



**INTERNATIONAL MASTERSON INSTITUTE  
FOR THE STUDY AND TREATMENT  
OF THE PERSONALITY DISORDERS**

**Three Year Postgraduate  
Training Program**

**East Coast /  
International Division  
New York**

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## **INTRODUCTION**

The Masterson Institute evolved from the work of James F. Masterson, M.D., its founder and director, and the contributions of the Masterson Group. The Group's aims were to promote a developmental, self and object relations approach to the psychotherapy of the personality disorders (disorders of the self), to teach that approach to other mental health professionals, and to foster further research in the field. Over the years, the Institute's teachings have expanded to include intensive study of all psychodynamic models beginning with the work of Freud, and continuing up to contemporary psychoanalytic models. The coursework also includes developmental models ranging from the work of Mahler to attachment theory and models that stress clinical neurobiology.

The first Masterson conference was held in 1977. The success of this conference led to a series of one- and two-day conferences and study groups presented throughout the country, with the greatest focus on annual conferences held in New York and San Francisco. These conferences and study groups created a demand for more intensive training and resulted in the formation of the Masterson Institute, a nonprofit organization devoted to teaching, clinical study and research. Ultimately, two formal, three-year postgraduate certificate programs were established, one in New York (1986) and one in San Francisco (1988). In addition, 1987 saw the establishment of two modified training programs, one in Spokane, Washington, and the other in Copenhagen, Denmark. Concurrently, The Society of the Masterson Institute was established to enhance the ability of the Institute to meet growing requests for training and supervision.

## **SOCIETY OF THE MASTERSON INSTITUTE**

Membership in the Society is offered to psychotherapists who have an interest in Masterson's Developmental, Self and Object Relations Approach. Membership benefits include a semi-annual newsletter, quarterly free lectures; socials; priority with the Masterson Institute for phone or in-person supervision/consultation, special membership rates for conferences, and study groups conducted either in person, or, for those interested in forming groups in their geographic areas, by telephone. The fee for membership in the Society is \$25.00 per year.

## **CERTIFICATE PROGRAM**

### **3.1 General Information**

The three-year postgraduate Certificate Program aims to promote a thorough understanding of Masterson's Developmental, Self and Object Relations Approach and its applications to normal human development, psychopathology, and the basic precepts of psychoanalytically-oriented psychotherapy, with a special focus on providing therapists with the requisite knowledge and skill required to treat patients who suffer from personality disorders (also classified as disorders of the self). In recent years, significant findings from neurobiology and attachment theory have been integrated into the Masterson Approach's theoretical framework.

The program consists of three years of formal course work, plus clinical supervision. Courses are organized into fall and spring semesters, each lasting 16 weeks. The Institute encourages the full development of personal and professional capacities and, therefore, strongly recommends personal psychotherapy to candidates. The Institute aims to build a network of highly trained therapists skilled in basic psychodynamic principles as well as theoretical and technical precepts specifically designed for effective treatment of patients suffering from Borderline, Narcissistic and Schizoid disorders. Classes are held at the office of the Masterson Institute in New York City on Friday mornings from 8am to 12pm.

### **3.2 Admission Requirements**

Matriculation is open to licensed mental health professionals holding a professional degree from an accredited institution. An application is required, including a Curriculum Vita, professional and personal references and a personal statement. In addition, the faculty of the Institute conducts individual interviews. Suitability for enrollment is determined through assessment of intellectual ability, motivation, and personal and professional maturity.

# CURRICULUM

## 4.1 Overview

The curriculum of the Institute's program of study is divided into three major areas:

1. Models of the Mind: A three-year survey of psychodynamic and psychobiological theories from Freud to current psychopharmacological and neurobiological models.
2. The psychopathology and psychodynamics of the personality disorders, with specific attention to the etiology, diagnosis clinical picture and treatment of Borderline, Narcissistic, and Schizoid Disorders. In this segment of the coursework, The Masterson Approach will be stressed, and its tenets compared and contrasted with those of other prominent theorists such as Kernberg, Kohut, Guntrip and others. Case presentations will be utilized to illustrate the theoretical precepts and psychotherapeutic techniques being studied.
3. Continuous Case Conference: The continuous case seminar extends throughout the three-year program. During the course of this seminar, cases will be chosen that allow students to present ongoing work with each of the personality disorders. Cases will be supervised in class by a faculty member, and opportunities will exist for class members to offer their comments and contributions regarding the ongoing treatment process. The extended nature of this class enables students to see the work as it develops across time, and to begin to understand the dynamics of each of the disorders as well as offering candidates a forum in which to assess the effectiveness of therapeutic interventions as they are used in actual clinical cases.

