

2024 Application Packet for PPSC's Psychoanalytic Training Programs:

- The Psychoanalysis Certificate Program
(4 years)
- The Psychoanalytic Psychotherapy Certificate
(3 years)
- The License Qualifying Program in Psychoanalysis
(5 years)

Application Deadline: July 1, 2024

The Psychoanalytic Psychotherapy Study Center (PPSC)

80 Fifth Avenue, Suite 903 | New York, NY 10011 | (212) 633-9162 | ppsc@ppsc.org | www.ppsc.org



Dear Prospective Applicant:

Thank you for your interest in PPSC!

As exciting as it is, applying for psychoanalytic training can at times feel rather daunting. This packet aims to assist you as you contemplate joining us for the 2024-25 academic year, to describe our programs, and to give you a sense of who we are as a community.

Inevitably, questions will remain.

We encourage to reach out to us with questions at any point by email or phone, to visit our website at www.ppsc.org, and to attend our Open Houses, Live Supervisions and Lectures.

We wish you all the best as you prepare for this next chapter in your career.

Sincerely,

David Pauley, LCSW
Executive Director
davidpauleylcsw@gmail.com

Ruth Wyatt, LCSW
Deputy Executive Director
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About PPSC

The psychoanalytic landscape in 1986, the year New York State provisionally chartered PPSC as a training institute, looked vastly different than it does today. Fragmented according to clinical disciplines and theoretical persuasions, most institutes nonetheless hewed to a normative developmental scheme that excluded a great many individuals. Openly LGBTQ+ candidates were either tacitly or explicitly barred from training. “Non-standard patients” — people with complex developmental traumas, with substance abuse, with psychotic symptoms — were routinely dismissed as “non-analyzable” or “non-trainable.” While major thinkers around the globe were working to challenge the field’s hidebound assumptions, such innovations all too frequently led to competing sects, siloed communities who either did not listen to one another, or, when they did, often seemed more interested in scoring points than in meaningful collaboration.

Openly lesbian analysts trained in different psychoanalytic traditions, PPSC’s Founders, Judy Levitz and Lee Crespi, sought to create a school that would be a home for students and faculty of diverse sexualities, genders and races, and would embrace a wide multiplicity of psychoanalytic ideas. They envisioned an environment where students would develop a personal psychoanalytic idiom over time by learning about and “standing in the spaces” between the fractious array of analytic approaches, and where theories could be blended with insights from non-psychoanalytic sources to allow candidates to reach even supposedly “untreatable” populations. While there are numerous multi-theoretical institutes in New York and elsewhere, none teaches as wide a range of perspectives as does PPSC.

PPSC is also committed to helping candidates harness their visceral, emotional — even “irrational” — responses to readings, coursework and patient care as an integral part of their learning. Weekly reflection papers, known as “logs,” serve as a direct conduit between candidates and instructors, and encourage critical engagement with the material. PPSC’s emphasis on written reflection, culminating in a final graduation paper, has led to its graduates winning an unprecedented number of awards in various professional conferences; they and our gifted faculty have made important contributions to the literature. We aim to be a home where graduates can return to teach, give back, and learn from subsequent generations.

Finally, cognizant of the demands of life in a city as taxing as New York, PPSC has always been committed to offering students the possibility of doing training on either a full or part-time basis, and, since the Covid pandemic, via hybrid classrooms.

Training Philosophy

PPSC is a community that aims to promote learning by providing exposure to a wide array of psychoanalytic perspectives, including Contemporary Freudian, Self Psychological, Relational/Interpersonal, Kleinian, Winnicottian, Intersubjective, Attachment Theory, Jungian and Modern Psychoanalytic orientations. We believe that no school of thought has a monopoly on psychoanalytic wisdom, that analytic relationships are inevitably more complex than our

theoretical models suggest, and that treatment approaches should constantly be updated in light of new advances. At the same time, we help our graduates to acquire a rigorous understanding of psychoanalytic history, going back to Freud's earliest cases, to enable them to see both the innovations and the prejudices that have shaped the profession from 1900 to the present.

