



EAST SIDE INSTITUTE

**FOR SHORT TERM PSYCHOTHERAPY
THERAPIST TRAINING PROGRAM**

B U L L E T I N 2 0 0 4 - 2 0 0 5

920 Broadway, 14th Floor, New York, NY 10010
212-941-8906 • Fax: 212-941-0511
www.eastsideinstitute.org

Provisionally chartered by the Regents
of the University of the State of New York

The East Side Institute for Short Term Psychotherapy

Staff

Bette Braun
Director of Training

Madelyn Chapman
Managing Director

Hugh Polk
Medical Director

Mary Fridley
Development

Ann Green
Continuing Education

Lois Holzman
Director

Gwen Lowenheim
and Barbara Silverman
Training Coordinators

Melissa Meyer
Sales Associate

Fred Newman
Founder and Principal Trainer

Cathy Salit
Institutional Advancement

Janet Wootten
Communications and Marketing

Faculty

Bette Braun, CSW
Murray Dabby, LCSW

Joyce Dattner
Nancy Feldman, MSW, PhD

Nancy Green
Christine Helm, MEd

Lois Holzman, PhD
Shelley Karliner, LCSW
Christine La Cerva, MA

Gwen Lowenheim
Carrie Lobman, PhD
Rafael Mendez, PhD

David Nackman
Fred Newman, PhD

Debra Pearl, CSW
Hugh Polk, MD

Cathy Salit
Nancy Salsarulo
Barbara Silverman, CSW

Karen Steinberg, CSW
Gloria Strickland, MA

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The East Side Institute for Short Term Psychotherapy

The East Side Institute for Short Term Psychotherapy is a research and training center dedicated to creating new practices and understandings of human life. A 501(c)(3) non-profit organization, the Institute creates, supports and promotes to the professional and academic communities cultural and performatory approaches to social-psychological issues. Central to its mission is the belief that ongoing (or reinitiated) human development is necessary to deal with emotional distress, violence, school failure and the host of other serious problems people confront each day. By virtue of its practical and theoretical activity, the Institute is part of the growing international movement that is seeking to create a new approach to human/social life, in part by challenging the categories and assumptions — truth, objectivity, explanation, reality, knowing, self, and identity — which underlie mainstream social science.

The Therapist Training Program

Since 1985, the East Side Institute for Short Term Psychotherapy has been provisionally chartered by the New York State Board of Regents to grant certificates to trainees who complete a two-year course of study in the short-term, performatory, clinical approach known as social therapy. (Customized training programs, clinical supervision, and courses are available without certification.) This intensive program involves coursework in and study of the social therapeutic method with an emphasis on short-term therapy and crisis intervention, practice building, co-therapy assignments, supervision, training workshops, and personal psychotherapy. Graduates are prepared to utilize the social therapeutic method with a broad array of clients and in a variety of mental health, educational, and social service settings such as community health clinics, rehabilitation centers, school-based adolescent health and mental health programs, day care centers, and private practice.

Social therapy is a therapeutic process based on recent discoveries about human development. Central to the practice of social therapy is the understanding that people create their own development; it is not something that happens to them. We create our development through a social process of creating developmental environments. When the ongoing process of simultaneously creating developmental environments and creating development is stopped, emotional problems and pathology can result. The social therapeutic process reinitiates emotional growth via reinitiating developmental activity. Development is a life-long process. And it is precisely because development is continuous, and therefore emergent and always potential,

that social therapy is an effective short-term therapy.

Key to human development is our capacity to perform; that is, to do things “in advance of ourselves” or to be “other than who we are.” Developmental psychologists now realize that performance is the driving force behind the tremendous emotional, cognitive, and social growth that occurs in early childhood. Babies become speakers of a language, for example, through the relational activity of “performing as speakers” well before they know grammatical rules and word meanings. Indeed, it is through this performative activity that they eventually learn to speak. Social therapists relate to clients as performers of new emotional activity (creators of their emotional life).

The performatory social therapeutic method is cultural and philosophical in orientation rather than diagnostic and scientific. Social therapists believe that our culture-bound conceptions and the language we use to describe subjective experience strongly contribute to emotional problems and psychopathology. The therapeutic process is a relational activity of creating new performances, including ways of speaking (or, in postmodern terms, deconstructing and reconstructing the relationship between how we speak and how we think about our emotional experiences).