In order to promote an active learning experience, all classes are conducted in a seminar format, and participation by all class members is strongly encouraged. Required reading is part of all course work, and a specific list of books and articles will be provided to students at the beginning of each semester. Supervision of clinical work is provided throughout the three years, both in the continuous case seminar, where students and a faculty member provide feedback to presenters, and through once-weekly individual supervision with members of the faculty.

The Institute reserves the right to change course schedules as needed.

## 4.2 Curriculum Schedule

### Year One

2013	<b>Semester 1</b>	<b>Theory</b> Models of the Mind: Making Freud Conscious 16 Sessions	<b>Psychopathology</b> Normal Personality Development 16 Sessions	<b>Treatment</b> Continuous Case Conference 16 Sessions
	<b>Semester 2</b>	Models of the Mind: British Object Relations Theory 16 Sessions	The Borderline Personality Disorder 16 Sessions	Continuous Case Conference 16 Sessions

### Year Two

2014	<b>Semester 1</b>	<b>Theory</b> Models of the Mind: Modern Analytic Theory 16 Sessions	<b>Psychopathology</b> The Borderline Personality Disorder 8 Sessions  The Narcissistic Personality Disorder 8 Sessions	<b>Treatment</b> Continuous Case Conference 16 Sessions
	<b>Semester 2</b>	Differential Diagnosis  16 Sessions	The Narcissistic Personality Disorder 16 Sessions	Continuous Case Conference 16 Sessions

### Year Three

2015	<b>Semester 1</b>	<b>Theory</b> Psychic Trauma and Personality Disorder 8 sessions  Neurobiology and the Personality disorders 8 Sessions	<b>Psychopathology</b> The Schizoid Personality Disorder 16 Sessions	<b>Treatment</b> Continuous Case Conference 16 Sessions
	<b>Semester 2</b>	Neurobiology of the Self 12 Sessions  Integrating Pharmacology 4 Sessions	The Schizoid Personality Disorder 8 Sessions  Vicissitudes of Countertransference 8 Sessions	Continuous Case Conference 16 Sessions

## COURSES

### 5.1 Course Modules

#### 5.1.1 Theory

##### **5.1.1.1 Models of the Mind**

The Models of the Mind course stretches across all three years of the training. It attempts to offer a comprehensive, in-depth, historical review of the evolution of psychodynamic psychotherapy, beginning with the works of Freud and his followers, and ending with the most current neurobiopsychological theories. This historical overview leads to a fuller understanding of the evolution of psychoanalytic models of psychotherapy. Although the course is specifically designed to cover all theories except Masterson's theory (which will receive intense focus in all other courses in the program), the historical progression that led psychoanalysis to begin to focus on the nature and treatment of the personality disorders becomes readily apparent as the course progresses.

During the three years of the course, it will be seen that there is no one model of the mind. Rather, there are many, each of which has made, and continues to make, its own contribution to the field of psychoanalysis. For each model, though, it is necessary that the position of its adherents, the clinical tools they use, and the clinical material they are observing be specified.

In the first year, Models of the Mind will concentrate on theories concerned with normal development, following which the course will be focused on the theories of Freud and his followers. The second year of the course will be devoted to studying the contributions of the British Middle School, including works by Melanie Klein, Fairbairn, Guntrip, Winnicott and others. As the course progresses, it will examine as well the continuing evolution of the field of psychodynamic psychotherapy through exploration of the contributions of more current psychodynamic theory such as is found in the works of Schafer, Sullivan, Langs and others.

##### **5.1.1.2 Differential Diagnosis**

In this program, which focuses largely upon the personality disorders, the capacity to make a differential diagnosis is of crucial significance, especially as The Masterson Approach recognizes that patients with different diagnoses profit from different clinical interventions. Thus a comprehensive course in differential diagnosis refocuses the clinician's attention on understanding not only the features which differentiate the personality disorders from each other, but, equally important, the course demonstrates the overlap, interface, and co-morbidity of other forms of psychopathology with the personality disorders. Thus, special attention is paid to differentiating the

personality disorders from one another, as well as from the neuroses, and the psychoses. As well, the course will attempt to create a deeper understanding of the broad field of mood, anxiety and substance abuse disorders.

#### ***5.1.1.3 Psychic Trauma and Personality Disorder***

This course is concerned with the impact of physical, emotional, and sexual trauma on the development and maintenance of the sense of self. The course considers the dynamics and treatment of post-traumatic stress disorder and offers useful knowledge of how treatment should proceed when such trauma is co-morbid with a personality disorder. Transference acting out and countertransference, the balancing of character work and trauma work, and the differences between, and requirements of, shorter-term vs. longer-term treatment are highlighted.

