



ACAP Post-Graduate Certificate in Psychoanalysis



CATALOG
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973-629-1001 www.acapnj.org

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About ACAP

ACAP, a non-profit 501(C)3 tax-exempt corporation, is a school for training in modern psychoanalysis and a community service organization. Modern psychoanalysts have developed creative and innovative techniques for working with the full range of mental disorders and have had remarkable success in helping even the most seriously ill patients improve their lives and experience significant growth and change. ACAP welcomes Master's level graduates from any academic discipline who demonstrate the ability to learn to use themselves as therapeutic professionals.

ACAP's various programs are designed to prepare individuals to use psychoanalytic understanding in clinical and other professional settings, to transmit their understanding to others, and to conduct and publish research contributing to the development of the field of psychoanalysis. In keeping with our theoretical approach, we encourage students to move at their own pace and design individualized study programs. Along with "on campus" studies, ACAP supports synchronous video conferencing for learning, in which physically remote students can participate in classes and access ACAP resources.

Faculty and teaching assistants at ACAP are all certified psychoanalysts educated to teach psychoanalytic concepts through a combination of emotional and cognitive methods. They have been trained in various psychoanalytic schools of thought.

ACAP is physically located at 301 South Livingston Avenue, Second Floor, Livingston, New Jersey (Tel. 973-629-1001 Fax. 973-629-1003). The building has handicapped access. ACAP can be reached by both public and private transportation. The North Jersey Consultation Center, the treatment service of ACAP, is located in the same office suites. The NJCC can be contacted directly at 973-629-1004. Its online presence is www.acapnj.org. All long-distance learning students currently synchronously access the classroom through the telecommunications software known as "ZOOM."

ACAP's Vision and Mission

ACAP's Vision: Individuals and Communities Free of Mental Illness

ACAP's Mission: To promote mental health and repair emotional damage through teaching, training, and treating.

We achieve this mission through:

1. Teaching and Training:

- Offering a Post Graduate Modern Psychoanalytic Certificate training program – with continuous national accreditation since 1990 to both local students and participants across the country and worldwide through a synchronous videoconferencing methodology that engages the student in coursework along with the in-house students.
- Partnering with the Boston Graduate School of Psychoanalysis, to offer regionally accredited master's degrees with counseling curriculum approved by the New Jersey State Professional Counselor Examiners Committee. These degrees are: a Master of Arts in

Mental Health Counseling and a Master of Arts in Psychoanalysis as well as a post MA in Mental Health Counseling.

- Offering Continuing Education for: mental health, medical, organizational, public health and public service, law enforcement, and educational professionals - to all interested in learning about human motivation, interpersonal relationships, parenting and education issues; and
2. Serving as a community resource by developing programs and seminars that apply psychoanalytic expertise, such as: Conferences, Brown Bag Lunch Talks, Trauma and Resilience Studies, One-Year Program, Friday Night and Sunday Afternoon Seminars, Training Grants, and ongoing workshops like Writing to Heal. ACAP serves institutions, organizations and individuals working with some of our communities' most challenging and vulnerable populations. These programs are available both in-house and through the long distance learning approach.
 3. Treating:
 - Providing a mental health treatment facility, *The North Jersey Consultation Center*, for quality outpatient, comprehensive mental health treatment at affordable fees, without regard to insurance or managed care issues.
 - *iStrive*, a Saturday program for young adults with autism spectrum disorder

Governance

ACAP is a non-profit corporation governed by a Board of Trustees responsible for fiscal and administrative policy issues. ACAP's educational programs and the associated treatment service, the North Jersey Consultation Center (NJCC), are operated by the Institute Directors. The Directors are responsible for all policy decisions with respect to the academic unit and NJCC. They determine the design and implementation of academic, clinical, and community programs, and the development of referral sources for NJCC. They are advised by the active faculty on the Training Committee to evaluate the day-to-day functioning of the school, classes, student progress, curriculum, and the NJCC.

See the student, faculty, and staff handbooks for details on codes of conduct or grievance policies, or contact acapnj@acapnj.org.

ACAP has a student and an alumni group.

Accrediting Bodies and Membership Organizations

ACAP is accredited by the American Board for Accreditation in Psychoanalysis, Inc. (ABAP Inc). ACAP students and graduates are eligible to join The National Association for the Advancement of Psychoanalysis, 80 Eighth Avenue, Suite 1501, New York NY 10011-5126. (www.naap.org). ACAP follows the ABAP Code of Good Practice by endorsing the NAAP code of ethics.

About Modern Psychoanalysis

Psychoanalysis was described by Sigmund Freud as “any line of investigation which takes transference and resistance as its starting point.” (By “transference” Freud was referring to a patient’s response to the analyst that repeats responses to significant people in the patient’s past. By “resistance” Freud was referring to the way a patient may repress or resist uncomfortable memories or feelings, the exploration of which may contribute positively to the patient’s treatment.) Modern psychoanalysis uses Freud’s theory as a starting point and provides an extension of technique that allows therapists to work with the most severe emotional disorders.

Modern psychoanalysis builds and expands on traditional theory and methods. However, in modern psychoanalysis, a wider range of conditions is treated than in traditional psychoanalysis, and the focus is centered more on the patient’s current emotional life rather than on past experiences only. The modern psychoanalytic framework teaches students to work successfully with all the psychiatric disorders, including psychoses.

In modern psychoanalysis, the therapist helps the individual put the full range of his or her feelings into words. By going through this process with the analyst, the patient is empowered to experience and tolerate all feelings and to choose more successful life strategies based on increased emotional maturity.

Modern psychoanalysis was developed in the 1950’s by Hyman Spotnitz, M.D. and his colleagues whose work led to the understanding and expansion of psychoanalytic techniques to deal with the severe types of cases appearing more frequently in analysts’ offices.

Whereas Freud considered patients with narcissistic disorders untreatable because they did not develop object transferences, Dr. Spotnitz and other psychoanalysts discovered that the experiences of the preverbal period of development may be relived and become accessible to intervention in the form of the narcissistic transference.

The narcissistic transference recapitulates the earliest feelings and experiences of infancy and childhood, for which there are no words. These feelings and experiences are usually revealed in the form of symptoms and other symbolic communications, which induce feeling states in the analyst. The study of these inductions provides the modern analyst with the means to devise appropriate emotional interventions to aid in the analysts and maturation.

Modern psychoanalytic treatment technique is beneficial in working not only with adults individually, but also with children, couples, families, and groups. At ACAP, students learn many different approaches to these treatment modalities.

ACAP Post-Graduate Certificate in Psychoanalysis

The Certificate Program is designed to provide the post-master’s student with a broad foundation in the fundamentals of psychoanalysis. The program involves Pre-matriculation level (A) and Certificate Level (B).

The Pre-matriculation (Pre-matriculation Level A), students take foundation courses and participate in an observational fieldwork experience. The fieldwork placement experience

provides students with the opportunity to observe regressed psychic states. The student observes unconscious processes and studies countertransferential processes. During fieldwork, the student practices conceptualization of pathology and character development, and is prepared for psychoanalytic work with less regressed patients. By observing more seriously regressed states, the student analyst learns to tolerate a wide range of feelings during the analytic process. The student writes a case paper which is presented to the faculty at the conclusion of the pre-matriculation Level (A) which evaluates learning basic psychoanalytic concepts and advancement to Candidacy Level (B) if all coursework requirements are met.

Pre-matriculation Level (A) students who are participating through the distance learning method attain a fieldwork site in an agency near their home location through which they have the same opportunity to observe unconscious and countertransferential processes. A memorandum of understanding (MOU) is executed between ACAP and each fieldwork site.

Students who hold State-issued clinical licenses to practice independently may request to study existing cases. These students work with supervisors to determine if those cases will provide the experience of studying regressed states to meet the same educational goals. While they are in clinical practice in another mental health discipline, the educational goal is one of observing the dynamics associated with regressed states and begin to observe their own countertransference reactions.

A Master's degree is required for advancement to Candidacy Level (B).

During the candidacy Level (B), the student becomes a Consultation Center Candidate at the North Jersey Consultation Center (NJCC) and completes at least 750 supervised clinical experience hours. All cases seen at the NJCC are supervised by training psychoanalysts. Students must take a minimum of four semesters of Clinical Case Course with Small Group Supervision and, in addition, small group supervision in the summer (at least 25 hours apply toward individual supervision) followed by at least 125 hours of individual supervision and at least 50 hours of control supervision. Advanced course study, narrows to a psychoanalytic case study, based on a control case. In the period of advanced clinical study, the student writes a psychoanalytic case paper detailing the treatment of an individual case, studied in depth. Courses in human development (normal & pathological), theory, psychopathology (12 credit hours), clinical practice (at least 750 hours), supervision (at least 200 hours), and research are taken at both levels. An approved training analysis of at least 350 hours is required of candidates throughout their training in the Certificate Program. Long-distance students select one established and new patients from their practice that are appropriate for Candidacy Level (B) or are helped to develop a site where patients can be seen.

