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# Standards for Psychoanalytic Education

Approved by the Board of Directors  
of the American Psychoanalytic Association  
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## I. Definition and Goals of Psychoanalytic Education:

A major component of APsaA's activities is the education of the next generation of psychoanalysts. Psychoanalytic education provides knowledge and critical understanding of theoretical and clinical psychoanalysis, and proficiency in the practice of clinical psychoanalysis and its application in other forms of psychological intervention. Completion of education and graduation from an APsaA-approved institute are based on the demonstration of sufficient knowledge and skill to conduct psychoanalytic treatment independently and competently. The American Psychoanalytic Association is also committed to a view of psychoanalytic education as a career-long endeavor. It is assumed that analysts will be highly trained and will continue their learning after they graduate by participating in postgraduate education.

The American Psychoanalytic Association (APsaA) uses the tripartite Eitingon Model of the International Psychoanalytical Association (IPA) as its baseline requirements for psychoanalytic education. APsaA-approved Institutes have the option to add to those standards.

The three required components of the tripartite model of psychoanalytic education are:

1. A non-reporting analysis.
2. A didactic curriculum, described later in this document.
3. The supervision of psychoanalytic treatments.

APsaA is guided by the IPA standards as the baseline for its model of psychoanalytic education. The IPA requires at least two cases (APsaA-approved institutes may require more). Candidates are expected to work with at least two cases reflecting a diversity of identity characteristics including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, disability and socioeconomic status. At least one of the analysands should have reached mid-phase in their analysis and it is preferable that one case is near termination prior to the candidate's graduation. The required frequency of sessions for supervised cases and the candidate's own analysis is 3-5 times weekly.

## II. 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), and APsaA-approved Institutes. Establishing and maintaining standards for psychoanalytic education is a responsibility of the Board of Directors, as defined in the bylaws of the American Psychoanalytic Association. Approved institutes are responsible for ensuring that the candidate's analysis, didactic curriculum, and supervision of psychoanalytic work are consistent with the APsaA Educational Standards.

Approved and provisionally-approved institutes of the American Psychoanalytic Association are encouraged to request periodic consultations from the Institute Advisory and

Consultation Section of the DPE. These consultations can assist institutes in providing high quality education.

### III. Selection of Candidates for Psychoanalytic Education

It is the policy of the American Psychoanalytic Association that an applicant for candidacy is never excluded on the basis of age, gender, sexual orientation, religious affiliation, race, ethnic background, or disability status. Selection is based on an applicant's readiness and suitability.

#### A. Readiness

Consistent with IPA requirements, the applicant for full clinical education must have a university degree. The applicant must also meet local legal requirements for clinical work. APsaA-approved 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 Training and Education Section of the DPE.

#### B. Suitability

Applicants must 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 of Psychoanalytic Education

Psychoanalytic education has three essential and required components:

#### A. The Candidate's Analysis

A non-reporting analysis is defined as completely confidential, without any participation by the candidate's analyst in progression decisions. APsaA's educational model allows for modifications of the frame, as necessary, including changes in frequency, the use of the couch, and remote or condensed analysis. The Education Committee or equivalent committee of a local institute may permit a candidate's analysis to be conducted via telephone or other electronic means 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 even all sessions, may need to be by telephone or electronic means. Condensed analysis with more than one session per day may also be permitted, as necessary. The Training and Education Section of the DPE is available for consultation. The local institute may choose to waive the requirement for analysis by a Training Analyst (TA) when the candidate is in an ongoing psychoanalytic treatment with a graduate analyst who is not a TA. Suggested guidelines for this modification will be discussed later in this document (Section VIII, C and E). The candidate must be in analysis for a substantial period of time that overlaps with supervised analytic casework.

## B. Psychoanalytic Curriculum

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

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

1. Psychoanalytic Treatment Situation and Technique
2. Psychoanalytic Theory
3. Psychopathology
4. Infant, Child, Adolescent and Adult Development Including Direct Observation of one childhood stage
5. Continuous Case Seminars and Clinical Conferences
6. Research Education
7. Interdisciplinary and Allied Fields of Knowledge
8. Ethics

## C. Supervision of Adult Psychoanalysis

The supervision of analytic cases will teach the relationships among theory, clinical process, and technique, thereby providing the knowledge and skill to conduct effective psychoanalytic treatment. The IPA Eitingon standards require at least two supervised psychoanalytic treatments during candidacy. Institutes may require more than two cases. Candidates will have a separate supervisor for each case and should meet weekly with each one for at least one year. 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 at the discretion of the institute.

Candidates should be encouraged to begin a first case by the middle of their first year of coursework. Once a first case is established, candidates will be encouraged to pursue additional cases as early in their education as the institute deems them ready.

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 this competency is a component of graduation.

Those institutes that require more than two adult cases may allow a candidate to substitute one child or adolescent psychoanalytic case supervised by a Child Supervising Analyst for one of the required adult supervised cases.

