



WSP

Bulletin of the
Washington School
of Psychiatry

2021-2022

WASHINGTON SCHOOL OF PSYCHIATRY

Bulletin 2021-2022

Washington School of Psychiatry
5028 Wisconsin Ave. Ste. 400 Washington DC 20016 www.wspdc.org
202-237-2700

October 31, 2021

The Washington School of Psychiatry is an independent non-profit organization. It is not affiliated with the government of the District of Columbia or the government of the United States.

The Washington School of Psychiatry is approved to operate by the Higher Education Licensure Commission of the District of Columbia.

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GENERAL INFORMATION

This catalog is the official bulletin of the Washington School of Psychiatry and is intended to provide general knowledge including (but not limited to) policies, procedures, and fees. The information provided in this bulletin apply to students entering at the beginning of or after the first semester of the 2021-2022 academic year.

WSP reserves the right to make changes at any time to the provisions offered in this catalog to reflect changes in federal or state law, school policy and procedures, rules of the WSP Board of Directors, and fee changes. Information is subject to such changes without prior notice and does not constitute a contract between the School and a student, an applicant, or any other individual.

For all inquiries, please contact the WSP Administrative Office at 202-237-2700.

POLICIES AND PROCEDURES ON DISCRIMINATION AND EQUITY

Non-Discrimination Statement

Washington School of Psychiatry prohibits discrimination in all its programs and activities on the basis of race/ethnicity, color, creed, national origin, age, disability, and where applicable, on the basis of gender or legal sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, veteran status, on the basis that all or part of an individual's income is derived from any public assistance program, or in reprisal for pursuing rights under any of the above.

This nonprofit educational institution is an equal opportunity provider.

ADA Statement

The Washington School of Psychiatry is committed to promoting the full participation of all qualified students with disabilities in all aspects of its training and programming. Students with disabilities are required to meet the same standards as other students at the WSP. It is only through a student's voluntary disclosure of their disability and request for accommodations that the school can support disability needs. Students or participants that do not voluntarily disclose their disability and request accommodations are not eligible for services.

WSP will make reasonable accommodations. A reasonable accommodation in the student setting is a modification or adjustment to a course, program, or activity or facility that allows the person with a disability to participate as fully as possible in the programs and activities offered by WSP. Accommodation may be necessary where the student or participant has, or has a record of having, a disability.

Documentation of a student/participant's disability is maintained in a confidential file and is considered part of the student's education record. Information related to a disability may be disclosed only as permitted by law.

Students or conference participants need to submit a written request for accommodation to the Executive Director or their designee. Requests for services or accommodation should be made as early as possible to allow time to review requests and documentation and make proper arrangements. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner. A disclosure of disability or request for an accommodation made to a faculty or staff member, other than those designated will not be treated as a request for an accommodation.

A student who believes they has been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, or effective communication, or who believes they has suffered discriminatory harassment should file a formal grievance in writing to Kim Jones, Esq., Executive Director (kjones@wspdc.org).

Preferred Names and Correct Pronouns Statement

The Washington School of Psychiatry is committed to fostering an inclusive, diverse, and respectful environment. In our commitment, we believe that students, staff, volunteers, contractors, and visitors should be addressed by name(s) and pronoun(s) that honors with their gender identity. As such, students may request usage of their preferred first name and correct pronoun(s). A court-ordered name and gender change is not required.

The preferred first name and correct gender pronoun(s) will be used in lieu of the legal name and legal sex wherever the legal name and legal sex is not required. For example, the preferred first name and correct pronoun(s) will be used in emails generated by the WSP Administrative Office. The legal name and legal sex are used for admission-related processes and other legally binding purposes.

Students who wish to designate a preferred first name or correct gender pronoun(s) or want to change their any of their contact information, must provide written notification of any changes in my name, physical address, email address, or phone number within thirty (30) days of any such change to the WSP Administrative Office via email (washschool@wspdc.org), by mail, or in person.

ACCREDITATION AND AUTHORIZATION

The Washington School of Psychiatry is approved by the American Psychological Association to sponsor continuing education for psychologists. The Washington School of Psychiatry maintains responsibility for its programs and its contents.

American Psychological Association
Office of Continuing Education Sponsor Approval
750 First St. NE, Washington, DC 20002-42422

The Washington School of Psychiatry is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education learning activities and maintains full responsibility for its programs. This training qualifies for Category I continuing education units.

Maryland Board of Social Work Examiners
201 W. Preston Street, Baltimore, MD 21201-2399

The Washington School of Psychiatry is a National Board for Certified Counselors-Approved Continuing Education Provider, ACEP #6388, and may offer NBCC-approved clock hours for events that meet NBCC requirements. The School solely is responsible for all aspects of its programs.

National Board for Certified Counselors
3 Terrace Way, Greensboro, NC 27403

The Washington School of Psychiatry is accredited by MedChi, The Maryland State Medical Society, to provide continuing medical education for physicians.

MedChi, The Maryland State Medical Society
1211 Cathedral Street, Baltimore, MD 21201

The School designates each session for a maximum number of AMA PRA Category I credit(s). Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclosure of Commercial Support and the Unlabeled use of a commercial product. No member of the planning committee and no member of the faculty for school courses and events have a financial interest or other relationship with any commercial product.

WSP ACADEMIC CALENDAR

The School academic calendar is divided into two semesters.

Training courses meet for a full academic year or more. Fall semester begins in September, in a staggered way, and ends in mid-December for Winter Break. Spring semester begins in January and ends in May or June. Each course meets on a particular weeknight.

Hours of the administrative office are 9AM-5PM. Evening classes have hours from 3:30PM to 9PM.

Holidays

Classes are not held on certain holidays. The School is closed on the following federal holidays: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Day, President's Day, Memorial Day and Independence Day. Classes are not held on the day following Thanksgiving or during the days between Christmas and New Year's. Additionally, classes are not held on Rosh Hashanah or Yom Kippur. We ask that faculty work with students to find creative, effective, and affirming ways to observe holiday and cultural holidays.

2021-2022 Holiday Calendar	
Fall 2021 Begins	September 1, 2021
Labor Day Holiday	September 5, 2021
Rosh Hashanah	September 25 – 27, 2021
Yom Kippur	October 4 – 5, 2021
Columbus Day	October 10, 2021
Veterans Day	November 11, 2021
Thanksgiving Break	November 24 – 25, 2021
Winter Break	December 24, 2021 – January 3, 2022
Spring 2022 Begins	January 3, 2022
Martin Luther King, Jr. Day	January 16, 2022
President's Day	February 20, 2022
Spring Break	Program Specific
Memorial Day	May 29, 2022
US Independence Day	July 4, 2022

Spring Break

Most classes also plan break of a week or two in the Spring again in a staggered schedule. Should a snow day be necessary, these weeks may provide a make-up day.

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Incident Weather

Should inclement weather require a closure of the federal government offices in DC, the school will follow the government's lead and close. The school administration and faculty may decide to close should a weather event or other emergency begin in the middle of day. Affected classes will be emailed. A notice may be posted on the website.

**Please consult your faculty for program-specific schedules.*

***School schedule subject to change without prior notice.*

INTRODUCTION TO THE SCHOOL

LOCATION

The Washington School of Psychiatry is located in Washington, D.C., about 30 minutes north of the ofthe US Capitol. Maps and travel directions and additional information about visiting The Washington School of Psychiatry are located on the School's website: <https://wspdc.org/contact-us>.

The School's mailing address is:

Washington School of Psychiatry
5028 Wisconsin Avenue, Suite 400
Washington, DC 20016-4118

FACILITIES

The school is an office building located at 5028 Wisconsin Ave NW on the fourth floor. The facility has 11 multipurpose rooms. This includes a large conference room which can be divided into two (2) separate meeting rooms. The other nine (9) rooms are used for therapy sessions, small classes or break-out rooms as needed. There also administrative offices and a records room.

A library of psychotherapy literature is maintained here, shelved in three (3) of the rooms. The collection contains several thousand volumes. Video and WIFI services are installed.

MISSION

The Washington School of Psychiatry is dedicated to the promotion of human welfare through the advancement of mental health. The School offers postgraduate professional education and training, fosters the spirit of inquiry, and offers a wide range of mental health services in the Washington metropolitan area.

The School also is an active center that provides public information, education, and advocacy for thebest in mental health scholarship, training and treatment. It invites individuals and organizations fromthe mental health professions and from the community at large to join in this task.

Building on a foundation of psychodynamic psychotherapy, the Washington School draws in other theoretical and treatment orientations. It encourages dialogue and research that integrate emerging developments from psychological, biological and socio-cultural research while preserving the valuable body of knowledge that has been gathered in the 20th and 21st centuries.

In pursuit of its task, the School continues a tradition of open inquiry and inclusiveness which promotes respect for the uniqueness of every individual. The School strives to foster an environment in which the range of significant differences among individuals (e.g. race, gender, age, sexual orientation, ethnicity, ability and disability, religion, social class) can be better understood, valued, and worked with in our teaching and therapeutic practice.

We seek to challenge stereotypes and to develop cultural competence and sensitivity to racism and discrimination through self-reflection, ongoing self-evaluation, and open dialogue.

By honoring these commitments, the Washington School of Psychiatry works to shape an environment that will carry forward the vision of Harry Stack Sullivan and his colleagues.

HISTORY AND ORIENTATION

The Washington School of Psychiatry was founded in 1936 by Harry Stack Sullivan, the founder of the Interpersonal School of Psychiatry. Interpersonal theory was an early forerunner of the modern relational theory of psychoanalysis and its concepts permeate many modern theories of psychoanalysis and psychological thought. Harry Stack Sullivan was an American psychiatrist (1892–1949) who believed that the details of a patient’s interpersonal interactions with others can provide insight into the causes and cures of mental disorders.

Along with other internationally renowned neo-Freudian practitioners of interpersonal psychoanalysis, such as Erich Fromm, PhD, Frieda Fromm- Reichmann, MD, David Rioch, MD, Janet M. Rioch, M. D., and Clara Thompson, MD, the founders were united by a passionate spirit of dissent. They opposed what they perceived to be inflexibility in clinical practice, intellectual insularity, a paternalistic system of training, and the domination of organized medicine over psychoanalytic training and practice. In response, they created an institute based on the Freudian tradition and enriched by the interdisciplinary perspectives of the social sciences.

The Washington School of Psychiatry was the first institution to provide postgraduate, non-medical psychotherapy training to psychotherapists. Today’s students at the School come from diverse clinical training disciplines including clinical social work, psychiatry, psychology, family and marriage therapy, professional clinical counseling, psychiatric nursing, pastoral counseling, geriatric clinical and administrative service and others seeking professional growth as they meet the increasingly complex mental health challenges in society.

The study of how people consciously and unconsciously influence and respond to one another, closely attending to the relationship between the patient and the therapist, exploring and resolving unconscious conflict all remains a central focus of the psychodynamic approach.

Within the courses of training at the School, modern psychodynamic theories guide the clinical training.

ADMINISTRATION AND STAFF

BOARD OF DIRECTORS

Mr. Oliver Russell, MSW, Chair
Mr. Micheal Warshaw, Treasurer
Janet Moos, MSW
Ms. Patricia Davis, MSW
Janice Berry Edwards, PhD,
Ms. Christine Cote-Hill, JD
Marcus Hummings, PsyD, CGP
Mr. Phillip Siebel, MD
Mr. Sheldon Sullivan
Jody Tabner Thayer, LCSW-C, JD
Dr. Robert Cosby, PhD, MSW
Rolando Fuentes, MSW, FCC Chair, Ex-Officio
Kim Y Jones, Executive Director, Ex-Officio

FACULTY/CLINICAL COUNCIL LEADERSHIP

Rolando Fuentes, MSW, Chair
Jane Neilson, MSW
Leyla Kenny, PhD
Randall O'Toole, MSW
Stuart Andrews, PhD
Janet Merkel, PhD
Steven Van Wagoner, PhD
Joan Medway, PhD
Sarah Hedlund, PhD
Reginald Nettles, PhD
Barbara Wayne, PhD
Lenette Snyder, MA, LPC
George Saiger, MD

STAFF

Kim Jones, Executive Director
Elia Tamplin, PhD, Director of Education &
Membership Lenore Shapiro, MSW, Clinical Director
Camille Fountain, MSW, Clinical Intake Coordinator
Chiquitta Boyd, Business Manager
Mike Attvie, Administrative Assistant
Isaiah Evans, Administrative Assistant

GOVERNANCE

The Board has ultimate responsibility to determine general, educational, financial and related policies deemed necessary for the administration and development of the School in accordance with its purposes and goals. More specifically, the Board shall, but without limitation:

1. Oversee and maintain programs and a Treatment Center through which the School will carry out its mission.
2. Appoint an Executive Director of the School.
3. Approve policies regarding general employment practices and fringe benefits for all employees.
4. Convene a Grievance Committee when required in the case of a grievance or dispute involving a student, faculty member or a staff member.
5. Approve the annual budget for all Educational Programs and activities of the School.
6. Approve patient fees and faculty and staff reimbursement policies.

