A warm welcome to our incoming candidates and a warm welcome back to our progressing candidates. This Candidate Handbook is intended as an introduction to the community, training opportunities and procedures of The Columbia University Center for Psychoanalytic Training & Research. The information, policies and procedures outlined below should be considered general guidelines to the Center's workings. Candidates' specific issues often require review on an individual basis. Please feel free to contact the Center's administration and faculty, listed below, who are eager to address candidate questions and concerns should an issue arise.
A. **People**

1. **Center Director** - is the chief academic officer and chief executive officer of the Center. The Center Director is responsible for the academic programs, the research programs, the education programs, the finances, the operations, and outreach of the Center. The Center Director oversees the allied Divisions at the Center. The Center Director is also responsible for liaison with the department of psychiatry, the medical school, and Columbia University. **Eric Marcus, M.D.**

2. **Center Associate Directors**
   a. **Senior Associate Director for Administration** - works with the Center Director as chief operations officer on all administrative aspects of running the Center. Supervises the smooth running of the organization. Manages the core staff. Acts as advisor to any committee needing assistance and to joint committee task forces. Available to candidates for discussion of any issue desired. **Margaret Hamilton, M.D.**
   b. **Senior Associate Director for Faculty Affairs** - works with the Center Director as a Senior Advisor on all issues related to the Center. Available to all faculty for discussion of any issue desired. **Elizabeth Auchincloss, M.D.**

3. **Center Administrators** - manage all academic and financial issues for the candidates. This includes, but is not limited to, providing the friendly accessible face of the Center to candidates and faculty, working with the Curriculum Committee Co-Chairs to ensure all schedules, reading lists, readings etc. are available, being the liaisons between the candidates and the Bursar and Registrar’s offices, and handling patient billing issues for control cases. **Ms. Joan Jackson** and **Ms. Judy Mars**.

4. **Division Directors**
   a. **Division of Psychoanalytic Psychotherapy Research and Education** – **Eve Caligor, M.D., Director**
   b. **Division of Child and Adolescent Psychoanalysis and Psychodynamic Therapy** – **Pamela Meersand, Ph.D., Director**
   c. **Division Of Psychology** – **Edith Cooper, Ph.D., Director**

5. **Candidate Coordinator (CC)** - is a recent graduate and member of the faculty, elected by the candidates, to facilitate communication between candidates and faculty. The Candidate Coordinator 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 CC is a member
of the Executive Committee (EC) and presents issues of interest and concern to candidates at the monthly EC meetings. Natasha Chriss, M.D.

6. Candidate Organization (CO) Co-Presidents - two candidates, elected by the candidate body, lead the CO (please see Candidate Organization section below) which is comprised of the candidates in psychoanalytic training and provides a forum throughout candidacy to discuss many aspects of the experience of psychoanalytic training. Emily Gastelum, M.D. and Diana Moga, M.D.

7. Progression Advisors - each candidate is assigned an individual Progression Advisor who will meet with them throughout their training. The Progression Committee’s members all serve as Progression Advisors to candidates. The Progression Advisor oversees the candidate’s training and serves as the candidate’s advocate. The Progression Advisor ensures that the candidate begins cases in a timely fashion and keeps the candidate informed about his or her progress in the classroom and in supervised clinical work. Candidates are required to meet with their Progression Advisors at least twice a year. Additional meetings may be arranged as needed. The Progression Advisor represents the candidate at Progression Committee meetings and leads discussions of the candidate’s educational progress.

8. Curriculum Feedback Representatives (CFReps) formerly known as “class mentors” - each curriculum year will have one CFRep who will meet with all candidates who have taken classes in that given year. The CFReps are appointed by the Curriculum Committee Co-Chairs. CFReps will generate a confidential feedback report to be submitted to Curriculum Committee Co-Chairs and will also coordinate the candidate assignments for presenting case material in the Process track courses.

9. Teaching Faculty - the Center’s vibrant, voluntary teaching faculty provide classroom instruction, supervision, committee service, administrative support, research opportunities and mentorship.

10. Committee Chairs - Faculty members are appointed by the Center Director to serve as Chairs and Co-Chairs of the Center’s many Committees (see Committees section below).

11. Contact Information List - telephone and email addresses of the administration and faculty members outlined in this Handbook. Please see Appendix A.

B. The Candidates’ Organization (CO) - meets twice monthly during the Monday lunch break between classes. These meetings are facilitated by the two CO Co-
Presidents. On the first Monday of the month the candidates meet amongst themselves and on the third Monday they meet with the Candidate Coordinator. The CO often invites faculty members from the various committees to Monday lunches throughout the year to learn about changes or updates that affect candidate experience and to discuss issues of interest or concern to the candidates. The purpose of the organization is to create a forum where candidates’ experiences of training can be shared, discussed and processed. 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. There are a number of opportunities and activities that the CO attends to each year. The candidates select 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 (i.e., Curriculum, Recruitment). The CO organizes a yearly social gathering at the outset of each academic year.

