

SAN FRANCISCO CENTER FOR PSYCHOANALYSIS

PSYCHOANALYTIC EDUCATION DIVISION (PED)

CANDIDATE HANDBOOK

2019-2020

TABLE OF CONTENTS

TRIPARTITE TRAINING PROGRAM IN ADULT PSYCHOANALYSIS

This Handbook contains information on policies effecting candidates taken from the Policies & Procedures Manual of the PED. If there is question about a particular policy please consult the Manual or contact the PED Coordinator, the Dean, the PED Chair or other PED member for assistance.

OVERVIEW OF TRAINING AT SFCP	1
Structure and Function of the Progression and Graduation Committee.....	1
Criteria for Progression	2
PERSONAL TRAINING ANALYSIS.....	2
Length of Personal Analysis.....	2
Privacy of the Candidate's Training Analysis	3
SEMINAR CURRICULUM.....	3
Required Courses and Electives	3
Seminar Attendance.....	3
Tele-participation Policy	5
Continuous Case Conference	5
Advanced Writing Workshop	5
Guidelines for the Graduation Paper	6
Evaluation of Progress in Seminars/ Candidates' Evaluations of Seminars.....	7
SUPERVISED PSYCHOANALYTIC WORK	7
Public Representation by Candidates	8
Requirement to Be in Analysis	8
Progression to Supervised Analysis.....	8
Philosophy Guiding Supervision Policies	8
Frequency of Supervision.....	9
Unsupervised Analysis	9
Creditable Cases.....	9
Exceptions to the Frame for a Creditable Training Case.....	10
Low-Fee Case Requirement	12
Immersion.....	12
Candidates in Adult Analysis May Analyze a Child or Adolescent	12
Case Reports	13
Progression Contingent upon Writing Case Reports.....	13
Arranging for Supervision.....	14
Fees for Supervision	14

Supervision before First Case Permission	15
Supervision When Training Is Interrupted	14
Supervision during the Termination Phase.....	14
SFCP Referral Service.....	15
Role of the Progression and Graduation Committee.....	15
Evaluation of Supervised Psychoanalytic Work	16
Tracking Candidate Progression Post-Seminar.....	16
Candidate Changes in Schedule	17
OVERVIEW OF GRADUATION REQUIREMENTS.....	18
PROBATIONARY STATUS	19
CONTINUING MEDICAL EDUCATION (CME) AND CONTINUING EDUCATION (CE) CREDIT.....	19
CANDIDATES' ASSOCIATION.....	20
CANDIDATES' COLLOQUIA	20
PSYCHOANALYTIC EDUCATION IN CHILD & ADOLESCENT ANALYSIS.....	21
Admission.....	21
Curriculum	21
Progression and Graduation: Child and Adolescent.....	22
PSYCHOANALYTIC EDUCATION DIVISION: COMMITTEE STRUCTURE	23
PSYCHOANALYTIC EDUCATION DIVISION AND SUBCOMMITTEES.....	23
Chair, Psychoanalytic Education Division	23
Dean of Students.....	23
Vice Chair, Psychoanalytic Education Division	24
Admission Committee	24
Curriculum Committee.....	24
Progression and Graduation Committee	24
Training Analyst Committee	24
Supervising Analyst Committee	24
Advisory Committee on Research and Special Training	24
Child/Adolescent Analysis Committee.....	24
Advisor/Mentorship Committee	25
SFCP CANDIDATES AS MEMBERS OF SFCP, APSA, IPSO.....	26
San Francisco Center for Psychoanalysis.....	26
Candidates' Association and Candidates' Colloquia	26
American Psychoanalytic Association (APsaA)	26
International Psychoanalytic Studies Organization (IPSO)	27
International Psychoanalytical Association (IPA)	27

FEEES FOR PSYCHOANALYTIC TRAINING	27
Registration and Tuition	27
Personal and Supervised Analysis Fees.....	27
FREQUENTLY ASKED QUESTIONS.....	28
1. To whom does a candidate go for answers to questions, concerns, etc.?	28
2. What if a candidate wants/needs to relocate to another geographical area during training?.....	28
3. Are there any emergency funds available to a candidate during training if needed? How are they made available?	28
4. What if my analyst is teaching a seminar I am scheduled to take? Or, my analyst’s spouse/partner?	29
APPENDIX.....	30
SFCP Referral Service and Consent Form	32
Policy for Referral Service Consent Form & Administrative Record.....	31
One Possible Form for Case Write-Ups	33
Annual Report Form	34
Final Report Form	35
Procedure for Candidate Schedule Change	36
Change of Schedule Form	36

TRIPARTITE TRAINING PROGRAM IN ADULT PSYCHOANALYSIS

OVERVIEW OF PSYCHOANALYTIC TRAINING AT SFCP

The tripartite training program in Adult Psychoanalysis consists of personal analysis, a curriculum of educational seminars, and supervised psychoanalytic work with patients. The major steps in training in are:

1. Admission
2. Beginning (or continuing) personal Training Analysis
3. Beginning seminar work
4. Permission to begin a supervised psychoanalytic case
5. Permission to begin additional supervised psychoanalytic cases
6. Permission for Modified Supervision or for unsupervised work (optional)
7. Graduation

The Admissions Committee, with consultation as needed from the Psychoanalytic Education Division, makes admission decisions. While candidates arrange their own training analysis, assistance in selecting a training analyst is available if desired. All the other steps in the sequence outlined above are decided upon by the Progression and Graduation Committee with consultation as needed from the PED.

Structure and Function of the Progression and Graduation Committee (PGC)

The Progression and Graduation Committee is a subcommittee of the Psychoanalytic Education Division. Responsibility for most decisions regarding candidate progression is delegated to the PGC by the PED. All decisions are subject to review and difficult or controversial decisions may be referred to the PED. Normally candidate matters referred to the PED will be reviewed by the PED Steering Committee to provide a measure of confidentiality. Major policy decisions are referred to the PED.

The purpose of the PGC is twofold. First, it reviews the progress of candidates to ensure the appropriate standards of training are being met. Second, it seeks to identify educational strengths and challenges in candidate progression and help the candidate address the challenges. The Chair of the PGC and the Dean review the training records to ensure that required reports are submitted, required actions taken, and that the training records are appropriately maintained.

Each candidate's progress is reviewed annually at a PGC meeting with all the candidate's supervisors in attendance taking into account seminar evaluations and supervisor reports. The candidate's advisor may attend the PGC meeting, at the request of the candidate, to convey information to the committee by request of the candidate. Mentors do not attend PGC meetings.

Criteria for Progression

Progression decisions are based upon:

1. The caliber of the candidate's work in seminars
2. The caliber of the candidate's work in supervision.

One way a candidate's learning is assessed is by utilizing the categories described by David Tuckett in a 2005 IJP article, "Does Anything Go? Towards a more transparent framework for assessment of psychoanalytic competence":

- establishing and maintaining the participant-observation frame
- conceptualizing the clinical interaction and formulating interventions
- intervening and interpreting,
Plus SFCP has added an additional category;
- capacity to revise one's thinking

3. The quality of written case reports submitted by the candidate during training
4. Feedback meetings with PGC members and the Dean of Students. These feedback meetings are intended to help the Progression Committee understand additional factors in the candidate's progress and help the candidate in recognizing his or her own progress, learning and further educational needs.
5. Fulfillment of requirement for personal training analysis.

PERSONAL TRAINING ANALYSIS

All candidates must be in analysis with an SFCP training analyst prior to beginning course. The expectation is that the training analysis be 4-5x/week, on the couch.

Analytic fees are arranged between the candidate and analyst.

Length of Personal Analysis

It is optimal for candidates to have as complete (in terms of depth and intensity) an experience of personal analysis as possible. The candidate's personal growth and self-understanding are paramount considerations. In addition, it is essential for candidates to participate fully in personal analysis while experiencing the emotional demands of psychoanalytic training. At a minimum, the basic requirement is that the candidate remain in their training analysis until the candidate has three supervised cases going well, in the judgment of supervisors and the Progression and Graduation Committee, or has been approved for unsupervised work, or for graduation, whichever comes first.

Exceptions to the requirement may be considered in specific cases. (For example, if someone in part-time analytic training is progressing slowly towards graduation, but is clearly doing well and has been in a training analysis for many years.) In no case may a candidate's training analysis be completed until the candidate has both reached the 4th year of seminars and had at least two years of supervised analytic work.

Privacy of the Candidate's Training Analysis

SFCP is a non-reporting institute meaning that the psychoanalyst does not report in any way (other than the fact of the analysis, the hours seen, and the fact of the ending of the analysis) to the institute on the analysis of the candidate. Everything else about the psychoanalysis of candidates is confidential. If there are issues with the analysis or exceptions to the policies regarding the length of the analysis, the candidate should take those issues up with the Dean.

SEMINAR CURRICULUM

An overview of the entire curriculum and list of specific seminars for Adult Psychoanalytic Training and for Child/Adolescent Analytic training is available in the Psychoanalytic Education Division section of the SFCP website. <http://sf-cp.org/psychoanalytic-training>

Required Courses and Electives

The SFCP Course Catalog is published each year describing required courses and elective options for each year. The electives are taken for one 7-week period each in the second, third, and fourth years of seminars.

Seminar Attendance

Candidates who have been admitted to training at SFCP may begin seminar work in the Fall semester, assuming the candidate's personal analysis is under way.

Attendance at all seminars is expected. If a candidate is unable to attend a seminar session or sessions, they should inform the faculty instructor of the anticipated absence. Attendance of at least 80% of a seminar is required in order to obtain credit for that seminar. If a candidate misses several seminar sessions, the candidate is responsible for contacting and working out makeup arrangements with the seminar instructor to ensure that the seminar will be credited. The possibility of making up missed work is at the discretion of the instructor. Make up assignments are expected to be completed no later than the end of the following academic year.

