

Minnesota Psychoanalytic Institute

A Training Institute of the American Psychoanalytic Association

Table of Contents

Introduction

Progression Committee: Task and Members

Categories of Candidates

Clinical Candidates

Eligibility to begin Classes

Materials for Evaluation

Supervision

Control Case Requirements

Writing

Case Write-up Requirements

What we are looking for in Case Writeups

Reviews

Supervisors

Proposed Mid-Training In Depth Review

Graduation Requirements

Academic Candidates

Materials for Evaluation

Mentoring

Classroom Participation

Writing

Graduation

Part-time Candidates

Leave of Absence

Non-matriculated

Transfer

INTRODUCTION

As an Institute of the American Psychoanalytic Association, we are charged with periodic formal evaluation of each candidate's progress from the time of admission until graduation. This includes individual evaluations of a candidate's participation in didactic seminars, clinical performance, and an assessment of how the candidate's clinical work is progressing in synchrony with his or her educational progression and personal analysis.

Clinical and academic assessments should be written, and shared with the candidate, the candidate's supervisors, and the progression committee. Direct feedback to the candidate is an essential component of the educational process.

Furthermore, each candidate should request permission from the Progression Committee to begin each supervised case as well as for graduation. Requests for graduation, upon the recommendation of the Progression Committee, will be considered and acted upon by the Education committee.

PROGRESSION COMMITTEE TASK AND MEMBERS

The task of the Progression Committee is to facilitate the progression of candidates through training and to evaluate their progress toward graduation. A further task is to identify and address problems that may arise during the course of a candidate's training.

All graduate analysts are eligible to participate on the committee. The chair of the Committee will be a graduate analyst elected to a 3-year term with the possibility of a 3-year renewal. It is normally the task of the chair to communicate committee decisions to candidates. Members of progression will recuse themselves from consideration of candidates with whom they have been involved clinically. In the case of recusal of the chair, the committee will designate another committee member to chair the discussion and communicate with the candidate. In addition, the chair of the committee may ask a committee member to chair the meeting if a supervisee of the chair is being reviewed.

CATEGORIES OF CANDIDATES WHO ARE REVIEWED

1. Clinical Candidates in adult psychoanalytic training currently completing the four-year curriculum and Advanced Candidates until graduation
2. Academic Candidates currently completing the four-year curriculum
3. Candidates who are doing partial course work
4. Candidates who are on-leave of absence who are planning to return to training
5. Non-matriculated Candidates, including individuals who have been accepted for training but who have deferred matriculation for one cycle
6. Transfer Candidates from accredited Institutes of the American and International of good standing based upon our ability to provide for the successful completion of requirements.

CLINICAL CANDIDATES

I. Eligibility to begin Classes

We strongly recommend that candidates be in a training analysis for a year or more with a Training Analyst approved by the American Psychoanalytic Association prior to beginning first year seminars, ideally a year or more before the start of the first-year seminars. Tuition payments must be current for progression to the next year of classes and before starting a new supervised case.

Clinical candidates are required to be in a training analysis prior to beginning their first supervised analysis. Waivers will be considered for unusual circumstances. Candidates are strongly urged to have completed two trimesters of course work prior to beginning their first control case. Waivers of the TA requirement must be in place prior to beginning a supervised case.

The clinical candidate must be in analysis with a Training Analyst for a substantial period of time that overlaps with course work and supervision of analytic work. This Institute is “non-reporting,” but requires the Training Analyst to inform the chairperson of the Progression Committee when the training analysis begins and ends. The candidate and analyst both sign a letter indicating when this has occurred.

II. Materials for Evaluation

Classroom participation: At the end of every course, a form asking for both a narrative and a check-list assessment of each candidate will be given to all instructors.

III. Supervision

Ongoing assessment of each candidate’s progress will rely primarily on experience with supervision. Supervisors are asked to submit a detailed report on each supervisee at the conclusion of each year of training case supervision prior to the candidate’s annual review.

The supervisor will share this report with the candidate and both parties will sign the report before it is submitted to the committee. Supervisors/mentors are expected to attend annual and progress towards graduation reviews to share their impressions with the committee and other supervisors.

