



A M E R I C A N

PSYCHOANALYTIC

A S S O C I A T I O N

<https://apsa.org/>

# **Standards and Principles for Psychoanalytic Education**

*The mind is not a vessel to be filled, but a fire to be kindled.*

Plutarch's metaphor conveys the spirit of the educational philosophy articulated in this revision of APsA's Standards.

Approved by the Board of Directors  
of the American Psychoanalytic Association  
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## I. Philosophy of Psychoanalytic Education

The American Psychoanalytic Association (APsaA) approaches psychoanalytic education as a scholarly and clinical discipline, emphasizing critical thinking, conducted in a comprehensive, creative, and flexible manner. Psychoanalytic education fosters knowledge and understanding of theoretical and clinical psychoanalysis, as well as proficiency in psychoanalytic clinical practice. Classroom teaching and clinical supervision help candidates open to new ideas, question, exchange, and evaluate competing views, and apply them in response to the changing world in which psychoanalysts practice. Continuing professional education, and involvement in institutional life are essential components of psychoanalytic development throughout an analyst's career.

APsaA is responsible for creating a frame and a foundation for psychoanalytic education in its Approved Institutes<sup>1</sup>. APsaA Standards establish principles of psychoanalytic education and provide guidelines for institutes to implement those principles. APsaA's model of education respects the integrity and competence of its institutes to implement the principles of psychoanalytic education and recognizes that each institute has the right to adapt procedures to its culture, environmental circumstances, and practical needs, providing they are consistent with APsaA Standards. The rights and responsibilities of institutes are defined in Section VIII.

APsaA uses the IPA's training requirements as a baseline for its Standards for qualification and admission to membership. APsaA standards are primarily qualitative; where quantitative requirements are necessary, they should be regarded as threshold standards indicating that psychoanalytic education continues, rather than concludes, upon graduation.

APsaA recognizes the cultural and social surround as constitutive elements of mental life and as essential to psychoanalytic education. The tendency of psychoanalytic theory and education to discount the effects of the social world and its inequities has contributed to systemic discrimination. Sustainable progress towards transformative goals requires an organizational commitment to recognizing, studying, and respecting cultural and individual differences, and the varied psychosocial determinants of identity and diversity.

To maintain vitality and relevance APsaA is focusing on contemporary issues of race and racialization including the study of privilege, group identity and

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<sup>1</sup>Approved Institutes includes Provisionally Approved Institutes and, for convenience, both will be referred to as APsaA institutes in this document.

difference in the clinical setting, as well as applications in marginalized and fractured communities. Integrating intersectional perspectives on the diversity of social identity extends this focus to include other biases and inequities.

To meet this challenge, a contemporary psychoanalytic curriculum should integrate a theoretical understanding of group dynamics, specifically regressive behavior in groups and the psychological transmission of destructive aggression, from enslavement to holocaust and genocide, and all forms of deferred action in the transgenerational transmission of trauma. This will position psychoanalysts to be more effective in addressing the varying expressions of otherness and discrimination in psychoanalytic education, clinical practice, and organizational settings beyond the consultation room including, but not limited to, inter-ethnic conflict resolution and community-based practice in marginalized communities.

Integrating community psychoanalysis and the social determinants of health and justice into the psychoanalytic frame should also include the natural world and prepare psychoanalysts to work with psychological resistances to recognizing climate catastrophes and injustices, as well as varying forms of entitlement, as manifestations of environmental racism within individual and community settings.

APsaA Standards for Psychoanalytic Education will continue to evolve. Institutes are encouraged to appeal as broadly as possible to their APsaA membership for input on educational matters. As the APsaA Educational Standards are applied locally, the Department of Psychoanalytic Education (DPE), in the spirit of advancing excellence in psychoanalytic education, is available to consider and consult on questions that arise. When appropriate, or requested, the DPE will make recommendations to the Institute Requirements and Review Committee (IRRC) and the Board of Directors will make final decisions about changes to the Educational Standards.