Such makeup arrangements may be fulfilled in a variety of ways by mutual agreement of the instructor and candidate. Some examples of makeup arrangements are: the candidate deciding to take the seminar in a future year, the candidate meeting in a tutorial with the instructor, the candidate reporting in the next seminar meeting on extra reading, the candidate writing a paper on a topic agreed upon with the instructor, among others. If the instructor is not able to arrange makeup sessions with the candidate, the candidate may contact the Curriculum Committee Chair, who may be able to assign another faculty member to meet with the candidate for an agreed upon makeup arrangement. The makeup arrangement with the seminar instructor or other faculty member takes place on the same voluntary basis as any teaching done within the curriculum – that is, no fee is charged.

If a candidate is scheduled to take a seminar taught by their training analyst or the analyst's spouse, the candidate should contact the Curriculum Committee Chair who will arrange a tutorial with another faculty member.

Candidates are expected to have at least one case in supervised analysis before beginning the third year of seminars. The Progression & Graduation Committee reviews the records of second year candidates to ensure that the requirement has been fulfilled.

All case reports must be completed before progression to the next year of seminar work. All fees must be paid or arrangements made with the Dean of Students before progressing to the following semester.

Case Conference Attendance

For a candidate to complete coursework in good standing, the candidate's attendance of Year 2 - Year 4 case conference sessions must cumulatively total 80% or more.

Part-Time Attendance

The curriculum for adult psychoanalytic training is an integrated 4-year sequence of seminars designed for full-time students going through training together as a cohort, attending seminars in person. Candidates benefit from an immersive seminar experience and full-time participation provides the basis for each cohort to develop into a strong working group. The sequence of seminars has been designed so that courses complement and enhance each other. Taking classes out of order may diminish the candidate's overall experience.

For of these stated reasons, the expectation is that candidates will normally attend all classes on a full-time basis throughout their seminar years. If circumstances arise that require candidates to take a reduced class load, they must request permission to do so from the Dean of Students as far in advance as possible. Such requests will be granted when the reasons for them are compelling, and not simply a matter of convenience or because of issues that can be resolved in another way. The Dean will work with the candidate to determine the necessity and advisability of a change to part-time status. The Dean will consult with the Faculty Representative and Curriculum Chair as necessary and will keep in mind the effect of such changes on the candidate's cohort.

The Dean, in consultation with the PGC chair and the Curriculum Chair, decides on the candidate's request. Resuming full-time attendance after a period of part-time training or a leave of absence is at the discretion of the PED and requires agreement by the Dean, the Curriculum Committee Chair, and the PGC Chair. See policy on Candidate Schedule Changes below.

Tele-participation Policy

Our policy on use of technology to attend seminars is guided by our shared psychoanalytic values about how we can most deeply engage with others both in the consulting room and the classroom. The physical presence of each group member is key to a generative learning experience. Although there may be situations when an exception is necessary, for example, when a consultant telecommunicates from another city, it is our expectation that all seminar members will attend their classes in person at the Center.

Continuous Case Conference

Candidates are required to attend three years of a Continuous Case Conference while in supervision. One of the three Case Conferences must be an Adult/Child Case Conference. First year candidates will have their own one-year clinical conference designed to address the issues of beginning analyses.

Advanced Writing Workshop and Graduation Paper

The graduation paper is an important element –in some ways a crowning achievement – of a candidate's psychoanalytic education. The objective of the graduation paper is to facilitate a meaningful scholarly and writing experience for candidates with the ultimate goal of producing a psychoanalytic paper of high quality. The process of writing and presenting an advanced writing paper has four components:

1. Participating in the advanced writing workshop

The advanced writing workshop is a monthly meeting for candidates designed to be taken in the year after seminars are completed, normally the 5th or 6th year of candidacy. Candidates may request to attend in their 4th year if they wish. The workshops initially meets in the spring of the year before so candidates who want to finish their papers in order to graduate the following year have a good chance to do so. The workshop functions as a "working group" in which drafts of papers in various stages of development are read and discussed. These drafts range from nascent ideas (i.e., perhaps a paragraph or a page) to full drafts of papers. Typically, the first few meetings are brainstorming, idea-generating sessions, and gradually the workshop moves into discussing paper drafts in detail. The role of the group is to help the candidate generate further ideas, hone ideas, suggest further literature reading, and comment on drafts in terms of organization, strengths, weaknesses, etc. There are six or seven meetings for these purposes. The workshop will meet until February or March of the following year, by which time papers must be completed and accepted. The workshop will be an open forum to generate ideas and assist candidates in finding appropriate topics.

2. Working with a mentor (recommended)

It is highly recommended that candidates also have "writing mentors," who are faculty, chosen by the candidate, that agree to help the candidate with the specifics of their paper. The goal here is to allow the candidate to pursue their topic in a deep way under the guidance of a mentor who can assist when necessary. Mentors can discuss ideas, point the candidate in specific directions to facilitate further reading and thinking, as well as comment on various drafts of the paper as it is evolving. Candidates can choose their own mentors. The workshop leader is in communication with the mentors so they know what is expected of the paper and that they should contact the workshop leader if there are any substantial problems that can't be worked out between candidate and mentor.

3. Submission of the paper to a faculty reader (required)

There is a faculty reader for each paper. The candidate chooses the reader once they have a final draft ready for review, and the mentor cannot also serve as the reader. The reader is a backstop of sorts, or a 'third', who is the "final" arbiter of the acceptability of the paper. If the reader has problems with the paper, they communicate this to the workshop leader and the candidate and together they help the candidate improve the paper.

4. Paper presentation in a public or semi-public forum

The Curriculum Committee is developing a plan for a candidate to have the opportunity to present his or her paper in one of the following forums.

- a. At a meeting of the workshop itself, with a formal discussant chosen by the candidate who may be another member of the workshop or an invited guest.
- b. A "salon" setting in a private home. The candidate may invite members of the community other than the workshop participants
- c. A formal presentation at the center along the lines of a scientific meeting.

Guidelines for the graduation paper

Essentially, the papers should be of high enough quality that they could be submitted to a reputable psychoanalytic journal (submitted, not accepted for publication). Minimum length: 20 pages. Literature review: required. The author must situate the paper within the psychoanalytic literature on the subject they are writing about. There must be a thesis that is argued. Case illustrations are often used to illustrate the thesis. There should be a conclusion and references. The paper must be well-organized and be in JAPA format (so the papers are consistent in terms of look--font, references, footnotes, etc.). Not all the papers must be organized and written in the typical "paper" way. Instead a candidate may write an extended psychoanalytic essay (Adam Philips is the exemplar here). But a thesis and an argument of sorts must be made, and the paper should be lengthy, between 20 and 25 pages. Papers must be approved by the reader and workshop leader by April 15 at the latest of the year the candidate hopes to graduate. The workshop leader notifies the Progressions and Graduation Committee chair once the paper has been accepted. An archive of graduation papers is being assembled and will be available in the library.

Evaluation of Progress in Seminars/ Candidates' Evaluation of Seminars

Faculty Evaluation of Students and Courses

Upon completion of a course, instructors submit a brief evaluation of the course, the functioning of the candidate group, and the performance of each candidate. Information on the course is used to assess the curriculum. Information on each student and on the functioning of the group is used to monitor educational progress and to identify obstacles to learning. This information regarding the individual candidate is conveyed directly to the candidate, to the Progression and Graduation Committee, and the Dean. The Progression and Graduation Committee reviews these reports and may recommend, if there are serious difficulties, that the candidate defer beginning or expanding supervised clinical work, repeat courses, take a special tutorial, or participate in another remedial action. Candidates should always feel free to ask their instructors about their performance in a seminar.

Candidate Evaluations of Faculty and Curriculum

At the beginning of each course, the office will email all candidates an anonymous link which they can use to communicate concerns about a particular course or curricular issue at any time.

At the end of each course, the office will email to each candidate a link to complete an anonymous, online evaluation of the course, to be reviewed by the Curriculum Committee. Each candidate will have the opportunity to designate feedback which will be sent verbatim to the instructor, as well as feedback that will be sent only to the Curriculum Committee. Instructors and candidates are asked to evaluate the course according to the same criteria, in order to facilitate comparison of the responses. The evaluation criteria include: (1) clinical usefulness of the course; (2) effectiveness of assigned readings; (3) structure of the course; (4) teaching style; (5) group functioning; (6) any other comments.

Tutorials for Candidates whose Analysts Are Teaching

Candidates do not attend seminars conducted by their personal analysts (or analyst's spouse). The Chair of the Curriculum Committee arranges a tutorial in this situation. The tutoring faculty member determines the number of meetings and materials used. Participation in seminars is preferred and tutorials are only permitted in the above, or other rare circumstances at the discretion of the PED.

Advanced Candidates/Post-Seminar Candidates

The term "advanced candidate" refers to a candidate who has completed seminars. Parts of the Curriculum, such as electives and intersession are open to post-seminar candidates (and to faculty as well when room allows.) Occasionally, Postgraduate Programs are open to advanced candidates.

SUPERVISED PSYCHOANALYTIC WORK

Graduation from SFCP requires satisfactory supervised analysis of three adults, including cases of each gender. The analyses are to be conducted at a frequency of no less than

four or five times a week. Fulfillment of the supervised case requirement entails the demonstration of basic competence in the engagement and conduct of the full analytic process. Competence is measured in four areas of assessment: establishing and maintaining the participant-observation frame; conceptualizing the clinical interaction and formulating interventions; intervening and interpreting; and the capacity to revise one's thinking.

Public Representation by Candidates

During their training at SFCP we want candidates to develop their psychoanalytic identities and practices but also to represent their qualifications accurately to protect both the integrity of our training program and the public interest. Although candidates are licensed mental health professionals, psychoanalytic training is an additional, specialized qualification and we ask that candidates be mindful of this in representing themselves to the public.

