

# **ON BECOMING A PSYCHOANALYST:**

Candidate Manual of the  
St. Louis Psychoanalytic Institute

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This manual is designed to be your reference as you traverse your path from candidate to graduate psychoanalyst. Its purpose is to acquaint you with the process of being a candidate and of becoming a psychoanalyst. It is intended to fill the need for a more detailed statement of the procedures and requirements than you will find in the Bulletin of Information. Every effort has been made to anticipate possible questions; nevertheless, whenever you encounter the inevitable gaps and ambiguities, please bring them to the attention of the Dean of the Education Committee. Welcome to our, now your, Institute.

**Note to child analytic candidates:** *Any material that is italicized pertains solely to child candidates.*

# **TABLE OF CONTENTS**

Preface.....	I
Introduction.....	1
Mentor/Advisor.....	2
Personal Psychoanalysis.....	3
Flow of Training.....	4-1
Interruptions, Training Alterations & Probation.....	4-3
Beginning Class Work (Matriculation).....	5-1
Absences.....	5-2
Beginning Clinical Psychoanalytic Work.....	6-1
Educational Record-Keeping.....	6-1
1 <sup>st</sup> Supervised psychoanalytic Case.....	6-3
Supervision.....	6-4
2 <sup>nd</sup> Supervised Psychoanalytic Case.....	6-5
3 <sup>rd</sup> Supervised Case & Beyond.....	6-6
Didactic Schedule.....	7
Graduation.....	8
Certification.....	9
Program Fees.....	10
Financial Aid.....	11

## **APPENDICES:**

Candidate Summary Sheet.....	I
Outline for Case Write-Ups & Case Report Face Sheet.....	II
Procedure for Faculty Appointment.....	III
Procedure for Appointment of Training & Supervising Analysts.....	IV
Roster of Training & Supervising Analysts.....	V
Guidelines for Training & Supervising Analysts.....	VI
Standing Committees of the Institute.....	VII
Roster of Committee Chairs.....	VIII

## **THE MENTOR/ADVISOR**

As you begin your candidacy, you will be assigned a mentor/advisor by the Chair of the Mentor Committee. If you have an interest in child analytic training, you may request a mentor who is either a child analyst or a candidate in the Child and Adolescent Training Program. You should notify the Chair of the Mentor Committee of such an interest or, indeed, any other specific interests you may have. Usually an advisor is a faculty member who is neither a supervising nor a training analyst. Your mentor will attend the Progression Committee meetings when your work is reviewed to act as the liaison between you and the Progression Committee. At least twice each year both before and after you review in the Progression Committee, you will meet with your mentor to discuss any specifics that you may wish to have conveyed to the Progression Committee and to discuss any recommendations that the committee may have made. Your mentor will contact you to arrange these meetings. However, since your mentor is not only your liaison to the Progression Committee but also a general resource, you are encouraged to initiate contact whenever you have questions about policy, research, establishing an analytic practice, etc.

## **PERSONAL PSYCHOANALYSIS**

The keystone of your psychoanalytic training is your own analysis. Now that you are embarking on your candidacy, it is time for you to make arrangements to begin that analysis with one of our Institute's designated training analysts. These arrangements are made directly with the prospective training analyst. If you were already engaged in an analysis with a training analyst prior to your acceptance, you may simply continue that analysis. If there has been an interruption in your personal (training) analysis for any reason, you are required to resume analysis at the time of your initial acceptance as a candidate. Finally, if you have previously completed a personal analysis with a training analyst from our Institute, you must resume an analysis prior to the initial months of your supervised psychoanalytic case work.

Once you have selected your training analyst, you should notify the Dean of the Education Committee of that selection and the starting date of your analysis. Your training analyst will not be involved in any decision-making about your progression. The only communication from your training analyst will be to confirm that you are in analysis and later that you have ended.

Like any psychoanalysis, a training analysis should proceed to a natural termination after a period of years. It sometimes happens that a particular candidate and training analyst find it difficult to establish and maintain a useful working relationship. In this event, it is expected that you will both make every effort to clarify and rectify the problem. Such efforts may include outside consultation by either or both parties. If, however, the difficulties cannot be overcome, you should inform the Dean of the Education Committee of your decision to change analysts. Both the Dean of the Education Committee and your mentor would be available to you for consultation at any point in this process if you so choose. The Dean of the Education Committee needs to be apprised of the date of the last session of your previous training analysis, the name of your new training analyst, and the beginning date of that analysis. Any such change would be regarded as a personal decision and not a factor to be considered in evaluating your progression toward graduation.

## **FLOW OF PSYCHOANALYTIC TRAINING**

1. Begin (or continue) personal analysis with an Institute-approved training analyst.
2. After at least one year of analysis, begin didactic course work.
3. As first trimester progresses, discuss case selection with assigned supervisor.
4. After completion of first trimester, begin first supervised analytic case.
5. Begin second year of didactic course work.
6. Begin second analytic case after the first case has become well-established as determined in the consultation with your first supervisor.
7. After clearance from the Progression Committee, begin your third supervised analytic case.
8. Begin your third year of didactic course work.
9. Begin considering possible graduation project.
10. Begin your fourth year of didactic course work.
11. Four years of didactic work + 3 supervised analytic cases + graduation project and case reports = **GRADUATION**. (See section on *Graduation* for more detailed information).

## **INTERRUPTIONS, TRAINING ALTERATIONS & PROBATION**

The preceding section gives you a thumbnail sketch of an uneventful progression toward graduation from the Adult Psychoanalytic Training Program. However, psychoanalytic training is a long, complex, and highly individual experience. There are a variety of variations in this sequence. For example, you may actually begin your second case before you begin your second year of didactic work or your third case after you begin your third year of didactic work. You may also decide to interrupt or reduce the intensity of your training for a variety of personal reasons. The first step in pursuing the latter possible alterations of your program would be consultation with your mentor. Next you would submit your written request to the Chair of the Progression Committee at least 60 days prior to the beginning of the desired changes. You should include your reason for requesting the alteration(s), as well as, the date you anticipate returning to full participation as a candidate. If you are interrupting your training rather than going to part-time status, you should also include your plans for handling your casework, supervision, and reports during this absence. Once you have received permission for the alteration(s) and they have commenced, you are expected to maintain regular contact with your mentor at a frequency of at least once every six months. During this period of reduced participation, your tuition will be determined by the Education Committee.

If you wish to extend the period of modified participation, you must request an extension by submitting, 60 days prior to its end a written request to the Chair of the Progression Committee that includes the same type of information as required in your original request. The Chair of the Progression Committee will communicate the Committee's decision to you. Conversely, 60 days prior to the time you are prepared to resume full participation, you should also notify the Chair of the Progression Committee who may request further information, including possible interviews to both determine your readiness to resume full training and to facilitate such resumption as indicated.

Although you are now ready to resume full participation, you may be out of phase with the seminar schedule when you seek to resume your work at the Institute. The Progression Committee will determine, in consultation with you and your mentor, how the specific curricular difficulties can be resolved. You may have an atypical program for a variable period since, while new classes are usually started on alternate years, sometimes there is a longer hiatus. During this period, you will usually be expected to attend a Continuous Case seminar. Clinical work that you have undertaken with analysands should continue during any such hiatus, even if you do not resume formal training. Your handling of these responsibilities should be discussed with your supervisor, and if indicated, the supervision should continue on a private basis.

If you do not resume full training at the end of the agreed period and an extension has not been granted, you will be considered to have resigned from the program and must reapply if you wish to continue training.

