



CATALOG

SEPTEMBER 1, 2022 TO SEPTEMBER 1, 2023

**Administrative Office and Main Campus:
250 W. Main Street, Suite 202 Tustin,
CA 92780
Phone: (714) 505-9080 • Fax: (714) 505-9465**

**Email: newportpsychoanalyticinstitute@npi.edu
admin@npi.edu**

Website: www.npi.edu

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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 providing an education and an atmosphere that welcomes pluralism and diversity in the theory and practice of psychoanalysis. NPI is dedicated 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 thinking.

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 Statement

The mission of the Newport Psychoanalytic Institute is to promote the vitality and practice of psychoanalysis and psychoanalytic psychotherapy. NPI is committed to offering compelling educational programs while fostering a warm, vibrant psychoanalytic community. The Institute encourages individuals to develop their own distinct psychoanalytic voices through encounters with broadly pluralistic views and enlivening, collaborative exchanges.

Purpose and Objective of Training at NPI

Candidates are typically drawn to us for several reasons. We offer a warm ambiance in small colloquia with talented faculty clinicians from diverse psychoanalytic perspectives. Our small classes and open collegial environment translate into a rich experience of personal and professional relationships.

When training at NPI, whether it's to become a psychoanalyst or to simply study for a year, we strive to increase your options for handling difficult clinical situations. Through curiosity, openness and critical thinking, we facilitate the evolution of your own personal clinical and theoretical identity.

Become a psychoanalyst at NPI involves the tripartite process established early in psychoanalytic history: a personal training analysis, supervision of several cases by seasoned analysts, and didactic coursework. The first two help candidates understand themselves, both personally and in clinical settings. Coursework complements candidates' experiential learning by offering theories, techniques, and ample discussions of case material. The

three strands of tripartite training provide our graduates with rich personal experiences that are affectively meaningful and intellectually enlightening.

NPI is committed to an open-system training model. Candidates are free to choose psychoanalysts and supervisors from outside of NPI, as long as the analysts chosen meet NPI standards and Training Committee approval. This open system expands candidates' geographical, theoretical, and personal options.

NPI teaches a broad array of psychoanalytic theories, without championing any one approach. Our community coexists comfortably with practitioners from many different schools of thought. We welcome the richness and variety inherent in the myriad approaches to psychoanalysis of the Institute.

ADMINISTRATION

The Registrar

The Director of the Newport Psychoanalytic Institute is responsible for the administration of the affairs of the Institute. As such, the director and the director's designates serves as Registrar for NPI. The Registrar maintains the confidential records of each candidate and facilitates the administrative progression of each candidate through the different requirements of training. The Registrar oversees administrative training forms, approvals, requests, and documentation on behalf of the institute.

The Dean of Training

The Dean of Training, and the committees established under the auspices of the Office of the Dean, oversees the training policies, mentoring and counseling of candidates, academic program and standards, and faculty and supervisor participation at NPI. The Dean works closely with the Candidates, Registrar and the Training Committee to facilitate the individual training and community experience at NPI

Training Committee

The Chair of the Training Committee and the Training Committee members focus on the development of the candidate through the training process. The Training Committee holds the responsibility for approving the candidate's movement through the requirements of the program with concern for supporting the highest quality experience for each individual candidate. The Training Committee seeks to know and understand each candidate and the development of their clinical thinking and clinical work. The Training Committee welcomes ongoing dialogue with each candidate in the service of their training at NPI.

Faculty

NPI draws its faculty from Graduate Psychoanalysts who are expert clinician teachers. In consonance with NPI's philosophy, we seek faculty who have been trained or who identify in different traditions of psychoanalysis, whose teaching of a particular theoretical tradition or clinical issue is a living concern for that faculty member. All faculty offer their expertise on a voluntary basis. Our NPI policy preserves that tradition for both candidate and faculty.

The Board of Directors

The Board of Directors of NPI governs the Institute; NPI's President, Dean, and Chair of the Training Committee serve at the behest of the Board. The board approves and is ultimately responsible for the policies of the Institute.

ADMISSIONS

NPI selects professionals for psychoanalytic training in the Graduate Psychoanalyst Certificate Program who are licensed clinicians. Successful acceptance is determined based on prior education, clinical training, clinical experience, and evidence of potential in psychoanalytic competence.

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.

The NPI application is available from the administrative office or on our website at www.npi.edu/admissions. The application details the documentation and materials to be submitted for consideration. These are also outlined below under **Procedure for Admissions**.

Applicants whose submission meet the criteria will be invited to three interviews (Certificate Program in Psychoanalysis and Research Psychoanalyst Program), one of which requires the presentation of clinical work.

NPI admits qualified applicants and does not discriminate based on race, color, gender, sexual orientation, religion, age, handicap, or national or ethnic origin.

Newport Psychoanalytic Institute does not offer English as a Second Language instruction. All instruction occurs in English.

While the Newport Psychoanalytic Institute does admit students from other countries, NPI 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.

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 for Admissions

Applicants must meet the following criteria:

1. Minimum age of twenty-five years.
2. License to practice psychotherapy in the State of California. Under certain conditions, license-eligible persons may be accepted for qualified enrollment until licensure is achieved and documented.

3. Intern applicants are required to be fully licensed no later than the end of their first year of acceptance into the Certificate in Psychoanalysis program.
4. Submission of completed application, including official transcripts documenting an earned Master's or doctoral degree, licensure, insurance, three letters of recommendation, curriculum vitae, autobiography, and application fee, and TOEFL score if required.
5. Successful completion of three enrollment interviews. A presentation of clinical work is required for one of the interviews.

