



Accreditation Council for
Psychoanalytic Education

www.acpeinc.org

Standards of Psychoanalytic Education

Table of Contents

Introduction	3
Article I: Selection of Candidates for Psychoanalytic Training.....	4
Section 1.01 Eligibility	4
Section 1.01.a Eligibility of Mental Health Care Professionals.....	5
Section 1.01.b Eligibility of Individuals Who Are Not Mental Health Care Professionals.....	6
Section 1.01.c Eligibility of Candidates for Doctorates in Psychoanalysis	7
Section 1.02 Suitability for Psychoanalytic Education and Training .	8
Article II Psychoanalysis of Candidates	9
Article III Educational Philosophy	10
Article IV Didactic Curriculum	11
Section 4.01 Core Didactic Curriculum	11
Section 4.02 Child and Adolescent Psychoanalysis.....	13
Section 4.03 Didactic Curriculum for Doctoral Degree in Psychoanalysis	14
Section 4.04 Length, Objectives and Credentials Offered	14
Article V Clinical Experience.....	15
Section 5.01 Practice.....	15
Section 5.02 Supervised Clinical Work	16
Section 5.03 Supervision of Child and Adolescent Psychoanalysis.	18
Article VI Evaluation of Candidates	18
Article VII Records	20
Article VIII Confidentiality of Clinical Information	20
Article IX Ethics and Professionalism.....	21
Article X Faculty	22

Section 10.01 Organization of Faculty.....	22
Section 10.02 Faculty Development	22
Section 10.03 Distance Education Faculty	23
Article XI Analysts of Candidates and Supervisors of Clinical Work....	24
Section 11.01 Analysts of Candidates	24
Section 11.02 Supervisors	26
Article XII Candidate Support Services and Grievances	27
Section 12.01 Distance Learners.....	27
Section 12.02 Grievances by Candidates.....	28
Section 12.03 Employment of Graduates	28
Article XIII Contingency Plan	28
Article XIV Graduation and Degrees.....	29
Section 14.01 Graduation from Core Program(s).....	29
Section 14.02 Graduation from Doctoral Degree Programs	29
Article XV Finances and Administration	30
Section 15.01 Finances.....	30
Section 15.02 Administration.....	31
Article XVI Infrastructure	32
Section 16.01 Physical Facilities.....	32
Section 16.02 Equipment	32
Section 16.03 Library	32
Section 16.04 Academic Calendars, Catalogs, Publications, Grading, and Advertising	33
Article XVII Site Visits.....	34
Standards of Psychoanalytic Education - Adoption History	35

Introduction

This document delineates model standards by which programs seeking accreditation as psychoanalytic education and training centers will be evaluated.

Psychoanalysis is a specific form of individual psychotherapy that aims to bring mental elements and processes that are unavailable to conscious awareness into awareness in order to expand an individual's self-understanding, enhance adaptation in multiple spheres of functioning, alleviate symptoms of mental disorders, and facilitate character change and emotional growth.

Psychoanalytic work is characterized by depth and intensity achieved in the context of frequent treatment sessions over a long term. It is expected that training programs seeking accreditation ensure that candidates in training shall have a personal psychoanalytic experience of frequency, depth, intensity and duration adequate to provide a deep psychoanalytic experience and that their treatment of patients under supervision will have similar characteristics. The Accreditation Council for Psychoanalytic Education, Inc (ACPEinc) recognizes that, as different psychoanalytic educational traditions have evolved, there has been a parallel development of standards regarding how the provision of a deep psychoanalytic experience can best be accomplished. Those standards may be more specific or broader but

may not be lower than or in conflict with the standards delineated in this document.

Unless otherwise stated, these Standards are for the core program in clinical psychoanalysis. A program may, at its discretion, offer an advanced program or programs leading to a doctorate in Psychoanalysis.

Article I: Selection of Candidates for Psychoanalytic Training

Selection of candidates for psychoanalytic education and training involves eligibility and suitability. Programs will have in place a process by which to evaluate these characteristics.

