

SAN FRANCISCO CENTER FOR PSYCHOANALYSIS

CANDIDATE HANDBOOK

ADULT PSYCHOANALYTIC TRAINING PROGRAM 2022 - 2023

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OVERVIEW OF PSYCHOANALYTIC TRAINING (TRIPARTITE MODEL)

The tripartite training program in Adult Psychoanalysis consists of personal analysis, educational coursework, and supervised psychoanalytic work with patients. The foremost goal of psychoanalytic training at SFCP is to facilitate each candidate becoming a psychoanalyst -- in particular, for each candidate to develop the capacity to practice psychoanalysis in a humane way that responds to each patient's unique needs. This capacity grows as candidates immerse themselves in the various components of the training program and continues to develop after they complete training.

The major steps in training are shown below. Each will be elaborated in subsequent sections:

1. Admission and enrollment
2. Beginning (or continuing) personal Training Analysis
3. Beginning coursework
4. Permission to begin a supervised psychoanalytic case
5. Permission to begin additional supervised psychoanalytic cases
6. Permission for modified supervision frequency or for unsupervised work (optional)
7. Completion of Graduation Paper
8. Graduation

With the exception of admissions decisions and candidates establishing a personal training analysis, all of the other steps in the sequence outlined above are decided upon by the Progression and Graduation Committee with consultation as needed from the Psychoanalytic Education Division (PED).

The **Progression and Graduation Committee (PGC)** is a subcommittee of the PED, comprised of the PGC Chair, Supervising Analysts and faculty who are appointed for a two-year term. The Dean also attends all PGC meetings. The purpose of the PGC is twofold. First, it reviews the progression and development of each candidate in their seminar work, based on instructor evaluations, and in their

clinical work, based on supervisory evaluations and the candidate's written self-assessment and sample of analytic process. Second, it provides feedback to candidates on their educational and clinical development as well as on their progression in achieving the objective requirements.

Once per year, a candidate's progress will be reviewed at an **annual PGC meeting** with all of the candidate's supervisors in attendance. A report from this meeting will be discussed with the candidate for the purpose of supporting their further development. Upon completion of all training program requirements, a candidate will be considered by the PGC for graduation [see section below on Candidate Progression for further description regarding the annual PGC review of each candidate's work, and of criteria for progression and graduation].

The following sections describe each of the steps toward graduation in more detail.

ENROLLMENT IN TRAINING & PUBLIC REPRESENTATION OF CANDIDACY

Enrollment Requirements

In order to enroll in candidacy (full-time or part-time) for a given training year, the following requirements must be met by all candidates:

1. A candidate must be in a **personal analysis with an SFCP Training Analyst**, unless the requirements for termination have been met.
2. Completion of the **Psychoanalytic Training Enrollment Form**, which includes a commitment to abide by all PED policies around clinical confidentiality, course attendance, course make up work, course feedback, virtual learning guidelines, and other policies as specified on the Enrollment Form.
3. Completion of the secure hello **On-Line Payment Form**, which requires candidates to submit a credit card to pay the initial non-refundable deposit and fees and to select a tuition payment schedule for subsequent automated tuition payments. Candidates who are encountering unexpected financial hardship may contact the Dean to discuss the possibility of an alternate payment arrangement.
4. Completion of any **tutorials** from the prior academic year
5. Completion of any outstanding **make up work** from the prior academic year

6. Completion of any outstanding **course feedback surveys** from the prior academic year
7. Completion of all **annual case reports** from the prior academic year

**** Candidates are expected to have at least one control case in supervised analysis before enrolling in Year 3 courses.**

Public Representation of Candidacy

During their training at SFCP we want candidates to develop their psychoanalytic identities and practices but also to represent their qualifications accurately to protect both the integrity of our training program and the public interest. Although candidates are licensed mental health professionals, psychoanalytic training is an additional, specialized qualification and we ask that candidates be mindful of this in representing themselves to the public.

Applicants for psychoanalytic training at SFCP agree not to conduct psychoanalysis until they are authorized to do so by the PED. Once candidates have enrolled in training (per the above requirements), they may publicly identify themselves as a 'Candidate Psychoanalyst' or 'Psychoanalyst in Training' at SFCP. Once a candidate receives first-case permission by the PGC to begin supervised clinical work, it is then permissible for a candidate to say that they offer 'psychoanalysis' and describe themselves as 'practicing psychoanalysis' as long as they indicate their training status at some point in any public announcements, such as web pages, program bios, etc.

PERSONAL TRAINING ANALYSIS

All candidates must be in analysis with an SFCP Training Analyst, or receive a waiver to continue an ongoing analysis with a graduate analyst who is not Training Analyst, prior to beginning coursework. In the remainder of this document, the terms 'personal analysis' and 'training analysis' are used interchangeably.

The expectation is that the frequency of the training analysis is 4 - 5 times per week, on the couch.¹ Analytic fees are arranged between the candidate and analyst.

¹ The in-person, on the couch requirement is currently waived due to the Covid-19 pandemic. The frequency and in-person, on the couch requirement is under review by the PED.

Length of Training Analysis

It is optimal for candidates to have as complete (in terms of depth and intensity) an experience of personal analysis as possible. The candidate's personal growth and self- understanding are the paramount considerations. In addition, it is essential for candidates to participate fully in personal analysis while experiencing the emotional demands of psychoanalytic training. At a minimum, candidates are required to remain in their training analysis until the candidate has three supervised cases going well, in the judgment of supervisors and the Progression and Graduation Committee, or has been approved for unsupervised work, or for graduation, whichever comes first.

Requests for exceptions to the requirement may be considered in specific cases. (For example, if someone in part-time analytic training is progressing slowly towards graduation, but is clearly doing well and has been in a training analysis for many years.) In no case may a candidate's training analysis be completed until the candidate has both reached the 4th year of seminars and had at least two years of supervised analytic work. All requests for exceptions must be approved by the Dean.

Privacy of the Candidate's Training Analysis

SFCP is a non-reporting training program meaning that the training analyst does not report on the analysis of the candidate, other than to notify the PED of the start date, end date, and the annual number of meetings of the training analysis. Everything else about the psychoanalysis of candidates is confidential. If a candidate is concerned about an issue arising in their analysis that might impact their training, this can be discussed confidentially with the Dean.

ADVISOR AND MENTOR PROGRAM

Advisors (required)

As part of their psychoanalytic training, all candidates will be assigned an Advisor who is a member of the SFCP faculty. Upon enrollment, candidates will be contacted by the Chair of the Advisor and Mentor Program to discuss the candidate's needs and interests, and to consider potential Advisors who might be a good fit. It is the Advisor Chair's responsibility to locate an available advisor for each candidate; however, candidates are welcome to make suggestions or initiate requests to any SFCP faculty member to act as their Advisor in training.

Role and Function of Advisor

The Advisor's role is a confidential, non-evaluative relationship, independent of faculty, supervisors, the Dean, and the PGC. A primary function of the Advisor is to provide candidates with an opportunity to speak freely and confidentially about any aspect of training, with someone who has knowledge and experience of the SFCP community. In addition, the Advisor can offer guidance and support to candidates that facilitates their development as psychoanalysts. Candidates and Advisors are free to meet at whatever frequency best suits the candidate's needs; however, it is recommended that candidates touch base with their Advisors at least quarterly (in the form of a meeting or phone call) to address the candidate's evolving needs.

The Advisor role is non-reporting, meaning there is no oversight or requirement regarding frequency of meetings or content of discussions between candidate and Advisor.

Advisor Attendance at PGC Review

At the candidate's request, Advisors can attend PGC meetings as a personal representative of the candidate to communicate the candidate's point of view. Acting at the candidate's request, the Advisor can help the PGC have a fuller picture of aspects of the candidate's development which may not have been reported by supervisors or instructors.

The primary function of the Advisor attending the PGC meeting is to represent the candidate's point of view or concerns, so that these can be considered within the review process. The Advisor does not act as an intermediary between the PGC and the candidate. It is the role of the PGC member and Dean to communicate with the candidate about the review itself, including official decisions and recommendations. As such, it is expected that the Advisor will wait to discuss the PGC meeting with the candidate until *after* the candidate has been contacted by the PGC Committee.

Mentors (Optional)

At the candidate's request, the candidate can be assigned a Mentor to facilitate the development of the candidate's own analytic identity, and to support the development of their analytic cases. Mentors can provide both practical advice regarding shifting toward an analytic practice (e.g. nuts and bolts of setting up an office conducive to analytic work, getting a couch, etc.) as well as guidance around developing and converting cases from a psychotherapy frame to a training case.

Candidates interested in having a Mentor should contact the Chair of the Advisor and Mentor Program, who will locate an available Mentor, after a discussion with the

candidate regarding their training needs. Mentors agree to meet free of charge, typically weekly, with candidates who are early in training, to review a candidate's psychotherapy caseload and to begin thinking analytically about each case. Mentors can help identify which cases might be potentially converted to training cases, and assist in deepening the treatments toward an analytic frame. In particular, Mentors can provide support around making the recommendation to begin an analysis (i.e. why increase frequency? why use the couch? how to discuss this with patients?).

Mentors must be SFCP Faculty members. Mentor meetings do not substitute for beginning supervised casework; however, Mentors can often facilitate the process of identifying and connecting candidates with Supervisors who may be a good fit for the case. Finally, Mentors are available to discuss any and all concerns and anxieties regarding contacting supervisors and beginning analytic casework in training.

Unlike Advisors (which are required, whether the candidate utilizes the Advisor relationship or not), the Mentoring program is completely optional. It is expected that the Mentor relationship will conclude after one year, OR after a candidate begins working with a Supervising Analyst, whichever comes first. Mentors do not attend PGC meetings or interact with other aspects of the candidate's training. Their sole function is to support the beginning candidate's development of their analytic identity.

CURRICULUM

Required coursework includes seminars, electives, case conferences, and special programs as described below. Further details of the psychoanalytic training curriculum, including exact course dates, instructors and syllabi can be found at this link to the [Analytic Training Program Webpage](#).

Classroom Policies for the Psychoanalytic Learning Frame

Psychoanalytic learning groups have unique needs and responsibilities including:

- 1) maintaining clinical confidentiality
- 2) creating an atmosphere conducive to the safe exploration of affectively stimulating material at conscious and unconscious levels.

The following classroom policies are designed to create a frame for psychoanalytic learning that supports the functioning of the group toward these aims.

Confidentiality

All candidates commit to upholding the confidentiality of any clinical material discussed, **including a commitment not to reference any clinical vignettes or clinical process material outside the classroom**, even in disguised form. In addition, any process notes used in case conference (in print or electronic form) will be destroyed or returned to the presenter immediately following the case presentation.

Infants in the SFCP Building and Classroom

In order to create a classroom environment that allows for reflection and containment of the strong affects evoked in the study of psychoanalytic material, infants are not permitted in the classroom. The presence of an infant (even a resting infant or quietly alert infant) demands some degree of attunement from all in the room, at both conscious and unconscious levels. The aim of this policy is to allow candidates and instructors to focus their full attention on the class material and other members of the learning group, rather than inevitably having their attention divided between the learning process and whatever may be evoked for a given individual in response to an infant.

This policy is designed to prioritize the optimal functioning of the psychoanalytic learning group, and we regret the hardship it imposes on candidates who are parents of newborns. Infants are very welcome in the common areas of the SFCP building under the supervision of a caregiver, so that candidates may tend to their infants as needed throughout the day when not in class.