Applicants for psychoanalytic training at SFCP agree not to conduct psychoanalysis until they are authorized to do so by the Adult & Child Psychoanalytic Education Division of the San Francisco Center for Psychoanalysis. Once a candidate matriculates they may publicly identify themselves as a 'Candidate Psychoanalyst' or 'Psychoanalyst in Training' at SFCP. It is permissible for a candidate to say they offer 'psychoanalysis' and describe themselves as 'practicing psychoanalysis' as long as they indicate their training status at some point in any public announcements, such as web pages, program bios, etc.

Requirement to Be in Analysis

All candidates must be in their own Training Psychoanalysis 4-5 times weekly at the time they begin seminars. A candidate's training analysis is an integral part of training to practice psychoanalysis as well as a valuable personal experience. Candidates are therefore expected to continue analysis at least until the point where they have three supervised psychoanalytic cases going well. Continuation of the training analysis until this point is an essential requirement for receiving credit for supervised work. Requests for exceptions to this policy go to the Dean and the Chair of the PGC.

Progression to Supervised Analysis

First Case Permission. If there are no adverse reports from the first semester instructors, the candidate is recommended by the PGC to begin supervised work, usually in January of the first year. This permission is for a first case only.

Additional Case Permission. Permission to start additional cases is given by the first case supervisor. Review by the PGC is not required.

Philosophy Guiding Supervision Policies

Supervision of analytic training cases is a central part of analytic training at SFCP. The goal is to help candidates become proficient at conducting analyses throughout all the phases of analytic work. To meet this goal, candidates need extensive experience in conducting analyses while being supervised. For this reason SFCP does not have a pre-set length of treatment for cases to count towards graduation requirements. While we do not have a terminated case requirement for graduation, we do expect candidates to have significant supervised experience working with cases where there is an engaged analytic

process. Cases with a clear analytic process may be considered creditable at the two year mark but this is a minimum and does not mean supervision should stop or decrease in frequency, or that three cases meeting the minimum criteria will satisfy the case requirements for graduation. Fulfillment of the requirements for graduation is based on overall assessment of a candidate's competence as a psychoanalyst, not by numeric criteria. Candidates graduating without a terminated case are expected to return to supervision when they have a case in the termination phase.

To provide an optimal training experience, supervision of training cases at SFCP is expected to continue on a weekly basis until approval for graduation. As a candidate progresses, however, allowance for flexibility is provided by the Modified Frequency and Unsupervised Work policies described below. These policies should only apply when they are consistent with a candidate's training needs and therefore the decision to grant them requires the involvement of the PGC where all of a candidate's supervisors can consider the request in the light of the candidate's overall learning experience.

Frequency of Supervision

Candidates are required to be in weekly individual supervision, with a separate Supervising Analyst for each control case. Once the candidate has completed seminars, the duration and frequency of supervision is to be determined by the candidate and supervisor, with review and approval from the PGC. A supervisor and/or candidate may request consideration for a reduction of frequency or discontinuation of a supervision at a candidate's annual PGC review where the committee and all of a candidate's supervisors can consider the request in the light of the candidate's overall training experience. The intent of this supervision duration and frequency policy is to have a larger group, the PGC, assist the supervisor/candidate dyad in making this decision. Consideration of reduced frequency or discontinuation of a supervision is made on a case by case basis with each case considered individually.

Candidates who graduate before terminating a case are expected to resume supervision when they have a case in termination.

Unsupervised Analysis

Candidates may be considered to begin unsupervised work after completing the first three years of seminars and subsequent to having three ongoing control cases in supervision. Permission is reserved for candidates who have shown consistent ability to analyze. Any of the candidate's supervisors may alert the Progression Committee of readiness for unsupervised work. A candidate may also request to begin unsupervised work.

Progression to unsupervised work status requires that the candidate be up-to-date on case write-ups. Permission to do unsupervised work applies only to a new control case and cannot be applied to a case already in supervision. Permission to conduct unsupervised psychoanalytic work is not a required step prior to graduation.

Creditable Cases

An analytic process as described below needs to be present for a case to be creditable towards graduation. Although analysts from different schools may define the analytic process in varying ways, the following reflects the basic tenets common to most analytic

schools of thought.

1. The Analyst's Activity:
 - (a) Maintaining an analytic attitude and presence, that is, being a participant observer who is receptive and able to reflect rather than act and who is able to establish a safe non-judgmental environment conducive to analytic work;
 - (b) Conceptualizing, that is, thinking analytically about what is going on (unconsciously) in the patient's mind, the analyst's mind, and in the analytic dyad;
 - (c) Interpreting in a consistent way (including, where appropriate, interpretations of the transference/countertransference) with an appropriate level of emotional engagement.
2. The Patient's Activity: Participation in the analytic work as demonstrated by the patient being able to hear and engage to some degree in what the analyst is interpreting and the way he/she is intervening.
3. Change: There is some demonstrable movement in the case within and/or outside the analytic hours. These changes will be manifest within the hours in the bringing forth of new material (e.g. new content, affects, changes in transference and countertransference) or in the development of new capacities outside the analytic hours.

At least two of the cases must clearly show all three of the elements described above while the third case may demonstrate a more attenuated form of analytic process in the treatment of either a more disturbed or psychotic patient. In these circumstances it will be important for the candidate to demonstrate an understanding of the transference-countertransference constellation and describe the nature of the particular anxieties and defenses that are involved. If there were impasses in the treatment, the candidate will need to show how they were addressed, and what happened.

The goal is for each candidate, working with their supervisors, to develop their own view of the analytic process in their cases. To provide assistance Analytic Process Resources file will be provided to candidates and available in a Member's Section for analysts and candidates in the Psychoanalytic Education section of the SFCP webpage ([Link here](#)). The Policy and Procedures Subcommittee of the PED will maintain and periodically update these resources. The file will contain descriptions of different models of analytic process, descriptions of the phases of analysis, and clinical examples of analytic process within published articles.

Exceptions to the Frame for a Creditable Training Case

The traditional frame for psychoanalysis in North America is 45-50 minute sessions, 4 to 5 days a week on the couch in the analyst's consulting room. This was the standard of the Eitingon model of psychoanalytic training adhered to by SFCP and APsaA through December 2017. The IPA revised the frequency standard in the Eitingon model to 3-5 times per week and the APsaA adopted this revision in January 2018. SFCP requires that 2 of the 3 training cases be treated four to five times per week, and allows for one control case (other than the first case) to be treated at 3 times per week when clinical indicated. It is expected that the psychoanalysis be conducted with the analysand on the couch in the candidate analyst's office.

An exception to the traditional frame can be granted for compelling clinical reasons in certain very limited situations. If the supervisor and candidate agree that there is clinical indication that a variation of the frame could provide benefit to the patient and also a beneficial learning experience for the candidate, exceptions to the frame may be considered. For example, if meeting face-to face is necessary due to the fact that trauma has rendered a patient characterologically unable to make use of the couch, even if that period of time is quite lengthy, and this aspect of the patient's character is considered to be reasonably available to analysis, an exception may be considered based on the educational value of the case.

An exception may also be granted for distance analysis by telephone or other VOIP technology for some but not all of the sessions. Occasionally, commuting difficulty, temporary move or illness, periodic travel, or relocation may warrant distance analysis for a portion of an analysis. No supervised case should be completely long distance. In most cases, distance analysis should be temporary or partial. When it is considered for the duration of the treatment, as in following a relocation of the analysand, the analytic process should have been well established and fairly lengthy (as a guideline, at least 2 years). When it is considered for commuting difficulties, at least some of the sessions should be in person. A candidate cannot receive an exception on their first case but an exception may be granted for one of the other training cases. (The APsaA Committee on Institutes 'Recommended Educational Practices for Distance Supervised Analyses' provide further guidance and can be found in the PED Resource File) (provide LINK)

Candidates should be advised that the granting of an exception is infrequent and that exceptions are not meant to simply make it easier to get cases going (even though everyone is well aware of current difficulties in finding cases).

If a candidate and his/her supervisor feel that a case requires a different format (i.e. use of telephone analysis or face to face analysis), the candidate can submit a request for an exception (written by candidate, signed off on by supervisor) that articulates their rationale. All exception requests should be submitted to the PED Coordinator. To expedite these requests, they will be considered by the Exceptions sub-committee of the PGC. The candidates request must include a psychoanalytic rationale for why an exception is necessary for the case. The write-up should include why analysis is the recommendation for this particular patient and what the available evidence is that this patient may make use of the analysis. It should also include how the analyst is thinking analytically about the exception and how that thinking is manifest and worked with in the analysis.

The Exceptions Subcommittee will consider the overall training needs of the candidate in approving an exception. Difficult decisions will be referred to the full PGC. Only one of the three cases required for graduation may be an exception. If a case initially granted an exception should no longer require the exception, after that case has continued for two years without utilizing the exception an exception for another case may be granted. Once an exception is granted, the case would count from the time the supervisor and candidate agree was the start date of the case but no more than one year retroactive from the time the exception is submitted. The reasons for this are that (1) it encourages candidates to apply for an exception before investing an inordinate amount of time in a case that may not be granted an exception, while (2) it allows candidates enough time to collect data they may need in order to articulate their rationale for an exception. If in the course of an analysis originally granted an exception, the analysand uses the traditional frame for at

least two years, a candidate would then be able to apply for an exception for another case.

Patients today are frequently seen in analytic treatment with alterations to the frame. All candidates are encouraged to have more supervised cases than the three required and are encouraged to take an additional supervised case involving an exception to the frame to enhance their education. These cases do not require an exception but are acceptable for immersion based on the supervisor/candidate assessment of the clinical advisability of psychoanalysis for that patient. All supervisors and candidates should be aware, however, that in the event that one of a candidate's three training cases does not continue for two years, an additional supervised case that does not meet the requirements of the traditional frame will not be accepted as one of the required training cases unless, or until, an exception has been granted. The normal procedure for requesting an exception applies.