Admission policies and practices shall reflect intentional and systematic efforts to include a range of diversity that prioritizes but is not limited to the domains of race and ethnicity, gender identity and expression, and primary language and culture. An anti-discrimination clause will be prominently displayed in official publications of the program.

Section 1.01 Eligibility

Eligibility refers to the requisite educational background and to the mastery of skills required before psychoanalytic education or training can be undertaken.

Programs shall have in place a mechanism for evaluating the eligibility of applicants for psychoanalytic education and training.

Section 1.01.a Eligibility of Mental Health Care Professionals

In determining the eligibility of applicants who are mental health professionals, programs shall consider

1. Graduate education. To be eligible to undertake psychoanalytic education, a candidate will possess a health care degree and postgraduate training or education adequate for licensure or certification for independent practice of a core mental health profession. Exceptions may be made on a case-by-case basis for individuals who are in the process of obtaining one of these degrees or who are in postgraduate training programs, with the requirement that they will have the appropriate degree and certification or licensure prior to graduation from the program. Programs are responsible for verifying that such individuals participate in the necessary educational and clinical experiences prior to or during their candidacy and that they obtain the required degree, certification or licensure prior to their being approved for autonomous clinical practice. Programs will verify the credentials of all applicants and candidates and document their verification.

2. Applicants will have the ability to diagnose mental disorders. They will be capable of making a differential diagnosis, biopsychosocial and psychodynamic formulations, and individual treatment plans. They will have basic awareness of psychopathology stemming from or exacerbated by physical disorders and appropriate treatments for such conditions; and they will know when and how to use consultants in areas outside of their scope of practice.

3. Applicants will have had psychotherapy practice experience. They will have had close supervision of individual cases. It is preferable for them to have supervised experience with a broad spectrum of cases including patients who suffer from severe and persistent mental disorders.

4. It is desirable that applicants will have had didactic or practical experiences that provide a broad understanding of the cultural, economic, ethnic, religious, and racial backgrounds of the diversity of patients in the population.

Section 1.01.b Eligibility of Individuals Who Are Not Mental Health Care Professionals

A program may, at its discretion, admit individuals who are not independent mental health care professionals for psychoanalytic training in certain limited and defined circumstances. The program shall have in place detailed written criteria of eligibility for limited and full training in

psychoanalysis that shall apply to all such applicants. It shall also have in place a process for monitoring their clinical performance. Such criteria and the monitoring process must ensure that throughout the training process and at its conclusion, those individuals who receive full clinical training will meet standards of competence in psychoanalysis equivalent to those met by core mental health professionals at the same level of training. It is strongly recommended that some evaluators be psychoanalysts who are not affiliated with the program.

Section 1.01.c Eligibility of Candidates for Doctorates in Psychoanalysis

A program may, at its discretion, accept candidates for programs leading to a doctorate in Psychoanalysis. The program shall have in place detailed written criteria of eligibility for admission to these programs. It is expected that the criteria for candidates for a doctorate in Psychoanalysis will include that they will have successfully completed a course of training in clinical psychoanalysis. If the training was in a different program, the curriculum will have been evaluated to assure that it is equivalent to that of the program offering the degree.

Section 1.02 Suitability for Psychoanalytic Education and Training

Suitability refers to the personal characteristics of the applicant that are deemed necessary for clinical psychoanalytic practice. The applicant will show evidence of integrity of character, maturity of personality, reasonable indication of capacity and motivation for self-reflection, psychological mindedness, clinical aptitude, and appropriate intellectual ability. Candidates for doctorates will demonstrate full compliance with all legal and academic requirements for doctoral level studies.

Programs will have in place procedures by which they will judge these attributes. Evaluation of these capacities will be carried out through interviews with members of the program's faculty. Programs may require additional studies and examinations for all applicants or for those about whom evaluators have specific questions. Applicants may proffer such studies or examinations in support of their application.

