



# Candidate Handbook

## OREGON PSYCHOANALYTIC INSTITUTE

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## Introduction

The Mission of the Oregon Psychoanalytic Center is:

*To educate psychotherapists and the community in order to promote emotional growth, honor diversity, and develop the life of the mind.*

## **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 (APsaA).

## 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 four-year 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 authentically with their patients in a process of discovery and growth. Analytic candidates are encouraged to think critically, to learn through self-knowledge, and to draw insight and inspiration from great 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.

Deepening the treatment relationship provides both clinician and patient opportunities for growth.

### **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 potentials 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 therapists treat in today's complex world. Object relations, self and inter-subjective theories, developmental points of view, and attachment theory, as well as feminist, relational, and interpersonal perspectives, 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 psychotherapies 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. In the demanding intimate partnership of a good therapeutic relationship, psychoanalytic training can provide important tools: an ability to work in depth with unconscious intrapsychic and interactional phenomena, a surer grasp of transference and countertransference, a capacity to use one's 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.

While psychoanalytic training is rigorous, it is often the most satisfying and effective path in preparing a clinician for the difficulties and rewards of the therapeutic 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 APsaA 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 four-year academic curriculum.

A psychoanalytic education is experiential as well as scholarly. Tools are needed to increase self-awareness and personal growth, in addition to gaining objective knowledge of others or factual knowledge of abstract theories or clinical strategies.

Creating a therapeutic relationship and learning its proper use on the patient's behalf is vital. This relationship is the setting where the psychoanalytic process unfolds, as it provides the necessary human connection and therapeutic interaction that generates the feelings, thoughts, new experiences, and understandings that can ultimately heal the patient and lead to growth and new development.

### **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, 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 as a whole. 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**

- 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 accepted 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 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.

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.



## **Admission 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. 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 committees' 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.



Documents are only available 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.

### **Transfer Applications**

Candidates enrolled in any APsaA or IPA 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 two local cases required for graduation but could be used as a third or fourth case.

### **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 or so 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 Executive Director (ED). 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 liaison between the Progression Committee and the candidate. The advisor's primary role is a supportive, nonevaluative 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. An advisor will meet with the candidate at least twice a year, preferably more. An advisor will also attend Progression Committee 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, including post-seminar educational planning. 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.

### **Modified Re-application for Former Candidates**

Occasionally a candidate chooses to leave training at OPI and then at a later time would like to return 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.



### Progression

The purpose of the Progression Committee is twofold. It follows the candidate's progress in training with periodic reviews, approval of major transitional steps, and makes every effort to ensure the quality of their 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. (See Remediation, Probation & Dismissal)

The Progression Committee routinely reviews each candidate's work twice a year to determine the overall progress of each candidate's academic and supervised clinical work. Attending the review are members of the Progression Committee, all OPI TA's, 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 reports of supervised analyses, and it is noted whether the candidate is still in analysis. Candidates can 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 committee prior to the review.

Note that a review is required for (1) first case approval, (2) third case approval, (3) approval for unsupervised work, and (4) 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 review and helps the candidate think through what they need to do at that point in their training to continue to grow as a developing analyst. The faculty advisor informally reviews progress 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.

Candidates who have completed four years of didactic training, have conducted three well established cases in supervision, and have demonstrated clinical competence in psychoanalysis are eligible to advance to unsupervised work. This step requires Progression Committee approval. Unsupervised cases do not count for the graduation requirement.

Graduation from the Institute 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 analysis is kept entirely out of the Progression Review, except to note when an analysis begins and ends. It is the responsibility of both the candidate and the TA to communicate this information to the ED. A candidate's 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 changes their TA during candidacy, this is a private matter, although the ED must be notified. **This is an important matter. We recommend the candidate seek consultation during this process.**

### Training Analysis

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 emotional growth. Training Analyses are conducted at a frequency of four to five times per week.

