



# CATALOG

**SEPTEMBER 1, 2019 TO SEPTEMBER 1, 2020**

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AS OF SEPTEMBER 1, 2019

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## About NPI

The Newport Psychoanalytic Institute (NPI) was established in 1983 to promote the theories and techniques that have evolved in psychoanalysis from the foundational work of Sigmund Freud to the work of contemporary psychoanalytic thinkers and practitioners. We are committed to provide an education and atmosphere that welcomes pluralism and diversity in the theory and practice of psychoanalysis. NPI is committed to the study of all psychoanalytic schools of thought. Our training preserves the core essentials of the psychoanalytic traditions and incorporates contemporary theoretical, technical and neuroscientific contributions in the field. We seek to promote curiosity, openness and critical thinking for the professional therapists who train here, as we support the ongoing development of each individual's clinical skills and clinical thinking.

Candidates are typically drawn to NPI for several reasons. We offer a warm ambiance in small colloquia with talented and creative faculty clinicians from diverse psychoanalytic backgrounds. The smaller class size and the open collegial environment of the Institute translate into a rich experience of personal and professional relationships.

Our goal is that, through your training at NPI, you will be able to develop your psychological self to deepen your work with your patients.

The Institute is open to licensed psychotherapists from the field of psychology, medicine, social work, and marriage and family therapy, as well as doctorate level scholars from related disciplines who wish to study and practice psychoanalysis under the California Research Psychoanalyst Law. The Newport Psychoanalytic Institute is a training institute for the practice of psychoanalysis with adults. It is a free-standing non-profit, private institution.

## Mission, Educational Philosophy & Objective

*“To awaken a profound understanding of human experience, promoting the art and discipline of psychoanalysis”*

We at the Newport Psychoanalytic Institute affirm the practice of psychoanalysis as a reflection of the highest integration of art and science rooted in the intimate dialogue of analyst and analysand. The practice of psychoanalysis is pursued with the aim of alleviating human suffering and facilitating emotional maturation.

NPI seeks to develop the candidate's awareness of the unconscious dimensions of human experience and to facilitate the integration of that awareness into one's life and work. Training to become a psychoanalyst at NPI follows the tripartite training tradition established early in the history of psychoanalysis: a personal training analysis, supervision of the trainee by seasoned analysts over control or training cases, and didactic classes. The shared understanding at NPI is that the personal training analysis serves as the foundation for becoming a psychoanalyst, and that a candidate's personal analysis becomes a training analysis because it takes place while a candidate is undertaking the challenge of working ever more deeply with patients multiple times a week under supervision. Both the personal training analysis and the supervision serve as avenues for the candidate to understand herself or himself in the working dynamic. The third component of training, the didactic coursework, includes courses in theory, technique, and topics of psychoanalytic import, as well as opportunities to participate in continuous case conferences. All of these experiences have been anticipated to take place in tandem: the candidate will have a rich personal experience of analysis and of analytic working through, an opportunity to learn by working with patients under supervision, and participation in classes of theoretical and clinical knowledge.

NPI's curriculum offers instruction and mentoring in the major schools of psychoanalysis including Sigmund

Freud and classical psychoanalysis, object-relations, the intersubjective and relational approaches, infant research, and neuropsychobiological findings. The curriculum both surveys and focuses in depth upon a philosophical and historical understanding of these major schools of thought and ways of working. It is designed to offer a wide array of concepts and modes of clinical presence from which to draw in the evolution of each candidate's individual identity as a psychoanalyst. The philosophical similarities and differences among the schools of thought are examined and critiqued throughout the stages of the program, with the hope that the candidate will mine the rich diversity inherent in the body of psychoanalytic thought and practice.

As a part of exposing our candidates to a wide range of theoretical and clinical perspectives, we are committed to an open-system model of training. Candidates are not only allowed, but are encouraged to do their training and supervising analysis with any qualified psychoanalyst who meets with the Faculty Training Committee's approval. This open system philosophy enables candidates to come from a wide geographical area and to choose a psychoanalyst who can truly meet their personal and training needs and interests.

NPI is dedicated to an educational atmosphere where candidates take an active part in the creation of their own learning experience and approach their training with open and critical minds. In keeping with this goal, candidates and faculty participate together on committees and are jointly involved in the ongoing development of the Institute.

### **Certificate in Psychoanalysis**

The Certification in Psychoanalysis (Certificate Program) offers a broad foundation in psychoanalytic theory and practice. This program is designed to foster the development of psychoanalysts who may choose to practice, teach, or contribute to the improvement of humankind through a wide range of psychoanalytically informed endeavors.

Our program requirements were developed to achieve the Institute's objective of providing a balanced training of the highest caliber given the extensive body of psychoanalytic literature. NPI provides its candidates with a minimum of four years of didactic course work, clinical case conferences, special lectures and seminars, and individual case supervision. We offer an overview of the details of the training requirements below; the progression through the milestones of the training process are amplified in the appropriate sections of the catalog.

#### **Personal Training Psychoanalysis**

NPI requires that each candidate undergo a personal psychoanalysis of at least 400 hours with an approved training and supervising psychoanalyst who is or who becomes a member of the Institute. This analytic process must begin by the end of the candidate's first year of training and must continue through the completion of the second control case. It is required that a minimum of 300 session hours take place on 4 days a week and a maximum of 100 session hours take place on 3 days a week. The personal training psychoanalysis must take place in person.

#### **Individual Supervision on Control Cases**

NPI requires 250 hours of individual supervision over three to four adult control cases; 50 hours of supervision with a graduate psychoanalyst is required as a pre-requisite to approval to matriculate and to begin the control case process. This initial experience is identified as pre-control case supervision. Upon matriculation, the candidate must complete 200 hours of supervision with three different qualified training and supervising analysts over three adult control cases. Each supervision of a control case requires a minimum of 50 hours.

## **Case Conferences Courses**

NPI requires a minimum of 10 trimester courses: one Introduction to Case Presentation, a maximum of three Pre-matriculation Case Conferences and a minimum of six Matriculated Case Conferences.

## **Didactic Course Work**

The program consists of a minimum of 40 trimester courses, including a required set of core courses and a required number of elective courses.

## **Clinical Writing**

To develop the quality and confidence of clinical writing among its candidates, NPI recommends the Clinical Writing Course. The engagement of a writing support committee composed of three NPI faculty members to help prepare candidates in the writing of a clinical paper is required.

## **Certificate in Psychoanalytic Psychotherapy Certificate in Advanced Concepts in Psychoanalytic Psychotherapy**

These NPI programs offer training courses in both the theory and practice of psychoanalytic psychotherapy. The first year is open to applicants who are interested in understanding psychoanalytic thinking about human development and relationships. The certificate in Advanced Concepts is open to graduates of the one year certificate program in Psychoanalytic Psychotherapy. Both theoretical and clinical applications are presented concurrently so that students can see how psychoanalytic thought translates into psychotherapy. Coursework includes didactic courses incorporating theory and clinical application, supervised practice, and case discussions, explicating transference, countertransference and unconscious process.

Individuals who successfully complete the one-year program receive a Certificate in Psychodynamic Psychotherapy. Individuals who complete the Advanced Concepts program receive a certificate as well. Students have the option of further training in psychoanalytic study groups and NPI extension courses. For this reason, the topic-oriented courses are designed to articulate with those programs.

Program requirements:

- Three trimester courses of topic oriented seminars per year.
- One trimester course of psychoanalytic psychotherapy case discussion per year.

## **Admissions Policy and Procedure**

*Policy:*

Application materials are available from the administrative office. Selection for psychoanalytic training at NPI is based on prior education, clinical training, clinical experience, and evidence of potential in psychoanalytic competence.

Applicants whose written applications meet the criteria will be invited to three interviews, one of which requires the presentation of clinical work. Interviewers will assess personal and professional qualifications. Applicants must possess character traits and ethical values appropriate for the responsibility and demands of the conduct of psychoanalysis, which will be assessed during the interview process, as well as through the recommendations associated with the application. These traits and values include: emotional maturity, capacity for self-reflection, intelligence and clarity of thinking, genuine honesty, integrity, flexibility, and strength of character.

Newport Psychoanalytic Institute does not offer English as a Second Language instruction. All instruction occurs in English. Newport Psychoanalytic Institute does admit students from other countries, does not offer visa services and will not vouch for a student's status as English language services are not provided by the school. For applicants whose second language is English, a test of English as a Foreign Language (TOEFL) score of 550 must document the level of English language proficiency required.

NPI's programs admit qualified applicants and do not discriminate on the basis of race, color, gender, sexual orientation, religion, age, handicap, or national or ethnic origin.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

*Procedure:*

Applicants must provide documentation of the following:

1. License to practice psychotherapy in the State of California. Under certain conditions, license-eligible persons may be accepted for qualified enrollment.
2. Minimum age of twenty-five years.
3. Submission of completed applications, including official transcripts documenting an earned Master's degree, three letters of recommendation, curriculum vitae, autobiography, and application fee.
4. TOEFL score, if required.
5. Two enrollment interviews. A presentation of clinical work is required for one of the interviews.

**Research Psychoanalyst Registration**

Qualified applicants who are not licensed by the State of California to practice psychotherapy but who hold a Ph.D. or terminal master's or doctoral degree in a related field may apply for registration as a Research Psychoanalyst. The Medical Board of California, Department of Consumer Affairs and the State of California approve the Research Psychoanalyst for postdoctoral training in psychoanalysis in accordance with the Research Psychoanalyst Law of the State of California. Each candidate accepted into our programs will be registered with this division for authorization to conduct psychoanalysis under the auspices of NPI and under supervision during training. Following the successful completion of training, each graduate will be able to practice as a Graduate Research Psychoanalyst in accordance with the provisions of the Research Psychoanalyst Law.

Research Psychoanalyst requirements:

1. Approval for postdoctoral training in psychoanalysis by the Medical Board of California, the Department of Consumer Affairs, and the State of California. Each candidate-to-be who enters NPI for this training must be registered with this division for authorization to conduct psychoanalysis under supervision during training and to practice as a Research Psychoanalyst following graduation.
2. Possession of malpractice coverage and prior approval by the case supervisor for all cases at all times.
3. Minimum age of twenty-five years.
4. Submission of completed applications, including official transcripts of an earned doctorate, three letters of recommendation, curriculum vitae, autobiography and application fee
5. TOEFL score, if required.
6. Three enrollment interviews. In one of these interviews the applicant will be asked to discuss clinical work.

Research psychoanalyst candidates must arrange malpractice coverage and must obtain prior approval of all cases from the Faculty Training Committee at all times.

## Transfer Credit

Credit is granted for courses taken on the Institute's campus or other designated sites, taught by approved faculty members, and attended in person by the candidate. Any requests for credit for coursework done at another recognized institute is by petition to the Faculty Training Committee, and will be evaluated on a case-by-case basis. No transfer classes will be accepted from another institution for any one-year certificate program.