Students who have achieved Consultation Center Candidacy Status (Candidacy Level B) are taught to apply psychoanalytic knowledge and skills to the treatment of cases seen at the North Jersey Consultation Center. Studies include courses in developmental theory, psychoanalytic theory and research, clinical psychopathology, and cultural diversity.

Distance learning students (DLS) that have achieved Candidacy Level (B) comply with the NJCC requirements for supervision, coursework, and communication with some exceptions cited

in the NJCC manual. DLS must comply with all local, State and federal laws. DLS who have a State license in their locale to practice independently engage in educational consultation rather than supervision. Distance learning students who do not have a license to practice independently in their home location are required to simultaneously maintain supervisors of record with their licensing State in accordance with state regulations while participating in educational consultation under the NJCC requirements to meet program requirements.

All students must follow telehealth and telemedicine laws in their jurisdictions.

While most students attend part-time for over five to eight years, the program length is five years of full-time study.

Program Goals

The psychoanalytic Certificate Program advances the student's theoretical knowledge, research and clinical skills and self-awareness to prepare the candidate to practice, and conduct independent research in psychoanalysis. Emotional maturation is the central component in the educational process.

Upon completion of the Certificate in Psychoanalysis program, students are expected to achieve a number of learning outcomes:

Students will demonstrate:

- 1) the application of a psychodynamic framework emphasizing transference and resistance within guidelines of ethical practice;
- 2) use of psychoanalytic clinical intervention skills to establish a treatment relationship and treatment plan with a range of functioning, from regressed and narcissistic patterns to everyday problems and stressors;
- 3) acquisition of knowledge as a model to conceptualize a clinical picture with attention to human development, psychopathology, diverse cultural contexts and countertransference to develop individualized treatment interventions;
- 4) an understanding of basic assessment practices and diagnosis, differentiating diagnoses according to the psychodynamic conceptualizations;
- 5) development as a scholar-practitioner through review of the literature and application of these concepts in practice;

ACAP follows the ABAP psychoanalytic competencies (ABAP, Inc., 2017) in development of course material: <http://www.abapinc.org/core-competencies/>

Graduation Requirements

The program can be completed in 5 years on a full-time basis. However, most candidates complete the program on a part-time study basis, which makes completion time variable, depending on the student.

To graduate, students complete:

- 1) Pre-matriculation Level (A) coursework (at least 48 credits)

- 2) A supervised fieldwork experience of at least 400 hours
- 3) Satisfactory presentation of fieldwork case and a fieldwork case paper
- 4) Candidacy Level (B) Coursework (at least 42 credits)
- 5) Consultation Center Candidacy, a minimum of 750 supervised clinical hours* and 1,000 total hours
- 6) Satisfactory paper and presentation of a control case
- 7) Minimum of 350 sessions of individual training analysis (50 of which could be group format)

*See the NJCC manual for supervisory requirements

Clinical Studies

Fieldwork studies in the ACAP Certificate in Psychoanalysis provide a rich learning experience for the psychoanalytic student. Students study in a field placement in a setting for regressed patients to practice basic skills and to study their own reactions. This experience provides the foundational building blocks to develop the skill set to develop a relationship with patients at the earliest levels of psychic functioning. Specifically, the fieldwork courses foster the ability to read the patient's contacts, responses to stimulation, and symbolic communications while observing the emotional responses induced in oneself. These skills are basic to working with any patient.

During the fieldwork externship course sequence (GPSA 701-703), students simultaneously participate in a fieldwork seminar course and small group supervision. To complete the fieldwork sequence, students present their work with cases in the final semester of the fieldwork seminar and submit a case study research paper to the Fieldwork Instructor and the Research Instructor (see section on Research).

The Fieldwork Coordinator consults with each student on the internship selection and helps the student structure it to the course criteria, with appropriately credentialed supervisors and sufficient clinical hours.

Students practicing psychoanalysis for training purposes are required to do so only under qualified supervision.

Training Analysis

Students accepted for the Certificate program are required to be in a training analysis within the first two semesters of admission and for the duration of their studies. Training analysts may be chosen from Institute-certified analysts (preferably NAAP-certified Modern Psychoanalysts) or analysts approved by the training committee, and documented through the confirmation of analysis form. Students are required to have 70 hours of analysis by the completion of Pre-matriculation Level (A) and 350 hours cumulative by the completion of Candidacy Level (B), 50 of which may consist of group analysis. Long-distance students have the option of engaging in training analysis via telecommunication with an ACAP analyst or locally with an approved training analyst. Long Distance Learning students are advised to meet these requirements while heeding state laws and regulations.

Advisement

At the Pre-matriculation Level (A), a student's course of study is guided by an academic advisor who approves course registration and assists when necessary to promote success in training. All requests to the training committee are coordinated by the academic adviser.

At the Candidacy Level (B), Fellows meet weekly with candidates and may serve as advisors. Fellows are available for regular personal and academic support, as well as for administrative management of cases. The Fellow reviews and approves course registration and evaluations and confirms the application for graduation. All written communication between the student and the Training Committee is processed through the Fellow. A candidate's requests for additional patients, treatment room assignments, and scheduling of patients is also requested through the Fellow for local students. For distance students, the Fellow provides support in the selection of patients to function as Candidacy Level (B) consultation patients.

Course Requirements

Pre-matriculation Level (A):

Course Requirements: There are 12 academic courses required on Pre-matriculation Level (A):

- Psychodynamic Theory and Practice – 4 (12 credits)
- Human Growth & Development – 2 (6 credits)
- Maladaptive Behavior/Psychopathology – 1 (3 credits)
- Cultural Competency – 1 (3 credits)
- Introduction to Research – 1 (3 credits)
- Electives – 3 (9 credits)

Field Work Requirements: There are a minimum of three semesters of clinical coursework required on Pre-matriculation Level (A):

- Fieldwork Seminar – 3 semesters (9 credits)
- Supervised Group Studies – 3 semesters

In their Fieldwork placement, students complete a minimum of 150 hours of individual sessions with 3 regressed patients (50 hours each). 250 additional hours must be earned by observing or leading at least one group and other opportunities such as seeing additional individual patients, additional group observations, attending team meetings or other activities concerning patients in the placement setting. In total, at least 400 hours of activity are required. (at least 150 of individual sessions and 250 of additional clinical activity).

When the clinical hours and academic requirements of Pre-matriculation Level (A) have been met, students write a Field Work paper and present their case study to the Training Committee. While students are evaluated by their instructors and supervisors throughout the program, the case presentations are the formal evaluative component of their progress through the program.

Completion of Pre-matriculation Level (A) coursework and more than 70 hours of personal analysis is required for acceptance to Candidacy Level (B). Students must possess a master's degree for acceptance to Level B. Distance students must in addition to a master's degree, have a clinical practice venue that is approved by the training committee.

Candidacy Level (B) Certificate Candidacy

After completing the requirements of Pre-matriculation Level (A) and at least 70 hours of personal analysis, a student with a Master's degree may apply to the Training Committee for Consultation Center Candidacy Status. Once accepted, the student is assigned a Fellow who helps the student to advance in the clinical part of the training.

Consultation Center Internship

Students see a range of patients at the Consultation Center, meeting the requirement to see three patients (who attend weekly and are using the couch) who remain in treatment for at least two years. Students are encouraged to carry a caseload of five patients in order to meet this requirement and provide them with depth of clinical experience. A total of 750 hours of patient contact is required for graduation. 250 additional hours of ancillary clinical work is needed to meet the 1000-hour requirement for clinical experience at Candidacy Level (B). These additional 250 hours can be met through attendance at courses, clinical presentations, conferences, discussion groups, and continuing educational activities. Students should document all clinical hours. After completing 4 semesters of Small Group Supervision, students are required to experience 200 hours of individual supervision. 150 of these hours are to be completed with two different supervisors at a rate of no less than 50 hours each. A minimum of 50 additional hours are conducted as the Control Supervision. Students receive an NJCC manual and a research manual that further defines this process and available through the fellow.

Students take a minimum of four semesters of Clinical Case Seminar and Small Group Supervision. After the four required semesters, students continue to take Clinical Case Seminar until graduation, although it is possible to substitute Continuing Case Presentation for Clinical Case Seminar, with the agreement of the Fellow, after four semesters. At any point in the student's Consultation Center training, an application can be made, through the Fellow, to the Training Committee to begin individual supervision.

After at least four semesters of small group supervision, the addition of individual supervision, and the designation of one patient well-established in treatment, the student may apply, through the Fellow, to the Training Committee to begin the Control Analysis. Students continue to see a minimum of three patients at the Consultation Center until graduation.

