

spsi psychoanalytic training

Bulletin of Information

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history & general information

Psychoanalysis is both a treatment method, which addresses human psychological functioning, and a research method for studying the human mind. It aims at full exploration and understanding of how the human mind operates. In practice, this involves close attention to an individual's feelings and thoughts, both conscious and unconscious, including their origins and how the individual manages them. Psychoanalysis offers the possibility of self-understanding, emotional growth, and lasting change.

The Seattle Psychoanalytic Training Center was established in 1946, sponsored by the San Francisco Psychoanalytic Institute. Status as an independent Institute of the American Psychoanalytic Association was achieved in 1964. The Seattle Psychoanalytic Society & Institute (SPSI) is accredited by both the American and International Psychoanalytic Associations. Standards established by the American Psychoanalytic Association direct the policies of SPSI as they relate to eligibility for training, requirements for graduation, and prerequisites for certification in psychoanalysis.

The principles and standards for psychoanalytic education in this country were established by the American Psychoanalytic Association in 1938. This was to ensure consistency as well as a high quality of psychoanalytic education among all constituent institutes. These principles and standards, which are continually revised and updated, provide a uniform baseline for psychoanalytic education and clinical training among all constituent institutes of the American Psychoanalytic Association.

The primary mission of SPSI is to provide the highest possible quality of psychoanalytic education and clinical training. The most important goals of this education are to develop an individual's clinical competence and identity as a psychoanalyst. A psychoanalytic identity requires an openness and a spirit of inquiry toward understanding the full complexity of the human mind, together with intellectual curiosity about psychoanalytic methods and knowledge. A psychoanalytic identity also includes a deep commitment to continuing study and development as an analyst and to the welfare of patients.

SPSI offers two core academic programs: training in Adult Psychoanalysis and in Child/Adolescent Psychoanalysis. The Continuing Education Division of SPSI provides seminars and courses for mental health professionals, academicians, and interested members of the community at large. The SPSI Psychoanalytic Referral Service offers reduced fee analyses for adults and children.

The Institute provides facilities for its programs, including classroom space and library resources, as well as administrative services.

Policies regarding application and fees are described in the program sections of the Bulletin of Information.

SPSI is a not-for-profit corporation governed by a Board of Directors. All matters pertaining to psychoanalytic training are the responsibility of the Faculty.

admission policies & procedures

A fundamental requirement for psychoanalytic education and clinical training is an established identity as a professional whose conduct assures a firm and enduring commitment to responsible and ethical patient care. It is the official position of the American Psychoanalytic Association and of SPSI that an applicant is never excluded on the basis of age, sexual orientation, religious affiliation, racial, or ethnic background.

Selection for psychoanalytic education and clinical training is based on an applicant's suitability, eligibility, and readiness.

A. Suitability

An assessment of suitability is based on an applicant's possession of certain character traits and ethical values necessary for every psychoanalyst. An applicant should present to a reasonable extent evidence of integrity, maturity, flexibility, and strength of character. In addition, the applicant should demonstrate a capacity for self-observation, self-monitoring, and the ability to maintain appropriate interpersonal boundaries.

B. Eligibility

Eligibility for psychoanalytic education and clinical training is based on prior education, clinical training, clinical competence, and aptitude for learning psychoanalytic methodology. Eligibility can be achieved through a variety of pathways.

1. Doctors of Medicine or Osteopathic Medicine who have graduated from an accredited medical school or osteopathic medical school and have completed at least one year of a psychiatry residency program. Physicians are required to have completed three years of psychiatric residency before graduation from the Institute.
2. Mental health professionals who have completed a doctoral level degree from an accredited mental health clinical program and are licensed in the jurisdiction in which they practice, or whose is covered by state licensure or registration.

3. Mental health professionals who have graduated from an accredited mental health degree program with a master's degree that is generally recognized as the highest clinical degree within their mental health discipline. These individuals must also have completed at least two additional post degree years of didactic and clinical training and must have established their excellence and experience as clinicians. They must be practicing under a state license or registration.

C. Waiver of Eligibility Requirements:

Under certain circumstances, when applicants for clinical training do not meet the above eligibility requirements, the Institute can apply to the Board of Professional Standards of the American Psychoanalytic Association for a waiver of the usual eligibility requirements.

Such a waiver may apply to:

1. Individuals whose mental health graduate degree is not at the highest educational level generally obtained to practice clinically within their profession, but who nevertheless have satisfactorily completed the prerequisites as well as sufficient additional didactic and clinical education.
2. Individuals who possess the highest clinical degree obtained within their profession, but whose didactic and clinical education is marginal.
3. Individuals who have satisfactorily completed the degree of Doctor of Medicine or Doctor of Osteopathic Medicine, but who are not planning to complete a residency training program in psychiatry.
4. Individuals who do not possess the highest recognized clinical degree but who are in the later stages of completing the expected educational and clinical prerequisites such as a medical student or Ph.D. candidate.
5. Individuals who for some other reason appear to the Institute to be suitable but are not automatically eligible by the formal criteria.