The Institute reserves the right to place you on probation and/or to discontinue your enrollment if you fail to meet the personal and professional requirements of the program. In the event of such an action, you may request a consultation with your mentor, the Progression Committee, and/or the Education Committee. In response to this last request, the Dean will appoint a member or subcommittee to meet with you to discuss all pertinent aspects of your situation. If you and/or the member or subcommittee request a review of the decision by the entire Education Committee, the Committee will promptly conduct such a review. Upon the completion of this review, the decision of the Education Committee will be final for the Institute.

**Child & Adolescent Candidates:** *All of the above applies to you except that the Child Analytic Committee receives and reviews all requests for modifications in your program.*

# **BEGINNING CLASS WORK** **(MATRICULATION)**

As the start of a new first-year class approaches, the Dean of the Education Committee will notify you and all other non-matriculated candidates, who have been in analysis for at least a year. At that time if you wish to begin your didactic course work, you may schedule your matriculation interviews.

There are two matriculation interviews which are customarily conducted by one of your initial interviewers for candidacy and by one other faculty member. The purpose of these interviews is to ascertain whether you are prepared to matriculate as evidenced by indications of a well-established personal analysis. The interviews include an appraisal of your ability to participate fully in classes and a determination that matriculation will not interfere with your personal analysis. A principle indicator is the establishment of a viable analytic process.

**Child and Adolescent Candidates:** *If you are a child analytic candidate, the Child Analytic Committee will conduct its own additional interviews to evaluate your professional and personal qualifications to begin child analytic class work.*

Classes meet on Fridays from 10:30 a.m. to 4:00 p.m. beginning the first Friday after Labor Day and extending through May. The academic year is divided into three trimesters of eleven weeks each. There is also an optional Mother-Infant Observation Conference from 8:00 a.m. to 9:00 a.m.

**Child and Adolescent Candidates:**

## **ABSENCES**

You are expected to attend all regularly scheduled classes. As a matter of courtesy to the instructor and your classmates, we anticipate that you will notify your instructor before the class if you know that you will not be attending a specific class. Either before or after an absence, you and the instructor will discuss what, if any, makeup arrangements should be made. Makeup arrangements can be fulfilled in a variety of ways by mutual agreement. Some examples might be: taking the seminar in a future year, meeting in a tutorial with the instructor, reporting in a future meeting of the class on extra reading, or writing a brief paper on the subject. These are examples only, not an exhaustive list. Any makeup arrangements are optional for the instructor. If a tutorial has been agreed upon and if for any reason the instructor is not able to arrange the proposed makeup session(s) with you, you should contact the Curriculum Committee Chair who will designate another faculty member to meet with you. Such a meeting or meetings would then be arranged with the designated faculty member after consultation with the original class instructor. Any additional expenses entailed would be your responsibility.

# **BEGINNING CLINICAL PSYCHOANALYTIC WORK**

## **EDUCATIONAL RECORD KEEPING**

It is important for you to have your own records of your training for use when you apply for certification. These should include records of supervisors, hours of supervision for each patient, exact dates supervision began and ended, number of analytic hours for each reported case, courses attended, and the beginning and ending dates of your training analysis. In the Appendix Section of your manual you will find a copy of the Candidate Summary Sheet which is a part of your candidate file and which is regularly updated by the Chair of the Progression Committee. Keeping the information current requires that you supply the **Dean of the Education Committee** with the following information **in writing**:

- 1) The date each supervised case begins and interrupts or terminates.
- 2) The name of the supervisor of each case and the dates supervision began (any change of supervisor and that beginning date should also be supplied).

There are also a number of written case reports that must be given to the **Chair of the Progression Committee** after first being reviewed with your supervisor. Although, these reports are for educational purposes only, the identity of your analysand should be indicated only by an initial or a pseudonym. Any other information which might reveal his/her identity should be either disguised or omitted. You will find some guidelines for and discussion of case reports in the Appendix Section. No report should exceed 8 pages, with a general range of 4-8 pages double-spaced. Here is a list of the required case reports:

- 1) An initial case evaluation before the analysis proper begins. This report will include information

about the initial contact as well as summarizing any previous treatment. You should also include developmental data (family constellation, medical history, etc.) and other material important in assessing analyzability and establishing the context within which the analysis would begin. The material for this report will arise out of discussions with the potential analysand and with your prospective supervisor.

- 2) A report summarizing the first 6 months of each analysis.
- 3) After the first 6-month report, biyearly summaries are due on each supervised case. These are submitted to the case supervisor for review by Oct. 1 and Apr. 1 respectively.
- 4) A final summary in the event of termination or interruption. (Even if an analysis is interrupted very soon after you have begun, it is important to reflect upon the various issues and factors which culminated in that interruption so that the experience becomes a meaningful part of your journey toward becoming an analyst.)

*Child Candidates: All information regarding the dates of the beginning, ending or interruption of analytic cases; names of supervisors, including dates supervision began and ended; as well as all case reports (initial report, 6-month report, annual reports beginning with the 18<sup>th</sup> month, termination reports or interruption reports) go to the Chair of the Child Analytic Committee.*

## **1<sup>ST</sup> SUPERVISED PSYCHOANALYTIC CASE**

Upon your acceptance as a candidate you were given the name of your initial supervisor-to-be. Perhaps you already had a supervisory relationship with a training analyst and requested that that analyst be designated as supervisor of your first analytic case. If so, then the training analyst whose name you were given on admission will become the supervisor of your second analytic case.

Toward the end of the first trimester of your first year, during the technique course on the assessment of analyzability, you should begin thinking, in consultation with our potential supervisor, about undertaking your first supervised analytic case. You might also choose to present a potential analytic case at the Analyzability Conference which meets during the academic year on the first and third Fridays of the month at noon. Once you and the supervising analyst are in mutual agreement regarding the suitability of the case and you have completed the first trimester of classes, you may then initiate a discussion with the potential analyst and formalize the plans to begin the analysis.

## **SUPERVISION**

In the Adult Psychoanalytic Training Program, as mentioned, one supervisor was assigned when you were accepted as a candidate. All other supervisors may be selected by you from the list of the Institute's designated supervising analysts with the exception of your own training analyst. Ideally your selection of supervisors should provide you with experience in a variety of clinical viewpoints. The Dean of the Education Committee and the Chair of the Progression Committee, as well as your mentor, are available for consultation concerning this selection or regarding a possible change of supervisor; although, in the later case it is assumed that you will first have discussed this possibility with that supervisor. Once you have finalized arrangements with your supervisor, you should notify, **in writing**, the Dean of the Education Committee of both your selection and the starting date of that supervision.

With the first analytic case supervision will usually be once per week for a considerable period of time and then perhaps for progressively shorter periods with the second and third cases. The actual frequency and supervisory fees are left to the discretion of you and your supervisors. The crucial issue is that these supervisory experiences provide a medium for learning about analytic theory and technique which facilitates the development and integration of your burgeoning analytic identity.

Prior to the termination phase, you and your supervisor may have reduced the frequency and/or regularity of your meetings because the analysis was progressing smoothly and ongoing supervision seemed unnecessary. In that case, you should resume regularly scheduled supervision during the termination phase.

## THE SECOND ANALYTIC CASE

After you and the supervisor of your first case decide that the initial analytic case is well-established in analysis, you may notify the Dean of the Education Committee. You should then finalize arrangements with a second supervisor before beginning your second case. **All write-ups must be up-to-date before you take this step.**

It is anticipated that you will be working with at least two analysands by the beginning of the third year of course work.