Candidates may select any TA from the currently approved list of OPI TAs. We strongly recommend that a candidate be in their four to five times per week training analysis 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 four to five times per week training analysis by the start of classes of their first year of training. Candidates must be in their four to 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 of time with the candidate's analysis of control cases. Were this analysis to terminate 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 personal analysis four 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 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 factors interfere with the candidate's ability to analyze patients, resumption of the training analysis may be required.



As mentioned above, analytic matters 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 Committee and ED, as is the date of termination. Candidates are required to inform the ED, 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 ED of the beginning and end dates of each training analysis.

### **Supervised Clinical Work**

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 supervisors must be OPI SAs. For subsequent cases, candidates may also choose supervisors from other APsaA affiliated institutes.

Each control 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. The first control case is selected in consultation with the candidate's first supervisor. A control case is based on its suitability as a training case and the candidate's level of experience.

A control case is a supervised analysis conducted at four to five times per week approved by an OPI SA. A supervised analysis conducted at 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 good analytic education.

A candidate may seek permission from the Progression Committee, in consultation with the supervisor, to begin a first analytic 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 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 to five times per week for six months prior to the beginning of their first control case.

A second control case may be started when the first case is solidly underway and the supervisor approves the candidate's readiness to undertake it. The candidate chooses a second SA to discuss the suitability of a possible second control case. Acceptability of the case is contingent on the approval of the second supervisor.

Third case approval requires a more detailed assessment of a candidate's progress by the full Progression Review Committee before it can be started.



This assessment includes a thorough review of the first two control cases and the candidate's training progress.

Advanced status means one has completed the four-year didactic curriculum. Advanced candidates are required to attend continuous case conference seminars until graduation. They are also encouraged to attend other OPC special programs. Note: Candidates receive a 50% discount on special programs throughout their candidacy.

A candidate who has demonstrated clinical competence in psychoanalysis, completed the four-year curriculum of classes, and has three well developed cases in supervision may petition the Progression Committee for permission to conduct unsupervised analyses. This requires a Progression Committee Review. The candidate will then be able to take on additional cases without supervision.

Supervision must continue on training cases initiated prior to approval for unsupervised analytic work. Please see the Graduation section on for more detail about requirements. 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. Fees between candidate and supervisor are negotiated privately.



## Use of Telephone or Video Teleconferencing for a Control Case

**NOTE:** During emergency circumstances such as a pandemic all aspects of analytic work may be conducted by remote technology as agreed to with the control case supervisor. This includes starting new cases as approved by an OPI SA or Geographic Rule Supervising Analyst approved by the TA/SA Committee. Under such emergency circumstances remote technology may be used until the candidate and analyst are comfortable returning to in-person work.

Under non-emergency, non-pandemic circumstances, it may be possible to use telephone or video teleconferencing in the analysis of one candidate control case. For a first such case, OPI policy requires the following: 1) a minimum of one year of in-person analytic work prior to consideration for distance work, 2) approval by the supervisor based on whether an analytic process has been established and a discussion of all the analytic issues that have taken place is documented in the case write-up and supervisory report, 3) use of HIPAA-compliant telephone or video-conferencing, 4) the candidate must be licensed in both states, 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-teleconferencing, provisions should be made, whenever possible, for in-person contact to occur periodically between candidate and analyst during the course of that work.

### **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 ED throughout candidacy.

Faculty members, Training and SAs are required to provide the same proof of insurance and licensure annually.



### **Case Selection, Case Assignment, And Fees**

The majority of analytic cases come from the candidate's own practice. The criteria for selection should be based on the careful consideration of the patient's suitability for psychoanalytic treatment. Criteria for patient suitability should be discussed with the case SA. Approval is granted through consultation with the SA. Supervisors will assist in consideration of suitability for analysis and conversion of patients from psychotherapy cases, and in addition to advisors, serve as mentors in all matters of educational concern.