The Board hires an Executive Director to be the educational and administrative head of the School. The Executive Director shall have the power to perform all acts and execute all documents that are needed to carry out the policies and actions of the Board.

There shall be a Faculty/Clinical Staff Council (FCC) comprised of the Chair or a delegate of each academic program, the Director of the Treatment Center and representatives of other constituent groups of the School as determined by the FCC. The FCC shall be the forum within the School for the discussion of educational, administrative and clinical matters. It shall establish standards and conduct review of: faculty performance, student performance (including admissions and graduation), and clinical activities as necessary after consultation between program chair, the Director of Education and Membership, and the Executive Director. The FCC shall review the effectiveness of School programs and curricula.

FACULTY

Below is a listing of faculty who are currently scheduled to teach in the 2021-2022 academic year.

CHILD AND ADOLESCENT PSYCHOTHERAPY

Jane Nielson, MSW, Chair
Caroline Ba, PsyD
Gavin Behrens, MSW
Mimi Blasiak, MSW
Mauricio Cortina, MD
Ben Forman, PhD
Karen Garman, MSW
Tom Holman, PhD
Elizabeth A. Miller, MSW
Randall O'Toole, MSW
Richard Ruth, PhD
Crystal Taylor-Dietz, PsyD

CLINICAL PROGRAM ON PSYCHOTHERAPY PRACTICE

Randall O'Toole, MSW, Co-Chair
Leyla Kenny, PhD, Co-Chair
Andrew Carroll, PsyD
Margo London, MSW
Marilyn Meyers, PhD
Shoba Nayar, MSW
Jane Prelinger, MSW
Michael Stadter, PhD
Sally Bloom-Feshbach, PhD
Kirsten Chadwick, PhD
Patricia Davis, MSW
Molly Donovan, PhD
Megan Flood, MSW
Lee Futrovsky, PhD
Jennifer Grosman, PhD
Jaedene Levy, MSW
William Pinney, PhD
Janna Sandmeyer, PhD
Kimberly Satin Kubler, MSW
Philip Seibel, MD
Jonathan C. Stillerman, PhD
Barbara Wayne, PhD

Jeanine Lamb, MSW, LICSW, LCSW-C
Kimberly Woodard, LPC, JD
Barry J. Wepman, PhD

FUNDAMENTAL CONCEPTS AND TECHNIQUES OF DYNAMIC PSYCHOTHERAPY

Rolando Fuentes, MSW, Chair
Jessica Chan, MSW
Megan Flood, MSW
Athena Gavaris, MSW
Ruth Neubauer, MSW
Jody Tabner Thayer, MSW
Lenore Shapiro, MSW
Rachel Sassoon, MSW
Nina Van Sant, MSW

INTENSIVE SHORT-TERM DYNAMIC PSYCHOTHERAPY

Stuart Andrews PhD, Chair
Janet Merkel PhD, Co-Chair
Jon Frederickson, MSW
Timothy Freitas, PsyD
Maurice Joseph, PsyD
Margo Silberstein, EdD
Jack Tawil, MSW
Michelle May, LPC
Joy McCrady, MS, LCPC
Diane Miller, MSW
Kessler Bickford, LCPC
Stephen Slatkin, MD
Barbara Suter, PhD
Anne Kamau, LPC
Nima Ghorbani, PhD

NATIONAL GROUP PSYCHOTHERAPY INSTITUTE

Steven L. Van Wagoner PhD, Chair
Robert Schulte, MSW, Dean
Maryetta Andrews-Sachs, MA
Mary Dluhy, MSW
Molly W. Donovan, PhD
Stacey L. Jackson-Lampley, PhD
Bradley Lake, LICSW
Beatrice Liebenberg, MSW
Farooq Mohyuddin, MD
Reginald Nettles, PhD
Leon Paparella, MSW
Rosemary Segalla, PhD
Jonathan C. Stillerman, PhD
Ayana Watkins-Northern, PhD
Barry J. Wepman, PhD
Karen Eberwein, PsyD
Victoria Lee, PhD
Bruce Pickle, PsyD
Christopher Straley, MSW
Rachel Miller, PsyD
Victoria Lee, PhD

SUPERVISION TRAINING

Sarah Hedlund PhD, Chair
Jane Prelinger, MSW
Jonathan C. Stillerman, PhD
Cherian Verghese, PhD
Barry J. Wepman, PhD
Katherine Marshall Woods, PsyD

STUDY OF AGING & CLINICAL APPLICATIONS

Joan Medway, PhD, Chair
Kathryn Chefetz, MSW
Tybe Diamond, MSW
Joseph A. Izzo, MA, LICSW
Lenore Pomerance, MSW
Aneemarie Russell, MSW, MPH
George Saiger, MD
Margo Silberstein, EdD

Yara Moustafa, PhD, MD
Tova Rubin, PhD
Irene Jackson-Brown, PhD
Martha Ozer, PhD
Reginald Nettles, PhD
Robert Crosby Jr., MSW, MPhil, PhD
Miriam Kelty, PhD

CENTER FOR THE STUDY OF ATTACHMENT, DEVELOPMENT, AND HUMAN EVOLUTION

Mauricio Cortina, MD, Chair
Lenette Snyder, MA, LPC
Jude Cassidy, PhD
Mary Dozier, PhD
Sonia Gojman de Millan, PhD
Giovanni Liotti, MD
Joseph Lichtenberg, MD
Mario Marrone, MD
Robert Marvin, PhD
Salvador Millan, MD
Alan Sroufe, PhD

CENTER FOR COUPLES & FAMILY THERAPY

Barbara Wayne PhD, Chair
Rolando Fuentes, MSW
Lee Futrovsky, PhD
Nancy Lithgow, MSW
Angela Snyder, PsyD

CENTER FOR THE STUDY OF RACE, ETHNICITY AND CULTURE

Reginald Nettles PhD, CGP
Venus Masselam, PhD
Patricia Garcia Golding, MSW
Cherian Verghese, PhD
Elizabeth Griffith, MSW
Lenore Shapiro, MSW
Ayana Watkins-Northern, PhD
Tina Rutherford, MSW
Jessica Chan, MSW, MBA

ADMISSIONS AND ENROLLMENT

ADMISSION REQUIREMENTS

WSP courses and special events are open to all interested persons who meet specified eligibility requirements.

Individuals who meet the following criteria are eligible for admission have:

- Submitted a complete application by the established deadline (August 1st)
- Submitted required supplemental documents and a non-refundable \$50 application fee
- An advanced degree in a mental health field
- Training or education in psychodynamic psychotherapy
- Experience conducting psychotherapy

Admission to each program is by application and often requires interview by faculty. Please consult the program for specific prerequisite training and experience requirements.

Most certificate programs require only one scheduled afternoon or evening of class per week during the academic year (September-May). Additional requirements such as case work and supervision are scheduled to meet individual needs. Please consult the program for more information.

APPLICATION PROCESS

Applicants are encouraged to start early! We also recommend that the admission application be completed at least 4-6 weeks in advance of the intended course date to maximize enrollment options and financial planning. Applications for programs are accepted as early as May 1, 2020, and are due by August 1, 2021. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Please consult the program you wish to apply for if you are applying late.

To apply for a WSP training program, individuals must:

1. Complete an application for admission via our [website](#) by the established deadline. (August 1st)
2. Submit required supplemental documents and scholarship application (optional) to application@wspdc.org.
3. Submit a non-refundable \$50 application fee.

Note: Some academic programs have admission requirements beyond these requirements. For more information minimum admission requirements, please consult your program's page at <https://wspdc.org/training>.

Applications will not be considered complete until all required documents are received by the Washington School of Psychiatry Administrative Office. Students who have applied but not enrolled by the

established deadline must complete and submit a new application package for admission with a non-refundable \$50 application fee.

APPLYING TO MORE THAN ONE PROGRAM

Applicants interested in applying for multiple training programs are encouraged to complete the following steps:

- Select all the programs that you would like to apply for on one application.
- Submit a non-refundable \$50 fee for each program you select to apply to.
- Provide the required documents for each program (make sure that each set of documents focus on the program to which you are applying).

DOCUMENTS REQUIRED

The following supplemental documents are required to ensure that the application is processed:

- Current Curriculum Vitae
- Statement of Experience & Interest
- Two Professional References

Applicants will not be able to move on in the application process until the required documents are received by the Washington School of Psychiatry Administrative Office.

PROGRAM DECISIONS

The WSP Administrative Office will notify applicants when program decision has been made regarding applications. Acceptance into a program will be formally announced by letter and accompanied by an Enrollment Agreement stating policies concerning payments, attendance, evaluation, documentation, withdrawal, and refunds. Enrollment Agreements must be completed, signed, and returned by September 1, 2021.

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- Statement of Experience & Interest
- Two Professional References

Applicants will not be able to move on in the application process until the required documents are received by the Washington School of Psychiatry Administrative Office.

PROGRAM DECISIONS

The WSP Administrative Office will notify applicants when program decision has been made regarding applications. Acceptance into a program will be formally announced by letter and accompanied by an Enrollment Agreement stating policies concerning payments, attendance, evaluation, documentation, withdrawal, and refunds. Enrollment Agreements must be completed, signed, and returned by September 1, 2021.

WSP PROGRAM TUITION AND FEES (2021-2022)

Tuition and fees are in effect at the publication date of this bulletin. All tuition and all other associated costs must be paid no later than January 31, 2022.

All \$50 application fees and registration fees are nonrefundable.

Note: Tuition may not include the cost of supervision required for select programs, personal therapy, textbooks, lodging and meals, or other miscellaneous charges. Please consult your program for more information.

ADMISSION FEES

Program Deposit (per program)\$300

TUITION

Child and Adolescent Psychotherapy \$1,950 per year
Clinical Program on Psychotherapy Practice \$2,300 per year
Fundamental Concepts & Techniques of Dynamic Psychotherapy \$1,200 per year
Intensive Short Term Dynamic Psychotherapy – Year 1 \$1,200 per year
Intensive Short Term Dynamic Psychotherapy – Years 2 and 3.....\$1,900 per year
National Group Psychotherapy Institute\$1,000 per year
Study of Aging and Clinical Applications.....\$1,000 per year
Supervision Training Program\$720 per year

SUPERVISION FEES

Child and Adolescent Psychotherapy \$75 per session
Clinical Program on Psychotherapy Practice \$75 per session
Fundamental Concepts & Techniques of Dynamic Psychotherapy\$75 per session
Intensive Short-Term Dynamic Psychotherapy – Year 1 \$40 per session
Intensive Short-Term Dynamic Psychotherapy – Years 2 and 3\$80 per session
National Group Psychotherapy Institute (optional) \$75 per hour
Study of Aging and Clinical Application..... \$75 (individual) / \$50 (group) per session
Supervision Training Program TBD

Note: Supervision fees for the Intensive Short-Term Dynamic Psychotherapy program are included in tuition. For all other programs, supervision fees are paid directly to the faculty supervisor. Please consult your program for more information.

SPECIAL FEES

Late Payment Fee	\$5
Transcript of WSP Record Fee	\$25
Duplicate Certificate Fee	\$25
Returned Check/Electronic Payment Fee.....	\$50

OBLIGATION FOR PAYMENT

Students who enroll at the Washington School of Psychiatry (i.e., sign the *WSP Enrollment Agreement*), including those whose tuition has been deferred, agree to be held responsible for all tuition and fees owed to the Washington School of Psychiatry. Tuition and fees are due, in full, by the established deadlines. Failure to make payments to the School when due is considered sufficient cause to bar students from courses, withhold certificates, suspend students from all WSP services and privileges, and report the student to an outside collection agency and/or credit bureau.

Enrollment constitutes a legal financial obligation to which students will be held liable if they do not follow the proper procedure to change or cancel their registration. Students must speak with the chair of their program and submit, in writing (by email, mail, or in person), a request to withdraw to the WSP Administrative Office. They must receive written confirmation from the WSP Administrative Office to verify that their request has been granted.

Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver of a student’s financial obligation. Students are still responsible for all outstanding debts and contracts with the School. Furthermore, students may not enroll in a new program if there are any delinquent financial obligations to WSP.

For additional information please contact the WSP Administrative Office at (202) 237-2700.

PAYMENT OPTIONS

Students may pay their bill to the School in US funds through check at a US bank, cashiers check, creditor debit card, or money order. Payment may be conducted online, by mail, by phone, or in person. Please ensure that payment early enough for the School to receive it by the established deadline.

By Mail

All US checks, cashier checks, and other payments that cannot be processed online should be mailed to the following address:

The Washington School of Psychiatry
5028 Wisconsin Avenue, Suite 400
Washington, DC 20016-4118

Online

Payments can be made online at <https://wspdc.org> at the bottom of the home page in the “Make a Payment” section.

By Phone

Payment by credit or debit card may be made by call the Washington School of Psychiatry Administrative Office at [202-237-2700](tel:202-237-2700).