## **II. Shared Responsibility for Psychoanalytic Education**

Psychoanalytic education is a shared responsibility of the American Psychoanalytic Association through the Board of Directors, the Institute Requirements and Review Committee (IRRC), the Department of Psychoanalytic Education (DPE), the Candidates' Council, and APsaA Institutes and their members, faculty and candidates. These entities share responsibility through mutual trust and collaboration.

1. APsaA's democratically elected Board of Directors is responsible for establishing and maintaining APsaA Standards for Psychoanalytic Education.
2. The IRRC, an elected committee of the Board, is responsible, in consultation with the DPE, for recommending changes in the Educational Standards and approval of new institutes to the Board.
3. The DPE is a consultative, deliberative, and advisory body that supports institutes in their educational mission. It provides consultation and support to institutes in providing educational resources and programs. It also offers a space for institutes to share and exchange ideas about their development and functioning, as well as their successes and challenges. The DPE offers shared community, mutual support, and accountability among institutes, thus serving as an institutional container for horizontal dialogue as an alternative to hierarchical oversight. This approach is compatible with the IPA program of Collegial Quality Enhancement/Meetings of Societies on Education.
4. The Candidates' Council represents all APsaA candidate members and will be consulted by the IRRC on recommended changes to APsaA's Standards for Psychoanalytic Education.
5. APsaA Institutes shall have clear, transparent procedures for adopting, evaluating, and revising their educational procedures. The DPE has a variety of sections that help institutes integrate contemporary psychoanalysis, as well as contributions from other disciplines, into their educational programs.

APsaA's institutes are responsible for ensuring that the candidate's analysis, didactic curriculum, and supervision of psychoanalytic work are consistent with the APsaA Educational Standards. Institutes are encouraged to request periodic non-regulatory consultations from the appropriate section of the DPE.

APsaA is a democratic organization that promotes democratic governance of its Approved Institutes. In order to create the most favorable atmosphere for psychoanalysis to flourish, APsaA recommends that major policy decisions about psychoanalytic education be decided by majority vote of the institute's analyst and candidate members.

APsaA is a Regional Association of the International Psychoanalytical Association (IPA) and uses the IPA's training requirements as a baseline but has

ultimate responsibility over the training and qualification of psychoanalysts provided in its Approved Institutes.

### **III. Selection of Candidates for Psychoanalytic Education**

It is the policy of the American Psychoanalytic Association that an applicant for candidacy is never excluded or discriminated against on the basis of age, gender, sexual orientation, religious affiliation, race, ethnic background, or ability status. Selection is based on an applicant's readiness and suitability, which shall encompass applicants with different identities and backgrounds who can make substantive contributions to psychoanalytic understanding in both clinical and nonclinical areas.

#### **A. Readiness**

Consistent with IPA requirements, the applicant for full clinical education shall have a university degree. The applicant must also meet local legal requirements for clinical practice. APsaA institutes have the option to train candidates who wish to pursue only the didactic/academic portion of the educational program. Personal and professional readiness for matriculation is determined through the application process, using interviews and a review of clinical material. Individuals accepted for analytic education but evaluated as not fully prepared for matriculation (i.e., starting seminars), can be helped by participating in didactic and supervised clinical activity commensurate with their skill and educational level. Consultation in preparing such candidates for matriculation can be obtained from the DPE.

#### **B. Suitability**

Applicants shall demonstrate a level of maturity, flexibility, and the capacity for self observation as well as the personal and professional honesty and ethical integrity necessary for psychoanalytic education and practice.

### **IV. Components and Principles of Psychoanalytic Education**

Psychoanalytic Education at APsaA has four essential components:

1. The candidate's psychoanalysis.
2. A didactic curriculum.
3. The supervision of psychoanalytic cases.

4. Continuing professional development, education, and participation in institutional life.

Psychoanalytic education has traditionally followed a tripartite model consisting of three essential components: the candidate's own psychoanalysis, psychoanalytic supervision of analytic cases, and the didactic curriculum. There is general agreement that continuing professional development and education, along with participation in institutional life, form an essential fourth component of psychoanalytic education. APsaA formally recognizes this additional component in its Standards.