Social therapy has been strongly influenced by the writings of Lev Vygotsky, the Soviet psychologist who in the 1920s and '30s who described early childhood development as emerging social-cultural-historical activity. His descriptions of the reciprocal process of creative imitation and completion that goes on in the language-learning environment created by young children and their caregivers have been invaluable. Social therapists practicing short- or long-term therapy help adults create developmental environments in which they do not just use language in well-practiced ways, but make new meanings through performing creative imitation and completion.

Equally influential are the writings of Ludwig Wittgenstein, considered by many to be the most significant philosopher of the 20th century. He believed that how we use and understand language (especially language about subjective experiences such as feelings, thoughts, and beliefs) is a source of our pathology. His philosophical enterprise was therapeutic in the sense that he aimed to free us of the mental pictures that “hold us captive,” the confusions and muddles we get into because we are always looking for something deeper than or underneath our words, because

we are always trying to explain things that do not need explaining. Among Vygotsky and Wittgenstein’s invaluable contributions to social therapy is an understanding of language and meaning — not as a mapping or “reflection” of reality, not as “about” anything, but as a human social activity

Finally, the work of contemporary postmodernists — particularly social constructionists — has influenced social therapy. All human experience and products, according to this view, are socially constructed through continuous negotiation in practice. We create and re-create our ideas, our identities, even (or especially) our science. Social constructionists offer compelling challenges to modern science’s notions of objectivity, truth, and measurability. In particular, the insights of Swarthmore Professor of Psychology Kenneth Gergen about the relational nature of human experience and activity have added to how social therapists practice and to our understanding of why our practice is so effective.

Fred Newman, a Stanford University-trained philosopher, psychotherapist and playwright, has led the way in developing the unique synthesis of Vygotsky and Wittgenstein that is the social therapeutic approach. Newman likens human life to a play in which we are the directors, the performers, and the audience. The seminal discovery of social therapy as pioneered by Dr. Newman is that dealing with emotional pain and problems requires that we develop. It requires that we perform our lives all the time.

Courses

Intensive Introduction to Short-term Social Therapy and the Clinical Presentation Project

Led by Institute faculty. Offered for four weeks on Saturdays, three hours.

This module of the core seminar introduces students to social therapy as a short-term and group-oriented approach. Students and instructors create a performatory environment that simultaneously challenges the foundations of modern science, and practically and experientially introduces the Institute's postmodern cultural-performatory approach. Video showings, lectures, guest speakers, and readings are included. Students will begin work on a year-long project to culminate in a formal clinical presentation. Trainees will follow individuals, couples, or families, in short and long-term therapy, as well as a social therapy group throughout the year, and prepare a professional presentation on this work.

Performing Philosophy

Led by Institute faculty. Offered for 11 weeks on Saturdays, three hours.

Social therapeutic practice demands that the therapist perform philosophical dialogues with patients. This class introduces students to philosophical conversation through a series of readings with weekly "performed" follow-up discussions designed to foster this skill. A key focus will be a philosophical examination of short-term therapy. Readings will highlight the work of seminal thinkers who have strongly influenced social therapy, including Wittgenstein, Vygotsky, and Marx, among others.

Crisis Intervention and Short-term Therapy: A Developing History

Led by Institute faculty. Offered for four weeks on Saturdays, three hours.

This course takes students through the development of the Institute's short-term approach, from the late 1970s to its current practice. Several short-term therapeutic models will be presented both theoretically and experientially by way of comparison.

Improvisation, Play, and the Performance of Therapy

Led by Institute faculty. Offered for six weeks on Saturdays, three hours.

This course introduces the therapist in training to the activity of performance and its centrality in emotional development. Social therapy, a performance-based therapy, demands that practitioners understand and practice improvisation and play. Language games, "playing without rules," and the "building of the ensemble" are critical to its success. Trainees will study the work of Lev Vygotsky, activity theory, and cultural essays on play, performance, and creating culture. This course will include a special session on short-term family and child therapy.

What is a Group? (And Why Does it Matter Therapeutically?)

Led by Institute faculty. Offered for seven weeks on Saturdays, three hours.

This philosophical question provides the springboard for an intensive course on the social therapy group. What is a group? Is a group totally definable in terms of the elements that make it up, or does the group have an independent existence apart from its members? Trainees will explore the philosophical and methodological foundations of the social therapeutic group approach, and will participate in experiential seminars designed to teach the approach. A wide variety of readings and videos will also be utilized.

Special Classes with Fred Newman

Sundays, fall and spring, 90 minutes.