Hybrid Learning Policy

Please review SFCP's current policies and procedures for Hybrid Learning, available at this [link](#).

Class Schedule & Regular Meetings

All classes in the Adult Psychoanalytic Training Curriculum are held on Fridays from 8:00am - 1:45pm for 34 weeks/year, for 4 years. Each Friday consists of three 90-minute class periods, and two breaks as shown:

8:00 - 9:30	Class
9:30 - 9:45	Break
9:45 - 11:15	Class
11:15 - 12:15	Lunch/Candidate Meetings
12:15 - 1:45	Class

Required Courses and Required Special Programs

Seminars

The psychoanalytic training curriculum includes a carefully-planned and integrated sequence of required seminars. Candidate cohorts, organized by year, take this seminar sequence together during Year 1 - Year 4 of analytic training. There are occasional changes in cohort composition when candidates take unanticipated leaves of absence or resume training after a leave, or on the occasion that candidates transfer from other training programs.

Electives

Electives are taken for one 7-week period each in the second, third, and fourth years of training. Candidates in Years 2 - 4 will have the opportunity to vote on which Electives are offered each year, based on proposals submitted annually by potential instructors. Every attempt will be made to assign candidates to the Elective of their choice. Post-seminar candidates are welcome to participate in Electives on an optional basis, but are not eligible to vote on which Electives are offered.

Case Conferences

First year candidates will have their own case conference designed to address the issues of deepening treatment and beginning analyses.

During Years 2 - 4, combined groups of second-year, third-year, and fourth-year candidates will be assigned to take either an Adult case conference sequence or a Child/Adolescent/Adult case conference sequence. All candidates are offered an

opportunity to present an Adult, Adolescent, or Child case at least once during Years 2 through Year 4 of their training.

All candidates are required to take at least one year of the Child/Adolescent/Adult Case Conference sequence during their analytic training, and candidates who have a special interest in child-adolescent analysis can request to take this sequence a second time.

Reflection Groups

Candidates participate in facilitated Reflection Groups as part of their training experience. **Reflection Groups** ([described at this link](#)) offer an opportunity for candidates to reflect together on the social and emotional aspects of learning as a group, and the ways in which psychoanalytic training is impacting their identity, their clinical work, and their perspectives on wider society.

Intersession

Each year, in the spring, one full day of classes is reserved for candidates to design their own program of study (Intersession). Intersession programs have traditionally been focused on an area of applied psychoanalysis - e.g. psychoanalysis and art, psychoanalysis and film, psychoanalysis and politics, etc. Intersession is organized solely by a designated subcommittee of the Candidate Association, and a portion of candidate tuition is earmarked to fund this program (e.g. to pay an honorarium to an invited speaker, to purchase tickets to SF-MOMA, etc). Though the Curriculum Committee does not supervise the content of the Intersession program, attendance is mandatory for all candidates enrolled in the curriculum, and is tracked along with other required courses in the curriculum. Post-seminar candidates are welcome to attend Intersession on an optional basis.

Visiting Professor Candidate Colloquia (Currently on hold)

Each year, as part of Visiting Professor Week, class time is reserved for the entire candidate group to meet with the Visiting Professor to discuss a candidate case presentation (Candidate Colloquia). Though the Curriculum Committee does not organize this candidate-only event, candidate attendance at Candidate Colloquia is mandatory and is tracked along with other required courses in the curriculum.

Post-Seminar Graduation Paper Workshop

In addition to completing all coursework in the four-year curriculum described above, all candidates must complete the post-seminar Graduation Paper Workshop and submit an approved Graduation Paper prior to April 15th of the year they plan to graduate. [Please refer to the section below entitled Graduation Paper for information about the Graduation Paper Workshop and graduation paper requirements].

Class Attendance

[**Note: If unanticipated circumstances require you to interrupt your training or change to part-time attendance, *please contact the Dean and the Curriculum Chair as soon as possible to discuss your situation*. Please refer to sections below on Candidate Schedule Changes for a description of policies around Interruptions in Training and Part-Time Attendance.]

Attendance at all required classes and special programs within the curriculum year is expected. If a candidate is unable to attend a class session, they should inform the instructor of their anticipated absence. Policies around attendance requirements and makeup work are different for seminars vs. case conferences/special programs as described in the sections below. Tutorials for an entire course are arranged when clinical conflicts exist between the candidate and instructor.

Candidates are responsible for recording their attendance online for each class. If desired, candidates can sign up to receive a text prompt to automatically enter their attendance each week. On the last day of each course, candidates are responsible for checking to ensure that their attendance for that course is recorded accurately, as this cannot be changed once the course concludes.

Seminar Attendance and Absence Policy

Minimum standards of attendance are required for each seminar, and in some cases, a candidate may be required to do make-up work or repeat the seminar to receive credit for the course. All requirements to complete make-up work or repeat a seminar are determined by objective criteria (i.e. number of absences relative to the length of the course) regardless of the reason for the absence. This is to ensure that the candidate has an opportunity to learn the material covered in the course.

If a candidate misses seminar sessions for any reason, the candidate should check the table below to determine how many sessions (if any) must be made up for that course. If a candidate does not meet the minimum standard of attendance for that

length of seminar, the candidate is required to repeat that course in a subsequent year. In the event of a prolonged leave of absence from multiple courses, a candidate should consult with the Curriculum Chair and the Dean to make arrangements for completing and resuming coursework.

Sessions in Seminar	Seminar Sessions Missed **						
	1	2	3	4	5	6	7
20	Pass	Pass	Pass	Pass	Make up 1 session	Make up 2 sessions	Make up 3 sessions
13	Pass	Pass	Pass	Make up 1 session	Make up 2 sessions	Make up 3 sessions	Repeat
10	Pass	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat
9	Pass	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat
8	Pass	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat
7	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat	Repeat
6	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat	Repeat
5	Pass	Make up 1 session	Make up 2 sessions	Repeat	Repeat	Repeat	Repeat
4	Pass	Make up 1 session	Make up 2 sessions	Repeat	N/A	N/A	N/A

****Note: this table applies to seminar courses only; missed sessions from Case Conference and Special Programs are handled differently (see sections below)**

Make-up Work for Missed Seminar Sessions

Make-up work for a missed seminar session can be turned in at any time during the course, and is expected to be completed within two weeks of the end of the course. If an absence is anticipated (e.g. a planned vacation), *candidates are encouraged to do their make-up work in advance of their absence* to remain in sync with their group and to assist in meeting this deadline. If an emergent situation prevents a candidate from meeting the deadline, the candidate should contact both the instructor and the Curriculum Chair as soon as possible, to arrange an alternate due date.

Per Curriculum Committee policy, make-up work for a missed session should generally consist of a 1 - 2 page reflection on the assigned readings for that session. The goal of this policy is to facilitate the candidate covering the course material in sync with their group, and also to set consistent expectations regarding make-up work throughout the training program. A given instructor/candidate pair may collectively choose to make an alternate arrangement for make-up work, provided it can be completed within 2 weeks of the end of the course.

Case Conference and Special Program Attendance Policy

Candidate attendance at Case Conference and at special programs (such as Intersession and Visiting Professor Candidate Colloquia) is considered mandatory and is tracked along with other required courses in the curriculum.

Because it is not possible to complete make-up work for case conference sessions or for special programs, a candidate's combined cumulative attendance of Year 1 - Year 4 case conference sessions, Intersession programs, and Visiting Professor events over their four years of coursework must total 80% or more. If the 80% combined cumulative attendance standard is not met, the candidate will need to complete additional courses in subsequent years (e.g. a 7-week case conference segment), until the 80% attendance standard is achieved.

Reflection Group Attendance

Candidates are required to record their attendance at Reflection Groups online using the same procedure as for seminars, case conferences, and other programs. Reflection Group attendance will not be tracked for course credit by the PGC. Any issues involving attendance will be handled directly within the groups themselves.

Tutorials

Tutorials will be arranged for the following circumstances:

1. If the candidate is currently in treatment with an instructor (or has been in treatment in the past)
2. If the candidate's partner or family member is currently in treatment with an instructor (or has been in treatment in the past)
3. If the instructor is a partner or family member of the candidate's analyst
4. If the candidate is treating (or has treated) a partner or family member of the instructor

Each year, every candidate should review the curriculum plan for the upcoming training year (sent along with the Enrollment Form) to determine if any of the above circumstances apply. If so, candidates should notify the Curriculum Committee Chair as soon as possible, so that they can be placed in an alternate section of that course when that is possible (e.g. case conference) or so that a **tutorial** can be arranged with another faculty member for that course.

The Curriculum Committee Chair is responsible for locating and confirming a suitable alternate faculty member for the tutorial; however, candidates are welcome to suggest possible tutorial instructors if they wish. Candidates must complete and receive credit for a tutorial prior to enrolling in a subsequent training year. While some candidate/instructor pairs find it easier to schedule the tutorial over the summer, in many cases it is helpful to schedule the tutorial concurrently with the actual course so that the candidate is covering this material in sync with their group.

Tutorials are offered on a voluntary basis by the tutorial instructor at no fee to the candidate, and meetings are scheduled at a time and place of mutual convenience. As a general guideline, tutorials should meet for 50 - 60 minute sessions, and meet for a minimum of half the number of sessions scheduled for the original course, rounding up (e.g., for a 7-week course, there should be 4 required tutorial meetings). More meetings are encouraged if feasible and mutually agreeable. The content of the tutorial is at the discretion of the tutorial instructor; however, effort should be made to cover the material in the original syllabus. The tutorial instructor is responsible for granting credit/no credit for the course, and for notifying the Education Coordinator upon the candidate's completion of the tutorial. The Curriculum Committee Chair is available to consult with both candidates and tutorial instructors regarding structuring the tutorial.

Candidates will have the option to submit feedback regarding their tutorial experience; however, due to the nature of the tutorial, feedback cannot be anonymous. If candidates have concerns they do not wish to convey in writing, they should contact the Curriculum Committee Chair.

Course Feedback Process

Optional Course/Curriculum Feedback Form (any time)

There is a link posted to the Candidate Webpage entitled "Optional Course / Curriculum Feedback Form" which can be used to communicate comments or concerns, anonymously, about any course or any curricular issue at any time.

Required End of Course Individual Feedback

At the end of each course, the office will email each candidate a link to complete an anonymous, online feedback survey about the course, to be reviewed by the faculty members of the Curriculum Committee. Each candidate will have the opportunity to designate feedback which will be sent verbatim to the instructor, as well as feedback that will be sent only to the Curriculum Committee faculty. In order to facilitate timely review of all course feedback at the next Curriculum Committee faculty meeting, candidates are required to submit their written feedback within 2 weeks of course completion.

The end-of-course feedback survey requests that candidates comment on a standardized set of criteria for each course, in order to facilitate comparison of the responses. Separately, instructors are also asked to reflect on their teaching experience according to these same criteria.

To preserve candidate anonymity, responses from the entire group must be received before the feedback can be compiled by the Education Coordinator and distributed to the Curriculum Committee faculty. It is therefore essential that all candidates submit their feedback within the 2-week deadline so that courses can be reviewed in an orderly fashion throughout the year, and so the feedback can be used to make curricular adjustments and revisions for the following year.

[For information about instructor evaluations of candidates, please see section on Instructor Evaluations of Candidates under Candidate Progression]

SUPERVISED PSYCHOANALYTIC WORK

Supervision of analytic training cases is a central part of analytic training at SFCP. The goal is to help candidates become proficient at conducting analyses throughout all the phases of analytic work. To meet this goal, candidates need extensive experience in conducting analyses of sufficient duration while in supervision. Supervisors, over a period of several years, have the opportunity to convey their understanding of the psychoanalytic process. Experience with a variety of supervisory styles and approaches is encouraged.

