

The Toronto Institute for
Contemporary Psychoanalysis

A stack of five 3D cubes in various colors: light red, light purple, light green, light red, and light blue. The cubes are stacked in a slightly offset, staggered manner, with each cube partially overlapping the one below it.

**CANDIDATE
HANDBOOK**

2020 – 2021

Founding Board Members

Toronto Institute for Contemporary Psychoanalysis

Brent Willock, Ph.D., C.Psych., President
Hazel Ipp, Ph.D., C.Psych., Vice-President
John Munn, Ph.D., C.Psych., Treasurer
Nira Kolers, Ph.D., C.Psych., Secretary
Art Caspary, Ph.D., C.Psych., Member-at-Large
Judi Kobrick, Ph.D., C.Psych., Member-at-Large

EDUCATIONAL PHILOSOPHY

The Toronto Institute for Contemporary Psychoanalysis' program of intensive study aims to be clinically astute, intellectually rigorous, and comprehensive, It strives to strike an appropriate balance between professional training and scholarly education. The curriculum promotes these goals through seminars designed to integrate theory and practice, fostering the ability to think critically about several major points of view (e.g. classical psychoanalysis, ego psychology, Kleinian analysis, British Object Relations, Self Psychology, Relational psychoanalysis), and to formulate clinical material from a variety of viewpoints. This curriculum reflects a comparative/integrative perspective. Theoretical positions are compared and contrasted, seeking to synthesize them where possible, and to understand what might make such integration difficult or impossible at this time. Attention is also given to the historical context in which theories develop, the scientific/philosophical assumptions inherent in them and, where relevant, the personality of the theorists. (A more detailed description of this orientation can be found in the book *Comparative-Integrative Psychoanalysis* by TICP President, Brent Willock, published by The Analytic Press, New York, 2007.)

HISTORY

In the early 1980's, a group of clinicians and academicians passionately interested in psychoanalysis assembled in Toronto to discuss what might be done to contribute to the development of the discipline in Ontario. That animated forum led to the creation of a Psychoanalytic Section within the *Ontario Psychological Association* in 1985. In monthly scientific meetings, stimulating presentations were made by: senior analysts with international reputations (e.g., Prof. Morris Eagle, Dr. Paul Lerner, Prof. Otto Weininger); other academics deeply involved in the field (e.g., Professors Phyllis Grosskurth and Paul Roazen); local clinical investigators and practitioners; and by graduate students conducting dissertation research on psychoanalytic topics. Long-term study groups were established (Freud, Object Relations Theory, Lacan). Eminent psychoanalytic contributors were brought to Toronto to conduct full-day

workshops open to anyone in the field. These events attracted large, multidisciplinary audiences from all over the province and beyond, stimulating much productive thinking and psychoanalytic interest.

As our association grew, the founding members decided it would be beneficial to formalize an affiliation with a body to which many already belonged, namely the Division of Psychoanalysis of the *American Psychological Association* (Division 39). The Division had made enormous contributions to revitalizing psychoanalysis in North America and was widely regarded as having become, in a relatively short time, one of the world's largest, most exciting, creative, important, psychoanalytic organizations. It facilitated training opportunities for some previously excluded professional groups. In 1991, *The Ontario Society for Contemporary Psychoanalysis* became the first Canadian Chapter of the Division.

A Workshop Series, co-sponsored by the Psychoanalytic Section and *The Ontario Society for Contemporary Psychoanalysis*, exposed our community to such prominent figures as Professors Sidney Blatt and Irene Fast, Drs. Stephen Mitchell, Jay Greenberg, and James Fosshage. Sensing the enthusiasm, commitment and energy of our group, some of these individuals encouraged us to develop an institute to expand opportunities for analytic training. Intensive labour to create our Institute began in 1989. Support, advice, and encouragement were provided by the Division. Distinguished contributors to psychoanalytic education, research, and scholarship generously agreed to serve on our International Advisory Board.

From the beginning, the professional community manifested strong interest in the innovative program of studies offered by the *Toronto Institute for Contemporary Psychoanalysis*. The first class was admitted in September 1992. (At the same time, the Institute joined the International Federation for Psychoanalytic Education and, in 1999, the TICP became a Founding Member of the Association of Autonomous Psychoanalytic Institutes.) New groups of candidates have been admitted every two years with backgrounds in psychiatry, psychology, social work, and a variety of other academic disciplines. Candidates commute from within Toronto and other cities in Ontario (e.g., London, Kingston, Ottawa) and the United States (e.g., Buffalo, Rochester). A few have relocated from much further away in order to participate.

In 1996, the *Toronto Society for Contemporary Psychoanalysis* was established. Its mandate was to sponsor monthly scientific meetings and study groups to encourage scholarship, scientific productivity, continuing education, and professional affiliation. Society meetings are open to faculty, graduates, candidates, members of the Advisory Board, and individuals who apply for and are approved as Guests of the Society.

The TICP collaborates with institutes outside Canada that share our interest in comparative-integrative analysis. For example, we have a close working relationship with The Massachusetts Institute for Psychoanalysis (MIP). In 2002 many of our candidates and faculty traveled to Boston to participate in MIP seminars and attend their Annual Symposium. In 2003, candidates and faculty from MIP came to Toronto to participate in a conference we cosponsored with the International Association for Relational Psychoanalysis and Psychotherapy. Since then, this cross-fertilization has continued in formal and informal ways.

Having learned of our innovative activities, three internationally renowned psychoanalytic societies (New York University's Postdoctoral Program in Psychoanalysis and Psychotherapy, the William Alanson White Psychoanalytic Institute, and Adelphi University's Postdoctoral Program in Psychoanalysis and Psychotherapy) proposed joining with us to co-sponsor an international conference in the Toronto area. This exciting venture, focusing on what is taboo in psychoanalysis, took place at Niagara-on-the-Lake in July 2000. It was a resounding success. In 2009, London's Karnac Press published a book including many papers from that symposium, called *Taboo or Not Taboo? Forbidden Thoughts, Forbidden Acts in Psychoanalysis and Psychotherapy*. This volume was part of Karnac's *New Developments*

in *Psychoanalysis* book series, edited by Peter Fonagy, Mary Target, and Liz Allison. Dr. Brent Willock (TICP) served as First Editor of the book. Prof. Rebecca C. Curtis (Adelphi) and Dr. Lori C. Bohm (William Alanson White) were Co-Editors. In 2010, this book was nominated by the award's jury of the National Association for the Advancement of Psychoanalysis for their Gradiva Award for the Best Clinical Book of 2009. It received the 2010 Goethe Award for Psychoanalytic and Psychodynamic Scholarship from the Canadian Psychological Association's Section on Psychoanalytic and Psychodynamic Psychology.

The synergy between these four psychoanalytic societies was such that we now hold conferences every other year. Our second Joint International Conference was held in July 2002 at Trinity College, Dublin, co-sponsored with the Irish Psychoanalytic Forum. The high level of scholarship led to a second book, published by Routledge (London), entitled *On Deaths and Endings: Psychoanalysts' Reflections on Finality, Transformations, and New Beginnings*. This book was awarded the National Association for the Advancement of Psychoanalysis' 2008 Gradiva Award for Best Anthology and was shortlisted for the Goethe Award.

Our 2005 conference on *Power and Its Discontents* took place in Cape Town, South Africa. It inspired a book on psychodynamic psychotherapy in South Africa, published by The University of the Witwatersrand Press. In 2008 the Joint International Conference returned to Canada, this time in Vancouver, at the University of British Columbia. It resulted in a book, *Loneliness and Longing: Conscious and Unconscious Aspects* (Routledge, 2012). In August 2010, our Fifth Joint International Conference took place at the University of Edinburgh, culminating in a book, *Understanding and Coping with Failure: Psychoanalytic Perspectives* (Routledge, 2014). The Sixth JIC was held in Auckland, New Zealand in 2012 on the topic *Alike/Unalike: Navigating the Divide*. The 7th JIC on *Passion* happened in Florence, Italy in 2014. Books based on these latter themes are in preparation.

In 2005 we began publishing *The Bulletin of the Toronto Society for Contemporary Psychoanalysis*. Its Founding Editor was Dr. Scott Bishop. In Fall 2009, Keith Haartman and Kate Harper became the new editors. This publication can be accessed for on-line reading or can be downloaded from our website (www.ticp.on.ca).

Our Founding Mentor, Dr. Stephen Mitchell, died unexpectedly in December 2000. His passing was a great shock and loss. In his honour, we established an Annual Stephen Mitchell Memorial Lecture. The first such presentation was given in 2002 by his closest friend, Dr. Lewis Aron.

Dr. Mitchell was to have been first President of the International Association for Relational Psychoanalysis and Psychotherapy. Dr. Aron accepted that responsibility and IARPP's first conference was held in Stephen's memory in New York City, January 2000. Dr. Hazel Ipp, Vice-President of TICP, and a close colleague of Stephen's, has served on IARPP's Board of Directors for many years, in many capacities, including President. She also serves as editor of one of the most innovative journals in our field, founded by Stephen Mitchell, namely *Psychoanalytic Dialogues*.

In June 2004, our increasing international contacts culminated in our co-sponsoring an exciting symposium in Sicily with the Instituto di Specializzazione in Psicologia Psicoanalitica del Sé e Psicoanalisi Relazione (Rome and Milan), the Massachusetts Institute for Psychoanalysis, the Contemporary Institute for Psychoanalysis (Los Angeles), and the Institute for the Psychoanalytic Study of Subjectivity (New York). The theme was *Dionysus' Ear: Trauma, Tragedy and Psychoanalytic Listening*. This event was distinctive not only because it took place in the beautiful, historic, seaside city of Siracusa, but also because it was organized around our shared experience of two powerful, classical Greek tragedies, Euripides' *Medea* and Sophocles' *Oedipus Rex* performed in the ancient outdoor amphitheater during our stay. Dr. Hazel Ipp represented

us on the organizing committee while Drs. Judith Levene, Gail White, Alan Kindler, Gary Taerk, Bruce Herzog, Hazel Ipp and Brent Willock were presenters, discussants, and panel chairs. In June 2010, our second Collaborative Conference was held in Ortigia, Sicily, at which Judi Kobrick and Hazel Ipp participated, and was titled: *All the Gods Must be Honoured: The Dilemmas of Multiplicity in Tragedy and Psychoanalysis*.

In 2009, the TICP launched a web blog, *Historical and Contemporary Explorations in Psychoanalysis*. Created and sustained by one of our graduates, Katherine Harper, this website aggregated material pertaining to the past, present, and future of our discipline.

In the fall of 2011, the TICP celebrated its 20th year with a gala party at the University of Toronto. In 2015, Brent Willock stepped down as President after 26 years of inspiring and contributing to the essence and “core” of the TICP. He was celebrated alongside colleagues, friends and family and lauded for his generous dedication and commitment. Keith Haartman took the helm of the TICP Bulletin that continues to flourish and grow. In 2015, the TICP community clinic was launched under the able direction of Frances Newman; the TICP attained charitable status as a nonprofit organization spearheaded by Karl Loszak with continuing development by Stephanie Bot. Faculty, candidates and guests participated in the Annual IARPP Conference held in Toronto in 2015, entitled *‘The Relational Pulse: Controversies, Caricatures, and Clinical Wisdom’*. Hazel Ipp ensured that all the varied and complex moving parts of the IARPP conference kept moving until the very end, playing many roles with boundless energy and affording our community a wonderful opportunity. In 2016, TICP took over the committee of the Goethe Award from the Canadian Psychological Association. In January 2017, Elizabeth Danto, curatorial consultant to the Freud Museum, London, lectured on the “why, where and how” Freud and the founders of the psychoanalytic movement created their own free clinics for accessible treatment through their generous donation of time and expertise. This set the stage for TICP’s first fundraising Gala in April 2017, chaired by Stephanie Bot, featuring the play *“Freud’s Last Session”* that contributed substantially to furthering the development of the TICP low fee and free community clinic, a significant and ongoing project.

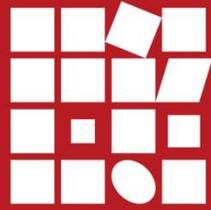
In September 2020, the TICP will launch a 3-year Psychotherapy Program in coordination with the College of Registered Psychotherapists of Ontario and the Ministry of Training Colleges and Universities: Private Career Colleges. In addition, a new dedicated space for the TICP community and programs was renovated and completed.