Newport Psychoanalytic Institute does not accept hours or credit earned through challenge examinations, achievement tests, or experiential learning.

Newport Psychoanalytic Institute has not entered into any transfer or articulation agreements with any other college or university.

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits earned at Newport Psychoanalytic Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Newport Psychoanalytic Institute to determine if your credits or certificate will transfer.

## Progression Timeline and Graduation Requirements

### Certificate in Psychoanalysis

The three components of the training program, personal training analysis, supervision over training cases, and coursework, are designed to articulate together in supporting a candidate's training and development. As a candidate successfully completes the requirements, the candidate progresses through the milestones of Admission, Matriculation, Advanced Candidacy and Graduation. **Note: Intern candidates are required to be fully licensed no later than the completion of their first year of course work in any of the programs offered in order to continue year two. This includes transfer candidates from the Psychodynamic Psychotherapy program.**

Upon acceptance into the Certificate in Psychoanalysis Program, the candidate receives provisional admission to the Institute as a candidate.

1. Candidate must begin classes and maintain full time enrollment at a minimum of two classes per trimester.
2. Candidate must begin personal training analysis as soon as possible, but no later than the end of the first year of classes.
3. A candidate's personal training analyst must be 5 years postgraduate from an approved psychoanalytic institute, must be a member of NPI, and must be pre-approved by the Faculty Training Committee before the analytic work can begin to meet the training.
4. The personal training analysis is to proceed continuously through the completion of the candidate's second control case and to the completion of a minimum of 400 hours.

5. The personal training analysis is to take place for a minimum of 300 session hours on 4 days a week. 100 session hours may be at 3 days per week.
6. Candidate must begin pre-control supervision in the first year of entry. The pre-control supervisor must be a graduate psychoanalyst who is a member of NPI. The NPI member need not be a Training and Supervising Analyst.

Pre-control supervision is a minimum of 50 session hours with one supervisor and is to take place continuously over a minimum of 50 weeks.

## **Ethics**

Candidates at NPI are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until authorized by the Training Committee.

Candidates at NPI shall agree to inform their psychoanalytic patients if they withdraw from training or if their status is otherwise changed before graduation.

Candidates at NPI shall abide by and conform to all ethical requirements of the state licensing board (Medical Board of California, California Board of Psychologists, California Board of Behavioral Sciences) under which they practice, as well as the ethical requirements set forth in the NPI Ethics Statement..

## **Matriculation:**

A candidate is ready to apply for matriculation when the following requirements have been met and submitted to the Faculty Training Committee for approval:

1. Complete 50 hours of personal training psychoanalysis and submit Verification of Individual Training Form signed by the analyst.
2. Complete 9 trimester courses (with a minimum of 6 didactic classes)
3. Complete 50 hours pre-control supervision
4. Submit evaluation letter signed by supervisor to the Faculty Training Committee for final approval.
5. Complete Verification of Individual Training Form.
6. Complete Request for Matriculation Form.
7. Complete matriculation interview and receive approval for matriculation from the Faculty Training Committee.

## **Matriculation Interview**

The Matriculation Interview is an opportunity for the Faculty Training Committee to meet with each candidate in person to aid the committee in getting to know the candidate and in establishing a relationship that will follow the candidate through her or his development as a psychoanalyst. Based upon the interview and based upon the candidate's work and qualifications as documented in course and supervisor evaluations, the Faculty Training Committee assesses the candidate. The candidate may be accepted for matriculation or additional requirements may be identified for the candidate before being accepted for matriculation, according to the Faculty Training Committee's decision about an individual's training needs.

After the candidate completes the matriculation interview and receives approval for matriculation from the Faculty Training Committee, the matriculated candidate moves from provisional acceptance to full acceptance and then:

1. The candidate begins the first control case.



- NPI requires a total of 200 hours of supervision over analytic patients.
  - One control case may be conducted at three patient session hours per week on three different days.
  - The other two cases must meet a minimum of four patient hours per week on four different days. (If control cases are seen at fewer than four times per week, obtaining membership in psychoanalytic associations may be jeopardized.)
  - The additional 50 required hours of supervision may be on any case that is seen 3-4 times per week.
  - To qualify as a control case, a patient must be an adult of 18 years or older.
  - All meetings with a patient in the control case process must be in person.
  - One case must be a female and one case a male.
  - One supervisor must be a male and one supervisor a female.
  - The candidate must submit a prior approval form to the Faculty Training Committee identifying the control case supervisor and documenting which requirements that control case is to meet. Approval of the supervisor and case is necessary before the case can serve as a control case.
  - A written narrative about the clinical work with each control case is required at 25 weeks and 50 weeks. This narrative is to be shared with the supervisor only.
  - Following the completion of the control case and the written narratives, the control case supervisor submits a written narrative to the Faculty Training Committee. This narrative both evaluates the candidate's work and offers suggestions for the candidate's further development.
  - It is the candidate's responsibility to see that all evaluations and documentation takes place in a timely manner so that the candidate may continue to progress through the program.
2. The candidate may enroll in case conference courses for the matriculated candidate and may enroll in course offerings at the matriculated level.
- The candidate must be matriculated **before** beginning a first control case.
  - The matriculated candidate must begin the first control case **before** entering a Matriculated Case Conference.

### **Advanced Candidacy:**

A candidate is ready to apply for advanced candidacy when the following requirements have been met and submitted to the Faculty Training Committee for approval:

1. Complete 18 trimester courses.
2. Complete 3 trimesters of Matriculated Continuous Case Conference courses.
3. Complete first two control cases.
4. Complete the writing requirements for each control case.
5. Submit evaluation narratives signed by the supervisor for each control case to the Faculty Training Committee for final approval.
6. Complete continuous hours of personal training analysis through the end of the second control case.
7. Complete Verification of Training Form.
8. Complete Request for Advanced Candidacy Form.
9. Complete advanced candidacy interview and receive approval for advancement from the Faculty Training Committee.

### **Advanced Candidacy Interview**

The Advanced Candidacy Interview is a one hour interview with the Faculty Training Committee. As a part of this interview, the candidate is asked to present an analytic case to the Committee. The interview is an opportunity to dialogue together with the Faculty Training Committee about the candidate's clinical work and to engage with the candidate in how she or he is thinking analytically at this time. The interview is also an opportunity for the Faculty Training Committee to reflect with the candidate on areas of strength and to identify areas that the

candidate might yet consider focusing on towards graduation. The Faculty Training Committee may recommend a candidate continue towards graduation or the Faculty Training Committee may make additional requirements before approval for advancement.

1. Upon the approval of the Faculty Training Committee, the Advanced Candidate is qualified to begin the third control case.
2. The candidate must have completed the second control case and the Advanced Candidate Interview **before** the work with a patient may serve as a third control case.

### **Graduate Analyst:**

The advanced candidate is required to notify the Faculty Training Committee of intent to graduate by the first day of class of the academic year of expected graduation.

The advanced candidate is ready to apply for graduation when the following requirements have been met and submitted to the Faculty Training Committee for approval:

1. Complete personal training analysis through the second control case and 400 hours.
2. Complete 50 hours of pre-control supervision
3. Complete 3 control cases with approval of the Faculty Training Committee.
  - NPI requires a total of 200 hours of supervision over analytic patients.
  - One control case may be conducted at three patient session hours per week on three different days.
  - The other two cases must meet a minimum of four patient hours per week on four different days. (If control cases are seen at fewer than four times per week, obtaining membership in psychoanalytic associations may be jeopardized).
  - All meetings must be in person.
  - To qualify as a control case, a patient must be an adult of 18 years or older.
  - The additional 50 required hours of supervision may be on any case that is seen 3 to 4 times per week.
4. Complete required core courses (20 required core courses for the Certificate in Psychoanalysis Program).
5. Complete 10 elective courses.
6. Complete 10 Case Conference courses (2 Introduction to Case Presentation I & II, 1 Introduction to Case Conference, a maximum of 2 Pre-Matriculation Case Conferences, and a minimum of 5 Matriculation Case Conferences).
7. Present in a continuous Case Conference course.

### **Certification Program**

1. Complete a clinical paper or clinical project with theoretical integration by February **15th** of the year of graduation.
  - The certification paper or project is a non-published clinical paper protected by the constraints of confidentiality. It is to be read by the members of the Faculty Training Committee only and all discussion of the paper is to take place with the ethical guidelines appropriate for confidential clinical material. Therefore, the candidate must collect the paper following the completion of the Graduation Interview.
  - The certification paper is to be no fewer than 40 and no greater than 100 pages in length.
  - The certification paper is to follow the American Psychological Association guidelines unless another format is approved by the Faculty Training Committee.
  - The process for the completion of the Certification in Psychoanalysis involves the engagement of a committee, called the Committee of Two, to support, advise and offer a preliminary evaluation of the

candidate's paper prior to its submission to the Faculty Training Committee. The Faculty Training Committee is the body that determines whether the paper or project has met the training requirement on behalf of the Institute.

2. Engage a Committee of Three

- Two members of the Committee of Three must be Training and Supervising Analysts and all three members of NPI faculty
- One member of the Faculty Committee of Three may be chosen from the following:
  - a. Training and Supervising Analyst
  - b. Member of the Faculty Training Committee
  - c. Supervisor of the case written about
  - d. The candidate's faculty advisor
  - e. An NPI faculty member whose area of expertise is key to the theoretical focus of the candidate's paper

3. Develop a solid working draft of the paper and give it to the Faculty Committee of Two for review and suggestions.

4. Complete a rewriting process, submitting any new draft to the Faculty Committee of Two until the candidate and the committee agrees the paper is ready for submission to the Faculty Training Committee.

5. Submit a non-binding recommendation from the Faculty Committee of Two to the Faculty Training Committee with the submission of the Certification paper by **February 15th** of the year of graduation.

6. Provide one copy for each member of the Faculty Training Committee.

7. Collect each copy upon completion of the Graduation Interview.

8. Submit \$350 Certificate candidacy fee to the administrative office.

(\$250 to be dispersed equally among the Faculty Committee of Two members and \$100 to NPI)

Program requirements for candidates who are Research Psychoanalysts will be the Certificate of Psychoanalysis program in addition to requirements 1, 2, and 3 on previous page.

### **Graduation Interview**

The Graduation Interview is a one hour interview with the Faculty Training Committee. As a part of this interview, the candidate is asked to make an oral presentation of the Certification Paper (Certification Program). The Graduation Interview is an opportunity to dialogue with the Faculty Training Committee about a candidate's clinical work and thinking and about a candidate's readiness to take on the responsibilities of a Graduate Psychoanalyst. It is an opportunity to reflect on the training process together and for the Faculty Training Committee to identify if the candidate has met all qualifications for graduation as a Graduate Psychoanalyst. The Faculty Training Committee may approve the candidate and the paper for graduation or the Faculty Training Committee may identify further requirements for the candidate in accordance with individual training needs before graduation is approved.

