

Institute of The Florida Psychoanalytic Center



Candidate Manual 2023-2024

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Table of Contents

Introduction	4
Organizational Chart... ..	5
The Psychoanalytic Training Program... ..	6
Graduation.....	10
Training Analysis	11
Supervised Clinical Work	11
Didactic Classes and Case Conferences	14
Tuition and Fees.....	19
American Psychoanalytic Association.....	20
Appendix A	21
Candidate Report on Training Analysis	22
Malpractice Insurance	23
Patient Informed Consent.....	24
Report of New Control Case	25
Ethics Statement for Clinical Candidates	26
Ethics Statement for Didactic Candidates	27
Appendix B... ..	28
Supervising Analyst's Report: Supervised Case	29
Learning Objectives	33
Instructor's Report.....	37
Course & Instructor Evaluation	38
Appendix C.....	39
Writing and Case Presentation Requirements	40
Guidelines for Written Case Reports.....	41

Introduction

Welcome to the Psychoanalytic Training Program of Institute of the Florida Psychoanalytic Center (IFPC)

The Florida Psychoanalytic Center seeks to create a mutually respectful and supportive learning environment in which questions and concerns are invited to be expressed and are addressed as openly as possible. The information in this manual and on our website will serve as an introduction and guide to the structure and procedures of the Center as it applies to your training to become a psychoanalyst. There are a range of people who can be called upon to answer any questions that may remain after you have read this manual: the individual Advisor who is assigned to each candidate; the analyst who serves as the Liaison to Candidates for the Education Committee; other members of the Faculty; and more senior Candidates.

The Center's web address is www.floridapsychanalytic.org. The website has a member's section in which you will find this manual (or the latest version of it) and other materials relevant to psychoanalytic Candidates. Login information for this section of the site can be obtained from the Administrator.

The Institute of the Florida Psychoanalytic Center's Psychoanalytic Training Program is an approved member institute of The American Psychoanalytic Association (APsaA). Its purpose is to educate Candidates in the theory and practice of psychoanalysis and to graduate them as psychoanalysts. The Center benefits from the guidance and the rigorous standards provided by APsaA.

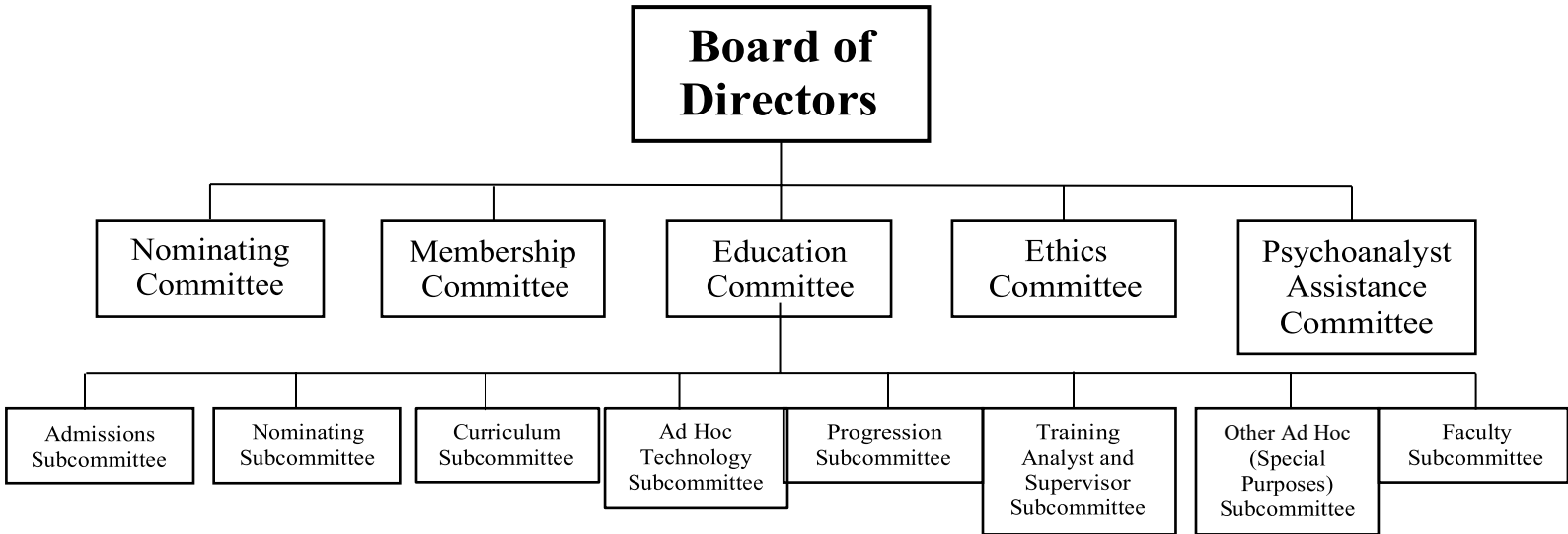
The Board of Directors of the Center is responsible for the Center's administration. The Board's members are elected according to its Bylaws. The Education Committee, (EC) also referred to as the Institute, operates autonomously in most ways but reports to the Board. The EC is the chief committee of the Center overseeing the education of Candidates. It is composed of the Training and Supervising Analysts, the Faculty Liaison to Candidates, other officers, and the chairs of its committees. The EC is responsible for all aspects of the education of Candidates, including approving each step of their progression through the training program.

Upon graduation from the Center, clinical graduates receive a diploma attesting to their status as a fully trained psychoanalyst. Following graduation, the analyst is encouraged to become an Active Member of the Florida Psychoanalytic Center and of APsaA. Active Members of the Center join the faculty and become actively involved in educating candidates. Upon graduation, didactic graduates receive a certificate of completion of didactic training in psychoanalysis. Didactic graduates are encouraged to become Clinical Affiliate Members of the Center and of APsaA and to become actively involved in education.

The Center encourages its clinical graduates to take the additional step of becoming certified in adult psychoanalysis by the American Board of Psychoanalysis (ABPsa). The certification process consists of the graduate's submitting written case reports on two analytic cases of different genders to the ABPsa Certification Committee and being interviewed by members of that committee. The Center is happy to assist in this process, formally through courses on case writing that are part of the training program, and informally after graduation through consultation with a certified analyst.

It is unethical for a candidate, prior to graduation as a clinical candidate, to present himself/herself to the public as a psychoanalyst.

Organizational Chart



The Psychoanalytic Training Program

The Institute of the Florida Psychoanalytic Center follows the tripartite model of psychoanalytic education that is used by all institutes approved by the American Psychoanalytic Association and the IPA (International Psychoanalytical Association). The model consists of a personal analysis, supervised analytic work with at least three patients, and coursework. It is useful to understand the role of the Administrator, Advisor and the Progression Committee in your analytic education as well as the requirements of the personal analysis, supervised casework, and didactic coursework.