An ethics violation disclaimer will be part of the admission procedure. If an applicant is found by a professional or governmental body to have committed an ethical violation, the program shall be responsible for reviewing the finding and documenting its conclusions and actions. If there is an ethics or malpractice case pending against an applicant, the program may defer its decision on the application until the case is resolved.

Article II Psychoanalysis of Candidates

It is expected that programs will ensure that candidates in training have a personal psychoanalytic experience that is characterized by depth and intensity. The Accreditation Council for Psychoanalytic Education, inc. recognizes that different psychoanalytic training traditions have evolved concerning how the provision of a deep psychoanalytic experience can best be accomplished. It is expected that the program's standards for the personal analysis of a candidate and those of patients treated by the candidate under supervision will be consistent with the program's experience and understanding of the frequency and duration that will facilitate the candidate's optimal immersion in a psychoanalytic process.

Programs are required to assure that the psychoanalysis of candidates and of the patients treated by the candidate under supervision will be conducted at a frequency of three to five sessions per week, on separate days, for a minimum of forty (40) weeks during a year and for a minimum of three hundred (300) hours. The method by which the psychoanalysis of candidates is conducted may be modified if the candidate lives and works at a considerable distance from an appropriate analyst.

Modifications may include analysis conducted by secure telephone,

videoconference or other technical means that comply with legal and professional standards. The program must review all modifications or programs and its decision shall be documented.

Article III Educational Philosophy

Programs shall exemplify and teach a scholarly approach to theory and clinical practice. The education experience shall be structured to facilitate candidates becoming knowledgeable about the major historic and contemporary theories and scientific findings within psychoanalysis and in related disciplines.

Programs shall demonstrate an open and critical attitude to the evolving body of psychoanalytic scholarship, practice and research. They shall foster openness to and tolerance of the uncertainty necessary for both clinical practice and scientific progress. It is expected that candidates and faculty will contribute to the psychoanalytic knowledge base through narrative, conceptual and empirical research.

Each program shall have a published mission statement and ensure that its structures and activities will be consistent with that statement. The program shall engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement. When a distance education program is in place, it must be included in the

ongoing self-evaluation efforts that ensure that the program is accomplishing its mission. The evaluations shall include regular assessment of every aspect of the program to assure that graduates will be eligible for examination by an independent board of psychoanalysis.

Article IV Didactic Curriculum

Each program shall have an established committee or work group composed of representatives of the faculty and candidates that will plan and continuously review the curriculum and faculty teaching performance.

Programs shall ensure that the course content delivered through distance education is the same as that offered at the home site and is comparable in length. Courses that are offered through distance education that are not offered at the home site shall undergo the same approval and periodic review process as courses offered at the home site.

Section 4.01 Core Didactic Curriculum

The didactic curriculum shall be presented in no less than 350 hours during a period of three to five years.

The core curriculum for all candidates will emphasize the key elements of the process of psychoanalysis which include (1) bringing mental elements that are unavailable to conscious

awareness into awareness, (2) identifying important developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality, (3) working with transference and counter-transference phenomena, including specific techniques aimed at expanding the analyst's self-understanding, (4) facilitating the process of adaptation in multiple spheres of functioning, (5) alleviating symptoms of mental disorders, and (6) facilitating character change and emotional growth.

Curricula shall be structured in ways that facilitate candidates becoming knowledgeable about the major historic and contemporary points of view of psychoanalysis. They will contain integrated sequences covering normative and pathological psychological development, psychoanalytic theory, clinical technique, ethical issues specific to psychoanalysis, the history and evolution of psychoanalytic concepts and practice, and conceptual and empirical research relevant to clinical psychoanalysis. Didactic curricula shall include diversity and inclusion education and training.

All candidates, whether on the home site or participating in distance education, shall attend conferences and continuous case seminars that will be offered to broaden their clinical experience and foster the integration of theoretical concepts with clinical practice.

