

Self-Study Guide and Application for Accreditation

Introduction

The aim of this self-study guide is to provide practical assistance to those who seek accreditation on behalf of their psychoanalytic institute or program.

The ACPEinc is an autonomous agency that accredits psychoanalytic institutes and training programs. As a matter of policy it will extend accreditation only to institutes that are authorized to provide an educational program by the State in which they are located. Institutes must provide documentation that demonstrates that they are authorized to operate in the state they are located. Programs must provide documentation that the institution in which they are imbedded is authorized to operate in the State in which the institution is located.

Further, the ACPEinc will not, with no exception allowed, grant initial or renewal of accreditation to any institution that is the subject of an action taken by a State agency or by another recognized accrediting agency. These actions include:

- a. The suspension, revocation, withdrawal, or termination of an organization's legal authority to provide postsecondary education in the State.
- b. A final decision by a recognized agency to deny, revoke, withdraw, suspend or terminate the accreditation of an organization by a recognized accrediting agency.
- c. A final decision to place an organization on probation by a recognized accrediting agency.

The conduct of a self study is a group activity, and many members of the institute or program will need to participate for there to be a good outcome. Successful completion of the self-study process outlined in this guide by an institute or program will ordinarily reveal how it implements the Standards for Psychoanalytic Education and also its organizational structure and its viability as an education organization. The outline will then form the application for ACPEinc accreditation of the institute or program.

In completing this self-study worksheet, which serves also as the application for accreditation, the applicant should incorporate or append those primary source documents that address the questions raised and support the responses. Examples of such documents are institute catalogs, brochures, bulletins, bylaws, memoranda, relevant sections from minutes or proceedings of the organization's committees. A single primary source document, such as an institute catalog, may provide adequate answers to many of the questions asked in this worksheet/application. Simply indicate with an adequate reference where in these source documents the reviewer will find answers to each of the questions. A single, substantial response or primary source may reasonably address questions arising under different sections of the worksheet. When this occurs, please indicate for each question that the

matter has been addressed elsewhere, and provide that reference.

Note that this Self Study Guide and Application may be used by both institutes and programs, and when the term ‘institute’ alone is used in this document it is to be understood as referring to either.

<p><i>Standards of Psychoanalytic Education</i></p>	<p><i>Self-Study Guide – Application for Accreditation</i></p>
<p>This document delineates model standards by which institutes and programs seeking accreditation as a psychoanalytic education and training center will be evaluated.</p> <p>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 disorder, 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.</p> <p>It is expected that training institutes and programs seeking accreditation will 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 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</p>	<p><i>History and Mission:</i></p> <p>Is this your institute’s initial application for accreditation by the ACPEinc?</p> <p>If your institute or program has been previously accredited by the ACPEinc, have there been instances of your institute’s or program’s departure from the accreditation standards? If so, please explain</p> <p>Describe the history of your institute from its founding to the present with emphasis on its educational traditions.</p> <p>Does your institution or its host institution if any, have plans that might substantially change the nature, function or mission of your psychoanalytic institute in the foreseeable future? If so, please describe these plans and their potential consequences for your institute’s accreditation status.</p> <p>Provide a copy of your mission statement.</p> <p><i>Congruence with ACPEinc Standards of Psychoanalytic Education:</i></p> <p>Does the ACPEinc definition of psychoanalysis mirror the standards used in your facility? If there are points of divergence, please note those or provide an alternative statement that more accurately describes how psychoanalysis is understood in your institute.</p>

<p>standards may be more specific or broader but may not be lower than or in conflict with the standards delineated in this document.</p>	<p>Insofar as you are aware of other psychoanalytic educational traditions, how do you compare and contrast those of your institute with these alternative traditions?</p> <p>As a corollary, how in the light of your institute's traditions, did you establish standards for providing a deep psychoanalytic experience for the candidate? What are those standards?</p> <p>After reviewing the Standards of Psychoanalytic Education, do you regard the standards of your institute as more specific or broader than those set forth in the Standards?</p> <p>Do you think the standards of your institute might be construed by a psychoanalyst unaffiliated with your institute as lacking one or more essential elements of, or in conflict with, the Standards core standards? If so, please explain why the educational traditions and programs of your institute do, in fact, essentially comply with the ACPEinc Standards.</p>
<p><i>Article I Selection of Candidates for Psychoanalytic Training</i></p> <p>Selection of candidates for psychoanalytic education and training involves eligibility and suitability. Institutes and programs will have in place a process by which to evaluate these characteristics.</p> <p>Applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender, sexual orientation or physical disability. An anti-discrimination clause will be prominently displayed in official publications of the institute or program.</p>	<p><i>Article I Selection of Candidates for Psychoanalytic Training</i></p> <p>Is there an explicit policy indicating that applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender, sexual orientation or physical disability? Where is this policy documented?</p> <p>Is there an anti-discrimination clause prominently displayed in your institute's official publications? Provide examples.</p>

<p>Section 1.01 Eligibility</p> <p>Eligibility refers to the requisite educational background and to the mastery of skills required before psychoanalytic education or training can be undertaken.</p> <p>Institutes and programs shall have in place a mechanism for evaluating the eligibility of applicants for psychoanalytic education and training.</p>	<p>Section 1.01 Eligibility</p> <p>What are your requirements for eligibility for psychoanalytic education and training?</p>
<p>Section 1.01.a Eligibility of Mental Health Care Professionals</p> <p>In determining the eligibility of applicants who are mental health professionals, institutes and programs shall consider</p> <p>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 at the highest clinical level. 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 institute or program. Institutes and 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</p>	<p>Section 1.01.a Eligibility of Mental Health Care Professionals</p> <p>What mechanism does your institute use for evaluating eligibility for entering into psychoanalytic training?</p> <p><i>This question may be addressed in part by attaching a sample application that requires applicants to indicate prior professional training, dates of expected graduation or certification where appropriate, special certificates, degrees, autonomous professional practice of a core mental health profession, etc.</i></p> <p>Does the institute verify the credentials of applicants and candidates?</p> <p>If so, do you have a documented verification process?</p> <p>Describe the application process. For example, is there an admissions committee or similar body that evaluates applications?</p> <p>Are applicants interviewed? If so, what criteria need to be fulfilled for interviews to be granted?</p> <p>Are there an established number and type of interviews, and how are these interviews documented and communicated to the admissions committee?</p>

clinical practice. Institutes and programs will verify the credentials of all applicants and candidates, and document their verification.