Administrator

The Administrator of the Center carries out all administrative matters of the Center. Our current Administrator is Martha Ortiz. The responsibilities of the Administrator include the following:

- General office manager
- Liaison to the American Psychoanalytic Association
- Record keeping for the Center and all of its committees
- Communications coordinator including email, teleconferencing, answering voicemail messages to the Center: keeping the Center calendar
- Administrative assistant to the committees of the Center and Committee chairs, including attending committee meetings as necessary
- Assistant to the Program Committee Chair in setting up and conducting Scientific meetings
- Billing of fees owed to the Center
- Payment of bills owed by the Center
- Website maintenance

Advisor

Upon acceptance for psychoanalytic training each Candidate will be assigned a Faculty Advisor. The Advisor's role is to facilitate the Candidate's progression through training and his or her development as an analyst. The Advisor provides information, clarification, advice and support to the candidate and serves as a liaison between the candidate and the Progression Committee, the Education Committee and other relevant Institute Committees. The Advisor is also a support person for the Candidate. They are available to help the candidate with questions of any kind along the way, to help the candidate in possible conflicts with supervisors, analysts or teachers, or to assist the candidate with any needs that may arise.

In addition to being a support person, the Faculty Advisor is the point of contact for the candidate in a number of situations. The Advisor should be notified when:

- a) A candidate begins a new control case after consultation with the Supervisor
- b) A candidate wishes to change supervisors
- c) A candidate has an emergency or a necessary planned absence from class. The instructor and administrator should also be notified.
- d) A candidate wishes to begin an analytic case without supervision after credited experience is gained with at least three supervised cases. Permission is determined by the EC. If permission is granted, the candidate will provide the Faculty Advisor with periodic cumulative written reports on each unsupervised case.
- e) If for any reason a candidate wishes to take a leave of absence from training, the candidate should first arrange to meet with the Faculty Advisor to discuss the leave request and how to handle any ongoing analytic cases. The candidate is not required to offer a reason for requesting a leave.
- f) When a candidate wishes to terminate a leave of absence, they should first meet with their advisor and submit the return request in writing to the Progression Committee.

Candidates are required to meet at least twice yearly (at the time of Progression, see below) with their Advisor in order to review their development as analysts and their experiences in seminars and supervision. These meetings provide the opportunity to review Instructors' and Supervisors' reports, discuss a Candidate's areas of strength and areas in need of further development and anticipate future progression steps.

Advisors are assigned by the Chair of the Progression Committee. The Advisor cannot be the Candidate's Analyst or a current Supervisor. Should the Candidate wish, a change of Advisor can be made at any time and for any reason during training. You may contact the current chair of the Progression Committee for more information.

Progression Committee

The Progression Committee, a committee of the Education Committee (EC), monitors and facilitates the progress of each candidate throughout the course of analytic training. Written reports from supervisors are used to help assess the candidate's development as an analyst and his or her readiness to progress to the next training milestone. The Progression Committee has an evaluative function. Candidates are evaluated on their progress throughout the training. However, the philosophy of the progression process is to facilitate candidates' success by recognizing and reinforcing a candidate's strengths and also identifying if there are any areas of difficulty that need to be addressed.

The Progression Committee, composed of four graduate analysts, meets twice a year with each candidate's advisor and supervisor(s) to discuss the candidate's progress in their work with patients and their participation in classes. Each supervisor for each control case also evaluates the candidate in order to assess his or her strengths and areas in need of further development in conceptualizing, listening, intervening analytically and learning (see Appendix B, FPI Learning Objectives for Progression Criteria to assess Beginning, Mid-Level and Senior Level of Candidates' Clinical Development). Supervisors provide a written evaluation of clinical work and discuss the evaluation with the candidate every six months. (SEE Appendix B) Copies of each supervisor's evaluation are sent to the Advisor, the Chair of the Progression Committee, and each of the candidate's other supervisors.

Each biannual meeting of the Progression Committee will include a review of each candidate's readiness to begin either their first analytic case or their readiness for a next case(s). Typically, before being approved to begin seeing a first control patient a candidate must be in their training analysis at a frequency of four to five times weekly for a minimum of six months and if they are in supervision, there should be input from the current supervisor regarding readiness to begin analyzing a control patient. If these criteria are met permission is often given after the completion of the first semester of classes. Having the possibility of a control case in one's practice is not relevant to the question of candidate readiness to take on a case. Candidates who do not yet have a case will be reviewed for readiness in connection with the criteria to take on their first case (i.e. the candidate must be in their own training analysis at a frequency of 4-5 times a week and if relevant input by a current supervisor regarding readiness). In the event that a candidate has a potential analytic case and the Supervising Analyst agrees on the candidate's readiness, but the timing of the next Progression Committee could interfere in developing the case, the candidate can request an interim review by the Progression Committee. An email to the Chair of the Progression Committee will suffice. A review would involve members of the Progression Committee, the Advisor and any Supervisors of current control cases. It is also possible that a Supervisor who is not an SA could weigh in on the readiness determination.

1. A candidate's first control case must be supervised by a local supervisor.
2. For the second and third control cases a candidate may choose an approved Supervising Analyst from another Institute. A list of non-local analysts who have been approved to supervise is available on the website. The supervising analyst must agree to submit twice-yearly reports to the

Progression Committee in accordance with Progression Committee deadlines. The analyst must also agree to participate in the twice-yearly Progression Committee meetings.

3. If difficulties arise in obtaining a local supervisor for the first case, a candidate may submit a request to the Progression Committee that their first case be supervised by a non-local supervisor. The Progression Committee will evaluate such requests on a case-by-case basis.
4. To appropriately protect the privacy and confidentiality of candidates, the Progression Committee has leeway to choose to report or not report such requests the EC for approval.
5. A candidate may request a supervisor who is not on the list of approved supervisors. That analyst would need to go through the process of being evaluated and approved by the Training/Supervising Analyst Development Committee.

The procedures for beginning second and third supervised cases are as follows:

1. Readiness to begin the next supervised case (with a new Supervising Analyst is determined by the candidate in consultation with the current supervisor, and requires a review by the Progression Committee and approval by the EC, on recommendation by the Progression Committee. The candidate should initiate contact with the Chair of Progression to request permission to begin another control case.
2. In the event that a candidate has a potential analytic case and the Supervisor agrees on the candidate's readiness, but the timing of the next Progression Committee meeting could interfere in developing the case, the candidate can request an interim review by the Progression Committee. An email to the Chair of the Progression Committee will suffice. A review would involve members of the Progression Committee, the Advisor and any Supervisors of current control cases. It is also possible that a Supervisor who is not an SA could weigh in on the readiness determination.

When any new case is begun (after consultation with the Supervisor), the candidate completes the Patient Informed Consent form (Appendix A) with the patient and retains that completed form in his/her case file. The form must also be forwarded to the Administrator of the Institute to be placed in the Institute's files. He/she then promptly notifies the Advisor, the Chair of the Progression Committee and the Administrator of the Center by means of the "Report of New Control Case" Form. Samples of these forms are in Appendix A.

All decisions by the Progression Committee regarding a candidate's readiness to begin a case must be approved by the EC. In the event there is an interim review of a candidate's situation, the EC will be informed of the Progression Committee's decision to allow the candidate to take on a case and there is an opportunity for any EC member to express concerns if they have them.

