



OREGON
PSYCHOANALYTIC
CENTER

Oregon Psychoanalytic Institute

CANDIDATE HANBOOK

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INTRODUCTION

Advanced Education for Mental Health Professionals The Oregon Psychoanalytic Center (OPC) trains mental health specialists in theory and practice of psychoanalysis and psychoanalytic psychotherapy through a variety of programs. We are an affiliate of the American Psychoanalytic Association (APsA).

Adult Psychoanalytic Training

The Oregon Psychoanalytic Institute (OPI), a division of OPC, offers training for clinicians with advanced degrees in their field who want to explore the entire spectrum of psychoanalytic theory and technique. This program includes a didactic sequence.

Deeper Understanding, Meaningful Change

Psychoanalysts of all theoretical orientations share a deep respect for the uniqueness of each individual and a commitment to collaborating with their patients in a process of discovery and growth. Analytic candidates (students at OPI) are encouraged to think critically, to learn through self-knowledge, and to draw insight and inspiration from psychoanalytic scholars, past and present. Learning from peers is also a vital component of their development.

The three pillars of psychoanalytic training—personal training analysis, seminars, and supervised analytic work—provide rich, varied, and profound opportunities for experiential and didactic learning.

Educational Philosophy

Psychoanalysis began with Freud's discoveries of unconscious mental life. Within each of us the past lives on in the present, but one is not fully aware of the fantasies, conflicts, symptoms, and self-defeating patterns in relationships or the commitments that constrain present life. These may create dissatisfaction and thwart potential in love, work, and self-esteem.

Our training program emphasizes the evolving nature of psychoanalysis and includes the many new developments in theory and technique of recent years.

Course work integrates the study of early contributions with contemporary views, emphasizing the diverse clinical problems that psychoanalysts treat in today's complex world. Classical theories such as Freudian and Kleinian theories are introduced. In addition, object relations, self and intersubjective theories, developmental points of view, attachment theory, relational and interpersonal

perspectives are also included in the curriculum, as these are all part of the working knowledge of every competent modern analyst.

The ever-evolving advances in neuroscience are expanding our understanding of the mind and how psychoanalyses may work. We incorporate this into our didactic classes.

Many who are interested in psychoanalytic training are psychotherapists seeking ways to deepen and expand their work with others and themselves. Psychoanalytic training offers candidates the opportunity to work in depth with unconscious intrapsychic and interactional phenomena. A candidate will develop a surer grasp of transference and countertransference, a capacity to use their empathic and relational capacities more effectively, greater competency in recognizing and resolving intrapsychic conflict, and increased understanding of effective interventions. Applicants also seek the intellectual excitement, emotional growth, and immersion in relational and humanistic values that such training provides.

Psychoanalytic training is rigorous. It is often also the most satisfying and effective path in preparing a clinician for the difficulties and rewards of the psychoanalytic professional life. It also provides a community of professional colleagues who share similar interests and values.

Non-Discrimination Policy

OPI maintains a nondiscriminatory policy regarding race, color, religion, national origin, sex, gender, age, disability, sexual orientation, and marital or parental status in admissions, employment, and access to programs.

Historical Background

OPI was established in 1995 as a New Training Facility under the auspices of the American Psychoanalytic Association, and the sponsorship of the San Francisco Center for Psychoanalysis. In 2010 the Institute was granted status as a free-standing ApsA institute.

Course of Studies

There are three components of a psychoanalyst's education: the student's own personal training analysis, the supervised analysis of at least three adult patients, and the academic curriculum.

A psychoanalytic education is experiential as well as scholarly. In addition to learning about psychoanalytic theories and techniques, OPI aims to help candidates enhance their self-awareness and personal growth.

ADMISSIONS

Admission Requirements

The Institute welcomes applications from psychiatrists (MD and DO), clinical psychologists (Ph.D. or Psy.D.), clinical social workers (MSW, Ph.D.), nurse practitioners (PMHNP), licensed psychotherapists (LPC), and other licensed mental health clinicians. Applicants must have at least a master's degree in a clinical mental health field, carry a mental health license in Oregon, be in good standing with their licensing board, and have appropriate professional liability insurance.

We encourage inquiries about training early in professional career development. Such inquiries may be directed to the Chair of Admissions.

During the application process, several factors are considered to evaluate whether an applicant would be a good match for the program and vice versa. As part of this, an assessment is made about whether the applicant would be able to make use of all aspects of the training and contribute to the learning experience of the cohort.

Familiarity with and educational experience in the following areas are relevant to one's readiness to engage in psychoanalytic education as a candidate:

1. **Didactic Education:** An applicant should have experience in their graduate coursework with the following:
 - Human development
 - Psychopathology
 - Major psychological theories
 - Range of therapeutic approaches to mental disorders
 - Interviewing techniques, history taking, information gathering, report writing
 - Techniques of psychotherapy
 - Dynamically oriented courses and clinical case seminars
 - Principles of clinical and professional ethical conduct

2. **Clinical Experience:** An applicant should have experience practicing psychodynamic psychotherapy one or two times per week under supervision. They will get the most out of their analytic training if they have also had other types of graduate level clinical experience. This may include experience with inpatient and emergency care situations including safety protocols, experience with a full range of mental disorders, and/or experience with diagnostic assessment and differential diagnosis.
3. **Clinical Supervision:** A regular weekly supervision over time with a psychoanalyst or psychoanalytic psychotherapy supervisor, to discuss patients the applicant is working with in individual psychodynamic psychotherapy, is beneficial to starting training. With this experience, the applicant should have the capacity to recognize and establish a clinical process and be able to learn and develop in supervision.
4. **Personal Psychoanalysis (Training Analysis):** The experience of being a patient in psychoanalysis is essential to understanding some of what will be involved in psychoanalytic training and is a required part of the education. We strongly recommend that applicants start their own in-person psychoanalysis four or five times per week at least six months prior to classes starting in September. If this is not possible, accepted candidates must be in psychoanalysis four or five times per week by the start of classes in their first year of training. For clinical candidates, this analysis must be with an OPI Training Analyst (TA). For Academic candidates, the analysis must be with an OPI faculty analyst.

Personal Qualifications

Applicants for training are accepted based on their education, intellectual interest, psychological aptitude and emotional suitability for the practice of psychoanalysis. The applicant should demonstrate personal integrity and maturity, as well as a broad interest in human motivation and psychological development.

Because the cohort is such a crucial part of the candidate's learning experience, the capacity to be a constructive member of a group is essential.

As part of their interviews, applicants may be asked about their understanding of their inner struggles with personal issues and relationships. Important characteristics of individuals interested in doing psychoanalytic work include psychological understanding and sensitivity, a capacity for identification with others, self-reflection, curiosity about one's own mind and the minds of others, and an ability for objective observation. The psychoanalytic training program aims to foster and

integrate these characteristics in the developing psychoanalyst.