C. Weekly Schedule and Yearly Calendar

1. Monday and Thursday class times – For training years 1-4, classes meet on Mondays 11-12:45pm, 1:30-3:00pm and Thursdays 1-2:45pm. During the 5th year, classes meet only on Mondays.

2. Monday Lunch meetings 12:45-1:30 (CO, CC) - The Candidates Organization meets on the first Monday of the month and is co-lead by the CO Co-Presidents. The Candidate Coordinator joins the candidates on the third Monday of the month. Lunch is provided at both meetings.

3. New Candidates Dinner and Graduation Dinner – Both dinners are hosted by the Center Director and are held at the Union League Club (38 East 37th Street @ Park Avenue, NYC). There is a fee for faculty and reduced fees for candidates and trainees to attend.

   a. The New Candidates Dinner is held on a Monday evening in September. All faculty and current candidates are invited to welcome the new psychoanalytic training candidates as well as other trainees beginning their programs at the Center. The Lionel Ovesey Award, The Alexander Beller Award and The John O’Conner Award are presented.

   b. The Graduation Dinner is held on a Monday evening in June to celebrate the graduation of psychoanalytic candidates and trainees.
The Creedmoor Center Teacher of the Year Award, The Howard Klar Award, and The George S. Goldman Award are presented.

4. **Center Open House** - is organized by the Recruitment Committee. This winter evening gathering, at the home of a Center faculty member, is an opportunity for prospective Center applicants to get information about the Center's training programs and to socialize with faculty and candidates.

5. **Yearly Class Calendar with Holidays** - Please see Appendix B.

D. **Progression Issues**

1. **Tri-partite Model of Training** - The American Psychoanalytic Association first established national standards for professional psychoanalytic education and training for its constituent institutes in 1938. The current standards apply to adult, combined adult and child/adolescent, and child/adolescent only psychoanalytic education and training in the Association's approved institutes. Psychoanalytic education and training provide knowledge and critical understanding of theoretical and clinical psychoanalysis and proficiency in the practice of clinical psychoanalysis and its application in other forms of psychological intervention. Completion of education and training, and graduation from an approved institute are based upon the acquisition of sufficient knowledge and skill to conduct psychoanalytic treatment independently and competently. A candidate’s training experience should involve the simultaneous participation in didactic course work, training analysis and supervised clinical work. Such immersion enables the candidate to understand the empirical basis of theoretical formulations and their revisions, and to develop skill in the conceptualization of case material. Three required components constitute the tri-partite model of psychoanalytic education and training:
   a. A non-reporting analysis with a training analyst conducted usually with the analysand on the couch at a frequency of four sessions per week on separate days, in person.
   b. A didactic curriculum.
   c. The supervision of at least three psychoanalytic treatments which should include different genders each conducted usually with the analysand on the couch at a frequency of four sessions per week on separate days, in person.

2. **The Progression Manual** - provides detailed information on the Center’s Progression guidelines. Also, please see information on Progression in the Clinical Work and Committees Sections below.
E. Curriculum

1. 5-Year Curriculum Schedule of Courses - Please see Appendix C.

2. Course Tracks - classroom teaching at Columbia emphasizes the importance of both a solid grounding of classical theories and the development of each candidate’s ability to think critically about psychoanalytic principles and to learn clinical skills. In exposing our candidates both to the history of psychoanalytic knowledge as well as to the current frontiers of knowledge, we hope to train analysts who understand diverse points of view and controversies within psychoanalysis. Key components of our curriculum are found in four tracks of study:

   a. Psychoanalytic Theory - this four-year series of generally year-long classes begins with a study of the writings of Sigmund Freud. Second year theory covers 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 studying these thinkers’ views on psychoanalytic concepts. 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.

   b. The 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 8-week segments with specific topics, focus on one candidate’s work with one patient. Psychoanalytic sessions are presented to a senior and a junior faculty member and discussion centers on specific elements of the clinical work related to the focus of the process course segment. 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 (i.e., Termination) require faculty members to present process material.

d. Psychoanalytic Case Writing - taught in yearly segments in each of the five years of the curriculum, the Psychoanalytic Case Writing & Formulation classes help candidates build the skills they will need to capture psychoanalytic process in writing. These skills are essential for one's own development as an analyst, communication with other analysts, and publication. The writing courses 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 others' writing efforts is enhanced by a supportive and open atmosphere. Each curricular year builds in a layering fashion to expand upon what was taught the prior year, including specific attention to microprocess, macroprocess, tranference and countertransference arcs, and therapeutic action. This track culminates in the fall of the fifth year with a final case write-up required for graduation.

