



Policies, Procedures, and Programs

for academic year 2020-2021

The following is a comprehensive guide to the Columbia University Center for Psychoanalytic Training & Research, with special emphasis on our training programs in psychoanalysis. The information detailed below should be considered a general guideline to the Center's workings. Trainees' specific issues often merit review on an individual basis. If you have questions, please contact the Center's administration and faculty. We are eager to address your concerns.

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I. Psychoanalytic training at the Center

The psychoanalytic training programs at the Center represent Columbia's unique application of the standards for psychoanalytic education maintained by the American Psychoanalytic Association (APsaA). At all APsaA institutes, psychoanalytic training involves the trainees' simultaneous participation in didactic coursework, supervised clinical work, and a personal training analysis. These three components constitute the tripartite model of psychoanalytic education and training and are detailed below.

At Columbia we have designed our programs to enable trainees to achieve a specific set of skills and knowledge needed to conduct psychoanalysis and contribute to psychoanalytic scholarship. [These learning objectives are detailed on our website](#) and form the basis of all trainee education and evaluations.

A. Remote training policies

Classes

All Center classes in all of our programs are currently being conducted via Zoom at least through the end of the 2020 Fall semester. All psychotherapy training programs will continue on Zoom through the end of the 2020-2021 academic year. Links to join classes in the adult and child psychoanalytic training programs can be found on each course's Courseworks page and on our website. Zoom information for classes in our other training programs can be obtained from each program's Chair.

Supervision

In the interest of protecting the health of our trainees and supervisors, all supervisions in all programs are to be

conducted over the telephone, Columbia's Zoom Pro, or another HIPAA-compliant teleconference platform.

Clinical work and teletherapy

All clinical work should be conducted via teletherapy sessions, either by phone or over teleconference platforms. This applies to psychoanalytic control cases and other cases under supervision, candidates' training analyses, and all patients in our trainees' private practices.

Zoom classroom etiquette

Names - Please use your name for your screen name. This will make it easy for your instructors (and classmates who don't yet know you) to address you by name.

Muting - We want you to talk and be heard. In seminars, keep yourself unmuted unless your dog is barking/baby is crying/neighbors are renovating/etc. If there is background noise that you can't quiet, set your microphone to mute and then press and hold the spacebar (on a desktop or laptop) to speak, then release it to mute again. In large gatherings, such as graduation, please stay muted.

Chats - Please limit chat to the public thread. If it's private, save it for after class. Private chats are distracting and detract from the group experience.

Notifications - Please silence your devices' notifications and set your Zoom class to full screen to limit distractions during class.

Keep your video on - It's fine to step away from the camera if you need to, but please keep your camera on throughout class. Blank screens make your teachers nervous.

Raising hands - If you have a question but are reluctant to interrupt, you can use the "raise hand" feature to speak. You can do this by clicking on the chat button on the bottom of the screen and selecting "raise hand." Or you can just...raise your hand.

Reactions - If you're muted and don't want to risk talking over others, you can still give a thumbs up or a round of applause by clicking the Reactions link at the bottom of the screen and selecting the sign you want to share.

B. Didactic Curriculum

Courses

With the exception of electives (of which candidates choose one of two offerings at a time) all courses offered in the psychoanalytic curriculum are required for graduation. Trainees who have met all other graduation criteria by the end of their fifth year Fall semester and who have taken all courses up to that point are not required to attend further classes. All trainees who have completed the full five-year curriculum but have not yet satisfied their other graduation requirements may choose to continue taking electives but are not required to do so.

Didactic teaching at Columbia emphasizes the importance of a solid grounding in classical theories, the development of each candidate's ability to think critically about psychoanalytic principles, and a thorough study of the principles of analytic technique. In exposing our candidates both to the history of psychoanalytic knowledge and to the current frontiers of scholarship, we hope to train analysts who understand diverse points of view and controversies within psychoanalysis and who can think critically and creatively in regards to the development

of new theories and clinical interventions. Our curriculum has five key components:

Psychoanalytic Theory

This four-year series of generally year-long classes begins with a study of the writings of Sigmund Freud.

Second year theory surveys the major schools of psychoanalytic thought from Anna Freud to the present, including segments on early Ego Psychology, Klein, the British Independents, Attachment Theory, American Object Relations Theory, Self Psychology, Relational Theory, the Contemporary Kleinians and Lacan.

Third year theory revisits each of these schools of thought with a focus on contemporary applications of these thinkers' ideas.

Fourth year theory draws on the work of those in allied fields (i.e., neuroscience, infant research, etc.) to help candidates place their theoretical knowledge in a broader context. The sequence begins with Contemporary Issues in Psychoanalytic Theory-Brain, Body and Mind and moves through a re-consideration and elaboration, for the now advanced candidate, of three of the curriculum's foundational courses revisiting Freudian theory, development, and core concepts.

Theory of Technique

In each of the first three years, candidates take courses that focus specifically on the understanding of psychoanalytic technique. Topics such as listening, transference, countertransference, resistance, and interpretation are explored through the lenses of numerous theoretical perspectives at increasing levels of depth and sophistication. Learning is enhanced by the presentation of instructors' clinical material.

Psychoanalytic Process

Over the five year training program, candidates participate in a continuous sequence of process seminars. These seminars, divided into seven- or eight-week segments with specific topics, generally follow the micro-process of one candidate's analytic work with one patient or may include vignettes from several treatments contributed by candidates or faculty. Psychoanalytic sessions are presented to one or two faculty members and classroom discussion centers on specific elements of the clinical work related to the focus of the process course segment. Candidates may confer with instructors in preparing material for class discussion. Each candidate is expected to present process material during the course of training. Over the five years, candidates move from process segments that focus on early work in analysis to midphase and termination. Some of the process segment topics (such as termination) require graduates or faculty members to present process material.

Psychoanalytic Case Writing

The psychoanalytic case writing curriculum helps candidates build the skills they need to formulate their cases, understand psychoanalytic process, and capture their work in writing. These skills are essential for one's own development as an analyst, communication with other analysts, and publication. This curriculum has two key components:

- *Didactic classes* - Presented in brief segments in each of the five years of the curriculum, these classes are taught in a workshop format. Each year, every candidate gets the opportunity to present their longest-running case in a written process summary. Individual attention to each other's writing is enhanced by a supportive and open atmosphere. Each curricular year expands upon what was taught the prior year, including specific attention to micro-process, macro-process, transference and countertransference arcs, and therapeutic action. Once the 4th year course has been completed, each candidate

is assigned a writing mentor to support the development of the culminating case write-up for Writing V in the Fall of the fifth year.

- *Case summaries* - In addition to the written work presented in writing classes, candidates write up each of their ongoing analytic cases at the beginning of a treatment, annually, and upon termination for discussion with their supervisors.

Initial summaries - At the start of the case, and no later than the third month of treatment, the candidate completes an initial summary focused on case formulation.

Annual summaries - At the end of each academic year the candidate writes a case summary that describes the analysis from the beginning. Annual summaries are written during the summer break to take advantage of the extra time available. First drafts of these summaries are due no later than the first day of classes in September. Trainees upload their drafts to Sigi which makes them accessible to their case supervisor. Supervisors and candidates read the work together and discuss it in depth. The candidate revises the write-up and uploads the final draft to Sigi no later than October 31st where it remains a permanent part of the trainee's academic record. The supervisor's evaluation of the trainee's written work is an important part of the semiannual supervisory assessment, the principal component of the trainee's academic record.

Termination summary - a complete case summary is written (and submitted as above) when a patient terminates the analysis.

Please see the website for a [complete description of these writing requirements](#), including outlines for each type of case summary and details regarding when an initial or termination summary takes the place of an annual summary.

Critical Thinking

Taught in several short blocks throughout the entire five-year curriculum, these classes explore areas of convergence and divergence among the various metapsychologies and theories of technique covered in other classes. Topics include the relevance of child observation for psychoanalysis, theoretical pluralism, perspectives on technique, thinking about psychoanalytic theory and discourse, and perspectives on interpretation of unconscious conflict.