The applicant may use the required autobiographical statement that is included with their application to highlight such factors.

Admissions Procedures

The process of evaluating an application typically takes two to four months. Applications submitted by March 1 will give an accepted candidate the best opportunity to join the new class starting in the fall. To start this process, the applicant must submit a completed application form including a written autobiography, a nonrefundable application fee of \$300, and the names of three references from whom we may request letters of recommendation.

Interviews are arranged by the Chair of the Admissions Committee. There are a minimum of two interviews each with three OPI faculty analysts, including one TA. Interviews address both personal and professional qualifications.

After the interviews are complete, the Admissions Committee meets with the interviewers to discuss the application and vote on whether to accept, reject, or defer the application. Following this vote, the decision is discussed in the OPI Executive Committee (EC) to finalize the decision.

A member of the Admissions Committee verbally informs the applicant of the committee's decision, and the Director of the Institute notifies the applicant of the decision in writing. An accepted applicant then confirms, in writing, their intent to begin training.

All aspects of the admissions process, including the application and autobiography, are strictly confidential. The OPI Administrator only provides access to documents to the committee and the interviewers for consideration during the admissions process. The Director of the Institute, the Chair of the Admissions Committee, or their designees are available to meet with applicants to discuss the decision. Applicants who are not accepted are encouraged to discuss this decision with one or more of their interviewers and/or the Chair of the Admissions Committee.

Reapplication

In the event an applicant is not accepted for training, the applicant may reapply at a future time. There is no strict policy about the period of time between applications, nor is there any definite policy about the number of times an application may be

accepted for evaluation. The Admissions Committee will be available to help with this. The reapplication fee will be the same as the fee for an initial application.

Transfer Applications

Candidates enrolled in any ApsA or IPA (International Psychoanalytic Association) psychoanalytic training program may apply for transfer to OPI. The transfer applicant submits an application just as an applicant would for first year candidacy. In addition, the transfer applicant must have all documents sent from their transferring institute to the OPI Admissions Committee. Receipt of the application and supporting materials from the original institute by March 1 will best enable an accepted transfer candidate to join the appropriate class starting the following September.

The transfer candidate's application is processed just as an application to OPI for first-year candidacy would be processed. Concurrently, the Curriculum and Progression Committees review the applicant's training record and other relevant information to determine the applicability of their previous work to OPI. If accepted, the applicant will receive information about credit for previous work as part of the decision to accept.

Accepted transfer candidates, irrespective of casework at their prior institute, will be required to conduct a minimum of two local cases supervised by OPI TAs. If the applicant wishes to continue a case by distance analysis, this request will be reviewed by the Progression Committee. This case would not be included in the minimum of two local cases required for graduation.

Modified Re-Application for Former Candidates

Occasionally a candidate chooses to leave training at OPI and then may choose to return at a later time to complete it. For these candidates, OPI has developed an application for re-enrollment, with a modified application process. Instead of interviews, the re-applicant will meet with at least one member of the Admissions Committee for a collegial discussion of their application. Following this meeting, the Admissions Committee will vote on the application. For further details, please see the Admissions Committee P&Ps.

Academic Candidacy

An academic program is available for professionals in mental health and other fields who are interested in the study of psychoanalysis without becoming a psychoanalyst. Applicants will follow the same admissions process as all other applicants, as described above for full clinical candidacy. Accepted academic

candidates will attend four years of classes, including clinical case conferences, and tuition will be the same. They will be expected to undergo a personal analysis with an OPI faculty psychoanalyst.

Academic candidates and graduates will not practice psychoanalysis but will identify a project to work on during the four years of classes – something that could result in a publishable paper, video, or scholarly presentation. Each academic candidate will have an OPI mentor, instead of a supervisor, who serves several functions including assisting the candidate with their scholarly project.

Enrollment

Accepted applicants are enrolled in the training program as pre-matriculation candidates. Admission to training carries the expectation that a candidate will, within a month of acceptance, report the start date of their training analysis, along with the name of the approved TA (or in the case of academic candidates, the OPI faculty analyst), in writing to the OPI Administrator. An individualized pre-matriculation curriculum will be arranged for candidates awaiting the start of the next class.

Faculty Advisor

A faculty advisor is appointed by the Admissions Chair at the time of a candidate's acceptance, to assist with all aspects of training until graduation. Candidates may request a particular advisor. An advisor is considered an integral part of a candidate's analytic education. Advisors function as a liaison between the Progression Committee and the candidate. The advisor's primary role is to provide guidance around educational matters in a supportive, non-evaluative relationship that helps facilitate the candidate's education and professional development as an analyst, through an atmosphere of trust and respect, where matters pertaining to the candidate's education can be freely discussed. Progression issues are expected to be a regular part of the conversation. An advisor will meet with the candidate at least twice a year, preferably more. An advisor will also attend Progression Reviews and contribute to the discussion in the best interest of the candidate's education and development. This could include specific information that the candidate would like shared at the Review as well as the advisor's own thoughts about what would be most helpful for the candidate's analytic development. After the Review, the advisor will share with the candidate the relevant information from the Review and will also be available for discussion of any educational matter. The advisor is in a unique position to help the candidate think through the candidate's educational challenges and needs, and how to get the most out of their training. The advisor

may assume a mentor role that evolves over time as candidates move forward in their analytic development.

PROGRESSION

Progression Committee and Progression Review Committee

The Progression Committee follows the candidate's progress in training with periodic reviews, approves major transitional steps, and makes every effort to ensure the quality of the candidate's training. In addition, it acts to identify important issues in the candidate's education and to be available and helpful to the candidate as they advance through their analytic education. If difficulties arise during candidacy, it is the responsibility of the Progression Committee to work with the candidate on a plan for resolving them.

The Progression Committee convenes a Progression Review Committee for a Progression Review twice a year to review the overall progress of each candidate's academic and supervised clinical work and help each candidate move forward in their development as a psychoanalyst. Attending the Review are members of the Progression Committee, all OPI TA/Sas (Training and Supervising Analysts), and the candidate's advisor. Note that the candidate's TA is recused from all discussions about the candidate.

The Review includes reports of academic progress and semi-annual supervisor reports of candidate supervisees, and it is noted whether the candidate is still in analysis. Candidates may convey any pertinent information, including their view of their progression either by writing a letter to the chair, by asking their advisor to speak on their behalf, or by speaking in person to the Progression Committee prior to the Review.

Note that approval must be received at a Review for (1) first case approval, (2) reduction in the required frequency of supervision and (3) graduation. Any faculty or candidate may initiate additional Reviews. Likewise, the Progression Committee may recommend Reviews at a greater frequency. A candidate must be in their training analysis for at least six months before receiving first case approval.