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

3. The applicant will have had psychotherapy practice experience. S/he will have had close supervision of individual cases. It is preferable for him or her to have supervised experience with a broad spectrum of cases including patients who suffer from severe and persistent mental disorders. Some psychotherapy supervision by psychoanalysts is desirable.

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

Does the interviewer, as a matter of policy, always participate in the deliberations of the admissions committee or only when he or she is a member of that body?

How do you verify and document that, prior to graduation from your institute, trainees participated in the necessary educational and clinical experiences, and that they obtained the requisite degrees, certification or licensure, or maintained those that require renewal?

2. How does your institute determine that an applicant has the ability to diagnose mental disorders?

Does the institute require that the applicant be capable of making a differential diagnosis, biopsychosocial and psychodynamic formulations, and individual treatment plans?

Does your standard vary according to the core profession of the applicant? Are these standards documented?

Are applicants required to have basic awareness of mental disorders caused by organic conditions and of somatic treatments, and the knowledge of when and how to use consultants in areas outside of his or her scope of practice?

How are these competences assessed? Alternatively, is the possession of a graduate degree or licensure in a mental health discipline presumed to indicate sufficient knowledge in these areas?

Are there any exceptions? If there are, please describe.

3. Does your institute require prior or current psychotherapy experience for admission? If you do not require this experience, please state your rationale.

How does an applicant's prior or current psychotherapy supervision by psychoanalysts weigh in your decision to accept a candidate?

	<p>4. How does your institute weigh diversity in the clinical experience of applicants?</p>
<p><i>Section 101.b Eligibility of Individuals Who Are Not Mental Health Care Professionals</i></p> <p>An institute or 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 institute or program shall have in place detailed written criteria of eligibility for limited and full training in psychoanalysis that it 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 institute or program.</p>	<p><i>Section 101.b Eligibility of Individuals Who Are Not Mental Health Care Professionals</i></p> <p>Does your institute accept into training individuals who are not mental health professionals? If you do:</p> <p>Please provide documentation of your criteria of eligibility for limited and full clinical training that applies to such applicants.</p> <p>Describe in detail your process for monitoring their clinical performance.</p> <p>How does your institute ensure that during the training process and at its conclusion the individuals will meet standards of competence in psychoanalysis equivalent to those met by core mental health professionals at the same level of training? Is competence in psychotherapy included in your standards?</p> <p>If you involve outside evaluators in this process, how do you select them? If you do not, please state your rationale for not accepting this recommendation.</p> <p>Does the state in which you operate consider psychoanalysis to be an independent mental health profession for which a license is required?</p> <p>If your response is YES, does your training program for these individuals contain all the elements mandated by your state's regulations? Please document. If your response is NO, please document your rationale.</p>

<p>Section 1.01.c Eligibility of Candidates for Doctorates in Psychoanalysis</p> <p>An institute or program may at its discretion accept candidates for programs leading to the PsyD in Psychoanalysis or the PhD in Psychoanalysis. The institute or program shall have in place detailed written criteria of eligibility for admission to these programs.</p> <p>It is expected that the criteria for candidates for the PsyD in Psychoanalysis degree will include that they will have successfully completed a course of training in clinical psychoanalysis. If the training was in a different institute or program, the curriculum will have been evaluated to assure that it is equivalent to that of the institute or program offering the degree.</p> <p>It is expected that the criteria for candidates for the PhD in Psychoanalysis degree will include that they will have successfully completed a course of training in clinical psychoanalysis and have demonstrated a capacity to develop empirical or conceptual research and scholarship.</p>	<p>Section 1.01.c Eligibility of Candidates for Doctorates in Psychoanalysis</p> <p>Does your institute accept candidates into programs leading to a PsyD or a PhD in Psychoanalysis?</p> <p>If so, what are your written criteria for admission to these programs.</p> <p>Is completion of a course of training in clinical psychoanalysis one of the criteria for awarding the PsyD degree in Psychoanalysis?</p> <p>Is completion of a course of training in clinical psychoanalysis one of the criteria for awarding the PhD degree in Psychoanalysis?</p>

***Section 1.02 Suitability for
Psychoanalytic Education and
Training***

Suitability refers to the personal characteristics of the applicant that are deemed necessary for psychoanalytic education. 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. Institutes and 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 institute or program's faculty. Institutes and 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 was found by a recognized professional or governmental body to have committed an ethical violation, the institute or 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 institute or program may defer its decision on the application until the case is resolved.

***Section 1.02 Suitability for Psychoanalytic
Education and Training***

What procedures does your institute follow to determine that applicants 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?

If this is accomplished through letters of reference, interviews with faculty, or other or additional studies or evaluations, please indicate.

Is an ethics violation disclaimer part of the admissions procedure?

If there is an ethics violation reported, does your institute recognize a responsibility for reviewing the findings and documenting its conclusions and actions? How is this implemented?

If, after investigating a complaint of an ethics violation, it is decided to admit the accused person, does the institute have a follow-up mechanism for such individuals?

