ACAP
Academy of Clinical & Applied Psychoanalysis

ACAP Post-Graduate Certificate in Psychoanalysis
(Candidacy Program)

CATALOG

Summer 2026- Spring 2027
(Rev. August 2027 AV)

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.
   - 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, One-Year Program, Clinical Supervision Training, Friday Night and Sunday Afternoon Seminars, and ongoing workshops. 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 their policies as well as the associated treatment service, the North Jersey Consultation Center (NJCC), are operated by the Institute Directors. They determine the design and implementation of academic, clinical, and community programs, and the development of referral sources for NJCC. The Institute Directors 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.

Student, faculty, and staff handbooks outline 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) since 1997 and a member of The National Association for the Advancement of Psychoanalysis (NAAP). ACAP students and graduates are also eligible to join The National Association for the Advancement of Psychoanalysis, 80 Eighth Avenue, Suite 1501, New York NY 10011-5126 as individual members. (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 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 Psychoanalyst with the means to devise appropriate emotional interventions to aid in the analysis and maturation.

Modern Psychoanalytic treatment techniques are 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 Overview

The Post Graduate Certificate in Psychoanalysis Program (Candidacy Program) is designed to provide the post-master's student with a broad foundation in the fundamentals of psychoanalysis. Meeting the requirements of the Pre-Candidacy level through master's degree coursework or Post-Master's degree coursework is required for entrance. See admission requirements for more information. While most students attend part-time for over five to six years, the program length is four years of full-time study.

During the program, the student becomes a Consultation Center Candidate at the North Jersey Consultation Center (NJCC) and completes at least 42 credits (630 hours) of coursework in psychoanalytic studies, (1550) hours of clinical experience including: a personal analysis of at least (350) hours with a certified psychoanalyst; at least (200) hours of

individual psychoanalytic supervision with a minimum of (3) three psychoanalyst supervisors, of which (25) or more hours are counted while receiving individual supervision while meeting in a Small Group Supervision of three students (30 minutes of individualized presentation time for each student), fifty (50) or more hours shall be with a Control Supervisor working on one case, and one hundred and twenty five (125) or more hours shall be with a second psychoanalyst supervisor working on additional cases. The supervisor may not have been or may not currently be one's personal psychoanalyst; at least one thousand (1000) hours of supervised clinical experience consisting of at least (750) hours with a variety of patients within the full spectrum of psychological disorders and of which two hundred and fifty (250) hours of experience may consist of group supervision, case conference supervision, and continuing clinical education experience. All cases seen at the NJCC are supervised by certified psychoanalysts.

The Post Master's Certificate Program (Candidacy Program) requires that students take at least 42 credits to graduate. Students must take a minimum of four semesters of Clinical Case Course with Small Group Supervision (SGS). Summer requires every-other-week meetings of Small Group Supervision. Thirty minutes of each SGS meeting may apply towards individual supervision. After completing four semesters of Clinical Case and upon the approval of the Training Committee, students may request to substitute the Continuing Case course for Clinical Case Course. Students are required to enroll in Clinical Case or Continuing Case throughout the clinical portions of the training. In the last semester of study and with Training Committee approval, students may substitute an alternative course for Clinical Case or Continuing Case. The course of study narrows to a psychoanalytic case study, based on an approved 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, 6 credits), psychoanalytic theory (6 credits), psychopathology (3 credits), electives (3 credits), case paper writing for psychoanalytic research (6 credits), supervision (at least 200 hours), and Clinical Case or Continuing Case while engaged in clinical practice (at least 1000 hours). Students are enrolled in a research tutorial after being approved for research with a control case for a minimum of two courses (6 credits). A training analysis of at least (350) hours with an approved Certified Psychoanalyst is required in the Post Graduate Certificate Program (Candidacy Program). The frequency is determined by the candidate and the analyst and must be active during program participation.

Distance learning students (DLS) have the same course requirements that are met remotely 5

through synchronous participation. DLS comply with the NJCC requirements (supervision, coursework, communication) with some exceptions cited in the NJCC manual. Distance students may select one established and register new patients from their practice that are approved by the supervisor to be appropriate or are guided to develop a site where patients can be seen.

