

Colorado Center for Modern Psychoanalytic Studies

Administrative Office & Clinical Services

1919 14th St. #440 Boulder, Co 80302

303-447-0994

SPRING 2003 NEWSLETTER

Relocation of the Group Analyst: Trauma and Transition – Part II

By Linda Eisenberg, PsyA

During the sessions following the notification of my leaving town, my steadiness and consistency as the leader, and willingness to “endure” their reactions to the trauma, enabled members to access and to voice their feelings in relation to my “abandonment” of them.

My use of joining interventions enabled and allowed them to voice their internal states. This group event was a re-creation of past injuries for all the members and they tended to respond in characterological ways, with many more feelings becoming conscious around the present event than had been experienced earlier in treatment. Regression to early defenses become fully manifest. In their past relationships with traumatic objects, they fled their feelings and developed the coping and defense mechanisms of denial, self-numbing, passivity and avoidance to deal with the pain.

Spotnitz brought the new field of group psychotherapy under the umbrella of long-established Freudian concepts. The same types of resistances discussed by Freud in individual analysis are also apparent in the course of group therapy; these may unite to become group resistance. This means that all, or a majority of the group members are using the same form of resistance at the same time, which facilitates its analysis and resolution.

In order to metabolize the traumatic event it had to be verbalized and re-experienced in light of the original trauma. Although there were impulses to leave the group (the trauma), they were able to overcome this tendency to avoid the re-enactment of the trauma. The group learned to tolerate the “working through” because the therapist’s joining and supporting the patients’ feelings and reactions strengthened the ego, preventing its fragmentation.

Freud (1914) speaks to the importance of “working through” these resistances are an arduous task for the patient as well as trying on the patience of the analyst: “Nevertheless, it is the part of the work that effects the greatest changes in the patient and that distinguishes analytic treatment from every kind of suggestive treatment. One must allow the patient time to get to know this resistance of which he is ignorant, to “work through” it, to overcome it by continuing the work according to the analytic rule. Only when it has come to its height can one discover the repressed instinctual trends which are feeding this resistance.”

In describing the working through process in group psychotherapy, Ganzarian (1983) says, “group psychoanalytic

patients unfold a network of transferences toward the therapist, their fellow patients and the group as a whole, perpetuating in their interactions their malfunctioning intrapsychic worlds. Separation anxiety is an important aspect of working through”.

During the following sessions, the group explored whether to hold me responsible for abandoning them. They vacillated about whether it was really acceptable to be angry with me. Their tendency was to revert to the narcissistic defense and to want to give up on group, on me, to claim that nobody cared, and to ignore and protect me.

However, they were able to put many of these thoughts and feelings about this abandonment into words. I was taking the stance of wanting to hear everything they had to say, “no holds barred.” They were accustomed to the modern analytic saying, “Just say everything” and “Say your thoughts and feelings toward one another.” It became much safer at this point for members to have their aggression toward me than toward one another.

It is important here to discuss the notion of a therapy group as representing the early mother, in order to shed light on the repetitions of each member’s early life in these group sessions.

Rosenthal (1991) believes that there is “an emotional constellation...in which the group represents an early mother to its members.” He discusses that there emerges in group, particularly a small group, a fantasy that members can attain an ideal state where there is no interpersonal conflict. Group will provide the unconditional acceptance, nurturance and security that the (ideal) mother provides for the infant. Group serves at times as a holding environment, that not only contains feelings occurring in the group, but also become internalized and carried into the patients’ lives. A deficit in experience was transformed into an internal “good enough” state which fostered the ability to tolerate unpleasant feelings.

One must keep in mind that this positive transference may also function as a defense against the dangerous, “bad” mother, whose evocation could lead to the expression of negative feelings toward one another and the leader.