Upon beginning formal class work, students are designated as Clinical Associates or Academic Associates). *See page 11 of this Bulletin for a description of the Academic Training Program.*

A Clinical Associate may expect a term of no less than four years for the completion of clinical psychoanalytic training. Graduates of the core program are eligible to apply for certification in psychoanalysis and active membership in the American Psychoanalytic Association.

Applications for psychoanalytic training are available from the SPSI office and are accepted for consideration throughout the year. A \$200 fee is required for application. After the application is received, a series of interviews with the applicant is conducted by the Admissions Committee. Decisions regarding application are made by the Admissions Committee. Current tuition and fee schedules are available from the SPSI office.

New classes usually begin every two years. Those accepted for training may wait a year or more before beginning formal class work.

program for adult psychoanalytic training

Psychoanalytic education and clinical training aims toward scholarly achievement, personal growth, and the development of psychoanalytic clinical expertise. To accomplish these goals, psychoanalytic education has three basic components:

- A. Personal analysis: referred to as “training analysis” with a SPSI training analyst as designated by the American Psychoanalytic Association.
- B. A core didactic curriculum: four or more years of seminars and case conferences.
- C. Practice of psychoanalysis under the guidance of an approved consulting analyst.

The effective integration of these three elements is a fundamental aim of the psychoanalytic educational process and has come to be known as the tripartite system. Simultaneous immersion in all three elements is essential and required.¹

The Training Analysis

Basic to psychoanalytic training is personal psychoanalysis with a training analyst. A training analysis aims to help the Associate achieve a high degree of character stability, openness, flexibility, and maturity. It is essential that the Associate develop the capacities for self-observation, self-reflection, and ultimately, ongoing self-analysis, which are necessary for the capacity to maintain a basic psychoanalytic stance, including a creative openness to what the analyst learns and experiences. These achievements are essential if the future analyst is to be sufficiently free of those psychological vulnerabilities and character traits that may interfere with psychoanalytic work.

Therapeutic psychoanalysis prior to psychoanalytic training does not waive the requirement for training analysis. Upon acceptance, students may choose an analyst from a list of SPSI training analysts eligible to accept a new training analysand. Fees are arranged with the analyst.

¹ Exceptions require a waiver from the Board on Professional Standards of the APSaA

Newly accepted students are expected to begin training analysis at least six months prior to beginning didactic courses. If the training analysis is not begun within one year of acceptance, the Progression Committee may reconsider the person's eligibility to proceed with training.

The Didactic Curriculum

The curriculum is designed to be integrated with an ongoing training analysis and clinical work. The purpose of this integration is to enable the Associate to understand the empirical basis of theoretical formulations and to develop skill in the conceptualization of case material.

Classes for the core program are scheduled on Friday afternoons during three trimesters from September to June. An average trimester includes three 90-minute seminars each week. In addition there may be elective courses, tutorials, independent study, etc.

A Clinical Associate is expected to complete all assigned courses, and to participate in clinical seminars until graduation.

Most of the classes fall under one of four Divisions: Theory, Human Development, Psychoanalytic Process, and Psychopathology. Please refer to pages 14-17 for detailed descriptions of these courses.

Clinical Conferences

In addition to the didactic courses, Clinical Associates typically attend continuous case conferences until graduation. These are held throughout the academic year with rotation of instructors and students each trimester. The conference considers the weekly progress throughout the trimester of a single psychoanalytic case, which is presented by a Clinical Associate. A minimum of twice before graduating students attend a trimester-long child/adult integrated case conference, which is led by a child analyst and discusses a child analytic case. All continuous case conferences are led by training analysts.

The Practice of Psychoanalysis

Through the guidance of an approved consulting analyst, the Associate acquires the skills needed to use the psychoanalytic method successfully. These include use of the couch and the free-associative method. It also involves a

commitment to meet with the patient at least four times per week on separate days through termination, except when unusual considerations necessitate temporary interruption or changes in frequency.

The Associate is expected to continue personal psychoanalysis throughout a significant period of his or her clinical work. The tripartite educational process for psychoanalysis is based on the experience that both training analysis and clinical work benefit when concurrent. For example, unconscious conflicts and intense affects can be stimulated in the analyst by some of the unique aspects of psychoanalytic treatment.

Therefore, even experienced psychotherapists may find the psychoanalytic situation emotionally challenging. It is in the context of the training analysis that the Associate has the opportunity to reflect upon and learn from his or her experience as an analyst.

Candidates are not authorized to conduct a psychoanalysis until such authorization is granted by the Progression Committee.

All Clinical Associates are required to treat at least one case at a reduced fee.

A Clinical Associate who has completed the didactic curriculum and has demonstrated satisfactory work with three control cases may be advanced to "Senior Clinical Associate" status by the Progression Committee. Consultation is not required thereafter on new analytic cases.

An important part of psychoanalytic education is the Associate's developing the ability to conceptualize and to write about the psychoanalytic process and about the clinical and theoretical issues specific to each individual case. This is achieved through semi-annual written clinical summaries on each control case in treatment. Tutorial assistance is available on request from faculty members, and a case-writing course is included in the curriculum.

Any modification in an Associate's participation in the program is subject to the approval of the Progression Committee.