By Employer

If your employer is paying the tuition for your program, course, or conference, please ensure the following are included on the company purchase order or government training authorization form:

1. Authorized signature of the official responsible for approving the training
2. Approving official’s name, preferred mailing address, telephone number, fax number, and position title
3. Billing address and billing telephone number
4. Purchase order number or billing reference number

WSP offers a payment installation plan, which may be selected on the Enrollment Agreement. Installation payments must be submitted by the 30th of the month, unless otherwise arranged.

Failure to submit payment on time may result in incurred fees and interest. A \$5.00 late fee is charged for any tuition paid more than ten (10) days late. Any student who does not make installment payments by the scheduled due dates will be charged a late fee of \$5.00 for each payment that is late.

FINANCIAL AID

The Washington School of Psychiatry (WSP) is non-profit institution with limited financial resources. However, we are committed to offering training program scholarships based on need and merit. Scholarships are awarded for one academic year and are granted on a first-come, first-serve basis until funding is exhausted. Scholarship amounts are subject to budgetary consideration and may be changed at any time without prior notice.

Students must submit a new application each academic year, which can be found at <https://wspdc.org/training>. Deadline for scholarship applications is August 31, 2021.

BILLING INFORMATION

Billing notifications are emailed on the 1st of the month to the preferred email address indicated on the student’s enrollment agreement form. WSP does not mail printed statements to currently enrolled students.

Students are responsible for keeping WSP records up to date with their current name, physical addresses, email addresses, and phone numbers. Students must provide written notification of any changes in name, physical address, email address, or phone number within thirty (30) days of any such change to the WSP Administrative Office via email (washschool@wspdc.org), by mail, or in person.

In accordance with the Family Educational Rights and Privacy Act (FERPA), WSP representatives will not disclose any specific information about a student's account without the student's permission.

Although the School will accept payments from a third party, the student is responsible for settling all debts to the School by the established deadlines. Administrative, clerical or technical billing errors do not absolve the student of their financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of enrollment at the School.

SUBSTITUTIONS, TRANSFERS, AND CANCELLATIONS

Substitutions

Students may substitute another participant in their place for a program at any time prior to the first day of the program begins. To substitute another participant, students must provide a written request, including the substitute's contact information, to the WSP Administrative Office (washschool@wspdc.org) at least two (2) weeks prior to the first course or conference date.

Refunds will not be made for substitutions that originated after any official refund deadline.

Transfers

Students may transfer registration to another class that begins within six (6) months from the start date of the original registration. A transfer is defined as the movement of your registration to a future session of the same program. Interested students must provide a written request to the WSP Administrative Office (washschool@wspdc.org) at least two (2) weeks prior to the first course or conference date. Transfers will only be made if full payment has been received and space is available in the requested course. Only one (1) request will be honored. If the future new course has a higher tuition, the student will be responsible for the difference in cost.

Refunds will not be made for transfers that originated after any official refund deadline.

Cancellations

The Washington School of Psychiatry reserves the right to cancel any course, seminar, or workshop that does not reach minimum enrollment. The School will notify students immediately if circumstances cause a cancellation of courses. Prepaid tuition will be retained until students (or their employer) request either a: (1) refund; (2) transfer of the prepaid tuition amount toward a future scheduled course for the same person; or (3) transfer of the prepaid tuition amount toward a future scheduled course for another person.

REFUND OF TUITION AND FEES

Students must provide written notification to the WSP Administrative Office (washschool@wspdc.org) by email, mail, or in person should they intend to withdraw from a training program or request for a refund. Students will be considered enrolled in the program and will be charged tuition until they have spoken personally with the program chair and written notice of withdrawal has been received in the office.

A full refund will be granted to students not accepted by the School, or to students who cancel within five (5) calendar days after midnight of the day on which the enrollment agreement was signed.

Students are deemed to have started the program of study when the five-day period for rescinding the contract has passed, they have met the admissions requirements, and submitted a proper tuition payment. \$50 of the deposit is considered non-refundable and will be retained by the school to cover administrative costs if the student withdraws and requests a refund more than 5 calendar days after signing this enrollment agreement.

The remaining \$250 of the deposit shall be refunded upon receipt of a student's written request to cancel fourteen (14) calendar days before the training program or class begins. If a student cancels a class less than thirteen (13) calendar days or less prior to the course start date or conference date, the School will allow the student to enroll in a future session of the scheduled course or transfer to another course.

If a student enters training and withdraws or is discontinued from a program prior to completion of seventy-five percent (75%) of the academic year's scheduled program, the school will refund to the student a sum which does not vary more than ten percent (10%) from the exact pro rata portion of paid tuition, less the \$50 administrative fee. This prorated amount is to be determined by the ratio of the number of weeks or lessons in the series completed by the student to the total number of weeks of instruction offered. Any portion of a week's attendance by a student shall be considered a full week's attendance. After seventy-five percent (75%) of the academic year's training program has been completed, no refund will be made.

All refunds due will be made within forty-five (45) days of the student's effective withdrawal or cancellation date. A student can be dismissed at the discretion of the program director for insufficient progress, nonpayment of fees, or failure to comply with the terms of the enrollment agreement.

Washington School of Psychiatry, in its sole discretion, may grant exceptions to this policy under appropriate circumstances.

ACADEMIC INFORMATION

STUDENT RIGHTS AND RESPONSIBILITIES

Preamble

The central function of the Washington School of Psychiatry (WSP) as outlined in the "Mission Statement" consists of learning, teaching, clinical experience, supervision, psychotherapeutic treatment, consultation and research. All those activities must be characterized by reasoned discourse, intellectual honesty, academic excellence, mutual respect and openness to constructive change.

The School expects students to maintain conduct appropriate for the WSP community, including:

1. Obeying the law.
2. Respecting all WSP community members.
3. Attending class or meeting times with an awareness of the value for every student and notifying faculty, in advance, as much as is possible, of any absence.
4. Being responsible for emails sent from WSP administration, faculty, or staff to the preferred email account indicated in their signed Enrollment Agreement.
5. Making tuition and other payments according to plan.

By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen but acquires additional rights and responsibilities as well to the entire School community. Enrolling denotes an implicit declaration of the student's acceptance of the School's policies and regulations as outlined in the most recent issues of the catalog and enrollment agreement form. Students of the WSP adhere to these rights and responsibilities and are in compliance with the professional and ethical standards of their credentialing organizations. Further, students attest that they are currently licensed by the State or City in which they practice or are working towards such licensure.

Failure to abide by the School's policies and regulations will subject the student to appropriate disciplinary action.

General Statements

Students have the right to be treated fairly by faculty, colleagues, chairpersons, and all members of the School administration, and to be preserved from arbitrary or capricious action on the part of any such persons.

Teaching and Supervision

Students should expect teachers/supervisors to encourage the pursuit of learning in students, holding before them the best scholarly standards of the discipline. Respecting students as individuals, the teacher/supervisor seeks to establish a relationship of mutual trust and adheres to the proper role as intellectual guide and counselor. Any exploitation of students for private advantage is prohibited.

Supervisors will always be cognizant of the delicate balance between the needs and expectations of the Program and the School, the training needs of the student, and last, but not least, the needs of the patient.

Since evaluations of and by a teachers/supervisors are uniquely important documents in both the academic and professional life of a student, such letters should be timely, candid, and fair. Students can be confident that the privacy of such evaluations will be preserved.

Relations with School Community

Students to attend class or meeting times with an awareness of the value for every student and will notify faculty, in advance, as much as is possible, of any absence.

Students, faculty, and staff are strongly encouraged to respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others and their opinions, regardless of theoretical orientation, race, sex, national origin, religion, age, disability, or sexual orientation.

Constructive criticism of colleagues is sometimes necessary in the interest of the individual criticized or the entire School community. To be constructive, however, such criticism should be channeled, in confidence, toward those persons (preferably the individual concerned, but also academic superiors, faculty committees, or administrative officers) who have the power to correct or influence conduct in a constructive way. Indiscriminate criticism or gossip about colleagues is condemned.

Relations with Faculty

The school subscribes to the long-standing academic norm that sexual or amorous relationships between teachers/supervisors and students for whom they have professional responsibility are unacceptable even when both parties have consented to the development of such a relationship.

**The Washington School of Psychiatry does not receive Federal funds for any purpose.*

ADMISSIONS

WSP is committed to quality, equitable, and accessible admissions policies and processes so that we may have a campus community that is reflective of the diversity of our society and well-qualified for the rigors of our programs. No one will be denied admission on grounds of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status.

Admission is at the discretion of the Director of Education and Membership and the Chair of the program for which the student is enrolled. WSP will base its admissions decisions on an overall evaluation of applicants' mental health experience, merits, strengths, and weaknesses. At a minimum, applicants must possess an advanced degree in a mental health-related field and meet the minimum criteria for admission into the School and the program for which the student is enrolled.

General Admissions Requirements

Individuals who meet the following criteria are eligible for admission have:

- Submitted a complete application by the established deadline (August 1st)
- Submitted required supplemental documents and a non-refundable \$50 application fee
- An advanced degree in a mental health field
- Training or education in psychodynamic psychotherapy
- Experience conducting psychotherapy

The Director of Education & Membership shall work with the Faculty/Clinical Staff Council to set the admissions policies and standards for application, consistent with this policy. Faculty of programs may, in consultation with the Director of Education & Membership, set admissions policies appropriate to that unit that are in addition to, or more rigorous than, the general School admission standards.

An applicant may simultaneously apply for admission to more than one campus.

PLACEMENT

As a post-secondary institution WSP sponsoring continuing education credits to working professionals for re-licensure and the opportunity to refine, renew, or increase understanding and skills in the practice of psychodynamic psychotherapy. Students at WSP are adult, licensed professionals usually with at least some personal private practice, whether solo or group, and often with employment at a hospital or another mental health services agency. Job placement is not a specific part of the services offered by WSP, nor is it promised in any school literature.

ATTENDANCE REQUIREMENTS

Attendance is taken at each class meeting. The attendance record is used as part of the student evaluation process, as well as in determining continuing education credits that may be awarded.

Students are required to attend at least 80% of class sessions to successfully complete the program. At the discretion of the program faculty a higher attendance rate and/or additional work (e.g., a written paper) may be required to make up for missed classes. Students who require a record of attendance are responsible for checking with the instructor at each class meeting.

Classes meet weekly, monthly, or quarterly and involve lectures, discussions, and case presentations. It is important for each student to arrive on time and attend class on a regular basis. If it is not possible to attend a particular class, the student is required to contact the faculty member scheduled to teach, in advance of the class and notify him/her of the pending absence. A student who misses a class session is responsible for completing all material covered and, in some programs, is asked to write a paper about the readings.

SUPERVISION REQUIREMENTS

An integral part of most of the training programs is ongoing supervision at which time clinical work is presented as an adjunct to the didactic learning of the classroom. For courses where supervision is required, this is provided by a faculty member. These courses have a certain number of required hours of supervision per semester and these hours must be completed to graduate from the program. Finding patients to present in supervision is the responsibility of the student; however, if this is not possible an effort will be made to find patients at the Treatment Center. Faculty provides supervision at a subsidized rate, which varies from program to program.

ONLINE DELIVERY OF COURSES (TELECOMMUNICATIONS)

The Washington School of Psychiatry will combine two or more modes to provide a well-rounded educational experience. As a post-secondary educational institution, we believe that the utilization of a multimodal approach helps each student achieve academic success in their own way. Our programs are based on an andragogic theory of adult learning. We utilize multimodal learning approaches in our educational setting, as our certificate programs are primarily open to mature practitioners with advanced degrees.

A trained practitioner, our typical student, will thrive in a comprehensive learning environment that uses visual, auditory, and kinesthetic inputs — both verbal and non-verbal — including videos, images, actions, real-life examples, and hands-on activities. WSP will integrate and expand its utilization of educational technology in its program delivery. Utilization of new technologies mean new modes of communication for students and instructors. WSP will support its integration in an increasingly digital landscape by providing training and technical support resources for students and instructors. Our students will now have available to them a distance learning experience, which is incorporated into our existing approaches to learning.

The electronic classroom platforms require a computer with audio/video capability or a smart phone.

EVALUATION OF STUDENTS

Student progress and conduct are evaluated by a committee of the faculty. The student's classroom teachers and clinical supervisors prepare evaluations of each student's work. These evaluations and other relevant information are shared with the committee and, when considered appropriate, with other faculty members.

The evaluation committee will provide the student with information concerning his/her status. A student may be dismissed from a program should his or her performance be judged unsatisfactory or unethical. A certificate of program completion may be withheld for the same reasons.

Faculty supervisors evaluate supervisees rating and discussing the following:

- Depth of understanding of basic principles Ability to establish a therapeutic relationship with patients.
- Ability to maintain a therapeutic relationship with patients Ability to make psychodynamic formulation of case Ability to deal with hostility in patients.
- Ability to see patients without distortion.
- Attendance and promptness for supervision.
- Recognize when they (the therapist) interferes with the therapeutic process.
- General progress of patients with the therapist.
- Capability of treating patients without supervision.
- Suggestions to speed this student's process of acquiring skill in psychotherapy.