The Progression Committee also assesses readiness for graduation: Candidates who have fulfilled all the criteria for graduation apply to the Progression Committee for permission to graduate. After determining that all the criteria have been met and that the candidate's supervisors are in support of the request, the Progression Committee will recommend to the Education Committee that the candidate be approved to graduate.

If a candidate's work is not progressing satisfactorily, the Progression Committee and the Education Committee will make every attempt to assist the candidate. Possible suggestions include: alteration of the candidate's curriculum, a change of supervisor, resumption of personal analysis if this has been terminated or adding another control case, among other possibilities. If problems persist, academic or interpersonal, the candidate may be asked to take a leave of absence or, if the difficulties are deemed unresolvable, permanently discontinue training.

It is the policy of our Center that if a candidate's Training Analyst is in the room as a member of the Progression Committee or Education Committee when that candidate is being discussed, the analyst leaves the room or otherwise absents him/herself.

In order to protect the boundaries of the analytic relationship, strict confidentiality of the training analysis is maintained. The Candidate reports to the Progression Committee only the date the analysis began, the frequency, if it is interrupted, and the date it ends.

Criteria for Graduation

Graduation from the Center requires that all of the requirements described in this manual have been satisfactorily completed.

Requirements for Clinical Candidates:

- 1) Completion of all Didactic Courses and participation in Continuing Case Conference until graduation.
- 2) Training Analysis for a significant portion of the period of training.
- 3) Supervised analytic work with patients of different genders at a treatment frequency of 4-5 times weekly for the first two control cases and 3-5 for the third case. The length and frequency of supervision varies depending on the progress of the candidate.
- 4) The Progression Committee is interested in the overall quality of the candidate's development as an analyst. Candidates are occasionally concerned about whether a case will "count" if the frequency of sessions attended is less than 4 times weekly for a portion of the treatment or if the treatment ends prematurely. The Institute understands that not all psychoanalytic treatments are ideal for a variety of reasons that may or may not be related to the quality of the candidate's efforts. The Progression Committee pays particular attention to how the candidate worked with each patient and to his or her analytic understanding of what happened in the treatment. All cases are evaluated by the Progression Committee in the context of the entire body of the candidate's work. Although a terminated case is not required for graduation, it is the responsibility of the graduate to resume supervision during the termination phases of all analysis begun during candidacy, even if the termination occurs post-graduation. Written reports on all cases are up to date.
- 5) The candidate has presented at a Continuous Case Seminar at least once during candidacy.
- 6) The candidate has completed their required writing and case presentation requirements. **See details under Writing and Case Presentation Requirements for Candidates in Appendix C**
- 7) Tuition payments and registration fees have been paid in full.

Requirements for Didactic Candidates

- 1) Completion of all Didactic Courses and participation in Continuing Case Conference until graduation.
- 2) The Candidate is required to complete a writing project as part of their learning experience. There is latitude for the didactic candidate to collaborate with the EC in deciding what the writing project will be. **See "Writing and Case Presentation Requirements," Appendix C, for details.**
- 3) A didactic candidate may incorporate a case vignette as part of a case presentation of psychodynamic psychotherapy, a theoretical paper that illustrates the theoretical ideas clinically, or some other format.
- 4) Tuition payments and registration fees have been paid in full.

Training Analysis

The training analysis is a personal therapeutic analysis with an analyst approved by the IFPC. It is an important component of the education of every psychoanalyst. A Training Analyst is an experienced analyst who has been examined by the Training Analyst Committee and approved by the Education Committee to conduct analysis with candidates in training to become psychoanalysts. The Training Analyst for a candidate must be a member of the Florida Psychoanalytic Center or, in exceptional cases, a Training Analyst from another institute who has been approved by the EC. This governs situations in which, for example, individuals transfer from one city and institute to another. Training Analysts are also Supervising Analysts, approved by the Education Committee to conduct supervision of candidates' training cases.

Through a waiver procedure, a candidate who is accepted for admission while already in an ongoing personal analysis with a non-training analyst may continue that analysis rather than having to begin a new analysis with a Training Analyst *if that analyst meets IFPC guidelines to qualify for a TA waiver*.

The analyst must apply to the Institute for a TA waiver and must meet Institute criteria for that waiver. You may contact the Admissions Chair for details on the procedure for requesting a TA waiver.

The Institute requires the training analysis to be at a frequency of four or five days a week. Experience has shown that both training analysis and supervision (the supervision of analytic cases) benefit when concurrent, and it is expected that the candidate be in analysis during a significant period of the supervised clinical work. A candidate's analysis is a private matter, and may, of course, continue after graduation.

Supervised Clinical Work

Clinical candidates must obtain a license to practice and appropriate professional liability insurance before being authorized to begin supervised clinical work. Proof of current malpractice insurance must be provided to the Center at each renewal.

As soon as the candidate begins classes, they are encouraged to obtain an initial supervisor on a temporary basis. This supervisor will assist the candidate in understanding and utilizing psychoanalytic principles and techniques in psychotherapy. The supervisor may help in demonstrating how psychotherapy may, when appropriate, be converted to psychoanalysis, and may also assist the candidate in identifying and selecting potential analytic patients. This initial supervision is encouraged and recommended but not required.

How the Progression Committee determines readiness to begin a first analytic control case as well as adding a second and third case is discussed in detail in the Progression Committee section above.

The candidate is required to choose and meet with a Supervising Analyst prior to making arrangements with a potential analysand to conduct an analysis. Analysis should not be offered to a patient until the case has been reviewed with the analytic supervisor and judged by the supervisor to be an appropriate patient to begin a supervised analysis.

The candidate sets fees mutually agreeable to the candidate and their patient in consultation with the Supervising Analyst. The candidate may not make arrangements with an analytic patient to defer partial or full payment for the analysis to a later point in life when the patient may be more financially able to afford a higher fee. Any such deferred payment is *unethical*.

In order to obtain a well-rounded clinical experience, it is essential that the candidate gain experience with patients with a spectrum of neurotic character psychopathology. 50 hours of supervision are the minimum required for each supervised case, but that number is usually exceeded. The number of supervisory hours is but one criterion of satisfactory fulfillment of the supervised clinical work portion of training.

The presence of analytic process and the phase of treatment are primary criteria. All three control cases must have developed into at least early middle phase work, with at least one control case well into middle phase or late middle phase. Phases of analysis are something you will be learning about in your training. You and your supervisor will be assessing along the way how the analysis is progressing toward middle phase work as part of your supervisory experience. The supervisor must attest that analytic process has been established. Again, analytic process is something you will learn about in your training. Quality, depth and breadth of analytic experience with various types of patients of different genders are also preeminent considerations.

The number and frequency of supervisory hours is determined in each case by the needs of the candidate and the case, rather than by a numerical criterion. The candidate must have accumulated no fewer than 150 total hours of supervision across three cases, each of which has been supervised for at least 50 hours, with each case in at least early middle phase of the analysis and at least one case in later middle phase in order to be considered for graduation. On occasion, the Education Committee may require additional clinical experience of a candidate beyond the three cases if it considers it necessary for that individual's training. Experience has shown that both training analysis and supervision benefit when concurrent, and it is expected that the candidate will be in analysis during a significant period of their supervised clinical work.