Progression

After each trimester, instructors and consultant analysts submit evaluations of each Associate's work. Reports are reviewed by the Progression Committee, which then makes recommendations and decisions relating to the Associate's progress through the program. The Progression Committee may suspend or

terminate an Associate's training in the event of failure to meet standards for reasonable progress toward graduation, or for violations of ethical precepts for the practice of psychoanalysis. When termination or suspension of training occurs, conditions, if any, for readmission are stipulated by the Progression Committee.

Further information regarding details of the training program is supplied in the Associates' Handbook.

The Academic Training Program

The Academic Training Program offers educational opportunities for a limited number of individuals from non-clinical fields who wish to engage in the intensive study of psychoanalysis in order to enhance their teaching, research, or other activities in their professions.

Academic Associates have the opportunity to bring their knowledge and expertise into the training for the mutual benefit of the Clinical Associates and Academic Associates, as well as for the Institute as a whole.

Applicants should have, or anticipate receiving within one year of planned entrance into the program, the highest academic degree usually awarded in their field of specialization.

The training, which is guided by a mentor designated by the Academic Training Program Committee, includes all the activities expected of the Clinical Associates in the Core Program, except the practice of psychoanalysis. Thus, Academic Associates are expected to attend and participate in all the clinical and theoretical seminars. However, the program can be altered to meet the unique needs and talents of each scholar in the Academic Program. Participants may choose to undertake independent study projects under the supervision of SPSI faculty. Academic Associate's may participate in all SPSI activities that are open to Clinical Associates, including scientific meetings and organizational committees.

Personal psychoanalysis or psychoanalytic psychotherapy with a clinical SPSI faculty member during the period of training is strongly recommended. The SPSI Faculty will consider the applicant's financial circumstances when establishing fees for analysis or therapy.

The full program normally takes four academic years, and the Associate's progress is evaluated by the Academic Training Program Committee at least

annually. To receive a graduation certificate, Academic Associate's must complete the full four-year program and a thesis (or its equivalent as established by the Academic Training Program Committee in consultation with the Academic Associate). The thesis is to be submitted in written form and presented to SPSI members.

Tuition fees for Academic Associates are the same as for Clinical Associates.

To be considered for this program, applicants should submit the following information:

1. Professional resume or curriculum vitae, including a list of applicant's publications or manuscripts (if any).
2. A brief (five-page maximum) narrative that addresses the relevance of psychoanalysis to the applicant's professional or scholarly endeavors, and includes at least some autobiographical information.
3. Three letters of reference from individuals familiar with the applicant's professional and/or scholarly work.
4. Optional: Reprints of applicant's representative publications, portfolio or other evidence of professional accomplishments (reprints and other items will be returned).

To determine whether there is a mutual fit between the applicant and the Institute, at least two interviews will be scheduled with members of the SPSI faculty. On the basis of all these materials, and any other information that may be requested, the Academic Training Program Committee shall make the final decision on whether to admit the applicant and will inform him/her of its decision.

Although applications are accepted at any time, the Academic Training Program Committee strongly recommends that Academic Associates begin training at the same time as a beginning class of Clinical Associates.

Clinical Training Opportunity for Academic Associates

While participating in the academic program, some Academic Associates become interested in undertaking full clinical psychoanalytic training. For further information regarding the requirements for this transition, please

contact the Director of SPSI. In most cases, SPSI must apply to the American Psychoanalytic Association (APsaA) for a waiver on the Associate's behalf.

Details of the waiver application procedure may be obtained from the brochure published by the American Psychoanalytic Association.

an overview of SPSI's core curriculum

SPSI ANALYTIC TRAINING PROGRAM — FOUR-YEAR CURRICULUM

YEAR		1st Trimester	2nd Trimester	3rd Trimester
1	THEORY	Origins of Psychoanalysis and Freud's legacy	After Freud: Development of Psychoanalytic Thought and Theory	
	PROCESS	Evaluation for psa, case formulation, conversion to psychoanalysis, opening phase	Continuation of opening phase to early middle phase, psychoanalytic perspectives on psychotropic medications, and beginning case write-ups.	Ethics In PSA (5wks) Diversity & Difference (5wks) Intro to & prep for infant observation (1wk)
	PSYCHO-PATHOLOGY			Psychopathology I: Neurotic-level character and symptom disorders
	CLINICAL	Introduction to Psychoanalytic Listening (1 st year class only)	Cont. case conference	Cont. case conference
	CHILD	Intro to Child Analysis	Child Case Conference	Child Case Conference
2	HUMAN DEVELOPMENT	Infant Observation (Part 1)	Infant Observation (Part 2)	Infant Observation (Part 3)
	THEORY	Modern Structural Theory, Post-Freudians, American Object Relations		
	PROCESS		Middle Phase	
	PSYCHO-PATHOLOGY			Psychopathology II: Borderline-level character pathology
	CLINICAL	Cont. case conference	Cont. case conference	Cont. case conference
3	CHILD	Child Case Conference	Prelateny	Child Case Conference
	HUMAN DEVELOPMENT	Child Development I: Birth to age 5	Child Development II: Ages 6-12	Adolescence: Ages 13-20
	THEORY	British Object Relations	Self Psychology	Intersubjective and Relational Psychoanalytic Theories
	CLINICAL	Cont. case conference	Cont. case conference	Cont. case conference
	CHILD	Latency	Child Case Conference	Child Case Conference
4	HUMAN DEVELOPMENT	Adult Development & Senescence (8wks)		
	THEORY		Gender and Sexuality (9wks)	
			Neuropsychanalysis	
	PROCESS		Dreams (5wks)	Later Middle Phase and Termination
	PSYCHO-PATHOLOGY	Psychopathology III: Severe character pathology and psychotic-level syndromes		
	ELECTIVE			Elective
	CLINICAL	Cont. case conference	Cont. case conference	Cont. case conference
4	CHILD	Adolescence	Child Case Conference	Child Case Conference

track and course descriptions

(updated 8/15/18)