We are very pleased with how much has been accomplished in this time. The Institute is flourishing. More than two decades ago, the time was clearly ripe for exciting new developments on the Canadian psychoanalytic scene. We are happy to have been able to contribute to that evolution. Prodigious efforts by many have born wonderful fruit. The Toronto Institute and Society for Contemporary Psychoanalysis is now securely established as a major contributor to the discipline in Canada and in the international arena as an ever increasing number of our faculty and graduates present their work at international conferences, publish innovative ideas in journals and books, and assume positions of responsibility in local and international organizations. The future of the Institute and Society promises to be at least as exciting as have been the years leading up to this moment.

Judi B. Kobrick, Ph.D.
President, TICP

Brent Willock, Ph.D
Founding President, TICP

Summer 2020



Toronto
Institute for
Contemporary
Psychoanalysis

INSTITUTE/SOCIETY ADMINISTRATION

Suzanne Pearen, B.A., C.HRM
TICP Administration Manager

Tel: 416-288-8060

Fax: 1-866-403-3066

Email: info@ticp.on.ca

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427 Vaughan Road, Toronto, ON, M6C 2P1

Please visit our website at
www.ticp.on.ca

Member's Only Section:
User name: memberticp
Password: 8060ticp

Toronto Institute for Contemporary Psychoanalysis

EXECUTIVE COMMITTEE

Judi B. Kobrick, Ph.D., C.Psych.	President Chair, Candidate Progress Committee
Hazel Ipp, Ph.D., C.Psych.	Vice-President Chair, 4-Year Psychoanalysis Program Admissions Committee
Nira Kolers, Ph.D., C.Psych.	Secretary
Stephanie Bot, Psy.D., C.Psych.	Treasurer Fundraising Committee 3-Year Psychotherapy Program
Brent Willock, Ph.D., C.Psych.	Past President
Elizabeth Harvey, Ph.D.	Chair, 4-Year Psychoanalysis Program Curriculum Committee
Gary Rodin, M.D., F.R.C.P.(C)	Scholarly Papers and Advisor, Scientific Program
Sarah Turnbull, Ph.D., C.Psych.	Essentials Program
Gordon Yanchyshyn, M.D.	Member-at-large

Standing Committees

Admissions Committee, 4-Year Psychoanalysis Program

Hazel Ipp, Ph.D., Chair Gary Rodin, M.D.
Judi B. Kobrick, Ph.D. Nira Kolers, Ph.D.

Curriculum Development Committee, 4-Year Psychoanalysis Program

Elizabeth Harvey, Ph.D. RP, Chair Hilary Offman, M.D.
Chris Trevelyan, MSW, RSW Brent Willock, Ph.D.
Gordon Yanchyshyn, M.D.

Candidate Progress Committee, 4-Year Psychoanalysis Program

Judi B. Kobrick, Ph.D., Chair Nira Kolers, Ph.D.
Rex Kay, M.D. John Sloane, M.D.

Ethics Committee

Sam Izenberg, M.D., Chair Michelle Flax, Ph.D.
Marsha Hewitt, Ph.D. Karl Loszak, M.D.

Essentials of Psychoanalysis Program

Sarah Turnbull, Ph.D., C.Psych. Kirsten Ainsworth-Vincze, MSW, RSW
Sheri Turrell, Ph.D.

Fundraising Committee

Stephanie Bot, Psy.D., C.Psych. Judi B. Kobrick, Ph.D., C. Psych.

Psychoanalytic Psychotherapy Program Committee

Stephanie Bot, Psy.D., C.Psych.

Referral Service

Deborah Levine, Ph.D.

Scholarly Papers, 4-Year Psychoanalysis Program

Gary Rodin, M.D., Coordinator

Scientific Program (TSCP)

Angelika Mellema, Ph.D. (Co-Chair) Linda Iny Lempert, Ph.D. (Co-Chair)
Gary Rodin, M.D. FRCPC Hazel Ipp, Ph.D.
Judi B. Kobrick, Ph.D. Brent Willock, Ph.D.

Society and Development Committee

Sarah Turnbull, Ph.D. Nira Kolers, Ph.D.

Teimuraz Keshelashvili
Deborah Levine, Ph.D.

Lisa Walter, RP

Affiliations

Joint International Conference Committee

Brent Willock, Ph.D. (TICP representative)

MIP/TICP Liaison

Hazel Ipp, Ph.D. (TICP representative)

AAPI (Association for Autonomous Psychoanalytic Institutes)

Bruce Herzog, M.D. and J. Gail White, Ph.D (TICP representatives)

REFERRAL SERVICE

Deborah Levine, Ph.D., Coordinator

The aim of the Referral Service is to match candidates with individuals seeking psychoanalysis or psychoanalytic therapy. These individuals may not otherwise be able to afford the higher fees or longer waiting lists of established analysts. Fees are determined by therapist and patient. Therapy is provided by TICP candidates who have attained a broad range of clinical and academic qualifications. Candidates are in ongoing supervision with senior analysts.

If you are interested in participating in the Referral Service, complete and return a “Clinical Service Application Form” (which may be obtained from the Administrative Coordinator).

For further information, please contact the Referral Service Coordinator Deborah Levine (deborah.levine@utoronto.ca)

“The Bulletin”

The Bulletin is a TSCP publication published twice per year, available on-line at www.ticp.on.ca You will need Acrobat Reader to view the newsletter in its PDF format. Contributions and suggested submissions should be made to the Society Committee via the administration office at info@ticp.on.ca

TSCP Study Groups, 2020/2021

GROUP	LEADER	TIME/LOCATION
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Relational Psychoanalysis	Hazel Ipp hazeli@rogers.com	monthly, call for details
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*** this group is currently full; please email info@ticp.on.ca to place your name on the wait list*

Psychoanalytic Supervision	Josh Levy info@ticp.on.ca	twice monthly, call for details 416.288.8060
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FACULTY

Taras Babiak, M.D.
Ann Baranowski, Ph.D.
Scott Bishop, Ph.D.
Stephanie Bot, Psy.D.
Deborah Britzman, Ed. D.
Art Caspary, Ph.D.
Emily Ets-Hokin, Ph.D.
Michelle Flax, Ph.D.
Oren Gozlan, Psy.D.
Elizabeth Harvey, Ph.D.
Bruce Herzog, M.D.
Marsha Hewitt, Ph.D.
Hazel Ipp, Ph.D.
Sam Izenberg, M.D.
Rex Kay, M.D.
Judi Kobrick, Ph.D.
Kadri Ann Laar, Ph.D.
Judith Levene, Ph.D.

Josh Levy, Ph.D.
Karl Loszak, M.D.
Lambros Mermigis, Ph.D.
Frances Newman, Ph.D.
Jacinta O'Hanlon, Ph.D.
Hilary Offman, M.D.
Gary Rodin, M.D.
Ron Ruskin, M.D.
John Sloane, M.D.
Gary Taerk, M.D.
Clive Thomson, Ph.D.
Sheri Turrell, Ph.D.
Sarah Turnbull, Ph.D.
J. Gail White, Ph.D.
Brent Willock, Ph.D.
David Wright, Ph.D.
Gordon Yanchyshyn, M.D.

ADVISORY BOARD

Lewis Aron, Ph.D., New York *
Howard Bacal, M.D., California
Sidney Blatt, Ph.D., Connecticut *
Morris Eagle, Ph.D., New York
Irene Fast, Ph.D., Michigan ?*
Ahmed Fayek, Ph.D., Toronto
James Fosshage, Ph.D., New York
Peter Fonagy, Ph.D., London
Gerry Gargiulo, Ph.D., New York
Jay Greenberg, Ph.D., New York

James Grotstein, M.D., California *
Irwin Hoffman, Ph.D., Illinois
Adam Phillips, MA, England
Barbara Pizer, Ed.D, Massachusetts
Stuart Pizer, Ph.D., Massachusetts
David Scharff, M.D, Washington DC
Charles Spezzano, Ph.D., California

Founding Mentor:
Steven Mitchell, Ph.D. *

**Deceased*

VISITING FACULTY

Weekend Workshops

- 1992 Jay Greenberg Ph.D.
- 1993 Sidney Blatt Ph.D (Connecticut);
John Gedo MD;
Stephen A. Mitchell Ph.D (New York)
- 1994 Mar: Otto F. Kernberg MD (New York);
Jun: William W. Meissner MD (Boston);
Sep: James Fosshage Ph.D (NY) and Joshua Levy Ph.D. (Toronto);
- 1995 Mar: Fred Pine Ph.D (New York);
Jun: David Scharff MD (Maryland);
Sep: Joseph D. Lichtenberg MD (Washington DC)
- 1996 Mar: Irwin Z. Hoffman Ph.D (Chicago);
Sep: James Grotstein Ph.D (Los Angeles);
Nov: Frank M. Lachmann Ph.D (New York)
- 1997 Mar: Adam Phillips (London);
Jun: Jessica Benjamin Ph.D (New York);
Sep: Stephen Mitchell Ph.D. (New York)
- 1998 Feb: Sidney J. Blatt Ph.D (Yale U);
May: Lewis Aron Ph.D (New York);
Oct: Adrienne Harris Ph.D (New York)
- 1999 Mar: Irene Fast Ph.D (Michigan);
Sep: Peter Fonagy Ph.D (London)
- 2000 Jan: Jody Messler Davies Ph.D (New York);
May: Charles Spezzano Ph.D (Los Angeles);
Sep: Stephen Mitchell Ph.D (New York)
- 2001 Jan: Roy Schafer Ph.D. and Rita Frankiel Ph.D (New York);
May: Stuart A. Pizer Ph.D, and Barbra Pizer Ed.D (Mass.);
Sep: Philip M. Bromberg Ph.D. (New York)
- 2002 Feb: James S. Grotstein Ph.D (Los Angeles);
May: Adam Phillips MA (London);
Sep: Glen O. Gabbard Ph.D. (Kansas);
Sep: Malcolm Owen Slavin Ph.D (Massachusetts);
Nov: Lewis Aron Ph.D (New York);

Weekend Workshops, Continued

- 2003 May: Howard S. Bacal MD (Los Angeles),
 Jun: Jonathan H. Slavin Ph.D.,
 Sep: Donnel B. Stern Ph.D (New York),
 Dec: Irwin Hoffman Ph.D. [Chicago];
- 2004 Jun: Virginia Goldner Ph.D (New York),
 Sep: Muriel Dimen Ph.D (New York);
- 2005 Feb: Andrew Samuels D.H.L. (London),
 May: Barbra Pizer Ph.D. (Boston),
 Sep: Susi Orbach Ph.D. (London),
 Oct: Gianni Nebbiosi Ph.D., Susi Federici Nebbiosi Ph.D (Rome);
- 2006 May: Jessica Stern [Harvard],
 Sep: Jessica Benjamin Ph.D (New York);
- 2007 Jan: Ken Corbett Ph.D. (New York),
 Jun: Mary Target Ph.D (London),
 Sep: Jody Messler Davies Ph.D (New York);
- 2008 Feb: Jeanne Wolff Bernstein Ph.D. (Berkeley),
 Jun: Paul Lippman Ph.D., Joshua Levy, Sarah Freke (Toronto),
 Oct: Anthony Bass Ph.D. (New York);
- 2009 Jan: Stephen Cooper Ph.D. (Boston)
 May: Stephen Seligman DMH (San Francisco)
 Sep: Charles Spezzano, Ph.D. (California)
- 2010 Jan: Neil Altman, Ph.D. (New York),
 May: Darlene Ehrenberg, Ph.D. (New York).
 Oct: Philip Bromberg, Ph.D. (New York)
- 2011: Jan: Joyce Slochower, Ph.D. (New York)
 Apr: Sam Gerson, Ph.D. (San Francisco)
 Sep: Lewis Aron, Ph.D. (New York)
- 2012: Jan: Barbara Pizer, Ph.D. and Stuart Pizer, Ph.D. (New York)
 May: Muriel Dimen, Ph.D., Ken Corbett, Ph.D., Adrienne Harris,
 Ph.D., Virginia Goldner, Ph.D. (New York)
 Nov: Nancy McWilliams, Ph.D. (New York)
- 2013: Jan: Donnel Stern, PhD. (New York)
 May: Mal Slavin, Ph.D. (New York)
 Oct: Michael Eigen, Ph.D. (New York)
- 2014: Jan: Jessica Benjamin, Ph.D. (New York)
 May: Beatrice Beebe, Ph.D. (New York)
 Sept: Anthony Bass, Ph.D. (New York)

