



Boston Graduate School
of Psychoanalysis
New Jersey

MAMHC

Master of Arts in Mental Health Counseling



PROGRAM CATALOG

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BGSP-NJ's degree programs are offered in partnership with ACAP, which provides facilities, faculty resources, library resources, staffing, and support for BGSP's Livingston, New Jersey instructional location. The programs are regionally accredited through the New England Association of Schools and Colleges (NEASC).

Master of Arts in Mental Health Counseling

The Masters in Arts in Mental Health Counseling (MAMHC) degree provides students with comprehensive master's level training in mental health counseling, with a specialization in psychoanalytic studies. The curriculum is designed according to the 9 core areas of counseling with a focus in psychoanalysis including course requirements and practicum and internship experiences.

This unique degree is ideal for the student interested in practicing as a mental health counselor at the master's level. In order to gain an understanding of the range of treatment approaches in clinical settings, students survey the breadth of theories and clinical methods available in the field of mental health with depth of approach in the psychoanalytic model. Students receive instruction and clinical supervision from psychoanalysts and New Jersey licensed mental health professionals who are qualified to supervise for the LPC license both at the school and at their fieldwork placements.

Students receive a broad foundation in theory and practice of psychoanalytic counseling, from historical works to contemporary thought. The specialization in psychoanalytic counseling allows students to gain an appreciation of unconscious motivation and the unconscious forces at work in everyday life events, mental health conflicts and psychopathology. In addition, the MAMHC degree introduces students to psychoanalytic counseling practice through the fieldwork course sequence where students complete 700 hours of psychoanalytic counseling experience. Clinical placements provide the opportunity, under psychoanalytic and other New Jersey licensed mental health supervision, to develop skills basic to fostering an effective therapeutic relationship with patients with a full range of psychopathologies, from those dealing with developmental life transition issues to regressed patients.

The 60 credit MAMHC curriculum may be completed over a five semesters of full time study, though many students choose to proceed at a slower pace to fit an individualized pace to fully integrate course material with clinical experiences. Applicants are advised to consult with their advisor regarding setting the optimal pace. Degree coursework is offered once per week primarily in the evening and during the day on Thursdays.

Degree Goals

Upon completion of the Master of Arts degree program in Mental Health Counseling, students are expected to achieve a number of learning outcomes:

Students will demonstrate:

- 1) Basic knowledge of psychoanalytic counseling, applied to human development and psychopathology as well as interpersonal functioning in diverse cultural contexts.
- 2) An understanding of basic assessment practices and diagnosis, differentiating diagnoses according to the DSM and psychoanalytic conceptualizations.
- 3) Acquisition of knowledge and clinical intervention skills useful in establishing a relationship and a treatment plan with the full range of functioning, from regressed and narcissistic patients to better

functioning patient groups.

- 4) This includes an awareness of transference-countertransference dynamics and treatment resistance patterns.
- 5) Through a research project, mastery of methodology, literature and theory pertinent to case focused research.
- 5) Students master basic psychoanalytic counseling theory and standards of ethical practice.

The Master of Arts in Mental Health Counseling degree includes coursework, clinical supervision and personal psychoanalysis, culminating in a capstone project. The capstone project is usually a Masters Research paper focusing on a single case. Clinical experiences are accompanied by individual and group supervision.

Graduation Requirements

To graduate, students complete:

- 1) 60 credits of academic and clinical coursework.
- 2) A 700-hour fieldwork, of which 100 hours constitute the counseling practicum and 600 hours constitute the internship
- 3) Satisfactory presentation of fieldwork cases
- 4) Approved Masters Paper
- 5) Minimum of 70 sessions of training analysis

Clinical Studies

Fieldwork studies in the Master of Arts in Mental Health Counseling degree provide a rich learning experience for the counseling student interested in psychoanalysis. Students begin the Fieldwork course sequence with the practica in their second semester of study, engaging in a field placement in a setting for regressed patients to practice basic counseling skills. This experience provides the foundational building blocks to develop the skill set to develop a relationship with patients at the earliest levels of psychic functioning. Specifically, the fieldwork courses foster the ability to read the patient's contacts, responses to stimulation, and symbolic communications while observing the emotional responses induced in oneself. These skills are basic to working with any patient.

During the Fieldwork Externship course sequence (GPSA 701-703) consisting of the practicum (100 hours) and internship (at least 600 hours), students simultaneously participate in a Fieldwork Seminar course and psychoanalytic counseling small group supervision while supervised on site by a licensed mental health professional. To complete the fieldwork sequence, students present their work with cases in the final semester of the Fieldwork Seminar and submit a case study research paper to the Fieldwork instructor and the Research Instructor (see section on Research).

