



The Washington Psychoanalytic Institute

A Division of the
Washington Center for
Psychoanalysis
INC.

4545 42nd Street NW, #209
Washington, DC 20016
202.237.1854
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center@washpsa.org
www.washpsa.org

The Washington Psychoanalytic Institute was established in 1952. It is a division of the Washington Center for Psychoanalysis and meets the requirements of Article II of the By-Laws of the Washington Center for Psychoanalysis, Inc. to conduct training in psychoanalysis in accordance with the *Standards For Training in Psychoanalysis* of the American Psychoanalytic Association by providing a comprehensive program of training in the theory and practice of psychoanalysis.

The Washington Center for Psychoanalysis, Inc. values cultural diversity. Full participation in the educational activities of the Washington Psychoanalytic Institute is available to any qualified individual regardless of age, race, creed, gender, disability, sexual orientation, or ethnic background.

Introduction

The Washington Psychoanalytic Institute offers comprehensive training which is organized around a core that integrates the major theoretical schools, as well as contemporary developments. Graduates qualify for certification by the American Psychoanalytic Association.

We welcome candidates of all clinical disciplines and academic backgrounds, and we encourage collegiality among candidates and faculty. We regard an open and comfortable environment as most conducive to free discussion and learning.

Our curriculum highlights the distinct usefulness of different psychoanalytic perspectives. It focuses on the clinical application of these theories, the practical study of technique, and the development of research and writing skills. As a component division of the Washington Center for Psychoanalysis, the Institute affords candidates the opportunity to participate in community outreach activities, such as the Psychoanalytic Clinic and programs of public education and consultation.

We follow the tripartite model required of all institutes accredited by the American Psychoanalytic Association. This model consists of seminars and continuous case conferences, supervised psychoanalysis of at least three cases, and a personal analysis with a Training Analyst of our institute (or when necessary because of geographic considerations, of another institute).

Our candidates gain additional learning and teaching opportunities through our affiliation with George Washington University.

Candidates of our Institute are eligible for membership in the American Psychoanalytic Association, and upon graduation, for membership in the International Psychoanalytical Association.

“By far the best professional development experience I have had. The course work, supervision and analytic experience have been excellent and have regenerated my own excitement and satisfaction in the work.” John Hayes, Ph.D.

THE WASHINGTON PSYCHOANALYTIC INSTITUTE

Director, David I. Joseph, M.D.

Secretary, Richard Fritsch, Ph.D. ABPP

INSTITUTE COUNCIL

(Committee Chairs of the Institute)

Admissions:	Chair:	Lindsay L. Clarkson, M.D.
Candidate Progress:	Chair:	Katherine B. Burton, MSW
Child/Adolescent Program:	Chair:	Howard S. Benensohn, M.D.
Committee on Nomination of Supervising and Training Analysts:	Chair:	Judith F. Chused, M.D.
Curriculum:	Co-Chairs:	Karyne E. Messina, Ed.D. Stacia I. Super, Ph.D.
Faculty Committee:	Chair:	Robert Winer, M.D.
Liaison, Candidates' Organization:	Chair:	To be confirmed
Liaison, George Washington University:		Stephen Rosenblum, M.D.
Liaison, Outreach Division of the PMC:		Kathryn J. Chefetz, LCSW Elizabeth Hersh, M.D.
Parliamentarian:		Richard West, LCSW
Recent Graduates:	Chair:	Linda Geurkink, Ph.D.
Recruitment:	Chair:	Cornelia Lischewski, Psy.D.
Scientific Programs:	Chair:	Ginta V. Remeikis, M.D.
Supervising and Training Analysts:	Chair:	Katherine A. Brunkow, MSW
President, Washington Center for Psychoanalysis:		Elise Blair, LCSW
Executive Director:		Michael J. Nizankiewicz, Ph.D., CAE

Candidate Groups

Candidates' Organization:	President:	Robert Gerlits, MSW
	President-Elect:	Isabelle D. Babcock, Ph.D.
	Secretary:	Harriet Harrison, Psy.D.
	Treasurer:	Rajeev Warriar, Psy.D.
Joint Institutes Candidates' Symposium:	Representatives:	James Blair Bunting, M.D. Isabelle D. Babcock, Ph.D.
APsaA Candidate Affiliates:	Representative:	Cheryl Collins, M.D.
Program Management Committee	Representative:	Lara Cox, MSW, Psy.D.