Low-fee Case Requirement

Each candidate is required to have a supervised low-fee case for a minimum of two years during their training. This is a graduation requirement. The low-fee case requirement is meant both to provide a public service and provide training for candidates in working with reduced-fee patients. Low-fee is defined as \$75 per session or less. Child or adolescent cases qualify and a candidate may meet the requirement with a combination of cases if necessary. Psychotherapy cases do not count. If the patient's fee increases to over \$75 per session, the candidate may contribute the overage to the Center for the duration of the two year period in order for the case to satisfy the requirement. Any such funds, along with fees from evaluations of cases for the Reduced Fee Referral Service by analyst members, will be used for public service activities of the Center.

Immersion

Immersion in analytic work during one's training provides an opportunity for comparing different analytic and supervisory experiences that is essential to becoming a competent analyst and in forming an analytic identity. It is recommended for candidates to have two or more cases that overlap for more than two years, with the minimum requirement for graduation that two cases overlap for one year. *Cases not creditable as one of the three required training cases may count towards the immersion requirement.*

Candidates in Adult Analytic Training May Analyze a Child or Adolescent

A candidate enrolled in the adult program may wish to analyze a child or adolescent but may not wish to enter the child program for full child and adolescent training. This is possible. The candidate must have permission to begin a second case and then make a formal request for permission from the Dean of Students. The Chair of the Committee on Child Analysis and the Chair of the Progression & Graduation Committee will be consulted by the Dean. Such a child or adolescent case cannot substitute for an adult case but will be considered in the aggregate of cases when readiness for graduation is being reviewed. (See the paragraph on "immersion" under Case Requirements for Graduation below.)

Child or Adolescent Case as One of the Three Cases Required for Adult Psychoanalytic Training

Analysis of a child or adolescent in lieu of one of the 3 required adult cases is allowed. A candidate enrolled in the adult program but not in the child program must have permission to begin a second case and then make a formal request for permission from the Dean of Students. The Chair of the Committee on Child Analysis and the Chair of the Progression and Graduation Committee will be consulted by the Dean.

Case Reports

Case reports are required on all supervised cases, annually and in final reports as criteria for graduation. The reports are an important part of candidates learning to conceptualize and communicate psychoanalytic work. Candidates should *demonstrate* in their reports, especially the final report, that the case is creditable as described in section vi.c.3.1, of the Policy & Procedure Manual, with particular attention to the analytic process.

Candidates must submit initial, interim, and final case reports, accompanied by a completed face sheet, to the Psychoanalytic Education Division Coordinator. Reports are to be drafted by the candidate, reviewed by the supervisor, and filed in final form with the PED coordinator.

Initial case reports are to be filed no later than six months after the beginning of the analysis (or the work to date with the patient at the time of graduation), and should include diagnosis, assessment of analyzability, projected issues and problems in the analysis, and the nature of the opening phase. Annual case reports are due on the anniversary of the date that the case began and should convey the course and process of the analysis. Final case reports are due upon the ending of the analysis or when the candidate approaches graduation (whichever comes first). Final reports are to be a summary of the entire analysis. All case reports will be kept in candidates' files in a confidential manner until graduation.

A candidate may request to present a final report or reports orally rather than in writing. If the PGC finds the circumstances warrant this exception, an ad hoc committee of three Supervising analysts will be appointed by the Chair of the PGC to hear the report(s).

Sample templates for case reports are appended in this Handbook.

Progression Contingent upon Writing Case Reports

Case reports must be approved by supervisors and submitted to the Psychoanalytic Education Coordinator before a Candidate can:

- Progress to the next seminar year
- Begin modified frequency of supervision or unsupervised work
- Graduate

Arranging for Supervision

Candidates make arrangements for supervision, choosing from among the SFCP Supervising Analysts who have time available. The PED Coordinator maintains a list of Supervisors with time available that is updated biannually. Fees for supervision are arranged privately with the supervisor. The three cases fulfilling graduation and requirements are to be supervised by different supervisors. If supervision has been received from a supervising analyst for a lengthy period (two years, for example) and the patient completes analysis or drops out of treatment, the candidate should not begin a subsequent case with the same supervisor.

A supervisor, over a period of several years, has had the opportunity to convey his/her understanding of the psychoanalytic process. Experience with a variety of supervisory styles and approaches are a desirable part of the learning experience. Supervision may not be provided by the candidate's own training analyst. Telephone or video conference supervision is allowed as an option when necessitated by geography or in exceptional circumstances. Initial and periodic face to face supervision are required.

Fees for Supervision

Supervision fees are arranged between supervisor and candidate based on the following guidelines:

The fee for supervision would be the same as the per session fee that the candidate's analyst is paying, with a minimum supervision fee of \$50 and a maximum fee of \$150.

As a set of recommended guidelines, it is understood that there may be unusual circumstances in which supervisor and candidate determine that an appropriate supervision fee would be lower or higher than the minimum and maximum listed in the guidelines.

Supervision before First Case Permission

A candidate who comes to consultation before first case permission and presents a patient seen 4 times a week and/or on the couch should be aware of the risk of regression and should present such a treatment as psychotherapy and themselves as a therapist. The candidate also should be aware that the case will not begin to be counted as a supervised case until after first case permission is granted by PGC.

Supervision when Training Is Interrupted

If a candidate interrupts training for any reason (eg. health, finances), supervised cases(s) will not count towards graduation until training is resumed. At least one supervision on these cases needs to be continued with a SA.

Supervision during the Termination Phase

While it is desirable during analytic training for candidates to analyze a case through the termination phase, this is not required. If a candidate has an unsupervised case in the termination phase, the case must be supervised during the termination period. When a candidate graduates before one of the supervised cases terminates it is strongly recommended that the then-graduated analyst return to supervision for the termination phase.

SFCP Referral Service

The San Francisco Center for Psychoanalysis Referral Service is a source of low-fee cases for candidates. All patients accepted for analysis through the San Francisco Center for Psychoanalysis Referral Service must be introduced to and asked to sign the Referral Service Consent Form by the Candidate. The Candidate also should sign the form and submit it to the PED Coordinator. The form is available in the office, as well as from the Chair of the Low Fee Psychoanalysis and Psychoanalytic Therapy Referral Service. (See sample form in Appendix).

Role of the Progression and Graduation Committee

The Progression and Graduation Committee is a subcommittee of the Psychoanalytic Education Division (PED), which delegates responsibility for most decisions to the Progression Committee. Major policy decisions and problematic or controversial decisions will be presented to the PED. The PGC is responsible for assessing the candidate's overall educational progress through the course of training. Specific decision points by the PGC regarding progression for each individual candidate are made in consultation with the candidate's instructors, supervisors, the Dean, and if the candidate requests it, the Advisor. The candidate's advisor may attend the PGC meeting, at the request of the candidate, to convey information to the committee by request of the candidate. Mentors do not attend the PGC meetings.

The decision points for progression are:

- permission to take a first supervised case,
- permission for unsupervised work,
- and readiness for graduation.

All decisions are subject to review by the PED if necessary, but the PGC decisions will stand unless there are problems. Candidates may request that decisions of either group be reviewed. Ordinarily, each candidate will be considered once a year by the Progression and Graduation Committee (PGC) to assess the candidate's progression in the training program. The candidate will be notified of that meeting, and the candidate's supervisors will be in attendance.

After the PGC meeting, a member of the PGC will communicate with the candidate about the discussion which took place in the committee and about any progression decisions that were made. The PGC member will meet with the candidate by phone, video conference, or in person shortly after their review to report more fully with the candidate on the PGC discussion and to hear the candidate's perspective. The Dean and the Chair of the PGC are always available for discussion of PGC decisions.

Evaluation of Supervised Psychoanalytic Work

Candidates are required to write annual reports on each supervised case. A general description of requirements for these reports is provided above under Initial, Interim, and Final Clinical Reports. In addition, supervisors will provide guidance to candidates on writing case reports. Candidates' annual reports are due on the anniversary of the case start date. Case supervisors will then write reports which describe the quality of the candidate's psychoanalytic work, identify learning issues to be addressed in supervision, and evaluate candidates' annual reports. The evaluation of clinical work will consider the following factors:

- establishing and maintaining the participant-observation frame;
- conceptualizing the clinical interaction and formulating interventions;
- intervening and interpreting;
- and the capacity to revise one's thinking.

Supervisors' evaluations are sent to the candidate, the Dean, and the Progression and Graduation Committee. The supervisor's evaluations must always be shared and discussed with the candidate, and the candidate should always feel free to request feedback from the supervisor. The Dean is available to meet with candidates to discuss how training is going from the candidate's point of view and from the instructor's/supervisor's points of view.

Tracking Candidate Progression Post-Seminar

Several weeks prior to a candidate's annual review the Education Coordinator will review their file to see that it is up to date. Particular attention will be given to any incomplete academic courses, missing case reports, and, for advanced candidates, the status of completing the psychoanalytic writing workshop and the graduation papers. The Coordinator will send the candidate an email listing any missing information and requesting a timely response. It is the candidate's responsibility to see that their file is up to date by the time of their review.

Incomplete courses are expected to be complete within one year after the course was offered. It is the candidate's responsibility to have the instructor send the Coordinator written confirmation when the course requirement has been fulfilled. If a candidate needs additional time, it is at the discretion of the instructor. A plan should be agreed upon and communicated to the Education Coordinator.

Initial, annual, and final case reports are due for all training cases. Annual reports are an important part of the candidate's learning experience and make preparation of the final report a much easier task. Annual reports are due on the anniversary of the case start date of each year. Final reports must be filed before graduation is fully approved.