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 are currently engaged in working towards mental health professional licensing requirements towards independent practice in their geographic 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. Students are required to check with their State licensing bodies to determine their eligibility to practice as an analyst-in-training as well as viability to practice psychoanalysis in their State upon graduation. All students must follow telehealth and telemedicine laws in their jurisdictions.

Program Goals

The Post Graduate Certificate Program advances the student's theoretical knowledge, psychoanalytic research experience, clinical, and self-awareness to prepare the candidate to practice as well as to create oral and written psychoanalytic case studies. Emotional maturation is the central component in the educational process.

Upon completion of the Post Graduate Certificate, 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 as well as oral and written case study;

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 4 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 from the Post Graduate Certificate (Candidacy Program), students complete:
1) Psychoanalytic Studies Coursework (at least 42 credits, 630 hours)
2) More than 1500 hours of clinical experiences comprised of:

a. *Clinical Hours*. 1,000 NJCC Consultation affiliated hours. Between 750 and 1,000 NJCC affiliation hours may come from supervised clinical hours. Two hundred and fifty (250) hours of 1,000 experience which may consist of group supervision completed beyond the 200 required supervision hours, case conference supervision, and continuing clinical education experience. b. *Personal Psychoanalysis*. a personal analysis of at least (350) hours with a certified psychoanalyst (50 of which could be group format);
c. *Supervision*. at least (200) hours of individual psychoanalytic supervision with a minimum of (3) three psychoanalyst supervisors, of which (1.) twenty-five (25 hours) or more hours are from Small Group Supervision (4 semesters required); (2.) fifty (50) or more hours shall be with a Control Supervisor working on one case, and (3.) one hundred and twenty five (125) or more hours shall be with a second psychoanalyst supervisor working on additional cases.
3) *Psychoanalytic Case Study Paper.* Satisfactory paper and presentation of a control case *See the

NJCC manual and research manual for additional details regarding these requirements

Training Analysis

Students accepted for the Post Graduate Certificate Program are required to be actively engaged in a training analysis with a certified analyst as part of the admission requirements. Training analysts may be chosen from Institute-certified analysts (preferably NAAP-certified, Modern Psychoanalysts) or analysts with equivalent training approved by the Training Committee, and documented through the confirmation of analysis form. Students are required to have 70 hours of personal psychoanalysis upon admission. 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

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 first reviewed by the academic adviser. The advisor reviews and approves course registration, reviews evaluations, and confirms the application for graduation.

Fellows meet weekly with candidates to guide students with the requirements and may also serve as advisors. Fellows are available for regular personal and academic support, as well as for administrative management of cases. All written communications between the student and the Training Committee are guided by and submitted to the office 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 Learning students, the Supervisor provides support in the selection of patients to be included in NJCC.

Post Graduate Psychoanalytic Certificate (Candidacy Program)

After meeting the admission requirements of Pre-Candidacy (see admissions requirements for more details) including at least 70 hours of personal analysis, a student with a Master's degree may apply. Once accepted, the student is assigned an Advisor and a Fellow who helps the student to advance in the clinical part of the training. All accepted students may begin with coursework only but also may apply to begin the clinical portion of the training through the NJCC by writing a letter to the Training Committee, guided by the Fellow and advisor.

Course Requirements

Course requirements (42 credits) in the Post Graduate Certificate Program (Candidacy Program) focus on foundational psychoanalytic competencies, psychoanalytic assessment and intervention competencies, and competencies that integrate the practice of psychoanalysis with general content in psychoanalysis and emphasis in the Modern Psychoanalytic approach to case conceptualization and treatment. The program provides preparation for entry level practice in psychoanalysis. If applying for NY State Diagnose and treat Licensing, 12 credits of psychopathology are suggested (750, 751, 754, 184, 181 or 545 – choose 4) and 2,000 supervised clinical hours beyond the certificate with clinical supervisors who hold a NY state license in psychoanalysis (licensed psychoanalyst). See NY's office of professions for more information: at https://www.op.nysed.gov/professions/psychoanalysts/license-requirements.

