counseling from a multicultural perspective, with regard to ethnicity, race, gender, disability, and sexual orientation. The class further studies culture-specific groups and the impact of racism, sexism, ethnocentrism, and other forms of discrimination. Students also examine the implications of conducting counseling in the counselor's or the patient'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 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 187 Psychoanalytic Ethics (2 credits)**

*Prerequisite: Minimum 1 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, working with enactment, and third-party payment will be discussed in terms of case examples. The special circumstances that occur when analysts work in non-analytic settings will be considered from an ethical perspective. The course considers the goals of analysis and the best interest of the patient as guiding principles in studying ethics.

**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 Psychopathology (3 credits)**

This course examines psychopathology of severely regressed states from the perspective of both the DSM-V and psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM-V with psychiatric understanding of etiology and function contrasted with and augmented by the psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, affective, and somatic disorders as well as in neuroses. The two different approaches to the diagnostic process

will be explored in the course, including the five axis diagnostic system (DSM), use of the mental status exam, use of clinical interviewing and induced countertransference feelings. The class also discusses implications for treatment of clinical concepts like drives/urges, wishes, affects, defensive operation, and interpersonal style.

**PT 111 Field Placement 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.

**PT 201 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 four weekly patients, attends activities in the facility including administrative supervision, and conducts administrative work on cases, becoming familiar with individual and institutional character.

**PT 341 Fieldwork Individual Supervision (0.5 credit)**

In the second semester of field placement, students are required to engage in an individual supervision on fieldwork cases in addition to the PT 111 or PT 201 group supervision, providing an opportunity to focus in depth on one or two cases.

**PT 2609 Fieldwork Seminar (4 credits)**

*Two semesters required*

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

**PT 2610 Case Management Seminar (2 credits)**

*Two semesters required*

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 2611 Diagnosis and Case Formulation (2 credits)**

*Two semesters required*

***Prerequisites: A minimum of two semesters of PT 2610 and PT 2610 instructor's recommendation.***

The focus of this course is on recognition of characterological resistances and repetitions in both patients and therapists that may impede therapeutic progress. Students learn to identify and work with these resistances and use this understanding as a basis for diagnosis, case formulation, and design of interventions.

**PT 2612 Advanced Clinical Seminar (2 credits)**

***Prerequisites: Completion of PT 2610 and PT 2611, completion of Qualifying Exam, and instructor's recommendation. Usually all other required coursework has been completed.***

The course focuses on understanding and working with resistance, particularly intractable resistance and factors in the analyst and the patient that contribute to the intractability.

**PT 2613 Case Study Intensive (2 credits)**

***Prerequisites: Completion of PT 2610 and PT 2611***

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

**PT 2614 Advanced Resistance Analysis (2 credits)**

***Prerequisites: Completion of PT 2610 and PT 2611***

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 2631 Comparative Clinical Theory: Early Mental States and Perversion (2 credits)**

This course examines psychopathology of severely regressed states from the perspective of psychoanalytic theory and case study. Psychiatric understanding of etiology and function is contrasted with and augmented by the psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic, affective, and somatic disorders. Implications for diagnosis and treatment are discussed.

**PT 211 Clinical Group Supervision (0.5 credit)**

***Two semesters***

Candidates new to the Therapy Center present up to three cases to a supervisor. Emphasis is placed on early resistances in psychoanalytic treatment. Students submit monthly case process reports. Groups of three. Required for two semesters.

**PT 311 Individual Supervision of Psychoanalytic Cases (1 credit)**

*Prerequisites: Completion of first year Therapy Center, 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 once or twice a month basis, depending on the number of cases covered. Up to three cases may be presented, with a concentration on one case. Fifty hours with one supervisor required.

**PT 411 Control Analysis Supervision (1 credit)**

*Prerequisites: Recommendation of the Fellow and written approval of 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 440/450 Therapy Center (2 credits)**

*Prerequisites: 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. Third-year interns may be invited to serve as mentors for newer interns.

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

## ADMISSION

### Criteria for Admission

Application to the Doctor of Psychoanalysis degree program is open to applicants who have earned a master's degree. In order to complete the program in four years full-time, the applicant's previous graduate work includes coursework in somatic factors, socio-cultural influences and diversity, research methods in human sciences, psychopathology, and clinical work. Advisors will make sure new students have fulfilled the listed prerequisites; if not, they will be advised to make them up. Other post-master's applicants may be admitted with up to one year additional course or clinical requirements. Applicants with a master's degree or CAGS



in Psychoanalytic Psychotherapy from BGSP may waive certain coursework and field work in consultation with the admissions team and advisor.

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.

### **Admission Process**

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.

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, and an academic writing sample. For admission to the Psya.D. program, the academic writing sample should be a Master's paper or its equivalent. 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.