The curriculum for all candidates shall include an introduction to conceptual and empirical research methods applicable to psychoanalysis and to the findings of psychoanalytic research. It is desirable for programs to provide opportunities for candidates to engage in such research. It is desirable that instruction in psychoanalytic principles, treatment and research include assessment of the limits and applicability of psychoanalytic concepts, and recognition of alternative treatment approaches.

It is expected that candidates for adult psychoanalytic training will learn about the basic principles of child psychoanalysis.

Section 4.02 Child and Adolescent Psychoanalysis

When a program for training in child and adolescent psychoanalysis is in place, the didactic curriculum will cover techniques of analysis of children and adolescents; psychoanalytic theories of development from infancy to young adulthood, to include social and cultural variations of normative development and parent-child relationships and their implications for clinical work; psychopathology of children and adolescents from a psychodynamic perspective; and specific ethical and professional issues in the treatment of child and adolescent patients and in work with their parents.

Section 4.03 Didactic Curriculum for Doctoral Degree in Psychoanalysis

In addition to completing the core didactic curriculum, doctoral candidates will complete substantial additional hours of didactic instruction in clinical, conceptual and empirical research methodology, including research design and statistics, and research ethics including training in protection of human research participants. It is desirable for candidates to have didactic instruction and practical experience in supervision, and to participate in an advanced clinical case conference throughout their candidacy. Doctoral candidates will participate in a seminar on preparing a research proposal, and a seminar on evaluating reports of empirical and conceptual research if that was not part of the core curriculum. Candidates will participate in a research colloquium for at least one academic year and will continue their participation until they successfully defend their dissertation.

Section 4.04 Length, Objectives and Credentials Offered

Programs shall verify that the length of their educational programs, their stated objectives and the credentials they offer are comparable to those found in similar programs.

Article V Clinical Experience

Section 5.01 Practice

Candidates are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until their program gives such authorization. A program may make exceptions to this requirement in jurisdictions in which psychoanalysis is included in the scope of practice for licensure or when the candidate is a graduate of another accredited program. Exceptions shall be documented in the candidate's record.

Permission to undertake autonomous psychoanalytic treatment may be granted in the late stages of training. This authorization to represent oneself as a psychoanalyst may be rescinded by the program if the candidate fails to remain in good standing.

Programs shall have in place a procedure for informing each prospective patient of the candidate's training status prior to the commencement of psychoanalysis and for obtaining their consent to be treated in this circumstance. The consent shall include permission to present their case, exclusive of protected health information, in supervision and case seminars.

Prospective candidates shall agree to inform their psychoanalytic patients if they withdraw from

training or if their status is otherwise changed before graduation.

The program shall have in place a mechanism to receive and act on complaints by patients of candidates.

Section 5.02 Supervised Clinical Work

Candidates will undertake the supervised (audited) psychoanalysis of two to three adult cases. It is expected that these analyses will be characterized by the same frequency and intensity as the analysis of candidates in that program. It is recommended that whenever possible, candidates have experience treating patients from diverse populations in supervised psychoanalysis. It is expected that the candidates' cases will represent a range of gender identities and expressions. It is expected that at least one patient will differ in gender identity and expression from the other patient(s). A program may add requirements that candidates have experience treating patients from specific populations in supervised psychoanalysis.

One or more cases will be supervised for at least two years, and one case for at least one year. Supervision will consist of a minimum 150 hours when the program requires two cases and 200 hours when the program requires three cases. It is expected that one case will be supervised through termination; this may occur before or after graduation from the basic program, and it is

desirable that this occur before graduation from the doctoral program.

Candidates in remote sites are expected to participate in the same clinical experiences that are offered at the home site. Monitoring processes must be in place to ensure that the psychoanalyses conducted by candidates at remote sites meet the same frequency and intensity standards as those of candidates who participate on the home site. Supervisors of these candidates' clinical experience must meet the same qualifications as those serving on the home site.

