



VERSION 3.0.0

Student Handbook

PHILADELPHIA SCHOOL OF PSYCHOANALYSIS

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Introduction

This is the official handbook of policies and procedures for the Philadelphia School of Psychoanalysis and its training facility, the Philadelphia Consultation Center (PCC). It is organized to include both general policies of the school and the requirements and procedures for programs of study. This includes the Certificate in Psychoanalysis, the PSP certificate in Academic Studies, as well as information about Continuing Education and distance learning.

For a candidate entering the Certification Program (pursuing the Certificate in Psychoanalysis), the current handbook represents the learning agreement between the candidate and PSP. The learning agreement becomes effective on the date the student signs the Matriculation Agreement, and it determines the requirements to be completed for certification.*

*The PSP handbook may be updated during the course of the student's matriculation, and PSP may elect to change program requirements to meet ABAP or other professional standards. Once a student has signed a matriculation agreement with PSP they are not obligated to adhere to new requirements, however, *they are strongly encouraged to consider doing so* in order to ensure certification at the highest standard of the psychoanalytic profession.

Students are required to keep a copy of the handbook under which they began matriculating and follow the guidelines for that edition of the student handbook. The handbook version will be documented in the matriculation agreement.

Mission Statement

The mission of the Philadelphia School of Psychoanalysis is to develop and sustain a strong psychoanalytic community, which has many functions: education, training, research, the practice of psychoanalysis, as well as service to its membership. The sense of community rests on a foundation of shared values: commitment to lifelong personal growth, professional ethics, mutual support among analysts, and fruitful involvement with the psychoanalytic and the larger community. These values are shaped by a historical vision of psychoanalysis that includes a theory of mind, a way of understanding social phenomena, and a treatment process.

A Brief History of PSP

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 1975 it was incorporated as a non-profit educational corporation in the Commonwealth of Pennsylvania and operated as a charitable organization (501(c)3).

PSP's first class consisted of 15 students with a faculty of 3. Classes were initially held at the Combs College of Music in Germantown. As the student body and faculty grew, classes were moved to Drexel University in West Philadelphia. In 1997 the Philadelphia School of Psychoanalysis moved to its current location, a beautifully restored building in a Historic District of Center City Philadelphia, at 313 S. 16th Street.

Accreditation & Membership

American Board for Accreditation in Psychoanalysis (ABAP)

PSP 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. PSP adheres to the standards set by ABAP including regular re-accreditation as a psychoanalytic training institute.

National Association for the Advancement of Psychoanalysis (NAAP)

In addition, PSP 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, PSP students are urged to become Associate Members of NAAP and upon certification by PSP may apply to NAAP for membership as a psychoanalyst (for further information see www.naap.org).

National Board for Certified Counselors (NBCC)

PSP 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.

Educational Model and Philosophy

Among its central educational aims, PSP seeks to train people to become skilled psychoanalytic practitioners. At the heart of this model of analytic education is a dual focus: an emphasis on the ongoing maturation of PSP analysts and trainees and an emphasis on the integration of theory and practice through a rich combination of personal analysis, supervision, classroom and clinical experience.

PSP'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 school 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 PSP:

- 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 PSP. While some courses emphasize cognitive learning, others are also experiences in Modern Analysis and as such, provide the student 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.

Student Diversity

PSP values and actively seeks diversity in its student population and significant student involvement in all aspects of its activities. Our institute recognizes psychoanalysis as an independent profession and seeks to enrich the psychoanalytic community by drawing its students from the health professions, social sciences, the arts, humanities, business, law and others.

The institute does not discriminate with regard to race, color, national origin, ethnic origin, gender, sexual orientation, physical disability, age, religion, creed, gender identity, ancestry, marital status, or political affiliation in any aspect of its psychoanalytic programs. PSP does not discriminate in the selection or assignment of faculty and administrative staff, student admissions, class and field placement, and referral services. PSP welcomes students with a wide range of interests and skills with the intended goal of broadening understanding and conversation. PSP seeks to nurture and certify psychoanalysts with talents and abilities vital to the profession.