If a student is evaluated as making unsatisfactory progress and faculty recommends that the student take of leave of absence or withdraw, or if the student is dismissed from the program, the student will be informed in writing of this.

CREDIT FOR COURSES

The school offers non-degree, post-graduate training to licensed mental health professionals. Continuing education credits can only be given for actual hours of participation in these courses. No previous education, training or experience can be included in the school's credit awards.

While several courses have a two- or three-year plan, each year completed is a valid stand-alone sequence of classes and continuing education credits are awarded for each year completed.

GRADUATION

Graduation from WSP courses is based on completion of all class work for a course. Course requirements may include regular class participation, supervision, reaction papers and (in some cases) conference attendance. All must be completed before graduation to receive a certificate.

Students who anticipate not being able to complete the requirements should talk to their program chair as early as possible. Certificates of completion are awarded when the student has completed the full course.

LEAVE OF ABSENCE/ENFORCED LEAVE OF ABSENCE

Leave of Absence

Students must sometimes interrupt their studies for one or more semesters for varying reasons (financial, academic, or personal). A leave of absence communicates to the School that the student intends to leave temporarily, with a firm and stated intention of continuing their studies at WSP. Taking a leave of absence also ensures that the student's status in their academic program of study remains active.

Students may apply for a leave of absence of no more than three semesters.

Requests for a leave of absence may occur at any time in the semester. Students who wish to file for a leave from their program must 1) talk with their Program Chair to understand all requirements necessary for a smooth return to WSP; 2) submit the **Leave of Absence Authorization** form to the Program Chair; and 3) ensure that all issues pertaining to support (e.g., supervision) are resolved. The Program Chair will forward the form and their recommendations to the Director of Education & Membership. The Leave of Absence Authorization form will be reviewed for the appropriate tuition refunds (see [Refund Policy](#)).

Filing for a leave of absence must be approved by the Program Chair and Director of Education & Membership. Approval is granted if the decision is "in the best interests of the academic progress of the students" and a copy of the Leave of Absence Authorization form is on file for the student's program and the Director of Education & Membership prior to the semester for which a leave is granted. Leave will take effect as of the date signed by the Director of Education & Membership.

During the leave, students may not participate in courses or supervision, receive significant consultation from faculty, register for any WSP program, or make significant use of School resources. If the student wishes to return to their studies before the end of the leave period, they should notify their Program Chair and request that the leave of absence be shortened.

Before the completion of a leave, the student must notify their Program Chair and the Director of Education & Membership in writing by submitting an **Application of Return**, so that the re-entry process can be initiated.

Time on a leave does not automatically extend. Extensions must be requested and approved; extensions for parenting, pregnancy, and caregiving reasons will be granted at the time of the extension request.

If a leave is denied, students may submit a written appeal to the Director of Education & Membership within 10 days of the decision or opt for withdrawal by following the [withdrawal procedures](#).

Enforced Leave of Absence

WSP is committed to the holistic health, well-being, and safety of all students and members of our community. We recognize that at times some students may experience circumstances or needs that substantially impact their ability to engage and participate in School activities successfully or safely.

Students may request a leave of absence to give full attention and time to remedying the issues leading to their need for a leave. However, in some instances, students may not choose to take a voluntary leave of absence. In such cases, programs may enforce a leave of absence.

In consultation with the Director of Education & Membership, the Program Chair may place a student on an enforced leave of absence under the following circumstances when students exhibit behavior that significantly disrupts the educational and other activities of the program and School community. Such behavior includes (but is not limited to):

- Failure, or inability, to engage in Quality of Life/self-care responsibilities;
- Actions or behaviors that pose a significant risk to their own safety or health, or to the health or safety of others;
- Communicating effectively, both verbally and nonverbally, and receiving communication effectively;
- Difficulty concentrating on tasks;
- Demonstrating appropriate interactions with others including faculty, staff and fellow students;
- Self-evaluating, identifying, and articulating needs and being able to identify and utilize resources in order to meet those needs;
- Making appropriate decisions;
- Performance requirements;
- Managing stressors associated with studying and learning at the post-graduate level;
- Substantial disruption to others' abilities to fully learn or participate in the School's educational or employment opportunities;
- Other requirements: Additional requirements may be required for some programs.

If a student exhibits any of the behaviors described above, the student will be apprised in writing of the Program's concerns - objective evidence such as the nature, severity, and duration of the observed behaviors - and decision. Observations will not be made based on speculation, stereotypes, or generalizations about individuals with disabilities. Such notice shall also include:

- The effective date of the leave;
- Conditions during the leave of absence (if any)
- Conditions for reinstatement
- The Director of Education & Membership's contact information (point of contact); and
- Information about the appeals process.

Students will be placed on an enforced leave of absence for one (1) year.

Program Chairs shall also make every effort to provide the student an opportunity to meet and discuss the conditions of the enforced leave of absence.

Students considering reinstatement must comply with all required conditions for reinstatement. Before the completion of a leave, the student must contact their Program Chair (cc'ing the Director of Education & Membership) in writing to request reinstatement, submitting – if requested – appropriate documentation that the student does not pose a threat to the health or safety of themselves or others

and that the student is capable of behaving in a way that aligns with the School's academic and community policies and standards.

Upon receipt of the written request, the Program Chair will examine all relevant documentation and provide the student an opportunity to meet to discuss possible reinstatement. In this meeting, the student and Chair will discuss conditions of reinstatement, program policies, the possibility of academic performance reviews, and the application process (if policies have changed). The Program Chair will consult with the Director of Education & Membership to decide whether a reinstatement will be approved, and, if so, under what conditions.

If approved for reinstatement, the student will receive an email outlining the process of reinstatement and conditions for continued attendance. The reinstated student will remain subject to the policies found in the Bulletin under which they originally entered WSP.

WITHDRAWAL OR DISMISSAL

Dismissal

Dismissal of a student is considered a very serious action. Students can be dismissed by faculty at any time in the semester. Dismissal will follow policies and procedures adopted by each program.

(Note: Program dismissal policies and procedures are in line with, and sometimes stricter than, general School dismissal policies).

A program may dismiss a student for:

- Academic and/or clinical dishonesty or misconduct;
- Inadequate academic and/or training progress;
- Failure to meet program requirements;
- Violation of any WSP policies; or
- Violation of ethical/professional standards in the program's handbook or professional society

The Director of Education and Membership is responsible for dismissal of students and will act on the recommendation of the Program Chair. The Director of Education and Membership must be notified in writing immediately of the intent to dismiss a student. Notification must include evidence of precautions taken and should contain written documentation of requests to remediate the problem. The Director of Education & Membership will notify the student formally of the recommendation and the appeal process.

Dismissal from a training program triggers dismissal from WSP, unless the student is in good standing in another program at the School. Students dismissed by a program may reapply to WSP for admission to the same training program or a different certificate-granting program in one (1) year, unless the dismissal was triggered by:

- Academic and/or clinical dishonesty or misconduct
- Violation of any WSP policies
- Violation of ethical/professional standards in the program's handbook or professional society

Students who would like to appeal a dismissal from a program for academic reasons can file a grievance following the School's [grievance procedures](#). The grievance should be submitted to the Director of Education and Membership within 10 calendar days following receipt of notice of dismissal.

Withdrawal

Any student who finds it necessary to withdraw from the Washington School of Psychiatry must formally withdraw through the WSP Administration Office. Students are strongly encouraged to discuss any plan to withdraw with their program prior to withdrawing to ensure that they understand the academic implications. The effective date of withdrawal is the day upon which a (written) notification is approved by the WSP Administrative Office.

Withdrawal requests must be submitted by the deadline for the academic year, as posted in the term's Enrollment Agreement. Please see the "Refund of Tuition and Fees" section for our specific refund policies. Students are expected to have paid tuition and other fees in full.

Should a student be dismissed or withdraw from WSP, the student may reapply in a subsequent year to complete a course, subject to faculty approval. The student will receive credit for hours completed. Reinstatement is done by approval of the course faculty.

PROBATION/EXPULSION

Any violation of the ethical standards set by the profession, including but not restricted to boundary violations, dual relationships with clients and the endangering of clients' mental health and well-being are grounds for probation/expulsion.

Ethical standards are published by the various professional organizations and by local governing bodies. The American Psychological Association's publication is a prime example, <http://www.apa.org/ethics/code/>.

STUDENT RECORDS

Student records are retained by statute for 7 years. The School, in its own interest, will retain records electronically beyond that period. Records will include courses taken, credit hours awarded, fees paid. No personal financial data will be retained in any form beyond the year(s) of attendance. Records are kept in confidential storage, paper records under lock and key, electronic records in HIPAA-compliant, passworded network storage off-site.

Students may request confirmation of their participation in courses at the school by email (washschool@wspdc.org). An official transcript can be prepared for a small fee. Since the school does not offer course work towards any degree, this is not done except by request.

Students are expected to have paid tuition and other fees in full.

PROGRAM REVIEW

The faculty of each course prepares a review of the conduct of their course annually for the FFCC and the Board.

FULFILLING THE PROGRAM, COURSE EMPHASIS AND STRUCTURE

To fulfill the mission of the school, the continuing education of psychiatrists, psychologists, social workers and counselors, various areas of theory and practice are approached in individual courses. These major areas of focus and approach are described in detail in the following pages.

CHILD & ADOLESCENT PSYCHOTHERAPY

The Child and Adolescent Psychotherapy Program is a 2-year postgraduate certificate program for mental health professionals.

Child psychotherapy and concurrent work with parents differs greatly from adult psychotherapy. Postgraduate training, focused on the inner and interpersonal world of the child, deepens the clinician's understanding of the unfolding dynamics. Working with the whole child requires working with parents and understanding the school and community context. The scope of the coursework and the broad experience of our faculty offer clinicians in both public service agencies and private practice a unique opportunity to enhance their professional lives.

Active student participation, and the relationships students establish with each other and the faculty, are essential parts of the learning process.

CURRICULUM

First Year

Classes teach topics and concepts that will help students conduct thorough assessments and include:

- Establishing a therapeutic frame with parents and children
- Awareness of diversity during assessment
- Child development from infancy through late adolescence
- Forming a good alliance with parents and gathering a developmental history
- Concepts including attachment, object relations, transference, defenses, and temperament
- Psychopathology
- Explaining the importance of play therapy to parents
- Writing a case formulation

Second Year

Classes focus on therapy with children and adolescents and conjoint work with parents and include:

- Awareness of diversity during treatment
- Therapy with different developmental stages
- Working with issues including trauma, depression, anxiety, autism, substance abuse
- Ongoing work with parents
- Interventions
- Play therapy
- The process of terminating treatment

LEARNING OBJECTIVES

Students will:

1. Gain a deeper understanding of psychodynamic concepts.
2. Learn how to apply psychodynamic concepts to their clinical work with parents and their children.
3. Learn how to work with children at different developmental stages.

PROGRAM STRUCTURE

Classes combine lectures, discussion, case presentations, and clinical examples. In addition to the lecturer, each class includes a coordinator from the steering committee whose job is to integrate the classes, stimulate discussion, and monitor students' development. Topics include principles of child development, psychopathology, assessment, parent work, and psychotherapy of children and adolescents from a primarily psychodynamic orientation. The learning process is enriched by weekly clinical supervision from senior child therapists.

PROGRAM SCHEDULE

Classes begin in September and end in June with a break in December; there are 30 classes each year. Classes are held on Wednesday evening from 6:30 PM to 9:00 PM.

CE/CME AWARD

Students with full attendance will receive 75 CEs/CMEs (2.5 CEs per class) each year.

ADMISSIONS REQUIREMENTS

[Program Contact\(s\)](#)

Jane Nielson, MSW
janenielson75@gmail.com
(301) 770-7977

[Program Email](#)

childandadolescence@wspdc.org

[Application Deadlines](#)

The Child & Adolescent Program is not accepting applications for the 2021-2022 academic year.

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty.

Admissions Requirements

Applicants should:

- Complete the terminal degree for their field
- Have current license
- Currently working clinically with children and adolescents

The program is open to psychiatrists, psychologists, social workers, psychiatric nurses, professional counselors, and other licensed mental health professionals. Applicants will be contacted to arrange two or three interviews with the program chair and members of the steering committee.

Applicants may be asked to provide professional references.

TUITION

Annual tuition is \$1950. Tuition is billed each year. Payment installments may be arranged through the administrative office.

The \$50 application fee is nonrefundable.

Limited scholarship money may be available, based on need and merit. A scholarship application is on the wspdc.org website.

SUPERVISION

First year: \$75 per session, 30 weekly sessions per academic year (held in the supervisor's office)

Second year: \$75 per session, 30 weekly sessions per academic year (held in the supervisor's office)

There will be a different supervisor for the second year. Fees are paid directly to the supervisor.