The Psychoanalytic Writing Workshop is meant to be taken after regular seminars are completed in the 5th or 6th year of candidacy and may be taken earlier if desired. Post-seminar candidates should inform the Education Coordinator of their plans. Similarly, the candidate should keep the Coordinator informed of the status and completion of their graduation paper.

Upon receipt of the requested information, the Education Coordinator will update the candidate's file. Information on any requirements still outstanding will be noted in an addendum when the candidate's file is sent to the PGC for review. The PGC member giving feedback to the candidate after their review will take up any outstanding requirements with the candidate and assist them in making a plan to complete the requirement. If a satisfactory plan cannot be agreed upon, the candidate will be referred to the Dean.

CANDIDATE CHANGES IN SCHEDULE (Leave of Absence, Part-time Status, Deferred Beginning Seminars)

A candidate who has been approved to begin seminars but wishes to defer seminar work must notify the Dean, the Chair of the PGC, and the Chair of the Curriculum Committee. Consultation with all three is also required when the candidate wishes to begin seminars. The Dean, in consultation with the Chairs of PGC and the Curriculum Committee, approves (or disapproves) the candidate's request.

A candidate who would like to make a schedule change contacts the Dean to discuss and confirm a plan. Once a decision is made, the Dean communicates the plan to the Education Coordinator, who then sends the candidate the Change of Schedule tracking form (see Appendix). The Candidate completes the form and returns it to the Education Coordinator, who then sends the form to the following list: Dean, PED chair, PGC chair, Curriculum chair/s, and the faculty representatives.

Upon returning from a leave of absence and/or upon planning a part-time schedule for the upcoming year, the candidate must update the Change of Schedule form and send it to the Education Coordinator, indicating their definitive plan *before* they begin classes, clarifying any elements that were left tentative. This is to ensure that there are no misunderstandings about their intentions and also to ensure that any interim curriculum modifications that may affect their schedule are accounted for in their new plan. The Education Coordinator sends the updated form to the same list.

OVERVIEW OF GRADUATION REQUIREMENTS

Graduation requires an experience in personal analysis, satisfactory completion of the seminar curriculum, including the graduation paper, and satisfactory supervised analytic experience with at least three adults, including a case of each gender. Detailed requirements for each of these elements of training are described in the sections of this handbook on personal analysis, seminar curriculum, and supervised psychoanalytic work.

Prior to review for graduation, candidates must submit and obtain approval for final case reports on all supervised cases, both complete and incomplete. Final reports must be written in complete form for all supervised cases which terminated, at least one case of each gender, and a minimum total of three adult cases. A further requirement for graduation is work with a low-fee case for two years. A combination of cases totaling two years will meet this requirement. Additional supervised cases may be summarized in two-paged reports. Before the final reports are sent to the Progression & Graduation Committee, each report must be reviewed and approved by the supervisor for that case. There is no requirement for writing up unsupervised cases.

With special permission of the Progression and Graduation Committee, candidates may opt to present final case reports orally in lieu of written summaries. In this event, cases are presented, over a sufficient period of time, to an ad hoc committee consisting of supervising analysts (appointed by the Chair of the PED). At the discretion of the Chair of the PGC in consultation with the Dean, candidates may be offered the option of an oral presentation as well.

While it is desirable during analytic training for the candidate to analyze a case through the termination phase, this is not required. However, if the candidate does have a case in the termination phase, the case must be supervised during the termination period, even if the case has previously been unsupervised. When a candidate graduates before one of the supervised cases terminates it is strongly recommended that the then-graduated analyst return to supervision for the termination phase.

If a supervisor, or a candidate in consultation with their supervisors, wishes to request that the candidate's next PGC review be a graduation review, they must notify the PGC Chair and the SFCP Education Coordinator in the June prior to the next academic year.

In order for a graduation review to take place, all supervisors who have supervised a creditable case for the candidate are required to be in attendance at the PGC meeting for the discussion.

At the time of review for graduation, the Progression Committee considers the quality of the candidate's work as a whole. Therefore, it is possible that several cases that barely meet the minimal supervisory requirements may not be considered as meriting graduation. If the candidate is in doubt, consultation should be sought with the Dean of Students at any point in training.

The date of the Progressions and Graduation Committee at which final approval for graduation is given is the date of graduation. The Certification of Graduation will be presented at the next Graduation Ceremony.

PROBATIONARY STATUS

If in the process of evaluating a candidate a supervisor has concerns about the candidate's ability to do analytic work or questions the candidate's suitability for analytic training then that supervisor will submit a report to the PGC recommending a review of the candidate's analytic work and their status at the Center. During the candidate's review process if the PGC and supervisors agree that there is enough evidence from the candidate's clinical work, supervisory and seminar reports to warrant that a candidate be placed on probationary status, then the PGC (with the assistance of the candidate's supervisors) will develop a plan to track the candidate's progress and to address the candidate's difficulties. If the candidate, has no current cases in supervision then the probationary status will continue until a new case begins and the candidate's new supervisor can address the concerns of the PGC.

The candidate will be informed of the committee's findings and conclusions by both the Dean and the PGC representative. The candidate's status will be reviewed again within 6 months. During this second review process the candidate will be asked to submit process notes and case report, and the supervisor or supervisors will be asked to comment on the progress of the candidate. At that time in consultation with the supervisors, the PGC will determine whether the probationary status will be ended, continued or recommend that the candidate's training be suspended.

CONTINUING MEDICAL EDUCATION AND CONTINUING EDUCATION CREDIT

SFCP is committed to gaining CE approval for PED courses to help candidates meet their licensing requirements. Two courses per candidate year will be designated by the Curriculum Committee for CE. Generally, electives will be chosen for CE accreditation since electives serve three of the four seminar years.

The San Francisco Center for Psychoanalysis is accredited by the Institute for Medical Quality/California Medical Association (IMQ/CMA) to provide continuing medical education (CME) for physicians. SFCP is also approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. Through the IMQ, SFCP is able to give CME credits at our extension division, post-graduate, and many other events to MDs and psychologists as well.

The IMQ does not allow Continuing Medical Education credits for seminars in any formal training program, such as the SFCP Psychoanalytic Education. However, select seminars in SFCP formal training programs are given Continuing Education credits through the APA.

Physicians and psychologists can acquire additional CE credits through SFCP approved programs in our extension division and through many other events such as Scientific Meetings.

Continuing Education credits are provided for LCSWs/MFTs and Registered Nurses for coursework in SFCP training programs as well as through many other programs offered by SFCP.

CANDIDATES' ASSOCIATION

The Candidates' Association is a group to which all SFCP candidates belong. Its purpose is to bring the candidates together to act as a resource to one another, to voice their views and concerns about the training program or any other aspect of the Center, and to interact with the Center overall. Its mission is: "Facilitating the most active participation in learning and involvement in the Center by the Candidates". The Co-Chairs of the Candidates' Association represent the candidates' concerns on the Board of Trustees and on the Psychoanalytic Education Division Committee. There are regularly scheduled monthly meetings on Fridays, as well as two longer meetings scheduled each academic year.

Co-Chairs are elected by the candidates. In 2019-2020, they are Elizabeth Stuart and a co-chair to be determined.

CANDIDATES' COLLOQUIA

Candidates' Colloquia enhance the education program by enabling candidates to meet in an intimate setting with analysts of local and national distinction. Attendance at colloquia is not required, but is highly recommended. Colloquia are scheduled outside regular class time, usually on a Saturday morning, several times during the year.

Co-Chairs of the Candidate's Colloquia are appointed by the Chairs of the Candidates' Association.

THE TRAINING PROGRAM IN CHILD & ADOLESCENT ANALYSIS

There are two routes to becoming a child and adolescent analyst. The Traditional Route is for those already accepted into the adult training program. Child Focus candidates are accepted into SFCP as child candidates only.

Candidates in the adult analysis program, and graduate analysts from that program, may train in both child and adolescent analysis or in adolescent analysis only. In addition, individuals who are interested in becoming child analysts, but are not interested in adult analytic training, may apply to the Child Focus Psychoanalysis Program for training in Child and Adolescent Analysis without previous training in Adult Psychoanalysis.

Admission

Eligibility for the Traditional Route

Satisfactory performance in the adult curriculum or graduation from an IPA accredited psychoanalytic institute is required for admission to Child Training by the traditional route. The SFCP Admissions Committee reviews applicants for Child Training and makes a decision to admit or not. Prior to training or during child and adolescent analytic training, the candidate shall have gained considerable familiarity with the psychology, development and diagnosis of normal and pathological conditions in children. This supervised experience with children may be acquired in a variety of settings as, for example, schools, day care, or through supervised psychotherapy.

Eligibility Requirements for the Child Focus Program

These requirements are the same as requirements for the adult analysis training program. Also, since the applicant will present child and adolescent cases in the interviewing process, instead of adult cases, he or she should have some on-going child or adolescent cases. Prior to training or during child and adolescent analytic training, the candidate shall have gained considerable familiarity with the psychology, development and diagnosis of normal and pathological conditions in children. This supervised experience with children may be acquired in a variety of settings as, for example, schools, day care, or through supervised psychotherapy.

Admission Interviews for Child and Adolescent Psychoanalytic Training

For adult candidates and graduate analysts from SFCP: The applicant will be interviewed by two members of the Committee on Child/Adolescent Analysis to evaluate suitability for child training. The evaluation includes aptitude, background knowledge and experience. Prior training in child psychiatry or psychology or its equivalent is desirable but not required. The interview can be waived when the applicant's suitability is already known to the committee.

The Committee on Child/Adolescent Analysis will decide on the admission of applicants to the program and report to the Psychoanalytic Education Division when applicants are admitted. The Chair of the Committee on Child/Adolescent Analysis may elect to present the applicant to the Psychoanalytic Education Division for consultation regarding admission decisions. For graduates from other IPA training programs and for applicants to the Child Focus Program, the applicant must complete the standard application for

admission to SFCP. As in the application to the adult program, the applicant will have three personal interviews by adult analysts and two sets of clinical interviews by child analysts.