● Psychoanalytic Theory and Practice – 2 (6 credits)

● Human Growth & Development – 2 (6 credits)

● Maladaptive Behavior/Psychopathology – 1 (3 credits)

● Electives – 3 (9 credits)

● Clinical Case concurrent with Small Group Supervision (SGS) – 4 or more (at least 12 credits) ●

Case Paper Writing for Psychoanalytic Research – 2 (6 credits)

● Independent Study Clinical Research Tutorial - 2 or more (at least 6 credits)

North Jersey Consultation Center. Students see a range of patients at the Consultation Center, meeting the requirement to see five patients (who attend weekly and are using the couch) who remain in treatment for at least two years. Students are encouraged to carry a larger caseload to provide them with depth of clinical experience and allowance for attrition of cases. Students should plan to attain at least 750 hours of patient contact to meet the 1000 hour requirement for clinical experiences. Ancillary hours may include 250 hours through attendance at clinical presentations, conferences, discussion groups, and continuing educational activities. Students should document all clinical hours with guidance from the Fellow. See pages 5 and 6 of this catalog for an overview of general requirements and supervision requirements. Students receive an NJCC manual and a research manual that further defines this process and available through the Fellow.

Progression through Phases of Training (ABAP Standard 7.g., See Appendix A)

Phase I. Students enroll in a minimum of four semesters of Clinical Case Seminar and Small Group Supervision. The students are building a case load and learning about beginning treatment. Students may bring one established patient into the NJCC but all additional patients are new. Students are simultaneously taking additional coursework (see course requirements).

Phase II. Individual Supervision. After the four required semesters, students continue to take Clinical Case Seminar until graduation, although it is possible to substitute Continuing Case Seminar for Clinical Case Seminar after four semesters with the agreement of the Training Committee. 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 but this typically happens sometime after the four initial semesters and must have the approval of the Training Committee for the progression of the student as well as the identification of the individual supervisor's qualifications. Students work on working through treatment destructive resistances, identifying countertransference resistances and employing basic Modern Psychoanalytic intervention strategies in this phase. Students are simultaneously taking additional coursework (see course requirements).

Phase III Control Supervision. After at least four semesters of Small Group Supervision, the recommendation of Individual Supervision, and the designation of at least one patient well-established in treatment, the student may apply, through the Fellow, to the Training Committee to begin the Control Analysis. For each four hours of control patient contact, the student must receive a minimum of one hour of supervision. Students continue to see a minimum of three patients at the Consultation Center until graduation. The student writes a paper guided by the Fellow and Control Supervisor (see the NJCC manual and psychoanalytic case study manual) and submits the paper with the application to the Training Committee for progression to begin Control Supervision. For each four hours of patient contact, the student must receive a minimum of one hour of supervision. Students are simultaneously taking additional coursework (see course requirements).

Phase IV. Psychoanalytic Case Paper. Once the Control Supervisor and Fellow recommend it, students may apply to begin the psychoanalytic case study paper based on the student's experiences with the control case and the Control Supervision. Students apply through the Training Committee by submitting an application and paper demonstrating their understanding of the case guided by the Fellow and the Control Supervisor. Students are encouraged to have frequent sessions with the Control Supervisor. See the NJCC manual and the psychoanalytic case study manual for more detail on this requirement. Typically, students begin writing courses 555a and b at this time. In Control Supervision, one patient is presented to one supervisor for a minimum of fifty sessions. (at least 50 hours). Students are simultaneously taking additional coursework (see course requirements).

As a result of completing the coursework, clinical requirements, and personal analysis and research tutorial. When it is complete, students present the case to the Training Committee

and if approved, can apply for graduation. The student can transfer all patients to their private practice if they wish or refer them back to the NJCC with the guidance of the Fellow. The student is guided by the Fellow and Advisor to complete all graduation requirements after passing the case presentation.

Students must comply with all NJCC and curriculum requirements to progress from one phase to another. Distance learning students have the same requirements with respect to hours of treatment. coursework and supervision. Distance students may be advised to apply their established private practice setting patients to the requirements or they might practice in a mental health treatment setting. All students must follow licensing and supervision requirements of their State. ACAP faculty may offer educational consultation while the student is legally supervised by others within the laws and regulations in their State. Practice settings and selection of patients to fulfill the graduation requirements are discussed and approved by the Fellow, Supervisors and the Training Committee.