FACULTY

Jane Nielson, MSW (Chair)

Steering Committee

Carolyn Curcio, MSW

Gavin Behrens, MSW

Karen Garman, MSW

Randall O'Toole, MSW

Richard Ruth, PhD

Faculty

Caroline Ba, PsyD

Mimi Blasiak, MSW

Mauricio Cortina, MD

Ben Forman, PhD

Tom Holman, PhD
Liz Miller, MSW
Bruce Pickle, PsyD
Crystal Taylor-Dietz, PsyD

CLINICAL PROGRAM ON PSYCHOTHERAPY PRACTICE

The Clinical Program on Psychotherapy Practice is a two-year certificate training program which offers an in-depth study of contemporary psychodynamic theories and their application to various models of psychotherapy. The unifying thread within the curriculum is an understanding of the therapeutic relationship as a powerful force for healing.

The Program employs both didactic and experiential approaches to learning. Classes are lively and consist of lectures, group discussions, and clinical material provided by the faculty and students. Experiential process groups provide an additional opportunity for learning in the “here and now” experience of the classroom.

Graduates of the Clinical Program regularly report increased confidence in their work, a firmer theoretical base from which to practice, greater knowledge and flexibility with regards to technique, a lifelong interest in learning about psychodynamic theory and practice, and a close-knit community of colleagues and friends with whom to prosper professionally and personally.

CURRICULUM

The first year of the Program provides students with a solid grounding in psychodynamic theory and practice. The second year introduces alternative modalities (brief, couples, group) as well as special topics such as dreams and infant observation. “Reflection/Integration” classes are held at the end of each semester to integrate material learned thus far in the program. Coursework covers the following subject areas:

Assessment

Assessing clients from a psychodynamic perspective — going beyond simply observing symptoms to the exploration of intrapsychic processes, capacities, and vulnerabilities.

Psychodynamic Theory

Theories taught in the approximate order they were conceived to provide a firm foundation for practice: ego psychology, object relations theory, self-psychology, attachment theory, relational theory, trauma, and existential theory.

Phases of Work

Courses in Beginning Phase, Middle Phase and Termination which note the special importance and specific attributes of each phase.

Attachment/Neurobiology/Trauma

A ten-class series to introduce current theories of brain functioning and their relevance to the attachment process. Attachment and neurobiology are explored as they influence relational trauma and the psychodynamic process.

Group Psychotherapy

Theories related to group work as well as a “here and now” experience in a process group.

Couples Psychotherapy

An exploration of intrapsychic and interpersonal processes within couples and the use of this understanding to inform couples work.

Brief Psychotherapy

Principles of brief therapy from a contemporary object relations perspective, with a special emphasis on the therapist’s use of self and the therapeutic relationship.

Listening, Observing and Containing

The close observation of an infant to enhance skills related to listening, observing and containing within the practice of adult psychotherapy.

Dreams and the Unconscious

An exploration into what dreams reveal about the nature of the unconscious, what role they play in the therapeutic process, and how they may be used to deepen the intensity and meaning of psychotherapy.

Thinking About the Other

A day-long exploration of issues related to diversity and the experience of otherness, including thinking more deeply, as clinicians, about working with clients who are different from ourselves.

Sexual and Gender Diversity

A day-long exploration of issues related to gender identity, sexual orientation, and sexual/relational/erotic expression.

PROGRAM STRUCTURE

The Program employs both didactic and experiential approaches to learning. Classes are lively and consist of lectures, group discussions, and clinical material provided by the faculty and students. Experiential process groups provide an additional opportunity for learning in the “here and now” experience of the classroom.

Classes meet on Thursday evenings from 4:30 PM to 6:00 PM and 7:30 PM to 9:30 PM with a one-hour break in between for the class to connect and have dinner as a group. Classes typically begin the Thursday after Labor Day and conclude in mid-May.

PROGRAM SCHEDULE

For the 2021-2022 academic year, Orientation will be held on the second Thursday in September. All classes will be held in person for 2021-2022 from September through May.

Supervision hours are Monday-Friday 9am-5pm and must be arranged with the supervisors.

CE/CME AWARD

Students who attend all classes will have the opportunity to earn over 230 hours of CE credits. Attendance will be taken at each class.

ADMISSIONS REQUIREMENTS

Program Contact(s)

Leyla Kenny, PhD

Leyla@washingtondcpsychotherapy.com

Randall O'Toole, MSW, LCSW

randallotoole@gmail.com

Program Email

clinicalprogram@wspdc.org

Application Deadlines

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee All applicants will be interviewed by faculty.

Admissions Requirements

Applicants must have 1) an advanced degree in a mental health field; 2) training or education in psychodynamic psychotherapy; and 3) experience conducting psychotherapy.

Admission to the Program is by application, two interviews with steering committee members, and the provision of two professional references familiar with the applicant's clinical work. An incoming class is composed of a maximum of twelve students. Personal psychotherapy is strongly recommended.

TESTIMONIAL

"The program has greatly exceeded my expectations...a wide range of treatment modalities and practices are taught in an atmosphere of collegiality and openness...Last but not least the relationships with my fellow students have provided a valued network of professional colleagues and personal friends." - recent alumnus

"Being a part of CPPP and the WSP family has been a career elevating experience. Beware—this kind of learning experience is highly addictive and will forever inform your practice of psychotherapy." – recent alumnus

“I have the opportunity periodically to teach outside of the DC area. When I mention my WSP affiliation, I am consistently impressed by the reputation that the Washington School of Psychiatry enjoys nationally and internationally.” – current faculty member

TUITION

Annual tuition is \$2300. Tuition is billed each year. Payment installments may be arranged through the administrative office.

The \$50 application fee is nonrefundable.

Limited scholarship money may be available, based on need and merit. A scholarship application is on the wspdc.org website.

SUPERVISION

Supervision is \$75 per session. Fees are paid directly to the supervisor.

FACULTY

Leyla Kenny, PhD (Co-Chair)

Randall O’Toole, MSW, LCSW (Co-Chair)

Andrew Carroll, PsyD (Dean of Students)

Steering Committee

Carolyn Curcio, MSW

Margo London, MSW

Marilyn Meyers, PhD

Shoba Nayar, MSW

Jane Prelinger, MSW

Additional Faculty/Supervisors

Sally Bloom-Feshbach, PhD

Kirsten Chadwick, PhD

Patricia Davis, MSW

Molly Donovan, PhD

Mary A Fitzgerald, MSW

Megan Flood, MSW

Rolando Fuentes, MSW

Lee Futrovsky, PhD

Jennifer Grosman, PhD

Jaedene Levy, MSW

William Pinney, PhD

Janna Sandmeyer, PhD
Michael Stadter, PhD
Jonathan C. Stillerman, PhD
Christopher Straley, MSW
Kara P. Veigas, MSW
Barbara Wayne, PhD
Barry J. Wepman, PhD

[Guest Faculty](#)

Jeanine Lamb, MSW
Kimberly Woodard, LPC

FUNDAMENTAL CONCEPTS AND TECHNIQUES OF DYNAMIC PSYCHOTHERAPY

Fundamental Concepts and Training (Core Concepts & Techniques of Dynamic Therapy) is a one-year introductory certificate training program for recent graduates of advanced degrees who are licensed mental health providers and licensed mental health providers interested in or returning to clinical practice. Through readings, didactic instruction and seminar-based discussion of clinical material, the program offers an overview of psychodynamic theories and psychotherapy understandings and techniques. Weekly supervision allows each student the opportunity to apply concepts learned and to develop clinical skills.

CURRICULUM

Getting Started: The Psychodynamic Relationship

We learn about the components of the frame, and how it fosters the therapeutic alliance; the different kinds of listening and talking, and the focus on process; how power and love are present in the relationship; the therapist's empathic and non-judgmental stance; different kinds of "knowing" and the centrality of "not knowing"; the therapist's use of self, and of self-disclosure.

Overview of Theories

Students are provided an introductory, foundational overview of psychodynamic theory: Classical/Drive Theory, Ego Psychology, Object Relations and Self Psychology. Theories are taught in the approximate order they were conceived to provide a foundational understanding of psychodynamic practice. We will read material related to the origins of the theories, the theoretical underpinnings of the theories, and the central/core concepts and techniques of the theories.

Transference

We discuss the definition of transference; how psychotherapy elicits transference; examples of transference during the various phases of treatment; and how to work with transference.

Countertransference

We discuss various psychodynamic understandings of countertransference; how the concept of countertransference has evolved over time; the continuum from conscious to unconscious countertransference; and how the therapist becomes aware of countertransference and uses it.

Deepening the Treatment

We explore how psychotherapy unfolds and how the therapist applies the basic concepts in the ongoing work of psychotherapy, including identification of the resistances and defenses in the course of a psychodynamic treatment. In addition, we gain a fundamental understanding of how to work with dreams based on Freudian and Jungian theories and how dream work deepens the treatment.

Observing

We learn how non-verbal modes of communication are predominant during the treatment; develop the skill of observing non-verbal communication; learn to differentiate our observations (objective) from our

ideas (subjective); learn what the clinician might observe in oneself during a session and how this can inform the treatment; and make connections between observation to concepts of transference, countertransference, projective identification and identification.

[Intersectionality](#)

We explore psychodynamic concepts of transference, countertransference, defenses and resistance in the context of culture, race, and sexuality.

[Psychotherapy Endings](#)

We discuss the definitions and history of therapeutic endings; differences between planned and unplanned endings; how to apply central concepts to therapeutic endings; and transference and countertransference in therapeutic endings.

PROGRAM STRUCTURE

The first hour of each class is a review and discussion of basic concepts covered in assigned readings. The second hour of the class is a review of clinical material by the instructor or a student. Most reading materials are provided online. A few books may be required to be purchased. Throughout the program there are Integration classes, which provide an opportunity for students to deepen understanding of the theoretical concepts presented in the classes.

PROGRAM SCHEDULE

Classes are held from September to April with a break in December and April. Classes meet Tuesday evenings from 7:00PM to 9:00PM. There are 31 classes in the program.

CE/CME AWARD

Continuing education credits are awarded if the student completes 80 percent of all classes. For each hour of class attended the student is awarded one (1) hour continuing education credit.

ADMISSIONS REQUIREMENTS

[Program Contact\(s\)](#)

Rolando J Fuentes, MSW

rfuentes@wspdc.org

202-746-7691

[Program Email](#)

fundamentalconcepts@wspdc.org

[Application Deadline](#)

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis

and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty.

Admissions Requirements

Applicants must have an advanced degree in a mental health field. The class is designed for new graduates as well as students with advanced degrees who have not provided psychotherapy during their professional careers.

Admission to the Program is by application and interview. Personal psychotherapy is strongly recommended.

TUITION

Annual tuition is \$1200. Payment installments may be arranged through the administrative office. The \$50 application fee is nonrefundable.

Limited scholarship money may be available, based on need and merit. A scholarship application is on the wspdc.org website.

SUPERVISION

As part of the learning experience, clinical supervision by one of the program faculty is required. The student must complete 25 hours of clinical supervision before a program certificate of completion will be awarded.

Supervision is \$75 per session. Fees are paid directly to the supervisor.

FACULTY

Rolando Fuentes, MSW (Chair)

Jessica Chan, MSW

Janice Berry Edwards, PhD

Athena Gavaris, MSW

Ruth Neubauer, MSW

Rachel Sassoon, MSW

Lenore Shapiro, MSW

Jody Tabner Thayer, MSW

Nina Van Sant, MSW

INTENSIVE SHORT TERM DYNAMIC PSYCHOTHERAPY (ISTDP)

Do you strive to be more effective as a therapist? Do you want to build your skills to be optimally responsive to your patients' therapeutic needs? Want to learn assessment and intervention skills that can improve outcomes and reduce dropout? ISTDP is an evidence-based therapy model that offers an attachment-focused system of assessment and intervention that can help you increase your attunement and effectiveness with a wide range of patients.

The focus on attachment and response-to-intervention in ISTDP training helps therapists to:

- Identify and address interpersonal avoidance behaviors that can block therapy success
- Identify and address a wide range of anxiety responses so that patients can gain the courage to face what they usually avoid
- Help even the most fragile clients to build their capacity to overcome avoidance and anxiety so they can experience and learn from their emotions and memories

ISTDP has been shown to be uniquely effective with treatment-resistant and somatoform conditions, and has been found to be cost-effective, with shortened treatment lengths, across a wide range of conditions. Graduates of our program report that they not only learned theory and skills; they became more effective because they were helped to integrate the model with their own personal strengths and style.

Origins

Developed by Habib Davanloo, MD in the 1960's, the theory and technique of ISTDP have been refined and elaborated by later generations of his students around the world. The efficacy of ISTDP has been widely researched and demonstrated with a variety of disorders. All ISTDP therapists understand that a patient's problems result from defenses that arise in response to the anxiety that is coupled with unconscious feeling. The goal of therapy is to help the patient develop the ability to attend to internal experiences in order to regulate anxiety and turn against maladaptive defenses. This allows unconscious emotions to emerge, become integrated, and pave the way for consistent, unfettered access to motivational feelings.

