

VERSION	DATE	REMARKS
1.0	2015	<ul style="list-style-type: none"> ● Certificate in Psychoanalytic Psychotherapy, Certificate in Modern Psychoanalysis, Certificate in Modern Psychoanalytic Group Therapy, and Internship at the consultation center all offered ● Candidates required to attend a specified number of case presentations based on their course of study
2.0	2019	<i>(working version not released)</i>
3.0	2021	<ul style="list-style-type: none"> ● Certificate in Modern Psychoanalysis is listed as the primary program of study, Candidates can also enroll in the academic studies program
4.0	2025	<ul style="list-style-type: none"> ● Institute changed its name from PSP to IMPP ● Addition of distance learning guidelines ● ABAP core competencies table included
4.1	2026	<ul style="list-style-type: none"> ● Human Maturation courses were updated to reflect the maturational process across the lifespan

*Clicking the text will move you to the selected section

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Candidate Handbook

Version 4.0.0

1. Introduction

This is the official handbook of policies and procedures for the Institute for Modern Psychoanalysis of Philadelphia (IMPP) and its training facility, the Philadelphia Consultation Center (PCC). It is organized to include both the general policies of the Institute and the requirements and procedures, programs, and course offerings. This includes the Certificate in Modern Psychoanalysis and information about Continuing Education and distance learning.

For a Candidate entering the Certification Program (pursuing the Certificate in Modern Psychoanalysis), the handbook represents the learning agreement between the Candidate and IMPP. The learning agreement is effective on the date the Candidate signs the Matriculation Agreement, which outlines the requirements that must be completed for certification.*

*The IMPP handbook may be updated during the Candidate's matriculation, and IMPP may elect to change program requirements to meet ABAP or other professional standards. Once a Candidate has signed a matriculation agreement with IMPP, they are not obligated to adhere to new requirements (unless mandated by ABAP or if jurisdictional regulations necessitate a change in any of IMPP's policies); however, *they are strongly encouraged to consider doing so* to ensure certification at the latest professional standard.

The handbook can be found under the Registration section on our website.

Mission Statement

At the Philadelphia 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.

A Brief History of IMPP

The Philadelphia School of Psychoanalysis was founded in 1971 with the encouragement of Dr. Hyman Spotnitz and was established as a sister organization of the Manhattan Center for Advanced Psychoanalytic Studies. In 1973, it was incorporated as a non-profit educational corporation in the Commonwealth of Pennsylvania and operated as a charitable organization (501(c)3).

IMPP's first class consisted of 15 Candidates with a faculty of 3. Classes were initially held at the Combs College of Music in Germantown. As the Candidate body and faculty grew, classes moved to Drexel University in West Philadelphia. In 1997 classes moved to 313 S. 16th Street, a beautifully restored building in the Historic District of Center City Philadelphia; purchased by the school in 1975.

During the coronavirus pandemic, The Philadelphia School of Psychoanalysis shifted to an online synchronous class format. In 2024 The Philadelphia School of Psychoanalysis introduced a name change to The Institute for Modern Psychoanalysis of Philadelphia. This change reflects our commitment to advancing modern psychoanalytic education while honoring our legacy of excellence in training.

Accreditation & Membership

National Association for the Advancement of Psychoanalysis (NAAP)

IMPP is a Charter Member of the National Association for the Advancement of Psychoanalysis (NAAP). NAAP is a representative body for the professional psychoanalytic community in the United States. As such, NAAP provides a meeting ground for professional psychoanalysts to discuss current issues and problems relevant to the profession. For example, NAAP representatives meet with various members of Congress and State Legislatures and testify before governmental bodies concerning issues related to the licensing of psychoanalysts.

Although NAAP membership is not required, IMPP Candidates are urged to become Associate Members of NAAP and, upon certification by IMPP, may apply to NAAP for membership as a psychoanalyst (for further information, see www.naap.org). Upon application and acceptance from NAAP graduates receive the NCPsyA credential.

National Board for Certified Counselors (NBCC)

IMPP has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6637. Participants are eligible to earn CE hours based on the number of classes attended and completion of a brief course evaluation.

American Board for Accreditation in Psychoanalysis (ABAP)

IMPP is a founding member of the American Board for Accreditation in Psychoanalysis (ABAP). ABAP accredits institutes that grant certificates in psychoanalysis and sets the standards for admission, education, training, and certification. IMPP adheres to the standards set by ABAP, including regular re-accreditation as a psychoanalytic training institute.

ABAP Core Competencies

“These Competencies were designed as a tool to enhance understanding of the psychoanalytic education process in effect today, and to bolster the training that institutes have been doing all along.” The core competencies are integrated into each course syllabus.

Read more at abap.org

<p align="center">General Psychotherapeutic Competencies for Psychoanalysts</p>	<p align="center">Foundational Psychoanalytic Competencies</p>	<p align="center">Psychoanalytic Assessment and Intervention Competencies</p>	<p align="center">Competencies that Integrate the Practice of Psychoanalysis</p>
<p>a. Operate within legal and ethical guidelines</p>	<p>a. Understand development from one or more psychoanalytic perspectives</p>	<p>a. Evaluate whether the patient’s needs would be appropriately served by referral for other forms of intervention or treatment</p>	<p>a. Maintain an analytic attitude- a set of guiding psychoanalytic stances and values that focus the analyst’s attention and intention₈</p>
<p>b. Engage interpersonally in a professional manner</p>	<p>b. Understand motivation from one or more psychoanalytic perspectives</p>	<p>b. Conduct psychoanalytic assessment</p>	<p>b. Recognize various domains of patient experience in prioritizing interventions₉</p>
<p>c. Be sensitive and willing to work with diverse identities of individuals and groups₁</p>	<p>c. Understand psychopathology from one or more psychoanalytic perspectives</p>	<p>c. Formulate a psychoanalytic diagnosis</p>	<p>c. Apply psychoanalytic models flexibility in response to the patient’s individual context and conscious and unconscious needs</p>
<p>d. Recognize the importance of sociocultural influences on behavior, cognition, and emotion</p>	<p>d. Understand core concepts of psychoanalysis according to one or more theoretical orientations₅</p>	<p>d. Establish and maintain a psychoanalytic frame₆</p>	<p>d. Make use of the psychoanalytic relationship as a vehicle for change</p>

e. Understand lifespan development	e. Understand therapeutic action from one or more psychoanalytic perspectives	e. Work with a patient's internal and external realities	e. Capacity to create and defend a comprehensive psychoanalytic case formulation
f. Understand biological contributors to behavior, cognition, and emotion		f. Facilitate the exploration of unconscious experience	f. Make appropriate use of psychoanalytic supervision and consultation ₁₀
g. Be aware of non-psychoanalytic models of therapy		g. Employ a range of psychoanalytic interventions	g. Evaluate and incorporate research on psychoanalysis and ancillary fields ₁₁
h. Conduct global patient assessment ₂		h. Be aware of, process, and effectively engage the transference	h. Make use of personal training analysis to work through personal and emotional issues that may interfere with psychoanalytic treatment
i. Make diagnostic formulations		i. Be aware of, process, and effectively engage the countertransference	
j. Understand the interaction of affects and psychopathology		j. Identify and respond to enactments within the psychoanalytic relationship	

k. Identify the appropriate interventions		k. Recognize and work with patient's defenses and resistance	
l. Respect the patient's socioenvironmental and intrapsychic realities		l. Recognize psychoanalytic indicators of therapeutic change	
m. Navigate the emotional content of sessions, including shifts and endings ₃		m. Maintain a consistent focus on core analytic aspects of treatment	
n. Understand empirical research ₄			

Notes for Competencies:

1. Such as racial, cultural, and religious identities; sexual orientation, gender expression, and/or political affiliation.
2. Global assessment includes: personal history, symptoms, mental status, and readiness for treatment, as well as assessment of appearance, demeanor, suicidality, and homicidality.
3. 'Navigate' refers to the awareness of, understanding of, moving about in, and addressing the emotional content of sessions.
4. For example, research on effectiveness of psychotherapy and the effectiveness of psychotherapy in comparison with other forms of treatment, patient variables or therapist variables in psychotherapy, as well as research in neuro- and cognitive sciences, anthropology, and sociology.
5. Core concepts include such things as symbolism, interpretation, transference, countertransference, resistance, defense, psychic structure, unconscious process, fantasy, and dream work.
6. The psychoanalytic frame includes such things as the physical setup of the consulting room; the use of couch or chair; the use of the fundamental guideline of free association; the frequency, time, and duration of sessions; establishment of fees, to include method of payment, use of insurance, or third-party payment; handling of changes to the schedule and vacations; guidelines for contact between sessions; the issue of physical contact; and contact with outside parties.
7. Unconscious experience refers to dreams, fantasies, slips of the tongue, parapraxes, daydreams, unconscious/derivative communication, the analytic third – i.e., any manifestation of the unconscious in analysis.
8. A set of guiding psychoanalytic stances and values that focus the analyst's attention and intention.

