

Policies, Procedures, and Programs

2018-2019

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

Table of Contents

- I. Learning at the Center
 - A. Personal (or Training) Analysis
 - B. Didactic Curriculum
 - C. Clinical Work
 - D. Mentorship
 - E. Candidate Assessment and Feedback
 - F. Child and Adolescent Psychoanalytic Training
 - G. Learning Challenges, Ethics, Discipline, and Adjudication
 - H. Graduation Requirements
 - I. Finances
 - J. Part Time Study and Leaves of Absence

- II. Schedule and Calendar
- III. Organization of the Center
 - A. Leadership and Administration
 - B. Teaching Faculty and Mentors
- IV. Research at the Center
- V. Additional Educational and Training Programs at the Center
- VI. Columbia Resources
- VII. After Graduation

I. Learning 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). APsaA first established national requirements for psychoanalytic training in 1938. In 2018 these standards were significantly revised and reconceived as recommendations for the Association's approved institutes. APsaA's Department of Psychoanalytic Education (DPE) was formed to explore, assess, and develop these standards through the ongoing input of member institutes such as ours.

At all APsaA institutes, psychoanalytic training involves the trainees' simultaneous participation in personal psychoanalysis, didactic coursework, and supervised clinical work. These three components constitute the tripartite model of psychoanalytic education and training and are detailed below.

At Columbia we have designed our training program to enable trainees to achieve a specific set of skills and knowledge needed to conduct psychoanalyses and contribute to psychoanalytic scholarship. These Learning Objectives are detailed on our website and form the basis of all trainee education and evaluations.

A. Personal (or Training) Analysis

1. Referrals – the Faculty Advancement Committee Co-Chairs, Robert Glick, MD and Gloria Stern, MD, as well as other senior faculty members, are happy to discuss Training Analyst referrals with applicants and candidates.
2. Requirements – Candidates must be in analysis with a graduate of an APsaA approved institute who has been designated as a Training Analyst (TA) by that institute. (Information on waivers, occasionally granted to those already in established analyses with non-TAs, is available on our website.) Analyses must begin

before the end of October of the first year of training. Sessions take place in the analyst's office at a frequency of four or five times weekly. However, 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 the candidate's personal analysis overlap significantly with his or her clinical casework and continue throughout most of his or her years in training.

3. 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).
4. Changing analysts - Occasionally candidates choose to change their analyst. Naturally, problems in an analysis should always be discussed 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. As an ongoing personal 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.
5. 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 to the Center is the number of sessions the candidate attends per month.

6. Personal 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 a candidate and his or her analyst is a complex one. It is assumed that the meaning of such a decision will be explored in the candidate's analysis. The trainee, in conversation with his or her 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.

B. Didactic Curriculum

1. Required 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.
2. Course Tracks - classroom 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 as well as to the current frontiers of scholarship, we hope to train analysts who understand diverse points of view and controversies within psychoanalysis and can think critically and creatively in regards to the development of new theories and clinical interventions. Our curriculum has five key components:
 - a) Psychoanalytic Theory

- (1) this four year series of generally year-long classes begins with a study of the writings of Sigmund Freud.
- (2) 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.
- (3) Third year theory revisits each of these schools of thought with a focus on core concepts and contemporary applications of these thinkers' ideas.
- (4) 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.

b) 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.

c) Psychoanalytic Process - over the five year training program, candidates participate weekly in year-long 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 during the course of training. Over the five years, candidates will 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.

d) Psychoanalytic Case Writing - the Psychoanalytic Case Writing curriculum helps candidates build the skills they need to formulate their cases psychoanalytically, understand psychoanalytic process, and capture their psychoanalytic 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:

- (1) Didactic classes - presented in brief, yearly 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.

- (2) Case summaries - in addition to the written work presented in writing classes, candidates write up each of their on-going analytic cases at the beginning of a treatment, annually, and upon termination for discussion with their supervisors.
 - (a) 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.
 - (b) Annual summaries - At the end of each academic year the candidate writes a case summary that describes the analysis from the beginning. Annual summaries may be written during the summer break to take advantage of the extra time available. These summaries are submitted to supervisors as soon as possible after Labor Day and no later than the first day of classes in September. Supervisors and candidates read the work together and discuss it in depth. Often, this will lead the candidate to revise the write-up. The final draft is then submitted to the supervisor and to Judy Mars for inclusion in the trainee's file no later than October 31st. 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.