Curriculum

The curriculum will meet the Standards for Training in Child and Adolescent Psychoanalysis of the American Psychoanalytic Association and will be monitored jointly by the SFCP Curriculum Committee and by the Committee for Child and Adolescent Psychoanalytic Education. The curriculum will include theoretical and clinical case seminars covering the following areas: basic literature in child and adolescent analysis; child and adolescent development; child and adolescent psychopathology; analyzability; the technique of child and adolescent analysis. Seminars will be outlined in the annual SFCP Catalog of Courses. The curriculum will be taught tutorially if there are too few candidates for a class. Tutorials will be arranged by the Chairs of the Child and Adolescent Program rather than by the Chair of the Curriculum as are those of the candidates in Adult training.

Supervised Analysis

In order to graduate, the child training candidate must demonstrate basic competence in the analysis of children and adolescents. Minimally, this requires the analysis of three supervised cases, one adolescent and two younger children, including both sexes.

Preferably, the child cases will include latency and pre-latency development but two latency cases are acceptable. It is strongly recommended that one case is to be supervised to and through the termination phase of analysis. Fulfillment of the supervised case requirement entails the demonstration of basic competence in the engagement and conduct of the full analytic process. Competence is measured in terms of five areas of assessment: establishing and maintaining the participant-observation frame; conceptualizing the clinical interaction and formulating interventions; intervening and interpreting; the capacity to revise; and the capacity to establish and maintain an alliance with parents. A low-fee child or adolescent case treated by a candidate enrolled in both the adult and child programs fully fulfill the requirement that the candidate will treat one low-fee case during his or her candidacy.

Child and adolescent analyses are to be conducted at a standard frequency, no less than four sessions a week. Supervision will be on a weekly basis. At the discretion of the supervisor, supervision may be decreased to biweekly meetings. Weekly meetings should be resumed during termination. It is expected that there will be a minimum of 150 hours of supervision on the three required cases. The candidate is expected to have experience with as many different supervisors as possible.

For training in Adolescent Analysis only, there must be at least two supervised cases, a younger adolescent (12 – 16 years of age) and an older adolescent (16 – 19 years of age), and both genders must be represented.

Child Analysis Colloquia

Child colloquia are organized by a child analyst on a range of clinical and applied issues. They are held 5 to 6 times a year. Candidates are strongly encouraged to attend in order to further their education.

PROGRESSION AND GRADUATION: Child and Adolescent

In the Traditional route, once the Progressions Committee has granted permission to begin a case, a child or adolescent case may be started as the candidate's first case. When permission is given for further cases, the candidate may add other child/adolescent cases, with the permission of the Committee on Child Analysis. The Progressions Committee is informed of this.

In the Child Focus program, permission to begin a first case is granted by the Progressions Committee usually in the first year of training. Additional case permission is granted as in the Adult Program. If a supervised case is not begun by the second year of training, seminar attendance may be interrupted until a case is begun.

Clinical Reports

As is the expectation for adult candidate, child candidates must submit 1 copy of initial, interim, and final clinical reports, accompanied by a completed face sheet (available at SFCP), to the Psychoanalytic Education Division Office. Reports are to be drafted by the candidate, reviewed by the supervisor, and filed in final form with the PED Coordinator. The initial report is to be filed no later than six months after the beginning of the analysis (or the work to date with the patient at the time of graduation), and should emphasize diagnosis, assessment of analyzability, projected issues and problems in the analysis, and the nature of the opening phase. Interim reports are due annually by November 1st and should convey the course and process of the analysis. Final reports are due upon the ending of the analysis or when the candidate approaches graduation (whichever comes first). Final reports are to be a summary of the entire analysis in a form suitable for submission to the Certification Committee of the American Psychoanalytic Association for certification by the Board on Professional Standards. All case reports will be kept in candidates' files in a confidential manner until graduation.

Supervisors must submit one annual supervisory report. The supervisor will review the report with the candidate prior to final review by a member of the Committee on Child Analysis. The PGC is responsible for final decisions about progression. That decision will be informed by recommendations from the Child Analysis Committee which monitors the candidate's year-round progress.

Authorization to Conduct Unsupervised Analysis

Permission to conduct unsupervised child analysis is granted by the Committee on Child Analysis and the SFCP Progressions Committee on the basis of satisfactory work with three supervised cases fulfilling the development stage requirements. PGC decisions will be communicated to the Child Analysis Committee and to the candidate.

Child Analysis Study Group

This is a monthly study group of child analysts who discuss each other's' cases. Upon demonstration of adequate work with a supervised case in child analysis, the candidate will be invited and encouraged to join the study group.

Graduation Criteria

Candidates in both Adult and Child Analysis may graduate as Child Analysts before completion of all adult requirements if adult graduation is expected shortly.

Requirements include the following:

- Successful completion of three years of child didactic seminars and three years of case conferences.
- Analysis of at least three training child and adolescent cases of required length.
- Satisfactory completion of final summary case reports.
- Candidates in the Child Focus Program must complete a graduation paper as required in the adult program.

Progression Review

The Chair of the Committee on Child/Adolescent Analysis, as a member of the Psychoanalytic Education Division Committee, will report the progression of child candidates to the Progression and Graduation Committee, which periodically evaluates the child candidate's progress under the authority of the Psychoanalytic Education Division.

PSYCHOANALYTIC EDUCATION DIVISION: COMMITTEE STRUCTURE

The Psychoanalytic Education Division, chaired by Gary Grossman, is one of six divisions of the SFCP. The other divisions are:

- Membership Services Division
- Community Outreach and Service Division
- Psychoanalytic Psychotherapy Education Division
- Extension Division
- Academic and Applied Psychoanalysis, Advocacy, Research Division

All six divisions report to and are represented by their Chairs on the Management Team, along with the Chair of the Faculty Committee, and the President-Elect. The President of the Center chairs the Management Team and represents it on the Board.

PSYCHOANALYTIC EDUCATION DIVISION AND SUBCOMMITTEES

Chair, Psychoanalytic Education Division (Gary Grossman)

The Chair has ultimate overall responsibility for the psychoanalytic training programs of the Center.

Dean of Students (Clara Kwun)

The Dean assists candidates in training to become adult and/or child analysts to make optimal use of the full range of educational opportunities at SFCP. The Dean participates in the formulation of training standards and in their continued evolution, and interprets and conveys these standards to candidates individually and as a group. The Dean also endeavors to remain informed about matters of concern to the candidate group and conveys them, where appropriate, to the Psychoanalytic Education Division and/or to appropriate committee chairs.

The Dean's roles are various: advising, handling special requests, and, in general, supporting and mentoring candidates.

1. The Dean serves on the Psychoanalytic Education Division Committee and PED Steering Committee and as Dean, attends the Progressions and Graduation Committee meetings and will be familiar with the progression of each candidate. The Dean has access to candidate records.
2. Each Fall the Dean will meet with incoming candidates, as a group, during orientation. Mid-year he or she will offer to meet with all first-year candidates to check-in and find out how things are going with each candidate. This individual meeting is not mandatory but is highly recommended. The Dean will also meet each Fall with the second year candidates, as a group, to stay in touch with them. The Dean will meet with each candidate individually once they are post-seminar, to check in, mentor, guide, etc., as the candidate approaches the final years of candidacy.
3. The Dean will be available for consultation with candidates on any issues regarding their training, including; any exceptions to usual policies, problematic training issues or situations, ethical conundrums, professional concerns/questions, etc. Requests for changes in the usual policies will be resolved by the Dean in discussion with the candidate and in consultation, as appropriate, with Chairs of the PED, the PGC, Curriculum Committee, and other PED/PGC members.

Vice-Chair, Psychoanalytic Training Division: (Maria Longuemare)

The Vice Chair assists the Chair as needed.

Admission Committee (Co-chairs, Laura Dansky & Ann Martini)

The Admissions Committee receives and processes applications for training.

Curriculum Committee (Co-Chair, Adam Goldyne & Maria Longuemare)

The Curriculum Committee makes decisions concerning the selection from the faculty for teachers in each academic year. The Curriculum Committee makes decisions concerning changes in the curriculum; receives reports from faculty members on courses and individual student performances; collects evaluations from candidates on faculty and courses that it uses in the ongoing assessment of faculty and curriculum. The Chair of the Curriculum Committee appoints and works with Faculty and Candidate Representatives from each year of seminars. In 2016-17:

First year: Beth Steinberg

Second year:

Third year: Rebecca Schwartz

Fourth year: Robert Eskuchen

Advanced Writing Workshop:

Progression and Graduation Committee (Chair, Georgine Marrott)

See Structure and Function of the Progression and Graduation Committee, Page 2

Training Analyst Committee (Chair, Gary Grossman)

The Training Analyst Committee is responsible for the selection, development and on-going peer study groups of the training analysts at SFCP.

Supervising Analyst Committee (Chair, Helen Schoenhals Hart)

The Supervising Analyst Committee is responsible for the selection, development and on-going peer study groups of the supervising analysts at SFCP.

Advisory Committee on Research and Special Training (Chair, Naomi Janowitz)

The CORST Committee sets guidelines for the admission of research candidates and assists the Admissions Committee in the evaluation of research candidates in collaboration with the CORST Committee of the APsaA. The CORST Committee assists research candidates in obtaining research supervision and, if necessary, clinical experience.

Child/Adolescent Analysis Committee (Co-Chairs, Christina Lapidés, Marsha Silverstein & Phyllis Cath) The Child/Adolescent Analysis Committee assists the SFCP Admissions Committee on admission evaluations for candidates seeking training in child analysis along with the Admissions Committee. It plans the child training curriculum in collaboration with the Curriculum Committee and implements and assesses its teaching. It proposes analysts for appointment to the Child/Adolescent Analysis faculty and for appointment as Supervisors and Associate Supervisors in Child/Adolescent Analysis. It evaluates candidate progression and recommends graduation in collaboration with the PGC

Advisor/Mentorship Committee (Chair, Deb Weisinger)

Advisor

Each candidate will be assigned a graduate member of the Institute as an Advisor. The Advisor will be available to help clarify aspects of the Center's education program and to address any questions about the candidate's training.