- 2015: Jan: Jody Messler-Davies, Ph.D. (New York)
 June: IARPP Conference, Toronto
 Sept: Stephen Seligman, DMH (San Francisco)
- 2016: May: Riccardo Lombardi, M.D. (Italy)
 Sept: Gianni Nebiossi and Susana Federici-Nebiossi, Ph.D. (Italy)
- 2017: Jan: Adrienne Harris, Ph.D. (New York)
 Feb: Mark Solms, Ph.D. (Capetown, South Africa)
 March: Philip Ringstrom, Ph.D. (New York)
 Oct: Spyros Orfanos, Ph.D. & Sophia Richman, Ph.D. (New York)
 Nov: Lewis Aron, Ph.D. & Galit Atlas, Ph.D. (New York)
- 2018: Jan: Jessica Benjamin, Ph.D. (New York)
 May: Ken Corbett, Ph.D. (New York)
 Sept: Gill Straker, Ph.D. (Australia)
- 2019: Feb: Nancy McWilliams, Ph.D. (New York)
 Sept: Shelley Nathans, Ph.D. (San Francisco)
 Nov: Edward Tronick, Ph.D. (Boston)
- 2020: Jan: Josh Levy, Ph.D. (Toronto)
 March: Virginia Goldner, Ph.D. (New York)
 November: Donnel Stern, Ph.D. (New York)

Stephen Mitchell Memorial Lectures

- I: November 2002: “A Day with Lewis Aron” (New York)
- II: December 2003: “Dialectical Constructivism: New Frontiers of a Relational Perspective on the Psychoanalytic Process”
 Irwin Hoffman, Ph.D. (Chicago)
- III: October 2005: “A Contemporary Reconceptualization of the Concepts of Merger and Symbiosis”, Gianni Nebbiosi (Rome)
 “Bion after Mitchell: Theoretical and Clinical Significance of the Concept of Common Sense in Bion’s Work”, Susi Federici Nebbiosi (Rome)
- IV: September 2006: “Working with the Intersubjective Third”
 Jessica Benjamin, Ph.D. (New York)
- V: September 2007: “From Oedipus Complex to Oedipal Complexity: Reconfiguring (Pardon the Expression) the Negative Oedipus Complex and the Disowned Erotics of Disowned Sexualities”
 Jody Messler Davies, Ph.D (New York)
- VI: October 2008: “Analytic Love and the Dialogue of Unconsciousness”
 Anthony Bass, Ph.D. (New York)

- VII: September 2009: “Stephen Mitchell and the New York Gang”, Charles Spezzano, Ph.D. (California).
- VIII: September 2010: “Psychoanalysis in Cultural Context: Bion, his Theory, and War” Neil Altman, Ph.D. (New York)
- IX: September 2010: “Naked on the Royal Road: Dissociation and the Paradox of Privacy” Philip Bromberg (New York)
- X: January 2012: “Affective Relatedness: Paul Russell’s Psychoanalytic Theory of Human Development and Processes” Barbara Pizer and Stuart Pizer (New York)
- XI: January 2013: “Conceptions of the Interpersonal Field”, Donnel Stern, Ph.D. (New York)
- XII: January 2015: “From Normal Multiplicity to Traumatic Dissociation: Integration, Fragmentation, and Implications for Empathic Attunement”, Jody Messler-Davies, Ph.D. (New York)
- XIII: January 2017: “Ghosts & Demons in the 21st Century Consulting Rooms” Adrienne Harris (New York)

Spring Panels

May 2005: First Annual Symposium:
 “Into the Fray: Implicit and Explicit Influences of the Analyst’s Subjectivity”.
 Barbra Pizer Ph.D. (Boston)
 Discussants: Darlene Ehrenberg Ph.D. (New York), Stephen Seligman DMH (San Francisco), Stuart Pizer Ph.D. (Boston), and Gary Rodin MD (Toronto)

May 2006: Second Annual Symposium:
 “Psychology of Terrorism: Psychoanalytic and Social Perspectives”
 Jessica Stern [Harvard]; Neil Altman [New York U]; and Sue Grand [NYU]

June 2007: Third Annual Symposium:
 “From the Cradle to the Grave: Psychoanalytic Implications of Attachment Theory Through the Life Cycle”. Mary Target Ph.D (London)
 Jean Wittenberg MD (Toronto), Gary Rodin MD (Toronto)

June 2008: Fourth Annual Symposium: “Dreams”
 Paul Lippman (New York), Joshua Levy and Sarah Freke (Toronto)

Joint International Conferences

First: June 2000, Niagara-on-the-Lake, ON, Canada:
 “Taboo or Not Taboo? Forbidden Thoughts, Forbidden Acts”

Second: July 2002, Dublin, Ireland:
 “Deaths and Endings: Finality, Transformations, New Beginnings”

- Third: August 2005, Cape Town, South Africa:
“Power and its Discontents”
- Fourth: August 2008, Vancouver, BC. Canada:
“Loneliness and Yearnings”
- Fifth: August 2010, Edinburgh, Scotland
“Failure: Psychoanalytic Explorations”
- Sixth: August 2012, Auckland, New Zealand
“Alike/Different: Navigating the Divide”
- Seventh: July 2014, Florence, Italy
“Passion (Passione)”
- Eighth: July 2016, Reykjavik, Iceland
“On Knowing and Being Known”
- Ninth: August 2018, Halifax, Nova Scotia, Canada
“Belonging”
- Tenth: August 2020, Nafplio, Greece ***POSTPONED**
“Going on Being in Challenging Times”

Other

Two-Day Conference, Toronto, January 2003: TICP & IARPP:
“Evolving Perspectives on Therapeutic Impasse: Relational Analysts at Work”

Week-long Conference, Sicily, June 2004: ISIPSE, MIP, TICP, IPSS:
“Dyonisus’ Ear: Trauma, Tragedy and Psychoanalytic Listening”

Week-long Conference, Sicily, June 2010
“All The Gods Must Be Honoured”

Willock-Ipp Lecture Series

- First: May 3, 2014
Dr. Beatrice Beebe, Ph.D. (New York): “Infant Research and Adult Treatment: Videotaping Mother-Infant Interaction and Videotaping the Analyst’s Face”
- Second: September 26, 2015
Dr. Stephen Seligman, D.M.H. (San Francisco): “The Baby and The Bathwater: Contemporary Applications of Clinical Infant Research”
- Third: February 18, 2017
Dr. Mark Solms, Ph.D. (Cape Town, South Africa)
“The Conscious ID: An Introduction to Neuropsychanalysis”

Fourth: November 2, 2019
Dr. Edward Tronick, Boston: "Meaning Making"

Personal Analysis

All candidates, regardless of training stream, are required to be in a personal therapeutic analysis, usually conducted by a faculty member of the TICP, an approved senior psychoanalyst from an approved psychoanalytic training program and institute. Frequency required is a minimal three (3) times weekly (four is preferable). It is recommended that candidates remain in analysis until the successful completion of a major portion of their supervised clinical work or, for academic stream candidates, this would be for a major portion of the time attending seminars, i.e. at least two years. Any expenses involved are not covered by the tuition fee and are the candidate's responsibility.

Academic Stream Candidates

Some individuals (e.g., professors in literature, philosophy, sociology) may wish to learn more about psychoanalysis in order to enrich their academic research, teaching and writing. These individuals are eligible to apply to attend the four-year seminar series.

Regulated Health Professions Act

The **Regulated Health Professions Act** states:

33. (1) Except as allowed in the regulations under this Act, no person shall use the title “doctor”, a variation or abbreviation or an equivalent in another language, in the course of providing or offering to provide, in Ontario, health care to individuals. 1991, c. 18, s. 33 (1).

Thus the **term or title of “doctor” is restricted under Ontario Law** and there can be serious legal consequences in the event that a patient or other member of the public (including another health professional) makes a complaint to one of the Colleges. [Please be aware that the legislation applies only to the **use of the term “doctor” in your role as a clinician**. An academic with a doctorate (Ph.D) is permitted to use the term “doctor” in his/her role as an academic (i.e., professor or scientist/ scholar) but **not** in his /her role as a clinician.

The legislation dictates that **only members of the following Colleges are legally permitted to use the term “doctor”**:

- a) the College of Chiropractors of Ontario;
- b) the College of Optometrists of Ontario;
- c) the College of Physicians and Surgeons of Ontario;
- d) the College of Psychologists of Ontario; or
- e) the Royal College of Dental Surgeons of Ontario.

Thus, at this time, under the **Regulated Health Professions Act** only members of these Colleges are permitted to use the term ‘doctor’ in their clinical practices. Also be aware that psychotherapy is a controlled act in Ontario, and only members of certain relevant Colleges (including the College of Psychotherapists) will be permitted to deliver psychotherapy in this Province. Note as well **that the act of making and/or communicating a diagnosis is a controlled act**, and that even making an informal statement is prohibited unless you are a member of one of the identified Colleges. Restrictions also apply to terms such as ‘psychologist’, ‘psychological assessment’, ‘psychiatrist’, ‘psychiatric assessment’, etc.

For details, see the **Regulated Health Professions Act** (1991) Chapter 18, at:
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm.

See “Prohibitions”, Controlled Acts (section 27)
See “Restriction of title Doctor” (section 33)

Updated August 2016

Curriculum

The first year provides an introduction to the philosophy of our Institute and an overview of several psychoanalytic perspectives (Freudian, Kleinian, British Object Relations, Self Psychology, Relational Psychoanalysis). Toward the end of the year, several evenings are devoted to examining cases from multiple points of view. Other sessions help to prepare candidates for beginning their first control case.

In the second, third, and fourth years, various topics are studied from multiple perspectives. Much time is also devoted to continuous case presentations. In the fourth year, there may be some space for elective courses determined conjointly by the candidates and the Curriculum Committee.

Instructors are urged to: present their material as much as possible from a comparative-integrative perspective; situate their topic in relation to current debates in the area; assist candidates in developing the capacity to think critically about theory and clinical material; introduce clinical material to illustrate theoretical concepts; develop candidates' capacity for clinical formulation and intervention. We recommend one or two articles or book chapters (no more than 50 pages of required reading) per class/ seminar (i.e., 100 pages or less per full evening).

See end of Handbook for schedules /curricula.

A Note about Continuous Case Seminars

The continuous case seminars begin in the second semester of the second year of the program, occurring in the second seminar of each evening. For the first continuous case, a faculty member will begin by offering an orientation to continuous case presentations in general, and in the subsequent weeks, she or he will present some illustrative clinical material of their own.

Continuous case instructors will necessarily have different emphases and approaches, but they will typically pay attention to such issues as the nature of analytic listening, transference/countertransference interactions, interventions, formulations, and how different theoretical orientations shape analytic work. Ideally, the instructor and group will be self-reflexive about the group process either by specifying a particular approach or by providing summarizing comments about the group process.

After the first continuous case, presented by a faculty member, the subsequent continuous cases will be presented by candidates, with a different instructor

facilitating the discussion of each case. Four or five seminars are dedicated to each continuous case.

The Class Representative arranges with the group who will present in each time slot. Candidates will ideally present control case material. If this is not possible, the presenter **must** have been seeing the patient regularly and there **must** be a psychoanalytic orientation. The presenting candidate and the instructor **must** consult beforehand to discuss format. Usually in the first class, the candidate gives a brief history of the presenting problems and of the patient's developmental history and family background. This introduction might take 10 or 15 minutes, after which the candidate presents process notes from sessions. It is understood that cases are being supervised elsewhere, and the aim of these seminars is thus not supervision. The purpose is instead to examine the material from different points of view, in different styles, and to increase candidates' familiarity with both clinical material and process.

ACADEMIC WORK

The academic component of the training consists of four years of weekly seminars. There are three hours of seminar time each week (excluding holidays) over approximately 30 weeks, for a total of about 90 hours a year. Classes are held on Monday evenings from 7:00 to 10:00 p.m., at the TICP Office located at 427 Vaughan Road, Toronto, ON, M6C 2P1.