Applicants for admission will be notified in the beginning of August prior to the beginning of the school year in the Fall.

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 real time by the candidate. Any requests for credit for coursework done at another recognized institute is by petition to the Dean and the Training Committee, and will be evaluated on a case-by-case basis by the Dean and the Training Committee. 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 the 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.

NPI PROGRAMS

One Year Programs

Psychoanalytic Psychotherapy Program: Adults

This introductory, year-long program provides 6 courses (90 clock hours) to expand clinicians' knowledge of psychodynamic psychotherapy. Courses are designed to broaden participants' conceptual understanding and clinical options using psychodynamic process. Curiosity and a reflective attitude will help deepen and expand clinical process. Three courses can be applied to full psychoanalytic training.

Program Requirements:

1. Licensed to practice psychotherapy in the State of California (or in their home states). Unlicensed individuals may also apply for consideration and possible approval for the program.
2. Minimum age of twenty-five years.
3. Submission of a completed application, including official transcripts, three letters of recommendation, curriculum vitae, autobiography, and an application fee.
4. Two enrollment interviews

Transfer Requirements:

Classes from other institute cannot be transferred into the certificate program in Psychoanalytic Psychotherapy.

Following completion of the Psychoanalytic Psychotherapy Program, candidates have three years to request admission-by-transfer into the full training program. Candidates need to complete a Transfer Candidate's Procedure Checklist Form, pay for application and transfer fees, and complete a third clinical interview. Approval by the Board of Directors is also required. Clinical Issues I, II and III are transferrable into the full training.

Courses

Clinical Issues I: Introduction to The Psychoanalytic Setting

This course introduces fundamentals of the psychoanalytic setting. Psychoanalytic listening and interpreting will be introduced. Basic concepts of psychoanalysis will be covered, including the use of the couch, the analytic frame, the holding environment, and the treatment alliance. Questions about psychotherapy versus psychoanalysis will also be considered.

Clinical Issues II: Transference/Countertransference; Unconscious Experience

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

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

This two-course series introduces a range of psychoanalytic models of the mind, starting with the Classical, the Kleinian, Ego Psychology, and Object Relational models. Students read and discuss selected material from the various schools in order to understand the many varieties of psychoanalytic thinking, and the implications of each approach.

Models of the Mind and Technique II: Self Psychology, Relational, Intersubjectivity

As the second course in the series, this class covers more recent psychoanalytic models of the mind, including Self-Psychological, Relational, and Intersubjective approaches. Using the material from both Models of the Mind courses, class discussions, and shared case material, students will begin identifying what's distinctive and what's shared by the various schools of thought. Having multiple dynamic approaches to work from gives participants' options for diverse clients and clinical situations. In addition, different theoretical approaches are likely to resonate differently with each student.

Psychoanalytic Psychotherapy – Case Discussion I

This course focuses on the applications of clinical techniques. Selected candidates present ongoing material from their own cases, allowing class members to explore the possible impacts of various treatment options upon specific clients and particular clinical dyads.

Upon completion of the Psychoanalytic Psychotherapy Program, the candidate will have three years to choose to return and continue on to the certificate program in Psychoanalysis. If 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: Clinical Issues I, II and III.

Psychoanalytic Psychotherapy Program: Couples

The Psychoanalytic Psychotherapy Program: Couples is a challenging endeavor and a useful, rewarding area of clinical practice. This course series is geared for licensed professionals (or the equivalent) who desire advanced training in the **treatment of conjoined relationships**. The didactic content of this course series covers assessment and consultation with the parties involved, establishing and maintaining perspective in treatment, understanding and utilizing the therapist's counter-transference responses, and dealing with common challenges in polarizing identifications, aggression, differing degrees of motivation for treatment, and trauma histories. Analyst led, case consultations give participants the opportunity to present and discuss cases and think collaboratively with other student clinicians. Although this one year course series is primarily targeted for those psychotherapists seeing couples in treatment, child psychotherapists may find it helpful as well in addressing parenting issues and understanding the effect of the couple relationship on the child.

Total clock hours: 90 of instruction and 8 hours of consultation

Overview

The series begins in mid-September and ends at the end of May. The program entails 6 courses. 2 courses per trimester. Held in ten-week trimesters structured, 1.5 hours/week/course will meet on Friday's between 10:00am and 2:00pm.

Curriculum

Trimester 1

Introduction to Psychoanalytic Couples Therapy

Troubled marriages and long-term partnerships have long presented some of the more challenging treatment situations for therapists. The pandemic, volatile political climate, and rising costs and other stressors have exacerbated the pressures on couples, resulting in increased volatility and discord. In this time of vulnerability, many couples seek help for their relationships. Most graduate and post-graduate training programs offer little or no training in couples therapy and psychoanalytic training programs are no exception. Although there are many different approaches to couples therapy, EFT, Gottman and Imago to name a few, there is little in psychoanalytic literature addressing the deeper issues and primitive defenses underlying problems in the marital dyad. Psychoanalytic couple therapy is a growing application of psychoanalytic concepts that this course will begin to address. Drawing on recent authors and those who pioneered psychoanalytic couples therapy, this course will provide an introduction to psychoanalytic couples therapy and the use of psychoanalytic theory to think about the couples and help them think about themselves.