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

(d) Please see the website for a complete description of these writing requirements, including outlines for each type of case summary.

e) 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.

3. 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.

4. 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.
5. Independent Study/Tutorials - candidates may use elective time to engage in independent study. In order to arrange this, a candidate must:
 - a) Have a faculty member who is willing to be the mentor for the project and to meet regularly with the candidate; and
 - b) Present a formal, written proposal with intent, goals, and bibliography to the Curriculum Committee Co-Chairs for approval.
6. Readings – [Courseworks](#) and [Psychoanalytic Electronic Publishing \(PEP\)](#) - 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 PEP if the article is indexed there. PEP is a search engine and online library of the leading psychoanalytic journals and many books and book chapters. Candidate usage of PEP is included in the tuition, as is access to the entire Columbia University library system.
7. 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. In the case of an

unanticipated absence, candidates should inform Judy Mars who will convey the message to the instructor. 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.)

8. Classroom Collegiality

- a) 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.
- b) Please refrain from all texting, emailing and online searches during class as it is disrespectful of faculty and disruptive to class.
- c) We understand that you may be on call or have other emergencies that may occasionally require you to step out of class.
- d) Candidates are expected to respect the confidentiality of all clinical material shared in class.
- e) If you find that the clinical material being presented in class involves, directly or indirectly, someone you know, we ask that you discuss the matter with your instructor or course head and that you consider recusing yourself from the class.

9. Evaluation of Courses

- a) Course evaluations by individual candidates – candidates are asked to complete online evaluation surveys at the end of each course. Each candidate will receive an email

with a link to a confidential online evaluation form. Please fill out these surveys. They are an essential tool for curriculum programming as well as a requirement for CME qualifications.

b) Course evaluations by candidate class (Curriculum Feedback Meetings and Reports) - Candidates meet twice a year with a Curriculum Feedback Representative (CFRep) at the office of this faculty member. During these meetings, the CFRep reviews the semester's curriculum and solicits feedback on each class, Instructor, Associate Instructor, course readings, and related materials. Meetings take place at the end of the first semester (often in early February) and at the end of the Spring semester in June. The feedback (without any candidate identifying information) is submitted as a CFRep's report to the Curriculum Committee Co-Chairs. These feedback meeting reports provide valuable information to Curriculum Committee Co-Chairs and have led to substantial changes in the curriculum over time.

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

1. Supervisory Assignments - Candidates are assigned their first supervisor in September of their first year of training. At the end of their first year, they express 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 with preference going to those matching with their third supervisor. Candidates may slow or accelerate their supervisor assignments. For example, a candidate with a patient ready for analysis prior to the Spring Match may

request matching 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 or Training.

2. Case finding and the Evaluation Service- Candidates find control cases either by referral from the Center's Evaluation Service or through their own private practices. A complete description of the policies and procedures governing control cases can be found on the Center's website in the Evaluation Service Candidate Manual.
3. 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. At a minimum, these treatments must total 60 months of supervised psychoanalysis with one of the treatments lasting at least 18 months.
4. Written work - as described above, in addition to the written work presented in writing classes, candidates will write up each of their analytic cases annually 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 a case summary that describes the analysis from the beginning. Finally, a complete case summary is written when a patient terminates the analysis.
5. 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 Orientation or Training 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 they feel 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 reassignment based on the trainee's preferences.

- D. Mentorship - 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 aim is a mutually meaningful, professional relationship for candidate and mentor. Mentors will provide support, guidance, and career resources to assist in the development of candidates' analytic identities. Jane Halperin, PhD, MS, Chair.
- a. Two mentoring opportunities-- each candidate begins training with a 1st year *orientation mentor* and transitions to a *training mentor* for the duration of candidacy. The Chair will assign *orientation mentors* for incoming candidates and then candidates will provide a list of choices to the Chair for the selection of a *training mentor* in the Spring of their 1st year. Candidates may find it useful to seek out recommendations from faculty, peers, or the Chair if they want assistance in generating their lists of choices or may opt to ask their orientation mentors (if available) to continue on as their training mentors.
 - b. 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 minimum, Fall and Spring in-person meetings and a mid-year check-in during each year of training is expected.