The Fieldwork Coordinator consults with each student on the internship selection and helps the student structure it to meet Counseling Internship criteria, with appropriate licensed supervisors and sufficient clinical hours.

Research

The research curriculum at the master's level consists of two required research courses. These include GPSA 552 Introduction to research in human sciences: Quantitative and qualitative studies, in which students learn principles of concept formation and research design, and basic research methodology with an emphasis on analyzing qualitative data and outcome research followed by GPSA 554 Masters research seminar course. Students may utilize these courses in writing the capstone thesis and in preparation for an oral presentation of their research to the faculty.

Interested students may enroll in GPSA 556 Advanced master's thesis seminar if additional semesters of support are needed to complete the thesis or in GPSA 559-561 Directed research if the student is interested in working with a chair for more support or in the development of a more elaborate project.

In the thesis, the student utilizes the fieldwork experience as a springboard to formulate a question, design a research method, and analyze qualitative clinical data specific to a single case from the field placement. Students may propose a substitute paper topic to the research instructor for approval. The paper demonstrates the student's ability to integrate relevant psychoanalytic theory and literature to empirical clinical data, including the ability to view the clinical process from a research perspective and provide an empirical basis for inferences. In addition, the student demonstrates graduate level skill in written exposition. The student submits the paper to the research instructor as well as the fieldwork instructor or identified faculty from the research committee for review and approval in fulfillment of the written clinical and research requirements for the Master degree.

Training Analysis

Students in the Master of Arts in Mental Health Counseling program engage in a Training Analysis throughout their studies. The analysis is considered part of the educational process, providing experiential learning and a fuller appreciation for one's own emotional dynamics as they relate to the observation and understanding of others and of the course material. Students choose an approved training analyst and work out the frequency of sessions with the analyst, usually meeting weekly. At least 12 sessions of training analysis are required before beginning the fieldwork course sequence. Students planning to pursue further psychoanalytic training plan the frequency of analysis to meet the analytic hour requirements for graduation for post masters programs. A total of 70 hours of training analysis is required for graduation from the Master of Arts in Mental Health Counseling program.

Course Requirements

Required courses provide the student with a thorough understanding of the facets of mental health counseling, including counseling theory and practice; the helping profession; human growth and developmental studies; psychopathology; lifestyle and career development; appraisal of individuals; ethics and professional practice; group dynamics; social and cultural foundations and research. The program fosters students' clinical and research skills and develops the students' awareness of the ethics of mental health counseling. Psychoanalytic focus in coursework develops the student's appreciation of unconscious forces at work in mental health & pathology and allows the student to compare multiple counseling approaches.

Curriculum

Counseling Theory and Practice (6 credits required)

GPSA521 Psychoanalytic Counseling: Basic Concepts (3 credits) (required)

GPSA524 Symbolic Communication and the Unconscious in Theory and Practice (3 credits) (required)

The Helping Relationship (6 credits required)

GPSA522 Comparative Psychotherapies I: Modern Concepts & Techniques (3 credits)

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

Human Growth & Development (6 credits required)

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

Select One

GPSA501 Human Development: The Developing Mind (3 credits)

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

GPSA503 Human Development: Adolescence – Adulthood (3 credits)

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

Maladaptive Behavior/Psychopathology (3 credits required)

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

Lifestyle and Career Development (3 credits required)

GPSA586 Career Counseling (3 credits)

Group Dynamics, Processes, Counseling and Consulting (3 credits required)

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

GPSA532 Group Dynamics II: Group Leadership (3 credits)

Appraisal of Individuals (3 credits required)

GPSA101 Clinical Assessment and Appraisal (3 credits)

Social and Cultural Foundations (3 credits required)

GPSA104 Multicultural Issues in Mental Health Work (3 credits)

Research and Evaluation (6 credits required)

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

GPSA554 Masters Research Seminar (3 credits)

Supplemental:

GPSA556 Advanced MA Thesis Seminar (optional) (3 credits)

GPSA559-562 Directed Research (0.5 - 3 credits)

The Counseling Profession (3 credits required)

GPSA511 The Counseling Profession (3 credits)

Fieldwork Seminars (meets clinical hour requirements – (12 credits required)

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

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

GPSA703 Fieldwork Seminar: Issues of Bias in the Treatment of Mental Illness & SGS (4 credits)