<p><i>Article II Psychoanalysis of Candidates</i></p> <p>It is expected that institutes and 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 institute or 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 institute or program’s experience and understanding of the frequency and duration that will facilitate the candidate’s optimal immersion in a psychoanalytic process.</p> <p>Institutes and 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. Modification: 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. The institute must review all modifications or</p>	<p><i>Article II Psychoanalysis of Candidates</i></p> <p>What is your institute’s policy concerning depth and intensity of the candidate’s psychoanalytic experience?</p> <p>Are there exceptions to this policy? If you allow exceptions</p> <ul style="list-style-type: none"> ● What modifications do you permit? ● How do you review requests for modification? ● How do you document your decision? ● Are exceptions reviewed from time to time by the institute and its decisions documented? <p>How do candidates select personal (or training) analysts at your institute? If your institute has officially designated analysts of candidates, how many are there?</p> <p>Does your institute, as a matter of policy, limit the number of candidates with whom an analyst may work? Where is this policy documented, and how is it implemented?</p> <p>How many analysts of candidates see 1 candidate?</p> <p>How many 2-3 candidates?</p> <p>How many 4-5 candidates?</p> <p>How many see more than 5 candidates?</p> <p>Is it the policy of your institute that the personal analysis of a candidate and those of patients treated by the candidate under supervision is consistent with the</p>

<p>programs and its decision shall be documented.</p>	<p>training experience and orientation of the institute or program, i.e., is the frequency, depth, intensity, and duration of psychoanalytic experience for candidates the same as for the supervised patients they will treat?</p>
<p>Article III Educational Philosophy</p> <p>Institutes and programs shall demonstrate an open, critical approach to the ever-changing corpus of psychoanalytic scholarship, practice and research.</p> <p>It is expected that the atmosphere of the institute or programs is to be that of a community of scholars, respectful of the knowledge, experience and opinions of both faculty and candidates.</p> <p>It is expected that each institute or program will enable its candidates to become knowledgeable about the major historical and contemporary points of view in psychoanalysis. Candidates and faculty shall be encouraged to seek new knowledge through scholarship and research.</p> <p>It is expected that each institute or program or group of affiliated institutes will have a published mission statement, and that all programs within the organization will be consistent with that statement.</p> <p>It is expected that each institute or program will engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement.</p> <p>When a distance education program is in place, it must be included in the ongoing self-evaluation efforts that ensure that the</p>	<p>Article III Educational Philosophy</p> <p>Please refer to your mission statement as you respond to these questions.</p> <p>Does your institute have, and can it demonstrate, an open, critical approach to the ever-changing corpus of psychoanalytic scholarship, practice and conceptual and empirical research? If you do, how is this achieved? If you have another educational philosophy, please describe it and how you implement it.</p> <p>Is the atmosphere of the institute that of a community of scholars, respectful of the knowledge, experience and opinions of both faculty and candidates?</p> <p>How have you developed this atmosphere?</p> <p>Are candidates and faculty encouraged to do scholarship and conceptual and empirical research? How is that encouragement operationalized?</p> <p>Does your institute operationalize an educational philosophy that will enable its candidates to become knowledgeable about the major historical and contemporary points of view in psychoanalysis?</p> <p>If it does, how is this done? If it does not, please explain your rationale for this omission.</p> <p>Does your institute engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement? If you do, describe the process. If you do not, what is the rationale?</p> <p>Are your distance education activities included in the ongoing self-evaluation efforts that ensure that the</p>

institute or program is accomplishing its mission. Measures must be taken to ensure that the concept of a community of scholars is extended to include faculty at distant sites.

institute or program is accomplishing its mission?

Article IV Didactic Curriculum

Each institute or 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.

Institutes and 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 core curriculum for all candidates will emphasize the key elements of the process of psychoanalysis which include (1) bringing unconscious mental elements into conscious awareness, (2) recognizing the importance of developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality, (3) working with transference and counter-transference phenomena and with 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. The didactic curriculum 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

Article IV Didactic Curriculum

How does your institute develop its curricula?

Who is responsible for the process? Please describe the process in detail.

Section 4.01 Core Didactic Curriculum

How does your institute describe its core curriculum?

Which of the following elements are represented in the core curriculum of your institute? *If a further elaboration of each of these would seem to add precision, please provide that additional elaboration:*

- Bringing unconscious mental elements into conscious awareness
- Recognizing the importance of developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality
- Working with transference and counter-transference phenomena and with specific techniques aimed at expanding the analyst's self-understanding
- Facilitating the process of adaptation in multiple spheres of functioning
- Alleviating symptoms of mental disorders
- Facilitating character change and emotional growth.

Does your institute contain integrated sequences that cover these elements:

- Normative and pathological psychological development
- Psychoanalytic theory
- Clinical technique
- Ethical issues specific to psychoanalysis

conceptual and empirical research relevant to clinical psychoanalysis.

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 further 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 the findings of psychoanalytic research; and it is desirable for institutes 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 be exposed to the basic principles of child psychoanalysis.

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

Section 4.02 Child and Adolescent Psychoanalysis

When a program for training in child and adolescent (C/A) psychoanalysis is in place, the didactic curriculum will cover (1) techniques of C/A analysis, (2) psychoanalytic

- The history and evolution of psychoanalytic concepts and practice

- Conceptual and empirical research relevant to clinical psychoanalysis.

How are conferences and continuous case seminars offered to broaden the candidate's clinical experience and further the integration of theoretical concepts with clinical practice? Consider, as well, didactic seminars, colloquia, symposia, staff discussions, book clubs, journal clubs, viewing clinical work through one-way mirrors, video recordings, clinical rounds, etc. Describe how these are integrated into the curriculum.

Does your institute encourage attendance at conferences and case seminars outside the immediate curriculum program? If so, please describe and indicate if candidates are likely to avail themselves of these additional opportunities, when they exist.

How are research concepts and findings taught in your institute? Describe the opportunities available for candidates to engage in conceptual and empirical research relevant to psychoanalysis.

Does your core curriculum include an introduction to conceptual and empirical research methods applicable to psychoanalysis and the findings of psychoanalytic research?