Although PPSC has long been in the forefront of training LGBTQ+ clinicians, in the wake of the Black Lives Matter protests in 2020, the institute redoubled efforts to engage with communities of color and populations whose economic or immigration status have led to poor representation in psychoanalytic spaces. This urgent work, which includes funding for scholarships, updating curricula, and providing monthly DEI workshops and discussions about systemic privilege, is ongoing.

Finally, PPSC aims to be of service to our profession and wider communities in the following ways: by maintaining a moderate-fee Treatment Service staffed by PPSC candidates (under supervision from faculty); by providing training to non-analysts through intensive One-Year Programs (the Child and Adolescent Psychotherapy Program and Clinical Journeys); by offering Continuing Education workshops for mental health practitioners and others through the PPSC Annex and the Learning Lab; and by hosting other initiatives, such as the PPSC Refugee Project, that make a demonstrable difference in people's daily lives.

Mission Statement of the PPSC Diversity, Equity, and Inclusion Committee

The PPSC Diversity, Equity, and Inclusion (DEI) Committee is committed to using the foundational tenets of psychoanalysis in order to create a culture in which teaching, learning, supervision, and treatment take place in an atmosphere enriched by mutual respect, affirmation, and celebration of all differences. The field of psychoanalysis is founded on the premise that our own personal history informs the present, and that through acknowledging, knowing, and examining our history, we become more conscious of how we perpetuate the past. In that spirit, the DEI Committee endeavors to introduce within the frame of our psychoanalytic work the living legacy of past and present sociopolitical contexts. This includes, but is not limited to, acknowledging, examining, and repairing past and present trauma of the colonialism, racism, and genocide upon which the United States was founded. We are also committed to expanding our conceptions of gender and sexuality by radically challenging society's rigid, static, and binary regulation of these identities and expressions. Our philosophical and practice goals are to extend our reach and draw from the full cultural range of the local and global community in which we are deeply enmeshed. Through a combination of experiential introspection, intellectual learning, and informed outreach, the mission of the DEI Committee is to create a sustainable culture of ongoing questioning, learning, and openness at PPSC that will carry us beyond our current limits.

PPSC PROGRAM INFORMATION

I. ADMISSIONS:

- Applications are due by July 1.
- A complete application consists of:
 - Application form
 - Application fee
 - Resume / CV
 - Personal Statement of Interest
 - Graduate school educational transcripts
 - 2 of the 3 required letters of reference
- An analyst information form should also be completed during this time and be forwarded to PPSC.
- When the application file is complete, you will receive contact information for two PPSC interviewers to call.
- After interviews are conducted and the Admissions Committee meets, you will be notified about your acceptance status.

NOTE: Any requests regarding exceptions to 1) the analyst, 2) advanced standing for courses from other institutes, or 3) other related matters should be discussed in the initial interviews and put in writing to the PPSC Training Committee at the time of application.

PPSC does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, marital status, national or ethnic origin in the administration of its admissions and educational policies. PPSC reserves the right to make reasonable changes in policy, procedure or curriculum in the interest of meeting the needs of students and maintaining the standards of training. If a change is made, students will be given adequate notice or opportunity to address the change.

II. GENERAL INFORMATION:

- The **Psychoanalysis Certificate program** is a 4-year curriculum.
- The **Psychoanalytic Psychotherapy Certificate program** is a 3-year curriculum.
- The **License Qualifying Program in Psychoanalysis** is a 4-year program, plus one pre-requisite year for candidates with no prior mental health experience.
- All programs may be attended **full-time** (4 courses), or **part-time** (2 courses) during the **day and/or evening**.
- **Course fees** are \$500 per course.