This notion of group being a “good enough” mother is illustrated in the present group with comments like Cindy’s use of “The cheese stands alone” analogy to describe the cohesion of the group. She intended to communicate by this that our group was united as a family against the world, and that

the three remaining members were the surviving loyal members. Karen's describing the group as "family more than friends" also illustrated this sense of the group being a "good enough mother". Rosenthal continues: "members' fantasies are projected onto the group matrix under modification by the objective, reality-testing group structure. The fantasy transforms reality, and on the return, the reality transforms the fantasy." Reality transforming fantasy is an integral part of the "working through" process of the group. He summarizes: "the transference experience of the group as early mother can help patients address and resolve conflicts rooted in the first year ... This experience can either provide a supportive environment or result in overwhelming fears of neglect, engulfment, or attack".

The bad mother image came into full view during the first transition of this group. Many negative fantasies surfaced and were verbalized. I was the abuser who hurts and pretends to care. I was neglectful, uncaring, depriving and disappointing. I was providing for them inadequately by leaving them.

Second Challenge: Two years later

During the first of these sessions, I simply let the group know my new dilemma. After much thought and supervision about how to present this situation to the group, particularly in light of the period of trauma they had endured previously, I decided to treat the group as if they were a cooperative entity with a high ego-functioning level.

I could no longer work evening hours. I had to confront the group with this second challenge. Again I feared letting the group know of my decision, and I delayed informing them until it was perfectly clear to me that I could no longer work evenings. I honestly didn't know what the group would do with this information. However, I saw this decision, in part, as an individuation issue for me. It was interesting to consider presenting my decision to the group, not knowing if a solution to my dilemma could be found that would take into account all of our needs, but at that point, I put my trust in the unconscious process of the group. It was important for me to have them in my life, it was important to them to continue group, but it was also important that I individuate from my over-worked life.

I told the group I had decided that after four months I would no longer be working after 7 p.m. Portland time and that presently there were no other evening spots available.

Some initial reactions: Cindy was "bummed." Leslie said she thought they were "old timers" and that I should boot everyone else out of evening spots for them. After some discussion, they asked me how I thought we could solve the problem. I suggested some possibilities. I said we could have a daytime group. I also raised the possibility of doing group for only one hour at a time. In response to these suggestions, Karen said, "Maybe there won't be any more group."

After this comment, the group members went on to other things: frustrations with co-workers, grieving about an ill dog. Leslie reported that she was still drinking, but that others shouldn't be worried about it. (She had begun to drink to excess recently after 11 years sobriety).

I was very curious about their reaction. What did this complacency mean? Was it avoidance? Was it a sign of autonomy? I knew there was much more to be explored and discovered, but was surprised that the shock was so seemingly mild. What was different this time? The group's maturation showed in concrete, observable interactions. Of note is that they were more interactive with each other and less symbiotically involved with me. I was intervening less, and they were more concerned with their own needs than with mine. They demonstrated a more autonomous, healthy functioning and were making demands, stating their needs, and problem-solving and they worked cooperatively as a team. Furthermore, there was evidence of appreciation from Cindy and Karen that Leslie and I were on the phone until 8:30 pm Portland time each group session, while their session was over at 7:30 pm, Anchorage time. This awareness of the "needs of the other" was a sign of more mature object-relationships.

It took a leap of faith on my part to present this situation to the group and see what they could come up with, since I had not been able to find a resolution myself. In some way, I felt like a "good enough" mother knowing I had provided a growth promoting environment, and knowing they could "fly.", and showed ego strength. They had indeed metabolized the original trauma and achieved enhanced maturity in functioning.

Use of the Countertransference

Countertransference is defined in general as the analyst's response to the patient's transference. As discussed by Steichen (1996), the countertransferences experienced by the analyst in group therapy are viewed by modern group analysts as normal, universal and informative phenomena. We use them to enhance our awareness of underlying, possibly preverbal, feelings that are arising in the group and may be as yet unexpressed. They also help us identify the levels of developmental fixations and find the best maturational interventions

Ormont (1970-1971): "The group analyst, if he is in emphatic resonance with the group's emotional vibrations, will experience powerful feelings quite as a matter of course. Such feelings are a natural product of the total group interaction."