After the first 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. However, the second case does not require a Progression review.

Approval to begin a third case must be granted by the Progression Committee, following a review. This is requested by the candidate.

Supervision on all approved training cases will ordinarily 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 less than weekly meetings to the Progression Committee.



Fees between patient and candidate are negotiated privately.

### **Case Records and Reports**

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 a candidate Record of Supervised Analysis (control case) form (available on the website under Member Files/OPI Faculty and Candidate Resources) and submit it to the ED for 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 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 rejected as unsuited for analysis should not be listed.

Initial, annual, and final clinical case reports are required from the candidate. The initial write-up is required within three months of starting a case. It should emphasize diagnosis, assessment of analyzability, projected dynamics, transference, countertransference, expected resistance in the analysis, and the evolution of the opening phase.



Thereafter, interim reports are due annually and should convey the course and process of the analysis for the year that is being discussed. All case reports must be discussed with and approved by the SA no later than one month prior to the appropriate Progression Review meeting. The ED will inform candidates and supervisors of the relevant due date. A Report Cover Sheet (also available on the website), signed by the SA, is to be submitted by the candidate to the ED at that time (but not the report itself). This is the procedure for all case reports throughout candidacy.

A final report is due upon an interruption and/or termination of the analysis. As above, it must be submitted no later than one month prior to the next Progression Review, approved by the SA, with a signed cover sheet for the ED. For the three cases required for graduation (see Graduation requirements 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 use the writing format for American Board of Psychoanalysis Certification (available on the American Board of Psychoanalysis website). If a candidate has elected to have additional supervised cases during training, briefer (no more than two pages) summaries are required. No reports are required for unsupervised cases.

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



case, to unsupervised status, or to graduate. All case reports are required to be submitted to the supervisor one month before the fall or spring Progression Review meeting.

### **Informed Consent**

Candidates are expected to obtain informed consent of all new patients in psychoanalysis during their candidacy. Compliance with the policy must be documented with the Progression Committee. This may be done in either of the two following formats. Candidates will simply check off, on the Record of Supervised Analysis, whether a verbal or written consent was obtained, and when.

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.

### **Seminar Attendance**

Candidates participate in the clinical seminars until graduation. The four-year core curriculum is arranged into tracks: Development, Technique, Theory, Psychopathology and Process. Following the fourth



year, candidates are expected to attend weekly Continuous Case seminars during the academic years prior to graduation.

Attendance at all seminars is required. If for any reason a candidate is unable to attend a seminar session, the faculty instructor should be informed of the anticipated absence. Initialing attendance records for each class is a CME requirement as is completing course evaluations at the end of each course.

It is the candidate's responsibility to work out makeup arrangements with the instructor. Makeup arrangements can be fulfilled in a variety of ways by mutual agreement of instructor and candidate. Some examples are: taking the seminar in a future year, meeting in a tutorial with the instructor, reporting in a future seminar meeting on extra reading, or writing a brief paper on the subject. Please see the Curriculum section for further details.

Faculty instructors for each seminar have the obligation to determine whether the candidate's level of attendance and participation is sufficient to receive credit for the seminar. (Less than 80% attendance will not earn credit.)



### **Inclement Weather**

Generally, we will follow the lead of Portland State University when deciding whether to cancel classes due to inclement weather and dangerous driving conditions. If classes are canceled, staff will email candidates and teachers and post a notice on the website.

For out-of-town candidates or students, we offer virtual attendance when classes are meeting during bad weather.

### **Course Evaluations**

Course/teaching evaluations are a requirement of OPC's CME 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 shared with course instructors.

Candidates will receive a personal pin number in order 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 will be a matter for consideration by the Progression Committee.