- **Supervision practicum fees** are \$1,350 per semester.
- **Analysis fees** are arranged directly with the analyst.
- **Classes** meet on Mondays from 2:00 pm - 5:10 pm, and 6:00 pm -9:10 pm.
- **Control clinical hours** may be accrued through work with private patients, plus PPSC Treatment Service patients. Those seeking the license in psychoanalysis must fulfill their clinical requirements with PPSC Treatment Service patients.
- **Referrals** are available through the PPSC Treatment Service. Unlicensed candidates use PPSC office space at no charge. Licensed candidates can use PPSC office space at no charge to see patients that fulfill the candidate's treatment service requirements.
- **Field Experience:** Most candidates have had a minimum of 300 hours of clinical experience through work or academic field placements prior to entry into the program. If they have not, this may be arranged. Most also continue to work in the field or maintain private practice caseloads. At times, it may be deemed appropriate for a given candidate who has limited supplemental treatment experience to be asked to accrue additional hours.

III. PSYCHOANALYSIS PROGRAM

- Analysis Requirements
 - Total Hours: Minimum 405
 - Frequency:
At least 135 of the 405 analysis hours must be at 3x per week.
At least 180 must be at 2x per week
At least 45 of which can be at 1x per week
 - 45 hours of analysis prior to admission is highly recommended, and may be required prior to beginning training
 - An approved training analyst has 5 years post-certification experience and has been certified by an accredited analytic training institute.
 - Ongoing analytic treatment is required of every candidate throughout training until graduation.
- Supervision Requirements
 - Total Hours: 360
 - Frequency: 2x per week for full-time candidates.
 - Supervision must be with an approved PPSC supervisor who is selected from a supervisory list provided by PPSC.

- Clinical Requirements
 - Total hours: 810
 - Candidates are required to carry 5 Treatment Service patients and may also be supervised on appropriate private practice cases. Of these, candidates choose to study 3 control patients over the 4 years.
 - Two patients must be seen at least 2x per week for 2 years and one patient must be seen at least 3x per week for 1 year.
 - Control cases may be chosen from private practice or the PPSC Treatment Service. Those seeking a psychoanalytic license must fulfill their clinical requirement with PPSC Treatment Service patients.

IV. PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM

- Analysis Requirements
 - Total hours: Minimum 225
 - Frequency:
At least 90 of which must be at 2x per week
At least 90 of which can be at 1x per week
 - 45 hours prior to admission is highly recommended, and may be required prior to beginning training.
 - An approved training analyst has 5 years post-certification experience and has been certified by an accredited analytic training institute.
 - Ongoing analytic treatment is required of every candidate throughout training until graduation.
- Supervision Requirements
 - Total hours: 135
 - Frequency: 1x per week
 - Supervision is with an approved PPSC supervisor who is selected from a supervisory list provided by PPSC
- Clinical Requirements
 - Total hours: 400
 - Candidates are required to carry 5 Treatment Service patients and may also be supervised on appropriate private practice cases. Of these, candidates choose to study 3 control patients over the 3 years. One of these patients must be seen at least 2x/week for 1 year.
 - Control cases may be chosen from private practice or the PPSC

Treatment Service. Those seeking a psychoanalytic license must fulfill their clinical requirement with PPSC Treatment Service patients.

V. LICENSE QUALIFYING PROGRAM IN PSYCHOANALYSIS

- Analysis Requirements

- Total hours: 405
- Frequency:
At least 135 of which must be at 3x per week.
At least 180 of which must be at 2x per week.
At least 45 of which can be at 1x per week.
- 45 hours prior to admission is highly recommended, and may be required prior to beginning training.
- An approved training analyst has 5 years post-certification experience and has been certified by an accredited analytic training institute.
- Ongoing analytic treatment is required of every candidate throughout training until graduation.

- Supervision Requirements

- Total hours: 360
- Frequency: At least 90 of which must be 2x per week.
- Supervision is with an approved PPSC supervisor who is selected from a supervisory list provided by PPSC
- Those without prior clinical experience will accrue an additional 45 hours of 1x per week supervision, along with additional intake training and psychodynamic psychotherapy experience.

- Clinical Requirements

- Total hours: 810 control case hours.
- Candidates are required to carry 5 Treatment Service patients and also be supervised on appropriate private practice. Of these, candidates choose to study 3 control patients over the 4 years.
- Two patients must be seen at least 2x per week for 2 years and one patient must be seen at least 3x per week for 1 year.
- Control cases may be chosen from the PPSC Treatment Service. Those seeking a psychoanalytic license must fill their clinical requirement with PPSC Treatment Service patients.