**Child and Adolescent Candidates:** The procedure is the same except that you will notify the **Chair of the Child Analytic Committee.**

Keep in mind that one of the requirements for graduation is significant analytic work with a minimum of three patients, one of whom either has terminated or is engaged in an active termination process. The analyses should be conducted at a frequency of at least four sessions per week. Both males and females must be represented in your analytic caseload. One of your cases may be a child or adolescent supervised by a Child Analytic Supervisor. If you are one of the candidates in the St. Louis area remember that the Institute Clinic is a possible source of analytic cases and keep them apprised of both your availability and case requirements (i.e. age, sex, fee).

### **Accelerated Training in Child & Adolescent**

**Psychoanalysis:** Requires one adult case and three child cases (one adolescent, one latency child and preferably one pre-latency) at a minimum frequency of four sessions per week with both sexes represented.

### **Traditional Training in Child & Adolescent Psychoanalysis:**

Requires in addition to the supervised analytic cases required for graduation from the Adult Analytic Program, one adolescent and two child cases (preferable one pre-latency child and one latency child) with a minimum frequency of four sessions per week with both sexes represented. One child or adolescent case can be credited toward the total of three cases necessary to fulfill the requirements of the Adult Analytic Program.

## **3<sup>RD</sup> SUPERVISED CASE & BEYOND**

Once you and the supervisor of your second case have agreed that this second case is well-established, you may notify the Chair of the Progression Committee that you are awaiting review to undertake a third case. The Progression Committee will then review your clinical and didactic work and also ascertain that all required case reports have been submitted. After that review, you will either be informed of any impediments to your undertaking a third case, cleared to begin your third supervised case, or cleared to begin the third supervised case and subsequent cases either supervised or unsupervised. Clearance for your third case and beyond is an especially important milestone since such permission carries with it the acknowledgement that you may now present yourself to the community as an analyst.

# **DIDACTIC SCHEDULE**

Our didactic schedule is under constant review by the Curriculum Committee which draws on the experiences of previous classes, recommendations made by site visitors from the American Psychoanalytic Association, and most importantly, your own ongoing feedback about your instructional needs which you provide through your class's faculty sponsor and your written course evaluations. Two advanced candidates, whom you have chosen, are also members of the Curriculum Committee specifically charged with representing the candidates' views. What follows is the broad outline of the 4-year curriculum of the Adult Psychoanalytic Program:

- Year 1** Introduction to Mother/Infant Observation (**optional**)
  - 11 sessions
  - Developmental Viewpoint
    - Infancy & Pre-oedipal – 11 sessions
    - Phallic Narcissistic & Oedipal – 6 sessions
    - Latency – 5 sessions
    - Adolescence – 7 sessions
    - Adulthood – 4 sessions
  - Basic Theory – 17 sessions
  - Psychopathology – Neuroses & neurotic Character
  - Dreams – 5 sessions
  - Technique
    - Analyzability - 5 sessions
    - Analytic Situation & Process – 6 sessions
    - Opening Phase – 9 sessions
    - Ethics – 3 sessions
  - Case Conference – 10 sessions

Additionally, as a first year candidate, you are required to attend meetings of the Clinic Committee on the 1<sup>st</sup> and 3<sup>rd</sup> Fridays of each month. These meetings are optional, thereafter, but always open to you.

- Year 2** Freud's Theories & Case histories – 30 sessions  
 Clinical Case Writing – 3 sessions  
 Psychopathology  
     Borderline States – 11 sessions  
     Trauma – 8 sessions  
     Sexuality – 4 sessions  
     Gender Identity Disorders – 2 sessions  
     Paraphilias/Perversions – 5 sessions  
 Case Conference – 33 sessions
- Year 3** Technique: Mid Phase – 14 sessions  
 Theory  
     Ego Psychology – 11 sessions  
     Object Relations – 11 sessions  
     Self psychology – 11 sessions  
     Introduction to Neuroscience – 5 sessions  
 Psychopathology  
     Depression & Mania – 3 sessions  
     Narcissistic Psychopathology – 5 sessions  
 Seminar in Case Writing – 4 sessions  
 Case Conference – 33 sessions
- Year 4** Technique: Termination – 17 sessions  
 The Sexualities – 20 sessions  
 Psychoanalytic Research – 8 sessions  
 Contemporary Issues & Controversies – 8 sessions  
 Electives – 13 sessions  
 Case Conference – 33 sessions

Additionally, once you have completed all the didactic course work above, you become an *advanced candidate* and each year until graduation, you are required to develop an educational plan from among a variety of options. You may choose to attend case conferences, join a study group, participate in an ongoing research

project or design one of your own, from an analytic writing group, or take some electives that you have not previously taken. These are only some of the possibilities. Whatever you decide, you need to formulate your plans, discuss them with your personal mentor or your class sponsor before each academic year begins and submit your plan **in writing** to the Curriculum Committee Chair.

# **GRADUATION PROJECT**

1. You must complete a graduation project in order to graduate from the Adult Psychoanalytic Program.
2. Your project can consist of: (A) a scholarly paper, (B) an oral exam of two hours, (C) a formal case presentation, consisting of researching the literature on a psychoanalytic concept encountered in the analysis of a patient and discussion of this concept's applicability to the analysis, (D) other creative proposals subject to the approval of the Education Committee, (E) a write-up of 3 cases sufficient for application for certification by the American Psychoanalytic Association, i.e., one case would be at least in the late stage of termination (minimum of 10 pages), one case of opposite sex (10 page minimum), and one write-up of 5 pages.
3. As you approach graduation, you need to have a faculty consultant. Any faculty member can be asked by you to serve in this capacity (It can be your mentor/advisor). It is your responsibility to find the faculty consultant and your mentor may assist with this. The faculty consultant will assist you in developing your graduation proposal/project and determine with you when it (paper, case presentation, etc.) is ready for evaluation by the Education Committee.
4. The Education Committee will evaluate your project. A panel of three reviewers will be assigned by the Education Committee Chair. The reviewers will evaluate your project and report to the Education Committee. At that time, a vote will be taken by the Education Committee as to the acceptability of your work in its present form.
5. Should you elect to submit a paper, these are the criteria under which your paper will be evaluated. Graduation papers can be on clinical topics, theoretical topics, historical topics or creative topics that deal with psychoanalysis. A graduation paper can be an essay or a research paper in applied psychoanalysis. The general criterion for all papers is that they demonstrate scholarly and scientific thinking in any of the above areas. Your clinical paper should fulfill the following criteria:

a) It should demonstrate adequate mastery of the relevant theoretical literature; b) It should demonstrate adequate analytic thinking about the specific case material; c) It should demonstrate an ability to adequately integrate theoretical and clinical thinking.

If you choose to take the oral examination of two hours, there will be three members selected by the Education Committee who will be the evaluators. There will also be two additional members: an observer and a secretary. If you choose, you may invite special guests, e.g. faculty mentor. Please view the above criteria for graduation, "a, b and c". These criteria will also apply to the oral examination.

## **CERTIFICATION**

Now that you have passed one very important milestone in your analytic development, graduation, you are in the position to undertake yet another, certification by the American Psychoanalytic Association. The certification process has two components – an oral and a written.

The **written component** consists of two case reports. See the website [apsa.org](http://apsa.org); click on *members section*; click on *certification* for up-to-date detailed information about how to approach your case write-ups. You will no doubt quickly realize that the *Guidelines for Report Writing* that you find at that location are rather familiar since the emphasis on recounting a narrative which captures, to the best of your ability, your experience and activities as analyst within the analytic encounter mirror our own report guidelines----guidelines which by now, you know well. Do not include anything in the body of your reports what could identify either you or your patient. Each report must be no more than 20 double-spaced pages with 1" margins all around and at least a 12pt. font size with normal character spacing (e.g. Times New Roman or Ariel fonts). The reports are to be of adult analyses – one male and one female. In one report you will describe your work with an analysand who has terminated "successfully as a result of significant analytic progress". Reports submitted for consideration at the June meetings are due by February 15, while those for the January meetings are due by September 1.