The following sections describe the logistics of the supervision process (e.g. progression to beginning supervised casework, arranging to work with a Supervising Analyst, and requirements for frequency and duration of supervision over the course

of analytic training) as well as the requirements for written annual case reports, which are an essential component of supervised analytic work.

Progression to Supervised Analysis

First Case Permission

After seminar reports from instructors are reviewed by the PGC, the candidate is recommended by the PGC to begin supervised work, usually in February of the first year of training. This permission is for a first case only.

A case cannot be counted toward supervised casework requirements until the candidate receives first case permission. Thus, if a candidate is seeing a patient 4 times per week on the couch in consultation with a Supervising Analyst before that time, the official start date for that supervised case will be the date that the candidate received first case permission from the PGC.

Additional Case Permission

Permission to start additional cases is given by the first case supervisor. Review by the PGC is not required.

Arranging for Supervision

In order to graduate, each candidate must conduct a ***minimum of three supervised analyses, each with a different Supervisor***, that meet criteria for a creditable case. [See sections on Creditable Cases and Immersion Requirement under Candidate Progression for a full description of criteria for creditable cases].

If possible, candidates are encouraged to develop more supervised cases to facilitate their growth, to meet immersion requirements, and to have the opportunity to work in a variety of different supervisory relationships. If supervision has been received from one Supervising Analyst for a period of two years, for example, and the patient completes analysis or drops out of treatment, the candidate should not begin a subsequent case with the same Supervisor.

Candidates make arrangements for supervision, and are encouraged to do so as early as possible in their training, as supervision can be helpful in developing an analytic case. A Directory of SFCP Supervising Analysts is posted on the [Candidate Webpage](#), and the Education Program Manager maintains a list of Supervisors with time available that is updated biannually.

Candidates may begin supervision with any SFCP Supervising Analyst of their choice, and may add or change Supervisors at any time, as determined by their educational and clinical needs. Supervision may not be provided by the candidate's own training analyst.

For the 2022-23 training year all supervisions may be conducted remotely until further notice. (Under non-pandemic conditions, telephone or video conference supervision is allowed as an option when necessitated by geography or in exceptional circumstances, though in those situations, in-person supervision is normally required for the first case and for initial meeting and periodically over the course of the supervision).

Supervision with a Supervising Analyst not affiliated with SFCP

A candidate may seek supervision for one of their control cases from a Supervising Analyst not affiliated with SFCP when certain conditions exist. Such conditions include:

- 1) An interest in working with a supervisor of a culture, race, ethnicity, or identity not represented in the SFCP Supervising faculty
- 2) An interest in working with a supervisor with a theoretical orientation not represented in the SFCP Supervising faculty
- 3) The candidate has been unable to find an available SA with interest or expertise in supervising a particular case

Criteria for outside Supervisors:

The prospective Supervisor

- 1) is a Supervising Analyst at an APsaA or IPA institute
- 2) is a member of APsaA or IPA
- 3) is in good ethical standing
- 4) agrees to charge fees based on SFCP guidelines for supervision fees
- 5) reviews and provides feedback on the candidate's initial and annual case summary
- 6) completes an annual written evaluation that is shared with the candidate and PGC
- 7) attends the candidate's annual PGC review
- 8) attends the candidate's PGC graduation review

Procedure

- 1) The candidate contacts the SA Committee (SAC) chair to request a consultation
- 2) The SAC chair assigns an SAC member to consult with the candidate to discuss the reasons for requesting an outside supervisor;

- 3) If the candidate chooses to make a request, based on this consultation, they submit a request for an outside supervisor to the SAC, including:
 - a. Reason/s for seeking an outside supervisor
 - b. Name of supervisor
 - c. Supervisor's institute affiliation/s
 - d. Supervisor's SA status
 - e. APsaA or IPA membership
- 4) SAC sends a letter to the outside supervisor requesting:
 - a. Demographic information
 - b. Faculty affiliations
 - c. Confirmation of SFCP criteria for an outside Supervisor
- 5) The SAC reviews the request and the outside Supervising Analyst's information and then votes on approval.
- 6) The chair of the SAC informs the candidate of its decision.
- 7) If the SAC does not approve the request, the SAC chair provides feedback to the candidate for the decision.
- 8) If the candidate chooses to appeal the SAC decision, the SAC chair will establish an ad hoc appeal committee, made up of Supervising Analysts who are not on the SAC, to review the candidate's appeal and the SAC's decision.

Approval for an outside supervisor is for the specific candidate. Once approved, the supervisor would be designated an Adjunct Supervising Analyst for the duration of the candidate's supervision.

Fees for Supervision

Supervision fees are arranged between supervisor and candidate based on the following guidelines:

The fee for supervision is the same as the per session fee that the candidate's analyst is paying, with a minimum supervision fee of \$50 and a maximum fee of \$150.

As a set of recommended guidelines, it is understood that there may be unusual circumstances in which supervisor and candidate determine that an appropriate supervision fee would be lower or higher than the minimum and maximum listed in the guidelines.

Frequency and Duration of Supervision

To provide an optimal training experience, candidates are required to be in weekly individual supervision, with a separate Supervising Analyst for each analytic case.

Supervision of each training case is *required* to continue on a weekly basis while a candidate is completing coursework, and supervision typically continues on a weekly basis until a candidate is approved for graduation. However, as a candidate progresses, allowance for flexibility is provided by the policies for Modified Supervision Frequency and Unsupervised Work as described below. These policies should only apply when they are consistent with a candidate's training needs.

Permission for Modified Supervision Frequency (Optional)

Once a candidate has completed four years of coursework in good standing, and a case has been in supervision for two years, the duration and frequency of supervision may be determined by the candidate and supervisor, on a case by case basis, taking into account the candidate's training/learning needs and goals. If the candidate and supervisor agree to modify frequency or discontinue supervision, the supervisor informs the PGC of the change.

A candidate who has not yet completed four years of coursework but that has had a case in supervision for two years, may determine with their supervisor that a modification in frequency or duration of supervision is warranted. *In advance of the candidate's annual PGC meeting*, a supervisor and/or candidate may request consideration for a reduction of frequency or discontinuation of a supervision. This request will be considered collectively by the PGC and all of the candidate's supervisors, in light of the candidate's overall training experience. The intent of this Modified Supervision Frequency Policy is to have a larger group, the PGC, assist the supervisor/candidate dyad in making this decision. Consideration of reduced frequency or discontinuation of a supervision is made on a case by case basis, with each of a candidate's supervised cases considered individually and only after a case has been in supervision for two years.

Permission to Begin Unsupervised Analysis (Optional)

If a candidate has completed the first three years of coursework in good standing, and has at least three ongoing analytic cases in supervision for two years, a candidate may request permission to begin unsupervised analyses with *new* patients. Any of the candidate's supervisors may also alert the PGC of the candidate's readiness for unsupervised work. The request should be made in advance of a candidate's annual PGC meeting, where it will be considered collectively by the PGC and all of the candidate's supervisors, in light of the

candidate's overall training experience. Permission is reserved for candidates who are up-to-date on case write-ups and have shown consistent ability to analyze.

Permission to conduct unsupervised psychoanalytic work is not a required step prior to graduation.

Supervision during the Termination Phase

While it is desirable during analytic training for candidates to analyze a case through the termination phase, this is not required. If a candidate has an unsupervised case in the termination phase, the case must begin a supervision during the termination period. **When a candidate graduates before one of the supervised cases terminates, it is strongly recommended that the then-graduated analyst return to supervision for the termination phase.**

Supervision when Training Is Interrupted

A candidate may choose to interrupt training (coursework and/or supervised clinical work) for a variety of reasons (e.g. health, financial, etc.) with permission from the Dean, after consultation with the Curriculum & PGC chairs. If supervised work on a control case is interrupted, the case will not count toward graduation during the period of interruption; however, when supervision is resumed, the case can resume accruing credit, provided other criteria for creditable cases are met (see section below on Creditable Cases under Candidate Progression).

Candidates may choose to interrupt their coursework but continue their supervised casework. Control cases continuing under supervision when coursework is interrupted will count towards graduation if the candidate has had at least two years of overlap between seminars and casework.

Case Reports

Initial, interim Annual, and Final case reports are required on all supervised cases as criteria for graduation, including terminated cases. These reports are an important part of candidates learning to conceptualize and communicate psychoanalytic work. Candidates should demonstrate in their reports, especially the Final Report, that the case is **creditable** as described in the next section on Creditable Cases under Candidate Progression), with particular attention to articulation of the **analytic process**.

Candidates must submit initial, interim annual, and final case reports, accompanied by a completed face sheet, to the Education Program Manager. **Reports are to be drafted by the candidate, reviewed by the supervisor, and filed in final form with the Education Program Manager.** Case reports are not reviewed by the PGC or any faculty other than the candidate's supervisor for that case. All case reports will be kept in candidates' files in a confidential manner until graduation. Upon graduation, all PGC files, associated case reports and supervisor evaluations are removed from the permanent training file and are destroyed.

Initial Case Reports

Initial case reports are to be filed no later than six months after the beginning of the analysis (or the work to date with the patient at the time of graduation), and should include diagnosis, the basis for recommending analysis, projected issues and problems in the analysis, and the nature of the opening phase.

Interim Annual Case Reports

Annual case reports are due on the anniversary of the date that the case began and should convey the course and process of the analysis.

Final Case Reports

Final case reports are due upon the ending of the analysis or when the candidate approaches graduation (whichever comes first). Final reports are to be a summary of the entire analysis.

Some sample templates for case reports are appended in this Handbook (see Appendix); however, candidates are encouraged to develop their own writing style to convey the essence of their analytic work, providing their report meets the criteria described above and in the next section (under Creditable Cases) regarding demonstrating analytic process for creditable cases.

CANDIDATE PROGRESSION

Criteria and Decision points for Candidate Progression

The Progression & Graduation Committee (PGC) is responsible for assessing the candidate's overall educational progress throughout the course of training. **The decision points for candidate progression that require PGC approval are:**

1. Permission to take a first supervised case
2. Permission for modified supervision frequency if a candidate has not yet completed coursework (optional)
3. Permission for unsupervised work (optional)
4. Readiness for graduation

Specific decision points by the PGC regarding progression for each candidate are made at an annual PGC review meeting for that candidate -- in consultation with the candidate's instructors, supervisors, the Dean, and, at the candidate's request, the candidate's Advisor. **All candidate progression decisions are based upon the following criteria:**

1. Completion of **objective training requirements** (coursework, supervised casework, case reports and the graduation paper)
2. The candidate's mastery of course material, class participation, demonstration of critical thinking and competence in presenting clinical material in **seminars and case conferences**
3. Demonstration of the candidate's analytic development in **supervised casework**
4. The **quality of written case reports** and their effectiveness in conveying analytic process (as determined by the supervisor for that case)
5. The discussion during **feedback meetings between the candidate and PGC members**. These feedback meetings are intended to help the Progression Committee understand additional factors in the candidate's progress and to support the candidate in understanding their own progress, learning and further educational needs.

All *objective training requirements* for coursework, supervised casework and the graduation paper are described in sections on Curriculum, Supervised Casework, and Graduation Paper, respectively. The following sections will describe the

procedures for the candidate's annual PGC review; the process by which the PGC evaluates the caliber of a candidate's work in courses and supervision; and the qualitative and objective criteria for determining whether a supervised case can receive credit for graduation.

