



A M E R I C A N

PSYCHOANALYTIC

A S S O C I A T I O N

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**STANDARDS
FOR
EDUCATION and TRAINING IN PSYCHOANALYSIS**

Approved by the Board on Professional Standards
of the American Psychoanalytic Association
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I. **Definition and Goals:**

Psychoanalysis is a set of theories of structure, function and development of aspects of mental life, theories of psychopathology, and theories of treatment. The application of these theories forms the basis of both a specialized form of psychotherapeutic treatment, **psychoanalysis**, and the basis for general technical principles of psychodynamic psychotherapies.

The American Psychoanalytic Association first established the national standards for professional psychoanalytic education and training for its constituent institutes in 1938. The current standards apply for education and training in adult, combined adult and child/adolescence, and child/adolescence only psychoanalytic theory and clinical practice in the Association's accredited institutes.

Psychoanalytic education and training provide knowledge and critical understanding of both theoretical and clinical psychoanalysis, proficiency in the practice of a clinical psychoanalysis and its application in other forms of psychological intervention. Completion of education and training, and graduation from an accredited institute are based upon the acquisition of sufficient knowledge and skill to conduct psychoanalytic treatment independently and competently.

Psychoanalytic education/ training has three required components:

1. A non-reporting personal analysis with a training analyst usually conducted with the analysand on the couch at a frequency of at least four sessions per week on separate days.
2. A didactic curriculum described in detail in Section IV, below.
3. The supervision of at least three psychoanalytic treatments each conducted at a frequency of four times per week on separate days, during training.

The American Psychoanalytic Association uses a Training and Supervising Psychoanalyst system in its accredited institutes. The appointment processes, modifications and waivers, are described in Section VIII, below.

II. **Responsibility for Psychoanalytic Education and Clinical Training**

Psychoanalytic education and clinical training is a shared responsibility of the Board on Professional Standards (BOPS) and its affiliated Institutes. Establishing and maintaining standards for psychoanalytic education and clinical training is a responsibility of the Board on Professional Standards, as defined in the bylaws of the American Psychoanalytic Association.

Accredited Institutes are responsible for insuring that the personal psychoanalysis, the didactic curriculum, and the supervision of psychoanalytic work of all candidates are consistent with these standards.

Participating accredited institutes and new training facilities of the American Psychoanalytic Association will participate in periodic site visits from the Committee on Institutes (COI), the Committee on New Training Facilities (CNTF) and the Committee on Child and Adolescent Analysis (COCAA), to review the institute's educational and training programs and to assess the institute's compliance with the BOPS standards. When institutes are not in full compliance with standards, the COI consults with the institute to assist in strengthening its programs to

return to full compliance. Should these collaborative efforts fail to result in full compliance with these standards, see Article XI, Section 5 of the Association's Bylaws, which outline the relevant processes and procedures.

III. Selection of Candidates for Psychoanalytic Education and Training

It is the position of The American Psychoanalytic Association that an applicant is never excluded on the basis of age, sexual orientation, religious affiliation, race, or ethnic background.

Selection is based on an applicant's eligibility, readiness and suitability.

All applicants for clinical training must have a license for clinical practice in their background discipline or practice in a jurisdiction in which their practices are exempt from or not regulated by licensure.

A. Eligibility

Applicants who hold the following degrees and post-graduate clinical training are eligible.

1. Doctors of Medicine or of Osteopathic Medicine who have graduated from an accredited medical school or osteopathic school; and have completed or are near completion of a psychiatry residency program.
2. Mental health professionals who have completed a doctoral level degree from an accredited mental health program and a minimum of 3000 hours or two years full time mental health clinical experience post-graduation, including in-patient and emergency care experience.
3. Mental health professionals who have graduated from an accredited masters program which is generally recognized as the highest clinical degree in the field (currently a masters degree in social work, psychiatric nursing, or marriage and family counseling) and have completed at least two additional post masters degree years of didactic and clinical training including 3000 hours of clinical immersion, 60 post masters hours of psychodynamic psychotherapy supervision and 60 post masters hours of psychodynamically oriented coursework and clinical seminars; or a two year organized post masters psychodynamic psychotherapy program including supervised clinical experience. They must be licensed in the jurisdiction in which they practice, or practice in a jurisdiction in which their practices are exempt from or not regulated by licensure.

B. Readiness

1. Eligible applicants must fulfill the prerequisite criteria of didactic education and clinical experience specified in A, above, prior to matriculation.
2. The applicant should be able to demonstrate some knowledge of psychoanalysis as well as the ability to meet the demands on the candidate inherent in psychoanalytic training.

C. Suitability

Applicants must demonstrate a level of maturity, as well as personal and ethical integrity necessary for professional psychoanalytic clinical training.

D. Modifications of Eligibility Standards

The American Psychoanalytic Association will consider requests from participating psychoanalytic institutes or centers choosing to accept candidates who do not fall within the Eligibility criteria outlined above.