It is **strongly suggested** that candidates subscribe to **PEP** (Psychoanalytic Electronic Publishing) [see www.pep-web.org] in order to access most of the assigned readings for seminars. If you are a member of Division 39 (American Psychological Association, Division of Psychoanalysis), the best way to subscribe to PEP is via that membership. Since the TICP has a longstanding relationship with the Division of Psychoanalysis, you can join Division 39 inexpensively as an International Affiliate. You will receive an excellent journal, *Psychoanalytic Psychology*, a newsletter full of book reviews and articles, discounts on their annual spring conference, and inexpensive access to PEP. The latter is useful not only for your course work but for accessing an enormous quantity of the psychoanalytic literature, including all 24 volumes of Freud's writings. For information, or to join, go to www.division39.org (left hand sidebar, click on Join).

On occasion candidates may be required to purchase a book. The TICP uses Caversham Booksellers, at 95 Harbord Street (near Spadina), and books may be ordered on-line, at www.cavershambooksellers.com. A number of more commonly assigned volumes are listed on their site under "reading lists", "TICP Texts". The telephone number for Caversham is 416-944-0962.

There are also three, two-day **Workshops** each year with visiting faculty (approximately 25 additional hours per year). Attendance at these Saturday/Sunday Workshops is mandatory. Any candidate unable to attend a complete Workshop must contact the Chair of the Candidate Progress Committee (CPC) at least one week in advance to arrange to make up this portion of the curriculum, otherwise credit will not be given. In lieu of full attendance at a Weekend Workshop, the candidate will be required to make up the missed Workshop by attending a Saturday Workshop following the fourth year of seminars, at his/her own expense.

Academic years are divided into two semesters: September to the end of January, and February to mid-June. Candidates may not be absent for more than two classes per semester, i.e., four per academic year. (If a candidate cannot avoid missing a class, he/she must notify the instructor in advance.) Should absences exceed this amount, credit will not be given until the instruction has been made up via arrangements with and approval by the Chair of the CPC, which may be an arrangement with the instructor or, on approval, the candidate may submit to the Chair of the CPC a paper related to the topic of the seminars missed. Attendance is taken by instructors and monitored by the CPC.

CLINICAL REQUIREMENTS

For more details, please refer to “*Guidelines for Supervised Clinical Cases*”

After six months of the first academic year have been completed, the Candidate Progress Committee (CPC) will determine which, and notify those, candidates who are approved to begin their first supervised case. Supervision must be face-to-face, with an approved supervisor. Please refer to page 21 for the criteria for TICP-approved supervisors. Candidates must inform the CPC Chair of their proposed supervisor on each control case; the supervisor must be approved by the CPC prior to commencement of treatment and supervision of the case. The patient must be discussed with and approved by the selected supervisor. For the first control case, a list of approved supervisors is available; for the second and third cases there is a different additional list of approved supervisors. Please note these lists can change. Supervision sessions must be held at least once a week, one hour per session, for each patient in treatment. Supervision fees are arranged between candidate and supervisor and are not included in the annual tuition fee. Evaluation reports are completed and discussed by the candidate and by the supervisor with respect to the supervisory experience. Supervisors are required to read and sign candidates’ required case reports prior to their submission.

Following the end of Year One, each candidate's participation will be reviewed and considered for recommendation to continue in the training program. As well, at the completion of the first control case, each candidate's clinical work will be reviewed and consideration given to continuing clinical work and requirements that may need to be undertaken beyond the minimum number of supervisory

hours if recommended by the Candidate Progress Committee. During the training program and beyond, clinical work and seminar participation will be evaluated and each candidate will receive a letter from the Candidate Progress Committee approximately every 6 months that will outline recommendations, ongoing and completed clinical work, seminar participation, requirements for missed seminars (80% attendance required) and workshops (100% attendance required).

Each of the three required control cases must be seen in treatment face-to-face, in person, at least three times a week, although four is recommended. **Case one** requires a minimum of 80 hours (once per week) of supervision; **cases two and three** require a minimum of 40 hours (once per week) each of supervision. The CPC notifies candidates in writing when it is deemed appropriate for the second and third cases to begin. Each case must be supervised by a different, approved supervisor. The supervisor must inform the CPC in writing when the requirement for supervision hours is completed. The CPC will then evaluate the supervisor's recommendation and provide final approval to the candidate.

For optimal learning and training it is important to see a wide variety of control cases. This would involve treating both male and female patients. Within and between these two categories, other significant differences might include presenting problems, character structure, gender and sexual orientation, and visible minority status.

Candidates may not identify themselves as psychoanalysts until after graduation.

Written reports

(For a detailed description of issues pertaining to case reports, refer to the "Guidelines for Case Reports".) Case reports are due twice a year, November 1 and May 1 respectively, for all cases (regardless of duration of treatment to date), as well as for any patient who terminated treatment prematurely. Two typewritten, double-spaced copies of the report (2000 to 2500 words) must be submitted to the Administrative Coordinator. To maintain confidentiality, patients must be identified by initials only (no names), and no other identifying information should be contained in the report. The following areas need to be addressed in case reports: 1) Identifying Data, 2) Summary of History and Mental Status, 3) Course of Analysis, and 4) Formulation (see Guidelines for Case Reports for a description of issues to be addressed in each area).

Candidates are required to submit both the completed supervision evaluation forms along with their reports: the Candidate's Evaluation of Supervisor, and the Supervisor's Evaluation of Candidate. These forms are available for download on the website, and electronic copies can be requested from the administration office. Reports will not be forwarded to the reader unless they have been received with the required evaluations.

Reports are sent to Readers assigned by the CPC. The readers' evaluations are returned to the Administrative Coordinator. Ultimately a copy is forwarded to the candidate and his/her supervisor. Where possible, the same reader follows the case from the beginning of supervision to completion of the required number of supervisory hours and reports. The CPC reviews all case reports, supervisors' and readers' reports, and teachers' evaluations.

MOCOMP (Maintenance of Certification of Medical Practice) Credits

The TICP qualifies for **Section 4 CME (Continuing Medical Education) credits for physicians**. Thus, *each hour* spent in class, in supervision, at Weekend Workshops, or at Scientific Meetings is rated as **1 credit an hour**, with no maximum in the five-year period. It is the responsibility of each physician to keep track of the credits he/she earns, and submit them to the Royal College of Physicians and Surgeons at year-end. On completion of the training, you are required to document the objectives of the traineeship and the impact it has made on your practice. The TICP maintains attendance sheets, documents that the components of the Program are completed, and provides a certificate confirming completion of the Program.

CRITERIA FOR SUPERVISORS

1. Supervisor must be a member in good standing with TICP.
2. Supervisor must have at least 5 years of experience as a psychoanalyst (post training) and at least 10 years of clinical experience (excluding requirements of psychoanalytic training).
3. A supervised psychoanalytic practice for 5 years following training is required for a graduate of TICP who is an unregulated health professional and/or, has prior to training, primarily an academic background. A letter of evaluation and recommendation is required from the supervisor(s).
4. A supervisor must have a primarily psychoanalytic practice.
5. Supervisor must be approved by the Candidate Progress Committee and have their credentials reviewed by a subcommittee of the CPC.

GUIDELINES FOR SUPERVISED CLINICAL CASES

Supervision

Candidates are advised to undertake treatment of a suitable patient in discussion with and approval by the selected approved supervisor (refer to supervisor guidelines on pages 19 & 21). Training cases must be seen a minimum of three times weekly (although four is preferable). The first case requires a minimum 80 hours (once per week) of supervision. Candidates will be advised, following submission of the initial case reports and review by the Candidate Progress Committee (with input from a reader and the supervisor), when they are permitted to begin a second case. Following at least one satisfactory case report on the second patient, candidates will be advised when they are permitted to begin the third case. The second and third cases require a minimum of 40 hours (once per week) of supervision each. The three cases will include both genders. Face-to-face supervision is expected.

Selecting a Supervisor

Training cases must be supervised by a psychoanalyst who has supervisory experience and must have at least 5 years of experience as a psychoanalyst (post training) and at least 10 years of clinical experience (excluding requirements of psychoanalytic training), and who is a member of the Toronto Society for Contemporary Psychoanalysis [TSCP]. Please refer to [page 21](#) for complete details on criteria for supervisors. Candidates must inform the CPC Chair of the proposed supervisor on each control case; the supervisor must be approved by the CPC prior to commencement of treatment and supervision of the case. A different approved supervisor is required for each of the three cases. The candidate carries out treatment of the case, and attends once weekly sessions with his/her supervisor, where detailed process notes of the progress of the case are discussed. The supervisor submits evaluation reports of the candidate's clinical work on each occasion that the candidate submits a case report. Case reports are to be reviewed by the supervisor prior to submission.

Case Reports

Candidates are required to submit reports for all cases in progress, regardless of duration of treatment to date (and/or on patients who terminated prematurely), by ***November 1*** and ***May 1*** respectively. Case reports, supervisors' reports, and readers' evaluations are reviewed by the Candidate Progress Committee. Reader's evaluations are subsequently forwarded to the candidate and supervisor. Where possible, the same reader follows the case from the beginning of supervision to completion of the required supervisory hours. Case reports must be submitted by the due date to receive consideration. Extensions will only be given under exceptional circumstances, on approval by the CPC, and then limited to one month maximum. Failure to submit case reports on time will result inevitably in

the extension of the supervisory period, in case reports not being considered until the next due date, and the recommendation to begin a new case will be delayed until the late case report has been considered.

Premature Termination

The first case must be seen for a minimum of 80 hours (once a week) of supervision. Should this patient terminate treatment prematurely, a new case (approved by the supervisor) may be with the same supervisor. The circumstances regarding termination of the original case need to be reported and explained to the Candidate Progress Committee by the candidate and supervisor prior to undertaking and gaining approval to start another case. Should the candidate wish to consider the first case for partial requirements for a third case at a later date, this will need to be discussed with the supervisor and the Candidate Progress Committee. Second and third cases require a minimum of 40 hours of supervision each. There will also be consideration of personal and extenuating circumstances that may not have been anticipated, which need to be discussed initially with the Chair of the Candidate Progress Committee and, if necessary, with the Executive Committee of TICP.

GUIDELINES FOR CASE REPORTS

Candidates who have started training cases are required to submit case reports on their work at 6-month intervals, due November 1 and May 1 respectively. Reports are expected on each control case, regardless of the duration of treatment to date. A report is also required on any patient who prematurely terminated treatment. Two copies of each case report are required. They should be typewritten, double-spaced, 2,000 to 2,500 words. Reports must be discussed with and initialled by the case supervisor prior to submission to the Candidate Progress Committee (CPC). The CPC will assign a reader who will follow the case. To identify your case, use the patient's initials only. Other identifying data within the report may be altered to protect the patient's identity. The case report should reflect a clinical and conceptual understanding of the analytic process and experience of the case to date. The report provides a forum for discussion with the supervisor as well as enabling the reader to make useful and relevant comments, perhaps providing a different perspective for understanding. The actual form of the report is left to the candidate. The following features should be incorporated in whatever format the candidate chooses:

1. **Identifying Data:**

Identifying data should include not only the patient's data, but also the reason for presenting for therapy, case number, the date that analysis began, total hours of treatment to date, supervisor's name, date supervision began, and number of supervision hours at the time of the current report.

2. **Summary of History and Mental Status:**

A summary of the history and mental status of the patient, with prior/existing diagnoses, if relevant—it should include the past history (psychiatric, substance use, forensic, family psychiatric, medical history, if relevant), personal history, especially developmental experiences that may have contributed to the patient's current problems. An assessment of suitability for control case should be included (i.e. intelligence, motivation, psychological-mindedness, present life situation, reality testing, impulse control).

3. **Course of Analysis:**

The course of the analysis consists of a description of the treatment to date and should include major themes that have emerged in the therapy and a brief description of how the themes manifest themselves in therapy sessions. It should also include representative verbatim excerpts, dreams, behaviour in the sessions, and some examples of I said/they said process notes that illustrates the therapeutic process.

Reports subsequent to the first report need not repeat material from earlier reports, and should focus on the analytic process, transference

developments, any changes that have occurred, revised formulation and the like. These descriptions should be the basis of the formulations and theoretical discussion.