Clinical Issues I: Introduction to The Psychoanalytic Setting

This course introduces fundamentals of the psychoanalytic setting. Psychoanalytic listening and interpreting will be introduced. Basic concepts of psychoanalysis will be covered, including the use of the couch, the analytic frame, the holding environment, and the treatment alliance. Questions about psychotherapy versus psychoanalysis will also be considered.

Trimester 2

Special Topics in Psychoanalytic Couples Therapy

This course will involve theoretical aspects of psychodynamic work with couples facing unique interpersonal conflicts and the challenges these conflicts may bring to our clinical work. The format of the course will involve some didactic presentation with group discussion of articles in order to best apply them to your work. It will also include lots of group discussion of clinical case material presented by both the instructor and students.

This seminar assumes your careful and thoughtful preparation by reading the assigned material, having thoughts about the readings and how the material may or may not relate to your clinical experience with patients. The seminar will function as a discussion of the assigned material, not a summary of it.

Clinical Issues II: Transference/Countertransference; Unconscious Experience

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

Trimester 3

Couples Case Conference:

The clinical Case Conference is at the heart of learning to work effectively in the clinical setting. In weekly small-group meetings, students will integrate theory and practice, considering what it means to think critically and function effectively as psychoanalytic psychotherapists. Unlike the supervision process the Case conference provides a forum for students to reflect on their internal experience as they function in clinical roles. In our small group we will explore together how our own clinical experiences relate to the body of knowledge they have been studying including concepts of transference/countertransference, working with defenses, containment and interpretation. There will be short readings assigned each week. These readings are meant to spark creativity and thinking about our clinical work. There will be minimal discussion.

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.

Psychoanalytic Psychotherapy Program: Infants, Children and Adolescents

This 90 clock hour CE program offers a deep clinical training in developmental issues. Following a child's development from birth through adolescence, we look at the interacting dynamics of body, mind, and world from a child's perspective. The program invites those who work with infants, children, adolescents and adults to become more knowledgeable in treating the complex intrapsychic, interpersonal, environmental and neurobiological challenges of those who come to see us, while building a community of clinicians to think together about their work.

This program accepts participants from a variety of disciplines, including psychiatry, social work, marriage and family counseling, psychology, occupational therapy, physical therapy and nursing.

Overview:

The program is designed to build the foundation of clinical thinking and working from a psychoanalytic perspective while integrating the mutually influencing dynamics of body, mind, and world – social and physical environment.

Lasting from September through May, the whole series comprises 6 courses. There will be three 10 week “trimesters,” each with two courses. The entire program includes 90 clock hours, of which 75 are continuing education hours (the Case Discussion course does not qualify for continuing education). Students may attend some or all of the courses. Classes will meet on Friday's from 10:00 am to 1:00 pm.

Course Requirements:

Development I, II, and III: Infancy, Childhood, and Adolescence from a Psychoanalytic Perspective

A three course series covers psychological development from an array of theoretical and clinical perspectives, as well as on how development can go awry. Together with a seasoned clinician, participants explore ways to think clinically and to intervene from informed perspectives.

Psycho-neurobiology for Clinicians

Understand the contributions of the body to psychological development through psychoanalytic perspectives, this class will be taught by a neuropsychologist with psychoanalytic background, by an occupational therapist expert in sensory integration, and by a psychoanalyst with expertise in infancy and toddlerhood.

Modalities of work from a psychoanalytic perspective

Seasoned psychoanalytic psychotherapists will offer clinical case presentations illustrating different modalities of working from psychoanalytic perspectives: play therapy, dyadic therapy, integrating body based treatment with psychodynamic understanding, combining CBT techniques with psychoanalytic and psychodynamic ones, and psychoanalytic talk therapy.

Case Discussion: Putting it all together

Participants will have the opportunity to bring in their cases for us to think about together from psychoanalytic perspectives: anxiety, depression, trauma, autism spectrum disorder, attention and learning differences, eating disorders, sleeping disorders, psychosomatic collapse, constrictions of play, gender dysmorphia, and adoption.

Certificate in Advanced Concepts in Psychoanalytic Psychotherapy

The certificate in Advanced Concepts is open to graduates of the one year certificate program (90 clock hours) in Dynamic Psychotherapy. In this second program, theoretical and clinical materials are presented concurrently so the two areas can be more readily integrated through class discussions. Courses include such topics as dreams, developmental issues, affects and mental states. Some courses can be transferred into the full psychoanalytic training program.

Program requirements:

- Pre-requisite: Certificate in Psychoanalytic Psychotherapy
- Five trimester courses of topic oriented seminars per year.
- One trimester course of psychoanalytic psychotherapy case discussion per year.

Course Requirements:

Affect Regulation: Interplay of Individual, Couple and Family Dynamics

This course studies affect states from a developmental perspective. Using experimental and neurobiological research alongside psychoanalytic perspectives, we explore this rich mix of views as they contribute to our understanding of affective development. The interplay that arises between nature (instinctual, constitutional, genetic) and nurture (environmental, attachment, relational) shapes profound and fascinating developmental processes. In addition, issues of affective regulation will lead us into questions of regression in treatment. How and why do affect regulation and dysregulation involve regression? Why do some analysands and analysts experience regressions or defend against them? Understanding these issues can help guide our treatment efforts.

