

American Board for Accreditation in Psychoanalysis, Inc. (ABAP)

STANDARDS FOR ACCREDITATION (2023)

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I) Introduction

The American Board for Accreditation in Psychoanalysis, Inc. (ABAP) accredits psychoanalytic training programs, whether such programs are offered within freestanding psychoanalytic institutes or within larger educational organizations. Accreditation is a mechanism of professional peer review that provides public assurance about the educational quality and integrity of those psychoanalytic programs that seek or wish to maintain membership. Since they are developed by the members, these standards reflect the values and principles of peer institutions. In order to achieve and maintain accreditation, an institution demonstrates that its program(s) meet ABAP's standards and have the capacity to continue to meet those standards going forward.

ABAP recognizes the diversity that exists among various schools of thought and approaches to education in psychoanalysis. ABAP encourages innovative programs insofar as these are conceived and implemented in a manner that ensures the quality and integrity of psychoanalytic training, as reflected in these standards.

II) Standards Review

ABAP engages in continual self-study of its own standards. Every five years, ABAP undergoes a standards review process as outlined in the *ABAP Handbook on Accreditation*. In between formal standards reviews, ABAP may change standards if its governing bodies believe such a change is warranted, as described in the *Handbook*.

III) Standards (Blue text indicates added text)

Standard One: Mission, Organization, and Governance		
<u>Current Standard:</u>	<u>Proposed 2023 Revision:</u>	<u>Comments:</u>
1-1. The program seeking accreditation has a published mission statement that describes its goals for psychoanalytic training.	1-1. The program seeking accreditation has a published mission statement that describes its goals for psychoanalytic training, is consistent with the overall institution’s mission statement, and is endorsed by the institution’s governing board.	Elaboration for clarification.
1-2. The educational institution offering the program has legal authority to operate in its jurisdiction, whether through a charter, formal authority, or incorporation from a state Department of Education or other established component of a state or governmental agency. The institute/program is in compliance with particular state licensing and educational requirements.	1-2. The educational institution offering the program has legal authority to operate in its jurisdiction, whether through a charter, formal authority, or incorporation from a state Department of Education or other established component of a state or governmental agency. The program is in compliance with state licensing and educational requirements.	Simplified language.
1-3. The program has been in existence for a minimum of two (2) years, is organized to train students in the practice of psychoanalysis, and has demonstrated the conducting of such psychoanalytic training in a manner respectful of the accreditation standards.	1-3. The program has been in existence for a minimum of two (2) years, is organized to train students in the practice of psychoanalysis and has demonstrated alignment with the accreditation standards.	Simplified language.

<p>1-4. The institution has a governing board, a president or chief executive officer, and other officers needed to carry out its functions.</p>	<p>1-4. The institution has a governing board, a president or chief executive officer, and other officers needed to carry out its functions.</p>	<p>No changes.</p>
<p>1-5. While respecting the important tradition of institute governance by psychoanalysts who are responsible for training, the governing board demonstrates sufficient independence to ensure it can act in the public's best interest, including the following:</p> <p>1-5.a. The board involves members of the public (with no financial interest or immediate familial financial interest in the institution) in its policy and decision making bodies, through board membership or in an advisory or consultative capacity.</p> <p>1-5.b. At least one public member for every six board members, with a minimum of one public board member, is recommended for sufficient representation of the public interest.</p> <p>1-5.c. The board maintains a conflict of interest policy</p>	<p>1-5. The institution appoints certified psychoanalysts to leadership positions in the psychoanalytic training program.</p>	<p>1-5a. - 1.5c. moved to 1-7a. - 1.7b.</p>