Community

The Washington School of Psychiatry ISTDP Program is one of a few programs worldwide to teach this approach. The foremost clinician-researchers of ISTDP are frequent guest lecturers in the WSP program. Our program has become a leading center for the study of ISTDP and the program's dedicated students and graduates form a community of supportive and interdependent co-learners.

CURRICULUM

First Year

Basic principles of ISTDP theory:

- Anxiety assessment and regulation

- Defense identification and restructuring
- Identification of unconscious emotions
- Eliciting and elaborating feeling experience
- Maintaining therapeutic focus and building the alliance
- Assessing and building will and motivation for change
- Dismantling resistance
- 'Working through' in ISTDP
- Variations of the ISTDP technique for special populations

Second & Third Year

Each three-day weekend will address one ISTDP concept and corresponding techniques. Examples of core training topics include:

- Psychodiagnosis – Moment-to-moment assessment of ego adaptive capacity and corresponding interventions
- Superego pathology – identification of malignant internalizations which create character defenses; assessment of their effect on ego functioning; and techniques for helping patients turn against these pathological forces
- Transference resistance – Techniques for handling defiant, passive, helpless, and uninvolved transference resistances

LEARNING OBJECTIVES

1. First year students will be able to conceptualize cases within the ISTDP model; distinguish between feeling, anxiety and defense; and apply basic techniques for anxiety regulation, defense clarification, and facilitation of the emergence of unconscious feeling.
2. Second year students will become proficient in ongoing psychodiagnosis and in systematically building ego adaptive capacity in fragile, depressed and somatizing patients.
3. Third year students will learn to identify the superego pathology of highly resistant patients and to block and dismantle character defenses and transference resistance.

PROGRAM STRUCTURE

The school year runs from September through May each year. The ISTDP program is a three-year certificate program. Students can opt to take just year-one or pursue the full three-year certificate. The ISTDP program's emphasis on skill development makes it distinct among psychotherapy programs. Theory and technique are taught in tandem throughout the program.

During The first year of the program students learn the metapsychology and techniques of ISTDP. Faculty share videos of their clinical work and utilize experiential teaching methods to engage students. The first-year class meets 20 times in the academic year on Fridays from 3:30 to 5:30PM. Small group supervision follows from 5:45 to 6:45PM, 18 sessions per year.

The second and third year of the program emphasize technique and skill building. In-depth lectures and videotape demonstration are combined with role play and supervision of students' videotaped sessions.

Students present their clinical work to learn how to apply techniques across the spectrum patients. Small group supervision for second- and third-year students is held Fridays, 4:00 to 6:00PM, 10 sessions per year. The second-third year class meets for three 3-day core-training weekends.

PROGRAM SCHEDULE

First Year

For the 2021-2022 academic year, first year classes are held from September to May. First year classes meet ten (10) times each semester.

Second & Third Year

For the 2021-2022 academic year, second-third year students have three (3) intensive weekends each year. These are the first weekends of the following months:

- November
- February
- April

Second-third year students also meet for ten (10) 2-hour small group supervision sessions throughout the year from September to May.

CE/CME AWARD

First Year

First year students with full attendance receive 58 CE/CMEs per year.

Second & Third Year

Second-Third year students with full attendance receive 83 CE/CMEs per year.

ADMISSIONS REQUIREMENTS

Program Contact(s)

Dr. Stuart Andrews

stuart@drstuartandrews.com

Dr. Janet Merkel

janetmerkel@verizon.net

Program Email

IntensiveShorttermTherapyPractice@wspdc.org

Application Deadline

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty. For the ISTDP Program

First year students complete a letter of intent to continue to second-third year by June 30th each year.

Admissions Requirements

Applicants must have:

- A graduate degree in a clinical mental health field
- Experience conducting psychotherapy
- Training or education in psychodynamic psychotherapy

TUITION

First Year: \$1,200 + \$720 Supervision Fee

Second Year: \$1,900 + \$800 Supervision Fee

Third Year: \$1,900 + \$800 Supervision Fee

Payment installments may be arranged through the administrative office. The \$50 application fee is nonrefundable.

Limited scholarship money may be available, based on need and merit. A scholarship application is on the wspdc.org website.

SUPERVISION

First Year: \$40 per group session, 18 one-hour sessions per academic year.

Second and Third Year: \$80 per group session, 10 two-hour sessions per academic year.

Supervision fees are invoiced at the same time as tuition.

FACULTY

Stuart Andrews, PhD (Chair)

Janet Merkel, PhD (Co-Chair)

Faculty

Jon Fredrickson, MSW

Timothy Freitas, PsyD

Michelle May, MA

Margo Silberstein, EdD

Jack Tawil, MSW

Guest Faculty

Kessler Bickford, MA

Nyambura Kamau, MA

Nima Ghorbani, PhD

NATIONAL GROUP PSYCHOTHERAPY INSTITUTE (NGPI)

The Institute comprises a two-year program of six (6) intensive weekend group conferences, focusing on contemporary approaches to psychodynamic group psychotherapy and issues in group therapy. Each conference offers multiple opportunities within the faculty/member community for didactic and experiential learning, including lectures and panel discussions, demonstration groups, small group experiences and large group experiences. Attention to diversity issues and multiple minority identities are featured topics in some conferences, but attended to in every weekend, even when not the main focus.

Participation in the Institute is open to mental health practitioners and clinicians-in-training who are interested in learning about groups and about group therapy. Group therapy experience, either as a participant or a group leader, is *not* a pre-requisite.

There are two options for participation:

1. Full Institute participants attend the entire cycle of six conferences and belong to the same small group throughout
2. Single-conference participants attend on a per conference basis and are assigned to a small group formed only for that particular conference.

It is possible to register for multiple conferences and not attend the entire two-year institute.

All conferences take place at the Washington School of Psychiatry, 5028 Wisconsin Ave., NW, Ste. 400, Washington, DC 200016; Tel: 202. 237.2700. The conferences are held on Saturday and Sunday, unless stated otherwise on the brochure for each conference.

CONFERENCE SCHEDULE

*Schedule subject to change. Conference dates to be determined.

Take a look at some of our previous conferences:

[Effective Therapy Groups and Their Leaders; Psychodynamic, Ethical and Sociocultural Dimensions](#)
Co-Chairs: Stacey Jackson-Lamplsey, PhD and Victoria Lee, PhD

There are many ways to lead and conceptualize a therapy group. In this inaugural conference we will consider the interplay of psychodynamic processes and sociocultural factors, and the role of ethical considerations in both the development and ongoing leadership of an effective group. Interactive plenaries and experiential small and large groups will illuminate both the dynamic and social unconscious of group life in the here-and-now and examine the role of theory as a guide for the group psychotherapist.

A Relational Approach to Group Therapy: Enactive Engagement, Companionship, and Narrative

Chair: Karen Eberwein, Psy.D.

Guest Presenter: Robert Grossmark, PhD

Being known by the group and companionship in areas of pain, shame and fragmentation can be a foundation on which group and individual transformation and healing rests. For this conference, Dr. Robert Grossmark will outline a relational approach for working with groups that involves a present and engaged group analyst, who is unobtrusive to the unfolding of the patient's and group's inner worlds and yet-to-be-known dynamics. Through vivid examples drawn from his work, he will illustrate how the group analyst unobtrusively companions the group in the flow of enactive engagement and in the emergent narratives of trauma and transformative states. Dr. Grossmark will conduct a demonstration group to illustrate these concepts. This conference is designed to address specific learning objectives through a combination of didactic, demonstration and experiential/reflective learning approaches.

Delights and Shadows: Working with a Co-Therapist in Group

Co-Chairs: Molly Donovan, PhD and Barry Wepman, PhD

Co-therapy can be an effective way of leading therapy groups, and yet it is fraught with complexities. While the differing perceptions and styles of each therapist can enrich the group experience, these differences also present challenges to the co-therapy relationship and its functioning in the group. We will examine the ramifications of this intense relationship, both pros and cons, from its inception through its working life.

Reflection and Revelation: The Group Therapist's Use of Self and Self-Disclosure

Chair: Jonathan Stillerman, PhD

We've come a long way from the abstinent, anonymous therapist as an ideal. Yet, how therapists most effectively use and reveal themselves remains an area of spirited debate in the clinical and empirical literature. This conference will expand that conversation to the unique context of group therapy. Participants will explore how we as group therapists decide whether to reveal ourselves in our groups, and if so, what to disclose, how to do so, and how to evaluate its impact on members and the group as a whole. We will be paying particular attention to countertransference and its relationship to self-disclosure.

World Views in Conflict: Exploring Implicit Bias Through Large Group Experience

The large group provides a unique opportunity to examine the stereotyping thoughts and beliefs of implicit bias that exist uniquely within all of us. Using LG experience and reflective commentary, we will explore how life circumstance and a multiplicity of large group identities existing within individuals, subgroups, and the group-as-a-whole result in conflicting world views, generating tension and conflict as well as opportunities for collective learning and personal growth. Of particular interest will be unconscious belief systems of social privilege. Our goal is to promote a spirit of inclusion and cultivate therapist empathy for diverse experience and competing perspectives.

How Do I Leave Thee? Endings and Existential Issues in Group

Co-Chairs: Maryetta Andrews-Sachs, LCSW and Farooq Mohyuddin, MD

Existential issues - freedom, isolation, meaninglessness and death - intertwine throughout our lives and the lives of our group members and underlie all our therapeutic work. This final conference of the two-year cycle will provide the perfect context for Institute members to experience these profound human issues firsthand and explore their impact on therapy group members and group dynamics.

Note: This final conference of the cycle will be limited to those students who have been enrolled in the full two-year Institute. No single conference registrations will be accepted.

TRAINING COMPONENT OPTION

A faculty advisor is available to assist any Institute member seeking additional training components to supplement their educational Institute experience, including:

- Supervision of clinical group work
- Basic Principles of Group Psychotherapy Course
- Guidance in beginning a therapy group
- Continuing education opportunities in group therapy

An advanced Training Track is available to persons interested in getting the necessary training for eligibility to obtain the Certificate of Group Psychotherapy through the American Group Psychotherapy.

CE/CME AWARD

72 CE/CME credits for the two (2) year cycle.

ADMISSIONS REQUIREMENTS

[Program Contact\(s\)](#)

Steven Van Wagoner, PhD, CGP, FAGPA
slwagoner@verizon.net

[Program Email](#)

NationalGroupPsychotherapyInstitute@wspdc.org

[Application Deadline](#)

The National Group Psychotherapy Institute is not accepting applications for the 2021-2022 academic year.

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)

- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty.

Admissions Requirements

Applicants must have:

- Interviews with the Program Chair, Dean, or a member of the Selection Committee will be conducted prior to acceptance into the two-year Program

The Program is open to psychiatrists, medical residents, psychologists, doctoral psychology students, social workers, social work students, nurses, counselors, and other licensed mental health professionals.

TUITION

\$2000 total, \$1000 due each year. Single conference tuition is \$350.

Payment installments may be arranged through the administrative office.

The \$50 application fee is nonrefundable.

The Sy Rubenfeld Scholarship Fund provides financial support for tuition for clinicians-in-training and early career professionals based on available funds. Contact the Dean for more information.

SUPERVISION

Individuals interested in the Advanced Training Track need to complete the Basic Principles course listed above and obtain 75 hours of group psychotherapy supervision in addition to attending the six (6) weekend conferences. Faculty can provide this supervision at a reduced fee of \$75/hour payable to the faculty supervisor.

Participants in the Advanced Training Track must have an advanced degree in a mental health discipline, a license to practice independently in that discipline, and malpractice insurance.

FACULTY

Steve Van Wagoner, PhD, CGP, FAGPA (Chair)

Jonathan Stillerman, PhD, CGP (Dean)

Faculty

Maryetta Andrews-Sachs, MA, CGP, FAGPA

Kavita Avula, PsyD, CGP

Mary Tatum Chappell, PsyD

Mary Dluhy, MSW, CGP, FAGPA

Molly Donovan, PhD, CGP, FAGPA

Karen Eberwein, PsyD, CGP
Stacey Jackson-Lampley, PhD
Bradley Lake, MSW, CGP
Victoria Lee, PhD, CGP
Beatrice Liebenberg, MSW, CGP, DFAGPA
Rachel Miller, PsyD, CGP
Farooq Mohyuddin, MD, CGP, FAGPA
Reginald Nettles, PhD, CGP
Leon Paparella, MSW, CGP
Bruce Pickle, PsyD
Robert Schulte, MSW, CGP
Rosemary Segalla, PhD, ABPP, CGP, FAGPA
Christopher Straley, MSW, CGP, CST
Ayana Watkins-Northern, PhD, CGP
Barry Wepman, PhD, CGP, LFAGPA

SUPERVISION TRAINING

The Supervision Training Program comprises a one-year curriculum which provides experienced supervisors and those interested in psychotherapy supervision a background in the theory and practice of supervision from a psychodynamic perspective, and provides an opportunity to look more deeply into the complexity of constructing a positive supervisory environment. For many decades, standard practice was that any credentialed psychotherapist could be a supervisor. Traditionally, most supervisors, from the newly minted through the advanced professional, have had to invent their own versions of supervision, cobbled together from the bits and pieces of their own supervisory experiences, without grounding in theory or practical guidance. Recently, as people have looked at the teaching and learning of psychotherapy, supervision has taken on a focus of its own, as more than just a client-centered experience or an extension of the psychotherapeutic process.