Contributions of Developmental Theories to Clinical Practice

This course examines the relationship between psychoanalytic and neurobiological views of development. Focusing on birth through young adulthood, we'll investigate attachment, hemispheric development, memory and state systems, plus other areas contributing to optimal relational capabilities. From there we'll turn to the relational failures and other trauma in order to understand their sequela. Psychoanalytic concepts and techniques appropriate for the treatment of such issues will be explored.

States of Mind and Body: Dreams and Primitive Mental States

Dreams and primitive mental states are reflections of the earliest and deepest layers of the psyche. This course offers psychoanalytic concepts relevant to these impactful states of mind and body. Both didactic material and group discussions of case vignettes will focus on our primary concern with the clinical applications of these theories.

Psychoanalytic Psychotherapy - Case Discussion II

This course focuses on the applications of clinical techniques. Selected candidates present ongoing material from their own cases, allowing class members to explore the possible impacts of various treatment options upon specific clients and particular clinical dyads. Each student's theoretical leanings and personality will influence their choices.

Two Electives in Advanced Concepts, with topics to be determined

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 dynamics, as well as countertransference and its uses.

Certificate in Psychoanalysis

The certificate program in Psychoanalysis 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, is amplified in the appropriate sections of the catalog.

Course Requirements: 40 courses, 40 units, 15 trimesters

The program requires twenty core classes, ten electives, and ten continuous case conferences
This program involves 400 clock hours of instruction and 200 clock hours of supervision.

Required Core Courses (20 Courses)

Clinical Issues Series: Introduction (3 Courses)

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

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.

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.

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.

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 considering 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.

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 development of specific schools of thought. The course will cover the history of psychoanalytic thought from classical Freudian thinking through contemporary ideas.

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 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 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.

Developmental Theories in Psychoanalysis Series (3 Courses)

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 psychological 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

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 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 considering their development within the historical context of the British Psychoanalytic Society. His relationship with Melanie Klein will also be examined.

Self-Psychology & Intersubjectivity

This course introduces 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 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”.

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.

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.

Advanced Clinical Issues Series: (2 Courses)

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.

Elective Courses (A Sample List – 10 Electives required)

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 regarding 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.

Case Conferences Courses:

Candidates must complete a total of 10 Case Conference courses - one Introduction to Case Conference, a maximum of three Pre-matriculation Case Conferences and a minimum of six Matriculated/Advanced Case Conferences. Each candidate is required to present a control case in a Case Conference course at least once during training.

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

or independent study with another faculty member. Such requests must be approved by the Training Committee.

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

Case Conference I-III are open to candidates who have not yet matriculated and entered 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.

Matriculated/Advanced Case Conference

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.

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 Dean 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 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.

All requests for Independent Study, as well as any exceptions to this two-course rule, must be submitted in writing to the Training Committee for approval and must be completed within a ten week period.

Pre-Matriculation

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

The program begins in the Fall Trimester.

1. Candidate begins classes and must maintain full time enrollment at a minimum of two classes per trimester.
2. Candidate must begin personal training analysis no later than the end of the first year of classes.
Candidate must begin pre-control supervision in the first year of entry.

Personal Training Analysis

The philosophy of NPI holds that a training analysis be conducted in person to allow for the depth of that experience for someone in a training process.

If there are Covid-related concerns or if there are other concerns related to this policy, we welcome you to submit a request and proposal in writing and to dialogue with the Training Committee.

The candidate's personal analysis must be conducted by a qualified Supervising and Training Analyst. The candidate arranges to work with a Supervising and Training analyst of their choosing; the training analyst must be affiliated with the Newport Psychoanalytic Institute throughout the required hours of analysis.

The candidate's personal training analysis must be conducted continuously through the end of NPI's requirement. The following structure is offered in the service of a confidential and depth experience in the training context.

- a. The personal and training analysis must proceed through the admission of the candidate to Advanced Candidacy.
- b. The personal and training analysis must entail a minimum of 400 hours.
- c. The personal and training analysis must be conducted in person unless other arrangements are approved by the Training Committee.
- d. The personal and Training analysis may take place at 3 times a week for a maximum of 100 hours and 4 times a week for 300 hours or until the requirement is met.
- e. The candidate and Supervising and Training analyst must work out together the fee, time of meeting, cancellation policy and other conditions of the analysis.

Criteria for Supervising and Training Analyst

NPI is an open training institute. As such, NPI welcomes and encourages each candidate to find the Supervising and Training Analyst who serves as the best fit for their process.

NPI requires all supervision and training analyses to be conducted by a Supervising and Training Analyst approved by the NPI Training Committee. The Supervising and Training Analyst must be affiliated with NPI for the duration of their service towards the candidate's requirement.

NPI recognizes the importance and significance of the experience of meaningful training analysis and supervision over control cases in the training and certification of our candidates. In support of that experience, and in support of entering into the NPI community as a Training and Supervising Analyst, NPI has identified these criteria to be recognized as a Training and Supervising Analyst:

- Graduation and certification as a psychoanalyst from a recognized psychoanalytic institute

- Current good ethical standing in the psychoanalytic profession and in your professional license
- A minimum of 5 years after graduation in a practice immersed in psychoanalytic work and community
- Completion of NPI's application process to become a Training and Supervising Analyst at NPI
 - Completing our application form and its documentation
 - Provision of a curriculum vita
 - Provision of a current license and current insurance
 - Provision of a narrative attesting to the above
 - Clinical Dialogue with the Training Committee
- Immersion in psychoanalytic work and the psychoanalytic community.