CURRICULUM

PPSC's psychoanalytic training programs consist of courses in **Contemporary Freudian, Modern Psychoanalytic, Object Relations, Relational and Self-Psychology. Intersubjective and Interpersonal theories** are also integrated into the curriculum. The goal of this training is to offer candidates an exposure to the most prominent orientations in the field today and to build a solid foundation of treatment skills for doing psychoanalysis and psychoanalytic psychotherapy. The courses are taught with an eye towards integration and comparison of the varying approaches.

In the semester-long courses offered throughout the first three years of training, candidates are exposed to readings and discussion of the basic theories and techniques that inform psychoanalytic work. Designated introductory courses focus on the fundamentals of that specific orientation, while others emphasize how all four approaches compare and contrast. Candidates process the material through class participation, logs and written work. The first three years of courses are the same for all three programs.

The fourth-year of the License Qualifying program and the program in Psychoanalysis consists of advanced integrative core courses, electives and a year-long colloquium. The Advanced Colloquia classes are devoted to ongoing, in-depth comparison and integration of orientations. This is done through the analysis of cases presented by the candidates (see "Curriculum" for listing of courses). The curriculum for the License Qualifying program includes several additional courses required by the state of New York.

The Schedule

Full-time candidates take four courses each semester. Classes are held on Monday afternoons and evenings between 2:00 pm. and 9:10 pm. Candidates may also attend on a part-time basis (two or three courses per semester), taking courses in the afternoon and/or evening.

THE COURSES

<i>First Year</i>	<i>Second Year</i>
Evolution of Psychoanalytic Technique I & II Freudian Theory I & II Development & Assessment I & II Group Supervision I & II	Introduction to Object Relations Transference & Countertransference I & II Introduction to Modern Psychoanalysis Development & Assessment III & IV Group Supervision III & IV
<i>Third Year</i>	<i>Fourth Year</i>
Dreams, Symbols, and Fantasies Introduction to Self Psychology Borderline Personality Attachment Theory Introduction to the Relational School The Frame Case Seminars I & II	Advanced Integrative Colloquium I & II Advanced Studies in Trauma Advanced Studies in Addictions Advanced Studies in Gender & Sexuality Advanced Studies in Contemporary Theories Advanced Psychoanalytic Electives I & II Ethics* Research Methods and Statistics* Socio-Cultural Trends in Psychoanalysis*

Note on Sequences:

- All 1st year classes are to be completed before 2nd year classes are taken, 2nd before 3rd, etc.
- Transference & Countertransference I & II must precede the Borderline class.

** These classes are only required for completion of the License Qualifying program. Licensed candidates working with patients under age eighteen are also required to complete a seminar in the Identification and Reporting of Child Abuse.*

COURSE DESCRIPTIONS: THREE AND FOUR YEAR PROGRAM

GROUP SUPERVISION I-IV: Group supervision provides a forum for candidates to present cases and receive supervision from the leader and fellow classmates. In the first year, group process and training issues are discussed and worked through as needed. . Instructors in the second year are of a different theoretical orientation from those in the first year. Group supervision I includes discussion of the professional responsibilities and definitions of psychoanalysis; issues of ethics are incorporated into the curriculum at all levels of Group Supervision.

FREUDIAN THEORY I & II: The first semester includes material related to the topographic model of the mind. This period covers dream theory, the three essays on sexuality, the essay on narcissism, the es- say on the principles of mental functioning, and the technique papers, among others. The second semester focuses on Freud's theories from 1920 on. It includes material explicating the structural theory and the concepts of structure and defense. In both semesters, theoretical readings are accompanied by clinical material in order to make Freudian theory more readily available and understandable to candidates.