Supervising and Training Analysts

2008-2009

EMERITUS SUPERVISING AND TRAINING ANALYSTS

E. James Anthony, M.D.
Robert A. Cohen, M.D.
Robert W. Gibson, M.D.
William L. Granatir, M.D.
Pirkko Graves, Ph.D.
Frances K. Millican, M.D.
Clarence G. Schulz, M.D.
Harold F. Searles, M.D.
Earle Silber, M.D.
Vamik Volkan, M.D.
Richard M. Waugaman, M.D.

ACTIVE SUPERVISING AND TRAINING ANALYSTS

Sylvia M.V. Bell, Ph.D. +**
Howard S. Benensohn, M.D.
Katherine A. Brunkow, MSW
Katherine B. Burton, MSW
Douglas A. Chavis, M.D.
Judith F. Chused, M.D.
Lindsay L. Clarkson, M.D.
Richard Fritsch, Ph.D., ABPP
George Gallahorn, M.D. + (Child)
Stanley I. Greenspan, M.D. (Child)
Robert Gruber, M.D.
Antoine G. Hani, M.D. *
Karl Derek Hawver, M.D.
David I. Joseph, M.D.
John S. Kafka, M.D. *
Susan G. Lazar, M.D.
Dominic L. Mazza, M.D. **
Karyne E. Messina, Ed.D.
Jon K. Meyer, M.D.
J. David Miller, M.D.
Charles E. Parks, Ph.D. + (Child)
Stephen Rosenblum, M.D.
Donald R. Ross, M.D.
Louis Spitz, M.D.
Scott S. Twentyman, M.D.
Richard West, LCSW

* Supervision only; Training analysis and/or supervision can be initiated only with Active Supervising and Training Analysts.

** Only Training Analyses

+ Geographic Rule

Faculty

2008-2009

ADULT ANALYTIC FACULTY

EMERITUS TEACHING ANALYSTS

Houston Macintosh, M.D.
Cynthia B. Stevens, M.D.

TEACHING ANALYSTS

Sharon Alperovitz, MSW
Howard S. Benensohn, M.D.
Elise Blair, LCSW
Katherine A. Brunkow, MSW
Katherine B. Burton, MSW
Jaime Buenaventura, M.D.
Emmanuel G. Cassimatis, M.D.
Douglas A. Chavis, M.D.
Judith F. Chused, M.D.
Lindsay L. Clarkson, M.D.
David E. Cooper, Ph.D.
Patricia B. Crowe, Ph.D.
Ira Dosovitz, M.D.
Carla Elliott-Neely, Ph.D.
Randi Finger, Ph.D.
Denise C.K. Fort, Ph.D.
M. Richard Fragala, M.D.
Richard C. Fritsch, Ph.D.
Thomas Goldman, M.D.
Luke F. Grande, M.D.
Stanley I. Greenspan, M.D.
Robert Gruber, M.D.
Antoine G. Hani, M.D.
K. Derek Hawver, M.D.
Elizabeth K. Hersh, M.D.
Fred G. Hilkert, M.D.
David I. Joseph, M.D.
John S. Kafka, M.D.
Christopher Keats, M.D.
Linda R. Kessler, M.D.
Susan G. Lazar, M.D.
J. Alfred LeBlanc, M.D.
L. David Levi, M.D.
Marc S. Levine, M.D.
Nydia Lisman-Pieczanski, M.D.
Tarpley M. Long, MSW
Dominic L. Mazza, M.D.
Karyne E. Messina, Ed.D.
Jon K. Meyer, M.D.
J. David Miller, M.D.
Glenn H. Miller, M.D.
Charles T. Olsen, M.D.
Stephen Paley, M.D.
Alberto I. Pieczanski, M.D.