3. Electives/Selectives - beginning in the spring of the third year, candidates choose among the electives that are offered on Monday mornings. These classes combine candidate class years 3 through 5. On alternate years, the curriculum includes “selectives” which are required courses offered during the electives time slot. After the fifth year, no classes are required but candidates may choose to take electives. 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.

4. Foundational Courses - in addition to the four tracks and electives, there are many important courses included in the curriculum, such as Psychopathology, Core Concepts, Evaluation of Patients for Psychoanalysis, Child and Adolescent Development, etc. Please see the course schedule in Appendix C as well as course descriptions and syllabi on the Center website for more detailed information on the full range of didactics.

5. Teaching Faculty
   a. Course Chairs - Course Chairs are faculty members who run individual courses and 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. This feedback is then submitted to the Progression Committee who distributes the feedback to the candidate’s Progression Advisor. The Progression Advisors use these reports to give yearly feedback to candidates.

b. **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 usually become Instructors by first being Associate Instructors, and then begin teaching individual classes 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.

c. **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).

6. **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.

7. **Readings – Courseworks and Psychoanalytic Electronic Publishing (PEP)** - course material including readings are accessible through Courseworks (go to the Columbia website and enter UNI to get access). Articles in Courseworks are linked to the PDF or to the text in PEP if the article is indexed there. To access PEP directly candidates can also go through the Columbia library site. PEP is a search engine and online library of all of the important psychoanalytic journals up through 2009 and many books and book chapters. Candidate usage of PEP is included in the tuition, which gives candidates access to the Columbia University library system using UNI code and password.

8. **Center Library** - the Psychoanalytic Center Library is housed in a separate section of the Psychiatric Institute Library on the 6th floor. The library is open to all candidates Monday through Friday, 9am-5pm. This library also has an extensive collection of periodicals and books. **Ms. Judy Mars**, one of our Center’s Administrators, is a trained librarian and
can help candidates with their scholarly needs, including arranging for inter-library loans.

9. Change in Candidate Status - The curriculum is designed so that a given curricular year's technique, process, writing and theory courses work in concert to coordinate and to reinforce both content and process. It is understood that there are many important reasons why a candidate may choose to go part-time or that the Progression Committee may recommend that a candidate slow their progression. Candidates who wish to change their training progress from full-time to part-time, or take a leave of absence, should first discuss their request with their Progression Advisor. Going part-time one year commits a candidate to remaining part-time for the next academic year. Please be advised that candidates cannot combine courses from different curricular years to make a full-time academic year schedule. If you attend classes part-time one year, you will need to finish the remaining courses in that curricular year during the following academic year before advancing to the next curricular year. Your progression advisor will bring the matter to the Progression Committee for discussion. If approved by the Progression and, then, the Executive Committees, the candidate will be considered part-time for the following two years. Discussion with the Curriculum Committee Co-Chairs will take place to work out which courses the candidate will take in a given year. In all cases, candidates should be aware that their decisions (based, of course, on important and understandable reasons) to do any kind of part-time training could potentially have an impact on their cohort, and possibly additional candidates, in that resulting smaller class sizes may warrant the cancelation of a curricular year.

10. Attendance - attendance is expected at all classes. If a candidate knows he/she will be absent, the candidate should notify the Associate Instructor in advance. (Or the Instructor, if the class does not have an Associate Instructor). Candidates should make sure that they get the Associate Instructor's contact information at the first class. If it is an unexpected absence, candidates should let Ms. Judy Mars know and she will tell the Instructor not to expect the candidate in class that day. 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 be sure to notify the Curriculum Committee Co-Chairs to discuss issues related to receiving credit for that course.
11. Classroom Collegiality - candidates are very important members of the Center community and will 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 and to refrain from texting/emailing during class. Please respect the confidentiality of all clinical material shared in class.

12. Evaluations
   a. Course Evaluations by Individual Candidates (Survey Monkey) - 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 Survey Monkey 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, formerly called “Class Mentor”) in a curriculum feedback meeting (CFM). During these meetings, the CFRep will review the semester’s curriculum and solicit feedback on each class, Instructor, Associate Instructor, and course readings and related materials. Meetings will take place at the end of the first semester (in early February following the completion of the fall semester at the end of January) and at the end of the spring semester in June. The feedback (without any candidate identifying information) will be submitted as a CFRep’s report to the Curriculum Committee Co-Chairs. These feedback meeting reports provide valuable information to Curriculum Committee Co-Chairs that have led to substantial changes in the curriculum over time.
   c. Candidate Evaluations by Course Instructors - the candidate’s performance in class is evaluated in written reports that are given to the Progression Advisor and also placed in each candidate’s file, which is available for candidates to review at any time. Candidates are encouraged to see their files which can be made available by Ms. Judy Mars or Ms. Joan Jackson. In addition, candidates should expect and seek out feedback about classroom participation from their Progression Advisor.