It is desirable for a program to have in place an elective program for the supervision of graduate analysts, to support further development of their clinical skills.

All supervision will be conducted by clinical supervisors who have been formally appointed to that position by the program.

It is recommended that, when possible and consistent with the program's mission, candidates will work with supervisors of different theoretical orientations and who differ from each other in respect of gender identity and expression. It is desirable for at least one supervisor to be of a racial, ethnic or cultural background different from that of the candidate.

Section 5.03 Supervision of Child and Adolescent Psychoanalysis

Programs offering a child/adolescent psychoanalytic program shall ensure that the candidates have supervised clinical experience with a child of pre-school, school age and adolescence who is seen at a frequency of 3-5 sessions per week for a minimum of 1 year. Work with parents should be included as appropriate in each case. Where adult training is combined with child/adolescent training, a minimum of 150 hours of supervision, preferably with different supervisors and divided fairly equally among the three cases above, is expected. If training is only for child/adolescent analysis, a minimum of 200 supervision hours is required. It is expected that at least one case will be supervised through termination.

Article VI Evaluation of Candidates

Each program shall have developed a set of competencies that all candidates will be expected to achieve before advancing to the next stage of training and to graduation. It shall have procedures in place for ongoing evaluation of the candidate's didactic and clinical work, and research when that is part of the curriculum, and it will specify the process to be used to evaluate competence.

Coordination of reports of supervisors and observation of the candidate's presentation of

psychoanalytic cases are essential elements of this process. Programs may adopt additional instruments or processes to assess these or other aspects of the candidate's achievement.

A designated component of the faculty such as a candidate progress committee will be responsible for monitoring the progress of each candidate. It shall be responsible for assessing the candidate's mastery of the curriculum at each phase of the education experience and of the process as a whole. It will have in place a clear and timely procedure to inform the candidate of these evaluations and transparent procedures to recommend promotion to the next level, to graduation, or to suspension or discontinuation of training. There shall be a process in place for the candidate to appeal these decisions before final action is taken by the program.

Candidates enrolled in distance education programs shall be evaluated under the same policy as that for candidates at the home site. Programs must have evaluation procedures in place to ensure that distance education students master all required skills throughout their educational program.

The program must have in place procedures to determine that graduates of distance education programs are as qualified to practice their skills as candidates who are graduated from the home site.

Article VII Records

Suitable records will be kept of the candidate's didactic course work, educational course and progress and acquisition of psychoanalytic skills. Provisions must be made to ensure all confidentiality necessary. A permanent educational record consists of all admission, academic, and financial records, and information upon which a candidate's enrollment was based. A written policy must be developed providing for the confidentiality and release of student records. Records are to be maintained in conformity with applicable local, state and federal laws. If student records are maintained at a location apart from the home site, the records must be kept in a secure container and in a manner that meets local, state, and federal laws.

Programs will retain the records of all complaints by and about candidates and how they were adjudicated. They must be made available for inspection by site visitors in a way that respects the confidentiality and privacy of the candidate and the complainant.

Article VIII Confidentiality of Clinical Information

Programs shall assure that the privacy and confidentiality of individuals whose clinical material is presented in classes, case conferences and

supervision is protected in accordance with all ethical and legal standards for such information. Programs shall have in place a policy for assuring that candidates and supervisors and other faculty are competent in protection of confidentiality.

Article IX Ethics and Professionalism

It is expected that the ethical and professional standards for psychoanalysts will be prominently and continuously emphasized in the educational program.

There shall be a course or seminar on psychoanalytic ethics and professionalism for candidates early in the didactic sequence, and additional instruction throughout that sequence, in individual supervision and mentorship, and during faculty development activities. Programs will have in place a process for receiving and acting upon allegations of ethical violations by faculty and candidates.