EVOLUTION OF PSYCHOANALYTIC TECHNIQUE I: The focus of this course will be the psychoanalytic strategies or techniques associated with a wide range of analysts. In the first semester, we will study selected works of Freud, Ferenczi, Balint, Lowenstein, Fenichel, Kris, Arlow, Schafer, Spillius, Sullivan, Levenson, Spotnitz, Margolis, and others. Each of these analysts favored a specific technical approach, based on a particular patient population or on his or her theoretical stance. Along with the course readings, candidates are asked to observe their own techniques and begin to develop a rationale for them.

EVOLUTION OF PSYCHOANALYTIC TECHNIQUE II: In this semester the focus will be on the strategies of later theorists such as Kernberg, Kohut, A. Ornstein, M. Tolpin, Pine, A. Horner, R. Lax, Mitchell, Aron, Hoffman, Stolorow, Rothstein and others. Each of these analysts favored a specific technical approach based on a particular patient population or on his or her theoretical stance. Along with the course readings, candidates are asked to observe their own techniques and begin to develop a rationale for them.

DEVELOPMENT & ASSESSMENT I: The first half of this course examines assessment issues, especially in the beginning phase of treatment. The emphasis is on the various lines of development; these include the lines of object relations, narcissism, defensive structures, anxiety levels, among others. The second half of the course is devoted to the issues of development in the first year of life. Included here are attachment theories, including their treatment implications, the psychic organizers of R. Spitz, and the theories of Daniel Stern. Clinical material is emphasized throughout.

DEVELOPMENT & ASSESSMENT II: The first part of this course covers personality development in the second year of life, especially the issues of separation, ambivalence, the

course of narcissism, the advent of language and the symbolic, among others. The second half of the course covers personality disturbances associated with failures of these developmental issues. These include a wide variety of personality difficulties concerning self and object constancy. Clinical material is emphasized throughout.

DEVELOPMENT & ASSESSMENT III: This course will focus on developmental issues pertaining to the third to sixth years of life: this is the time of gender awareness and identity, of Oedipal developments, and of superego issues. The study of these developments will be followed by the examination of clinical issues associated with this period of development: these include, for example, manifestations of Oedipal guilt, masochism, narcissistic disorders, and anxiety disorders such as hysteria, panic attacks, and phobias.

DEVELOPMENT & ASSESSMENT IV: This course will include the examination of developmental issues of latency, adolescence, and adulthood. The first part of the course will include not only the intrapsychic issues related to these periods of development but also the cultural influences that may be associated with them. The second half of the course will focus on specific disorders that may be connected with these periods of growth. These include various depressive and anxiety issues.

INTRODUCTION TO OBJECT RELATIONS: This course examines the basic theory and orientation to prominent theorists: Klein, Fairbairn, Guntrip, Modell, Winnicott, Giovacchini, Balint and others. American theorists include Jacobson, Kernberg, and Ogden. The major conceptual contributions of these authors are studied: projective identification, the schizoid phenomenon, the holding environment, and transitional objects.

TRANSFERENCE & COUNTERTRANSFERENCE I, II: Definitions and manifestations of transference are studied from the different theoretical models: Freudian (Freud, Greenacre, Stone), Object Relations (Klein, Winnicott, Jacobson, Loewald), Self (Kohut, Hertz), Modern (Spotnitz, Epstein, Margolis) and Relational (Mitchell, Hoffman). Analysis of case material will be used to identify the concepts in a clinical context. Countertransference is studied according to the different theoretical orientations. Theories of Freud, Stone, Winnicott, Heimann, Racker, Searles, Epstein, Gill, Jacobs, Fosshage, and others are studied. Clinical material furnished by candidates and instructor will serve as a basis for class discussion and a means of elucidating the theoretical views.

TREATMENT OF THE BORDERLINE PERSONALITY: this course focuses on theories of and treatment approaches to the borderline personality. The course addresses issues of assessment, etiology, transference, countertransference, and treatment techniques. Such authors as Masterson, Giovacchini, Druck, Searles, Kernberg, are studied. Case examples from candidates and instructor are used to explicate the theoretical material.

ATTACHMENT THEORY: This course will look at different patterns of attachment behavior observed in infancy, attachment representations in adults and the correlation between the organization of maternal attachment narratives and the quality of infant attachment. The integration of attachment theory into psychoanalysis and clinical applications will be explored.