The **oral (interview) component** consists of an interview at the meetings during which you will discuss a third case, preferably a current one. You will be requested to bring process material and to be prepared to give a brief oral introduction of this third analysand prior to discussing the process material. In addition, you should have at hand process material from each analysand discussed in the two case write-ups which you submitted, especially notes from the termination phase.

**Child & Adolescent applications:** The same except the two case reports are of a latency phase child (begun during latency

or transitioned into latency during the analysis) and of an adolescent (or who was an adolescent at the beginning of treatment). There is also a brief report (not more than 5 pages) about a third Child/Adolescent analysand which gives an overview of the analysis and an introductory summary of specific areas to be addressed during the interview.

**Combined Adult & Child/Adolescent applications:**

4 full reports (2 child/adolescent and 2 adult); however, no process notes on the 3<sup>rd</sup> adult patient.

The Certification Committee conducts the interviews from Saturday (or Sunday) through Tuesday at the beginning of the week of the semi-annual meetings of the APsaA.

# **PROGRAM FEES**

## **Adult Program:**

### Application Fees:

Administrative Fee	\$120.00
Selection Interviews	\$210.00
TOTAL	\$330.00

### Application Fees for Waivers:

Administrative Fee	\$200.00
Selection Interviews	\$360.00
TOTAL	\$560.00

Tuition: Years One through Four	\$3900.00/yr.
Registration Fee: Advanced Candidates	\$ 500.00/yr.
Graduation Fee	\$ 300.00/yr.

## **Child and Adolescent Program:**

### A. Traditional Training in Child and Adolescent Analysis

#### Application Fees:

Administrative Fee	\$ 70.00
Selection Interviews	\$180.00
TOTAL	\$250.00

Tuition: Years One through Six	\$3900.00/yr.
Registration Fee: Advanced Candidates	\$ 500.00/yr.
Graduation Fee	\$ 300.00/yr.

### B. Accelerated Training in Child and Adolescent Analysis

#### Application Fees:

Administrative Fees	\$120.00
Selection Interviews	\$360.00
TOTAL	\$480.00

### Application Fees for Waivers:

Administrative Fee	\$200.00
Selection Interviews	\$360.00
TOTAL	\$560.00

Tuition: Years One through Four	\$3900.00/yr.
Registration Fee: Advanced Candidates	\$ 500.00/yr.
Graduation Fee	\$ 300.00/yr.

Please note:

- Tuition is subject to change.

Please note:

- Candidates are considered advanced after successfully completing four years of course work.
- Costs of the Personal Analysis: the Fee is set individually between the Candidate and The Training Analyst.
- Cost of Supervision: St. Louis based Candidates retain fees from all three supervised cases and pay for supervision. The fee is set between the Candidate and the Supervisor and is based on the fee the Candidate is charging the patient.

# **FINANCIAL AID**

## The Schiele Fund

The Schiele Fund is a loan fund established by the first president of our Board. It is available to Candidates to defray the costs of their training. Loans of up to \$5000.00 are available at 6% interest. A second loan is also available.

### Payment Schedule:

For the first three years only semi-annual interest payments are required.

Thereafter, monthly payments of principle and interest are made on an amortized schedule.

### To Apply:

Application for a loan should be made to the President.

The application consists of a statement of assets and long-term debt as well as current income and expenses.

The Education Committee will first determine the academic Suitability of the Candidate before presenting the request to the Executive Committee of the Board for approval.

## The Eric J. Nuetzel, M.D. Fund

The Eric J. Nuetzel, M.D. Fund was established in 2007. The fund provides training grants to support analytic training of academic Candidates. Only one scholar will be funded at any given time

### Selection of the Nuetzel Scholar

1. This award is only available to an academic in a tenure track position.
2. The award is open to academics interested in either theoretical or clinical analytic program.
3. Academics in any field are eligible, but priority will be given to those in fields that have not traditionally been associated with analytic training.
4. A Nuetzel Scholar Committee is appointed when needed by the President and Dean charged with making the Scholar selection.

### The Liddle and Hymowitz Fund

This fund is administered by the American Psychoanalytic Association and is a potential source of loans up to \$4000.00, interest free, for eligible Candidates to assist with the costs of psychoanalytic training. Application forms are available through the Education Committee or by contacting the American Psychoanalytic Association.

### Psychoanalytic Organizations

Candidates are eligible for membership in both the American Psychoanalytic Association (The American) and the St. Louis Psychoanalytic Society which is an affiliate of the American. Both organizations provide continuing education and work to advance the practice of psychoanalysis. In addition membership in the American qualifies Candidates for malpractice insurance at a competitive rate. A local Candidate organization has been formed.

**APPENDIX I**  
**CANDIDATE SUMMARY SHEET**

**APPENDIX II**  
**CASE REPORT FACE SHEET**

**ANALYST'S NAME:**

**SUPERVISOR'S NAME:**

**TREATMENT REPORT #:**

Age of analysand at beginning of the analysis:

Sex of analysand:

Date of beginning of the analysis:

Total number of hours of the analysis:

Number of treatment hours per week for each year:

Year 1 \_\_\_\_; 2\_\_\_\_; 3\_\_\_\_; 4\_\_\_\_; 5\_\_\_\_; 6\_\_\_\_; etc.\_\_\_\_

Diagnosis:

If the analysis, do you consider the end to have been a result of:

A planned termination? \_\_\_\_\_

An interruption? \_\_\_\_\_

Other (explain briefly): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Indicate the number of supervisory hours for each year:

Year 1 \_\_\_\_; 2\_\_\_\_; 3\_\_\_\_; 4\_\_\_\_; 5\_\_\_\_; etc.\_\_\_\_

For Child and Adolescent reports:

If the parents were seen, how often? (Times/month or year)

Year 1 \_\_\_\_; 2\_\_\_\_; 3\_\_\_\_; 4\_\_\_\_; 5\_\_\_\_; 6\_\_\_\_; etc.\_\_\_\_

## **APPENDIX II**

### **OUTLINE FOR CASE WRITE-UPS**

I. IDENTIFYING DATA:

Name, Age, Occupation, Marital Status, Race, Source of Referral.

II. PROBLEM:

Preferably, this should be as stated by the patient and in the patient's words.

III. PAST HISTORY

This should be brief. You might have a great deal of background information available if, for instance, the patient has come through our clinic and has had previous treatment. However, you need record only the background data from which have emerged issues that were clinically significant in the therapy with you.

IV. COURSE OF ANALYSIS:

This should be a narrative account. You are verbally painting the picture of your work with your analysand. One way of selecting what you really feel is central in the analysis is to quickly outline the analysis as you would to a colleague (or actually tell the colleague) and note on what you choose to focus. You may find that you have highlighted the essentials of the process. This exercise may serve both as an outline for your subsequent writing and as an overview of the analytic process, which can introduce your report and guide the reader.

You might begin with a two or three sentence summary of the entire course. For example, "This patient is always early for appointments and always has something complimentary to say about me and about psychoanalysis. So far this honeymoon has lasted six months," or, "With the

understanding of his defenses and some resolution of them, my patient has slowly been revealing his painful conflicts.”

The initial contact with the analysand is important, although its significance may not be apparent for some time.

The details of the “first analytic hour” should also be recorded. The “first analytic hour” is the first appointment after an analysis has been agreed upon.

Points of change or crises in the course of the analysis are significant. Look for what Edward Glover called the first crisis of an analysis.