APsaA recognizes the value of distance education in all four components of psychoanalytic education and will study its use and revise the guidelines appropriately.

The principles and guidelines for each component of Psychoanalytic Education follow.

#### A. The Candidate's Analysis

A personal analysis is essential in the formation of a psychoanalyst. The analysis is non-reporting, i.e., defined as completely confidential, without any participation by the candidate's analyst in progression decisions. A candidate's analysis shall be conducted at a frequency of 3-5 times weekly. APsaA's educational model allows for modifications of the frame, as necessary, including changes in frequency, the use of the couch, and teleanalysis or condensed analysis.

The Education Committee or equivalent committee of an APsaA Institute may permit a candidate's analysis to be conducted via teleanalysis on a regular basis when distance sessions are necessary for an analysis to occur or to provide a greater choice of analyst. In some analyses, many sessions, or, on occasion all sessions, may need to take place by teleanalysis. Condensed analysis with more than one session per day is also an option, as necessary.

APsaA's educational model provides for a candidate's analysis to overlap supervised analytic casework for a substantial period in order to process the emotional demands of being an analyst. Candidates who have completed an analysis before training may, at the discretion of the institute, fulfill this requirement in a lower frequency analytic treatment.

Guidelines for qualification to analyze candidates are in Section VII.

## B. Psychoanalytic Curriculum

A curriculum of psychoanalytic study will provide a comprehensive understanding of the fundamentals of and the interrelationship between psychoanalytic theory and clinical practice. The curriculum will promote critical thinking about historical and conceptual structures and the development of psychoanalytic theories and practices while integrating a commitment to investigating the social determinants of mental life and addressing racism and all forms of discrimination.

The didactic curriculum consists of a scheduled series of seminars distributed over a period of four years and 450 hours. Although the titles and timing of seminars vary among Institutes, the curriculum should be organized to include the following subject matters:

1. Psychoanalytic Treatment Situation and Technique, taking into account practicing in the room, by phone, and online.
2. Psychoanalytic Theory
3. Psychopathology
4. Infant, Child, Adolescent and Adult Development and Direct Observation of at least one childhood stage.
5. Continuous Case Seminars and Clinical Conferences
6. Research Education
7. Interdisciplinary and Allied Fields of Knowledge
8. Ethics
9. Community, Society, Group Dynamics, Multicultural Perspectives, and Environmental Factors

APsaA recognizes that psychoanalytic candidates, psychotherapy students, and academics may be taught together in the basic curriculum. Such combined curricula should clearly demarcate the advanced curriculum and clinical instruction specific to each of the clinical disciplines.

Institutes are also encouraged to integrate child, adolescent, and adult curricula wherever possible.



### C. Supervision of Adult Psychoanalysis

Supervision of analytic cases aims to teach the relationships between theory, clinical process, and technique, and thereby impart the knowledge and skill to conduct effective psychoanalysis. APsaA requires for graduation the completion of at least two acceptable supervisions of psychoanalytic treatment of adults as determined by the appropriate group of the institute. Institutes are encouraged to offer alternative supervised experiences during adult training, e.g., a child or adolescent psychoanalysis, a psychoanalytic psychotherapy, a psychoanalytic research project, or a clinical psychoanalytic activity in the community. An institute requiring more than two cases may accept such an alternative training experience as one of a candidate's required cases.

Candidates shall have a different supervisor for each case. The supervision of cases will occur over a length of time that allows the candidate to develop sufficient knowledge and skill to conduct psychoanalysis independently and competently. Demonstration of competency is a prerequisite for graduation. The length of time of supervision will vary but the candidate should meet with the supervisor of each case weekly for one year or longer. The cumulative total hours of supervision for all cases shall be at least 150 hours. This minimum is a threshold standard and additional supervision during training and/or consultation post-graduation is expected. As the psychoanalytic treatment progresses, and as the candidate advances in the educational program, the supervisor and candidate, at the discretion of the institute, may change the frequency of supervision.