The Board on Professional Standards has developed procedures and criteria for the modification of the usual eligibility standards for psychoanalytic education and clinical training for Institutes wishing to accept candidates who do not fully meet the above eligibility criteria:

1. When asking the Board to consider other licensed clinicians, Institutes should consult the Committee on Preparedness and Progress (COPAP) of the Board on Professional Standards.
2. When asking the Board to consider scholars, researchers, and other professionals, Institutes should consult the Committee on Research and Special Training (CORST) of the Board on Professional Standards.

IV. Components of Psychoanalytic Education and Clinical Training

Psychoanalytic education and training has three essential and required components:

1. The Non-reporting Personal Training Analysis:

A non-reporting personal training analysis should usually be conducted with the analysand on the couch at a frequency of at least four sessions per week. The candidate's personal analysis, which may begin prior to training, should continue during psychoanalytic training and through a substantial portion of the candidate's supervised clinical psychoanalytic work.

The Board on Professional Standards recognizes that modifications of the frame, including changes in frequency and the use of the couch, may be necessary from time to time. A personal analysis conducted in part via the telephone, or a condensed personal analysis (a personal analysis with more than one session per day on a regular basis) requires a waiver. Waiver requests are evaluated through the Committee on Institutes (COI) or the Committee on New Training Facilities (CNTF) based on guidelines developed by the Board on Professional Standards (BOPS). If recommended by COI or CNTF, the waiver request is presented to the BOPS for approval.

Non-reporting analysis is defined as completely confidential, and without any participation of the personal training analyst in the candidate's progression.

The decision to participate together in a class of the didactic curriculum by candidate and personal training analyst is a matter of institute policy and private consideration.

2. Psychoanalytic Curriculum

An integrated curriculum of psychoanalytic study must provide a comprehensive understanding of the fundamentals of and interrelationship between psychoanalytic theory and clinical practice. It should teach critical thinking about the historical and conceptual structure and developments of psychoanalytic theory and practice.

The curriculum is integrated with ongoing personal analysis and supervised clinical work. The purpose of this integration is to enable the candidate to understand the empirical basis of theoretical formulations and their revisions, and to develop skill in the conceptualization of case material. In instances where seminars occur during a period of less than optimal clinical immersion, a program of post-seminar study is indicated to help candidates maximize opportunities for this integration.

The didactic curriculum consists of a scheduled series of seminars over a period of four or five years or a minimum of 450 hours. Although the titles and timing of seminars vary among Institutes, the curriculum is usually organized to include the following subject matter:

a. Psychoanalytic Treatment Situation and Technique

The study of psychoanalysis as a treatment process includes diagnosis, indications for and appropriateness of psychoanalysis, the establishment of the psychoanalytic situation, and the theoretical and technical issues in the development and unfolding of the psychoanalytic process. Subsequent readings and clinical case seminars include the technical considerations presenting in the beginning, middle, and ending phases of the analytic process, and may include the conceptual and technical aspects of combined psychoanalytic and psychopharmacological treatments, and other appropriate, adjunctive therapeutic modalities (e.g. couples, child, or family therapies). Technique seminars should explore the role of theory in clinical process.

b. Psychoanalytic Theory

The basic concepts of psychoanalysis and the major models of the mind are studied from a critical and historical perspective. The study of theory includes the critical exploration of the basic writings of Freud and includes subsequent and current major psychoanalytic models.

c. Psychopathology

A psychoanalyst must develop a dynamic understanding of a broad range of psychopathology in potential patients. Seminars on psychopathology typically consider historical and contemporary psychoanalytic theories of the neuroses, character disorders, borderline and narcissistic disorders, affective disorders, psychosomatic disorders, and the psychoses. Clinical examples illustrate the multiplicity of dynamic, structural, genetic, and developmental factors leading to the formation of the clinical pictures presented.

d. Development

Understanding the ways in which psychic functions and structures originate, evolve, and progress throughout the life cycle is essential to a psychoanalytic understanding of the human mind, and essential to an understanding of the

psychoanalytic clinical situation. The curriculum should include study of psychoanalytic theories of psychological development beginning with the parents' experience of the pregnancy and extending through adulthood. Many Institutes integrate material drawn from child analyses with theoretical study.

e. Continuous Case Seminars and Clinical Conferences

Case seminars and other types of clinical conferences are intended to offer learning opportunities in the deepening of analytic process and phases of treatment, as well as a broad range of differing clinical methods and approaches to special situations.

f. Research Courses

Courses should be designed to cover the basic knowledge of and developments in cognitive neuroscience, empirical research studies of psychoanalytic theory and practice, research studies of psychoanalytic education, and interdisciplinary or applied psychoanalytic studies and methods.

g. Other Integral Courses

The curriculum should include courses on: gender and sexuality; combined treatment methods; methods of writing case reports and other psychoanalytic work and the ethics of psychoanalytic practice. Electives offer a unique opportunity for candidates to develop and deepen individual interests. An elective on "Professional Development" is an example.