The courses in SPSI's core psychoanalytic training curriculum are organized into four primary content areas, or tracks: Theory, Psychopathology, Human Development, and Process. In addition to the courses in these tracks, clinical associates attend a case conference course each trimester for a minimum of four years, and each training cohort is offered one elective course during the fourth year of their training. An overview of each track and the topics covered continues below.

Theory

The theory track of the curriculum provides a thorough working knowledge of psychoanalytic theory, from its historical foundation—the work of Sigmund Freud—to contemporary analytic theory.

The first year of the curriculum is comprised of coursework on the origins of psychoanalysis and Freud's legacy, and a course on the historical development of psychoanalytic thought and theory.

In the second year, theory coursework is focused on several strands of psychoanalytic theory that were developed primarily in the US: Modern Structural, Post-Freudian, and American Object Relations theories. By the end of the second year, associates have an understanding of the foundations of psychoanalytic theory sufficient to orient further study of the range and multiplicity of theoretical perspectives on psychoanalytic work which have emerged over time.

Third year coursework in the theory track consists of a three-trimester series devoted to British Object Relations, Self Psychology, and Relational and Intersubjective theories, respectively. Fourth-year courses on Neuropsychanalysis and Gender and Sexuality complete the theory curriculum.

Psychopathology

Psychopathology is the conceptual link between the more abstract aspects of theory/metapsychology and the immediate psychoanalytic process phenomena such as transference and counter-transference. The goal of the

psychopathology track is to deepen associates' knowledge of psychoanalytic conceptualizations of psychopathology and its application in psychoanalytic practice. Models for understanding psychopathology are drawn from several paradigms to assess and categorize clinical phenomena and improve analytic technique and capacity, thereby enhancing clinical competence. The psychopathology courses are planned to coordinate, when possible, with both the Theory and Human Development courses.

The curriculum includes a three-course series in psychopathology. Psychopathology I (Neurotic Level Character and Symptom Disorders), offered during the first year of the curriculum, is designed to help associates develop a greater understanding of the mental structures, developmental levels, and conflicts and defenses frequently seen in individuals with character pathology at the neurotic level. Comparisons to more serious character pathology (borderline, psychotic, perverse) facilitate a greater appreciation of their differing developmental lines and presentations, and the implications for clinical technique.

Psychopathology II (Borderline Level Character and Symptom Disorders) is offered during the second year of the curriculum, and builds on the previous course with the aim of helping associates understand the mental structures, possible etiological factors, and the conflicts and defenses frequently seen in individuals organized primarily at the borderline level.

Psychopathology III (Psychotic Level Character and Symptom Disorders), during the fourth year of training, aims to explore psychotic, perverse, and paranoid character. The primitive object relations and concrete communications characteristic of this population are highlighted with an emphasis on detecting more primitive non-verbal modes of communication.

Human Development

The Human Development track begins in the second year of the curriculum with the Infant Observation course. This three-trimester course covers key aspects of early infant development through each associate's experience of weekly observations of a caregiver/infant dyad over the course of the 33-week academic year. The observation occurs in the family's home for one hour each week, and clinical associates write a weekly narrative of their observations for presentation in class. Course meetings are dedicated to understanding the infant's developing internal world, its efforts to hold itself together and to develop trust, and the caregiver's mind and emotions and their impact on the infant's development. Discussion of the observations also facilitates the

development of the associate's observing analytic mind as his or her countertransference and intersubjective experiences are explored.

The experiential focus for Infant Observation allows associates to approach subsequent theoretical coursework in child development with a felt sense of the earliest underpinnings of human development. During year three there are three 11-week courses covering human development from birth through late adolescence/young adulthood. Subject material in Child Development I: Birth to Age 5 includes mentalization, aggression, play, object and self-constancy, separation-individuation, the development of autonomy, phallic drives, psychic structure formation, contemporary views of sexual and gender development, and triadic object relations; topics in Child Development II: Ages 6-12 include ego industry and expansion of executive functions, development of defensive and displacement structures in accordance with social and interpersonal norms, and cross-cultural and group functioning as integral to this phase of development. In the third course of the series, Adolescence: Ages 13 to 20, instructors cover the developmental processes influencing the child from preadolescence to late adolescence/early adulthood. Associates study the concepts of object removal, formal operational thinking, individuation and autonomy, adolescent sexuality, gender identity development, and identity consolidation. Superego development and the role of aggression are also addressed.