9. Domains include such things as surface versus depth, level of patient functioning, conscious versus unconscious processes, somatic states, or transitory states – the movement/variation of intervention across levels within a session.
10. For example, does the candidate become defensive during supervision, seem to incorporate feedback, retain and assimilate concepts presented during supervision, or recognize limitations and know when to seek consultation?
11. Includes both qualitative and quantitative research. Ancillary fields include health research, neuro- and cognitive sciences, and studies in sociology, anthropology, religion, philosophy, literature, and the other humanities.

Educational Model and Philosophy

Among its central educational aims, IMPP seeks to train people to become skilled psychoanalytic practitioners. At the heart of this model of analytic education is a dual focus:

1. an emphasis on the ongoing maturation of IMPP analysts and trainees, and
2. An emphasis on the integration of theory and practice through a rich combination of personal analysis, supervision, classroom, and clinical experience.

IMPP's philosophy of training begins with Freud's definition of psychoanalysis as "any line of investigation which takes Transference and Resistance as the starting point of its work." The curriculum, therefore, encompasses the broad spectrum of psychoanalytic tradition, including Classical Analysis, Ego and Self-Psychology, Object Relations, and the contributions of Reich, Sullivan, Winnicott, and many others who have expanded upon Freud's original discoveries.

The Institute focuses on the theory of treatment, particularly on the contributions of the Modern Analytic School of thought developed by Dr. Hyman Spotnitz and others. The treatment approach is comprehensive and pragmatic, utilizing interventions that expand the range of people and groups who can be helped successfully by psychoanalytic means. Three contributions of Dr. Spotnitz are of particular interest at IMPP:

- The detailed description, analysis, and therapeutic implications of narcissistic transference, countertransference, and resistances found in all patients and therapists.
- The application of a wide range of therapeutic interventions that unfreeze maturational processes and promote healing in narcissistically vulnerable people who may not benefit from classical (especially interpretive) approaches.
- Recommendations for assessing when a patient, or group of patients, is emotionally prepared to receive and benefit from particular types of interventions [e.g., mirroring, joining, interpretation, and other techniques of emotional communication].

These principles are also applied to the education and training at IMPP. While some courses emphasize cognitive learning, other courses are experiential and, as such, provide the Candidate with an opportunity to learn the practice of Psychoanalysis and Psychotherapy in a more effective way than would be obtained at most universities and other institutions.

Statement of Inclusivity and Diversity

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.

Candidate Resources

IMPP offers Candidates the following support services to assist in their training:

Clinical: Throughout the course of their training, Candidates' have a team available to them of certified analysts who provide expert clinical supervision, training analysis, and case presentation assistance.

Academic: Candidates receive academic support primarily from IMPP's Faculty, the Psychoanalytic Studies Committee, the Education and Training Coordinator, and IMPP's Library Services. The Education and Training Coordinator attends to the Candidates' academic records and offers guidance in course selection and the management of the core program components. The Education and Training Coordinator also serves as a bridge between the Candidate body and the Institute administration, advocating for Candidates' interests as well as clarifying the Institute's requirements and standards. The IMPP Library holds over 4000 items pertaining to classical and modern psychoanalysis. The purpose of the library is to provide faculty and Candidates at IMPP with a variety of materials - monographs, serials, manuscripts, and audiovisual items that will enhance their work as therapists and scholars.

Administrative: Candidates primarily receive administrative support from the Admissions and Registration Coordinator, the Education and Training Coordinator, and School Administrator. Admissions and Registration Coordinator oversees the application process, onboarding, class scheduling, and the maintenance of school records across platforms. The Education and Training Coordinator serves as a liaison between Candidates and the school, coordinating faculty assignments and facilitating introductory meetings. The School Administrator supports Candidates in navigating tuition payments and matriculation fees. In addition, IMPP's administrative team is available to assist with troubleshooting technological platforms, managing end-of-semester tasks, and ensuring the timely delivery of certificates and transcripts. Through social media and online outreach channels, the administrative team also supports community building in IMPP's virtual environment.

Technical: The School Administrator can provide technical support for questions and assistance with connectivity and distance learning.

Accessibility: All IMPP courses are offered via live video conference.

Peer Support: IMPP encourages Candidate-run committees to coordinate the planning of educational and cultural events, as well as events that promote therapist health & wellness, with the goal of enhancing Candidate life on and off campus.

The Academic Schedule

The IMPP class schedule takes into consideration the intensive nature of psychoanalytic education and the commitment of resources needed to pursue training, while at the same time being aware of the many personal and professional demands facing adult learners in today's environment.

Core certification courses are offered throughout the week and are organized into semesters. Semesters are usually twelve weeks and are offered in the fall (September – December) and spring (January – May).

Additional learning opportunities, case presentation seminars, and continuing education programs may be offered at various times throughout the year.

2. Continuing Education Opportunities

Our Continuing Education & Clinical Enrichment opportunities are designed to empower mental health and allied professionals with advanced knowledge and skills to enhance their clinical practice, leadership roles, or other professional endeavors.

Most of our full-semester courses, unless otherwise indicated, are open to all professionals in the mental health or allied fields who are eager to deepen their understanding of Modern Psychoanalysis and its applications. Whether you're looking to refine your therapeutic techniques, gain fresh insights to support your leadership development, or explore psychoanalytic theory to enrich your career, IMPP provides a welcoming and dynamic learning environment.

3. Applied Psychoanalysis

Modern Psychoanalysis & Organizational Life: A Theory and Practice Series on Leadership, Consulting, and Group Dynamics

The Modern Psychoanalysis & Organizational Life series offers a flexible, practice-oriented set of courses designed for clinicians, coaches, consultants, educators, and organizational leaders who want to deepen their understanding of human dynamics in leadership and organizational settings. Drawing from modern psychoanalytic theory, systems thinking, and experiential learning, this series explores the emotional life of groups, the unconscious dynamics of leadership, and the challenges of organizational change.

**This is not a certificate program, and no application is required. Learners may register for individual courses or complete an entire learning module. A Recognition of Completion is available for each completed module. To receive your recognition of completion, please submit continuing education certificates to info@psptraining.com*

Module 1: Foundations of Psychoanalysis in Organizational Life

This module explores the core theoretical foundations of applying psychoanalytic thought to leadership, consulting, and group dynamics. It is recommended for those new to psychoanalytic approaches or looking to strengthen their conceptual base.

Courses:

- Psychoanalytic Approaches to Organizations, Leadership, and Organizational Consultancy
- Leadership and Crisis: Modern Psychoanalytic Perspectives and Approaches
- Clinical Perspectives on Freud’s Social Thought and Activism

Module 2: Skills for Consultants, Coaches and Group Facilitators

This module focuses on the tools and techniques used in psychoanalytic consulting, coaching, and group leadership—emphasizing relational skills, group process, and emotional containment.

Courses:

- Consulting and Facilitation Skills – Part I
- Consulting and Facilitation Skills – Part II (Advanced)
- The Coaching Relationship: Modern Psychoanalytic Perspectives and Practice
- Modern Psychoanalytic Coaching for Executive and Team Leadership

Module 3: Reflective and Critical Perspectives in Organizational Life

This module brings a wider lens to psychoanalytic organizational work—offering historical, cultural, and critical perspectives that encourage ethical and socially engaged practice.

Courses:

- Ego Psychology and Object Relations
- The Evolution of Psychoanalytic Technique
- Freud’s Cases and Technical Papers

4. Program Requirements

Status Descriptors

Candidate: An individual who has applied and been accepted into the Certificate in Modern Psychoanalysis program.

Senior Candidate: A Candidate in the Certificate in Modern Psychoanalysis program who has applied and received acceptance from the Psychoanalytic Studies Committee for Senior Candidacy status.