- c. 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 directly impact decisions regarding a candidate's advancement through training or their readiness for graduation. If issues do arise for candidates, they may initiate their mentors' general assistance and/or their direct participation on the candidate's behalf.
- d. Beyond the key moments (listed above), mentorship is an opportunity for candidates to make more or less use of depending on their interests and needs over the course of candidacy. Once training mentor pairings have been established, candidates and mentors will define the tenor of their relationships and how they actualize their goals. Given that candidates are a diverse group of busy adult learners and licensed professionals with varied interests and career aspirations, some may welcome a supportive "ongoing conversation" about issues pertinent to candidacy, topics or controversies in the field and matters of clinical interest, while others may opt for less in the way of guidance and support.
- e. Given the candidates' expressed enthusiasm for assistance with professional advancement, the Mentor Program is developing career development resources. 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. Mentors meet as a group in an effort to stay informed about Center policies and procedures, share useful experiences and develop candidate resources.

- g. Feedback from both candidates and mentors will be used for ongoing evaluation and development of the Mentor Program. The nature and impact of these mentor relationships during candidacy, on both candidates and mentors, is a topic of future research.

E. Candidate Assessments and Feedback

1. Supervisory Assessments - 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 learning objectives.

We encourage all trainees to read our Learning Objectives for Clinical Psychoanalysis, found on our website. These objectives are tailored to trainees at three different levels of their education: first year candidates, intermediate candidates, and senior candidates.

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

At the end of each semester, each of the trainee's supervisors complete an assessment of their work which describes their performance in general terms and identifies their level of achievement of each of the Center's analytic Learning Objectives. 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.

Before a supervisor submits the completed assessment form, he or she will discuss it in depth with the trainee. Occasionally those discussions result in a modification of the draft report by the supervisor. When a final draft is arrived at, both supervisor and trainee enter their names on the final page, indicating that they have reviewed the completed assessment together. Following the form's submission, each supervisor receives the assessments of the trainee's other supervisors. Copies are also emailed to the trainee, the Chair of Training, and kept in the trainee's educational file (see below).

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

2. Didactic Assessments - Each candidate's performance in class is evaluated at the end of the course or semester by the courses' instructors. This feedback is reviewed by the Chair of Training, becomes a part of the trainee's file and beginning in the 2018-2019 academic year will be sent to the candidate at the completion of the school year.

3. The trainee's file - the Center maintains a file for each candidate's academic record which is always accessible to that candidate. It contains the trainee's application, acceptance letter, supervisory evaluations, didactic course evaluations, and case summaries. To view your file, simply contact Judy Mars.
- F. Child and Adolescent Psychoanalytic Training - The training programs in child and adolescent 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, in supervised analytic work with a variety of young patients, and in classroom-based study. The programs provide 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 curriculum begins with the Development course required of all adult and child candidates. The 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 The Institute for Psychoanalytic Education.

Candidates who are interested in pursuing child and adolescent analytic training can elect to participate in one of the following: Traditional Child Analytic Program; Accelerated Child-Only Analytic Program; or Adolescent-Only Analytic Program. Please contact the

Division Chair, Pamela Meersand, PhD, for the general training requirements and 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 Columbia University experience and reflect the community's expectations of its members. Trainees and faculty are expected to conduct themselves in an honest, civil, and respectful manner in all aspects of their lives. (For more information, please see <http://studentconduct.columbia.edu/>)

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 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 program in Adult Psychoanalysis. When they have met the following criteria, candidates will be approved for graduation:

1. 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.) The level of achievement of the Senior Learning Objectives required for graduation is currently under review. It is likely that trainees will be required to achieve an average level above "Approaching Expectations" to meet this criterion. 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.
2. 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 (this final criterion is currently under review by a Task Force chaired by Sharone Ornstein, MD).
3. Course Work - The Candidate has completed all required courses offered in the four and one half year curriculum.

4. Writing - The Candidate has completed all writing assignments both for the Evaluation Service and the writing curriculum.
5. 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

1. Tuition changes yearly and is approximately \$5000.00 per year. Payments are made per semester. Judy Mars can help with any questions or special circumstances, such as the need to apply for a refund in the case of a late withdrawal. Please note that the Registrar's Office sends statements and notices to candidates via their Columbia email addresses.
2. Supervision Fees - in addition to tuition, trainees pay a fee to the Center for the provision of supervision. When candidates take a Leave of Absence from classes while continuing their supervisions, they continue to pay this fee (but do not pay tuition). While this fee will continue, the structure of this payment system is currently under review. A new system will be discussed with trainees early in the Fall semester.
3. Deductibility - The 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.
4. Malpractice Insurance – each candidate must have malpractice insurance and must provide a copy of the certificate annually for the files at 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.