Mentor

All new candidates (as well as existing candidates who do not have at least one case) are now *required* to meet weekly with a Mentor from the beginning of the academic year. The goals of the Mentorship meetings are:

1. to welcome the candidate into training
2. to provide practical support and guidance that is suited to the candidate's stage of analytic development (e.g. does he/she have an office? a couch? is he/she brand new to this field or working to transition an established psychotherapy practice?)
3. to review the candidate's *entire caseload* in detail in order to obtain a sense of the scope and shape of his/her current practice
4. to talk 'analytically' about each case in the candidate's practice (i.e., the intention is not to supervise or manage the case but to demonstrate how to begin thinking about **any** patient in treatment from an analytic perspective)
5. to help identify which cases might be potentially converted
6. to discuss, in a general way, how one goes about making the recommendation to begin an analysis (i.e. why increase frequency? why use the couch? how to discuss this with patients?)
7. to discuss the candidate's concerns and anxieties about making these recommendations (both general and case-specific)
8. to facilitate the process of identifying and connecting with potential supervisors who may be a good fit for the candidate and the potential case
9. to discuss potential concerns and anxieties regarding contacting supervisors.

Scope of Commitment for Mentors: All Mentors are being asked to donate an hour of their time pro bono on a *weekly* basis for the duration of the academic year. The *requirement* for candidates to meet with their Mentors will formally end once they have one analytic case in supervision; however, they have the option to continue until the end of the academic year (at which point the Mentorship will terminate).

Interface with the Supervision System: All candidates are strongly encouraged to start supervision of any potential case as early as possible.

Mentorship and Supervision are conceptualized as working conjointly. Mentors will provide more of a supportive outreach function which will help candidates find a foothold in our program and promote the development of a broader analytic approach to their clinical work. In a complementary way, supervision retains its valuable focus on deepening the work through close attention to the clinical process of one individual case.

SFCP CANDIDATES AS MEMBERS OF SFCP, APSA, AND IPSO

San Francisco Center for Psychoanalysis

Candidates accepted for training in psychoanalysis have formal membership in the Center. Dues are included in tuition. Candidate participation is necessary and welcomed through the various committees of the Center.

Candidates' Association and Candidates' Colloquia

The Chair(s) of the Candidates' Association and the Chair(S) of the Candidates' Colloquia sub-committee are elected for a 2 year term by the candidates. The Chairs of the Candidates Association represent the Candidates on the Board and with the Psychoanalytic Education Division, and they are responsible for leading meetings of the Candidates' Association and for overseeing the selection of Chairs of the Colloquia and of the Association. The Chair(s) of the Colloquia is responsible for organizing all colloquia, working with the candidate groups and the Visiting Professor Committee. The office staff is available to assist the chairs with correspondence, announcements, and record keeping. There is a small budget available to the Candidates' Association and the Candidates' Colloquium taken from tuitions, and access to those funds would be made through contact with our Administrative Director.

The current Chairs of the Candidates' Association are Elizabeth Stuart and a co-chair to be determined. The current Chairs of the Candidates' Colloquia are TBD.

Candidate Membership in SFCP

Candidate members of SFCP may attend all meetings of the Center and participate in such meetings to the same extent as Active Members except for some post-graduate events which are not open to Candidates. Some of the meetings of the committees of the Psychoanalytic Education Division are not open to Candidates. Candidates may serve as members of any committee of the San Francisco Center for Psychoanalysis to which they have been appointed by the President or by the Chair of the Committee. Candidates may participate in other activities of the Center, as approved by the Board of Trustees, except that Candidate Members are not eligible to serve as officers of SFCP.

Upon graduation from SFCP, graduates are automatically become analyst members of the Center, which automatically confers eligibility for Active Membership in the American Psychoanalytic Association and the International Psychoanalytic Association.

American Psychoanalytic Association (APsaA)

SFCP notifies the American Psychoanalytic Association (APsaA) of the enrollment of all new candidates. APsaA automatically invites new candidates to become Candidate Members of the American Psychoanalytic Association. Further information is available at: <http://www.apsa.org/>.

International Psychoanalytical Studies Organization (IPSO)

SFCP Candidates are automatically eligible to become members of IPSO, and are warmly encouraged to do so. Detailed information is available at:

<http://www.ipso-candidates.org.uk>

International Psychoanalytical Association (IPA)

Upon graduation from SFCP, psychoanalysts who join APsaA become eligible for membership in the IPA, <http://www.ipa.org.uk/>.

FEES FOR PSYCHOANALYTIC TRAINING

Registration and Tuition

Candidates are billed in the summer for the coming academic year. Fees are due and payable by September 15. Those in seminar years 1st - 4th, or Child/Adolescent candidates, may pay one-half of the tuition by September 20 and the second half by January 3. Post-Seminar candidates must pay in full by September 20 (see the SFCP Catalogue of Courses for more details). If fees are not paid, the candidate will not be allowed to begin the next semester until payment is received. Special arrangements for deferral of fees may be requested from the Dean of Students and by arrangement with the SFCP Education Coordinator. A 10 month installment plan is also available upon arrangement with the SFCP Education Coordinator.

If an accepted applicant or candidate cancels enrollment, in writing, prior to the completion of the term, the unused portion of the paid tuition fees will be refunded, minus a \$300 registration/administration fee.

Registration: A registration fee is paid yearly from approval to begin psychoanalytic training to graduation.

Tuition: Tuition is paid annually upon beginning seminar work until graduation. A separate, additional tuition is paid for child curriculum.

Personal and Supervised Analysis Fees

Personal analysis

Fees for training analysis are arranged privately between candidate and analyst. If an applicant for admission to SFCP Training is in need of a reduced fee analysis, they may contact the Chair of the Training Analysis Committee, Gary Grossman, for a possible referral.

Supervision

Supervision fees are arranged between supervisor and candidate based on the following guidelines: the fee for supervision would be the same as the per session fee that the candidate's analyst is paying, with a minimum supervision fee of \$50 and a maximum fee of \$150. As a set of recommended guidelines, it is understood that there may be unusual circumstances in which supervisor and candidate determine that an appropriate supervision fee would be lower or higher than the minimum and maximum listed in the guidelines.

FREQUENTLY ASKED QUESTIONS

1. To whom does a candidate go for answers to questions, concerns, etc.?

There are a number of people available to answer questions that candidates may have. The following is a brief sketch of individual positions within the Center and their roles:

- A. Your **Advisor** will be available to answer questions about training in general, about resources of the Center, and broadly about your experience.
- B. The **First Year Faculty Representative** to the Curriculum Committee is Beth Steinberg. She is available to answer questions specifically about your First Year classes and any other educational or group concerns.
- C. The **Dean** of Students, Clara Kwun, is available to talk with you about your progression or any questions or concerns you have about your training.
- D. The **Education Coordinator**, Nicole Lee, and other staff members are available to answer question about readers, schedules, etc.
- E. The SFCP **Ombudsman** (TBD) can be consulted confidentially.
- F. The SFCP **Ethics and Impairment Committee** can be consulted on matters related to ethics or impairment. The Co-Chairs are Milton Schaefer and Dena Sorbo.

2. What if a candidate wants/needs to relocate to another geographical area during training?

Involvement in psychoanalytic training makes a major geographic move difficult. The effect of a move depends on where one moves and when in the course of training the move occurs. If a candidate moves to an area where there is no Institute, unless the candidate commutes, analytic training is not possible. On occasion, advanced candidates have been able to make arrangements for needed supervision in areas without Institutes or where an Institute may be developing. Since each individual's situation is different, there are no general rules that can be stated. However, in order to make certain that one's educational program is protected, it is necessary for the San Francisco Center for Psychoanalysis, the Department of Psychoanalytic Education (DPE) of the American Psychoanalytic Association and the candidate to work together in planning and monitoring an individual program so that the requirements for graduation from the San Francisco Center for Psychoanalysis and for meeting the standards of APsaA can be met.

3. Are there any emergency funds available to a candidate during training if needed? How are they made available?

APsaA offers interest-free loans from its Candidate Assistance Fund. Information is available on the web:
http://www.apsa.org/Member_Section/Candidate_Assistance_Fund.aspx.

The IPA also offers interest-free loans to candidates. Information may be found at:

https://www.ipa.world/IPA/en/IPA1/grant_and_loans/candidate_loans/candidateloans.aspx. The contact person at the IPA is Lucila Riascos Weber (lucila@ipa.world).

4. What if my analyst is teaching a seminar which I am scheduled to take? Or, my analyst's spouse/partner?

Candidates may not attend classes conducted by their personal analyst (or analyst's spouse). The Chair of the Curriculum Committee arranges a tutorial in this situation.

APPENDIX

SFCP Referral Service Consent Form

Policy for Referral Service Consent Form & Administrative Record

Referral Service Consent Form:

All patients accepted for analysis through the San Francisco Center for Psychoanalysis Referral Service must be introduced to and asked to sign the Clinic Consent Form. When the prospective patient has met with a member or candidate of the Center for an evaluation, that evaluator should discuss the Consent Form and ask the patient to sign it. The member of the Referral Service who arranges for the evaluation makes available to the evaluator the Referral Service Brochure and Consent Forms. The Consent Form is then returned signed and witnessed [by the evaluator at time of signing] to the Psychoanalytic Education Division Coordinator for filing in the patient's Administrative Record when one is opened.

Once the patient is referred to a candidate for analysis, that candidate also should raise the issue of the Consent Form with the patient to clarify any remaining questions about it.