Distance learning students have the same requirements with respect to hours of treatment. Coursework and supervision. Distance students may be advised to practice in a private practice setting or other mental health treatment setting, following licensure and supervision requirements of their state as well. ACAP faculty may offer educational consultation while the student is supervised within the laws and regulations in their State. Practice settings and selection of patients to fulfill the graduations requirements are discussed and approved by the Fellow, supervisors and the training committee.

Clinical Supervision Summary

A total of 200 hours of supervision at the Consultation Center level is required for graduation.

1) Small Group Supervision. At the entry of Candidacy Level (B), students must take at least four semesters of Small Group Supervision. Supplementary private individual supervision may be added at any time with the approval of the Fellow. (at least 3 semesters and a summer)

2) Individual Supervision. At the appropriate stage in the training the student takes on an individual supervisor. The student applies to the Training Committee, through the Fellow, for approval of the individual supervisor while following the steps outlined in the NJCC manual. For each four hours of patient contact, the student must receive a minimum of one hour of supervision. More details are available in the NJCC manual. (at least 125 hours)

3) Control Supervision. At the appropriate stage in training the student takes on a Control Supervisor for in-depth study of one case. Again, the student applies, through the Fellow, to the Training Committee to begin the Control Analysis following the steps outlined in the NJCC and Research manual. In Control Analysis, one patient is presented to one supervisor for a minimum of fifty sessions. (at least 50 hours)

A minimum of four semesters of introductory clinical coursework are required on the Candidacy level (B)*:

- Clinical Case Seminar – minimum 4 semesters (at least 12 credits)
(Remain in Clinical Case or Continuing Case until graduation or, while writing the final chapter of the Single Case study, submit a request to the training committee to substitute a course for a clinical course.) while participating in Supervised Group Studies – minimum 4 semesters and 1 summer (36 hours of supervision)

There are 10 academic courses required on Candidacy Level (B):

- Psychoanalytic Theory – 2 (6 credits)
- Human Growth & Development – 2 (6 credits)
- Maladaptive Behavior/Psychopathology – 1 (3 credits)
- Research and Evaluation: - 2 courses in Proposal Writing (6 credits)
- Psychoanalytic Case Study Paper Research Tutorial – Minimum of 2 (at least 6 credits) and Remain in Research Tutorial until the paper is complete and accepted
- Elective – 1 (3 credits)

**For Students who wish to practice in New York and choose to pursue the Diagnose and Treat license, 12 additional credits of coursework, 12 credits in psychopathology (including 184, 181, 545, 750, 751, 754) and a total of 2,000 supervised, direct contact hours with a mental health supervisor licensed in NY State*

As a result of completing the research courses and research tutorial, students write a psychoanalytic case study paper. When it is complete, students present the case to the training committee and if approved, can apply for graduation.

To complete Candidacy Level (B), students must have a minimum of 350 hours of personal analysis, 50 of which can be group analysis.

The Research Program consists of Introduction to Psychoanalytic Research Methods, Proposal Writing, and at least two semesters of Clinical Research Paper Tutorial. The first course, taken early in training, acquaints students with trends in research within human sciences and psychoanalytic research methods that have gained general acceptance within

the field. Research coursework at Candidacy Level (B) is designed to assist the student in developing the skills necessary to write the single case study required for graduation. The final research paper is based on the Control Case. Students learn processes of how to formulate a research question, conduct a literature survey, design a methodology, collect data, and generate findings and further hypotheses that are basic elements of a psychoanalytic case study. The specific requirements for the research project are outlined in the Research Manual.

Curriculum*

Psychoanalytic Theory & Practice (Pre-matriculation Level (A): 12 credits/Candidacy Level (B): 6 credits)

- GPSA521 Psychoanalytic Counseling: Basic Concepts (3 credits)
- GPSA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits)
- GPSA526 Resistance and Defense (3 credits)
- GPSA529 Transference and Countertransference (3 credits)
- GPSA531 Group Dynamics I: Theories & Techniques (3 credits)
- GPSA532 Group Dynamics II: Group Leadership (3 credits)
- GPSA824 Treatment Techniques: Symbolic and Emotional Communication (3 credits)
- GPSA833a Child Treatment: Theory and Practice (3 credits)
- GPSA833b Adolescent Treatment: Theory and Practice (3 credits)

Human Growth & Development (Pre-matriculation Level (A): 6 credits/Candidacy Level (B): 6 credits)

- GPSA501 Human Development: The Developing Mind (3 credits)
- GPSA502 Human Development: Age Three to Adolescence (3 credits)
- GPSA503 Human Development: Adolescence to Adulthood (3 credits)
- GPSA504 Human Development: Adulthood – Middle to Later Years (3 credits)
- GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey Course) (3 credits)

Maladaptive Behavior/Psychopathology (Pre-matriculation Level (A): 3 credits/Candidacy Level (B): 3 credits)

- GPSA181 Psychopathology: Severe Emotional Disorders (3 credits)
- GPSA184/541 Psychopathology: Primitive Mental States (3 credits)
- GPSA 545 Child Psychopathology (3 credits)

Cultural Competency (Pre-matriculation Level (A): 3 credits required)

- GPSA104 Multicultural Issues in Mental Health Work (3 credits) (Required)

Fieldwork Seminars (meets clinical hour requirements. Pre-matriculation Level (A): 12 credits required)

- GPSA700 Fieldwork Practicum Seminar & Supervised Group Studies (SGS) (First Semester of Fieldwork) (4 credits) (Required)
- GPSA701 Fieldwork Seminar - Clinical Interviewing: Early Interventions & Supervised Group Studies (SGS) (4 credits)
- GPSA702 Fieldwork Seminar - When and How to Intervene: Transference and Countertransference & Supervised Group Studies (SGS) (4 credits)
- GPSA703 Fieldwork Seminar - Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (SGS) (4 credits)

Supplemental:

- GPSA704 Fieldwork Seminar - Continuing Fieldwork Seminar & Supervised Group Studies (SGS) (4 credits)

Research and Evaluation (Pre-matriculation Level (A): 3 credits/Candidacy Level (B): 6 credits)

- GPSA552 Introduction to Research in Human Sciences: Quantitative and Qualitative Studies (Pre-matriculation Level (A): 3 credits, required)
- GPSA 555A Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (Candidacy Level (B): 3 Credits, required)
- GPSA 555B Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (Candidacy Level (B): 3 Credits, required)
- GPSA 558 Advanced Writing Seminar (Candidacy Level (B): 3 credits, supplemental)

Clinical Case (Candidacy Level (B): at least 12 credits required*)

GPSA750 Clinical Case Seminar: The Initial Diagnosis and Resistances: Psychoanalytic Theory of Psychodiagnosis

GPSA751 Clinical Case Seminar: Comparative Studies in Psychopathology

GPSA752 Clinical Case Seminar: Transference and Countertransference Issues

GPSA753 Clinical Case Seminar: Practice Technique in Dreams and Symbolic Communication

GPSA754 Clinical Case Seminar: Practice in Psychopathology and Psychodiagnosis

GPSA755 Clinical Case Seminar: Clinical Practice

GPSA758 Continuing Case Seminar (*requires permission of the training committee to substitute for Clin. Case*)

- *Clinical Case or Continuing Case are required through graduation. If applying for NY State LP and Diagnose and Treat licensing, 12 credits in psychopathology are recommended. Consider 750, 751, 754, 184, 181 or 545 and 2000 supervised clinical hours with supervisors who holds a NY State license – see NY Office of Professions*

Psychoanalytic Case Study Paper (Candidacy Level (B): at least 6 credits required)

GPSA760/761 Independent Clinical Research Tutorial (3 credits)

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GPSA760/761 Independent Clinical Research Tutorial (3 credits)

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GPSA760/761 Independent Clinical Research Tutorial (3 credits)

Electives (Pre-matriculation Level (A) 9 credits; Candidacy Level (B) 3 credits) (Additional courses added as needed)

Other course categories can be applied to electives after all requirements are met

One-Year Program – All 4 courses and paper (3 credits)

GPSA101 Clinical Assessment and Appraisal (3 credits)

GPSA161 Psychoanalytic Theory II: Fundamentals of Freud (3 credits)

GPSA501 Human Development: The Developing Mind (3 credits)

GPSA502 Human Development: Age Three to Adolescence (3 credits)

GPSA503 Human Development: Adolescence to Adulthood (3 credits)

GPSA504 Human Development: Adulthood – Middle to Later Years (3 credits)

GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey Course) (3 credits)

GPSA520 Evolution of Basic Psychoanalytic, Trauma, and Resilience Concepts (3 credits)

GPSA526 Resistance and Defense (3 credits)

GPSA529 Transference and Countertransference (3 credits)

GPSA531 Group Dynamics I: Theories & Techniques (3 credits)

GPSA532 Group Dynamics II: Group Leadership (3 credits)

GPSA534 Trauma and the Resilient Mind: Contemporary Theories (3 credits)

GPSA558 Advanced Research Writing Seminar (3 credits)

GPSA780 Clinical Supervision (3credits)

GPSA800 Attachment: Theory and Practice (3 credits)

GPSA810 The Psychoanalytic View of Women (3credits)

GPSA825 Gender and Identity (3 credits)

GPSA828 The Psychodynamics of the Family Life Cycle (3 credits)

GPSA830 Attachment Patterns through the Lifecycle (3 credits)

GPSA831 Intervention Strategies for Working with Regressed States (3 credits)

GPSA833a Child Treatment: Theory and Practice (3 credits)

GPSA833b Adolescent Treatment: Theory and Practice (3 credits)

GPSA835 Couples through the Lifespan (3 credits)

Total of 350 hours of analysis to be required - 12 before beginning fieldwork, 70 before Candidacy Level (B)

Note regarding distance students' participation in courses. While the instructor and local students gather in classrooms at the ACAP center in Livingston, NJ, distance students participate from around the U.S. and the world synchronously. Extensive investment in AV technology and enables the student to see and hear everything in the classroom and be seen and heard as well. This contributes to the cohesiveness of the class and the development of an emotional connection to the group and the course material.