Additional Core Courses

In addition to the five tracks are a few key, required courses, including Research and Psychoanalysis, Psychopathology, Core Concepts in Psychoanalysis, Evaluation of Patients for Psychoanalysis, and Child and Adolescent Development. In the Fall of 4th and 5th years, biannual core courses are offered in alternating years. Topics include Sexuality, Psychoanalysis and Pharmacology, Gender, Infant-Parent Interactions, and Psychotherapy for Analysts.

Electives

Beginning in the Spring semester of the third year, candidates choose among the electives that are offered on Monday mornings. These classes combine candidates in years three and above. Curriculum committee co-chairs solicit proposals from the faculty and choose the electives that will be offered. Recent electives have included Re-thinking Narcissism, Psychoanalytic Treatment of Depression, Bowlby's Contributions to Psychoanalysis, and Relational Perspectives in Psychoanalysis.

Independent Study/Tutorials

Candidates may use elective time to engage in independent study. In order to arrange this, candidates must find a faculty member to serve as advisor for the project and meet regularly with the candidate. They must present a formal, written proposal with intent, goals, and bibliography to the curriculum committee co-chairs for approval prior to beginning the tutorial.

Readings

Course material including readings are accessible through [Courseworks](#). Assigned reading listed in Courseworks is made available to trainees through the site as a PDF or link to the text in the [PEP](#), the psychoanalytic publishing archive, if the article is indexed there. PEP resources comprise the leading psychoanalytic journals and many books and book chapters. Free access to PEP, as well as to the entire Columbia University library system, is a benefit of candidacy.

Attendance

Attendance is expected at all classes. If a candidate knows he/she will be absent, the candidate should notify the associate instructor (or the instructor, if the class does not have an associate instructor) in advance. Candidates should make sure that they get the associate instructor's contact information at the first class. If a candidate anticipates an extended absence (for vacation or family emergency, etc.), and especially if the candidate will be missing multiple classes of the same course, the candidate should notify the chair of training to discuss issues related to receiving credit for that course. (See Leaves of Absence, below.)

Classroom collegiality

Candidates have the opportunity to learn from each other as well as from the faculty. To make the most of the classroom experience, we encourage each candidate to complete the assigned readings.

Please refrain from all texting, emailing, and other distractions during class as it is disrespectful of faculty and disruptive to class. We understand that you may be on call or have other emergencies that may occasionally require you to step out of class.

Candidates are expected to respect the confidentiality of all clinical material shared in class.

If you find that the clinical material being presented in class involves someone you know, directly or indirectly, we ask that you discuss the matter with your instructor or course chair and that you consider recusing yourself from the class.

Evaluation of the trainee's classwork

Each candidate's performance in class is evaluated at the end of the course or semester (for year-long courses) by the course instructors. Instructors evaluate the trainees' preparedness, attitude, participation, and understanding of the material. This feedback is posted on Sigi where it becomes accessible to the trainee after the trainee has posted their own evaluation of the course.

Trainees' evaluations of their courses

All trainees must complete written student course evaluations at the end of each course and at midyear in year-long courses. These evaluations are essential to our efforts to improve our teaching, and their completion is required for us to offer CME credits.

Course evaluations can be found and completed on trainees' Sigi pages following the completion of each course. These written evaluations are forwarded without attribution to the curriculum committee co-chairs. In addition, course chairs receive an aggregated report of all trainee evaluations, and individual instructors receive an aggregated report of trainee evaluations of their teaching. These evaluations are accessible to instructors only after they have submitted their evaluations of trainees.

In addition, candidates meet as a class at the end of each semester with a curriculum feedback representative. During these meetings, the representative reviews the semester's curriculum and solicits feedback on each class, instructor, associate instructor, course readings, and related materials. Candidate feedback (without any candidate identifying information) is presented as a report to the curriculum committee co-chairs. These reports provide valuable information to the curriculum committee and have contributed to substantial improvements in the curriculum. The curriculum feedback reps are appointed by the curriculum committee co-chairs and are Lisa Berman MD, Emily Gastelum MD, and Eileen Kavanaugh MD.

C. Clinical Work

Candidates' supervised evaluations and treatment of their analysands represents the heart of their clinical training at the Center.

Case finding and the Evaluation Service

Candidates find control cases either by referral from the Center's evaluation service or through their own private

practice. A candidate initiates the process of evaluating a Center referral by requesting a new case on Sigi. All patients seeking analysis with a candidate, whether patients from the candidate's private practice or referrals from the Center, fill out a series of consent forms and self-assessment forms of Sigi and undergo a brief diagnostic interview prior to beginning analysis. The [Evaluation Service Candidate Manual](#) is an indispensable guide to the detailed policies and procedures governing control cases. It can be found on the Center's website and should be read carefully by all candidates.

Supervision

Candidates are encouraged to obtain as much supervision as possible during their time at the Center. Candidates meet with supervisors weekly and may use their supervision to assess the appropriateness for analysis of private cases and Center referrals, discuss ongoing psychodynamic psychotherapy cases, and ongoing analyses. Candidates do not pay their supervisor—supervisors volunteer their time and efforts to the Center— but pay a twice yearly supervision fee which supports the Center (see Finances, below).

Requirements

Candidates are required to treat three different patients in three- to five-times-weekly analysis with three different supervisors over the course of their training. In their senior supervisory assessments, candidates are expected to achieve a minimum average rating of their mastery of the Center's learning objectives midway between "meets goal" and "approaching goal" (this is the competency criterion for graduation). At a minimum, these treatments must total 60 months of supervised psychoanalysis with one of the treatments lasting at least 18 months (this is the exposure criterion).

Matching with a supervisor

Entering candidates are assigned their first supervisor in September. At the end of their first year, they submit their preferences for their second supervisor with whom they are matched during the Spring Supervisor Match in June. At the end of their second year they again participate in the match to obtain their third Supervisor. Every effort is made to accommodate trainees' supervisor requests. Matches are made to maximize the number of candidates getting their first choice and minimize the number of candidates getting their third choice. All things being equal, preference is given to candidates based on their seniority.

Candidates may speed or delay their second and third supervisor assignments. For example, a candidate with a patient ready for analysis prior to the spring match may request a new supervisor earlier. A candidate balancing outside work or personal obligations or who has not yet found a case for their current supervisor may choose to delay matching with a new one. These requests should be made directly to the chair of training.

Changing supervisors

Occasionally a trainee does not feel that a particular supervision is advancing their learning. Problems in supervision should first be discussed with the supervisor. If problems persist, a candidate is encouraged to seek advice from others, including other candidates and supervisors, their mentor, the candidate representative, the co-chairs of the faculty advancement committee, and the chair of training. All trainees are encouraged to switch supervisors if making a change is in the best interests of their psychoanalytic education. In order to make a change, the trainee contacts the chair of training who arranges for a new match based on the trainee's preferences.

Case summaries

As described above, in addition to the written work presented in writing classes, candidates write up each of their analytic cases several times over the course of a treatment for review by their supervisors. At the start of the case, the candidate completes an initial summary focused on case formulation. At the end of each academic year the candidate writes an annual case summary that describes the analysis from the beginning. Finally, a complete case summary is written when a patient terminates the analysis. Discussing the formulation of the patient and the understanding of the analytic process captured in these summaries are essential components of the supervision.

Monthly supervision reports

Candidates are responsible for recording their supervised work in Sigi each month by filing a monthly supervisory report. It is essential that these reports are filled out in a timely way. These reports tell us whether the supervision is ongoing and what type of work is being discussed in supervision. It is only by filing these reports that candidates obtain credit for their analytic work towards their exposure requirement.