Clinical Candidates are encouraged to begin supervision early in their training with an approved supervisor of their choice (a list of Training and Supervising Analyst of this Institute is available on the web-site under Faculty or from the Administrator). Early supervision develops thinking about patients who may be suitable for analysis. When the supervisor and candidate believe they have identified a potential training case, and the supervisor thinks the candidate is ready to begin a supervised analysis; the supervisor and the candidate each notify the Chair of Progression, who then will inform the candidate of permission to begin the case after the Progression Committee reviews that he or she is in good standing with tuition, class attendance and personal analysis. The form is signed by the supervisor and candidate and sent to the Chair to be put in his or her file. (see section V).

Supervision of each case should be once a week to start. The first two cases must continue at weekly supervision for one year and may be spaced out later at the discretion of the supervisor and candidate together. Additional supervised training cases begin on a weekly basis and may be tapered at the discretion of supervisor and candidate but no less than a monthly basis. Cases after the third control case are approved in a manner similar to previous supervised training cases. A candidate may not conduct an analysis without supervision prior to graduation. Supervision will continue until each case ends or until graduation, with the expectation that supervision continues beyond graduation as needed.

2. Each candidate is required to have a total of at least 150 hours of supervision in total and at least one case with 50 hours of supervision in order to graduate.

3. Candidates will choose supervisors from the local training and supervising analyst faculty. It is desirable that the supervisor of each case will provide supervision for that case until the candidate graduates. Supervisors may be changed at the request of the candidate and with the approval of the Progression Committee without the change adversely affecting the progression of the candidate.

Candidates may apply for a waiver to seek supervision from non-local appointed faculty of MPI for reasons such as unavailability of a local supervisor due to past treatment or social exposure or for the lack of available supervision time of local supervising analysts. Candidates can contact the Progression Committee Chair who will arrange for the candidate to speak with a member of the committee regarding such a request. This member will present the request to the committee for discussion and approval. If approved, the candidate may choose a supervisor from our non-local faculty, and a progression committee member will contact the chosen supervisor to prepare them for contact by the candidate. The supervisor and candidate should determine an effective balance of in person and distant supervision for the particular case.

IV. Control Case Requirements

Each supervised case must be in analysis at least four times a week on the couch for no less than two years and preferably in middle phase in order to qualify to receive credit towards graduation.

CASE 1: In general, candidates who have been in analysis at least six months, have the approval of a supervisor, have completed at least one trimester of classes satisfactorily, and are current with their tuition will receive approval to proceed. The candidate makes the request to begin the case by requesting approval in writing to the Chair of the Progression Committee.

Once this approval has been secured, the candidate and supervisor sign a form with the case number, demographics, start date of the analysis and an indication of whether the patient is on the couch. This form is requested from the Administrator or can be found on web-site; it then

goes to the Administrator who will file it in the candidate's file and notify the Chair of Progression of the completion of this step.

Candidates are required to inform their analysands that they are in psychoanalytic training and that they will be working with a supervisor. If a candidate ends training before graduation, he or she is required to inform each analytic patient that he/she is no longer in our training program and can no longer offer psychoanalysis as treatment.

SUBSEQUENT CASES: After the supervised training case has been in analysis for six months, the candidate should send an initial 6-month write-up to the Chair of Progression Committee. This write-up must be received before the candidate may begin a second case. All cases beyond the first must meet the same criteria for approval as the first case and require the permission of the progression committee. In addition, to begin a second and subsequent cases, the candidate asks his or her supervisor(s) to notify the Chair of Progression of their support of the candidate taking on an additional supervised training case.

Approval by the supervisor should indicate that the candidate has a good beginning grasp of the analytic process and has a first case that appears to be established, even if in its early stages. The same form needs to be signed and submitted by supervisor and candidate.

Finally, candidates must be current in their write-ups to begin additional cases.

V. Writing

Clinical Candidates are expected to develop the capacity to convey analytic understanding in writing so that their clinical work can be shared with and evaluated by the Progression Committee. Initial write-ups of no more than five to ten pages; later write-ups are not to exceed twenty (20) pages double spaced and single sided.