PGC Review Process

***Please Note:** The Progression and Graduation review processes are currently under review for revision this academic year.*

Preparing for Your PGC Review

The PGC meets on the second Thursday of each month to review all candidates in a rotating fashion throughout the academic year. Candidates are notified in advance of the specific month of their PGC review. In most cases, the candidate will be reviewed during that same month every year throughout the remainder of their training. If, after conferring with Supervisors, a candidate intends to graduate in a given academic year, the candidate must request a Graduation Review from the PGC Chair and notify the Education Program Manager prior to the beginning of the academic year. **It is the candidate's responsibility to ensure that their academic file is up to date by the time of their Annual PGC Review or Graduation PGC review.**

Several weeks prior to a candidate's PGC review, the Education Program Manager will review the candidate's academic file to confirm that it is up to date. Particular attention will be given to the following:

1. Any incomplete coursework (missing make up work, outstanding tutorials, cumulative attendance record for case conference and required special programs, any courses for which credit was not received)
2. Missing case reports (see section on Case Reports under Supervised Casework for case report requirements and deadlines)
3. Status of completing the Graduation Paper Workshop and the Graduation Paper (mandatory for all advanced candidates requesting a PGC Graduation Review)

The Education Program Manager will send the candidate an email listing any missing information and requesting a timely response. Upon receipt of the requested

information, the Education Program Manager will update the candidate's file. Information on any requirements still outstanding will be noted in an addendum when the candidate's file is sent to the PGC for review.

In addition to ensuring that their academic file is complete, candidates are required to submit two documents to the PGC in advance of their review, to facilitate the PGC's attempts to identify strengths and challenges around a candidate's progression. In advance of the candidate's PGC review, the Education Program Manager will email detailed instructions for completion of these supplemental PGC documents:

1. **Candidate's Self-Assessment.** This document is the candidate's reflection on their growth and development over the past year(s) of training, focusing on their perceived strengths and areas of challenge for future work
2. **Analytic Process.**

The PGC will use the candidate's supplemental written materials, in conjunction with the training records, to identify areas of growth and make decisions and recommendations regarding progression.

PGC Annual Review Meeting Procedures

Barring unanticipated circumstances, each candidate will be reviewed once per year by the PGC to assess the candidate's progression in the training program. The candidate will always be notified of the date of their PGC review meeting.

The purpose of the PGC review meeting is threefold. First, it reviews the progress of candidates in developing cases and to ensure that immersion is achieved. Second, it seeks to identify educational strengths, areas for development, and learning challenges in the candidate's progression. Third, the candidate will be provided with feedback from the committee to support the candidate in their development and to help the candidate address their learning edge.

All PGC reviews are attended by the PED Chair, the Dean, and the standing members of the Progression and Graduation Committee (the PGC Chair plus several Supervising Analysts and faculty members who are appointed for a two-year term). At the PGC review for an individual candidate, all of that candidate's supervisors will also attend. Candidates do not attend PGC meetings; however, the candidate's Advisor may attend, at the request of the candidate, to convey information on behalf of the candidate. If a candidate is working with a mentor, the mentor does not attend the PGC meetings (see section above on Advisor and Mentor Program for further description of Advisor's role at a PGC meeting).

At the meeting, the PGC and the candidate's supervisors, together, will review and discuss the following training records and supplemental written documents from the candidates:

1. Status of **completion of all coursework**
2. Status of **completion of case reports** for all supervised cases
3. Written **instructor evaluations** from the candidate's coursework
4. Written **supervisor evaluations** for the candidate's casework
5. Status of completion of **Graduation Paper Workshop** and approval of **Graduation Paper** (mandatory for all Graduation Reviews)
6. **Candidate self-assessment** on their interim growth and development, and their sense of their areas of strength and challenge at this point in their training
7. Candidate's written sample articulating, in their own words, the **analytic process** from one of their cases as they understand it

These materials and ensuing discussion will form the basis of any PGC decisions as described in the other sections (e.g. decisions regarding credit for cases, permission for modified supervision frequency or unsupervised work, graduation readiness) and/or PGC recommendations to support the candidate's ongoing development.

All discussions which take place within the PGC meeting are confidential within the committee and are not discussed with other SFCP faculty not present. Shortly after the PGC meeting, a member of the PGC will meet with the candidate by phone, video conference, or in person to communicate any decisions made by the PGC, to convey more fully the PGC discussion around the candidate's developmental progression, to make recommendations for any suggested focused work, and to hear the candidate's perspective. The PGC member will take up any outstanding requirements with the candidate at that time, and assist in making a plan with the candidate to complete the requirement. If a satisfactory plan cannot be agreed upon, the candidate will be referred to the Dean.

The Dean and the Chair of the PGC are always available to discuss any PGC decisions and recommendations with the candidate. All decisions by the PGC are subject to review by the PED Steering Committee, if necessary, but the PGC decisions will stand unless there are problems. Candidates may request that any decision by the PGC or the PED Steering Committee regarding progression be reviewed on appeal.

The following sections will describe each of the evaluative components listed above in more detail (i.e. instructor evaluations, supervisor evaluations), and how they are used by the PGC to make decisions about candidate progression -- including, crediting cases and readiness for graduation.

Instructor Evaluation of Candidate's Coursework

Instructors of all courses and case conferences in the four-year curriculum submit written feedback regarding each individual candidate *directly to the PGC*. Candidates will receive a copy of all feedback submitted to the PGC by instructors. **Feedback about individual candidates is NOT seen by anyone on the Curriculum Committee.**

The PGC reviews feedback by instructors for the purpose of facilitating a candidate's development. If a candidate is reported to be having serious difficulties in their classes, the PGC may recommend that the candidate defer beginning clinical work, repeat courses, take a special tutorial, or participate in another remedial action. Candidates should always feel free to ask their instructors for feedback about their participation in classes.

[As a separate matter, upon completion of a course, instructors submit written commentary on their *experience of teaching the course* to the Curriculum Committee, according to the same questions used in the candidate survey about the course (see section on End of Course Feedback under Curriculum). **Instructor communications to the Curriculum Committee do NOT contain information about individual candidates**, and are used solely for the purpose of curricular and faculty development.]

Supervisor Evaluation of Candidate's Casework

In advance of the candidate's PGC meeting, the Supervisor for each supervised case submits a written evaluation of the candidate's work, directly to the PGC. Supervisors are required to share all written evaluations with the candidate directly, and to discuss their content.

A Supervisor's evaluations of a candidate's casework is based on the following components:

1. The Supervisor's impressions of the **candidate's clinical work** on their case
2. The Supervisor's impressions of the **supervisory process** with the candidate,

3. The Supervisor's impressions of the candidate's **written Case Report** submitted to the Supervisor for their case (see description on Case Reports under Supervised Casework section and description below regarding demonstration of analytic process to be included in all Case Reports)

The Supervisor's evaluation of the candidate's casework should be informed by the following guidelines:

GUIDELINES:

Guidelines for describing a candidates' analytic development leading to graduation

Please Note: *The Guidelines for describing a candidate's analytic development are currently under review for revision this academic year.*

Between 2015 and 2020, the PGC worked on an evolving model of its function that would reflect advancing knowledge and conceptualizations of psychoanalytic education. The PGC is focused on serving as a resource supporting the educational and personal development of the candidate as a future colleague.

Contemporary research on the topic of the aims of psychoanalytic training, specifically David Tuckett's classic paper "Does Anything Go?" (2005) and Arden Rothstein's "Fostering the Educational Value of Candidate Evaluation." (2017), emphasize the importance of transparency and consistency of goals and criteria for candidate evaluation.

Based on our discussion of this data, the PGC has adapted Tuckett's pluralistic categories of analytic frames to also reflect our own thinking concerning the essential evolving capabilities that a candidate can develop in order to function as an analyst.

In addition to Tuckett's model, the PGC has added a Socio-Cultural Frame.

These guidelines are provided below. Using these guidelines, we hope that both supervisors in their evaluations and in discussion with the PGC will be most able to provide useful and specific feedback to candidates about their development as analysts. And, we expect these guidelines will also assist candidates in their own ongoing assessment of their work and education.

1. Elements of capabilities in maintaining a participant-observer frame

In Tuckett's first frame, he refers to the developing internal position of the candidate in relation to the individual patient and to the functions of an analytically engaged psychoanalyst. This internal position develops over time to be dynamic yet stable and increasingly reliable at the core. The frame is a lens through which we note the stance taken in listening and the way the analyst observes and reflects on the patient's affects and associations as well as on the analyst's own affective response.

Specifics

- o *Is the candidate with time, able to realize who they are for the patient, what role they have assumed in the patient's mind, while still being able to maintain their own sense of self.*
- o *To what extent has the candidate developed the capability to oscillate between the position of being an engaged participant to a position of being a reflective observer of the analytic field?*
- o *The candidate's capability in tolerating emotional intensity along the entire spectrum of emotion from severe hostility to intense longing and intimacy as well as dealing with isolation of affect.*
- o *Tolerating the discomfort of not knowing (negative capability) while at the same time holding a curiosity about what is unfolding.*
- o *The ability to change one's mind, to recognize an over-valued idea or a lapse into a formulaic response.*
- o *The capability for self-reflection in tolerating making mistakes, tolerating getting caught up in enactments and in then being able to recover from a loss of analytic stance.*

To summarize Tuckett-- In many models of practice the core of the candidate's ability to maintain a participant-observer frame is the capability to "bear" transference—to be curious about, to tolerate not knowing rather than to become reactive to the position in which the patient's unconscious transference demands are placing the analyst.

2. Elements of the Interventional Frame

Tuckett defines this frame as the specific appropriate interventions an analyst is able to make to further the kind of psychoanalytic process considered to be transformational within the school in which the candidate is being trained.

Specifics

- o *Are the candidate's interventions consistent with their conceptual formulation?*
- o *Does the candidate understand why they are making the intervention and are they aware of whether and why it is effective or not?*
- o *Is the candidate able to speak to emotional intensity in the moment (whether it is conscious or unconscious), especially when it is referred to themselves, without moving away to intellectualization, explanation or to the past?*
- o *Is the candidate able to listen to the patient's response to their intervention and can the candidate allow the response to modify their hypothesis and interventions?*
- o *Can the candidate discern the degree to which a patient is conscious of a belief or affect, and can the candidate adapt their interventions appropriately? (For example, it is counterproductive to interpret unconscious motives, if it only tends to increase the patient's anxiety and defenses.)*
- o *Is the candidate able to balance and blend intuition with concepts? With a nod to Kant: "Intuitions without concepts are blind, concepts without intuitions are empty."*

In summary, it is likely that the main indicator we can use to consider the quality of interventions is not an observer's agreement or otherwise with what is said or even with how it is said but rather with a consideration as to whether the interpretations given are at a point of conscious or unconscious emotional demand and do not appear to be overly intellectualized and have coherence with what the candidate is doing. In other words, the

interventions should be consistent with the candidate's participant-observational stance and with their conceptualization.

3. The Conceptual Frame

The conceptual frame is concerned with the mind of the analyst and the candidate's capability to have ideas about what psychoanalytic process is taking place with their patient, and what is necessary to bring it about.

