

*THE*  
*WESTERN NEW ENGLAND INSTITUTE FOR*  
*PSYCHOANALYSIS*

*BULLETIN and CURRICULUM*

*Kathryn R. Wilcox, Administrator*  
255 Bradley Street, New Haven, CT 06510  
(203) 562-2103

THE WESTERN NEW ENGLAND INSTITUTE  
FOR PSYCHOANALYSIS

OFFICERS  
(2010-2012)

*President*

Barbara F. Marcus, Ph.D.

*Vice President*

Sybil Houlding, M.S.W.

*Secretary*

Nancy Olson, M.D.

*Treasurer*

Lawrence N. Levenson, M.D.

BOARD OF TRUSTEES

*Chair* - Barbara Marcus, Ph.D.

Elizabeth Brett, Ph.D.	(2011)
Atty. Andrew Houlding*	(2012)
Marshal Mandelkern, M.D.	(2012)
Linda Mayes, M.D.	(2012)
Jack Miller, M.D.	(2013)
Debra Nudel, Ph.D.	(2011)
Richard Ownbey, M.D.	(2012)
Joan Poll, M.D.	(2013)
Lorraine D. Siggins, M.D.	(2011)
Brian Tobin, M.D.	(2013)

A Trustee is elected for a term of three years  
(expiration of office is June 30<sup>th</sup> of the year  
Indicated in parentheses).

\*Elected Community Member

## EDUCATION COMMITTEE

Sidney H. Phillips, M.D.  
*Chair, Education Committee*

E. Kirsten Dahl, Ph.D.  
*Chair, Child Analysis Program*

Rosemary H. Balsam, M.D.  
*Director, Psychoanalytic Clinic*

Lawrence Levenson, M.D.  
*Secretary*

Paul Schwaber, Ph.D.  
*Faculty Chair*

Eric Millman, M.D.  
*Child Faculty Chair*

Oscar Hills, M.D.  
*Admissions Committee Chair*

Joan Wexler, M.S.W.  
*Essay Review Committee Chair*

Rosemary H. Balsam, M.D.  
Elizabeth A. Brett, Ph.D.  
E. Kirsten Dahl, Ph.D.  
Oscar Hills, M.D.  
Lawrence Levenson, M.D.  
Kay Long, Ph.D.  
Jack Miller, M.D.  
Eric Millman, M.D.  
Sidney H. Phillips, M.D.  
Lorraine D. Siggins, M.D.  
Paul Schwaber, Ph.D.  
Joan Wexler, M.S.W.

## TRAINING AND SUPERVISING PSYCHOANALYSTS

Rosemary H. Balsam, M.D.\*  
Elizabeth A. Brett, Ph.D.\*  
David A. Carlson, M.D.  
E. Kirsten Dahl, Ph.D.\*  
T. Wayne Downey, M.D.  
Lawrence Levenson, M.D.\*  
Kay Long, Ph.D. \*  
Jack Miller, M.D.\*  
Sidney H. Phillips, M.D.\*  
Lorraine D. Siggins, M.D.

\*Currently designated to begin new  
training analyses.

## SUPERVISING PSYCHOANALYSTS CHILD AND ADOLESCENT ANALYSIS

E. Kirsten Dahl, Ph.D.  
T. Wayne Downey, M.D.  
Ruth Karush, M.D., GRSA  
Anita G. Schmukler, D.O., GRSA

## ADMISSIONS COMMITTEE

Oscar Hills, M.D., Chair  
Stephen R. Atkins, M.D.  
Kirsten Dahl, Ph.D.  
Jack Miller, M.D.  
Brian Tobin, M.D.

## ESSAY REVIEW COMMITTEE

Joan Wexler, M.S.W., Chair  
Susan Bers, Ph.D.  
Kay Long, Ph.D.  
Barbara Marcus, Ph.D.  
Braxton McKee, M.D.

## FACULTY

Jean Adnopo, M.S.W.  
Joel Allison, Ph.D.  
Stephen R. Atkins, M.D.  
Rosemary H. Balsam, M.D.  
Susan Bers, Ph.D.  
Sidney J. Blatt, Ph.D.  
Elizabeth Brett, Ph.D.  
David A. Carlson, M.D.  
Phyllis M. Cohen, Ed.D.  
Alice B. Colonna, M.A.  
E. Kirsten Dahl, Ph.D.  
T. Wayne Downey, M.D.  
Peter Gay, Ph.D.  
Roger L Goettsche, M.D.  
Oscar Hills, M.D.  
Sybil Houlding, M.S.W.  
M. Nasir Ilahi, L.L.M.\*  
Robert A. King, M.D.  
Jonathan Lear, Ph.D.  
Stanley A. Leavy, M.D.  
James Leckman, M.D.  
Lawrence Levenson, M.D.  
Kay Long, Ph.D.  
Jeffrey Lustman, M.D.

Steven Marans, Ph.D.  
Barbara Marcus, Ph.D.  
Linda C. Mayes, M.D.  
Braxton McKee, M.D.  
Boris Meandzija, M.D.  
Jerome H. Meyer, M.D.  
Jack Miller, M.D.  
Eric Millman, M.D.  
Victoria Morrow, M.D.  
Theodore Mucha, M.D.  
Barbara Nordhaus, M.S.W.  
Sidney H. Phillips, M.D.  
Joan Poll, M.D.  
Stanley G. Possick, M.D.  
Ernst Prelinger, Ph.D.  
Lynn Whisnant Reiser, M.D.  
Paul Schwaber, Ph.D.  
Lorraine D. Siggins, M.D.  
William H. Sledge, M.D.  
Brian Tobin, M.D.  
Fred Volkmar, M.D.  
Joan Wexler, M.S.W.  
Robert White, M.D.

\*Visiting Faculty

## THE PSYCHOANALYTIC CLINIC

Rosemary H. Balsam, M.D.  
*Director and Chair*

Joan Wexler, L.C.S.W.  
*Associate Director*

Eric Millman, M.D.  
*Associate Director, Child Analysis*

Susan Bers, Ph.D.  
*Associate Director of Research*

### Clinic Committee Members:

Debra Boltas, Ph.D.  
Oscar Hills, M.D.  
Barbara Marcus, Ph.D.  
Victoria Morrow, M.D.

Lynn Reiser, M.D.  
Barbara Nordhaus, M.S.W.  
Sanford Schreiber, M.D.  
Paul Schwaber, Ph.D.