- a. Write Up Requirements for Clinical Candidates

Case reports are required after 6 months (initial case write up), 2 years, and yearly thereafter. Each report should consider the whole of the treatment from your current perspective. Please include enough background material and a brief overview of the treatment leading into the current report to enable the report to stand on its own. We are interested especially in descriptions of your understanding of the case as it has developed from preceding years. Initial training case write-ups will cover the first 6 months of treatment. The next write up will cover the first 2 years of treatment. This will be followed by yearly write ups. Write-ups are expected within six months after the period of treatment covered. The starting date of each case will determine the due dates of write-ups. Write-up due dates are not determined by the dates of yearly annual reviews. Reports in the file one month prior to the annual review will be distributed to the Progression Committee. Reports submitted after that time will be considered at the next review.

b. What we are looking for in case write-ups

INITIAL CASE WRITE-UP: is reviewed by the Progression Committee before giving approval to begin work on the second case. It should give a description of the analysand, including his/her age, sex, and other relevant characteristics (always considering what is necessary to disguise for confidentiality) should be included. The chief complaint, essential developmental history, current life circumstances, and prior treatment history should be described. Depending on their own experience, and the quality of the information they have in a beginning case, candidates should describe what the analysand is repeating or avoiding from the past. Although it may be tentative, an attempt to summarize this in a psychodynamic formulation and diagnosis that shows the analysand's conflicts and defenses, as much as they are known, should be made.

Regarding the analytic process itself, the candidate should describe how the treatment couple arrived at a decision to start an analysis. Was there a sense of a "fit", and if not, how was this understood and what was the plan to work with this problem? What are

the analysand's and the candidate's expectations from the analysis? What were the analysand's initial resistances to starting analytic work, and what were the candidate's concerns and anxieties as well? How were these dealt with? The development of a therapeutic alliance should be described. Once an analytic frame was established, were there efforts to undo it, and did the candidate make accommodations? In short, how did the analytic process get going?

ONGOING CASE WRITE-UPS: In writing the case reports, we would like the candidates to describe what has actually transpired between them and their analysands with the use of quotes or paraphrases wherever possible. This typically would include what the analysand has said, the candidate's response, and the analysand's reaction to that response. A theoretically oriented description may be interwoven or discussed in a separate section, but will not be sufficient in itself. Whichever theoretical framework is used, however, we hope the candidate can breathe life into it with concrete examples. While we understand that the initial write-ups for the first and second cases will not be as sophisticated as later ones, we hope to see a growing capacity to conduct independent analytic work in all its phases (the opening, middle and termination phases), which is the goal that needs to be achieved in order to graduate.

As experience is gained and the analytic work deepens, in subsequent reports, candidates should describe their increasing ability to empathically recognize intra-psychic conflict, defense, and its manifestations in the transference and countertransference. How is the patient learning to recognize the presence and persistence of unconscious motivations? What are the core conflicts and/or deficits? What are the characteristics of the analysand's object relationships in the internal and external world? Not only specific transference reactions, but also the larger picture of what the transference relationship is like should be described. This includes work with dreams. Is there a deep immersion in the work or an avoidance of it? Is there acting out, and are there mutual enactments? How does the candidate work with fantasies, dreams, and the associative flow? Concrete examples should be given.

VI. Reviews

Prior to each review, one member of the Progression Committee will contact the candidate to discuss any feedback or comments the candidate would like to share regarding the candidate's training. This report will be shared with the committee at the review and will become part of the candidate's file along with write-ups, supervisor reports, and class evaluations where applicable. Following the review, this committee member will communicate general comments back to the candidate and written summary will be added to the candidate's electronic file. The first review will be held at the end of the first year of classes and will encompass class evaluations as well as candidate feedback. Subsequent reviews will include supervisor reports and case write ups when applicable.

Supervisors

Annual reports are expected as determined by the starting date of the training case in four times/week analysis. Supervisors are asked to attend progression meetings either in person or remotely.

Proposed Mid-Training in Depth Review

The basis of this review will be a 20 page clinical write-up of a case in it's third year. Three graduate faculty will be assigned with the lead interviewer being a member of the Progression Committee. They will read the write-up in the context of assessing analytic competencies and discuss together areas to explore with the candidate. The lead interviewer will bring their ideas to the progression committee. The progression committee may offer suggestions regarding the review after having read the write-up. The interview will be scheduled and held for 90 minutes. The three interviewers will meet together and summarize their findings presenting what is going well for the candidate and areas for more development. They will report back to the progression committee with supervisors present for the progression review.

VI. GRADUATION REQUIREMENTS

Graduation occurs when candidates have demonstrated a capacity to conduct independent analytic works:

Opening Phase: In the Opening Phase an ability to initiate an analysis by establishing the basic analytic framework demonstrated by showing how he or she addressed anxieties, recognized and responded to initial resistances, and thereby promoted an empathic space for the patient's entry into an analytic process.