The Training Committee recognizes that immersion in psychoanalytic work and the psychoanalytic community can be demonstrated through a combination of these criteria:

- Providing psychoanalysis and psychoanalytic psychotherapy in your practice
- Participating regularly in consultation over your own cases, either privately or through a peer psychoanalytic consultation group
- Further personal psychoanalysis
- Teaching psychoanalysis
- Providing psychoanalytic consultation with others
- Participating in psychoanalytic conferences
- Presenting at psychoanalytic conferences
- Further psychoanalytic coursework at an institution of higher learning
- Certification of Training and Supervising Status at another recognized institute, including ACPE, APsA, and IPA

Confidentiality

The personal training analysis is confidential. To ensure that confidentiality, NPI requires and permits only simple signed documentation of the candidate's request for approval for psychoanalysis with the analyst and the psychoanalyst's documentation of analytic hours. Only the Registrar, Dean, and Chair of the Training Committee have access to this information. The candidate's training analyst does not participate in any evaluative relationship with the candidate for admission, training, or teaching.

Supervision Over Cases

NPI encourages candidates to experience supervision in person. As an open institute, NPI also encourages candidates to explore and experience a diversity of supervisors and points of view. We consider the value of both in the course of your training. The Training Committee welcomes dialogue around your training requests in support of your development as a psychoanalyst.

NPI requires 200 hours of supervision by a Supervising and Training Analyst over cases.

Supervision for the Pre-Matriculated Candidate: Pre-Control Supervision

In the pre-matriculation phase of training, the provisional candidate or pre-matriculant enters into supervision over their existing case load with a training and supervising analyst. The purpose of this supervision is to

facilitate psychoanalytic thinking about their cases and to consider the feasibility of converting an existing patient into a control case.

1. Pre-control supervision begins during the first year of the candidate's training.
2. Pre-control supervision prepares the candidate for psychoanalytic work with a control case through psychoanalytic supervision over a candidate's existing practice.
3. Pre-control supervision may make up a maximum of 25 hours of NPI's required 200 hours of supervision over cases.
4. The pre-matriculated candidate may petition the Training Committee to matriculate after a minimum of 8 hours of pre-control supervision, with the approval and written recommendation of the pre-control case supervisor.
5. The remaining pre-control supervision hours are converted to matriculated supervision hours, thereby preserving NPI's requirement of 200 hours of supervision.

Ethics of Training

Candidates at NPI conduct psychotherapy under their own license. As such, they 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.

Candidates at NPI may not represent themselves as graduate psychoanalysts and they may not 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.

Matriculation

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

1. Complete 9 trimester courses, with a maximum of 3 pre-matriculation case conferences.
2. Complete 50 hours of personal training psychoanalysis.
3. Complete pre-control supervision.

The candidate may now request in writing a matriculation interview with the Training Committee.

Matriculation Interview

The Matriculation Interview is an opportunity for the 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 Training Committee determines whether the candidate is ready for matriculation or needs further preparation. The candidate may be accepted for matriculation or additional requirements may be identified for the candidate

before being accepted for matriculation, according to the Training Committee's decision about an individual's training needs.

Progression to Matriculation

After the candidate completes the matriculation interview and receives approval for matriculation from the Training Committee, the matriculated candidate moves from Pre-matriculation, a provisional acceptance, to Matriculation, full acceptance as a candidate. The Matriculated Candidate is now approved to begin the control case part of training and participate in Matriculated Case Conferences in their coursework.

Control Case

A case that is seen in psychoanalysis under supervision and constitutes a part of psychoanalytic training is called a control case. NPI requires a candidate to complete a minimum of three such cases, each with a different supervisor.

The following are the criteria for the Control Case requirements:

1. Two of the control case subjects must be an adult 18 years or older. A third control case patient may be an adolescent or an adult. NPI encourages its candidate to see at least 1 adolescent in a control case process.
2. Each control case must be supervised by a Supervising and Training Analyst. Supervision over a control case take place at one supervision hour for each week of treatment for a total of 50 supervision hours. This typically requires twelve to eighteen months of treatment to fulfill the requirement.
3. One control case may be conducted at three patient session hours per week on three different days.
4. Two cases must meet a minimum of four patient hours per week on four different days.
5. All sessions are conducted in person unless approved by the Training Committee for other arrangements.
6. The candidate must work with at least two differently gendered patients [cis male, cis female, transmasculine, transfeminine, nonbinary, or agender]
7. Each control case must be completed prior to starting the next control case.
8. The candidate is required to present two written papers to the supervisor about the work and process of the control case: one upon completing 25 weeks of supervision and one upon completing 50 weeks of supervision.
9. The supervisor will evaluate the clinical work and clinical thinking of the candidate and submit a letter to the Training Committee about the progress of the candidate in conducting psychoanalytic clinical work.
10. As fully licensed therapists, the candidate is legally and ethically responsible for their patient's treatment. The candidate is not required to follow a supervisor's recommendations.

Supervision

1. All supervisors must be Training and Supervising Analysts. They must be a member of NPI for the duration of the supervision.
2. Supervisory relationships are professional: issues of times, fees, missed appointments, and so on are to be arranged with the supervisor.
3. Both supervisor and candidate are responsible for selecting the control case; the control case must be a case appropriate for intensive psychoanalysis.