The Psychoanalytic Clinic of the Institute is an out-patient clinic offering affordable psychoanalytic treatment to individuals in the Western New England region for whom psychoanalysis is the treatment of choice. The Clinic offers an important service to the regional community and provides educational and research opportunities for candidates and members of the Institute, who may participate on the Committee as an elective. Each candidate is required to analyze two Clinic patients for a minimum of 200 hours each.

Since the number of patients the Clinic can accept is very small, the intake process is necessarily highly selective. When possible, the Clinic expects that a written referral be made by a qualified professional. Persons seeking analysis through the Clinic should obtain an application form from the Institute office by phoning 203-562-2103, or download a printable form from our website ([www.wneps.org](http://www.wneps.org) -- click on "Clinic"; then click on the red text "Clinic Application" to download a pdf file that can be printed, filled out, and mailed to the Administrator, W.N.E. Psychoanalytic Clinic, 255 Bradley Street, New Haven, CT 06510. Please contact Dr. Rosemary H. Balsam directly with any questions concerning referrals at 203-865-0414.

## GENERAL INFORMATION

On September 14, 2003, the Institute celebrated its 50th anniversary.

The Western New England Institute for Psychoanalysis was founded in 1952, and accredited (provisionally in 1952 and fully in 1956) by The American Psychoanalytic Association. It was incorporated on June 30, 1953, under the laws of the State of Connecticut. Incorporators were Robert P. Knight, M.D., William L. Pious, M.D., and Henry Wexler, M.D. The charter members were Professor Erik H. Erikson, Alfred Gross, M.D., Robert P. Knight, M.D., and William L. Pious, M.D. The Western New England Institute for Psychoanalysis is a non-profit corporation, governed by a Board of Trustees. All matters pertaining to psychoanalytic training are the responsibility of the Education Committee.

The fundamental objectives of the Institute are three-fold (1) to advance the development of the theory and practice of psychoanalysis through continued study and further development of the ideas and concepts which stem from the discoveries of Sigmund Freud; (2) to train selected and qualified students in psychoanalytic theory and practice; and (3) to promote psychoanalytic education and research in accordance with the training standards of The American Psychoanalytic Association. The core programs are Adult Psychoanalytic Training and Child Psychoanalytic Training. The Psychoanalytic Clinic offers affordable analyses for adults and children. The Institute building houses facilities for its educational programs, including classrooms, administrative and library space.

The primary goal of psychoanalytic education is to facilitate the development of psychoanalytic competence in individuals who have already demonstrated considerable competence and promise in their own original professional fields. Psychoanalytic competence requires an intellectual and emotional openness toward understanding the full complexity of the human mind including psychic pain and distress, an attitude of scientific curiosity, a spirit of inquiry for new observations, and a wish to acquire a comprehensive understanding of the accumulated body of psychoanalytic knowledge.

Policies regarding application, fees, curriculum, and progression are described in sections of the Bulletin. The Western New England Institute for Psychoanalysis reserves the right to withdraw courses at any time, to change the curriculum requirements, to modify tuition and fees, and to change rules and calendar regarding participation upon notice to the affected parties.

The Western New England Institute for Psychoanalysis does not discriminate on the basis of race, color, national or ethnic origin, religion, gender, sexual orientation, age or physical handicap in the administration of its admission or educational policies, scholarship and loan programs, or any other school-administered program.

## REQUIREMENTS FOR ADMISSION TO TRAINING

Admission to training in psychoanalysis is in conformity with the Standards of The American Psychoanalytic Association. Much of what follows is cited from these standards (along with pertinent Institute criteria). It is to be understood that information gathered during admissions procedures and during the course of training is confidential and only for the use of authorized personnel of the Institute to the extent allowable under the law. Applicants, if accepted as candidates, are required to abide by the ethical and professional standards of the Western New England Institute for Psychoanalysis and The American Psychoanalytic Association, and by the rules and policies of the Education Committee. Candi-

dates are also required to join the Western New England Psychoanalytic Society and to sign the ethics pledge. The progression of candidates is determined and overseen by the Education Committee. Candidates are not permitted to represent themselves as psychoanalysts unless and until authorized to do so by the Education Committee.

Selection of an applicant for psychoanalytic education and clinical training involves an assessment of suitability including the possession of certain character traits and ethical values necessary to become an effective psychoanalyst. An applicant should present evidence of integrity, honesty, maturity, flexibility, and strength of character. In addition, the applicant should demonstrate a reasonable capacity for self-observation, self-monitoring, and the ability to maintain proper interpersonal and professional boundaries. It is anticipated that candidates will require personal analysis to become more effective as people and as analysts.

The selection of an applicant for psychoanalytic education and clinical training is also based on the assessment of eligibility and readiness: prior education, clinical training, clinical experience, aptitude, and potential for psychoanalytic competence. Before undertaking training in clinical psychoanalysis, post graduate mental health professional education must entail full immersion in a rigorous, organized, didactic curriculum, a portion of which includes psychodynamic seminars, all of which is accompanied by an organized and supervised clinical training experience.

Applicants in the following categories are automatically eligible to apply for admission. Applicants who are not in these categories do not have automatic eligibility; such applicant may receive clinical training if the Institute supports this course and the applicant receives a waiver from the Board on Professional Standards of The American Psychoanalytic Association. The Education Committee has discretionary authority to determine which categories of applicants it will accept for training.

1. Doctors of Medicine or of Osteopathic Medicine who have graduated from an accredited medical school or osteopathic medical school, and are in or have completed a psychiatry residency program and are licensed by the State of Connecticut in the discipline in which they practice. Psychiatry residency must be completed before Institute graduation.
2. Mental health professionals who have completed a doctoral level degree from an accredited mental health clinical program who are licensed by the State of Connecticut in the discipline in which they practice, or practice in a discipline in which their practices are not regulated by licensure.
3. Mental health professionals who have graduated from an accredited mental health degree program with a clinical master's degree. This must be a degree generally recognized as the highest clinical degree within the specific mental health profession (masters in social work, in marriage and family therapy, and in psychiatric nursing). These individuals must also have completed at least two additional post masters degree years of didactic and clinical training including 3000 hours of clinical experience as well as 1) 60 hours post masters of psychodynamic psychotherapy supervision and 60 hours post masters of psychodynamically oriented courses and clinical seminars or, 2) a two-year organized post masters psychodynamic psychotherapy program including supervised clinical experience. They must be licensed by the State of Connecticut in the discipline in which they practice, or practice in a discipline in which their practices are not regulated by licensure.