F. Clinical Work - Candidates must complete at least 90 hours of supervised clinical work with patients in analysis in order to graduate. Please refer to the
Progression Manual and the Evaluation and Treatment Service Manual for further information on the topics briefly outlined below.

1. **Supervisory Assignments** - candidates are assigned their first and second Supervisors, and may choose their third Supervisor. By the time candidates are ready for a third Supervisor they will know many of the faculty members from their classroom experiences. Candidates may also learn from senior candidates and their Progression Advisors about other Supervisors who are not as involved in teaching at the Center. Be aware that some highly sought after Supervisors may not have time for a new supervisee. The Progression Committee Chair will attempt to take geography into consideration when assigning Supervisors if candidates let their Progression Advisors know this is important.

2. **Changing Supervisors** - when possible, problems in supervision should first be discussed with the Supervisor. Candidates who for any reason wish to switch Supervisors may do so after discussing this with their Progression Advisors. Others who might be helpful in this situation include the Progression Committee Chair, the Training and Supervising Analyst Committee Chair, the Center Director, and the Candidate Coordinator. Sometimes, candidates fear that there is a stigma against seeking consultation about supervision or requesting a change of Supervisor. In fact, they should rest assured that this is not true, and that candidates are free to switch Supervisors in order to improve the quality of their psychoanalytic education.

3. **Control Cases** - control cases come from the clinic (evaluations assigned to candidates by the Evaluation and Treatment Service) and from candidates’ private practices. Cases that come from candidates’ practices are often referred to as “private” cases, but in fact all cases treated by candidates are considered to be “clinic” patients (i.e., are legally under the auspices of the Center).

Candidates are eligible to begin doing evaluations for starting a case once they have taken the “Evaluation of Patients for Analysis” course in the 1st year curriculum and have been in personal analysis for six months. Candidates should please let the Evaluation and Treatment Service know as soon as they are eligible and interested in having a patient assigned to them. Candidates are also encouraged to evaluate and find control cases from their private practices. A candidate may evaluate an assigned case and recommend analysis even if that candidate is not going to treat the patient for whatever reason. In that case the patient would be assigned to another candidate. The Evaluation and Treatment Service does careful phone screening of patients who
apply to the clinic and refers applicants elsewhere who are clearly not suitable as control cases. Candidates’ evaluations are crucial because it is difficult to make these assessments based on telephone interviews. There is a rule that candidates are expected to do a minimum number of clinic evaluations, even if the candidate is not looking for a case. Since the need for evaluations obviously depends on the volume of patients who apply to the clinic, it is not always enforced.

Evaluations typically involve 3-6 meetings, depending on the patient. The candidate will discuss the patient with his/her Supervisor. The candidate then submits a detailed write-up to the Evaluation and Admissions Service for approval. An outline for this write-up may be found in the Evaluation and Treatment Service Manual and will be covered in the 1st year “Evaluation of Patients for Analysis” course, and in the Evaluation and Treatment Service Orientation offered in the fall of the 1st year of training. Paperwork for each continuing case involves an evaluation, 3-month summary and annual reports. Candidates are not allowed to progress if clinic paperwork is not complete. All annual paperwork is due the Tuesday after Labor Day. Please refer to the Evaluation and Treatment Service Manual for further details about the paperwork and how the clinic operates.

G. Personal Analysis

1. Referrals - the Center Director, the Training and Supervising Analyst Committee Chair, and senior faculty are available to discuss Training Analyst referrals with incoming candidates upon admission to the program.

2. Requirements - the Center requires that a candidate be in a personal analysis by October 1st of the first year of classes and for six months, at a minimum, before the candidate begins evaluating his/her first control case. At a minimum, it is expected, that the candidate's personal analysis overlap significantly with his/her clinical casework, and should go on at least through the induction phase of the 3rd control case.

3. Changing Analysts - candidates are permitted to change their analysts without prejudice to progression. Problems in an analysis should always be discussed in the analysis itself. Candidates who wish to change their training analyst must discuss this with their Progression Advisor. They may also discuss this with the Center Director, the Candidate Coordinator or anyone else at the Center with whom they feel comfortable.

4. Non-reporting - remember, the content of a candidate’s analysis is not reported to the Progression Committee or anyone else at the Center. The only information reported by the Training Analyst is the number of
sessions attended per month, a requirement of the American Psychoanalytic Association.