4. Detailed process notes are to be kept for use with the supervisor.
5. Candidates must work with at least two differently gendered control case supervisors [cis male, cis female, transmasculine, transfeminine, nonbinary, or agender].
6. Supervision sessions must be face-to-face for the first two control cases. Candidates may petition the Training Committee for possible exceptions.
7. Research psychoanalyst candidates see patients under the auspices of NPI. Therefore, all control case subjects must be approved by the Training Committee prior to the commencing each case.
8. The supervisor will submit a written evaluation of the progress of the candidate's clinical development in the control case process to the Training Committee to help the Training Committee determine the readiness of the candidate for their next step in training.

Advanced Candidacy

A candidate is ready to apply for advanced candidacy when the following requirements have been completed and verified by the Registrar and Training Committee:

1. Complete a minimum of 18 trimester courses.
2. Complete 3 trimesters of Matriculated Case Conference Courses.
3. Complete 2 control cases, including required papers and submission of supervisor's signed evaluation.
4. Continuing personal training analysis.

Upon completion of these requirements, the candidate may request an interview for Advanced Candidacy with the Training Committee.

Advanced Candidacy Interview

The Advanced Candidacy Interview is a one hour interview with the Training Committee. As part of this interview, the candidate is asked to present an analytic case to the Committee. Typically, the candidate will bring process notes for the Training Committee to follow; these notes are confidential and must be handed back to the candidate or shredded upon completion of the interview.

The interview is an opportunity for a dialogue with the training committee about the candidate's clinical work and clinical thinking about the process. It is also a chance to reflect upon the candidate's strengths and vulnerabilities and to discuss with the Training Committee what would be needed in the last phase of the candidate's training.

The Training Committee may approve the candidate for Advanced Candidacy or specify further steps before granting approval. At the discretion of the Training Committee, additional requirements may be identified to be completed before graduation.

Upon approval by the Training Committee, the candidate now enters the final phase before graduation: Advanced Candidacy.

1. The Advanced Candidate may now begin their third control case.

2. The Advanced Candidate may submit final paperwork, documenting that they have met the requirement for their personal training analysis, provided 400 hours have been completed.

Preparing to Graduate

The Advanced Candidate must notify the Training Committee of their intent to graduate by the first day of the academic year in which they expect to graduate. In addition to the completion of the requirements for coursework, supervision and control case work, and personal training analysis, the candidate must submit a graduation paper and appear before the Training Committee for final approval for graduation.

Graduation Paper

The clinical paper or clinical project with theoretical integration is a non-published paper protected by the constraints of confidentiality. The paper or project is chosen by the candidate in accordance with the candidate's clinical or theoretical interest. The Dean and the Chair of the Training Committee are available to help the candidate choose their topic.

1. The Graduation Paper must be turned in by **February 15th** of the graduation year
2. The Graduation Paper must be a minimum of 40 and a maximum of 100 pages long
3. The Graduation Paper Follows the American Psychological Association's publication guidelines, unless another format is approved by the Training Committee
4. Copies of the Graduation Paper must be submitted for each member of the Training Committee

Graduation Paper and Graduation Interview

The graduation paper and interview is a one hour interview with the Training committee. It includes the candidate's oral presentation about their graduation paper and a dialogue with the Training Committee. It is an opportunity for the candidate to share their clinical work and to reflect with the Committee on the training process.

At the end of the interview, the candidate collects each copy of the paper or project held by the Committee members. The Committee considers the candidate's readiness to graduate. The Committee may approve the candidate's paper, may identify further steps necessary to refine the paper, or may identify further needs to demonstrate readiness to become a Graduate Psychoanalyst

Graduation

Following the approval of the Training Committee, the candidate becomes a Graduate Psychoanalyst. A ceremonial awarding of the certificate generally takes place at a formal graduation ceremony in May.

Since mentoring relationships are central to psychoanalytic training, a faculty member who has been important in a candidate's training may be chosen by the candidate to introduce the graduate at their graduation ceremony.

RESEARCH PSYCHOANALYST REGISTRATION:

Qualified applicants who are not licensed by the State of California to practice psychotherapy may apply for registration as a Research Psychoanalyst if they meet the criteria of the Medical Board of California. Research psychoanalyst candidates (RPC) who enter NPI holding a PhD, terminal Masters or Doctoral degree in a related field rather than as licensed mental health practitioners are approved for post-doctoral training in psychoanalysis by the Medical Board of California, the California Department of Consumer Affairs, and the State of California in accordance with the Research Psychoanalyst Law of the State of California. They are registered with the Research Psychoanalyst Registration Program with the Medical Board of California which grants authorization to conduct psychoanalysis under supervision during training and to practice as Psychoanalysts following graduation. 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.

Requirements Specific to Research Psychoanalyst Training:

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 always.
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 always obtain prior approval of all cases from the Training Committee.

Admission:

The Medical Board of California regulations spell out state criteria for consideration for admission to a psychoanalytic institute. NPI bases acceptance of applicants into the Research Analyst Training on prior education and evidence of potential in psychoanalytic competence. Our standard admissions procedure provides the opportunity to address that potential (see Admissions Policy and Procedures, page 5). In order to ensure RPC's graduate with sufficient clinical experience, the Medical Board of California sets as one of its requirements of a Training Institute that it ensure that each student has practical clinical exposure to a wide variety of psychopathologies and training in their differential diagnosis. (Cal. Admin, Code tit. 16 §1374)

Guidelines

The following guidelines consider both the requirements of the Research Psychoanalyst Law of the State of California and the goal of NPI to provide the Research Psychoanalyst with a thorough understanding of psychoanalytic theory and clinical technique.