After the Progression Review, the candidate will receive a letter from the Progression Committee that summarizes the discussion and recommendations of the Progression Review Committee and helps the candidate think through what they need to do to continue to grow as a developing analyst. The faculty advisor reviews the letter with the candidate following each Review. A record of the

candidate's progress is kept on file in the Institute office. This record is available for review by a candidate who submits a request through their advisor.

Graduation from OPI is based on the candidate's capacity for autonomous analytic work, the capacity to conceptualize and describe analytic process in writing, and the completion of all required coursework. See the Progression Committee P & Ps for more detail.

A candidate's training analysis is kept entirely out of the Progression Review, except to note when their training analysis begins and ends. It is the responsibility of both the candidate and the TA to communicate this information to the OPI Administrator. A candidate's training analyst does not attend the Progression Committee Review of their analysands (or any other administrative discussion concerning their analysands), nor are the results of the Review shared with the analyst. If a candidate wishes to change their TA during candidacy, we recommend seeking consultation with this process. Although this is a private matter, the OPI Administrator must be notified of any change in TA.

Training Analysis

The training analysis is the personal analysis that occurs during candidacy. It serves as a cornerstone of analytic education and provides an immersion in the experience of psychoanalysis. The experience of the candidate's own analytic process, in conjunction with didactic seminars and supervision of their cases, provides an essential base for integrating the theory and practice of psychoanalysis. The candidate's own analysis serves to increase sensitivity to the workings of unconscious forces and to facilitate psychological and emotional growth. Training analyses are conducted at a frequency of four or five times per week and must be in person; certain exceptions to the in-person requirement for a portion of the analysis may be considered for candidates living outside the greater Portland metro area in Oregon and SW Washington who are requesting that a portion of their training analysis be conducted remotely. Candidates may select any TA from the currently approved list of OPI TAs. We strongly recommend that a candidate be in their training analysis four or five times per week for at least six months prior to the beginning of their first year of classes. If this is not possible, a candidate must be involved in their training analysis four or five times per week by the start of classes of their first year of training. Candidates must be in their four or five times per week training analysis for at least six months before beginning their first control case. It is beneficial to the candidate to begin their training analysis as far in advance of training as possible as it is a requirement that the training analysis overlap for a

significant period with the candidate's analysis of control cases. If this analysis terminates before supervised control cases begin, the candidate must return to analysis with an OPI TA so that the overlap with supervised control cases may occur.

In some cases, a waiver may be sought from the Institute to continue a personal analysis four or five times per week that has been ongoing with a non-TA for at least a year. The aim is to avoid the interruption of an ongoing analysis. The analyst must be a graduate of a psychoanalytic institute affiliated with the American Psychoanalytic Association or the International Psychoanalytic Association, an OPI faculty member for a minimum of three years and in good standing, and meet certain requirements, such as sufficient immersion in the practice of psychoanalysis.

If the training analysis ends prior to the completion of training, and emotional or psychological factors interfere with the candidate's ability to analyze patients, resumption of the training analysis may be required.

As mentioned above, matters of a candidate's analysis are entirely confidential. Analysts do not participate in discussions involving their analysands. However, the fact that one is in a training analysis is reported to the Progression Review Committee and the OPI Administrator, as is the date of termination. Candidates are required to inform the OPI Administrator, in writing, of the dates analysis begins and ends, as well as the name of the analyst. The TA is also required to inform the OPI Administrator of the beginning and end dates of each training analysis.

Supervision

The candidate should select a supervising analyst (SA) and begin supervision by the start of classes. The advisor, the Progression Chair, and other faculty are available to assist in this selection. The first two control case supervisors must be OPI SAs. For subsequent cases, candidates may also choose supervisors from other ApsA affiliated institutes.

Each case must have a different supervisor. Supervisory sessions are conducted weekly. Initially, the supervisor will assist the candidate in the assessment of current patients for suitability for a psychoanalytic treatment, as the majority of analytic cases come from the candidate's own practice.

Fees between candidate and supervisor are negotiated privately.

Supervisory evaluations of the candidate's work are submitted to the Progression Committee at least twice a year, or on request. The supervisor shares these written evaluations with the candidate and with the Progression Review Committee.

Supervised Analyses of Four or Five Times per Week Control Cases

A supervised four or five times per week analytic control case becomes a matter of record as an official control case when the OPI SA that will be supervising the candidate and case approves it as a control case. This is true even if the case fails shortly thereafter.

The selection of all control cases is based on the patient's suitability for psychoanalytic treatment, the appropriateness for the patient to see a candidate in training, and the suitability of the patient as a control case for the candidate, including consideration of the candidate's level of experience.

A candidate may seek permission from the Progression Committee, in consultation with the supervisor, to begin a first analytic control case during the first half year of classes. Ordinarily, unless individual circumstances suggest otherwise, the Progression Committee will consider and approve starting a first supervised control case, contingent on supervisor approval, at the time of the first Progression Review (typically in November) following the start of classes. A candidate must be in their training analysis four or five times per week for six months prior to the beginning of their first control case.

After the first control case is under way, either the SA or candidate may initiate a conversation regarding the candidate's readiness to begin a second case. The next step is for the candidate to seek a second SA and to discuss beginning a second control case for analysis. The first SA reports to the Progression Committee on the candidate's readiness for a second case.

Acceptability of the second case for the candidate is contingent on the approval of the second supervisor. All subsequent control cases will need to be approved by the supervisor who will be working with the candidate and the case.

Supervision on all approved training cases will occur on a weekly basis and will continue either until the case terminates or the candidate graduates. If the case is well advanced, the SA and candidate may make a request for every other week supervision meetings to the Progression Review Committee. There will be no unsupervised cases.

All control cases must be conducted in person. Rarely, under specific circumstances there may be an exception where one control case may be seen in tele-sessions (see Use of Telephone or Video Teleconferencing for a Control Case below).

Please see the Graduation Section for more detail about requirements for control cases.

Supervised Three Times per Week Immersion Cases

An SA supervised case conducted three times per week is referred to as an immersion case. As their candidacy progresses, candidates are encouraged to become immersed in analytic work to gain more experience. Candidates are encouraged to have as many concurrent cases as possible eventually and to work with three or more SAs. Sufficient clinical immersion during the didactic seminars is very important in ensuring a quality analytic education. A three times per week case would not be counted as one of the three control cases but will count for the requirement of immersion hours.

There are three ways that a supervised three times per week case may be counted toward the minimum immersion requirement of 1200 hours:

- A case supervised by an SA is conducted three times per week prior to moving to four to five times per week.
- An SA supervised case is initiated and continued at a frequency of three times per week.
- A case that moves from four to five times per week to three times per week will be considered an immersion case.

An immersion case must be supervised weekly by an OPI SA that is not supervising another of the candidate's control or immersion cases.

The writing requirements for an immersion case are a two-page initial, annual, and final report.

Informed Consent

Candidates are expected to obtain informed consent from all new patients in psychoanalysis during their candidacy. Compliance with the policy must be documented with the Progression Committee.

