

## Clinical Associate Handbook

Revised – [February 22, 2007](#)

### *Preface*

This Handbook and the SPSI Bulletin of Information provide an overview of SPSI's policies, programs, requirements, schedules and organizational structure. The goal is to encourage Clinical Associates<sup>1</sup> to understand and participate in the process of their education. Procedures and policies are often re-evaluated and occasionally revised. You will be notified about changes which occur. CAs should feel free to consult their advisors or the Director concerning any matters which require further clarification.

Included in this handbook are excerpts from Principles and Standards for Education in Psychoanalysis (January 2002), published by the American Psychoanalytic Association (APsaA). You will also receive a copy of Principles and Standards of Ethics for Psychoanalysts (APsaA, 09/24/2001).

### *Introduction*

Psychoanalysis is the study and treatment of human psychological functioning from the point of view of unconscious conflict. Psychoanalysis aims at a full expression, exploration, and understanding of the human mind, with particular emphasis upon pre-conscious and unconscious processes. Any human experience, any feeling, any of the infinitely varied creations of the imagination, may enter the daily work of the analyst. It is the analyst's great privilege to participate in the exploration of our deepest fears and longing, joy and sadness, and to know the most sublime and most ridiculous in us, the most stubborn and most tender, all as part of an effort to come to a more productive resolution of our troubles and a fuller realization of our potentials (Principles and Standards, p. 3).

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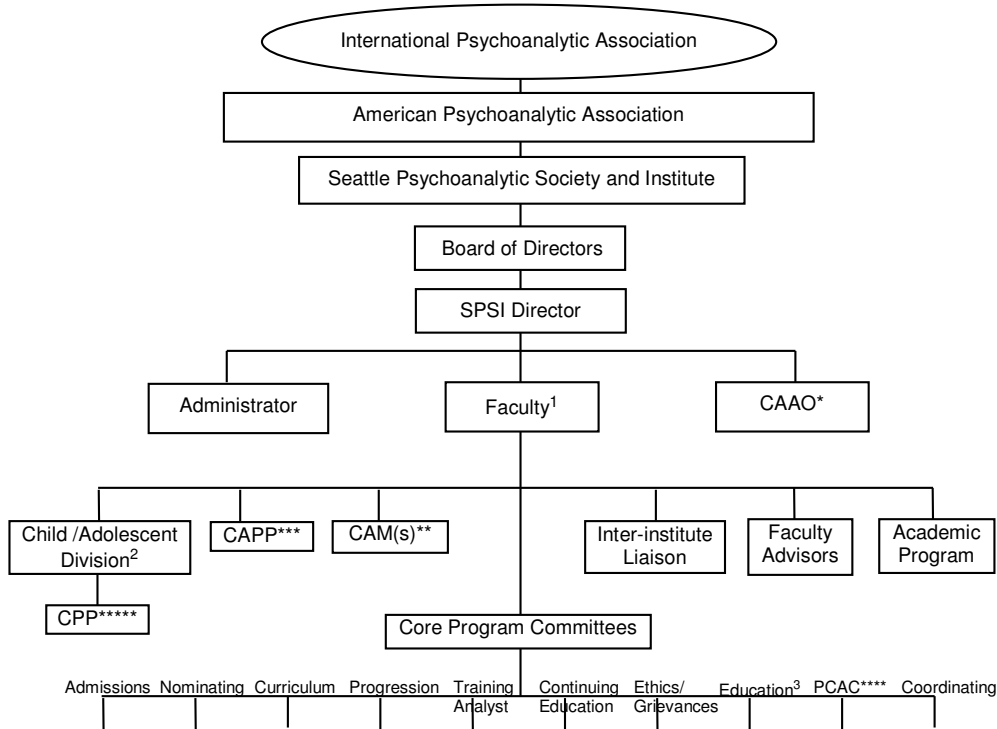
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### *Goals of Psychoanalytic Education*

The primary goal of psychoanalytic education is to facilitate the development of psychoanalytic competence and a core psychoanalytic identity. A psychoanalytic identity requires an intellectual and emotional openness toward understanding the full complexity of the human mind, including psychological distress. Essential to this identity are an attitude of scientific curiosity, a spirit of inquiry toward new observations, and a wish to acquire a comprehensive understanding of the accumulated body of psychoanalytic knowledge. A psychoanalytic identity also includes a lasting dedication to continuing study and development as an analyst, to periodic consultation/supervision with colleagues, and a deep commitment to patient care (Principles and Standards, p. 4).