Statement of Inclusivity and Diversity

The Philadelphia School of Psychoanalysis strives to foster a climate of purposeful and respectful inclusion of all people. We value the diversity of racial and cultural identity and background, nationality, sexual and affectional orientation, gender identity and its expression.

Student Resources

PSP offers students the following support services to assist in their training:

- Clinical:** Throughout the course of their training, students have a team available to them of certified analysts who provide expert clinical supervision, training analysis, and case presentation assistance.
- Academic:** Students receive academic support from PSP's Faculty, The Psychoanalytic Studies Committee, the Education and Training Coordinator, and PSP's Library Services. The Education and Training Coordinator attends to the students' academic record 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 student body and the school administration, advocating for student interests as well as clarifying the institute's requirements and standards. The PSP Library holds over 4000 items pertaining to classical and modern psychoanalysis. The purpose of the library is to provide faculty, students, and interns at PSP with a variety of materials - monographs, serials, manuscripts, and audiovisual items that will enhance their work as therapists and scholars.
- Technical:** PSP makes computers available for students to use on site. The School Administrator can provide technical support for questions and assistance with connectivity and distance learning.
- Peer Support:** PSP encourages student-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 student life on and off campus.
- Accessibility:** PSP offers video-conference options for distance learners who are unable to attend classes in person.

The Academic Schedule

The PSP 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.

Program Requirements

Student Status Descriptors

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

Senior Candidate: A Candidate who has applied and received acceptance from the Psychoanalytic Studies Committee for Senior Candidacy status. See page 25 for a complete discussion of the requirements for Senior Candidacy.

Certificate in Modern Psychoanalysis

Course Requirements:

1. 25 core psychoanalysis courses (450 hours). Refer to the Required Courses page on the PSP website: <https://psptraining.com/required-courses-for-certification/>
2. 1000 Hours Supervised Clinical Experience (can include up to 250 hours of group supervision)
3. 200 Hours Modern Psychoanalytic Individual Supervision
4. 300 Hours of weekly individual Training Analysis
5. 4 Case Presentations
6. Final Case Presentation (Senior Candidates)
7. Final Research Paper (Senior Candidates)

The length and cost of the 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

PSP Academic Studies Program

The PSP Academic Studies Program was designed for those interested in psychoanalytic / psychodynamic enrichment, and requires the student to take 8 courses over a two year period. Although training analysis is not a requirement of the program, students are encouraged to engage in training analysis to enhance the student's learning experience.

Over the two year period the student would choose two courses from each of the following curriculum categories:

- 1. Psychoanalytic Theory and Historical Developments**
- 2. Human Maturation and Development**
- 3. Modern Analytic Theory and Techniques**
- 4. Clinical Studies**

Credits accrued in the Academic Studies Program can be applied to the Certification in Psychoanalysis program if the student decides to apply to matriculate in the Psychoanalytic Certification Program only if they hold a master's degree when beginning the program.

Program Component Descriptions

Coursework

Psychoanalytic Theory and Historical Developments

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

- Basic Writings of Freud
- Freud's Cases and Technical Papers
- Essential Papers on Transference
- Essential Papers on Countertransference
- Essential Papers on Dreams
- Ego Psychology, Object Relations Theory
- Evolution of Psychoanalytic Theory and Technique Part I (Ferenczi-Spotnitz)
- Evolution of Psychoanalytic Theory and Technique Part II (American and Contemporary)

Modern Analytic Theory and Technique Series:

PSP focuses on modern analytic treatment through a coordinated series of theory courses alternating with case presentation seminars in which students and faculty present detailed case

material. The goal is to illuminate and understand the patient/analyst interaction in order to fashion appropriate interventions for varying transferences, countertransferences and resistances as they appear in the treatment situation. Courses in this group generally include:

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

Human Maturation and Development Series

This series explores the constitutional and environmental factors in the stages of life that contribute to or inhibit maturation. This class provides the student with the opportunity to learn, both intellectually and experientially, about the unfolding lives of human beings.