#### ***5.1.1.4 Neurobiology and the Personality Disorders of the Self***

There has been a revolution in neurobiology since the 1980s, which has led to new understanding of such phenomena as memory, anxiety, behavior, dreaming, learning, etc. Enough research has in fact been done that one can accurately refer to work that addresses a “neurobiology of the self.” This course examines the work of prominent neurobiologically-oriented theorists and clinicians such as Allan Schore, Daniel Siegel, Daniel Stern and Gerald Edelman. Their contribution to the current understanding of the self is critical and complementary to a comprehensive dynamic formulation, and the way in which clinical neurobiological formulations both expand and validate affect-based psychodynamic theories such as Masterson’s Developmental, Self and Object Relations theory will be explored.

#### ***5.1.1.5 Integrating Pharmacotherapy***

There is a growing need for all psychotherapists to have a broad knowledge of drugs used to treat the symptoms associated with the Personality Disorders. Aside from theoretical issues, there are countless practical ones. Who and when to refer for pharmacological treatment? What to expect from medication? What side effects to be aware of? These are just some of the vital clinical questions and associated theoretical issues that will be raised and discussed in this course.

### **5.1.2 Psychopathology**

#### ***5.1.2.1 Normal Personality Development***

This course provides an overview of the processes involved in psychological development from infancy onward. It offers an understanding of the complicated interplay between the external and internal forces that influence the developing child. In the course of this learning, an attempt will be made to update and integrate a growing body of theoretical knowledge concerning affect, memory,



and temperament. Attachment theory, separation-individuation theory, psychic structure building, and the development of the sense of self as put forth in the contributions of Freud, Melanie Klein, Bowlby, Mahler, Siegel and Stern, among others, will be examined.

#### ***5.1.2.2 The Borderline Personality Disorder***

This course presents the Borderline Personality Disorder as a clearly defined clinical entity, which can be identified by a set of unique dynamics and treated with a specific psychotherapeutic technique. The Masterson Approach to the Borderline Disorder is seen in the context of unfolding psychoanalytic thought, and its clinical application is explored. The course will be comprised of a didactic section where readings will be discussed, and a clinical segment where students will present appropriate case material for in-class discussion and case supervision.

#### ***5.1.2.3 The Narcissistic Personality Disorder***

This course presents the Narcissistic Personality Disorder as one point on the wider spectrum of the psychology of narcissism. Using developmental theory, it specifically attempts to integrate theoretical understanding of the Narcissistic Disorder with the clinical picture presented by a patient suffering from a Narcissistic Personality Disorder. The theoretical views of Masterson are contrasted with other clinical models that focus on the Narcissistic Disorders. The course also elucidates the difference between intrapsychic and descriptive models of narcissism. There is a detailed overview of the Masterson perspective on the Closet Narcissistic Personality Disorder. As with the course on the Borderline Disorder, this course will include both a didactic and a clinical segment.

#### ***5.1.2.4 The Schizoid Personality Disorder***

This course explores the application of Masterson's Developmental, Self, and Object Relations Approach to the Schizoid Personality Disorder. The specific contributions of Melanie Klein, Fairbairn, Guntrip and Ralph Klein to the origin and development of the Schizoid Disorder will be examined. In addition, Ralph Klein's seminal approach to treatment interventions designed to best facilitate progress in the treatment of the disorder will be thoroughly examined. As with the other courses devoted to intensive study of a specific personality disorder, this course will include both a didactic and a clinical segment.

#### ***5.1.2.5 Vicissitudes of Countertransference***

This course focuses attention on the therapist's role in the psychotherapeutic process. The course examines in detail all of those emotional reactions of the therapist that inform and/or impede the therapeutic work with patients. The goal is to increasingly help the therapist identify and manage countertransference, as well as understand its effect on both the therapist and the treatment. The material presented concerns itself with the dynamics of the psychotherapeutic process as

experienced by both patient and therapist. Issues concerning transference, countertransference, projective identification, and the construction of a psychotherapeutic narrative will be explored in the writings of theorists from Annie Reich and Paula Heimann to Searles, Ogden, Bollas and Bion.