It is expected that the program will have a policy defining, prohibiting, and responding to allegations of sexual harassment of, or by, employees, candidates, and faculty. The policy shall include instructions about how complaints are filed, how they are investigated, and what disciplinary actions will be taken. Ethical guidelines shall include an explicit statement of commitment to show respect for diversities.

Article X Faculty

Section 10.01 Organization of Faculty

The ACPEinc is aware that organizations address admissions, curriculum planning, faculty assignments, teaching performance, and candidate evaluation in different ways. Each program shall have developed and implemented an organizational structure that provides clear lines of authority and responsibility for its functions.

Section 10.02 Faculty Development

Each program shall ensure that the offering of opportunities for participation and advancement in all aspects of institute work is based solely on merit. The process of appointing (or recognizing) analysts of candidates and supervisors and of appointing and promoting teaching faculty thus will be based solely on merit. Programs shall not engage in discrimination based on an individual's professional affiliation or specific demographics during faculty development or appointment processes.

Program leaders shall work cooperatively with recent graduates and junior faculty to assure that they are provided opportunities and support to prepare themselves for promotion to higher positions.

Programs shall have a mechanism in place to provide evaluation of and feedback for such experiences.

In addition, seminars or study groups that provide instruction on teaching methods and further opportunities for peer review of ongoing clinical work (e.g., through study groups) and other encouragement of scholarly and research activity are desirable.

Each program shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts. It is expected that clinical supervisors will have been certified by their relevant psychoanalytic board when that is available or will have demonstrated equivalent clinical expertise through a process independent of the program.

The program shall apply its criteria uniformly within each category to all who seek or are invited to be appointed to such positions. It shall have in place procedures for evaluating the performance of teaching faculty and supervisors.

Section 10.03 Distance Education Faculty

Programs that engage in distance education shall have in place a program to orient the faculty to the educational methods and technology used to deliver the education program in which they will teach.

All distance education faculty must meet the academic and experience requirements outlined for faculty that are teaching on the home site, and must be afforded the same rights and privileges as those offered to either part time or permanent faculty on the home site.

All distance education faculties, whether based at the home site or at the distance education site, shall be evaluated to determine their effectiveness in teaching and communicating with students via distance learning technology.

Article XI Analysts of Candidates and Supervisors of Clinical Work

Section 11.01 Analysts of Candidates

Programs shall have in place a policy about who may be analysts of candidates. The program will have the option of appointing only its or their own members to serve as supervisors or as psychoanalysts of its candidates; or of allowing candidates to work with psychoanalysts from other programs that are accredited by the Accreditation Council for Psychoanalytic Education, inc.; or of authorizing candidates to select a personal analyst without regard to that analyst's affiliation. It is expected that the personal analyst who is selected will meet ACPEinc criteria (see below) for this function.

When a program limits appointment of analysts of candidates to its own members, it will have in place criteria for appointment and a process by which individuals may attain this rank. It may not engage in discrimination based on an individual's professional affiliation or specific demographics during this process.

Psychoanalysts of candidates shall

1. Have been certified in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a process external to any psychoanalytic training program.
2. Have significant clinical experience in the practice of psychoanalysis. A program may set specific criteria for evaluating clinical experience, and in all instances, it shall require five years of postgraduate practice of psychoanalysis.
3. Maintain ethical standards.
4. Have had an experience dedicated to the recognition of implicit biases at a site separate from that of the program(s) in which they serve.

If a program engages in distance education, opportunities must be developed to allow individuals to become analysts of candidates, at the distant site. If analysis of candidates is conducted via telecommunication technology, the program shall have procedures in place to assure that analysts are skilled in the use of this technology.

A program shall have in place a process by which concerns about analysts of candidates are addressed.

Section 11.02 Supervisors

Each program shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts. Clinical supervisors shall

1. Have been certified in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a process external to any psychoanalytic training program.
2. Have significant clinical experience in the practice of psychoanalysis. A program may set specific criteria for evaluating clinical experience and in all instances, it shall require five years of postgraduate practice of psychoanalysis.
3. Maintain ethical standards.
4. Have had an experience dedicated to the recognition of implicit biases at a site separate from that of the program(s) in which they serve.