4. **Formulation:**

The formulation should be an attempt at an overview, synthesis or integration of the various elements presented by the patient (and evoked in the therapist) that may generate a hypothesis, or set of hypotheses, about how the person came to be who they are and to relate as they do. It should be thought of as an opportunity to try to integrate whatever theory makes sense to the individual candidate, but should emphatically not represent an attempt to impress the reader with an ability to quote the literature or to write an essay fit for publication. The formulation should offer a psychodynamic and genetic explanation of the patient's presenting symptoms and especially the nature of the analytic process. It should include the nature of the transference/countertransference and may also include object relations, resistances, defenses, dominant conflicts, developmental deficits, and enactments. The formulation should be close to the clinical material, but it should also allow for a prognosis and some consideration of the likely course of the analysis.

SCIENTIFIC PAPERS

1. Successful completion of a **scientific paper is a requirement for graduation** for all candidates (i.e. “academic” and comprehensive streams). The educational objectives of this requirement are to develop competence in: 1) surveying and critiquing the literature; 2) integrating clinical and theoretical material; 3) communicating one’s work and engaging with one’s peers. Candidates are encouraged to submit the paper at least 12 months before their expected graduation date.

Candidates should submit to the Candidate Progress Committee a brief prospectus (1-page) describing the paper and a tentative timeline for its completion. The prospectus can be completed at any point in Year 4 of the program, but it must be submitted by the time the candidate has concluded the final control case. The scientific paper should be completed within 1 year of finishing the other requirements for the program.

2. Papers are to be **scholarly or scientific** in form, suitable for submission to a peer-reviewed psychoanalytic journal. Although it is not necessary for the paper to actually be submitted to and accepted by such a journal, it is our hope that some will be. Some of these papers will be chosen for presentation at scientific meetings of the TSCP.

3. Topics may be in the areas of theoretical, clinical, or applied psychoanalysis (or any combination of these).
4. The scientific paper should be approximately 20 typed, double-spaced, numbered pages (**approx. 5,000 words**), including a summary, notes if any, and reference list.
5. It must **include a summary or abstract of between 150 to 250 words** offering a precis of the paper that would enable a prospective reader to grasp the chief points the writer wishes to communicate.
6. **Two (2) hard copies of the paper, and an Email attachment of the paper (preferably in 'Word'), are to be submitted to the TICP Administration Manager.**
7. Style and format of the paper should conform to the conventions of the American Psychological Association, the International Journal of Psychoanalysis, or the Canadian Journal of Psychoanalysis.
8. Scientific papers often emerge organically from continuous case material, and candidates are encouraged to consult with supervisors, to consult other faculty mentors, and/or to form writing support groups with other candidates as they prepare the prospectus and write the scientific paper. The Scientific Papers Coordinator can also be consulted regarding suitable potential mentors. Fees for such consultation are to be arranged between the candidate and the faculty member. A small archive of sample papers written by candidates is available on the TICP website.
9. Readers will be assigned by the Scientific Papers Coordinator. Evaluation will be on a Pass/Fail basis. As successful completion is a condition of graduation from TICP, failed papers must be rewritten and resubmitted until a passing grade is received or until an alternative paper has been accepted.

EVALUATIONS

Academic Seminars:

As part of the obligation to the training program, *all candidates are required to complete evaluation forms with respect to all instructors and courses*. These evaluations are mandatory; they are to be completed by each candidate in the class individually. All responses are anonymous. Evaluations are completed **online**; the website link for the evaluation is provided to all candidates by the administrative coordinator. Evaluations are required for each teacher and seminar module, so must be completed on a regular basis throughout the year. Ultimately these evaluations and comments are condensed into a “Seminar Evaluation Feedback Summary” which is forwarded to the faculty member concerned. Candidate comments remain anonymous. A copy of the Summary form is also provided to the Chair of the Curriculum Committee.

Instructors submit evaluation /comments on candidates, individually and as a group. These reports are returned to the Administrative Coordinator, and subsequently forwarded to the Chair of the Candidate Progress Committee.

Any consistently identified problem areas will be discussed by the Curriculum Committee or the Candidate Progress Committee, as appropriate, and ultimately reviewed by the Executive Committee. Where necessary, the individual will be contacted by the appropriate member of the Executive for discussion and resolution of the particular area of concern.

Clinical Cases:

In November and May of each academic year, candidates are required to submit an evaluation report of their supervisor/supervision experience. The evaluation form must be signed by the supervisor. Evaluations are also sent to supervisors to be completed on their supervisees. The supervisee must sign this evaluation.

Supervision Evaluations are to be returned to the Administrative Coordinator, attached to the Case Report(s) being submitted for that report period. The evaluations are subsequently forwarded to the Chair of the Candidate Progress Committee.

If a problem area is identified, the Candidate Progress Committee will contact the individual involved and, when deemed necessary, discuss the situation with the Executive Committee

Communication

E-MAIL:

The vast majority of communications from the office to members of the TICP/TSCP is via Email, for example reading lists for seminars, reminders for instructor and class online evaluations, notices of committee meetings and study groups, reminders of events, changes to scheduling, etc. It is your responsibility to check your Email messages regularly. If you do not currently have an Email address, you are strongly encouraged to think of this as part of your 'required materials' at TICP, and to arrange for an Email address.

CURRICULUM COMMITTEE /CLASS REPRESENTATIVE

Each year, each class appoints a candidate to act as *Class Representative to the Curriculum Committee*. This representative is the liaison between the class and the Curriculum Committee and participates in curriculum development. On occasion, the Representative ensures that reading lists and articles sent to him/her are distributed to each class member. (This task can be delegated and shared with other members of the class.) The Curriculum Representative sits on the committee for a minimum of one year.

CANDIDATE LIAISON TO THE EXECUTIVE COMMITTEE

Each year, each class should also appoint a candidate who will act as *Liaison to the Executive Committee*. (This person can be the same as the Representative described above.) The liaison person may arrange to meet with a member of the Executive Committee when there is an issue to be discussed. In addition, the Executive may request that the liaison/representative attend a meeting when there is an issue that needs to be addressed. The Liaison to the Executive holds this appointment for a minimum of one year.

FACULTY /CANDIDATE LIAISON

A Faculty member *may* be appointed by the Board of Directors to act as the Faculty/Candidate Liaison for all the candidates as a group. This individual would not necessarily be a member of the Executive Committee. Alternatively, meetings between the entire Executive Committee and the candidates can be arranged from time to time to discuss issues that may arise. At minimum, one such meeting is scheduled at the end of each academic year.

CANDIDATE ADVISORS

The Candidate Progress Committee assigns an advisor to each candidate. Advisors are members of the CPC. This makes it possible for each candidate to have direct access to a member of the committee from start to finish of their training, ensuring consistency and continuity of communication between candidate and committee. The committee member, or advisor, will:

- Act as reader on at least one of the candidate's cases,
- Maintain a record of the candidate's progress through the program,
- Provide liaison between candidate and the CPC with respect to satisfactory completion of requirements,
- Act as advisor for the candidate in cases of dispute with other TICP members.

FEES

The **TUITION FEE** in 2020 – 2021 is **\$3,500.00** for **Years I and III** (active) candidates. This includes participation at all Weekend Workshops and Scientific Meetings. Fees for active candidates may be paid in full or in two installments, either by cheque or online at www.ticp.on.ca Fees are due by September 1, 2020 and January 1, 2021 (if paying in installments). **Post-academic candidates** (who have completed the four years of seminars but are still completing clinical requirements) pay a tuition fee of **\$300.00**, which includes participation in the Scientific Program (Weekend Workshops *not* included). Candidate status cannot be retained for academic or post-academic candidates who do not remit fees by the stated deadline. Any fees submitted after the deadline date must be approved by the CPC Chair before that deadline and should include a \$50.00 late payment fee.

Payment is accepted ONLINE by credit card, by E-TRANSFER, and by CHEQUE. Cheques should be made payable to the "TICP" and mailed to: Suzanne Pearen, TICP Administration Manager, 17 Saddletree Trail, Brampton, ON, L6X 4M5. **ONLINE** payment by **credit card** (options for both full and installment) is available at www.ticp.on.ca on the Fee Remittance section (located at the top header of the home page). **E-TRANSFERS** can be sent to info@ticp.on.ca (please advise of the password to accept funds).

Withdrawing candidates will receive a full refund minus \$700 (cost of the initial 6 weeks of class) and an administration fee of \$100 if notice is received within the first 6 weeks of the fall term. This may be reviewed on a case by case basis if withdrawal is due to a health issue or an unforeseen and serious event.

SUPERVISION COSTS are not covered by the tuition fee. Candidates are required to make private, separate arrangements with their supervisors for the cost of supervision sessions with respect to training cases.

GRADUATION

Upon completion of all academic and clinical requirements, the Candidate Progress Committee will take into consideration reports from instructors, clinical supervisors, and external readers, in order to determine whether the candidate has successfully fulfilled all requirements of training. Successful candidates will be recommended to the Executive Committee. Candidates will then be notified in writing. Diplomas are awarded to graduates at a ceremony usually following the first Saturday Workshop in the Fall. Graduates may identify themselves as psychoanalysts.

LIBRARY MATERIALS

CENTRE FOR ADDICTION AND MENTAL HEALTH

- * The Library is located at CAM-H, at the (former) Addiction Research Foundation (ARF) site, **33 Russell Street, on the 2nd floor in the “research tower”**. Use Spadina entrance (or entrance off Russell Street).
- * LIBRARY is **open to anyone**. There is **NO membership fee**.
- * **To join**, simply go to the Library and complete an application form. It will take about one week to process, after which time you will receive a Library Membership Card in the mail.
- * Membership permits **on-site and on-line access to books and journals** as well as borrowing privileges (three books per person). Journals cannot be signed out, but articles can be photocopied there, and some on-line journals can be accessed at www.camh.net, click ‘library’ at bottom of page.
- * The borrowing period **for books is four weeks**. You may renew by phone.
- * A photocopier is available on-site. **Copying charge is 10-cents per page**.
- * Hours of operation: **9:00 am to 5:00 pm Monday through Friday** (From November through the end of May the Library is open on Wednesday evenings till 7:00 p.m.)
- * Telephone number: **416-535-8501, Ext. 36991**

- * The **TICP /TSCP Library** is comprised primarily of donated books and journals, largely from the estates of Otto Weininger and Roger Spalding. The library is available to Institute and Society Members. Beginning in fall 2020 it will be housed at the TICP Office, 427 Vaughan Road, Toronto, ON, M6C 2P1.
- * There are hundreds of scanned papers on file in the TICP Administration Office. To see if an article you need is available, contact the office administration manager at info@ticp.on.ca

CODE OF ETHICS

of the Toronto Institute and Society for Contemporary Psychoanalysis

1) **Preamble**

These principles have been designed to guide Members of the Toronto Society for Contemporary Psychoanalysis, and Candidates and Faculty of the Toronto Institute for Contemporary Psychoanalysis, in establishing ethical standards of practice in their professional relationships with analysands, colleagues, and the public at large.

The overarching principle of professional psychoanalytic practice is to maintain the integrity of the profession, and of the therapeutic relationship. The primary professional responsibility of the analyst is to the analysand, and to conducting the analysis in an ethical manner.

It is understood that the following guidelines cannot cover all the specific areas of potential misconduct that may arise. The Ethics Committee will examine all cases of alleged misconduct on an individual basis. An analyst who fails to maintain the standards of ethical practice may be subject to a disciplinary hearing, in which case the most serious penalty is revocation of membership in the Society and/or the Institute. Analysts who are members of other professions are, of course, subject to the Laws of those Professional Societies. However, the ethical principles outlined here, though they may differ from those Societies, will take precedence in cases of alleged misconduct brought to the Committee.

The analyst should strive, at all times, to conduct him/herself in a manner that is respectful of the analysand, the ethical standards of the profession, and of the special therapeutic nature of the analytic process.

2) **Guiding Principles**

2.1 **Respect for the Dignity of Persons**

Faculty, Candidates and Members of the T.I.C.P. are expected to treat patients and their families, candidates and colleagues with respect and care. The treatment relationship is founded upon trust and informed consent. The psychoanalyst must maintain the confidentiality and privacy of the patient at all times. A psychoanalyst may not reveal present or former patient confidentialities without permission.

2.2 **Integrity in Relationships**

The psychoanalyst should deal honestly and forthrightly with patients, candidates, and colleagues. The psychoanalyst should engage in an active process of self-monitoring in pursuit of truthful therapeutic and professional exchanges.