Supervisory assessments

At the end of each semester, candidates receive a written assessment of their work from each of their supervisors via Sigi. The candidate should read the assessment prior to their next supervision and discuss it with their supervisor at that next meeting. The supervisor may then revise the assessment based on that discussion and file the final version as a part of the trainee's academic record. These assessments detail in writing the candidate's progress towards achieving the necessary skills to conduct a psychoanalysis competently and independently.

We believe that our trainees learn best when we identify as clearly as possible the skills and knowledge we hope they will acquire and then offer frequent, detailed feedback about their progress towards achieving those objectives.

We encourage all trainees to read our [Learning Objectives for Clinical Psychoanalysis](#), found on our website. These objectives describe our goals for trainees at three different stages of their education: first year, intermediate years (2-3), and senior years (4 and beyond).

No analyst, no matter how experienced, can meet all of these goals all of the time. Instead, in evaluating our trainees' work, we look for a candidate's ability to employ a widening repertoire of emerging skills with growing confidence and at increasing frequency.

In reporting on the trainee's progress toward meeting specific learning objectives, the supervisor may choose among five levels of achievement defined as follows:

- Exceeds goal – The trainee has mastered this aspect of analytic work.
- Meets goal – The trainee has developed the capacity to perform this skill and employs it most of the time when given an opportunity.
- Approaching goal – The trainee is developing the capacity to perform this skill and has begun to employ it on occasion.
- Emergent skill – The trainee has shown early signs of developing this skill.
- Having difficulty – The trainee has not yet demonstrated the skill in question and may have a special challenge in this area.
- Supervisors who do not have enough experience with a trainee to make an informed assessment of a particular goal may mark a sixth option - Cannot assess.

Following the form's submission, each supervisor receives the assessments of the trainee's other supervisors. Completed assessments are reviewed by the chair of training and remain accessible to trainees throughout their candidacy on their Sigi page.

Determinations of a candidate's achievement of the competency requirement for graduation rest upon these written assessments.

First year candidates who are also PGY4s

Candidates who combine their first year of analytic training with their fourth year of their psychiatry residency conduct all of their clinical work under the auspices of their residents' clinic and may start an analytic case in their first year with approval from the clinic director.

The residency assigns these trainees a supervisor who does double-duty as a residency and Center supervisor for the year. At the end of the year, the candidate matches with a new supervisor through the spring match, and the first supervision ends (except by special arrangement).

While no first year candidates pay the Center's supervision fee in their Fall semester, these candidates also do not pay a supervision fee in the Spring of their first year, as their supervision is a benefit of their residency training.

D. Training analysis

Requirements

Candidates must be in analysis with a graduate of Columbia, NYPSI, or PANY who has been designated as a training analyst by that institute. ([Information on waivers](#), occasionally granted to those already in established analyses with graduates of these institutes who are not training analysts, is available on our website.) All candidates must begin their training analysis on or before the beginning of their first semester of classes and at least six months prior to starting their first psychoanalytic training case. Training analyses take place at a frequency of four times weekly, although we recognize that occasional, time-limited modifications of the frame, including changes in frequency and the use of the couch, may be necessary from time to time. At a minimum, it is expected that candidates' training analysis will overlap significantly with their clinical casework and will continue throughout most of their years in training.

Fees and reimbursement

A candidate and training analyst establish the fee for their work privately. Candidates who are not otherwise insured may opt to purchase Columbia student health insurance which reimburses students 70% of the "reasonable and customary" fees of psychoanalytic treatment (defined by Aetna as 105% of the Medicare rates).

Changing analysts

Occasionally candidates choose to change their analyst. Naturally, problems in an analysis should always be addressed within the analysis itself. Candidates who wish to change their training analyst may also explore this decision with others of their choosing, including their orientation or training mentor, the co-chairs of the faculty advancement committee, the chair of training, the director, or anyone else at the Center with whom they feel comfortable. In addition, candidates may also avail

themselves of a private and free consultation on their analysis (described below). Because an ongoing training analysis is a requirement of analytic training at the Center, the chair of training must be informed if a candidate changes their analyst during training.

Referrals and Consultations

We offer referrals to training analysts as well as consultations on ongoing treatments to all applicants and candidates free of charge. Those interested may contact any one of three senior analysts at the Center to arrange a first meeting. Your conversations with the consultant will be entirely private and confidential. You may choose to meet with any of the following three consultants and should contact them directly to initiate a consultation: Brenda Berger PhD, Nathan Kravis MD, and Sharone Ornstein MD.

Confidentiality

All aspects of the content of a candidate's analysis remain confidential. The analysis is often referred to as "non-reporting" for this reason. The only information reported by the training analyst, asked twice yearly via Sigi, is whether the treatment is ongoing or has ended.

Training analysts and the classroom

Occasionally a candidate's analyst may be an instructor in a required class. The decision to participate together in a course of the didactic curriculum by candidates and their analyst is a complex one and should be explored in the analysis. Trainees, in conversation with their analyst, may choose not to attend the class. In that case, the trainee should approach the co-chairs of the curriculum committee to make an alternative arrangement for learning the material.

E. Mentorship and advising

The Mentor Program was developed to enhance candidates' educational experience by providing a unique advisory relationship with a faculty member while expanding their career development resources and opportunities. The Program's aim is to promote a mutually meaningful, professional relationship for candidates and mentors. Mentors provide support, guidance, and career resources to assist in the development of candidates' analytic identities.

Candidates begin training with an orientation mentor assigned by Jane Halperin PhD, the mentor program chair. In the Spring of their 1st year, candidates provide a list of choices to the chair for the selection of a training mentor, with whom they will work for the remainder of their training. Candidates may find it useful to seek out recommendations from faculty, peers, or the chair if they want assistance in generating their list of choices or may opt to ask their orientation mentors to continue on as their training mentors.

Contacts for mentorship pairs include welcoming/orienting candidates to the program, regular meetings and check-ins throughout candidacy, and planning for graduation and post-training Center involvement. At a minimum, Fall and Spring meetings and a mid-year check-in during each year of training is expected.

The mentor role is a "non-reporting" one, meaning that the discussions between mentor and candidate are confidential. To avoid conflict in providing support or advocacy functions, the mentor does not participate in decisions regarding a candidate's advancement through training or their readiness for graduation. If issues do arise for candidates, they may invite their mentors'

general assistance and/or their direct participation on the candidate's behalf.

Mentorship is an opportunity for candidates to make more or less use of depending on their interests and needs over the course of training. Once training mentor pairings have been established, candidates and mentors define the tenor of their relationship and how they actualize their goals. Given that candidates are a diverse group of busy adult learners with varied interests and career aspirations, some may welcome a supportive ongoing conversation about issues pertinent to candidacy while others may opt for less in the way of guidance and support.

Mentors may be particularly helpful in empowering candidates to seek out educational opportunities by sharing their own particular expertise about theory, treatment modalities and clinical populations, by extending their professional networks for collaboration, by encouraging candidate participation at the Center, and by informing candidates about local and national/international events and opportunities.

F. Child and Adolescent/Emerging Adulthood Psychoanalytic Training

The training programs in child and adolescent/emerging adulthood psychoanalysis prepare candidates to assess and treat individuals in different phases of development—from the oedipal phase through young adulthood—via immersion in their personal analyses, supervised analytic work with a variety of young patients, and classroom-based study. The programs offer a modern psychoanalytic approach to child and adolescent treatment which exposes trainees to classical literature and thinking while integrating contemporary views and findings from neighboring fields (e.g., attachment theory, empirical child research, etc.).

The child and adolescent/emerging adulthood curriculum begins with the Development course required of all adult and child candidates. The child-specific curriculum spans two academic years and covers assessment and analyzability, countertransference, interpretation and insight, establishing an analytic alliance and relationship, play therapy, adaptation of analytic technique for different age groups, managing aggression, child and adolescent psychopathology, and working with parents. Teaching includes an ongoing process group in which child and adolescent case material is presented and discussed. Classes are held on Thursday nights at The New York Psychoanalytic Institute on East 82nd Street, where they are jointly taught by faculty from three New York City Institutes: Columbia, NYPSI and PANY.