1. Following the approval of the Faculty Training Committee that all requirements have been satisfied, the candidate is awarded the status of Graduate Psychoanalyst.

The ceremonial awarding of the certification takes place at a formal graduation program in May.

### **Philosophy and Standards of Training, Supervision and Personal Training Psychoanalysis**

NPI seeks to offer a training experience that supports the development of each candidate's psychological self as each clinician deepens the work with patients. NPI strives to create a training structure and a training atmosphere through which this development can take place; our policies seek to offer candidates the opportunity to experience different psychoanalytic modes of working and thinking as each moves towards becoming a graduate

psychoanalyst. A candidate, therefore, is encouraged to discuss training experience and concerns with the Dean, the Faculty Training Committee or their Faculty Advisor.

When a candidate identifies a training requirement that does not appear to be a fit, the candidate is encouraged to petition the Faculty Training Committee in writing and to engage in a dialogue about what might be a better choice for the training experience. Approval from the Faculty Training Committee in writing prior to any undertaking is required to assure the documentation of an individual's training requirements and accomplishments.

At NPI, training and supervising psychoanalysts must have had five years of clinical experience after graduation from a Psychoanalytic Institute as recognized by the Newport Psychoanalytic Institute and be engaged in ongoing consultation or reading groups to extend their learning and skills.

Selection of an analyst will remain a personal matter subject only to prior approval of the training analyst's credentials and documented verification of the experience according to the Institute's requirements. Supervisors and Supervising and Training Analysts must become a member of the Newport Psychoanalytic Institute and are required to remain a member throughout the course of the candidate's analysis and supervision.

### **Personal Training Psychoanalysis**

The foundation of psychoanalytic training is one's personal analysis. We at NPI hold that the personal experience of the process of psychoanalysis is the source of the fullest comprehension of coursework and casework.

The undertaking of a personal psychoanalysis is the shared if unspoken touchstone for the candidates' engagement together in the training process and distinguishes an institute from the academic study of psychoanalysis. Therefore, we do everything possible to insure that the candidate receive a protected, confidential, and authentic psychoanalysis. Because the analytic process in its full experience is at the basis of psychoanalytic training, analysis is to begin as soon as possible after provisional enrollment but no later than the end of the first year.

To experience and understand the analytic process, a candidate should optimally undergo a 5 times per week analysis or minimally undergo a 4 times per week analysis for a number of years. Since NPI must establish a guideline, our requirement is that a candidate undertake a private psychoanalysis of a minimum of 400 hours. Three hundred hours must be at a minimum of 4 times per week and 100 hours will be acceptable at no less than 3 times per week. Because the purpose of a training analysis is to mindfully experience one's own analytic process while studying analytic theory, engaging in case conferences, and working with patients, NPI requires that each candidate continue in analysis through the completion of a second control case.

It is the responsibility of the candidate to locate a psychoanalyst who meets NPI's standards and who is an appropriate analytic fit for the candidate. **The candidate must obtain prior approval in writing from the Faculty Training Committee for the analyst of his/her choice before the personal analysis may begin to serve as a training analysis.** The candidate must provide verification of completion of the first 50 hours of continuous psychoanalysis before matriculation. Continuous psychoanalysis through the completion of the second control case for a minimum of 400 hours is required.

**Psychoanalysis is considered strictly confidential. Under no circumstances will the training analyst participate in evaluations or decisions or discussions with the Faculty Training Committee regarding a candidate's progression. Therefore, verification of completion is the candidate's responsibility. This policy is applicable to all NPI programs; Psychoanalytic Psychotherapy and Certificate, programs. CANDIDATES MAY NOT TAKE ANY CLASS WITH THEIR PRESENT OR PAST ANALYST OR PSYCHOTHERAPIST.**

## Supervision Policy

1. Prior to starting supervision on a control case, a candidate must enter into pre-control supervision. The candidate may consult up to two faculty members from NPI for a total of 50 hours over a minimum of 50 weeks. **If more than one supervisor is consulted the supervisory hours may not occur concurrently.** Each supervisor is required to submit a standard evaluation on those supervisory hours. The purpose is to help the candidate begin to think psychoanalytically about one or more cases in the candidate's present work in preparation for a control case and to support that development over time. **Pre-control supervision is to begin as soon as possible after provisional enrollment, but no later than the end of the first year.**
2. The pre-control period is an opportunity to develop work with adult patients in preparation for the control case process. An individual must be an adult of 18 years or older to qualify as a control case.
3. With the agreement of the pre-control supervisor, (Training and Supervising status is not required) a candidate may terminate pre-control supervision before the 50 hours are completed and begin a control case when the supervisor and Faculty Training Committee agree that a candidate is qualified to do so.
4. It is expected that after 50 hours of pre-control supervision a candidate is ready for control case supervision. However, pre-control supervision can be extended beyond 50 hours. Pre-control supervision will be recorded on the candidate's transcript, but will not count towards the 200 hours of control case supervision.
5. Following the pre-control supervision of 50 hours, 200 hours of individual supervision is required on three control cases, with a minimum of fifty hours each with three different supervisors.
6. Candidates must work with at least one male and one female patient, and one male and one female supervisor.
7. All three supervisors must be a member in good standing of the Newport Psychoanalytic Institute. All three must qualify as a Training and Supervising Analyst.
8. A supervisory relationship is a professional relationship: all matters pertaining to times, fees, missed appointments, and so on should be arranged with the supervisor. Candidates must obtain approval to work with a Training and Supervising Psychoanalyst in writing from the Faculty Training Committee prior to the commencement of supervision.
9. Both supervisor and candidate are responsible for selecting a case appropriate for intensive psychoanalysis. For two of the control case requirements, the patient in analysis must be seen a minimum of four times per week on separate days in continuous treatment throughout the course of supervision. One control case may be at three times per week. Detailed process notes must be kept for presentation to the supervisor.
10. As fully licensed psychotherapists, all candidates are legally and ethically responsible for the treatment and assume full responsibility for the treatment process.
11. A candidate in the Research Psychoanalyst program sees patients under the auspices of NPI. As a consequence, NPI requires that all cases be approved prior to the candidate's undertaking treatment with a patient.
12. At 25 weeks, it is the candidate's responsibility to obtain verification of his or her ongoing control case process.
13. At the close of the supervisory experience, it is the candidate's responsibility to obtain verification of his or her work with the supervisor, including a written evaluation from the supervisor. All documentation must be filed with the administrative office.
14. Candidates must stay in their analysis at least through the second control case to complete a minimum of 400 required analytic hours.
15. All candidates must meet with their supervisor face-to-face for pre-control supervision and for first and second control cases. *For anything other than face-to-face meeting on the third control case, the candidate is required to petition the Faculty Training Committee for consideration and approval.*
16. **For the additional 50 hours of supervision that candidates are required to complete a candidate may work with a supervisor by telephone or by Skype for a maximum of up to 25 additional hours, provided the following criteria is met:**

- The supervisor is a member of NPI as either a full or corresponding member (who is 5 years post-graduation from his/her home institute and is in good standing).
- The supervisor is a corresponding member living outside of Los Angeles, Orange, San Bernardino, San Diego and Ventura counties.
- The supervisor is vetted and approved by NPI's Faculty Training Committee before the hours begin.

**\*\*This permission applies only to the additional 50 hours,**

17. A maximum of three (3) supervisors may be seen for additional hours.

### **Control Case Policy**

To understand the psychoanalytic process of working through and to develop clinical skill and clinical thinking, NPI requires candidates to work with a minimum of three patients seen multiple days a week over time. Ideally, a candidate will be able, under supervision, to work with a patient in the beginning phase of an analysis, a middle phase of an analysis and an ending phase of an analysis. A case seen under the supervisory process for psychoanalytic training is called a control case.

1. For the purpose of training, a control case is defined as an adult patient of 18 years or older.
2. Each control case is to take place for a minimum of 50 consecutive weeks, under the supervision of a supervising and training analyst who is also a member in good standing of the Newport Psychoanalytic Institute, who consults with the candidate once a week throughout the control case process.
3. One control case may take place at three sessions per week and two control cases must take place for a minimum of four sessions per week. Each session must take place on a different day of the week. Work with a control case is to take place in person.
4. Candidates must see at least one male and one female control case, and must engage at least one male and one female supervisor.
5. An additional 50 hours of supervision with a Training and Supervising Analyst is required and may be undertaken for any case of a seen minimum of three times a week. Pre-control supervision hours do not apply to the additional 50 hour requirement.
6. Each control case must be completed prior to beginning the next unless written approval is submitted to and granted by the Faculty Training Committee.
7. Candidates may engage the same supervisor for the pre-control case and first control case. The three control case supervisors (each a Training and Supervising Analyst) must be different for each case.

### **Certificate in Psychodynamic Psychotherapy**

One year certificate program

Program Requirements:

1. Licensed to practice psychotherapy in the State of California. (Under certain conditions license-eligible persons may be accepted for qualified enrollment.)
2. Minimum age of twenty-five years.
3. Submission of completed applications, including official transcripts, three letters of recommendation, curriculum vitae, autobiography and application fee.
4. Two enrollment interviews: Admissions Chairperson and one faculty member designated by the Admissions Chairperson.

Transfer Requirements:

No transfer classes from any other institute will be accepted for the Certificate in Psychodynamic Psychotherapy Program.

If, after completion of the Psychodynamic Psychotherapy Program the candidate elects to transfer to the full program, a Transfer Candidate's Procedure Checklist Form, application fee and transfer fees are submitted and a third clinical interview is scheduled. Approval by the Board of Directors is then required. Three courses are transferrable from the Psychodynamic Psychotherapy program; Clinical Issues I, II and III only. A candidate may also transfer after completing the one year program. Upon completion of the one year Psychodynamic Psychotherapy Program the candidate will have three years to choose to return and continue on to the Certificate Program.

This one year, 6 course program consists of a core series of clinical seminars and courses designed to assist participants in conceptualizing and expanding their knowledge of psychodynamic psychotherapy. The courses aim to deepen each participant's understanding of conceptual foundations and clinical methods of psychodynamic psychotherapy, and to encourage a critical and reflective attitude toward clinical work.

No transfer classes will be accepted from any other institute for this certificate program.

If, after completion of the Psychodynamic Psychotherapy Program, the candidate elects to transfer to the full program, a Transfer Candidate's Procedure Checklist Form, application fee and transfer fees are submitted and a third clinical interview is scheduled. Approval by the Board of Directors is then required. Three courses are transferrable from the Psychoanalytic Psychotherapy program; Clinical Issues I, II and III only. Upon completion of the Certificate in Psychodynamic Psychotherapy Program, the candidate will have three years to choose to return and continue on to the Certificate Program in Psychoanalysis.