Applicants who are accepted as candidates shall obtain appropriate licensure or certification and malpractice insurance necessary for the practice of psychoanalysis in the discipline in which they intend to practice.



## Waiver of Eligibility Standards

1)Mental Health Clinicians: The Committee on Preparedness and Progress (COPAP) of the Board on Professional Standards of The American Psychoanalytic Association receives requests for waivers of eligibility requirements for full clinical training from Institutes wishing to train mental health clinicians who, on assessment, appear to be suitable to become psychoanalytic clinicians but do not fully meet the above eligibility criteria.

Included are: Individuals whose mental health graduate degree is not at the highest educational level generally obtained to practice clinically within their profession (masters in clinical psychology, in counseling, in education, in pastoral counseling, etc.), but who nevertheless have satisfactorily completed at least two additional post masters degree years of didactic and clinical training including 3000 hours of clinical experience as well as 1) 60 hours post masters of psychodynamic psychotherapy supervision and 60 hours post masters of psychodynamically oriented courses and clinical seminars or, 2) a two-year organized post masters psychodynamic psychotherapy program including supervised clinical experience. They must be licensed by the State of Connecticut in the discipline in which they practice, or practice in a discipline in which their practices are not regulated by licensure.

2)Non-Mental Health Clinicians: The Committee on Preparedness and Progress (COPAP) of the Board of Professional Standards of The American Psychoanalytic Association receives requests for waivers of eligibility requirements for full clinical training from non-mental health clinicians who plan to make psychoanalysis their primary career and become psychoanalytic clinicians, but who have not fulfilled all of the eligibility requirements. Included are: individuals who have satisfactorily completed the degree of Doctor of Medicine or Doctor of Osteopathic Medicine, but who are not planning to complete a residency training program in psychiatry; individuals who do not possess the highest recognized clinical degree but who are in the later stages of completing the expected educational and clinical prerequisites, such as a medical student or Ph.D. candidate; individuals who are assessed by the Institute to be suitable, but for reasons other than those listed above do not meet all of the formal criteria and are not automatically eligible.

3)Scholars, Researchers, and Administrators: The Committee on Research and Special Training (CORST) of The American Psychoanalytic Association receives applications from Institutes wishing to offer psychoanalytic education and clinical training to scientists, academics, scholars, administrators, and others for whom psychoanalysis is a relevant discipline as an enhancement of their primary field. Applicants may be individuals who have distinguished themselves in their primary field; applicants may also include postmaster's graduate students of unusual potential who have not yet attained the highest degree in their area of specialization. This waiver is for full clinical training as a psychoanalyst. The Institute does not offer partial training in psychoanalysis except as detailed in the "Psychoanalysis for Scholars Program."

## ADMISSIONS PROCEDURES

Application forms may be obtained by writing to the Institute (255 Bradley Street, New Haven, CT 06510; by telephone: 203-562-2103; fax: 203-562-0563; or by email to: [kwilcox@wneip.org](mailto:kwilcox@wneip.org). A non-refundable application fee of \$230 is due with each formal application. Applications will be accepted at any time during the year. After the application is received, a series of interviews with the applicant will be conducted by members of the Admissions Committee, occasionally assisted by other members of the Institute. The applicant will be notified about the decision of the Education Committee regarding his/her application as soon as the possible after the admissions procedure is completed.

### Evaluation of Applicants

In view of the limited number of applicants who can be accepted for training and the time expended in full screening, the Admissions Committee will perform a preliminary screening after careful review of each written application. Non-acceptance by preliminary screening does not carry any implication prejudicial to any further application applicants may wish to make.

Those applicants accepted for further evaluation as to their suitability for psychoanalytic training will have individual interviews arranged by the Admissions Committee. On the basis of these procedures, The Admissions Committee will decide whether or not the applicant should be accepted for training, deferred, or rejected. Their findings will be presented to the Education Committee. Should more than a year elapse between acceptance for training and the start of a training analysis, a review and rescreening will be required.

Applications may be submitted at any time. Those applications that have been completed, including letters of recommendation, etc., by March 1 will usually be considered in that academic year.

### Transfer Applications

Candidates in any Institute accredited by The American Psychoanalytic Association may apply for admission to The Western New England Institute for Psychoanalysis. Applicants will arrange, at the time of receiving the application form from the Institute, that their credentials and a summary of the training for which they have received credit be forwarded by the psychoanalytic institute in which they are candidates to the Administrator of this institute. The procedure described above, "Evaluation of Applicants," is then followed.

## CANDIDATES' MANUAL

Upon acceptance, each candidate is provided with a Candidate's Manual which contains the administrative procedures of the Institute. The Manual answers many of the procedural questions which arise in the course of the candidate's study in the Institute and therefore should be read carefully and referred to often. Other clarifications or changes in the proceedings are frequently communicated by the Education Committee in the form of letters and announcements. Questions or concerns which may arise during the course of training should be discussed with the candidate's advisor for training who is appointed when the applicant is accepted. The advisor can remain the same over the course of training or can be changed by petitioning the Education Committee.

## FEE SCHEDULE

Application Fee:	\$230 to be included with application form; non-refundable
Transfer Fee:	\$230 payable upon application; nonrefundable
Matriculation Fee:	\$115 payable upon acceptance
Registration Fee	\$150 due at beginning of 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> years \$260 due at beginning of the 5 <sup>th</sup> year and each year thereafter
Tuition Fee:	\$525 per course, payable on the first day of the trimester
Graduation Fee:	\$115 is due upon notification of graduation

Please note: all fees are subject to change without notice. Fees for the personal psychoanalysis and for supervision of non-Clinic cases are arranged individually.

## PROGRAM FOR CLINICAL PSYCHOANALYTIC TRAINING

The candidate participates in a coordinated tripartite program which includes the following:

1. Personal Analysis: referred to as the training analysis, with a training analyst of the Institute so designated by the Education Committee with the concurrent approval by The American Psychoanalytic Association. The candidate may select his/her analyst from those in the Institute who are qualified as Training Analysts and currently designated to begin training analyses.
2. Didactic Program: five years of seminars and case conferences, as described under the "Curriculum for Training."
3. Supervised Clinical Practice of Psychoanalysis. A minimum of three cases will be required. One case should be seen through completion. The cases must include at least one male and one female analysand. In the conduct of these supervised analyses, competence as an analyst should be demonstrated.
4. Completion of a Psychoanalytic Essay.