### **Psychoanalytic Process has Three Parts:**

1. *The Patient Material.* This included the patient’s activities outside of the hour and whatever is known about the patient’s past.
2. *The Analyst’s Response and Intervention.* Some case write-ups omit this completely so that it seems the patient is alone in the office. Analysis is an interaction between two people.
3. *The Patient’s Response.* Some write-ups eloquently describe an interpretation and the reasons for it but then fail to indicate what observable effect, if any, it had. The effect is the main issue. For example, “My patient dreams of being on a cliff looking down at the beach. The people are tiny. I interpreted this as an image of his aloofness. While I had commented on this character trait in several other contexts, he was most impressed with his dream image. After this, his manner with me became less stiff and formal.

This is a learning experience, so use analytic terminology whenever appropriate, but not to the extent that the encounter becomes obscured by jargon. For terms with many meanings it is necessary to indicate the sense in which you mean it. For example, “By

countertransference I mean my total conscious reaction to my analysand," or, "Sensing that I am overprotective and expect too little of this woman, I am alert to the possibility that she is representing my younger sister in my unconscious."

#### V. TERMINATION:

The terminal phase should be described in detail. If there was no terminal phase, then the way in which the analysis ended should be described along with whatever understanding one has of its having ended in this way.

#### VI. DYNAMIC FORMULATION, DIAGNOSIS, AND PROGNOSIS:

Remember this is a learning exercise, not a test. Speculate freely. The more questions you ask, the more answers you will get.

#### VII. SUPERVISION:

It is desirable to record some evaluation of the impact of the supervision. For example, "While doing this write-up, I realize that I have, sometimes, been more concerned about what my supervisor might think about an interpretation than about whether or not it was helpful to my patient. I will discuss the desirability of changing supervisors," or, "The supervisor was very helpful in enabling me to fully understand the importance of separations to this man."

#### VIII. LENGTH & FORMATTING

Limit your 6-month and initial reports to a maximum of 8 pages, double-spaced in a 12 point type with 1" margins all around. All reports should be accompanied by the preceding "Case Report Face Sheet". This latter is modified from the face sheet utilized by ApsaA for its certification reports and will facilitate your supplying that information. At the local level, the face sheet quickly supplies local reviewers with some important information at a glance when they read your summaries for progression evaluation.

## **APPENDIX V**

### **ROSTER OF TRAINING & SUPERVISING ANALYSTS**

#### **Training & Supervising Analysts-**

#### **Adult:**

Ssd

<p>Glenn, Gail, M.A.Ed., Psa. (Dean) 314-862-1130 225 S. Meramec, #208 St. Louis, MO 63105</p>	<p>88</p>	<p>Moritz, Lynn, M.D., 314-754-3252 8820 Ladue Rd., Ste. 307 St. Louis, MO 63124</p>
<p>Campbell, Thomas, M.D. 615-383-7221 113 30<sup>th</sup> Avenue North Nashville, TN 37203</p>		<p>Nuetzel, Eric, M.D. 314-754-3250 8820 Ladue Rd., Ste. 301 St. Louis, MO 63124</p>
<p>Dean, Todd, M.D. 314-644-6884 8008 Carondelet, Ste. 305 St. Louis, MO 63105</p>		<p>Turner, Robin, MSW, PsyD 314-726-1555 141 N. Meramec, #208-209 St. Louis, MO 63105</p>
<p>Gay, Volney, M.D. 615-322-6341 Vanderbilt Univ. Rel. Studies Box 1581, Station B Nashville, TN 37235</p>	<p>_____</p>	<p><b><u>Training &amp; Supervising Analysts- Child:</u></b></p> <p>Mikolajczak, Jim, M.D. 314-726-1666 141 N. Meramec Ave., #207 St. Louis, MO 63105</p> <p>Morales, Julio, M.D. 314-754-3254 8820 Ladue Rd., Ste. 314 St. Louis, MO 63124</p> <p><b><u>Supervising Analysts Only-Adult:</u></b></p> <p>Dewald Paul, M.D.</p> <p>Miller, Jule, M.D. 314-367-2660</p> <p>Shopper, Moisy, M.D. 314-754-3248 8820 Ladue Rd., Ste. 306 St. Louis, MO 63124</p>
<p>Gibson, Linda, M.D. 314-721-7903 7751 Carondelet, Ste. 605 St. Louis, MO 63105</p>		
<p>Lawler, Cheryl, M.D.W. 314-727-1999 230 S. Bemiston, #1213 St. Louis, MO 63105</p>		
<p>Mikolajczak, Jim, M.D. 314-726-1666 141 N. Meramec Ave., #207 St. Louis, MO 63105</p>		
<p>Morales, Julio, M.D. 314-754-3254 8820 Ladue Rd., Ste. 314 St. Louis, MO 63124</p>		

**Supervising Analysts Only-Adult**

**Cont.:**

Simon, Nathan, M., M.D. 314-754-3240  
8820 Ladue Rd., Ste. 315  
St. Louis, MO 63124

Trunnell, Eugene, M.D. 314-754-3244  
8820 Ladue Rd., Ste. 305  
St. Louis, MO 63124

**Supervising Analysts Only-Child:**

Shopper, Moisy, M.D. 314-754-3248  
8820 Ladue Rd., Ste. 306  
St. Louis, MO 63124

**Geographic Supervisors:**

Pope, Kirby, M.D. 785-232-5005  
Family Serv. & Guidance Center  
325 S.W. Frazier  
Topeka, KS 66606

Richmond, Barrie, M.D. 312-661-1371  
(Chicago)

Rosen, Irwin, Ph.D.  
(Chicago)

## **APPENDIX VI**

### **GUIDELINES FOR TRAINING AND SUPERVISING ANALYSTS**

The duties of analysts seeking to become TA/SAs include participation in leadership roles within the Institute. Such duties include:

- 1) The responsibility to see candidates in analysis and supervision, including the possibility of low fee analytic and supervisory cases.
- 2) The responsibility to chair various committees.
- 3) The responsibility to attend TA/SA meetings where policy issues and mutual concerns are discussed.
- 4) The willingness to voluntarily stop seeing new candidates in training analyses after reaching age 75.
- 5) In instances of possible disability or impairment of the training/supervising analyst, consultation with a member of the Patient and Colleague Assistance Committee is strongly recommended. (See guidelines for the Patient & Colleague Assistance Committee)
- 6) There is a separation of TA/SA responsibilities since the TA/SA is welcome to continue to supervise candidates as long as is feasible. Supervising analysts may, therefore, continue to accept new supervisees beyond age 75, health permitting.
- 7) There is the option of *emeritus* status upon request. The TA/SA may remain on the Faculty; however, that individual is no longer expected to actively fulfill his/her prior duties.  
*"At any time after years of dedicated service, Training and Supervision Analyst may request Emeritus Status for either or both roles and would no longer be expected to fulfill the duties or the role(s)."*

**APPENDIX VI**  
**GUIDELINES FOR TRAINING AND SUPERVISING**  
**ANALYST**

Revision 10-06

Revision 11-06

The duties of analysts seeking to become TA/SAs include the participation in Leadership Roles in the Institute:

1. Responsibility to see candidates in analysis and supervision, including the possibility of analytic and supervisory low fee cases.
2. Responsibility to chair various committees.
3. Responsibility to attend TA/SA meetings where policy issues and mutual concerns are discussed.
4. Willingness to voluntarily stop seeing new candidates in training analysis after reaching age ?.
5. In cases of disabled or impaired analysis, consultation can be initiated with a member of the Patient and Colleague Assistance Committee. (See guidelines for Colleague & Assistance Committee)

Separation of TA/SA responsibilities:

6. Welcome to continue to supervise candidates as long as is feasible. Supervising analysts may continue to accept new supervisees beyond age 75, health permitting.
7. Option of *emeritus* status upon request:  
    May remain on the faculty; however, is no longer expected to actively fulfill prior duties.