The first two supervised control cases must be seen at a frequency of four to five times weekly. The third control case may be seen at a frequency of three to five times weekly. All supervision of the first control case being seen for analysis by candidates in the Florida Psychoanalytic Institute will be conducted by Supervising Analysts in this Institute unless otherwise approved by the Education Committee on an individual basis. The candidate selects a Supervising Analyst and makes arrangements with that person for supervision and for the supervision fee. The candidate may change supervisors at any time, after discussion with the Faculty Advisor and notification to the Chair of the Progression Committee.

- 1) A candidate's first control case must be supervised by a local supervisor.
- 2) For the second and third control cases a candidate may choose an approved Supervising Analyst from another Institute. A list of non-local analysts who have been approved to supervise is available on the website. The supervising analyst must agree to submit twice-yearly reports to the Progression Committee in accordance with Progression Committee deadlines. The analyst must also agree to participate in the twice-yearly Progression Committee meetings.
- 3) If difficulties arise in obtaining a local supervisor for the first case, a candidate may submit a request to the Progression Committee that their first case be supervised by a non-local supervisor. The Progression Committee will evaluate such requests on a case-by-case basis.
- 4) To appropriately protect the privacy and confidentiality of candidates, the Progression Committee has leeway to choose to report or not report such requests the EC for approval.
- 5) A candidate may request a supervisor who is not on the list of approved supervisors. That analyst would need to go through the process of being evaluated and approved by the Training/Supervising Analyst Development Committee.

A candidate may request permission from the Education Committee to begin an analytic case without

supervision after credited experience is gained with at least three supervised cases. This permission is determined by the EC at its discretion according to the candidate's demonstrated clinical competence. If permission is granted, the candidate will provide his/her Faculty Advisor with periodic cumulative written reports on each unsupervised case.

Candidates are required to write an annual report on all analytic cases. Since individual supervisors will have different preferences as to the form and content, the report should be discussed with the supervisor prior to the write-up. The reports are due May 1 to allow the supervisor and candidate time to review and discuss the report prior to the Spring Progression meeting. (See Appendix B for Guidelines for Written Case Reports) A Supervisor may require written reports more frequently than once a year. This requirement may be changed from annual to biannual at some point during training.

Didactic Classes and Case Conferences

Classes are held September through June on Fridays and Saturdays from 8:30 a.m. until 6:00 p.m. for 7 intensive weekends per year. All candidates are encouraged but not required to attend the Scientific Meetings held throughout the year and join the speaker for lunch after the meeting. Lunch with the speaker is an opportunity designed by the Center for additional, informal learning, and is considered part of the curriculum. Candidates who wish to have lunch with the speaker must notify the program committee no less than 30 days before the Scientific Meeting so that the Program Committee can make arrangements.

The candidate attends didactic classes and continuous case conferences for four years. At the completion of the four-year curriculum, Advanced Candidates are required to attend the continuous case conference and clinical case conferences when offered, until graduation. From time to time additional advanced seminars may be offered for advanced candidates (post-completion of the 4 year didactic program) but are not required. The curriculum for each upcoming year, with a description of each of course and the schedule of classes for the year, will be issued by the Administrator as soon as it is available and will be posted on the website.

At the conclusion of each course, candidates submit written course evaluations to the Faculty Committee and the Curriculum Committee respectively. Course evaluations help the Faculty and Curriculum Committees improve teaching methods and course content. Candidate course evaluations are anonymous.

Attendance Policy

The attendance policy of the Education Committee is the following: Candidates are required to attend all classes. Experience has shown that having some candidates present in the classroom and others attending via videoconferencing negatively impacts the teaching and group process. For this reason all candidates are required to attend all classes in person. Any missed class must be made up. If a candidate must miss a class, it is the responsibility of the candidate to arrange an independent study to make up that class. The candidate may also make up missed classes by attending them when they are offered in the next candidateclass. The instructor in each course keeps attendance and any absence should be discussed with him/her. The instructors, your advisor, and the Institute administrator must all be notified in advance in the case of necessary planned absences.

Your advisor, the candidate liaison, your supervisors, and all faculty members of the Institute are available to you to offer support in creating a way to make up the classes you missed.

Leave of Absence

Definition and Eligibility

A candidate has the option of requesting a formal Leave of Absence from the training program. A leave of absence is not the same as a time-limited interruption of training due to a personal or medical situation. A candidate on a LOA is not eligible to attend classes or to conduct control case analysis. Clinical work conducted during a formal LOA is not within the purview, liability, or legal responsibility of the Florida Psychoanalytic Center and will not count towards fulfillment of the requirements for graduation.

A candidate on LOA must inform control case patients, if any, that she/he is on a LOA from the training program. The candidate must submit a document signed by the patient to the Progression Committee

attesting that the patient has been informed that the candidate is on a LOA. Florida Psychoanalytic Institute TA/SAs or waiver SAs will not supervise control case analysis with a candidate on LOA.

Process for Requesting a Leave of Absence

A candidate who wants a formal LOA should meet with their Advisor to discuss their request. If the candidate wishes, the details of the reason for the request may be kept private between the Advisor and the candidate. After meeting with their Advisor, the candidate should write a formal request to the EC Chair asking for a Leave of Absence. The EC Chair will inform the EC of the candidate's request.

Process During a Leave of Absence

A candidate on LOA must meet with their Advisor once a year before the Spring Progression meetings to inform their Advisor whether they intend to return to training yet or not. Their Advisor will report their status to the Progression Committee. There is a 2-year window for a candidate on LOA before they must either return to training or withdraw from candidacy. There is a \$500 annual LOA fee.

Exceptions

Exceptions to the length of time and other parameters of the LOA may be made on a case by case basis upon request and review by Progression and the EC.

Process for Returning from a Leave of Absence

If the candidate wishes to return from the LOA, they must contact their Advisor. After meeting with their Advisor, the candidate should write a formal request to the Progression Chair asking to return to training. The candidate must be in analysis 4-5 times per week *at the time of the request* to the Progression Committee. It will be the candidate's responsibility to make up all classes that were missed. Missed classes can be made up in accordance with the parameters detailed in the Independent Study Procedures for candidates who missed a class by choice. The Progression Committee will be responsible for keeping a record of the classes missed by a candidate on LOA and/or determining the equivalence of the made-up classes to the classes that were missed. The Progression Committee will review the candidate's request including the plan for completing any requirements that were missed during the Leave of Absence. The Progression Committee will make a recommendation to the EC to review and vote on.

If the candidate who opts to withdraw wishes to resume their training at any point, they must reapply and go through an application process to be determined on a case by case basis by the Progression Committee.