3. Supervision of Adult Psychoanalysis

Supervision of analytic cases aims to teach the relationships of theory, clinical process, and technique and thereby provide the knowledge and skill to conduct effective psychoanalytic treatment.

Supervised psychoanalytic treatments should usually be conducted with the analysand on the couch at a frequency of at least four times per week on separate days. The Board on Professional Standards recognizes that modifications of the analytic frame, including frequency of sessions and the use of the couch, can be clinically indicated for periods of time.

The supervision of clinical work is conducted weekly with a supervising psychoanalyst to review and discuss a case the candidate is learning to analyze. Candidates should expect to have a separate supervisor for each case and to meet weekly with each one. As the supervised psychoanalytic treatment progresses, and as the candidate progresses in the educational program, the supervisor and candidate may change the frequency of supervision.

The personal training analyst may not serve as a candidate's supervisor.

Candidates should be encouraged to start a first case by the middle of their first year, pending evaluation of the candidate's readiness to begin supervised psychoanalytic work with patients by the Progression or Education Committee, or their functional equivalent. In addition, candidates should be encouraged to pursue additional cases early in their training.

Three adult non-psychotic cases, including both male and female patients is the minimum number of cases needed to meet this requirement. The supervision of each of at least three cases should occur over a sufficient length of time to allow the candidate to develop sufficient knowledge and skill to independently and competently conduct psychoanalysis.

Institutes may allow a candidate to substitute one child or adolescent psychoanalytic treatment supervised by a Child Supervising Analyst for one of the required adult supervised treatments, provided that the candidate also has supervised psychoanalytic treatment experience with one adult of each gender.

Each supervisor will be expected to periodically assess the candidate's progress in learning to conduct psychoanalytic treatment. These written assessments and evaluations will be communicated both to the candidate and the Progression Committee. Ongoing assessment and feedback is a crucial dimension of the candidate's supervision.

V. **Assessment of Adequacy of the Candidate's Education in Adult, Child and Adolescent Psychoanalytic Training**

1. Assessment of Candidate Progress

All Institutes of the Association, through their Education Committees or their functional equivalents (Progression Committees), are responsible for periodic formal evaluation of a given candidate's progress, including the candidate's performance in didactic seminars and clinical work, and assessment of the degree to which clinical work is progressing in synchrony with educational progression. Assessment of progress begins upon admission and continues until graduation.

There are alternatives for institutes and candidates in the progression of candidates from students to graduates to faculty members to potential Training and/or Supervising Psychoanalysts. Institutes have two options: offering the traditional Direct Pathway for Training and Supervising Psychoanalyst Appointments, or offering the Developmental Pathway for Training and Supervising Psychoanalyst Appointments (see Section VIII). Both pathways have implications for candidate progression and graduation.

The Developmental Pathway begins in candidacy and represents a significant change in educational processes for institutes of the American Psychoanalytic Association that choose to use it. The policies and procedures that relate to the Developmental Pathway will need time to implement and evaluate. The following includes proposals for initiating changes in pedagogy, educational assessment, readiness for graduation, and new alternative stages for certification in the Developmental Pathway to Training Analyst Appointment and Supervising Analyst Appointment.

2. Assessment Methodology

Instructors and supervisors conduct assessments of psychoanalytic candidates. Assessments should be in the form of written reports shared with the candidate, the candidate's supervisors, and the progression committee. Assessment of performance in seminars should be done at the end of each seminar or course. Assessment of clinical progress should be done on a regular basis, no less frequently than once a

year. Progression requests by the candidate for each supervised case, for permission to conduct analysis independently without supervision, and for graduation, should be approved by the Education Committee, or its functional equivalent, upon recommendation by the Progression Committee. Minutes should be kept of all Progression Committee meetings.

3. Progression criteria

A candidate's progression through training is determined by a thorough assessment of the candidate's evolving competency in understanding and conducting psychoanalysis. Assessment procedures should offer direct feedback as an essential component of the educational process.

Institutes are encouraged to adopt a colloquium pedagogical method as an effective assessment and educational model in the determination of candidate progression. This model includes the submission of case write-ups, and a formal meeting with faculty preceptors to discuss the candidate's clinical work and mastery of psychoanalytic theory and practice. This pedagogical method does not require the institute to adopt the Developmental Pathway for Training Analyst appointment (see Section VIII).

Institutes that do adopt the Developmental Pathway for Training Analyst appointment (outlined in Section VIII) are required to use a colloquium to determine progression to mid-candidacy, that is, before the third year and/or before the beginning of the third supervised psychoanalytic case. This initial, progression colloquia should consist of two elements: written reports of the candidate's supervised cases, and a formal meeting or meetings with several faculty preceptors to discuss the candidate's clinical work and mastery of psychoanalytic theory and technique. The preceptors will recommend progression to the third case or remedial educational measures that should be undertaken before progressing to the third case.

