

# **FACULTY HANDBOOK**

**Version 1.0**

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**Welcome to the Institute for Modern Psychoanalysis of Philadelphia (IMPP)!**

We are delighted to welcome you as a valued member of our academic community. At IMPP, we believe that our faculty members are the heart of our institution, fostering a culture of intellectual curiosity, academic excellence, and student-centered learning and growth. Your unique expertise and dedication contribute significantly to our collective mission of educating and empowering the next generation of psychoanalysts and allied professionals.

This Faculty Handbook has been created as a resource to support you in navigating your role, understanding institutional policies, and accessing the wide array of resources available to you. Whether you are a seasoned educator or new to our community, we hope this guide provides clarity and guidance as you engage with our students, colleagues, and broader institutional family.

At IMPP, we value collaboration, innovation, and lifelong learning. We encourage open dialogue and mutual support, as we collectively strive to uphold the values that define our academic culture. Your contributions, insights, and experiences are not only welcome but vital to the growth and success of our institution.

Please don't hesitate to reach out to your colleagues, the Education and Training Coordinator, the Executive Director, or administrative staff for any support or questions you may have.

Once again, welcome to the Institute for Modern Psychoanalysis of Philadelphia. We are thrilled to have you with us and look forward to an exciting journey ahead!

Sincerely,

The IMPP Board of Directors

## INTRODUCTION

This Faculty Handbook is designed to answer questions regarding the rights, roles, and responsibilities of faculty members of the Institute for Modern Psychoanalysis of Philadelphia. It is expected that all faculty members will receive a copy of this Handbook and that receipt of the Handbook implies consent with the principles and guidelines that are expressed within.

Faculty members are defined as *Training Analysts, Supervising Analysts, Classroom Instructors, Program Coordinators, and Teaching Assistants* at the Institute for Modern Psychoanalysis of Philadelphia.

The faculty of the Institute for Modern Psychoanalysis of Philadelphia has as its main objective the training and development of student psychoanalysts who can function as competent psychoanalysts, make a positive contribution to society, their own lives, their families, and the lives of their patients.

This Handbook should be read and understood to be a companion to the Student Handbook, with which all faculty members should be familiar. Certain items not included in the Faculty Handbook are included in the Student Handbook.

The policies, procedures, and guidelines that are established in this Handbook are the responsibility of the Institute for Modern Psychoanalysis of Philadelphia as enacted through the Board of Directors of the School.

### **Mission Statement:**

At the Institute for Modern Psychoanalysis of Philadelphia, our mission is to cultivate a thriving and diverse community of certified psychoanalysts dedicated to the advancement of modern psychoanalytic and applied psychoanalytic practices. Using current technology, we are committed to providing globally accessible exceptional training across education, treatment, supervision, and leadership domains, empowering professionals and the clientele we serve.

## **Our Vision:**

At the Institute for Modern Psychoanalysis of Philadelphia (IMPP), we envision a future where psychoanalytic thought and practice profoundly enrich individual lives and society at large.

We aspire to:

- *Be a Leader in Psychoanalytic Education:* Expand our reach and impact by offering innovative and accessible psychoanalytic education programs, attracting diverse and global learners
- *Advance Mental Health Services:* Enhance our clinical practice by integrating cutting-edge telehealth services and expanding our offerings to meet the needs of underserved and marginalized communities, ensuring high-quality mental health care for all.
- *Promote Diversity, Equity, and Inclusion:* Lead the psychoanalytic field in addressing systemic racism and other forms of inequality, fostering a climate of purposeful inclusion, and ensuring that our community reflects the diverse society we serve.