<sup>1</sup> Also referred to as CAs, students or candidates.

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1. All educational activities are carried out by the faculty.
2. See Handbook for Division of Child and Adolescent Psychoanalysis.
3. For consultation and/or appeal for all committees.

\*Clinical and Academic Associate Organization  
\*\*Class Advisors/ Mentors  
\*\*\*Certificate in Advanced Psychotherapy Program  
\*\*\*\*Patient and Colleague Assistance Committee  
\*\*\*\*\*Child Psychotherapy Program

## I. SPSI ORGANIZATIONAL STRUCTURE

While much of the diagram is self-explanatory, a few comments are in order about the details. The International Psychoanalytic Association (IPA), which is now based in London, was established in 1910 by Sigmund Freud and his followers and has remained the umbrella organization for Freudian psychoanalytic training facilities world wide. The American Psychoanalytic Association (APsAA) was chartered by the IPA in 1911 and now has 35 training facilities in the United States with the national office in New York City.

SI began as a Study Group in 1946 and became an accredited institute of the American Psychoanalytic Association in 1964. As a WA not-for-profit corporation, SPSI has a Board of Directors which oversees all activities of the Institute. The Board is composed of psychoanalysts and community members.

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The Faculty is responsible for all educational, clinical, and research activities of SPSI. The Institute Director and all other officers and committee members are elected by the Faculty. Clinical Associates are included as members of most SPSI committees and have their own organization, the Clinical and Academic Associates Organization (CAAO) whose representatives participate in Faculty deliberations and decisions. The instructors in the Core Program and in the Child and Adolescent Psychoanalytic Training Program are members of the Faculty and are unpaid volunteers, as are all SPSI officers.

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## II. TRIPARTITE SYSTEM

Psychoanalytic education and training emphasize the importance of achieving an optimal balance between the three basic components of psychoanalytic education: the personal analysis of the candidate, the didactic curriculum, and supervised clinical experience. The effective interweaving and reinforcing of these three elements is a fundamental aim of the psychoanalytic educational process and has come to be known as the tripartite system (Principles and Standards, P. 11).

### A. Personal Analysis

A personal analysis during the course of candidacy aims to help the candidate achieve a high degree of character stability, openness, flexibility and maturity. It is essential that the candidate 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 in any of its aspects. The personal analysis should result in direct appreciation of the nature and power of conscious and unconscious processes, including conflicts, affects, defenses, and their interrelationship. It should also result in conviction as to the therapeutic value of the analysis of transference and the value of gaining understanding of the role of childhood experiences, memories, and fantasies (Principles and Standards, P. 12).

The newly accepted Clinical Associate is offered a choice among the group of SPSI training analysts and is expected to begin personal analysis with a training analyst at least six months prior to the start of the didactic program. If the analysis is not underway within this time frame, the CAs status may be reviewed by the Director and a reassessment of the student's eligibility may be undertaken. A **minimum of six months** of training analysis must overlap with the student's didactic classes and supervised analytic work. Optimally, the training analysis will overlap with the CAs experience of doing middle phase analytic work during several supervised analyses. SPSI is a "non-reporting Institute," which means that training analyses are conducted with privacy and confidentiality between the analyst and analysand. CAs, provide yearly reports attesting to the continuation or termination of their psychoanalysis.

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## **B. Core Didactic Work**

An integrated curriculum of psychoanalytic study has been developed to enable the CA to acquire a comprehensive understanding of the fundamentals of psychoanalytic theory and clinical practice, and the interrelationship between them. A creative and critical exploration of clinical situations and theoretical issues can demonstrate the ways in which theory provides working hypotheses about the clinical situation and the ways in which clinical dilemmas lead to the further evolution of theory (Principles and Standards, P. 13).