Additional Clinical Supervision

NPI meets this requirement of the Medical Board by requiring that RP candidates, by graduation have a minimum of 1500 supervised patient hours, which are fulfilled in two ways;

- Completion of NPI's pre-control and control case requirements ("control hours")
- Completion of additional supervised patient hours that provide the broad base of experience sought by the regulation ("additional hours")

Ratio of clinical hours to supervisory hours

- The established ratio is 1 supervisory hour per every 6 clinical hours to guarantee adequate processing of clinical work with all patients.
- When Research Analyst Candidates have fulfilled the required 1500 supervised patient hours, the ratio changes to 1 supervisory hour for every 8 clinical hours.

It is the responsibility of the RAC to track all hours of supervised clinical work, have hours signed off by their supervisor and turned in to the office administrator monthly. These hours will be reflected on your candidate progression report. Please review your progression report regularly.

Pre-control orientation

The first 5 hours of pre-control supervision should focus on help orient RP candidates in the following areas:

- The fundamentals of developing an analytic practice
- The basics of analytic language
- Basic skills such as charting and process notes

All other hours are to be supervised clinical experience with patients.

Additional Required Courses

In addition to the required courses of the Certificate in Psychoanalysis Training Program, NPI requires RA candidates to take the following courses to enhance their clinical knowledge:

1. Law and Ethics – to be taken within the first year
2. Psychopathology – to be taken within the 2nd year
3. Differential Diagnosis– to be taken within the 2nd year

NPI also recommends courses in

- Basic Pharmacology
- Addiction

Resources for CE Providers offering required courses:

There are many sources for these courses but here are a few CE provider resources:

NPI does not endorse any specific CE provider

<https://www.psychsem.com/>

<https://www.uclaextension.edu/humanities-social-sciences/humanities-social-sciences-general/course/abnormal-psychology-psych-xl>

<https://www.psychotherapy.net/videos>

If you are unsure about the validity or appropriateness of a specific course please contact the Dean.

Clinical Cases

A candidate in the Research Psychoanalyst program sees patients while undergoing psychoanalytic training at NPI. Therefore, NPI requires that all RAC must carry their own malpractice insurance policy and must receive prior written approval from the Training Committee for all clinical cases prior to commencement of treatment.

Resources for RAC malpractice insurance

NPI does not endorse any specific Insurance carrier.

Healthcare Providers Service Organization

<https://www.hpso.com/>

CPH and Associates

<https://www.cphins.com/>

American Professional Agency

<https://www.americanprofessional.com/covered-professions/psychoanalyst/>

National Association for the Advancement of Psychoanalysis

<https://naap.org/insurance/>

PHILOSOPHY & STANDARDS OF TRAINING, SUPERVISION & PERSONAL TRAINING AT NPI

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 progresses towards becoming a graduate psychoanalyst. A candidate, therefore, is encouraged to discuss training experience and concerns with the Dean, the 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 Training Committee in writing and to engage in a dialogue about what might be a better choice for the training experience. Approval from the 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.

PROGRAM COSTS

| Program | Application Fee Non-Refundable | **Student Tuition Recovery Fund Non-Refundable | Library Fee Non-Refundable after the start of the trimester. \$60 per trimester. | Candidate Activity Fee Non-Refundable after the start of the trimester up to \$190 per trimester | Committee of Two Readers Non-Refundable | Tuition | *Total Cost |
|---|--|--|---|--|---|----------------|--------------------|
| Certificate in Psychoanalysis 40 Units | \$150.00 | \$50.00 | \$900.00 | \$2850.00 | \$250 | \$15,400.00 | \$19,557.50 |
| Psychodynamic Psychotherapy Program: Adults 6 Units | \$150.00 | \$7.50 | \$180 | \$570.00 | Not Applicable | \$2,310.00 | \$3,211.50 |
| Psychodynamic Psychotherapy Program: Couples 6 Units | \$150.00 | \$7.50 | \$180 | \$570.00 | Not Applicable | \$2,310.00 | \$3,211.50 |
| Psychodynamic Psychotherapy Program: Infants, Children & Adolescents 6 Units | \$150.00 | \$7.50 | \$180 | \$570.00 | Not Applicable | \$2,310.00 | \$3,211.50 |
| Certificate in Advanced Concepts in Psychoanalytic Psychotherapy 6 Units | \$150.00 | \$7.50 | \$180 | \$570.00 | Not Applicable | \$2,310.00 | \$3,211.50 |

* Estimated charges for the entire program.

**\$2.50 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 certificate 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:

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:

| Program | Library Fee Non-Refundable after the start of the trimester. \$60 per trimester. | Candidate Activity Fee Non-Refundable after the start of the trimester up to \$190 per trimester | Tuition \$385 per unit | Total Cost |
|--|---|--|----------------------------------|-------------------|
| Certificate in Psychoanalysis 3 Units Per Trimester | \$60.00 | \$190.00 | \$1,155 | \$1,405.00 |
| Psychodynamic Psychotherapy Program: Adults 2 Units Per Trimester | \$60.00 | \$190.00 | \$770.00 | \$1,020.00 |
| Psychodynamic Psychotherapy Program: Couples 2 Unit Per Trimester | \$60.00 | \$190.00 | \$770.00 | \$1,020.00 |
| Psychodynamic Psychotherapy Program: Infants, Children & Adolescents 2 Units Per Trimester | \$60.00 | \$190.00 | \$770.00 | \$1,020.00 |
| Certificate in Advanced Concepts in Psychoanalytic Psychotherapy 2 Units Per Trimester | \$60.00 | \$190.00 | \$770.00 | \$1,020.00 |

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 10th. 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 at 1747 N. Market Blvd, Suite 225, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or (916) 574-8900 or by fax (916) 263-1897.