Post Graduate Certificate in Psychoanalysis Curriculum*

(Candidacy Program)

Psychoanalytic Theory & Practice (6 credit)
Sample course selections (2 required)
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)
GPSA833a Child Treatment: Theory and Practice (3 credits)
GPSA833b Adolescent Treatment: Theory and Practice (3 credits)

Human Growth & Development (6 credits)
Select 2:
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 (3 credits)

Maladaptive Behavior/Psychopathology (3 credits)
Select 1:
GPSA181 Psychopathology: Severe Emotional Disorders (3 credits) GPSA184 Psychopathology: Primitive Mental States (3 credits) GPSA 545 Child Psychopathology (3 credits)

Clinical Case (12 credits required*, 3 credits each)
Select at least 4, first four semesters are concurrent with SGS until beginning individual supervision. Clinical Case or Continuing Case are required through graduation.
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)*

Writing Psychoanalytic Case Studies (6 credits)
GPSA 555A Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (3 Credits, required**)**
GPSA 555B Proposal Writing: Professional Ethics & the Psychoanalytic Case Study Seminar (3 Credits, required)
GPSA 558 Advanced Writing Seminar: (3 credits, supplemental)

Chair Tutorial (at least 6 credits required)
The student begins with Training Committee approval and remains registered for GPSA 760 each semester until completion of the paper and presentation
GPSA760 Independent Clinical Case Study Tutorial (3 credits)

Elective (3 credits) (Additional courses may be available through advisement)
HD, Theory, Psychopathology categories can be applied to electives after all requirements are met
Select three:
GPSA161 Psychoanalytic Theory II: Fundamentals of Freud (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 - at least 70 before Admission

If applying for NY State LP and Diagnose and Treat licensing, 12 credits in psychopathology are recommended as part of this program. Consider 750, 751, 754, 101, 184, 181 or 545 and complete at least 2000 supervised clinical hours with supervisors who hold a NY State license – see NY Of ice of Professions for more information.

Note regarding Distance Learning 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 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.

Course Descriptions

GPSA101 Clinical Assessment and Appraisal (3 credits)
(recommended only as supplemental for NYS applications)
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.

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

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 the 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 having been expanded by Freud's successors through contemporary contributions. The early history of psychoanalysis and trauma studies are inextricable 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

GPSA526 Resistance and Defense (3 credits)

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 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?

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.

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 individual's 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 individual's 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 work individually with that faculty member until the project is completed.

GPSA560 Independent Clinical Research Tutorial (3 credits)
The student works individually in an independent research tutorial with a faculty member and two readers until the research project is completed.

GPSA562B Neuropsychoanalysis II: Emotional Disorders and Our Resilient Mind (3 Credits)

By the time we are five we can look in a mirror and know, "That's me." But who exactly is me, and what neurological, biochemical, constitutional, emotional or environmentally induced reactions shape the way this budding identity faces developmental challenges and crises ahead? Neuropsychoanalysis II examines the

relationship between our evolving neurobiological brain and emerging mind's adaptive or maladaptive responses in establishing a self. We explore how they result in either specific psychopathology, inability to thrive independently, or the basis for emotional resilience. We will study symptoms, behaviors, causes, prognoses, categorization, and treatment strategies for major disorders. Class material includes readings, videos,

case presentations, guest lecturers, and lively group discussions. You need not be a neuroscientist or seasoned clinician to jump into this exciting exploration of paths to emotional disorders or resilience. Just bring a mind to be curious, stretch perspectives, and share ideas.

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 countertransferential 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 adulthood 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 relation 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 read 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 treatment.

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 Post Graduate Certificate Program (Candidacy 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 an interview 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 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:

Transfer-in requests are reviewed and evaluated by the Director of Academic Affairs and may be subject to further review by the Training Committee.

Up to 15 transfer credits in total can be granted for equivalent coursework from accredited psychoanalytic institutes and Institutional or Regionally accredited graduate mental health degree programs for the Pre-Candidacy and Candidacy Programs combined. 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. 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.