Candidates who are interested in pursuing child and adolescent analytic training can elect to participate in one of the following programs: Traditional Child Analytic Program (a program that is combined with adult training), Accelerated Child-Only Analytic Program, or Adolescent/Emerging Adult Analytic Program (also combined with adult training).

Coursework

Candidates in the accelerated child program take the first two years of the adult curriculum as well as the separate two-year child curriculum. The traditional child candidate takes all courses offered in the four-and-one-half-year adult curriculum as well as the two-year child curriculum. The adolescent/emerging adulthood candidate takes all courses offered in the four-and-one-half-year adult curriculum as well as the second year of the child curriculum. The first year of the child curriculum may be taken but is not required.

Clinical work

Candidates in the accelerated child program conduct a minimum of 60 months of analyses at a frequency of three- to five-times-weekly with at least three different child patients of diverse ages: one case where play represents the dominant modality (ages 3-7), one involving analysis of a latency child (ages 7 through 10-12), and one adolescent or young adult (ages 13 to 24 at the start of treatment). At least one of these cases must last at least 18 months. All of these patients may not have been of the same gender (this final criterion is currently under review).

The traditional child program candidate satisfies both the adult (60 months total/18 months longest case) and the accelerated child clinical requirements. Candidates may treat one "swing case," an analysis between ages 16 and 24 at the start of treatment, and apply that case toward credit for both child and adult program requirements if that treatment is supervised by a child supervising analyst.

In addition to satisfying the adult program requirements, candidates in the adolescent/emerging adulthood program conduct a minimum of 40 months of analyses at a frequency of three- to five-times-weekly with at least two different patients between the ages of 13 and 24 at the start of treatment and under the supervision of two different supervisors. At least one of these cases must last at least 18 months. All of these patients may not be of the same gender (this final criterion is currently under review).

Please contact the child division chair, Pamela Meersand, PhD, for additional information about these programs.

G. Learning Challenges, Ethics, Discipline, and Adjudication

We expect that our trainees and faculty, as members of the Columbia University community, will uphold the highest standards of respect, integrity, and civility. These core values are key components of the university experience and reflect the community's expectations of its members. (For more information, please see the [University's website](#).)

If a trainee is experiencing significant obstacles in learning, or a trainee or teacher experiences another member of the community as not upholding these standards, the problem should be addressed directly with that member. If the matter is not resolved, the Center has in place a four-tiered system of intervention, decision making, and appeal:

1. Matters between teacher and student are first referred back to the teacher and student to resolve with facilitation by the chair of training, if necessary. We encourage those involved to address the matter directly and attempt to arrive at a resolution jointly.
2. Any matter not resolved at that level should be referred to the training committee (see Committees below) for exploration and resolution.
3. Should the training committee's resolution not be satisfactory to any of the parties involved, the matter may be appealed to the Center's director.
4. Anyone wishing to appeal the director's decision may initiate an external appeal to the Department of Psychiatry's Vice Chair of Education, Melissa Arbuckle, MD.

H. Graduation Requirements

Trainees may proceed at their own pace through our training programs in psychoanalysis. When they have met the following criteria, candidates will be approved for graduation from the adult program (see above for our child programs' graduation requirements):

Competency

The Candidate has met Columbia's senior level learning objectives as demonstrated by their supervisors' assessments of the preceding semester. (For example, a trainee whose Fall semester assessments attest to their having met this requirement will be eligible to graduate at the end of the following Spring semester.) In their senior supervisory assessments, competency is defined as a minimum average rating midway between "meets goal" and "approaching goal" of the Center's learning objectives. If supervisor assessments do not agree regarding the trainee's competency, the supervisors will be asked to meet and reach a consensus. If a consensus cannot be reached or if the trainee does not agree with the consensus, the matter will be referred to the training committee to resolve.

Exposure

The Candidate has conducted a minimum of 60 months of analyses at a frequency of three to five times weekly with at least three different patients and supervisors. At least one of these cases has lasted at least 18 months. All of these patients may not have been of the same gender (a change to this final criterion is currently under review at APsaA and, locally, by a task force chaired by Sharone Ornstein, MD).

Coursework

The Candidate has completed all required courses offered in the four and one half year curriculum.

Writing

The Candidate has completed all writing assignments both required for their clinical cases and the writing curriculum.

Good standing

The Candidate is in good ethical standing, has filed all necessary paperwork, and has no outstanding financial obligations to the Center.

I. Finances

Tuition

Tuition changes yearly and is approximately \$5000.00 per year. Payments are made in advance of each semester. Trainees taking only one or two of the three course slots in the first through fourth year (Monday mornings, Monday afternoons, and Thursday afternoons), or only one course slot of the two in the fifth year (Monday mornings and Monday afternoons) pay one half of the basic tuition per semester. Additional registration fees are charged regardless of trainees' part- or full-time status. Late registration and withdrawals after the start of a semester are possible and can be arranged through Madrid Poultney but may result in financial penalties. Please note that the registrar's office sends statements and notices to candidates via their Columbia email addresses.

Supervision fees

In addition to tuition, trainees pay a fee to the Center for the provision of supervision. Under the current system in place as

of Fall 2020, all candidates pay \$1,750 in advance of each semester, regardless of their number of ongoing supervisions and cases, with the following exceptions:

- all first year candidates pay no supervision fee for the Fall semester of their first year,
- first year candidates who are also PGY4 residents pay no supervision fees in the Fall and Spring semesters of their first year,
- some trainees who joined the Center prior to Fall 2020 have elected instead to continue paying supervision fees through the old system. Under that system, candidates remit to the Center the amount they collect from their analysands each month, up to a maximum of \$320 per analysand per month.

When candidates change to part-time status or take a leave of absence from classes while continuing their supervision, they continue to pay this fee in full each semester.

Deductibility

The cost of one's training analysis and tuition may be considered business expenses and thus a candidate may be able to claim them as tax deductions. Candidates should discuss the matter with a tax preparation professional.

Malpractice Insurance

Each candidate must have malpractice insurance and must provide a copy of the certificate annually to the Center. If the candidate is a member of the American Psychoanalytic Association, the candidate may be eligible for psychoanalysts' malpractice insurance which is less expensive than most other malpractice insurance. Contact the American Psychoanalytic Association for information.

Scholarships and Loans

The Center offers various scholarship and loan programs. Once accepted for training, all candidates are eligible to apply for these loans or scholarships to help them finance psychoanalytic training. To apply for a need-based scholarship or loan from the Center, please complete and submit the [financial aid questionnaire](#) found on our website.

- The Roger A. Mackinnon, M.D. Scholarship Fund- This fund provides tuition money to candidates based on need. Each year after the Center's budget is planned, the director in conjunction with the steering committee determines the amount of scholarship money available (based on endowment performance), examines the income and debts of each candidate who applies in the context of any special circumstances according to a formula, and allocates shares of the total amount available based upon need.
- Adele R. Levy Loan Fund - Candidates may borrow full tuition each year up to a total indebtedness of \$22,500 from this fund, which was set up exclusively for candidates at the Columbia University Center for Psychoanalytic Training and Research. The annual interest rate is 5 percent. During training, interest only is payable at the end of each year. Following training, there is a grace period of six months, after which the loan principal and interest must be repaid within a maximum of five years. The minimum monthly payment is \$300.
- Poe Loan Fund - This loan is administered by the Columbia University Psychoanalytic Center Alumni Association. Candidates may borrow up to a total of \$1,500 interest-free from this fund, which was set up exclusively for candidates at the Columbia University

Center for Psychoanalytic Training and Research. This loan must be repaid over a two-year period beginning two years after completion of training. Contact Dr. Jules Kerman for information about applying.