H. Financial Issues

1. Tuition - yearly tuition is $5000.00. The Registrar’s Office sends statements and notices to candidates via their Columbia email addresses.

2. General issues - Along with the costs of tuition, analysis, and the opportunity cost of the training, there are some financial benefits that may accrue from being a candidate. The training analysis and tuition may be considered business expenses and thus a candidate may be able to claim them as tax deductions. Candidates can get further information by speaking with a tax preparation professional.

3. 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 and has been approved for the first case, 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.

4. Scholarships - the Center offers a scholarship and various loan programs to candidates to help them finance their psychoanalytic training.
   a. The Roger A. MacKinnon, M.D. Scholarship Fund - contact Eric Marcus, M.D. for further information.
   b. The Poe Fund - contact Jules Kerman, M.D. for further information.
   c. The Levy Loan Fund - contact Margaret Hamilton, M.D., Ms. Joan Jackson or Ms. Judy Mars for further information.

5. Clinical Training Fees - (please see Evaluation and Treatment Service Manual) - the clinical training fee will be equivalent to the amount the patient pays each month to the candidate up to a cap of $320/month for each month of the year. If the patient pays the candidate more than $320/month the candidate makes a profit. For monthly bills that are less than $320, the clinical training fee is equal to the amount the candidate has collected from the patient. This means that the fees candidates pay for their control cases may be different each month. It is the candidate’s responsibility to keep track of this and to inform Ms. Judy Mars of the monthly fees. Please see Evaluation and Treatment Service Manual for further information.
I. **Divisions** - the Center Director appoints the Directors and oversees the following Divisions that provide important opportunities for education and training at the Center.

1. **Psychodynamic Psychotherapy Division** – Eve Caligor, M.D., Director. This Division oversees and coordinates the development of adult psychotherapy education and research programs at the Center. We are interested in studying and providing training in psychotherapeutic treatments derived from psychoanalytic models of the mind, psychopathology and treatment. We have developed a 14-week psychotherapy curriculum for advanced candidates, and also offer a series of courses focusing on the application of psychoanalytic principles to the treatment of patients who are not suitable for analytic treatment, which are offered as part of the electives curriculum at the Center. This Division is also responsible for the Center’s Adult Psychotherapy Programs.

We currently offer a variety of training options to clinicians seeking advanced training in psychodynamic treatments. Our Adult Psychodynamic Psychotherapy Program (**Anna Schwartz, M.D., Chair**) 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. We also offer two year-long trainings in Transference-Focused Psychotherapy (TFP), one classroom-based and the other internet-based. TFP is a manualized, twice-weekly exploratory therapy for the treatment of patients with severe personality disorders. Most recently we have initiated a series of mini-courses, each of which will run for 6-8 weeks, focusing on a particular topic of interest.

2. **Child and Adolescent Psychoanalysis and Psychodynamic Psychotherapy Division** – Pamela Meersand, Ph.D., Director.
   a. **Programs in Psychoanalysis.** 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 people, 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). Our
developmental curriculum begins in the first year of training and is required for all child and adult psychoanalytic candidates.

The mandatory two-year curriculum in child psychoanalysis focuses on technique and includes classes in the following areas: 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; working with parents; and 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, NYPI 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 Director, Pamela Meersand, Ph.D., for the general training requirements and for additional information about these programs.

b. 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: The Parent-Infant Program (PIP) and The Program in Child and Adolescent Psychotherapy (CAPP). Please contact the Director of PIP, Christine Anzieu, M.D., or the Co-Directors of CAPP, Wendy Turchin, M.D. and Jane Asch, M.D., for further information about these programs.

3. Psychology Division – Edith Cooper, Ph.D., Director. The Psychology Division represents the interests of the psychologist-members of the Center community. The primary function of the Division is to organize and run a year-long externship program for two senior Ph.D. or Psy.D. students 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 on Neuro 12. 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.

J. **Committees** - are tasked with important educational and administrative functions. The Center Director appoints faculty members to serve as Chairs and Co-Chairs of the Center’s committees.

1. **Admissions Committee** (Judit Lendvay, M.D. and Deena Harris, M.D., Co-Chairs) - The Admissions Committee is composed of a group of faculty members, whose charge is to evaluate all applicants as to their suitability for psychoanalytic training. This evaluation is based on careful review of application materials and three interviews conducted by members of the committee and several additional faculty members. After reviewing the application, either of the Committee Chairs set up a team of three interviewers including the Chair who acts as team leader. We meet the applicants in a particular order: the first meeting is with one of the Chairs, the second is with an interviewer whose task it is to assess clinical aptitude, and the third one with a more open-ended format. Either of the interviewers may opt for more than one meeting with the applicant.