Fred Newman, the Institute's founder, gives two to four special classes a year which present cutting-edge aspects of and developments in the Institute's work. Topics have included "The Therapeutics of Theatre," "The Power of Creativity," and "Emotions from A to Z," among others.

Colloquium

Led by Fred Newman, Ph.D. Offered monthly on Friday evenings, October – June, nine sessions, 90 minutes.

This monthly gathering is a forum in which students can participate in producing advances in the theory and practice of social therapy. Students bring questions for Dr. Newman; the ensuing dialogue helps attendees better understand the approach and is an occasion for Dr. Newman to present new ideas in theory and recent advances in clinical practice. The colloquium is for first- and second-year students, staff, faculty, supervisors, and recent graduates.

Special Topics Colloquia

Led by selected Institute faculty and guests. Offered on Friday evenings year-round, five sessions, two hours.

These colloquia feature Institute faculty and guests on special topics such as "Therapy with Men," "Is Diagnosis Developmental?" and "Short-Term Family Therapy."

Other Program Requirements

Supervision

Led by Institute staff. Offered two hours weekly, year round.

Supervision is provided to trainees as a group. The group setting creates an environment that exposes the developmental needs (social, emotional, intellectual) and limitations of the trainees as therapists. Here students learn the basics of clinical practice and, as they develop, the skills of relationship- and environment-building.

Trainees are required to write process summaries of their clinical work with questions for each week's supervision. They receive all of the summaries the day before supervision and come prepared to advance one another's clinical practice. Supervision addresses issues that emerge from the students' clinical practice, such as working with more disturbed patients, the differences between group and individual therapy, ending therapy, etc. Innovative role-playing methods are frequently utilized. Throughout the year trainees will work together to develop one another's final clinical presentation.

Weekly individual supervision is also a requirement of the program.

The Performance of Writing

Led by Institute Faculty. Offered monthly, September – June on Saturdays, two hours.

A series of writing seminars will prepare students to compose essays, articles, and clinical presentations suitable for publication. Writing assignments will serve as an opportunity for students to demonstrate their understanding of material presented in class and to make a professional presentation of its impact on their work as therapists. A three-page paper is due after each course. A written clinical presentation is due as a final project.

Clinical Practicum

Early in the first year, trainees are assigned to work as assistant group therapists in short- and long-term assignments. Groups meet weekly for 90 minutes. Later in the first year, trainees begin to see individual patients in short-term therapy. Each student's development and the availability of patients determine the pace and nature of case assign-

ments. It is not unusual for a second-year trainee to assist in two to three groups as well as to see two or three ongoing patients, for a total of 7.5 clinical treatment hours weekly. Students are expected to make hours available on different days and evenings to accommodate the treatment of patients in more intensive therapy. Students may be required to meet with patients on either Friday evenings or Saturdays as the clinical space dictates. In their second year, trainees have the opportunity to see couples and families and do initial consultations.

Trainees are assigned to various social therapy centers in the metropolitan area. They have the opportunity to work with multi-racial groups, to work in inner-city communities, and to work with key populations (children, senior citizens, people with chronic diseases, etc.). Trainees treat a broad cross-section of patients — women and men of all ages and ethnic and class backgrounds, gay or straight, who suffer from the whole range of emotional problems.

Site Visits to Innovative Community-Based Programs

Trainees will make three site visits throughout the year. They will visit the Chelton Loft, a clubhouse for the mentally ill where the social therapeutic approach is practiced; "Let's Talk About It," an award-winning high school adolescent health and mental health program; and the All Stars Talent Show Network's "Back To School" program, in which participants travel to inner-city communities to learn how 20,000 youth produce an exciting supplementary education program that is developmental for themselves, their parents, and their communities.

Clinical Practicum Sites

The Manhattan Social Therapy Group

Karen Steinberg, C.S.W., directs The Manhattan Social Therapy Group. The Group's innovative architectural design was especially created for practicing a group-oriented, social, developmental therapeutic approach.

The Group's practice includes people from all racial, ethnic, cultural and class backgrounds, gay and straight, and ranging in age from children to the elderly. People with a broad range of emotional problems — from everyday difficulties related to jobs, relationships, depression, etc., to more severely ill patients — are treated at sliding scale fees.

The Manhattan Social Therapy Group is located at 920 Broadway, near the Flatiron Building in Manhattan. Approximately 350 patients per week are seen by a staff of eleven therapists in short- and long-term group, family, and individual sessions.