- American Psychoanalytic Association Candidate Assistance Fund - The Candidate Assistance Fund of the American Psychoanalytic Association provides loans up to \$5,000 to candidates training to be psychoanalysts. The loans, to be repaid within a maximum of six years, are made from a revolving fund so repayment is critical in order to continue making loans. Currently, between five and seven loans are made annually. Any questions should be addressed to APsaA.
- Federal Direct Unsubsidized Stafford Loan And Graduate Plus Loan Programs - If you are at least a half-time student and a US Citizen or permanent resident, these loans can help you meet your educational expenses. Neither loan is 'subsidized' and interest accrues from disbursement. Interest rates are established each year, and once set apply for the life of that year's loan – i.e. it's a fixed interest rate. The lender is the US Department of Education. The annual loan limit for the Unsub Stafford for graduate students is \$20,500. If you did not attend medical school, the total debt allowed for graduate or professional study is \$138,500 (of which no more than \$65,500 may be in Subsidized Federal Direct Stafford Loans). The graduate debt limit includes any Federal Direct Stafford loans received prior to matriculation here. If you attended medical school the cumulative limit is \$224,000. The Grad PLUS loan allows you to borrow up to the cost of attendance less any other financial aid you receive. This loan has no cumulative limit. Repayment begins 6 months after graduation or if you drop below half-time student status. For more information, please

contact the Office of Student Financial Aid and Planning for the College of Physicians & Surgeons at 212-305-4100.

Additional Information - As required by the U.S. Department of Education, information on gainful employment for graduates of the Certificate in Psychoanalytic Medicine program is available. Please see our website.

J. Part Time Study and Leaves of Absence

At the Center we welcome adult learners with busy professional and personal lives. The wealth of our trainees' life experiences and work outside the Center enriches our program immeasurably, and we strive to support trainees' efforts to advance their learning while also meeting their other commitments and goals. Our curriculum is designed so that a given curricular year's technique, process, writing and theory courses work in concert to reinforce learning. But in some cases a trainee's schedule cannot accommodate a full course load combined with personal analysis, control case treatments, and supervision. In such cases trainees' may choose to complete their course work on a part-time basis or take a leave of absence.

Part-time status

Trainees wishing to go part-time may do so for one or more semesters. Typically trainees choose to take either the two Monday classes in a given semester or the one Thursday class. They then take the other classes the following academic year. There is no limit to the number of semesters a candidate can take on a part-time status.

Leaves of absence

Trainees can temporarily withdraw from class work by taking a Voluntary Leave of Absence. Trainees sometimes request a leave for family or medical reasons (such as the birth of a child, the illness of a family member, or their own health reasons) or because of a significant but time-limited change in their professional responsibilities. During a leave a trainee who has purchased Columbia Student Health Insurance may choose to continue coverage. Other University benefits are not available during an official leave.

A leave for part of a semester or longer should be arranged prior to the start of that semester. Trainees on leave for an entire semester do not register for courses and do not pay tuition. Trainees requesting leave status after the start of a semester may not be able to get fully reimbursed for tuition already paid.

Trainees taking a leave for less than a full semester typically register for courses, pay tuition, and are expected to keep up with coursework by making special arrangements with their course chairs, independently doing readings and reviewing lecture notes, and at times meeting privately with instructors following their leave.

All courses missed during a leave must be taken prior to graduation.

A leave may be extended as long as two years. After that time a trainee will be considered no longer matriculated and may reapply to the program should they wish to resume their studies. This information supplements the general information on Voluntary Leaves of Absence at Columbia.

Clinical commitments

Trainees' responsibilities to their analytic patients are not affected by their change in registration status. Whether trainees opt to take classes on a part-time basis or to take a leave of absence, they are expected to continue their patients' treatment. This includes continuing in supervision with their supervising analyst for each ongoing control case. Consequently, clinical supervision fees paid by the trainee to the Center are required to be paid during a leave of absence. If a trainee must take a leave from their practice as well as from their classroom work, as in the case of a family or medical leave, they are expected to arrange for their control case patients' clinical needs to be met by a colleague during their absence.

How to change your status

Candidates considering changing their status from full-time to part-time or taking a leave of absence, should consider discussing their decision with their orientation or training mentor, supervisors, and the chair of training. Once a candidate has made their decision to change status, they must fill out a Change of Status Notification Form, available on the Center website. This form will be reviewed by the chair of training who will contact the candidate to discuss any relevant issues and advise the candidate on how to proceed to make the change depending upon the particulars of their situation.

Bear in mind

Because courses at the Center are only offered if there is sufficient enrollment (generally considered to be 4 students), trainees' decisions to take a leave or to study part-time may have an impact on other trainees, as resulting smaller class sizes may warrant the cancelation of a course. Likewise, a course that a trainee is not able to take one year may not be

offered the next for the same reasons, which can result in prolonging a trainee's completion of the curriculum.

K. Schedule and calendar

Classes - For training years 1-4, adult psychoanalytic program classes meet on Mondays 11-12:45pm and 1:30-3:00pm and on Thursdays 1-2:45pm. During the 5th year, classes meet only at the above Monday times.

Monday lunch meetings 12:45-1:30 - The Candidate Organization meets on the first Monday of the month. The Candidate Representative joins the candidates on the third Monday of the month. Lunch is provided when these meetings are held in-person at the Center.

Fall Welcome and Graduation Reception – Both events are hosted annually. When held in person, there is a fee for graduates and a reduced fee for trainees. The Fall Welcome Dinner is held on a Monday evening in September. All community members are invited to welcome trainees joining all of the Center's programs. The Graduation Reception is held on a Monday evening in June to celebrate the graduation of all trainees. Awards for community members are presented. Those graduating pay no fee and are invited to bring one guest.

Center Open House – organized by the recruitment committee, this winter evening gathering at the home of a Center member is an opportunity for prospective applicants to get information about the Center's various training programs and to socialize with graduates and trainees. All trainees are encouraged to attend and meet with the applicants. There is no fee for this event.

Yearly class calendar with holidays – a complete class calendar can always be found on the Center website.

II. Communication and resources

A. Sigi

Sigi is the Center's database, a portal through which all Center members submit their work and track their progress through training, and the point of entry for all analytic patients to treatment at the Center.

All trainees in all of our programs have their own Sigi page and can obtain their login credentials from Madrid Poultney.

Psychoanalytic candidates are expected to go to their Sigi home page at least once a month where they can:

- fill out monthly supervision reports, creating the record of their supervised clinical work,
- request a new control case,
- upload their case summaries which are then transmitted to their supervisors,
- complete and submit evaluations of their courses,
- read their evaluations by supervisors and instructors,
- track their progress toward meeting their graduation requirement,
- find a complete list of the courses they are registered for and those they have yet to take, and more.

Patients seeking treatment at the Center, whether through our evaluation service or as trainees private patients, go to Sigi to fill out their consent forms and a set of structured clinical assessments. The results of these assessments, which also include a structured clinical interview conducted remotely, are conveyed to the trainee responsible for the patient's care.

Instructors and supervisors go to Sigi to complete evaluations of their trainees and to read their evaluations by their trainees.

B. UNIs

All registered Columbia students and faculty are assigned a unique identifying code, or UNI, that consists of their initials followed by a number. Trainees use this code and their own password to sign into many of the resources below, including the Columbia libraries and Courseworks. Trainees must change their UNI password every 6 months. Psychotherapy trainees and fellows are not assigned UNIs.

C. Emailing

CUMC email addresses

All psychoanalytic candidates are provided a Columbia email address using the Microsoft Exchange email client. The prefix of their address is their UNI. Trainees create a password for the email address which they must change every six months (this password is separate from the UNI password, though it may be the same). The exchange is “cumc.columbia.edu.”

Center members may safely email confidential health information to others within cumc.columbia.edu email addresses. To securely email those with addresses outside the cumc exchange system, add “#encrypt” to the email’s subject line. The recipient will create a password to access the secure email on Columbia’s HIPAA-compliant server.