Another important factor is the emotional availability of the analyst as being willing to act as a maturational agent. Margolis believes the analyst cannot succeed by remaining a "neutral figure who garners insights" and "dispenses interpretations". The analyst "must place himself, emotions as well as intellect, at the service of the analytic process. Just as the infant

will not progress emotionally without the reciprocal involvement of the mother, so the patient requires for his maturational advancement the reciprocal involvement of the analyst”

As the patient resists, so can analysts seek to defend themselves against unwanted feelings. Rosenthal (1987) describes several major sources of countertransference resistance: the need for a happy family or to be liked, reactions to aggression and hostility, reactions to competition and opposition, therapeutic zeal, and identification with group members.

One countertransference resistance relevant to this research group was the therapist’s own issues of separation anxiety. Stilman (1992) addresses this: “It seems reasonable that in the course of a meaningful long-term relationship which implies a bonding between analyst and analysand, the issue of separation and loss would be present at some conscious or unconscious level with both parties.”

A way of working with such countertransference resistances, as explored by Steichen (1996), is to silently study the feelings as they are induced in the course of therapy sessions. In bringing these reactions to our own supervision and analysis we do what we expect our patients to do. We become able to recognize and tolerate all of our own feelings, particularly those that were previously unconscious, so that they do not get acted on in the treatment and this hones our empathic ability.

Although empathy is not just a “technique”, it is an essential component in the therapist’s “toolbox”. Jacoby (1990) quotes Kohut, who defines empathy as: “the mode by which one gathers psychological data about other people and, when they say what they think or feel, imagines their inner experience even though it is not open to direct observation”.

Empathy is a major guiding post in the basic intervention of “joining” when dealing with a patient’s resistances. Margolis (1986) offers a seminal paper describing the intervention. It is a communication from the analyst to the patient that lets the patient know the analyst agrees with him/her. The single purpose of joining is to help patients put all their thoughts and feelings into words, resolving their resistances to doing so. Margolis continues: “The ultimate purpose, in every instance, is to help the patient mobilize and liberate the negative (as well as the positive) feelings he has long kept submerged. The analyst accomplishes this by first joining the patient’s resistance and supporting and reinforcing his uncooperative attitudes. He helps the patient maintain the narcissistic defense until the latter feels secure enough to give it up of his own volition.”

The analyst has to abandon all effort to persuade the patient to give up his defensive pattern.

Discussion

After presenting two potentially traumatic situations to this psychoanalytic therapy group at different times, it be-

came evident that between the first and second trauma, the ego of group and individual patients had been strengthened, allowing the emergence of creativity in problem solving. For example, group members could envision not continuing the group. Fear of abandonment was no longer the primary issue. Members were able to speak about and confront the idea that the group might be over. One member came up with an ego-based solution. Group ego strength was alive and well. The group was cooperative, and able to rearrange itself, rather than fall apart or act on uncooperative aggression

With the good group cohesion fostered by modern analytic interventions, these group patients were able to experience what could have been “intolerable” anxiety and yet did not act in ways destructive to the group, such as withdrawal in reaction to abandonment anxiety

My own resistance to separation and individuation in this group mirrored my conscious and unconscious patterns with my own mother. It was difficult for me to leave her during young adulthood. I stayed with her an extra year, my first year of college, rather than go to a college in another town with my peers. I have spent much time in my life attempting to make my mother happy, even though externally it appears that I have successfully separated. My mother’s unconscious disallowance of real individuation made separation very difficult, even in these years of her old age and dementia.

I have often been caught in a countertransference trap with this group. I feared retraumatizing the members and felt protective of them because of my own fear of aggression (against others and toward myself) and separation anxiety.

