



BROCHURE

THE INSTITUTE
FOR
EXPRESSIVE
ANALYSIS



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The Institute for Expressive Analysis (IEA) is a New York State License qualifying program that offers training in psychoanalysis. IEA places a particular emphasis on the integration of scientific-theory based aspects of psychotherapy & psychoanalysis with the creative process of doing sound clinical work. The curriculum provides a diversity of theoretical approaches including Object Relations, Self Psychology, Relational Psychoanalysis, Jungian, and Contemporary Freudian theory. Training focuses on both verbal and nonverbal aspects of treatment and is applicable for both private practice and institutional settings.

The program promotes the development of therapeutic artistry by providing a solid clinical base along with exposure to creative currents in contemporary psychoanalysis. IEA offers a personal, intimate training atmosphere based on the belief that every analyst must find her/his own therapeutic metaphor, style, and ways of integrating the many dimensions of training. Central to this integration is developing a deep understanding of one's own subjectivity and patient-analyst co-created dynamics related to the transference-countertransference; the heart of psychoanalytic treatment.

CREATION

UNCONSCIOUS

Our History

In the mid-seventies a number of graduates from Pratt Institute came together looking for a post-masters training program which would allow them to maintain their identity as expressive therapists while learning more about depth therapy. No such program existed. Dr. Arthur Robbins helped them form a membership organization which would fulfill those needs - IEA.

At first the Institute was entirely administered by student volunteers. They gradually ceded these responsibilities to Institute for Expressive Analysis faculty, which at that time was mainly drawn from NPAP (National Association for Psychoanalysis). Though they had no formal training in expressive therapy, NPAP members understood the soul of the IEA students. After several years, IEA saw its first students graduate. Now, almost all board members, and many members of faculty are IEA graduates.

IEA's student body is drawn from a wide base - including psychology, nursing, social work, law, teaching, business, marketing, as well as the many creative arts therapies. The Institute remains the only post graduate training program in the country that is dedicated to combining depth oriented psychoanalytic treatment with options for the integration of creative arts techniques.

Our Philosophy

IEA's philosophy is formed around the importance of integrating verbal "talk therapy" with nonverbal work and communications - starting by locating feelings in the body and experiencing transference and countertransference in the here and now. It is rewarding that today neuropsychanalytic research and infant studies show that empathy is a body experience, as IEA's founder Dr. Arthur Robbins taught 35 years ago. IEA is dedicated to the exploration and application of creativity in the processing and analysis of transference and resistance in depth oriented psychoanalytic treatment. Just as an artist's technique is profoundly imbedded in the person in order to fully exercise aesthetic abilities, an analyst's methodology includes a deep and comprehensive knowledge of psychoanalysis and unconscious process. Integrating nonverbal techniques must be allied with a conscious awareness of the ongoing implications of transference and countertransference. This is something that is addressed regularly in IEA's coursework and supervision.

THE EXPRESSIVE ANALYSIS CONSULTATION CENTER

The Institute for Expressive Analysis has a consultation center which provides the New York City community with referrals for low fee expressive therapy and traditional psychotherapy/psychoanalysis. Students who have completed eight courses at the Institute are eligible, with the approval of the Board or the Dean of Training, to receive referrals from the Consultation Center, and may continue their affiliation after completing their training. Students with prior clinical experience may request affiliation following successful completion of four courses. They must also have completed a minimum of two-times per week analysis for one-year with an IEA approved psychoanalyst and meet with two IEA members to assess readiness for affiliation.

ADMISSIONS

Admission to the first level of IEA, Pre-Matriculation, requires a master's degree, 100 hours of personal treatment, and an admissions interview. Individuals with substantial prior training may apply for admission with advanced standing. The Institute does not give credit for single courses taken elsewhere. All new candidates begin as non-matriculated students, and after successful completion of three entry level required courses are eligible to apply for matriculation as entry level students (please see page 11 for further information).