Consent may be obtained in either of the two following ways:

1. The candidate informs the patient that they are a student in psychoanalytic training and are conducting the patient's psychoanalytic treatment in the context of studying to become a psychoanalyst at the Oregon Psychoanalytic Institute.
2. The candidate obtains a signed statement from the patient confirming that they have been informed that the treatment is occurring in the context of being a student in psychoanalytic training at the Oregon Psychoanalytic Institute.

After obtaining consent, candidates will note on the Record of Supervised Analysis whether a verbal or written consent was obtained and when.

Case Reports (Write-ups)

Psychoanalytic writing is considered a crucial part of the educational program. It provides an extraordinary opportunity for the candidate to become aware of their own thinking and way of working.

Initial, annual, and final clinical case reports are required from the candidate (an outline for each of these reports is on file with the OPI Administrator). Following the approval of the supervisor, a copy of the cover sheet for each case report (but not the case report itself) must be signed and dated by the candidate and supervisor and submitted to the institute administrator for the candidate's file in accordance with the deadlines. In order for a case report to be included in a progression review, the cover sheet must be submitted to the OPI Adm no later than one month prior to the appropriate Progression Review meeting.

The first draft of the initial report is due to the superv'sor within three months of the start date of each new control case. It should emphasize psychoanalytic diagnosis, assessment of analyzability, projected dynamics, transference, countertransference, expected resistance in the analysis, and the evolution of the opening phase.

The first draft of the annual report is due to the supervisor each year on the anniversary of the official start date of the control case. It should convey the course and process of the analysis for the year that is being discussed.

The first draft of the final report (if the candidate wishes for the case to count toward graduation) is due to the supervisor within three months of termination or interruption of the control case or, if the candidate has requested graduation and the control case is ongoing, the first draft of the final report is due to the supervisor by the deadlines specified in the OPI Graduation Checklist for Quantitative Criteria. This time frame allows for revisions, if required.

For the minimum three control cases required for graduation (see the Graduation section for more detail), a complete case summary (no more than 20 double-spaced pages) is required prior to graduation for each case. This final case summary should summarize the entire course of the analysis and follow the guidelines recommended by the American Board of Psychoanalysis for Certification, available on the American Board of Psychoanalysis website (pp. 24-26):

<https://www.abpsa.org/resources/Documents/Examination%20Materials/Handbook%20for%20Applicants.pdf>

Over the month following submission of the first draft of any report, the supervisor will suggest revisions, and multiple drafts may be needed. The final draft approved by the supervisor of any report will need to be completed within one month of the first draft. This includes all revisions.

As mentioned previously, the writing requirements for an immersion case are a two-page initial, annual, and final report.

In order for a case report to be considered in a Progression Review, the signed cover sheet for the case report must be submitted to the OPI Administrator at least one month prior to that Progression Review meeting.

Note that all case reports are confidential and must be treated as such. Case reports must be up to date to progress to the next seminar year, or to graduate.

Use of Telephone or Video for a Control Case

All analyses of control cases must be conducted in person.

Rarely, under specific circumstances, there may be an exception where one control case may be conducted via telephone or video that is HIPAA compliant with the approval of the supervisor. In such circumstances, OPI policy requires the following: 1) a minimum of one year of in-person psychoanalysis prior to consideration for distance work; 2) approval by the supervisor (this will be based on a) whether an analytic process has been established and b) whether a thorough discussion of the analytic issues related to the change to the use of telesessions has taken place); 3) use of HIPAA-compliant telephone or video-conferencing; 4) the candidate must be licensed in both states if more than one state is involved; 5) the candidate has necessary malpractice coverage for interstate work; and 6) an OPI form "Request to Perform Distance Analysis for Control Case" must be filled out and submitted to the Progression Chair before beginning distance work.

When conducting a control analysis by telephone or video, provisions should be made, whenever possible, for in-person contact to occur periodically between candidate and analyst during the course of that work.

The shift to telephone or video and the analytic meaning, thinking and work that has led to this decision must be documented in the case write-up and supervisory report.

Case Records and Records/Reports Retention

Upon completion of an analyzability assessment and a decision by the SA and candidate to undertake analysis of a control case, the candidate is to fill out the identifying information on the OPI Candidate's Record of Supervised Analysis (control case) electronic forms are available in two versions: one for new control cases and one for established or ongoing control cases. You can find these forms on the website under "Progression Material" on the Member Files page. Please complete the appropriate form and click "Submit" so that the OPI Administrator can add it to the file. This is essential because it activates the monthly tabulation of hours of control case analyses and supervision. This form identifies the SA and indicates the start date of analysis, etc. Candidates will be asked to update the form prior to each Progression Review.

Even if a control case ends prior to fulfilling the minimum length of analysis requirements necessary for graduation, a case approved for analysis is still listed as a control case on the form because the experience of assessing analyzability and engaging the patient in an analytic process is important. A case that was determined to be unsuited for analysis or as a training case with the candidate is not to be listed among the control cases.

Candidates must complete the following by the following deadlines:

- **Candidate Information Update Form:** Due to OPI Administrator **two months** before the Progression Review date.
- **OPI Candidate's Record of Supervised Analysis:** to be submitted to OPI Administrator as soon as possible after a control or immersion case is approved as such by the candidate's SA, and **no later than one month** prior to the Progression Review date.
- **OPI Chart of Hours:** Due to OPI Administrator **one month** before the Progression Review date.
- **Signed Cover Sheets for Case Reports:** See the Case Reports (Write-ups) section for due dates to supervisors for initial, annual and final case reports for candidates not requesting graduation. In addition, if an approved case report is to be included in the Progression Review, the signed cover sheet (but not the report) must be turned into the OPI Administrator **at least one month** prior to that Progression Review.
- **Signed Cover Sheets for Graduation Applicants:** Candidates applying for graduation must submit signed cover sheets for Final Reports (but not the

report itself) by the deadlines specified in the Graduation Checklist for Quantitative Criteria.

- **Candidate Review Meeting with OPI Administrator:** Must be completed at least one week prior to the Progression Review date and after all materials have been submitted.

Insurance & Licensure

Candidates must be licensed to practice and have appropriate malpractice insurance (\$1,000,000/\$3,000,000). Up-to-date proof of insurance and licensure is to be routinely provided to the OPI Administrator throughout candidacy.

Remediation, Probation and Dismissal

The Institute reserves the right to dismiss a candidate for reasons of deficiencies in ethics, conduct, personal or professional maturity, or psychoanalytic knowledge or skill. Where less than satisfactory progress is noted, and remediation is considered possible, a program to remedy the identified difficulties will be developed by the Progression Committee and submitted to the EC for approval. This will be conveyed to the candidate by their faculty advisor or the Progression Chair. If possible, remediation will be considered prior to dismissal, to make every effort to help the candidate be able to remain in training.