<p>to protect the institution's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director.</p>		
<p>1-6. The composition of the board or its policy and decision making bodies reflects the areas of competence needed to fulfill its responsibilities, including appropriate legal and financial expertise.</p>	<p>1-6. The psychoanalytic training program has reasonable and sufficient autonomy commensurate with its purposes and has adequate representation to deliberative bodies whose work has an impact on the results of the training program.</p>	
<p>1-7. The authority, responsibilities, and relationships among the governing board, program administration, program faculty, and staff are clearly described in the institution's bylaws, or an equivalent document, and in a table of organization that displays the working order of the institution.</p>	<p>1-7. The governing board demonstrates sufficient independence to ensure it can act in the public's best interest, including the following:</p> <p>1-7.a. Board membership includes at least one public member. It is recommended that board membership include one public member for every six board members e.g., financial and/or legal expertise, and other expertise as relevant to the work of the Board.</p> <p>1-7.b. The board maintains and enforces conflict-of-interest</p>	<p>Expanded and clarified definition of Board and public representation.</p> <p>1-7a. - 1.7b. moved from 1-5a. - 1.5c.</p> <p>Further clarification.</p>

	<p>policies that protect against business, market enterprises, or other arrangements that might benefit private interests of officers, directors, Board members, and other governors of the Institution.</p>	
	<p>1-8. The composition of the board and its policy and decision-making bodies reflect the areas of competence needed to fulfill its responsibilities, including appropriate legal and financial expertise.</p>	<p>Elaborated for clarification.</p>
	<p>1-9. The authority, responsibilities, and relationships among the governing board, program administration, program faculty, and staff are clearly described in the institution's bylaws, or an equivalent document, and in an organizational chart that displays the working order of the institution.</p>	<p>Elaborated for clarification.</p>
<p>1-8. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in official documents, job descriptions, and agreements and are provided with the appropriate information to undertake their respective roles.</p>	<p>1-10. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in official documents, job descriptions, and agreements and are provided with the appropriate resources to undertake their respective roles.</p>	<p>No changes.</p>

1-9. The institute maintains adequate written agreements with other institutions that participate in the preparation of its candidates.	1-11. The institute maintains adequate written affiliation and articulation agreements with other institutions that participate in the preparation of its candidates.	
1-10. The institute maintains adequate risk management policies, including Directors and Officers insurance and liability insurance.	1-12. The institute maintains adequate risk management policies, including Directors and Officers insurance, workman compensation , and liability insurance.	
Standard Two: Financial Resources		
<u>Current Standard:</u>	<u>Proposed 2023 Revision:</u>	<u>Comments:</u>
2-1. The institution has adequate financial resources to carry out its operations and sustain programmatic quality going forward, as demonstrated by three years of financial statements that have been reviewed or audited by a certified public accountant, as well as a three-year projected operating budget.	2-1. The institution has adequate financial resources to carry out its operations and sustain programmatic quality going forward, as demonstrated by three years of financial statements that have been reviewed or audited by a certified public accountant, as well as a three-year projected operating budget.	No change.
2-2. Individuals responsible for administering the financial system at the institute or program are qualified by education and/or experience to carry out their fiduciary responsibilities.	2-2. Individuals responsible for administering the financial system at the institute or program are qualified by education and/or experience to carry out their fiduciary responsibilities.	No change.
Standard Three: Library Resources		

<u>Current Standard:</u>	<u>Proposed 2023 Revision:</u>	<u>Comments:</u>
3-1. The institution makes available to all students and faculty library and information resources, including books, periodicals, reference materials, and electronic resources, which support the instructional and research needs of the psychoanalytic training program. Such resources are readily accessible and such access is sustainable.	3-1. The institution makes available to all students and faculty readily accessible library and information resources, including books, periodicals, reference materials, and electronic resources, which support the instructional and research needs of the psychoanalytic training program.	Reworded for clarification.
Standard Four: Physical and Technological Resources		
<u>Current Standard:</u>	<u>Proposed 2023 Revision:</u>	<u>Comments:</u>
4-1. The institution has adequate facilities, space, equipment, and technological resources to carry out its educational, clinical, and research programs now and into the foreseeable future.	4-1. The institution has adequate facilities, space, equipment, and technological resources to carry out its educational, clinical, and research programs.	
	4-2. The institution has mechanisms in place to effectively monitor and implement technological advances as needed to support program learning objectives.	
Standard Five: Student Support Resources (Currently Standard Six: Student Support Resources)		
<u>Current Standard: (Note: we reorganized Standards Five and Six)</u>	<u>Proposed 2023 Revision:</u>	<u>Comments:</u>
6-1. The institute provides sufficient student support services, such as academic advising, placement	5-1. The institute provides sufficient student support services, such as academic advising, placement	We reorganized Standards Five and Six.