TRAINING

Training at the Institute consists of coursework, psychoanalytic work with patients, supervision of work with patients, and personal analysis. In addition, students will be mentored throughout the training process, meeting with fellow students in small groups at least three times each year.

There are three successive levels of training: Pre-Matriculation, Entrance Level, and the Advanced Level. Once you have completed the three required courses on the Pre-matriculation level, you should consult with the Dean of Training to determine if matriculation to the Entrance Level is appropriate; if you don't have clinical experience you will begin your internship at that time. Track I and II students may begin seeing patients after successful completion of eight courses and approval of the Dean of Training and the Director of the Consultation Center. Tuition payment begins for Track II students when they begin seeing patients.

Upon completion of the Entrance Level, and before continuing to the Advanced Level, students meet with a two-person committee to discuss progress.

COURSEWORK

Coursework consists of 40 courses: 17 required courses on the Entrance Level, 16 required courses on the Advanced Level, and three electives. Students receive credit for an additional four courses after completing the Final Case Research Paper.

Courses run for eight sessions and meet for 90 minutes per session. The academic year is organized on a quarter system and runs from mid-September to late May. Courses are usually given on Monday evenings and are scheduled so that students can attend two courses per evening. Occasionally, some courses are offered on weekends. Child and adolescent courses are on Wednesday mornings.

The current course catalog is available for download from ieanyc.org (on the left sidebar).

PERSONAL ANALYSIS

400 hours of personal analysis with an Institute approved analyst are required during the course of training. 300 of these hours must be on an at least twice weekly basis. When possible, a frequency of three times a week is recommended. IEA can recommend analysts and supervisors who are willing to work on a sliding scale for students experiencing financial hardship.

SUPERVISED ANALYSIS

All students are required to receive supervision, both with patients referred to them by the Institute's Consultation Center and with private patients. Students who wish to receive child or adolescent referrals must work with a supervisor approved by IEA for supervision of child and adolescent cases. Arrangements regarding time and fee are made privately between the candidate and the supervisor and according to licensing requirements.

CONTROL ANALYSIS

Control analysis is the practice of psychoanalysis under weekly supervision. Students are required to see a patient a minimum of two-times a week with weekly supervision of this particular case for one-year.

MENTORING

Upon admission, students will be assigned to groups of three to five candidates and an IEA mentor/advisor who will meet with their group at least three-times per year. Groups will meet for the duration of training as a way to help candidates become oriented and integrated into IEA and the professional psychoanalytic community.

ABAP/NAAP AFFILIATION

The Institute is accredited by the American Board for the Accreditation of Psychoanalysis. Students at the Institute are encouraged to apply for NAAP certification and membership, first as a student, then as a psychoanalyst. The Institute subscribes to the Code of Ethics of NAAP and requires its students to conform to that code.

NOTICE OF POLICY OF NON-DISCRIMINATION

The Institute for Expressive Analysis admits students of any race, color, sexual orientation, gender identity and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Institute.

CURRICULUM

ENTRANCE LEVEL COURSES

(O) = offered years ending in an odd number (E) = offered years ending in even number

RI01 Psychoanalytic Theory of Human Development I (E) This course introduces the student to the theories of normal child development, including the study of instinct theory, separation-individuation, self and object- representation, and ego and superego development. The affective relationship between the child and his/her environment is emphasized.

RI02 Psychoanalytic Theory of Human Development II (E) This course is a continuation of Psychoanalytic Theory of Human Development I.

RI03 Psychopathology I: Non-Neurotic Defenses in Non-Psychotic Patients (O) This course will explore the 'in-between' personalities that are dominated by non-neurotic defenses. We will summarize borderline, perverse, addictive, psychosomatic, & psychotic features of depression and trauma as defending against psychotic collapse. The course will include multiple perspectives on clinical interventions with such defenses. Student's clinical material will be presented in class.