We hope that this study will entice group therapists to extend their practices in new ways. With the increase of technology into our society, the possibilities for ways to do group therapy have increased exponentially. There was a fantasy in this group that one day we would be like the Partridge Family (a television program involving a blended family where all the family members faces were shown on the screen at the beginning of the program) and have the ability to see each other while we were talking. There was even mention of what we would wear. Implications for doing group therapy on the telephone are beyond the scope of this paper, but the possibilities for doing so are illustrated by these vignettes.

The main implication and focus of this paper was that when the group suffers a trauma at the hands of the therapist, it is not only possible for the group to survive, it may even flourish and mature. This author hopes that the story of this group’s transition illustrates the power of change within a group, and that it will also encourage other group therapists to see that groups can overcome tremendous obstacles.

Linda Eisenberg received her MA from Naropa and her psychoanalytic certification from CCMPS. She is in private practice in Portland, Oregon at this time.

SAVE THE DATE!...SAVE THE DATE!...SAVE THE DATE!...SAVE THE DATE!

The Colorado Center for Modern Psychoanalytic Studies is holding an open house and you are invited! Whether you are a current, former or new student, or just have a general interest in learning more about the institute, please join us on Saturday, January 25, 2003, for an Open House in our new Boulder offices. Get to know other CCMPS students, faculty and administration in a friendly, welcoming environment. Learn more about upcoming course offerings. And if you'd like to sample a taste of the CCMPS classroom experience, stay for a discussion on "Countertransference in Clinical Practice," facilitated by long-time CCMPS faculty member Jan Middeldorf who received his analytic training from the Philadelphia School of Psychoanalysis and the Institute for Modern Psychoanalysis.

The Schedule for Saturday, January 25, 2003:

- **10:00am-11:00am** -- Open House -- Enjoy food, drink and schmoozing in our new offices
- **11am-1pm** -- Facilitated Discussion --
-Join Jan Middeldorf for an exploration of "Countertransference in Clinical Practice"
- **1:00am-3:00 pm** -- Open House Continues -- Stay to visit, ask questions and gather information

**Location: Colorado Center for Modern Psychoanalytic Studies
The Vectra Bank Building, 1919 14th Street, Suite 440, Boulder CO 80302**

RSVP if possible to 303-447-0994. This will help us with planning. Thank you!

FROM THE DEAN OF STUDENTS, Susan Nimmanheminda, PsyA

I'd like to introduce myself to those of you who don't know me. I've been a candidate at CCMPS for a number of years and the Student Representative to Board of Trustees. Recently I graduated from CCMPS and I was asked to take the position of Acting Dean of Students after Ronnie Tabor resigned. I appreciate this opportunity because my memory of student/candidate needs and issues is very fresh and I'm eager to be helpful.

Mary Child and Kris Balaster have taken a leave of absence from their administrative jobs at CCMPS so they can more fully focus on their graduate programs. We are very appreciative to them for all they've done to help administrate CCMPS over the last several years.

In their absence, or at least until further review in June, Helen Balis, Jane Rubinstein and I have agreed to assume their job duties. These changes will mean changes for the students and hopefully the transition will not cause difficulties. Generally, Helen is responsible for the bookkeeping, financial reports and Referral Services. I will help with class enrollment, student log labels and course evaluations. As Acting Dean, I will attend to transcript records, meet with students and candidates to discuss their progress through the program and write a regular column for the newsletter. Jane's focus will be on marketing and mailing.

Along with these changes, we plan to enforce the requirement that tuition be paid no later than the first class. In addition, logs must be received at the CCMPS office no later than one month after the last class if you'd like to receive credit for the class. Please make every effort to enroll for any class you wish to take two weeks

prior to the beginning of class (even if you wait until the first class to pay tuition). This will help us prepare the class roster and course materials.

I plan to make myself available to all students – those who are thinking of taking a class, those who are taking their first class, and those who have been attending for years – to assist in any way I can. I will try to contact all new students to discuss their experience and let them know that we welcome anyone with an inquiring mind. I am available to meet with candidates and long-term students to assist with progression through the program. Please contact me if you'd like to arrange a meeting or if you have any questions about your status with regard to candidacy. I am just becoming familiar with student records and have a bit of a learning curve, but I'll arrange meetings as soon as possible.