The Brooklyn Social Therapy Group

The Brooklyn Social Therapy Group, located in Park Slope, is directed by Christine La Cerva, M.A. and serves a diverse population. Ms. La Cerva specializes in working with children, parents, and families. Trainees working in Brooklyn will have an opportunity to participate in that work.

The Long Island Social Therapy Group

The Long Island Social Therapy Group is located in Syosset and Floral Park in suburban Long Island. Directed by Debra Pearl, C.S.W., the Group sees many couples and families in short- and long-term individual, family, and group therapy.

All of the Groups offer exciting programs of clinical and educational workshops for their patient base and the broader community in which the trainees can participate.

Fall, Spring, and Summer Institutes

Instructor: Fred Newman, Ph.D.

Each year the East Side Institute sponsors three intensive training institutes. Led by the founder of social therapy, the institutes are attended by clinicians and helping professionals from around the country. Spring and Fall Institute topics have included: "A Therapeutic Deconstruction of the Illusion of Self," "Stress: Who Needs It?" "Creating a Life You Can Live With (What's Morality Got To Do With It?)" and "What is a Relationship?" The Summer Institute, "Summertime Conversations," is held in a resort setting outside the city, and is a wide-ranging exploration of therapeutic dialogue.

The three weekend Institutes give participants the opportunity to have an intensive training experience in the short-term social therapeutic approach, working closely with Dr. Newman, its founder. The fee for all Institutes is included in tuition (there are three Institutes the first training year, and two the second year, when the Summer Institute is not included). Attendance is required for all trainees.

Annual Lecture

An important event each year is the annual lecture and practicum given by Dr. Fred Newman. In his lecture, Dr. Newman delivers a major statement on the scientific advances in social therapy. Topics have included "Will We Ever Be Normal Again?," "Changing Everything," "Short-Term Family Therapy: A New Approach," "Crisis Normalization and Depression: A New Approach to a Growing Epidemic," and "The Politics and Psychology of Addictions." Trainees are required to attend the lecture, which is open to the general public.

Workshops and Conferences

In addition to its Summer, Fall and Spring Institutes, the East Side Institute produces weekend workshops, conferences and other special events throughout the year. These events feature leading postmodern, critical and activity-theoretic social scientists from around the world.

Clinical workshops are given three times a year by senior faculty on such topics as: "Growing Relationships with Young People" and "How to Be a Better Man." Performing The World, an international conference held every two years, is an opportunity for trainees to learn about performance and how it is utilized as a tool for personal, organizational and cultural change. Trainees are highly encouraged to attend these various events and, when possible, are offered reduced rates.

Evaluation of Students

Evaluation of students' development as clinicians is a continual component of the weekly group supervision. Course instructors and supervisory faculty also meet each semester to assess students' progress and, once a year, small groups of trainees or individual trainees meet with faculty for an individualized summary evaluation.

Personal Psychotherapy Requirement

Students are required to be in therapy throughout the program, either at The Manhattan Social Therapy Group or with approved faculty or graduates of the East Side Institute for Short Term Psychotherapy. In most cases, this will be one weekly session (individual or group therapy). Additional therapy may be recommended if the faculty and therapist in consultation with the trainee determine that it would be beneficial to his or her development as a clinician. Students entering the program who are already in a therapy other than social therapy may continue that therapy in addition to social therapy. Sliding scale fees begin at \$50.

Admission

Requirements

The East Side Institute seeks applicants who have the potential to become superior therapists. We recommend that professionals who apply to the program have an advanced degree or advanced training from an accredited institution; specifically, for social workers, an M.S.W.; for psychologists, a doctoral degree; for psychiatrists, the completion of a psychiatry residency; and for registered nurses, a masters degree in psychiatric nursing. Applicants should also have at least one year of full-time supervised clinical experience.

In certain cases, mental health paraprofessionals, lay therapists, and professionals in related fields such as medicine, education, organizational development and body work who have achieved a B.A. degree or higher will be considered for admission to the training program. Criteria for consideration include, but are not limited to, extensive experience in clinical settings and recommendations from mental health professionals who have direct knowledge of the applicant's performance. Upon successful completion, paraprofessionals receive a letter of attendance certifying successful completion of the program. They are not eligible to receive the certificate received by professionals.

Application Process

Applicants submit the completed application form, a two- to five-page statement regarding relevant professional and personal history, transcripts from all previous undergraduate and graduate work, and two letters of recommendation. At least one of these letters must be from a current supervisor or employer. When all of these materials and a non-refundable application fee of \$40 are received, a faculty committee reviews the applications. At least two interviews with members of the faculty are required. Upon acceptance to the program, a \$100 non-refundable tuition deposit must be submitted to hold the applicant's place in the entering class.