Supplemental:

GPSA704 Fieldwork Seminar: Continuing Fieldwork Seminar (4 credits)

Electives (6 credits)(Additional courses added as needed)

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

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

GPSA780 Clinical Supervision (3 credits)

Program Sample 2.5 year program (60 credits)

Fall Semester I - 12 credits

GPSA501 Human Development: The Developing Mind (3 credits)
GPSA521 Theory: Psychoanalytic Counseling - Basic Concepts (3 credits)
GPSA184/541 Psychopathology: Primitive Mental States (3 credits)

Spring Semester II - 10 credits

GPSA552 Research: Introduction to Research in Human Sciences: Quantitative and Qualitative studies (3 credits)
GPSA101 Appraisal: Clinical Assessment & Appraisal (3 credits)
GPSA522 The Helping Relationship: Comparative Psychotherapies: Modern Concepts & Techniques (3 credits)
GPSA507 Human Development: Thru the Lifespan from Birth to Death (Life Span/Survey course) (3 credits)

Summer Semester - 6 credits

GPSA104 Social & Cultural Foundations: Multicultural issues in Mental Health Work (3 credits)
GPSA511 The Counseling Profession (3 credits)

Fall Semester III - 10 credits

GPSA701 Fieldwork Seminar 1: Clinical Interviewing- Early Interventions & Supervised Group Studies (4 credits)
GPSA524 Theory: Symbolic Communication: Understanding the Unconscious (3 credits)
GPSA520 Evolution of Basic Psychoanalytic, Trauma and Resilience Concepts (3 credits)

Spring Semester IV - 10 credits

GPSA702 Fieldwork Seminar 2: When & How to Intervene: Transference and Countertransference
& Supervised Group Studies (4 credits)
GPSA536 Comparative Psychotherapies: Theories of, Counseling and Psychoanalysis (3 credits)
GPSA531 Group Dynamics I: Theories & Techniques (3 credits)

Summer Semester - 3 credits

GPSA534 Elective: Trauma & the Resilient Mind: Contemporary Theories and Techniques (3 credits)
(Continue Fieldwork Placement)

Fall Semester V – 10 credits

GPSA703 Fieldwork Seminar 3: Issues of Bias in the Treatment of Mental Illness & Supervised Group Studies (4 credits)
GPSA554 Research: Masters Research Seminar (3 credits)
GPSA586 Lifestyle & Career Development: Career Counseling (3 credits)

Total of 70 hours of analysis to be required - 15 before beginning fieldwork

*Completing the Master's Paper may take additional time

Course Descriptions

GPSA 101 Clinical Assessment & Appraisal

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

GPSA 104 Multicultural Issues in Mental Health Work

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

GPSA 184/541 Psychopathology: Primitive Mental States

This course examines psychopathology of severely regressed states from the perspective of both the DSM and psychoanalytic theory and case study. This comparative approach to diagnosis includes a consideration of symptoms and behaviors listed in the DSM-IV with psychiatric understanding of etiology and function contrasted with and 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 reactions to the class material and visiting two mental health settings.

GPSA 501 Human Development: The Developing Mind

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.

GPSA 502 Human Development: Age Three-Adolescence

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

GPSA503 Human Development: Adolescence to Adulthood

The development of the psychic structure during puberty to adulthood will be examined, concentrating on the expression of the basic drives as the individual emerges and separates from the dependencies of

childhood and eventually leaves home to start life on his or her own. Freud's hallmark of maturity, "the ability to work and love," will be used to study the conflicts and resistances of these crucial stages. Students examine these processes through readings, case presentations, and personal experience.

GPSA 504 Human Development: Adulthood-Middle to Later Years

This course will focus on the intra-psychic developmental 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 also case presentations of people and individuals in this phase. The objective of this course is for students to come to further 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.

GPSA 507 Human Development: Thru the Lifespan from Birth to Death

This course focuses on the vicissitudes of human development through the life span and within family, environmental and cultural context. How the individual masters or is deterred from mastering the 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. Each person has the maturational task of creating defenses that enable him/her to survive environmental challenges, both inner and outer, defenses that will serve for a lifetime, for better or for worse.

GPSA 511 The Counseling Profession

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

GPSA 521 Psychoanalytic Counseling: Basic Concepts

This course will introduce the student to basic concepts of psychoanalytic counseling. It will be an introduction to Freudian and modern interventions within a counseling framework. The student will learn about the application of these concepts.