### THE TRAINING ANALYSIS

The personal psychoanalysis is the foundation for training in psychoanalysis. A personal psychoanalysis cannot be conducted satisfactorily with fewer than four hours per week. The total duration is an individual matter determined in the course of that psychoanalysis. The goal of the personal psychoanalysis is essentially that of a therapeutic psychoanalysis with particular attention, however, to the realization by the candidate of his or her optimum potential as a psychoanalyst. It is essential that the candidate develop the capacities for self-observation, self-reflection, and ultimately, ongoing self-analysis which are necessary for the capacity to maintain a basic psychoanalytic stance. All newly admitted candidates are required to undertake psychoanalysis with a training analyst of this Institute. Therapeutic psychoanalysis prior to psychoanalytic training does not waive the requirement for the training analysand. A period of personal analysis is required at some point during the candidate's supervised analytic work. A personal analysis need not be completed before graduation.

To be eligible to enter first-year classes in September, a candidate should have been in analysis with a training analyst for at least a year. In special circumstances, permission by the Education Committee may be obtained to modify this requirement. For individuals in an advanced stage of training who transfer from other Institutes, the question of further training analysis will be addressed by the Education Committee on an individual basis. When candidates think they are ready to begin seminars, they should discuss it with their Faculty Advisors. Candidates may then request permission of the Education Committee to begin coursework.

In the event that the personal psychoanalysis is interrupted because it is not proceeding satisfactorily, the training psychoanalyst will inform the candidate and the Education Committee of this fact. The Education Committee may grant the candidate a second attempt with another training psychoanalyst. If the second analysis is not completed, the training is terminated.

## THE DIDACTIC PROGRAM

The curriculum is designed to be integrated with ongoing personal analysis and supervised clinical work. The program is planned to give the candidate a thorough grounding in psychoanalytic theory, psychoanalytic method and the relationship of psychoanalytic knowledge to related fields. The didactic curriculum is a scheduled series of seminars and electives over a period of five years for a minimum of 450 hours. All candidates are expected to complete all assigned courses. After completion of the core curriculum, all candidates are expected to participate in at least two elective seminars per year until graduation. Candidates may not repeat electives they have already successfully completed for credit.

Classes are usually scheduled on Wednesday evenings during the academic year from September through June. An average trimester includes two 1-1/2 hour seminars per week. Elective courses will be offered to advanced candidates. Candidates of six years or more will complete two electives per year until graduation.

### Didactic Courses and Seminars:

The program includes a twenty-eight course curriculum of required and elective courses, lasting approximately five years and focusing on candidate participation and presentation. There are three categories of courses:

1. Psychoanalytic Theory: Courses and seminars centered on the study of the conceptual framework of psychoanalysis from its beginning to current contributions, including courses on development and courses on psychoanalytic writing.
2. Clinical Psychoanalysis: A group of courses dealing with clinical theory of psychoanalysis and seminars on the theory of technique, including clinical conferences and continuous case seminars. The clinical conferences deal with general and special psychopathology, problems of dream interpretation, and special problems of technique.
3. Applied and Research Uses of Psychoanalysis: Among these courses are those dealing with advanced psychoanalytic theory and with selected and applied uses of psychoanalysis including an introduction to psychoanalytic research.

## CURRICULUM

Registrant:	Introduction to Ethics
Year 1	Freud I: 1893-1909 Technique Ia Freud II: 1910-1917 Technique Ib Interpretation of Dreams Psychopathology I
Year 2	Psychoanalysis and Human Development I Freud III: 1919-1938 Psychoanalysis and Human Development II Psychoanalytic Theory I Psychoanalysis and Human Development III Continuous Case I
Year 3	Psychopathology II Continuous Case II Psychoanalytic Writing I Continuous Child Case Technique II Continuous Case III
Year 4	Psychopathology III Continuous Case IV Psychoanalytic Theory II Elective Continuous Case V Elective
Year 5	Ethics II Research & Psychoanalysis Psychoanalytic Writing II Technique III Continuous Case VI
Year 6 and above	Elective Elective

THE WESTERN NEW ENGLAND INSTITUTE FOR PSYCHOANALYSIS  
CURRICULUM

	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year+
FIRST TRIMESTER	Freud I 1893-1909	Development I	Psychopathology II (Character Disorders)	Psychopathology III (Psychoses)	Ethics II (6 sessions) Psa. & Research (6 sessions)	
SECOND TRIMESTER	Freud II 1910-1917	Development II	Continuous Child Case I	Psychoanalytic Theory II	Technique III	
THIRD TRIMESTER	Interpretation of Dreams	Development III	Technique II	Elective*	Continuous Case VI (termination)	

\*Electives may be taken during any trimester. Two electives per year are required during the 6th year and above.

NOTE: Registrants will take a 3 credit course on Ethics prior to beginning their formal analytic training.

## DESCRIPTIVE SUMMARIES OF COURSES

### Registrants:

#### Introduction to Ethics:

Registrants will take a three session introduction to ethical principles for psychoanalysts. The seminar stresses the boundaries of the psychoanalytic relationship.

### FIRST YEAR

#### Freud I, 1893-1909:

The development of psychoanalysis is presented through an historical review of Freud's writings in three courses, two in the first year and one in the second year. This course begins with Freud's early case studies, clinical formulations and self-analysis. It proceeds through the study of dreams, slips and jokes and the theory of the mental apparatus to the later case studies and the theory of sexuality.

#### Freud II, 1910-1917:

This course covers Freud's major papers written between 1910 and 1917, exploring the developments in his theory that led eventually to his creation of a new model of the mind: the structural theory. The papers from this period concern the increasing complexity of the topographic model, the role of reality in the formation of intrapsychic structure, and the centrality of the Oedipus Complex as a mental structure. In addition, during this critical period, Freud created developmental models for object relations, narcissism, and morality. This course is organized around the question of what additions to the topographic model led to its becoming an inadequate theory of the mind.

#### Theory of Dream Interpretation:

This seminar is centered around a close reading of "The Interpretation of Dreams." The seminar will also address technical issues in dream analysis.

#### Technique Ia:

This seminar is an introduction to the psychoanalytic situation and the psychoanalytic space. In the context of studying the development of psychoanalytic theory from Freud to contemporary writers, similarities and differences between psychotherapy and psychoanalysis will be addressed. The psychoanalytic space will involve a consideration of the practicalities of an analysis: schedules, fee setting, room arrangements and other less tangible aspects of the analytic milieu. A short paper on an analytic topic of one's choosing may be required.