In the fourth year of didactics a course on adult development and senescence completes the Human Development Track.

Throughout the Human Development Track, readings support developmental understanding as well as clinical technique. Associates study clinical issues specific to the developmental phases. This enables the psychoanalyst to treat the developmental tasks from earlier phases that have not been fully mastered in the adult patient.

Process

The Process Track of the curriculum addresses the practical techniques and therapeutic stance for conducting psychoanalytic treatment. Process courses serve as the bridge between the Theory and Human Development Tracks on the one hand, and the Case Conferences and the associate's first training cases conducted with consultation, on the other. This track comprehensively covers initial consultation and evaluation of suitability for psychoanalysis through the complexities of termination, addressing the clinical application of psychoanalytic theory and developmental understanding.

The first year of the Process Track curriculum addresses initial consultation and evaluation of the suitability for psychoanalysis as well as how to develop and convert cases from psychotherapy to psychoanalysis. Fundamental concepts of psychoanalysis are studied, including recommending and establishing the analytic frame (especially regarding time and money), the therapeutic alliance, safety, transference and counter-transference constellations, defense and resistance. The focus of study is pragmatic in helping associates recommend psychoanalysis, develop, begin and retain early training cases, and become acquainted with writing analytic case formulations. In addition, associates are provided a course in clinical ethics and a course in diversity and difference.

The second year of the Process Track parallels the associate's growth in the practice of psychoanalysis with a course which focuses on features of middle-phase analytic work, including timing and interpretation, clinical ethics, the working-through process, countertransference challenges, and other issues which characteristically arise during midphase treatment.

During the fourth year of the curriculum we return to the study of psychoanalytic process to address the use of dreams in clinical work, and to address the late-middle and termination phases of psychoanalysis. More nuanced and complex features of working through, countertransference experience, analytic restraint vs expressiveness, and self-disclosure are central to these courses and are hoped to coincide with the associates' advancing clinical cases and their own growth as analysts. At the completion of the Process Track of the curriculum, the associate will have the knowledge base and technical competence necessary to conduct an effective psychoanalysis.

Clinical Case Conferences

The continuous case conference considers the weekly progress throughout the trimester of a single psychoanalytic case presented by a clinical associate. A minimum of twice during their didactic tenure, associates complete a child/adult integrated case conference, which is led by a child analyst and discusses a child analytic case. Each clinical associate is required to present a case for one trimester during training. Efforts are made to expose clinical associates to case conference instructors who represent different theoretical schools of thought.

SPSI case conferences are rich learning environments in which associates have the opportunity to explore their own ideas in a safe and supportive environment. Associates have the opportunity to both present and listen to presentations of psychoanalytic cases as they unfold in real time. Lively and enlivening discussions

allow associates to think about contrasting ways of understanding patients and how what goes on between the psychoanalytic dyad leads to subtle and powerful change.

Electives Course

Each cohort chooses an elective course which is offered during the fourth year of the curriculum. Electives offer additional content on psychoanalysis, opportunities to experiment with new content or teaching methods, and the opportunity for associates to determine their own topics of educational interest. These courses contribute to associates developing more skill and a more clearly defined psychoanalytic identity. They also start the associates on a path of pursuing psychoanalytic inquiry and education that they will continue throughout their careers.

the faculty

Faculty members who teach in the Core Program for psychoanalytic training or in the Continuing Education Division are selected on the basis of their academic and post-graduate training credentials as well as teaching ability. Instructors in the Core Program are required to be graduates of an accredited psychoanalytic institute. Senior Clinical Associates as well as other qualified individuals may also serve as instructors.

The Faculty as a whole constitutes the educational policy-making body of SPSI. All SPSI committees (except those of the Board of Trustees) are responsible to the Faculty. SPSI leadership positions, including director, faculty chair and all committee chairs, are elected by the Faculty.

Faculty members may audit seminars within the Adult and Child Psychoanalytic Training Programs without charge with permission from the instructors and clinical Associates in the course.

Please visit the SPSI website www.spsi.org for access to our roster of faculty, leadership positions and committee membership.

child psychoanalytic training

The observation and understanding of child development is basic to all study in psychoanalysis. Combined education and clinical training in both child and adult analysis enhances understanding of human psychological development and functioning, and of the clinical situation. Psychoanalysis of children, adolescents, and adults share in common the aims of alleviating emotional suffering, improving one's functioning, increasing the capacity for pleasure and growth, and expanding self-knowledge. In addition, child psychoanalysis aims at restoring the progression of normal development.

Clinical training in child and adolescent psychoanalysis aims to equip Associates with the clinical skills necessary to treat children and adolescents analytically and to work as needed with their parents. It includes understanding clinical material within the context of a child's evolving development, modes of communication, and relationships. It also includes learning specific clinical techniques, such as how to help the child move from play to verbalization, how to understand and interpret the child's transference, conflicts and defenses, and how to understand the child's use of the analyst as an auxiliary ego or superego. In addition, child and adolescent clinical training helps the candidate to distinguish between conflicts specific to a developmental phase, versus those that may endure and interfere with progressive development.