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 non-collection 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. 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. The Candidate Representative on the Board of Directors provides 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/STUDENT 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 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.

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 \$1000per 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.

POLICIES AND PROCEDURES

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

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 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 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 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 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 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.

All requests for Independent Study, as well as any exceptions to this two-course rule, must be submitted in writing to the 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 Training Committee. The 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 learning to process psychoanalytic material. It is also the venue through which an instructor gets to know the candidates and their level of understanding of both clinical data and theoretical concepts. Attendance at all regularly scheduled class sessions is expected and necessary. NPI does not condone absence from classes for reasons other than illness or emergency and lateness is discouraged as it is disruptive to the flow of the class and the learning of other students.

Our attendance and tardiness policy is: A candidate is permitted up to 2 absences per trimester. Every class that is missed must be made up, a 2-5 page paper must be submitted demonstrating an understanding of the week's readings. The maximum number of classes missed is two, and both missed classes must be made up in order to get credit for the class. If more than two (2) classes are missed, please notify the Administrative Office. All makeup papers must be submitted to the instructor no more than 30 days from the end of the trimester in order to receive credit, unless an extension is made with the Training Committee. If a candidate is late to class 20 minutes or more for two classes within the trimester this will be counted as an absence. This policy is for all 10 week classes including case conferences and case discussions.

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

| Total Course Hours | Absences Allowed | Make Ups Required for Credit |
|--------------------|------------------|------------------------------|
| 1-3 | 0 | NA |
| 4-8 | 1 | 1 |
| 9-15 | 2 | 2 |

Late Policy

Missing a significant amount of class time constitutes an absence. An absence will be charged when an individual is late by:

| Hours per Class Session | One Absence Counted if Late By |
|-------------------------|--------------------------------|
| 1 | 25 minutes |
| 1.5 | 40 minutes |
| 2 | 50 minutes |

Making Up a Course Session

Participants have two options for making up a missed class:

- Participants may write a paper of 2-5 pages. Papers must be submitted to the instructor no more than 30 days after the last course session, unless an extension is granted by the Training Committee. Acceptable topics depend upon the course:
 - For Didactic Classes the paper will demonstrate an understanding of the week's readings.
 - For Case Conferences, the paper will describe the student's perception of case dynamics, or whatever the instructor determines is relevant to that course's content.
- The instructor may provide a makeup session in person. It must last for the full length of the session missed and occur within 30 days of the end of the course. Providing a makeup session is at the instructor's discretion and should not be assumed. Faculty members volunteer their time and may not be able to contribute additional time. The candidate may view a recording of the class missed if they do not need APA approved CEUs. TO obtain APA CEUs they must submit a paper as specified above.

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 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 ensure 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 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 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 Training Committee. The 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 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 Training Committee will identify the appropriate remedy. Should cause for dismissal arise, final action must be recommended by the 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. NPI's Ethics Policy and Statement are given under separate cover.

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. 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.

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 nonemployees 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 the Bureau for Private Postsecondary Education by calling toll-free (888) 370-7589 or (916) 574-8900 or faxing (916) 263-1897 or by completing a complaint form, which can be obtained on the bureau's Internet website, www.bppe.ca.gov.

Any questions a may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov Tel (888) 370-7589 or (916) 574-8900 or fax (916) 263-1897

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 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 Training Committee, the candidate is encouraged to bring the matter to the chair of the 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.

NPI DIRECTORY

Administration

Chief Executive Officer: Laura Caghan, PsyD., President
Chief Operating Officer: Robin Goldberg, Ph.D., Dean
Chief Academic Officer: David Wayne, Ph.D., Chair of Training Committee
Administrative Director: Venita De Souza

Faculty Members

Melinda Aaskov, Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - May 2006,

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 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 Board of Directors

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

Terence Ford, Psy.D., Doctor of Psychology in Psychoanalysis, Newport Psychoanalytic Institute, Tustin, CA - August 2016 Board of Directors

Robin Goldberg, Ph.D., Psy.D., Doctor of Psychology in Psychoanalysis, Training and Supervising Psychoanalyst, Newport Psychoanalytic Institute, Tustin, CA - 2008 Dean of Admissions/ 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 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 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 Board of Directors

Victoria Snider, Ph.D., Doctor of Philosophy in Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, CA – Training and Supervising Psychoanalyst 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 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 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.

All NPI programs only provide continuing education to already gainfully employed persons in the United States Department of Labor's Standard Occupational Classification Codes 21-1011 through 21-1029.

NPI does not have a pending petition in bankruptcy, has never filed a bankruptcy petition, has never operated as a debtor in possession, has never filed a petition within the preceding five years or ever, nor has NPI had a petition of bankruptcy filed against it under Chapter 11 of the United States Bankruptcy code.

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 1747 N. Market Blvd, Suite 225, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or (916) 574-8900 or by fax (916) 263-1897.