**For Students who wish to practice in New York and choose to pursue the LP and Diagnose and Treat license, 12 additional credits of coursework, 12 credits in psychopathology (including 184, 181, 545, 750, 751, 754) and a total of 2,000 supervised, direct contact hours with a mental health supervisor licensed in NY State – See NY Office of the Professions for more information.*

Course Descriptions

GPSA101 Clinical Assessment and Appraisal

This course provides an overview of the appraisal process including observation, interviewing, measures, resources and tools to formulate a clinical understanding of clients within a broad range of settings and within a survey of populations. Behavior, observations, etiology, symptomology, assessment, countertransference, and treatment will be examined in working with clients representing the lifespan. The course examines issues of reliability, diversity, limitations and ethical practice in relation to the validity of the assessments. Students explore the relationship between assessment, findings, diagnosis, intervention and treatment planning.

GPSA104 Multicultural Issues in Mental Health Work

Multicultural Issues in Mental Health Work is a counseling course designed to introduce students to theoretical models of diversity and identity development. Students will examine theories of Race, Ethnicity, Class, Sex, Gender, Sexual Orientation and Ability, as a means of understanding the development and utility of one's own belief system, as well as the beliefs, values and experiences of a diverse client base. This course will address the notion of 'difference' within the therapeutic hour and examine the role and influence of systemic factors within the counseling process.

GPSA161 Psychoanalytic Theory II: Fundamentals of Freud

This course follows Freud's conception of libido theory from its inception through later developments. It then examines Freud's later papers on drive theory and the repetition compulsion; the division of the psyche into ego, id and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; and Freud's final summary of the state of analysis. Students also consider the continuing influence of these papers on contemporary thought, examining current uses of Freud's drive theories.

GPSA181 Psychopathology: Severe Emotional Disorders (3 credits)

This course examines psychopathology of severe emotional disorders from the perspective of both the DSM, psychoanalytic theory and biography. Literature and clinical material will provide a view from the diagnostician and those who are impacted.

The DSM will be paired with first-hand accounts and psychodynamic understandings of symptoms clusters. The class will examine implications for treatment. Basic diagnostic skills will be applied to case material.

GPSA184/541 Psychopathology: Primitive Mental States (3 credits)

This course examines psychopathology of severely regressed states from the perspective of both the DSM, psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM with psychiatric understanding of etiology and function contrasted with an augmented by a psychodynamic understanding. The two different approaches to the diagnostic process will be explored in the course, including the diagnostic and statistical system (DSM), use of the mental status exam, use of clinical interviewing and induced countertransference feelings. The class also discusses implications for treatment. Students will have the opportunity to begin clinical studies by observing their emotional reaction to the class material and visiting two settings.

GPSA501 Human Development: The Developing Mind (3 credits)

This course is designed to introduce students to basic concepts of human development in the earliest years. We will study psychic development from conception to age three through readings, observations and classroom discussion. We will explore the ways in which infantile functions manifest throughout life and inform our theory for psychoanalytic interventions in the counseling relationship.

GPSA502 Human Development: Age Three to Adolescence

This course offers students an opportunity, through readings, class discussion and observations in and out of class, to understand the developmental processes that are evident in the years between age three and age twelve. Oedipal, latency and pre-teen dynamics are presented and explored, and students learn how an understanding of these stages of childhood development can be applied in the therapeutic relationship.

GPSA503 Human Development: Adolescence to Adulthood

The development of the psychic structure during puberty to adulthood will be examined, concentrating on the expression of the basic drives as the individual emerges and separates from the dependencies of childhood and eventually leaves home to start life on his or her own. Freud's hallmark of maturity, "the ability to work and love," will be used to study the conflicts and resistances of these crucial stages. Students examine these processes through readings, case presentations, and personal experience.

GPSA504 Human Development: Adulthood – Middle to Later Years

This course will focus on the intra-psychic, developmental, and biopsychosocial processes that occur during middle to later years with emphasis on some of the relevant life occurring challenges. Students will read and study developmental theory and case presentations of people and individuals in this phase. The objective of this course is for students to further their understanding of some of the conflicts and recapitulations of

earlier conflicts in the life cycle that occur during this phase and how they cope. Also to be studied are unconscious motivations in particular individuals, how people grapple with these aspects of their personalities, and manage this phase of development. The role of mental health, neurological, biological, environmental and cultural factors will be explored in the context of later life.

GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey Course) (3 credits)

This course focuses on the vicissitudes of human development through the life span and within intrapsychic, biological, family, environmental and cultural context. How the individual approaches developmental tasks or copes with challenges of inner and outer reality, from conception through old age, is reflected in his/her sense of self and is manifested in behavior and life choices. The maturational tasks of adapting and coping that enable growth over the lifespan are examined.

GPSA511 The Counseling Profession (3 credits)

This course provides a broad understanding of the psychoanalytic counseling profession as defined by the history, professional standards, scope of practice and application of ethics to theory and practice. The professions of counseling and psychoanalysis are defined and compared through their historical roots with exploration of overlapping practice methods. The importance of personal and professional self-care is emphasized. Students learn ethical decision making models to assist in making practice decisions.

GPSA520 Evolution of Basic Psychoanalytic, Trauma, and Resilience Concepts (3 credits)

Evolution of Concepts course is a journey mapping the concurrent and overlapping development of the studies of psychoanalysis, trauma, and resilience. It is remarkable that the impact of trauma on the individual and its ripple effect through society, particularly that of everyday life trauma, was not a serious concern until the late 1800's. In this course, the current view of trauma and resilience evolves through exploring its historical roots, and how social conditions influenced our perceptions and approaches to assessment and treatment. You will have opportunity to bring in clinical material, and the class is always a welcoming arena for lively group discussion.

The course will survey the key concepts underlying the psychoanalytic understanding of the "mind", as it developed through an early exploration of traumatic emotional experiences in everyday life toward a comprehensive exploration of the role of environmental or catastrophic traumas and the mind's variable responses to them. We will explore the historical development of thinking that led to Sigmund Freud's psychoanalytic theory has been expanded by Freud's successors through contemporary contributions. The early history of psychoanalysis and trauma studies are inextricably interrelated, beginning with Freud's study of the impact of trauma of everyday life (referred to as conflict), to "war neurosis" during World War I, to the understanding of sexual abuse, and the present day challenges of divorce, terrorism and financial crisis.

GPSA521 (formerly 520) Psychoanalytic Counseling: Basic Concepts (3 credits)

This course will introduce the student to basic concepts of psychoanalytic counseling. It will be an introduction to Freudian and modern interventions within counseling and psychoanalytic frameworks. The student will learn about the basic concepts and their applications.

GSPA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits)

In this course, students will learn the basic intervention strategies applied in counseling and psychoanalysis. We will study how these fields have expanded, in technique and theory, to include more severe emotional disorders. It will be an introduction to theory and interventions; students will learn how to apply these concepts in class via experiential learning.

GPSA526 Resistance and Defense (3credits)

Psychic defenses are essential tools available to us for dealing with psychic pain. This course will study the use of defenses, from projection and splitting to repression and sublimation, in relation to emotional, psychosexual, and cognitive development. This course will consider mental illness a maladaptive psychic defense process, and psychoanalytic cure a state of mental wellbeing in which thoughts, feelings, and impulses can be tolerated comfortably without resorting to inappropriate action or self-destructive defense

GPSA529 Transference and Countertransference (3 credits)

In this course students learn about the theoretical and clinical meanings of transference and countertransference and their importance as a framework and tools in working effectively with people. They study, through ongoing cases, readings, films, and group discussion, the helping relationship, and techniques to facilitate understanding of transference and countertransference as they influence self-care and self-development.