All Associates benefit from exposure to the program in child analysis and may participate in various opportunities within the program by special arrangement with the child analytic faculty. The child division encourages core curriculum Clinical Associates to treat a child or adolescent as one of their required three analytic control cases. The child analytic faculty provides instruction in the human development seminars of the Core Curriculum and teaches the integration of developmental theory and clinical technique. In addition, the core curriculum includes child analytic concepts and techniques in most of the process and psychopathology seminars.

Selection for Education and Clinical Training in Child and Adolescent Psychoanalysis

An applicant for admission to child and adolescent psychoanalytic education and clinical training shall be either an active Associate in, or a graduate of, an accredited Institute of the American Psychoanalytic Association. Associates are encouraged to begin their education in child psychoanalysis during their adult

training. It is highly desirable for the Associate to continue or resume personal analysis during some or all of the child/adolescent supervised case experience.

This is one reason that Associates should begin child training as early as possible.

Eligibility for education and clinical training in child and adolescent psychoanalysis is based in part on prior experience with children and adolescents. The Associate should have considerable experience with both normal children and adolescents and those requiring diagnosis and treatment of pathological conditions. An applicant without clinical experience with children (e.g., a residency in child psychiatry or psychology) may consult with the chair of the Division of Child and Adolescent Analysis regarding sufficient and suitable comparable experience or a preparatory program to acquire the necessary experience in working with children. The Child Division Faculty may recommend some additional experiences prior to full admission to the program.

Components of Child and Adolescent Psychoanalytic Education and Clinical Training

Child and adolescent Clinical Associates are accepted into training with the expectation that they will be motivated to become the best possible child and adolescent analysts and with the hope that they will want to continue their education beyond the minimum requirements. As in the adult program, psychoanalytic education and clinical training in child and adolescent analysis is based on the tripartite model. It includes the personal analysis, a didactic curriculum, and supervised clinical work.

Personal Psychoanalysis

There are special challenges unique to child analysis, beyond those routinely encountered in analytic work with adults. Children press for gratification or encourage boundary violations in ways that differ from the adult patient and that may sometimes be difficult to resist. Because of this, the analysis of children often arouses unconscious conflicts within the analyst in unexpected, unpredictable, and unsettling ways. Working with parents of children also presents many countertransference challenges. It is therefore highly desirable for the Associate to continue or resume personal psychoanalysis during training in child psychoanalysis. If child training begins after the termination of

the personal analysis, it is recommended that the Associate resume personal analysis during supervised clinical work with children.

Curriculum for Child and Adolescent Psychoanalysis

The child and adolescent program involves an integrated curriculum of study designed to impart a comprehensive understanding of the fundamentals of theory and practice and their interrelationship. The didactic seminars involve a four-year revolving sequence. This sequence includes one year devoted to the introduction of child and adolescent technique including developing cases, working with parents, and transference and countertransference, and one year each devoted to prelatency, latency, and adolescent analytic technique, psychopathology, and development,. Other didactic seminars will be offered in response to the needs of Clinical Associates in the child program. We encourage Clinical Associates to continue in didactic seminars after the completion of this sequence until graduation.

An essential aspect of child analytic training are the child analytic continuous case conferences, which are held during two of the three trimesters of each academic year. All child Clinical Associates participate in these case conferences from the time of admission into child analytic training until graduation.

The Practice of Psychoanalysis with Children and Adolescents

Through a relationship with an approved consulting analyst, the Associate develops the skills needed to treat adults, children, and adolescents with psychoanalysis. A combined training in child, adolescent, and adult analysis allows for an optimal integration of developmental understanding into the clinical approach. Competence in the analysis of children and adolescents includes expertise in evaluating the indications for psychoanalytic treatment.

Therefore consultation in case evaluation as well as of treatment is an essential part of child and adolescent training.

Children and adolescent control cases should be seen at a recommended frequency of five times per week with a minimum of four times per week, on separate days, through termination, except when unusual circumstances necessitate temporary interruptions or changes in frequency. This intensity of treatment allows for the establishment of a strong therapeutic relationship that sustains the child or adolescent as he or she explores difficult conflicts and

anxiety. It provides a stable relationship base for the psychoanalytic process, which involves exploring, interpreting, and working through resistance, transference, dreams, fantasies, affects, and other phenomena.

Experience has shown that the attainment of clinical competence derives from immersion in the clinical situation. Because analytic work with children and adolescents will contribute to the Associate's technique with adults, the program encourages all Associates to analyze one child or adolescent patient as one of the three required core program cases. The Associate in child and adolescent analysis is required to analyze at least three, preferably more, children and adolescents. At least one boy, one girl and one adolescent should be analyzed. Ideally, these analyses will include children in prelatency, latency, and during some phase of psychological adolescence². An acceptable distribution could be one adolescent case and two latency cases, or one adolescent case and two prelatency cases, if at least one of these progresses into latency during the analysis.

Consultation of child and adolescent cases is conducted by Child and Adolescent Analysts as designated by SPSI. The Associate should have at least two, preferably three different accredited child/adolescent analysts for consultants.