“At any time after years of dedicated service, Training Analysts and Supervising Analysts may request Emeritus Status for either role or both and would no longer be expected to fulfill the duties of the role(s).”

## **APPENDIX VII**

### **STANDING COMMITTEES OF THE INSTITUTE**

#### **LIBRARY COMMITTEE**

The Library Committee is responsible for all aspects of the library-both its functioning and its contents. The actual selection of its books and journals, in print or electronic format, is the province of a subcommittee, the Collection Development Committee. If there are any acquisitions which you would like that committee to consider, give the relevant material to our librarian. The Collection Development Committee will take the matter up at its next meeting (usually 3/year). Material considered for acquisition must be psychoanalytic in nature and generally have been reviewed in one of the psychoanalytic journals. Advanced candidates serve with others on both committees.

Our librarian gathers course syllabi, scans assigned articles and provides these materials to you electronically- either via email files or burned to a CD (if you provide one). She is also skilled in literature searches which are provided at no cost to you if they are training-related (e.g. having to do with your graduation project). Even though our library has extensive psychoanalytic holdings, you may still need assistance with interlibrary loans in psychoanalysis or some other field. Again this assistance is provided at no charge; however, if the lending institution assesses a lending fee and if there is postage, those costs will be passed on to you.

Our library has an *open door policy* which means that the library is open to you during the day, Monday-Friday. No closed door meetings take place in the library during those hours so feel free to walk in even if there seems to be a meeting taking place. Our librarian is available onsite Monday & Wednesday from 10-2 and Friday from 8:30-3:30 and via email ([library@stlpi.org](mailto:library@stlpi.org)).

## **LIBRARY COLLECTION DEVELOPMENT COMMITTEE**

The Library Collection Development Committee is a Sub-Committee of the Library Committee.

1. The Committee members are appointed by the Education Committee.
2. The Chair of the Collection Development Committee is appointed by the Chair of the Education Committee.
3. The membership of the Collection Development Committee is made up of representatives from the Faculty, Candidates, APP Alumni and the Institute's librarian. It always includes at least one person from the Child Analytic Faculty.
4. The Collection Development Committee meets 3 times a year to add to the collection and to deal with other problems related to the maintenance of the collection.
5. The Committee is responsible for maintaining and weeding the library's holdings.
6. The library's collection is focused on analytic material, but because of budgetary limitations it is necessary for the Committee to exercise selectivity in adding to the collection.
7. The current collection of the library makes it one of the preeminent analytic collections in the United States and Canada for material.
8. Requests from Faculty members for acquisitions that are directly related to courses receive the highest priority.
9. The Committee welcomes suggestions for additions to the collection from Faculty and Candidates. These requests and suggestions may not have been reviewed in analytic journals, but will receive expedited consideration.

## **PROGRESSION COMMITTEE**

The Progression Committee functions as an appointed sub-committee of the Education Committee. It consists, first of all, of five members, including the chair of the Education Committee, serving ex officio. The Four other members, at least two of whom are training/supervising analysts, serve staggered three-year terms. The Chair, who shall also be a training/supervising analyst, is appointed by the Education Committee, but need not be a member of that body. In addition, all training/supervising analysts, not members of the committee, shall be members-at-large, invited to attend meetings and to vote, but not required to do so.

The function of the Progression Committee is to evaluate and determine (subject to approval by the Education Committee) the academic and clinical progression of Institute Candidates. Optimally this includes a review, at least annually, of the progress of each Candidate, along with timely evaluations toward approval of additional psychoanalytic cases.

A further and important function of the Progression Committee is to maintain a constructive liaison with individual Candidates, with the purpose of keeping the Candidate discreetly informed of faculty evaluations as well as staying abreast of the Candidate's own concerns. The committee meets monthly.

## **CLINIC COMMITTEE**

1. The Clinic Committee is appointed by and reports to the Education Committee.
2. The Clinic Committee is responsible for overseeing the operation of the Schiele Clinic which is a low fee, sliding scale facility that offers outpatient psychodynamic psychotherapy and psychoanalysis to children and adults. Therapy is conducted at the Institute by part time therapist employed by the Clinic as well as practicum students. Referrals for treatment are also made to members of the Faculty, Candidates and members of

the Clinic Without Walls (a network of psychotherapists who have completed our Advanced Psychotherapy Program and are willing to treat patients at reduced fee).

3. A primary responsibility of the Clinic is to find individuals who might be treated analytically by Candidates in both the Child and Adult Analytic Training Programs.
4. The Clinic Committee is responsible for developing policy for the Clinic, subject to the approval of the Education Committee.
5. The Clinic Committee is responsible for the development and operation of both the Basic Practicum and Advanced Practicum Programs. There are usually two positions open in the Basic Practicum Program on a yearly basis and two to four openings in the Advanced Practicum Program.
6. The Clinic Committee is responsible for carrying out the teaching responsibilities related to the Clinic activities. This includes the supervision of Practicum students, and teaching in the Analyzability Conference which meets on the first and third Fridays during the noon hour of the academic year.
7. The Clinic Committee is responsible for developing and carrying out research projects.
8. The Clinic Committee conducts an Outpatient Diagnostic and Treatment Planning Seminar on the 2<sup>nd</sup> and 4<sup>th</sup> Friday of the month from 12:05-1:00 P.M. CME credits are available for regular attendees. This seminar is open to all members of the Institute community as well as interested therapists and community agencies.
9. Regular Clinic Committee meetings are held prior to the seminar. Special meetings are held on an ad hoc basis.

### **CHILD ANALYTIC COMMITTEE**

The Child Analytic Committee functions as a subcommittee of the Education Committee. It consists of four members, graduates of acceptable child analytic programs who optimally are certified by the Board on Professional Standards of the American Psychoanalytic Association. The Chair of the Child Analytic Committee also serves as Director of the Child and Adolescent Training Program and is selected

by the Child Analytic Faculty with the approval of the Education Committee. She or he must be a Child Supervising Analyst. His/her term limits shall be 4 years with re-election permissible after a 4 year hiatus. In addition the Child Committee oversees and coordinates the functioning of the Child Development Program, the Child and Adolescent Psychotherapy Program, the Child Resource Center, and will provide oversight and supervision of the child/adolescent therapists in the Herbert S. Schiele Clinic. For the Traditional Child Analytic Program, functions of the Child Committee include child candidate selection, admission, curriculum, progression, and graduation, as well as Child Faculty selection – all these processes and decisions subject to approval by the Education Committee.

The committee meets monthly.

In the Accelerated Child Analytic Program the admission and graduation of candidates will be done by the Education Committee, the progression by the Progression Committee, all of them with the participation of members of the Child Committee. The Child Analytic Committee will help identify prospective candidates.

### **PATIENT COLLEAGUE ASSISTANCE**

The Patient Colleague Assistance Committee is designed to deal with problematic and/or contentious issues arising from the psychotherapeutic encounter that have not been able to be resolved in the setting of the therapeutic situation. While the issues coming before the committee are deliberately left non-specific, such issues might involve allegations of boundary violations, fee disputes, irresolvable transference issues, age and/or illness of the therapist. This brief listing is neither complete nor exclusive. If the allegations clearly involve unethical behavior, referral will be made to the Ethics Committee. The Patient Colleague Assistance Committee consists of the Chair, a member of the Board, a graduate analyst and an advanced candidate, each having one vote. When a matter is brought before the Committee, any member may decide to recuse him or herself, or the therapist or patient may request members of the

Committee recuse themselves. Colleagues may make referrals to the Committee.