Readings include those derived from the analyses of adults as well as those developed from the direct observation of infants with their mothers. The courses emphasize theories of attachment as they relate to and parallel the development of the therapist-patient relationship and therapeutic interventions. This perspective provides a framework to begin to assess and investigate questions about where a patient might present on an emotional—developmental continuum. Courses in this series include:

- Human Sexuality and Gender Identity (Mat III)
- Human Maturation and Development I & II (Conception to 2 years)
- Human Maturation IV: Oedipal Stage through Latency

Clinical Studies Series

Case Presentation Workshop

This course offers a unique opportunity for students to incorporate didactic and experiential learning into practical application in the psychoanalytic treatment of patients. Concomitant with coursework, and as students' 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. Students 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.

Final Case Development Seminar Tutorial

Students in the Certificate program will work individually with an advisor in writing and completing their final case presentation and research, once the Chairperson of their Certification Committee has accepted their proposal.

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. The institute requires that a supervisor may not have been and may not currently be one's personal analyst. *

If after beginning supervision, you discover that your supervisor is no longer on the approved list, you may still be able to accrue hours with her or him towards your PSP goals. However, if you start with or after interrupting supervision you resume with an analyst not on the approved list, any additional hours accrued will not be credited toward the Certificate in Psychoanalysis. 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 a week until certified unless reduced frequency has been approved by the Education and Training Coordinator or Psychoanalytic Studies Committee. *Once the Certificate hour requirement has been met, supervision may be conducted with the candidate's analyst or any other PSP approved supervisor.

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 ensure that the student will be maximally free of damaging influence towards patients.

When a student 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 they must request a leave of absence from the program. Training analysis should continue weekly for a minimum of 300 hours. However, candidates are expected to remain in analysis weekly until completing certification. Candidates are encouraged to engage in weekly analysis for the four year period of academic study and twice weekly for the fifth year while they work on completing their final case presentation.

PSP maintains a list of approved Training Analysts (See the PSP 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 PSP goals. However, if you start or resume analysis with an analyst not currently on the list, those additional hours will not be credited toward your PSP program of study. If the candidate finds it necessary to interrupt analysis or change analysts, 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. * see Policies and Procedures (4) below

PSP follows a policy that our training analysts are "non-reporting." No information about or content from the training analysis is reported to anyone at PSP. PSP does not discuss the treatment or the candidate student 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 any patient therapist relationship.

The School 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 in order to continue to accrue the necessary hours towards certification.

If a student 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 or an evaluation on the student's behalf.

- 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 student is ready to apply for senior candidacy, the training analyst is asked to write a brief letter indicating that treatment has been ongoing, providing the number of sessions completed as well as a statement indicating that the student is emotionally prepared to enter senior candidacy. No other information is to be shared.
- When the student is ready for certification, the training analyst is again asked to write a brief letter indicating the number of sessions completed and whether / attest that the student is emotionally prepared to function independently as a psychoanalyst. The purpose of this letter is to certify that the candidate is significantly aware of those aspects of his or her character that could interfere with his/her functioning as an analyst. The training analyst should also confirm that the candidate is aware of and will make appropriate use of supervision and consultation when needed.

Case Presentations

Since 1977, Candidates at PSP have been able to present their clinical work to other students in formal organized case presentations.

Since 2019, Candidates have 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 the 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 student to make necessary revisions and/or additions and resubmit.
2. The Education and Training Coordinator will notify the student of the Committee's decision regarding the case and choose a date for the public presentation. The student chooses a presiding analyst and sets a presentation date. The School Administrator coordinates student registration for the presentation and disseminates the case to registrants prior to the presentation.
3. Candidates attending the case presentation should email 1-2 questions or comments to the presenting student, the presiding analyst, and the Education and Training Coordinator. Questions or comments to be addressed by the presenter during the presentation **must be received before the time of the case presentation.**
4. Following the presentation the presiding analyst will email a Case Presentation Evaluation form to the PSP School Administrator and the Education and Training Coordinator.

PSP 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 student 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 obscure 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 total. Since the audience is expected to have read the case prior to the presentation, at the time of the presentation the candidate is asked to provide an update on the case rather than read the case write-up, and then respond to audience questions.