GPSA531 Group Dynamics I: Theories & Techniques (3 credits)

This course provides the broad, basic theoretical and experiential understanding of group work. Basic stages and psychoanalytic underpinnings of group process and structure are outlined with emphasis is on methods and skills. Special emphasis is given to resistance, interventions with specific diagnostic, culture, development and legal or ethical issues of group work. More than 10 clock hours of this course are structured as a group experience activity.

GPSA532 Group Dynamics II: Group Leadership (3 credits)

This, Group Dynamics: Group Leadership, course provides an opportunity to study specific issues relating to therapeutic work with groups in a variety of settings and across different theoretical, clinical frameworks. Through assigned readings, class interaction, and case presentations students will develop an understanding of the unique leadership role involved in effectively leading groups. Ways of studying group dynamics, helping members interact and connect, assessing group progress, as well as designing and

implementing therapeutic interventions will be studied. The unique interpersonal dynamics presented in the group situation can be studied from a diverse and comparative theoretical and clinical perspective through this ongoing process of the interactive group class. In addition, the stressors, demands and personal impact on the clinician of working with relationships in groups will be explored. More than 10 clock hours of this course are structured as a group experience activity.

GPSA534 Trauma and the Resilient Mind: Contemporary Theories (3 credits)

This course is designed to introduce students to an understanding of the various types of trauma generating maladaptive, emotional stress reactions, a grasp of the developing concept of resilience and the adaptive responses that promote it. Major theories and theorists investigating the developmental, relational, conscious and unconscious aspects of the trauma/resilience phenomenon will be presented. Methods for assessing trauma responses and current therapeutic interventions will be explored. Class discussion of case material, personal vignettes, required papers and weekly logs will provide an opportunity for hands-on application of strategic intervention design. In depth attention will be given to the study of PTSD theories, secondary trauma and complex and developmental trauma.

GPSA535 Couples through the Lifespan: A Modern Psychoanalytic Approach to Marital/Couples Therapy - 3 Credits

How does early attachment affect a couple's ability to have a healthy, satisfying relationship? The experience of being a couple grows out of early attachment. This course will explore how couples develop and maintain an attachment. Topics will include how couples maintain intimacy over the lifespan, conflicts including secrets, lying and affairs, patterns of commitment, sex, childrearing, blended families, empty nesting, end of life issues and the continuous requirements for change that naturally develop over the lifecycle. When couples make their way to the consultation room, how can the therapist intervene?

GPSA536 Comparative Psychotherapies II: Theories of Counseling & Psychoanalysis (3 credits)

This course surveys major theoretical schools of counseling and psychoanalysis and how to apply their underlying premises in practice. Students will learn about the contributions of these fields to form a broad understanding of clinical techniques from forming the therapeutic relationship, developing a case conceptualization to interviewing and developing a range of intervention strategies with a range of cases. Special emphasis is placed on how each perspective informs how interventions are developed and implemented according to the treatment progression.

GPSA 545 Child Psychopathology (3 credits)

This course examines normal and psychopathology through a developmental lens from birth to adolescence. Child disorders from the perspective of both the DSM, psychoanalytic theory and biography. Literature and clinical material will provide a view from the diagnostician and those who are impacted. The DSM will be paired with first-

hand accounts and psychodynamic understandings of symptoms clusters. The class will examine implications for treatment. Basic diagnostic skills will be applied to case material. Students will have the opportunity to observe their emotional reaction to the class material.

GPSA552 Introduction to Research in Human Sciences: Quantitative and Qualitative Studies (3 credits)

This course examines the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Special emphasis is given to ethical research practices. After a general review of research in the human sciences, students will concentrate on aspects of qualitative research. Students review the important tools, methods and techniques for sound and ethical research, including the tools and date of outcomes research. They also learn to critically evaluate research literature.

GPSA555A Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (3 Credits)

In this part of the two-semester course, students will learn how to develop a proposal for the psychoanalytic case study project in the Certificate program. Students will prepare a narrative of the case dynamics which describes the course of treatment and presents a question about some aspect of the case that puzzles the student; show how the therapist listens in order to form an impression of the individuals emotional experience; write a review of the clinical literature that relates to the research question; and describe a method for analyzing a series of process recordings. This course meets the requirements for the Proposal Writing course as a prerequisite for the capstone tutorial sequence.

**Students must submit a request to the training committee for permission to enroll in this course.*

GPSA555B Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (3 Credits)

In this part of a two semester course, students will learn how to develop a proposal for the psychoanalytic case study project in the Certificate program. Students will prepare a narrative of the case dynamics which describes the course of treatment and presents a question about some aspect of the case that puzzles the student; show how the therapist listens in order to form an impression of the individuals emotional experience; write a review of the clinical literature that relates to the research question; and describe a method for analyzing a series of process recordings. This course meets the requirements for the Proposal Writing course as a prerequisite for the Capstone Tutorial sequence. The students may consult with the instructor or other faculty between class sessions.

**Students must submit a request to the training committee for permission to enroll in this course.*

GPSA558 Advanced Research Writing Seminar (3 credits)

The student elects to continue in 558 after completion of 555A and 555B to facilitate progress on a certificate research paper with greater depth. The student may simultaneously enroll in a research tutorial and works individually with that faculty member until the project is completed.

GPSA559-562 Directed Research (0.5 – 3 credits)

The master's degree student chooses to work with a research chair on the research paper, which is usually a case from the fieldwork experience. The student enrolls in directed research with a thesis advisor and works individually with that faculty member and a reader until the project is completed.

GPSA560 Independent Clinical Research Tutorial (3 credits)

The student works individually in independent research tutorial with a faculty member and two readers until the research project is completed.

Fieldwork Seminars

GPSA700 Fieldwork Practicum Seminar & Supervised Group Studies (SGS) (4 credits)

In this first segment of the fieldwork experience, students are supported to apply skills and develop self-awareness through clinical experiences while interfacing with the fieldwork coordinator, mentor, clinical supervisor, academic advisor. Students are guided in a clinical site to initiate therapeutic relationship and apply basic techniques to facilitate understanding of transference while the student observes themselves through describing countertransference experiences. Ethical approaches to practice are emphasized.

GPSA701 Fieldwork Seminar – Clinical Interviewing: Early Interventions & Supervised Group Studies (SGS) (4 credits)

This course is designed for students who are approved for fieldwork. The fieldwork experience provides an opportunity to study basic techniques and their application to clinical settings. In this first fieldwork segment, students are assisted in obtaining a fieldwork placement, given early interviewing classroom practice in the initial encounters, and encouraged to begin studying the counseling/therapeutic process as they learn to recognize the various forms of psychopathology. They learn interviewing techniques to enable individuals to tolerate more comfortably the stimulation of the therapeutic experiences, and that allow them to more freely talk with the therapist. The importance of ethical issues will be examined throughout the course.

GPSA702 Fieldwork Seminar – When and How to Intervene: Transference and Countertransference & Supervised Group Studies (SGS) (4 credits)

In this segment of the fieldwork experience, students study the helping relationship and techniques to facilitate understanding of transference and countertransference as they influence the student's self-development. Students learn how to recognize signs and symptoms of psychopathology and how to identify process and understand his or her

feelings while exploring possible inductions from cases. Ethical approaches to practice are emphasize.

GPSA703 Fieldwork Seminar – Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (SGS) (4 credits)

In this course, students will study their countertransference responses, listen to, and become aware of dynamics and how each individual speaks to present these dynamics through symbolic communication. This clinical course has a focus on how perceptions shape our views of various society groups. Aspects of bias that influence practice experiences are examined while providing client hours at an externship site. Students will identify the phenomena of bias in cases presented in relation to diversity in terms of ethnic. Sociological and psychopathological processes. They will learn to observe their own reactions to the clinical work and use with growing understanding as a clinical and technical tool. Students' will achieve this by studying internal unexamined perceptions as well as broader societal prejudices, society trends and subgroups, interactions patterns and the impact of differing lifestyles and maladaptive behaviors, including stress, abuse and discrimination on subjective responses.

GPSA704 Fieldwork Seminar – Continuing Fieldwork Seminar & Supervised Group Studies (SGS) (4 credits)

The fieldwork experiences provides an opportunity to fieldwork hours, fieldwork paper or presentation by the completion of course GSPA703. The student remains enrolled in GSPA 704 until the fieldwork study, paper and presentation are completed. As the student moves through the fieldwork sequence, the student has increasing ability for independence and develops professional identity. The student learns advanced techniques to enable individuals to tolerate more comfortably the stimulation of importance and professional, ethical and cultural issues will be examined throughout the course.

Clinical Case Seminars - Students take this advanced course or clinical case seminar for the duration of their Consultation Center work.