David Reiss, M.D.
JoAnn A. Reiss, Ph.D.
Manuel Roman, M.D.
Stephen Rosenblum, M.D.
Donald R. Ross, M.D.
David E. Scharff, M.D.
Jill S. Scharff, M.D.
Joseph R. Silvio, M.D.
Louis Spitz, M.D.
Scott S. Twentyman, M.D.
Robert J. Ursano, M.D.
Judith Vorst**
Richard West, LCSW
Robert Winer, M.D.
John Zinner, M.D.

** Non-Clinical Faculty

INSTRUCTORS

Stewart L. Aledort, M.D.
Joseph A. Annibaldi, M.D.
Margarita Cerejido, Ph.D.
Kathryn J. Chefetz, LCSW
Constance E. Dunlap, M.D.
Martha C. Dupecher, Ph.D., MSW
Michael Ehlers, M.D.
Lynn V. Friedman, Ph.D.
Paul Gedo, Ph.D.
David M. Goldstein, M.D.
Linda Grey, MSN
Herb Gross, M.D.
Sol Herman, M.D.
Sandra G. Hershberg, M.D.
Cornelia Lischewski, Psy.D.
Angela Martin, MSN, CS-P
Lynn C. Moffett, Ph.D.
Judith A. Nowak, M.D.
Betty Ann Ottinger, DSW
Ann-Louise Silver, M.D.
Pavel Snejnevski, Ph.D.
Stacia I. Super, Ph.D.
Ernest Wallwork, Ph.D.
Karen L. Weise, Ph.D.

ASSOCIATE INSTRUCTORS

Anne E. Alaoglu, M.D.
Marshall Alcorn, Ph.D.
Andres Barrera, M.D.
Anita Bryce, Ph.D.
Yvonne M. DeCuir, Ph.D.
Deborah L. Feldheim, M.D.
Linda Geurkink, Ph.D.
Paula J. Hamm, LPC
Cynthia E. Margolies, Ph.D.
Ginta V. Remeikis, M.D.
Judith Sheagren, Ph.D.
Linda Stern, Ph.D.
Raphael Triana, Ph.D.
Maryann C. Vande Loo, Ph.D.
Aurelio S. Zerla, M.D.

GUEST LECTURERS

Nancy E. Miller, Ph.D.
Lucy Zabarenko, Ph.D.

CHILD/ADOLESCENT ANALYTIC FACULTY

Howard S. Benensohn, M.D.,
Director

TEACHING ANALYSTS

Howard S. Benensohn, M.D.
Douglas A. Chavis, M.D.
Judith F. Chused, M.D.
Carla Elliott-Neely, Ph.D.
Randi Finger, Ph.D.
Denise C. K. Fort, Ph.D.
Stanley I. Greenspan, M.D.
Antoine G. Hani, M.D.
Nydia Lisman-Pieczanski, M.D.
Dominic L. Mazza, M.D.
Jill S. Scharff, M.D.
Karen L. Weise, Ph.D.

INSTRUCTORS

Glenn H. Miller, M.D.
David E. Scharff, M.D.
Camille Woodbury, M.D.

GUEST LECTURERS - Child

Ira Dosovitz, M.D.
Karyne E. Messina, Ed.D.
Pavel Snejnevski, Ph.D.
Stacia Super, Ph.D.

Administrative Matters

Academic Calendar 2008-2009

Institute classes are held on Wednesday afternoons from 2:15-7:15 from September through May for 30 weeks during the academic year. Classes meet at the Washington Center for Psychoanalysis, 4545 42nd St., NW, #209, Washington DC 20016 unless otherwise notified.