## **Our Values:**

At the Institute for Modern Psychoanalysis of Philadelphia (IMPP), we are dedicated to fostering an inclusive and dynamic community grounded in the principles of psychoanalytic education, clinical practice, and social responsibility. Our core values guide us as we navigate the complexities of modern society and strive for excellence in all our endeavors:

- *Commitment to Lifelong Learning:* We believe in the continual personal and professional growth of our members, fostering an environment that encourages ongoing education, critical thinking, and intellectual curiosity.
- *Diversity, Equity, and Inclusion:* We value the richness that diverse perspectives bring to our community. We are committed to creating a climate of purposeful inclusion, addressing systemic inequalities, and promoting social justice across all facets of our organization.
- *Professional Ethics and Integrity:* We uphold the highest standards of ethical behavior and integrity in our clinical practices, research, and educational programs. Our commitment to professional ethics ensures that we serve our community with respect, transparency, and accountability.
- *Collaborative Leadership:* We believe in the power of collaborative leadership to drive innovation and excellence. By nurturing leadership skills across all levels of our organization, we empower individuals to take initiative, inspire others, and contribute to the collective success of our community.
- *Community Engagement:* We are dedicated to serving our local and global communities through accessible psychoanalytic services, telehealth and distance learning initiatives, and community partnerships. Our efforts aim to enhance mental health and well-being, particularly for underserved and marginalized populations.

- *Innovation and Adaptability:* In response to the evolving landscape of psychoanalysis and mental health, we embrace innovation and adaptability. Our commitment to expanding online education, telehealth services, and new programmatic offerings reflects our readiness to meet the emerging needs of our learners, clients, and the broader society.
- *Support and Well-being:* We prioritize the well-being of our professional community and clients. By fostering a supportive and compassionate environment, we ensure that everyone in our community feels valued, heard, and empowered to thrive.

Together, these values shape our identity and drive our mission to develop and sustain a strong psychoanalytic community. We are dedicated to building a future where psychoanalysis continues to be a vital force in understanding the human mind, addressing social phenomena, and promoting mental health.

### **Statement of Inclusivity:**

The Institute for Modern Psychoanalysis of Philadelphia strives to foster a climate of purposeful inclusion of all people. We value and respect the diversity of racial and cultural identity and background, nationality, sexual and affectional orientation, gender identity and its expression, religious background and belief, marital status, family structure, age, mental and physical health and ability, political perspective, and educational and class status.

### **Our Commitment to Diversity, Equity and Inclusion:**

The Institute for Modern Psychoanalysis of Philadelphia is dedicated to fostering a diverse, equitable, and inclusive learning environment for all members of our community. Our commitment to these principles is reflected in our active participation in the American Psychoanalytic Association's Holmes Commission on Racial Equality in American Psychoanalysis. We engaged in the Commission's survey to gain insights into the current state of diversity and inclusion within our field, and we have facilitated discussions surrounding the survey results to inform our ongoing efforts.

Since 2020 we have hosted guest speakers who address critical topics related to racism and racial dynamics, enriching our understanding and engagement with these important issues. In 2023, we established the Diversity, Equity, and Inclusion Advisory Committee, which serves as a resource for promoting inclusivity and providing recommendations for learning materials and potential guest speakers to our community.

Recognizing the significance of diversity and inclusion in our strategic vision, our newest strategic plan, finalized in early 2024, prioritizes these values as essential components of our mission. We are committed to creating an educational environment that reflects and respects the diversity of our students, faculty, and the broader community.

Together, we strive to cultivate a culture of respect, understanding, and support that empowers every individual to thrive and contribute to the field of psychoanalysis.

## **IMPP ORGANIZATION AND ADMINISTRATION**

### **Structure**

The organization and structure of IMPP is defined by the incorporation papers and by-laws. The ownership and control of the organization operates through the membership and elected officers. The officers of the school receive no remuneration and are the care-takers of the School.

### **Leadership**

IMPP is administered by and guided in its functions by the Board of Directors in collaboration with the Executive Director. The exact roles and functions of the Board of Directors, and the Executive Director are defined in the by-laws, a copy of which is available upon request from the School Administrator. In addition, the Psychoanalytic Studies Committee, chaired by the Education and Training Coordinator, oversees the school curriculum, and provides direct guidance to faculty and students.