Certificate in Modern Psychoanalysis

Course Requirements:

- 25 core psychoanalysis courses (450 hours)*
- 1000 Hours Supervised Clinical Experience (can include up to 250 hours of group supervision)
- 200 Hours Modern Psychoanalytic Individual Supervision with at least 3 supervisors
- 300 Hours of weekly individual Training Analysis with an approved analyst*
- 4 Case Presentations Candidates must attend at least 2 case presentations (non-workshop), 2 case presentation workshops, and present one case
- Final Case Presentation and or Final Research Paper (Senior Candidates)
- Final Research Paper (Senior Candidates)

The length and cost of the Psychoanalytic Certificate Program depends in part on the frequency of sessions with the training analyst and supervisor. The following guidelines are provided to facilitate completion in 4-5 years.

■ Coursework:

- 6/7 courses per year = 24-25 courses in 4 years, or 450 clock hours.

■ Training analysis:

- Years 1-4: weekly for 50 weeks per year: 200 hours
- 5th year: twice a week for 50 weeks: 100 hours

■ Clinical supervision:

- Weekly for 50 weeks per year: 200 hours in 4 years

5. Program Component Descriptions

Coursework for the Certificate in Psychoanalysis

**For a list of specific required courses, please visit the IMPP website and navigate to the PROGRAMS tab, then click "See Course Descriptions."*

Psychoanalytic Theory and Historical Developments

Modern psychoanalysis embraces all schools of thought that illuminate the human condition. Therefore, this group of courses acquaints Candidates with classic Freudian psychoanalytic theory as well as post-Freudian and contemporary theories of human maturation and development, psychic functioning, and treatment. IMPP strongly endorses the notion that professional practice is enhanced and deepened by a familiarity with a variety of treatment perspectives and theoretical orientations. Subjects in this group generally include:

- Basic Writings of Freud
- Freud's Cases and Technical Papers
- Transference
- Countertransference

- Dreams
- Ego Psychology, Object Relations Theory
- Evolution of Psychoanalytic Theory and Technique Part I (Ferenczi-Spottnitz)
- Evolution of Psychoanalytic Theory and Technique Part II (American and Contemporary)

Modern Analytic Theory and Technique Series

IMPP focuses on modern analytic treatment through a coordinated series of theory courses alternating with case presentation seminars in which Candidates and faculty present detailed case material. The goal is to illuminate and understand the patient/analyst interaction to fashion appropriate interventions for varying transferences, countertransference, and resistance as they appear in the treatment situation. Courses in this group generally include:

- Modern Psychoanalytic Theory and Treatment Techniques I
- Psychopathology
- Assessment and Diagnosis
- Resistance Analysis: Classical and Modern Approaches

Human Maturation and Development Series

Human Maturation is a four-semester sequence devoted to the study of psychic development as a lifelong process of structural formation, ego maturation, and integration. Grounded in Freudian structural theory and the developmental contributions of Ego Psychology and Modern Psychoanalysis, the curriculum traces the evolving organization of unconscious conflict, narcissistic vulnerability, attachment patterns, affect regulation, and internal object relations across developmental phases. Classical foundations are enriched by object relations, relational, attachment-informed, mentalization-based, psychosocial, and analytical perspectives, allowing for an integrative understanding of identity, intimacy, generativity, and later-life integration within diverse sociocultural contexts. Throughout the sequence, students engage the clinical implications of maturation, including resistance, transference configurations, affective communication, and the maturational potential of analytic treatment, while reflecting on their own ongoing development as clinicians in relation to difference, culture, and identity.

Courses in this series include:

- The Formation of the Inner World
- Identity, Autonomy, and Emerging Intimacy
- Intimacy, Generativity, and Individuation
- Aging, Loss, and the Work of Integration

Clinical Studies Series

Case Presentation Workshop

This course offers a unique opportunity for Candidates to incorporate didactic and experiential learning into practical application in the psychoanalytic treatment of patients. Concomitant with coursework, and as Candidates' psychoanalytic caseload grows, they will develop skills in gathering patient history, assessing and diagnosing, exploring resistances, identifying defense structures, developmental undercurrents, and understanding the patient-therapist dynamics. Candidates will be asked to write about some of the aspects of their case and engage in class discussion.

Psychopathology

This course will introduce basic psychopathologies and explore the etiology of these emotional illnesses through the perspective of psychoanalytic and other theoretical orientations.

Psychopharmacology

This course will help the mental health professional to become more familiar with basic concepts in psychopharmacology. The therapist will become familiar with how different medications work and more aware of their helpful and undesirable effects for their clients.

Individual Supervision

A Candidate must complete a minimum of 200 hours of individual psychoanalytic supervision. Of these 200 hours, a Candidate must see a minimum of 3 psychoanalyst supervisors, at least 50 hours shall be with one supervisor working on one case, and at least 50 hours shall be with a second psychoanalyst supervisor working on an additional case or more. Until the 200 hour minimum is met, the institute requires that a supervisor may not have been and may not currently be one's personal analyst. Once the Certificate hour requirement has been met, supervision may then be conducted with the Candidate's analyst or any other IMPP-approved supervisor. It is recommended that Candidates in supervision focus on at least 2 to 3 cases, as well as those posing any difficult countertransference issues.

Candidates who have completed the required 200 hours of individual supervision shall remain in individual supervision once weekly until certified, unless reduced frequency has been approved by the Education and Training Coordinator or Psychoanalytic Studies Committee.

Training Analysis

Personal analysis is considered the cornerstone of psychoanalytic training. It is intended that each Candidate has a personal experience in the method of treatment he or she will be employing. This provides an opportunity for Candidates to develop the maximum possibilities for emotional response in the treatment situation, and ensures that the Candidate will be maximally free of damaging influence towards patients.

When an applicant is approved for candidacy, it is expected that *weekly* training analysis begins;

it should commence no later than six months after signing a matriculation agreement. If a Candidate is not engaged in training analysis, a leave of absence must be requested. Training analysis should continue weekly for a minimum of 300 hours. Candidates are expected to remain in analysis weekly until completing certification.*

IMPP maintains a list of approved Training Analysts (See the IMPP Website for a list of society members). The Candidate must be in treatment with an approved training analyst in order for those hours to count towards certification. If, after beginning analysis, you discover that your analyst is no longer on the approved list, you may still be able to accrue hours with them towards your IMPP goals. If you start or resume analysis with an analyst not currently on the list without the approval of the Education and Training Coordinator any hours accrued would not be accredited towards your IMPP program of study. If the Candidate finds it necessary to interrupt analysis a letter to the Education and Training Coordinator is required describing the circumstances. There may be extenuating circumstances where a Candidate is in treatment with an analyst not already on the approved list. Such Candidates are encouraged to have their analyst provide a letter of introduction and request approval from the Training and Education Coordinator. *

IMPP follows a policy that our training analysts are "non-reporting." No information about or content from the training analysis is reported to anyone at IMPP. IMPP does not discuss the treatment or the Candidate with the training analyst. It is important for Candidates to be confident that they can say anything and everything to their analyst. And have the same confidentiality afforded to any patient-therapist relationship.

The Institute retains the right to revoke privileges for just cause for any member of its faculty, including training analysts. Should this be necessary, Candidates in treatment with a dismissed analyst may be required to change analysts to continue to accrue the necessary hours towards certification.

If a Candidate changes training analysts with the approval of the Education and Training Coordinator, credit will be given for prior analytic hours.

There are three occasions on which the training analyst is called upon to provide information on the Candidate's behalf. All of these are to confirm attendance.

- The training analyst is asked to confirm with the Education and Training Coordinator the Candidate's number of hours of training analysis twice a year
- When a Candidate is ready to apply for Senior Candidacy, the training analyst is asked to provide a brief letter indicating that treatment has been ongoing and confirm the total number of sessions attended.

- When the Candidate is ready for certification, the training analyst is again asked to write a brief letter confirming the total number of sessions attended.

Case Presentations

Since 1977, Candidates at IMPP have been able to present their clinical work to other Candidates in formal, organized case presentations. Since 2019, Candidates have had the option of completing two of the four required case presentations by participating in the Case Presentation Workshop.

The case presentation provides a learning experience for the presenter and the audience. It can provide an exciting experience of discovery and realization. Since the amount of information available to present can be voluminous, the case write-up should be carefully organized to distill the material presented. In selecting this material, the focus should be on transference and resistance in the treatment relationship. Following the cornerstone of analytic theory, it is to be expected that the treatment relationship will repeat significant aspects of the patient's life experience.