The Board on Professional Standards and its committees will, over time, gather information, develop and evaluate guidelines for best practices for progression colloquia, and serve as a consultative resource to institutes developing and using progression colloquia.

4. Pre-matriculation and Early Admission

Subsequent to admission, candidates who are not ready for matriculation (i.e. starting seminars) should participate in didactic and supervised clinical activity commensurate with their skill and educational level. Readiness for matriculation is assessed by instructor and supervisory reports, as well as by personal and professional preparedness to begin training.

5. Seminars

Instructor reports should include an assessment of class participation, knowledge of the material (candidates having read the assigned readings) and basic understanding of the topic, ability to work effectively with classmates, critical thinking, and competence in presenting clinical material.

6. Supervision

Supervisors should provide written evaluations as noted above; provide a copy to the candidate, offering extensive feedback to the candidate.

VI. Completion of Psychoanalytic Education and Readiness for Graduation

An accredited Institute of the American Psychoanalytic Association will graduate a candidate when, in its opinion, the candidate has satisfactorily completed all Education requirements of that Institute. Such requirements shall fully adhere to these Principles and Standards of the American Psychoanalytic Association. Graduation shall be construed as an indication that the Institute has adequately and carefully evaluated the candidate and considers the candidate competent to undertake independent psychoanalytic work. A written statement of such completion of training shall be furnished to the candidate. The national office of the American Psychoanalytic Association shall also be notified.

1. Graduation Criteria

Graduation depends on the demonstration of the adequate command of psychoanalytic clinical and theoretical knowledge and the capacity to conduct competent and independent psychoanalytic work. Three adult cases (including both genders) are required to demonstrate the candidate's competency to conduct an analysis in the opening, middle, and if possible, termination phase. The number of required adult cases may differ for candidates who are in combined adult/child psychoanalytic training.

Institutes are encouraged to establish a colloquium pedagogical method to determine readiness for graduation. This model includes the submission of case write-ups, and a formal meeting with faculty preceptors to discuss the candidate's clinical work and mastery of psychoanalytic theory and practice. This pedagogical method does not require the institute to adopt the Developmental Pathway for Training Analyst appointment (see Section VIII).

Institutes that do adopt the Developmental Pathway for Training Analyst appointment (outlined in Section VIII) are required to use a second colloquium to determine readiness for graduation. The required second colloquium has two elements including, written reports of all supervised psychoanalytic cases, and a formal meeting or meetings with several faculty preceptors to discuss the cases and the candidate's mastery of psychoanalytic theory and technique. Institutes using the Developmental Pathway are encouraged to seek representatives of the national organization through the Board on Professional Standards and its committees for direct involvement in the graduation colloquia in order to aid the institute's pedagogical development.

The Board on Professional Standards and its committees will, over time, gather information, evaluate and develop guidelines and best practices for graduation colloquia, and serve as a consultative resource for institutes developing and using graduation colloquia.

2. Graduation Procedure

A Progression Committee with the approval of the Education Committee, or their functional equivalents, should review records of the candidate's performance in

classes, supervision, case conferences, together with writing expectations and case presentations required by the institute. Publications, work on committees, teaching, and participation in community activities may be reviewed as applicable.

3. Institute Self Assessment and Evaluation

The Education Committee, or its functional equivalent, should periodically conduct a comprehensive critical review of the evaluation methods and standards used to determine completion of training and competence for graduation.

VII. Education in Child and Adolescent Psychoanalysis

Two pathways for child analytic training are offered: 1. Combined Adult, Child and Adolescent Training; and 2. Child Focused Training

1. Combined Education in Adult, Child and Adolescent Psychoanalysis

A. Selection for Education and Clinical Training in Child and Adolescent Psychoanalysis

1. An applicant is eligible for admission concurrent to or following acceptance as an active candidate at an accredited Institute of the American Psychoanalytic Association.
2. Eligibility for education and clinical training in child and adolescent psychoanalysis is based in part on prior experience with children and adolescents. The candidate should have experience with normal children and adolescents, pathological conditions in children, and adolescents, diagnosis, and psychoanalytically oriented psychotherapy experience treating children and adolescents. Institutes may need to assist their applicants in gaining these experiences, which, in appropriate situations, may be attained during candidacy in child analysis and before graduation.
3. In considering the applicant for admission for training in child and adolescent psychoanalysis, interviews conducted by child and adolescent supervisors and faculty are required, in order to assess suitability and eligibility.