This program provides a comprehensive view of the overlaps and differences between supervision and psychotherapy, and examines how conscious and unconscious forces, both within and between supervisor and supervisee, must be addressed for the supervisory experience to be effective.

This course satisfies the training requirement of the social work boards of Maryland and Virginia mandated for those social workers who supervise candidates for social work licensure.

CURRICULUM

Topics

Topics included:

- Models of Supervision and Establishing the Supervisory Contract
- The Supervisory Relationship
- Gender, Race and Culture
- Anxiety and Esteem in Supervisor and Supervisee
- Manifestations of the Unconscious in Supervision
- Negative Supervisory Experience
- Professional and Ethical Issues
- Termination Issues

LEARNING OBJECTIVES

Participants will be able to:

1. Conduct supervision using an affectively-based model, paying attention to the conscious and unconscious material that arises, with a deeper understanding of unconscious processes at work in the client/therapist relationship.
2. Apply knowledge of these processes, with their related theoretical concepts and techniques, to understanding and thinking about impasses in the supervision and in the cases they are supervising.
3. Identify the ways in which cultural differences can influence the supervisory alliance

PROGRAM STRUCTURE

The Program consists of eight three-hour, once-monthly meetings, each devoted to a different topic. The first half of each session is a didactic and clinical exploration of that day's topic led by members of the faculty, who are experienced supervisors. The second part is an ongoing, experiential supervision group led by one faculty member for the entire year.

PROGRAM SCHEDULE

Our classes meet Saturday mornings from 9:00AM to 12:00PM; there are eight classes. Classes begin in October and end in May.

CE/CME AWARD

Participants will receive three (3) CE hours per class.

ADMISSIONS REQUIREMENTS

[Program Contact\(s\)](#)

Sarah Hedlund, PhD
sarhedlund@aol.com
(301) 385-5542

[Program Email](#)

supervision@wspdc.org

[Application Deadline](#)

The Supervision Training is not accepting applications for the 2021-2022 academic year.

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty.

[Admissions Requirements](#)

Applicants:

- Must be licensed in a mental health discipline,
- Currently working in a supervisory capacity or have had supervisory experience

Applications are reviewed by the Program Director. Those who meet admission criteria are interviewed by one, and at times two, faculty members. An admission meeting is held in which applicants are discussed and admission decisions are made.

TUITION

Tuition for the academic year is \$720. Payment installments may be arranged through the administrative office.

The \$50 application fee is nonrefundable.

Limited scholarship money may be available, based on need and merit. A scholarship application is on the wspdc.org website.

FACULTY

Sarah Hedlund, PhD (Chair)

Shoba Nayar, LICSW

William Pinney, PhD

Jane Prelinger, MSW

Jonathan Stillerman, PhD

Barry Wepman, PhD

Katherine Marshall Woods, PsyD

STUDY OF AGING

Psychotherapy with Older Adults & Clinical Applications is a two (2) year-certification program. The training offers a series of six (6) weekend conferences, three (3) each year, to help professionals stay current in their work with aging adults and their families. These conferences will provide important knowledge and skills to better serve a multi-cultural aging adult population in a wide range of settings.

The Washington School of Psychiatry's certificate training program, Psychotherapy for Older Adults & Clinical Applications, offers a series of 6 weekend conferences to help professionals stay current in their work with aging adults and their families. These conferences will provide important knowledge and skills to better serve the aging adult population in a wide range of settings. This longest life stage and its phases requires specialized training.

Six weekend conferences offer interactive, didactic and experiential learning based on theory and research. Strategies for communicating effectively in difficult situations are woven throughout the conferences. Participation in the conferences is open to professionals who are interested in increasing their knowledge and skills in working with aging adults.

Students will learn about current assessment and treatment methods with special attention to treatment and health care from an intrapsychic, interpersonal and systems framework. Previous work serving aging adults is not a pre-requisite.

There are two options for participation:

1. The Certificate Program wherein participants attend the entire cycle of six conferences over 2 years and belong to the same small group throughout all six conferences.
2. Single conferences wherein participants attend on a per conference basis and are assigned to a small group formed only for that specific conference.

It is possible to register for multiple conferences. All participants receive continuing education credits for each conference. Participants who attend all six conferences and supervision receive a Program Certificate at the end of six conferences. Conference content includes didactic, experiential and case discussion.

All conferences take place at the Washington School of Psychiatry, 5028 Wisconsin Ave., NW, Ste. 400, Washington, DC 200016; Tel: 202.237.2700. The conferences are held on Saturday and Sunday, 9:00am - 5:30 pm, unless stated otherwise on the brochure for each conference.

CONFERENCE SCHEDULE

*Schedule subject to change. Conference dates to be determined.

Take a look at some of our previous conferences:

[Medical and Psychiatric Challenges to Successful Aging](#)

Chair: George Max Saiger, MD, CGP, FAGPA

The eminent physician, Sir William Osler, observed at the close of the 19th century that the later decades present numerous medical challenges, some of them unique this phase of life. This conference will describe a variety of these conditions, examine their impact on the lives of seniors, and consider intervention strategies. Participants are encouraged to bring case materials to the meeting. The conference will conclude with an experiential learning component.

Factors Influencing the Aging Process

Chair: Anya Parpura, MD, Ph.D

A variety of factors that can affect how we age, including acculturation issues among older immigrants, race and ethnicity, sexual orientation and gender identity, sexuality, and loneliness are explored.

This conference is designed to help you:

- Recognize the influence of immigration on the social status and the role of older immigrants within the family.
- Summarize barriers that have an impact on the effective use of mental health services by older immigrants.
- Identify the effects race and ethnicity can have on older adults, especially African Americans and Latinos.
- Explain the challenges faced by lesbian, gay, bi-sexual, and transgender older adults.
- Describe issues of sexuality as they relate to aging.
- Enhance your comfort level about sexual issues of the aging population.
- Discuss the impact of loneliness on one's mental health and become familiar with techniques and supports to address loneliness.
- Analyze your own experience of loneliness

Overview of Ethics, End of Life, Legal Issues & Spirituality

Chair: Tybe Diamond, M.S.W

As people approach the end of their lives, they and their families commonly face tasks and decisions that include a broad array of choices ranging from simple to extremely complex. The focus regarding these tasks will be on individuals who are 55 plus. The tasks can be practical, psychosocial, ethical, spiritual, legal, existential, or medical in nature. For example, dying persons and their families are faced with choices about what kind of caregiver help they want or need and whether to receive care at home or in an institutional treatment setting. Dying persons may have to make choices about the desired degree of family involvement in caregiving and decision-making. They frequently make legal decisions about wills, advanced directives, and durable powers of attorney. They may make choices about how to expend their limited time and energy. Some may want to reflect on the meaning of life, and some may decide to do a final life review or to deal with psychologically unfinished business. Some may want to participate in planning rituals before or after death. In some religious traditions, confession of sins, preparation to "meet one's maker," or asking forgiveness from those who may have been wronged can

be part of end-of-life concerns. All end-of-life choices and medical decisions have complex psychosocial components, ramifications, and consequences that have a significant impact on suffering and the quality of living and dying.

TRAINING COMPONENT OPTION

N/A

CE/CME AWARD

1 credit will be awarded for each conference hour. There may be some schedule variation in the weekends. Generally, there are 12 credit hours in each two-day conference.

ADMISSIONS REQUIREMENTS

[Program Contact\(s\)](#)

Tybe Diamond, MSW
tybe@tybediamond.com
202.966.1381

[Program Email](#)

aging@wspdc.org

[Application Deadline](#)

The Study of Aging Program is not accepting applications for the 2021-2022 academic year.

Applications for training courses are accepted as early as May 1, 2021, and are due by August 1, 2021, to the WSP administrative office. After this date, admissions will be considered on a space-available basis and is up to the faculty of each program. Reach out to the program contact (above) for more information.

Please submit the following to the Washington School of Psychiatry:

- Completed WSP Application (by August 1st)
- Current Curriculum Vitae
- Statement of Experience
- \$50 Nonrefundable Application Fee

All applicants will be interviewed by faculty.

[Admissions Requirements](#)

The training program is open to gerontologists, psychiatrists, medical residents, psychologists, geriatric care managers, social workers, nurses, counselors, geriatric administrators, chaplains, and other health care professionals interested in working with older adults. Previous work serving aging adults is not a pre-requisite.

TUITION

Participants in the two-year certificate program: \$2000 total, \$1000 due each year.

Payment installments may be arranged through the administrative office.

The \$50 application fee is nonrefundable.

The Sy Rubenfeld Scholarship Fund provides financial support for tuition for clinicians-in-training and early career professionals based on available funds. Contact the Dean for more information.

SUPERVISION

Monthly individual or small group supervision from September - March is required for Certificate Program students during each year. Supervision fees are additional to tuition and are \$75.00 for an individual session of 45 min. and \$50.00 for a 3-person, small group session of 90 min. Individuals choosing the Certificate Program option will be given a list of faculty members who provide supervision. A participant can choose whomever they wish.

FACULTY

Tybe Diamond, MSW (Chair)

[Faculty](#)

Estelle Berley, MSW

Kathryn Chefetz, MSW

Joseph A. Izzo, MA, LICSW

Annemarie Russell, MSW, MPH

George Saiger, MD

Margo Silberstein, EdD

Joan Medway, MSW, PhD

Yara Moustafa, PhD, MD

[Advisory Board](#)

Reginald Nettles, PhD

Martha Ozer, PhD

Irene Jackson-Brown, PhD CSA, CMC, CDP

[Guest Lecturers](#)

Each weekend will have a brochure. Guest lecturers who are experts in their area of study will be identified in the brochure that will be posted on the Events web page 2.5 months in advance of the conference.

GRIEVANCE PROCEDURES

PREAMBLE

The Washington School of Psychiatry is committed to implementing effective grievance procedures that, where possible, are managed quickly at the local level and with a minimum number of people involved. The resolution process focuses on a rapid re-establishment of good working relationships and positive outcomes. The following principles apply:

- a) A grievance is owned by a complainant, who has the right to withdraw the complaint at any stage and choose to alter the process of resolution (for instance, formal to informal);
- b) The police may be contacted in cases of possible criminal behavior;
- c) Action is commenced within two weeks of a formal complaint being made;
- d) All parties have a right to confidentiality and privacy, subject to necessary legal requirements;
- e) All students and staff are informed of the grievance procedures;
- f) If the grievance fits within equal opportunity legislation, it is managed under the relevant guidelines;
- g) Information relevant to the grievance is provided to staff and students involved in a complaint;
- h) Principles of fairness and due process are observed;
- i) Students and staff are protected from victimization;
- j) The focus for the resolution is on issues rather than individuals;
- k) This policy detailed below is widely disseminated to students and staff at orientation, and on the School's web site.
- l) This policy is on file at the DC Higher Education Licensing Commission, 1050 First Street NE – 5th Floor, Washington, DC 20002

SCOPE, DEFINITION, AND IMPLEMENTATION

1.0 Approval

This policy was approved by the Board of Directors on March 2 2012.

2.0 Purpose

- 2.1 The purpose of this procedure is to enable enrolled students, staff and faculty to pursue grievances that are not covered by other specific policies and procedures.
- 2.2 The policy endeavors to establish procedures through which:
 - a) All parties have access to clearly defined processes designed to facilitate resolution of grievances;
 - b) Grievances are addressed in a timely and equitable manner;
 - c) The principles of natural justice are observed in the conduct of proceedings to which this policy relates.
- 2.3 The policy also endeavors to establish a framework within which members of the Washington School of Psychiatry community are encouraged to:
 - a) Resolve issues as close to source as possible;
 - b) Undertake appropriate actions to address systemic or underlying causes with a view to preventing problems from occurring or recurring.
- 2.4 Natural Justice requires that:

- a) The person affected by a disputed matter be given the right to present his/her case including the opportunity to be heard, be provided with adequate notice of the allegations and the procedures to be used;
- b) Members of the decision making body be free of bias and perceived bias or other personal interest in the outcome.

2.5 The policy ensures that the following is strictly adhered to:

- a) Discrimination: Washington School of Psychiatry will strictly observe that the grievance policy does not discriminate against any complainant or respondent;
- b) Third party assistance: Complainant and or respondent may be accompanied and assisted by a third party (such as a family member, friend, counselor or other professional support person) if desired at any stage of the grievance resolution procedure.

3.0 Scope

3.1 This procedure applies to any aspect of student, staff and faculty experience at the Washington School of Psychiatry.