Ongoing assessment and feedback are crucial dimensions of the candidate's supervision and learning. Each supervisor is expected to periodically assess the progress of the candidate's ability to conduct psychoanalytic treatment through written reports or evaluations; such assessments will be communicated to the candidate and the Progression Committee, the Education Committee, or its functional equivalent. This evaluation will address candidates' understanding of didactic material and ability to apply it in their clinical work. Clinical competence is expected to evolve as candidates progress through their psychoanalytic education. Assessment of progress will begin at the first opportunity upon admission and continue until graduation. Consultation with the DPE is available regarding specification of analytic competencies.

Candidates are expected to work with cases that reflect a diversity of identity characteristics, including but not limited to gender, sexual

orientation, age, religion, race, ethnicity, culture, ability status and socioeconomic status. At least one case should have reached the mid-phase of analysis; it is preferable that one case is near termination prior to the candidate's graduation. Candidates graduating before a case terminates are expected to obtain consultation when their first termination occurs. The required frequency of sessions for supervised cases and the candidate's own analysis is 3-5 times weekly.

Candidates are encouraged to begin a first case as soon as the institute deems them ready. Once a first case is established, candidates will be encouraged to take on additional cases as appropriate.

#### D. Professional Development of Analysts, Supervisors and Faculty

Psychoanalytic education is a lifelong endeavor. The DPE provides opportunities for continuing education and professional development in such areas as sustaining an analytic identity and practice; teaching supervision; pedagogy and critical thinking for didactic teaching; and seminars designed specifically for recent graduates. Institutes are also expected to provide continuing education and professional development for all their analyst members and faculty. These national and local opportunities shall include an examination of how issues of cultural identity, diversity and otherness can impact all the relationships present in psychoanalytic education.

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

#### A. Assessment of Candidate Progress: Methodology

1. Instructors assess the candidate's mastery of the course material, class participation and ability to work effectively with classmates, critical thinking, and competence in presenting clinical material. Faculty evaluations of the candidate's performance in seminars will, at a minimum, occur at the end of each seminar.
2. Written supervisory reports assessing the candidate's progress in conducting clinical work should occur, at a minimum, on a yearly basis. The content of these reports will be communicated to and discussed with the candidate.

3. All institutes are encouraged to use academic and clinical colloquia to assess competency and progression.
4. Institutes will establish and maintain appeals and grievance processes for candidates.
5. The DPE and its Sections gather information to develop and evaluate guidelines for model policies and procedures for progression, including colloquia. It serves as a consultative resource to institutes that are developing and using progression measurement tools and locating diversity resources to develop curricula offerings.

## **VI. Completion of Psychoanalytic Education and Readiness for Graduation**

### **A. APsaA Graduation Criteria**

1. Successful completion of didactic coursework involving a minimum of four years and 450 hours.
2. Supervision of at least two analytic cases for a minimum total of 150 hours. An institute requiring more than two cases may accept an alternative supervised psychoanalytic training experience, e.g., a child or adolescent psychoanalysis, a psychoanalytic psychotherapy, a psychoanalytic research project, or a clinical psychoanalytic activity in the community, as one of a candidate's required cases. Candidates are expected to work with cases reflecting a diversity of identity characteristics including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, ability status and socioeconomic status.
3. Supervisors' reports attesting to the competence of the candidate to conduct analyses and to express that competence in writing.
4. All required writing assignments satisfactorily completed.
5. No unresolved legal or ethical problems concerning patient care.
6. All financial obligations to the institute are paid in full.