### Program Tuition & Fees

<b>Program</b>	<b>Application Fee</b> Non-Refundable	<b>**Student Tuition Recovery Fund</b> Non-Refundable	<b>Library Fee</b> Non-Refundable after the start of the trimester. \$59 per trimester.	<b>Candidate Activity Fee</b> Non-Refundable after the start of the trimester up to \$190 per trimester	<b>Committee of Three Readers</b> Non-Refundable	<b>Tuition</b>	<b>*Total Cost</b>
Certificate in Psychoanalysis 40 Units	\$150.00	\$0.00	\$885.00	\$2850.00	\$350	\$15,400.00	\$19,285.00
Certificate in Psychoanalytic Psychotherapy 6 Units	\$150.00	\$0.00	\$177	\$570.00	Not applicable	\$2,310.00	\$3,207.00
Certificate in Advanced Concepts Psychoanalytic Psychotherapy 6 Units	\$150.00	\$0.00	\$177	\$570.00	Not Applicable	\$2,310.00	\$3,207.00

\* Estimated charges for the entire program.

\*\*\$0.00 for every \$1,000 rounded to the nearest \$1,000.

### **Additional Fees, Required, Paid to a Third Party:**

- Books & Materials - Estimated additional cost of \$150 for certification program.
- Training Analysis – Based on fee charged by the Member, estimated to be \$75 to \$250 an hour.
- Supervision – Based on fee charged by the Member, estimated to be \$75 to \$250.

*Note: Training analysis and supervision fees are negotiated on a personal basis between the candidate and their respective analyst or supervisors and are considered a part of the confidential, professional relationship.*

### **Additional Fees, as applicable (non-refundable):**

Transcript (per set) \$20, Late Registration Fee \$100, Late Tuition Payment Fee \$40, Late Payment Plan Fee \$10, Repeat Auditor Fee, \$192.50 per course. First approved Leave of Absence fee \$190, subsequent approved Leave of Absence fee \$210.

### **Tuition (for all programs except the Certificate in Psychodynamic Psychotherapy):**

Tuition is \$385.00 per 1 unit trimester course. Full-time status requires a minimum of 2 courses. It is recommended that first year candidates take 3 courses. All courses are 1 unit unless otherwise noted. Each class meets 15 hours, 1.5 hours per week, 10 weeks.

### **Estimated Tuition and Fees per Trimester to NPI:**

<b>Program</b>	<b>Library Fee</b> Non-Refundable after the start of the trimester. \$59 per trimester.	<b>Candidate Activity Fee</b> Non-Refundable after the start of the trimester up to \$190 per trimester	<b>Tuition</b>	<b>Total Cost</b>
Certificate in Psychoanalysis 2 Units Per Trimester	\$59.00	\$190.00	\$770.00	\$1,019.00
Certificate in Psychodynamic Psychotherapy 2 Units Per Trimester	\$59.00	\$190.00	\$650.00	\$899.00
Certificate in Advanced Concepts Psychoanalytic Psychotherapy	\$59.00	\$190.00	\$650.00	\$899.00

### **Payment of Tuition and Late Fees**

**Tuition for each trimester is due no later than the first day of class.** Late tuition fee is \$40.00. NPI does provide a payment plan in which you may make 3 equal monthly payments throughout the trimester with a low finance charge. An additional late fee of \$10.00 will be assessed for financial contract payments received later than the 10<sup>th</sup>. Tuition rates and fees are subject to periodic revision.

### **STUDENT'S RIGHT TO CANCEL**

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, and obtain a refund of charges paid through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop



- school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: 250 W. Main Street, Ste. 202, Tustin, CA 92780. This can be done by mail or by hand delivery.
  3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
  4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
  5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less an application fee not to exceed \$250.00 and within 45 days after the notice of cancellation is received.

### **WITHDRAWAL FROM THE PROGRAM**

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less an application fee not to exceed \$250.00, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student may be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to attend class during the trimester for three days.
- Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

### **State Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must you must pay the

state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## **Candidate Activities**

### **Continuing Education and Social Events**

Throughout the year the Institute provides ongoing Continuing Education programs. Candidate Activity Fees include the Annual Spring Conference, Holiday Party, Graduation ceremonies and several additional seminars to

be determined annually. Check with the NPI Administrator to verify which events are covered by your candidate activity fee.

### **Committees**

The Institute is committed to an educational atmosphere where candidates take an active part in the creation of their own learning experience and approach their training with open and critical minds. In keeping with this goal, candidates and faculty participate together on committees, including Extensions, Library, Social, and Curriculum committees. Candidates in this way are jointly involved in the ongoing decision making of the Institute. Candidates have a representative on the Board of Directors from each campus as well as a representative on the Pasadena campus Executive Committee. The candidate representative is a part of all deliberations of the board except those that involve admissions to NPI or matters pertaining to particular candidates.

Candidate Organizations are structured around participation in the various committees cited above. The candidates have a monthly candidate luncheon without faculty or administration present where they may discuss concerns, hear reports from various committee members, and the Candidate Representative's report of the Board meeting's proceedings. This lunch forum is one where candidates voice their concerns to their representative to report back to the Board of Directors or to the Pasadena Executive Committee. The Candidate Representative on the Board of Directors and the Candidate Representative on the Pasadena Executive Committee provide representation of candidate concerns to the administration of the Institute. The Candidate Representative must be a candidate in good standing, at least second year and above. The Candidate Representative is elected yearly by the candidates at the last candidate lunch meeting of the year for the term of September to June of the following academic year.

No faculty is required for this process. The head of a committee is a graduate analyst and member of NPI who has a stated interest in the subject matter and is able to facilitate discussion and decision making at each meeting.

### **Candidate Services**

#### **Progressions Assistance & Transcripts**

The Dean and Administrative Director will educate all first year candidates as to the requirements for progressions in the program. The administrative office will track each candidate's progress in a computer file. At the beginning of each academic year, a copy of the candidate's data file will be printed and given to the candidate for review and sign-off. If there are any discrepancies it is up to the candidate to inform the administrative office to research the discrepancy. If a candidate has questions throughout the year, the candidate may request a copy of his or her progressions form. The Dean and the Administration has oversight in the tracking of the candidates' standing within the progressions process. The Faculty Training Committee determines progressions decisions, including but not limited to, the movement through progression milestones and the granting of waivers and exceptions. The Administrative Director provides documentation of training via transcripts upon request. The cost of each set of official transcripts is \$20.00 and must be requested in writing.

### **Publications**

Each Friday during the regular school year at the Institute the weekly Newsletter is sent to all candidates and faculty members via email. This newsletter includes reminders, dates of conferences, seminars, continuing education courses and possible control case leads. Additionally, the Newsletter Supplement is emailed the first Friday of each month and includes recognition of any recent candidate or faculty publications, speaking engagements, or any other professional or personal achievements that have been reported to the Institute office. It may include available office space or other information of particular interest to the profession of psychoanalysis.

## **Tutorial Programs**

The Institute does not offer any formal tutorial program for didactic coursework. A tutorial service is offered only when a candidate requests an independent study to avoid a class with one's personal analyst.

## **Library**

NPI uses the Psychoanalytic Electronic Publishing (pep-web) as our virtual library. The PEP-WEB is a digital archive of many of the major works of psychoanalysis. It includes the complete works of Sigmund Freud, an archive of works from twenty psychoanalytic journals, and complete versions of other, classic psychoanalytic texts. Candidates and members also have access to the PEP WEB online via internet access. The PEP-WEB provides our candidates with the full text of 59 journals dating back to 1918, cross-linked to each other and full bibliographic references to external sources, and where a multi-source psychoanalytic glossary allows access to any technical term. Additionally, a curated collection of archival video lectures and documentaries, are available with full-text transcription allowing full-text search and direct access to any part of the video by clicking on the text.

Candidates who need access to a general library are encouraged to purchase a card from the University of California at Irvine. Candidates may contact the "Friends of the Library" to obtain a card that will entitle the card bearer to full library usage, which provides access to a professional librarian. Since the basis for psychoanalytic research comes from each candidate's clinical private practice, performed in their own offices, there are no laboratory clinical observation rooms.

## **Recognition**

Mentoring relationships are central to the psychoanalytic training process. A faculty member who has been integrally involved in the candidate's training and progression may be chosen by the candidate to represent the graduate at the graduation ceremonies.

## **Referrals**

Referrals of patients to candidates are commonly made both by fellow candidates as well as by faculty as a function of the community life of colleagues within the Institute. NPI cannot be responsible for developing a candidate's practice nor for identifying individuals suitable for the control case requirements. However, from time to time, NPI receives inquiries from the wider community for psychoanalysis or psychoanalytic psychotherapy. As a service to the community, the Referral Coordinators help to facilitate the connection between these potential patients and candidates looking for control cases. When appropriate, notification is published in the weekly NPI newsletter. We encourage candidates to be in touch with the Referral Coordinator if they are interested in this service.

Candidates and potential patients must work out together whether or not the therapeutic relationship is a fit and what fees are acceptable.

## **Policies and Procedures**

### **Trimester System**

The Institute offers its curriculum on a trimester system. Each trimester consists of 10 weekly sessions of one and one-half hours each for a total of 15 hours, resulting in 1 trimester unit. Three trimesters will constitute one year of course study. The trimesters will be titled as follows:

1. Fall Trimester (September through November)
2. Winter Trimester (December through February)
3. Spring Trimester (March through May)

No courses of study are offered during the summer, June through August at this time.

## Curriculum & Enrollment

NPI has designed a curriculum around a core of required didactic classes, a core of ten case conference experiences, and ten elective classes. The core of required classes is designed to move through a process of introduction and immersion in psychoanalytic theory and clinical practice and to recognize the deepening work, experience and understanding of the candidate through the progression of the program.

The curriculum is organized in advance by the Curriculum Committee and the Faculty Committee on each campus and is approved by the Board of Directors. Candidates are advised to follow the designated progression because it is intended to flow through the psychoanalytic genealogy and to move from overview courses to in depth theoretical writings and topics. Each trimester the course offerings include core classes at a variety of levels as well as elective classes. If a candidate wishes to take a course that does not follow the normal progression, the candidate must receive approval from the Faculty Training Committee prior to the beginning of the trimester. We allow a maximum of ten students for a didactic class and a maximum of six for a case conference. If a course has reached a maximum enrollment, priority will be given in order of immediate academic need. In the circumstance of a case conference in which maximum enrollment has been met and a second case conference has been added, class assignment will be determined in the following manner:

- First, those candidates graduating in that academic year
- Then advanced candidates and those in their 3rd control case
- Then by order of receipt of enrollment request

**A candidate may not enroll in a case conference course or didactic course taught by his or her own personal analyst.** Should a required academic course be taught by the analyst of a candidate, the candidate may postpone the course and take it out of sequence, or the candidate may arrange for an individual tutorial with another faculty member.

