

SPSI Training Analyst Committee Agenda
October 27, 2021

1. **Sept. 22, 2021 Minutes:** Review and vote to approve and/or amend.
2. **Request from Curriculum Committee re TA's teaching next year:** Maureen
3. **Consulting Analyst Pilot Project:** Update from the Ad Hoc Committee on progress and new approvals.
4. **IRRC Draft recommendation for revision of "Standards of Psychoanalytic Education,"** as amended by APsaA's Board of Directors on Sept. 26, 2021 (to be voted on Dec. 12): Begin discussion of evolving APsaA's evolving guidelines for TA and SA functions and their implications for SPSI. Review IRRC's recommended revision (see highlights in green distributed to committee members by email). Our TA Committee is "responsible for maintaining the quality of the training analysis, supervision and clinical case conferences" at SPSI (SPSI's P&P's). Who should we qualify and how? Some candidates seem confused about our current policies and procedures regarding who are approved analysts and consultants.
5. **Continuing Professional Development:** Continue our discussion of this new fourth pillar of psychoanalytic education, adding to the candidate's analysis, clinical supervision, and didactic curriculum. The IRRC draft says "institutes are expected to provide continuing education and professional development for all their analyst members and faculty." Short postgraduate seminars and courses with outside instructors like Deborah Cabaniss or Nancy McWilliams have been initial ideas.
6. **Update TA Committee's P&P's:** Number II states that we "promote and meet the requirements of the ACPE," an organization which SPSI severed ties with last year.
7. **Additional Business**

Standards for Psychoanalytic Education

IRRC Recommendation as amended by the Board of Directors on Sept. 26, 2021

VII. Qualifications and Development of Analysts of Candidates, Supervising Analysts, and Faculty

APsaA distinguishes the functions of analyzing, supervising, and teaching candidates with distinct designations, criteria, and qualifications to perform each function. In order to encourage cross fertilization and provide flexibility, APsaA institutes, in addition to drawing upon their own members, may qualify analysts of candidates, supervisors, and faculty trained at other institutes within APsaA, the IPA, or from psychoanalytic institutes with equivalent educational standards. For faculty, individuals from other disciplines are also welcome.

Members of APsaA institutes who qualify as Faculty, as a Supervising Analyst, or as the analyst of a candidate are expected to belong to APsaA. APsaA members may qualify for these roles at APsaA Institutes where they are not members. Analysts not belonging to APsaA or to the IPA who have substantially equivalent training are also eligible to serve in these roles and will be encouraged to join APsaA through the expanded membership pathway administered by the Membership Requirements and Review Committee (MRRRC). Institutes are welcome to have Faculty members from other disciplines and they are invited to affiliate with APsaA.

A. Qualification to analyze candidates.

A psychoanalysis is essential to one's formation as an analyst and it is an intensely personal and private experience that is best kept as separate as possible from the other components of psychoanalytic education. APsaA differentiates the functions of analyzing, supervising, and teaching candidates. The designation of Training and Supervising Analysts (TA/SAs) who perform all three functions is replaced with separate designations and qualifications for each function: analyst of candidate, Supervising Analyst, and Faculty. Analyst members volunteer to stand for qualification to serve in any of these capacities.

Qualification to analyze candidates varies among APsaA's institutes. To respect institute choices and the principle of local option, APsaA has established basic qualifications to analyze a candidate with the provision that institutes have the right to implement these criteria in accord with their culture, circumstances, and needs.

At the national level APsaA will use the term analyst of candidate. At their discretion, institutes may use the designations analyst of candidate, personal analyst, or training analyst. Because the analysis of candidates is a personal matter between candidates and their analysts, it is recommended that the designation of this function not be used to signify status. Faculty and Supervising Analysts, however, are responsible for educational functions that require specific pedagogical skills and go through separate

procedures that qualify them accordingly at their institute. Qualification to perform these functions are marks of achievement that can be recognized by the designations of Faculty and/or Supervising Analyst.

Analysts of candidates shall meet the following criteria.

1. The analyst is in good ethical standing.
2. The analyst has at least five years postgraduate psychoanalytic clinical experience.
3. The analyst shows evidence of clinical immersion through conducting psychoanalytic treatments after graduation. Clinical immersion reflects more than the number of cases or duration of treatment. The ability to conduct psychoanalysis independently is demonstrated through presentation of clinical material in collegial settings, external certification, other forms of vetting, or other means developed by APsA institutes in consultation with the DPE.
4. To provide candidates a greater choice of analysts, institutes may qualify a candidate's analyst even if they do not meet fully the 5-year postgraduate or immersion requirements. This includes recent graduates who have a matriculating candidate in an established analysis.
5. The analyst is committed to continuing professional development.
6. The analyst is a member in good standing of the American Psychoanalytic Association or other psychoanalytic society with equivalent educational standards.

B. Qualification and Development of Supervising Analysts

The designation Supervising Analyst is specific to the educational function of supervision. The designation of consulting analyst may also be used at the discretion of an institute.

Qualification as a Supervising Analyst requires that:

1. The analyst is in good ethical standing.
2. The analyst has at least five years of postgraduate psychoanalytic clinical experience.
3. The analyst has shown evidence of clinical immersion through the conduct of analytic treatments after graduation, as described in Section VII, A. 3 above.
4. The analyst has education and experience in supervision, including skills in teaching psychoanalytic technique, case formulation, and writing about cases.
5. The analyst has demonstrated clinical competence through the presentation of clinical and supervisory work to the appropriate group designated by the institute. Using a work sample of supervisory interactions, this process will assess the analyst's pedagogical skill and the knowledge relevant to supervision, including the ability to conceptualize and effectively articulate the theory and technique of

analytic process, and to establish and maintain an appropriate supervisory relationship.

6. The analyst is engaged in education and training functions within the institute including the evaluation of candidates.
7. The analyst is committed to continuing professional development.
8. Ongoing evaluation of the supervisor by the candidate.
9. The analyst is a member in good standing of the American Psychoanalytic Association or other psychoanalytic society with equivalent educational standards.

IV. Components and Principles of Psychoanalytic Education

Psychoanalytic Education at APsaA has four essential and required components:

1. The candidate's psychoanalysis.
2. A didactic curriculum.
3. The supervision of psychoanalytic cases.
4. Continuing professional development, education, and participation in institutional life.

Psychoanalytic education has traditionally followed a tripartite model consisting of three essential components: the candidate's own psychoanalysis, psychoanalytic supervision of analytic cases, and didactic curriculum. There is general agreement that continuing professional development and education, along with participation in institutional life, form an essential fourth component of psychoanalytic education. APsaA formally recognizes this additional component in its Standards.

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D. Professional Development of Analysts, Supervisors and Faculty

Psychoanalytic education is a lifelong endeavor. The DPE provides seminars for professional development in such areas as sustaining an analytic identity and practice; teaching supervision; pedagogy and critical thinking for didactic teaching; and seminars designed specifically for recent graduates. Institutes are expected to provide continuing education and professional development for all their analyst members and faculty.