2.3 **Responsible Caring**

2.3.1 **Exploitation**

The sensitivity of the analyst-patient relationship requires that the psychoanalyst scrupulously avoid any and all forms of exploitation of patients

and their families, and limit as much as possible the intrusion of self-interest.

2.3.2 Conflict of interest.

The psychoanalyst should attempt to avoid conflict of interest situations as such situations may interfere with his/her determinations regarding what might be in the best interests of the patient.

2.3.3 Limits of competence.

The psychoanalyst should be aware of the limits of his or her competence, and avail him/herself of appropriate resources when necessary.

2.4 Responsibility to Society

Psychoanalysts within the Society of Contemporary Psychoanalysis are bound by the present ethical code in order to protect the public. A psychoanalyst is also bound by the code of ethics and standards of the regulatory body of which he or she is a member. A psychoanalyst has the same responsibility as any other citizen or resident of Canada and should act in accordance with its laws.

3) **Specific Principles**

3.1 Specific Principles for Both TICP and TSCP

3.1.1 Selection of analysands.

The analyst is free to choose whom he/she will work with as an analysand. The selection of an analysand should be based on the clinical assessment, and the determination that analytic treatment is in the best interests of the analysand.

3.1.2 The “therapeutic contract”.

As part of the recommendation of this particular form of treatment, contractual matters, such as method and rate of payment, scheduling, and so forth, should be discussed in a forthright and clear manner. Changes in the contractual agreement should be made in a manner that allows time for the analysands to raise questions and to engage in a discussion of the changes.

3.1.3 Confidentiality.

Confidentiality is a strict cornerstone of analytic process. Except in cases where specifically required to by Law, the analyst must make every effort to protect the private, personal communications that are received in the analysis. Specifically, in situations in which the analyst discusses a case with colleagues, for professional advancement, such as at meetings, in written or journal communication, and so forth, every effort must be made to protect the identity of the analysand. This would also apply to an analyst who finds him/herself in the position of receiving such a communication; in such a situation it is his/her responsibility to protect confidentiality by breaking off the communication. It is the responsibility of Members to co-operate fully with the Ethics Committee, and to keep matters before the Committee confidential.

3.1.4 Boundary violations.

Analysts should not engage in any form of sexually intimate relationship with analysands, nor physically nor verbally abuse them. Analysts should not engage

in any activity through which they might profit financially because of their relationship with an analysand.

3.1.5 Misrepresentations and scope of expertise.

Members and candidates must neither misrepresent their own academic and/or professional training and/or experience, nor their professional affiliations. They shall not diagnose, prescribe for, treat, or advise on problems outside the boundaries of their own competence.

3.1.6 Duty to report unethical behaviour.

Should a Member of the Society or Institute become aware that another Member is engaged in inappropriate sexual conduct with an analysand or supervisee, that Member should bring this information forward to the Ethics Committee.

3.2 Specific Principles for TSCP

3.2.1 General conduct.

Members shall behave in ways in public that do not reflect disgracefully on the practice of psychoanalysis or its practitioners, nor on the TSCP as an organization.

3.2.2 Relationship of members to one another.

Members shall treat each other with proper respect and dignity.

3.3 Specific Principles for TICP

3.3.1 Seminar leaders.

Seminar leaders and candidates shall refrain from using clinical examples or material whose subject may be identifiable to any of the members of the class. Candidates shall inform the seminar leader if they recognize the subject of a case report and excuse themselves from the class.

3.3.2 Supervisors.

Supervisors shall not engage in any behaviour vis a vis candidates which could reasonably be seen as exploitative of the supervisee or supervisory relationship.

3.3.3 Readers of case reports.

Readers of case reports shall excuse themselves from participation in reading any reports where the analysand is known to them in any social way, directly or indirectly. If a reader has or has had a therapeutic relationship with the candidate, the reader will either excuse himself/herself from this role, or will arrange to seek the candidate's agreement that he/she act as reader.

4) Implementing Procedures

4.1 Jurisdiction of TSCP/TICP

The TSCP/TICP undertakes to respond to ethical complaints and inquiries regarding its members and itself, using the written Code of Ethics as a basis for addressing these complaints and inquiries.

4.2 TSCP/TICP Procedures in General

These “Ethics Procedures” contain the basic rules for the TSCP/TICP’s application and interpretation of the above Guiding Principles. Under its constitution, the TSCP/TICP exercises discretion in deciding whether and how to address ethical concerns. In some cases the Ethics Committee may determine that it does not have sufficient resources or ability to respond adequately. The Ethics Committee may refer the complainant to the appropriate professional or governmental regulatory agency. The Ethics Committee may subsequently respond according to the findings and conclusions of the body which has evaluated the complaint.

4.3 General Rules

4.3.1 Inquiries Distinguished from Formal Complaints.

Requests for TSCP/TICP consideration of ethical concerns fall into two general categories. An Inquiry seeks the interpretation of one or more Principles, without making a formal allegation that the Principles have been breached. A Complaint challenges the professional action or inaction of a TSCP/TICP Candidate, a TSCP/TICP Member, a TSCP/TICP Faculty Member, a TSCP/TICP Committee or the TSCP/TICP.

4.3.2 Filing an Inquiry.

An inquiry should be directed, in writing, to the Chairperson of the Ethics Committee.

4.3.3 Filing a Formal Complaint.

A complaint must be addressed in writing, by registered mail or courier delivery service, to the Chairperson of the Ethics Committee, and signed by the person(s) responsible for its initiation. A complaint must contain a clear account of the nature of the complaint, including the name of the accused person(s), a detailed description of what is alleged to have happened and why the complainant considers it a breach of the Principles of Ethics. A complaint must be accompanied by the following signed statement:

“I have read the Code of Ethics of the TSCP/TICP. I agree to the use of the procedures described in these documents in the investigation of the charge I have made against Dr./Mr./Ms./Mrs._____ and request that appropriate action be taken. I hereby give permission for a copy of my complaint to be given to Dr./Mr./Ms./Mrs._____ and to such other persons as you and the Ethics Committee may deem necessary.”

4.3.4 Ethics Committee.

The TSCP/TICP Ethics Committee receives and reviews ethical inquiries and complaints and, if deemed necessary, issues recommendations to the TSCP/TICP Executive.

4.3.5 Conflict of Interest.

Any TSCP/TICP member with a conflict of interest – family, professional or economic – vis a vis an ethics inquiry or complaint shall promptly disclose the conflict (in writing) to the TSCP/TICP Ethics Committee Chairperson (or designate) and decline to participate in the TSCP/TICP’s review of or action on the matter.

4.3.6 Notification of Professional Association or Appropriate Legal Authorities.

In cases where the nature of the complaint warrants, or where mandated by law, the Ethics Committee, in consultation with the TSCP/TICP Executive, and with legal counsel where deemed necessary, shall notify the appropriate professional association or legal authorities.

4.3.7 Notification of Membership.

The TSCP/TICP shall notify its membership promptly (within 30 days) if, on ethical grounds, it expels or suspends any member or if a member resigns while an ethics-based complaint was pending against the member. This information, including the member's name, shall be communicated by mail to TSCP/TICP members.

4.3.8 Confidentiality.

All complaints to the TSCP/TICP which allege wrongdoing by any individual shall be processed by the TSCP/TICP in confidence. Confidentiality shall be determined by the TSCP/TICP in light of the requirements of these Procedures.

4.3.9 Expedition.

All communications and actions covered by these Procedures shall be undertaken with reasonable expedition, under the circumstances. The Ethics Committee shall, when necessary, specify time limits in light of the facts of a particular inquiry or complaint.

4.4 Procedures for Handling a Complaint

4.4.1 Receipt and Acknowledgement.

Upon receiving a complaint meeting the criteria specified above, the TSCP/TICP will forward the original complaint to the Chair of the Ethics Committee. The Chair of the Ethics Committee will:

- a) acknowledge receipt of the complaint to the complainant in writing.
- b) convene a meeting with the members of the Ethics Committee to discuss the complaint.
- c) inform the named member in writing, including the name of the complainant and the nature of the complaint.

4.4.2 Ethics Committee Process.

In considering the complaint, the Ethics Committee will act as follows:

- a) The Ethics Committee will conduct an initial assessment of a complaint. All records and identifying information will be held in strictest confidence. Correspondence should be secure and in writing. Electronic communications with regard to the complaint shall not be employed to further ensure confidentiality.
- b) If the decision is that the complaint does not merit further investigation, the Committee (via the Chair) will communicate this decision to the complainant and the named member in writing.
- c) If the complaint is judged to warrant further investigation, the named

member shall be provided a reasonable opportunity to respond.

d) Relevant facts shall be gathered as expeditiously and cost-effectively as possible, within authorized budgetary limits. Specific questions or matters may be delegated to one or more fact-finders or subcommittees. The Committee may seek legal counsel if this is deemed to be necessary. In situations where the elements of the case are beyond the scope of the Committee to investigate, the complainant may be informed that other agencies might better serve this purpose.

(4.4.2)

e) The Ethics Committee will meet to consider the assembled information to assess whether a hearing with the named member is required, or whether a decision can be rendered at this point.

f) If the Ethics Committee determines that a hearing is warranted, the named member and the complainant will be informed in writing. At least 30 days notice of a hearing must be given. The purpose of the hearing is to discuss the concerns of the Ethics Committee with the named member and to assist the Ethics Committee in coming to conclusions as to the disposition of the complaint.

The hearing panel will comprise at least three members of the Ethics Committee. The hearing panel will designate one member to chair the proceedings. In the event that a member of the hearing panel has a conflict of interest, the Chair of the Ethics Committee shall designate an alternate. A hearing may require more than one sitting.

g) If the member resigns after the initiation of the complaint process, the process will proceed to its completion.

4.5 Ethics Committee Action on a Complaint

4.5.1 Ethics Committee Recommendations.

Once the Ethics Committee has satisfied itself that all reasonable effort has been made to obtain the relevant facts regarding the case, it will deliberate the merits of the allegations. The following actions may be recommended to the Executive Committee following these deliberations:

a) Exoneration of the Member.

The member is found not to have engaged in any unethical conduct. All records relating to the case shall be destroyed within 30 days of this finding.

b) Dismissal of Complaint without Prejudice

This decision allows for subsequent examination of the Complaint, when a decision cannot be made because of insufficient evidence.

c) A Caution

The Member may be Cautioned when there is sufficient concern by the Committee about the Member's behavior.

d) Suspension

The Member is temporarily suspended from the TSCP/TICP for a specified period of time, pending resolution of any concerns that led to the complaint. It is the obligation of the Ethics Committee to re-examine annually all current cases of Suspension. The Referral Service shall be notified in writing of any Suspensions.

(4.5.1)

e) Permanent Expulsion from the TSCP/TICP.

In the event of an Expulsion, a letter shall be sent to all Members and Candidates announcing that “The Ethics Committee of the TSCP/TICP has recommended that X be excluded from membership and participation in the Society and Institute. The Executive Committee has decided to accept this recommendation”.

4.5.2 Appeals.

The Complainant or the Member may appeal any Disposition by the Executive, or any Finding by the Ethics Committee. An appeal must be made in writing, directly to the Executive Committee, which may dismiss the appeal as lacking merit, or take appropriate action to investigate the issue further. The Executive shall inform the Ethics Committee of any appeals, and of its decisions regarding them.

Ethics: Revised Nov 2003

YEAR ONE, 2020 - 2021

Classes are held on Monday evenings

TICP Office, 427 Vaughan Rd., Toronto, ON, M6C 2P1

Seminar One: 7:00 - 8:25 p.m.

Seminar Two: 8:35 - 10:00 p.m.

Overview and Introduction to the First Year Curriculum

Due to the current COVID-19 pandemic, the Orientation Evening and all seminars will be held via Zoom videoconference to comply with physical distancing protocols. TICP will follow all public health directives before re-commencing any in-person seminars, in order to ensure the health and safety of our students and faculty.

Prior to the first actual class, we will have an evening of **Welcome/Orientation (Wednesday, September 2, 2020)**. Key Institute members will be present, such as Committee Heads who sit on the Board of Directors. Before that event, you will already have received the Candidates' Handbook, a document that provides much useful information. This Welcome meeting will provide an opportunity to obtain a greater feel for how the complete program will unfold, to meet fellow candidates and some Board members, and to ask any questions or express any concerns you may have. For example, at this meeting you might learn more about selecting a supervisor, starting a control case, the role of your advisor, with whom to speak should a problem arise, and so forth.