CASE SEMINAR I & II: Two ongoing cases are presented for in-depth study by the class. The goal is to help candidates better understand the evolution of transferences and resistances, to enhance their ability to identify and formulate dynamics, and to reflect on possible interventions that facilitate the analytic process. The seminar leader in the second semester should be of different theoretical orientation from that of the first semester. Consultants of varying points of view may also be brought in to discuss the cases.

THE FRAME: This class explores the many aspects and meanings of the “psychoanalytic frame” (contract, setting, boundaries, “rules of the game”, etc.; how, why, and when it is used, and abused, for good and for ill. The frame will be explored from the point of view of various psychoanalytic schools of thought.

DREAMS, SYMBOLS AND FANTASIES: The focus of this course is the study of the unconscious (or latent) meanings of dreams, symbols, and fantasy material as well as techniques for handling this material clinically. Following are areas that might be included: parts of Freud’s early work (Interpretation of Dreams) and his revision of dream theory in The New Introductory Lectures. Other theorists include Ella Sharpe, Jacob Arlow, Carl Jung, Gertrude and Rubin Blanck, Masud Khan, Christopher Bollas, Robert Stoller, George Atwood, Paul Tolpin and Phyllis Meadow. Clinical material from candidates and instructor is studied.

INTRODUCTION TO THE RELATIONAL SCHOOL: This focus on the work of H.S. Sullivan and his followers. The impact of the relational orientation on the psychoanalytic field is discussed through an introduction to Sullivan’s concepts of anxiety, security, operations, defense and adaptation.

INTRODUCTION TO MODERN PSYCHOANALYSIS: This course focuses on the basic theory and techniques of the Modern Psychoanalytic school of Hyman Spotnitz and his followers. The issues studied include the treatment of narcissistic and pre-oedipal disorders, the role of aggression in psychotherapy, techniques of resolving early treatment resistances, and narcissistic transference/countertransference binds. Theories of Margolis, Epstein, Ogden, Sherman and others are studied.

INTRODUCTION TO SELF-PSYCHOLOGY: This course addresses the work of Kohut and his followers, focusing on the basic theoretical constructs and technical considerations of Self Psychology. Concepts of narcissism, idealized and grandiose self, selfobject functioning, the empathic stance, and others are examined. Readings include the work of Kohut, Schwaber, Ornstein, Wolf, Hertz, Stolorow, and others.

In all of the semester-long courses offered throughout the first three years of training, candidates will be exposed to readings and discussion of the basic theories and techniques that inform psychoanalytic work. Designated introductory courses focus on the fundamentals of that specific orientation, while others emphasize how all four orientations compare and contrast. Candidates process the material through class participation, weekly logs, and a short written paper.

ADDITIONAL COURSES: FOUR-YEAR PROGRAM

ADVANCED INTEGRATIVE COLLOQUIUM I & II: These classes are devoted to the on going, in- depth comparison and integration of the different orientations. This is done through the presentation of case material by candidates, which are commented on by invited discussants from the Freudian, Modern, Object Relations, Self Psychology and Relational points of view.

ADVANCED PSYCHOANALYTIC ELECTIVES I & II: These courses are small group intensives in the advanced study of one of the chosen orientations within the Institute. Candidates choose two electives, which may be in the same or in different theoretical approaches. Each course will include both theoretical and clinical components.

PSYCHODYNAMICS OF ADDICTIONS: This course examines the underlying psychodynamics of those with addictive behaviors. The emphasis is on the intra-psychic meanings of and functions served by the addictive behavior. Addictions such as substance abuse, eating disorders, and perversions are studied; other compulsive activities including shopping, gambling, and Internet use, etc., may be included. The subject matter is approached from a variety of theoretical orientations.

ADVANCED STUDIES IN CONTEMPORARY THEORIES: This course will address recent advances in theory and technique within the various orientations – e.g. Freudian, Object Relations, Modern, Self, Interpersonal, Intersubjective.