GPSA750 Clinical Case Seminar: The Initial Diagnosis and Resistances: Psychoanalytic Theory of Psychodiagnosis (3 Credits)

This course is designed for students who are clinical candidates. Clinical cases are presented at an advanced level to consider for diagnostic examination. Students review diagnostic categories and case examples with emphasis on the beginning stages of treatment, resistances and psychodiagnosis within a clinical context. The course prepares students to work within an ethical framework with a wide range of presenting symptoms and offers a range of perspectives from counseling and psychoanalysis. Special emphasis is placed on the working alliance, establishing the treatment contract, treatment destructive resistances and countertransferential processes in relationship to establishing the treatment given a range of presenting problems.

GPSA751 Clinical Case Seminar: Comparative Studies in Psychopathology (3 Credits)

This course is designed for students who are clinical candidates. Each week a clinical case is presented at an advanced level to consider for case conceptualization. Students review models for understanding psychopathology and biographical accounts of psychopathological processes in the context of counseling and psychoanalytic thinking. The course prepares students to work within an ethical framework with a wide range of presenting symptoms and offers a range of perspectives. Special emphasis is placed on the students' clinical experiences and transference and countertransference reactions in relation to the course content.

GPSA752: Clinical Case: Resistance, Transference and Countertransference Issues (3 Credits)

Through readings and clinical case presentations, the students in this advanced clinical course will learn how to analyze the unique and diverse ways in which resistance, transference and countertransference responses are expressed during treatment. Transference and countertransference will be analyzed in both its historical and present contexts including the unconscious forces motivating the responses, the defenses underlying their operation and their impact on the therapeutic process. Students will explore the verbal and non-verbal expression of transference, especially in its pre-verbal form and countertransference along with the resistances that interfere with "knowing" and awareness. The clinical uses of following the contact, joining, mirroring and psychological reflection will be studied as key elements in the development of the positive and negative narcissistic transference. Ethical practice considerations of the therapist's subjective and objective countertransference (& countertransference resistance) will also be highlighted through the readings and analysis of case presentation material.

GPSA753 Clinical Case Seminar: Practice Technique in Dreams and Symbolic Communication (3 Credits)

This semester we will examine countertransference and ethical issues as they interact in decisions on treatment and technique. Often the conscious and unconscious attitudes of the therapist that shape countertransference also influence one's ethical position. Case examples and readings will help students describe reactions and use them in their treatment decisions. A special focus will be on how analysis of symbolic communication and dreams are influenced by one's countertransference. It is designed to help students work with patients, to recognize early resistances in treatment, and to understand induction and countertransference resistances in treatment.

GPSA754 Clinical Case Seminar: Practice in Psychopathology and Psychodiagnosis (3 Credits)

This course is designed for students who are clinical candidates. Each week a clinical diagnostic category is presented at an advanced level. Students review diagnostic

categories and case examples with emphasis on psychopathology and psychodiagnosis within a clinical context. The course prepares students to work with a wide range of presenting symptoms and offers a range of perspectives from counseling and psychoanalysis. The recognition of dynamics, resistances, transference and countertransference issues will be addressed in order to establish and maintain a working alliance with the client.

GPSA755 Clinical Case Seminar: Clinical Practice (3 credits)

This course is designed for students who are clinical candidates. Each week a clinical practice issue or dilemma is presented. Students review models for understanding the topic in a counseling and psychoanalytic framework. Special consideration is given to ethical practice. The course prepares students to work at an advanced level with complex treatment situations. Special emphasis is placed on the students' clinical experiences, resistance, transference, and countertransference reactions in relation to the course content.

GPSA758 Continuing Case Seminar (3 Credits)

Through continuing case presentations of three cases, students will apply theory to practice. With the agreement of the training committee, this course can be selected as fulfilling the requirement for the clinical case course after four semesters of successful completion of clinical case coursework.

GPSA780 Clinical Supervision (3 credits)

This course addresses the roles and functions of the clinical supervisor within a comparative framework within mental health models. The course will begin defining the supervisory process and move into the dimensions that build the supervisee-supervisor relationship. Topics will address the historical, theoretical, practical, ethical and cultural aspects of supervisory work. The many functions of the supervisor are outlined such as case review, evaluation, supportive intervention, education, and professional growth. Additional areas of focus will be on a range of supervisory settings from agency to private practice, learning and teaching styles, the parallel process while supervising a range of settings and populations, leadership styles, supervisor self-care and countertransference reactions to the supervisee, handling conflicts, building and maintaining relationship with peers and treatment collaborations and working within the culture of an organization. A range of supervision modalities will be explored including group, individual, consultation and educational formats. Integration of the models will build the participant's understanding of her own identity and approach as a clinical supervisor.

GPSA800 Attachment: Theory and Practice (3 credits)

This course explores how the fetus to adult relates and attaches. Psychic developments from the beginnings of life through the circumstances of birth, mother-infant bond, marriage and throughout all of life's stages and in the consultation room are reviewed.

The historical and contemporary works of theorists and practitioners are reviewed in relationship to attachment.

GPSA810 The Psychoanalytic View of Women (3 credits)

This course examines the evolving views of women's psychic development and roles in society from both psychoanalytic and sociological perspectives. The work of Freud, Deutsch, Horney, Bonaparte, Klein, Jacobson, Thompson, Chodorow, Gilligan, and others will be considered.

GPSA825 Gender and Identity (3 credits)

This course will examine the biological, neurological, social, cultural and intrapsychic relationship of gender roles, sexual orientation and gender identity. Gender is explored in the context of self, family, and cultural institutions such as schools, religious institutions, the legal system, and the health care system. It will present related models of theory and practice within psychoanalysis and counseling. Normal and pathological developmental lines are considered.

GPSA830 Attachment Patterns through the Lifecycle (3 Credits)

This course will explore the patterns of attachment that are present throughout the lifecycle. From the relationship between mother and infant to the dynamics at the end of life. The student will ready key concepts, research studies and case examples that reflect attachment patterns. Special emphasis will be placed on theories of object relations and drive theory.

GPSA831 Intervention Strategies for Working with Regressed States (3 credits)

This course considers the technique by exploring psychodynamic intervention strategies for working with regressed states. Historical and contemporary theories and clinical cases are presented for basic to advanced mental health counseling strategies with a range of dynamics. Ethical and cultural considerations are explored.

GPSA833a Child Treatment: Theory and Practice (3 credits)

This course will introduce the student to basic theoretical concepts and practices in child treatment. From mother and infant intervention to the emergence of adolescence, case studies will demonstrate the developmental patterns, treatment challenges and modification in treatment. The student will learn about the historical roots of approaches to contemporary practices. Case examples from practice examine common symptom patterns and evidence of trauma, pathology, and resilience within child treatments.

GPSA833b Adolescent Treatment: Theory and Practice (3 Credits)

This course will introduce the student to basic theoretical concepts and practices in adolescent treatment. From mother and infant intervention to the emergence of adolescence, case studies will demonstrate the developmental patterns, treatment challenges and modifications in treatment. The student will learn about the historical roots of approaches to contemporary practices. Case examples from practice examine

common symptom patterns and evidence of trauma, pathology and resilience within child treatments.

GPSA835 Couples through the Lifespan (3 credits)

How does early attachment affect a couple's ability to have a healthy, satisfying relationship? The experience of being a couple grows out of early attachment. This course will explore how couples develop and maintain an attachment. Topics will include how couples maintain intimacy over the lifespan, conflicts including secrets, lying and affairs, patterns of commitment, sex, childrearing, blended families, empty nesting, end of life issues and the continuous requirements for change that naturally develop over the lifecycle. When couples make their way to the consultation room, how can the therapist intervene?

Course Descriptions for additional electives are available through the student's academic advisor.

Academic Calendar

ACAP's regular academic calendar consists of three semesters, Fall, Spring and Summer Sessions. The Fall Semester typically runs from the week of Labor Day through December, the Spring Semester typically runs from late January through May, and the Summer Session allows students to continue clinical supervision and coursework through the rest of May, June and July. Fall and Spring courses meet weekly for 16 weeks. Summer courses may require outside assignments and activities to accommodate the reduced number of weeks.

Admissions

ACAP welcomes candidates for the Psychoanalytic Certificate Program without regard to race, sex, color, age, sexual orientation, or national origin. Interested people may take a few classes as a non-matriculated student, either to improve their professional performance, prepare for admissions, or to assess their willingness eventually to apply for full-time psychoanalytic training. Our admissions approach encourages anyone holding a master's degree from any background to apply if they want to explore psychoanalysis, either applying it to their present life or career or to explore psychoanalysis as their profession.

The application process involves the submission of an application form, application fee, a short autobiographical essay, two recommendations and all official transcripts. The application is complete once the above materials are submitted and the file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for two interviews with faculty members. The interview is an opportunity for the applicants to express their personal interest in psychoanalytic study, and to learn more about the School and its programs. Every candidate is considered individually for admission. Admission decisions reflect the admission's committee's judgment on whether a particular candidate will benefit from admission to the program at this point in time. A decision is made based upon a composite of information including previous academic experience, comments from interviewers, relevant professional activities, professional goals and program resources are considered.