If you are interested in receiving announcements pertaining to classes, conferences or any news relevant to students or perspective students please send your email addresses to me at niman@concentric.net, along with your phone numbers and address. I want to establish an open door with regard to student concerns, issues and feedback, so please feel free to contact me.

SCHEDULE OF COURSES-SPRING 2003

We start the week of January 25, 2003. Each full course meets for 15 classes. Students are expected to write 14 class logs, 15 reading logs, one course evaluation log and one self-evaluation log. (2.0 CU's)

APPLIED MODERN PSYCHOANALYSIS – elective

The philosophy and techniques of modern analysis are not just for the therapy session; after all, resistance knows no boundaries. They can be applied in business, government, creative arts, education, law enforcement and medical settings. It is also useful with customers, co-workers, bosses, employees, the general public and the family. Learn to recognize obstacles to progress and specific techniques for gaining the cooperation of others.

Instructor: Arlene Green-Alvarez, PsyA
Starts: Monday, January 27, 2003 3:00-4:30pm:
Los Angeles, CA (310-281-6694)

THE NARCISSISTIC RESISTANCE (PT401)

Analysis of Preoedipal Resistance: working with difficult people, understanding early blocks to development and the role of aggression in the preverbal years studying how those early feelings are carried over to adulthood and interfere with productive relationships with self and others.

Instructor: Miriam Bloom, PsyA
Time: Wednesday, 7:00-8:30pm. 2240 Linden Avenue, Boulder,

FED-UP WITH OVEREATING elective

This course will cover a practical look at a modern psychoanalytic approach to the treatment of eating disorders. Theory, underlying causes, treatment interventions and case material will be presented.

Instructor: Kathy MacLeay, PhD:
April 25, 2003 3-9:15p.m. and April 26, 9a.m.-5p.m.
Los Angeles, CA (12hr CEUs offered)

THE PATIENT-THERAPIST INTERACTION (PT 403/406)

We will examine the impact of transference and countertransference on our therapeutic practice in terms of patient satisfaction and retention, and of the therapist's sense of well being, success and absence of burnout. The class will discuss the great variety of negative transferences that patients bring into the room, and how to effectively resolve them and create a healing relationship.

Instructor: Jan Middeldorf, PsyA
Starts: Wednesday, Jan 29, 2003, 11:20am-12:50pm,
1919 14th St. #440 Boulder, CO and by Phone

MODERN PSYCHOANALYTIC THEORY OF TECHNIQUE (PT 204/206)

The role of transference and resistance in treatment. Preoedipal conflicts are examined in dreams, fantasy and symbolic communication through reading, case material and class interaction.

Instructor: Ronnie S. Tabor, PsyP
Starts: Tuesday, Jan 28, 12-1:30 pm, (every other week),
1919 14th St, #440 Boulder,

CHILD PSYCHOANALYSIS (PT416)

A study of the major theories in child development and analysis. We will read and analyze Klein's *Narrative of a Child Analysis*. The latest insights in the psychology and neurology of child development as well as Self-Psychological and Lacanian perspectives will allow us to understand the rationale for the use of mirroring, reflecting and joining techniques, as well when why and how to use interpretation.

Instructor: Jan Middeldorf, PsyA
Starts: Saturday, February 1, 2003, 11:30am-2:10pm, (every other week), 13528 Terragon Dr. NE, Albuquerque, NM and by Phone

LANGUAGE AND PSYCHOANALYSIS – elective course

The course examines the "therapeutic discourse" as both the hearing and speaking of it. We'll focus especially on the prosody (the intonation) of speech, and how that influences the emotional communication between patient and therapist and also on word choice, metaphor, and the rationales for verbal interventions.