During the period of remediation, the candidate may be placed on probation, which at a minimum shall be six months. During the remediation period, the candidate's progress is closely monitored by the candidate's faculty advisor, supervisors, teachers, and the Progression Committee.

Sometimes problems only become apparent during clinical work. At times when the candidate's analytic knowledge is deemed insufficient, the candidate may be required to attend additional classes, arrange a private tutorial, or have additional supervision.

At the conclusion of the remediation period, the candidate may be returned to regular status in the Institute. It is also possible for the candidate to be dismissed at the end of a period of remediation or recommended for a leave of absence if it is judged that such a leave would be likely to be corrective. Decisions about dismissal rest in the exclusive discretion of the Institute and are final.

Leave of Absence (LOA)

Under certain circumstances a candidate may decide that it is necessary to go on a leave of absence from active status. OPI offers either a partial (academic only) or a

full (clinical and academic) leave of absence. Please consult the OPI Progression Policies and Procedures for details.

Transfer from Clinical Program to Academic Program

On occasion, a clinical candidate may wish to transfer to academic candidate status. Please consult the OPI Progression Policies and Procedures for details.

PSYCHOANALYTIC SEMINARS

Calendar of Classes

Institute classes (three 90-minute classes with 15-minute breaks between them) meet on Friday afternoons or on Saturday mornings (when visiting faculty is teaching) throughout the academic year – September through early June. Current schedules and bibliographies are made available by August 1st on the website (member files/bibliographies). Most assigned readings can be accessed through PEP-Web. All other readings will be available on Google Drive – a link will be provided. There are breaks at Thanksgiving, winter, and spring breaks, and during national meetings of ApsA.

Didactic Sequence and Philosophy

The four-year core curriculum is designed to function within the traditional tripartite model of psychoanalytic education. The candidate's coursework, supervised analytic cases, and personal analysis all take place concurrently, thus fostering optimal analytic growth and development through the integration of theoretical concepts with clinical work. The curriculum is organized into tracks: theory, technique, psychopathology, development, and continuous case presentations. The curriculum introduces the candidate to historical and contemporary points of view. The curriculum is intended to capture the continually evolving nature of psychoanalytic knowledge and the relevance of multiple theoretical perspectives. The candidate is challenged to integrate the multiplicity of theories and perspectives that are the hallmark of analysis today, to develop their own points of view, and to cultivate a continual openness to learning from patients, papers, discussions, and self-understanding.

To further the goal of continuously evolving learning, we have created an open system among candidates, faculty and the Curriculum Committee. Feedback from candidates is actively encouraged. In addition to written feedback of instructors and courses, class liaisons are assigned by the Executive Committee for each class of candidates. The class liaisons meet regularly with the class, ordinarily at the

beginning of the year and the end of each trimester. Discussion of all aspects of training is welcome, but feedback regarding instructors and classes is specifically encouraged. Course content, instructor effectiveness and style, and process factors are among the important variables. Courses are often modified or added in light of such feedback. The committee encourages candidates to inform a class liaison or any member of the Curriculum Committee of suggestions or problems while a course is underway, so that issues may be addressed and problems resolved while the course proceeds.

Faculty also evaluate the academic development of candidates through observations of their class participation. Instructors send written feedback at the end of each course to the OPI Adm. Traditionally, these reports are then sent to the Progression Review Committee, and a summary of these comments is used in the candidate's biannual Progression Review discussion. The purpose is to facilitate the learning process in a respectful manner attuned to the individual talents and needs of each candidate. To this end, class liaisons are ready to provide opportunities to talk over how things are going at the candidate's request at any time.

Pre-Matriculation

A pre-matriculation course is designed to precede the formal curriculum. As a class cohort begins to be admitted and take shape, monthly meetings with class members will occur in the academic year until the beginning of the first official year of training. These meetings will cover pertinent reading and discussion with faculty members. Instructors of the pre-matriculation course are available for questions regarding institute policy and culture. Pre-matriculation candidates are charged tuition based on the number of CE hours granted.

Overall Curriculum

The four-year curriculum is carefully organized to progress from fundamental core concepts in the early years to more specialized topics in the later years. The overall scheme of the curriculum is as follows, although there are changes from year to year to accommodate the talents of faculty and the changing landscape of psychoanalysis. Detailed course descriptions will be available with the comprehensive syllabi and reading lists that are distributed the summer before the academic year.

The following is an example of the sorts of courses you might expect to have in your first four years of candidacy. The details vary as to which classes will be

taught—this is simply a way to give you a taste of what you might expect in the curriculum:

- **Year One:** Topics in the year one curriculum may include such courses as: Becoming a Psychoanalyst; The Origins of Psychoanalysis; Freud's Core Structural and Dynamic Concepts; Development from Zero to Five; Introduction to Psychoanalytic Culture and Technique; Assessing Psychopathology; Ethics; Analytic Writing; and Continuous Case Conferences focusing on beginning psychoanalyses.
- **Year Two:** The theory track continues with courses like Ego Psychology, Kleinian Theory, and the beginnings of Relational Theory. The development track moves on to adolescence and young adulthood. A course in Dreams may be offered. There are courses in Assessment of Character, Neurotic Structure, Trauma and Dissociation, and Narcissism. The Continuous Case Conferences will focus on mid-phase and analytic listening. Writing and Ethics classes will be continued.
- **Year Three:** Theory courses may include the British Middle School, Bion, Object Relations, Self Psychology, Intersubjective and Relational Theory, up to and including Field Theory. Development courses explore pregnancy, parenting, illness and aging. Other courses study Formulation and Intervention, Working with Unconscious Phantasy, Psychosomatics, Sadoomasochism, and Borderline Character. Writing and Ethics courses continue, and Continuous Case Conferences continue, focusing on the middle phase of analysis.
- **Year Four:** This year often is an opportunity to study faculty interests in depth as well as introduce and develop more fundamental topics. For example, in recent years we have had courses in French Psychoanalysis; Race, Culture, and Class in Psychoanalysis; Gender; the Oedipus Complex; Sexuality; Termination; Developing and Sustaining an Analytic Practice; Neuropsychanalysis; Current Controversies in Technique; Perversions; and Primitive Mental States as well as Continuous Case Conferences, Ethics, and Writing.
- **Year 5 & Beyond (Advanced Candidates):** Advanced candidates (also known as post-seminar candidates) will be expected to participate in academic activities under the auspices of the Institute until graduation. Attendance in the ongoing Continuous Case Conference seminars is required. Advanced candidates with an interest in teaching should make the Curriculum Chair aware; they may be eligible to co-teach a didactic seminar with a senior faculty member.