The curriculum is a scheduled series of seminars over a four-year period. The academic year consists of three 11-week trimesters with three 1-1/2 hour classes on Friday afternoons. There are two didactic classes and one case conference each Friday. Participation in the case conference enables the students to integrate their knowledge of theory, human development, psychopathology, and the technique of psychoanalysis. The Bulletin of Information contains a complete description of the core curriculum. The Curriculum Committee may revise the curriculum on occasion. CAs will be notified when this occurs.

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## **C. Supervision**

The treatment of supervised psychoanalytic (control) cases is the laboratory and the heart of psychoanalytic training. The complementarity of the training analysis and didactic coursework with the supervised analysis has been mentioned in previous sections, and the need for coordination of the tripartite elements is the basis for many policies and procedures of the Institute. For details about supervision, see The Guide to Progression Requirements (p. 6-9).

## **III. MECHANISMS FOR FEEDBACK AND SUPPORT**

### **A. The Advisor**

Soon after acceptance for training, each student should choose and meet with an advisor from among the members of the Faculty. The advisor serves as mentor and/or advocate for the student. It is recommended that the student meet with the advisor at least annually. The advisor provides the student with one means of access to the various committees of the Institute. Students are urged to consult the advisor regarding any problems or concerns during candidacy.

### **B. The Class Advisor/Mentor (CAM)**

The CAM is a Faculty member who is appointed by the Faculty to serve as a resource person for the incoming class of Clinical Associates and may continue in that role throughout the four-year program. The CAM meets with his/her class at least twice during the academic year. The CAM who is assigned to the first year class also meets with the group prior to the beginning of the academic year in order to provide an introduction and orientation to the Program. CAMs serve for one-year terms and are subject to reappointment. If either the CAM or the class wishes to end the relationship, a request should be made to the Curriculum Committee to appoint a replacement.

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**C. Class Evaluations**

At the end of each didactic seminar and continuous case conference, class evaluations are distributed to each Clinical Associate. These evaluations are returned to the Curriculum Committee and to the individual instructors. The evaluations serve to help improve the quality of the curriculum and the instruction.

**D. Instructor Evaluations**

Instructors provide evaluations of both the seminar group as a whole and of the individuals in the class. The latter become part of each CA's training file.

**E. Clinical and Academic Associates Organization (CAAO)**

The CAAO is made up of the current clinical and academic associates. The CAAO typically meets once a month to discuss policies and issues that affect candidates. The president, president-elect, past-president, treasurer, and secretary of the CAAO may vote at faculty meetings.

**F. APsaA**

There are many programs and activities designed specifically for CAs during the semi-annual meetings of the American Psychoanalytic Association. The Affiliate Council of APsaA offers opportunities for candidates to become involved in the decision-making process with regard to matters directly affecting candidates. In addition, many committees of the Board on Professional Standards and the Executive Council include CA members.

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## Guide to Navigating the SPSI Progression Requirements

The Progression Committee is a standing committee of the Faculty with policies and procedures which have been formulated by the committee and approved by the Faculty. This guide offers clinical associates an outline of progression through the Core program. When changes occur clinical associates will be notified.

The Progression Committee usually meets monthly during the academic year. Each clinical associate is assigned to a file reviewer who reports on the clinical associate's progression at least twice during the academic year. If you have questions or need information about your progression, please consult your file reviewer. File reviewers rotate on and off the progression committee, so that you will have more than one file reviewer during your training.

Optimal psychoanalytic education requires the integration and overlap of personal analysis, didactic seminars, and supervised analysis. Personal analysis and supervised analysis enrich each other. Therefore, it is especially helpful if they coexist well beyond the required six month period.

The first two years of seminars are designed to prepare you for supervised analytic work. By the end of the second year, you should have least one patient in supervised analytic treatment. The third year seminars assume some experience with the middle phase analysis. It is important, therefore, that you will have reached that phase with one or more of your analytic patients by that time. The seminar on termination is in the fourth year and will be especially pertinent if you have conducted an analytic treatment to the point where termination seems likely for at least one of your analysands.