While some candidates don’t use their cumc exchange address as their primary address, it is important to check it regularly and maintain it. The registrar’s office sends essential statements and notices to candidates only at this address. Reminders to change UNI and Exchange passwords are sent via this address. Failure to change passwords on time result in a loss of access to many essential Columbia services.

Official Center emails

The Center sends its official emails to all members via the Mailchimp platform. Trainees may use any email address they like to receive these communications, although using the cumc exchange address is recommended. To set or change the address you would like to use, contact Madrid Poultney.

Center listservs

There are a number Center listservs open to trainees:

cptrapmcommunity - for all members of the Center and APM community

cptrtrainees - for trainees in all of the Center's many programs

cptrcandidates - for trainees in the adult, child, and adolescent psychoanalytic training programs only

cptrreferralandoffices - for seeking referrals for patients and the posting of available or sought offices

To subscribe, address an email to listserv@alipes.cumc.columbia.edu. In the body of the email enter "SUB" followed by the name of the listserv you would like to join, as written above (e.g. "SUB cptrtrainees"). Send the email from the account you wish to subscribe. You will get an automatic response, and when you reply to that email your request will be sent to Madrid Poultney, who will approve your subscription.

You can subscribe using any email address you like. If you choose not to use a cumc.columbia.edu account, the message to confirm your subscription may go to your junk mail or spam folder. Please check that folder shortly after sending your subscription request.

Once you are subscribed, you will be able to post yourself using an email address based on the name of the list formatted as listname@lists.cumc.columbia.edu, e.g.,

cptrapmcommunity@lists.cumc.columbia.edu. We hope you will join the conversation!

We ask that all those who post to our lists read and respect the [Online Community Guidelines](#) established by APsaA.

D. Website

The Center's website, psychoanalysis.columbia.edu, provides comprehensive information about the Center to candidates and faculty, as well as to the public and potential trainees. Check the website for information about our training programs, evaluation service, research, courses, committees, people, upcoming events and more. The "People" feature provides contact and other information about faculty and trainees.

We strongly encourage all trainees to submit information for their own page on our website. Contact Madrid Poultney for more information.

E. Courseworks

Detailed information about all psychoanalytic program classes can be found at courseworks.columbia.edu, a tool that gives candidates and faculty online access to syllabi, links to readings, lecture notes, and other class media. You can access the Courseworks pages of past classes by paging to prior semesters' listings.

F. Libraries and databases

All of Columbia's many [libraries and online databases](#), including PEP, Medline, and PsychInfo, are accessible to psychoanalytic candidates. When resources are not available through these sites, Madrid Poultney can arrange for interlibrary loans.

G. Student Health Insurance

Among the benefits available to psychoanalytic candidates only is participation in [Columbia's Student Health Insurance](#). You may enroll for a fee (per semester) and you may remain enrolled if you take a leave of absence. The University offers two levels of plan to choose from. You may opt to cover yourself, a spouse, and your children. Details may be found on our website.

Typically, both levels of plan reimburse 70% of reasonable and customary fees for out-of-network mental health treatment. Currently, Aetna sets that fee as 105% of the Medicare rate.

Click [here](#) for a complete description of Columbia's Student Health Insurance, including costs.

III. Additional Educational and Training Programs at the Center

A. Adult Psychodynamic Psychotherapy Program

The Adult Psychodynamic Psychotherapy Program is a two-year clinical training program open to psychiatrists and psychologists, that provides an in-depth introduction to psychoanalytic models of the mind and treatment and their application to psychoanalytically oriented psychotherapy. Trainees attend Monday evening courses (via Zoom for the current academic year) and meet weekly with supervisors to discuss their clinical work. Anna Schwartz, MD, Chair

B. Transference Focused Psychotherapy - two year-long training programs in Transference-Focused Psychotherapy (TFP), one previously classroom-based for local trainees and the other online for learners in remote locations - all offered via Zoom for the current academic year. TFP is a manualized,

twice-weekly exploratory therapy developed by members of the Center's faculty. Frank Yeomans, MD and Eve Caligor, Co-Chairs.

C. Child and Adolescent Psychotherapy Program - The child and adolescent psychodynamic psychotherapy program is a two year program offered to child psychiatrists and psychologists. Classes are held every Wednesday night from 7:30-9 PM. The program alternates between a small supervisory group one week and a didactic component on the alternate weeks. Individual supervision may be available for eligible students. The CAPP program requires child fellowship for psychiatrists and a PHD or PsyD and child training for psychologists.

The didactic program follows a developmental line starting with infancy and ending with the "odyssey years", ages twenty-three through thirty. Reading and discussion of classical and contemporary papers will be interspersed with occasional special speakers and larger group case presentations.

CAPP tuition is \$1,250 per component. Students may enroll in one or both components. For eligible students who elect individual clinical supervision, a small additional fee will be charged. This program does not qualify for the Columbia University Tuition Exemption Program.

D. Parent-Infant Psychotherapy Program

The Parent-Infant Psychotherapy Program (PIP) is a two to three-year clinical training program in parent-infant psychotherapy providing a comprehensive training in relationally-based and psychoanalytically-informed parent-infant psychotherapy. The program is unique in bringing together participants from diverse backgrounds: psychiatrists,

psychologists, social workers, occupational therapists, pediatricians, and psychoanalysts.

PIP includes advanced didactic course work, infant observation, clinical placements, and supervision. The goals of the program are to enhance the clinician's theoretical understanding of the complex developmental and dynamic aspects involved in infant mental health and early childhood psychopathology and parenting, as well as to develop clinical expertise in dyadic and triadic psychotherapy techniques that support optimal parenting, infant development, and parent-infant relations.

Psychiatrists, clinical psychologists, licensed social workers, and other health care professionals working with families and young children are eligible for admission. Non-clinicians may be involved as affiliate scholars.

E. Psychology Externship

A program of the Psychology Division (Alison Brown, PhD, Chair), this one year program combines clinical experience and supervision with participation in selected psychoanalytic training courses with candidates and is open to advanced graduate students (PhD, PsyD) in clinical psychology.

Psychology externs attend select courses with Center psychoanalytic candidates, are in supervision with the Center's psychology faculty members, and conduct twice-weekly psychodynamic psychotherapy treatments with outpatients overseen by Eileen Kavanagh, MD, Director of the PI Residents Clinic (PIRC). These advanced graduate students, chosen on the basis of a competitive admissions process, bring to their experience at the Center a considerable background in psychodynamic theory, psychological testing, and research methods.

F. Psychoanalytic Fellowship

Designed to introduce those considering psychoanalytic training to the Center, its faculty, and psychoanalytic thinking, this selective program is one year in length. Fellows attend monthly Why Psychoanalysis meetings and a Great Ideas in Psychoanalysis seminar just for them. They meet individually with a fellowship mentor and participate in selected center-wide academic activities. Daniel Chrzanowski MD and Jillian Stile PhD, Co-Chairs.

G. Affiliate Scholars Program

This selective program enables those outside the health professions to deepen their understanding of psychoanalytic thinking for the purpose of furthering their own academic students. Affiliate Scholars, in consultation with their faculty advisors typically choose up to two classes per semester for up to four semesters, although every scholar's program is crafted to suit her or his individual needs and interests. In consultation with a faculty advisor, Affiliate Scholars select courses from our psychoanalytic theory track that will most enrich their own scholarly projects. The interdisciplinary composition of the classes is intellectually enlivening for all, and applications from writers and scholars in the arts and sciences, humanities, and social sciences are welcome. Affiliate Scholars include professors, research scientists, authors, fellows, and graduate students. Katherine Dalsimer PhD, Chair.

H. Why Psychoanalysis

Run by the Center's recruitment committee, this open, monthly seminar introduces early career psychologists and psychiatrists, medical students, graduate students, and psychiatry residents to psychoanalysis through the presentations of cases by faculty and candidates. Offered via Zoom for the current academic year, the program ordinarily takes the form of dinner seminars,

during which Columbia psychoanalysts present clinical material with the goal of highlighting key psychodynamic and psychoanalytic concepts and helping participants develop psychoanalytic listening skills, including the capacity to appreciate multiple meanings and multiple determinants in patients' words and actions.