If Your TA Is Teaching Your Class

It is our policy to not have conflicts of interest between instructors and their students in class. For this reason, TAs may not teach with their analysts in the class. Please check the course schedule and instructors when it first comes out; if your TA is teaching a course, please notify the OPI Administrator of the conflict and the OPI Administrator will contact the Curriculum Committee, who will arrange a tutorial for you. It is beyond the scope of this document to exhaustively explore all possible conflicts of interest; if a candidate has any questions or concerns, we encourage them to consult with the Curriculum Committee. For example, if an instructor had been a former therapist or is family member's current or past therapist, a tutorial would be indicated.

The following is an example of the sorts of courses you might expect to have in your first four years of candidacy. The details vary as to which classes will be taught—this is simply a way to give you a taste of what you might expect in the curriculum:

Attendance Requirement

Candidates are expected to attend 100 percent of their classes. Frequent absences will be regarded as an educational issue and referred to the Progression Review Committee for discussion. To receive credit for a course, the candidate must attend a minimum of 80 percent of the classes. If the candidate misses more than 20 percent of classes, the candidate must contact the instructor to arrange a make-up assignment. If the candidate misses 50 percent or more of the course, they will not receive credit for the course and the course will need to be made up at a future date. If the candidate receives no credit for a course, the instructor will notify both the Curriculum and Progression Committees.

An example of a make-up assignment might be a written summary of the missed readings including the candidate's own thoughts and/or a discussion with the instructor about the readings. Whatever the assignment, if the instructor agrees that the make-up assignment has been satisfactorily completed, the instructor will inform the Curriculum and Progression Committees.

Case conferences are a valued and important part of our curriculum. A case conference is scheduled every trimester, and advanced candidates are expected to attend until they are approved for graduation and have completed their final case conference (which will involve attending the end of a case conference after their

graduation has been approved). Due to the special nature of continuous case seminars, it is very difficult to arrange a make-up assignment.

Candidates are expected to attend all continuous case seminars. The candidate will receive credit for the continuous case seminar if they attend at least 80 percent of the seminar during each trimester. If the candidate attends less than 80 percent of the continuous case seminar, but more than 50 percent during a trimester, the candidate must contact the instructor to arrange a make-up assignment. The make-up assignment must be an equivalent experience in a case conference format. Examples of possible make-ups would be attending and writing about a case conference (a two-day case conference at the annual ApsA meeting could qualify) or presenting clinical material at a Clinical Moments and writing up the discussion. (If the make-up assignment is presenting clinical material at Clinical Moments, it will be the responsibility of the candidate to arrange their participation with the coordinator of Clinical Moments.)

It is emphasized that the make-up assignment must be approved by the instructor and the instructor will inform the Curriculum and Progression Committees if the make-up assignment has been satisfactorily completed. The candidate's detailed proposal for the make-up work must be received by the instructor by the last day of class. If there is more than one instructor for the trimester, the instructors will work in coordination to approve a make-up assignment. If a proposal is not received during this time frame, the case conference will need to be made up later (see below).

If the candidate misses 50 percent or more of a case conference during a trimester or attends between 50 and 80% but has not proposed and executed a make-up for the missing time, the candidate will not receive credit for the course. In such a situation, the candidate will need to make this conference up by attending a full case conference after they have fulfilled clinical requirements for graduation at either the spring or fall Progression Review meeting. Their graduation will be considered for approval after completion of their academic requirements, i.e. completing all the case conferences.

If the candidate (who needs such a make-up for attending less than 50% of a case conference, or less than 80% of a case conference and has not arranged for a make-up in a timely manner) has completed clinical requirements for graduation as assessed at the spring Progression Review meeting, they will be expected to attend the entirety of the fall case conference and will have a graduation date at the end of

that case conference. If they are reviewed as having fulfilled clinical requirements at the fall Progression Review meeting, they will need to attend the entire winter case conference and will graduate at the end of that conference.

Virtual Attendance

OPI is an in-person psychoanalytic institute, and meeting in-person is an important part of our educational program. Our expectation is that candidates will attend classes in person. We encourage instructors to meet with the class in person whenever possible. If the instructor is not able to travel to Portland they may teach remotely.

A special circumstance may arise that prevents a candidate from attending in person. OPI provides the option to attend virtually in certain instances. It is the responsibility of the candidate to communicate with the instructor(s) and the OPI Administrator well in advance to arrange this option.

- **Reasons for one-time remote attendance:** Candidates and instructors may attend remotely if they feel there is a risk of communicable disease by attending. This would need to be discussed in advance with the instructor and the class. The OPI Administrator will need to be informed if the candidate or instructor is opting to attend remotely. Remote attendance is not used simply as a more convenient alternative. If a candidate or instructor has symptoms of a contagious illness, they should opt to attend remotely if they feel healthy enough to participate.

Rarely, a candidate may need to attend remotely for a reason other than illness. The candidate would need to discuss this in advance with the instructor and the class. This exception should be rarely utilized as we prioritize in-person learning.

In rare circumstances (i.e., pandemic, dangerous road conditions due to inclement weather or other natural disaster), virtual attendance may be used for all class members until a time when it is safe for all to attend class again in person. If classes are cancelled, staff will email candidates and teachers and post a notice on the website. We follow the lead of Portland State University when deciding whether to cancel classes due to inclement weather and dangerous driving conditions.

- **Long-term remote attendance:** A circumstance may arise that could require long-term attendance via the virtual option. Such conditions might include a move out of state, or a medical condition that prevents travel but not participation in class. In these cases, the candidate must submit a written request, following discussion with their advisor, to the Progression Committee for approval. Should this option be approved, the candidate will notify the instructor(s) and the OPI Administrator to coordinate this option.
- **Credit for remote attendance:** It is the responsibility of the instructor to sign the CE attendance sheet on the behalf the candidate indicating participation of the virtual participant for the specific date(s). Candidates attending virtually are expected to announce when they are signing off, and the instructor should document if less than a full class period was attended. Candidates attending virtually are expected to be in a quiet environment and alone while participating to ensure confidentiality.

Course Evaluations

Course/teaching evaluations are a requirement of OPC's CE provider; they are also used in curriculum planning. On the last day of each class, candidates will receive an electronic questionnaire with a request that it be completed within a week. Evaluation summaries are subsequently reviewed by the Curriculum Committee and the Faculty Appointment and Development Committee and shared with course instructors.

- Candidates will receive a personal pin number to keep all evaluations confidential.
- Candidates will not get credit for a course until the requested evaluation is completed and submitted in a timely manner.
- Failure to submit evaluations will be discussed at the candidate's biannual Progression Review.

GRADUATION

Please see the Graduation Checklist for Quantitative Criteria and Deadlines on the website for details of quantitative requirements.

The overarching criteria for graduation as assessed by the Progression Review Committee are that the candidate:

- **Demonstrates a mature and independent capacity to facilitate a**

deepening psychoanalytic process.

- Demonstrates a comprehensive knowledge and understanding of the psychoanalytic process and situation, and the clinical methods and technique used in the practice of psychoanalysis.

