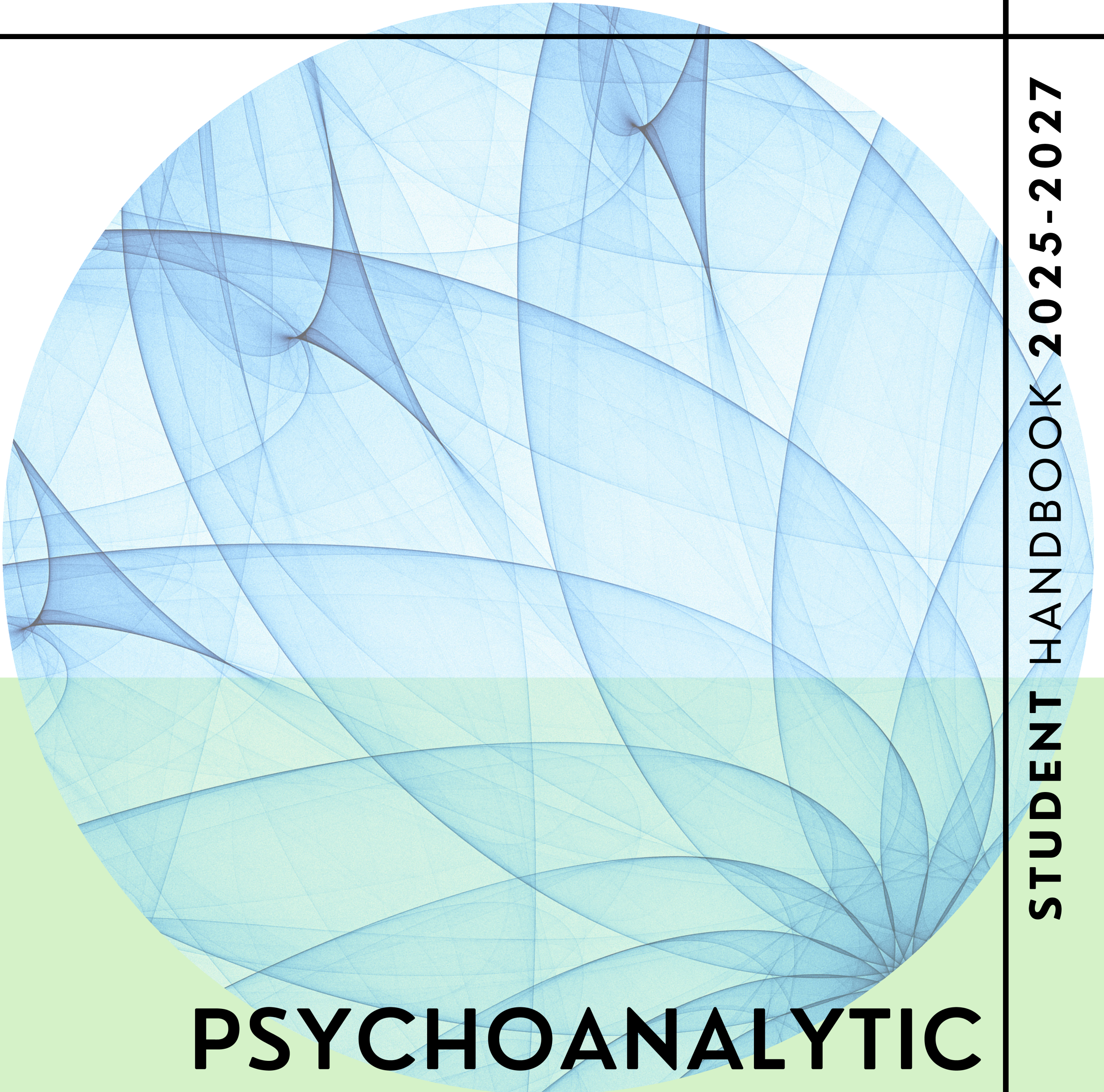


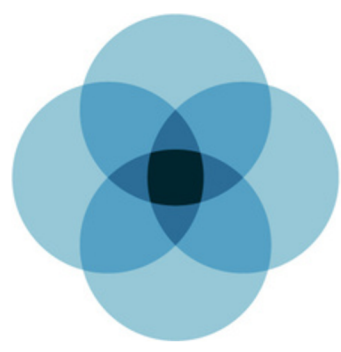
**OREGON  
PSYCHOANALYTIC  
CENTER**



# **PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM**

**STUDENT HANDBOOK 2025-2027**





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# WELCOME!