A candidate may audit a class for which he or she has already obtained credit with the approval of the course instructor and the Faculty Training Committee. Tuition will be half the usual tuition cost. A class is open for audit if the maximum enrollment for that class has not been reached. Regular costs for CE's apply over and above tuition for auditing members and the standard policy to make up missed class session applies to receive CE's.

- Auditors are permitted one absence per trimester for emergency purposes where no make-up work will be required. If a second class is missed, regardless of reason, a 2 to 5 page paper demonstrating an understanding of the week's readings for didactic classes will be required.
- All work must be submitted to the instructor no later than 30 days from the end of the trimester unless an extension is granted by the Faculty Training Committee.
- If an auditor is late to class by 20 minutes or more for 2 classes within a trimester, one absence will be charged toward his or her attendance record. **The maximum number of classes that may be missed per trimester is 2 in order to receive credit for the class**, unless petitioned to the Faculty Training Committee.
- CE's cannot be granted to auditors if they have not completed the course.

## Independent Study

NPI has designed its curriculum to hold the tension between a required core program of studies and a flexible elective program for the pursuit of a candidate's interests and training needs. As a part of that flexibility, candidates are encouraged to come together and identify a topic or a teacher that they wish to work with and to bring that idea to the Curriculum Committee for possible inclusion in the roster of offerings. While, as a general principle, we hold the classroom experience of dialogue and processing to be an important part of the value of a

class, a candidate may petition the Faculty Training Committee for up to two Independent Study courses during training at NPI.

- Candidates may petition for one Independent Study course in order to avoid taking a course with their analyst.
- A second Independent Study may be taken if:
  - a) A required course is not offered in a timely way before graduation.
  - b) A course is not offered in the unfolding of the candidate's progression but is important for a candidate's training at the time.
  - c) A course is not offered in a timely manner at the alternate NPI campus (Tustin or Pasadena).

All requests for Independent Study, as well as any exceptions to this two-course rule, must be submitted in writing to the Faculty Training Committee and must be completed within a ten week period. All faculty offer their expertise on a voluntary basis. Our NPI policy preserves that tradition for both candidate and faculty.

### **Grading and Standards of Candidate Achievement**

Grading is determined by the candidate's demonstration of proficiency, both from assigned presentations and in direct response to the instructor's questioning and group discussion throughout the trimester. No credit is given for life experiences.

Since each course is taught as a seminar, the instructor has first-hand awareness as to the candidate's progress in the course. Grading is on a pass/no pass basis, with written reported progress and the following criteria used for evaluation:

1. Did the candidate fulfill the requirements as delineated by the instructor?
2. Did the candidate complete course assignments and readings?
3. Did the candidate meet the standard on the instructor's final evaluation form to pass the course?
4. Did the candidate attend class regularly (with no more than 1 absence) or complete required make up assignments?

Candidates who are not performing up to the expectation of the course instructor must be notified by the fifth week of the trimester. The Dean of the Institute must also be notified. A candidate not passing a course is referred to the Faculty Training Committee. The Faculty Training Committee then decides the appropriate action to be taken, which may be probation for the remainder of the course and/or the next trimester, or dismissal from the program.

### **Attendance and Late Policy**

The classroom experience is an important part of the processing of psychoanalytic material. It is also the venue through which an instructor gets to know a candidate and can access his or her understanding of the material. Attendance at all regularly scheduled class sessions is expected. **The maximum number of classes that may be missed per trimester is 2 in order to receive credit for the class**, unless petitioned to the Faculty Training Committee.

### **Attendance Policy**

All missed sessions must be made up in order for CE credit to be granted. Partial credit cannot be given. The maximum number of missed sessions that may be made up is:

- For programs of 1-3 sessions, attendance is required and no makeups are permitted.
- For programs of 4-7 sessions, one session may be made up.
- For programs of 8-10 sessions, up to two sessions may be made up.

## **Making Up a Course Session**

- Participants may write a paper of 2-5 pages demonstrating an understanding of that session's readings. All makeup papers must be submitted to the instructor no more than 30 days after the last session of the course.
- If the instructor consents to providing a makeup session in person, it must last for the full length of the missed session, and take place within 30 days of the end of the course. Any charges for the instructor's time are the participant's responsibility.

### **For students NOT requesting continuing education hours**

Candidates who do not wish to receive continuing education hours are permitted one absence per trimester for emergency purposes where no make-up work will be required. If a second class is missed, regardless of reason, a 2 to 5 page paper demonstrating an understanding of the week's readings for didactic classes will be required. For the Case Conference courses in the Certificate program, the paper shall describe the student's perception of the case dynamics or whatever is relevant to class content according to the instructor. All work must be submitted to the instructor no later than 30 days from the end of the trimester unless an extension is granted by the Faculty Training Committee.

### **For students requesting continuing education hours**

Candidates who do wish to receive continuing education hours are permitted two absences per trimester, a 2 to 5 page paper demonstrating an understanding of the week's readings for didactic classes will be required for ALL absences. For the Case Conference courses in the Certificate program, the paper shall describe the student's perception of the case dynamics or whatever is relevant to class content according to the instructor. All work must be submitted to the instructor no later than 30 days from the end of the trimester unless an extension is granted by the Faculty Training Committee.

### **Late Policy**

If a candidate is late to class by 20 minutes or more for 2 classes within a trimester, one absence will be charged toward his or her attendance record.

### **Academic Status & Leave of Absence**

Candidates are expected to maintain full time status until didactic course work is complete. Full time status entails enrollment in two or more courses each trimester. Requests to change to part-time status or to take a Leave of Absence must be submitted to the Faculty Training Committee for approval, using the appropriate forms.

**Should a candidate complete all required course work prior to the completion of the supervision, analysis, or writing requirements, the candidate is required to enroll in at least one advanced seminar, case conference or dissertation writing course each trimester until commencement.**

The maximum time permitted to lapse between completion of didactic course work and commencement is five academic years. During this interval the candidate is expected to remain enrolled each trimester in at least one advanced seminar or case conference. Should this time period be exceeded, credits from the beginning will not be credited toward commencement. For example, from the beginning of the sixth year, all class credits from the first year will not be credited; in the seventh year, the credits from the second year will not be credited. This policy regards didactic coursework only and does not apply to other requirements. The purpose of this policy is to insure that a graduate is in fact current in understanding recent development in psychoanalysis.

Leaves are granted on a trimester-by-trimester basis only. A candidate who wishes to apply for a leave of absence must complete the Leave of Absence Request Form stating the reason for the leave of absence. The Faculty Training Committee must approve a leave of absence. First approved Leave of Absence fee \$190, subsequent

approved Leave of Absence fee \$210. A candidate may be granted a maximum of two leaves of absence during the course of training.

### **Dismissal**

Candidates and Members are bound by the legal and ethical codes of their respective professions and violations of such may result in dismissal at the discretion of the school administration. Final action must be recommended by the Faculty Training Committee and approved by the Board of Directors.

Candidates who are not performing up to the expectation of the course instructor must be notified by the fifth week of the trimester. The Dean of the Institute must also be notified. A candidate not passing a course is referred to the Faculty Training Committee. The Faculty Training Committee then decides the appropriate action to be taken, which may be probation for the remainder of the course and/or the next trimester, or dismissal from the program.

A candidate's work and experience in the supervisory process and in meetings with the Faculty Training Committee serve as opportunities for assessing the ongoing development of the candidate's personal and professional qualifications appropriate for the responsibility and demand of psychoanalytic work. As in the admissions process, these qualifications include emotional maturity, capacity for self-reflection, clarity of thinking, genuine honesty, integrity, flexibility, and strength of character. Should a concern arise about a candidate's qualifications, the Faculty Training Committee will identify the appropriate remedy. Should cause for dismissal arise, final action must be recommended by the Faculty Training Committee and approved by the Board of Directors.

### **Readmission after Withdrawal**

Written notification of intent to withdraw must be submitted to the Administrative Office. If a candidate should choose to withdraw, they will have a maximum of five academic years in which to re-enroll without penalty of losing course credit.

All candidates applying for readmission from a withdrawal will go through the application and interview process.

Upon returning the candidate must complete a new application, submit a current copy of his or her license and insurance, updated autobiography, vitae and letters of recommendation, and remit a \$150.00 re-admittance fee.

### **Ethical Principles and Practices**

Since candidates are already licensed professionals upon entering the Institute, each is bound by the respective ethical principles and practices governed by their professional associations, (American Psychiatric Association, American Psychological Association, American Association for Marriage and Family Therapists, National Association for Social Workers), as well as their respective licensing boards in the State of California, (Medical Board, and the Board of Behavioral Science Examiners). Research Psychoanalyst candidate's ethical practices are governed by the Medical Board of California.

### **Physical Facilities**

The main administration offices, classrooms and library of the Newport Psychoanalytic Institute are located at 250 W. Main Street, Suite 202, Tustin, California. The Tustin, CA location has classrooms and a separate lounge where faculty and administration can meet with candidates and with each other. In addition, a boardroom is available for board and committee meetings and can also be used as a fifth classroom. This location includes the Institute library computer, a lounge/utility area and restrooms. NPI's lounge has a refrigerator and microwave oven for the candidates' use on Fridays.



NPI provides a copy machine adjacent to the library for a candidates use in study and research. Copy charges are ten cents (.10) per sheet; payment to NPI is on the honor system. Copies of articles on the PEP WEB may be made from the Library computer for the same fee.

Equipment used within the program includes a couch and chairs for weekly classes which are conducted in a seminar/discussion style.

Since the Institute is not large, and classes typically contain less than 10 candidates, the Institute does not provide separate offices for the faculty. However, all faculty do make themselves accessible to the candidates as needed.

### **Health & Safety**

The Institute does not provide health or medical insurance benefits for candidates. The Institute facilities meet state, county and municipal construction codes for safety of the public. While at the Institute, candidates are expected to conduct themselves in a professional manner and to take all possible precautions to prevent accidents and ensure the safety of classmates.

If an accident or injury should occur, notify the instructor or the Institute Administrator immediately and assistance will be made available. All accidents and/or injuries must be reported.

The candidate is advised of all health and safety regulations during his/ her orientation to the Institute during his/her initial tour of the campus, including all emergency exit routes for fire, earthquake, and any other emergency. If the candidate is unsure of any such emergency escape routes, he/she should immediately contact the Institute Administrator.

## **STUDENT SERVICES**

### ***Employment Placement Services***

Placement assistance is limited to providing documentation of training. As candidates are licensed professionals upon entry into the Institute, referrals of patients to candidates are commonly made both by fellow candidates as well as by faculty as a function of the community life of colleagues within the Institute.

### ***Housing Information***

NPI does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Tustin, CA rental properties start at approximately \$850 per month.