Consultation should be on a weekly basis for a substantial period of the case. Each case should receive at least fifty (50) hours of consultation to count toward graduation. One child or adolescent case should be under consultation for at least two years, and it is recommended that one child case be supervised through termination. It is further recommended that the Associate receive regular consultation until there are indications of an ability to work independently. At a minimum, the Associate should have one hundred and fifty (150) hours of consultation in child and adolescent psychoanalysis.

A period of significant psychoanalytic process is required for a case to qualify as one of the three required cases. Children who ward off analytic work and never enter an analytic process, children whose environmental supports are insufficient to allow exploratory approaches, or children whose developmental problems are such that they require an essentially supportive or educational approach generally do not contribute sufficiently to the Associate's ability to develop and maintain a psychoanalytic process.

² Adolescence is usually understood as encompassing the second decade of life. However, there can be wide chronological variation in what constitutes a suitable adolescent case, because psychology often varies from chronology. In some cases, adolescence can occur as early as the beginning of the second decade or it may extend into the early 20's if the analysand's problems are substantially related to some aspect of adolescent development.

Written case reports on ongoing analyses are useful tools to help the Associate conceptualize and report on the analytic process and to prepare for future certification in child and adolescent analysis. Reporting follows the same protocol as described for supervision of adult psychoanalysis.

Grants for Low Fee Analyses

The Edith Buxbaum Foundation offers grants to individuals treating children or adolescents at a reduced fee. The Association for Child Psychoanalysis also offers assistance to Clinical Associates seeing children and adolescents in analysis through grants made to SPSI.

Progression and Graduation in Child Psychoanalysis

The child analytic faculty regularly evaluates the progress of child psychoanalytic Clinical Associates and provides counsel and assistance toward meeting the requirements for graduation. The quality of the Associate's work is the central determinant of readiness for graduation. Most important is the Associate's demonstrated capacity to independently carry out competent psychoanalysis of children and adolescents. Further details regarding child analytic training, progression and graduation may be found in the division of child and adolescence handbook.

Admission Procedure

Individuals considering applying for child psychoanalytic training should consult with the chair of the child division. Two members of the faculty interview applicants. One person reviews the adult progression file. The child faculty serves as the admissions committee.

the continuing education division

The concepts derived from psychoanalytic theory and practice have application in many areas of human endeavor. SPSI provides seminars on topics of interest to mental health professionals as well as to individuals from the fields of art, literature, business, etc. Seminars, workshops, lectures, and symposia are offered throughout the year. Instructors include SPSI faculty members and Clinical Associates, as well as prominent psychoanalysts from this country and abroad. Offerings provide unique opportunities for continuing education and enhancement of creativity and work.

Continuing Education credits for psychiatry, psychology, nursing, social work, etc. are available through attendance at the various educational events sponsored by SPSI.

The Continuing Education Division also offers two different certificate programs:

1. Adult Psychoanalytic Psychotherapy Program (APPP)

The focus of this curriculum is on the principles and process of psychoanalytic psychotherapy with adults. Each didactic course uses the therapeutic process as a framework allowing students to acquire a deeper understanding of their patients and of their clinical situation. Students read and discuss selected papers from the psychoanalytic literature in a seminar format and participate in regular clinical conferences.

2. Child Psychoanalytic Psychotherapy Program (CPPP)

This program aims toward clinical expertise integrated with theoretical knowledge and personal growth. To accomplish these goals, the CPPP has three basic components: a curriculum of didactic seminars and case conferences; supervised practice; and a personal psychoanalytic or psychotherapeutic experience. The goal of the program is to facilitate a supportive environment in which a student can learn and grow as a child therapist.

the psychoanalytic referral service

The Psychoanalytic Referral Service was established to assist Clinical Associates with their psychoanalytic training and to provide a service to the community by offering reduced fee analysis to selected patients. Patients seeking treatment through the referral service are referred to Clinical Associates for evaluation. The referral service does not monitor or otherwise participate in the treatment of patients. Treatment fees are a matter of private arrangement between patient and analyst, based on what the patient can reasonably afford. During the time the Associate is in training, the analysis is under supervision. Those interested in being considered as possible patients may contact the SPSI office for information.

governance of the institute

The Seattle Psychoanalytic Society & Institute, a not-for-profit corporation, is governed by a Board of Directors.

Please visit the SPSI website (www.spsi.org) for the current list of board members.

library facilities

The Edith Buxbaum Library, housed at the Seattle Psychoanalytic Society & Institute, is available to Clinical Associates, faculty, contributing members of the SPSI and other interested persons in the community.

tuition & fee policy

Tuition fees for SPSI courses and seminars are due and payable before the first day of each trimester. Tuition is based on the total curriculum rather than on the number of classroom hours during each semester. For Continuing Education programs, tuition is payable before the first day of the semester of a course offering or a date set before a symposia. At present there is a student loan program. Details are available from the SPSI office. Generally, it is not possible to audit seminars.

The Seattle Psychoanalytic Society & Institute reserves the right to withdraw courses at any time, to change curriculum requirements, to change tuition and fee schedules, and to change the rules and calendars regulating participation, upon notice to affected parties.

Withdrawal Policy

Core curriculum participants whose withdrawal from a course or courses is accepted by the Progression Committee will be refunded tuition on a pro-rated basis.