Are candidates encouraged and given opportunities to conduct research?

Are candidates in adult psychoanalytic training exposed to basic principles of child psychoanalysis?

Section 4.02 Child and Adolescent Psychoanalysis

If your institute offers training in child and adolescent psychoanalysis, is the didactic portion of this training included in or added to the core 350 hours over a 3-5

theories of development from infancy to young adulthood, and (3) psychopathology of children and adolescents from a psychodynamic perspective. Institutes may integrate these topics into the general curriculum or offer them in specific C/A classes.

Section 4.03 Didactic Curriculum for PsyD in Psychoanalysis

In addition to completing the core didactic curriculum, PsyD candidates will participate in a seminar or tutorial on clinical research methodology and research ethics (including CITI training) if these were not part of the core didactic curriculum. They will participate in a colloquium or tutorial on single case studies for at least one academic year, and will continue their participation until they successfully defend their dissertation.

year period?

Please document how you cover these topics:

(1) Techniques of C/A analysis, to include case selection, working with parents and outside personnel and agencies impacting on the child or adolescent, the C/A psychoanalytic situation, specific techniques of C/A analysis.

(2) Psychoanalytic theories of development from infancy to young adulthood, including psychosexual development, ego and superego development.

(3) Psychopathology of children and adolescents from a psychodynamic perspective: disorders of emotional development, emerging dysfunctional personality pattern, anxiety and affective disorders, behavior disorders, disorders related to adaptation to trauma, disorders based on abnormal neuropsychology, learning disorders, and psychophysiologic disorders.

Do you provide instruction in theory or technique of child analysis that is not covered in the questions noted above? If so, please describe those topics and how you teach them.

Section 4.03 Didactic Curriculum for PsyD in Psychoanalysis

Do PsyD candidates participate in a class on clinical research methodology and research ethics?

Do PsyD candidates participate in a class on single case studies? For how long?

Section 4.04 Didactic Curriculum for PhD in Psychoanalysis

In addition to completing the core didactic curriculum, PhD candidates will complete substantial additional credit hours of didactic instruction in clinical, conceptual and empirical research methodology – research design and statistics – research ethics (including CITI training), a seminar on preparing a research proposal, and a seminar on evaluating reports of empirical and conceptual research. 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 4.05 Measures of Program Length, Objectives and Credentials Offered

Institutes and programs shall verify that the length of their educational programs is 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 institute or program gives such authorization. An institute or program may

Section 4.04 Didactic Curriculum for PhD in Psychoanalysis

Do PhD candidates complete additional credit hours in:

- clinical and conceptual research methodology?
- Ethics
- Preparing research proposals

Do PhD candidates participate in a research colloquium through the defense of their dissertation?

Section 4.05 Measures of Program Length, Objectives and Credentials Offered

What is the length of your educational program? Can you verify that it is comparable to those of other similar programs?

Article V Clinical Experience

Section 5.01 Practice

Does your institute have in place a policy stating that its candidates are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until such

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 institute or 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 institute or program if the candidate fails to remain in good standing.

Institutes and 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 institute or 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 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 institute or program. It is recommended that, whenever possible, candidates have

authorization is given by their institute or program? Are there exceptions to this policy? Please describe the exceptions.

If so, how are the candidates apprised of this policy?

If not, why did you elect to not have such a policy?

Does your institute or associated clinical facility have in place a procedure for informing prospective patients of candidates' training status prior to the commencement of psychoanalysis and for obtaining their consent to be treated in this circumstance?

How does the institute determine that a candidate is ready to begin supervised analyses?

Does your institute grant permission to candidates to undertake autonomous psychoanalytic treatment in the later stages of their training? If so, are there conditions attached to this permission, e.g. they may do so only so long as they continue in good standing?

Does your institute have in place a policy informing prospective candidates that they need to agree to inform their psychoanalytic patients if they withdraw from training or if their status is otherwise changed before graduation?

Does your institute have a mechanism for protecting patients of candidates, e.g. a documented and publicized complaint procedure? What is it? How often has it been used in the five years leading up to this application?

Section 5.02 Supervised Clinical Work

If there are instances where the frequency, depth, intensity, and duration of the candidates' personal psychoanalytic experience substantially differ from that of their supervised patients, describe the rationale, the process leading to this exception, and the frequency of occurrence.

Do you allow modifications in the method for

experience treating patients from diverse populations in supervised psychoanalysis. An institute or program or a group of affiliated institutes may add requirements that candidates have experience treating patients from specific populations in supervised psychoanalysis.

It is desirable for an institute or program to have in place an elective program for supervision of graduate analysts, to allow them to improve their clinical skills.

Supervisory psychoanalysts who have been formally recognized as such by the institute or program will conduct all supervision.

It is recommended that, when possible, candidates receive supervision from supervisors of different theoretical orientations and of both sexes. A candidate's personal psychoanalyst will not be his or her supervisor.

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 institute or program requires two cases and 200 hours when the institute or program requires three cases. It is expected that one case will be supervised through termination; this may occur before or after graduation.

It is generally expected that the candidate will be in psychoanalysis during a significant period of the major phases of psychoanalysis and demonstrate a capacity to establish, facilitate, and terminate an analysis, and to conceptualize the underlying process.

conducting psychoanalysis of a candidate's supervised cases?

- What modifications do you permit?
- How do you review requests for modification?
- How frequently are requests granted?
- How do you document your decision?

If your institute or program has an elective program, please describe it.

How do candidates select supervising analysts at your institute?

How many officially designated supervising analysts are there?

How does your institute encourage, or require, that candidates receive supervision from supervisors of different theoretical orientations and of both sexes?

Do you permit the analyst of a candidate to supervise that candidate's clinical work?

Does your institute have a limit on the number of candidates whom a supervising analyst may work?

How many supervising analysts work with 1 candidate? How many supervising analysts work with 2-3 candidates? How many supervising analysts work with 4 -5 candidates?