Specifics

- o What conceptual model is the candidate using or developing?*
- o To what extent does the candidate have a model of the mind that includes an understanding of what is mutative or transformational within that model?*
- o To what extent can the candidate think about the latent meaning of the material that characterizes the sessions (especially as it develops over time) and able to conceptualize it theoretically in terms of a psychoanalytic model?*
- o To what extent does the candidate appreciate the complexity and nuance of experience and where it may or may not fit in a conceptual model?*
- o To what extent has the candidate developed the ability to convey analytic work both verbally and in writing?*

4. Self-Awareness and Self-Assessment Frame

This is a self-awareness and self-reflection that takes place outside of the consulting room, sometimes with the help of the supervisor and PGC feedback.

Specifics

- o To what extent can the candidate ascertain where they have been and where they are now in the development of their own analytic capabilities?*
- o To what extent is the candidate developing a non-judgmental sense of responsibility and commitment to knowing and appreciating both their strengths and limitations as well as those areas that continue to be challenging for them?*
- o To what extent is the candidate aware, over time, of having changed as a result of doing analytic work?*
- o To what extent is the candidate able to notice that it is not only the analysand who may change but also that they may change themselves in relation to their analysand? Is the candidate aware of how this affects the analytic work?*
- o To what extent is the candidate able to handle the tension of being observed by their supervisors, PGC, faculty and colleagues and reflect on their transferences to the institution?*

5. Socio-Cultural Frame

Working within this frame demonstrates the candidate's recognition of the cultural and social surround as constitutive elements of mental life.

Specifics

- o Does the candidate respond to social and cultural differences with open-mindedness, humility and curiosity?*

- o *To what extent is the candidate aware of and attentive to the impact of social inequities, history of bias and racism on analysand's psychological development and life experiences?*
- o *To what extent is the candidate aware and attentive to the intersectional identities of their analysand?*
- o *To what extent is the candidate able to recognize when they have imposed their own cultural norms and values onto their analysand of a different culture?*
- o *To what extent is the candidate able to hear references to racial and cultural differences, and related anxieties, in their analysand's communications?*

6. Supervisory Frame

For Candidates:

- o *The development of confidence in being candid and non-defensive about one's work.*
- o *Understanding that there cannot be growth and development without making mistakes.*
- o *To what extent is the candidate able to take in and consider the supervisor's perspective without needing to be precocious or self-sufficient?*
- o *To what extent is the candidate able to begin developing their own perspective, finding their own voice, and ultimately emerging from apprenticeship and moving into independent thinking.*

For Supervisors:

- o *Having as a focus, the analytic work of the candidate and the process between patient and the candidate, rather than on the psychology of the patient.*
- o *Maintaining a balance between noting the candidate's strengths alongside the candidate's challenges in the development of analytic capabilities.*
- o *An awareness of over-compliance or of precocious self-sufficiency in the candidate.*
- o *An awareness of the omnipresence of the supervisor's transference and countertransference responses both to the candidate's patient and to the supervisee and their impact on their evaluations and on PGC discussions. (See Ehrlich, et al. (2017)).*

In addition to the above, the Supervisor is responsible for determining whether the case meets criteria to receive credit toward graduation. This assessment is based in part on whether, in the Supervisor's judgment, an **analytic process** has been established in the case, and whether the candidate has conveyed their own sense of the analytic process in the case, in their written Case Report. (See section below on Demonstration of Analytic Process under Creditable Cases).

Creditable Cases

Among other requirements, graduation from the SFCP Adult Psychoanalytic Training Program currently requires each candidate to conduct a **minimum of three**

supervised analyses of adults for two years, with at least two cases reflecting a diversity of identity characteristics² including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, disability and socioeconomic status, that meet both qualitative and objective criteria for a creditable case, as determined by the candidate's Supervisor in consultation with the PGC. [Note: With permission, candidates may substitute the supervised analysis of a child or an adolescent case for one of their adult cases as described below in section on Conducting Supervised Analysis of a Child or Adolescent During Adult Training].

Qualitative criteria that must be met for a case to be credited involve **demonstration of an analytic process**. Objective criteria involve issues of **external frame** (e.g. frequency, couch, remote sessions, and duration of treatment). The following sections describe these criteria, exceptions to these criteria, and the evaluation process in more detail (as cited in the PED Policy and Procedures Manual Section vi.3.C.l - vi.3.C-n)

Demonstration of Analytic Process for a Creditable Case

The presence of analytic process needs to be confirmed by the Supervisor, and adequately described in the final case report (in the judgment of the Supervisor), for a case to be creditable towards graduation. Although analysts from different schools may define the analytic process in varying ways, the dimensions described in the guidelines are shared by most analytic schools of thought.

To meet graduation requirements, the training cases must meet the training requirements described in the first five frames of the guidelines for Supervisor's evaluation of the candidate.

The goal is for each candidate, working with their supervisors, to develop their perspective and understanding of the analytic process in their cases. To provide assistance please review the **Analytic Process** section in the Appendix.

The Policy and Procedures Subcommittee of the PED will maintain and periodically update these resources. The file will contain descriptions of different models of analytic process, descriptions of the phases of analysis, and clinical examples of analytic process within published articles.

² This diversity requirement has *replaced* the previous requirement to analyze a patient of each gender.

Objective Criteria to Receive Credit for Cases (Frame of Treatment)

***Note: all sections marked with an asterisk are impacted in the 2022-23 training year due to the COVID pandemic. It is expected that all training cases can begin and continue to be conducted remotely until further notice, without formal approval for an exception. These training cases will count toward graduation, provided other criteria are met. As new public health guidelines emerge, further information and clarification around training policies will be provided.

As described in the above section, candidates must demonstrate the presence of an analytic process in order for a case to receive credit for graduation. In addition, certain *objective criteria* must be met in order for cases to be creditable, as follows:

1. Number of cases: minimum of **three supervised training cases for two years**, 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.
2. Setting: Unless an exception is granted (see section below on Exceptions Regarding Setting), all training cases are expected to be conducted with the **analysand on the couch in the candidate's office.** ***
3. Frequency: In order to meet graduation requirements, the following must apply: **at least 2 of the 3 training cases are treated four to five times per week and one training case (other than the first case) may be treated at three times per week when clinically indicated.**
4. Duration: **No case that ends in less than two years will be considered for credit toward graduation.** Cases with a clear analytic process *may* be considered creditable at the two-year mark but this is a minimum and does not mean supervision should stop or decrease in frequency, or that three cases meeting the minimum criteria will satisfy the case requirements for graduation.

*Possible Exceptions Regarding Setting****

Exceptions to the Frame for a Creditable Training Case

The frame for psychoanalysis in North America has been 45-50 minute sessions, 4 to 5 days a week on the couch in the analyst's consulting room. This was the standard of the Eitingon model of psychoanalytic training adhered to by SFCP and

APsaA through December 2017. The IPA revised the frequency standard in the Eitingon model to 3-5 times per week and the APsaA adopted this revision in January 2018. SFCP requires that the candidate's first control case be at 4-5 times per week. One of the remaining 2 required control cases may be treated at 3-5 times per week. It is expected that all control cases be conducted with the analysand on the couch in the candidate analysts' office.

An exception to the analytic frame may be considered if the supervisor and candidate agree that that an alteration to the frame may help to temporarily bridge and help facilitate the continuity of analytic work with a patient. An exception may also be granted for distance analysis by telephone or other VOIP technology for some but not all of the sessions. Occasionally, commuting difficulty, temporary move or illness, periodic travel, or relocation may warrant distance analysis for a portion of an analysis. No supervised case should be completely long distance. When it is considered for the duration of the treatment, as in following a relocation of the analysand, the analytic process should have been well established. When it is considered for commuting difficulties, at least some of the sessions should be in person. A candidate cannot receive an exception on their first case but an exception may be granted for one of the other training cases.

One possible exception that may be considered is meeting face-to face for a period of time. If this temporary alteration is necessary in order to facilitate the patient's availability to analysis an exception may be considered. Similarly, an exception may be granted for distance analysis for one or more sessions a week if this is a means of temporarily facilitating and bridging the analytic work.

*Process for Requesting an Exception****

If a candidate and the Supervisor believe that a case requires a change in the frame (e.g., use of face-to-face analysis or distance analysis), the candidate can submit a request for an exception (written by candidate, signed off by supervisor). All exception requests should be submitted to the to the PGC chair, the Exceptions sub-committee and to the Education Program Manager. The candidate's request must include a psychoanalytic rationale for why an exception is necessary for the case. The write-up should include why analysis is the recommendation for this particular patient and what the available evidence is that this patient may make use of the analysis. It should also include how the candidate is thinking analytically about the exception and how that thinking is manifest and worked with in the analysis.

The Exceptions Subcommittee will consider the overall training needs of the candidate in approving an exception. Difficult decisions will be referred to the full PGC. Only one of the three cases required for graduation may be conducted with an exception to the frame. If a case initially granted an exception should no longer require the exception, after that case has continued for two years without utilizing the exception, an exception for another case may be granted.

All candidates are encouraged to have more supervised cases than the three required and are encouraged to take an additional supervised case. These cases do not require an exception but are acceptable for immersion based on the supervisor/candidate assessment of the clinical advisability of psychoanalysis for that patient. All supervisors and candidates should be aware, however, that in the event that one of a candidate's three training cases does not continue for two years, an additional supervised case that does not meet the requirements of an analytic frame will not be accepted as one of the required training cases unless, or until, an exception has been granted. The normal procedure for requesting an exception applies.

Conducting Supervised Analysis of a Child or Adolescent During Adult Training

Candidates in Adult Analytic Training May Analyze a Child or Adolescent

A candidate enrolled in the adult program may wish to analyze a child or adolescent but may not wish to enter the child program for full child and adolescent training. This is an option and the case must be supervised by an SFCP Child/Adolescent Supervising Analyst. The candidate must have permission to begin a second case and then make a formal request for permission to analyze a child or an adolescent from the Dean of Students. The Chair of the Committee on Child/Adolescent Analysis and the Chair of the Progression & Graduation Committee will be consulted by the Dean. Such a child or adolescent case cannot substitute for an adult case but will be considered in the aggregate of cases when readiness for graduation is being reviewed as part of the immersion requirement. [See section below on Immersion Requirement.]

Substituting a Child or Adolescent Case for an Adult Training Case

Analysis of a child or adolescent in lieu of one of the 3 required adult cases is allowed. A candidate enrolled in the adult program but not in the child program must have permission to begin a second case and then make a formal request for permission from the Dean of Students. The Chair of the Committee on Child/Adolescent Analysis and the Chair of the Progression and Graduation Committee will be consulted by the Dean. The case must be supervised by an SFCP Child/Adolescent Supervising Analyst.

Immersion Requirement

Immersion in analytic work during one's training provides an opportunity for comparing different analytic and supervisory experiences that is essential to becoming a competent analyst and in forming an analytic identity. **It is recommended for candidates to have two or more cases that overlap for more than two years, with the minimum requirement for graduation that two cases overlap for one year.** Child and adolescent analytic cases count towards fulfilling the immersion requirement and all candidates who work with children and adolescents are encouraged to add these cases to their training for this purpose.