Absence Policy

Psychoanalytic training is a rigorous endeavor, which entails substantial commitment. The curriculum is carefully planned, and attendance at each scheduled class is expected as an indication of the associate's commitment.

While SPSI realizes that an absence may be unavoidable, the associate is asked to weigh the following issues when deciding to miss class:

Due to the small size of the classes, and the intimate nature of many of the discussions, the presence of each associate is valued. Thus anyone's absence has an impact on the continuity of the classroom process.

Instructors plan the curriculum of their classes carefully, and missing a class can limit the ability of the associate to fully assimilate material in subsequent classes.

Case conferences are particularly problematic in this regard. They represent an opportunity for an associate to follow the unfolding process in a psychoanalytic

treatment. As such, missing even a single session compromises the associate's comprehension of the case material and ability to contribute.

More than two absences per trimester runs the risk of dropping an associate's total didactic hours below SPSI's and its accrediting organizations' minimum requirements for graduation.

In all but the most dire emergencies, the associate is expected to inform the instructor(s) and classmates in advance of the absence.

If an associate misses more than two classes, it is the associate's responsibility to discuss the matter with the course instructor and arrange means to demonstrate that the associate has covered the course material from the absences in excess of two. Further discussion, if deemed necessary, may be brought to the Progression and Curriculum Committees. In some cases, an associate may be asked to complete additional work in order to receive credit for the class. In other cases, an associate may be asked to repeat a class.

Participation by GTM or Zoom on an ongoing or repetitive basis is permitted for local students in exceptional circumstances only, and with prior approval. Requests for such approval should be directed to course instructors and the Curriculum Committee. (*Revised 10/11/17*)

leave of absence policy

In the event of serious life circumstances an associate may request leave from a course or courses. These circumstances include but are not limited to:

- birth or adoption of a child
- serious health condition
- spouse/partner, child or parent with a serious health condition
- death in the family
- other stress(es) that preclude an associate being able to participate

LOAs in excess of one trimester during the first year of training will likely require that the CA withdraw from the cohort and restart training with the subsequent cohort. Re-application to the program in such situations will not be required.

LOAs during the Infant Observation portion of the Curriculum will necessitate that the CA repeat the Infant Observation course in total. Specific alternatives

for meeting the Infant Observation requirement will be developed on a case-by-case basis.

Requests for LOA should be made to the SPSI Progression Chair. An associate on leave may also request accommodation when returning to class. The associate and instructor(s) will work together to facilitate the associate's continued participation in training, with assistance from the Curriculum Committee. Decisions about how and when to make up work will be decided on a case by case basis with input from the Progression Committee, the Curriculum Committee, the associate, and the instructor(s).

Associates are asked to contact the Progression Committee as soon as they know that they will want to take time off. Except in cases involving emergencies, associates need to get requests to the Progression Committee by the second Wednesday of the month prior to the trimester during which the associate is requesting leave so that the Progression and Curriculum Committees have time to get this matter onto their agendas and then discuss and approve the request. *(Revised 10/11/17)*

outline of a career in psychoanalysis

INITIAL PHASE

Inquiry

SPSI Administrator sends Bulletin of Information and application form.

Application

Application reviewed by Admissions Committee Chair and forwarded to Admissions Committee.

Selection

Interviews by four or more analysts. Review by Admissions Committee resulting in decision.

Acceptance as Clinical Associate

Letter to applicant from Admissions Committee Chairperson and Director. Notification to the American Psychoanalytic Association (APsaA).

Personal Analysis

Analysis (4-5 sessions weekly) with a training analyst should begin at least six months before starting the didactic program.

TRAINING PHASE

Beginning Clinical Associate (1st year of 4-year curriculum)

Seminar courses pertaining to psychoanalytic theory, process, psychopathology, human development, and clinical practice. Twice yearly review by the Progression Committee. May begin child analytic training now.

Intermediate Clinical Associate (approval to conduct supervised psychoanalysis)

Follows completion of the first trimester and recommendation by Progression Committee.

Application for Training in Child/Adolescent Psychotherapy

May be submitted at any time during or after completing the Adult Training program.

Supervised Analysis

Initial, semi-annual, and final reports on supervised analysis submitted by Clinical Associate. Semi-annual evaluations by supervisors. Supervised analysis of these cases continues until graduation.

Senior Clinical Associate

Authorization to conduct unsupervised analysis granted by Progression Committee. Attendance at Clinical Conferences continues until graduation. Eligible to teach in Continuing Education Division and as co-instructor in core program.

Graduation

The Progression Committee recommends graduation for those who have completed all requirements of SPSI. Eligible for membership in the American Psychoanalytic Association.

POST-GRADUATE PHASE

Certification in Psychoanalysis

Eligible upon graduation. Application is evaluated and approved by the American Psychoanalytic Association.

SPSI Faculty

Eligible after graduation to teach in Core Program and the Continuing Education Division.

Professional Activities in addition to clinical practice

Faculty of SPSI; Membership on committees of SPSI; Training analyst appointment; Research into psychoanalytic theory and practice; Presentation and publication of psychoanalytic articles; Participation in study groups, symposia, etc. locally, nationally (APsaA) and Internationally (IPA).