B. Components of Education and Clinical Training in Child and Adolescent Psychoanalysis

Education and clinical training in child and adolescent analysis, consistent with the tripartite model, includes personal analysis, a didactic curriculum, and supervised clinical work. Individual Institutes may be flexible in executing their educational program within the following core requirements:

1. Personal Psychoanalysis

If child training begins subsequent to the termination of the personal analysis with a training analyst, it is recommended that the candidate resume a personal analysis with a training analyst during their supervised clinical work with children.

2. Curriculum for Child and Adolescent Psychoanalysis

Institutes are encouraged to integrate the child, adolescent and adult psychoanalysis curricula to the fullest extent possible. The curriculum should include the following subject matters:

a. Treatment Situation and Technique

Seminars should include a study of the various phases of the child analytic process, including the diagnostic issues related to case selection and the theoretical and technical issues to be considered upon beginning psychoanalysis with a child or adolescent. Topics that are specific to child and adolescent treatment, such as theory and techniques related to working with parents, are also essential topics for study.

b. Psychoanalytic Theory

It is important to consider basic theories in the context of the child's development and in the context of current developmental theory and research, in order to consider the similarities and differences inherent in the developmental and genetic points of view.

c. Psychopathology

Study of the psychopathology of children and adolescents should include seminars that convey the dynamic understanding that give meaning to the many clinical syndromes that manifest during childhood and adolescence.

d. Development

Seminars on development are required and preferably as part of the curriculum in adult psychoanalysis. Candidates in child and adolescent psychoanalysis should have additional seminars that address specific aspects of development in more depth and according to specific interests. Observation of infants or preschool children is an important enrichment of the study of development.

e. Continuous Case Seminars and Clinical Conferences

Candidates should attend continuous case seminars in child and adolescent analysis for the duration of clinical training in child and adolescent psychoanalysis.

3. Supervised Clinical Experience

- a. Child and adolescent patients in supervised psychoanalysis should be seen at a recommended frequency of at least four times per week on separate days, through termination, except when unusual circumstances indicate temporary interruptions or changes in frequency. All of the standards for the supervised casework for adult psychoanalysis apply for the combined program with the exception of the reduction of the required minimum numbers of adult cases from three to two, one of each sex. The candidate, in a combined

program, is required to analyze at least three child and adolescent patients. These three cases should include a male and a female, and preferably a pre-school child in addition to a latency child and an adolescent. However, an acceptable alternative is that the three cases include at least one child in latency and one adolescent.

- b. The candidate in a child and adolescent training should have three different Supervising Child and Adolescent Analysts, if possible, and no fewer than two. The three required cases should demonstrate a period of significant analytic work and process beyond the opening phase.
- c. The candidate should have a minimum of 50 hours of supervision for each case. Supervision should occur on a weekly basis for a substantial period of the supervision. It is further recommended that the candidate receive regular supervision until there are indications of an ability to work independently.

4. Graduation in Child and Adolescent Psychoanalysis

Graduation from both components of a combined program of child, adolescent and adult psychoanalysis requires completion of all educational requirements for graduation in adult psychoanalysis, and completion of all educational requirements for graduation in child and adolescent analysis. At the discretion of the institute, a candidate in a combined program may graduate in either Adult Psychoanalysis or Child and Adolescent Psychoanalysis prior to the completion of the requirements of the other component.

The Child and Adolescent Committee of an Institute in collaboration with its Education Committee or its functional equivalent must participate in the evaluation of the candidate's progression and readiness for graduation.

2. Education in Child and Adolescent Analysis – Child Focused Training

A. Introduction

Child focused training can be developed by Institutes that already offer combined adult, child and adolescent analytic training. The requirements for training these candidates must meet the minimum standards of the American Psychoanalytic Association for child and adolescent training in regards to candidate suitability, admissions, case requirements, supervision, didactic work and a training analyst. To offer this option, the Institute must present their plan to train Child and Adolescent Analysts who are not concurrently or previously trained in adult psychoanalysis with COCAA. An outline of necessary information for submission may be obtained from COCAA.

B. Selection for training in Child and Adolescent Psychoanalysis

Applicants for this track must first meet the criteria for admission to the Institute. Eligibility should be based in part on prior experience with children, adolescents, and families. The applicant must have experience with normal children and

adolescents and experience in the diagnosis and treatment of pathological conditions in this population. Institutes may also assist applicants with weaker backgrounds to gain these experiences. Interviews conducted by child and adolescent faculty determine general suitability for work with children.

C. Components of Education and Clinical Training in Child and Adolescent Psychoanalysis

1. Personal Analysis

The Candidate must have a personal analysis with a training analyst. This analysis should continue during the candidate's supervised work with children.

2. Curriculum for Child and Adolescent Psychoanalysis

Child focused candidates are expected to obtain adequate exposure to general psychoanalytic theory and technique. Whenever possible, institutes are encouraged to integrate the child and adolescent and the adult curriculums to the fullest extent possible. The curriculum needs to be organized to include child and adolescent focused course in 1) Treatment Situation and Technique, 2) Psychoanalytic Theory 3) Psychopathology d) Development and 4) Clinical Case Seminars and Clinical Conferences.