5. 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 mail the financial aid questionnaire found on our website.

a) 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 will determine the amount of scholarship money available (based on endowment performance) and will examine the income and debts of each candidate who applies in the context of any special circumstances according to a formula and will allocate shares of the total amount available based upon need. To apply, please fill out the form linked above. You may also contact Judy Mars or Susan Vaughan.

b) 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. To apply, please contact Judy Mars.

c) 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.

- d) 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 Dean K. Stein, 212-752-0450, ext. 30.

- e) 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.

f) 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.

1. 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.

2. Leave 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 a semester or longer should be requested prior to the start of that semester. Trainees do not pay tuition while on leave for an entire semester or longer but may not be able to get fully reimbursed for tuition already paid if requesting Leave status after the start of a semester. 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.

3. Clinical commitments – Trainees’ responsibilities to their analytic patients are not changed by their change in registration status. Whether a trainee opts 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.
4. 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.

5. 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, in that 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.

II. Schedule and Calendar

- A. Class times – For training years 1-4, 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.
- B. 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 at both meetings.
- C. New Trainees Welcome and Graduation Reception – Both events are hosted annually. There is a fee for graduates and a reduced fee for trainees.
 1. The New Trainees Welcome is held on a Monday evening in September. All community members are invited to welcome trainees joining all of the Center's programs.
 2. 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.

- D. 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.

- E. Yearly Class Calendar with Holidays – a complete class calendar can always be found on the Center website.

III. Organization of the Center

A. Leadership and Administration

1. Center 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 relationship of the Center to the Department of Psychiatry, the Medical Center, the University, and all outside organizations. Susan C. Vaughan, MD.

2. Senior Associate Director and Chair of Training– assists the Director in all of her responsibilities and functions 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.

3. 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.

4. 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.
5. Steering Committee - composed of Drs. Vaughan, Richardson, Cherry and Halperin, this committee functions as the Center's core leadership team for organization, operations, innovation, community, education, programming, and evaluation. 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.
6. 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.
7. 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, and Faculty Representatives. The Executive Committee meets monthly.

8. 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.

9. Center Administrator - 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 resources available to the community including CourseWorks, PEPweb, etc. Judith Mars, MLS.

10. Divisions and Division Chairs
 - a) 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, offered as part of the electives curriculum at the

Center. 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), as well as offering mini-courses to graduates throughout the academic year. Eve Caligor, MD and Michele Rosenberg, MD, Co-Chairs.

- b) 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 Institute for Psychoanalytic Education (IPE). The Chair also oversees the Center's psychotherapy programs in Child and Adolescent Psychodynamic Psychotherapy and Parent Infant Psychotherapy. Pamela Meersand, PhD, Chair.
- c) 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. 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. 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.

11. 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.

- a) Admissions Committee - Wendy Katz, PhD, Chair - 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.
- b) 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.
- c) Curriculum Committee - Holly Schneier, MD and Sandra Park, 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.

- d) Evaluation Service - Anand Desai, MD, Emily Gastelum, MD, Co-Chairs - responsible for overseeing all candidate control analytic cases, whether they originate in the Treatment Clinic or 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.
- e) Faculty Advancement Committee - Robert Glick, MD and Gloria Stern, MD, Co-Chairs - oversees the work of the Center's Training and Supervising Analysts (TSAs). Responsibilities include the training and appointment of new TSAs, consulting to the Chair of Training on the assignment of supervisors, providing referrals for training analyses, evaluating non-TSAs seeking waivers to treat candidates, overseeing supervisor assessments of trainees, and acting in general as a resource for the Center's TSAs.
- f) Faculty Development Committee - Deborah Cabaniss, MD, Chair - provides for the training and continuing education of all of the Center's educators.
- g) Fellowship Committee - Jane Rosenthal MD and Roger Nathaniel MD, Co-chairs - the committee selects psychoanalytic fellows and runs the yearly fellowship program (see Programs, below, for details).

- h) 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.

- i) Public Communications Committee - Public Communications Committee- Andrew Lotterman, 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.

- j) Public Outreach Committee - Brenda Berger, PhD, Susan Scheftel, 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.

- k) Recruitment Committee - Ariela Berman, MD 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. They run "Why Psychoanalysis?" (see

Programs, below). Candidate members serve on this committee.

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

m) 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.

12. Candidate Representative (CR) – 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 CR 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.