Pre-Candidacy Admissions Requirements:

General Psychotherapeutic Competencies Course Requirements: (See the Pre-Candidacy Catalog for more information) There are 12 academic courses and Fieldwork required for admission. These course requirements can be met through attending the Pre-Candidacy program at ACAP, submitting for review of equivalent master's degree coursework for psychodynamic oriented coursework in content areas that align (up to 15 credits), or through graduation from the Master's degree in Psychoanalysis or Master's degree in Clinical Mental Health Counseling at the Boston Graduate School of Psychoanalysis in New Jersey (BGSPNJ). These courses provide a general education in psychotherapeutic competencies for psychoanalysts and an introduction to Modern Psychoanalytic methods. It provides the pre-analytic preparation for entry into and assessment for readiness for candidacy in the Post Graduate Certificate Program (Candidacy Program).

- Psychodynamic Theory and Practice – 4 (12 credits)
- Basic Concepts
- Comparative Psychotherapies
- Symbolic and emotional Communication
- One additional Theory or Practice Course
- Human Growth & Development – 2 (6 credits)
- Maladaptive Behavior/Psychopathology – 1 (3 credits)
- Multiculturalism – 1 (3 credits)
- Introduction to Research – 1 (3 credits)
- Electives on Psychoanalytic Topics – 1 (3 credits)

Fieldwork Requirements: Fieldwork provides a unique psychodynamic participant observer experience where students study the subject and their own countertranference reactions. Students are placed in agencies with opportunities to hold participant observer sessions with people in regressed states who are expected to be available for at least one year. The students may interact minimally through applying object-oriented questions or statements when contacted (following the contact). Unlike treatment, it is an observational experience where students can apply their theoretical material to real life experiences with minimal verbal interactions. Students must be approved by the Training Committee to begin Fieldwork following some initial coursework to assess for readiness. Fieldwork includes a minimum of three semesters of clinical coursework:

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

In their Fieldwork placement, students complete a minimum of 150 hours of individual participant observer sessions with at least three regressed persons (about 50 hours each). An additional 250 hours must be earned by observing at least one group series of sessions and other opportunities such as being a participant observer in additional group or individual 27

observations, attending team meetings or other activities in the placement setting. In total, at least 400 hours of activity are required. (at least 150 hours of individual sessions and 250 hours of additional activities).

When the requirements of Fieldwork coursework has been met, students write a Fieldwork paper, presenting their Fieldwork experiences with emphasis on the experiences with one subject/participant observer dyad 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. The Fieldwork presentation is formally evaluated and is the benchmark for readiness for entry into the Post Graduate Certificate Program - Candidacy Program.

Students must have at least a master's degree to qualify for the Post Graduate Certificate Program 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 choose to follow changes made to the program requirements as they are made through advisement.

Records 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). 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)

Post Graduate Certificate in Psychoanalysis

Tuition and Fees

Schedule of Tuition and Fees

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

All School Fees:
Registration, Library & Database access, Internet and Journal Fee $150 Late Fee for Registration after due date $150 Student Activity Fee $15 Candidate NJCC only: 1st Year Lab Fee $400 Candidate NJCC only: 2nd

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

Total tuition is approximately $22,370 depending on student progression;
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 by completing the request form in the semester's registration packet. Questions can be addressed to events@acapnj.org. Twenty-five (25) 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. Continuing Education processing fees must be paid in advance of the semester when registering. Retroactive requests are not accepted.

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 in depth. ● 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 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 work with the 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, working together to set the goals.

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 locale. In addition, ACAP long distance learning students research and follow the laws and regulations governing treatment in the state(s) where treatment occurs.

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 Students, Faculty or Administration

The purpose of this policy is to provide a fair, timely, and transparent process for resolving all grievances within the academic community. The institution is committed to addressing concerns in a respectful and collegial manner.

Informal Resolution

Student complainants, having a grievance with faculty or personnel, are encouraged to first seek advice and assistance from their academic advisor. Faculty or personnel complainants, having a grievance regarding a student, should begin by bringing the complaint to the student's supervisor.