3. Supervised Clinical Experience

The standards for supervision are the same standards as those described in the Child and adolescent component of the combined program.

D. Graduation in Child and Adolescent Analysis

Graduation requires completion of all the educational requirements for child and adolescent psychoanalytic training. The Child and Adolescent Committee of an Institute should recommend to its Education Committee or its equivalent its opinion that a candidate is ready for graduation from the child and adolescent training. Ultimately, the decision to graduate a candidate resides with the Educational Committee or its equivalent. Most important is the candidate's demonstrated capacity to carry out independently competent psychoanalysis of children and adolescents.

Child Supervising Analyst

Certified Child Analysts with a demonstrated commitment to education, with extensive clinical experience and skill, with a high level of personal and professional ethicality and whose work has been subjected to extensive peer review, may be appointed as a Child Supervising Analyst. Child Supervising Analysts are the supervisors for the child and adolescent cases of the candidates in Child and Adolescent Analysis.

In a manner similar to the selection process for Adult Training and Supervising Analyst, the Board on Professional Standards is responsible for establishing and maintaining the standards for appointment of a Child Supervising Analyst. Institutes are responsible for establishing and carrying out procedures for a thorough peer review of the applicant and for making recommendation for appointment to the Committee on Child and Adolescent Analysis of the Board on Professional standards. The Committee

on Child and Adolescent Analysis in collaboration with the Chairman and Secretary of the Board on Professional Standards is responsible for reviewing the procedures and findings of the member Institute and for recommending appointment for Child Supervisory Analyst to the Board on Professional Standards

Associate Child Supervising Analyst

The 5-year period before appointment as Child Supervising Analyst begins with appointment as an Associate Supervising Child Analyst by the applicant's Institute. Associate Child Supervising Analysts must be certified in child and adolescent analysis. They are selected on the basis of demonstrating promise that they can fulfill the requirements for appointment as child supervising analyst outlined below. The appointment does not require review by The Board on Professional Standards. However, the appointment of an Associate Child Supervising Analyst by an Institute must be communicated to the Committee on Child and Adolescent Analysis at the time of the appointment. During this 5 year period as Associate Child Supervisor can and should supervise child analytic cases that are not a candidate's first child case, but this supervision must be supervised by a Supervising Child Analyst, minimally on a monthly basis. In addition, during the 5 years of appointment as Associate Supervising Child Analyst this individual should demonstrate fulfillment of the requirements for appointment by COCAA as a Supervising Child Analyst as outlined below.

Appointment as an Associate Supervising Child Analyst should be viewed as a step toward preparing a child analyst for potential appointment as a Child Supervising Analyst. As part of this appointment process, the Institute is expected to have evaluated the individual's ethical standards, evidence of peer appreciation, and experience in teaching and supervisory situations. There is no requirement for immersion for appointment as an Associate Supervising Child Analyst. There is no requirement regarding the time elapsed since graduation from the child analytic program for appointment. The appointment is made for a 5-year period to enable the Associate Supervisor to work toward full supervisory status within this period. Additional time beyond 5 years for demonstration of immersion may be considered based on circumstances.

Requirements For Appointment to Child Supervising Analyst

The following are considered the minimum requirements for appointment to Child Supervising Analyst Status:

- a. Appointment is possible after the individual has had at least five years of psychoanalytic clinical experience after graduation in child psychoanalysis.
- b. The applicant must be certified in child psychoanalysis by the Board on Professional Standards.
- c. The applicant must be an Active Member in good standing of the American Psychoanalytic Association.
- d. The applicant must have experience with the analysis of both male and female children.
- e. The applicant must have had experience with the termination of psychoanalytic treatment of children and adolescents.
- f. The applicant must show evidence of clinical immersion in the practice of child psychoanalysis carried out at a minimum frequency of four times per week, on separate days, during the 5 years preceding appointment. Consideration is made of the applicant's total immersion in adult, child, and adolescent analytic work including adequate numbers of child and adolescent cases during the 5-year period.

- g. The applicant must have had both teaching and administrative experience as a member of the Institute's faculty, preferably in the child curriculum.

VIII. Institute Faculty Appointments: 1) Selection, Development and Appointment of Institute Graduate Faculty; and 2) Selection and Development of Training and Supervising Analysts

1. Selection, Development and Appointment of Institute Graduate Faculty

Graduate faculty analysts can participate in all components of the Institute structure which may include teaching, research, scholarship, advising and mentoring, committee service, administration, representation of the institute in organizations, educational outreach, and others.

The institute must establish clear policies and procedures for Faculty appointment. These should include published eligibility criteria, assessment of suitability, and clear and transparent procedures for the process of appointment. A Faculty Committee can serve this function. In addition, institutes must have in place policies and procedures for the assessment of faculty impairment and ethics.