Does your institute require candidates to conduct analytic treatment of one or more cases under supervision for at least two years, and one case for at least one year?

If your institute prefers to express the requirement in terms of number of hours, please indicate how the number of hours and frequency are equivalent to the

<p><i>Section 5.03 Supervision of Child and adolescent psychoanalysis:</i></p>	<p>one- or two-year standard.</p> <p>What is the preferred or required frequency of supervisory sessions?</p> <p>In what circumstances are there accepted variations from this designated frequency?</p> <p>Does your institute require a minimum of 150 or 200 supervisory hours in total? Which?</p> <p>Does your institute require that one case will be supervised through termination?</p> <p>If so, do you allow this requirement to be completed after the candidate has graduated from your institute? How is this implemented?</p> <p>Are candidates in analysis during much of the time they are, themselves, providing analytic treatment to patients under supervision?</p> <p>Does your institute expect candidates will receive supervision during the major phases of psychoanalysis and demonstrate a capacity to establish, facilitate, and terminate an analysis, and to conceptualize the underlying process?</p> <p>If so, how is this documented?</p> <p>If not, state your requirements and the rationale underlying their development.</p> <p>Does your institute require candidates to have completed an analytic case prior to graduation? If not, how do you determine that a candidate is competent to terminate an analysis?</p> <p>If your institute engages in full clinical training at distant sites, how do you assure that work of the candidates and supervisors at the distant sites is equivalent to that on the home site?</p> <p><i>Section 5.03 Supervision of Child and adolescent psychoanalysis</i></p>
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Institutes and 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 be supervised through termination.

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.

Does your institute offer full training in psychoanalysis of children and adolescents? If it does, please document your requirements for supervision. If you offer child-focused or exclusively C/A training, please document those requirements separately.

Do you ever deviate from your requirements? In which cases?

How do you assure that candidates in remote sites have the same supervision experience as those in the home site?

Article VI Evaluation of Candidates

The institute or program will be responsible for evaluating the candidate's mastery of the educational experience at each successive phase of education and as a whole. It will have developed a set of competences that all candidates will be expected to achieve before advancing to the next stage of training.

A candidate progress committee or equivalent body will monitor the progression of each candidate. 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 in this process. Institutes or programs may develop additional assessment methodologies.

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

The institute or 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 VI Evaluation of Candidates

How does your institute evaluate candidates' progress? Do you have a set of competencies that candidates must achieve before progressing to the next phase of their education?

Describe the composition of the committee or work group that monitors candidates' progress. Are there candidate representatives in this group? Are their functions different from those of the faculty members?

Describe its procedures for ongoing evaluation of the candidate's didactic and clinical work. How does the candidate participate in this process?

If candidates conduct research, how is this evaluated? How does it weigh in the decision to graduate the candidate?

What procedures does your institute have to coordinate reports of teachers and supervisors? How is the candidates' presentation of psychoanalytic cases observed and evaluated?

How does your institute assure that candidates enrolled in distance education programs are evaluated in the same way as those on the home site?

How are candidates notified about their progress? Are there special provisions for situations in which their performance in the course of didactic or clinical work is substandard or otherwise unacceptable? Please describe.

What is the general approach to assisting candidates to remedy substandard performance?

What is the formal structure for advancing a candidate through the training program?

	<p>What is the formal procedure for terminating a candidate from the training program?</p> <p>What is the formal procedure for graduating a candidate?</p> <p>Please provide evidence that graduates of distance education programs are as qualified to practice their skills as candidates who graduate from the home site.</p>
<p><i>Article VII Records</i></p> <p>Suitable records will be kept of the candidate's educational course and progress and appropriate provisions made to ensure necessary confidentiality. 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.</p> <p>Institutes and 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.</p>	<p><i>Article VII Records</i></p> <p>Please provide documents that delineate</p> <ul style="list-style-type: none"> ● your overall policy concerning educational records ● your policy for confidentiality and release of candidates' records <p>How do you assure that your records are maintained in conformity with applicable local, state and federal laws?</p> <p>If records are maintained at a location apart from the home site, how do you assure that the records are secured and maintained in a manner that meets laws applicable in that jurisdiction?</p>
<p><i>Article VIII Confidentiality of Clinical Information</i></p> <p>Institutes and programs shall assure that the privacy and confidentiality of individuals</p>	<p><i>Article VIII Confidentiality of Clinical Information</i></p> <p>What provisions do you have to assure that clinical material that is presented in classes, case conferences</p>

<p>whose clinical material is presented in classes, case conferences and supervision is protected in accordance with all ethical and legal standards for such information.</p>	<p>and supervision is protected in accordance with HIPAA standards for Protected Health Information and other relevant legal requirements? If you engage in distance learning, describe the processes you use to prevent access to this information by individuals who have no right to it.</p>
<p><i>Article IX Ethics</i></p> <p>It is expected that the ethical standards appropriate for psychoanalysts will be prominently and continuously emphasized in the educational program.</p> <p>There shall be a course or seminar on psychoanalytic ethics for candidates. Institutes and programs will have in place a process for receiving and acting upon allegations of ethical violations by faculty and candidates.</p> <p>It is expected that the institute or 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.</p>	<p><i>Article IX Ethics</i></p> <p>How does your institute promulgate ethical standards appropriate for psychoanalysts?</p> <p>Is there a course or seminar on psychoanalytic ethics specifically for candidates? . . . for faculty?</p> <p>Does your institute have in place a process for receiving and acting upon allegations of ethical violations by faculty and students?</p> <p>Describe that process; or, if there is a primary source document that sets forth the procedure for receiving and acting upon allegations of ethical violations, please provide that document. If you do not have a process for dealing with allegations of ethical violations, provide the policy statement that warrants this omission.</p>
<p><i>Article X Faculty</i></p> <p><i>Section 10.01 Organization of Faculty</i></p> <p>The ACPEinc is aware that organizations address admissions, curriculum planning, faculty assignments, teaching performance,</p>	<p><i>Article X Faculty</i></p> <p><i>Section 10.01 Organization of Faculty</i></p> <p>Describe the structure of your faculty, including supervisors. A Table of Organization indicating lines of authority and responsibility, annotated to delineate the tasks of each entity is optimal.</p>