RI04 Psychopathology II: Psychosis (E) This course will explore in detail theory and elements of psychosis, beginning with Freud and those who influenced Freud in his differentiation of neurosis and psychosis and moving towards object relations and separation/individuation and traumatic etiology of psychosis. The course will include multiple perspectives on treatment models with psychotic patients. Student's clinical material will be used to identify psychotic process.

RI05 Dream Analysis I (E) This course focuses on Freudian and post-Freudian theory and technique of dream analysis. Clinical material is discussed with an emphasis on understanding and using dream imagery as symbolic communications about the patient's internal, unconscious and preconscious world.

RI06 Basic Clinical Concepts I (O) This course addresses the basic concepts of psychoanalytic psychotherapy as they apply to clinical work, focusing on early engagement, the working alliance, resistance, transference, countertransference, and interventions.

RI07 Basic Clinical Concepts II (O) A continuation of Basic Clinical Concepts I.

RI08 Case Seminar I (E) This course provides students with an opportunity to present cases in a group format. Basic clinical concepts of transference, countertransference, resistance, diagnosis, and technique are discussed in the context of case presentations.

RI09 Case Seminar II (O) This course is a continuation of Case Seminar I.

RI 10 Object Relations I: English School (E) This course focuses primarily on the contributions of the English Object Relations theorists, such as M. Klein, Fairbairn, Winnicott, Guntrip, and others. Theoretical and clinical material are integrated, with emphasis on treatment implications.

RI 11 Object Relations II: American School (E) This course will review the contributions of the influential North American and South American Object Relations theorists including Kernberg, Grotstein, Ogden, and Mitrani. The theoretical aspects of the discussion will be enriched by clinical material to demonstrate the formulation of clinical applications from this perspective.

RI 13 Freud I (O) This course presents basic Freudian theory through an in-depth study of selected major writings of Sigmund Freud.

RI 14 Freud II (O) This course includes a selection of Freud's major writings after 1923. Topics covered include: structural theory, the death instinct, theory of anxiety, and man's relation to society.

RI 15 Symbolization and Creativity (O) This course explores the symbolization processes at work in unconscious fantasies, symptom formation, trauma and creativity. Ways of working with symbolization in treatment will also be discussed.

RI 73 Non-Verbal Communication Within the Context of Analytic Dialogue (E) We will explore the interface of verbal and non-verbal communication, alternate levels of consciousness, the transference/countertransference dialogue and the forces of energy that enter into a creative psychoanalytic process. This is an interactive, experiential weekend where personal material that emerges is processed in a group context. It is both a rich and visceral learning experience and is required once during the entrance phase of the program and again during the advanced phase.

RI 78 Diagnosis and the Individual (E) As analysts we assess our patients provisionally and over time, recognizing that words and behaviors are signposts to fluid internal states. As clinicians, however, we are often required to make thumbnail diagnoses, based on categories created by the study of large numbers of subjects. This course will consider the Diagnostic and Statistical Manual-5. One class will be devoted to the history of the DSM and the thinking about current changes in the manual. Throughout, candidates will consider the fit between diagnosis and the individual patient, using examples from our practices or from literature. How can we use diagnosis creatively to inform our thinking, without limiting the potential of the patient to surprise us? Students are encouraged to apply critical thinking and clinical intuition to their use of diagnostic labels.

RI 18 Jungian Analytic Theory: Therapeutic Applications (E) This course presents basic Jungian analytic theory through didactic and experiential methodology. Major theoretical writings of C.G. Jung and other writers will be studied. Theory presented will be grounded by clinical examples.

ADVANCED LEVEL COURSES

RI 56 Infant Research and Adult Treatment (O) In recent decades there has been an explosion of research on infancy and the findings of this research have had a significant impact on psychoanalytic theory and practice. This course will introduce methods for applying infant research to adult treatment, as well as contemporary psychoanalytic concepts discovered or verified by these recent studies. We will focus on the early origins of attachment, bodily and affect regulation, relatedness and patterns of non-verbal and verbal communication, and explore concepts such as co-construction, self and interactive regulation, mentalization and more. Readings will include works by Bowlby, Fonagy, Beebe, Lachmann, Stern, Boston Process Change Study Group, and others.