Fees

Application Fee:	\$100
Matriculation Fee:	\$250 payable upon acceptance
Tuition: Years 1 through 4:	\$2,500
Each subsequent year:	\$1,600

Tuition is due by August 15. Failure to make these payments disqualifies the candidate from course attendance unless special arrangements for deferred payment have been made through the faculty advisor.

"I began this training with skepticism about the value of psychoanalysis, yet I desired a broad disciplined theoretical foundation. I ended with a professional and personal life changing experience as well as a deep respect and passion for this method of helping patients. I find that all my patients in psychotherapy, as well as those in psychoanalysis, benefit from my deepened analytic immersion. This unique education stretches one's mind, one's capacity, one's confidence, one's sense of collegial community, and one's awe in the creative challenge of helping patients face themselves." - Linda Grey, MSN

"The training program at the Institute has helped me to feel more confident and fully engaged in my work as a psychotherapist and analyst. The teachers, supervisors and trainees work together to create an atmosphere of genuine curiosity, creativity and commitment to understanding and helping people." - Joseph Jeral, MD

Admissions

Procedures

Applications may be completed online at the Center website, www.washpsa.org, printed out directly from the website, or obtained by contacting the Institute. A non-refundable application fee of \$100 is due with each formal application. Applications will be accepted throughout the year but should be submitted by May 1 to be eligible for classes starting the following September. To learn more, please contact the Admissions Committee Chair:

Lindsay L. Clarkson, M.D.

301.654.5072

llcmd@earthlink.net

The Catalogue of the Washington Center for Psychoanalysis contains more specific information on all aspects of training at the Washington Psychoanalytic Institute – please feel free to request a copy from the Center office, 202.237.1854 or center@washpsa.org.

Requirements for Admission

Admission for training in psychoanalysis is based on the Standards of the American Psychoanalytic Association. Much of what follows is cited from these standards, with modifications as appropriate. Information gathered during admissions procedures and during the course of training is confidential and only for the use of authorized personnel of the Institute and the American Psychoanalytic Association to the extent allowable under the law.

A. For Mental Health Clinicians

The selection of applicants for clinical psychoanalytic education and training is based on an assessment of their eligibility and readiness: prior education, clinical training, clinical experience, aptitude, character, and potential for psychoanalytic competence. Applicants must have graduated from an accredited post-baccalaureate degree-based clinical mental health educational program. They should have at least one of the following: (1) a medical degree with psychiatric residency training completed or in progress; (2) a doctoral level degree in a mental health field; or (3) a clinical masters degree (when this degree is recognized as the highest clinical degree generally obtained within a specific mental health profession) supplemented by at least two years of additional didactic and clinical training.

For masters degree applicants, post masters experience must include clinical work, two years of full-time mental health clinical experience (or the equivalent, about 3000 hours); weekly clinical supervision in psychodynamic psychotherapy; and

didactic experience that covers assessment of the full range of emotional disorders (about 60 hours total). This experience may be attained through a structured program or through individually selected learning opportunities. Its goal is to enable the applicant to gain additional clinical experience and to demonstrate potential for psychoanalytic clinical competence.

Candidates are required to abide by the ethical and professional standards of the Washington Center for Psychoanalysis and the American Psychoanalytic Association, and by the rules of the Institute. A candidate's progress is assessed and progression is determined by the Institute Council and its Committees. Candidates are not permitted to represent themselves as psychoanalysts unless and until authorized to do so by the Institute. Candidates must inform all analysts that they are candidates in psychoanalytic training and that their work is supervised.

Applicants must obtain appropriate licensure or certification and the insurance necessary for the practice of psychoanalysis in the jurisdiction in which they intend to practice.