## Graduation

Graduation is based on the following criteria:

- Satisfactory completion of the four-year curriculum and post-seminar academic requirements.
- The candidate's training analysis shall have overlapped sufficiently with their control cases and course work.
- The overarching criteria are that the candidate demonstrates a mature and independent capacity to facilitate a deepening psychoanalytic process and has a comprehensive knowledge and understanding of the psychoanalytic process and situation, in addition to the clinical methods and technique used in the practice of psychoanalysis. This may require more supervised psychoanalytic work than the minimum requirements for immersion.
- In addition, the candidate has conducted at least three analyses. The analysands of these analyses should represent more than one gender. At least two of the analyses should be a minimum of two years in duration without significant breaks; the third must be at least one year in duration without significant breaks. One analysis should be at least in an advanced middle phase, compatible with a likely transition into a termination phase. The other cases should show evidence of a deepening analytic process. The candidate must have documented at least 1200 hours of supervised analytic work.



- All immersion requirements must be fulfilled while the candidate is in active status within the institute, not on a leave of absence or in any other status other than a fully active one. One of the three supervised analyses may be a child supervised by an OPI approved child SA. All case write-ups must be completed. It is strongly recommended that candidates who have graduated prior to the termination of a case return to supervision after graduation during the termination phase of that case. The three final case write-ups should conform to the format for certification and summarize the entire analysis. All fees must be paid before graduation can occur. These are the minimum requirements for graduation. Please see the Progression Committee P & Ps for a more detailed outline of graduation requirements.
- All supervisor approved case reports and other required paperwork and fees must be up-to-date. The official graduation date will be the date the EC approves the recommendation of the Progression Review Committee. Upon graduation, it is encouraged that the new graduate apply for Institute faculty status through the Faculty Appointment & Development Committee.



### **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. 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. The candidate should submit a letter to the Progression Committee describing the reasons that a leave of absence is necessary. The Progression Committee will then consider the request and specify conditions under which the LOA could be approved. Because of the advantages of continuity for psychoanalytic education, a LOA should not extend beyond two years. A leave may apply to academic work only, or to both clinical and academic work. The Progression Committee will provide support and guidance during this process to help the candidate with decision making around the LOA, return to classes, and continued participation in the OPC community.

With special permission by the Progression Committee, a candidate on academic leave may be able to continue to receive credit for a limited period of time for control case work under conditions set by the Progression Committee. The Committee will hold periodic reviews during the LOA, in addition to the candidate's request to be reinstated. At the Committee's discretion, it may require interviews and evaluation to determine a candidate's suitability to return. Candidates going on full leave (from both clinical and academic work) should consult with supervisors, and if necessary with the Progression Committee, about appropriate clinical



management of current analytic cases.

When supervised analytic work is continued during a full leave, this work will not count toward the graduation immersion requirement for supervised analytic work.

The candidate on leave is expected to keep in contact with their advisor on a regular basis, and not less than every six months. This facilitates the faculty's ability to assist the candidate during the LOA and to help prepare for eventual return to class and/or clinical work.

A LOA candidate on both academic and clinical leave must agree, in writing, not to conduct analysis under the auspices of OPC while on leave. The candidate will pay an annual LOA administrative fee. Please see the Progression Committee P & Ps for further details.

### **Transfer from Clinical Program to Academic Program**

On occasion, a clinical candidate may wish to transfer to academic candidate status. The candidate may submit a written request for such change to the Chair of the Progression Committee, which will review the request and make a recommendation to the EC which will then make a final decision.

If approved for a transfer to become an academic candidate, the candidate will agree to complete all requirements for graduation as specified for the Academic Candidate Training Program.



In addition, the academic candidate will continue working with their supervisor(s) to plan and facilitate a suitable ending of any existing control case psychoanalyses through a termination, a transfer or a conversion into a psychoanalytic psychotherapy. The academic candidate will sign an agreement stating they will not practice psychoanalysis.

### **Advanced Education and Training**

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

### **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.



In addition, candidates are encouraged to talk with their supervisors, advisors and teachers.