### **Psychoanalytic Studies Committee (PSC)**

The Psychoanalytic Studies Committee is responsible for each of the program divisions, and the ongoing assessment and updating of the curriculum to ensure state of the art theory and practice of Modern Psychoanalysis. The committee is chaired by the Education and Training Coordinator. The committee membership includes teaching faculty and certified analysts.

The committee exists to provide academic support for both the school and for our students.

The duties of the committee include:

- Admissions policy and review
- Review and approval of applications
- Review and approval of transfer credits
- Review of Leave of Absence requests
- Case presentation timeline and review
- Complaints about policy
- Syllabus review and support
- Revise curriculum according to ABAP requirements
- Providing support to guest faculty
- Review and revise Faculty Handbook
- Review and Revise Student Handbook
- Work in coordination with other committees

The PSC also attends to ABAP's expectations for Faculty requirements and student support.

## **Institute Administration**

The administration at the Institute for Modern Psychoanalysis of Philadelphia (IMPP) plays a vital role in supporting the institute's mission and ensuring a high-quality educational experience for all students. Each member of the administration contributes their expertise and leadership in various capacities:

*Executive Director:* The Executive Director provides overall leadership and strategic direction for IMPP. This role involves overseeing the implementation of the school's mission, managing financial operations, and fostering relationships with external stakeholders. The Executive Director also plays a key role in policy development and ensuring compliance with accreditation standards.

*Education and Training Coordinator:* The Education and Training Coordinator is responsible for managing the curriculum and educational programs offered at IMPP. This includes coordinating course offerings, faculty assignments, and ensuring that the educational experience aligns with accreditation requirements. The coordinator also works closely with students to support their academic journey.

*School Administrator:* The School Administrator serves as the central point of contact for administrative matters within IMPP. This role involves managing day-to-day operations, maintaining student records, and facilitating communication among faculty, students, and staff. The School Administrator ensures that administrative processes run smoothly and efficiently.

*Admissions and Registration Coordinator:* The Admissions and Registration Coordinator oversees the admissions process for prospective students, including application reviews, interviews, and enrollment procedures. This role also manages student registration, ensuring that all enrollment data is accurate and up-to-date. The coordinator works to attract a diverse student body and assists applicants throughout their journey.

*Group Practice Coordinator:* The Group Practice Coordinator is responsible for managing the Philadelphia Consultation Center, the clinical component of IMPP's training program. This role involves overseeing the operations of the practice, ensuring compliance with ethical and professional standards, and providing support to trainees as they engage in clinical practice.

*Assistant Group Practice Coordinator:* The Assistant Group Practice Coordinator supports the Group Practice Coordinator in managing the day-to-day activities of the group practice. This includes assisting with scheduling, maintaining documentation, and providing logistical support for trainees as they participate in clinical training. The assistant plays a key role in facilitating communication and ensuring a positive experience for all participants.

Together, the administration at the Institute for Modern Psychoanalysis of Philadelphia is dedicated to creating an environment that fosters learning, professional growth, and

community engagement, ensuring that students receive the highest quality education in psychoanalysis.

## **INSTITUTE POLICIES**

### **IMPP Non-Discrimination Policy**

The Institute for Modern Psychoanalysis of Philadelphia is committed to fostering an inclusive and diverse learning environment. We do not discriminate on the basis of racial and cultural identity and background, nationality, sexual and affectional orientation, gender identity and its expression, religious background and belief, marital status, family structure, age, mental and physical health and ability, political perspective, and educational and class status or any other characteristic protected by law.

All individuals are treated with respect and dignity, and we strive to create an atmosphere that promotes equality, diversity, and the free exchange of ideas. We encourage applications from all qualified individuals and provide equal opportunities in education, employment, and all other activities at our institution.

### **IMPP Privacy and Confidentiality Policy**

The Institute for Modern Psychoanalysis of Philadelphia is committed to protecting the privacy and confidentiality of all individuals associated with our institute, including students, faculty, and staff. We adhere to the Family Educational Rights and Privacy Act (FERPA), which governs the access and disclosure of student education records.