2. Selection and Development of Training and Supervising Analysts

The American Psychoanalytic Association uses a Training and Supervising Analyst system to develop and select graduate analysts who may function in the conduct of the analyses and supervision of candidates. Prospective Training and Supervising Analysts are graduate analysts who have extensive clinical experience, consistently demonstrate a high level of personal and professional ethicality and commitment to psychoanalytic education, and agree to participate in extensive peer review, including a process of post-graduate certification.

Training Analysts have responsibility for the personal, non-reporting analysis of candidates. Supervising Analysts have responsibility for the supervision of the candidates' psychoanalytic treatments. In addition, both Training and Supervising Analysts share responsibility, with other faculty members, for the curriculum and other aspects of the educational program. The appointment of a Training Analyst and Supervising Analyst involve separate criteria and will be outlined separately.

A. Appointment of Training Analyst, Supervising Analyst, and Training and Supervising Analyst

An analyst may be appointed to function as a Training Analyst only (TA), a Supervising Analyst only (SA), or a Training Analyst and Supervising Analyst (TA/SA) simultaneously, provided that the criteria for appointment for both designations have been met.

All Training Analysts and/or Supervising Analysts must meet the following criteria:

1. The analyst has completed five years of post-graduate unsupervised clinical experience prior to the appointment.
2. The analyst is an Active Member in good standing of the American Psychoanalytic Association.

3. The analyst has had experience with the analysis of both male and female analysands.
4. The analyst has had experience with the termination of psychoanalytic treatment.
5. The analyst has shown evidence of clinical immersion, with four analytic cases at a frequency of at least four times per week for five years, or comparable experience as defined by the Board on Professional Standards.
6. The analyst is certified by the Board on Professional Standards (BOPS) in adult psychoanalysis through either the Direct Pathway or the Developmental Pathway (see below in the Training Analyst Appointment section).
7. The analyst is of unquestioned professional ethical standing.

B. Training Analyst Appointment

There are two pathways for Training Analyst Appointment, the Direct Pathway and the Developmental Pathway. Each has additional requirements beyond those listed above, which follow:

1. The Direct Pathway

The analyst applying for appointment has satisfied the following additional criteria:

- a. The analyst is currently immersed in the practice of clinical psychoanalysis.
- b. The analyst has successfully completed a vetting process that reviews the quality of past and current clinical work by having the analyst present detailed clinical material to a Training Analyst Selection Committee (or its equivalent) of the institute seeking the appointment.
- c. Once these criteria have been met, the institute will apply to the Board on Professional Standards (BOPS) of the American Psychoanalytic Association for approval of the appointment.
- d. All such applications will undergo administrative review by the appropriate committees of the BOPS (e.g., the Committee on Institutes, and the Committee on New Training Facilities).
- e. With successful administrative review, the BOPS will authorize approval of the appointment.

2. The Developmental Pathway

- a. The analyst seeking appointment is a graduate of an institute using the Developmental Pathway. Such institutes are required to evaluate candidate progression and graduation readiness through two colloquia described in Section VI of this document.

- b. The analyst is currently immersed in the practice of clinical psychoanalysis.
- c. Prior to appointment, the analyst will have at least one academic year experience of Training Analyst development. This developmental experience should include attending progression and graduation meetings at the institute, and participating in a Training Analyst Study Group of the institute prior to the appointment. The Training Analyst Development Committee will determine the analyst's readiness to assume the function of analyzing psychoanalytic candidates through a process that reviews the quality of past and current clinical psychoanalytic work. For this purpose the analyst will meet with a consultative sub-committee appointed by the Training Analyst Development Committee at least six times in a period of at least six months before appointment. After appointment the analyst will continue in the Training Analyst Study Group for one year.
- d. If the analyst has not obtained Certification through the Certification Examination Committee, a BOPS representative (or representatives) will serve as a full member (or members) of the consultative sub-committee appointed by the Training Analyst Development Committee. The BOPS representatives will be chosen from a list provided by the BOPS Chair and Secretary, prepared in consultation with relevant committee Chairs (Certification Examination Committee, Committee on Institutes, Committee on New Training Facilities). The analyst applicant will choose the BOPS representative from the list. If the institute wants to use two BOPS representatives for this purpose, the institute may choose another BOPS representative from the list, in consultation with the analyst applicant.
- e. When the consultative sub-committee reaches consensus and reports that it has completed its task of preparing the applicant to assume the function of Training Analyst to the Training Analyst Development Committee, and there is an endorsement of the appointment by the governing training committee of the institute, the institute may apply to the BOPS for approval of the appointment of the analyst as a Training Analyst with simultaneous conferral of certification, if applicable. If the consultative sub-committee appointed by the Training Analyst Development Committee has not achieved a consensus recommendation for Training Analyst appointment, it reports that it is unable to complete its task, and then the process can be continued or referred to the appropriate committee of the institute for review and disposition.
- f. All such applications to the BOPS for Training Analyst appointment with or without the conferral of certification will undergo administrative review by the appropriate BOPS committees (e.g., the Committee on Institutes, the Committee on New Training Facilities, and the Certification Examination Committee when applicable).