Dear PPP Class of 2025,

On behalf of the PPP Committee, we want to welcome you to the program! We are excited to have you and are delighted that you have decided to continue your training with us. We have spent many months preparing for your matriculation, and we are all looking forward to getting to know you. We expect that this will be an exciting and enriching experience for you, professionally, intellectually and emotionally. It will be hard work, as you immerse yourself in the classes, readings, cases, supervision and your own therapy. We are here to support you in this process, so please call on us as needed.

To help you get started, this handbook will guide you in finding answers to questions you may have about the PPP and OPC in general. You will have a chance to ask questions at the New Student Orientation and may always contact your advisor or anyone on the committee for further clarification.

Until then, happy reading, and once again, welcome to the PPP!

Sincerely,  
Redmond Reams, PhD  
Chair, PPP Committee



# THE PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM

The Psychoanalytic Psychotherapy Program of the Oregon Psychoanalytic Center is a two-year didactic certificate program for psychotherapists designed to expand their psychoanalytic knowledge, increase their self-awareness, and deepen their clinical skills. The program is ideal for psychotherapists who want to enhance their knowledge and skills and develop a network of like-minded colleagues. Depending on individual circumstances, students may take more than two years to complete the program.

The program in adult psychoanalytic psychotherapy is open to licensed mental health professionals of all disciplines. It is distinct from training in psychoanalysis in that it focuses solely on the practice of psychotherapy. The program has three elements essential to psychoanalytic psychotherapy training: coursework, supervision, and personal treatment.

Coursework is a series of integrated seminars exploring theory, development, technique, and clinical case conferences. Each week of coursework, there will be one didactic class and one case conference. Class size is limited to foster in-depth discussion.

Clinical supervision of the two training cases enhances the classroom experience and deepens the development of clinical skills. Participants are required to treat one twice-weekly psychoanalytic psychotherapy case for at least twelve months and to treat another case at least weekly for six months or longer. The two supervisors for these cases will be chosen from the Psychoanalytic Psychotherapy Supervising Faculty.

A personal experience of a psychoanalytically informed therapy, either through twice-weekly psychoanalytic psychotherapy or psychoanalysis, is invaluable to clinicians in promoting self-awareness and deepening learning. Recent past or current treatment of at least one year, preferably longer, is a requirement of the program. *We strongly encourage students to be in such treatment during their training in the PPP, as it will greatly enhance your learning.*

## Student Process Group

Starting in September 2023, the PPP has added a Student Process Group to the curriculum. An important aspect of the PPP is that students attend as a member of a cohort and go through the program together as a group. Psychoanalytic theory asserts there will be conscious and unconscious processes that will occur in all groups. The Student Process Group provides a confidential space for students to reflect and converse together about their feelings and experiences as students in the program, their interactions with each other and faculty, and how they are functioning as a group.

A facilitator who is a member of the PPP faculty will attend each process group. The facilitator is not a group therapist, supervisor, teacher or mediator but rather someone who seeks to help the students reflect and use the group productively to benefit their experience in the PPP. The facilitator does not evaluate students and doesn't report on the specific content of the group to anyone in the PPP. The Student Process Group meets five times each academic year during the time when case conferences normally meet.



## ADVISEE / ADVISOR ASSIGNMENTS

Julie Berman, LPC — Brent Belford, LCSW  
Jessica Carlin, LCSW — Stacey Gramann, DO  
Andrew Conner, LMFT — Rachael Berkeley, LCSW  
Bethany Haug, LPC — Kerry Opdyke, MD  
Josiah Laughlin, PMHNP — Michael Weiner, LCSW  
Alena Lauritsen, LCSW — Merrill Weyerhaeuser, PhD  
Lauren Merrell, PMHNP — Rachael Berkeley, LCSW  
Jazmyn Price, PMHNP — Paula Levinrad, LCSW  
Libby Schwartz, LPC — Kelly Reams, BCD, LCSW  
James Terhune, PsyD — Jolie Krechman, PhD

## ADVISORS

The committee assigns each student an advisor from the PPP faculty. The advisor acts as an educational mentor and resource for the student. The student arranges a meeting with the advisor at the end of December and April each academic year to review the student's evaluations, and discuss the student's progress and experience. Some advisors and students choose to meet more frequently. The advisor does not perform an evaluative function. If the student is experiencing educational concerns or concerns about the program, the student should contact their advisor. If necessary, the advisor can contact the PPP committee to check the current policies and procedures for the program. If the policies and procedures don't answer the concerns, the chairperson of the PPP will consult with the Program Coordinating Committee, which oversees the educational programs for OPC, for further advisement.