Procedure for Public Case Presentation:

1. Written case presentations should be submitted to the Education and Training Coordinator. The Education and Training Coordinator forwards the case write-up to the Psychoanalytic Studies Committee for review. The Committee either approves the case or may ask the Candidate to make necessary revisions and/or additions and resubmit.
2. Once approved, the Education and Training Coordinator will notify the Candidate of the Committee's decision regarding the case and choose a date for the public presentation. The Candidate chooses a presiding analyst and sets a presentation date. The School Administrator coordinates Candidate registration for the presentation and disseminates the case to registrants prior to the presentation.
3. Following the presentation, the presiding analyst will email a Case Presentation Evaluation form to the IMPP School Administrator and the Education and Training Coordinator.

IMPP Case Presentation Outline:

The outline below presents an example of the material that might be included in a case presentation. It is recommended that the Candidate attempt to organize and present hypotheses regarding transference, countertransference, and resistance patterns. It is not expected that beginning Candidates would be responsible for including sections VI and VII in their presentation without help from their supervisor.

Section VII is optional for Candidates completing their first four case presentations. Section VII is required for the final case presentation. The identity of the client must be sufficiently

obscured so that confidentiality can be maintained.

Although it is theoretically possible to make a satisfactory case presentation after one, two, or three sessions, the ability to confirm or address hypotheses regarding transference, resistance, and countertransference would be most desirable in the case presentation. For this reason, it is suggested that eight or nine sessions is the least amount of contact considered for a case study.

Frequently, the audience will react to induced countertransference feelings. It is often useful to study these reactions to recognize induced feelings. Case presentations are typically limited to an hour. The Candidate should follow whatever plan will best demonstrate his or her work. The written form of the Case Presentation should be in a smooth, flowing narrative style.

Outline for Case Presentation:

I. IDENTIFYING INFORMATION

This should include brief summaries concerning:

- Age, sex, gender identification, race or cultural identification, early childhood experiences, education, traumas, employment
- Family history
- Marital or relationship history
- Medical history

II. PRESENTING PROBLEM

- First contact and method of referral
- Patient's request for help
- Initial contract (use of couch, fees, frequency of sessions, policy for missed or late appointments)
- How was the initial contract developed?

III. DIAGNOSIS

- DSM V categories
- Developmental level of patient
 - 1) Freud's psychosexual stages
 - 2) Ego functioning: intellect, judgment, insight, impulse control, mood, defenses, and character structure
- Transference potential

IV. TRANSFERENCE & COUNTERTRANSFERENCE

Development of the transference:

- How was it initially manifested? Give examples from sessions.
- How was it later manifested? Give examples from sessions.
- Was it narcissistic, oscillating, object-related? Specifically, was it analytic, mirroring, idealized, negative, positive, etc.?
- How does the patient use the therapist?

- What is the nature of the patient's contact functioning? Give examples.
- How does the transference relate to the patient's history and developmental level of functioning?

Development of the Countertransference:

(Objective & Subjective)

- Have you felt like significant others in the patient's past? When and how did that occur?
- Have you felt like the patient? Describe.
- Has anything from your own life or personality caused you difficulty in sessions or resulted in a treatment block? How is it resolved?

V. RESISTANCES

- Identify and trace the development of resistances in the treatment.
- How has the patient not followed the analytic contract? Punctuality, attendance, fee payment, omission of reference to specific material (e.g. talk about the past, present, dreams, sexuality, relationship with analyst, etc.).
- Into which categories do the resistances fall? (Id, ego, superego resistances; resistance to transference, transference resistance, resistance to progress, status quo resistance, etc.)
- What is the meaning and history of the resistance?
- How were the resistances resolved? Give examples from sessions.

VI. DREAMS AND FANTASIES

- Does the patient report dreams and fantasies in the sessions regularly?
- When did the patient begin to report dreams?
- How are the dreams related to the transference?
- Report a dream or fantasy.
 1. How was it used in treatment?
 2. Was it a recurring dream or fantasy?
 3. What was your understanding of the dream?
 4. What was the patient's intent in communicating the dream or fantasy?
 5. What unconscious symbolism was present in the dream (from your assessment and that of the patient)?

VII. THEORETICAL ORIENTATION

- Based on the diagnosis, transference, and resistances, which orientation(s) best explains the case? (Drive Theory, Ego Psychology, Object Relations, Self Psychology)
- Trace the work you have done with the patient on the basis of the theory.
- How has your choice of theoretical orientation been influenced by your own life experience?

6. Policies and Procedures

Confidentiality of Candidate Records

Prior to 2020 Candidate records were maintained in locked storage, as well as electronically on the Institute server. A Candidate's record is only released upon the written request of the Candidate. Starting in 2020, we began digitizing Candidate records. These files are stored in a password-protected database.

A Candidate's academic record includes demographic information, program specialization, grades, evaluations, and courses taken, official letters regarding a Candidate's status in the Institute, documentation of attendance, transcripts, certifications, and continuing education certificates earned.

Concerning the Candidate's right to inspect, review, and amend his or her record, IMPP follows the requirements outlined in the federal Family Educational Rights and Privacy Act (FERPA). Candidates will be allowed to review their academic record at least twice a year during the Candidate Status Review process. Candidates can request a meeting with the Education and Training Coordinator at any time to review their record.

Admissions Policy

Certificate in Modern Psychoanalysis

Applicants for the psychoanalytic certification program are required to take an IMPP course as a non-matriculating Candidate before applying. All applicants for the Certificate in Psychoanalysis program must provide proof of a master's degree, submit a completed application, curriculum vitae, Institute transcripts, and, if applicable, a copy of your mental health license. Interested parties should contact the Admissions and Registration Coordinator for an application. Applications must be accompanied by a non-refundable \$150 application fee and submitted to the IMPP School Administrator.

In addition to the above credentials, the applicant should demonstrate a serious interest in the clinical practice of psychoanalysis, as well as the motivation and commitment to follow through with all aspects of the program (i.e., weekly training analysis, clinical supervision, and ongoing coursework).

- ***Applicants either need to be engaged in or have a plan for engaging in clinical practice.***
- ***Candidates entering the program without a training analyst have a sixth-month window to find an analyst and inform the education and training coordinator.***

The Education and Training Coordinator will review the application and invite the applicant for an interview; the Executive Director may also participate in the initial interview. Following the interview, the applicant's credentials will be presented to the Psychoanalytic Studies Committee for consideration. The Education and Training Coordinator will then contact the applicant with the results of the committee review, and, if accepted, arrange an interview with the Candidate to complete a matriculation agreement. If the applicant has a clinical license, they are welcome to apply to the Philadelphia Consultation Center to complete some of their clinical hours, under supervision, as an independent contractor.

***Approval of non-IMPP analyst:** Applicants who are already engaged in psychoanalysis with a certified analyst who is not affiliated with IMPP will be asked to submit their analyst's credentials to the Education

and Training Coordinator prior to their application's approval by the Psychoanalytic Studies Committee. The PSC may recommend that the Candidate select an IMPP analyst for training purposes. *Candidates will not be asked to leave their current analyst.*

Jurisdiction Disclaimer:

Please be advised that the post master's Certificate in Modern Psychoanalysis offered by the Institute for Modern Psychoanalysis of Philadelphia (IMPP) provides the educational requirements to enter the field as a State recognized psychoanalytic professional in New Jersey, New York and Vermont.

In New York State, Licensed Psychoanalyst educational requirements are met with this curriculum; Diagnose and Treat privileges may require additional coursework and/or supervised hours (beginning April 2024). IMPP graduates who reside outside of New York, New Jersey or Vermont may be able to practice psychoanalysis under a license in another profession.

Since IMPP is unable to confirm through outreach efforts if IMPP's educational requirements allow or do not allow you to enter the field of psychoanalysis in other states, students who are seeking credentialing or have credentialing in another field are encouraged to know and consult the relevant bodies regarding the rules and regulations governing that profession when making decisions about education, supervision and treatment.

Matriculation Policy

Once a Candidate's application has been approved by the PSC, the Candidate meets with the Education and Training Coordinator to sign a matriculation agreement. Once this is signed the Candidate can receive credit for courses.

The Certificate in Modern Psychoanalysis Program

The Matriculation Agreement at the Institute for Modern Psychoanalysis of Philadelphia ensures that Candidates enroll in the necessary coursework and training to meet certification requirements as psychoanalysts. By committing to a structured timeline, Candidates must take at least one course per semester and begin their required training analysis within six months. Additionally, the agreement reinforces the importance of clinical training, including individual supervision and hands-on experience, to develop essential skills in psychoanalytic practice. The Matriculation Agreement primarily signifies a Candidate's formal enrollment and commitment to completing all necessary training elements before certification.