B. For Non-Mental Health Clinicians

The Institute welcomes applications from medical clinicians and researchers, from research investigators and scholars in all fields, and from other professionals who seek to enhance their work through psychoanalytic training. They may pursue training as a Research Candidate, which involves personal analysis with a training analyst of this Institute and the four year core curriculum of courses. It does not include the supervised analysis of patients.

Non-mental health clinicians may also qualify to become Clinical Candidates by obtaining a "CORST waiver." This waiver is intended for candidates who plan to continue their work in a field other than clinical psychoanalysis (a few examples include literary scholarship, philosophy, law, or international relations) and whose work would be enhanced by psychoanalytic study that includes supervised analysis of patients. The CORST waiver requires extensive clinical preparation, arranged with the Institute on an individual basis. This preparation may be undertaken before applying to the Institute or while studying as a Research Candidate.

Suitability

In judging suitability for training, the Institute Council must be satisfied regarding applicant's professional and ethical character. In addition, the Council evaluates applicants with regard to their potential for a successful personal analysis and consequent personality maturation, and for clinical candidates, their potential to function as psychoanalysts. This evaluation of the applicant's suitability is based on a review of written information from the applicant and from references, and also on conferences with the admissions interview panel. After their personal interviews, qualified applicants submit a written clinical case report as the basis for a group discussion with those who have interviewed them, along with the Chair of the Admissions Committee.

The Educational Program

The educational program of the Institute includes the training analysis, a sequence of courses in psychoanalytic theory and technique, and supervised clinical work. All candidates are encouraged to attend and participate in the scientific meetings of the Washington Center for Psychoanalysis – please see our website at www.washpsa.org for details.

Training Analysis

To be eligible to begin first-year courses in September, a candidate will ideally have been in analysis with a training analyst at least since the previous October; there is flexibility in this requirement, with variations based on individual circumstances. All newly admitted candidates, including those transferring from other Institutes, are required by the American Psychoanalytic Association to be in psychoanalysis with a training analyst of this Institute. Where required by geographic considerations, we will assist the candidate in making other arrangements. We are very aware of the high cost of a personal analysis and understand that, for many, this may make psychoanalytic education unaffordable. To address this difficulty, reduced fee analysis is available (the fee being determined by a formula base) on personal income and assets.

A successful training analysis is fundamental to the candidate's training and a required achievement, but the training analysis is entirely confidential and the training analyst does not report to the Institute, except for the start date and completion date of the analysis. A high degree of character stability and maturity are essential goals of the training analysis. The achievement by the candidate of a level of personality functioning suitable to a career in the practice of psychoanalysis will be assessed by the candidate's supervised analyses, case presentations, and participation in Institute seminars. It is required that a considerable portion of the candidate's supervised clinical work will be concurrent with the training analysis.



ADULT PSYCHOANALYSIS

The Curriculum

The **basic four-year curriculum** consists of a sequence of seminars covering the theory and technique of psychoanalysis. These courses utilize readings, clinical material, and video vignettes. Continuous case seminars, which form part of each year's curriculum, encourage the integration of theory and technique through the discussion of process notes from a current case presented over the course of the academic year. Writing up cases is an important part of the curriculum, as is an introduction to research in psychoanalysis.

The curriculum reflects our belief that a meaningful understanding of all the major schools of psychoanalytic thought provides the best foundation for psychoanalytic practice and for the application of psychoanalytic thought to other disciplines.

FIRST YEAR

Theory

Begins with Freud's earliest works, considering topographic/drive theory, and moving on through Freud's later development of structural theory. The emphasis is on understanding the classical concepts and terms, not only as intellectual history, but as they have evolved and often been integrated into contemporary clinical thinking.

Human Development

In tandem with the theory courses, a sequence on, both normal and pathological human development, covers birth through later toddlerhood. The discussion of developmental stages, the Oedipus Complex, and gender identity, complements the readings of Freud and his circle.