## DUAL RELATIONSHIPS

There are times when a student's therapist is scheduled to teach a PPP class. The PPP's position is that the decision about whether or not a student is taught by their therapist should be up to the dyad. If a therapist takes on a student whom they know may be a current or future PPP student, and they're scheduled to teach, this would be something to discuss together early in the treatment.

If a PPP student's therapist is scheduled to teach his/her class, the options would be:

1. The teacher could opt not to teach, and if already assigned, could collaborate with the PPP committee in finding a replacement teacher. This usually works best if anticipated far in advance.
2. The teacher and/or student could opt for the student to miss the class taught by the student's therapist and request a tutorial instead. A tutorial would involve a number of individual meetings with an alternate teacher, going over the missed curriculum. The student should contact the PPP committee to arrange this tutorial. This option applies to a didactic class only; if the student/therapist opts for the student to miss a case conference, an equivalent experience would be organized at the discretion of the PPP Committee.
3. The teacher and student could opt to be in class together. The teacher would not evaluate the student, and the student would not evaluate the teacher.

This policy is not limited to the mixed role of patient and student. It might also pertain to other complex relationships, such as spouses or the families of patients, or other conflicts.



# GRADUATION REQUIREMENTS

## Psychoanalytic Treatment

A personal experience of a twice-weekly psychoanalytic treatment is required. This requirement can be met by recent treatment (in the last 3 years), or by current twice-weekly psychoanalytic psychotherapy, or psychoanalysis of at least one year, preferably longer. Therapy is kept confidential, with no formal reporting to the PPP, beyond the student's advisor noting that the requirement has been or is being met. The logistical details (negotiating fees, scheduling) are arranged by the student and therapist.

## Classes

Classes will be held in person on Tuesday evenings, 6:00 - 9:15 pm, September to June. Courses are taught by psychoanalysts and psychoanalytic psychotherapists who are members of the PPP faculty and OPC. Courses include tracks on psychoanalytic theory, diversity, development, psychopathology, technique, and clinical process. Course descriptions can be found on the OPC website. Course readings are available on PEP-Web and the OPC website. Successful completion of the two-year course curriculum is required for graduation.

The didactic class is held first from 6:00 - 7:30 pm, and the case conference/process group is second from 7:45 - 9:15 pm, with a 15-minute break in between. Occasionally, special circumstances arise that require the teachers to change this order, but otherwise, every effort is made to maintain this academic frame.

## Attendance

In the PPP, attendance is important. A big part of learning in the program is done in a group setting, through in-person discussion. Students in the PPP have often cited their experience with their cohort as a very impactful part of the program. As analytic therapists, our consistent presence, emotional availability, and reliability are important aspects of the frame, and of our holding and containing functions. Instructors are volunteers who work hard to prepare their courses and count on student participation. We would therefore like students to be mindful of the impact of absences on their own learning, and on their classmates and instructors. We understand that there are unexpected life circumstances, and we do provide an opportunity to do individual make-up work in place of missed classes (see below), but the make-up work is not equivalent to the experience of being in class, so the hope is that it is kept to a minimum.

Students must meet attendance requirements for all courses and complete course evaluations in order to pass the class, get CE hours, and meet graduation requirements. The program and instructors keep track of each student's attendance and include it in student evaluations at the end of the course. Students are also responsible for keeping track of missed classes and initiating the process of setting up makeup work. If there is a need for frequent or extended absences, the student must contact the program chair with as much advanced notice as possible, and request in writing, the attendance change. Instructors should be notified of any missed classes ahead of time, if possible.



**Attendance and make-up work** are handled differently for didactic and case conference courses:

Didactic courses require a minimum of 80% attendance for each section. If attendance falls below 80% (i.e., missing one class when there are 5 or fewer classes in a course or missing two or more classes when there are more than five classes in a course), the student is expected to contact their instructors for make-up work. The type of make-up work is up to the teacher and student, but in the past has included summary papers of articles or 1-2 page written applications of theory to a particular clinical situation or vignette.

Case conference classes over the course of the academic year will be counted as one course requiring a minimum of 80% attendance. If a student’s attendance falls below the 80% level, the student will be required to make up classes according to the chart below. The student should contact the PPP committee chair to discuss options for make-up work. The type of make-up work is up to the program and student, but in the past has entailed an extra in-person case conference for students who need to make up this requirement.