#### **a. Student Records**

We maintain the confidentiality of student records and do not disclose personally identifiable information without the student's consent, except as permitted by FERPA. Students have the right to access their educational records and request corrections to inaccurate information.

#### **b. Online Classroom Confidentiality**

In our online classrooms, we prioritize the confidentiality of discussions, interactions, and shared materials. Students are expected to respect the privacy of their peers and refrain from sharing or discussing any personal information or content from the classroom outside of the educational environment. This includes maintaining the confidentiality of case studies, personal reflections, and any other sensitive materials shared during class sessions.

All participants are encouraged to create a safe and respectful online environment where everyone feels comfortable sharing and engaging in discussions. Any breaches of confidentiality should be reported to the administration promptly.

## Accreditation Guidelines

### a. ABAP

IMPP is accredited by the American Board for Accreditation in Psychoanalysis and adheres to their standards in all aspects of psychoanalytic training. Faculty are encouraged to become familiar with ABAP's standards which are available to view on their website here: [www.abapinc.org](http://www.abapinc.org). ABAP conducts site visit reviews every 7 years for each accredited institute. During the ABAP site visit IMPP Instructors are expected to participate in interviews with the site visit team as needed.

### b. NAAP

IMPP is a member of the National Association for the Advancement of Psychoanalysis (NAAP) and adheres to the **NAAP Code of Ethics** (see Appendix).

### c. NBCC

IMPP is accredited by the National Board of Certified Counselors (<https://www.nbcc.org/resources/ceproviders/aceps>) as an Approved Continuing Education Provider for live programming. IMPP grants continuing education credits to participants for all courses and workshops according to the verified amount of time the participant was present.

## ACADEMIC GUIDELINES

### Curriculum Guidelines

#### a. Core Psychoanalytic Curriculum

The Institute for Modern Psychoanalysis of Philadelphia (IMPP) is committed to providing a rigorous and comprehensive psychoanalytic education that adheres to the requirements set forth by the American Board of Accreditation in Psychoanalysis (ABAP). Our core psychoanalytic curriculum encompasses a minimum of 450 clock hours of post-master's level coursework in psychoanalytic studies, covering the following essential areas:

- Personality Development
- Socio-Cultural Influences on Growth and Psychopathology
- Psychopathology, Diagnosis, and Treatment
- Modern Psychoanalytic Practice Techniques (including the use of dreams and symbolic processes, work with resistance, transference, countertransference)
- Case Seminars

- Professional Development
- Psychoanalytic Research Methodology

**b. Curriculum Review**

The curriculum for each IMPP Program is reviewed each year in March to determine the courses to be taught for the coming year which begins in September. The curriculum evaluation is done by the full Psychoanalytic Studies Committee.

**c. Course Assignments**

All decisions regarding the assignment of classroom responsibility are the responsibility of the Chair of the PSC in collaboration with the Executive Director. No Instructor is considered to have tenure for a course by having taught it for any number of years. Generally, no Instructor shall teach more than two courses per semester.

**d. Grading System**

Students can receive the following grades: C - Complete, I - Incomplete. Incompletes arise from un-notified absences, repeated lateness, or insufficient number of logs. In the case of an Incomplete, the Instructor will prescribe additional work that must be completed by the student within one week of the last class. Incompletes that are not upgraded to Complete within the time indicated remain as Incomplete and the student must repeat the course.

**e. Instructor Evaluations**

Current Instructors are required to complete a self-assessment annually in June.

**f. Student Evaluations**

The Instructor completes an evaluation form for each student at the end of the semester, along with the attendance sheet. Instructors are required to notify a student if they will receive an Incomplete for the course.