GPSA 522 Comparative Psychotherapies: Modern Concepts & Techniques in Counseling

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

GPSA 524 Symbolic Communication: Understanding the Unconscious

Psychoanalysis and counseling professions study what the person says and does not say, what is felt and not felt, what is enacted and not spoken. Symbolic verbal and nonverbal communications come in many forms, and these manifestations help the psychoanalyst and counselor understand the latent meaning underlying the manifest content of what is spoken and presented as well as deriving insights into the dynamics that motivate the person in daily life. Through readings, classroom discussion, case

presentation and individual research, this course will explore the many forms of symbolic communication in children and adults and how trauma impacts its expression. Historical theories and events will be compared with recent findings in the fields of psychoanalysis and counseling.

GPSA 531 Group Dynamics I: Theories and Techniques

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

GPSA 532 Group Dynamics II: Group Leadership

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.

GPSA 536 Comparative Psychotherapies: Theories of Counseling and Psychoanalysis

This course examines a survey of major theoretical schools of psychoanalysis, psychotherapy and counseling and how their underlying premises are put into practice through clinical technique. Students will learn about the contributions of the psychoanalytic and counseling fields to form a broad understanding of the similarities and differences between approaches to a variety of case intervention. Special emphasis is placed on how each perspective informs how the analyst listens, understands and responds to analysands.

GPSA552 Introduction to Research in Human Sciences

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

GPSA 554 Masters Research Seminar

This intensive course guides students in their design and completion of the Master's paper. Group work and close guidance of the instructors facilitates the thesis writing process. The course pays special attention to the formation of research question, research methodology, and writing appropriate literature reviews. The course operates as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester. Each seminar member chooses a research topic, collects and analyzes data, writes a report, and then presents his/her research proposal in the middle of the semester and his/her research results in the seminar sometime during the last two weeks

of the semester. The completed paper, when accepted by the two instructors, counts as the Master's Paper. Papers should be written in the style of the American Psychological Association (APA) Style Manual.

GPSA 556 Advanced Master Thesis Seminar

This intensive course is a continuation of GPSA 554 for students who have not completed the research paper requirements. The course guides students in their design and completion of the Master's paper. Group work and close guidance of the instructors facilitates the thesis writing process. The course pays special attention to the formation of research question, research methodology, and writing appropriate literature reviews. The course operates as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester. Each seminar member chooses a research topic, collects and analyzes data, writes a report, and then presents his/her research proposal in the middle of the semester and his/her research results in the seminar sometime during the last two weeks of the semester. The completed paper, when accepted by the two instructors, counts as the Master's Paper. Papers should be written in the style of the American Psychological Association (APA) Style Manual.

GPSA559 Directed Research (.5 credits)

The student enrolls in directed research to seek more support on the MA research project and works individually for 1.5 hrs with a faculty member during the semester. Directed research can be taken until the project is completed.

GPSA560 Directed Research (1 credit)

The student enrolls in directed research to seek more support on the MA research project and works individually for 3 hrs with a faculty member during the semester. Directed research can be taken until the project is completed.

GPSA561 Directed Research (2 credits)

The student enrolls in directed research to seek more support on the MA research project and works individually for 6 hrs with a faculty member during the semester. Directed research can be taken until the project is completed.

GPSA562 Directed Research (3 credits)

The student enrolls in directed research to seek more support on the MA research project and works individually for 9 hrs with a faculty member during the semester. Directed research can be taken until the project is completed.

GPSA 586 Career Counseling

This course designed to provide an understanding of career development and the interrelationship between careers and personality; lifespan development; family; lifestyle choices; use of defense mechanisms and diversity. A broad understanding of career development theories, occupational and educational information sources, assessment tools, and measures, decision-making models and online resources will be reviewed. Students' assignments will be based on self-assessment modules in which the student will apply concepts, tools and theory to the student's own life experience.

GPSA 701 Fieldwork Seminar: Clinical Interviewing: Early Interventions

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

GPSA 702 Fieldwork Seminar: When & How to Intervene: Transference & Countertransference

In this second segment of the experience students study the helping relationship and techniques to facilitate understanding of transference and countertransference as they influence the student's self-development. Students learn how to recognize severe psychopathology and how to identify, process and understand his or her feelings while exploring possible inductions from cases.