**Case Conference Make-up Classes Required for % missed**

<u>Classes % Attended</u>	<u>Make-up Classes Required</u>
80%	None
70 - 79%	1 additional case conference seminar of comparable length
60 - 69%	2 additional case conference seminars of comparable length
Below 60%	To be addressed by the committee

**Evaluations**

To fulfill the program requirement and earn CMEs, students will evaluate each course and instructor following each course. *It is of the utmost importance that students complete their evaluations within two weeks of the course's conclusion.*

Additionally, at the end of each course, the instructors will evaluate each student’s progress. Faculty evaluations will be made available to each student in the student’s online portal.

**Training Cases (2)**

Psychoanalytic psychotherapy training cases may be started as soon as the student has chosen a faculty supervisor and has a patient who is approved by that supervisor as appropriate to fulfill the training requirements of the program. It is not necessary to have a case when starting the program, but if someone has already identified a case with a supervisor, *patient, and supervision hours counting toward graduation will not start until after the first classes have started in September.*



## Training Cases (2), continued ...

By the end of the first year, the student should have a supervisor, *even if the student doesn't have a case*. In order to graduate, students need to treat two psychoanalytic psychotherapy cases with supervision over the course of their training throughout their duration in the PPP. The two training cases and supervisions may occur concurrently or sequentially.

The **first case** is treated twice weekly for at least 12 consecutive months and supervised weekly for a minimum of 45 supervision hours during that year. This case will be written up when the student is nearing completion of this requirement or after this requirement has been satisfied, and no earlier than the second year of training.

The **second case** needs to be a psychoanalytic psychotherapy treatment at least once per week for a minimum of six months. The student must select a different supervisor for this case to get different perspectives. To count toward graduation, the supervision for the second (once-weekly) case must occur for a minimum of six months that the case is going, at a minimum frequency of every other week, and have a minimum number of 15 supervision sessions over the course of the six months.

## Supervision (2)

Students select **two** different supervisors from the PPP faculty. The practical issues (fee, schedule, etc.) are negotiated between student and supervisor. Supervisors evaluate students in writing by **December 15** and **April 15** each year. Supervisors will share and discuss their evaluations with the student. Evaluations are kept in the student's electronic file. Students have access to their files.

The student is responsible for completing a supervision form for each clinical case. Students will have their supervisors sign off on these forms before turning them into the OPC office, where they are filed. At least 45 hours for the twice-weekly case and at least 15 hours for the once-weekly case are required. Supervisors are expected to contact the PPP Committee Chair if a supervisee leaves supervision before completion of their supervision requirements or if there are any other disruptions to the supervision.

The twice-weekly case will be written up as a case report no earlier than the second year of training. The case need not be terminated at the time of the report. Reports can vary in length, between 10-20 double-spaced pages, and should include vignettes, formulations, theory, predominant defenses, transferences, countertransferences, and major shifts in the work together. The student will work with their supervisor for their twice-weekly case on the paper. If the student and supervisor for the twice-weekly case are no longer working together, the student must schedule at least one more meeting (preferably more, but this is up to the supervisor) to get help and feedback with their paper.

The student will submit at least one draft to the supervisor for edits, and then will turn in a final draft to the supervisor by April 1. The supervisor evaluates it, and once approved, signs off on it. **The student then delivers a hard copy of the Final Case Report, with the cover page signed by the supervisor, to the PPP Administrator, who will disperse it to the Committee members for final reviews.** In order to be considered for graduation in the same year, the Final Case Report and signed cover page must be received by the PPP Committee no later than May 1 of the year the student is graduating. It is expected that the final paper is adequately proofread, edited, and spell-checked prior to turning it into the Committee.



## ADVANCED PPP STUDENTS

Students who wish to graduate but have not completed all graduation requirements in two years will become Advanced PPP Students. Advanced PPP students will continue to work with their supervisors on completing the requirements for graduation from the program, including their final papers, maintain ongoing contact with their advisors, have ongoing progression review by the PPP Committee, and are required to attend the monthly Advanced PPP Student Seminar, offered Monthly (September-May) and facilitated by a PPP faculty member. The annual tuition for Advanced PPP Students is \$765 and covers administrative costs and malpractice insurance for OPC student training. 12 CMEs are offered for the Advanced PPP Student Seminar, and 80% attendance at the seminar is required in order to obtain this credit.

Tuition is paid by July 1 for the full upcoming academic year, regardless of when the student ends up completing requirements for graduation. When the Advanced PPP Student completes their requirements for graduation, they then have the option to continue to attend the Advanced PPP Student Seminar or not for the remainder of the academic year, and should communicate their decision to the Advanced PPP Student Seminar teacher as well as to their advisor. Advanced PPP Student status is granted for a maximum of 5 years.