Technique

Introduces the candidate to basic issues of initiating an analysis, from assessment of potential cases to establishing the frame. As candidates begin their first supervised case, the discussion moves on to the development and management of transference and countertransference. This segment emphasizes the internal experiences of both the patient and the analyst, and the meaning of neutrality and abstinence in current analytic thinking. These seminars utilize selected readings and presentations of clinical material.

Continuous Case Conference

Explores how developmental concepts inform the interventions of the analyst and are reflected in the patient's associations.

SECOND YEAR

Theory

The contribution of Melanie Klein becomes the focus, with its emphasis on detailed clinical observations from work with infants and mothers, and such central concepts as the paranoid-schizoid and depressive positions and projective identification. This study explores the work of Bion, Segal, Joseph, Steiner, Britton, and Feldman.

Human Development

Covers latency and pre-adolescence, both the normal developmental achievements of these periods, and deviations from the norm.

Technique

Further explores the frame, with discussion of the roles, tasks, and boundaries of the psychoanalytic situation, transference and countertransference pressures that may threaten the boundaries, and professional ethics. The essence of psychoanalytic process then becomes the subject, with discussion of free association, resistance, transference, and countertransference as understood from a variety of psychoanalytic perspectives and as used in clinical practice.

Continuous Case Conference

Both an adult and a child case are presented, with an emphasis on the psychology of the analyst while conducting an analysis, especially the countertransference as a source of understanding. Also explores adaptations of technique that are required for working with children and with adults with more serious psychopathology.

Writing

Covers both critical reading of the analytic literature and the skills of writing case reports and literature reviews.

THIRD YEAR

Theory

Continues the evolution of post-Freudian ego psychology to the present day, including developments in clinical theory and in cognitive neuroscience; explores how this work blends with contemporary relational and intersubjective theory.

Human Development

Continues through adolescence and adulthood and considers the nature of character disturbances.





Technique

Studies the process of dream creation and the technique of working with dreams in analytic treatment.

Continuous Case Conference

Both an adult and adolescent case are presented, on alternate weeks, with a focus on the working of the analyst's mind, responding to the analysand, and selecting when and how to intervene.

Writing

Focuses on how to write a case report, as required for graduation, certification, and for scholarly presentations.

FOURTH YEAR

Theory

This section includes Self Psychology, the British Independent Tradition, American Relational, and Intersubjective schools of thought. In addition, a survey course on Neuropsychanalysis will provide an introduction to the relationship between mind and brain.

Human Development

Covers the tasks and conflicts of middle and older adulthood.

Technique

Considers technical considerations for work with the "widening scope" patients, those with psychosis, borderline conditions, and perversions; the psychology of the analyst; and advanced topics, such as the analytic impasse and the theory and technique of termination.

Continuous Case Conference

Follows an adult case, with special attention to how different theoretical perspectives facilitate work on different aspects of the unfolding analytic process.

Writing

Builds on the work of the third year writing seminar, assisting each candidate to develop a case report into a form suitable for presentation at a conference or for publication.

Research

This course will introduce candidates to research methods and readings in psychoanalytic research. Issues in doing research in psychoanalysis will be explored.

ADVANCED CURRICULUM

FIFTH AND SUBSEQUENT YEARS

Our faculty offer courses in many specialized areas and are also available for Study Groups and individual tutorials (See description below). After candidates complete the four year core curriculum, they select from these offerings two trimester courses per year (at least one of which must be clinical) or a one semester clinical course. Fifth-year candidates take the **Comprehensive Seminar**, a workshop in which each candidate learns to synthesize theoretical and technical principles in a written case report.

Study Groups and Tutorials

With the approval of their faculty advisors and in consultation with the Curriculum Committee, groups of two or more candidates may study a special project. The topic may be clinical, theoretical, or applied psychoanalysis. An individual candidate may also arrange a tutorial with a faculty member; a ten-session tutorial meets the requirement for a trimester course.