services for supervision, internships, or clinical work, and career guidance on the practice of psychoanalysis.	services for supervision, internships, or clinical work, and career guidance on the practice of psychoanalysis.	No change.
6-2. Faculty members responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements.	5-2. Personnel who advise students are knowledgeable of the program and graduation requirements, including curricular, supervisory and clinical components, as well as practice regulations for the local jurisdictions.	We expanded “faculty” to “personnel” in order to be inclusive of all support personnel including faculty, supervisors, advisors, mentors, and administrators.
	5-3. All administrative and training personnel who have contact with students are trained to support and evaluate students on a regular basis relevant to their roles within the Institute.	Elaborated for clarification.
Standard Six: Training Program Personnel and Resources (Currently Standard Five: Faculty Resources)		
<u>Current Standard:</u>	<u>Proposed 2023 Standard:</u>	<u>Comments:</u>
5-1. The institution has a psychoanalytic faculty that is sufficient to sustain academic quality.	6-1. The institution has sufficient faculty and supervisors, qualified by education and experience, to implement the instructional program to sustain academic quality.	
5-2. The program has well-defined policies and procedures to recruit, appoint, and promote qualified faculty.		Moved to 6-7.
	6-2. The institute has sufficient administrative and support personnel to achieve program goals.	Added administrative and support personnel.

5-3. Faculty members and other instructional personnel are qualified by education and experience to implement the instructional program.		Integrated into 6-1.
	6-3. Up-to-date job descriptions are maintained for each training and administrative position. Contracts based on the job description are executed by all personnel.	Added job descriptions and contracts.
	6-4. Faculty members teaching courses in theory and practice of psychoanalysis are certified psychoanalysts or highly qualified in a specific content area.	Elaboration of 5-5.
5-4. The number of faculty members is sufficient to ensure the regular offering of the full range of courses required for the program.		Moved to 6-1.
	6-5. Faculty teaching clinical courses must be certified psychoanalysts.	Additional statement for clarity.
5-5. Faculty members teaching courses in the theory and practice of psychoanalysis are predominantly certified psychoanalysts.		Satisfied in 6-4 and 6-5.
5-6. Each supervisor is a certified psychoanalyst and has a minimum of three years of experience in the practice of psychoanalysis post-graduation.	6-6. Supervisors must be certified psychoanalysts with a minimum of three years of experience in the practice of psychoanalysis post-graduation and legally qualified to	Added “legally qualified to supervise in their jurisdiction.”

	supervise in their jurisdiction.	
	6-7. The program has well-defined policies and procedures to recruit, appoint, evaluate, and promote faculty and supervisors as appropriate.	Moved from 5-2.
	6-8. The institution employs a documented and systematic evaluation of all training and administrative personnel based on their job descriptions. These procedures include direct feedback gathered from relevant stakeholders about performance and allow for growth and development of instruction, and supervisory skills, or dismissal, when appropriately based on the guidelines and expectations.	Added evaluation as a requirement.
	6-9. Faculty and supervisors are afforded opportunities to have a substantive voice in matters of educational programs and other aspects of institutional policy that relate to their areas of responsibility and expertise.	Added.
Standard Seven: Public Disclosure and Institutional Integrity		
<u>Current Standard:</u>	<u>Proposed 2023 Standard:</u>	<u>Comments:</u>
7-1. The institution publishes accurate, clear, complete, and timely information about itself, whether in	7-1. The institution publishes accurate, clear, complete, and timely information about itself. Such	