The candidate should follow whatever plan will best demonstrate his or her work. The written form of the Case Presentation should be in 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?

Policies and Procedures

Confidentiality of Student Records

Student Records are maintained in locked storage, as well as electronically on the school server. Inactive student files are maintained indefinitely in locked storage. A student's record is only released upon the written request of the student.

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

With respect to the student's right to inspect, review, and amend his or her record, PSP follows the requirements outlined in the federal Family Educational Rights and Privacy Act (FERPA). Students will be given the opportunity to review their academic record at least twice a year during the Student Status Review process. In addition, students can request a meeting with the Education and Training Coordinator to review their record at any time.

Admissions Policy

Certificate in Psychoanalysis

Applicants for the psychoanalytic certification program are required to take a PSP course as a non-matriculating student prior to submitting an application. All applicants for the Certificate in Psychoanalysis program must have a master's degree, submit a completed application, curriculum vitae, school transcripts, and if applicable, a copy of your mental health license. Interested parties should contact the Training and Education Coordinator for an application. Applications must be accompanied by a non-refundable \$75 application fee and submitted to the PSP School Administrator.

In addition to having the credentials listed above, 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). ***Prior to acceptance into the program, the applicant will need to select an approved certified analyst for training analysis as well as an approved certified analyst for clinical supervision. The applicant will also need to already be engaged in, or have a plan for engaging in clinical practice.*** If the applicant has a clinical license they may be invited to apply to the Philadelphia Consultation Center to complete some of their clinical hours, under supervision, as an independent contractor.

The Education and Training Coordinator will review the application and then invite the applicant to come for an interview; the Executive Director may also participate in the initial interview. Following the interview, the Coordinator will present the applicant's credentials to the Psychoanalytic Studies Committee for approval or denial. The Coordinator will then contact the applicant with the results of the committee review, and, if accepted, arrange an interview with the student to complete a matriculation agreement.

***Approval of non-PSP analyst:** Applicants who are already engaged in psychoanalysis with a certified analyst who is not affiliated with PSP will be asked to either submit their analyst's credentials to the Education and Training Coordinator for review and approval, or will be instructed to select a PSP-affiliated training analyst for training purposes. *Candidates will not be asked to leave their current analyst.*

PSP Academic Studies Program

Because the Academic Studies Program is not clinically focused or nationally accredited it is open to people at different stages of education and a variety of interests. As previously mentioned, although a master's degree is not a prerequisite to apply, any credits accrued in the Academic Studies Program pre-masters would not apply towards candidacy in the Certification Program.

Although it is strongly encouraged, there are no requirements of a training analysis in the Academic Studies Program. And since it does not provide clinical instruction, there are no supervision requirements.

Those interested in the Academic Studies Program may apply directly for admission to PSP without the exploratory course attendance as required in the Certification Program.

Applicants for the Academic Studies Program may use the same application and indicate their desired course of study. Along with the application, applicants should submit any post-secondary transcripts, as well as a letter of intent and a \$75 non-refundable application fee.

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.

In order to maintain matriculation status a student must report their analysis and supervision hours bi-annually, take at least two PSP courses each semester, and be engaged in ongoing weekly training analysis and clinical supervision.

Any candidate out of compliance with the matriculation policy above will be asked to re-engage with all aspects of the program. 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 re-apply to matriculate.

Continuing Education Credit

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

Continuing education certificates are issued after students complete a course evaluation, and after the student's attendance has been verified.

Credit Transfer Policy

Credits may be accepted from other accredited training institutes. The Psychoanalytic Studies Committee evaluates credits 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 PSP program credit.***

Tuition and Fees

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

Current tuition and fees are posted on the PSP website: www.psptraining.com/apply/tuition-and-fees/

Attendance in classes and participation in other training activities of the school as well as course credit are contingent upon payment of tuition and fees in a manner consistent with the payment agreement with PSP.