**g. Submission of Logs**

Students must submit logs for each class except the last class of the semester. These logs indicate the student's progress in academic psychoanalytic knowledge and ability to use psychoanalytic knowledge in interactions with classmates and with patients. The logs are submitted electronically to either the Instructor, the TA, or both, depending upon the Instructor's preference. The logs can cover comments on class material, assigned readings, class resistances or maturational needs, questions about the material, or other items relevant to the student or the class.

**Instructor Guidelines**

**a. Responsibilities**

Instructors are expected to attend all classes to which they have been assigned. In the case that they must miss a class due to any reason, they must notify the Chair of the Psychoanalytic Studies Committee and the Teaching Assistant for that class. Instructors are expected to maintain high levels of classroom instruction. Instruction may be didactic, or experiential, according to the preference of the Instructor. Instructors are also expected to follow the **IMPP Academic Calendar** (See Appendix) and the deadlines outlined in the calendar.

**b. Expectations for Interaction with Students**

*Classroom Management Policies*

Instructors are expected to maintain a professional and inclusive learning environment. This includes ensuring that students keep their screens on during online classes to foster engagement and participation. Texting or engaging in other distracting activities during class is not permitted. Instructors should remind students of the importance of focusing on the course material and maintaining a respectful classroom atmosphere. Instructors should reinforce the **IMPP Code of Conduct** (See Appendix), reminding students of their responsibilities and the expectations for respectful and collaborative interactions within the learning community.

*Accommodating Students with Disabilities*

Instructors are committed to creating an inclusive educational environment for all students. It is the responsibility of the Education and Training Coordinator to ensure that appropriate accommodations are made for students with disabilities if requested by the student, including the provision of Zoom captioning to support accessibility.

A student needing accommodations makes a request in writing to the Education and Training Coordinator who brings the request to the PSC for discussion and determination of what accommodations can be provided.

Instructors should familiarize themselves with the resources available through the institution to assist students with disabilities and should actively engage in discussions with students about their specific needs.

*Handling Student Complaints and Disciplinary Issues*

In the event of a student complaint or disciplinary issue, Instructors are encouraged to first work towards resolving the matter directly with the student. Open communication and a willingness to listen can often lead to a satisfactory resolution. If the issue cannot be resolved through direct communication, Instructors should follow the established **Grievance Procedure**. (See Appendix). This procedure outlines the steps for formally addressing complaints and ensures that all concerns are handled fairly and equitably. Instructors should document any interactions related to complaints or disciplinary issues to maintain a clear record of the situation and the steps taken to resolve it.

**c. Syllabi**

IMPP Instructors are expected to prepare their syllabi according to the approved **Syllabi Template** (see Appendix) and submit their finalized syllabi to the Chair of the Psychoanalytic Studies Committee no later than 30 days prior to the start of the semester. All syllabi are reviewed by the Psychoanalytic Studies Committee for feedback. In addition, all syllabi course objectives must include **ABAP Core Competencies** codes (see Appendix) that are relevant to the objectives.

**d. Book Lists**

Instructors are required to maintain up-to-date book lists for the courses that they are teaching. The Institute cannot provide books for the students (with certain exceptions), it is up to the Instructor to make sure the books assigned are readily available to the students. Instructors are asked to submit requests for scanning of articles or books no later than 30 days prior to the start of the semester. Instructors can ask their Teaching Assistant to electronically post reading assignments and other class materials to their classes.

**Selection of Instructors**

Selection of Classroom Instructors and Teaching Assistants are the responsibility of the Education and Training Coordinator in collaboration with the Executive Director. Instructors are to be individuals who have long in-depth experience with psychoanalysis, and who have had experience and training that would lead them to become excellent teachers. All Instructors who teach courses in the theory and practice of psychoanalysis must be certified, or certifiable under the standards of ABAP.