Ethical Considerations

It is an ethical breach for a candidate on LOA to continue analyzing control cases while on leave. Under the terms of our malpractice insurance for the Center, candidates on LOA may not continue conducting analysis and they should work with their supervisors to transition control patients to psychotherapy. The candidate must inform their control patient(s) of their leave of absence and the patient should be offered two options: a) to continue seeing the candidate for psychotherapy that is at a reduced frequency to be determined by the candidate and patient b) to be referred to another clinician for psychoanalysis. The candidate will provide the patient with a form that acknowledges these terms and the signed form must be returned to the FPC administrator. The candidate must inform the Advisor of the patient's decision and if necessary the Supervising Analyst will facilitate the referral to another clinician.

Modified Candidacy

Definition and Eligibility

If the candidate wishes to continue working with a control case, they must request a modified candidacy rather than a Leave of Absence. There are many possible variations on what a modified candidacy might entail. A modified candidacy may involve the candidate taking classes but not seeing patients, or withdrawing from classes but continuing to see patients, and so on.

If the candidate is seeing patients in analysis, the candidate must remain in their personal analysis 4-5 times per week unless they have already completed their analysis. They are also required to continue weekly or bi-weekly supervision of their control cases by approved supervisors. If a supervisor and candidate wish to modify the supervision requirement in any way, they must submit a request to the Progression Committee. The Progression Committee will review the request and present it to the EC to review and vote on.

Process for Requesting a Modified Candidacy

A candidate who wishes a modified candidacy should meet with their Advisor to discuss their request. After meeting with their Advisor, the candidate should write a formal request to the Progression Chair and the EC Chair asking for a modified candidacy. The Progression Committee will review the details of the request with the Advisor and make a recommendation to the EC. The EC will review and vote on the recommendation made by the Progression Committee.

Process During a Modified Candidacy

The candidate in a modified candidacy will be reviewed by the Progression Committee twice a year as usual. Their supervisors and Advisor will discuss their progress in the usual way. The candidate will be progressed or not in the customary way. Candidates who are not seeing control cases should make every effort to continue their personal analysis 4-5 times per week. The personal analysis is considered the foundation for all other learning. The fee for a modified candidacy is the full tuition fee.

Process for Returning from Modified Candidacy

There is a 2-year window for the modified candidacy. If the candidate wishes to return, they must contact their Advisor. After meeting with their Advisor, the candidate should write a formal request to the Progression Chair asking to resume their training without modifications. The candidate must currently be in analysis 4-5 times per week *at the time of the request* to the Progression Committee. It will be the candidate's responsibility to make up all classes that were missed. Missed classes can be made up in accordance with the parameters detailed in the Independent Study Procedures for candidates who missed a class by choice. The Progression Committee will be responsible for keeping a record of the classes missed by a candidate on modified candidacy and/or determining the equivalence of the made-up classes to the classes that were missed. The Progression Committee will review the candidate's request including the plan for completing any requirements that were missed during modified candidacy. The Progression Committee will make a recommendation to the EC to review and vote on.

Exceptions

Exceptions to the length of time or other parameters of the modified candidacy may be made on a case by case basis upon request and review by Progression and the EC.

Procedures for Making Up a Missed Class

Note: Candidates are responsible for arranging to make up any classes they have missed. The Institute will support the candidate in every way possible, but it is the candidate's responsibility to initiate and follow through on each step of the process.

The basic steps the candidate is responsible for are:

1. Prior to missing the class, the candidate should notify the appropriate people that they will be absent (see below for details).

2. The candidate should read and follow the steps in the procedure below that applies to their situation.
3. When the candidate is ready to make up the class, they should contact Martha to arrange the makeup class. We recommend that the class be made up as soon as possible.
4. The candidate should decide on how they want to make up the class (see options below).
5. The candidate should inform Martha when the makeup class is completed.

There are different steps when a candidate misses a class for *reasons of their own* versus when they miss a class *because their analyst is teaching*. Candidates should consult the procedure below that applies to their situation.

When a Candidate Misses a Class for Reasons of Their Own.

Notifications Before the Missed Class

- 1) As soon as possible after a candidate knows they will be absent from a class, the candidate should notify Martha, their Advisor, and the teacher(s) of the class. *The candidate should not notify long distance teachers*. Martha will oversee the notification of long-distance teachers.

Procedures for Arranging the Make-Up Class When a Candidate Misses for Reasons of Their Own.

- 1) **The candidate should contact Martha to make the arrangements for making up the missed class.** We recommend that the class be made up as soon as possible.
- 2) There are 4 options for making a class:

One, the candidate may view a videorecording of the class. Note: not all classes can be recorded.

The candidate should notify Martha that they would like the class to be recorded. Martha will contact the teachers to ask permission to record. *The likelihood that a class can be recorded increases the earlier the candidate requests it from Martha.* After viewing the recording, the candidate will need to complete a 1- to 2-page written summary that reflects some of the core ideas in the paper(s) and must include reactions to and/or thoughts about the class discussion. For case conference, the paper must include reactions to, thoughts about, and/or reflections on the case discussion. The paper should be submitted to Martha who will send it to the teacher for review.

Two, the candidate may make the class up with a teacher.

The candidate should notify Martha that they wish to make up the class with a teacher. Martha will contact the Curriculum Committee to arrange for a teacher to offer the class. The likelihood that a teacher can be found to offer the class increases the earlier the candidate requests it from Martha. The meeting with the teacher should be the same length of time as the class. When a teacher for the make-up class has been confirmed, Martha will inform the candidate. It is the candidate's responsibility to contact the teacher to schedule the class. No written summary is required for this option.

Three, a class can be made up by attending it during the next candidate class.

Bear in mind that we do not know when another candidate class will begin. There may be a significant delay. There also may not. We hope to begin a new class in the fall of 2024, possibly 2025. We don't know if that will happen or not.

Four, the candidate can engage an analyst to provide the class on a consultation basis.

If a class cannot be recorded and an analyst cannot be found to teach, the candidate has the option of engaging an analyst to provide the class on a consultation basis. Local or long-distance analysts are acceptable. A long-distance analyst must be approved ahead of time by the curriculum committee.

- 3) Any papers that were assigned for the class must be read for the makeup class.
- 4) The candidate is responsible for notifying Martha when the make-up class is completed. Martha will notify the candidate's Advisor.
- 5) At the end of each academic year, the EC will send an email to each candidate who has classes to make up with a list of the classes our records show as incomplete. We do this so that candidates will know as they go what their outstanding classes are.

When a Candidate Misses a Class Because Their Analyst is Teaching.

Notifications Before the Missed Class

- 1) It is the responsibility of the candidate's analyst to inform the candidate as soon as possible that the analyst will be teaching.
- 2) Once the candidate has been informed, the candidate should notify their Advisor and Martha (simply for their Advisor's and Martha's records).

Procedures for Arranging the Make-Up Class When the Analyst is Teaching.

- 1) *The candidate should contact Martha to make the arrangements for making up the missed class.* We recommend that the class be made up as soon as possible.
- 2) There are 3 options for making up a class ones analyst is teaching. Recording a class that a candidate's analyst is teaching is not an option.

One, the candidate may make the class up with a teacher.