#### Technique Ib:

This early course in psychoanalytic technique is especially focused on the psychoanalyst's perceptual field, the psychoanalytic attitude, intersubjectivity and the duality of transference-countertransference. Technique Ib moves from the assessment of the patient's analyzability to the opening and early phases of a psychoanalysis. Participants examine how the psychoanalytic dialogue and process are initiated and sustained by the patient and analyst. The course provides the first opportunity to learn how to present and listen to a clinical psychoanalysis. Members of the class will present the beginning of their first analyses and an advanced candidate will present the initial phase of an ongoing psychoanalysis.

#### Psychopathology I:

Psychoanalytic theories of psychopathology are presented in three courses, one in the first, one in the third, and one in the fourth years. Each course will cover a specific group of clinical syndromes and disorders. This course begins with an overview of psychoanalytic perspectives on psychopathology, followed by discussion of neurotic symptom formation, hyste-

ria, dissociative states, conversion symptoms and somatization.

## SECOND YEAR

### Psychoanalysis and Human Development:

This course, taught in three trimesters, will follow the various strands of psychic life from infancy to senescence. It will extend the developmental perspective into the various phases of adulthood. Psychoanalytic views of parenthood and the family will be studied. The course will utilize developmentally oriented theoretical writings as well as clinical cases, films, and examples from the literature of normal and abnormal development. As a supplemental and elective experience, arrangements may be made to view developmental examinations and to make direct observations of nursery school children by contacting the relevant faculty. Clinical studies throughout the course will be used to illuminate the whole spectrum of development while shedding light on adaptations of analytic technique to the various stages of development.

### Freud III, 1919-1930:

The course begins with the concurrent development of the theory of aggression and the structural theory, proceeds through the reformulation of masochism and the monographs and papers elaborating the structural theory (including anxiety and defense) and ends with a review organized around some major systematizing papers.

### Psychoanalytic Theory I:

This the first of two courses in psychoanalytic theory, one in the second and one in the fourth year. This seminar builds on and integrates the material from the four Freud reading courses. It provides a summary of the fundamental concepts of psychoanalysis as understood in the American tradition of ego psychology. Concepts such as the unconscious, defense and the formation of psychic structure will be discussed. Structural theory will be reviewed in detail.

### Continuous Case Seminar I:

An ongoing analysis, preferably one recently begun, will be presented by a student. Clinical material will be discussed with emphasis on technical aspects.

## THIRD YEAR

### Psychopathology II:

This course will cover psychoanalytic perspectives on the obsessive neuroses and personality disorders, depression and mood disorders, anxiety and post-traumatic disorders and borderline personality disorders.

### Continuous Case Seminar II and III:

Psychoanalytic cases will be presented by students in one and one-half hour sessions at weekly intervals. The purpose is to provide group discussion of the detailed clinical problems arising in intensively followed cases.

### Psychoanalytic Writing I:

This course is an introduction to clinical psychoanalytic writing. Over the length of the course, candidates will write up portions of a case for discussion in each class. A model of reporting will be used that places detailed accounts of process within the context of the analysis as a whole. Topics relevant to clinical writing such as process notes, disguise, confidentiality and the ethics of clinical reporting will be discussed. The course will also address issues in writing the graduation essay, the application for certification and articles for publication.



#### Continuous Child Case:

This seminar examines psychoanalytic technique as it is adapted to the developmental level and needs of the child. Basic principles of technique regarding transference, resistance and defense are discussed.

#### Technique II:

This is a continuation of the course begun in the first year. Seminar discussions will deal with the later phases in a psychoanalytic treatment in their theoretical and practical aspects - the development of the transference neurosis, possible problems of countertransference, modifications of classical technique and their indications, the theory of curative action of psychoanalysis, techniques of interpretation, the later phases and termination of treatment, etc. Relevant literature will be assigned.

### FOURTH YEAR

#### Psychopathology III:

This course will cover psychoanalytic perspectives on narcissistic personality, perversions, gender identity and psychotic states.

#### Continuous Case Seminar IV and V:

These courses are substantially the same as the courses given in the third year, although cases of greater complexity and cases presenting special challenges may be chosen for presentation. On occasion, a borderline patient may serve as the focus for discussion of the indications for and methods of employing technical modifications.

#### Psychoanalytic Theory II:

This second consideration of theory focuses on the way in which theory is conceptualized by different psychoanalytic traditions. Whereas the first seminar dealt with fundamental theoretical questions from the perspective of ego psychology, the second seminar deals with these issues from the perspective of comparative theory. Self psychology, object relations and relational approaches will be studied and used as multiple vantage points for evaluating the usefulness of particular theoretical ideas.

### FIFTH YEAR

#### Ethics:

This seminar allows for a more comprehensive consideration of ethics than possible in the introductory course. Topics for discussion include conflicts of interest, sexual and non-sexual boundary violations, countertransference and the impaired analyst.

#### Psychoanalytic Writing II:

This seminar will continue the focus on writing case reports and begin the concentration on the psychoanalytic essay. It will meet monthly for two hour sessions during the academic year. Each participant will complete a writing project and present drafts of their work to the group throughout the course. Writing for certification and for publication will also be discussed.

#### Technique III:

This course will deal with special problems in clinical psychoanalysis selected by the candidates in consultation with the instructor.

#### Continuous Case VI, Termination:

This seminar will examine theoretical and clinical aspects of termination in conjunction with the presentation of a terminating phase of psychoanalysis.

### ABOVE FIFTH YEAR:

Candidates who have completed the required five years of coursework shall take two electives per year until graduation.

### ELECTIVES:

Candidates take electives in the third, fourth and fifth year of classes. Candidates in the Child Analysis Program may, if they wish, take two of these required electives from the Child Analysis Program and the other two from the general electives offered. After the fifth year, candidates must take two electives each year until graduation. Candidates may not repeat electives that they have already successfully completed for credit.