In addition, the candidate needs to meet the following minimum quantitative requirements to apply for graduation:

1) Candidate Request

The candidate has made a request for consideration of graduation in writing to the Progression Committee.

2) Coursework

All required coursework is completed satisfactorily, including course evaluations and make-up work for missed classes.

3) Minimum Of Three Control Cases

- A minimum of three control cases, each approved by the supervising analyst for that case. Each case will have been conducted at a frequency of four or five times per week.
- Control cases must be of more than one gender, and we encourage the control cases to include diversity across the spectrum of culture, gender, sexuality, race, ethnicity, age, and other diversities. The Progression Review Committee may recommend and/or require additional cases based on the learning needs of an individual candidate.
- Two of the control cases should be of at least two years in duration without significant breaks; the third should be at least one year in duration without significant breaks.
- One analysis is in at least a solid middle phase, compatible with the potential transition into a termination phase. The other two should show evidence of a deepening psychoanalytic process.
- Child option: One of the three control cases may be a child supervised by an OPI-approved child supervising analyst.
- More than three cases may be required based on the learning needs of an individual candidate, to meet the overarching criteria for graduation.

It is strongly recommended that candidates who have graduated prior to the termination of a control case return to supervision once that case is in the termination phase.

4) Case Reports/Write-Ups

All case write-ups have been completed with the supervisor signing off in accordance with the deadlines listed in the "Case Reports (Write-ups)" section of the OPI Progression P&P's, this Candidate Handbook and the OPI Graduation Checklist for Quantitative Criteria.

The final three case write-ups should follow the guidelines recommended by the American Board of Psychoanalysis (ABP) for certification and summarize the entire analysis. (Appendix C, pp. 24-26)

<https://www.abpsa.org/resources/Documents/Examination%20Materials/Handbook%20for%20Applicants.pdf>

8) Minimum Immersion Hours Requirement

A minimum total of 1200 hours of supervised analytic work (four or five times per week control cases and three times per week immersion cases) has been documented. This requirement may be met through hours with both SA supervised control cases and SA supervised immersion cases.

8) Active Status

All Immersion requirements have been fulfilled while the candidate is on active status within the institute, not on a leave of absence unless the Progression Committee has approved an alternative arrangement during a partial Leave of Absence.

7) Overlap With Training Analysis

The training analysis has overlapped for a significant period of time (at a minimum, three years) with the candidate's analysis of control cases.

8) Fees Paid

All tuition and fees have been paid in full.

Note that to meet the overarching criteria for graduation, more supervised psychoanalytic work than these minimum requirements may be required. Please see the Progression Committee P&Ps for complete details of graduation requirements.

The official date of graduation will be the last day of classes in the term that graduation has been requested and approved by both the Progression Review Committee and the EC. We expect the candidate to complete all classes of their final term including the case conference.

ETHICAL CONTRACT

While enrolled in the Institute each candidate pledges to conduct only the psychoanalytic treatment they have been authorized to conduct and adhere to the ethical principles of OPC and the American Psychoanalytic Association. A clinical candidate may not represent themselves as a psychoanalyst until graduation.

There may be instances when a candidate has an ethical concern. Because the Oregon Psychoanalytic Institute is part of the larger Oregon Psychoanalytic Center, these concerns are handled by the OPC Ethics Committee.

Of course, candidates are encouraged to talk with their supervisors, advisors, and teachers about any ethical concerns.

ADVANCED EDUCATION AND TRAINING

Psychoanalytic education continues beyond graduation. To prepare future teachers and TA/Sas and to promote research, OPI sponsors advanced studies through faculty development and reading groups. Graduates are encouraged to apply for faculty membership. Advanced candidates, graduates, and other members of the faculty may arrange a discussion group, class, or tutorial in appropriate areas of their clinical and theoretical interests, including supervision and the writing of psychoanalytic papers.

CERTIFICATION

A graduate analyst is encouraged by OPI to apply for certification by the American Board of Psychoanalysis (ABP). This is an opportunity to demonstrate competence in conducting psychoanalysis on a national level, beyond OPI. Case write-ups and oral discussion with members of the ABP Certification Committee are required. It is the graduated analyst's responsibility to apply for, complete, and submit the necessary forms and reports. The application and procedure for certification are an essentially private matter between the ABP and the graduate. Members of the OPI faculty are available to assist the graduate in preparing for the written and oral requirements for certification. Please see ABP website for further details.

ANNUAL TUITION AND RELATED FEES

Personal Training Analysis and Supervision Fees

Fees for training analyses are arranged between the candidate and the TA. Fees for supervision are arranged between the candidate and the SA.

OPI 2024-25

- Tuition, years 1-4: \$5710*
- Tuition, years 5 and beyond: \$2855*
- Tuition, Pre-matriculation: \$350*
- PEP-Web subscription: \$100
- LOA Fee: \$1085 - \$2774 (see below)
- Late fee: \$100
- Application Fee: \$300
- Modified Re-Application Fee: \$100

Tuition will be due at the beginning of the fiscal year, July 31st.

For the convenience of candidates, the first half may be paid July 31st and the remainder by December 31st. PEP subscriptions are due July 31st.

A late fee of \$100 will be charged for all late tuition payments (including approved deferred payments). Failure to make payments when due disqualifies the candidate from class attendance unless arrangements for deferred payment have been made with the OPI Administrator.

In general, the Institute does not refund fees after a candidate has begun classes. If an accepted candidate decides not to enroll two weeks or more prior to the start of classes, fees will be refunded, less administrative costs of \$300.

Leave of Absences Fees (LOA)

- **LOA-Inactive:** \$1000 Administrative Fee + \$100 PEP = \$1100
Includes \$250 Professional Level OPC membership due July 31st

- **LOA-Academic – Active with No Courses:**
 Tuition at 40%: \$2284* + \$100 PEP = \$2384
 Includes \$250 Professional Level OPC membership & LOA Administration
 - *First-half invoiced July 1st:*
 \$1142* + \$100 PEP = \$1242, due July 31st
 - *Second-half invoiced December 1st:*
 \$1142*, due December 31st
- **LOA-Academic with Process Course (only for Year 1-4):**
 Tuition @ 50%: \$2855* + \$100 PEP = \$2955 (process tuition)
 Includes \$250 Professional Level OPC membership & LOA Administration
 - *First-half invoiced July 1st:*
 \$1427.50* + \$100 PEP = \$1352.50, due July 31st
 - *Second-half invoiced December 1st:*
 \$1427.50*, due December 31st

* Tuition is raised 3% each year.

LIBRARY AND PEP-WEB

The Oregon Psychoanalytic Center maintains a collection of literature relevant to psychoanalytic education, research, and practice. The library contains approximately 2000 volumes and bound journals.

The library also has a computer with the PEP-Web Archive, available to OPC members. A search of these articles may be done not only by author, title, journal, and year, but also by indicating any word or phrase that occurs in the article. All candidates are required to subscribe to PEP-Web as part of OPC's subscription.