The candidate should notify Martha that they wish to make up the class with a teacher. Martha will contact the Curriculum Committee to arrange for a teacher to offer the class. *The likelihood that a teacher can be found to offer the class increases the earlier the candidate requests it from Martha.* The meeting with the teacher should be the same length of time as the class. When a teacher for the make-up class has been confirmed, Martha will inform the candidate. It is the candidate's responsibility to contact the teacher to schedule the class. No written summary is required for this option.

Two, a class can be made up by attending it during the next candidate class.

Bear in mind that we do not know when another candidate class will begin. There may be a Significant delay. There also may not. We hope to begin a new class in the fall of 2024, possibly 2025. We don't know if that will happen or not.

Three, the candidate can engage an analyst to provide the class on a consultation basis.

If an analyst cannot be found to teach, the candidate has the option of engaging an analyst to provide the class on a consultation basis. Local or long-distance analysts are acceptable. A long-distance analyst must be approved ahead of time by the curriculum committee.

- 3) Any papers that were assigned for the original class must be read for the make-up class.
- 4) The candidate is responsible for notifying Martha when the make-up class is completed. Martha will notify the candidate's Advisor.
- 5) At the end of each academic year, the EC will send an email to each candidate who has classes to make up with a list of the classes our records show as incomplete. We do this so that candidates will know as they go what their outstanding classes are.

Note: Requests for a make-up class will be evaluated on a case-by-case basis. Subjective factors may be Considered when structuring makeup classes.

Tuition and Fees

Tuition and fees are due by September 1st or before the beginning of classes. If needed, one half of the total may be paid by September 1st and the remainder by Dec. 31st. The Literature fee and PEP Fee are due in full September 1. Failure to make payments when due disqualifies the Candidate from class attendance and the Candidate will not be considered for progression unless arrangements for deferred payment have been made through the Center Treasurer. Payments are sent to the Centers Administrator.

Annual Tuition	\$4,000.00
PEP Fee	\$39.50
TOTAL Due	\$4,039.50

Fees for the Training Analysis and for Supervision are arranged privately between the analyst or supervisor and the candidate.

American Psychoanalytic Association

The American Psychoanalytic Association (APsaA; also called “the American”) is the parent organization for the Center and approximately 30 other Centers and Institutes throughout the United States. APsaA currently has a membership of approximately 3000. Since its inception in 1911, APsaA has been a member, as a Regional Association of the International Psychoanalytical Association (IPA; also called “the International”) the major worldwide organization of psychoanalysts.

One of the main functions of the American Psychoanalytic Association is scientific. The American publishes the Journal of the American Psychoanalytic Association (JAPA) and sponsors one to two national meetings each year for the exchange of ideas and findings in practice, theory, and research.

Candidates are encouraged to join APsaA as Affiliate Members and to attend the national meetings. Special programs for candidates are offered at the meetings. The APsaA Candidate Council provides an excellent opportunity to meet candidates from around the country and to develop relationships with colleagues as well as valuable referral resources. Many find that becoming active in APsaA through the Candidates’ Council is an enriching experience both professionally and personally. Each Institute elects a delegate to the Candidates’ Council, but its meetings are open to all candidates.

The APsaA website, www.apsa.org, has many resources for enriching psychoanalytic training and practice, links to other relevant websites including other Institutes and the IPA among many other sites, and a facility (‘find an analyst’) for identifying analytic treatment resources throughout the United States. It has a section restricted to members, which is accessible to candidates who become APsaA Affiliate Members.

Appendix A

Forms

**The Institute of
The Florida Psychoanalytic Center**

4649 Ponce de Leon Blvd.
Suite 303
Coral Gables, Fl. 33146
305-669-4343v 305-740-4449f
fl.psychoanalytic.center@gmail.com

**CANDIDATES REPORT TO PROGRESSION COMMITTEE
REGARDING THE TRAINING ANALYSIS**

(Please type or print clearly)

Date: _____

Candidate Name: _____

Training Analyst: _____

Frequency: _____

Date Initiated: _____

Signature: _____

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Malpractice Insurance

To: Faculty and Candidates of the Florida Psychoanalytic Center

From: Martha Ortiz, Psychoanalytic Training Program Administrator

Date: _____

Subject: Malpractice Insurance

The Florida Psychoanalytic Center requires that all faculty and candidates involved in the treatment of patients carry a sufficient amount of professional liability insurance. In order to insure your continued participation in the Florida Psychoanalytic Center for this academic year, please return this completed form to the administrative office upon enrollment as a Candidate and not later than January 31 of each year.

Please state the name of your insurance company and the policy number of your professional liability contract.

Insurance Company: _____

Policy Number #: _____

Coverage Limits: _____

I certify the above liability insurance will be held in force for the academic year

_____ through _____

Print Name: _____

Signature: _____

Date: _____



The Institute of Florida Psychoanalytic Center

Patient Informed Consent

I, _____ (*Print Patient's Name*) plan to undertake a personal psychoanalysis with _____ (*Print Name*) who is a psychoanalyst-in-training at the Florida Psychoanalytic Center, with the understanding that my analyst's work with me will be part of his/her clinical psychoanalytic training. I further understand that as part of his/her training, _____ (*Print Name*) will have regular, periodic consultations for clinical and educational purposes with a member of the Florida Psychoanalytic Center faculty who is a Supervising Psychoanalyst. I understand that my confidentiality will be safeguarded in the course of my psychoanalytic treatment and related consultations under the auspices of the Florida Psychoanalytic Center.

I have had an opportunity to discuss the nature and purpose of psychoanalytic treatment and other treatment options with my analyst and have my questions answered.

I understand that in the course of psychoanalysis I will convey personal information that will remain strictly confidential to my analyst and the psychoanalysts and psychoanalysts-in-training involved in his/her training and supervision. Once all identifying information has been removed, this information that I reveal during the course of my analysis may be disclosed to these psychoanalysts and psychoanalysts-in-training only, for the purpose of psychoanalytic training and research.

I am aware that there may be complications and risks to psychoanalytic treatment such as fluctuation in symptoms and/or emotional state. I further understand and acknowledge that no guarantees or assurances have been made to me about the results of the treatment.

I have read the above and hereby elect to proceed with psychoanalytic treatment.

Patients Signature

Date

Witness Signature

Date

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REPORT OF NEW CONTROL CASE

Candidate _____ Date _____

Supervisor _____

Patient Data								Supervisory Data	
Case No.	Patient's Initials	Sex	Age	Date Consent Form signed	Date Began	No. Hrs/ Week	Fee	Date Began	No. Hrs./ Week

Provisional Diagnosis _____

I have implemented with this patient the required consent form.

Candidate's Signature _____

*Please send a copy of this completed form to both your supervisor and the FPI office.

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Ethics Statement for Clinical Candidates

As a psychoanalytic candidate it is important for you to abide by the highest standards of patient care. This includes not representing yourself as competent to offer independent psychoanalysis to your patients until you graduate.

Candidates must inform their patients of the fact that they are in training and that the psychoanalysis is being supervised. Candidates must also not represent themselves to the public as independent psychoanalysts, including on websites, social media, stationery, business cards and in public communications. Candidates may inform the public via any medium that they offer psychoanalysis as a form of treatment, in a manner consistent with the Code of Ethics of the American Psychoanalytic Association.