Instructor: Susan Nimmanheminda, LCSW, PsyA
Starts: Wednesday, March 5, 1:30-3:00,
1800 30th St. Ste 301, Boulder, Call 303-449-3942

BABIES AND ALL THEIR COMPLEXITIES (PT101)

What is this new life form that screams out for our love and attention? How can we provide for its great needs all the while surviving the seemingly limitless demands of parenting? And exactly what are these basic needs, how do we understand and adequately attend to them? Complications in this early period can appear later as emotional difficulties such as schizophrenia, depression, bipolar disorders, substance abuse, eating disorders, and disruptions in the attachments to others. This course will present the developmental roadmap of this crucial and exciting first year through of theory, case discussions, and readings.

Instructor: Helene Stilman, PsyA
Starts: Thursday, January 30, 2003, 2:30-4:00pm,
13528 Terragon Dr. NE, Albuquerque, NM and by Phone

GROUP DYNAMICS AND LEADERSHIP (PT413)

Explore group dynamics and leadership from the psychoanalytic/psychodynamic viewpoint. Topics will include the group contract, group resistances, transference and countertransference, acting out, subgrouping and scapegoating, and dealing with conflict and aggression in the group setting. The translation from the individual to the group frame of mind and the influence of other traditions such as systems theory will be discussed. Theoretical material, case presentations, and the class process will be combined to highlight the principles and techniques of understanding and conducting analytic group psychotherapy.

Instructor: Robert Unger, PsyA
Time: Thursdays 2:30-3:40 pm (This course will meet for 19 weeks) 2455 Broadway, Boulder, CO 303-938-9494

SUPERVISION

PT 111/211 Class Supervision

(Class size limited to 3-4 students and is for Candidates only)

PT 111: Ronnie Tabor, PsyP

PT 211: Arlene G. Alvarez, PsyA, Miriam Bloom, PsyA, Jan Middeldorf, PsyA, Helene Stilman, PsyA, Robert Unger, PsyA

Time: *To be arranged with students*

!PT 111 & PT 211 are designed for the supervision of modern analytic training and should not in any way be construed as licensable and licensed supervision for the purpose of fulfilling State or insurance requirements!

Stan Bazilian, PsyA, Phyllis Cohen, PsyA, Paul Geltner, PsyA, William Kirman, PsyA, Robert Marshall, PsyA, Dolores Welber, PsyA, and Robert Welber, PsyA are also available for individual supervision PT 311/411, by arrangement.

INFORMATION AND PHONE ACCESS:
Boulder: 303 447 0994 Albuquerque: 505 296 6508 Los Angeles: 310 281 6694

Meet The Faculty!

Arlene Green Alvarez, PhD, PsyA is director of CCMPS-LA and a supervising and training analyst. She is particularly interested in applied psychoanalysis. Dr. Alvarez is a member of the faculty of the UCLA School of Medicine Doctoring Program and is in private practice in Los Angeles.

Miriam Bloom, PhD, PsyA is the executive clinical director of CCMPS. She studied at the Center for Modern Psychoanalytic Studies in New York. After moving to Boulder she founded the Center for Emotional Education, which evolved into CCMPS.

Kathy MacLeay, PhD is interested in many areas of psychoanalysis. She is writing a book in conjunction with offering a C.E. app-roveed course on the treatment of eating disorders. Dr. MacLeay is researching novel techniques for the residential treatment of troubled children and adolescents. Seminars with parents using modern psychoanalytic methods for helping their children mature are a specialty of hers. She also is a pioneer in the use of animal therapy with this population.

Jan Middeldorf, PsyA practices and teaches psychoanalysis in Albuquerque, NM and across the country via the ubiquitous phone. He delights in the integration and teaching of Freudian, Modern, Lacanian, Kohutian and Kleinian perspectives. His research focuses on the dual goals of therapy: to heal past trauma and unravel the pernicious identifications and conflicts that place the mind at war with itself. He is supervising and training analyst at CCMPS and PSP, and also was President of the New Mexico Psychoanalytic Society and is Vice-President of the CCMP Board of Directors.