R202 Gender and Sexuality (E) This course will focus on a comparison of classical and contemporary writings on gender and sexuality, illustrating the clinical use of our understanding of multiple psychoanalytic perspectives. We will cover the field from Freud and his followers/critics to contemporary relational thinkers such as Harris, Benjamin, Aron, Stein, Corbett, Davis, and others. Students will have a chance to familiarize themselves with debates about the oedipus complex, masculinity and femininity, penis envy, homosexuality, domination, female sexuality, perversion, and their relevant clinical applications.

R203 Transference and Countertransference I (O) This course focuses on classical and current psychoanalytic concepts of transference. Topics include induced counter-transference, hate in the countertransference, working with positive and negative transference, self-object transference, and regression. The course addresses the problems and creative uses of countertransference, integrating theory with clinical practice.

R204 Transference and Countertransference II (E) This course is a continuation of Countertransference I.

R205 Resistance (O) This course focuses on classical and current psychoanalytic concepts of resistance manifestations in the treatment situation, with emphasis on the relationship between character pathology and resistance, and on the interpretation of resistance as a non-verbal symbolic communication.

R207 Continuous Case Seminar (E) This course follows one student's case over an eight week period. It affords the class an opportunity to closely examine interventions, to study process together, and to identify themes as they develop and manifest over an extended period.

R208 Narcissism and Self Psychology (O) This course presents the psychoanalytic theories of narcissism, including the formulations of Sigmund Freud, and emphasizing the work of Kohut and other self psychology theorists such as Stolorow. Topics addressed include self-object transference dynamics, the role of countertransference, self-experiencing, and the meaning of empathy and empathic capability.

R209 Reading Course in Winnicott (E) This course studies the creative contributions of D.W. Winnicott to psychoanalytic theory and treatment. It focuses on the uses of play, illusion, and transitional space, with treatment implications for integrating psychoanalytic technique with expressive modalities.

R173 Non-Verbal Communication within the Context of an Analytic Dialogue (E) We will explore the interface of verbal and non-verbal communication, alternate levels of consciousness, the transference/countertransference dialogue, and the forces of energy that enter into a creative psychoanalytic process. This is an interactive, experiential weekend where personal material that emerges is processed in a group context. It is both a rich and visceral learning experience and is a required course once during the entrance phase of the program and again during the advanced phase.

R211 Case Presentation Seminar (E) This course offers advanced students the opportunity to present cases with a focus on conceptualization, formal organization of case material, and integration of theory with clinical material.

R 213 Trauma (O) Most patients present with some degree of trauma, even if not initially articulated or diagnosed. Through a consideration of classic and contemporary trauma literature, attachment theory, and neuroscience, this course will explore the core dynamics of trauma survivors, treatment techniques, and its clinical application. Class discussion and student presentations will be integrated throughout, applying theory to case material.

R214 Research and Ethics (O) This course is an experiential and critical investigation of the ethics and methodology of psychoanalytic research as well as a comprehensive didactic and clinical exploration concerning ethical questions and standards of treatment in the therapeutic relationship.

R215 Reading Course in Another Major Theorist [One is required, others may be taken as electives] (E) This course will focus on the work of one major psychoanalytic theorist. The writings of related theorists will be covered and the class will include both didactic and clinical material. Theorists include: Klein, Bion, Mitchell, Ferenczi, Loewald, and others.

R216 Dream Analysis II (O) Since the 1950's dreams have been seen more as a communication than as a means of disguise. We will explore all aspects of dream material, both manifest and latent content as it surfaces in associations. The class

will use group process format to work directly with the dreams that are presented. Readings will include contemporary writings on the use of imagination and imagery in clinical practice, the intersubjective nature of dream exploration as well as Jung's concepts of archetypes and the collective unconscious.