### ***Financial Assistance***

The Institute does not offer financial assistance, nor does it participate in any state or federal aid programs. NPI is not responsible for assisting any candidate in obtaining a loan. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

## **Candidate Rights & Grievance Procedures**

### **Academic or General Grievances**

The Newport Psychoanalytic Institute is committed to academic freedom, openness, and intellectual and scientific exploration. If a candidate has a concern or grievance in these areas, the candidate is encouraged to seek a resolution to the problem or complaint through contact with the faculty member. If that process is not satisfactory, the candidate may request further action by submitting a Candidate Grievance Form to the Dean of the Institute for help in facilitating a resolution. Further action may be requested of the Board of Directors by submitting a

Grievance Form and a letter detailing the history of the issue from the candidate's perspective and a grievance process will be activated. Forms may be obtained from the Administrator at the Institute office. Candidates are encouraged to explore and resolve issues through a relational process of dialogue with the responsible parties.

### **Policy on Sexual Harassment & Complaint Resolution Procedure**

The Newport Psychoanalytic Institute is committed to creating and maintaining an environment free from all forms of unlawful exploitation, harassment or intimidation, including sexual. Specifically, every individual of the Newport Psychoanalytic Institute including candidates, faculty members, staff, and other employees and non-employees should be aware that NPI is opposed to sexual harassment, and that such behavior is prohibited by Federal Law and the State of California, and by the Newport Psychoanalytic Institute policy. It is the intention of the Newport Psychoanalytic Institute to take appropriate action to prevent, correct, and if necessary, discipline behavior that violates this policy.

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of employment, instruction, or participation in other Newport Psychoanalytic Institute activity.
2. Submission to or rejection of such conduct is used as a basis for academic evaluation or employment decisions.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating hostile or offensive academic or work environment, or in the case of clinical patients interfering with a proper therapeutic setting.
4. In determining whether the alleged conduct constitutes sexual harassment, the record of the incident as a whole and totality of the circumstances, including the context in which the alleged incident occurred, shall be considered.
5. Normal, courteous and pleasant, mutually respectful and non-coercive interactions that are mutually acceptable to the persons involved are not sexual harassment. Examples of sexual harassment include:
  - Unwelcome or unwanted physical advances of a sexual nature. This includes brushing up against, cornering, fondling, hugging, kissing, patting, pinching, or any other similar physical contact unacceptable to another individual.
  - Demands or requests for sexual favors. This includes blatant or subtle expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or threat of negative consequences concerning one's academic or employment status, or therapeutic relationship.
  - Verbal abuse or joking that is sexually oriented and unacceptable to another individual. This includes comments about an individual's appearance or body that are beyond complementary; "dirty jokes" that are offensive to and unwanted by others, or any tasteless, sexually oriented actions, comments or innuendos that offend others.
  - Any type of sexually oriented conduct that unreasonably interferes with academic or work performance or with the therapeutic relationship.

### **Complaint Resolution:**

Anyone who believes he or she has been subjected to unlawful sexual harassment or intimidation is strongly encouraged to bring the matter to the immediate attention of the Dean of the Institute. The complainant will require a written statement and the complaint will be disclosed to the alleged harasser. All records pertaining to the complaint shall be kept confidential to the maximum extent permitted by law, but law may require disclosure of these records. The complaint will be promptly investigated and an attempt made to informally resolve the matter. If this is not possible, a committee composed of the Board of Directors will meet to investigate the matter, determine sanctions or corrective action, and when necessary, determine disciplinary action against the alleged harasser.

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site, [www.bppe.ca.gov](http://www.bppe.ca.gov).

### **Course & Faculty Evaluations**

On the last day of each course, candidates will be asked to evaluate the course and the instructor using a provided form. This feedback will be reviewed by the Curriculum Chair, the Faculty Chair and Dean. Feedback will then be forwarded to each faculty member. This feedback is very useful in assessing whether the course met its objectives, and in evaluating the faculty member's teaching strengths and weaknesses. It will be used to help improve or maintain a positive learning experience in the classroom.

### **Appeals Process:**

If a candidate has a question or complaint regarding her or his experience or evaluation with an instructor or supervisor, the candidate is encouraged to contact the instructor or supervisor to try to work through the issue. If that process is not satisfactory, the candidate is encouraged to bring the matter to the Dean to facilitate a resolution among the parties. The candidate may request further action in the form of a written appeal to the Faculty Training Committee, documenting the basis of the question or issue.

If a candidate has a question or complaint regarding her or his experience with the Faculty Training Committee, the candidate is encouraged to bring the matter to the chair of the Faculty Training Committee for further processing and resolution. If that process is not satisfactory, the candidate is encouraged to bring the matter to the Dean to facilitate a resolution of the issue. The candidate may request further action in the form of a written appeal to the Board and a grievance process will be activated. Candidates are encouraged to explore and resolve training issues through a relational process of dialogue with the responsible Institute parties.

### **Retention of Candidate Records**

Candidate records are maintained at the Institute office. These records are available for inspection by the Bureau or the Attorney General of California during normal business hours. State law requires the Institute to maintain school and student records for five years from the last date of attendance. Transcripts are maintained permanently. In the event of a school closure, school records will be maintained by the Newport Psychoanalytic Institute at the site of its library holdings or at a site designated to meet the state requirements at the time of such closing.

### **Course Descriptions**

The following course requirements were developed to achieve the Institute's objective of providing a balanced training of the highest caliber given the extensive body of psychoanalytic literature. (*All courses are 1 trimester unit credit unless otherwise noted.*) A syllabus will be provided to each candidate for all didactic courses which will specify what is required for the class.

Requirements to complete each course are provided in the syllabus, which each student receives prior to beginning the class. These include requirements for attendance, class participation, and an understanding of the course material as determined by the instructor. If an exam or written paper is required to complete the course, it is at the discretion of the instructor.

For completion of the Certificate in Psychoanalysis program, a formal paper is required. This paper is approved by the student's Committee and evaluated and approved by the Faculty Training Committee, in addition to completion of any and all other requirements.

There are no required internships or externships, as all of our students are licensed in the mental health field in the State of California.

## **Required Core Courses**

Classes required by program:

**Certificate in Psychoanalysis:** 40 courses, 40 units, 15 trimesters

The program requires ten electives, two Introduction to Case Presentation, one Introduction to Case Conference, a maximum of two Pre-matriculation Case Conference courses and a minimum of five Matriculated Case Conference courses.

### ***CLINICAL ISSUES SERIES: INTRODUCTION***

*The Introductory Clinical Issues Series is typically taken during the first year of classes in sequence.*

#### **INTRODUCTION TO CLINICAL ISSUES I: INTRODUCTION TO THE PSYCHOANALYTIC SETTING**

This course introduces the first year candidate to the fundamentals of the psychoanalytic setting. Particular attention is given to the basic language of psychoanalysis, the use of the couch, the analytic frame, and the differentiation between psychotherapy and psychoanalysis. Technical practices such as the holding environment, the treatment alliance, enactments, as well as psychoanalytic listening and interpreting will be introduced.

#### **INTRODUCTION TO CLINICAL ISSUES II: TRANSFERENCE/COUNTERTRANSFERENCE; UNCONSCIOUS EXPERIENCE**

This course offers candidates an introduction to psychoanalytic practice. Specifically, the unconscious, unconscious communication, transference, and countertransference will be examined in relation to the practice of psychoanalysis.

#### **INTRODUCTION TO CLINICAL ISSUES III: THE FRAME & BOUNDARY DILEMMAS**

This course focuses on the psychoanalytic frame and boundary dilemmas in psychoanalytic practice. Issues such as confidentiality, dual function of memory systems, the building of state systems and the development of voice and language are each explored.. The perspectives of major traditional theorists, Freud, Klein, Winnicott and Bowlby are included, as is the work of contemporary theorists such as Stern, Brazelton, Greenspan, Emde, Fonagy, Beebe, Schore and Siegel. With such understanding as a foundation, the impacts of various relational failures and acute and cumulative trauma upon development are explored relationships and the frame in institutes, the frame in analysis, physical contact, and exploitation will be addressed.

### ***CLINICAL ISSUES SERIES: ADVANCED***

*The Advanced Clinical Issues series is open to matriculated candidates. Pre-requisite for admission to the class is completion of the Introduction to Clinical Issues series I, II and III and engagement in a second control case process. These classes are not required to be taken in sequence.*

#### **ADVANCED CLINICAL ISSUES I: REGRESSION, PROVISION/ABSTINENCE**

(Matriculated candidates who are involved in or have completed a second control case)

This course will examine the different theoretical perspectives in relation to issues of provision and abstinence in psychoanalysis. Freud and classical analysts' rationale for abstinence will be compared with later perspectives such as those of Ferenczi, Winnicott, Balint and Kohut. In addition, contemporary writers such as Lindon, the Shanes, Bacal and others addressing optimal forms of provision versus frustration will also be discussed. Lastly, the clinical issues relating to the provision of touch and self-disclosure will be discussed.

## **ADVANCED CLINICAL ISSUES II: IMPASSE/TERMINATION**

(Matriculated candidates who are involved in or have completed a second control case)

The first half of this course will review the historical psychoanalytic views of impasse in the therapeutic process, consider recent theoretical developments that have influenced clinical perspectives on impasse, and explore clinically, the new opportunities and challenges introduced by these new theoretical paradigms. The second half of this course will review various theoretical views on termination.

### ***CASE CONFERENCE COURSE SERIES:***

*Each candidate is required to present a control case in a Case Conference course at least once during the course of training.*

## **INTRODUCTION TO CASE CONFERENCE**

The Case Conference series begins in the first year of the program with the Introduction to Case Conference. Over the 10 week course, clinical case material will be presented by a senior or graduate analyst/facilitator.

## **PRE-MATRICULATION CASE CONFERENCE SERIES:**

Candidates must complete a total of 10 Case Conference courses.

Case Conference I-III are open to candidates who have not yet matriculated and entered into the control case process. *A maximum of three pre-matriculation Case Conference courses may be taken for credit.* Selected candidates will present ongoing case material from their own patients for analysis, discussion, and suggestion by the instructor and other candidate. Each candidate is required to present a case in a Case Conference course during training.

## **MATRICULATED CASE CONFERENCE SERIES:**

*A minimum of six Case Conference courses in total are required for the core curriculum; up to two additional Case Conference classes may be taken for credit as elective classes.*

### ***DEVELOPMENTAL THEORIES IN PSYCHOANALYSIS SERIES***

*The primary objective of this required year-long, three trimester course is to convey an understanding of the interrelationship between psychoanalytic and psycho-neurobiological views of healthy psychical development of the human child moving toward adulthood. The significance and function of developmental milestones, the internalization and identification process, affect regulation, attachment theory, the development of self and internal relations, the function of memory systems, the building of state systems and the development of voice and language are explored. The perspectives of major traditional theorists, Freud, Klein, Winnicott and Bowlby are included, as is the work of contemporary theorists such as Stern, Brazelton, Greenspan, Emde, Fonagy, Beebe, Schore and Siegel. With such understanding as a foundation, the impacts of various relational failures and acute cumulative trauma upon development are explored as to their long range psychical consequences, with attention given as well to psychoanalytic techniques and treatment guidelines for working with these developmental consequences in our patient population.*

### **DEVELOPMENTAL THEORIES IN PSYCHOANALYSIS I:**

**Infancy, Toddlerhood, Early Childhood**

### **DEVELOPMENTAL THEORIES IN PSYCHOANALYSIS II:**

**Later Childhood & Latency**

### **DEVELOPMENTAL THEORIES IN PSYCHOANALYSIS III: Puberty and Adolescence**

## **DREAMS IN PSYCHOANALYSIS I**

This course is designed to provide a historical perspective as well as a variety of psychoanalytic views on dreams and dream interpretation. Each week the ideas from the readings will be discussed and a class member will be asked to present dreams for discussion. Implications for the interpretation of dreams in the clinical setting will be explored.