<p>and candidate evaluation in different ways. Each institute or program shall have developed and implemented an organizational structure that provides clear lines of authority and responsibility for its functions.</p>	
<p><i>Section 10.02 Faculty Development</i></p> <p>Each institute or 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. Institutes and programs shall not engage in discrimination based on an individual's professional affiliation or specific demographics during faculty development or appointment processes.</p> <p>Institute and 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.</p> <p>Institutes and programs shall have a mechanism in place to provide evaluation of and feedback for such experiences.</p> <p>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.</p> <p>Each institute or program shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts. It is expected</p>	<p><i>Section 10.02 Faculty Development</i></p> <p>Describe your institute's faculty development program.</p> <p>What are your criteria for appointment to teaching faculty?</p> <p>What are your criteria for appointment as a supervisor of adult analysis and of child and adolescent analysis?</p> <p>Describe the process for appointment to each rank.</p> <p>Describe how you work with recent graduates and junior faculty to provide opportunities and to prepare for promotions.</p> <p>What are your criteria for appointment to teaching faculty ranks and promotion within?</p> <p>Describe how you meet the standard re selection and retention of supervisory psychoanalysts.</p> <p>Describe how you meet the standard re fairness in appointment as teaching faculty and supervisors. Describe how your institute evaluates the performance of its faculty, including classroom teachers, seminar leaders, supervisors, and analysts of candidates. If there are faculty at distant sites, indicate how you assure that the process used to evaluate their performance is equivalent to the one in place for faculty at the home site.</p>

<p>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 institute or program.</p> <p>The institute or 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.</p>	
<p><i>Section 10.03 Distance Education Faculty</i></p> <p>Institutes and 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.</p> <p>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.</p> <p>All distance education faculty, 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.</p>	<p><i>Section 10.03 Distance Education Faculty</i></p> <p>If your institute engages in distance education, do you have a formal orientation program for faculty who will participate in this process? Does the orientation include:</p> <ul style="list-style-type: none"> An understanding of the pitfalls to avoid when using distance education; Instruction on how to ensure that students are actively engaged in the learning process while class is being conducted; How to communicate with students who may have problems; How to solve basic problems when technical difficulties arise during a class; Whom to contact if the problems cannot immediately be solved; Policies to be followed to reschedule a class that was disrupted due to technical problems? <p>Please provide documentation to support your responses.</p> <p>How do you assure that faculty at distant sites are equal to their peers at the home site? How do you</p>

	<p>evaluate a faculty member's competence to conduct distance learning?</p>
<p><i>Article XI Analysts of Candidates and Supervisors of Clinical Work</i></p> <p>The process of appointing or recognizing analysts of candidates shall be based solely on merit.</p> <p>11.01 Analysts of Candidates</p> <p>An institute or program or group of affiliated institutes will have the option of recognizing 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 institutes and 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.</p> <p>When an institute or 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.</p> <p>It is expected that psychoanalysts of candidates will</p> <p>1. Have been certified in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a</p>	<p><i>Article XI Analysts of Candidates and Supervisors of Clinical Work</i></p> <p>11.01 Analysts of Candidates</p> <p>Describe your criteria for eligibility for appointment as an analyst of candidates. If these differ from those of the ACPEinc, please state your rationale for the variance.</p> <p>Describe the process by which a psychoanalyst achieves recognition as an analyst of candidates.</p> <p>Does your institute recognize not only its own members or those from affiliated institutes, but those from other institutes, for the purpose of serving as supervisors or as psychoanalysts of its candidates?</p> <p>If your institute recognizes those from other institutes for the purpose of serving as supervisors or as psychoanalysts of its candidates, are those institutes accredited by the ACPEinc for psychoanalytic education?</p> <p>Do you require an ethics disclaimer for analysts of candidates?</p> <p>Describe how you meet this standard.</p> <p>Where in your institute would a concern about an analyst of candidates be addressed?</p>

process external to the institute or program.

2. Have significant clinical experience in the practice of psychoanalysis. An institute or program – or group of affiliated institutes – may set specific criteria for evaluating clinical experience and in all instances it shall require five years of postgraduate practice of psychoanalysis.

3. Have a demonstrated commitment to the practice of psychoanalysis. Each institute or program shall document the criteria by which it will judge such commitment.

4. Maintain ethical standards.

If an institute or 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 institute or program shall have procedures in place to assure that analysts are skilled in the use of this technology.

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

11.02 Supervisors

Each institute or 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 in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a process external to the institute or program.

If you have a distance learning program How would analysts of candidates be selected?

11.02 Supervisors

Describe your criteria and procedures for selecting and retaining supervisory analysts.

Are your supervising analysts expected to be Board certified in psychoanalysis?

If there is no relevant certifying Board available, do you have an equivalent process, external to your institute, by which to assess analytic competence?

Article XII Candidate Support Services

Each candidate shall be assigned a mentor to guide the individual through his or her 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.

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.

The institute or program must have in place a mechanism for informing candidates of health care facilities that are available in the area.

It is expected that the institute or 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.

12. a Grievances by candidates: An institute or program shall have in place written student grievance procedures that describe what constitutes a legitimate grievance, offers a detailed explanation of how to file a grievance, and delineates the process by which grievances are adjudicated. It is desirable to have a discrete procedure for

Article XII Candidate Support Services:

Describe your mentorship program.

Do you have criteria for appointment of mentors?

If you have a distance learning program, are there special requirements for mentors in that program? How do you assure that mentors are competent to perform their functions?