After the interviewing process is completed, the committee meets and reviews all information and makes a recommendation to the Executive Committee, which meets once a month, and either approves or disapproves the Admissions Committee's recommendation. Applications and written reports are confidential, and they are destroyed following the selection cycle. They are not retained in the candidates file.

2. **Appointments Committee** (Margaret Hamilton, M.D., Chair) —meets as necessary, to consider candidates’ applications, upon graduation, to join the faculty. Candidates submit paperwork to this committee for review and if recommended, they move on to the next step in the process of being presented to the Department’s and University’s review.
3. **Awards Committee (Elizabeth Auchincloss, M.D., Chair)** - meets as necessary to propose recipients for the many awards and honors that the Center bestows annually at The New Candidates and The Graduation dinners. Proposals are made to the Executive Committee for final approval. To learn more about the awards, please see the webpage, [http://www.psychoanalysis.columbia.edu/inside-center/awards](http://www.psychoanalysis.columbia.edu/inside-center/awards)

4. **Committee on Careers, Identity & Practice (David Schab, M.D., Chair)** - focuses on the continuing psychoanalytic education of recent graduates and on the consolidation of their analytic identities. Current projects include the “My Favorite Paper” series, in which favorite teachers at the Center meet with graduates to talk about papers that have moved them or changed their practices. Projects of prior incarnations of the committee included a large forum on certification in psychoanalysis. The committee is sponsored by both the Center and the Association for Psychoanalytic Medicine.

5. **Committee on Psychoanalysis (Ellie Schuker, M.D., Chair)** - plans activities for our Center that will catalyze the growth and development of our understanding of psychoanalysis.

6. **Curriculum Committee (Ruth Graver, M.D. and Jane Halperin, Ph.D., Co-Chairs)** - The Curriculum Committee oversees all of the didactic teaching of candidates. This includes outlining the core curriculum, making teaching appointments, providing ongoing faculty development, reviewing course and faculty evaluations, overseeing electives development, and responding to changing educational needs with curricular innovations. Consultations with the Co-Chairs, in conjunction with the Progression Advisors, are provided to those candidates considering changing their candidate status to part-time or taking leaves of absence. Candidates wishing to pursue research electives or independent study must have their proposals approved by the Co-Chairs of the Curriculum Committee. Faculty members, selected by the Co-Chairs, and candidate members, selected by their peers, attend meetings throughout the academic year and participate in discussions of curricular topics.

7. **Diversity Committee** - The goals of this Committee are to create an open conversation as well as to educate ourselves and others about issues surrounding the subject of Diversity. In our Committee’s view, the concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, disabilities, and political beliefs, or other ideologies. It is
the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

8. Evaluation and Treatment Service Committee (Sabrina Cherry, M.D., Chair; Sarah Hartman, M.D., Co-chair) - The Evaluation and Treatment Service Committee is responsible for overseeing all candidate control analytic cases, whether they originate in the Treatment Clinic or in the candidate's private practice. Candidates who are approved by the Progression Committee to begin treating an analytic patient may choose whether to ask the Evaluation and Treatment Service for a case to treat or to find the case in their own practice. The evaluation of patients to assess analyzability is also an important part of the candidates' didactic education, therefore all candidates are required to complete at least three clinic patient evaluations (if patient volume allows) during the course of their training, whether or not they choose to treat a clinic patient. The Evaluation and Treatment Service makes every attempt to refer incoming patients for evaluation to candidates who are eager to begin new cases. This allows for a natural development of the working alliance that begins during the evaluation process.

An orientation session is held for first year candidates each fall to acquaint them with the procedures of the Evaluation and Treatment Service and each candidate is given an Evaluation and Treatment Service Manual. This manual provides a detailed description of the process of assessing patients and presenting them to the Evaluation and Treatment Service. It is important that candidates follow through on all required paperwork, as the Evaluation and Treatment Service has the legal responsibility for maintaining records at the Center. Progression may be delayed if records are not complete. If you have questions about any evaluation and treatment issue, please feel free to contact us. A member of the Service is often available during the candidates' Monday lunch break.

9. Executive Committee (Eric Marcus, M.D., Director and Chair) - The Executive Committee is the governing body of the Center; the Center Director chairs the Executive Committee. The Executive Committee has final responsibility for all educational, administrative, and research activities at the Center. Its membership consists of the Chairs of the Admissions, Progression, Curriculum, Training and Supervising Analyst, and Evaluation and Treatment Service committees, three elected
representatives (elected by faculty); Division Directors; several appointed Associate Directors, the Treasurer, and the Candidate Coordinator. It meets once per month. The Executive Committee has final approval for selection of incoming candidates and graduation of candidates. The current elected faculty members are:

a. Andrew Lotterman, M.D. (7/13 – 7/15)
b. David Lindy, M.D. (7/14 – 7/17)
c. Jonah Schein, M.D. (7/12 – 7/15)

10. Fellowship Committee (Jane Rosenthal, M.D. and Tamara Lipshie, M.D., Directors) - the Center awards a one-year fellowship to a small number of highly qualified applicants. Fellows attend a monthly seminar “Great Ideas in Psychoanalysis”, monthly case presentations “Why Psychoanalysis?”, meet regularly with a faculty mentor, and attend the winter conference of the American Psychoanalytic Association. For further information on the program, please see the Center website.