If the issue remains unresolved after consultation, the complainant may proceed with a formal grievance.

Filing a Formal Grievance

The complainant must submit a written petition through their advisor or supervisor. This petition should clearly describe:

- The nature of the grievance
- The grounds for the complaint
- The requested resolution

The petition will be forwarded to the Training Committee (faculty body) for review. Through submission of a grievance, the complainant is consenting to permission for the complaint and related materials to be reviewed by the Institute Directors, the Training

Committee and the Grievance Committee(s).

Within 30 days of receiving the grievance, the Training Committee will:

- Acknowledge receipt
- Review relevant policies (e.g., Student/Faculty Handbook, ABAP standards, FERPA guidelines for best practices and any other relevant materials for guidance)
- Appoint a Grievance Committee

Grievance Committee

The Grievance Committee is formed on an as-needed basis and includes:
- A faculty chair
- A second faculty member or administrator
- A student

Members must not be directly involved in the grievance. Anyone named in the complaint must recuse themselves. If a conflict arises during the process, the Training Committee will appoint a replacement.

All members of the academic community are expected to cooperate fully with the committee.

Confidentiality

ACAP will make reasonable efforts to protect the privacy of all individuals involved in the grievance process. Information related to a grievance will be shared only with those who have a legitimate need to know in order to review, investigate, and resolve the matter.

All participants in the grievance process—including complainants, respondents, witnesses, and committee members—are expected to respect the confidentiality of the proceedings and refrain from unnecessary disclosure of information obtained through the process.

Confidentiality cannot be guaranteed in all circumstances. The institution may be required to disclose information:

- To ensure a fair and thorough investigation
- To comply with legal, regulatory, or accreditation requirements
- When there is a concern for the safety or well-being of any individual or the community

Records of grievance proceedings will be maintained to memorialize the meetings and supporting documentation.

Any unauthorized disclosure or misuse of confidential information may result in disciplinary action.

Review and Possible Hearing

The Grievance Committee will review the case. If the matter cannot be resolved informally, the committee may call a formal hearing.

Rights of Involved Parties

All parties have the right to:

● Receive written notice of the complaint, procedures, and hearing details (normally at least one week in advance)
● Request additional time to prepare
● Attend the hearing
● Present evidence and call witnesses
● Question witnesses and review all submitted evidence
● Have decisions based solely on evidence presented at the hearing ● Students may elect to be assisted by a faculty advisor (advisors are not legal counsel but support)
● Challenge any committee member for conflict of interest
● Appeal the outcome

If the committee chair is challenged, the Training Committee will appoint an Appeal Grievance Committee to decide the challenge.

Committee Findings and Recommendations

After review, the Grievance Committee will submit recommendations to the parties and the Training Committee. Possible findings include:

● The complaint has no basis and is dismissed
● The facts are not in dispute, but no policy violation occurred
● The facts support a finding that a conduct violation occurred

The committee chair ensures that all proceedings are documented.

Decision and Outcome

The Institute Directors, in consultation with the Grievance Committee, will:

● Determine any penalties or actions
● Ensure documentation is maintained
● Oversee implementation
All parties will be notified of the outcome within 30 days of the decision.

Appeals Process

Filing an Appeal

A complainant who believes the outcome was unfair may file an appeal with the Institute Directors within 30 days of receiving the decision.

The appeal must include credible evidence supporting the claim.

The Institute Directors will determine whether:

- The appeal warrants further review
- A formal investigation or additional hearing(s) are necessary

If the appeal is denied, the decision will be communicated in writing.

Appeal Grievance Committee

If an appeal proceeds, an Appeal Grievance Committee will be formed. This committee includes:

- An Institute Director
- A faculty member or administrator
- A faculty member (optional)
- A student

The Institute Director, faculty member, or administrator may serve as the Appeal Grievance Committee Chair. None of the members may have participated in the original grievance process.

Members named in the appeal must recuse themselves and will be

replaced.

Appeal Review and Hearing

The Appeal Grievance Committee may:

- Conduct further investigation
- Hold hearings if necessary

All participants are expected to cooperate. While the committee cannot compel participation, cooperation is expected.