R217 Contemporary Perspectives I: Relational Theories (E) Tracing its origins from Freudian and post-Freudian thinking, this course will define and provide an overview of relational theory and its impact on psychoanalytic technique. The broad implications of a relational approach will be examined, particularly with regard to changes in how we think about and work with the transference-counter-transference continuum.

R218 Contemporary Perspectives II: Intersubjectivity (O) This course will offer a more in depth analysis of concepts explored in Contemporary Perspectives I, including a comparative study of Intersubjectivity.

CHILD AND ADOLESCENT TREATMENT COURSES

The below courses are to be taken only by students who are currently working with children or adolescents or are planning to work with them. The courses are open to both Entrance and Advanced level students once they have completed Human Development I and II. The below case seminar courses will replace the adult Case Seminars I and II. The three other courses will be taken as electives. All classes are taught on Wednesday mornings.

R 172 Expressive Analysis with Children Using case material, readings, and media, this course will explore ways to engage and work with children throughout the therapeutic process. Themes of trauma, resiliency, development, and others will be woven into the articles and discussions. We will gaze across the child psychoanalytic time line, beginning with Helg-Hellmuth (often credited as the first child psychoanalyst), and conclude with current readings in the creative arts and psychoanalysis.

R175 Expressive Analysis with Adolescents From Anna Freud's theory of adolescent rebellion to the therapeutic value of Tumblr, this class will explore ways to engage adolescents in the therapeutic process. Class readings will focus on using creative methods to relate to patients in their teens. During class discussions, theories about adolescent development and brain function will be incorporated.

R176 Keeping Parents and/or Caregivers in Mind Working with the parents and caregivers of children and adolescents in therapy is often a critical and challenging aspect of treatment. Many therapists also have adult patients in treatment that are confused and frustrated parents. Faulty reflective functioning, lack of attunement, and temperamental misfit, combined with inter-generational trauma contribute to pain and misunderstandings between children and their parents. Through readings and case vignettes we will explore how to guide parents, offering new perspectives to strengthen and repair ruptured connections.

174 Child and Adolescent Case Seminar I This course provides students with an opportunity to present cases in a group format. We will explore the multiple meanings expressed in child's play and art, through a variety of therapeutic lenses. Primary focus will be on the development of each therapist's artistry and use of their personality.

R175 Child and Adolescent Case Seminar II This course is a continuation of Case Seminar I.

R300 Identification and Reporting of Childhood Abuse and Neglect This course is a three hour seminar that will give you state certification in the regulations and standards for recognition and reporting of child abuse. This is not a course that counts towards IEA credit hours – it is a requirement for NY State licensing. A list of approved providers of this course is available through the New York Office of Professions website.

FINAL CASE RESEARCH PAPER

R400, 401, 402, 403 Final Case Research Paper I, II, III, IV Beginning in the Advanced Level of training each student writes a paper on a case while working under the supervision of a Project Chairperson. This is the culmination of the program and the final requirement for graduation. Upon completion, students are credited with the equivalent of four courses.

R500 ELECTIVES

Students are required to take three electives, which vary from year to year. Electives vary in their focus, but may be based on special populations, explorations of the creative process, or other subjects. Students are encouraged to make their special interests known to the Director of Education, so that appropriate electives can be designed and offered.

Possible electives include: Integrating Expressive Therapies with Psychoanalysis, Neurobiology, Sado-Masochism, Alchemy, Object Relations and Spirituality, Poetics and Countertransference, Culture in the Psychoanalytic Space, Addiction, History of Psychoanalysis, Working with Couples, Eigen, Klein, Winnicott, Bion.

ADMISSIONS AND FEES

ADMISSION TO THE PRE-MATRICULATION LEVEL

REQUIREMENTS

1. Master's Degree
2. 100 hours of personal treatment
3. Admissions interview

Special Student Status: Individuals who do not meet all of the above requirements may be accepted for specific courses. Supervised internships of a minimum of 150 hours will be arranged for those students whose master's degree does not include clinical experience. Individuals who have not had 100 hours of personal treatment can do so after admissions, but must be completed before matriculation.