## OTHER PROGRAM INFORMATION

### Progression

The PPP Committee determines the overall progress of each student's academic and supervised clinical work based on combined written evaluations of performance from supervisors and instructors, as well as the case write-up. Evaluations occur at the end of December and May of each academic year. A record of the student's progress is maintained on file in the Center's office.

A student's psychotherapy is kept entirely out of the progression review, except to note that the overall psychotherapy requirement has been met. The advisor will be responsible for noting that the requirement has been met.

### Graduation

Certificates of completion will be awarded when the above requirements have been satisfied. This certificate, along with relevant experience, allows graduates to apply to the PPP faculty and to be considered for teaching and supervision opportunities.

### Grievances and Formal Complaints

If a student or applicant has a grievance or formal complaint, it is submitted in writing to the chair of the PPP. If more consultation is needed for decision-making, the complaint is reviewed by the PPP Committee. If further decision-making is necessary, the complaint is discussed in the Program Coordinating Committee (PCC) for advisement. As a last resort if the issue has not been resolved, the complaint is sent to the Executive Committee of the OPC for final determination.



## OTHER PROGRAM INFORMATION, CONTINUED

### Leave of Absence

A student may request a leave of absence (LOA). The request should be made in writing to the PPP Committee for review and final decision. This request should include the student's reasons for the LOA and the student's plans for returning. A LOA is granted for a maximum of two years.

If the LOA is granted, the student will be responsible for an administrative fee of \$250.00 per year. This fee allows the student to save their spot without reapplying (no need to pay \$75 reapplication fee) and saves the PPP Committee time and energy. If a student chooses to pay the LOA fee for 2 years (totaling \$500) and starts with the next cohort, that amount will be subtracted from their tuition. Sometimes a LOA may require that the student wait until a new cohort starts, with consideration for the length of time they have been in the program prior to taking the LOA.

### Virtual Attendance

The PPP is designed as an in-person training program for Oregon-licensed mental health professionals. Students and instructors are expected to attend class in person.

Exceptions:

- Students may live somewhere far enough away that meeting weekly in Portland is not possible. These circumstances will be reviewed during the application process, and the PPP Committee may give consideration for these students to attend virtually, under the condition that they're able to attend the first meeting of each session and half of the Process Group classes in person.
- There may be special circumstances where a student who normally attends in person may request to meet virtually. Some special circumstances include a student or instructor being at risk of acquiring a communicable disease; feeling too ill to attend, but able to participate remotely; or having a positive test for COVID-19. The reason for the request should not be that meeting in person is simply less convenient. These requests should be made in writing to the committee chair and the instructor whose class the student cannot attend in person. The request should be made as far in advance as possible, whenever possible to do so.
- 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.
- Instructors are also expected to teach in-person but may request exceptions from the committee for the same exceptions described above. Occasionally, a guest instructor may teach remotely for one or more classes.

COVID-19 protocols should be followed, as mandated by the CDC and The Oregon Psychoanalytic Center.



# PPP TUITION AND FEES

Application fee .....	\$125 (non-refundable)
Tuition .....	\$3,340/year*
Tuition, Advanced .....	\$765/year*
Leave of Absence (LOA) fee .....	\$250/year, maximum of 2 years
PEP-Web .....	\$100/year
Reapplication fee .....	\$375 (non-refundable)
Late fee .....	\$100

*\*reflects a 3% increase as of July 1, 2025.*

Tuition is due at the beginning of the fiscal year, July 15. With special permission from the Executive Director, students may pay one-half of the tuition July 1, and the remainder by December 31. Tuition entitles the student to a membership in OPC, access to PEP-Web and other library resources, and a 50% discount for educational programs. A late fee of \$100.00 will be charged for all late tuition payments or as an administrative fee for payment plans. Generally, the Center does not refund fees once a student has begun classes. If an accepted student decides not to enroll one month or more prior to the start of classes, fees will be refunded, less administrative costs of \$100. Tuition and fees are subject to review and change.

# PPP COMMITTEE AND STUDENT ADVISORS

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## CONTINUING MEDICAL EDUCATION CREDITS

**Non-Discrimination Policy**  
OPC maintains a non-discriminatory policy with regard to race, color, religion, national origin, sex, gender, age, disability, sexual orientation, or marital or parental status in admissions, employment, and access to programs.

**Accreditation & National Affiliation**  
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 providership 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 88.5 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 of this CME program have any relevant financial relationships to disclose. Of note to psychoanalytic psychotherapists: APsaA offers an associate category of membership that includes discounted conference fees and inclusion in a national directory of psychotherapists. For more information, log onto the APsaA website at [www.apsa.org](http://www.apsa.org) and look under the "Training & Education: Psychodynamic Psychotherapy" tab.