Ongoing assessment and feedback are crucial dimensions of the candidate's supervision. Each supervisor is expected to assess periodically the progress of the

candidate's ability to conduct psychoanalytic treatment through written reports or evaluations, which will be communicated to the candidate and the Progression Committee, the Education Committee, or its functional equivalent. This evaluation will include candidates' understanding of didactic material and the 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. The Training and Education Section of the DPE is available to consult regarding specification of analytic competencies.

V. Assessment of Adequacy 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 Department of Psychoanalytic Education and its sections gather information to develop and evaluate guidelines for best practices for progression, including colloquia. It serves as a consultative resource to institutes developing and using progression measurement tools.

VI. Completion of Psychoanalytic Education and Readiness for Graduation

A. APsaA Graduation Criteria (per IPA Baseline Standards)

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. Candidates are expected to work with at least two cases reflecting a diversity of identity characteristics including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, disability and socioeconomic status.
3. Supervisors' reports attesting to the competence of the candidate to conduct analyses.
4. All required writing assignments satisfactorily completed.
5. No unresolved legal or ethical problems concerning patient care.
6. All financial obligations to the institute 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 approved institutes periodically conduct a comprehensive critical review of the evaluation methods and standards used to determine completion of training and competence for graduation. The Training and Education Section of the Department of Psychoanalytic Education can be consulted for best practice methodologies.

VII. Selection 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. Graduates who are appointed to the institute faculty can participate in all components of the institute structure. This includes teaching, research, scholarship, advising and mentoring, committee service, administration, representation of the institute in organizations, and educational outreach.

B. Faculty Development

Institutes should have policies and procedures designed to encourage continued professional development of faculty members, especially recently appointed faculty. These may include a system of mentoring, study groups and post-graduate seminars.

Faculty should be encouraged to deepen their own individual interests, to publish, and to develop courses in a chosen area.

C. Termination of Faculty Appointment

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

Institutes with difficulties or questions about any of the above faculty selection and development issues may contact the Head or Associate Head of the Department of

Psychoanalytic Education to determine which of its sections would be most helpful to consult.

### VIII. Selection and Development of Analysts and Supervisors of Candidates

In keeping with the Eitingon model, and its recognized, functionally equivalent variants, APsaA differentiates training and supervising analyst functions. APsaA-approved institutes are responsible for developing and implementing Training Analyst, Supervising Analyst, and Training and Supervising Analyst appointment procedures that satisfy the criteria in section A below.

Prospective Training and/or Supervising Analysts are graduate analysts who are in good ethical standing, have extensive clinical experience, demonstrate a commitment to psychoanalytic education, and agree to peer review.<sup>1</sup>

Training and Supervising Analysts have the obligation to participate, along with the faculty, in the development and implementation of the curriculum and other aspects of the educational program. The criteria for appointment as a Training Analyst and/or Supervising Analyst are outlined below.

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

Institutes have the option to appoint an analyst as a Training Analyst only (TA), a Supervising Analyst only (SA), a Training Analyst and Supervising Analyst (TA/SA) simultaneously, or to approve a Personal Analyst by institute waiver (see VIII C and E). It is recommended that institutes encourage faculty members to nominate themselves for any of these functions. Institutes may consider the appointment of Training and Supervising Analysts from another APsaA-approved institute in cases of need.<sup>2</sup>

All Training Analysts and/or Supervising Analysts must meet, at a minimum, the following criteria:

1. The analyst is in good ethical standing.

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<sup>1</sup> Members of the William Alanson White Institute (WAWI) who were TAs and/or SAs at the time of its approval by APsaA (January 2015) were grandfathered by APsaA as certified, with all the rights and privileges of those APsaA members who are certified. Recommendation of appointment as a William Alanson White Institute SA or TA is a form of certification acceptable to APsaA, as guaranteed to the White Institute when the White Institute model was approved as a recognized variant of the Eitingon model. Such approval of TA/SA status will continue for those appointed subsequently for ten years after the time of WAWI's affiliation with APsaA, whether or not the WAWI TA/SA becomes a full member of APsaA. WAWI's graduates will continue to seek TA/SA appointment and promotion through application to its Appointments and Promotions Committee, regarded as integral to the White Institute's training model and recognized by APsaA as functionally equivalent to the original APsaA certification process that led to certification.

<sup>2</sup> Previously, this was called a Geographic Rule appointment.

2. The analyst has at least five years of post-graduate psychoanalytic clinical experience prior to the appointment.
3. The analyst has experience with the termination of a psychoanalytic treatment.
4. The analyst has shown evidence of clinical immersion through the conduct of analytic treatments after graduation. Control cases continued after graduation qualify toward immersion.
5. The analyst has demonstrated clinical competence by presenting clinical material to the appropriate group designated by the institute.
6. The analyst is an Active Member in good standing of the American Psychoanalytic Association, except as specified for WAWI (see footnote 1, p. 8).