11. Long Range Strategy Committee (Eric Marcus, M.D., Chair) - the LRSC addresses long range planning for the Center. It discusses policies and programs that are needed for the long range growth of the Center, especially for issues involving more than one committee of the Executive Committee.

12. Progression Committee (Holly Schneier, M.D., Chair and Sandra Park, M.D., Co-chair) - the Progression Committee monitors, assesses and advises the progress of the candidates’ education. The Committee reviews reports and discussions with candidates’ Supervisors, reports of the candidates work in seminars as well as reports from the candidates’ Progression Advisors. The Progression Committee is made up of faculty members, each of whom serves as a Progression Advisor to a number of candidates. Discussions that take place between candidate and Progression Advisor are not confidential and may be reported to the Committee.

The Progression Committee’s central purpose is monitoring each candidate’s deepening psychoanalytic comprehension and competency. Its efforts are directed at understanding what candidates are learning about psychoanalysis and being psychoanalysts, and how they are integrating this. As each candidate has his or her own personal style, past experience, strengths and weaknesses, the Progression Committee recognizes that a candidate’s progress is highly individualized, separate and distinct from the assignment of cases and the completion of classes. The assessment of evolving knowledge and skill during analytic training is a complex process involving the relationship of theory, clinical process
and technique, and its application in supervised clinical work. Candidates are required to have at least three supervised cases. The Progression Committee will encourage candidates to take these cases as rapidly as possible. Constraints come from the candidates’ particular logistic and time constraints as well as occasionally from faculty’s judgment that slowing down the clinical immersion may be useful to a given candidate. The focus of the Committee is on the quality and depth of the candidates’ growing analytic knowledge and skills. However, some focus on quantitative factors is helpful in assuring a depth of knowledge. The Progression Committee meets monthly, usually on the second Monday of the month. Progression Advisors and candidates should meet at least twice yearly to check in and to discuss the candidates’ progress in training. However, candidates should feel free to speak with their Progression Advisors whenever they wish. In particular, Progression Advisors should be called for questions about assignment of Supervisors, switching Supervisors, taking time off and going half time. Drs. Schneier and Park are also available to discuss questions or issues that come up. Please refer to the Progression Manual.

13. Public Communications Committee: The Public Communication Committee was formed because we want the Columbia Psychoanalytic Center community to let the public know that we are a thriving group of open minded and creative clinicians and researchers. We want people to know that, as psychoanalysts, we have something important to contribute to contemporary culture. We hope to built bridges to our colleagues in psychiatry, psychology, neuroscience and to the general public. To this end, our committee and the Awards Committee of the Center, will be honoring a member of our community with a new award. Here is a brief description of the award:

This award honors a faculty member or a candidate at the Columbia Psychoanalytic Center, who has effectively communicated in print, in online media or in other forums, the value and importance of psychoanalysis. The purpose of the award is to encourage members of the Columbia community to spread the word about Columbia and psychoanalysis so that other professionals and the general public can better appreciate what psychoanalysis offers as a therapy and as a theory of mind.

In addition, the Committee is interested in encouraging members of our community to write articles for newspapers or magazines, blogs for various Internet sites, to conduct radio or television broadcasts or interviews; to
consult as experts for radio, television or film productions about psychoanalytic psychotherapy or psychoanalysis; to give public lectures, talks or discussions; and initiate other forms of communication yet to be thought of. In the future, the committee may serve as a facilitator to encourage and coordinate various projects that members of the Columbia community would like to develop.

14. Recruitment Committee (Alison Brown, Ph.D., and Sylvia Fogel, M.D., Co-Chairs) - is tasked with connecting potential trainees with the Center's psychoanalytic and other training programs. Integral to this process has been our database development and the expansion of our outreach to individuals and outside training programs. Two important events that the committee organizes throughout the year are the annual Open House and “Why Psychoanalysis?”, our popular dinner case presentation and discussion groups that introduce potential candidates to the richness of psychoanalytic theory and treatment. We also promote the Center's faculty and events through our mailing list, the Center's website, and social media. Candidate members serve on this committee.