If a program engages in distance education, opportunities must be developed to allow individuals to become analysts of candidates at the distant site. If analysis of candidates is conducted via telecommunication technology, the program shall have procedures in place to assure that analysts are skilled in the use of this technology.

A program shall have in place a process by which concerns about analysts of candidates are addressed.

Article XII Candidate Support Services and Grievances

Each candidate shall be assigned a mentor to guide the individual through their educational program. Faculty members responsible for advising candidates shall be knowledgeable of the curriculum, program requirements, and graduation requirements and be adequately prepared successfully to fulfill their responsibilities.

Section 12.01 Distance Learners

If there are candidates enrolled in distance education programs, they must receive support services comparable to those offered candidates at the home site. Their mentors shall have specific knowledge about the challenges of distance learning. They shall be given information on how to take advantage of library support services and how to receive help if technical problems are encountered while operating the technology used to deliver the educational program.

If distant candidates visit the main site, the program must have in place a mechanism for informing candidates of appropriate housing and health care facilities that are available in the area.

Section 12.02 Grievances by Candidates

A program shall have in place written student grievance procedures that describe what constitutes a legitimate grievance, offer a detailed explanation of how to file a grievance, and delineate the process by which grievances are adjudicated. It is desirable to have a discrete procedure for grievances in respect of analysts of candidates. Candidates must be made aware of the grievance process or processes at the time of enrollment. Programs will retain the records of all grievances and how they were adjudicated. These must be made available for inspection by site visitors in a way that respects the confidentiality and privacy of the candidate.

Section 12.03 Employment of Graduates

It is expected that the program will have in place a mechanism to assist graduates to find employment or, in the case of graduates of a clinical program, to access referrals of patients for psychoanalysis and related therapies.

Article XIII Contingency Plan

Programs shall have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should the program, for any reason, cease to function. The ACPEinc must approve this plan before it is enacted.

Article XIV Graduation and Degrees

Section 14.01 Graduation from Core Program(s)

Each program shall have in place and published its requirements for graduation. It should have in place a process for periodically — but at least annually — assessing each candidate’s readiness for graduation, documenting its findings and informing the candidate of its decision.

It is expected that a program will provide each graduate with a document that attests to the successful completion of their course of study.

Section 14.02 Graduation from Doctoral Degree Programs

Candidates for a doctoral degree in Psychoanalysis will have completed all requirements for graduation from the program’s core program in clinical psychoanalysis. Programs shall determine the competence of their students in psychoanalytic practice and scholarship generally and specifically in the integration of psychoanalytic theory and research with clinical practice. Candidates will successfully defend a dissertation that is expected to meet standards for publication in a peer-reviewed professional journal. Candidates shall demonstrate all educational and legal prerequisites for independent practice of a health care profession prior to being awarded a degree.

Article XV Finances and Administration

Section 15.01 Finances

A program shall have financial resources sufficient to allow it to deliver all educational programs offered.

A program must submit three years of audited financial statements that demonstrate financial stability as part of its application for accreditation by the ACPEinc. It must also provide budgets for the current and previous two years.

The budgets must identify all sources of income and demonstrate that a surplus exists to cover expenses should an income deficit occur. Costs that must be identified include maintenance, support personnel, equipment replacement, training of personnel, facilities, support of distance learning when applicable, and funds to support an orderly closing if the program discontinues operations.

If a distance education program is in place, the program must have financial means sufficient to support it. Resources required to operate the distance-learning program must be identified in current and future budgets. The program will need to demonstrate that sufficient financial resources have been allocated to cover all expenses related to distance education costs. Costs that must be identified include maintenance, support personnel, equipment replacement, training of personnel,

facilities, support of distance learning when applicable, and funds to support an orderly closing if the program discontinues operations.