3.2 This procedure covers, but is not limited to, grievances which may arise as a result of:

- a) Payment of fees;
- b) Student charges;
- c) Course transfer;
- d) Minimum course component;
- e) Graduation;
- f) Time limits for completing rationalized/discontinued/modified courses;
- g) Interaction with staff, faculty and students;
- h) Assessment and examinations;
- i) Student discipline;
- j) Recognition of prior learning;
- k) Class timetables;
- l) Other academic related matters;
- m) Personal information.

4.0 Definitions

Grievant: For the purposes of this procedure, Grievant may be any person who is enrolled or is seeking to enroll in any course/subject/training program or conference offered by the Washington School of Psychiatry, or any faculty and staff member of the Washington School of Psychiatry.

Grievance: A complaint presented by an individual, or a group, based on the opinion of that individual or group that the individual or group is or has been, receiving unfair treatment.

Grievance Procedure: A prescribed set of processes to be followed when a grievance is presented.

5.0 Publication

A copy of these procedures will be provided to all staff and students as part of staff/student orientation programs and will be made publicly available on the School's website www.wspdc.org and in staff and student information handbooks.

6.0 Staff Training

All staff will be informed of and trained in the application of this policy as part of ongoing staff training programs including induction and orientation programs.

7.0 Fees & Cost

There are no costs imposed on grievants by the Washington School of Psychiatry.

GRIEVANCE PROCEDURES

1.0 Actions which Give Rise to Grievance

A grievance arises when a Grievant has no other avenue of redress available to him or her under the procedures of the School for what he/she considers to be unfair treatment.

2.0 Resolving a Grievance

2.1 Informal Resolution

- 2.1.1 In the first instance, the Grievant should discuss the grievance informally with the relevant staff member who should try to resolve it. Where it appears that the grievance should be dealt with under another Washington School of Psychiatry policy, the staff member shall immediately refer the Grievant to the appropriate policy. Where a Grievant is unable to make contact with or is reluctant to approach the relevant staff member, the Grievant may then raise the matter with the FCC Chair or the Executive Director for students and faculty/staff respectively.
- 2.1.2 Grievants have up to ten (10) working days from the date of the occurrence that gives rise to the grievance, or the date the circumstances giving rise to the grievance become known to the Grievant, to initiate the formal review process.
- 2.1.3 During the informal process, the staff member/Executive Director/ FCC Chair may take such action as deemed appropriate to resolve the matter. This must include discussing the matter with the Grievant, and may also include, but is not limited to:
 - a) Reviewing the student's/staff/faculty records;
 - b) Discussing the matter with other members of the staff;
 - c) Allowing the Grievant to re-submit documentation where the staff member has reason to believe that the Grievant had valid grounds for misunderstanding relevant requirements.
- 2.1.4 The informal resolution process must be completed within ten (10) working days from the date on which the grievance was commenced. The FCC Chair or Executive Director may grant an extension not exceeding five (5) working days if it seems likely that the matter will be resolved in that time.
- 2.1.5 The Grievant will be advised in writing within five (5) working days of the conclusion of the informal resolution process which writing will detail:
 - a) The outcome of the informal resolution process;
 - b) The availability of support services at the Washington School of Psychiatry;
 - c) The appeals mechanism.

3.0 Formal Resolution

3.1 If a Grievant is not satisfied with the outcome of the informal resolution process, he/she may submit a formal grievance in writing to the Executive Director. This request must be submitted within fifteen (15) working days of the date of notification of the outcome of the informal resolution process.

3.1.1 The Grievant's letter shall:

- a) State the reason/s for the grievance;
- b) Detail the outcome of the informal resolution process;
- c) Include any specific issues which the grievant wishes to present to the Executive Director;
- d) Where relevant, attach copies of documentary evidence.

3.1.2 The Executive Director will consider the formal grievance by:

- a) Reviewing the Grievant's letter and the outcomes of the informal resolution process;
- b) Verifying that all appropriate procedures have been correctly carried out;
- c) Seeking additional information from appropriate staff concerning the subject of the grievance;
- d) Discussing the matter directly with the Grievant;
- e) Undertaking other action as appropriate.

3.1.3 After consideration of all of the available evidence, the Executive Director may decide to:

- a) Dismiss the grievance; or
- b) Uphold the grievance and direct that:
 - I. Reparation as appropriate be made to the Grievant;
 - II. Where relevant, the student's enrolment status be restored;
 - III. Where relevant, that administration systems, policies or procedures be reviewed;
 - IV. Appropriate actions to address systemic or underlying causes (if any) be undertaken, with a view to preventing problems from occurring or recurring;
 - V. Other actions as appropriate.

3.1.4 The Grievant will be informed of the outcome in writing within ten (10) working days of submission of the formal grievance as identified by the date of receipt by the Executive Director of the Grievant's letter [See 3.1]

3.1.5 If the Executive Director and all suitable nominees have already been involved in the process, or have some other conflict of interest, the Executive Director will appoint another person to investigate the formal grievance.

4.0 Appeals

4.1 Grievance Appeals - A grievant has the right to appeal a decision of the Executive Director to the Grievance Appeals Committee. The grievant may appeal on one or more of the following grounds:

- a) That the case was not heard on its merits;
- b) That the grievant is able to provide new evidence which could not reasonably have been provided at the time of the Executive Director investigation;

- c) That a procedural irregularity has occurred in the hearing of the grievance during the investigation by the Executive Director.
- 4.1.1 A grievant who wishes to appeal a decision of the Executive Director shall:
 - a) File the appeal with the office of the Executive Director;
 - b) File the appeal in the format shown below;
 - c) File the appeal within five (5) working days of receipt of written notification of the decision of the Executive Director.
- 4.1.2 The written appeal must:
 - a) State the grounds on which the appeal is made, in accordance with section 4.1 of this policy;
 - b) Detail and, where appropriate, provide evidence relevant to the grounds for appeal. A copy of documentary evidence referred to in the letter of appeal must be attached. (Failure to present evidence referred to in the letter of appeal will be taken into account by the Grievance Appeals Committee.)
- 4.1.3 Upon filing of the written appeal, the Executive Director will:
 - a) Check that the written appeal substantially complies with the format required in section 4.1;
 - b) Check that, where reference is made to supporting documentation, a copy of the documentation is attached;
 - c) Check that the Grievant has included a description of the relevant evidence relating to the grounds for appeal;
 - d) If applicable, consider the reasons provided for the late filing of an appeal and determine whether or not to allow the appeal, notwithstanding the missed deadline.
- 4.1.4 Where, in the opinion of the Executive Director, the appeal does not comply with one or more of these criteria, the Executive Director can return the documentation to the Grievant with a request for compliance.

5.0 Format of Appeal Letter

Executive Director
 Washington School of Psychiatry
 5028 Wisconsin Avenue, NW, Suite 400
 Washington D.C. 20016-4118

I am hereby filing an appeal pursuant to the decision of the Executive Director, dated (insert date of notification), which I received on (insert date of receipt). The grounds of my appeal is/are: (insert ground(s) as appropriate) In support of this appeal, I submit the following information for consideration by the Grievance Appeals Committee.

(Include summary of all relevant information or material here)

Grievant Signature

Date:

Name:

Address for notices:
Contact telephone:
Email address:

6.0 Grievance Appeals Committee

Once the appeal has been accepted, the Request for Appeal must be forwarded to the appropriate Grievance Appeals Committee.

6.1 The composition of the Committee shall be:

- a) The Executive Director or nominee;
- b) One faculty member from the relevant Program or area different from that of the Chair;
- c) Student Representative;
- d) Staff Representative;
- e) A member of the Board of Directors, who shall be Chair of the Committee;
- f) Faculty with expertise in Ethics may be recruited in an advisory capacity as appropriate.
- g) Both genders will be represented;
- h) The Committee Chair and the staff member shall be from a program other than that which pertains to the grievance.

6.1.1 The School Registrar or nominee shall attend and act as Secretary to the Committee and shall:

- a) Collate all documents relevant to the appeal hearing (including the grievant letter referred to in section 3.1.1 and the appeal letter referred to in section 5.0) and disseminate to all parties;
- b) Establish a date, time and place for the appeal hearing and advise all parties in accordance with section 6.1.2;
- c) Maintain a record of the proceedings of the appeal hearing and the decision(s) taken;
- d) Advise the Executive Director of the outcome of the appeal immediately after the proceedings have concluded;
- e) Draft the letter advising the Grievant of the outcome of the appeal for the Chair's approval prior to obtaining the Executive Director's signature; and
- f) Ensure that a copy of all documentation is maintained in the official file.

6.1.2 When an appeal has been forwarded to the Grievance Appeals Committee, a meeting of the Committee shall be convened within 15 working days of the filing of the letter of appeal. All participants shall be given at least 10 days notification in writing of the time, date and place at which the appeal is to be heard. Notification will be forwarded to the Grievant via both email and first-class mail to his/her address.

6.1.3 The hearing shall be held in camera. The Committee shall regulate its own proceedings. The Committee may call before it any witnesses to provide additional evidence.

- 6.1.4 The Grievant shall be given the opportunity to appear in person before the Committee and to call witnesses. An advocate, who is not a member of the Committee and is not a legal practitioner, may represent the Grievant.
- 6.1.5 The Grievant must be given the opportunity to hear and examine the evidence of all witnesses called before the Committee.
- 6.1.6 The Committee must hear the matter on its merits, taking account of all of the circumstances of the case.

7.0 Decision of the Committee

7.1 After consideration of all of the available evidence, the Committee shall reach its decision by majority vote. The Secretary does not have voting rights.

7.1.1 The Committee may:

- a) Confirm the decision against which the grievant has lodged his/her appeal;
- b) Uphold the appeal;
- c) Modify the directions of the Executive Director;
- d) Direct that appropriate actions be taken to address systemic or underlying causes (if any) with a view to preventing problems from occurring or recurring be undertaken;
- e) Refer the matter to an external mediator;
- f) Take other action as appropriate.

7.1.2 The committee shall reach a decision within 15 business days of hearing the appeal.

7.1.3 The Secretary will:

- a) Send decision and reasons for the decision to the chair for the Chair's signature;
- b) Send the final decision to the Grievant by email and by first class mail within five (5) working days of the Committee's decision being finalized;
- c) Provide copies of the decision to other appropriate parties;
- d) Maintain appropriate records as required.

8.0 Further Review

8.1 There is no further appeal against the decision of the Grievance Appeals Committee to any other officer or body within the Washington School of Psychiatry.

8.2 If not satisfied with a decision of the Grievance Appeals Committee, the Grievant may register a complaint with the DC Higher Education Licensing Commission, 1050 First Street NE – 5th Floor, Washington, DC 20002.

8.3 The DC Higher Education Licensing Commission may forward its recommendations regarding the grievance to the Washington School of Psychiatry.

8.4 The Washington School of Psychiatry shall ensure prompt implementation of any recommendations related to the grievance by the DC Department of Education.

9.0 Record Keeping

Records of all grievances and appeals must be kept for a minimum period of five years. Such records will remain confidential, to the extent allowed by law.

BUILDING EMERGENCY EVACUATION PROCEDURES

For emergencies dial 911

It is essential that the campus community be prepared to respond appropriately in the face of emergencies such as fires, explosions and chemical releases. The following procedures are to be used by supervisors and managers to assist employees and students in thoroughly understanding the methods of an evacuation.

The key to a successful evacuation is planning. Each employee and student must familiarize himself/herself with the university's emergency procedures and evacuation plan. Employees and the student must also become familiar with the buildings in which they work, including the location of exits, fire alarms, and fire extinguishers. All employees and students must know their responsibilities. Practice drills should be conducted to maintain preparedness.

I. Pre-Emergency Responsibilities

- A. Knowing at least two exits other than the elevators.
- B. Knowing the location and operation of the fire alarm system.
- C. Keeping the Police emergency phone numbers conspicuously posted.
- D. Participating in all fire drills and taking them seriously.
- E. Knowing how to use fire extinguishers. Become familiar with the locations and types of fire extinguishers.
- F. Knowing the location outside the building where members of your department must congregate upon exiting.
- G. Advising personal that they are to begin evacuating at the first sign of smoke or fire alarm.
- H. Assigning one person and a backup to assist with evacuating each disabled individual.

II. Duties during an Emergency

- A. Activate the fire alarms and dial 911.
- B. Confine the fire by closing all doors and windows.
- C. Alert people on the floor so they can begin evacuation. D. Take your personal belongings and exit the building.
- D. Remain outside the building until allowed back in by the Police.
- E. Congregate at the pre-designated location outside the building so that a head count of the department may be taken.

III. Emergency Procedures for Disabled Personnel

- A. If the fire is not on the same floor as the disabled person, close all doors and wait for assistance.
- B. One person should stay with the disabled individuals while another person reports to the University Police.
- C. Hearing-impaired and visually impaired persons need only one person assigned to assist them during an evacuation. They must be notified of fire alarms and guided to safe escape routes.
- D. If needed, after the other employees and students have been evacuated, disabled employees and students may be assisted to the stairwell landings to wait for emergency personnel. All doors to the stairwell must be kept closed in order to reduce the buildup of smoke.