## **ETHICS COMMITTEE**

The Ethics Committee is a joint committee of the St. Louis Psychoanalytic Society and the Institute charged with investigating ethical complaints lodged against members of the Faculty and/or the Society.

The Committee is a four-person standing committee: two members from the Society and two members from the Faculty. If charges are brought against an individual who is only a member of the Society, then the four members consist of four members of the Society. Conversely, if charges are brought against an individual who is only a member of the Faculty then the four members are composed of four members of the Faculty.

There are no regularly scheduled meetings. Meetings are held as needed to investigate and to deliberate upon the ethical complaints referred to the Committee.

The four members are appointed for three-year staggered terms by the President of the Society (two members) and the President of the Institute (two members).

If charges are brought against a person who is a member both of the Society and the Institute, the committee of four will review the case. If charges are brought against a member of the Institute but not the Society, two additional people from the Institute shall be appointed by the President ad hoc to review the case and the two regular Society members will not participate as Representatives of the Society. If charges are brought against a member of the Society who is not a member of the Institute, then the President of the Society will appoint two additional members of the Society to review the case and the two regular Institute members shall not participate as Representatives of the Institute. Should a member be unable to continue to serve for any reason, the Society President or President of the Institute, dependent upon whose representation is affected, will appoint another person to fill the unexpired portion of the term or to replace the original member during the time of the original member's inability to serve.

A member of the Faculty may be suspended or removed for membership in the Faculty may be suspended or removed for membership in the Faculty for cause which is ordinarily considered to mean unethical conduct as defined in The Code of Ethics of the American Psychoanalytic Association. Any Faculty member may suggest suspension or removal by bringing the issue before the Education Committee. Also, any grievance from a person not connected with the Institute, such as a patient or former patient, coming to the attention of a Faculty member, may be brought before the Education Committee. The Education Committee shall then refer the matter to the Ethics Committee, which shall conduct a thorough and impartial investigation, meeting with all the interested parties.

In cases involving a Faculty member, the Ethics Committee-in addition to any report to the Society-shall report back to the Education Committee for its final consideration. If a majority of the Education Committee is in favor of exonerating the member under investigation, the matter shall then be closed in so far as the Institute is concerned. However, if a majority vote of the Education Committee is in favor of a recommendation to discipline, then the members of the Education Committee shall decide upon the appropriate action to be taken. In general, this shall consist of suspension or removal of a Faculty member and/or suspension or removal of a Training or Supervising Analyst's training position. In addition, other appropriate courses of action may be recommended.

In a Faculty member, against whom disciplinary action is to be taken, wishes, the matter may be appealed to the full Faculty of the Institute. Written notice to the Faculty of such action of appeal shall be required at least one month in advance of the scheduled Faculty meeting. Upholding the recommendation of the Education Committee shall require a 60 percent majority vote of Faculty members present at the Faculty meeting to consider the issue. The vote shall be by written ballot. If the Faculty decides in favor of the member under consideration, the matter shall be dropped without prejudice to the member under consideration. If the Faculty votes to uphold the decision of the Education Committee, the Faculty shall then endorse or modify the previously recommended disciplinary action.

Any member whose conduct has been found to violate our ethical code by our Ethics Committee and who is a member of the American Psychoanalytic Association, has the right to make an appeal to the Association. If such an appeal is made, the results shall be binding

upon the Institute and upon the member in question who makes the appeal.

This Committee's procedures are automatically reviewed whenever *The Principles and Standards of Ethics for Psychoanalysts of the American Psychoanalytic Association* and *The Provisions for Implementation of the Principles of Ethics and Standards for Psychoanalysts* are revised.

### **FACULTY SELECTION & DEVELOPMENT COMMITTEE**

This committee has a twofold charge: 1) to evaluate applicants for Full or Special Faculty status and 2) to consider means by which the didactic skills of the Faculty may be enhanced.

The Committee consists of six Full Faculty members (i.e. clinical graduates from an acceptable training program in adult psychoanalysis) at least three of whom shall be Training Analysts. The chairperson must be a Training Analyst. In addition one of the Committee's members should be a sitting member of the Curriculum Committee.

Meetings are scheduled whenever there is an application to be considered.

Each member is appointed by the Chair of the Education Committee in consultation with the Education Committee members for a three-year term and may not be reappointed until one year has passed. Appointments are arranged such that two members are appointed each year. The Committee elects its own Chairperson and Secretary.

A potential Faculty member is requested to submit a curriculum vita establishing that he/she is either a clinical graduate of an acceptable training program\* in adult psychoanalysis, a non-clinical graduate of an acceptable program in adult psychoanalysis, or a clinical graduate of an acceptable program in child psychoanalysis. The applicant is also requested to fill out the Faculty Re-appointment Form. Currently, if there is evidence on the C.V. of previous teaching experience, no further information is required. If there is no record of previous teaching experience, the applicant is requested to teach a class with two Committee members acting as observers.

Approval by a majority of the Committee is required for an applicant to be recommended to the Education Committee. Upon the approval of the Education Committee, the Chair of the Education Committee

presents the positive recommendation to the full faculty for a vote at the next regular faculty meeting. An affirmative majority vote of the Faculty finalizes the appointment to the Faculty.

The applications of individuals seeking appointment to the Child Psychoanalytic Faculty are processed by the Child Psychoanalytic Committee and their appointments are ratified by the Institute Faculty after review and recommendation by the Education Committee.

The Committee is also charged with devising meaningful ways and means of enhancing the Faculty's didactic skills and sharing its findings with both the Education Committee and the Faculty at large.

\*Generally understood as programs accredited by the American Psychoanalytic Association

### **FACULTY REAPPOINTMENT COMMITTEE**

This Committee's mission is to evaluate all members of the Faculty every five years for re-appointment to the Faculty.

This Faculty Re-Appointment Committee consists of five members, three of whom are required to be Training Analyst. The five members are comprised of: two ex officio voting members (the Chair of the Education Committee and the Director of the Institute) and three other members (at least one of whom is a Training Analyst) appointed by the Chair of the Education Committee in consultation with the members of the Education Committee.

The three appointed members serve staggered three-year terms. A member cannot be re-appointed until one year has elapsed since the expiration of her/his previous term. The Committee elects its own chair who must be a Training Analyst. The Committee distributes re-appointment application forms (see Appendix which are due by Nov. 1 of the renewal year. Refusal to complete, in full, the application form results in automatic loss of Faculty status After a review of the completed applications, the Committee reports their recommendations to the Education Committee which makes the actual decisions on re-appointment and reports its decision to the Faculty. A member of the Faculty may be denied re-appointment to the Faculty for cause which is ordinarily considered to mean unethical conduct as defined in the Code of Ethic of the American Psychoanalytic Association. (Issues of possible impairment are referred to the Patient and Colleague

Assistance Committee). The decision to deny Faculty membership may be appealed to the full Faculty of the Institute. Written notice to the Faculty concerning the appeal shall be submitted to the Faculty Chair (the Director of the Institute) and is required at least one month in advance of the scheduled Faculty meeting. Upholding the Education Committee's decision shall require a sixty percent majority vote of the Faculty members present at the Faculty meeting, hence the requirement for one month advance notice. The vote shall be by written ballot. If the Faculty decides in favor of the member under consideration, the matter shall be dropped without prejudice to that member.