Individuals responsible for administering the financial system at the program must be qualified by education and experience to carry out their fiduciary responsibilities.

Section 15.02 Administration

Each program shall identify an administrator who is qualified by education and experience to perform the functions associated with this position. There shall be sufficient administrative staff to support the needs of the faculty and students. The program shall have a system of governance with clearly defined authority, roles, and responsibilities for all administrative personnel. Further, policies must exist to ensure that faculty, staff and students will have their views taken into consideration before any decision is made that may affect them.

There must be an effective evaluative process in place for all administrative personnel. Programs must demonstrate that the evaluation process is applied fairly to all personnel.

Each program must demonstrate that the faculty, staff, and administration are able to work collaboratively to deliver all educational programs offered on the home site and at remote sites.

If a distance education program is in place, the program must have an individual appointed to coordinate the distance education program. There must be sufficient staff to meet all the administrative requirements of the distance education program.

Article XVI Infrastructure

Section 16.01 Physical Facilities

Programs shall have teaching facilities appropriate and adequate to deliver all the programs offered on and off the home site. These include classrooms and space to conduct clinical sessions and supervision. See Appendix A, which delineates specific requirements.

Section 16.02 Equipment

The program shall have processes in place to ensure that equipment and space is appropriate and sufficient to support the learning needs of candidates at all sites. It shall have in place a process to assure that all equipment is maintained in good working order.

Section 16.03 Library

If the program maintains an academic library, it shall be staffed with individuals that have the

appropriate education and experience to assist candidates and faculty. The library must contain relevant and current texts and periodicals, research journals, and standard works of reference — in electronic or print format — to meet the needs of all candidates and faculty. If the program does not maintain its own library, it must have agreements in place with a library or libraries containing all necessary texts, materials, and resource information to meet the needs of candidates and faculty.

The program must make library resources available to all its distance education candidates. This may be achieved either by a mechanism to provide all necessary texts, professional journals, periodicals, and research reference materials from the on-site library or by assuring that candidates have access to such materials at their geographic location.

Section 16.04 Academic Calendars, Catalogs, Publications, Grading, and Advertising

Programs must publish — in print, or on portable electronic storage medium or on a readily accessible web site — a catalog that includes an academic calendar. All students must receive a print or portable electronic storage medium catalog at enrollment and be informed of key dates that may have an impact on them. Programs shall have in place a process for informing candidates and faculty of changes to meeting dates and plans for make-up meetings as required to meet standards.

Catalogs must contain, at a minimum, accurate and current information on all academic programs offered; requirements for graduation; student evaluation policies; student grievance policies; and student support services that are available.

All publications must be written clearly and provide information that accurately represents the program.

Article XVII Site Visits

Programs shall accept regular site visits for initial accreditation and re-accreditation as well as interim visits that will be conducted by the ACPEinc to assure that they achieve and maintain standards. Site visits will be conducted in a manner that (a) stimulates the program's self-study and self-scrutiny through a consultative, collegial process aimed at helping the program achieve and maintain standards and (b) provides consultation to enhance the educational quality of participating programs.

There are to be no disruptions in candidates' analyses, courses or supervision as programs work toward achieving these accreditation requirements.

Site visits by this agency may be coordinated with those of a component organization. Each group separately will report and implement its findings and recommendations.

Standards of Psychoanalytic Education - Adoption History

Ratified by

American Academy of Psychoanalysis, 07 December
2000

National Membership Committee on
Psychoanalysis in Clinical Social Work, 12
January 2001

Division of Psychoanalysis, American
Psychological Association, 27 January 2001

American Psychoanalytic Association, 03 May 2001

Adopted by the Accreditation Council for
Psychoanalytic Education, 19 October 2002

Amended by the ACPEinc Board of Trustees: 13
July 2004 and 17 August 2004; 01 December 2010;
17 June 2015; 16 February 2016; 21 February
2017; 15 December 2020.