ACAP Transfer in credit policy:

Applicants who have completed graduate work in psychoanalysis may request equivalency for coursework. Transfer-in requests are reviewed and evaluated by the Director of Academic Affairs and may be reviewed by the training committee.

Up to 12 transfer credits can be granted for equivalent coursework from accredited psychoanalytic institutes and Institutional or Regionally accredited graduate mental health degree programs. The request for transfer credits is initiated by the student using the student transfer request form and submitted to the office through the director of admissions and advisement or the faculty advisor. It is recommended to make this request at the time of application but is possible to do so while registered in the Pre-matriculation level A prior to entering fieldwork. The evaluation of the transfer request is made by the director of academic affairs in consultation with the training committee. Course syllabi may be required to clarify course content. The applicant is informed of the outcome in writing through the office manager. Transferred in courses will appear on the academic transcript.

For academic transcripts, all foreign university transcripts require evaluation by a NACES member (www.naces.org) evaluation service. World Education Services (www.wes.org) is preferred.

The evaluations need to be course by course (Not by document)

Advanced standing may be granted for students who have completed Master's degrees through BGSP/[ICPS](#) for completing the same courses on [prematriculation](#)/Level A.

Students must have at least a master's degree to qualify for the psychoanalytic certificate training. In addition, distance students must present a valid and viable opportunity for clinical practice for Consultation Center candidacy. Continuously enrolled students are permitted to adhere to the requirements of the catalog under which they matriculated but may also chose to follow changes made to the program requirements as they are made through advisement.

Records and Policies

ACAP's student handbook has policies regarding patient records. The institute follows the requirements outlined in the federal Family Educational Rights and Privacy Act (FERPA).

Tuition and Fees

Schedule of Tuition and Fees

Certificate:

Three-Credit Course	\$835
Small Group Supervision.....	\$835
Research Tutorial.....	\$835
1 st Year Lab Fee.....	\$400
2 nd Year Lab Fee.....	\$600
Training Analysis.....	Fee arranged with analyst
Individual and Control Supervision...	Fee arranged with analyst

All School Fees:

Registration, Library & Database access, Internet and Journal Fee.....	\$150
Late Fee for Registration after due date	\$150
Student Activity Fee	\$15
Candidacy Level (B) NJCC only: 1 st Year Lab Fee	\$400
Candidacy Level (B) NJCC only: 2 nd Year Lab Fee.....	\$600
Student Transcript.....	\$20
PayPal Handling Fee:	\$25
Leave of Absence	\$100
Graduation Fee.....	\$125

Refund Policy:

Before the first class meeting.....100% tuition refund
Within the first week of classes 75% tuition refund
Within the second week of classes.....50% tuition
refund Within the third week of classes..25% tuition
refund

Total tuition is approximately \$27,000; Personal
analysis, Individual/Control Supervision & School fees
are additional

Tuition Payment Plan:

The school assists students to meet tuition expenses with a tuition payment plan. Tuition
may be divided into two or three payments during a semester. Contact the Registrar for
details

Policies and Procedures

The policies and procedures of the school are described in the Student Handbook and the
Faculty and Staff Handbook. Both are distributed upon admission or hire and available at any
time through the administrative office.

Student Association

A Student Association at ACAP is composed of all students. The purpose of this organization is to help each student achieve professional and personal goals as a student at ACAP.

Continuing Education at ACAP

Continuing education credit for ACAP courses can be requested at events@acapnj.org before the first day of class. Thirty-eight (38) CE credits are available per course. No continuing education is applicable to supervision. ACAP's provider status for continuing education professions are listed on the website.

In addition, ACAP's conferences, workshops, and seminars offer experiences in the field of psychoanalysis. They are available generally to anyone who wants to apply modern psychoanalytic concepts in the workplace or home. They are also useful in continuing the education of professionals in the local community, ACAP students and faculty members. ACAP provides continuing education/professional development credits for social workers, counselors, psychologists, teachers, and other school personnel. Additionally, parents, gerontologists, and lawyers, among others, take our workshops for personal growth.

There are various venues, which have become staple components of ACAP's faculty and student development, community outreach, and collaborative professional development programs with other

organizations and institutions:

- Community Workshops on topics that impact daily life such as caring for the elderly, managing a classroom, living with family conflict, relationship challenges and other topics that meet needs in our local community.
- Mini courses that meet for several sessions to address a specific topic indepth.
- Conferences
- The One Year Program: four mini-courses over one year, to introduce participants to basic modern psychoanalytic thinking and methods.
- Continuing education credits and specialized programming for professionals in health fields.
- Continuing education courses are made available to long distance participants via telecommunications technology.

The North Jersey Consultation Center (NJCC)

The North Jersey Consultation Center (NJCC) is a mental health treatment service offering affordable short- and long-term therapy for a wide range of emotional problems and challenges. NJCC therapists are advanced candidates at the Academy of Clinical and Applied Psychoanalysis (ACAP). All therapists have earned at least a master's degree. NJCC therapists treat the full range of emotional disorders. They work with patients on the ordinary problems of living, including family problems, school adjustment, and work-related issues.

At the North Jersey Consultation Center, therapists are trained to treat patients as partners in the work of therapy. Patients are encouraged to set the goals and to work cooperatively with their

therapist to establish the fee and the length and frequency of treatment. The creation of this cooperative partnership between patients and therapists helps to empower patients to cope better and to improve their lives and the lives of their family members.

Therapists are trained to work with patients in individual, family, marital, and group settings. Additionally, they are trained in creative techniques that help individuals to work in the present to bring about significant improvements in their lives through the therapeutic relationship

The North Jersey Consultation

Center 301 South Livingston Avenue,
Second Floor Livingston, New Jersey
07039
973-629-1004 www.njccenter.org

While the distance students are seeing patients in their own locality, the standards and training provided are applied to the selected patients in the distance learner's local. In addition, ACAP long distance learning students research and follow the laws and regulations governing treatment in the state(s) where treatment occurs.

BGSP-NJ:

ACAP's Partnership with the Boston Graduate School for Psychoanalysis

BGSP-NJ, part of the Boston Graduate School for Psychoanalysis (BGSP) operates a location in Livingston, NJ. ACAP contracts with the Boston Graduate School of Psychoanalysis (BGSP), to facilitate classes and provide administrative support at ACAP's Livingston location. Through BGSP, two master's degrees are offered at the ACAP location: a Master's Degree in Clinical Mental Health Counseling (MAMHC) and a Master's Degree in Psychoanalysis (MAP) and a Post Master's Certificate in Psychodynamic Counseling. The BGSP-NJ Master's Degree Programs are described in separate bulletins that are available online or by request through the administrative office and in the ACAP library. Student's transcripts from BGSP may be evaluated for advanced standing in the psychoanalytic certificate program to satisfy the basic psychotherapeutic competency requirements of ACAP's Pre-matriculation Level (A). No coursework can be evaluated before conferral of a master's degree. The BGSP Programs are accredited by the New England Commission of Higher Education (NECHE). The MAMHC is designed to meet the academic requirements that may lead to licensure as a Professional Counselor in the State of New Jersey. The Post Master's Certificate may be applied to achieve 60 MA plus 30 = 90 credits in counseling coursework, lowering the hourly requirement for licensure as an LPC in NJ.

Library and Information Resources

The ACAP Library contains over 5,000 titles in its general collection, including psychoanalytic texts, bibliographic materials, and journals.

ACAP subscribes to the Psychoanalytic Electronic Publishing (PEP) Archive CD-ROM.

The entire library collection is categorized online and can be found at:

<http://opac.libraryworld.com/opac/signin?libraryname=acap>.

Students and faculty are also able to use the extensive psychoanalytic collections at the University of Medicine and Dentistry of New Jersey in Newark and Piscataway, New Jersey as well as the libraries at Rutgers University. Distance students are encouraged to identify public university libraries in their local area for additional resources. Private university libraries may grant access as well.

The ACAP Librarian is available by appointment to assist students with their research.

Grievance Policy and Procedures

Resolution of Student Grievances with Faculty or Administration

Grievances are normally to be resolved in informal discussion between the immediate parties to a dispute. If this discussion fails to produce a satisfactory resolution, an aggrieved student may seek the advice and assistance of his or her advisor, another member of the faculty, or the Executive Director. If, following such consultation, the matter remains unresolved, the aggrieved student may, in a written petition describing fully the nature and grounds of the grievance, request the Training Committee (made up of the faculty) to review the disputed matter. The Training Committee will review the dispute in a manner appropriate to the case at hand and report any recommendations to the parties. In extraordinary cases, an aggrieved student may, following a review by the Training Committee, request a further review by a Grievance Committee. The Training Committee will establish a Grievance Committee as a subcommittee of the Training Committee with three members of the faculty who are not involved in the grievance and two student representatives agreed upon by both parties. Full cooperation with the committee is expected of all members of the academic community. Upon completing its review, the committee shall report its recommendations to the immediate parties and the full Training Committee. All recommendations, including those of the Grievance Committee, are advisory only. They do not limit the power or responsibility of the Training Committee to enforce school rules and regulations. If any faculty or student are named in the grievance, the Training Committee will assign an alternate to serve to make decisions for this case. Anyone named in the grievance is required to recuse themselves from review of the case.