In order to maintain matriculation status, Candidates must report analysis and supervision hours biannually, take at least one IMPP course each semester, and be engaged in ongoing weekly training, analysis, and clinical supervision.

****Exceptions to this policy can be requested with the Education and Training Coordinator***

Any Candidate out of compliance with the matriculation policy above will be given a six- month timeline to reengage with all aspects of the program (i.e., coursework, weekly clinical supervision, training

analysis and ongoing clinical work). If the Candidate remains out of compliance after 6 months, the Matriculation Agreement may be terminated. Anyone dismissed from the certification program can still take classes as a non-matriculating student. Candidates dismissed from the program will have to reapply to matriculate.

Continuing Education Credit

IMPP offers continuing education credit to matriculating and non-matriculating students. IMPP has been approved by NBCC as an Approved Continuing Education Provider, ACEP 6637. Programs that do not qualify for NBCC credit are clearly identified. IMPP is solely responsible for all aspects of the program.

Continuing education certificates are issued after a participant completes a course evaluation, and after the participant's attendance has been verified. Check with your State Licensing Board to determine if NBCC is an approved CE provider.

Credit Transfer Policy

Credits may be accepted from other accredited training institutes. The Psychoanalytic Studies Committee evaluates credit transfer requests on a case-by-case basis with special focus on the transferring institute's training philosophy and curriculum content to determine if it is comparable to our own. ***In general, up to 50% of coursework credits from another program can be accepted for IMPP program credit.***

Transfer credit requests should be made in writing and should accompany your application. Please provide a transcript and syllabus for any courses for consideration.

Tuition and Fees

The Institute reserves the right to make adjustments in tuition and other fees at any time.

Current tuition and fees are posted on the IMPP website:

<https://psptraining.com/apply/tuition-and-fees/>

Class attendance and participation in other training activities of the Institute, as well as course credit are contingent upon payment of tuition and fees in a manner consistent with the payment agreement with IMPP.

Tuition Refund Policy:

1. Withdrawal prior to first class: 80% refund
2. Withdrawal after first class: 50% refund
3. Withdrawal after second class: No refund

*Workshops offering two CEs or fewer payment is non-refundable

Class Requirements

Candidates are expected to attend all classes on time and submit the required number of logs or assignments in order to pass a course. IMPP uses a pass-fail grading system. If a Candidate receives an

incomplete, the instructor will inform the Candidate what work is required to complete the course and the time frame in which the work is to be accomplished. Courses receiving an incomplete must be repeated or seek approval to substitute a course in the same curriculum category.*

Candidates can receive the following grades: C - Complete, I - Incomplete. Incompletes arise from un-notified absences, repeated lateness, or an insufficient number of logs. In the case of an Incomplete, the instructor will prescribe additional work that must be completed by the Candidate within one week of the last class. Please refer to the course syllabi for additional details. Candidates who receive an Incomplete must repeat the course.

Attendance: The Psychoanalytic Studies Committee places strong value upon class attendance.

Candidates are expected to attend all classes. In addition to IMPP curriculum requirements, ABAP requires that 450 course credit hours must be completed for national accreditation and certification.

In the case of an emergency or a special situation necessitating a Candidate's absence, prior notification should be given to instructors. *If a Candidate should for any reason miss more than two classes in one semester, even with prior notification, a Candidate will be required to repeat that course.* *

Guests: Candidates are encouraged to bring guests (friends, family and others) who are interested in learning more about IMPP. Permission must be requested from the instructor at least one week prior to class. Guests should *not* be invited on the first or last day of a semester without prior permission.

Lateness: Lateness is considered arriving 15 minutes after class begins. Three instances of lateness are equivalent to one absence. Candidates leaving class without an instructor's permission receive an absence for that class. **Candidates arriving after the halfway mark are considered absent.**

Logs: are the Candidate's written reflection of his or her thoughts and feelings regarding class material, assigned readings, class resistances, or maturational needs. It may include questions about the material, thoughts, and feelings with regard to classmates, instructor, or course content or process. Logs may be used to gauge the Candidate's growth in academic psychoanalytic knowledge and ability to apply psychoanalytic understanding regarding themselves or their classmates. Logs are submitted weekly to the instructor through the LMS platform, Thinkwave. Candidates should consult the instructor, teaching assistant, and/or School administrator for instructions on using Thinkwave. Unless otherwise stated, ten logs are required per course.

All logs must be received by the instructor no later than one week after the semester has ended. Please refer to your course syllabus for any additional instructions or specific submission guidelines. If the work is not completed, the Candidate will not receive credit and will have to repeat the course.

Other Required Assignments: Written papers or reports may be assigned as a requirement for a particular course. Assignments are made at the discretion of the instructor.

Candidate Evaluation: At the end of the semester, instructors complete evaluations for each Candidate

in the class. Evaluations are placed in the Candidate's file. The Candidate may ask to see the evaluations at any time by making a request in writing to the Education and Training Coordinator.

Course Evaluation: Candidates evaluate each course and instructor at the end of each semester. The evaluations are completed in electronic format and shared with the instructor, Education and Training Coordinator, and the Executive Director.

Self Evaluation: Candidates evaluate their progress within their program of study at the beginning of Fall Semester and conclusion of Spring Semester. The evaluations are completed in electronic format and shared with the Education and Training Coordinator, and the Executive Director.

Distance Learning at IMPP

IMPP courses have been accessible to distance learners for decades via teleconference. In recent years, IMPP moved exclusively to a video conference platform to help engage distance learners. For specific details on IMPP's distance learning policy, please view Section B in the Code of Conduct.

The Evaluation Process

IMPP's evaluation process is an ongoing, individualized collaboration between the Candidate and the Institute. It is designed to enhance the educational process by helping the Candidate assess learning strengths and areas for further development. To the maximum extent possible, this process parallels the Modern Analytic approach to treatment by working to identify and resolve emotional and intellectual blocks to personal and professional development.

The components of the evaluation process include the following:

- At the time of matriculation – see Admission Policy above.
- Course evaluations (Candidates evaluate instructors)
- Candidate evaluations from Faculty (Completed at the end of each course)
- Candidate's self evaluation (Distributed bi-annually at the beginning of the fall semester and end of the spring semester)

This is an opportunity for the student to express their thoughts and feelings about their progress in the program.

- Twice yearly Candidate status review by the Education and Training Coordinator.
- At the time of request for Senior Candidate Status, an evaluative meeting and review by the Education and Training Coordinator.
- Research paper committee works with the Candidate and evaluates the paper
- Final Case Presentation – The Committee evaluates the Candidate's final case before it is presented
In the event of a disagreement between the institute and the Candidate regarding these evaluations, the Candidate may request further consideration through the Complaints and Grievances procedures outlined below.

Leave Of Absence

Candidates may have occasion to request a leave of absence from coursework, training analysis, or supervision.

Procedure to Request Leave: Upon request to the Education and Training Coordinator, a leave of absence may be granted for *one six-month period*. The Coordinator will ask the Candidate to complete a Leave of Absence form; a matriculation fee may be assessed during the leave of absence. The Candidate must indicate in their request when they intend to return to coursework, supervision, and training analysis. A leave of absence may be renewed for an additional six-month period by completing a second Leave of Absence form *see inactive status below

Unlicensed Candidates treating patients cannot take a leave from clinical supervision.

Inactive Status: If a Candidate's leave of absence from any of the program components exceeds one year, the Candidate will receive notice of inactive matriculation status. An inactive Candidate will be required to reapply to the Institute to resume matriculation in the certificate program. If a Candidate is reinstated, they must complete a new matriculation agreement and submit it with a matriculation fee.

Credit: Candidates may be credited for analysis, supervision or coursework completed during a leave of absence provided they have followed the procedures outlined above. Should an individual decide to reapply after being placed on inactive status, any hours of analysis and supervision accrued during the time of inactivity *can still receive credit retroactively in those program components.*

Candidate Status

IMPP reserves the right at any time to interrupt or terminate candidacy if it is in the best interest of the Candidate or the institute. IMPP also reserves the right to place a Candidate on probation. Grounds for probation may include, *but are not limited to:*

- Failure to meet the requirements of the certification program
- Failure to meet the requirements of the Philadelphia Consultation Center
- Ethics violations
- Non-payment of tuition or matriculation fees

Complaints and Grievances

The Philadelphia Institute of Psychoanalysis (IMPP) encourages each person affiliated with the Institute and/or the Consultation Center to speak openly with their supervisor and/or to seek out another IMPP senior leader to share their suggestions or concerns. Any suggestions or concerns will be carefully reviewed. Should a decision be made and/or actions taken as a result of said concerns, the Executive Director will work with the parties to resolve or correct the problem.