**Qualifications for Instructors**

To be considered for teaching faculty positions at IMPP, candidates must meet the following qualifications:

- Hold a Master's degree or higher
- Graduated from IMPP or another Modern Psychoanalytic Institute
- Certified Analyst as per ABAP standards
- Be a member in good standing of the IMPP Society of Psychoanalysts
- Prior teaching experience
- Proficient in using the Zoom platform to facilitate classes
- Provide two letters of reference
- Submit a current CV
- Complete an Emergency Contact Form (See Appendix)

Any exceptions to the above requirements will be considered on a case-by-case basis, ensuring that our commitment to educational standards is maintained while also allowing for flexibility in exceptional circumstances.

## **Compensation**

Instructors are considered Independent Contractors and are asked to sign an **Instructor Agreement** (See Appendix) annually in June. Fees for instruction shall be set by the Board of Directors and reviewed annually to evaluate their current applicability. Fees shall be paid at the end of the semester after student evaluation forms, attendance sheets, and **Request for Payment** (See Appendix) have been properly completed and submitted to the School Administrator.

## **Professional Development and Continuing Education**

At the Institute for Modern Psychoanalysis of Philadelphia, we recognize the importance of ongoing professional development and continuing education for our Instructors. We encourage all Instructors to actively engage in professional development activities, including workshops, seminars, conferences, and training programs, to enhance their knowledge and skills.

## **Records**

The Executive Director shall maintain records concerning each Instructor. Such records should include relevant biographical, statistical, and educational background sufficient to document the training, experience, and credentials of Instructors, as well as information required for payroll, taxes, etc. All evaluations, correspondence, and reports regarding Instructors shall be kept in such a file. These records are kept confidential on the IMPP server.

## **Teaching Assistants**

### **a. Selection**

Teaching Assistants (TA) provide teaching help to the Instructors. Candidates who have been recommended by current teaching faculty are invited by the Education and Training Coordinator to become a TA. In general, a TA should be a Senior Candidate, but other candidates with advanced training and experience may qualify to become a TA, at the discretion of the Education and Training Coordinator. The TA program works as an in-service training program for prospective Instructors. The Education and Training Coordinator convenes a group meeting for all TA's several times a year, at which time common problems and goals are discussed.

### **b. Responsibilities**

The TA's are responsible for recording attendance, absences, lateness and number of logs which have been turned in each week. The TA should inform the Instructor if a candidate is two or more logs behind, and if a candidate has two or more absences. The Instructor is responsible for leading a minimum of ten classes a semester; the TA may lead the remaining two classes.

At the end of the semester, the TA helps the Instructor to complete the student evaluation reports and attendance sheets. The TA is usually responsible for distributing articles and other course materials to their class participants.

It is the responsibility of the classroom Instructor to involve, guide, encourage, and instruct the TA, so that they may gain a sense of accomplishment and self-worth.

### **Guidelines for Developing New Programs**

Proposals for new programs at IMPP must be carefully developed and are subject to discussion and approval by the Psychoanalytic Studies Committee (PSC). The following guidelines apply:

*Content Requirements:* New programs must include psychoanalytic content and demonstrate relevance to the field.

*Faculty Involvement:* A diverse group of faculty members must be involved in the development and implementation of new programs. The Chair of the PSC, in collaboration with the Executive Director, will make the final selection of faculty for all courses within new programs.

*Selection of Program Supervisors:* If the new program requires individual and/or group supervision, students can select their own supervisor to enhance their educational experience.

*Program Coordinators:* The PSC will select program coordinators who will be responsible for the oversight of new programs. Coordinators are required to submit a monthly or periodic report to the Chair of the PSC regarding program progress and any pertinent issues.

### **TRAINING ANALYSTS**

The training analysis required by IMPP is an essential part of each student's development. It assists the student to resolve personality problems which otherwise would interfere with his/her functioning as an effective analyst. It is the only possible way for the student analyst to appreciate fully the unconscious determinants and practical requirements of the treatment process.

A training analysis is designed to give each candidate a personal experience in the method he will be employing, develop the maximum possibilities for emotional response to the treatment situation, and to insure that the student will be maximally free of damaging influences towards patients.