After the Orientation Evening, the course schedule proper begins on **September 14, 2020**, with an Introduction to the comparative-integrative point of view and a discussion of the Institute's overall philosophy. Following is a series of modules providing grounding in several theoretical models. These seminars aim to familiarize you with the different approaches of these schools of thought to such key dimensions as Development; Nature of Relatedness; Model of the mind; Psychopathology & Character Formation; Treatment.

The first formal seminar series, The Freudian Framework, traces the development of Freud's model from its inception (classical psychoanalysis) through the refinements of ego psychology right up to contemporary Freudian practice.

This module is followed by Object Relations Theory, which begins with some discussion of the origins of this concept in the early work of Freud and his coworkers. It explores the work of Melanie Klein and her followers, such as Wilfred Bion. This module ends with a discussion of what is known as the school of British Object Relations Theory (also known as the Independent or Middle Group) e.g., Fairbairn, Guntrip, Balint, Winnicott).

The third module is on Self Psychology. It traces the development of this school of thought from the seminal work of Heinz Kohut up to today.

The fourth module, Relational Psychoanalysis, is the most recent development in the field. Relational Psychoanalysis represents a blend of schools of thought such as object relations theory and interpersonal psychoanalysis (Harry Stack Sullivan, Clara Thompson, Erich Fromm, Edgar Levenson, etc). This perspective encompasses a diverse group of thinkers, some of whom draw deeply from other traditions such as classical psychoanalysis and the Klein/Bion development.

Upon completion of these four modules, we hope you will feel reasonably comfortable with the basics

of these perspectives. There are, of course, other viewpoints beyond the four we have chosen (e.g. Carl Jung's Analytic Psychology, Alfred Adler's Individual Psychology, Jacques Lacan, etc.). Some of these perspectives will be discussed during our four year curriculum. For reasons of time, however, the first year focuses on some of the main currents in contemporary psychoanalysis.

After exposing you to the above perspectives, the year ends with a section ambitiously called Pulling It All Together. This group of seminars begins with a discussion of one of Freud's famous cases, the Wolf Man. Several faculty members will be present that night to consider the case from different perspectives. Their discussions will afford an opportunity for you to contemplate and discuss how these viewpoints complement or contradict each other. After the Wolf Man, we turn our attention to contemporary case material published by one of our founding members, Dr. Hazel Ipp. That material will be discussed from diverse perspectives by several faculty members, providing an opportunity for us to consider how diverse perspectives can or cannot be integrated into a more comprehensive understanding of this patient.

The **Year End Review/Social** with the Curriculum Committee will be held on **Monday, June 7, 2021**. This evening provides an opportunity to reflect on how the past year has been, identify strengths and weaknesses in our program, discuss ways of rectifying any problems, and also have a pleasant social evening to wrap up the academic year.

Prior to commencement of classes, please read these two books. They provide an orientating history for the development of psychoanalytic thought and an understanding of TICP's foundational ideas and philosophy :

Mitchell, Stephen A. & Black, Margaret J. (1995) *Freud and Beyond: A History of Modern Psychoanalytic Thought*. NY: Basic Books

Willock, Brent (2007) *Comparative-Integrative Psychoanalysis*. Routledge, NY.

(both these books are available at Caversham Booksellers on Harbord Street, Toronto and at <https://www.cavershambooksellers.com>)

Orientation Night Wednesday September 2, 2020

NO CLASS September 7 – LABOUR DAY HOLIDAY

September 14, 2020

Seminar 1	Introduction to Comparative-Integrative Psychoanalysis	Brent Willock
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Seminar 2	Introduction to the 4-Year Program	Elizabeth Harvey
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September 21

Seminars 1&2	Ethics	Sam Izenberg, Karl Loszak
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NO CLASS September 28 – ROSH HASHANA

October 5

Seminars 1&2 Freud

Elizabeth Harvey, Clive Thomson

NO CLASS OCTOBER 12 - THANKSGIVING

October 19

Seminars 1&2 Freud

Elizabeth Harvey, Clive Thomson

October 26

Seminars 1&2 Freud

Elizabeth Harvey

November 2

Seminars 1&2 Freud

Elizabeth Harvey, Clive Thomson

November 9

Seminars 1&2 Freud

Elizabeth Harvey

November 14/15, 2020

Weekend Workshop with Dr. Donnel Stern

Candidate Workshop: Sunday November 15, 2020, 9:30 a.m. – 12:30 p.m.

November 16

Seminars 1&2 Freud

Clive Thomson

November 23

Seminars 1&2 Contemporary Freudian

Oren Gozlan

November 30

Seminar 1 Object Relations: Abraham

Karl Loszak

Seminar 2 Object Relations: Overview & Transitional Figures

Deborah Britzman

December 7

Seminars 1&2 Object Relations: Ferenczi

Judi Kobrick

December 14

Seminars 1&2 Object Relations: Klein

Deborah Britzman

NO CLASSES DECEMBER 21, 28 ~ WINTER BREAK

January 4, 2021

Seminars 1&2 First Control Case

Taras Babiak

January 11

Seminars 1&2 Object Relations:
Contemporary Klein

Oren Gozlan

January 18

Seminars 1&2 Object Relations: Bion

Marsha Hewitt

January 25

Seminars 1&2 Object Relations: Fairbairn/Guntrip

Gordon Yanchyshyn

February 1

Seminar 1 British Object Relations: Balint

Karl Loszak

Seminar 2 Clinical Illustration: Fairbairn/Guntrip

Gordon Yanchyshyn

February 8

Seminar 1 British Object Relations: Winnicott

Art Caspary

Seminar 2 Clinical Illustration

Art Caspary

NO CLASS FEBRUARY 15 – FAMILY DAY

February 22

Seminar 1 British Object Relations: Winnicott

Art Caspary

Seminar 2 Clinical Illustration

Art Caspary

March 1

Seminar 1 Self-Psychology

Scott Bishop

Seminar 2 Clinical Illustration

Scott Bishop

March 6/7, 2021

Weekend Workshop with Dr. Steven Cooper

Candidate Workshop: Sunday March 7 2021, 9:30 a.m. – 12:30 p.m.

March 8

Seminar 1 Self-Psychology

Scott Bishop

Seminar 2 Clinical Illustration

Scott Bishop

NO CLASSES MARCH 15– SPRING BREAK

March 22, 29

Seminar 1 Contemporary Self-Psychology Rex Kay

Seminar 2 Clinical Illustration Rex Kay

April 5

Seminars 1&2 Interpersonal Hilary Offman

April 12, 19

Seminars 1&2 Relational Psychoanalysis Hazel Ipp

April 26, May 3

Seminars 1&2 Relational Psychoanalysis Gary Rodin

May 10

Seminars 1&2 Relational Psychoanalysis Hazel Ipp

May 17

Seminars 1&2 Contemporary Case discussed from Multiple Perspectives
Freud: Wolf Man
Discussants: Sarah Turnbull, Deborah Britzman, Hilary Offman, Elizabeth Harvey

NO CLASSES May 24 - VICTORIA DAY

May 31

Seminars 1&2 Contemporary Case discussed from Multiple Perspectives
Case of Gayle
Discussants: Brent Willock (Chair), John Sloane, Sarah Turnbull, Bruce Herzog

CURRICULUM YEAR END REVIEW & SOCIAL: June 7, 2021

YEAR TWO 2019 - 2020

Classes are held on Monday evenings
University of Toronto, Trinity College

Seminar One: 7:00 - 8:25 p.m.

Seminar Two: 8:35 - 10:00 p.m.

Overview and Introduction to the Second Year Curriculum

The second year includes a 13-week course on Affects and Relational Development. In keeping with the Institute's comparative-integrative philosophy, this important theme will be explored from diverse perspectives, and will encompass recent research on infancy and attachment. The first seminar provides an overview of this 13 week module to help candidates grasp the context for the various particular discussions. Salient concepts will be defined and explored; major debates in this area will be identified. Approaching the topic from diverse perspectives, beginning weeks concentrate on the development of affect, mentalization, affect regulation, and relational/communicative aspect of affects. Following weeks focus on how affect has been thought about in psychoanalysis, from Freud on. The course culminates with an intense focus on the clinical application of these ideas, including a case that will be discussed by three instructors.

In this year there will be a shift in the modules to a more clinical focus. There will be four seminars devoted to Ethics. This is followed by a module on Technique where each of the five seminars will be led by faculty representing different perspectives. This module will conclude with a panel during which all five faculty members will be present to discuss questions that have been stimulated during the preceding five evenings. The next five seminars will look at ways sexuality is understood and worked with clinically in different schools of psychoanalysis. This clinical focus will continue in the second term with modules covering Transference and Countertransference, and the final module will focus on Impasse.

The continuous case seminars begin in the second seminar of the second term. In the first one, a faculty member will present her clinical work. After that series, candidates will present their work for about four weeks at a time. The Class Representative arranges with the group who will present in each time slot. The presenting candidate needs to contact the instructor to discuss format. Usually in the first class the candidate gives a brief history of the presenting problems and of the analysand's family/developmental history. This introduction might take 10 or 15 minutes, after which the candidate presents process notes from a couple of sessions. It is understood that cases are being supervised elsewhere, so the purpose of these seminars is not supervision but rather to examine the material from different points of view, in different styles, and to increase candidates' familiarity with both clinical material and process.

September 9, 2019

Seminar 1	Ethics	Sam Izenberg
Seminar 2	Attachment Theory, Childhood	Art Caspary

September 14/15

Weekend Workshop with Dr. Shelley Nathans

Candidate Workshop: Sunday September 15, 2019, 9:30 a.m. – 12:30 p.m.

September 16

Seminar 1	Ethics	Karl Loszak
Seminar 2	Mentalization, Affect Regulation	Art Caspary

September 23

Seminar 1	Ethics	Karl Loszak / Sam Izenberg
Seminar 2	Adult Attachment	Art Caspary

October 7

Seminar 1	Ethics	Karl Loszak / Sam Izenberg
Seminar 2	Infant Research	Art Caspary

NO CLASS OCTOBER 14 - THANKSGIVING

October 21

Seminar 1	Introduction: Affect	Rex Kay
Seminar 2	Infant Research (cont'd)	Art Caspary

October 28

Seminar 1	Technique 1: Freudian	Marsha Hewitt
Seminar 2	Introduction: Affect	Michelle Flax

November 2, 2019

Weekend Workshop with Dr. Edward Tronick

Candidate Workshop: Sunday November 3, 2019, 9:30 a.m. – 12:30 p.m.

November 4

Seminar 1	Technique 2: Klein	Kadri-Ann Laar
Seminar 2	Object Relations and Affect	Michelle Flax

November 11

Seminar 1	Technique 3: British Object Relations	Jacinta O'Hanlon
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	Seminar 2	Object Relations and Affect	Michelle Flax
November 18			
	Seminar 1	Technique 4: Self-Psychology	David Wright
	Seminar 2	Self Psychology and Affect	Rex Kay
November 25			
	Seminar 1	Technique 5: Relational	Hilary Offman
	Seminar 2	Relational Theorists and Affect	Rex Kay
December 2			
Laar,	Seminar 1	Technique: Panel	Marsha Hewitt, Kadri-Ann Jacinta O'Hanlon, David Wright, Hilary Offman
	Seminar 2	Object Relations and Affect	Michelle Flax
December 9			
Kay	Seminars 1&2	Case Illustrating Affect and Relational Development	Gail White, Michelle Flax, Rex
December 16			
	Seminar 1	Sexuality: Contemporary Freudian	Marsha Hewitt
	Seminar 2	Sexuality: Self Psychology	Scott Bishop
<i>NO CLASSES DECEMBER 23, 30, 2019 and JANUARY 6, 2020 - WINTER BREAK</i>			
January 6, 2020			
	Seminar 1	Sexuality: British Object Relations	Judi Kobrick
	Seminar 2	Sexuality: Klein / Bion	Keith Haartman
January 13			
	Seminar 1	Sexuality: Relational	Hazel Ipp
	Seminar 2	Continuous Case	Taras Babiak
January 20, 27, February 3			
	Seminar 1	Transference	John Sloane
	Seminar 2	Continuous Case	Taras Babiak

February 10

Seminar 1	Transference	Rex Kay
Seminar 2	Continuous Case	Gordon Yanchyshyn

NO CLASS FEBRUARY 17 – FAMILY DAY

February 24,

Seminar 1	Transference	Rex Kay
Seminar 2	Continuous Case	Gordon Yanchyshyn

March 2

Seminar 1	Countertransference	Rex Kay
Seminar 2	Continuous Case	Gordon Yanchyshyn

March 7, 2020

Weekend Workshop with Dr. Virginia Goldner

Candidate Workshop: Sunday March 8, 2020, 9:30 a.m. – 12:30 p.m.