## **EGO PSYCHOLOGY I**

This course examines the development of the theory and clinical practice of Ego Psychology within psychoanalysis. The original works of Anna Freud, Ellman, Hartmann, Kris, Gray, Busch, Rangell, Erikson, and other major figures within the tradition will be examined. Contemporary theorists will also be introduced.

## **THE BRITISH INDEPENDENT TRADITION**

This course will study the original writings of psychoanalysts associated with the Independent Group of the British Psychoanalytic Society. Issues of the author's theoretical position with their implications for clinical work will be examined. Major figures include: Winnicott, Balint, Khan, Bollas and others.

## **SELF-PSYCHOLOGY & INTERSUBJECTIVITY**

This course provides an introduction to Self-Psychology with an emphasis on clinical application. The seminal contributions of Heinz Kohut are considered as well as those of contemporary self psychologists. Developmental theory is briefly presented to examine normative development and to describe the genesis of disorders of the self. The course aims to develop familiarity with the major concepts and to provide a foundation for future study.

## **THE WRITINGS OF FAIRBAIRN AND GUNTRIP**

(Prerequisite: British Independent Tradition)

This course examines the original works of the Scottish psychoanalyst Ronald Fairbairn. His ideas will be examined in the context of the development of object relations theory and the original works of British psychoanalyst, Harry Guntrip. His ideas will be examined in the context of the development of Object Relations theory within British Psychoanalytic Society.

## **THE WRITINGS OF FREUD I**

The first course will examine the original writings of Sigmund Freud, and will focus on his early work from 1895 on dreams, hysteria, sexuality, and other topics covered in this period. The development of Freud's early theories will be studied in light of their historical and philosophical context.

## **THE WRITINGS OF FREUD II**

(Prerequisite: Freud I)

The second course examines the original writings of Sigmund Freud from about 1910, exploring the development of his earlier theories on sexuality, the unconscious, psychoanalytic technique, and other topics.

## **THE WRITINGS OF MELANIE KLEIN I**

This course will provide candidates with the experience of reading and understanding Melanie Klein's theories by reading her papers **and** tracking the development of her thinking about such concepts as: splitting, Oedipus conflict, anxiety, superego, projective identification, unconscious phantasy, and paranoid-schizoid and depressive positions in both adult and child work. We will discuss the relevance of her ideas and work today as well as their historical importance as one of the pioneers of object relations theory.

## **THE WRITINGS OF BION**

(Pre-requisite: The Writings of Melanie Klein I)

The first course in this series examines the original writings of Wilfred Bion. Attention will be given to the development of his thought from the work of Melanie Klein, focusing on his own unique contributions. Topics

include his “Theory of Thinking, The Grid” as well as his work with severely disturbed patients, and his “Theory of Schizophrenia”.

### **THE WRITINGS OF WINNICOTT I**

(Prerequisite: British Independent Tradition)

This course examines the original works of the British pediatrician and psychoanalyst, D.W. Winnicott. His ideas regarding “transitional phenomena,” psychoanalysis as a play space, and many others will be explored in light of their development within the historical context of the British Psychoanalytic Society. His relationship with Melanie Klein will also be examined.

### **COMPARATIVE HISTORY OF PSYCHOANALYSIS**

As in the humanities, and unlike some sciences, psychoanalysis must be studied historically. Whatever one’s current point of view, a well-educated analyst must have a solid understanding of Freud’s contributions and texts as well as those of other significant contributors. Often the contributions of seminal psychoanalytic writers must also be studied in conjunction with their school of thought. This course teaches students the theory and practice of psychoanalysis through a study of notable individuals’ contributions, developmentally and historically, as well as by studying the historical from development of specific schools of thought. The course will cover the history of psychoanalytic thought from classical Freudian thinking through contemporary ideas.

### **RELATIONAL PSYCHOANALYSIS**

This seminar will present fundamental concepts in Relational Psychoanalytic Theory, and the ways in which these theoretical approaches inform and enliven psychoanalytic and psychotherapy practice. The course will focus on clinical practice and will include relational approaches to core psychoanalytic concepts such as transference and countertransference, enactment, dissociation and self-states, analytic impasses, “crunch moments,” privacy and disclosure, and the application of infancy research to clinical practice.

## **Elective Courses**

### **CLINICAL WRITING**

We encourage candidates to take this course concurrent with Advanced Candidacy to support the clinical writing of control case material. The class may be taken a second time for elective credit or audited.

### **TREATMENT OF BORDERLINE AND NARCISSISTIC DISORDERS**

This course will familiarize candidates with the description, diagnosis, and treatment of borderline and narcissistic conditions from several theoretical perspectives. The theoretical emphasis will be placed on the developmental object relations perspective.

### **RELATIONAL PSYCHOANALYSIS II & III**

This course examines the core concepts of relational psychoanalysis, such as mutuality, authenticity, enactments, therapeutic action, and the use of countertransference. The role of the unconscious, neutrality and objectivity will also be explored. Readings include the works of Aron, Bromberg, Greenberg, Mitchell and others.

### **INFANT OBSERVATION I, II & III**

Three consecutive seminars on infant observation. Each candidate observes a baby and a mother in the family home for one hour per week over a one-year period. Notes for presentation at the weekly seminar are written in detail. In the seminar, a small group of candidates meet to discuss their observations. Each one takes a turn in presenting material to trace the early roots. Reading on observation or theory of infancy may be assigned.

## **THE LIFE AND WRITINGS OF SANDOR FERENCZI**

This course is designed to offer candidates an understanding of: the historical influence of Ferenczi's ideas in the development of psychoanalysis; Ferenczi's major writings and the theoretical basis for his clinical work and the relevance of his ideas to the technique of contemporary psychoanalysis. In addition, the impact of the politics of psychoanalysis on the acceptance of Ferenczi's legacy and work will be assessed.

## **PSYCHOANALYTIC COUPLES' THERAPY**

Together we will explore different theoretical perspectives from psychoanalytic writings in regard to psychoanalytic couples' therapy. In our clinical reflections, we will visit or re-visit how different theoretical perspectives organize and orient us to the dynamics of the *clinical issues* that we encounter. We will address the changes in psychoanalytic work that come about when working with a couple rather than an individual, including the role of the analyst and the perspectives of each individual in the couple. Working with couples changes the dynamics of transference and countertransference, it changes the focus of attention and the understanding of the issues of enactment between the couple as well as with the analyst. These are important facets to consider. These issues, which every psychotherapist/ psychoanalyst of couples' experiences, profoundly affect the course and outcome of psychotherapeutic work. Candidates are asked to bring in vignettes or notes from their own work as we endeavor to integrate these concepts into the work of being in the room with our patients.

## **THE WRITINGS OF THOMAS OGDEN**

In this course, we will reflect on the evolution of Ogden's thinking through the reading of primary sources. We will take as our mode of experiencing and contemplating Ogden that which he adopts in his recent studies of Loewald, Bion, Searles, and Winnicott, among others. We will listen "to (through) the roar of the destruction from its edge, not ever being certain where that edge lies" —for the intersubjective third that comes into being as we listen and read together.

## **WOMEN PSYCHOANALYSTS**

This 15-hour course of Women Psychoanalysts concerns itself with three overarching areas of learning. The first is to discover the innovative thinking of each woman analyst presented. Within that endeavor, the second area is to examine the historical position each woman analyst inhabited and her own individual striving to be a force within the analytic field as it developed. The analytic contributions from this array of theoretical and clinical female thinkers are often unknown or lacking in attribution to them. The course begins in the 1920s, with analytic thinkers such as Joan Riviere, and follows an approximate chronological line, although PLEASE NOTE that the time frames in which the various woman psychoanalysts practiced and researched and when they were published may differ or cover an expanse of time. The course explores such theorists as Helene Deutsch, Melanie Klein, Anna Freud, Hanna Segal, Karen Horney, Edith Jacobson, Annie Reich, Marion Milner, Alice Balint, Enid Balint, Esther Bick, Frances Tustin, Joan Symington, Betty Joseph, Alice Miller, Harriet Kimble Wyre and Judith K. Welles, Jessica Benjamin, Darlene Ehrenberg, Karen Maroda, Beatrice Beebe, Jody Messler Davies, Donna Orange, Judith Mitrani, Estelle Shane, and the Instructor, Gwyn Erwin. The third area of exploration is to explore the relevance of these women's thinking to each candidate's emergent thinking and to his or her own clinical practice.

## **INDEPENDENT STUDY**

As arranged between instructor and candidate. Requests for Independent Study must be submitted in writing and approved by the Faculty Training Committee in advance. Such requests must provide the name of the instructor, a copy of the course syllabus to be followed and the reason for the request. As with all courses of instruction, Independent Studies must be completed within a ten week time frame.



## **Certificate in Psychodynamic Psychotherapy Program Courses**

### **INTRODUCTION TO CLINICAL ISSUES I: INTRODUCTION TO THE PSYCHOANALYTIC SETTING**

This course introduces the first year candidate to the fundamentals of the psychoanalytic setting. Particular attention is given to the basic language of psychoanalysis, the use of the couch, the analytic frame, and the differentiation between psychotherapy and psychoanalysis.

### **INTRODUCTION TO CLINICAL ISSUES II: Transference/Countertransference; Unconscious Experience**

This course offers candidates an introduction to psychoanalytic practice, specifically the unconscious, unconscious communication, transference, and countertransference will be examined in relation to the practice of psychoanalysis.

### **INTRODUCTION TO CLINICAL ISSUES III: THE FRAME & BOUNDARY DILEMMAS**

This course focuses on the psychoanalytic frame and boundary dilemmas in psychoanalytic practice. Issues such as confidentiality, dual relationships and the frame in institutes, the frame in analysis, physical will be addressed.

### **MODELS OF THE MIND AND TECHNIQUE I: CLASSICAL, RELATIONAL, OBJECT RELATIONS**

The focus of this course will be to offer beginning and experienced students and/or clinicians, who are interested in learning about, or enhancing their understanding of, the various psychoanalytic models of the mind as exemplified by a variety of Psychoanalytic schools; principally the Classical, Kleinian, Ego Psychology, Object Relation, Intersubjective, and Relational Schools. Students will read and discuss selected topics and themes from each of the schools to begin to understand the implications of psychoanalytic thought as it applies to the clinical encounter vis-à-vis both patient and psychotherapist/psychoanalyst.