13. The Candidates' Organization (CO) - provides a forum throughout candidacy to discuss many aspects of the experience of psychoanalytic training. The CO is lead 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. David Stern, MD and Jillian Stile, PhD, Co-Presidents.

14. Curriculum Feedback Representatives (CFReps) - each curriculum year has one CFRep who meets twice a year with all candidates as a group (after Fall and Spring semesters) who have taken classes in that given year. CFReps generate a confidential feedback report to be submitted to Curriculum Committee Co-Chairs and coordinate with the Process Track Chair, Sharone Ornstein, MD who oversees the candidate assignments for presenting case material in the Process track courses. The CFReps are appointed by the Curriculum Committee Co-Chairs. Lisa Berman, MD; Emily Gastelum, MD, and Eileen Kavanaugh, MD.

15. 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. Jonah Schein, MD, David Lindy, MD, Natasha Chriss, MD

B. Teaching Faculty and Mentors

1. Supervisors - Center faculty members who have been designated as Training and Supervising Analysts or Supervising Analysts each take on up to three supervisees with whom they work throughout the candidates' training.
2. Course Chairs - Course Chairs are faculty members who run individual courses, are responsible for curricular development of their course, and oversee course faculty, 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.
3. Instructors - instructors are members of the teaching faculty of the Center. 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 Instructor in an individual course without first being an Associate Instructor.
4. Associate Instructors - the Associate Instructor of a course is generally a junior faculty member 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 (or for one semester of the course in year long courses).
5. 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.

IV. 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.

- A. Research Meetings –Held every first and third Monday, from 10-11:00am in room 1706 at the Psychiatric Institute 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 have 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.

- B. 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.

- C. Research Electives – Candidates interested in research electives (which may be done in lieu of elective courses) must present written proposals to Drs. Colibazzi and Roose.

- V. Additional Educational and Training Programs at the Center
 - A. Adult Psychodynamic Psychotherapy Program- 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 (at instructors offices or the Center) 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 classroom-based and the other internet-based (for learners in remote locations). 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. Programs in Child and Adolescent Psychotherapy. The programs in child and adolescent psychotherapy offer a combination of didactics, process groups and supervision which seek to deepen candidates' knowledge of development and of the child and adolescent's inner life, while sharpening clinical listening and observation skills and providing training in techniques of psychodynamic psychotherapy across developmental phases. They include
 - 1. The Parent-Infant Program (PIP) - Christine Anzieu, MD, Chair
 - 2. Child and Adolescent Psychotherapy Program (CAPP) - Wendy Turchin, MD, Chair.

- D. 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.

- E. Psychoanalytic Fellowship - is 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. Jane Rosenthal, MD and Roger Nathaniel, MD, Co-Chairs.

- F. Affiliate Scholars Program - a selective program for those outside the health professions seeking 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.
 - G. Why Psychoanalysis - an open, monthly seminar introducing early career psychologists and psychiatrists, medical students, graduate students, and psychiatry residents to psychoanalysis through the presentations of cases by faculty and candidates. The program 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.
- VI. Columbia Resources
- A. Center 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 encourage all trainees to submit information for their own page on our website. Contact Judy Mars for more information.

- B. Courseworks - information about classes can be found at courseworks.columbia.edu, an internet 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.

- C. Libraries - All of Columbia's many libraries and online databases, including PEP, Medline, and PsychInfo, are accessible to psychoanalytic candidates. Judy Mars, the Center's Administrator, is a trained librarian and can help candidates with their scholarly needs, including arranging for inter-library loans.

- D. Student Health Insurance - Among the benefits available to psychoanalytic candidates 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.

For the 2018-2019 academic year, 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.

- VII. After graduation - the post-graduation experience from trainees is currently a focus of study of the Training Committee. Programs designed to prepare graduates to take on roles in teaching, analyzing and supervising candidates, conducting research, assuming administrative roles, and

developing their scholarship are currently under development. Details should be forthcoming during the 2018-2019 academic year.

- A. All graduates are asked to participate in an exit interview with the Chair of Training in which we hope to learn more about the strengths and weakness of the program from their perspective.

- B. All graduates also meet with the Chair of Faculty Development to discuss their interests regarding future participation in the Center community.

- C. The APM is the graduate association of our Center. It provides a variety of collegial and scientific activities and charges annual dues to members. 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), 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, Hillery Bosworth, MD and President-Elect, David Lindy, MD.