### **Certification**

A graduate analyst is encouraged by OPI to apply for certification by the American Board of Psychoanalysis (ABP). At the current time, this process serves as a national review (rather than a review by the organization directly responsible for the applicant's training) to demonstrate competence in conducting psychoanalysis. Case write-ups and oral discussion with members of the 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 faculty are available to assist the graduate in preparing for the written and oral requirements for certification.

Candidates are also encouraged to consider the Pre-graduation certification pathway through ABP. This option allows the candidate to write up and submit, for certification approval, two cases in mid-phase during analytic training. The third case would be submitted after graduation and be involved in the oral exam component of full certification. During the Pre-graduation certification process, supervisors and other faculty are available to help with the write-ups, which are similar to the OPI write-ups for graduation.



More information can be obtained from the ABP website, the OPI writing instructors, and the Progression Committee.

### **Personal Training Analysis and Supervision Fees**

Fees for training analyses are arranged between analyst and candidate. Fees for supervision are arranged between supervisor and candidate. The analysis and each supervision must be with a TA and SA approved by the Oregon Psychoanalytic Institute and APsaA.

### **Annual Tuition and Related Fees**

#### **OPI 2022-23**

- Tuition, years 1-4: \$5378\*
- Tuition, years 5 and beyond: \$2690\*
- Tuition, Pre-matriculation: \$900\*
- PEP-Web subscription: \$85
- 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 15th.

For the convenience of candidates, the first half may be paid July 15th and the remainder by December 31st. PEP subscriptions are due July 15th.



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 ED.

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.

\* Tuition is raised 3% each year.

### **Leave of Absences Fees (LOA)**

#### LOA-Inactive:

\$1000 Administrative Fee + \$85 PEP = \$1085

Includes \$350 Professional Level OPC membership due July 1st

#### LOA-Academic – Active with No Courses:

Tuition at 40%:  $\$2028^* + \$85 \text{ PEP} = \$2113$

Includes \$350 Professional Level OPC membership & LOA Administration

*First-half invoiced June 1st:*

$\$1014^* + \$85 \text{ PEP} = \$1099$ , due July 1st

*Second-half invoiced November 1st:*

$\$1014^*$ , due December 31st



LOA-Academic with Process Course (only for Year 1-4):

Tuition @ 50%: \$2535\* + \$85 PEP = \$2620 (process tuition)

Includes \$350 Professional Level OPC membership &

LOA Administration

*First-half invoiced June 1st:*

\$1267.50\* + \$85 PEP = \$1352.50, due July 1st

*Second-half invoiced November 1st:*

\$1267.50\*, due December 31st

\* 3% tuition increase annually

**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 May. Current schedules and bibliographies are made available by August 1<sup>st</sup> 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 APSaA.

**Curriculum 2022-23**

The four-year core curriculum is designed to function within the traditional tripartite model of psychoanalytic education. The student's course work, 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 and is intended to capture the continually evolving nature of psychoanalytic knowledge and relevance of multiple perspectives. The student 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-understandings.

To further the goal of continuously evolving learning, we have created an open system among students, faculty and the Curriculum Committee. Feedback from candidates is actively encouraged. In addition to written feedback of instructors and courses, one or two class liaisons are assigned by the EC 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 considering 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 ED. Traditionally, these reports are sent to the Curriculum Committee, and a summary of these comments is used in the biannual Progression Review and resulting letter that is shared with the candidate. The purpose is to facilitate the learning process in a respectful manner attuned to the individual talents and needs of each candidate.

### **Pre-Matriculation**

Until a full complement of the next class is formed, an individualized curriculum will be set up between the candidate and a representative from the Curriculum Committee. This individualized curriculum may include one or two meetings with select faculty to read and to discuss psychoanalytic papers, review a pertinent topic, etc. As the next class forms, monthly meetings with class members will occur during 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-matriculated candidates are charged tuition based on the number of CME hours granted.