The Institute for Modern Psychoanalysis of Philadelphia reserves the right to review and determine the ongoing status of any individual affiliated with either the Institute or the Consultation Center. Should an

IMPP Affiliate (i.e., applicant, non-matriculated student, Candidate, therapist, instructor, volunteer, employee, or any person affiliated with IMPP) commit an offense determined to be incongruous with continued affiliation, the Executive Director (ED), at their discretion, can suspend the relationship immediately and with authorization from the Board of Directors, terminate any and all affiliations with said Affiliate.

Affiliates have the right to initiate the grievance process at any time.

The process will be as follows:

Informal:

1. Affiliate seeks a consultation with a supervisor or faculty member. Typically, this will be an immediate supervisor or instructor; in the event where the Affiliate is not comfortable going to their supervisor they should contact an Administrator or Board Member of their choosing.
2. Supervisor provides the Affiliate with an opportunity to share the necessary information; researches, coordinates with the ED, and responds to the affiliate
3. If the Affiliate is not satisfied with the outcome, they will write a letter to the ED expressing the concern, describing the facts, and requesting a response

Formal:

Step 1

- a) The ED will respond to the Affiliate; invite a formal, documented meeting to review the issue, facts, and previous findings.
- b) The ED will provide the Affiliate with a determination based on the facts provided. c) The ED will document the meeting and put a copy in the Affiliate's personnel file.

Step 2

- a) If the Affiliate does not feel that they have received a sufficient response, they may appeal to the Board in writing within 30 days of the original determination.
- b) The Board directs the concern to the Grievance Committee. The Grievance Committee reviews the findings, researches and collects relevant data; meets with the Affiliate and others who may have an interest, presents its findings to the Board of Directors who provides a final response; up to and including termination from the Institute and/or the Consultation Center.
- c) Until the Grievance is resolved, the complainant may receive reasonable updates from the Grievance Committee regarding the disposition of the proceedings at 60-day intervals from the date of receipt of the formal grievance letter.

Final:

All decisions by the IMPP Board of Directors are considered final.

Notice of Revisions

Proposed changes to the operations and/or standards of the Institute and its Group Practice that may materially affect Candidates are first discussed in the Psychoanalytic Studies Committee. Thereafter 90 days' notice will be provided to Candidates through email and posted in the appropriate area on the website. The comments and input of Candidates are welcome and are referred back to the PSC for further discussion and revision, if necessary.*

**Changes to PCC policies unrelated to PSC governance may become effective immediately.*

Ethics

Faculty, board members, society members, Candidates, and staff of IMPP are governed by the NAAP Code of Ethics*. In addition, IMPP is mindful of ethical standards of state and professional licensing organizations, which may apply to individuals when functioning on behalf of IMPP.

7. Senior Candidacy and Certification

Senior Candidacy status at IMPP is the penultimate stage of psychoanalytic training. Applicants for Senior Candidacy must meet the following criteria:

- Completed all 450 hours of post-Master's level coursework in psychoanalytic studies
- Completed 200 hours of individual Training Analysis with the intent to continue weekly, until the 300 required hours are met and to continue through certification
- Completed 150 hours towards the required 200 hours of individual supervision, with at least 3 psychoanalytic supervisors, with the intent to continue in weekly supervision for the duration of the program
- Has presented 4 cases
- Has had at least 800 hours of supervised clinical experience

When these requirements have been met, the Candidate makes a request in writing for Senior Candidacy status to the Education and Training Coordinator. The Coordinator meets with the Candidate, reviews the Candidate's progress, and signs the Senior Candidacy Agreement.

The Coordinator presents the agreement to the Psychoanalytic Studies Committee for review and final approval. Any exceptions to the standard agreement must be requested in writing and approved by the Education and Training Coordinator.

Certification Procedures

When a Senior Candidate is ready to begin the certification process, the following procedures should be followed:

The Senior Candidate writes a letter to the Education and Training Coordinator requesting to begin the certification process. In response to this request, the Coordinator reviews the Senior Candidate's transcript and informs the Senior Candidate of any outstanding fees, training analysis, or supervision hours.

Research Paper Information

If the Senior Candidate opts to write the Research Paper, the Senior Candidate forms a Research Committee. This committee consists of three members: the Chairperson of Research, a certified analyst designated by the Education and Training Coordinator, and a certified analyst chosen by the Senior Candidate. The Candidate's training analyst cannot sit on the Research Committee. The function of the Research Committee is to oversee and assist with the development of the Senior Candidate's research paper. If the Senior Candidate has decided to submit a theoretical perspectives paper, they must also form a Final Case Presentation Committee. *

The Senior Candidate must submit a *proposal* of his or her paper (approximately ten pages in length), with a cover letter containing the names and phone numbers of all committee members, to the Research Committee. After the Committee reviews the proposal, the Chair informs the Senior Candidate of the Committee's recommendations.

The final paper should be a scholarly work illustrating mastery of a specific subject area in psychoanalysis. It provides an opportunity for Candidates to contribute to the knowledge of psychoanalytic theory and/or technique. New observations or ideas may be offered, or existing ones reviewed and evaluated. Final papers have included historical, experimental, descriptive, and theoretical studies. Most Candidates find it helpful to examine the final papers of other Candidates to get an idea of various approaches to the final paper. Final Papers can also be accessed via a password protected section of the website, please contact info@psptraining.com for assistance.

After the Research Committee approves the Final Paper, the Senior Candidate will receive a letter of approval from the Chair. A letter acknowledging receipt of the above is sent to the Senior Candidate by the Chair of the Research Committee. These letters are to be placed in the Senior Candidate's file.

Once the paper is approved, the Candidate forms a Final Case Presentation Committee. *

Candidates who have written a doctoral dissertation for another academic program that has relevance for psychoanalysis can submit a paper of 20 pages or more based upon their project. The paper should be of a publishable quality. The Research Committee will review the paper. If approved, the research committee submits their approval to the PSC; the dissertation will be accepted in lieu of the IMPP Final Paper.

Theoretical Perspectives Paper

If the Senior Candidate has decided to submit a theoretical perspectives paper, they must form a Final Case Presentation Committee (see below). This committee will approve the topic of the paper and the oral and written case presentation.

Theoretical Perspectives Requirements

The Theoretical Perspectives is a supplemental paper that accompanies the written final case presentation. The Candidate is asked to select a prominent feature in the therapeutic work with their client that they would like to consider in depth. The paper should:

1. Identify an area of focus of the paper, for example: dreams, resistances, symptoms, diagnosis, etc., and indicate how the case suggests this subject area may benefit from further study.
2. Have approval of the topic from the Final Case Certification Committee.
3. Discuss the case in relation to theories on the particular topic, and how they are applicable in explaining the case.
4. Identify therapeutic techniques that have been helpful as indicated by the literature or the Candidate's experience working with the patient.
5. Should cite at least 10 references.
6. The Theoretical Perspectives portion is required to be a minimum of 8 pages.

Writing Format Guidelines

All written assignments should follow the formatting standards outlined below. These expectations help ensure clarity, consistency, and professionalism in written work:

- Title Page: Include Candidate's full name, the date, and the title of the paper.
- Page Numbers: Number all pages consecutively in the top right corner
- Font: Times New Roman with a 12-point font size
- Spacing: All text must be typed and double-spaced throughout the document, including references.
- Margins: Your pages should include one-inch margins on all sides
- Citations: Use APA (American Psychological Association) formatting for in-text citations and reference lists.

Candidates are encouraged to visit www.apa.org for additional guidance and examples of proper citation format.