How do you orient your candidates to health care facilities in the area(s) in which you are situated?

Do you have a mechanism to refer patients to graduates of your program? Please describe.

12.a Grievances by candidates:

What are the policies and procedures for addressing and resolving candidates' complaints or grievances?

Do these same policies and procedures apply to faculty, supervising psychoanalysts, and psychoanalysts of candidates?

Are these documented?

<p>grievances with respect to analysts of candidates. Candidates must be made aware of the grievance process or processes at the time of enrollment.</p>	<p>If you have a distance education program, how do you manage grievances originating at remote sites?</p>
<p><i>Article XIII Contingency Plan</i></p> <p>Institutes or programs shall have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should the institute, for any reason, cease to function. The ACPEinc must approve this plan before it is enacted.</p>	<p><i>Article XIII Contingency Plan</i></p> <p>Describe your plan to assure that currently enrolled candidates will have an opportunity to complete their training should your institute, for any reason, cease to function. The fiscal aspects of that plan should be addressed in your long-term plan (see below).</p>
<p><i>Article XIV Graduation and Degrees</i></p> <p>Section 14.01 Graduation from core program(s)</p> <p>Each institute or program shall have in place its requirements for graduation. It shall 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.</p> <p>It is expected that an institute or program will provide each graduate with a document that attests to the successful completion of his or her course of study.</p> <p><i>Section 14.02 Graduation from advanced degree programs</i></p>	<p><i>Article XIV Graduation and Degrees</i></p> <p>Section 14.01 Graduation from core program(s)</p> <p>Describe in detail your criteria for graduation.</p> <p>Describe your process for accessing readiness for graduation, how this is documented and communicated to the Candidate.</p> <p><i>Section 14.02 Graduation from advanced degree programs</i></p> <p>Does your program offer an advanced program leading to a doctorate in Psychoanalysis</p>

An institute or program may, at its discretion, offer an advanced program or programs leading to a doctorate in Psychoanalysis.

Section 14.02.a PsyD in Psychoanalysis

Candidates for the PsyD in Psychoanalysis will have completed all requirements for graduation from the institute or program's core program in clinical psychoanalysis, or from another program the granting institute or programs deems equivalent. Institutes or programs granting a PsyD in Psychoanalysis will determine the competence of their students in psychoanalytic scholarship generally and specifically in the application of single case study methods that integrate psychoanalytic theory and clinical practice. The candidate will successfully defend a dissertation that is expected to be a detailed case study that meets the standards for publication in a peer-reviewed professional journal.

Section 14.02.b PhD in Psychoanalysis

Candidates for the PhD in Psychoanalysis will have completed all requirements for graduation from the institute or program's core program in clinical psychoanalysis, or from another program the granting institute or program deems equivalent. Institutes of programs granting a PhD in psychoanalysis will determine the competence of their students in psychoanalytic scholarship generally and specifically determine that they have the capacity to develop and implement original empirical or conceptual research. It is expected that the dissertation will be based on an identifiable research method and that it makes an original contribution to the

Section 14.02.a PsyD in Psychoanalysis

Are candidates required to complete the institute's core program in psychoanalysis prior to attaining the PsyD degree?

What method is used to assess the psychoanalytic competence of your students?

Is the student's dissertation expected to be a detailed case study? One that meets the standards of a peer reviewed professional journal?

Section 14.02.b PhD in Psychoanalysis

Are candidates required to complete the institute's core program in psychoanalysis prior to being awarded the PhD?

Describe how you assess psychoanalytic clinical competence and scholarship of your students.

How do you determine students' competence to develop and implement empirical or conceptual research?

Are your PhD candidates expected to produce a dissertation which: (1) is based on an identifiable research method and (2) makes an original contribution to the professional literature?

Do all your PhD candidates complete the online Collaborative Institutional Training Initiative (CITI)

professional literature. All PhD candidates conducting research shall complete online Collaborative Institutional Training Initiative (CITI) modules on:

1. Human subject research
2. Information and privacy and security
3. Responsible conduct of research

Programs may include other modules if appropriate for the candidate's work.

Article XV Finances and Administration:

Section 15.01 Finances

An institute or program shall have financial resources sufficient to allow it to deliver all educational programs offered.

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

If a distance education program is in place, the institute or program must have financial means sufficient to support it. Resources required to operate the distance learning program must be identified in current and

listed the Standards?

Article XV. Finances and Administration

Section 15.01 Finances:

Please append audited statements for the three years prior to the date of this application.

Please append your budgets for the current and two previous years.

Does your institute have a long-term plan that addresses the financial and administrative issues noted in the Standards for Psychoanalytic Education? Please append.

Does your institute have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should your institute, for any reason, cease to function? How is this plan funded? If this question is addressed in your long-term plan, indicate where one may find the information.

Describe how you meet this standard

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

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

Section 15.02 Administration

Each institute or 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 institute or 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. Institutes and programs must demonstrate that the evaluation process is applied fairly to all personnel.

Each institute or program must demonstrate that the faculty, staff, and administration are able to work collaboratively to deliver all educational programs offered on the home

Section 15.02 Administration:

Please describe your administrative support structure.