GRADUATION PAPER

Graduation from SFCP requires that candidates participate in a Graduation Paper Workshop to facilitate writing a final graduation paper. The graduation paper is an important element of a candidate's psychoanalytic education in that it helps to consolidate critical thinking skills and to develop the candidate's point of view and personal voice. The objective of the Graduation Paper Workshop is to facilitate a meaningful scholarly writing experience for candidates with the ultimate goal of producing a psychoanalytic paper of high quality. **Graduation papers must be officially approved by the Graduation Paper Faculty Reader and submitted to the SFCP Office by April 15th, in order to participate in the graduation ceremony in May of that academic year.**

Exception to Graduation Paper /Workshop Requirements

Candidates who have published in a peer-reviewed psychoanalytic journal article or book *during* candidacy will be considered to have demonstrated mastery of the goals of the PED Graduation Paper Writing Workshop and to have met the Graduation Paper requirement. As such they are not required to take the Graduation Paper Writing Workshop, nor are they required to create and submit a new Graduation Paper for graduation from the analytic training program. Provided their peer-reviewed publications were written *during* their candidacy, candidates may submit these publication(s) to the PED/PGC in lieu of their Graduation Paper, without further approval process required.

The following sections further describe the requirements for participating in the Graduation Paper Workshop and the process of writing and receiving approval for the graduation paper.

Graduation Paper Workshop

The Graduation Paper Workshop is a 10-session workshop which meets approximately monthly from May of each year until March of the following year. It is

designed to be taken beginning in May of the 4th year of candidacy, or any post-seminar at the candidate's discretion. In certain cases, candidates may request to begin in May of their 3rd year.

Each spring, the Education Program Manager will send an email to fourth-year and post-seminar candidates with information about the instructor, fee, and structure of the Graduation Paper Workshop to begin in May of that year. Candidates are encouraged to register for the workshop *at least one year prior to the year they hope to graduate* (or earlier if they wish) in order to complete the workshop and receive approval for their graduation paper by April 15th deadline.

Graduation Paper Requirements

Guidelines for the Graduation Paper

Papers should be approximately 20-25 double-spaced pages in length on a psychoanalytic topic of the candidate's choosing. While it is not required that candidates submit their graduation papers for publication, the paper should be written to a standard such that it could be submitted to a psychoanalytic journal. All papers should be situated within the psychoanalytic literature and include a literature review and citations where appropriate. A complete list of graduation paper requirements can be obtained by contacting the Graduation Paper Workshop instructor.

Papers must be approved by the faculty reader by April 15th in order to participate in the graduation ceremony in May. The faculty reader notifies the Progressions and Graduation Committee chair once the paper has been accepted. An archive of graduation papers is being assembled and will be available in the library.

Working with a writing mentor (recommended)

It is highly recommended (though not required) that candidates locate a "writing mentor" to facilitate the development and editing of their paper, as needed. The workshop instructor should be in communication with all writing mentors to convey expectations regarding the graduation paper requirements, and mentors should feel free to contact the workshop instructor for consultation. Meetings can be arranged at the mutual convenience of the candidate and the writing mentor, according to the candidate's educational needs.

Approval of the graduation paper by a faculty reader (required)

Candidates are required to locate an SFCP faculty member who agrees to serve as an official reader and “final arbiter” of the acceptability of the graduation paper. If the candidate has worked with a ‘writing mentor’, that mentor cannot also serve as the reader.

The reader has full discretion to require substantial edits and revisions prior to accepting the final paper. It is therefore recommended that a candidate identify a reader as soon as possible after the paper begins to take shape, to allow ample time for scheduling review, revisions, and approval. **Because of the variable timeframe of the review/approval process, it is recommended that candidates submit the paper to their reader well in advance of the April 15th final approval deadline for graduation.**

FINAL OVERVIEW OF GRADUATION REQUIREMENTS

Provided a candidate has completed all other objective requirements, the primary factor impacting graduation is whether a candidate has established a minimum of three training cases that, *collectively*, meet criteria for credit as described below . **Each individual supervisor is responsible for determining whether the case they are supervising is eligible for credit and will communicate this to the PGC. Therefore, candidates should regularly and explicitly discuss with each Supervisor whether the case they are working on will be granted credit by the Supervisor, and, if not, what additional elements need to be addressed to receive credit for the case.** [See prior section on Creditable Cases under Candidate Progression as well as the Guidelines)]. If a candidate has questions about readiness for graduation or is uncertain about meeting graduation requirements, consultation should be sought with the Dean of Students at any point in training.

After conferring with Supervisors, candidates who are hoping to graduate in a given academic year should request a Graduation Review from the PGC Chair, and notify the Education Program Manager, at the time of their annual PGC meeting. At the Graduation Review meeting, the PGC will review the candidate’s entire training record to ensure the following conditions are met:

1. Fulfillment of the requirement for **Personal Training Analysis**
2. Completion of all **required coursework** including tutorials and make up work
3. Completion of all **course feedback surveys**

4. Completion of **Graduation Paper Workshop**
5. Submission of an **approved Graduation Paper**
6. Submission of **Final Case Reports for all supervised cases, including cases which terminated**. All Final Case Reports must be approved by the Supervisor for that case prior to submission.
7. Fulfillment of **requirements for supervised casework including a minimum of three creditable training cases with adults** (as defined in section on Creditable cases under Candidate Progression) meeting the following requirements, *collectively*:
 - a. At least 2 of the cases reflect a *diversity of identity characteristics*³ including, but not limited to gender, sexual orientation, age, religion, race, ethnicity, culture, disability and socioeconomic status.
 - b. The three cases must clearly show all elements of an *analytic process*, as determined by the supervisor and candidate for each case. In cases where there is a more attenuated analytic process, it will be important for the candidate to demonstrate “*the activity of an analyst*” (as described in #1 of the section on Analytic Process under Candidate Progression), including articulating an analytic understanding of the patient’s activity, and any impasses that impacted change within and/or outside the analytic hours.
 - c. With permission, a Child or Adolescent Case may be substituted for one of the adult training cases.
8. Fulfillment of the **Immersion Requirement** (a minimum of two cases overlapping for one year, with a recommendation that two or more cases overlap for more than two years)

Detailed criteria for each of these training requirements are described in the preceding sections on Personal Training Analysis, Curriculum, Supervised Casework, Candidate Progression, and Graduation Paper.

While it is desirable during analytic training for the candidate to analyze a case through the termination phase, this is not required. However, if the candidate does have a case in the termination phase, the case must be supervised during the termination period, even if the case has previously been unsupervised. When a

³ This diversity requirement has *replaced* the previous requirement to analyze a patient of each gender.

candidate graduates before one of the supervised cases terminates it is strongly recommended that the then-graduated analyst return to supervision for the termination phase.

The official 'date of graduation' is the date of the PGC meeting at which final approval for graduation is given. The Certification of Graduation will be presented at the next Graduation Ceremony.

CANDIDATE CHANGES IN SCHEDULE

Deferred Start of Training

A candidate who has been admitted to analytic training by the PED Admissions Committee, but wishes to defer starting training that year, must notify one of the Admissions Committee Co-Chairs. Admitted candidates may request deferral for up to three years, after which they must reapply for analytic training, including completing a new application and interview process. Candidates who have elected to defer are encouraged to notify the Admissions Co-Chair as soon as possible regarding their wish to begin coursework in a subsequent training year, and they must submit the Analytic Training Program Enrollment Form by July 1, for matriculation in the Year 1 class in September.

Part-Time Attendance

****Candidates who elect to attend classes part-time should be aware that changes in the curriculum that occur during their training may necessitate taking some courses out of sequence at a later date, or possibly extending the total duration of their training to complete all required courses.**

The curriculum for adult psychoanalytic training is an integrated 4-year sequence of seminars designed for full-time candidates going through training together as a cohort. Taking classes out of sequence or part-time may diminish the candidate's overall experience, and will impact the cohorts' experience as well.

For these reasons, it is optimal for candidates to plan to attend all classes full-time. However, in recognition of the challenges of analytic training, as well as unforeseeable circumstances that may arise, candidates may request permission from the Dean of Students to arrange a part-time schedule if necessary. The Dean will work with the candidate to determine the advisability of a change to part-time status, and will keep in mind the impact on the cohorts.

In addition, the Dean will consult with the Curriculum Chair to determine which part-time training pathways are viable. Some courses are prerequisite for adjacent and later courses (e.g. the 8:00 and 9:45 seminars are designed to be taken together in some years; a Klein course is required before Bion; etc). In many cases this will determine the part-time training schedule that can be offered.

Process of requesting a Schedule Change to Part-Time

A candidate who would like to make a schedule change should contact the Dean to discuss the situation and develop a plan in consultation with the Curriculum Chair and the PED Chair. Once a decision is finalized with the candidate, the Curriculum Chair will email a detailed year-by-year plan to the candidate, the Educational Program Coordinator, and the Dean.

Interruptions In Training

****Candidates who elect to interrupt training should be aware that changes in the curriculum that occur during their leave of absence may necessitate taking some courses out of sequence at a later date, or possibly extending the total duration of their training to complete all required courses. In addition, it may not be possible to return to take seminars in a given year, if the seminar cohort is already full.**

Prior to Taking Leave

If a candidate anticipates the need to interrupt their training for any reason, it is recommended that they contact the Dean as early as possible to discuss their situation, as this allows the greatest flexibility in making optimal plans for their continued coursework and casework. If an unanticipated emergency requires a candidate to abruptly interrupt their training, candidates are asked to notify the Dean and the Education Coordinator as soon as possible and follow up at the earliest opportunity to understand in detail the factors which may impact their casework and coursework plan upon return.

Returning from Leave

When a candidate is ready to resume training, the candidate should contact the Dean to discuss a plan of return. The Curriculum Chair – in consultation with the Dean and the PED Chair – creates a plan for the candidate to complete required coursework. As noted above, if changes in the curriculum have occurred during the leave-of-absence, returning candidates may need to extend the total duration of their training to complete all required courses and/or possibly take some courses out of sequence at a later date. In addition, it may not be possible to return to take seminars in a given year, if the seminar cohort is already full.

When a plan for returning to coursework is finalized with the candidate, the Curriculum Chair will email a detailed year-by-year plan to the candidate, the Educational Program Coordinator, and the Dean.

In addition, the PGC will be informed of the candidate's intention to return to classes.

FEES FOR PSYCHOANALYTIC TRAINING

Enrollment Fees & Tuition

Enrollment in Psychoanalytic Training requires submission of a credit card through the secure On-Line Payment Form, which will be used for payment of a non-refundable deposit and fees, as well as all subsequent automatic tuition payments according to the tuition payment plan selected by the candidate. The Enrollment form is due by July 15th of the upcoming academic year, and the non-refundable deposit and fees will be charged on August 1st. [See above section on Enrollment for requirements that must be met prior to enrolling in training for an upcoming academic year].

Please contact the Education Program Manager for the most current fee and tuition schedule and payment plan options.

Tuition Refunds and Pro-rated Tuition

Tuition Refunds

If a candidate needs to interrupt their training due to unanticipated circumstances, it is possible to receive a refund for any courses which have not yet started. The initial fees and deposit cannot be refunded. However, if a candidate chooses to re-enroll in training, *their initial deposit can be re-applied to a future year.*

Pro-rated Tuition

Candidates who are on a modified schedule (i.e. part-time status, repeating a class) will receive a pro-rated tuition bill, based on the number of class sessions they are

attending in a given training year. The initial non-refundable fees and deposit remain the same, regardless of full-time or part-time status.

Personal Analysis and Supervision Fees

Personal Training Analysis

Fees for training analysis are arranged privately between candidate and analyst. If an applicant for admission to SFCP Training is in need of a reduced fee analysis, they may contact the PED Chair for a possible referral.

Supervision Fees

Supervision fees are arranged between supervisor and candidate according to the PED Supervision Fee Guidelines. [Please see above section on Fees for Supervision under Supervised Casework for details of this policy].