### **B. APsaA Graduation Procedures**

An Approved Institute of the American Psychoanalytic Association will graduate a candidate when the candidate has satisfactorily completed all educational requirements of that institute. Graduation indicates that the institute has determined the candidate's competence in conducting psychoanalytic treatment independently and ethically. A written statement confirming completion of the educational program shall be furnished to the candidate. The national office of the American Psychoanalytic Association shall also be notified in writing of a candidate's graduation.

#### C. Institute Self-Assessment and Evaluation

APsaA recommends that institutes periodically conduct a comprehensive review of the evaluation methods and standards used to determine completion of training and competence for graduation. The Department of Psychoanalytic Education can be consulted for model practices.

### **VII. Qualifications and Development of Analysts of Candidates, Supervising Analysts, and Faculty**

APsaA distinguishes the functions of analyzing, supervising, and teaching candidates with distinct designations, criteria, and qualifications to perform each function. In order to encourage cross fertilization and provide flexibility, APsaA institutes, in addition to drawing upon their own members, may qualify analysts of candidates, supervisors, and faculty trained at other institutes within APsaA, the IPA, or from psychoanalytic institutes with equivalent educational standards. For faculty, individuals from other disciplines are also welcome.

Members of APsaA Institutes who qualify as Faculty, as a Supervising Analyst, or as the analyst of a candidate are encouraged to belong to APsaA. APsaA members may qualify for these roles at APsaA Institutes where they are not members. Analysts not belonging to APsaA or to the IPA who have substantially equivalent training are also eligible to serve in these roles and will be encouraged to join APsaA through the expanded membership pathway administered by the Membership Requirements and Review Committee (MRRC). Institutes are welcome to have Faculty members from other disciplines and they are invited to affiliate with APsaA.

- A. Qualification to analyze candidates. A psychoanalysis is essential to one's formation as an analyst and it is an intensely personal and private experience that is best kept as separate as possible from the other components of psychoanalytic education. APsaA differentiates the

functions of analyzing, supervising, and teaching candidates. The designation of Training and Supervising Analysts (TA/SAs) who perform all three functions is replaced with separate designations and qualifications for each function: analyst of candidate, Supervising Analyst, and Faculty. Analyst members volunteer to stand for qualification to serve in any of these capacities.

At the national level APsaA will use the term analyst of candidate. At their discretion, institutes may use the designations analyst of candidate, personal analyst, or training analyst. The analysis of candidates is a personal matter between candidates and their analysts. The designation of this function shall not be used to signify status. Faculty and Supervising Analysts, however, are responsible for educational functions that require specific pedagogical skills and go through separate procedures that qualify them accordingly at their institute. Qualification to perform these functions are marks of achievement that can be recognized by the designations of Faculty and/or Supervising Analyst.

Analysts of candidates shall meet the following criteria. Institutes have flexibility in applying these criteria as described in Section VIII.

1. The analyst is in good ethical standing.
2. The analyst has at least five years postgraduate psychoanalytic clinical experience.
3. The analyst shows evidence of clinical immersion through conducting psychoanalytic treatments after graduation. Clinical immersion reflects more than the number of cases or duration of treatment. The ability to conduct psychoanalysis independently is demonstrated through presentation of clinical material in collegial settings, external certification, other forms of evaluation, or other means developed by APsaA institutes in consultation with the DPE.
4. To provide candidates a greater choice of analysts, institutes may qualify a candidate's analyst even if he or she does not fully meet the 5-year postgraduate or immersion requirements. This includes recent graduates who have a matriculating candidate in an established analysis.
5. The analyst is committed to continuing professional development.
6. The analyst is encouraged to be a member in good standing of the American Psychoanalytic Association or the IPA.