print or electronically. Such publications are readily accessible.	information is readily accessible on the Institution's website.	
7-2. The institution publishes or otherwise makes available:	7-2. The institution publishes:	
(a.) Its mission statement.	(a.) Its program mission statement with a definition for the training of psychoanalysts;	
(b.) A description of the ownership, control, and type of legal organization of the institution.	(b.) A description of the ownership, control, and type of legal organization of the institution; including a declaration of its corporate registration status.	
(c.) The names and affiliations of members of its governing board and policy and decision-making bodies, and the name(s) of its principal administrative personnel.	(c.) The names and affiliations of members of its governing board, policy and decision-making bodies, and principal administrative personnel;	
(d.) The names and credentials of its faculty.	(d.) The names and credentials of its faculty and supervisors;	
(e.) Its admissions policies and procedures.	(e.) Its admissions policies and procedures;	
(f.) Its non-discrimination policy.	(f.) Its non-discrimination policy;	
(g.) A description of the program(s) and the requirements for advancement through the various levels of the program(s) and for graduation.	(g.) A description of the program(s) and the requirements for progression through various levels of training in the program(s) leading to graduation;	
(h.) The procedures and criteria utilized in arriving at decisions regarding the advancement of candidates and graduation.	(h.) The procedures and criteria utilized in arriving at decisions regarding the advancement of candidates and graduation;	

	(i) The training curriculum ;	
(i.) A description of the educational and student support resources available.	(j.) A description of the educational and student support resources available;	
(j.) Grievance and appeal policies and procedures for faculty, staff, and students with complaints against the institution.	(k.) Grievance and appeal policies and procedures for faculty, staff, and students with complaints against the institution;	
(k.) Its tuition and fee schedule and refund policies.	(l.) Its tuition and fee schedule and refund policies;	
(l.) Its transfer of academic credit policy.	(m.) Its transfer of academic credit policy;	
(m.) Its policies regarding release of records.	(n.) Its policies regarding release of records;	
	(o.) Whether the program delivery is face-to-face, online, either synchronous or asynchronous and;	Added.
	(p.) All physical location(s) including the phone number(s) and email address(es) of the administrative and clinical offices.	Added.
7-3. The institution does not discriminate with regard to race, color, national origin, ethnic origin, gender, sexual orientation, physical disability, age, creed, or employment status in any aspect of its psychoanalytic programs, including the selection and assignment of faculty and	7-3. The institution does not discriminate with regard to race, color, national origin, ethnic origin, gender, gender identity , sexual orientation, physical disability, age, religion , or employment status in any aspect of its psychoanalytic programs, including the selection and	

<p>administrative staff, student admissions, class and field placement, and referral services.</p>	<p>assignment of faculty and administrative staff, student admissions, class and field placement, and referral services.</p>	
<p>7-4. The institution has policies regarding the kinds of information that will be included in the permanent record of students and patients. The institute has policies regarding the release, retention, safety, security, and disposal of student and patient records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, the best interests of students, patients, and the institution, and applicable law. With respect only to the student's rights to inspect, review, and amend his or her record, the institute follows the requirements outlined in the federal Family Educational Rights and Privacy Act (FERPA).</p>	<p>7-4. The institution has policies regarding the kinds of information that will be included in the permanent record of students and patients. The institute has policies regarding the release, retention, safety, security, and disposal of student and patient records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, the best interests of students, patients, and the institution, and applicable law. With respect to the release of information regarding a student and the student's rights to inspect, review, and amend his or her record, the institute is guided by the federal Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and in compliance with the local jurisdiction.</p>	
<p>7-5. The institution applies its standards, policies, and procedures fairly; its evaluations are conducted and decisions rendered under conditions that ensure an impartial and objective judgment.</p>	<p>7-5. The institution applies its standards, policies, and procedures fairly; its evaluations are conducted and decisions rendered under conditions that ensure an impartial and objective judgment.</p>	<p>No changes.</p>

<p>7-6. The institution has published procedures for the review of complaints by faculty, staff, and students pertaining to its program and practices, and such procedures are adequate to treat complaints in a manner that is fair and equitable to the complainant as well as to the institution. Institutes and programs retain the records of all complaints and how they were adjudicated and make them available for inspection by site visitors in a way that respects the confidentiality and privacy of those involved.</p>	<p>7-6. The institution has published procedures for the review of complaints by faculty, staff, and students pertaining to its program and practices, and such procedures are adequate to treat complaints in a manner that is fair and equitable to the complainant as well as to the institution. The complaint procedures include an appeals process. Institutes and programs retain the records of all complaints and how they were adjudicated and make them available for inspection by site visitors in a way that respects the confidentiality and privacy of those involved.</p>	
<p>7-7. The institute safeguards the rights of students in that:</p> <ul style="list-style-type: none"> (a.) Prior to any adverse action, a statement of the reason(s) is provided. (b.) A formal response, to be incorporated into the record, may be made by the student. (c.) An appeal of the decision may be made by the student. (d.) An impartial appeal procedure is published and includes the right to a hearing. 	<p>7-7. The institute safeguards the rights of students in that:</p> <ul style="list-style-type: none"> (a) Prior to any adverse action, a statement of the reason(s) is provided. (b) A formal response, to be incorporated into the record, may be made by the student. (c) An appeal of the decision may be made by the student. (d) An impartial appeal procedure is published and includes the right to a hearing. 	<p>No changes.</p>