I. CAPE-Didactics

Offered as an elective for senior candidates and a preparatory training program for new Associate Instructors, this workshop provides hands-on training in classroom teaching techniques by combining actual teaching experience with didactics and feedback from instructors and classmates on in-class presentations. Deborah Cabaniss, MD, Chair.

J. CAPE-TSA

This two year training program prepares graduates of the Center to serve as supervisors and training analysts. The program includes monthly seminars, monthly individual supervision (for which participants pay privately), and monthly peer supervision meetings. [Information on eligibility](#) is detailed on the Center's website.

IV. Organization of the Center

A. Director - the chief academic and executive officer of the Center. The director is appointed by the chair of the psychiatry department for a five year term and may serve one additional term. The director is responsible for all academic programs and research programs, the Center's finances and operations, and the relationship of the Center to the Department of Psychiatry, the Medical Center, the University, and all outside organizations. Susan C. Vaughan, MD.

B. Senior Associate Director and Chair of Training– assists the Director in all of her responsibilities and oversees all training programs at the Center, functioning as the Center’s academic dean. The chair of training heads the training committee to which many members of the executive committee report, including the chairs of curriculum, the evaluation service, faculty advancement, faculty development, mentor program and the candidate representative. Justin Richardson, MD.

C. Associate Director for Planning and Evaluation – member of the Steering Committee, the core leadership team, supporting the Director in her responsibilities, functions and vision for the Center. Plays a key role in integrating ongoing educational research with program planning and directing empirical study of new Center educational policies and procedures. Sabrina Cherry, MD.

D. Associate Director for Initiatives and Integration - member of the Steering Committee, the core leadership team, supporting the Director in her responsibilities, functions and vision for the Center. Plays a key role in developing new initiatives, and in shaping and integrating organizational and programmatic innovations, policies and procedures. Jane Halperin, PhD, MS.

E. Steering Committee - composed of Drs. Vaughan, Richardson, Cherry and Halperin, this committee functions as the Center’s core leadership team. The committee develops strategies, priorities, and communications for community-wide review and involvement, mindful of Center history while exploring opportunities for innovation. Important priorities include working with Center research leadership, creating a hub for psychodynamic education, enhancing our Center community, increasing utilization of our resources at Columbia University, collaborating with other psychoanalytic entities, and

conducting outreach to the public at large. The Steering Committee meets weekly.

F. Associate Director for Creedmoor Training – functions as a liaison between the Center and the Creedmoor Residency Training staff, plans didactic coursework, recruits, trains and retains Columbia analysts to supervise and teach didactics and process. Anand Desai MD.

G. Executive Committee - the broader leadership team and principal governing body of the Center, this committee is composed of the director, senior associate director, and associate directors of the Center, the division chairs (see below), chair of the mentor program, the chairs of all of the major committees (admissions, curriculum, evaluation service, faculty advancement, faculty development, recruitment, research, and training), Association of Psychoanalytic Medicine (APM) president, candidate coordinator, three faculty representatives, and the co-presidents of the candidate organization. The Executive Committee meets monthly.

H. Senior Advisory Council - Council members function on an ad hoc basis as advisors to the Center Director on a broad range of subjects. Elizabeth Auchincloss MD, Anthony Bass PhD, Susan Coates PhD, Stan Coen MD, Karen Gilmore MD, Jeff Halpern MD, Jules Kerman MD, Otto Kernberg MD, Nathan Kravis MD, Eric Marcus MD, Lisa Mellman MD, Robert Michels MD, Phil Muskin MD, David Olds, MD, Sharone Ornstein MD, Dionne Powell MD, Ellen Rees MD, Beth Seelig MD, Meriamne Singer MD, Mark Sorensen MD, Marvin Wasserman MD.

I. Program Coordinator - manages all administrative issues for trainees and faculty. This includes, but is not limited to, providing the interface between the Center and the community, serving as liaison between trainees and the Bursar and

Registrar's offices, collecting and distributing assessments of trainees and teachers, managing the academic schedule and and resources available to the community including Sigi, CourseWorks, PEPweb, etc. Madrid Poultney.

J. Divisions and Division Chairs

Division of Psychoanalytic Psychotherapy Research and Education – studies and provides training in psychotherapeutic treatments derived from psychoanalytic models of the mind, psychopathology and treatment. Provides a 14-week psychotherapy course (Psychotherapy for Analysts) for advanced candidates and offers a series of courses focusing on the application of psychoanalytic principles to the treatment of patients who are not suitable for analytic treatment. The Division is responsible for directing the Center's psychotherapy training including programs in Adult Psychodynamic Psychotherapy (PPP), Child and Adolescent Psychodynamic Psychotherapy (CAPP), Transference Focused Psychotherapy (TFP), and Parent Infant Psychotherapy (PIP). Eve Caligor, MD and Michele Rosenberg, MD, Co-Chairs.

Division of Child and Adolescent Training– responsible for directing Columbia's participation in the combined Child and Adolescent Psychoanalytic Training Programs of Columbia, New York Psychoanalytic (NYPSI), and the Psychoanalytic Association of New York (PANY). The Chair also oversees the Center's psychotherapy programs in Child and Adolescent Psychodynamic Psychotherapy and Parent Infant Psychotherapy. Pamela Meersand, PhD, Chair.

Division of Psychology –The Psychology Division represents the interests of the psychologist-members of the Center community. Primary functions of the Division are to organize and run a year-long externship program for two senior PhD or PsyD students in Clinical Psychology; promote the participation

of psychologists in the full range of Center opportunities; and facilitate community building among psychology faculty, candidates and trainees. The Division also participates in the recruitment of psychologists to Center programs and offers a forum for the Center psychology faculty to discuss common interests. Alison Brown, PhD, Chair.

K. Committees and Committee Chairs

Faculty members are appointed by the Center director to serve as chairs and co-chairs of the Center's many committees. These appointments last for the five years of a director's term. At the end of that term, committee members complete their term and new Chairs are appointed.

Admissions Committee - Jill Jacobson, MD and Wendy Katz, PhD, Co-Chairs - The admissions committee is composed of a group of faculty members who evaluate all applicants for psychoanalytic training through a series of interviews and review of written materials submitted by the applicant. The admissions committee makes a recommendation to accept, defer, or reject an applicant to the executive committee (EC) and the EC makes the final decision.

Awards Committee - Elizabeth Auchincloss, MD, Chair – meets as necessary to propose recipients for the many awards and honors that the Center bestows annually at the Graduation reception in June. Proposals are made to the Executive Committee for final approval.

Curriculum Committee - David Gutman MD, Sandra Park MD and Holly Schneier MD, Co-Chairs - oversees all of the didactic teaching of candidates. This includes outlining the core curriculum, making teaching appointments, reviewing course and faculty evaluations, overseeing the development of electives, and responding to changing educational needs with

curricular innovations. This committee typically includes candidates among its members.

Evaluation Service - Anand Desai, MD and Emily Gastelum, MD, Co-Chairs - responsible for overseeing the initiation of all candidate control cases, whether they apply for treatment through the Center or originate in the candidate's private practice. Candidates may choose whether to ask the Evaluation Service for a case to treat or to find the case in their own practice. The Evaluation Service makes every attempt to refer incoming patients for evaluation to candidates who are eager to begin new cases. The [policies and procedures of the Evaluation Service](#) can be found on our website and should be reviewed by all candidates.

Faculty Advancement Committee - Robert Glick, MD and Gloria Stern, MD, Co-Chairs - oversees the training of the Center's supervisors and training analysts through the CAPE-TSA program as well as the ongoing work of the Center's supervisors and training analysts. Responsibilities also include consulting to the chair of training on the assignment of supervisors, evaluating non-TSAs seeking waivers to treat candidates, and acting in general as a resource for the Center's TSAs.