Susan Nimmanheminda, LCSW, CGP, PsyA recently graduated from CCMPS. The topic of her final paper was language and psychoanalysis and she is particularly interested in the therapeutic function of language. She is passionate about the relationship between psychoanalysis and mindfulness practices, and how psychoanalysis can contribute to social-political-cultural dynamics. Susan is adjunct faculty at the Naropa University where she teaches Group Process and is in private practice in Boulder.

Helene Stilman, PsyA is a supervisor and training analyst on the faculty and board of CCMPS and has been in private practice since 1983 treating children, adults, couples, families and groups. She received a master's in social work from the University of Pennsylvania and certification in psychoanalysis from the Philadelphia School of Psychoanalysis. She enjoys using her psychoanalytic training to understand and influence wider social systems, and consults to school systems and private organizations to resolve impediments to organizational growth and functioning. With this interest in mind she also serves on the Board of Trustees of the National Association for Psychoanalysis and as President of the New Mexico Psychoanalytic Society.

Ronnie S. Tabor, PsyP, started studying Modern Psychoanalysis when she was 21 years old in New York at CMPS. She moved to Boulder in 1988, where she has been teaching for CCMPS, acted as Dean of Students and consultant to the Treatment Center. She is in private practice.

Robert Unger, MSW, Ph.D, PsyA is a certified psychoanalyst/group therapist in private practice in Boulder for 20 years. His specialty is group therapy. He is on the board of directors of the American Group Psychotherapy Association, has been elected a fellow of that organization, and has presented locally and nationally on all aspects of group psychotherapy. He also teaches group therapy/group dynamics at the Naropa University in Boulder.

Colorado Center for Modern Psychoanalytic Studies

REGISTRATION FORM SPRING 2003

PLEASE COMPLETE FULLY

Name _____ home phone: _____
 Address _____ work phone: _____
 City/State/Zip _____ e-mail: _____

COURSE #	COURSE NAME	DAY	TIME	INSTRUCTOR	FEE
PT _____	_____	_____	_____	_____	_____
PT _____	_____	_____	_____	_____	_____
PT _____	_____	_____	_____	_____	_____
PT _____	_____	_____	_____	_____	_____
PT 111/211	Supervisor				fee subtotal _____
1 st choice PT __11	_____				registration fee _____
nd choice PT __11	_____				total _____

Any candidate signing up for PT 111/211 must sign the following agreement: "I understand that these courses are designed to teach only modern psychoanalytic theory and technique and should not in any way be construed as licensable or licensed supervision for the purpose of fulfilling State or insurance requirements"

SIGNATURE _____ **DATE** _____

Students should have one advisement session each semester with the Clinical Director and Dean of Students. Candidates must have an advisement session.

Candidates in Training Analysis #/month
 Individual _____
 Group _____

Candidates in PT 311/411, please list supervisors

Supervisor	#/monthly
PT 311 1 _____	
2 _____	
3 _____	
PT 411 _____	

The semester's Registration Fee is \$30 if paid two weeks prior to the first class, and \$40 after that. A class needs to be filled with a minimum of three students at least two weeks prior to the start of the class or it may be cancelled.

Tuition is due two weeks before the first class begins. Enrollment lists will be finalized after the 2nd class of each semester. In order to receive credit for a course, tuition payments and registration forms must be current by that time. Any other payment arrangements must be made with the office before classes begin.

FEES for 2003	
Initial application fee	\$30
Semester registration fee	\$30
Late registration fee	\$40
Class, individual	\$225
Class, couple	\$400
Supervision-group	\$300
Half Course	\$125
Single class session	\$25
Official Transcript	\$5

Logs are due in the Boulder office within 30 days of the last class. Analyst's statements are due annually each Fall Semester. Supervision summaries for PT 311 and PT 411 are due after no more than 25 sessions.

Please mail form and fee to CCMPS, 1919 14th St #440. Boulder, CO 80302

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