TRAUMA AND DISSOCIATIVE DISORDERS: This course will focus on what constitutes a trauma and on how a traumatic event can affect further psychological growth. Attention will be paid to such phenomena as dissociative states, altered ego states, and other symptoms. A major focus will be on the clinical challenges presented in such cases. Clinical applications of these various theoretical viewpoints are a primary focus of the course. The course material is approached from different theoretical orientations.

GENDER AND SEXUALITY: This course studies the evolution of psychoanalytic thinking about gender identification, sexual development, object choice and theories pertaining to male and female sexual orientation including heterosexual, gay, lesbian, bisexual, transgendered and transsexual orientations.

ADDITIONAL COURSES FOR THE PSYCHOANALYTIC LICENSURE PROGRAM:

RESEARCH METHODS IN PSYCHOANALYSIS: This course will introduce basic research concepts to clinicians in mental health with the intention of creating a working knowledge of research in the field of psychotherapy and psychoanalysis. Upon completion of the course, students will possess the knowledge of research methods and statistics necessary for evaluating and assessing research on theories of psychoanalysis and studies on the effectiveness of various forms of psychotherapy. Finally, students will also possess the knowledge of the ethical principles of research on mental health and protection of human subjects. This will include knowledge of HIPPA guidelines and issues of confidentiality.

SOCIO-CULTURAL TRENDS IN PSYCHOANALYSIS: This course is designed to help candidates work more effectively with clients from different racial, ethnic or cultural backgrounds. The course is premised on the idea that a clinician must have both a deep and meaningful knowledge of self and a commitment to learning about the client's culture, most importantly the client's personal experience of their culture. Throughout the course, candidates will be asked to broaden and deepen their knowledge about and awareness of both their own cultural experiences, values and biases, and of culture, ethnicities and different sexual orientations other than their own.

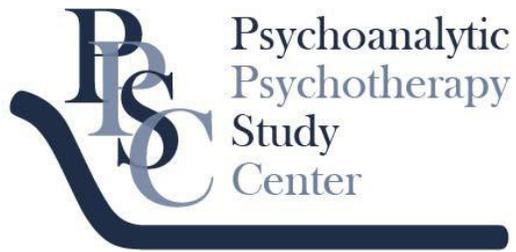
ETHICS: Students explore the ethical principles of research involved in mental health practice. This will include knowledge of HIPPA guidelines and issues of confidentiality; case material illustrating ethical conflicts and appropriate resolutions will be studied.

CHILD ABUSE REPORTING: Candidates planning to become licensed as psychoanalysts are required to take a seminar in the identification and reporting of child abuse. Those who will not work with patients under age 18 may apply for a state waiver.

COURSE PRE-REQUISITES FOR THE PSYCHOANALYTIC LICENSURE PROGRAM: (For candidates with no prior mental health experience)

MODELS OF THE MIND I & II: This year-long course combines readings and teachings in the areas of personality development and assessment with an emphasis on the psychodynamic and psychoanalytic contributions of various therapeutic modalities.

CLINICAL SEMINAR I & II: This year-long course will emphasize the clinical application of theory and basic psychotherapy techniques. In semester I, PPSC analysts will present their own case material to candidates. In semester II, candidates will begin to present their own case material.



APPLICATION FOR ADMISSION

Please check all that apply:

TRAINING PROGRAM:

Psychoanalytic Psychotherapy (3 year Program)
Psychoanalysis (4 year Program)
License-Qualifying Program in Psychoanalysis
Full Time
Part Time
Afternoon
Eve

I. PERSONAL DATA: *Please attach your current resume.*

Name: _____
(Last) (First) (Middle)

Address: _____

Home Phone: _____ Work Phone: _____

Gender Identity: _____ Date of Birth: _____

Citizenship: _____ Social Security# _____

Title (MS, Ph.D., etc. _____ Email: _____

II. EDUCATION:

UNDERGRADUATE & GRADUATE SCHOOLS

Institution	Dates Attended	Major	Degree	Date Received
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PSYCHOANALYTIC TRAINING (Courses or Certifications)