Any faculty member whose conduct is being questioned may by virtue of his/her Society or Faculty membership make an appeal to the Ethics Committee. Similarly, any member whose conduct is being questioned and who is a member of the American Psychoanalytic Association, has the right to make an appeal to that association after a decision has been made by the Ethics Committee and ratified by our Education Committee. If such an appeal is made, the results, whatever they may be, shall be binding upon the Institute and upon the member in question who makes this appeal.

## **CURRICULUM COMMITTEE**

If you are a candidate in the adult psychoanalytic training program, it is the Curriculum Committee which designs, implements and evaluates your curriculum. The Committee itself is composed of members drawn from the Faculty of the St. Louis Psychoanalytic Institute and two advanced candidates selected by you and your fellow candidates, from pre-matriculated thru advanced. These advanced candidate members begin their term in July of odd-numbered years and serve for 2 years or until graduation. During that period, they serve as class mentors who conduct each class's course evaluation session at the end of the trimester. They are your specific liaisons to the Curriculum Committee; although, the Chair is also always available to listen to and convey your concerns to the Committee.

The group evaluations at the end of each trimester as well as the individual evaluation sheets you submit for each course comprise one important element the Curriculum Committee utilizes in planning future courses, sequencing and instructors. Other factors considered

are feedback from instructors and feedback from previous classes as well as changes within psychoanalysis itself at the theoretical and clinical levels. The Curriculum Committee endeavors to balance all these factors and create a coherent program of study which will not only cover the basics but also prepare you for a lifetime of psychoanalytic work and facilitate your capacity to remain open to questioning and exploration.

In addition to the course evaluations and any other feedback you choose to convey to the Curriculum Committee via your Class Mentor or the Curriculum Committee Chair, you have a direct hand in selecting both the electives and the case conference leaders for your 4<sup>th</sup> year curriculum. At the beginning of your 3<sup>rd</sup> year, the Chair and/or your Class Mentor will meet with your class to discuss elective possibilities submitted by faculty members and to ascertain what additional interests your class may have. Once the possible elective choices have been compiled, each of you will rank order your choices and, subject to faculty availability, those courses which receive the highest overall rankings will be your 4<sup>th</sup> year electives. With regard to the 4<sup>th</sup> year case conference leaders, they will be chosen from the names of faculty members you submit by **Jan. 1** of your 3<sup>rd</sup> year of classes. Again, this is subject only to faculty availability.

One last comment about the Curriculum Committee's role in your education. From time-to-time your training analyst may be the course instructor. If you make the personal decision that it is not in the best interest of your education and/or your personal analysis for you to participate in those class sessions, let the Curriculum Chair know. The Chair will then arrange a tutorial for you.

## **COMMUNITY EDUCATION COMMITTEE**

The charge of the Community Education Committee is to implement programs that enrich individual and community life through psychoanalytically-informed contributions on core human dilemmas. These goals are accomplished through short-term programs for both the general public and professionals.

The Community Education Committee was created in concert with the establishment of the St. Louis Psychoanalytic Institute to raise an awareness of psychoanalytic concepts within the St. Louis community. Since 1967 when the first *Open Lecture* was presented, the Institute has offered programs on a wide range of topics. The present training

programs for mental health professionals and early childhood educators were also early developments in the area of community outreach. Programs designed in 1975 for nursery school and daycare teachers were so successful that they were repeated and ultimately led to the launch of the Child Development Project. Similarly, program series offered for psychotherapists were the catalysts for the Advanced Psychodynamic Psychotherapy Program first offered in 1981.

Our Faculty, Board and professional communities continually expand the range and scope of programs offered to professionals and the general public in response to interest from the community for additional programs offering an analytic understanding of common life experiences. Early classes included the popular *Brown Bag Lunch Series* in which an analyst discussed a cultural or developmental subject.

In 1987, a Board member and a Faculty member, in collaboration with The Saint Louis Art Museum launched The *Celluloid Couch* in which an analyst introduces a featured movie and follows the movie with a brief psychoanalytic view and questions from the audience. In addition to The Saint Louis Art Museum, our collaborations with community, civic and educational organizations have included the Performing Arts Department at Washington University, the Opera Theatre of Saint Louis, and the Saint Louis University School of Law. In collaboration with Community Education Programs, analysts speak at public and private schools, medical schools, nursery schools, professional organizations and other venues.

In 1990, the annual Paul A. Dewald Lecture debuted at the Ethical Society. This lecture features a nationally recognized psychoanalytic speaker presenting a subject of general interest to the St. Louis community.

As the Institute has grown, so have its opportunities to supplement the academic needs of graduates of our psychotherapy and child development courses. Alumni of the Advanced Psychodynamic Psychotherapy Program are involved in designing new programs and conceived the *Cutting Edge* and *Touchstone* series. They collaborate on a yearly spring workshop and are important contributors to the creation of courses for mental health professionals.

The Committee is chaired by a graduate analyst. Other members are drawn from all segments of the Institute community: Board members, alumni from various Institute training programs, analytic candidates, graduate analysts and representatives from the community at large.

The Community Education Chair is appointed by the Chairperson of the Education Committee for a term of up to five years. The Chair oversees all programming, recruits Committee Members, consults regularly with the Education and/or Education Committee and reports to the Institute Faculty at its regularly scheduled meetings. The Committee consists of Sub-Committee Program Chairs, the Institute Administrator and in an ex-officio capacity the Institute Director and the Education Committee Chairperson. Other members may be at the discretion of the Chair.

The current areas of program concentration include: 1) The Arts, 2) Childhood and Adolescence, 3) the General Public and 4) Professionals and Physicians. The Sub-Committees meet to plan events for the fall and spring semesters. Sub-committee Chairpersons are invited to serve a minimum of two or three years, with possible renewal of that term. The Community Education Sub-Committees select instructors for courses based on guidelines established through the Education Committee, specifically that programs which deal with clinical or theoretical aspects of psychoanalysis require the involvement of an analyst in some capacity. Exceptions must be approved by the Education Committee.





## **APPENDIX VIII**

### **ROSTER OF COMMITTEE CHAIRS**

#### Education Committee

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#### Child Analytic Committee

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#### Clinic Committee

Nathan M. Simon, M.D.

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bjsnms@sbcglobal.net

#### Colleague Patient Assistance Committee

Moisy Shopper, M.D.

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mshopper@accessus.net

#### Community Education Committee

Todd Dean, M.D.

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jackietodd@earthlink.net

#### Curriculum Committee

Linda Gibson, M.D.

314-721-7903

lindagibson@sprintmail.com

#### Ethics Committee

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# APPENDIX IX

## CANDIDATE SUMMARY SHEET

NAME:	(H) PHONE:	CANDIDATE #:
ADDRESS:	(W) PHONE:	
	EMAIL:	DEGREE:
	FAX:	

APPLICATION DATE:	ACCEPTANCE DATE:
MENTOR:	YEAR CLASS BEGAN:

CASE#	SUPERVISORS	SUPERVISION BEGIN DATE	TERMINATION (T) INTERRUPTION (I)	PATIENT ADULT (A) OR CHILD (C) MALE (M) OR FEMALE (F)	LENGTH OF ANALYSIS	
					BEGIN DATE	END DATE

ANALYST: \_\_\_\_\_

ANALYST BEGIN DATE: \_\_\_\_\_

ANALYSIS END DATE: \_\_\_\_\_

GRADUATION PAPER DATE: \_\_\_\_\_

GRADUATION DATE: \_\_\_\_\_

CERTIFICATION DATE: \_\_\_\_\_

TRAINING ANALYST APPLICATION: \_\_\_\_\_

TRAINING ANALYST ACCEPTANCE: \_\_\_\_\_