March 9

Seminar 1	Countertransference	Lambros Mermigis
Seminar 2	Continuous Case	Gordon Yanchyshyn

NO CLASS MARCH 16 – SPRING BREAK

March 23

Seminar 1	Countertransference	Lambros Mermigis
Seminar 2	Continuous Case	Hilary Offman

March 30, April 6

Seminar 1	Countertransference	Judi Kobrick
Seminar 2	Continuous Case	Hilary Offman

April 13

Seminar 1	Clinical Challenges: Impasse or Opportunity	Hazel Ipp
Seminar 2	Continuous Case	Hilary Offman

April 20, 27, May 4, 11

Seminar 1	Clinical Challenges: Impasse or Opportunity	Hazel Ipp
Seminar 2	Continuous Case	Sarah Turnbull

NO CLASSES May 18 – VICTORIA DAY

May 23, 2020

Weekend Workshop with Dr. Jeanne Wolff-Bernstein *POSTPONED DUE TO PANDEMIC

Candidate Workshop: Sunday May 24, 2020, 9:30 a.m. – 12:30 p.m.

CURRICULUM YEAR END REVIEW & SOCIAL: May 25, 2020

YEAR THREE, 2020 – 2021

Classes are held on Monday evenings
TICP Office, 427 Vaughan Road, Toronto, ON, M6C 2P1
Seminar One: 7:00 - 8:25 p.m. Seminar Two: 8:35 - 10:00 p.m.

Due to the current COVID-19 pandemic, all seminars will be held via Zoom videoconference to comply with physical distancing protocols. TICP will follow all public health directives before re-commencing any in-person seminars, in order to ensure the health and safety of our students and faculty.

Overview and Introduction to the Third Year Curriculum

This year continues in a similar format as last year. We begin with an evening focused on a case (Dora) viewed from multiple perspectives as part of our ongoing effort to foster comparative-integrative thinking. We then look at several major topics (Psychoanalytic Formulation; Therapeutic Action & Impasse; Intersubjective Processes and the Unconscious; Psyche & Soma; Psychoanalysis and the Body; Neuropsychanalysis; Dreams; Empathy; and Character) from diverse perspectives as we continue to strive to refine our comparative and integrative skills. We conclude with a Year-End Review/Social with the Curriculum Committee. We hope you will enjoy the year and find it intellectually and clinically stimulating.

September 14, 2020

Seminars 1&2 Dora: Panel ~ Multiple Perspectives

Marsha Hewitt, Gail White, Oren Gozlan, Hilary Offman

September 21, 2020

Seminars 1&2 Character and Clinical Work

Taras Babiak

NO CLASS SEPTEMBER 28 – ROSH HASHANA

October 5, 2020

Seminars 1&2 Character and Clinical Work

Taras Babiak

NO CLASS OCTOBER 12 - THANKSGIVING

October 19

Seminars 1&2 Psychoanalytic Formulations

Hilary Offman

October 26, November 2, 9, 16

Seminar 1	Psychoanalytic Formulation	Hilary Offman
Seminar 2	Continuous Case	Hilary Offman

November 14/15, 2020

Weekend Workshop with Dr. Donnel Stern

Candidate Workshop: Sunday November 15, 2020, 9:30 a.m. – 12:30 p.m.

November 23

Seminar 1	Writing: Case Report/Research Paper	Rex Kay
Seminar 2	Continuous Case	John Sloane

November 30

Seminar 1	Intersubjective Processes & the Unconscious	Gordon Yanchyshyn
Seminar 2	Continuous Case	John Sloane

December 7, 14

Seminar 1	Intersubjective Processes & the Unconscious	Gordon Yanchyshyn
Seminar 2	Continuous Case	John Sloane

NO CLASSES DECEMBER 21, 28 - WINTER BREAK

January 4, 2021

Seminar 1	Intersubjective Processes & the Unconscious	Gordon Yanchyshyn
Seminar 2	Continuous Case	Judi Kobrick

January 11

Seminar 1	Therapeutic Action & Impasse: Klein/Bion	Deborah Britzman
Seminar 2	Continuous Case	Judi Kobrick

January 18

Seminar 1	Therapeutic Action & Impasse: Strachey/Leowold	Art Caspary
Seminar 2	Continuous Case	Judi Kobrick

January 25

Seminar 1	Therapeutic Action & Impasse: Freud	Gail White
Seminar 2	Continuous Case	Judi Kobrick

February 1

Seminar 1	Therapeutic Action & Impasse: Self Psychology	David Wright
Seminar 2	Continuous Case	Judi Kobrick

February 8

Seminar 1	Therapeutic Action & Impasse: Relational	Hazel Ipp
Seminar 2	Continuous Case	Hazel Ipp

NO CLASS FEBRUARY 15 – FAMILY DAY

February 22

Seminar 1	Therapeutic Action & Impasse: Non-Interpretive Mechanisms	Art Caspary
Seminar 2	Continuous Case	Hazel Ipp

March 1, 8

Seminar 1	Psychoanalysis & The Body	Elizabeth Harvey
Seminar 2	Continuous Case	Hazel Ipp

March 6/7, 2021

Weekend Workshop with Dr. Steven Cooper

Candidate Workshop: Sunday March 7 2021, 9:30 a.m. – 12:30 p.m.

NO CLASS MARCH 15 – SPRING BREAK

March 22

Seminar 1	Psychoanalysis & The Body	Elizabeth Harvey
Seminar 2	Continuous Case	Hazel Ipp

March 29, April 5, 12, 19, 26

Seminar 1	Dreams - Theory	Oren Gozlan
Seminar 2	Dreams – Clinical	Brent Willock

May 3, 10, 17

Seminar 1 Neuropsychanalysis

Scott Bishop

Seminar 2 Continuous Case

Marsha Hewitt

NO CLASSES May 24 - VICTORIA DAY

May 31

Seminar 1 Neuropsychanalysis

Scott Bishop

Seminar 2 Continuous Case

Marsha Hewitt

CURRICULUM YEAR END REVIEW & SOCIAL: June 7, 2021

YEAR FOUR 2019 - 2020

Classes are held on Monday evenings
University of Toronto, Trinity College

Seminar 1: 7:00 – 8:25 pm

Seminar 2: 8:35 – 10:00 pm

A number of advanced topics will be covered in fourth year, in addition to the ongoing Continuous Case seminars led by a series of senior clinicians. Neo-Kleinian Thought will be presented, followed by the Unconscious from five different perspectives (Freudian, French, Kleinian, Self Psychological, and Relational). For one elective, three seminars will be devoted to a discussion of Contemporary Bionian approaches. Next, three seminars will focus on Lacan. We will then address the concept of the Unconscious Communication over five seminars, followed by Trauma and Dissociation. Gender will then be examined in the following three seminars. Intersectionality and the clinical challenges it raises will be examined over 5 seminars: specific areas covered will include Gender, Sexuality, Ethnicity and Culture, Race and Class. Then four seminars will address the theme of Termination and Other Endings. The final seminar will return to the subject of Comparative Integrative Psychoanalysis. Knowing that we will not have covered every topic in sufficient depth, candidates may want to consider topics to continue exploring in future years in Study Groups. A number of these groups are functioning already. It is always possible and desirable to propose more.

September 9, 2019

Seminar 1	Neo-Kleinian Thought	Keith Haartman
Seminar 2	Group Reflection	Brent Willock

September 14/15

Weekend Workshop with Dr. Shelley Nathans

Candidate Workshop: Sunday September 15, 2019, 9:30 a.m. – 12:30 p.m.

September 16

Seminar 1	Neo-Kleinian Thought	Keith Haartman
Seminar 2	Theorizing the Frame	Hazel Ipp

September 23

Seminar 1	Freudian Unconscious	Marsha Hewitt
Seminar 2	Candidate Panel	Brent Willock

October 7

Seminar 1	French Unconscious	Gail White
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Seminar 2 Bion and Groups Keith Haartman

NO CLASS OCTOBER 14 - THANKSGIVING

October 21

Seminar 1 Bionian-Kleinian Unconscious Gordon Yanchyshyn

Seminar 2 Continuous Case John Sloane

October 28

Seminar 1 Self-Psychological Unconscious Rex Kay

Seminar 2 Continuous Case John Sloane

November 2, 2019

Weekend Workshop with Dr. Edward Tronick

Candidate Workshop: Sunday November 3, 2019, 9:30 a.m. – 12:30 p.m.

November 4

Seminar 1 Relational Unconscious Hilary Offman

Seminar 2 Continuous Case John Sloane

November 11

Seminar 1 Contemporary Bionian Keith Haartman

Seminar 2 Continuous Case John Sloane

November 18, 25

Seminar 1 Contemporary Bionian Keith Haartman

Seminar 2 Continuous Case Art Caspary

December 2, 9

Seminar 1 Lacan Clive Thomson

Seminar 2 Continuous Case Art Caspary

December 16

Seminar 1 Lacan Clive Thomson

Seminar 2 Continuous Case Rex Kay

NO CLASSES DECEMBER 23, 30, 2019 and JANUARY 6, 2020 - WINTER BREAK

January 6, 2020

Seminar 1 Trauma and Dissociation Judi Kobrick / Hazel Ipp

Seminar 2 Continuous Case Rex Kay

January 13, 20

Seminar 1	Trauma and Dissociation	Judi Kobrick / Hazel Ipp
Seminar 2	Continuous Case	Rex Kay

January 27, February 3

Seminar 1	Trauma and Dissociation	Judi Kobrick / Hazel Ipp
Seminar 2	Continuous Case	Bruce Herzog

February 10

Seminar 1	Gender	Oren Gozlan
Seminar 2	Continuous Case	Bruce Herzog

NO CLASS FEBRUARY 17 - FAMILY DAY

March 7, 2020

Weekend Workshop with Dr. Virginia Goldner

Candidate Workshop: Sunday March 8, 2020, 9:30 a.m. - 12:30 p.m.

February 24

Seminar 1	Gender	Oren Gozlan
Seminar 2	Continuous Case	Bruce Herzog

March 2

Seminar 1	Gender	Oren Gozlan
Seminar 2	Diversity & Difference, Power & Privilege: Gender	Francisco Gonzalez

March 9

Seminar 1	Diversity & Difference, Power & Privilege: Sexuality	Francisco Gonzalez
Seminar 2	Diversity & Difference, Power & Privilege: Race	Eyal Rozmarin

NO CLASS MARCH 16 - SPRING BREAK

March 23

Seminar 1	Diversity & Difference, Power & Privilege: Ethnicity & Culture	Eyal Rozmarin
Seminar 2	Continuous Case	Ann Baranowski

March 30

Seminar 1	Diversity & Difference, Power & Privilege: Class	Stephen Hartman
Seminar 2	Continuous Case	Ann Baranowski

April 6

Seminar 1	Social Justice and Psychoanalysis	Stephen Hartman
Seminar 2	Continuous Case	Ann Baranowski

April 13

Seminar 1	Termination and Other Endings	Karl Loszak
Seminar 2	Continuous Case	Ann Baranowski

April 20, 27, May 4

Seminar 1	Termination and Other Endings	Karl Loszak
Seminar 2	Continuous Case	Sarah Turnbull

May 11

Seminar 1	Reflections on Comparative-Integrative Psychoanalysis	Brent Willock
Seminar 2	Continuous Case	Sarah Turnbull

NO CLASSES May 18 - VICTORIA DAY

May 23, 2020

Weekend Workshop with Dr. Jeanne Wolff-Bernstein *POSTPONED DUE TO PANDEMIC

Candidate Workshop: Sunday May 24, 2020, 9:30 a.m. - 12:30 p.m.

CURRICULUM YEAR END REVIEW & SOCIAL: May 25, 2020