Middle Phase: Candidates should demonstrate a capacity to conduct an analysis in the middle phase. This should be evident in the description of their work within the process as a participant observer. This should include descriptions of working with intra-psychic conflict, defense and its manifestations in the transference and countertransference relationship, dreams and enactments. He or she should be able to convey how they came to recognize and elaborate to the analysand their core conflicts and/or deficits and the interplay of object relationships in the analysand's internal and external world. He or she should show a capacity to work with the intensity of affect in the analysand and themselves and how they empathically addressed and managed the regressions and resistances that occur in the middle phase.

Termination Phase: Candidates should demonstrate awareness of themes relating to an end or Termination Phase, or of a new beginning. In Termination Phase candidates should demonstrate tolerance and ability to work through challenges to the validity of what has been achieved, a recurrence of symptoms and regression. Candidates should demonstrate their ability to work through the hopelessness and helplessness that may be experienced by both members of the analytic dyad.

This is an important part of the end phase, and may lead to a more realistic view of life, and of the analytic relationship with regard to idealizations and expectations. As a consequence, the analysand should have developed a sense of hopefulness and freedom to act, which was inhibited

or absent before the analysis. Candidates should help the analysand to recognize that this improved relationship to reality is not final and complete, and that ongoing analytic work without the external presence of the analyst will be necessary.

Graduation requires: (1) Completion of course work designed by the Curriculum Committee and approved by the Education Committee, (2) Completion of the minimum number of supervised hours of at least 3 control cases, at least one adult case of each gender. An child or adolescent case may serve as one of the three cases when supervised by a Child Supervising Analyst.

Each supervised training case must be in analysis at least four times a week on the couch for no less than two years and preferably in middle phase in order to qualify to receive credit towards graduation. Each candidate is required to have a total of at least 150 hours of supervision in total and at least 50 hours of supervision on one case in order to graduate.

At least two of the analysands should be in middle phase and there should be a likelihood that at least one analysand will have a planned termination.

Candidates who have not terminated a case prior to graduation are expected to continue supervision or to resume supervision during the termination phase. They also are expected to present the case at a termination seminar. (3) Meeting the requirement of a training analysis as described in section 2 above. A candidate must be in good ethical standing to qualify for graduation. Final approval of the Education Committee, after it reviews the Progression Committee reports, is required for graduation. Graduation automatically qualifies the graduate for active membership in the Minnesota Psychoanalytic Society and Institute and the American Psychoanalytic Association.

Guidelines for additional cases: The Committee will review all of a candidate's work in arriving at a decision as to whether graduation will be recommended to the Education Committee. Even though minimum requirements (e.g. three cases of two years duration, one of which is of the opposite sex) have been met, the Progression Committee might identify an area in need of strengthening which it believes is essential to address before graduation. In such a circumstance,

the committee might recommend an additional control case or additional work with a particular supervise training case. This recommendation can be made even though a candidate has had three control cases, each of which has been approved for credit for graduation purposes. This permits the committee to preserve a measure of flexibility about the graduation decision.

ACADEMIC CANDIDATES

Academic Candidates participate in course work but do not take on supervised training cases and do not graduate as clinical psychoanalysts. They are required to obtain a personal psychoanalysis with a graduate analyst from an Institute of either the American Psychoanalytic Association or the International Psychoanalytic Association. This analysis is expected to overlap with course-work; A third portion of the requirement is a paper or project connecting their area of interest with psychoanalytic ideas. They will work with one or more mentors from either above mentioned association to complete their project.

a. Materials for Evaluation

Ongoing assessment of each candidate's progress will rely primarily on experience with mentoring and class-room participation.

b. Mentoring:

Academic Candidates are encouraged to begin working with a local facilitator/mentor to begin developing ideas about a project or paper. This facilitator/mentor should be a graduate analyst. The candidate can request help from the Progression Committee in finding a facilitator/mentor after submitting some preliminary ideas about the nature of their project.

A mentor for academic candidates will be asked to submit a report. The mentor will share this report with the candidate and both parties will sign the report before it is submitted to the committee. Mentors are expected to attend annual and progress towards graduation reviews to share their impressions with the committee and other supervisors.