Individuals with substantial prior training may apply for admission with advanced standing. The Institute does not give credit for single courses taken elsewhere.

ADMISSION TO THE ADVANCED LEVEL

REQUIREMENTS

1. 17 Entrance Level courses.
2. 25 hours of supervision with a minimum of 50 patient hours.
3. 100 hours of personal treatment after admission to the Institute.
4. Approval of the Training Committee.

Visiting Student Status: Individuals who wish only to take specific courses on the Advanced Level, and who approximate the requirements for that level, may be admitted to this status with the approval of the Training Committee.

REQUIREMENTS FOR COMPLETION

1. 40 courses (37 required and 3 electives).
2. At least one thousand (1000) hours of supervised clinical experience with a variety of patients within the full spectrum of psychological disorders, of which two hundred fifty (250) hours of experience may consist of group supervision, case conference supervision, and continuing clinical education experience.
3. At least two hundred (200) hours of individual psychoanalytic supervision with a minimum of three psychoanalyst supervisors, of which at least fifty (50) hours shall be with one psychoanalyst supervisor working on one case, and at least fifty (50) hours shall be with a second psychoanalyst supervisor working on an additional one or more cases. The institute requires that a supervisor may not have been and may not currently be one's personal analyst.

4. 400 hours personal analysis, 300 of these on at least a twice-weekly basis with an Institute approved therapist.

5. Certification in Identification and Reporting of Childhood Sexual Abuse & Maltreatment.

6. Final Case Research Paper rated as passing by a Case Presentation Committee (students receive credit for four courses when completed).

TUITION

According to New York State Licensing Requirements, candidates proceed through the program according to one of two tracks.

Track I: Candidates who are licensed as physicians, physician assistants, psychologists, clinical social workers, registered professional nurses and nurse practitioners pay for courses (see above), supervision, office rental, and personal analysis, and can collect private practice fees.

Track II: All other candidates - and those who are licensed in the above professions but also want licensure in psychoanalysis - pay for courses and a yearly tuition of \$4500.00 (\$375.00 monthly, or payment in full for a \$250.00 discount). Current tuition fees cover the entire cost of supervision and office rental, but not the training analysis. Candidates select their own supervisors from the supervisory faculty of the Institute and arrange the hours they meet. The fee for supervision is included in the tuition for those candidates on Track II. Track II candidates must use a supervisor whose license is accepted by NY State as an LP supervisor. In some cases Track II candidates may use their supervised IEA clinical experience towards other approved licenses such as LCSW and LCAT as well as the LP. In such cases the IEA supervisor must have the approved license(s) for each license the candidate pursues.

Track II students are not able to collect private practice fees for psychoanalysis, but clinical hours do count towards program requirements as they do in Track I. Upon eligibility, all patients are transferred to the graduate's private practice. Please note that tuition fees are only charged while students are seeing patients to meet training requirements.

FEES

1st, 2nd or 3rd year students taking one or two courses:
\$275 per course, plus registration fee.*

1st, 2nd or 3rd year students taking three or more courses per semester:
\$250 per course, plus registration fee.*

*Registration fee is \$75 per semester.

Fee for late enrollment or late payment (including partial payment) is \$75 per semester. Students not enrolling in courses must pay a \$75 non-registrant fee per each semester not enrolled in courses.

There is a \$25 fee (plus additional bank charges) for returned checks.
One course = eight weekly sessions. Classes meet on Mondays at 6:30 pm and 8:30 pm unless otherwise noted.

DEADLINE FOR REGISTRATION

Fall and Early Winter: August 15

Late Winter and Spring: December 15

Please be sure to have your entire tuition and registration fee paid by the registration date to avoid a late penalty. IEA reserves the right to cancel any course offerings that are under-enrolled. Your cooperation in registering as early as possible is appreciated. A late fee of \$75 will be assessed for any amount still outstanding after enrollment.