Elective courses vary from year to year and several are offered in anyone year. Examples of electives offered in recent years include: Psychoanalytic Process and Technique Study Group, Clinic Committee, Integration and Differentiation throughout the Life Cycle, On Therapeutic Actions in Psychoanalysis, Choosing Analysts: What Works?, An Introduction to British Kleinian and Independent Schools, Literature and Psychoanalysis: Shakespearean Tragedy, Topics in Kleinian Theory and Technique, the Work of Jonathan Lear, Ph.D., The Body and Psychoanalysis, and The Writings of Hans Loewald

### THE SUPERVISED PRACTICE OF PSYCHOANALYSIS

Supervised clinical work ordinarily begins at the end of the second trimester of the first year, after discussion with the faculty advisor and with the authorization of the Education Committee. The minimum supervision requirement for graduation from the Adult Psychoanalysis Program of the Institute is 150 hours of supervision on three supervised cases with at least three supervising analysts, none of whom has been the candidate's personal psychoanalyst. For people in the Child Analysis program, one child case may be substituted for one adult case. The actual requirements for each candidate are determined by the Education Committee in the course of his or her training. The time required to satisfy this aspect of training is quite individual and is predicated on the demonstration of the candidate's ability to do psychoanalysis independently.

Candidates who are not enrolled in the Child Analysis program are also encouraged to apply for permission to undertake the supervised analysis of a child or adolescent as part of their general training. One of the three required minimum cases in the Adult program may be a child or adolescent case.

Patients are to be seen not less than four times a week. Initially supervision will be once per week. One case is to be supervised to termination. It is expected that every candidate will have a period of personal analysis while conducting analysis under supervision. The opportunity for an analyst to explore his or her responses to the analytic situation while analyzing a patient may be essential to his or her own development as an analyst. When a candidate has demonstrated a basic grasp of psychoanalytic principles and the ability to utilize them effectively in the treatment of the first psychoanalytic case, he or she may request authorization from the Education Committee to start a second case under supervision.

If a candidate's work is unsatisfactory, the circumstances will be reported to the Education Committee. The Education Committee will review the candidate's progress and may then assign another supervising psychoanalyst for supervision, or, if indicated, suggest resumption of the personal analysis if this has been terminated, or may interrupt or discontinue his or her training. A candidate may be placed on probation during which time he/she may not take new analytic cases and will focus on strengthening the unsatisfactory

aspects of his/her clinical work. Probation may last up to one year at which point if the deficiencies are unresolved or showing no improvement, the Education Committee will terminate his/her training.

Each candidate is required to analyze two Clinic patients. Both sexes should be represented in the caseload. All patients will be seen in the candidates' offices. Arrangements for supervision, including fees, are the responsibility of the candidate. Supervisory fees for clinic patients are paid by the Institute, not the candidate. Both clinic and private case fees are to be paid directly to the candidate. The candidate will endorse all clinic fees over to the Institute.

The candidate is required to advise the Administrator in writing of the dates of the beginning and ending of all cases in analysis (both clinic and private) under the supervision of the Institute. An initial summary of a beginning case will be due to the supervising analyst within one month of starting the analysis. The candidate shall provide an annual case summary (June) to his/her supervisor for each supervised analytic case until graduation. Permission to start a new analytic case will be granted only when all reports due on previous cases have been received. Timely submission of the case summary allows for a learning opportunity to develop case formulation skills with the supervisor. Senior candidates authorized by the Education Committee to do psychoanalysis without supervision are still required to furnish annual case summaries and keep their supervisor informed periodically about the progress of such cases.

#### THE PSYCHOANALYTIC ESSAY

A completed psychoanalytic essay is expected within one year of the completion of fifth year course work. The nature of this essay will be decided by the candidate in consultation with his/her Faculty Advisor. While candidates may look to their Faculty Advisors for guidance in this scholarly work, the Education Committee may authorize a different senior faculty member to serve as essay advisor on the basis of particular interest or expertise in the area in which the candidate has chosen to work. The candidate-advisor relationship is envisioned as a tutorial one through which candidates can become familiar with systematic clinical and theoretical scholarship; be capable of assessing critically their own efforts and those of others; learn the importance of distinguishing trivial from significant problems and the criteria for making such distinctions; and experience the satisfaction associated with expanding the boundaries of psychoanalytic knowledge. The essay must deal with a psychoanalytic subject and may be a clinical essay utilizing the analytic data derived from psychoanalytic treatment or a thorough critical review of a psychoanalytic concept that represents excellent scholarship.

Twelve copies of the essay should be submitted to the attention of the Chair of the Education Committee for review by the committee. The faculty or essay advisor will notify the candidate of the committee's decision. The Administrator will send written confirmation.

#### PROGRESSION

At the end of each trimester, course instructors will submit written evaluations of each candidate's work. Supervising analysts will submit written evaluations of the candidate's clinical progress in December and June. The Education Committee devotes two of its meetings per year, usually in January and July, to evaluate and review the progress of each candidate. The candidate and his or her faculty advisor are responsible for arranging at least one conference annually to review the candidate's work in the Institute.

The Education Committee may suspend or terminate a candidate's training or place a candidate on probation if it determines that competence as a psychoanalyst is not developing as anticipated. Reasons for interrupting training include, but are not limited to, failure to meet standards for reasonable progress towards graduation, or violations of ethical precepts for the practice of psychoanalysis. When termination or suspension of training occurs, the conditions for readmission, if any, are stipulated by the Education Committee. When a candidate is placed on probation, the deficiencies in progression will be noted by the Education Committee and discussed with the candidate by his/her advisor.

A leave of absence may be granted by the Education Committee upon written request by the candidate. The maximum duration of a leave of absence is two years. Exceptions to the two-year limit may be made for medical leaves of absence at the discretion of the Education Committee. A candidate who for any reason extends a leave of absence beyond two years may be terminated from training without prejudice. If reinstatement is desired, re-application must be made through the Education Committee.

## GRADUATION

Consideration of a candidate for graduation may be initiated by the candidate in consultation with her/his advisor upon satisfactorily completing the required work of the curriculum, including the supervised clinical work and the essay. The Education Committee will schedule a review of all relevant data coordinated and presented by the candidate's advisor. If, in the opinion of the Education Committee, the candidate has demonstrated personal and professional maturity and has acquired a fundamental understanding of psychoanalytic theory and method, he/she will be graduated. Graduates who continue analyses started as supervised cases are advised to report semi-annually to their former supervisor on the continuation of these analyses and on problems of termination during that phase of treatment. In some instances these postgraduate conferences will be of assistance to the Education Committee in formulating its recommendations to the Committee on Certification of The American Psychoanalytic Association at the time the graduate applies for certification and full membership.

Graduates of the Institute are eligible to apply for full membership in The Western New England Psychoanalytic Society, and thereafter in The Western New England Institute for Psychoanalysis, or other affiliate societies of The American Psychoanalytic Association.