## B. Qualification and Development of Supervising Analysts

The designation Supervising Analyst is specific to the educational function of supervision. The designation of consulting analyst may also be used. Qualification as a Supervising Analyst requires that:

1. The analyst is in good ethical standing.
2. The analyst has at least five years of postgraduate psychoanalytic clinical experience.
3. The analyst has shown evidence of clinical immersion through the conduct of analytic treatments after graduation, as described in Section VII, A. 3 above.
4. The analyst has education and experience in supervision, including skills in teaching psychoanalytic technique, case formulation, and writing about cases.
5. The analyst has demonstrated clinical competence through the presentation of clinical and supervisory work to the appropriate group designated by the institute. Using a work sample of supervisory interactions, this process will assess the analyst's pedagogical skill and the knowledge relevant to supervision, including the ability to conceptualize and effectively articulate the theory and technique of psychoanalysis, and to establish and maintain an appropriate supervisory relationship. The analyst shall also demonstrate understanding of how issues of cultural identity, diversity and otherness can impact the supervisory relationship.
6. The analyst is engaged in education and training functions within the institute including the evaluation of candidates.
7. The analyst is committed to continuing professional development.
8. The supervisor receives ongoing evaluation by the candidate.
9. The analyst is encouraged to be a member of the American Psychoanalytic Association or of the IPA.

## C. Qualification and Development of Institute Faculty

### a. Faculty Appointment

The institute will establish clear policies and procedures for Faculty appointment. These will include published eligibility criteria, assessment of suitability, and clear and transparent procedures for the process of appointment. A faculty committee can serve this function. A clear and transparent appeals process will be available for those not appointed. Faculty can participate in all components of the institute structure for which they are qualified. These include teaching, research, scholarship, advising and mentoring, committee service, administration, representation of the institute in national and international organizations, and educational outreach.

Faculty are expected to meet the following criteria:

1. Good ethical standing.
2. Training/experience in pedagogy.
3. Engagement in education functions.
4. Continuing professional development. Institutes will have policies and procedures designed to encourage continued professional development of faculty members, especially prospective and recently appointed faculty. These may include a system of mentoring, study groups, and post-graduate seminars. Faculty will be encouraged to deepen their own individual interests, to publish, and to develop courses.
5. Ongoing evaluations of the faculty by the students.
6. The individual is encouraged to be a member of the American Psychoanalytic Association or of the IPA, if eligible.

## D. Continued Competence of analysts of Candidates, Supervisors and Faculty

Each institute will have policies and procedures to provide continuing professional development and to assess continued competence.

Every qualification as an analyst of candidates, Supervising Analyst, or Faculty member is contingent upon the individual's continued demonstration of ethical, professional, clinical, and cognitive competence.

Analysts serving any of these functions are expected to continue their professional development.

Institutes shall maintain:

1. Clear and transparent procedures for qualification to teach, supervise, or analyze candidates.
2. A clear and transparent procedure for revoking qualification.
3. An Analyst Assistance Committee, which has clear and transparent procedures to ensure that analysts have the physical and cognitive capacity to carry out their responsibilities.
4. An Ethics Committee, which has clear and transparent policies to process and evaluate ethics inquiries and complaints.
5. A clear and transparent appeals process available to analysts who do not agree with the conclusions of any one of these committees.
6. A set of developed procedures for continuing professional development.

E. Revocation of qualification of personal analysts, or of appointment as Supervising Analysts, or Faculty.

Institutes will have clear and transparent policies and procedures, including an appeals process, for the removal of any analyst from qualification or appointment. This requires ongoing assessment of competence to perform the duties of the qualification or appointment in the following areas: ethical conduct, personal conduct, clinical competence, and cognitive functioning.

Institutes with difficulties or questions about development, qualification, or continuing competency issues may contact the Head or Associate Head of the Department of Psychoanalytic Education (DPE) to determine which of its Sections would be most helpful to consult.



## **VIII. Education in Child and Adolescent Psychoanalysis**

Two pathways for child analytic education are offered: (A) Combined Adult, Child and Adolescent Training, and (B) Child-Focused Training.