15. Research Committee (Andrew Gerber, M.D., Ph.D., Chair) - The Research Committee is composed of faculty, candidates, psychiatry residents and other trainees who are engaged in and/or are interested in psychoanalytic and psychodynamic research. They meet every other Monday from 10-11:00 a.m. 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 psychoanalytic post-graduate years, and other topics in psychoanalytic metapsychology and treatment. All faculty, candidates, and guests interested in research are welcome. An introduction to the research will be 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 will be held during the year. Candidates interested in research electives (which may be done in lieu of elective courses) must present written proposals to Dr. Gerber.

16. Training and Supervising Analysts Committee (Dionne Powell, M.D., Chair) - the Training and Supervising Analysts Committee has four essential mandates. First, it constitutes subcommittees to evaluate potential new Training and Supervising Analysts and makes recommendations to the Center's Executive Committee and The American Psychoanalytic
Association for new appointments. Second, focusing on the clinical aspects of faculty development, the committee oversees study groups on supervision for existing Training and Supervising Analysts and provides referrals for our faculty who are trying to increase their clinical immersion. Third, our members are available for strictly confidential consultations with candidates who have questions about either their supervisions or, importantly, their analyses. Finally, we will offer similar confidential consultations for Supervisors who are having problems.

K. Research at The Center

1. Course – “Research and Psychoanalysis” is taught in the fall of the 2nd year of psychoanalytic training and will review empirical research on topics in psychoanalytic education, practice and meta-psychology. Each class will be taught by the researcher who has actually done the work and the discussion will address content, methodology and writing for publication.

2. Research Meetings – The Research Committee, chaired by Andrew Gerber, M.D., Ph.D., is composed of faculty, candidates, psychiatry residents and other trainees who are engaged in and/or are interested in psychoanalytic and psychodynamic research. Meetings are held twice a month, every other Monday, from 10-11:00am in room 1602 at Psychiatric Institute. All faculty, candidates and guests interested in research are welcome. 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.

3. 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.

4. Research Electives – Candidates interested in research electives (which may be done in lieu of elective courses) must present written proposals to Andrew Gerber, M.D., Ph.D.

L. Additional Training Programs at the Center – Please consult the Center website and the Divisions section above for additional information on these programs. Child and Adolescent Psychoanalysis candidates and Adolescent Only Psychoanalytic candidates as well as trainees in the Psychology Externship and
Affiliate Scholar Programs attend selected classes with psychoanalytic candidates.

1. Psychology Externship
2. Affiliate Scholars
3. Adult Psychodynamic Psychotherapy Program
4. Child Psychodynamic Psychotherapy Program
5. Child and Adolescent and Adolescent Only Psychoanalytic Training
6. Fellowship Program
7. Parent-Infant Psychotherapy (PIP) Program
8. Transference Focused Psychotherapy (TFP) Program

M. Internet/Social Media – our internet presence is the Center's virtual front door.

1. 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 and treatment service, research, courses, committees, people, upcoming events and more. The “People” feature provides contact and other information about faculty and trainees. Candidates may contact Ms. Judy Mars to find out how to edit their listings.

2. 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, and other class media.

3. Center Facebook Page – Candidates should check us out on Facebook at facebook.com/columbiapsychoanalytic. This is the Center's first foray into social media and is administered by the Recruitment Committee. We hope to use it to promote our events and the great work of the Center's faculty and trainees - so please “like” us and feel free to suggest or share links.

N. Upon Graduation

1. Faculty Appointment – Upon graduation, graduates are interviewed to discuss their career plans, how the Center can be helpful, and opportunities for joining the faculty. Candidates may apply to the Center's appointments committee if they would like to be considered for a faculty appointment.

2. Teaching Opportunities – Graduates are encouraged to discuss their teaching interests with the Curriculum Committee Co-Chairs (Ruth Graver, M.D. and Jane Halperin, Ph.D.)
3. **Certification, Training and Supervising Analyst Track** - Graduates interested in pursuing certification and in becoming Training and Supervising Analysts are encouraged to contact the Chair of the Training and Supervising Analyst Committee who is available to provide information and guidance in these processes. Please see Committees section above. (Dionne Powell, M.D., Chair).

4. **Committee on Careers, Identity and Practice** - focuses on the continuing psychoanalytic education of recent graduates. Please see Committees section above. (David Schab, M.D., Chair).

5. **Association for Psychoanalytic Medicine (APM)** - The APM is the graduate association of our Center. It provides a variety of collegial and scientific activities. These include a monthly scientific meeting on the first Tuesday of each month, the Sandor Rado Advanced Psychoanalytic Seminars (RAPS Groups) covering a wide range of topics, annual “Movie Night”, a Bulletin published periodically, as well as other special events including mini-courses and symposia. President, Marvin Wasserman, M.D. and President-Elect, Edith Cooper, Ph.D.