There are five situations for which you need approval from the progression committee in order to advance.

- 1) To begin control (i.e. supervised psychoanalytic) cases (Approval for the first two is usually given at the same time)
- 2) To begin a third control case
- 3) To receive credit for cases
- 4) For promotion to senior clinical associate status
- 5) For graduation

This guide will address each of these situations separately, but some general procedures apply. For each of the above situations:

- 1) A letter with your request should be sent to the Chair of the Progression Committee with a copy to your file reviewer.
- 2) Your file must be current with respect to case write-ups and supervisory reports; otherwise, the committee will postpone considering your request until your file is up to date.

The following is an outline of what is needed to meet progression requirements:

- 1) **Permission to begin control cases:**

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- a) You must have completed the first trimester of the Core program.
- b) You must have been in your training analysis for at least six months.
- c) You must have a written recommendation from your psychotherapy supervisor stating that you seem clinically prepared to begin control cases. Psychotherapy supervisors can be any member of the SPSI Faculty who is duly licensed in the State of Washington to perform such supervision, while control case supervisors must also be SPSI training analysts. If the CA has a psychotherapy supervisor who is not a member and the SPSI faculty, the CA may petition the committee for an exception.

When you believe you are ready to begin control cases, you should write a letter to the Progression Committee chair (with a copy to your file reviewer) indicating that you have met the above requirements. With respect to item b, give the date of beginning your training analysis. There is no need to identify your analyst. The Progression Committee will then consider your request at its next meeting if there has been sufficient advance notice to the committee. When you are approved to start control cases, this permission usually applies to your first two control cases. Occasionally, the committee will give permission to start only a first case, and you will be notified accordingly.

While approval to begin control cases is a function of the Progression Committee, you are responsible for finding and selecting control cases. After approval is granted, and you have a possible control case, you must first consult about the case with two training analysts, both of whom agree that the patient is a suitable control case prior to beginning psychoanalysis with your patient. It is desirable, but not necessary, for one of the training analyst consultants to continue as supervisor of the case.

## 2) **Permission to take a third case.**

Approval from the Progression Committee is again required before beginning a third analytic case. There should be evidence of continuing progress in your work, as documented by your supervisors' reports, your case write-ups and instructors' evaluations. Your file must be current before the committee will consider your request. (In the event that one or both of your first two cases interrupt before being credited, there is no need to request approval from the Progression Committee to replace those cases).

## 3) **Frequency of Supervisory Sessions**

The first and second cases should be supervised on a weekly basis for at least the first one and one-half years of analysis, and preferably throughout the course of treatment. However, if the supervisor and Clinical Associate agree that a lesser frequency is indicated, supervision may continue on an alternate week basis. After the second case, the initial weekly supervision may be reduced to bi-weekly or monthly sessions after the treatment is well established. Supervision should continue until the patient terminates or the Clinical Associate graduates. Senior Clinical Associates may do unsupervised analysis of additional cases – beyond those required for graduation.

## 4) **Receiving credit for cases:**

For a case to be credited, the following requirements must be met:

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- a) A minimum of one year of analysis conducted at 4 or 5 sessions per week.
- b) At least 50 hours of supervision (if you already have two or more credited cases, the committee will consider modifying this requirement)
- c) Evidence of an analytic process

When you and your supervisor agree that a case should be credited, the supervisor should send a written recommendation to this effect to the Progression Committee. The supervisor must recommend the case for credit, but the actual crediting is done by the Progression Committee. Once the case is credited, you need to keep your write-ups current until the patient terminates or you graduate.

#### **5) Promotion to senior clinical associate status**

In order to be considered for this advancement, you must have a minimum of three credited cases with both genders represented in the adult cases. Once you have advanced to senior clinical associate, you may treat new cases in analysis without supervision if you wish. However, you may choose to add to your control case group in order to increase the likelihood of earlier graduation. If you have begun a case without supervision and later decide to include it as a control case, you need to begin supervision before the case can be considered a control case.