CONTINUING MEDICAL EDUCATION AND CONTINUING EDUCATION CREDIT

The San Francisco Center for Psychoanalysis is accredited by the American Psychoanalytic Association (APsaA) to provide continuing medical education (CME) for physicians. SFCP is also approved by the American Psychological Association (APA) to sponsor continuing education for psychologists.

SFCP is committed to gaining CE approval for PED courses to help candidates meet their licensing requirements. Several courses per year will be eligible for CE credit such that candidates enrolled full-time will be able to meet all licensing requirements over their four years of training.

Continuing Education credits are provided for LCSWs/MFTs/LPCCs and Registered Nurses for coursework in SFCP training programs as well as through other CE/CME approved programs offered by SFCP.

CANDIDATES

Candidate's Association (CA)

The Candidates' Association (CA) is a group to which all SFCP candidates belong, from the time of enrollment in training through graduation. Its purpose is to bring the candidates together to act as a resource to one another, to discuss and voice their views and concerns about the training program or any other aspect of the Center, and to interact with the PED and the Center on behalf of candidates.

The CA meeting for all candidates meets regularly on the first Friday of each month (11:15 - 12:15) during the academic year, as well as other meetings TBD.

The Co-Chairs of the CA represent the candidates' concerns on the Board of Trustees and on the Psychoanalytic Education Division (PED) Committee, and they are responsible for leading meetings of the CA and for overseeing the selection of Chair of the Intersession Committee [see section above on Intersession under Curriculum] as well as the Chair of the Candidate Colloquia [see section below for description of Candidate Colloquia].

The Co-Chairs of the CA are elected by the candidates for a two-year term. The activities of the Candidates' Association are determined solely by the co-Chairs and candidate members, without oversight by the PED. All PED Committee members and other SFCP faculty are available for consultation and support of the activities of the CA, including attending a meeting of the Candidates' Association, if requested.

Candidate's Colloquia

Candidates' Colloquia enhance the education program by enabling candidates to meet in an intimate setting with analysts of local and national distinction. Attendance at colloquia is not required, but is highly recommended. With the exception of the Visiting Professor Candidate Colloquia, all candidate colloquia are scheduled outside regular class time, usually on a Saturday morning, several times during the year. [See above section on Required Special Programs under Curriculum for more information about Visiting Professor Candidate Colloquia].

The Chair of the Candidate's Colloquia is appointed by the Chairs of the Candidates' Association. The Chair of the Colloquia is responsible for organizing all colloquia, working with the candidate groups, and the Visiting Professor Committee.

The office staff is available to assist with correspondence, announcements, and record keeping for the Colloquia. There is a small budget available to the Colloquia taken from candidate tuitions, which can be accessed by contacting SFCP's Administrative Director.

Candidates as Members of SFCP, APsaA and IPSO

San Francisco Center for Psychoanalysis

Candidates accepted for training in psychoanalysis have formal membership in the Center, as Candidate Members. Dues are included in tuition. Candidate participation is necessary and welcomed through the various committees of the Center.

Candidate members of SFCP may attend and participate in all programs of the Center, with the exception of some post-graduate events which are not open to Candidates. **In most cases, attendance fees for SFCP educational programs and events are waived for candidates;** however the usual charges will apply for continuing education credits, if the candidate wishes to apply for these.

Candidates may serve as members of any SFCP committee to which they have been appointed by the President or by the Chair of the Committee. Candidates may participate in other activities of the Center, as approved by the Board of Trustees, except that Candidate Members are not eligible to serve as officers of SFCP.

Upon graduation from SFCP, graduates from the psychoanalytic training program automatically become analyst members of the Center, which automatically confers eligibility for Active Membership in the American Psychoanalytic Association and the International Psychoanalytical Association.

American Psychoanalytic Association (APsaA)

SFCP notifies the American Psychoanalytic Association (APsaA) of the enrollment of all new candidates. APsaA automatically *invites* new candidates to become Candidate Members of the American Psychoanalytic Association; however, candidates cannot be automatically enrolled in APsaA by SFCP. Further information about applying to be a candidate member of APsaA is available at: <http://www.apsa.org/>.

International Psychoanalytical Studies Organization (IPSO)

SFCP Candidates are automatically eligible to become members of IPSO, and are warmly encouraged to do so. Detailed information is available at:

<https://www.ipso.world>.

International Psychoanalytical Association (IPA)

Upon graduation from SFCP, psychoanalysts who join APsaA become eligible for membership in the IPA, <https://www.ipa.world>.

PSYCHOANALYTIC EDUCATION DIVISION COMMITTEE STRUCTURE

The Psychoanalytic Education Division (PED), is one of five divisions of the SFCP as shown below:

- Academic and Applied Psychoanalysis, Advocacy, Research Division
- Extension Division
- Membership Services Division
- Psychoanalytic Education Division (PED)
- Psychoanalytic Psychotherapy Education Division (PPED)

All five divisions report to and are represented by their Chairs on the SFCP Management Team, along with the Chair of the Faculty Committee, the SFCP President-Elect, and the SFCP President (who chairs the Management Team and represents it on the Board).

PSYCHOANALYTIC EDUCATION DIVISION AND SUBCOMMITTEES

Chair, Psychoanalytic Education Division

The Chair has ultimate overall responsibility for the psychoanalytic training programs of the Center.

Vice-Chair, Psychoanalytic Training Division

The Vice Chair assists the Chair as needed.

Dean

The Dean assists candidates in training to become adult and/or child analysts, to make optimal use of the full range of educational opportunities at SFCP. The Dean participates in the formulation of training requirements and in their continued

evolution, and interprets and conveys these requirements to candidates individually and as a group. The Dean also endeavors to remain informed about matters of concern to the candidate group and conveys them, where appropriate, to the PED and/or to appropriate committee chairs.

The Dean's roles are various: advising, handling special requests, and, in general, supporting and mentoring candidates.

1. The Dean serves on the PED Steering Committee and, as Dean, attends all PGC meetings so as to be familiar with the progression of each candidate. The Dean has access to candidate records.
2. Each Fall, the Dean will meet with incoming candidates, as a group, during orientation. Mid-year, the Dean will offer to meet with all first-year candidates to check-in and find out how things are going with each candidate. This individual meeting is not mandatory but is highly recommended. The Dean is available to meet with candidates individually at any time during training. Post-seminar candidates are encouraged to meet with the Dean, especially when anticipating graduation.
3. The Dean will be available for consultation with candidates on any issues regarding their training, including any exceptions to usual policies, problematic training issues or situations, ethical conundrums, professional concerns/questions, etc. Requests for changes in the usual policies will be resolved by the Dean in discussion with the candidate and in consultation, as appropriate, with Chairs of the PED, the PGC, Curriculum Committee, and other PED/PGC members.

Admission Committee

The Admissions Committee receives and processes applications for training.

Curriculum Committee (CC)

The Curriculum Committee (CC) is responsible for curriculum design and revision in an iterative fashion based on regular course feedback from candidates and instructors, in consultation with the Faculty Committee and the PED (both for the four-year curriculum, and the Graduation Paper Workshop). The CC selects instructors for all courses and offers guidance to all instructors regarding course content and structure. The CC maintains the Candidate Webpage which contains the schedule and syllabi for all courses in the current academic year, in addition to an archive of course syllabi from prior years, and other important candidate resources.

The Curriculum Committee is comprised of the following positions (current members fulfilling these roles are shown on the Candidate Webpage):

- **Chair(s)**
- **Candidate representative for each year** - chosen by candidate cohort; attends all CC meetings as a voting member and represents issues and concerns from their cohort; liaisons with CC
- **Electives coordinator**
- **SFCP faculty members**

[For further description of the CC activities and responsibilities, please see above section on Curriculum, and Graduation Paper.]

Progression and Graduation Committee (PGC)

The Progression and Graduation Committee (PGC) is a subcommittee of the PED comprised of the PGC Chair and several Supervising Analysts and faculty members who are appointed for a two-year term. The Dean also attends all PGC meetings, along with all supervisors of the candidate who is being reviewed.

[For further description of the PGC's activities and responsibilities, please see above sections on Supervised Casework, Candidate Progression, and Final Overview of Graduation Requirements.]

Training Analyst Committee

The Training Analyst Committee is responsible for the appointment of the training analysts at SFCP.

Supervising Analyst Committee

The Supervising Analyst Committee is responsible for the development, appointment and on-going peer study groups of the supervising analysts at SFCP.

Advisor and Mentor Program Committee

The Advisor and Mentor Program Committee oversees the assignment of Advisors to all candidates, in consultation with candidate needs and preferences, as well as optional Mentors to any candidates, upon request.

[Please see above section on Advisor and Mentor Program for further description of these programs.]

Committee on Psychoanalysis Across the Disciplines (CPAD)

The CPAD sets guidelines for the admission of non-clinical, academic candidates and research psychoanalyst⁴ candidates, and assists the Admissions Committee in evaluating their readiness for training. The CPAD assists research psychoanalyst candidates in obtaining clinical supervision and, if necessary, clinical experience.

Note: Due to ongoing developments and uncertainties with the California Bureau of Private Post-Secondary Education (BPPE), SFCP is not currently admitting non-clinical, academic candidates or research psychoanalyst candidates.

Child/Adolescent Analysis Committee

The Child/Adolescent Analysis Committee assists the SFCP Admissions Committee on admission evaluations for candidates seeking training in child analysis along with the Admissions Committee. It plans the child training curriculum in collaboration with the Curriculum Committee and implements and assesses its teaching. It proposes analysts for appointment to the Child/Adolescent Analysis faculty and for appointment as Supervisors and Associate Supervisors in Child/Adolescent Analysis. It evaluates candidate progression and recommends graduation in collaboration with the PGC.

Candidate Association (CA) Representative

A co-Chair of the Candidate Association (CA) attends all PED meetings and represents candidate concerns. [See above section on Candidate Association for further description of CA activities].

Visiting Professor (VP) Committee

⁴ A registered Research Psychoanalyst is an individual who has graduated from an approved psychoanalytic institution and is registered with the Medical Board of California. Students who are currently enrolled in an approved psychoanalytic institution and are registered with the Medical Board as a Student Research Psychoanalyst, may engage in psychoanalysis under supervision.

The Visiting Professor (VP) Committee is responsible for coordinating the Visiting Professor Program. In collaboration with the VP Committee, the chair is responsible for selecting the VP, planning, and scheduling programming.

FREQUENTLY ASKED QUESTIONS

1. *To whom does a candidate go for answers to questions, concerns, etc.?*

There are a number of people available to answer questions that candidates may have. The following is a brief sketch of individual positions within the Center and their roles:

- **Your Advisor** will be available to answer questions about training in general, about resources of the Center, and broadly about your experience.
- **The Curriculum Committee Chair** is available to address questions or concerns about the curriculum.
- **The Dean** is available to talk with you about your progression or any questions or concerns you have about your training.
- **The Education Program Manager and other staff members** are available to answer questions about readers, schedules, tracking progressions requirements, etc.
- **The SFCP Ombudsman** can be consulted confidentially. [See SFCP roster on the SFCP website for current contact information]
- **The SFCP Ethics and Impairment Committee** can be consulted on matters related to ethics or impairment. [See SFCP roster on the SFCP website for current contact information]

2. *What if a candidate wants/needs to relocate to another geographical area during training?*

Involvement in psychoanalytic training makes a major geographic move difficult. The effect of a move depends on where one moves and when in the

course of training the move occurs. If a candidate moves to an area where there is no Analytic Training Program available, unless the candidate commutes, analytic training is not possible. On occasion, advanced candidates have been able to make arrangements for needed supervision. Since each individual's situation is different, there are no general rules that can be stated. However, in order to make certain that one's educational program is protected, it is necessary for the San Francisco Center for Psychoanalysis, the Department of Psychoanalytic Education (DPE) of the American Psychoanalytic Association and the candidate to work together in planning and monitoring an individual program so that the requirements for graduation from the San Francisco Center for Psychoanalysis and for meeting the standards of APsaA can be met.