GPSA 703 Fieldwork Seminar: Issues of Bias in the Treatment of Mental Health Illness

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

GPSA 704 Fieldwork Seminar: Continuing Fieldwork Seminar

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

GPSA 780 Clinical Supervision

This course addresses the roles and functions of the clinical supervisor within a comparative framework within mental health models. The course will begin defining the supervisory process and move into the dimensions that build the supervisee-supervisor relationship. Topics will address the historical, theoretical, practical, ethical and cultural aspects of supervisory work. The many functions of the supervisor are outlined such as case review, evaluation, supportive intervention, education, and professional growth. Additional areas of focus will be on a range of supervisory settings from agency to private practice, learning and teaching styles, the parallel process while supervising a range of settings

and populations, leadership styles, supervisor self-care and countertransference reactions to the supervisee, handling conflicts, building and maintaining relationship with peers and treatment collaborations and working within the culture of an organization. A range of supervision modalities will be explored including group, individual, consultation and educational formats. Integration of the models will build the participant's understanding of her own identity and approach as a clinical supervisor.

GPSA700, 701B-M, 702B-M, 703B-M, 704B-M – Supervised Small Groups (SGS)

This supervised group study course is taken concomitantly with Externship Seminar – Clinical Interviewing: Early Interventions (GPSA701). The students study individual cases at their Fieldwork Site in depth, presenting and reading about the dynamics of each case as well as their personal reactions to the client. The students process the challenges in working with and learning about serious psychopathology in a treatment relationship. The goal of the course is to help students identify the defenses of narcissistic clients and the countertransference reactions of the treating therapist. Students will present cases with process notes as a way to study the dynamics of the cases. Each week three students meet with the faculty person and present their cases, studying the most therapeutic approach to each case.

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

Academic Calendar

BGSP-NJ's regular academic calendar consists of two semesters, Fall and Spring, as well as a Summer Session. 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. BGSP-NJ offers both 2-credit, 3-credit, and 4-credit courses. All courses meet weekly for 16 weeks.

Admissions

The Boston Graduate School of Psychoanalysis in New Jersey (BGSP-NJ) welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. Qualified applicants demonstrate their motivation and capacity to understand self and others as evidenced in their written application and admissions interviews; their readiness to undertake graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP-NJ admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national origin, ethnic origin, gender, sexual orientation, disability, age, creed, or employment status in administration of its educational policies, admission policies, scholarship and loan programs, and other School- administered programs.

To apply, prospective students submit to the Director of Admissions at BGSP-NJ the completed application, the application fee, and supporting materials, which include official copies of undergraduate and graduate transcripts, three current letters of reference, a statement about interest in the program to which they are seeking admission, and an academic writing sample. Applicants who are non-native speakers of English may be asked to submit scores from the Test of English as a Foreign Language (TOEFL). Those educated

outside the United States also submit transcripts to a credential equivalency service.

The application is complete once the above materials are submitted and the file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for two interviews with faculty members. The interview is an opportunity for the applicants to express their personal interest in psychoanalytic study, and to learn more about the Graduate School and its programs. During the interview process, the applicant is asked to write a brief response to a psychoanalytic text. The Admissions Committee then reviews all components of the applicant's file to make an admission decision.

Applicants who have completed graduate level work in psychoanalysis, counseling, or research may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated. Students seeking credit for hours with analysts who are members of the Society of Modern Psychoanalysts or members of comparable psychoanalytic accrediting bodies may submit their analyst's credentials to the Dean of Graduate Studies for review. Prior and current hours with qualified training analysts may be counted toward the graduation requirement. Prospective students are welcome to visit BGSP-NJ in Livingston, New Jersey for a tour of the school and an opportunity to meet with faculty and students.

Tuition and Fees

2016 – 2017 Program Tuition and Fees:

Tuition for all courses per credit.....	\$740
All directed research per credit.....	\$740
Group and Individual Supervision Fee.....	\$740

Administrative Fees:

Registration Fee.....	\$100 (once per semester)
Curriculum Support Fee.....	\$360 (once per semester)
Student Association Fee.....	\$25 (once per semester)
Extended Payment Plan Fee.....	\$100 (as necessary)
Late Payment Fee.....	\$100 (as necessary)
Extra Late Payment Fee.....	\$150 (as necessary)
Returned Check Fee.....	\$25 (as necessary)
Graduation Fee.....	\$100 (one-time fee)

Refund Schedule

Approved drop in writing before September 1st.	100%
Approved drop in writing before September 15th	75%
Approved drop in writing before September 29th.	50%
Approved drop in writing before October 13th.	20%
Drop on or after October 13th.	No refund

BGSP-NJ offers federal Title IV financial aid for all students matriculated at least half-time, as well as an extended payment plan.