You must not offer psychoanalysis to a patient without first obtaining approval from the Progression Sub-committee. We consider it to be a serious breach of ethics if a candidate begins an unauthorized, independent psychoanalysis.

I will not conduct unsupervised psychoanalysis or represent myself as an independent practitioner of psychoanalysis until I am authorized to do so upon graduation from the Institute of the Florida Psychoanalytic Center.

Name

Date

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Coral Gables, Fl. 33146
305-669-4353v 305-740-4449f
fl.psychoanalytic.center@gmail.com**

Ethics Statement for Didactic Candidates

As a didactic candidate it is important for you to abide by the highest standards of patient care. This includes not representing yourself as competent to offer psychoanalysis to your patients. Didactic candidates must also not represent themselves to the public as psychoanalysts, including on websites, social media, stationery, business cards and in public communications. We consider it to be a serious breach of ethics if a didactic candidate offers or begins a psychoanalysis.

I will not conduct psychoanalysis or represent myself as a practitioner of psychoanalysis.

Name

Date

Appendix B

Evaluation Forms

Semi Annual Supervising Analyst Report

Date: _____ Progression Year: _____

Candidate #: _____ Supervisor: _____

Advisor: _____ Date Analysis began: _____

Patient

Case Nbr	Pt Sex	Pt Age (Adult/Child)	Analysis Terminated & Date	Analysis Discontinued by Pt & Date	Analysis Discontinued by Candidate & Date	Case Report Recd Y/N	Credit by EC Y/N

Supervision

Date Supervision Begun	Frequency of Supervision	Date Supervision Discontinued	Total Hours of Supervision from Inception to Date

Please refer to the Florida Psychoanalytic Institute Learning Objectives and address each area with attention to the appropriate learning objectives for the supervisee's level. These objectives are meant to be guidelines for the supervisor in assessing the candidate's clinical learning. They are not meant to constrict or constrain the creativity of the individual supervisor. There is room for a summary narrative at the end. Kindly type the report and return via email to: fl.psychoanalytic.center@gmail.com

I. Assessment/Diagnosis/Treatment Planning

Florida Psychoanalytic Center
4649 Ponce de Leon Blvd. #303 Coral Gables, Fl. 33146
305-669-4353 v 305-740-6669 fl.psychoanalytic.center@gmail.com

II. Establishing Treatment/Working Alliance

III. Empathy/Analytic Listening

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4649 Ponce de Leon Blvd. #303 Coral Gables, Fl. 33146
305-669-4353 v 305-740-6669 fl.psychoanalytic.center@gmail.com

IV. Technique

V. Formulation/Writing

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305-669-4353 v 305-740-6669 fl.psychoanalytic.center@gmail.com

VI. Supervision

Summary Narrative

I have discussed this report with my supervisee.

Supervising Analyst_____

Florida Psychoanalytic Center Learning Objectives for Supervisory Evaluation ** *At each phase of training, candidates will be able to:*

	1 ST YEAR	MID-LEVEL	SENIOR
I. ASSESSMENT/ DIAGNOSIS/ TREATMENT PLANNING	• Begin to evaluate patients for psychoanalysis with attention to diagnosis and indications/ suitability criteria for this treatment. Discuss treatment plans with patients. • With help of supervisor, identify psychotherapy patients for whom psychoanalysis is the treatment of choice and discuss this option with them • Assess potential analysands for Axis I pathology and when applicable discuss treatment options, including combination treatment with medication	• Show increased ability to make characterological/ structural diagnoses. Evaluate suitability for psychoanalysis, resistance to treatment and motivation. • Show increased comfort and ability in identifying psychotherapy patients for psychoanalysis, discussing psychoanalysis as a potential treatment, and converting patients to psychoanalysis • Continue to assess potential analysands for Axis I and discuss treatment options • With supervisor's help conduct ongoing assessment of Axis I pathology and suitability for psychoanalysis during an analysis and modify treatment plan as appropriate	• Independently assess patients for psychoanalysis, making accurate characterological/structural diagnoses and evaluating suitability. • Independently identify private patients for psychoanalysis, confidently discuss psychoanalysis as a potential treatment and convert patients to psychoanalysis • Independently assess potential analysands for Axis I and confidently discuss treatment options • Conduct ongoing assessment of Axis I pathology and suitability for psychoanalysis during an analysis and modify treatment plan as appropriate
II. ESTABLISHING TREATMENT/ WORKING ALLIANCE	• Understand the concept and importance of the psychoanalytic frame • Establish the frame of the analysis (fees, time, couch) and notice resistances to the frame • Begin to establish a working alliance, and discuss this in supervision • Understand the concept of technical neutrality and discuss this in supervision	• Establish and/or maintain the frame of the analysis and confront/interpret resistances to it and identify problems • Establish and maintain a working alliance and recognize when one is present • Begin to develop a psychoanalytic stance/attitude that includes free floating attention, technical neutrality, and abstinence	• Independently maintain the frame of the analysis and confront/interpret resistances to it • Independently maintain the working alliance and interpret resistance to it • Consistently and independently maintain a psychoanalytic stance (as in mid-level)