Any patient seen through the Referral Service but not given a formal evaluation should be introduced to the Consent Form and asked by the candidate conducting the Referral Service analysis to sign it. The candidate then forwards the signed form to the PED Coordinator for filing.

Attached is a sample Consent Form.

Administrative Record:

All patients seen by candidates in Referral Service analysis need to have an Administrative Report filled out annually, at the time the candidate completes the annual report on that patient. The annual Administrative Report is filed at the Center along with the Consent Form.

SAN FRANCISCO CENTER FOR PSYCHOANALYSIS REFERRAL SERVICE

CONSENT FORM

I understand that I have been accepted as a patient for psychoanalytic treatment conducted by a candidate in psychoanalytic training at the San Francisco Center for Psychoanalysis. That candidate has been selected and deemed qualified to conduct the analysis by the Referral Service of the San Francisco Center for Psychoanalysis (SFCP).

I further understand that the SFCP and its candidates adhere to confidentiality standards established by the American Psychoanalytic Association, the American Psychiatric Association and the American Psychological Association. Occasionally material obtained during the evaluation and/or treatment of any patient may be used – while protecting the patient’s anonymity – by the SFCP for educational and research purposes, and therefore may be disclosed to and considered by qualified professional persons in or associate with the SFCP.

Check where appropriate:

I am familiar with the nature of this treatment and aware of alternatives,

through my contacts with the Referral Service of the Center[]

through my contacts with the evaluating analyst, []

through my contacts with the treating analyst,[]

having read the SFCP Referral Service’s brochure which describes the nature, scope, duration of the treatment I am to undertake.[]

I understand that the Center is not providing or sponsoring the treatment which is given by the candidate as an independent provider.

I certify that I have read and that I understand this Consent Form and accept the above-described conditions for psychoanalysis by a candidate of the San Francisco Center for Psychoanalysis.

WITNESS _____

SIGNATURE

DATE _____

**One Possible Form for Case Write-ups
SUGGESTED BY SAM CHASE**

This Form is not required, and all candidates should discuss their written case summaries with their supervisors who will assist with finding a suitable form if this one does not seem to work well.

INITIAL REPORT

***[DONE WITHIN A FEW MONTHS OF BEGINNING AN ANALYSIS, TO SUPERVISORS]
[2-3 PAGES]***

IDENTIFYING INFORMATION:

Could include patient's age, marital status, education, living situation, occupation, referral source, fee arrangement, and brief description of patient. See example.

CHIEF COMPLAINT:

Reasons for seeking treatment, initial symptoms, difficulties.

PRESENT ILLNESS:

Brief history of present difficulties, including other attempts at treatment, etc.

PAST HISTORY:

Includes outline of family background, childhood, school and relationship history, and relevant family history. Try to be brief and include only relevant information.

COURSE OF TREATMENT:

How the analysis has gone so far, including major transference themes, preoccupations, and events in and out of the analysis.

Can be organized thematically or chronologically or some combination of both.

FORMULATION:

Initial attempt at formulating the major dynamics of the case. What are the major conflicts and how can they be understood at this point. These will be interesting to compare as the analysis goes along, as new issues will arise and old ones recede or transform.

Also include thoughts about analyzability, predictions of the treatment, issues you might anticipate being thorny or important. It's interesting to look back on these as the analysis proceeds. Would you say an analytic process is underway and if so how why do you think so, and if not why not.

DIAGNOSIS:

What is the working diagnosis at the beginning of treatment, really a shorthand encapsulation of the formulation.

ANNUAL REPORT

[DONE ONCE A YEAR, HANDED TO SUPERVISORS BY SEPTEMBER]

[E.G. 4-6 PAGES]

EVENTS OCCURRING SINCE LAST REPORT:

This helps anchor the year's work chronologically. What real events occurred during this year, such as "patient finished his dissertation and began an internship," or "patient during this year moved out from his family into an apartment and began a relationship." Major analytic events could also be reported here, such as "during this year, the frequency of sessions went from four times to five times a week."

ADDITIONAL HISTORY SINCE LAST REPORT:

Sometimes major historical information is learned during the course of an analysis. Highlighting this information makes it easier to identify this year of treatment and makes it easier to do the final summary. For example: "during this year the patient recovered an early memory of sexual abuse," or "during this year it came out for the first time that the patient's father was away from the family from when the patient was three to six."

ANALYTIC PROCESS:

How the analysis has gone during the year since the last report, including major transference themes, preoccupations, events in the analysis. What were the major changes noted. Can be organized thematically or chronologically or some combination of both.

For certification [and less so for graduation], it is very important to convey to the reader how you conceive of and conduct an analysis. One useful way to do this is to include especially pivotal moment during the course of the analysis step by step. For example, "at this point in the analysis the patient was feeling and doing this and this; I interpreted this as such and such and the patient reacted in this way, which I understood to represent this and this...." Or, "an important dream occurred during this phase that crystallized themes A and B, which I interpreted this way and the patient responded this way and then this happened as a result which I understood to mean such and such.... "

FORMULATION:

Finally, what are the major conflicts and how can they be understood at this point. How is the formulation different now, based on the past year of analysis: what is the same; and what is understood differently. What new themes or understanding arose during the year. If changes occurred, why and how were do they change past formulations. Initial attempt at formulating the major dynamics of the case. What are the major conflicts and how can they be understood at this point. These will be interesting to compare as the analysis goes along, as new issues will arise and old ones recede or transform.

DIAGNOSIS:

What is the working diagnosis at the beginning of treatment, really a shorthand encapsulation of the formulation.

FINAL REPORT

[DONE WITHIN A FEW MONTHS OF CASE STOPPING, OR TERMINATING, OR FOR GRADUATION-- HANDED TO SUPERVISORS]

[E.G. 6-8 PAGES] [MAX. 20 PAGES DOUBLE-SPACED FOR CERTIFICATION]

IDENTIFYING INFORMATION:

Could include patient's age, marital status, education, living situation, occupation, referral source, fee arrangement, and brief description of patient. Could include changes during the analysis.

CHIEF COMPLAINT & PRESENT ILLNESS:

Reasons for seeking treatment, initial symptoms, difficulties, and brief history of present difficulties, including other attempts at treatment.

PAST HISTORY:

Includes outline of family background, childhood, school and relationship history, and relevant family history. Try to be brief and include only information that proved relevant to the analytic work.

ANALYTIC PROCESS:

How the analysis proceeded from start to finish, including major transference themes, preoccupations, and events in and out of the analysis. Can be organized thematically or chronologically or often what is done is some combination of both.

As with the yearly summaries, for certification [and less so for graduation], it is very important to convey to the reader how you conceive of and conduct an analysis. One useful way to do this is to include especially pivotal moment during the course of the analysis step by step. For example, "at this point in the analysis the patient was feeling and doing this and this; I interpreted this as such and such and the patient reacted in this way, which I understood to represent this and this...." Or, "an important dream occurred during this phase that crystallized themes A and B, which I interpreted this way and the patient responded this way and then this happened as a result which I understood to mean such and such....."

Certification now needs evidence of awareness and utilization of countertransference.

FORMULATION:

Final attempt at formulating the major dynamics of the case. Many of these are contained and detailed in the Course of Treatment, but it is worth the effort to try to summarize the dynamics of the case: what were the major conflicts and how can they be understood now that the case is ended. What were the changes in dynamics, symptoms, character traits, and the patient's life as result of the analytic work. What remains unchanged and some attempt to say why. Predictions of future conflicts, difficulties, growth the patient may go through and why.

DIAGNOSIS:

What now is the diagnosis at the end of treatment, which is again really a shorthand encapsulation of the formulation.

Procedure for Candidate Schedule Change (Leave of Absence, change to part-time status):

1. A candidate who would like to make a schedule change contacts the Dean to discuss and confirm a plan (verbally).
2. Once a decision is made, the Dean communicates the plan to the Education Coordinator, who then sends the candidate the Change of Schedule tracking form (shown below).
3. The Candidate completes the form and returns it to the Education Coordinator, who then sends the form to the following list: Dean, PED chair, PGC chair, Curriculum chair/s, and the faculty representatives.
4. Upon returning from a leave of absence and/or upon planning a part-time schedule for the upcoming year - candidates must update this form and send it to the Education Coordinator with their definitive plan *before* they begin classes, clarifying any elements that were left tentative. This is to ensure that there are no misunderstandings about their intentions and also to ensure that any interim curriculum modifications that may affect their schedule are accounted for in their new plan. The Education Coordinator sends the updated form to the same list.

**Notification of Candidate's Schedule Change
(Leave of Absence/Return to classes/Part-time status)**

Name:

Date:

Candidate Class Year:

Classes/Dates completed for credit;

[e.g. "completed through first Case Conference module 2018-19"; "completed through third year 2018-19"):

Description and beginning date of your planned schedule change;

[e.g. "I plan to take the year off for 2019-20"; "I plan to reduce to part-time beginning January 2020"]:

Description/Date of your tentative plan for resuming/continuing classes in as much detail as you are certain of:

[e.g. "I will definitely take Ethics in Fall 2019 and likely return for Year 3 morning classes only in 2020-21"; "I am considering returning for afternoon classes in January 2020, and I will definitely take Ethics in Spring 2020 in any event"; "I will likely return full-time for Year 2 classes in 2020-21"]

Updated final plan for resuming/continuing classes (if different from above):

[e.g. "I completed Ethics in Fall 2019 and I am returning full-time for Year 4 classes in 2020; "I am returning for Case Conference Module 2, 3, and Ethics in January 2020 and will resume full-time Year 2 classes in Fall 2020"]

**Please email this form to Nicole Lee, SFCP Education Coordinator, nicole.lee@sf-cp.org

2019-20 Faculty reps:

Year 1 - Beth Steinberg

Year 3 - Rebecca Schwartz

Year 4 - Bob Eskuchen