Final Certification Documentation

The chair of the Senior Candidate's final case certification committee is responsible for overseeing and approving the Senior Candidate's file and assisting the Candidate in the collection of the following documents:

Letters:

1. A letter from the Candidate to the Education and Training Coordinator outlining in detail their clinical practice. This should include:
 - Description of Senior Candidate's clinical experience prior to attending IMPP, indicating dates, facilities and approximate patient hours
 - Number of supervised patient hours per week
 - Breakdown of client population in terms of sex, age range, and race/ethnicity
 - Breakdown of client population in terms of individual treatment, family, couple, group
 - Indication (in basic diagnostic categories) of the types of pathologies treated in psychoanalysis
 - Percentage of client population using the couch
 - Description of sense of competence to perform as an independent practitioner of psychoanalysis
2. A letter from the Senior Candidate's training analyst(s) verifying hours completed.
3. A letter from the Senior Candidate's supervising analyst(s) giving approval for certification and verifying hours completed.
4. A letter from the Chairperson of the Final Paper Committee, if applicable, validating the final paper and indicating receipt of a digital copy.
5. A letter of approval for graduation from the Education and Training Coordinator confirming the following:
 - Verification of a minimum of 450 academic hours
 - Verification of 4 case presentations
 - Verification of 200 hours of individual supervision with a minimum of 3 different supervisors
 - Verification of a minimum of 300 hours of individual analysis
 - Verification that the Candidate is in good standing (no outstanding fees, etc.)
 - Official IMPP transcript

The Final Case Presentation

To obtain certification, a Senior Candidate forms the final case certification committee. This committee consists of three members. The Senior Candidate requests the IMPP President to participate in the committee, and chooses four other certified analysts — excluding the Senior Candidate's current analyst or major supervisor. The Senior Candidate designates a chair of the committee. This individual must be an analyst in good standing with IMPP. The committee evaluates the Senior Candidate's training program and final case presentation. The committee may request evaluations from and/or contact the Senior Candidate's major, minor, and group supervisors for additional perspective on the Candidate's readiness for certification. The committee, after collecting this information, and possibly interviewing the Senior Candidate, either gives provisional approval for certification (pending completion of final paper and final case presentation), or recommends a further course of study, analysis, or supervision.

Once notified that the file is complete, the Senior Candidate submits a copy of the outline for the final case to the certification committee. The case should be one on which the analyst has worked for at

least two years. The Senior Candidate works with the committee chair to set up a time and place convenient for the committee and the IMPP community to meet for the final case presentation. Senior Candidates can invite one to two guests outside of IMPP to the presentation.

Final approval of the case presentation will signify completion of all IMPP requirements for certification. Upon completion of the case presentation the Candidate will receive a certificate and may use the title of Psychoanalyst. It is recommended the graduate apply to NAAP in order to receive the NCPsyA credential.

8. IMPP Administration

Governance

Board of Directors: IMPP is governed by an elected and appointed Board of Directors. The Membership Society elects the President, Vice- president, Treasurer, Secretary and Member(s) at Large. Additionally, the Board appoints three public representatives and one Candidate (Senior Candidate) representative.

The Board of Directors sets policy for, supervises and is responsible for the governance and fiduciary responsibilities of the organization. It is also responsible for recruiting and choosing the Executive Director. The Board of Directors works collaboratively with the Executive Director on the development of a broad vision for the management of the Corporation. Directors need not be residents of Pennsylvania.

The IMPP Society: The Board of Directors shall set policy, supervise, and oversee governance and fiduciary responsibilities. It is also responsible for recruiting and selecting the Executive Director, who manages the organization's daily operations, including staff oversight and policy implementation. The Board will collaborate with the Executive Director to develop a broad vision for the Corporation's management. Directors need not reside in Pennsylvania. Applications for membership must be submitted to the Board via letter or email to the Secretary and include a resume and statement of qualifications. Applicants not known to the IMPP community must provide two current professional references and documentation of training and certification. Election to membership requires an affirmative vote of two-thirds of the Board.

The Executive Director: Is responsible for directing the daily work activities of the organization, and accountable for the successful execution of organizational programs, policies and procedures. The ED is responsible for overseeing the effective utilization of the organization's financial and human resources; reporting to the Board of Directors. The Executive Director has strategic and operational responsibility for IMPP's staff, programs, expansion, and execution of its mission.

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 PSC may appoint one Candidate member.

Candidate Participation: Candidates are eligible to participate in almost all areas of governance. A Senior Candidate serves on the Board.

IMPP Faculty

IMPP recruits faculty who have been certified by Modern Analytic Institutes, or other approved institutes. The size of the IMPP faculty depends on the semester and enrollment. IMPP also welcomes adjunct faculty for courses in which they have specialized expertise.

IMPP Teaching Assistants

IMPP faculty utilize Teaching Assistants (TAs) for the purposes of classroom support, instruction, finalizing and distributing course syllabi, distribution and collection of evaluations, logs, etc., depending upon the needs of the instructor. Candidates are eligible to become a teaching assistant after completing the required coursework for their program of study. Teaching assistants are expected to remain in good standing with the institute. Approval of TAs is made by the Executive Director and Education and Training Coordinator in collaboration with the instructor.

*Exceptions may be considered by the Executive Director

IMPP Clinical Supervisors

In accordance with ABAP requirements, IMPP clinical supervisors must have completed a minimum of 3 years of clinical practice following certification in Modern Psychoanalytic training.

Candidates also seeking licensure in their respective field, might seek an IMPP clinical supervisor who possesses the required license. Supervision, including appointments and payment, is arranged privately between supervisor and Candidate.

IMPP Training Analysts

In accordance with ABAP requirements, IMPP training analysts must have completed psychoanalytic certification at an accredited institute. Approval of a training analyst from outside the IMPP society requires a letter of introduction, proof of certification, and a CV. Final approval will be considered by the Psychoanalytic Studies Committee.

9. The Philadelphia Consultation Center

The Philadelphia Consultation Center (PCC) is a private, non-profit mental health group practice operated by the Institute for Modern Psychoanalysis of Philadelphia (IMPP/PSP). Its twofold mission is to provide a training opportunity for Candidates of IMPP, and to provide affordable, intensive, long-term psychodynamic treatment to Philadelphia residents who might not otherwise have access to such treatment. PCC maintains a contract with the City of Philadelphia to provide mental health services to individuals with Medicaid insurance through Community Behavioral Health (CBH). PCC clinicians are licensed and individually credentialed with CBH.

PCC also fields referral calls for individuals using private insurance and who pay out-of-pocket for treatment, or are outside of the Philadelphia area. Candidates seeking clinical hours for certification may meet these requirements through PCC referrals or working at PCC. If you are interested in participating in PCC or learning more about what options are available, please contact the Group Practice Coordinator.

10. APPENDIX

NAAP Guidelines for Ethical Conduct and Standards for Professional Practice

*The NAAP Guidelines for Ethical Conduct and Standards for Professional Practice are available for review at <https://naap.org/code-of-ethics/>

The National Association for the Advancement of Psychoanalysis (the Association) has established a Standing Committee on Ethics and Professional Practices mandated (1) to resolve complaints of ethical violations alleged against members of the Association, and (2) to consult with members concerning ethical principles. At least one member of the Committee (voting or ex officio) shall be a Trustee of the Association.

Preamble

The ultimate criterion of ethical behavior resides within the conscience of individual members, yet this Association has an obligation, for its own sake, to define a minimum set of standards and behaviors to which it requires its members to adhere. These standards are elucidated below and are based upon the premise that the welfare of the patient, the protection of the analyst, and the safety of the community must be the primary determinants of the analyst's behavior. All members of the Association, then, are expected to be in compliance with the following Code and to ultimately accept the judgment of their peers when their compliance is disputed.

This Ethics Code applies only to members' work-related activities, that is, activities that are part of the member's professional functions that are psychoanalytic in nature. It includes the clinical practice of psychoanalysis, research, teaching, supervision of trainees, organizational, group, and family treatment. These work-related activities are distinguished from the purely private conduct of a member, which is not within the purview of this Code.

Whether or not a member has violated this Ethics Code does not by itself determine whether he or she is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. These results are based on legal rather than on ethical rules.

The Code of Ethics

1. The Member-Analysand/Supervisee/candidate Relationship

1.1 Members bear the responsibility for determining and clarifying the working agreement between themselves and their analysands. They will, therefore, inform the analysand of the length and frequency of sessions, the cost and method of payment, the nature and anticipated course of

treatment, the conditions for cancellation of sessions, and where and when meetings shall take place as early in treatment as practical. Other contractual arrangements are discussed when they arise in treatment.

1.1.0.1 Analysands are entitled to know and, as early as appropriate, should be informed of the legal limits of confidentiality and under what conditions information revealed in the analysis may be divulged and to whom. When appropriate, analysands shall be informed that there are other forms of treatment.