Tuition Refund Policy:

- 1) Withdrawal prior to first class: 80% refund
- 2) Withdrawal after first class: 75% refund
- 3) Withdrawal after second class: 50% refund
- 4) Withdrawal after third class: No refund

Class Requirements

Students must attend all classes on time and submit the required number of logs or assignments in order to pass a course. Students can receive the following grades: (P) Pass, or (I) Incomplete. If a student receives an incomplete, the instructor will inform the student what work is required to complete the course and the time frame in which the work is to be accomplished. Uncompleted courses need to be repeated or seek approval to substitute a course in the same curriculum category.*

Attendance: The PSP Board and faculty place strong value upon class attendance. *Students are expected to attend all classes. In addition to PSP curriculum requirements, ABAP requires that 450 course credit hours must be completed for national accreditation and certification.*

In the case of emergency or a special situation where a student needs to be absent, advance notification should be given to instructors. *If a student should for any reason miss more than two classes in one semester, even with prior approval, a candidate will be required to repeat that course.* (see * above)

Guests: Students are encouraged to bring guests (friends, family and others) who are interested in learning more about PSP. The instructor must be notified of a guest visitor at least one week prior to class. Guests should *not* be invited 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. Students leaving class without an instructor's permission receive an absence for that class. **A student arriving after the halfway mark is considered absent.**

Logs: A log is the student'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. These logs indicate the student's growth in academic psychoanalytic knowledge and ability to use psychoanalytic knowledge in regard to him or herself and his or her classmates.

Logs are submitted weekly to the instructor through the LMS platform Thinkwave. (Students should consult the instructor, teaching assistant, and/or school administrator for instructions on using Thinkwave). The instructor will determine the total number of logs required.

In order to complete the course, all logs must be submitted. All missing logs must be submitted to the instructor no later than two weeks after the semester has ended; if the work is not completed the student 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.

Student Evaluation: At the end of the semester, instructors complete evaluations for each student in the class. Evaluations are placed in the student's file. The student may ask to see the evaluations at any time. See below for details about the evaluation process.

Course Evaluation: Students 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.

Distance Learning at PSP

PSP courses have been accessible to distance learners for decades via teleconference. In recent years PSP moved to a video conference platform to help engage distance learners more fully in classroom participation. Distance learners must follow all the class requirements stated above in order to receive credit for the course. Distance learning is available to both matriculating and non-matriculating students.

The Evaluation Process

PSP's evaluation process is an ongoing, individualized collaboration between the candidate and the school. 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 time of matriculation – see Admission Policy above.
- Course evaluations (students evaluate instructors)
- Student evaluations for each class, which are shared with the student and placed in the student's file.
- Twice yearly student status review by the Education and Training Coordinator.
- At time of request for Senior Candidate Status – evaluative meeting and review by the Education and Training Coordinator.

- Research paper committee works with student and evaluates the paper
- Final Case Presentation – Committee evaluates the student’s final case before it is presented

In the event of a disagreement between the institute and student 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 made 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 and submit a matriculation fee during the leave of absence. The student 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 and payment fee. *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 re-apply to the school 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.*

Student Status

PSP reserves the right at any time to interrupt or terminate candidacy if it is in the best interest of the student or the institute. PSP 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

Complaints and Grievances

The Philadelphia School of Psychoanalysis (PSP) encourages each person affiliated with the School and/or the Consultation Center to speak openly with their supervisor and/or to seek out another PSP senior leader to share their suggestions or concerns. Any suggestion or concern 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 Philadelphia School of Psychoanalysis reserves the right to review and determine the ongoing status of any individual affiliated with either the School or the Consultation Center. Should a PSP Affiliate (i.e., student/candidate, therapist, instructor, volunteer, employee, or any person affiliated with PSP) 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 School 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 PSP Board of Directors are considered final.

Notice of Revisions

Proposed changes to the operations and/or standards of the School and its Group Practice that may materially affect students are first discussed in the Psychoanalytic Studies Committee which includes student representatives. Thereafter 90 days' notice will be provided to students through email and hardcopy. The comments and input of students are welcome and are referred back to the PSC for further discussion and revision, if necessary.*

*(note: changes to PCC policies unrelated to PSC governance may become effective immediately)

Ethics

Faculty, trustees and staff of PSP are governed by the NAAP Code of Ethics (See Appendix). In addition, PSP is mindful of ethical standards of state and professional licensing organizations, which may apply to individuals when functioning on behalf of PSP.