While local mentoring is encouraged, special requests for geographic mentoring will be considered. This request is submitted to the Progression Committee. The mentor will submit a note as to the academic's progress with their report or project on an annual basis which will be held in the Academic Candidate's file to be reviewed on an annual basis.

- c. **Classroom participation:** At the end of every course, a form asking for a narrative of each candidate will be given to all instructors.

- d. **Writing:** Academic Candidates are expected to convey their psychoanalytic understanding through a project or paper that they develop with the assistance of a mentor. Preliminary ideas will be submitted to the Progression Committee no later than the Fall Trimester of the Third Year. Submission of preliminary ideas about the project or paper by the end of the first year beginning with candidate classes of 2014. A more developed proposal by the beginning of Third Year; Fall Trimester. Subsequent annual drafts will be submitted until graduation.

Academic Candidates are expected to convey their understanding of psychoanalytic concepts like psychological genetic determinants and intra-psychic conflict. They should be able to describe the use of defense, the development of symptoms, transference and countertransference implications, as well as internal and external object relationships as the unconscious and conflict are represented in their topic of choice. This could be a review of literature on their topic or elaboration of applying psychoanalytic ideas to their clinical or scholarly field. Citations of relevant articles are expected.

e. Graduation

Graduation is determined by completion of coursework and approval of completed Project or Paper.

PART-TIME CANDIDACY

Requests: Candidates must submit any request for part-time status or a leave of absence to the Chair of Progression. Any change in status will be reviewed on an annual basis. The sequencing of a part-time curriculum will be approved by the Progression Committee on an annual basis. The Candidate also may be asked to submit a description of how they intend to complete their training within the offerings of the Institute taking into account that all courses are not offered every year. In addition, these candidates will send a written list of which courses they will be taking each trimester to the Administrator, and Treasurer for the purpose of billing and notifying Faculty of class involvement.

Part-time candidates are expected to maintain supervision and to take a minimum of one course annually to facilitate the development of psychoanalytic thinking with their clinical work.

LEAVE OF ABSENCE

Leave of absence candidates are expected to maintain supervision if they have analysands. If they are unable to do so, they are expected to inform their analysand and interrupt the analysis which is then reported to the Chair of Progression.

NON-MATRICULATED CANDIDATES

Candidates who have two sequences of classes without matriculating must re-apply to the Institute.

TRANSFER APPLICANTS

The Minnesota Psychoanalytic Institute will consider a petition to transfer credit after the applicant has completed the admission process and has been accepted for psychoanalytic training. The Admissions committee will consult with the Progression Committee to determine the capacity of the Minnesota Psychoanalytic Institute to provide for the successful completion of all training requirements.

Work done at another training program may be considered toward graduation requirements on an individual basis. Those individuals who have been accepted for training should have disclosed any supervised analysis of a training case under another psychoanalytic training program in their admission process. He or she is not authorized to conduct unsupervised psychoanalyses. The Admissions Committee, the Progression Committee, and the applicant will work together to arrive at a mutually agreeable plan to protect the treatment of analytic patients who are not being supervised or who are being supervised by an analyst who is not an approved supervising analyst of the Minnesota Psychoanalytic Institute. The candidate may, for example, petition the Progression Committee to transfer supervision to an approved supervisor. If the petition is approved, the candidate would receive credit for conducting a supervised analysis of a training case from the date of the beginning of approved supervision.

Revised by Progression Committee,

Approved by Education Committee September 2, 2014.

Revisions approved by Education Committee 11/01/2016 after approval by Progression Committee 10/27/2016

<http://pep-web.org/document.php?id=jcp.001.0469a&type=hit-list&num=8&query=zone1%2Cparagraphs%7Czone2%2Cparagraphs%7Cauthor%2CBernstein%2C+S%7Cviewperiod%2Cweek%7Csort%2Cauthor%2Ca#hit1>

Bernstein, S.B. (1992). Guidelines: Comments on Treatment Report Writing and the Written Description of Analytic Process (from the Committee on Certification, American Psychoanalytic Association). *J. Clin. Psychoanal.*, 1:469-478

Westin, S., Bernstein, S.B., Bornstein, M., Palmer, J., Rosenbaum, A.L. (2008). Discussion Group on Writing about Your Analytic Work in a Case Report. *Psychoanal. Inq.*, 28:404-432.

Bernstein, S.B. (2008). Writing about the Psychoanalytic Process. *Psychoanal. Inq.*, 28:433-449.

also the criteria for analytic competence