REFUND SCHEDULE

Students who are registering for courses, cancelling enrollment in courses, or changing their registration in any way must do so via email to the registrar: register@ieanyc.org or call 646 494-4324. Notification received before the start of the fall semester and spring semester: 90% refund. Classes dropped after first session: 50% refund. No refund is offered for classes dropped after the second session. For weekend courses, cancellation two weeks prior to starting date = 90% refund; cancellation one week prior = 50%; cancellation after first session = no refund (except in case of emergency, to be determined by the Executive Committee).

ATTENDANCE REQUIREMENTS

Course credit is not given to a student who misses more than one class session of the course. Problems of attendance will be taken up with the Dean of Training.

QUESTIONS?

Contact Dean of Training, 845-641-9041, training@ieanyc.org for questions about the structure of the program or qualification to enroll in a particular course.

Contact Vanessa Hannah Bright, Director of Education, 646-801-2799 for questions about the curriculum or course content.

NEW STUDENTS

In addition to completing the registration form in the bulletin or online at ieanyc.org, new students must apply either for full admission to the Institute or for the Non-Matriculant program. Individuals who wish to take only selected courses are welcomed by IEA so long as they meet the Institute's standards of admission. A maximum of three courses may be taken in the Non-Matriculant program. Credit for these courses is applicable to subsequent matriculation status.

ARE YOU INTERESTED IN APPLYING TO IEA?

Contact Director of Admissions, Meredith Glidden, for more information.
(646) 469-3547 | admissions@ieanyc.org

FACULTY

Bonnie Y. Allie, MPS, NCPsYA, LCAT, LP Psychoanalyst, Licensed Creative Arts Therapist, clinical supervisor in private practice, NYC and Westchester. Specialties include children, adolescents, adults, couples. Faculty, supervisor IEA and NYIPT. Painter.

Galit Atlas, PhD, LCAT, LP Psychoanalyst, Licensed Creative Arts Therapist and clinical supervisor in private practice in Manhattan. She is on the faculty of the Institute for Expressive Analysis, serves as an editorial consultant for Psychoanalytic Perspectives and is an author of several psychoanalytic articles on Post-modernism, Gender, and Sexuality. She is a former psychology columnist for SBC publishing house. Her work as a musician and writer has been performed and published in Hebrew.

Claudia Bader, MPS, ATR-BC, NCPsYA, LP Private practice, former Executive Director, faculty, supervisor, graduate, IEA. Adjunct faculty, Graduate Art Therapy Dept., Pratt Institute of Design. Creative Therapy Program, New School for Social Research, Former Dancer and Puppeteer.

Suzanne Bien-Bonet, MPS, NCPsYA, LCAT, LP Psychoanalyst, licensed creative arts therapist in private practice, NYC. Specialties include the treatment of addictions for both couples and individuals. Faculty supervisor; Director of Education, Board of Directors, IEA.

Paul Cooper, MS, NCPsYA, LP Training/control analyst, supervisor, faculty, NPAP. Published articles and poems on Buddhism and psychoanalysis. Ernest Angel Award recipient. Co-edited Religion and Psychotherapy: Many Paths, One Journey, Jason Aronson, 2005. Editorial Board, The Psychoanalytic Review.

Alice Entin, MSW Psychoanalyst in private practice. Faculty, training and control analyst, NPAP. Faculty, supervisor, IEA.

Heather Ferguson, LCSW Psychoanalyst and group therapist in private practice. Graduate of the Analytic Group Training Program, Post Graduate Center for Mental Health, and the Institute for the Psychoanalytic Study of Subjectivity, where she currently teaches. Musician and graduate of the Drummer's Collective, NYC. Author of papers on creative conflict in original music groups and eating disorder treatment.

Glady Foxe, PhD, LCSW, LP Certified Psychoanalyst in private practice with individuals, couples, and groups. Trainer, faculty, supervisor at IEA and lecturer at Union Theological Seminary. Published in numerous professional journals. Her most recent article, "Countertransference and the Heart of the Heroic: Working with a Journalist from China", in Psychoanalytic Perspectives: 2011.