All meetings and supporting documents will be recorded.

Appeal Outcomes

The Appeal Grievance Committee will issue recommendations to the Institute Directors and involved parties. Possible outcomes include:

- Dismissal of the complaint
- No conduct violation

● Confirmation of a conduct violation

The committee, in consultation with the Institute Directors, will:

● Determine penalties
● Ensure enforcement
● Maintain records of all proceedings

Final Decision

The decision of the Appeal Grievance Committee is final and binding.

Commitment to Fairness All grievances will be treated with respect, seriousness, and a commitment to fair resolution.

Faculty and Fellows

Faculty

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Appendix A

ACAP Program Progression Assessment

Student Assessment to move from SGS to Individual Supervision

Small Group Supervision (SGS)

(readiness assessed by SGS supervisor, fellow, and Training committee)

Goals:

1. Provide candidates with foundational methodologies to establish a psychoanalytic treatment relationship
2. Conceptualize and maintain the clinical frame, ensuring reliability and consistency within the psychoanalytic relationship
3. Assess patients' intrapsychic dynamics as they emerge within the clinical encounter
4. Conduct ethical and culturally competent treatment
5. Introduce candidates to the fundamentals of psychoanalytic case presentations
6. Foster a collaborative learning environment in which candidates support one another and learn from each other's clinical work

Objectives:

Learn to follow the patient's contacts to provide a non-stimulating setting

1. Develop the ability to intervene using ego-supportive, object-oriented questions
2. Begin to recognize narcissistic and object transference communications expressed verbally and non-verbally
3. Examine the pressure to speak when listening is the more therapeutic intervention
4. Tolerate silence and consider its function in the session
5. Identify transference communications expressed verbally and non-verbally
6. Study countertransference feelings induced by the patient as a nonverbal communications of the patient's unmentalized history

Student Assessment to move from Individual Supervision to Control Supervision

Individual Supervision:

(readiness assessed by Individual Supervisor, fellow, and Training committee)

Goals:

1. Demonstrate readiness to engage in individual supervision
2. Refine clinical skills through in-depth study of patients and the inference of implicit meanings
3. Develop a professional identity as a psychoanalyst
4. Begin to Identify cases that are appropriate for Control Supervision

5. Formulate modern psychoanalytic diagnoses
6. Master the fundamental concepts of modern psychoanalysis

Objectives:

1. Refine an understanding of patients' transference, countertransference, repetitions, defenses, and resistances as they manifest in the session
2. Attend to what is absent, omitted, or unspoken in the patient's narrative
3. Select a patient for Control Supervision who has resolved treatment destructive resistances sufficiently to enable a stable psychoanalytic relationship
4. Write process recordings that reflect the dynamics of the patient and the ability of the candidate to follow the contact

Student Assessment to move from Control Supervision to Case Paper Writing

(assessed by Control Supervisor, Individual Supervisor, fellow and Training committee)

Control Supervision:

Goals:

1. Conduct an in-depth psychoanalytic treatment with one patient as the culminating supervision experience required for qualification as a psychoanalyst
2. Demonstrate that basic treatment destructive resistances have been resolved
3. Work cooperatively with the supervisor and thoughtfully integrate supervisory recommendations
4. Develop the capacity to infer unconscious motivations and organize them into a coherent psychoanalytic formulation
5. Demonstrate increasing autonomy, clinical judgment, and psychoanalytic competence
6. Maintain and uphold rigorous clinical and ethical boundaries

Objectives: (rate 1-4 with Unacceptable, Minimally Acceptable, Acceptable, Superior)

1. Apply intervention strategies that include exploration, mirroring, joining, reflection, and interpretation
2. Investigate the verbal and non-verbal expressions of the patient's progression from narcissistic to object transference
3. Recognize projective identification, tolerate the projection, and synthesize the emotional meaning for the candidate and the patient
4. Understand that enactments are co-created through the reciprocal influence of candidate and patient's unconscious dynamics
5. To present clinical work, demonstrating a willingness to develop self-awareness of one's own blind spots, subjective countertransference and countertransference resistance.