## TRAINING PROGRAM IN CHILD AND ADOLESCENT PSYCHOANALYSIS

The Institute offers a training program in the analysis of children and adolescents which is approved by the Board on Professional Standards of The American Psychoanalytic Association. The program leads to graduation by the Institute in this special area of psychoanalysis.

A combined education and clinical training in child, adolescent, and adult analysis provides the candidate with an optimal opportunity to acquire a broad understanding of the development and functioning of the human mind and an opportunity to acquire a synthesized psychoanalytic approach to the clinical situation. Psychoanalysis of children, adolescents and adults shares a common theoretical foundation, has analogous clinical principles, and has the mutual aim of improving mental functioning and increasing self-knowledge. In addition, child psychoanalysis aims at restoring the progression of normal development.

Clinical training in child and adolescent psychoanalysis aims to give the candidate the clinical skills necessary to utilize effectively psychoanalytic process in the treatment of children and adolescents and the clinical skills necessary to work with their parents. It includes learning specific techniques useful in the analytic situation with children, e.g., how to help the child move from play to verbalization through interpretation, how to understand and interpret transference, how to work with resistance, defenses, and internalized conflict, and how to understand the use of the analyst as an auxiliary ego or superego.

The Child Analytic Program involves a four year sequence of didactic seminars, covering such topics as assessment, technique, development, and work with parents. In addition, child analytic candidates are required to treat three children, including a boy and a girl, once adolescent and one latency child, in four times per week analysis; one case must be through termination.

The pre-requisite for beginning the didactic part of the program for candidates in the Child Analysis Program is the completion of the first two trimesters in the Development sequence. The didactic aspect of the Child Analytic Program begins with a seminar focused on Introduction to Child Analytic Technique. Using clinical material presented by the candidates, this course focuses on issues of analyzability, preparing a child for analysis, work with parents, and dynamic formulation. The second trimester is a seminar contrasting adult and child analysis using clinical material. Subsequent seminars focus on technique and particular phases of development, technical programs specific to working with children, developmental assessment, working with parents, and continuous case seminars. In addition to the didactic seminars and the analytic treatment of three children, child analytic candidates must complete twenty (20) hours of supervised observation of normal children; this may be at a day care or school site.

Training in the psychoanalysis of children and adolescents may be undertaken by a graduate or candidate in active training at an accredited Institute of The American Psychoanalytic Association. Those having the requisite background but without additional clinical experience with children (e.g., a residency in child psychiatry) may consult with the Director of Child Analytic Training regarding a preparatory program designed to acquire the necessary experience of working with children.

It is possible for any candidate to take a child into analysis at any point during analytic training without undertaking full training in child analysis. Any candidate may also take any of the child analytic seminars as an elective during their training in adult psychoanalysis.

Candidates seeking admission to the program may apply in writing to the Director of the Child Analysis Training Program by requesting an application form from the Administrator. After assessment by the Child Analysis Faculty, the application will be reviewed by the Education Committee for a final decision. The adult and child analysis program may also be undertaken concurrently.

E. Kirsten Dahl, Ph.D., Chair, Child Analysis Program  
Phyllis Cohen, Ed.D.  
Eric Millman, M.D.  
Joan Poll, M.D.

*CHILD AND ADOLESCENT PSYCHOANALYTIC CLINIC*

E. Kirsten Dahl, Ph.D.  
*Director and Chair*

Eric Millman, M.D.  
*Associate Director*

Phyllis Cohen, Ed.D.  
E. Kirsten Dahl, Ph.D.  
T. Wayne Downey, M.D.  
Robert King, M.D.  
Steven Marans, Ph.D.  
Linda Mayes, M.D.

Eric Millman, M.D.  
Barbara Nordhaus, M.S.W.  
Joan Poll, M.D.  
Fred Volkmar M.D.  
Joan Wexler, M.S.W.

The Clinic is staffed by the Child Analysis Faculty. The clinic offers affordable psychoanalysis to children who are deemed suitable after intensive evaluation by the Child Clinic Committee. Children selected for psychoanalysis will be treated at least four times weekly and usually for eighteen months to two years. Parents are seen periodically in ongoing consultation about their child's condition as necessary. Children who are best treated by the clinic suffer from complex conditions of anxiety and depression, often with behavioral or sleep disturbance, which have not responded to less intensive treatment measures or for whom analysis is deemed to be the treatment of choice.

For application forms, contact: The Child Psychoanalytic Clinic, 255 Bradley Street, New Haven, CT 06510, by telephone 203-562-2103; or FAX to 203-562-0563 or email: [kwilcox@wneip.org](mailto:kwilcox@wneip.org). Contact Dr. Kirsten Dahl with any questions concerning referrals by phoning 203-782-2050.

## OUTLINE OF A CAREER IN PSYCHOANALYSIS

This schema is intended to present an example of a generic course of psychoanalytic development. It suggests the variety of clinical experience and the richness of choices which accompany a psychoanalytic career.

### Application Phase

Inquiry	Institute Bulletin and application form requested from the Administrator.
Application	Application completed and forwarded to the Education Committee; Classes usually begin every other year in September; because the application process is lengthy, early applications are welcome and appreciated.
Screening	Preliminary screening by the Education Committee. If accepted for final screening, the applicant is interviewed by three members of the Institute, at least two of whom are members of the Education Committee.
Acceptance	Letter of acceptance sent to applicant with notification to American Psychoanalytic Association (A.Psa.A.). The Education Committee will assign a faculty advisor. The registrant must become an affiliate member of the Western New England Psychoanalytic Society and sign the ethics pledge. Eligible to join The American Psychoanalytic Association as affiliate member.
Personal Analysis	Psychoanalysis (4-5 sessions weekly) with a training analyst for approximately one year before starting the didactic program. Candidate should consult his/her advisor before formal request to the Education Committee for permission to begin classes.

### Training Phase

Candidacy	A five year core curriculum is started with courses on Freud's writings and on psychoanalytic technique. Application for training in child analysis may occur at any time. Candidate's progress is reviewed twice yearly by the Education Committee. During second trimester of the first year, permission to begin supervised analysis of an adult or child may be requested in writing from the Education Committee.
Supervised Analyses	Initial, semi-annual, and final reports on supervised analytic cases submitted by candidate. Semi-annual evaluations by supervisors.
Advanced Candidate	Authorized to conduct unsupervised analysis granted by Education Committee. Written reports still required on all cases. A supervisory consultant is selected to be available for any clinical questions or concerns.