<p>7-8. Changes in Requirements</p> <p>(a.) The institute provides advance notice of revised requirements to students and allows adequate opportunity for comment on the requirements prior to adoption.</p> <p>(b.) Continuously enrolled students are permitted to adhere to the requirements of the catalog under which they matriculated.</p>	<p>7-8. Changes in Requirements</p> <p>(a) The institute provides advance notice of revised requirements to students and allows adequate opportunity for comment on the requirements prior to adoption.</p> <p>(b) Continuously enrolled students are permitted to adhere to the requirements of the catalog under which they matriculated.</p>	No changes.
<p>7-9. The institute requires that when students practice psychoanalysis for training purposes, they are allowed to do so only under qualified supervision as described below.</p>	<p>7-9. The institute requires that when students practice psychoanalysis for training purposes, they are allowed to do so only under qualified supervision. A qualified supervisor is a certified psychoanalyst who meets requirements for legal local practice (jurisdiction).</p>	Removed “as described below” and defined a qualified supervisor.
<p>7-10. The institute maintains an equitable student tuition refund policy.</p>	<p>7-10. The institute maintains an equitable student tuition refund policy.</p>	No changes.
<p>7-11. The institute maintains an equitable transfer of academic credit policy.</p>	<p>7-11. The institute maintains an equitable transfer of academic credit policy.</p>	No changes.
<p>7-12. The institution graduates only students who meet its published standards, including ethical behavior. Its graduates demonstrate</p>	<p>7-12. The institution graduates only students who meet its published standards, including ethical behavior. Its graduates demonstrate</p>	No changes.

to the satisfaction of the institution their competence to practice.	to the satisfaction of the institution their competence to practice.	
7-13. Faculty, trustees, administrators, and students of an accredited institution are governed by the ABAP or NAAP Code of Ethics.	7-13. Faculty, trustees, administrators, and students of an accredited institution are governed by a Code of Ethics that reflects best practices in the field of psychoanalysis as represented by the NAAP Code of Ethics.	
7-14. The institute endorses the ABAP Code of Good Practice.		Integrated into 7-13.
7-15. Institutes have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should the program, for any reason, cease to function.	7-14. Institutes have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should the program, for any reason, cease to function.	No changes.
Standard Eight: Education and Training Program		
<u>Current Standard:</u>	<u>Proposed 2023 Standard:</u>	<u>Comments:</u>
8-1. Admission (a.) The program's admission policies and procedures are clear and consistent with its mission. (b.) Students admitted are demonstrably qualified for	8-1. Admission (a) The program's admission policies and procedures are clear and consistent with its mission. (b) Students admitted are demonstrably qualified for	

<p>advanced academic study; specifically, the institution requires students to possess a Master's degree or higher from an accredited institution before matriculation into a program of psychoanalytic practice under supervision.</p> <p>(c.) Students admitted demonstrate their suitability for psychoanalytic training through interviews or other procedures determined by the institute.</p>	<p>advanced academic study; specifically, the institution requires students to possess a master's degree or higher from an accredited institution. <i>The master's degree must be completed before entering the clinical component of training.</i></p> <p>(c) Students admitted demonstrate their suitability for psychoanalytic training through interviews and other procedures determined by the institute.</p> <p>(d) <i>The Institution informs the applicant in writing of the psychoanalytic credentialing or licensing process in the local jurisdiction and links the applicant to the credentialing or licensing authority.</i></p> <p>(e) <i>The institute conforms to the institutional reporting and disclosure requirements as outlined in federal law.</i></p>	
<p>8-2. The psychoanalytic training program is organized to train students to attain the following educational objectives:</p>	<p>8-2. The psychoanalytic training program is organized to prepare students to attain psychoanalytic <i>competencies as represented by the ABAP Core Competencies and</i></p>	<p>Elaborated including the ABAP Core Competencies.</p>