WEBSITE

www.oregonpsychoanalytic.org is a dynamic website that includes:

- Calendar of events, classes, and meetings
- Rosters of faculty, candidates, students, committee members, etc.
- Class bibliographies & schedules
- Details of all OPC educational programs including all policies and procedures

- Community outreach program information
- Individual profile pages (candidates, students, faculty, member plus)
- Links to individual websites of those with personal pages
- Registration feature for continuing education courses/programs
- Donation/membership join/renew feature

This is the go-to place for much OPC information. Log in as a member to access all the above features. Staff members offer navigation tutorials for our user-friendly site. Contact us if you want help. There is also a tutorial under Member Area.

Be sure to take advantage of the opportunity to describe and promote your private clinical practice via a profile page. This information is searchable by anyone visiting the website. You can edit and update your own page.

OPI GLOSSARY

This is an effort to define some of the terms in this document. It is neither exhaustive nor the last word—but we hope that it will make the Candidate Handbook a bit easier to understand. If you get confused about any of this—you are not alone. Learning psychoanalysis is like learning a new language, and that includes the system and process of psychoanalytic education. It can be helpful to talk with a supervisor, faculty member, candidate, liaison, or your advisor for further understanding. We are excited to have you on board!

Advanced status means that a candidate has completed the four-year didactic curriculum. Advanced candidates are required to attend continuous case conference seminars until graduation.

Advisor: A faculty member who is assigned to a candidate as their go-to person for issues that come up in training. The advisor helps the candidate with their development as a psychoanalyst. The advisor will attend Progression Review meetings and discuss the resulting letter with the candidate after the meeting. Your advisor is waiting and ready for any questions or concerns you have about your training.

APsA: American Psychoanalytic Association. This is the national organization that, among other things, establishes baseline expectations for the institutes that are affiliated with it.

We are “an APsA institute,” meaning we have gone through a long developmental process to be approved by them as a training facility. Not all analysts are trained at APsA institutes. At this time, APsA has twice-yearly national meetings, one in person and one remote. OPI cancels classes during the weeks of the APsA meetings and we strongly encourage candidates to attend — it is a wonderful learning experience and can broaden your horizons to meet other candidates and analysts from other places. APsA has a special rate for candidates to join as members and we strongly encourage you to join.

Candidate: A student who is learning to be a psychoanalyst. You.

Candidate Council: This is a candidate group that organizes to make the candidate experience better. There are scheduled meetings at the end of every trimester, and all candidates are encouraged to attend and to be involved. The group can meet more frequently if needed and is a vital part of the program. Candidates often see issues, problems, and assets that faculty may not be aware of and have new and creative ways of addressing problems.

Class Liaison: This is one or two faculty members who meet after every term with a candidate class during the first four years of training (sometimes longer) to facilitate communication between OPI and the candidates and vice versa. Liaisons communicate candidate concerns to the OPI EC and may also help candidates brainstorm about things they can do themselves to improve their training experience as a group. Liaisons also communicate important and relevant information about OPI to the candidate class. Later in a candidate class’s development, the liaison can help with the transition between being a candidate and being a faculty member and encourage a candidate’s ongoing professional development.

Control Case: This is a patient in psychoanalysis four or five times per week conducted by a candidate. A control case must be approved by an SA, who will meet with the candidate on a weekly basis to help the candidate with the treatment and in learning to be a psychoanalyst.

EC: The Executive Committee is composed of the Director of OPI, the Chairs of all the OPI Committees, the OPI Administrator, a Candidate Representative, two Faculty Representatives, and the Former Director or the Incoming Director (the Former Director will sit on the EC for the year following their three-year tenure; the Incoming Director for the year prior to their tenure). The EC meets monthly to conduct OPI business. The Chairs include the Admissions Chair, the Curriculum Chair, the Faculty Development Chair, the Progression Chair, the TA/SA Committee Chair and the Training Outreach Committee Chair.

Faculty Member: An instructor at OPI who identifies as a teacher of analysis and has made a commitment to the OPI training program.

A faculty member will teach courses and serve other roles at OPI, such as working on committees, being advisors, serving as a class liaison, and interviewing applicants. All TA/SAs and advisors are faculty members. The faculty meets as a group at least quarterly.

Geographic Rule SA: This is a somewhat antiquated term, but you may hear it. This refers to an SA who is not at OPI, but who has undergone a vetting process at another APsA Institute and may qualify to supervise a control case if you have already had two OPI supervisors and you would like to work with someone outside of OPI. Check with the TA/SA Committee to make sure they qualify.

Immersion Case: This is a patient being seen three times per week by a candidate and supervised weekly by an SA. This case does not count as one of the minimum three control cases but gives the candidate an opportunity to immerse themselves in analytic work. These hours count toward the minimum immersion requirement for graduation.

OPI Administrator: (also referred to as the OPI Executive Director or Administrative Director at times) handles all the details of the program and knows everything there is to know, or at least who to ask. They live at the OPC office (or at least it seems that way) and are incredibly helpful.

Policies and Procedures, aka "The P & Ps": This is an ever-changing document that you can access via the OPC website. It is the most up-to-date document about what rules we use to guide us in Admissions, Progression, Faculty Development, TA/SAs, Curriculum, Training Outreach and the Executive Committee. Frequently, we discover that a well-intended rule no longer works, or has complexities that we had not anticipated. In these situations, the committee responsible will re-author

the policy or procedure and bring it to the Executive Committee for discussion and a vote. It is often helpful to check the P & P's if you do not understand how something in the program works.

Progression Review: Also known as the Progression Review Committee Meeting. Twice-yearly meeting where a candidate's progress in training is reviewed. All TA/SAs attend this meeting, as do all members of the Progression Committee and a candidate's advisor. This is an opportunity for the faculty to come together to have a thoughtful discussion about the training needs of each candidate. A candidate's TA is recused from the meeting for that candidate.

Supervising Analyst: Sometimes the above will be called a Supervising Analyst (SA). You will also hear the terms supervisor and control case supervisor when they are your designated supervisor for your control case. Some institutes have separate TAs and SAs. We don't do that at this point.

TA/SA: Training Analyst (TA) and Supervising Analyst (SA). At this point in our field's history and the history of OPI, certain faculty members have been through a process where they are approved to be both TAs and SAs. This may change in the future, but for now, one vetting process has approved these faculty members for both of these roles. TAs are approved to conduct analyses for candidates; SAs have been approved to supervise control cases for candidates.

CONTINUING MEDICAL EDUCATION CREDITS

Continuing Medical Education (CME)

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint provider ship of American Psychoanalytic Association and Oregon Psychoanalytic Center. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians."

The American Psychoanalytic Association designates this Live Activity for a maximum of AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: *None of the planners and presenters for this educational activity have relevant financial relationship(s)* to disclose with ineligible companies* whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.*



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