Faculty Development Committee - Deborah Cabaniss, MD, Chair - provides for the training and continuing education of all of the Center's educators, including running the CAPE-Didactics training program for advanced candidates and recent graduates seeking to develop their classroom teaching skills.

Fellowship Committee - Daniel Chrzanowski MD and Jillian Stile PhD, Co-chairs - the committee selects psychoanalytic fellows and runs the yearly fellowship program (see Programs, below, for details).

Mentor Program - Jane Halperin PhD MS, Chair -With the aims of fostering candidates' professional growth and of affiliation with our Center community, the Mentor Program provides faculty mentors to support, guide and enhance career resources/opportunities for candidates during psychoanalytic training and early postgraduate period. The goal is a mutually meaningful, professional relationship for candidate and mentor.

Public Communications Committee - David Lopez, MD, Chair - seeks to build bridges to colleagues in psychiatry, psychology, neuroscience and to the general public. With the awards committee of the Center, this committee gives the Public Communications Award to honor a graduate or a trainee who has effectively communicated in print, in online media, or in other forums, the value and importance of psychoanalysis.

Public Outreach Committee - Brenda Berger, PhD and Susan Scheffel, PhD, Co-Chairs - produces public lectures and panel discussions which examine topics of interest to the broader community from a psychoanalytic perspective. The Committee shares an interest in connecting psychoanalytic thinking to the compelling contemporary issues. Members have backgrounds in literature, communications, law and other fields and share the mission of widening the engagement of analysts through conversation with members of the public as well as academics and experts in other disciplines.

Recruitment Committee - Ariela Berman, MD and Ken Pound, PhD, Co-Chairs – connects potential trainees with the Center's training programs in psychoanalysis and psychotherapy. The Committee produces the annual Open House event and run "Why Psychoanalysis?" Candidate members serve on this committee.

Research Committee - Tiziano Colibazzi, MD and Steven Roose, MD, Co-Chairs - See below, Section IV. Research at the Center.

Training Committee - Justin Richardson, MD, Chair - is composed of the chairs of curriculum, faculty advancement, faculty development, mentor program, and evaluation service as well as the candidate representative. This committee is responsible for creating and implementing educational policy across the Center and addressing the individual concerns of the Center's trainees and teachers.

Candidate Representative – a recent graduate elected by the candidates to facilitate communication between candidates and faculty. The Candidate Representative is in regular contact with the Candidate Organization Co-Presidents, meets with the candidates once per month for a Monday lunch at the Center, and is generally available for candidate questions and consultation. The candidate representative is a member of the executive committee (EC) and presents issues of interest and concern to candidates at the monthly EC meetings. Dina Abell, MD.

The Candidate Organization - provides a forum throughout candidacy to discuss many aspects of the experience of psychoanalytic training. The CO is led by Co-Presidents, two candidates that are elected by the candidate body, and meets twice monthly during the Monday lunch break between classes. On the first Monday of the month the candidates meet amongst themselves and on the third Monday they meet with the Candidate Representative. The CO often invites faculty members from the various committees to Monday lunches to learn about changes or updates that affect candidate experience and to discuss issues of interest or concern to the candidates. The CO aims to enrich the candidate experience by enhancing peer and inter-class communication, creating a

space for candidates to support one another and to collaborate, identifying challenges or difficulties arising in training and working towards creative solutions, and by enhancing communication between candidates and the faculty and administration. The CO selects a recipient of the Howard Klar Teacher of the Year Award to recognize a faculty member who has been a particularly excellent instructor. The CO also identifies candidates each year who are interested in serving on various committees (such as, Curriculum and Recruitment). The CO may also organize social events. Claudia Nelson MD and David Stern MD, Co-Presidents.

Faculty Representatives—three faculty members, elected by the faculty for staggered three year terms, are the liaisons between the faculty and the Executive Committee, the Center’s governing body. Natasha Chriss MD, Jonthan House MD, and Alicia Rojas MD.

L. Teaching Faculty and Mentors

Supervisors - Center faculty members who have been designated as training and supervising analysts or supervising analysts each work with up to three supervisees throughout the candidates’ training. Supervisors work on a voluntary basis.

Course chairs - Course chairs are faculty members who run individual courses, are responsible for curricular development of their course, and oversee teachers, material, readings, and yearly schedules. Course chairs have a yearly faculty meeting in which they review curriculum for their course and also gather feedback on each candidate’s classroom performance.

Instructors - Instructors are members of the teaching faculty of the Center selected to teach in the classroom. Most courses have a number of instructors who make up the faculty of that

course. Faculty often begin as associate instructors and then take on greater teaching responsibilities as openings arise in their course. Occasionally, a more senior faculty member is brought in as an Instructor in an individual course without first being an associate instructor.

Associate Instructors - The associate instructor of a course is usually a recent graduate who serves both to coordinate the logistics of the course (i.e. readings, evaluations, case presenters, attendance) and to provide continuity during the length of the course. Associate instructors are selected by course chairs in collaboration with the curriculum committee through an open process. All associate instructor openings are announced widely and members are encouraged to apply. Applicants are interviewed by the course chairs. Associate instructors new to teaching develop their teaching skills through this position and through participation in CAPE-Didactics.

Mentors – Beginning with an assigned orientation mentor and continuing with the candidate's selection of a training mentor during candidacy and the early post-graduation period, faculty mentors provide support, guidance, career development resources and advocacy.

V. Research at the Center

A. Coursework

“Research and Psychoanalysis” is taught in the Fall semester of the 2nd year of psychoanalytic training and reviews empirical research on topics in psychoanalytic education, practice and meta-psychology. Each class is taught by the researcher who has actually done the work and the discussion addresses content, methodology and writing for publication.

B. Research Meetings

Research meetings are held every first and third Monday of the month during the academic year from 10-11:00am and led by Research Co-Chairs Steven Roose MD and Tiziano Colibazzi MD. All faculty, candidates, psychiatry residents, other trainees and guests who are interested in and/or engaged in psychoanalytic and psychodynamic research are welcome. Please come and get involved if you are interested in exploring, planning, developing and conducting a research project or working with others on their research. An introduction to the research is held at the beginning of the academic year for all participants, and more in-depth research discussions of individual projects, journal articles, and other contemporary research issues follow throughout the academic year.

C. Center Projects and Studies

Research topics currently being pursued include functional neuroimaging tasks to understand transference and internal representations, pre-post neuroimaging of psychotherapy and psychoanalysis, psychoanalytic treatment by candidates, a prospective study of professional development in the psychoanalytic post-graduate years and other topics in psychoanalytic metapsychology and treatment.

D. Research Tutorials

Candidates interested in conducting independent study in research (which may be done in lieu of elective courses) may present written proposals to Drs. Colibazzi and Roose.

VI. After graduation

Psychoanalytic learning is a life-long pursuit, and we encourage our graduates to stay connected to the Center to advance their own learning, teaching, research, and scholarship.

The Association for Psychoanalytic Medicine (APM) is the Center's graduate association. It provides a variety of collegial and scientific activities. These include a monthly scientific meeting on the first Tuesday of each month (trainees are welcome), the Sandor Rado Advanced Psychoanalytic Seminars (RAPS Groups) covering a wide range of topics, an annual winter "Movie Night" (dinner and film screening followed by a faculty member's presentation and audience discussion at the Thalia Theater when in-person meetings are possible), and the annual Rado Lecture (a scholarly presentation by a selected faculty member). The APM publishes a Bulletin periodically, as well as sponsoring other special events including mini-courses and symposia. President, Jules Kerman, MD and President-Elect, Andreas Kraebber, MD.

CAPE - As described above, the Columbia Academy for Psychoanalytic Educators offers training programs in didactic teaching, supervising, and analyzing candidates. All graduates are encouraged to participate. Details are found above and on the [Center's website](#).