The institute does not discriminate with regard to race, color, national origin, ethnic origin, gender, sexual orientation, physical disability, age, religion, creed, gender identity, ancestry, marital status, political affiliation, in any aspect of its psychoanalytic programs. This includes the selection and assignment of faculty and administrative staff, student admissions, class placement, and referral services. In accepting students with a wide range of interests and skills, PSP identifies nurtures and certifies psychoanalysts with talents and abilities vital to the profession.

Senior Candidacy and Certification

Senior Candidacy status at PSP 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, and is continuing in weekly Training Analysis until the 300 required hours are met, and for the duration of the program, thereafter
- Completed 150 hours of individual supervision, with at least 3 psychoanalytic supervisors, and is continuing in weekly supervision for the duration of the program
- Has made 4 case presentations
- Has had at least 800 hours of supervised clinical experience

When these requirements have been met, the student makes a request in writing for senior candidacy status to the Education and Training Coordinator. The Coordinator then meets with the student and reviews the student's progress in the program. The Senior Candidacy Agreement will be completed at this meeting. Following the meeting, the Coordinator will present the agreement to the Psychoanalytic Studies Committee for review and final approval.

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 file and informs the senior candidate of any unmet general requirements.

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. These persons

may not be the senior candidate's analyst. 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 form a Final Case Presentation Committee. (page 26)

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 students 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 students find it helpful to examine the final papers of other students (available in the library) to get an idea of various approaches to the final paper.

After the Research Committee approves the Final Paper, the Senior Candidate will receive a letter of approval from the Chair. The Senior Candidate is also requested to submit three bound copies of the Final Paper for the PSP Library. 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, (see page 31 below).

Students 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 kind that could be published in a psychoanalytic journal. The Research Committee will review the paper. If approved the dissertation is accepted in lieu of the PSP 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 of the topic of the paper and the oral and written case presentation.

THEORETICAL PERSPECTIVES REQUIREMENTS

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

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. Request approval of the topic for this section by 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. At least 5 references must be cited.
6. The Theoretical Perspective paper is required to be 5 to 10 pages in length.

WRITING FORMAT-THEORETICAL PERSPECTIVES

- a) Title page with Name, Date, Title
- b) Typed and double spaced
- c) Pages numbered
- d) Citations using APA format.

APA bibliography format can be found on this link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The Final Case Presentation

To obtain certification, a senior candidate forms the final case certification committee. This committee consists of five members. The senior candidate requests the PSP 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. The committee will evaluate the senior candidate's training program and final case presentation. The committee may contact the senior candidate's major, minor, and group supervisors, training analyst, and two faculty members who have taught the senior candidate for their assessment of his or her readiness for certification, as well as any recommendations. 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 the senior candidate is notified that the file is complete (See final certification documentation requirements below), they submit to the committee chair a copy of the outline for a final case presentation. ***The senior candidate works with the committee chair*** to set up a time and place convenient for the committee and the PSP community to meet for the final case presentation.

Upon completion of the final case presentation, the senior candidate will receive notification by the committee of final approval. *Final approval of the case presentation will signify completion of all PSP requirements for certification. The candidate will receive a certificate and may use the title of Psychoanalyst.*

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 student in the collection of the following documents:

Letters:

1. A letter from the student 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 PSP, 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 Education and Training Coordinator acknowledging receipt of the above and approving the senior candidate's clinical practice.
 3. A letter from the senior candidate's training analyst(s) giving approval for certification and verifying hours completed.
 4. A letter from the senior candidate's supervising analyst verifying hours and that a control case has been carried successfully for at least two years.
 5. A letter from the Chairperson of Research validating the final research paper and indicating receipt of 3 copies of the student's research paper for the PSP library.
 6. Letters of approval of graduation from the PSP President and from the Education and Training Coordinator.

Evaluations:

1. Group Supervision Evaluation (if applicable)
2. Student Evaluation Form for each course completed
3. Case Presentation Evaluation Forms completed by the presiding analyst
4. Final Case Presentation Evaluation Form.