Supervised Clinical Work

A major component of the training program is the conduct of psychoanalysis by a candidate with consultative supervision by Supervising Analysts, in accord with the requirements of the American Psychoanalytic Association. These requirements include the creditable analysis of a minimum of three adult patients, at least one of each gender. For candidates in the Child/Adolescent Analytic Program, the minimum is two adult patients and three child patients.

“Supervision” means weekly individual discussion of a single analytic case. It is a collegial mentoring experience through which the candidate learns how to apply his or her developing knowledge of theory and technique within the clinical relationship. Fees for supervision are generally much reduced from the supervisors’ usual fee, according to a formula that is linked to the fee paid to the candidate for the supervised case.



CHILD/ADOLESCENT ANALYSIS

Candidates and graduates of this and other approved Institutes who wish to specialize in the psychoanalysis of children and adolescents may enter the Child/Adolescent program of the Institute. A background of formal training in child psychiatry or child psychology is desirable, but not required. In some instances, additional experience with children will be recommended and this may be obtained at one of the approved child training programs in the area. A candidate may apply for child analytic training at any time after the first trimester of the first year in the adult program.

CHILD/ADOLESCENT PSYCHOANALYTIC CURRICULUM

Advanced Child/Adolescent Clinical Conference

Advanced Child/Adolescent candidates who have completed the basic adult curriculum explore specific clinical issues arising out of their work with children and adolescents. The issues will be decided by the participants in collaboration with the instructors. In addition to utilizing relevant literature, the course will provide an opportunity for close scrutiny of the moment-to-moment interaction in the psychoanalysis of the child and adolescent patient. Requirement: a current child/adolescent case in analysis.

Psychopathology of Childhood

Discusses the development of neurosis in childhood, as well as other psychiatric problems such as childhood psychoses, psychosomatic disorders, learning disorders, school phobias, and enuresis. Focuses on understanding the nature of these disorders and on the process of differential diagnosis.

Literature of Child/Adolescent Analysis

Explores the current literature of child/adolescent analysis organized around topics selected by the participants.

Theory and Technique of Child/Adolescent Analysis

Examines the clinical principles and theories of psychoanalysis as they are utilized in work with children. Explores the analytic process, those technical elements that further the process and those that interfere with its development. An understanding of the theories of object relations, maturation and development, and conflict-based structure formation is an essential requirement for analytic work and is a prerequisite for beginning this course. All participants must currently have a child in analysis before beginning this seminar.

“I’ve enjoyed my first year. My classmates are collegial, my instructors and supervisors are interested in my education and helping me develop my career, and I’ve found the curriculum to be inclusive and broad-ranging. The institute and instructors are genuinely interested, I feel, in candidates’ concerns and I think quite responsive to concerns and comments regarding instruction as well as with administrative matters.” - Blair Bunting, M.D.

THE PSYCHOANALYTIC CLINIC

The Psychoanalytic Clinic offers psychoanalysis at reduced fees. (**The Clinic's telephone number is 202.337.1617.**) These analyses are conducted by members of the Washington Center for Psychoanalysis, including candidates in the Washington Psychoanalytic Institute. To gain the privilege of treating patients under Clinic auspices, an analyst or candidate applies for appointment as a Clinic Associate, which requires a valid license to practice a mental health profession and professional liability insurance.

Supervised psychoanalytic evaluation and psychoanalytic treatment of Clinic patients is a major part of the Institute's educational program.