Eligible to teach in Extension Division and as co-instructor in core program.

Graduation

Courses have been completed in the core curriculum. Analytic competence has been demonstrated by a minimum of three supervised cases, one of which has been supervised through termination. A psychoanalytic essay has been written and accepted by the Education Committee.

The candidate requests to be graduated. Progression is reviewed by the Education Committee which conveys permission to graduate.

Post Graduate Career

Membership in the  
W.N.E. Psycho-  
analytic Society

Eligible for full membership after graduation. May teach in the Continuing Education Division.

Membership in the  
W.N.E. Institute  
for Psycho-  
analysis

Eligible after graduation to join the Institute once accepted in good standing as a full member of the Society.

WNEIP Faculty

Eligible after graduation to teach in core program. May teach an elective course with permission of the Education Committee. Some Institute members are invited by the Education Committee to join the faculty.

APsaA

Eligible for membership in The American Psychoanalytic Association (APsaA) as active member upon graduation.

Certification  
in Psychoanalysis

Application evaluated and approved by the American Psychoanalytic Association.

Training and  
Supervising  
Analyst

After five years post-graduate practice, eligible to be considered by Education Committee to become a training and supervising analyst in Adult or Child Analytic Programs.

Psychoanalytic  
Scholarship and  
Research

Research into psychoanalytic theory, applications and practice; presentation and publication of psychoanalytic articles

Professional  
Activities (in  
addition to  
clinical  
practice)

Institute and Society committee memberships; service on APsaA committees; participation in study groups, symposia, etc.



### THE HENRY WEXLER MEMORIAL LIBRARY

The Henry Wexler Memorial Library is maintained for students and members of the Society and Institute. Non-members who wish to use the library may do so with special permission of the Chair of the Library Committee. Information about library hours may be obtained from the office.

### EDNA SPURR HALL LOAN FUND

In her will, the late Edna Spurr Hall of Lakeville, Connecticut, made this bequest to The Western New England Institute' for Psychoanalysis as an expression of her gratitude for the effectiveness of the psychoanalytic treatment of a member of her family. It provides for small, short term loans when candidates in training require help with unforeseen financial problems. For further information, please contact the office.

### PSYCHOANALYTIC FELLOWSHIP PROGRAM

The Psychoanalytic Fellowship Program of The American Psychoanalytic Association seeks outstanding psychiatrists, psychologists, and clinical social workers and academics at various levels of training who are curious about how the mind works, consider psychoanalytic thinking important for the future of their professional disciplines and are likely to become, or already are, leaders in their fields. For specific application requirements and benefits, please contact The American Psychoanalytic Association, 309 East 49th Street, New York, NY 10017 (212-752-0450 x 12).

# THE WESTERN NEW ENGLAND INSTITUTE FOR PSYCHOANALYSIS

## FORMER PRESIDENTS

Edgerton McC. Howard, M.D., 1956-1957  
F. C. Redlich, M.D., 1957-1958  
Richard Newman, M.D., 1958-1960  
Hans W. Loewald, M.D., 1960-1963  
Albert J. Solnit, M.D., 1963-1966  
Samuel Ritvo, M.D., 1966-1968  
Stanley A. Leavy, M.D., 1968-1970  
Nathaniel J. London, M.D., 1970-1972  
George F. Mahl, Ph.D., 1972-1974  
John P. Plunkett, M.D., 1974-1976  
Seymour F. Handler, M.D., 1976-1978  
Michael Green, M.D., 1978-1980  
Stanley W. Jackson, M.D., 1980-1982  
Sanford J. Perlis, M.D., 1982-1984  
Louis J. Michaels, M.D., 1984-1986  
John E. Schowalter, M.D., 1986-1988  
Emanuel C. Wolff, M.D., 1988-1990  
Sanford J. Schreiber, M.D., 1990-1992  
Paul Schwaber, Ph.D., 1992-1994  
Jerome H. Meyer, M.D., 1994-1996  
Stephen R. Atkins, M.D., 1996-1998  
Rima L. Brauer, M.D., 1998-2000  
Lynn Whisnant Reiser, M.D., 2000-2002  
Robert King, M.D., 2002-2004  
Theodore Mucha, M.D., 2004-2006  
Kay M. Long, Ph.D., 2006-2008  
Susan Bers, Ph.D., 2008-2010

THE WESTERN NEW ENGLAND PSYCHOANALYTIC SOCIETY  
2009 - 2011

*President*

Victoria Morrow, M.D.

*Vice President*

Boris Meandzija, M.D.

*Secretary*

Janet Madigan, M.D.

*Treasurer Pro-Tem*

Janet Madigan, M.D.

FORMER PRESIDENTS OF THE  
WESTERN NEW ENGLAND PSYCHOANALYTIC SOCIETY

Joseph O. Chassell, M.D., 1951-1952  
Merton M. Gill, M.D., 1952-1953  
Edgerton McC. Howard, M.D., 1953-1955  
Felice M. Emery, M.D., 1955-1957  
Richard Karpe, M.D., 1957-1959  
Samuel Ritvo, M.D., 1959-1961  
Richard Newman, M.D., 1961-1963  
Henry Wexler, M.D., 1963-1965  
Roy Schafer, Ph.D., 1965-1967  
Albert J. Solnit, M.D., 1967-1969  
Seymour L. Lustman, M.D., 1969-1971  
Rebecca Z. Solomon, M.D., 1971-1973  
Michael Green, M.D., 1973-1975  
Stanley W. Jackson, M.D., 1975-1977  
Louis J. Micheels, M.D., 1977-1979  
Richard A. Isay, M.D., 1979-1981  
David A. Carlson, M.D., 1981-1983  
Seymour L. Handler, M.D., 1983-1985  
Braxton McKee, M.D., 1985-1987  
Sanford J. Schreiber, M.D., 1987-1989  
Myron R. Hurwitz, M.D., 1989-1991  
Rosemary H. Balsam, M.D., 1991-1993  
Theodore F. Mucha, M.D., 1993-1995  
Sidney H. Phillips, M.D., 1995-1997  
Elizabeth Brett, Ph.D., 1997-1999  
E. Kirsten Dahl, Ph.D., 1999-2001  
Lawrence Levenson, M.D., 2001-2003  
Robert S. White, M.D., 2003-2005  
Oscar Hills, M.D., 2005-2007  
Eric Millman, M.D., 2007-2009

Representative to APsaA Executive Council:  
Marshal Mandelkern, M.D.