#### **6) Records and Case Reports**

It is of the utmost importance that each student maintain accurate records of the starting date of treatment, the frequency of sessions at different stages of treatment, the dates of and reasons for any interruption or termination, and reports of the supervisory experience as to commencement, frequency, interruptions, change in supervisor, etc. In order to facilitate the reporting of these important data and to maintain accurate records, several forms have been devised and are available in the office. In all case reports, it is essential to protect the patient's confidentiality by removing identifying data. Each case should be assigned a number in sequence with identifying initials (not necessarily those of the patient) to be used consistently in all reports.

The ability to convey in writing the nature of one's psychoanalytic work is an important aspect of psychoanalytic training. Written case reports should be discussed with the supervisors as to the quality and clarity of the writing. The supervisor's evaluation of the case write-up is an important part of the report to the Progression Committee. In addition, the Clinical Associate may seek tutorial assistance from the supervisor or from other Faculty members in regard to writing up cases. The Progression Committee considers not only the evaluation of the Clinical Associate's ability to do analytic work, but also the completeness of his/her reporting of cases.

After you begin a control case, you need to submit an initial write-up to your supervisor and to the SPSI office for your file as soon as possible but no later than two months after beginning the case. Case reports are then due every six months until termination of the case or your graduation. If the case interrupts or terminates, a final write-up

summarizing your understanding of the entire treatment process is required. All case reports should be sent to the SPSI office for your file, as well as to your supervisor.

Please make every effort to stay up to date on your write-ups. These reports are essential to the Progression Committee in their evaluation of your work. They provide a window into the treatment and into your understanding of the case. They are the means by which you can demonstrate the development of your clinical understanding to the committee, and they can provide a basis for the case reports required for certification by the American Psychoanalytic Association. Failure to stay current with your case reports may delay your progression through the program. If your supervisor is not timely in submitting reports, you can ask your file reviewer to discuss that matter with your supervisor.

## 7) Graduation Requirements

- a) Completion of the Core curriculum
- b) A minimum of 200 hours of supervision is required from at least 3 different supervisors.
- c) A minimum of six months overlap of your training analysis, supervised psychoanalysis and didactic seminars.
- d) At least one presentation of an ongoing psychoanalytic case to a continuous case conference for one trimester
- e) There are three options regarding control cases
  1. Three-case option:
    - Three credited cases with both genders represented among the adult cases.
    - One of the three cases must have completed analysis following an appropriate termination phase.
  2. Four-case option:
    - Four credited cases with both genders represented in the adult cases.
    - One of the adult cases must be in a termination phase with a specific termination date.
  3. In lieu of options 1 or 2 the CA may petition the Committee for an exception if the following conditions are met:
    - The CA has four credited cases.
    - At the time of the petition one of the four credited cases must be active and well into the middle phase.
    - All four supervisors must attend a meeting with the Progression committee to discuss the CA's progress and to approve graduation.
    - In collaboration with all four supervisors, the committee shall either approve the CA's graduation, or require the CA continue with training. If graduation is approved, the Committee shall strongly encourage the CA to continue supervision through the termination phase.

If you are a Child Clinical Associate, you may count one credited child or adolescent case for graduation from the adult program. However, you still must have one adult male and one adult female credited case in order to graduate. A child termination cannot substitute for an adult termination.

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If you are not a Child Clinical Associate, but wish to include an adolescent case as one of your credited cases towards graduation, you may petition the committee for permission to do this.

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The following are a few comments regarding other situations and requirements.

The situation regarding child analytic training deserves special clarification. The Progression Committee is not involved in your progression through the child program. The Child Division decides under what circumstances you may undertake child and adolescent analyses. However, if you wish to include one of your credited child or adolescent cases toward graduation from the adult program, the supervisor of your child case must send a letter to the chair of the Progression Committee (with a copy to your file reviewer) asking to include that child case in your group of cases for graduation. Before a child case can count as a control case in the adult program, you must meet the three requirements listed above under “Permission to Begin Control Cases”.

The Progression committee wants to facilitate your advancement through the program. If you have any questions, please call your file reviewer or the Progression Committee Chair for clarification.