- g. With a successful administrative review, the BOPS will authorize simultaneous certification and approval of the Training Analyst appointment. If an applicant has already been certified by the BOPS, the BOPS will only authorize the Training Analyst appointment, after a successful administrative review.
- h. Institutes should have an articulated local appeals process in place for Training Analyst applicants who are not confirmed.
- i. Candidates and recent graduates of an institute that is currently in the process of adopting the Developmental Pathway may be grandparented into the Developmental Pathway which could lead to the simultaneous conferral of certification and Training Analyst appointment.
- j. Training Analysts appointed through the Developmental Pathway are required to attend a Training Analyst Study Group for a period of six months every five years as a condition for continuing the appointment.

Institutes using this option will work with the BOPS and its committees, over time, to develop mechanisms, guidelines and best practices for this pathway.

3. Waiver of the Requirement of a Personal Analysis with a Training Analyst

At their discretion, Institutes may request a waiver of the requirement for a Personal Analysis with a Training Analyst for an accepted candidate who is engaged in an ongoing personal analysis with an analyst who is not a Training Analyst.

To be eligible for consideration of this waiver:

- a. The non-Training Analyst must be 5 years post graduation from an institute of the American Psychoanalytic Association (APsA) or the International Psychoanalytical Association (IPA).
- b. The non-Training Analyst should meet the following eligibility requirements for Training Analyst appointment:
 - i. Five years post graduation.
 - ii. Experience with 4 unsupervised, non-psychotic psychoanalytic cases since graduation. In special circumstances the Board on Professional Standards may, at its discretion, allow flexibility in the application of this requirement if recommended by the Committee on Institutes or the Committee on New Training Facilities.
 - iii. The analyst treating the candidate is in good ethical standing.
- c. The institute must have an explicit assessment procedure for determining the non-Training Analyst's suitability for performing the function of personal analyst for the candidate.

Such waivers are granted on a case-by-case basis with the understanding that the waiver does not constitute an alternate track or pathway for Training Analyst appointment. All waivers are granted to the institute by BOPS, after review of the waiver request by the appropriate BOPS committee (e.g., the Committee on Institutes, the Committee on New Training Facilities, and the Committee on Child and Adolescent Analysis). Institutes should avoid granting multiple waivers for the same personal analyst, and should consider appointing the personal analyst in question as a Training Analyst through one of the two pathways outlined above if multiple waiver requests for personal analysis with one analyst are received.

Institutes using waivers will work with the BOPS and its committees, over time, to develop guidelines and best practices for this mechanism.

4. Supervising Analyst Appointment

In addition to the criteria listed above in Section VIII.2.A, appointment as a Supervising Analyst requires that:

- a. The analyst has participated in a Supervising Psychoanalyst Study Group during the evaluation process, and is expected to continue in the Study Group for a period of time to be determined by the institute.
- b. The analyst has completed the vetting process for suitability in the capacity as a Supervising Analyst by a Supervising Analyst Selection Committee. This committee will have assessed the analyst's pedagogical knowledge and skills relevant to supervision, including the ability to clearly and effectively conceptualize and articulate theory and technique about analytic process, and establish and maintain an appropriate supervisory relationship
- c. The assessment of the analyst should include an evaluation of the analyst's immersion and pedagogic competence in the conduct of supervision for psychodynamic psychotherapy, including current and past supervisions, seminars, and lectures.
- d. If all other criteria have been met, the institute will apply to the Board on Professional Standards (BOPS) of the American Psychoanalytic Association for approval.
- e. All such applications will undergo administrative review by the appropriate committees of the BOPS (e.g., the Committee on Institutes, and the Committee on New Training Facilities).
- f. Following successful administrative review, BOPS will authorize approval of the appointment.
- g. All Supervising Analysts are expected to participate in institute faculty activities, including the education and evaluation of candidates.
- h. Supervising Analysts in Institutes using the Developmental Pathway for Training Analyst appointment are required to

participate in a Supervising Analyst Study Group for a period of six months every five years as a condition for continuing the appointment.

5. Standards for continued evaluation of competence

Every appointment of a Training Analyst and Supervising Analyst is contingent upon the individual's continued demonstration of ethical, professional, clinical and cognitive competence. The Institute must have policies and procedures to evaluate such competence, including requirements for continuing appointment or re-appointment procedures, an Analyst Assistance Committee and an Ethics Committee, congruent with local laws regulating the professions, to deal with specific issues that may arise. These policies should be in place prior to their being needed in any specific case.

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