#### **Training Analyst's Responsibility**

It is IMPP's responsibility to see that candidates receive the kind of training, including a training analysis, which will insure them success in their work and full acceptance into

the psychoanalytic community. The training analyst has to be certified, as per ABAP guidelines.

### **Fees**

The fee for the training analysis is privately contracted between the student and the Training Analyst.

### **Dismissals and Changes**

The School retains the right to supervise, review or dismiss any member of its faculty including Training Analysts. Should dismissal be required, candidates being seen by this analyst must change analysts if they wish to continue their studies. If a student changes his/her Training Analyst with the approval of the Director of Training, credit will be given for prior analytic hours.

A student who wishes to change their Training Analyst during the course of training may do so with the written permission of both Training Analyst, and the Education and Training Coordinator.

### **Frequency**

A minimum of once per week is the preferred frequency of a training analysis. However, a greater frequency is recommended until the 300-hour minimum has been reached. A lesser frequency may be accepted with the permission of the Education and Training Coordinator. Any request for exception to these requirements must be made in a written letter or email explaining the circumstances.

## **SUPERVISORS**

### **Responsibilities of Supervisory Analyst**

Candidates must complete 200 hours of individual supervision with a minimum of three psychoanalyst supervisors of which at least fifty (50) hours shall be with one psychoanalyst supervisor working on one case, and at least fifty (50) hours shall be with a second psychoanalyst supervisor working on an additional one or more cases.

It is the responsibility of the Supervisory Analyst to be aware of these requirements and to assist the student toward their efficient completion. The Supervisory Analyst is responsible to report to the PSC periodically as requested, to advise them as to the student's progress as an analyst, to advise as to any special training needs which may be required and to certify as to the student's competence. Such reporting need not include confidential material regarding either the student or his/her patients.

### **Fees**

Payment for individual supervision is made by private arrangement between the candidate and the Supervisory Analyst. Group supervision fees are paid as tuition to the school.

### **Supervising Analyst Requirements**

For a student at IMPP to receive credit towards certification for their clinical work, that

work must be under the supervision of a IMPP approved Supervising Analyst. All Training and Supervisory Analysts are required to be current dues paying members of the Society of the Institute for Modern Psychoanalysis of Philadelphia. Any Training and Supervisory Analyst who is not a member of the IMPP Society must apply to the PSC for a waiver to work with a IMPP candidate.

### **Guidelines for Chair of the Final Case Presentation**

The Chair of the Final Case Presentation Committee at the Institute for Modern Psychoanalysis of Philadelphia plays a crucial role in guiding Senior Candidates through the process of presenting their final case. **The Chair of the Final Case Presentation must be a member in good standing of the IMPP Society of Analysts.** The Chair's responsibilities include:

- 1) Ensuring that the candidate adheres to the established guidelines for the Final Case Presentation (See Appendix). One of the key responsibilities of the Chair is to remind the Senior Candidate to focus on the essential aspects of their clinical work, particularly transference, resistance, and countertransference, while also maintaining strict confidentiality by sufficiently obscuring the identity of the client.
- 2) The Chair serves as both a mentor and an overseer, ensuring that the candidate organizes and presents their material in a structured and clear manner, making sure the presentation aligns with the psychoanalytic framework emphasized by the institute.
- 3) Ensuring that the Senior Candidate's Final Certification documentation requirement (See Appendix) has been met.

This guidance is crucial for ensuring the integrity of the presentation and for upholding the standards of psychoanalytic training.

## **APPENDIX**

- [NAAP Code of Ethics](#)
- IMPP Academic Calendar

\*IMPP Fall courses begin yearly in September and run through December, Spring Semester begins in January and concludes in April

- [IMPP Code of Conduct](#)
- [Grievance Procedures](#)

- [IMPP Syllabi Template](#)
- [Emergency Contact Form](#)
- [Sample Instructor Agreement](#)
- [Request for Payment Form](#)
- [IMPP Final Case Presentation Guidelines](#)
- [IMPP Certification Guidelines](#)