### **MODELS OF THE MIND AND TECHNIQUE II: SELF PSYCHOLOGY, RELATIONAL, INTERSUBJECTIVITY**

The focus of this course is to provide the student with an overview of psychoanalytic models of the mind as exemplified by a variety of Psychoanalytic schools. We will examine the schools of Self Psychology, Intersubjectivity and Relational/Interpersonal Psychoanalysis. Students will read and discuss selected topics and themes from each of the schools to broaden their understanding, and the implications of psychoanalytic thought as it applies to the clinical encounter vis-à-vis both patient and psychotherapist/analyst. Each model will be illustrated with case material.

### **PSYCHOANALYTIC PSYCHOTHERAPY – CASE DISCUSSION I**

Provides candidates with an opportunity to see how psychoanalytic technique can be applied in clinical work. Selected candidates will present ongoing case material from their own patients for analysis, critique, and recommendations by the instructor and other candidates.

### ***CONSULTATION HOURS***

*Participants are required to meet for 16 weeks, eight weeks in the fall trimester and eight weeks in the winter trimester, for 16 hours total individual, no-charge consultation with a member of the institute. During consultation the student will learn to think about his or her cases from an analytic viewpoint and have an opportunity to clinically examine unconscious, as well as counter-transference dynamics.*

### **CERTIFICATE IN ADVANCED CONCEPTS IN PSYCHOANALYTIC PSYCHOTHERAPY (One year program) pre-req: Certificate in Psychoanalytic Psychotherapy**

## **AFFECT REGULATION: INTERPLAY OF INDIVIDUAL, COUPLE AND FAMILY DYNAMICS**

This course studies affect and affective states from a developmental perspective, and examine Contemporary, experimental and neurobiological research that can inform our already extensive psychoanalytic understanding of affective development. We will consider and contrast the impact of nature (instinctual, constitutional, genetic) and nurture (environmental, attachment, relational) on affective development. Also, we will study the capacity for affective regulation as revealed clinically through the commonly experienced phenomenon of regression in the psychoanalytic situation. Why and how does this regression occur? What is the clinical importance of affective regulation and affective dysregulation in the context of this regression? How might such understanding guide treatment planning and treatment approaches? Can regression act positively to give depth to psychoanalysis? What range do we see in the ways analysts and analysts experience regression and perhaps defend against regression in the analytic situation? Why does this regression sometimes push the analytic situation to its limits and beyond? What approaches are useful if it does?

## **CONTRIBUTIONS OF DEVELOPMENTAL THEORIES TO CLINICAL PRACTICE**

This course will examine the interrelationship between psychoanalytic and neurobiological views of the healthy development of the dynamic human mind beginning at birth through early adulthood and will study the significance and function of the development of the self, internalization and attachment, affect and affect regulation, hemispheric development, memory systems, state systems, voice and language development, developmental milestones, and how the internal object relation world is built through interpersonal relating with others. With such understanding as a foundation, this course will look at the impacts of relational failures and trauma upon the development of the self and provide and discuss various psychoanalytic treatment guidelines in working with developmental failures and trauma in our patient population: children, adolescents, and adults

## **STATES OF MIND AND BODY: DREAMS AND PRIMITIVE MENTAL STATES**

Dreams and primitive mental states are reflections of the deepest and earliest layers of the psyche. This seminar is designed to expose the student to some of the historical and current theoretical ideas related to primitive states of mind and body. Of primary focus will be the application of theory to clinical practice. This course will offer an opportunity to increase knowledge of the course topics through both didactic presentation and group discussion of clinical case material and experience.

## **PSYCHOANALYTIC PSYCHOTHERAPY - CASE DISCUSSION II**

Provides candidates with an opportunity to see how psychoanalytic technique can be applied in clinical work. Selected candidates will present ongoing case material from their own patients for analysis, critique, and recommendations by the instructor and other candidates.

## **TWO ROTATING ELECTIVES IN ADVANCED CONCEPTS**

### ***CONSULTATION HOURS (Optional)***

*Participants are given the opportunity to meet with a training analyst for 16 weeks, eight weeks in the fall trimester and eight weeks in the winter trimester, for 16 hours total individual, no-charge consultation with a member of the institute. During consultation the student will learn to think about his or her cases from an analytic viewpoint and have an opportunity to clinically examine unconscious, as well as counter-transference dynamics.*

### **Administration**

**Chief Executive Officer:** Laura Caghan, PsyD.

**Chief Operating Officer:** Leslie Stone, Psy.D.

**Chief Academic Officer:** David Wayne, Ph.D.

**Administrator:** Socorro Klingman

## Faculty Members

- Melinda Aaskov, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2006, **Admissions Chair**
- Laura Adams, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2009
- Evelyn Aizenberg, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - May 2016
- Afsaneh Alisobhani, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2006 **Faculty Training Committee Member**
- Susan Anguiano, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 2007
- Marcia Baldeschwieler, Psy.D., Doctor of Psychology in Psychoanalysis - 2013
- William Bauer, Ph.D., Ph.D., Doctor of Philosophy in Psychoanalysis, Southern California Psychoanalytic Institute, Beverly Hills, CA - 1994
- M. Eileen Beirich, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2009
- Laura Caghan, Psy.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2008 **President**
- Martha Carr, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - February 2007
- Nanci Carter, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - May 2016
- Terence Cochran, Ph.D., Doctor of Philosophy in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - 2001
- Glenda Corstorphine, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA – 2008 **Secretary**
- Lorrie Crawford, Psy.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2010
- Christal Daehnert, Ph.D., Psy.D., Doctor of Philosophy in Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, CA - 1994
- Cheryl Graybill Dale, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - May 2016 **Board of Directors**

- Hildy DiMarzio, Psy.D., Doctor of Psychology in Psychoanalysis Training and Supervising Psychoanalyst Newport Psychoanalytic Institute, Tustin, CA - February 2009
- Angela Dykstra, Ph.D., Doctor of Philosophy in Psychoanalysis, Southern California Psychoanalytic Institute, Beverly Hills, CA – 2004
- Jean Dzierzynski, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2011
- Gwyneth Kerr Erwin, Ph.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2005
- William Edkins, Psy.D., Doctor of Psychology in Psychoanalysis, Los Angeles Institute and Society for Psychoanalytic Studies - 1990
- Marguerite Fairweather, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 1998
- Deborah Farnsworth, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2009 **Dean and Faculty Chair**
- Terence Ford, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - August 2016 **Board of Directors**
- Piper Glasier, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2008
- Robin Goldberg, Ph.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 2008 **Board of Directors/Faculty Training Committee Member**
- Jo Anne, Golden, Ph.D., Psy.D., Doctor of Psychology in Psychoanalysis Graduate Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2012
- Jill Grenda, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalysis Institute, Tustin, CA - May 2014
- Jennifer Hanlin, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - February 2016
- Susan Harris, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - May 2014
- Lawrence E. Hedges, Ph.D., Psy.D., ABPP, Doctor of Psychology in Psychoanalysis Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 2008
- Mauri-Lynne Heller, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - February 2009

- Lynn Henning, Psy.D., Doctor of Psychology in Psychoanalysis, Training and supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2007
- Marsha Hewlett, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, New Center of Psychoanalysis, Los Angeles, CA - June 2009
- Steven Isaacman, Psy.D., Los Angeles Institute and Society for Psychoanalytic Studies., Los Angeles, CA - June 2008
- Theresa Allen Lavenau, Psy.D., Doctor of Psychology in Psychoanalysis, Graduate Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2009 **Faculty Training Committee Member**
- Jane Mathews, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2010
- Susan Mull, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Institute of Contemporary Psychoanalysis, Los Angeles, CA - 2006
- Roxie Persi, Psy.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2011
- B. Ira Poll, Ph.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Institute of Contemporary Psychoanalysis, Los Angeles, CA - 1999
- Warren Procci, M.D., Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Southern California Psychoanalytic Institute, Los Angeles, CA - 1984 **Faculty Training Committee Member, Chair**
- Lisa Quinn, Psy.D., Doctor of Psychology in Psychoanalysis, Newport psychoanalytic Institute, Tustin, CA - November 2015
- Gale Rapallo, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - July 2014
- Steven Roman, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - April 2007
- Edward Rounds, Psy.D., Certificate in Psychoanalysis, The Psychoanalytic Center for Psychoanalysis, Los Angeles, CA- 2002
- Barry Ross, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Los Angeles Psychoanalytic Society and Institute, Los Angeles, CA - September 2001
- Karen Saliba, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 2007
- Mark Santarelli, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - August 2012

- Nina Savelle-Rocklin, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - August 2012
- Gayle Scott, Ph.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Psychoanalytic Center of California, Los Angeles, CA - 2004
- Edward Shafranske, Ph.D., ABPP, Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Southern California Psychoanalytic Institute, Los Angeles, CA -1995
- Suzanne Shaw, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - July 2014
- Victoria Snider, Ph.D., Doctor of Philosophy in Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, CA – 1998
- James Steinwedell, Ph.D, Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2005
- Jeffrey Stickney, Psy.D., Doctor of Psychology in Psychoanalysis, Graduate Psychoanalyst, Psychoanalytic Center of California, Los Angeles, CA - December 2009
- Leslie Stone, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA – 2007 **Board of Directors**
- Judith Taylor, Psy.D., Doctor of Psychology in Psychoanalysis, Training and supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA- May 2009
- Theresa Tisdale, Ph.D., Psy.D., Doctor of Philosophy in Clinical Psychology, Biola University, Los Angeles, CA - Summer 1997; Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - February 2016
- David Wayne, Ph.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 1997 **Faculty Training Committee Member, Chair**
- Pam Wilson, Psy.D., Doctor of Philosophy in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - November 2008
- Judith Glickman Zevin, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2008 **Faculty Training Committee Member**

### **Consumer Information**

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

This Institute is also approved to operate by the Medical Board of California and the California Board of Behavioral Science. Our programs do not qualify the recipient to sit for the licensing examination in the field of psychology, marriage and family therapy or clinical social work. They do, however, qualify for continuing education units in those fields.

Newport Psychoanalytic Institute programs are unaccredited and are not recognized by the United States Department of Education (USDE) therefore:

- A graduate of NPI programs will not be eligible to sit for any applicable licensure exams in California or other states.
- NPI is an unaccredited institution and students are not eligible for federal financial aid programs.

NPI has never filed a bankruptcy petition, operated as a debtor in possession, or had a petition of bankruptcy filed against it under federal law.

NPI does not accept ability-to-benefit students.

NPI does not have a cumulative final test or examination required for the completion of any of the programs.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the school may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 431-6959.