3. *Are there any funds available to a candidate during training if needed? How are they made available?*

APsaA offers interest-free loans from its Candidate Assistance Fund.

Information is available on the web:

http://www.apsa.org/Member_Section/Candidate_Assistance_Fund.aspx.

The IPA also offers interest-free loans to candidates. Information may be found at:

<http://www.ipa.org.uk/eng/about-ipa/grants-and-loans/candidates-loans/>. The contact person at the IPA is Mike Tilley (Mike@ipa.org.uk).

SFCP's Enrico Jones Fund for Equality and Equity provides tuition credit for candidates who self-identify as a Person of Color. Information is available on SFCP's website at: <https://www.sfcps.org/s/enrico-jones-fund>.

4. *What if my analyst is teaching a course which I am scheduled to take? Or, other clinical conflicts with instructors?*

Candidates may not attend classes taught by their personal analyst (or where other significant clinical conflicts exist). The Chair of the Curriculum Committee arranges a tutorial in this situation. [Please refer to section above on Tutorials under the Curriculum for further details about circumstances which warrant tutorials and procedures for arranging this.]

CHILD AND ADOLESCENT ANALYTIC TRAINING PROGRAM

Note: the entire section on the Child and Adolescent Training Program has been removed from the Candidate Handbook for now as it is currently undergoing revision. If you have a question about Child and Adolescent Training, please contact the Co-Chairs of the program directly (Phyllis Cath, Christina Lapidès, Marsha Silverstein). Those sections will be reinstated when complete.

SFCP REFERRAL SERVICE

The San Francisco Center for Psychoanalysis Referral Service is a potential source of low-fee cases for candidates (though there is no longer a low fee requirement for analytic training). The current chair/s of the Referral Service are listed in the SFCP Roster. Please contact the chair/s if you are available for a referral.

APPENDIX

CONTROL CASE REPORTS

One Possible Form for Case Reports

SUGGESTED BY SAM CHASE

This Form is not required, and all candidates should discuss their written case summaries with their supervisors who will assist with finding a suitable form if this one does not seem to work well.

INITIAL REPORT

*DONE WITHIN A FEW MONTHS OF BEGINNING AN ANALYSIS,
HANDED TO SUPERVISORS • 2-3 PAGES*

IDENTIFYING INFORMATION:

Could include patient's age, marital status, education, living situation, occupation, referral source, fee arrangement, and brief description of patient. See example.

CHIEF COMPLAINT:

Reasons for seeking treatment, initial symptoms, difficulties.

PRESENT ILLNESS:

Brief history of present difficulties, including other attempts at treatment, etc.

PAST HISTORY:

Includes outline of family background, childhood, school and relationship history, and relevant family history. Try to be brief and include only relevant information.

COURSE OF TREATMENT:

How the analysis has gone so far, including major transference themes, preoccupations, and events in and out of the analysis.

Can be organized thematically or chronologically or some combination of both.

FORMULATION:

Initial attempt at formulating the major dynamics of the case. What are the major conflicts and how can they be understood at this point. These will be interesting to compare as the analysis goes along, as new issues will arise and old ones recede or transform.

Also include thoughts about analyzability, predictions of the treatment, issues you might anticipate being thorny or important. It's interesting to look back on these as the analysis proceeds. Would you say an analytic process is underway and if so how why do you think so, and if not why not.

DIAGNOSIS:

What is the working diagnosis at the beginning of treatment, really a shorthand encapsulation of the formulation.

ANNUAL REPORT

[DONE ONCE A YEAR, HANDED TO SUPERVISORS BY SEPTEMBER] • 4-6 PAGES]

EVENTS OCCURRING SINCE LAST REPORT:

This helps anchor the year's work chronologically. What real events occurred during this year, such as "patient finished his dissertation and began an internship," or "patient during this year moved out from his family into an apartment and began a relationship." Major analytic events could also be reported here, such as "during this year, the frequency of sessions went from four times to five times a week."

ADDITIONAL HISTORY SINCE LAST REPORT:

Sometimes major historical information is learned during the course of an analysis. Highlighting this information makes it easier to identify this year of treatment and makes it easier to do the final summary. For example: "during this year the patient recovered an early memory of sexual abuse," or "during this year it came out for the first time that the patient's father was away from the family from when the patient was three to six."

ANALYTIC PROCESS:

How the analysis has gone during the year since the last report, including major transference themes, preoccupations, events in the analysis. What were the major changes noted. Can be organized thematically or chronologically or some combination of both. For certification [and less so for graduation], it is very important to convey to the reader how you conceive of and conduct an analysis. One useful way to do this is to include especially pivotal moment during the course of the analysis step by step. For example, "at this point in the analysis the patient was feeling and doing this and this; I interpreted this as such and such and the patient reacted in this way, which I understood to represent this and this...." Or, "an important dream occurred during this phase that crystallized themes A and B, which I interpreted this way and the patient responded this way and then this happened as a result which I understood to mean such and such "

FORMULATION:

Finally, what are the major conflicts and how can they be understood at this point. How is the formulation different now, based on the past year of analysis: what is the same; and what is understood differently. What new themes or understanding arose during the year. If changes occurred, why and how do they change past formulations.

Initial attempt at formulating the major dynamics of the case. What are the major conflicts and how can they be understood at this point. These will be interesting to compare as the analysis goes along, as new issues will arise and old ones recede or transform.

DIAGNOSIS:

What is the working diagnosis at the beginning of treatment, really a shorthand encapsulation of the formulation.

FINAL REPORT

[DONE WITHIN A FEW MONTHS OF CASE STOPPING, OR TERMINATING, OR FOR GRADUATION -- HANDED TO SUPERVISORS • 6-8 PAGES]

IDENTIFYING INFORMATION:

Could include patient's age, marital status, education, living situation, occupation, referral source, fee arrangement, and brief description of patient. Could include changes during the analysis.

CHIEF COMPLAINT & PRESENT ILLNESS:

Reasons for seeking treatment, initial symptoms, difficulties, and brief history of present difficulties, including other attempts at treatment.

PAST HISTORY:

Includes outline of family background, childhood, school and relationship history, and relevant family history. Try to be brief and include only information that proved relevant to the analytic work.

ANALYTIC PROCESS:

How the analysis proceeded from start to finish, including major transference themes, preoccupations, and events in and out of the analysis. Can be organized thematically or chronologically or often what is done is some combination of both.

As with the yearly summaries, for certification [and less so for graduation], it is very important to convey to the reader how you conceive of and conduct an analysis. One useful way to do this is to include especially pivotal moment during the course of the analysis step by step. For example, "at this point in the analysis the patient was feeling and doing this and this; I interpreted this as such and such and the patient reacted in this way, which I understood to represent this and this...." Or, "an important dream occurred during this phase that crystallized themes A and B, which I interpreted this way and the patient responded this way and then this happened as a result which I understood to mean such and such....." Certification now needs evidence of awareness and utilization of countertransference.

FORMULATION:

Final attempt at formulating the major dynamics of the case. Many of these are contained and detailed in the Course of Treatment, but it is worth the effort to try to summarize the dynamics of the case: what were the major conflicts and how can they be understood now that the case is ended. What were the changes in dynamics, symptoms, character traits, and the patient's life as result of the analytic work. What remains unchanged and some attempt to say why. Predictions of future conflicts, difficulties, growth the patient may go through and why.

DIAGNOSIS:

What now is the diagnosis at the end of treatment, which is again really a shorthand encapsulation of the formulation.

Analytic Process

Procedure:

The Progression and Graduation Committee (PGC) evaluates candidate progress primarily based on reports from supervisors and discussion of the candidate's work within the PGC. The

issue of whether psychoanalytic process has been demonstrated in the candidate's cases is evaluated based on this information, with input from the candidates through their self-evaluations. Supervisors' reports, both in their formal written reports and during discussion of candidates' work in the PGC should specifically address the issue of psychoanalytic process and include evidence whether an analytic process has been demonstrated in candidates' control cases. In order to do so, it is important for supervisors to discuss psychoanalytic process with supervisees during supervision hours. Supervisors should also ask candidates to address this issue directly in their written case summaries. It is expected that candidates' written reports will include comprehensive case material that shows detailed interaction/discourse showing an evolving analytic process within the analytic dyad.

What we mean by analytic process: What it is

Analytic process involves the creation and maintenance of a collaborative frame/space that is emotionally and experientially alive for the purpose of developing understanding about how one's mind works. Patients come to learn about themselves as aspects of their internal life emerge and come to life in an encounter with another mind. At the core of analytic work is the bringing into awareness of both the hidden and overt reciprocal effects of the patient's experiences and the analyst's responses to these. This is a generative process that develops intuiting, engaging and the naming of inarticulate experience through interpersonal and intrapsychic exchanges.

Movement in the case should be demonstrable by some of the following: How does a candidate demonstrate movement?

It must be demonstrated that the patient has achieved some higher degree of mental organization and that the candidate is able to demonstrate how the analysis contributed to that change.

--In the patient:

Greater tolerance of frustration, feelings of love and hate, and a better integration of internal and external reality. An increase in capacity for self-observation, self-inquiry, and self-reflection; an increased ability to take responsibility for one's impulses by increasing thoughtfulness and enhanced tolerance of disturbing affects, separateness and difference. decrease in persecutory anxiety. Alterations in the patient's superego, resulting in diminished archaic fantasies of punishment. Use of the analyst's reflective and analyzing function as a psychoanalyst and an increasing ability to do self-analysis in the presence of the analyst.

--In the analyst:

A growing capacity to think about one's own thinking processes and to listen for, conceptualize, and interpret unconscious meaning in the patient/analyst interaction.
An increasing capacity to listen and use one's countertransference experience and to bear one's own affective experience and the affective experience of the patient.
Recognition of the dialectic between regressive and progressive shifts -- when an obstacle to an analytic process is encountered, an interpretive approach is employed as the means of overcoming the obstacle.

--In the process:

Attention to the process of thinking rather than what is known (i.e. attention to process over

content). The analyst shows an increasing ability to communicate to the patient in ways which facilitate the pt's understanding of emotional experience--creating a recursive process in which the patient's response allows the analyst to reflect, experience and elaborate more fully so that there is a progressive sense of elaboration and extension of symbolic meaning. Thinking about emotional experience becomes clearer, not more abstract or intellectual. Development and elaboration of thinking about emotional experience take place, as distinguished from agreement and compliance. Development of a process that can be re-presented to a group of analysts in a manner than generates a resonating response in the group.

Analytic Process, What it is not –

1. Intractable impasses/stasis/interminable treatment that shows no evidence of movement over a sustained period of time. While it is important for candidates to show understanding of stasis and failures in treatment, if the understanding is exclusively in the analyst, with no real indication of analytic change in the interaction between patient and analyst, analytic process has not been demonstrated.
2. Psychotherapeutic/developmental progress may take place, but should be understood and distinguished from change that is a result of analytic work.

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