CONTINUING EDUCATION

This activity has been planned and implemented in accordance with the Essentials Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of The American Psychoanalytic Association and the Washington Center for Psychoanalysis, Inc. The American Psychoanalytic Association is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for **physicians** and takes responsibility for the content, quality, and scientific integrity of this CME activity. The American Psychoanalytic Association designates this educational activity for a maximum of 50 hours in category 1 credit towards the AMA Physician's Recognition Award. Each physician should claim only those hours of credit that he / she actually spent in the educational activity. Disclosure information is on record indicating that participating faculty members have no significant financial relationships to disclose. The Washington Center for Psychoanalysis, Inc. is approved by the American Psychological Association to sponsor continuing education for **psychologists**. The Washington Center for Psychoanalysis, Inc. maintains responsibility for the program and its content and offers a maximum of 50 credit hours for this activity. The programs of the Washington Center for Psychoanalysis, Inc. meet the criteria for continuing education as defined by the Maryland Board of Social Work Examiners, District of Columbia and Virginia Boards of Social Work, and the American Board of Examiners in Clinical Social Work. The Washington Center for Psychoanalysis, Inc. designates this program as a continuing education activity for **social workers** for a maximum of 50 credit hours.

MEMBERSHIPS AND AFFILIATIONS

Candidates automatically become members of the **Washington Center for Psychoanalysis** upon matriculation and remain so, with a full waiver of dues, while enrolled in good standing in the Washington Psychoanalytic Institute. Information on the benefits of membership can be found on our website at www.washpsa.org.

Candidates and graduates benefit in many ways from our affiliation with the **George Washington University Department of Psychiatry and Behavioral Sciences**, and other joint programs with **GWU**.

Candidates are eligible to join the **American Psychoanalytic Association** as voting members. Upon graduation, they may also join the **International Psychoanalytical Association** as voting members, and they may apply for **certification by the American Psychoanalytic Association**.

Want Regular Information on Our Activities?

Become a Friend of the Center!

Apply online at www.washpsa.org or call 202.237.1854 for an application.

Friends of the Center receive information about the activities of the Center, receive a Directory of Center members which includes referral information, attend Center events and programs at Member rates, and are listed in the Center Catalogue.

The annual dues of \$75 help support the Center's educational programs and community outreach projects.*

Thank you for your interest and support!

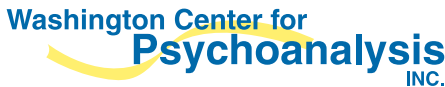
**These dues will be reimbursed for anyone subsequently accepted into our Modern Perspectives on Psychotherapy Program, New Directions Program or Institute training program within a reasonable time after becoming a Friend of the Center.*

Memorial and Honorary Gifts

The Washington Center for Psychoanalysis is honored to accept contributions in memory or in honor of your colleagues, family, and friends. These contributions are a thoughtful way to remember or recognize members while supporting the psychoanalytic profession.

Memorial gifts will be listed on our website, in the Catalogue each year, and in the Program at our annual Awards Dinner.

Please mail your contribution along with this form to the Washington Center for Psychoanalysis, Inc., 4545 42nd St, #209, Washington DC 20016. The Washington Center for Psychoanalysis is a professional and educational association offering programs in psychoanalytic education, clinical services, and research to the general public and interested professionals. The Center is recognized by the IRS as a nonprofit, 501(c)(3) tax-exempt organization. Contributions are tax deductible to the fullest extent of the law.



Memorial and Honorary Gift Form

In the name of _____

I am making a:

gift in the amount of \$ _____ in memory of _____

gift in the amount of \$ _____ in honor of _____

My name _____

Address _____

email address: _____

My own training was the most significant shaper of my professional practice and my professional identity. I am proud to be known as a practitioner and a teacher of psychoanalysis. My training opened up a world of knowledge, friends and professional contacts that have been critical to a satisfying career. I am impressed in my teaching with the quality of candidates and with the quality of the learning environment established within the Institute."

- Teaching Analyst

"The training at the Washington Psychoanalytic Institute provides an educational experience that is enormously valuable, not only professionally, but also in every other aspect of one's life."

- Supervising and Training Analyst

"Teaching small group seminars has been one of the most consistent "highs" of my professional life. Each candidate brings questions and insights to a discussion that reflect his or her own particular perspective, invariably leading to new understanding for the candidates and for the teachers alike."

- Supervising and Training Analyst

The Washington Psychoanalytic Institute



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