III. EMPATHY/ ANALYTIC LISTENING	• Begin to develop a "psychoanalytic stance" including the capacity for psychoanalytic listening and for choosing interventions that facilitate deepening of the psychoanalytic process • Begin to assess and follow the patient's affect during sessions • Begin to assess the intrapsychic level at which a patient is working, what a patient will be ready/able to hear, and what is likely to deepen the material • Begin to listen for/recognize dominant unconscious themes in a session • Begin to convey understanding via psychoanalytic interventions • Begin to think flexibly/imaginatively while listening to patients	• Demonstrate increased capacity for psychoanalytic listening and for choosing interventions that facilitate deepening of the psychoanalytic process • Demonstrate increased ability to assess and follow the patient's affect during sessions • Demonstrate increased ability to assess the intrapsychic level at which a patient is working, what a patient will be ready/able to hear, and what is likely to deepen the material • Demonstrate increased ability to listen for and recognize unconscious themes in a session • Demonstrated increased ability to convey understanding via psychoanalytic interventions • Demonstrate increased ability for flexible, imaginative thinking while listening to patients.	• Consistently maintain a psychoanalytic stance. • Consistently and accurately assess and follow the patient's affect during sessions • Consistently and accurately assess the level at which a patient is working, what a patient will be ready/able to hear, and what is likely to deepen the material • Consistently and accurately recognize unconscious themes in a session • Consistently convey understanding via psychoanalytic interventions • Consistently think flexibly and imaginatively while listening to patients
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IV. TECHNIQUE	• Recognize the following while reviewing material in supervision: • Free association • Unconscious fantasy • Dominant resistances • Dominant transferences • Dominant countertransferences • Moments in the process when the patient's understanding or associations deepen in response to analytic intervention/interaction • Shifts in defensive structure and object relationships in response to analytic interventions (therapeutic action) • Begin to understand the concepts of technical neutrality and abstinence	• Begin to recognize 1-7 independently • Increasingly make tactful, well-timed interventions that reflect the patient's current level of understanding, demonstrate technical neutrality and abstinence, and are likely to deepen the material • With supervisor's help, use recognition of countertransference to identify blind spots and adjust technique • Understand confrontation, clarification, and interpretation and their applications • Facilitate free association and begin to learn dream interpretation • With supervisor's help, begin to recognize working through • Construct and make interpretations that address resistance, dreams and transference – at least some of which link material to genetic antecedents • Begin to understand the concept of genetic reconstruction and discuss possible hypotheses in supervision • (When applicable) Recognize the transference ramifications of combined treatment with psychoanalysis and medication and make appropriate assessments and treatment recommendations	• Independently recognize 1-7 • Consistently make tactful, well-timed interventions that the patient's current level of understanding and that are likely to deepen the material • Independently recognize countertransference through self-analysis during and after sessions and use to address blind spots and adjust technique • Apply confrontation, clarification and interpretation in an appropriate way • Confidently conduct dream interpretation and facilitate free association and association to unconscious fantasy • Independently recognize working through • Independently construct and make interpretations (as in mid-level) • Use genetic reconstruction in the treatment when applicable • (When applicable) Independently conduct ongoing combined treatment, with ongoing assessment of Axis I pathology and attention to related transference/countertransference • (When applicable) Recognize the characteristics of the treatment that indicate readiness for termination and begin to discuss termination with the patient
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V. FORMULATION/ WRITING	Write evaluations of patients with attention to analyzability, diagnosis, psychodynamic formulations and treatment recommendations.	- Construct a beginning formulation that addresses psychopathology, character structure, movement in the case, unconscious fantasy, resistances and transference/countertransference paradigms - Begin to recognize the elements of the case that indicates the phase of the case - Write an annual review that includes all important elements (as above) and demonstrates ability to write vividly about micro process	- Construct a comprehensive formulation of the macro process that addresses all previously mentioned elements, as well as enactments and structural change, and that puts the movement of the case in a theoretical framework and hypothesizes about therapeutic action - Independently understand the phase of the case - Write an annual review of the case that includes description of the micro and macro process and an evolving understanding of the arc of the analysis
VI. SUPERVISION	Use supervision to discuss patient evaluations, diagnoses, treatment plans, and countertransference. Develop the flexibility to apply what is discussed in supervision to clinical situations.	- As before – plus use of supervision to discuss modes of formulating the case - Demonstrate an evolving relationship with the supervisor in which candidate is increasingly able to develop ideas independently and to use supervisor for discussion rather than direction	- As before – plus use of supervision to construct a view of the macro process - Predominantly use supervision for discussion rather than direction

***Adapted from Columbia University Center for Psychoanalytic Training and Research*

Institute of the Florida Psychoanalytic Center

Instructor's Report

Name of Candidate:	Instructor:
Date:	Course:

General observations, comments, recommendations, etc.

For the items below, please select the number that indicates your evaluation of the candidate.

Level of Engagement

1	2	3	4	5

Level of Preparedness (for content courses)

1	2	3	4	5

Level of Clinical Sophistication (if relevant)

1	2	3	4	5

Level of Responsibility (in terms of attendance, punctuality)

1	2	3	4	5

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COURSE AND INSTRUCTOR EVALUATION FORM

Date: _____

Course Title: _____

Instructors: _____

To the candidates: Please thoughtfully evaluate this course and the instructors.
Try to include the following factors as appropriate.

1. The value of the course as part as part of your psychoanalytic education.
2. The value and appropriateness of reading assignments.
3. Each instructor's effectiveness, including: a. Knowledge of subject matter b. Skill as teacher, and c. Rapport with Candidates
4. Recommendations or other comments.

Appendix C

Guidelines for Written Case Presentation

Writing and Case Presentation Requirements for Candidates

Writing Requirement – Clinical Candidates

The candidate is required to submit a 17-20 page write-up, double-spaced, 12 point font with one-inch margins. Pages should be numbered. If possible, the patient who is being written up should be at least mid-phase in their 4-5 times a week in analysis. In the write-up, the candidate should give an account of the treatment of the patient and how the treatment progressed through clinical vignettes, dreams, etc. The candidate should discuss their thinking about analyzability. The candidate should show how they think about the patient and work as an analyst.

Case Presentation Requirement-Clinical Candidates

The candidate will discuss the case write-up and treatment with two analysts who read the write-up, neither of whom is candidate's supervisor, advisor or mentor. The candidate should be prepared to discuss their work with this patient, including analyzability, transference, countertransference, why certain interventions were made and challenges that occurred in the treatment. The candidate should be prepared to critically look at their work and decide what might have been done differently. The case presentation will be 60-75 minutes. It is strongly encouraged that the case presentation be done in person. The analysts to whom the candidate is presenting have the final decision in this matter.

Writing Requirement-Didactic Candidates

Didactic candidates are required to complete a writing project as part of their learning experience. There is latitude for the didactic candidate to collaborate with the EC in deciding what the writing project will be. Some examples of potential writing projects are:

Potential Formats: a reflection paper, a 15-minute panel presentation style paper, a journal-length article, or some other format.

Potential Topics: a personal account of their experience as a didactic candidate, how the didactic training shaped them as analytic therapists, a theoretical idea the didactic candidate wishes to propose and argue, or some other topic.

There is no requirement for a formal presentation of the paper.

Didactic candidates are not offered the opportunity to present a full certification-style case writeup for their graduation writing requirement. The rationale for this policy is that the didactic option was created for candidates who wish to have theoretical but not clinical training in psychoanalysis. The certification style writeup is an exercise designed to develop the candidate clinically and to prepare them to apply for certification as a psychoanalyst. It is, thus, outside the scope of what the didactic track encompasses.

GUIDELINES FOR WRITTEN CASE REPORTS

All clinical candidates are required to prepare an annual written report of each supervised case for presentation to their supervising analyst. The purpose of writing is to help the candidate conceptualize the analytic process, to provide both the candidate and the supervisor with an ongoing perspective of the progression of the **analysis and build the candidate's self-**assessment abilities, among other. The reports are also useful to graduates when applying for certification by the American Board of Psychoanalysis.

Since individual supervisors will have different preferences as to the form and content of these summaries, this report should be discussed with the supervisor prior to the write-up. The reports are due May 1 to allow the supervisor and candidate time to review and discuss the report prior to the Spring Progression meeting. If a supervised case has been in analysis for only a brief period before a summary is due, the early material may be incorporated in the next summary. Progression is dependent on completion of the annual report.

1. Keep it short
2. Give it a thumbnail description of what is going on in the analysis-in the interaction or the overall process (e.g. describe the transference/countertransference)
3. Then, give on or two examples
4. Do not focus primarily on the patient. Focus on what you the analyst says, does, feels, is trying to do or not do
5. Try to say what is going on in plain English, as much as possible

Final Report:

A final summary report is required when a supervised case is terminated. This final report is required in all supervised cases regardless of their length of treatment or reason for ending. The final summary reviews the entire course of the treatment with particular attention to the termination phase.