Joel R. Gavriale-Gold, PhD Psychoanalyst and psychologist in private practice. Faculty, training analyst, and supervisor, former Executive Director, IEA. Senior member, training analyst, and supervisor, NPAP. Consultant and group facilitator; organizational and Institutional Human Relations Issues. Co-founder of Pet-Talk (Psychoanalytic Issues and the Human-Animal Bond). Author: When Pets Come Between Partners. Grady Award in Psychoanalysis. Guest lecturer; Charles University, Prague, Czech Republic. Guest presenter, Department of Educational Studies, University of Oxford, England.

Hillary Grill, LCSW, MSW, NYU Certificate in Psychoanalysis, NIP Private practice as an analyst and supervisor; previously on staff at Mt. Sinai Medical Center as Coordinator of Perinatal Bereavement; submissions editor for the journal Psychoanalytic Perspectives; on the board of the NIP Professional Association, author of the book Dreaming for Two: The Hidden Emotional Life of Expectant Mothers; recent presentations at the NIP Fall Colloquium and George Washington University; Trauma: Intersections Among Narrative, Neuroscience and Psychoanalysis Conference.

Isolde Keilhofer, LP Psychoanalyst in private practice. Member, NPAP. Training analyst, supervisor, CAPA. Instructor, IEA.

Kristin Long, DPsa LCAT, LP, NCPsYA Creative Arts Therapist and Psychoanalyst in private practice, working with children, adolescents, and adults. Co-authored two chapters on using drama therapy with children. Graduate of IEA, instructor, supervisor and currently serves on the Board as Public Relations Chair.

Julie May, MPS, NCPsYA, LP Private Practice in Brooklyn and Manhattan with adults and adolescents in individual, group and family therapy. Instructor, graduate, former board member, IEA.

Judith Ornstein, MS, ATR-BC, LP Private practice. Graduate of Institute for Contemporary Psychotherapies Psychoanalytic and Psychodynamic Psychotherapy training programs. Consultant to Family and Child serving programs and agencies citywide.

Loveleen Posmentier, MA, NCPsyA, LP Psychoanalyst in private practice. Senior member, faculty, training/control analyst, NPAP Supervisor, Institute for Contemporary Psychotherapy and the Metropolitan Institute for Training in Psychoanalytic Psychotherapy. Board member, CPP. Faculty, IEA.

Pamela Raab, LCSW Graduate of Smith College School of Social Work 1980, completed a four year program of advanced psychoanalytic training at Tavistock Centre in London. Additional course work was taken at the British Psycho-Analytic Institute and University College, London. Private practice in Manhattan: individuals and couples as well as clinical supervision. She has been a supervisor in the doctoral programs at Smith College School for Social Work and the Psychology Department of City College for over 10 years.

Arthur Robbins, EdD, ATR, NCPsyA, LP Senior member, faculty, training and control analyst, NPAP. Professor of Art Therapy, Pratt Institute. Founding Director of the Institute for Expressive Analysis. Author of numerous articles and books, the most recent being *Therapeutic Presence*, 1998, and a teaching video on art therapy entitled "Dancing on Blood", both published by Jessica Kingsley, London.

Sandra Robbins, BA Early Childhood Certified Teacher, Brooklyn College. Advanced study, City College. Instructor, Pratt Institute Creative Arts Therapy Department. Workshops, national and international. Background in dance, theater, and spiritual studies (meditation, spirituality, and the healing arts) Author; "Spiritual Healing" in *Therapeutic Presence*, A. Robbins, ed., London, Jessica Kingsley, 1998.

Jane Selinske, EdD, LCSW, NCPsyA, BC-MT, LP Jungian analyst in private practice. Fellow and practitioner, Association of Music and Imagery. Teacher of Mandala Assessment and Education Chairperson, ATMA, Inc.

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