## Course Descriptions by Year

### **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.

Although there are changes from year to year to accommodate the particular talents of faculty and the changing landscape of psychoanalysis, the overall scheme of the curriculum is as follows.

Detailed course descriptions will be available with the comprehensive syllabi and reading lists that are distributed the summer before the academic year.

### **IF YOUR TA IS TEACHING YOUR CLASS:**

It is our policy to not have TAs teach with their analysand in the class. Please check the course schedule and assigned instructors when it first comes out. If your TA is teaching a course, please notify the ED of the conflict and they 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, an instructor could be a former therapist or a family member's therapist. This would also represent a conflict of interest and would necessitate taking the class by tutorial.



### **YEAR ONE:**

Topics in the year one curriculum include 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 Process Courses – two focusing on beginning psychoanalyses.

### **YEAR TWO:**

This year the theory track continues with Ego Psychology, Kleinian Theory, and the beginnings of Relational Theory. The development track moves on to adolescence and young adulthood. A course in Dreams is offered. There are courses in Assessment of Character, Neurotic Structure, Trauma and Dissociation, and Narcissism. The Process course will focus on mid-phase and analytic listening. Writing and Ethics classes will be continued.

### **YEAR THREE:**

Theory courses 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, Sadomasochism, and Borderline Character. Writing and Ethics courses continue, and the Process courses continue to focus on mid-phase.



#### **YEAR FOUR:**

This year often becomes 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 Process, Ethics, and Writing.

#### **YEAR 5 & BEYOND (Post-Seminar):**

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. Post-seminar 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.

#### **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](http://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 Center information. Log in as a member to access all of 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/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 learning psychoanalysis. 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!

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

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.

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.

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



Control Case: This is a patient in psychoanalysis four-to-five times per week conducted by a candidate. A control case must be approved by a 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. To graduate, you will have at least three control cases, and two should be in their treatment at least two years and one for at least a year. They should be of different genders and give you experience with different kinds of psychopathology.

Immersion Case This is a patient in a three times weekly psychoanalytic process conducted by a candidate. An Immersion case must be approved by a SA who will meet with the candidate weekly. An Immersion case will not be included in the required three control cases for graduation, but the hours can count towards the required hours. Often, immersion cases will become control cases when they transition to a four-or-five-times per week frequency.

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.

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 monthly and quarterly.

Progression Review: A twice-yearly meeting where a candidate's progress is reviewed. All TA/SAs attend this meeting, as do all members of the Progression Committee and a candidate's advisor.



Executive Director (ED): The Executive Director (also referred to as Administrator or Administrative Director at times) handles all the nuts and bolts of the program and basically 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.

APsaA: 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 APsaA 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 APsaA institutes. APsaA usually has twice-yearly national meetings, one in New York City and the other in another city that varies (SF, Boston, Austin are a few recent locations). These meetings have been somewhat disrupted by the pandemic, but they recently had their first in-person meeting since 2020. OPI cancels classes during the weeks of the APsaA 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. APsaA has a special rate for candidates to join as members and we strongly encourage you to join.

The EC: The Executive Committee, which is composed of the Director of OPI, the Chairs of all the OPI Committees, the Executive Director (ED), 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), meets monthly to conduct OPI business. The Chairs include the Admissions Chair, the Curriculum Chair, the Faculty Development Chair, the Progression Chair, and the TA/SA Committee Chair.



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 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 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 also encourage a candidate's ongoing professional development.

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, and the Executive Committee. Not infrequently, we discover that a well-intended rule no longer works, or has complexities that we hadn't anticipated. In these situations, the responsible committee will re-author the policy or procedure and bring it to the Executive Committee for discussion and a vote. It's often helpful to check the P & Ps if you don't understand how something in the program works.



## **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 (name of nonaccredited provider). 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 [number of credits] AMA PRA Category 1 Credit(s)<sup>TM</sup>. 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.*

*\*Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company. -Updated July 2021-*



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