Application Deadline

Applications must be received no later than June 15 for the following September. Acceptance decisions are made immediately following the completion of the application and interview process.

Requirements for Successful Completion of the Program

Upon successful completion of the program, licensed professionals in psychology, psychiatry, social work, nursing, medicine, or counseling receive the certificate in short term psychotherapy and crisis intervention conferred by the East Side Institute and authorized by the Regents of the University of the State of New York. Unlicensed professionals and paraprofessionals receive a letter of attendance testifying to their successful completion of the program. Successful completion of the program by unlicensed professionals and paraprofessionals does not constitute a license to practice therapy independently in New York State.

In order to satisfy the requirements for successful completion of the program of study, a student must meet the requirements listed below:

1. Full attendance and the completion of all papers and other written assignments in both the first and second year courses (100 hours).
2. Completion of the core course work: one three-hour class meeting per week in fall, winter, and spring semesters. Attendance is mandatory and a trainee who misses more than three class sessions per semester may be denied course credit. (The monthly colloquia are counted as class sessions).
3. Full attendance and satisfactory participation in all monthly colloquia (30 hours of colloquia time).
4. Successful completion of clinical practicum experience. Trainees are expected to co-lead two groups per week and to have an average of two short-term individual, couples, or family sessions per week during the second year. Successful completion of the program requires a minimum of 350 hours of clinical work.
5. Satisfactory completion of supervision requirements: two hours of weekly group supervision and one hour of weekly individual supervision (200 hours).
6. Successful completion of the student's personal social therapy which in most cases requires one weekly group therapy session for a total of 120 hours.
7. Attendance at all required lectures, workshops, and Fall, Spring and Summer Institutes.

The Institute reserves the right to modify its training programs and change or drop courses and policies in accordance with the needs of the Institute and students and to accomplish the Institute's overall goals.

Interruption of Study

The usual period of study is two years. Occasionally, particular circumstances may arise which result in a student being permitted to complete the program over a longer period of time. The faculty may grant a leave of absence of up to one academic year.

If the student is unable to meet the requirements of the program (academic, clinical, and/or administrative), the result may be probation, suspension, or dismissal. Probation may be set for periods of up to six months, during which time the student's progress is closely monitored. At the end of the probation period, students are re-evaluated as to their suitability to continue in the training program.

Academic Calendar

The program runs throughout the year. From September through June the program includes course work, colloquia, clinical practica, supervision, institutes, and site visits. The summer semester consists of clinical work, supervision, the Summer Institute, and colloquia.

Training Expenses

The cost of the training program is approximately \$4,820 for the first academic year and \$3,420 for the second academic year. This includes:

First year	Second year
Registration Fee \$100	Course work \$890
Course work \$890	Colloquia \$450
Colloquia \$450	Group Supervision \$800
Group Supervision \$1,600	Individual Supervision \$900
Individual Supervision \$1,200	Fall Institute \$95
Fall Institute \$95	Spring Institute \$95
Spring Institute \$95	Final Project Tutorial \$190
Summer Institute \$390	Total second year \$3,420
Total first year \$4,820	
Total cost \$8,240*	

** Individual and group therapy payments are additional. Fees are set in accordance with the Manhattan Social Therapy Group's sliding scale, which begins at \$50 per*

session and can range up to \$150 or above per session, based on the client's financial resources and yearly income. In setting therapy fees for trainees the Manhattan Social Therapy Group takes into account their financial outlay for the training program. Students who cannot afford the \$50/session minimum fee pay less, at a range of \$5/session to \$45/session depending on their financial circumstances. The rate for therapy, based on a typical fee ranging from \$5-\$75/session for 21 months, or 80 sessions (accounting for variations) is between \$400 and \$6,000.

Tuition Payment Policy

Tuition is paid in full at the beginning of the academic year. Payment is due no later than one week before the first class of the semester. A penalty of \$25 will be charged for late payment of tuition. Students in arrears for a period longer than 14 days are subject to suspension from the East Side Institute. The East Side Institute reserves the right to change fees.

Refund Policy

For students leaving the program before or during the academic year, refunds of tuition are made according to the following schedule:

- Until one week prior to start of program 100% refund
- Within one week prior to start of program or within first week of program 75% refund
- Second week of program 50% refund
- Third week of program 25% refund
- Fourth week of program and after No refund