RESOLUTION OF GRIEVANCES AGAINST STUDENTS

Investigation of Complaints

Anyone at ACAP may bring a complaint against a student for allegedly violating the Code of Conduct including ABAP or FERPA guidelines. All complaints should be made to the Training Committee who administers the Code of Conduct. The Training Committee is then responsible for investigating the complaint and for deciding, within a reasonable period of time, an appropriate disposition. The Training Committee may decide:

1. There is no basis for the complaint; it should be dismissed.
2. There is no substantial dispute on the facts of the case, but the act or acts of the student do not constitute a violation of the Code of Conduct.
3. There is no substantial dispute on the facts of the case, and it is agreed that the facts of the case warrant a finding that the accused student has committed an infraction of the Code of Conduct. The Training Committee will decide the appropriate action, make record of it, and see to its enforcement.

4. There is a substantial dispute between the two parties on the facts of the case, and the Training Committee will request formation of an ad hoc Grievance Committee to review the facts and one member to serve as chair of the Grievance Committee. This committee will be composed of three members of the faculty elected by the Training Committee, two members of the Student Association. No one named in the grievance will serve on the grievance committee. The Committee's recommendation is given to the Training Committee for appropriate disposition.

Preparing for the Hearing/The Hearing

The Training Committee must inform both parties of their rights when brought before the committee or when bringing a complaint. These are:

1. To receive a written statement of the complaint, a copy of the procedures of the Grievance Committee, and notice of the time and location of the hearing. This information should normally be received at least a week in advance of any hearing so that the student may prepare adequately for the hearing. The student complained against may petition the Chair of the Committee for more time to prepare his or her case.
2. To have a hearing before the Committee at the earliest possible date consonant with the right to advance notice.
3. To be present at the hearing.
4. To call witnesses and present evidence; to hear and to question witnesses; and to review and to question all written testimony submitted. The Committee cannot consider statements against a student unless the student has been advised of their content and the names of those who made them and given the opportunity to rebut.
5. To have all evidence upon which a decision may be based introduced at the formal hearing and the decision based solely on such evidence.
6. To select an advisor from the faculty and to have the advisor present during the hearing. The advisor to the student complained against may assist him or her in preparing the case and provide support during the hearing. The advisors are present not to act as legal counsel, but to assist and support the student and to give advice on procedural matters.
7. To challenge any member of the Grievance Committee with conflict of interest in the case. Prior acquaintance does not, in itself, constitute a conflict of interest. The Training Committee will hear the challenge in the absence of the persons named in the grievance. If the Chair is challenged, then the Appeal Board will be formed and must make the determination, and, if necessary, appoint a temporary Chair for the hearing.
8. To submit an appeal to the Appeal Committee at the conclusion of the hearing before the Grievance Committee.

Grievance Committee.

A member of the Training Committee will chair all hearings, and, if necessary, make any additional rules of procedure beyond those specified here. The Chair will maintain good order, recognize who is to speak, and preside over the hearing and deliberations of the Committee following the hearing. She will not, however, actively participate in the disposition of the case until the Committee has

decided whether the accused student has committed a violation. The Chair will then communicate to the Committee the contents, if any, of the student's prior record of disputes. She will also clarify for the Committee, on request, existing precedent about the range of possible actions imposed for a particular violation. The Chair will be responsible for keeping a summary record of the proceeding. Hearings may be taped at the discretion of the Chair, or in response to a request from members of the Committee, or to a request of either the complainant or the accused student. If the student chooses to request a hearing before the Appeal Board, the Chair of the Grievance Committee will share the record of its deliberations with the Appeal Board.

All hearings of the Committee will be confidential except when both the aggrieved party and the student complained against agree to open the hearing and the Chair concurs. An open hearing may be closed at any time, if the Chair determines that the presence of spectators interferes with the conduct of the hearing or might undermine the integrity of the process.

The burden of proof rests on the complainant. The Committee may consider any testimony or evidence it has reason to believe is trustworthy and pertinent and has probative value, except that any statement by a student in confidence to an official of the school, with mutual understanding it was made in confidence, shall be privileged if the student wishes it to be. The Committee has the right to all witnesses and to oblige any member of the school to appear.

A majority vote will decide each case, a quorum being present; a quorum will be two faculty members and one student representative. A copy of the Committee's finding will be sent to the student complained against and to the complainant.

A copy of the finding will also be kept in a confidential file on the Code of Conduct in the Administrative Office. This file will be accessible exclusively to the Administrator, and through him to the members of the Grievance Committee at the point if and when the Committee has determined that a student committed a violation. If the hearing is taped, the recording will be kept in the same confidential file in which the other records of the case are being kept.

Unless the student accused of an offense request otherwise, the Chair will destroy all these records upon the student's graduation. If the complaint is dismissed, the records of the student complained against will be cleared of any reference to the complaint. A permanent record of all cases with names of the parties removed will be maintained by the Training Committee and accessible by future Chairs for the purpose of revising the Code.

Actions

The student is informed of the outcome in writing and the formal response is incorporated into a record

1. Warning – a written admonition that will be considered if future violations occur.
2. Fines – These may be assigned in cases of damage to school or personal property.
3. Limitation on Participation – a student may be barred from participating in school activities.
4. Community Service and other alternatives – The Grievance Committee can impose community service and the number of hours to be worked. The Committee may also require attendance at drug or alcohol workshops or other similar alternatives suitable to the infraction.
5. Probation – A strong warning in writing that specifies that further infractions of the Code of Conduct at ACAP will lead to suspension, dismissal, or in very serious cases, expulsion from the school.

6. Course Penalties – Acts of cheating or plagiarism should result in a student’s receiving a failing grade. The instructor, in consultation with the Training Committee, will decide if the grade pertains to the assignment or the entire course. The Grievance Committee may impose other sanctions as well, from academic probation to suspension to expulsion.

7. Suspension – The rights and privileges of being a student at ACAP may be suspended for a specific period of time, the minimum of which may be to the end of the current semester. The student must not return until the following semester. Readmission is not necessary.

8. Withholding of Degree – In cases involving advanced candidates preparing to graduate at the conclusion of the semester during which the violation occurred, ACAP may withhold the degree. The student may be permitted to finish the requirements for graduation, but the awarding of the degree may be delayed.

9. Dismissal --- A student may be required to leave the school for at least one semester and petition for readmission. The student may be required to fulfill particular obligations while away from the school and to provide evidence of having done so, along with evidence of his or her readiness to return to study.

10. Expulsion – This means the permanent termination of the student and degree-candidate status at ACAP. It may be imposed only in the most serious cases.

Normally, suspension, dismissal and expulsion appear on a student’s transcript. Other actions do not. The only case in which the violation must be recorded is when a student has committed an act of violence against another person. Otherwise, no information about the violation may be released without the student’s permission.

The Training Committee is authorized to judge violations and to assign actions in all cases in which culpability or responsibility is not disputed. Cases of intellectual dishonesty may be settled by an instructor in consultation with the student and the Training Committee; after the first offense, the case will go before the Grievance Committee.

Among those actions that normally will result in probation or more serious sanctions are interference with others exercise of their academic freedom, intimidation, or physical threat or harm, acts of vandalism or destruction of property, academic dishonesty, sexual or other harassment, exploitation of the student-patient relationship and theft.

Appeal

The membership of the Appeal Board will consist of the three faculty members and two student representatives. No one named in the grievance will become part of the appeal committee. If the anyone is named in the grievance, the directors will assign an alternate. All three members vote and a majority will decide all questions.

Decisions of the Grievance Committee can be appealed by the accused or the aggrieved only in cases of demonstrated failure or unfairness in procedure, or when substantial new evidence can be presented. The student may also appeal the severity of the actions taken. Requests for consideration of an appeal must be made in writing by the original complainant or the student complained against within five days of the receipt of the finding of the Grievance Committee, if the appeal is based on procedural error or severity of action, or in a timely manner, if the appeal is based on new evidence.

The Appeal committee determines what will be accepted on the basis of these requests and the summary of record of the hearing and any other relevant materials from the hearing.

The Committee may resolve the appeal itself on the basis of the information, hold new hearings or refer the case back to the Grievance Committee with instructions.

There will be no appeal beyond the Appeal Committee. The decision of the appeal committee is final.

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