### **A. Combined Education in Adult, Child and Adolescent Psychoanalysis**

#### **1. Selection for Education in Child and Adolescent Psychoanalysis**

- a. An applicant is eligible for admission concurrent to or following acceptance as an active candidate at an institute of the American Psychoanalytic Association.
- b. To assess suitability for education, interviews conducted by child and adolescent faculty are recommended.

#### **2. Components of Education in Child and Adolescent Psychoanalysis**

Education in child and adolescent analysis adds to the tripartite model of analysis, a didactic curriculum, and supervised clinical work a 4th component of continuing professional development, education and participation in institutional life. Institutes are encouraged to integrate child, adolescent, and adult curricula to the fullest extent possible. The curriculum will include:

- a. Psychoanalytic Treatment Situations and Technique
- b. Psychoanalytic Theory
- c. Psychopathology
- d. Infant, Child, Adolescent and Adult Development including Direct Observation of at least one childhood stage.
- e. Continuous Case Seminars and Clinical Conferences
- f. Research Education
- g. Interdisciplinary and Allied Fields of Knowledge
- h. Ethics

- i. Community, Society, Group Dynamics, Multicultural Perspectives, and other Environmental Factors.

### 3. Supervision of Child and Adolescent Psychoanalysis

- a. Child and adolescent patients in supervised psychoanalysis will be seen at a recommended frequency of three to five times per week through termination, barring exceptional circumstances necessitating temporary alteration of this frame.
- b. All standards for supervised casework for adult psychoanalytic education apply to adult cases of candidates who are in combined adult, child and adolescent training. Candidates in combined adult, child and adolescent programs are required to analyze at least two child and adolescent patients from different stages of development. Whenever possible, these two cases will be of different identity characteristics including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, ability status and socioeconomic status. Each of the required cases should demonstrate a period of significant analytic work and process beyond the opening phase. As in adult training (see Sec. IV.C, p.9), Institutes are encouraged to offer additional alternative supervised experiences during child training, e.g., a psychoanalytic psychotherapy, a psychoanalytic research project, or a clinical psychoanalytic activity in the community.
- c. The supervision of analytic cases will teach the relationships between theory, clinical process and technique, thereby providing the knowledge and skill to conduct effective psychoanalytic treatment. At least two supervised psychoanalytic treatments are required during candidacy. Institutes may require more than two cases. Candidates will have a separate supervisor for each child and adolescent psychoanalytic case and should meet weekly with each one for at least one year. There will be no fewer than two different supervisors. 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. A total of 150 hours of supervision is required for graduation.

#### 4. Graduation in Child and Adolescent Psychoanalysis

The Child and Adolescent Committee of an institute works in collaboration with the institute's Education Committee or its functional equivalent to evaluate the candidate's overall progression and readiness for graduation. 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 program.

### B. Education in Child and Adolescent Analysis – Child-Focused

Child-focused education can be developed by institutes that already offer combined adult, child and adolescent analytic education. The requirements for training these candidates will meet the Standards of the American Psychoanalytic Association for child and adolescent education in regards to candidate suitability, admissions, case requirements, supervision, didactic work and the candidate's analysis.

#### 1. Selection of Child-Focused Candidates

Applicants for child-focused psychoanalytic education shall first meet the criteria for admission to the institute. Child and adolescent faculty should conduct interviews to determine general suitability for work with children.

#### 2. Components of Education in Child-Focused Child and Adolescent Psychoanalysis

##### a. Candidate Analysis

The candidate shall have a non-reporting analysis as described in Section IV.A, p 7 with a qualified analyst as described in Section VII, pp 12-16. APsaA's educational model provides for a candidate's analysis to overlap supervised analytic casework for a substantial period in order to process the emotional demands of being an analyst. Candidates who have completed an analysis before training may, at the discretion of the institute, fulfill this requirement in a lower frequency analytic treatment.

b. Curriculum for Child-Focused Child and Adolescent Psychoanalysis

Candidates in child-focused programs are expected to obtain adequate exposure to general psychoanalytic theory and technique. Institutes are encouraged to integrate the child and adolescent and the adult curricula to the fullest extent possible. The curriculum is the same as the curriculum of the child and adolescent component of the combined program outlined in Section VIII.A. 2, p 17.

c. Supervised Clinical Experience

The standards for supervision are the same standards as those of the child and adolescent component of the combined program described in Section VIII.A.3, p 18.