1.1.1 Members have a primary obligation to respect the confidentiality of information revealed in the course of treatment by an analysand, except where otherwise required by law.

1.1.2 Members shall make provisions for maintaining confidentiality in the storage and disposal of records. An analyst may release information obtained in an analysis only with the written authorization of the analysand or parent or guardian, or under proper legal compulsion.

1.2 Members must neither misrepresent their own academic and/or professional training and/or experience, their professional affiliations, nor the limitations of psychoanalysis either to analysands or to the public.

1.3 Members shall not diagnose, prescribe for, treat, or advise on problems outside the boundaries of their own competence.

1.3.1 Except when consulting with colleagues, members must obtain consent from an analysand before presenting personal information obtained during the course of their professional activities and must disguise all identifying information. (See Sec. 2.4)

1.4 Members shall avoid dual relationships including the treatment of close friends and relatives of the analyst.

1.4.1 In compliance with state and federal laws describing research with human subjects, members must receive written consent from the analysand to serve in a dual role as both patient and subject of research.

1.4.2.1 Members shall avoid all forms of physical contact of a sexual nature including overt or covert seduction even if an analysand invites or consents to such involvement.

1.4.2.1.1 Members do not engage in sexual intimacies with former patients for at least two years after cessation or termination of professional services.

1.4.2.1.1.1 Members who engage in such activity after the two years following cessation or termination of treatment bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated, (2) the nature and duration of the treatment, (3) the circumstances of termination, (4) the patient's

personal history, (5) the patient's current mental status, (6) the likelihood of adverse impact on the patient and others, and (7) any statements or actions made by the therapist during the course of treatment suggesting or inviting the possibility of a post-termination sexual romantic relationship with the patient.

1.4.2.2. Members shall not use their professional relationship to give or receive personal gain or services (outside the fee-for-service stipulated in 1.1.) to further [their business, political, or religious interests] ANY PERSONAL INTERESTS WHATSOEVER.

1.4.2.2.1 Members ordinarily refrain from accepting goods, services, or other non-monetary remuneration from patients in return for professional services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. A member may participate in bartering *only* if (1) it is demonstrably not clinically contraindicated and (2) the relationship is demonstrably not exploitative.

1.5 Members shall not take any action that violates or diminishes the legal and civil rights of analysands, supervisees, candidates, or colleagues.

1.6 All members are obliged to cooperate with the Rules and Procedures of the association in the investigation of a complaint.

1.7 When expressing professional opinions, members shall not purport to speak on behalf of the Association or to represent its official position except as authorized by the Board.

1.8 Members shall terminate an analytic relationship when it is reasonably clear that the analysand is not benefiting from it.

1.8.1 Where appropriate, members shall offer to help the analysand locate alternative sources of assistance.

2. Relations with Colleagues

2.0 By agreeing to consult with a patient who is currently in treatment with a colleague, a member disqualifies him/herself from becoming that patient's analyst in the future unless both the patient and the patient's analyst favor the transition.

2.1 Members do not accept payment from other professionals for referrals.

2.2 Members shall assign credit to those who have contributed to or directly influenced their writing or research.

2.3 When consulting with colleagues, (1) members do not share confidential information that reasonably could lead to the identification of a patient with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization, or the disclosure cannot be avoided, and (2) they share information only to the extent necessary to achieve the purposes of the consultation.

3. Implementation

3.1 Only individuals who are or were in treatment, supervision, or other professional relationships with a member and who allege direct injury to themselves (as opposed, for example, to injury to family members) by a member of the Association have standing before the Committee on Ethics. In the case where the patient is a minor or legally incapacitated or deceased a family member can bring a complaint before the Committee on Ethics.

3.1.1. Only written, signed, complaints stating the facts and ethical principles violated have standing before the Committee. The Committee, however, will consider other evidence at its discretion. Any complaint shall be brought before the Committee no later than 5 years after termination of analysis with the analyst.

3.2 Upon receipt of such a complaint by the Committee, the Complainant will be asked, by registered mail, to sign a release authorizing the Committee to forward the complaint to the Complainee.

3.2.0.1 If the Committee fails to receive a signed release from the Complainant within 30 days of the Complainant's having received the Committee's request for it, charges brought against the member will be dropped and any records relating to the complaint will be destroyed.

3.2.0.2 If the Committee receives a signed release from the Complainant within 30 days of the Complainant's having received the Committee's request for it, the Committee will immediately forward (1) a copy of the complaint along with reference to ethical principles adopted by the Association which, on the face of the complaint, appear to have been violated by the Complainee, and (2) complaint procedures.

3.2.1 The Committee will then schedule a separate meeting with the Complainee, at which time the Complainee will have the opportunity to respond to the complaint. A JOINT HEARING MAY BE SET UP WITH THE COMPLAINEE, COMPLAINANT, AND THE ETHICS COMMITTEE.

3.3 The Complainant and Complainee are free at any time to communicate in writing or to request an additional meeting with the Committee.

3.4 The Committee, by majority vote, will make a particular finding appropriate to the individual case. The following are the possible categories of findings:

- Dismissal of charges.
- Dismissal of charges of unethical behavior with some findings of legitimate grievance.

- Finding of unprofessional behavior that is not an ethical violation.
- Finding of unethical behavior.

3.5 The Complainee and the Board of Trustees shall be notified in writing as to the Committee's findings and any proposed remedy.

3.6 If the Ethics Committee does not dismiss all charges against the Complainee, the Board of Trustees shall determine sanctions against the member after considering the facts and the recommendations of the Ethics Committee.

3.62 These sanctions may include, but are not limited to:

1. Reprimand of the member.
2. Temporary suspension of the member's registration pending resolution of problems that led to the complaint.

The Board may, for example, require the member to undertake additional supervision or analysis.*

3. Termination of a member's registration.
4. Publication of findings and sanctions imposed.
5. Notification of state regulatory boards.
6. Notification of employers.
7. Letters of censure.

3.7 Either the Complainant or Complainee may appeal the Ethics Committee's findings or the Board's disposition based upon those findings to the Board directly. The Board will then inform the Ethics Committee of its findings.

3.71 A notice of appeal shall be in writing and directed to the Board of Trustees and must be received within 30 days after the decision appealed from has been received by the Complainant/Complainee.

3.8 If a complaint is dismissed, all records referring to it shall be destroyed within 30 days.

3.9 Under no circumstances shall the Committee on Ethics, its members, the Board, the administrative staff, or anyone affiliated with the Association make Ethics charges, considerations, or determinations known to any agency or individuals outside NAAP, including State licensing boards and insurance agencies, except under proper legal compulsion and/or signed informed consent of the parties in question.

*The analyst and/or supervisor must be NAAP-registered certified psychoanalysts, and must communicate to the Board information regarding the progress and cooperation of the complainant.

Certificate in Modern Psychoanalysis Required Courses*

Psychoanalytic Theory & Historical Developments- 144 Clock Hours

- TH1- Basic Writings of Freud
- TH2- Freud's Cases and Technical Papers
- TH3- Essential Papers on Transference
- TH4- Essential Papers on Countertransference
- TH5- Essential Papers on Dreams
- TH6- Ego Psychology and Object Relations Theory
- TH7- Evolution of Psychoanalytic Technique Part I
- TH8- Evolution of Psychoanalytic Technique Part II

Human Maturation & Development Series– 72 Clock Hours

- MD1- Early Development and the Foundations of Psychic Life
- MD2- Latency, Adolescence, and the Question of Identity
- MD3- Adulthood, Intimacy, and Generativity
- MD4- Aging, Loss, and Dying as Developmental Tasks

Modern Analytic Theory & Techniques- 144 Clock Hours

- TX1- Introduction to Theory and Techniques Part I
- TX2- Advanced Theory and Techniques
- TX3- Assessment and Diagnosis Advanced Course
- TX4- Training and Preparation of the Modern Analyst-Beginning Practice
- TX5- Identifying and Resolving Resistances
- TX6- Interpretation in Modern Psychoanalytic Treatment
- TX7- Ethics of Modern Psychoanalytic Practice-Principles and Challenges
- TX8- Culture and Diversity in Psychoanalysis

Clinical Studies– 73 Clock Hours

- CS1- Case Presentation Workshop I
- CS2- Case Presentation Workshop II
- CS3- Psychopathology
- CS4- Psychopharmacology

Electives– 18 Clock Hours