**B. Training and/or 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 Training and/or Supervising Analyst appointment.

**C. Institute Waiver of the Requirement of an Analysis with a Training Analyst**

Institutes may waive the requirement for an analysis with a TA for an applicant who is already engaged in an ongoing analytic treatment of significant duration with an analyst who is not a Training Analyst, provided that the analyst meets the criteria below for suitability and eligibility. These waivers are granted on a case-by-case basis. Institutes are not required to adopt this policy. If an institute does adopt this policy, it will have procedures for determining an analyst's suitability and eligibility for performing this function. Institutes are encouraged to work with the DPE over time in their efforts to develop guidelines and best practices for such waivers.

To be considered for waiver the analyst must meet the following criteria:

1. The analyst is in good ethical standing.
2. The analyst is a member of the American Psychoanalytic Association.
3. The analyst is a graduate of an institute of the American Psychoanalytic Association (APsaA), the International Psychoanalytical Association (IPA), or has had psychoanalytic training deemed substantially equivalent by the Membership Requirements and Review Committee (MRRC).
4. The analyst demonstrates experience and competence in conducting psychoanalysis.

**D. Supervising Analyst Appointment**

Appointment as a Supervising Analyst only, or as Training and Supervising Analyst requires that:

1. The analyst has completed the institute's application process. This process will assess, using a work sample of supervisory interactions, the analyst's pedagogical knowledge and skills relevant to supervision, including the ability to

conceptualize clearly and effectively and to articulate well the theory and technique of analytic process, and to establish and maintain an appropriate supervisory relationship.

2. All Supervising Analysts will participate in institute and faculty activities, including the education and evaluation of candidates.

E. Standards for Continued Competence of Analysts and Supervisors of Candidates

Every appointment of a Training Analyst, a waived Personal Analyst and a Supervising Analyst is contingent upon the individual's continued demonstration of ethical, professional, clinical and cognitive competence. All analysts and supervisors of candidates are expected to continue their professional development throughout the term of their appointment or approval. Each institute will have policies and procedures to evaluate such competence, and committees and subcommittees to perform this evaluative function.

This requirement includes:

1. A clear and transparent procedure for TA/SA appointment and reappointment.
2. A clear and transparent procedure for revoking TA/SA appointment.
3. An Analyst Assistance Committee, which has clear and transparent procedures to ensure that TAs/SAs 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 TAs/SAs who do not agree with the conclusions of any one of these committees.
6. A set of developed procedures for maintaining professional development that are linked to reappointment.

IX. Education in Child and Adolescent Psychoanalysis

Two pathways for child analytic education are offered:

1. Combined Adult, Child and Adolescent Training
2. 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 approved 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, consistent with the tripartite model, includes a non-reporting analysis, a didactic curriculum, and supervised clinical work. 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

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, disability and socioeconomic status. Each of the required cases should demonstrate a period of significant analytic work and process beyond the opening phase.
- 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. The IPA Eitingon standards require at least two supervised psychoanalytic treatments during candidacy. Institutes may require more than two cases. If institutes require more than two adult cases, the requirement for the third case can be met with a child or adolescent case. 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. 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 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 must 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 must have a non-reporting analysis. This analysis should overlap with the candidate's supervised analytic cases.

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 should include the following child and adolescent focused courses:

- 1) Psychoanalytic Treatment Situation and Technique
- 2) Psychoanalytic Theory
- 3) Psychopathology
- 4) Infant, Child, Adolescent and Adult Development including Direct Observation of at least one stage of childhood
- 5) Continuous Case Seminars and Clinical Conferences
- 6) Research Education
- 7) Interdisciplinary and Allied Fields of Knowledge
- 8) Ethics

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.

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 of the institute should recommend to its 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. 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-approved Institute in cases of need.<sup>3</sup>

1. Requirements 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 post-graduate 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.
- g. The analyst is an Active Member in good standing of the American Psychoanalytic Association.

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

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<sup>3</sup> Previously, this was called a Geographic Rule appointment.

have a clearly written, transparent appeals process for Supervising Analyst appointment.

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. This supervisory process must be supervised by a Supervising Child and Adolescent Analyst at a minimum frequency of once per month.

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.

X. The Evolution of APsaA Standards

It is expected that as psychoanalytic training proceeds there will be an evolution in what are considered best practices for education. As the APsaA Educational Standards are applied locally, the Department of Psychoanalytic Education will remain available to consider all questions that arise, in a spirit of advancing the psychoanalytic education of APsaA candidates. The DPE will make recommendations to the IRRC and the Board of Directors as appropriate, or when requested. The Board of Directors will make final decisions about changes in the Educational Standards. Institutes are encouraged to appeal as broadly as possible to their local APsaA membership for their input on educational matters.