C. Graduation in Child and Adolescent Analysis

Once it is determined that a candidate in child and adolescent psychoanalytic training qualifies for graduation, the Child and Adolescent Committee shall recommend to the institute Progression Committee or its functional equivalent that the candidate is ready for graduation from the child and adolescent psychoanalytic program.

Graduation requires completion of all the educational requirements for child and adolescent psychoanalytic training. Ultimately, the decision to graduate a candidate resides with the institute's Education Committee or its functional equivalent.

D. Child and Adolescent Supervising Analyst

Child and Adolescent Supervising Analysts are the supervisors for the child and adolescent cases of candidates in Child and Adolescent Analysis. The designation of consulting analyst may also be used. Graduate child analysts with a demonstrated commitment to education, extensive clinical experience and skill, who are in good ethical standing, and whose work has been subjected to peer review, may be appointed as a Child and Adolescent Supervising Analyst. Institutes may consider the appointment of Child and Adolescent Training and Supervising Analysts from another APsaA institute. This may be achieved through the formation of Consortiums where Centers/Institutes agree to accept each others' supervisors.

1. Qualification and Development for Appointment to Child and Adolescent Supervising Analyst
  - a. The analyst has graduated from an approved child and adolescent psychoanalytic education program.
  - b. The analyst is in good ethical standing.
  - c. The analyst has at least five years of postgraduate psychoanalytic clinical experience prior to the appointment.
  - d. The analyst has experience with the termination of child and adult psychoanalytic treatment.
  - e. The analyst has shown evidence of clinical immersion.
  - f. The analyst has demonstrated clinical competence by presenting clinical material to the appropriate group designated by the institute. The analyst shall also demonstrate understanding of how issues of cultural identity, diversity and otherness can impact the supervisory relationship.
  - g. The analyst is encouraged to be a member of the American Psychoanalytic Association or of the IPA.

2. Supervising Analyst Application: Feedback and Appeals

Applicants who are not appointed are provided with feedback about their application and are free to re-apply, without prejudice, at any time. Institutes will have a clearly written, transparent appeals process for Supervising Analyst appointments.

3. Appointment of Child and Adolescent Supervising Analysts

The appointment of Child and Adolescent Supervisors follows the same procedure as that for Adult Supervising Analysts.

The Board of Directors is responsible for establishing and maintaining the standards for appointment of a Child and Adolescent Supervising Analyst. Institutes are responsible for establishing and carrying out procedures for a thorough peer review and appointment of the applicant.

#### 4. Associate Child and Adolescent Supervising Analyst

The process for appointment as a Child and Adolescent Supervising Analyst may begin with an initial appointment as an Associate Supervising Child and Adolescent Analyst by the applicant's Institute. Appointment as an Associate Child and Adolescent Supervising Analyst is a five-year appointment during which the Associate Child and Adolescent Supervisor may supervise child analytic cases that are not a candidate's first child case. An Associate Child and Adolescent Supervisor will consult with a Supervising Child and Adolescent Analyst at a minimum frequency of once per month for a period of time to be determined by Child and Adolescent faculty.

Appointment as an Associate Child and Adolescent Supervising Analyst should be viewed as a step toward preparing a child analyst for potential appointment as a Child and Adolescent Supervising Analyst. As part of this appointment process the institute is expected to have evaluated the individual's ethical standards and experience with teaching and supervision. There is no requirement for immersion for appointment as an Associate Supervising Child and Adolescent Analyst. The five-year period for appointment is designed to enable the Associate Supervisor to work toward full supervisory status and to develop or maintain immersion in child and adolescent and adult analytic work. The institute may consider additional time.