Transcripts:

1. PSP Transcript: Including record of courses taken, group & individual supervision hours, training analysis, case presentation record, clinical hours, practicum hours (if applicable)
2. Graduate and undergraduate transcripts from all other institutions

PSP Administration

Governance

Board of Directors: PSP is governed by an elected and appointed Board of Directors which develops, establishes and evaluates the education programs and policies, delegating authority as appropriate to the Executive Director and to Board subcommittees. The Membership Society elects the President, Vice-president, Treasurer, Secretary and Member at Large. In addition to the elected members, the Board appoints three public representatives and one student (Senior Candidate) representative.

The Executive Director: Responsible for directing the daily work activities of the organization. Accountable for the successful execution of organizational programs, policies and procedures. 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 PSP'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, certified analysts, as well as one student member.

Student Participation: Students participate in almost all areas of governance. A Senior Candidate serves on the Board. The by-laws call for student participation on all other committees of the School except Finance, Grievance and Membership committees. Intermediate or advanced candidates are eligible to serve on these committees as well as senior candidates.

The Philadelphia Consultation Center

Its professional staff comprises the Executive Director, the Group Practice Coordinator, Assistant Group Practice Coordinator, together with additional training and supervising analysts, therapists, and support staff.

PSP Faculty

PSP recruits faculty who have been certified by top Modern Analytic schools, or other approved institutes. The size of the PSP faculty depends on the semester and enrollment. Generally three to five faculty members teach during any given semester. In addition, PSP seeks adjunct faculty for courses in which they have specialized expertise.

PSP Teaching Assistants

PSP faculty utilize Teaching Assistants (TA's) 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. TA's are usually PSP students selected by the instructor.

PSP Clinical Supervisors

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

Candidates seeking licensure in their respective field might seek a PSP clinical supervisor who possesses the required license. However, the student should keep in mind that any supervision hours accrued may be applied towards PSP Certification only when the student holds a master's degree and has been admitted into the certification program (See page 17). Supervision, including appointments and payment, is arranged privately between supervisor and student.

PSP Training Analysts

In accordance with ABAP requirements, PSP training analysts must have completed psychoanalytic certification at an accredited institute.

The Philadelphia Consultation Center

The Philadelphia Consultation Center is a private, non-profit mental health group practice operated by the Philadelphia School of Psychoanalysis. It has a two-fold mission: first, to provide a training opportunity for students of the Philadelphia School of Psychoanalysis, as well as graduate students from area universities to obtain high-quality, comprehensive training and experience in adapting Modern Psychoanalytic principles to a diverse population. Second, it provides the benefits of Modern Psychoanalytic treatment to Philadelphia area residents who might not otherwise have access to affordable intensive, long-term psychotherapeutic care.

Patient records are maintained entirely within our HIPAA-compliant EHR system (IMS). All communications referencing patient data are made within IMS and all students and staff receive ongoing training in HIPAA requirements.

Leave of Absence from Philadelphia Consultation Center

Candidates who have requested a leave of absence from the school and who practice at the Consultation Center must inform the Group Practice Coordinator, in writing, of their changed status. When a Candidate working at the Consultation Center takes a leave of absence his or her status at PCC is changed to that of a Clinical Associate. The Group Practice Coordinator will determine requirements necessary to continue working at PCC as a Clinical Associate.

APPENDIX

NAAP Guidelines for Ethical Conduct and Standards for Professional Practice

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.

THIS CODE COVERS ONLY NAAP-REGISTERED CERTIFIED PSYCHOANALYSTS AND PSYCHOANALYTIC PSYCHOTHERAPISTS.

The Code of Ethics

1. The Member-Analysand/Supervisee/Student 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, students, 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.

2.0 Relations with Colleagues

2.1 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.

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

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

2.4 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:

1. Dismissal of charges.
2. Dismissal of charges of unethical behavior with some findings of legitimate grievance.
3. Finding of unprofessional behavior that is not an ethical violation.
4. 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.

3.6.1 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.

3.7.1 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.