<p>site and at remote sites.</p> <p>If a distance education program is in place, the institute or 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.</p>	<p>If your institute engages in distance learning, who is/are responsible for the administration and technical support at both the home site and the distance site?</p> <p>What are that persons qualifications?</p>
<p><i>Article XVI Infrastructure</i></p> <p><i>Section 16.01 Physical Facilities</i></p> <p><i>Facilities</i></p> <p>Institutes and 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.</p> <p><i>Section 16.02 Equipment</i></p> <p>The institute or programs 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.</p> <p><i>Section 16.03 Library</i></p> <p>If the institute or program maintains an academic library, it shall be staffed with individuals that have the appropriate</p>	<p><i>Article XVI Infrastructure</i></p> <p><i>Section 16.01 Physical Facilities</i></p> <p><i>Facilities</i></p> <p>Briefly describe your physical facilities and equipment. If you engage in distance learning, include the infrastructure for those programs. Also complete Appendix A, which forms part of this application.</p> <p><i>Section 16.02 Equipment</i></p> <p>See above</p> <p><i>Section 16.03 Library</i></p> <p>Describe your library facilities. How does your institute use learning resources available in the community in which you are situated?</p>

<p>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 to meet the needs of all candidates and faculty. If the institute or 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.</p> <p>The institute or 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 that candidates have access to such materials at their geographic location.</p>	
<p><i>Section 16.04 Academic Calendars, Catalogs, Publications, Grading, and Advertising</i></p> <p>Institutes and programs must publish – in print, or on CD or on a readily accessible web site – a catalog that includes an academic calendar. All students must receive a print or CD catalog at enrollment and be informed of key dates that may have an impact on them. Institutes 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;</p>	<p><i>Section 16.04 Academic Calendars, Catalogs, Publications, Grading and Advertising</i></p> <p>Does the institute or program make readily available a catalog or brochure that sets forth admission criteria, application and selection processes, training model, the mission of the institute or program, including values, training goals, and objectives, non-discriminatory policies, requirements for completion, certain administrative policies and procedures, and, when applicable, its accreditation status?</p> <p>Does the institute or program provide publications or maintain a website to appropriately represent the institute to the relevant communities?</p>

<p>student grievance policies; and student support services that are available.</p> <p>All publications must be clearly written and provide information that accurately represents the institute or program.</p>	<p>Does the institute publish a scholarly journal or newsletter?</p> <p>How does the institute foster an appreciation of the psychoanalytic model by the larger community?</p> <p>Does the institute provide public education lectures or encourage participation in assisting the needs of the community (the homeless, the aged, the housebound ill, victims of psychological trauma, etc.)?</p> <p>Describe any additional or unique aspects of your institute that have not been addressed in the questions of this self-study worksheet/application or that are especially noteworthy (e.g., an outstanding library, a low-cost clinical treatment center, a neuro - psychoanalysis division, a process psychoanalytic research program)?</p>
<p><i>Article XVII Site Visits</i></p> <p>Institutes and programs will accept regular site visits for initial accreditation and re-accreditation 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 institute's or program's self-study and self-scrutiny through a consultative, collegial process aimed at helping the institute or program achieve and maintain core standards and (b) provides consultation to enhance the educational programs of participating institutes and programs.</p> <p>There are to be no disruptions in candidates' analyses, courses or supervision as institutes and programs work toward achieving these accreditation requirements.</p>	<p><i>Article XVII Site Visits</i></p> <p>Are there any matters important in your view to the committee's selection of site visitors for your institute?</p> <p>Do you wish to have the site visit by the ACPEinc coordinated with that of another organization or agency? If so, provide detailed information about the other visit, schedule, etc.</p>

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.

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Adopted by the Board of Trustees 01 December 2010.

4 ***Self-Study Guide and Application for Accreditation***

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6 ***Appendix A: Infrastructure Questionnaire***

7

8 The Standards for Psychoanalytic Education require institutes and programs to have teaching facilities
9 and equipment appropriate and adequate to deliver all the programs offered on and off the home site.
10 Your application should include information that will allow the ACPEinc to determine how you
11 implement specific aspects of this requirement.

12

13 *Classrooms must have sufficient space to ensure overcrowding does not occur.* Do you have dedicated
14 classroom space? If you do not have dedicated classroom space, how do you arrange space for didactic
15 instruction? How do you ensure that your classroom spaces meet generally accepted educational
16 standards? Do your facilities meet ADA standards? If they do, please document. If not, how do you
17 accommodate candidates with special needs?

18

19 *Furniture and supplies shall be adequate to allow for the effective delivery of all courses taught in the*
20 *didactic programs.* Briefly describe the furnishings of an average classroom. Do you provide equipment
21 for audio-visual instruction, e.g. a computer and projector for presentations?

22

23 *If some candidates participate in the class through distance learning technology, the infrastructure shall*
24 *be adequate to support instant two-way communication.* If you engage in distance learning, document
25 how you meet this requirement? What technology infrastructure is in place to support instant two-way
26 communication? What processes are in place to assure that communication is not interrupted? If clinical
27 information is shared in distance learning classes, how do you assure that privacy and confidentiality of
28 the patients is preserved?

29

30 *If an institute or program maintains a clinic, its treatment rooms shall be furnished in a manner that*
31 *promotes an atmosphere appropriate for psychoanalytic work. All space used to conduct psychoanalytic*
32 *sessions and supervision, whether at the home or a distant site, must be constructed and used in a*
33 *manner that ensures that the privacy and confidentiality of patients is maintained.* How do you
34 implement these requirements? If you maintain a clinic, the ACPEinc team will expect to visit it to
35 determine whether it meets these requirements and to verify that all licenses and permits required by
36 the jurisdiction in which it is situated are in place and are current. If treatment and supervision is
37 conducted in the private offices of candidates or faculty, the ACPEinc site visit team will expect to visit
38 some to verify that these spaces meet ACPEinc standards.

39

40 *If treatment or supervision is conducted in the private offices of candidates or supervisors, the institute or*
41 *program shall have in place a process to address concerns about the treatment or supervisory*
42 *environment, including provisions for maintaining privacy and confidentiality of clinical information.*
43 Please describe the process. Include information on how you document your investigation and
44 disposition of complaints.

45 *Space for administrative staff and faculty members shall be adequate to allow them effectively to meet*
46 *their daily work requirements. Briefly describe the physical facilities and equipment available for*
47 *administrative staff and faculty. Is private space available for faculty to confer with candidates? How is*
48 *access to this space managed?*

49 *Adopted by the Board of Trustees 01 December 2010*

50 *Adopted by the Board of Trustees 21 February 2017*