Institution	Dates Attended	Major	Degree	Date Received
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

INDIVIDUAL PERSONAL PSYCHOANALYSIS

Name/degree of Current Analyst: _____

Analytic Certification: Yes No Date of Certification: _____

Graduate of: _____

Current Affiliations: _____

Date Treatment Began: _____ #Sessions/Week: _____

Psychoanalytic Orientation: _____

III. CLINICAL EXPERIENCE:

(Please list relevant paid or fieldwork experience in counseling, psychotherapy and psychoanalysis below:)

Agency 1: _____

Dates: _____

Nature of work experience (job title, type of therapy performed, etc.):

Name/Title of clinical supervisor: _____

Agency 2: _____

Dates: _____

Nature of work experience (job title, type of therapy performed, etc.):

Name/Title of clinical supervisor: _____

IV. ADDITIONAL DATA:

Please list other relevant experience, interests, publications, etc. that you would like considered in the processing of this application:

V. REFERENCES:

Please list the names of three professional references, at least two of which must be clinical, one may be academic. Letters of reference should be requested by the applicant and sent ppsc@ppsc.org AND dssilver77@gmail.com

1. _____ 2. _____

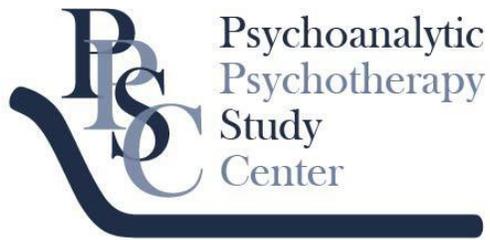
3. _____

VI. HOW DID YOU FIND OUT ABOUT PPSC? _____

NOTES:

- All application forms must be accompanied by a **non-refundable application fee of \$150.00** made payable to PPSC. Application fees can be paid via Zelle using ppsc@ppsc.org.
- The applicant must forward official transcripts of graduate and analytic work directly to PPSC. Please forward all graduate transcripts and your Analyst Statement to ppsc@ppsc.org AND dssilver77@gmail.com
- In the event that the applicant has completed coursework at another accredited institute and wishes credit for those courses to be applied toward training requirements at PPSC, the applicant should include syllabi and descriptions of those courses with the application materials. The syllabi will be reviewed by the Curriculum Committee of PPSC to determine if credits are transferable. Notice of this determination will then be sent to the applicant.

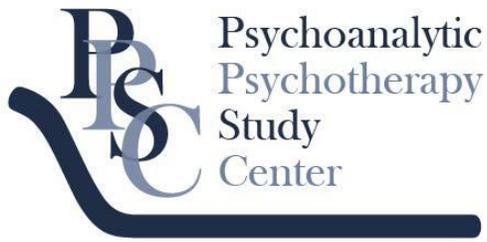
PPSC does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin in the administration of its admissions and educational policies.



The Tint Family Diversity and Inclusion Scholarship

The Tint Family Diversity and Inclusion Scholarship is available to candidates who are members of historically and currently underrepresented groups in the analytic community, namely Black, Indigenous, and other People of Color, as well as those of immigrant, trans/nonbinary, and low income and working class experience. The funds will cover tuition for up to 24 classes in PPSC's 3-year program in psychoanalytic psychotherapy or 4-year program in psychoanalysis.

If you would like to be considered for this scholarship, please check this box and provide a brief statement describing your interest and eligibility.



ANALYST INFORMATION

Name: _____

Phone: _____

Training Institute(s) attended: _____

Date of Psychoanalytic Certification: _____

Type of Certification (*Please check one*):

- 2 year Psychotherapy Training Program Psychoanalytic Psychotherapy
- Psychoanalysis
- Other (please describe):

Orientation(s): _____



Signature of Analyst Date

Name of Applicant: _____

Please return completed form to: ppsc@ppsc.org AND dssilver77@gmail.com

PPSC does not discriminate on the basis of race, color, religion, sex, sexual preference, national or ethnic origin or analytic orientation in the administration of its admissions and education policies.