### **5.1.3 Treatment – Continuous Case Conference**

The continuous case seminar is used throughout the three-year training as a vehicle to provide an in-depth study of the psychotherapeutic process as it pertains to the treatment of the personality disorders. Issues explored include differential diagnosis, choice of therapeutic modality, stages of psychotherapy, establishing a therapeutic alliance, differential use of therapeutic interventions, and vicissitudes of transference and countertransference. As the candidates track the progress of patients suffering from each of the personality disorders, they will be able to observe the ways in which rigorous attention must be paid to adjusting therapeutic interventions and therapeutic pressure dependent on the specific nature of the patient's pathology as well as on the patient's capacity to respond – all within the framework of a consistently maintained therapeutic neutrality.

### **5.2 Candidate's Paper**

During the final year of training, each candidate will be required to write a paper demonstrating his or her capacity to integrate the theoretical and clinical understanding he or she has attained as a result of the training. Using the format of a formal clinical case presentation, the candidate is expected to demonstrate proficiency in differential diagnosis, understanding of intrapsychic structure and developmental theory, therapeutic interventions and the identification and management of transference, transference acting-out, and countertransference. The papers are evaluated by the faculty after which the faculty conducts an oral examination of the candidate. Certificates are then awarded to each candidate who has satisfactorily completed this process.

## **ACADEMIC POLICIES**

### **6.1 Advancement**

Because of unique differences in the way learning takes place, each candidate is assigned a different supervisor for each of the three years of the program. The supervisor is responsible for monitoring the candidate's learning and for providing evaluative feedback to the candidate. Supervisors will formally consult with candidates at the conclusion of each semester, and will provide the candidate with the faculty's evaluation of their progress.

A candidate's progress from one year to the next will be based on:

1. Review of all course evaluations of the candidate;
2. Assessment of the candidate's personal maturity and continued capacity for professional growth, as demonstrated by class presentations and clinical understanding and effectiveness; and,
3. Recommendation by the candidate's supervisor as to measures that might facilitate each candidate's learning process.

## **6.2 Certification**

A candidate is eligible for certification by the Masterson Institute when:

1. All course work is successfully completed and a candidate's paper accepted; and,
2. The candidate's professional competence is found to be satisfactory by the faculty.

Upon satisfactory completion of the above criteria and the discharge of all indebtedness to the Institute, the candidate will receive a Certificate of Completion. The candidate is also encouraged to become active in the work of the Institute through continuing membership in the Society of the Masterson Institute. All candidates who have successfully completed the Certificate Program will be considered to be proficient in the treatment of personality disorders, and will therefore be eligible for referrals from the Institute, and from other candidates.

## **6.3 Faculty Status**

Where a certificate program graduate is being considered by the Institute to become a member of the faculty, an additional minimum of two years of individual supervision may be required with a current Institute faculty member.

## **6.4 Attendance**

On those occasions where a candidate will be unable to attend a lecture or receive supervision, the following policies will apply:

1. Two absences per semester are permitted. Should more be required, the candidate will need to contact teachers and supervisor to clarify the circumstance, and decide upon what work needs to be done to ensure that the course material is covered.
2. Should more than two absences occur in the clinically-focused courses such as the Continuous Case Conference or the Borderline, Narcissistic and Schizoid personality disorder classes, the student will be required to engage in additional supervision to ensure that the clinical learning is upheld. The timing and number of sessions of supervision required will be determined by the faculty and supervisor.

## TUITION AND FEES

- 7.1 Tuition: \$3,500 (\$1,750 per semester)
- 7.2 Supervision: \$100 per session (16 meetings per semester)
- 7.3 Schedule of Payments: A non-refundable tuition deposit (credited toward tuition) of \$200 is required at the time of acceptance.

**INTERNATIONAL MASTERSON INSTITUTE FOR THE STUDY AND  
TREATMENT OF THE PERSONALITY DISORDERS**

**POSTGRADUATE TRAINING PROGRAM APPLICATION**

**NEW YORK**

**2013**

**Please type/print**

**First Name**

**Last Name**

**Degree**

**Home Address**

**Telephone (home)**

**Telephone (office)**

**E-mail**

**Current position**

**Please attach the following to your application:**

1. Curriculum Vitae

2. References

List names, addresses and telephone numbers of three references to whom you will send requests for recommendations. Letters of recommendation should be sent to:

**Judith Pearson, Ph.D., DIRECTOR (EAST COAST AND INTERNATIONAL DIVISION)**

**150 E 94th Street**

**New York, NY 10128**

3. Personal Psychotherapy

Give the theoretical orientation of your therapist. Include dates of treatment, frequency and type of psychotherapy

4. Brief autobiographical sketch (one page)

**Please send your application, including a \$50 non-refundable fee, to the address above.**