<ul style="list-style-type: none"> (a.) To understand the theory and practice of psychoanalysis through classroom instruction, case conferences, and seminars; (b.) To develop self-understanding through a personal psychoanalysis; (c.) To develop proficiency in the technique of psychoanalysis, including assessment, diagnosis, and treatment, through supervised practice; (d.) To develop sound, ethical standards of professional behavior. 	<p>meet the following educational goals:</p> <ul style="list-style-type: none"> (a) To understand the theory and practice of psychoanalysis through classroom instruction, case conferences, and seminars; (b) To engage in psychoanalytic self-awareness through a personal psychoanalysis; (c) To develop proficiency in the technique of psychoanalysis, including assessment, diagnosis, and treatment, through supervised clinical experience; (d) To cultivate and apply ethical standards of professional practice. (as, for example, through the NAAP Code of Ethics) 	
<p>8-3. The program requires the student to complete the following requirements prior to graduation:</p> <ul style="list-style-type: none"> (a.) A minimum of thirty-six (36) credit hours (450 clock hours) of post-Master’s level coursework in psychoanalytic studies. Typical coursework includes personality development; socio- 	<p>8-3. The program requires the student to complete the following requirements prior to graduation:</p> <ul style="list-style-type: none"> (a) A minimum of thirty-six (36) credit hours (450 clock hours) of post-master’s level coursework in psychoanalytic studies. Typical coursework includes personality development; socio- 	<p>No changes.</p>

cultural influences on growth and psychopathology; psychopathology, diagnosis, and treatment; practice techniques (including use of dreams and symbolic processes, work with resistance, transference, and countertransference); case seminars; clinical practica; professional ethics; and psychoanalytic research methodology.

(b.) A minimum of fifteen hundred (1,500) hours of clinical experience including the following:

(i.) A personal psychoanalysis of a minimum of three hundred (300) hours with a certified psychoanalyst(s).

(ii.) At least two hundred (200) hours of individual psychoanalytic supervision with a minimum of 3 psychoanalyst supervisors, of which at least fifty (50) hours shall be with one psychoanalyst supervisor working on one case, and at least fifty (50) hours shall be with a second psychoanalyst supervisor working on an additional one or more

cultural influences on growth and psychopathology; psychopathology, diagnosis, and treatment; practice techniques (including use of dreams and symbolic processes, work with resistance, transference, and countertransference); case seminars; clinical practica; professional development; and psychoanalytic research methodology.

(b) A minimum of fifteen hundred (1,500) hours of clinical experience including the following:

(i) A personal psychoanalysis of a minimum of three hundred (300) hours with a certified psychoanalyst(s).

(ii) At least two hundred (200) hours of individual psychoanalytic supervision with a minimum of 3 psychoanalyst supervisors, of which at least fifty (50) hours shall be with one psychoanalyst supervisor working on one case, and at least fifty (50) hours shall be with a second psychoanalyst supervisor working on an additional one or more cases.

<p>cases. The institute requires that a supervisor may not have been and may not currently be one's personal analyst.</p> <p>(iii.) At least one thousand (1000) hours of supervised clinical experience with a variety of patients within the full spectrum of psychological disorders, of which two hundred fifty (250) hours of experience may consist of group supervision, case conference supervision, and continuing clinical education experience.</p>	<p>The program requires that a supervisor may not have been and may not currently be one's personal analyst.</p> <p>(iii)At least one thousand (1000) hours of supervised clinical experience with a variety of patients within the full spectrum of psychological disorders, of which two hundred fifty (250) hours of experience may consist of group supervision, case conference supervision, and continuing clinical education experience.</p>	
<p>8-4. The institution provides a means for systematic self-evaluation of its requirements, curriculum, faculty, standards, policies, and procedures, in order to determine how well it is meeting its mission.</p> <p>(a.) The institute has in place comprehensive assessment systems that examine every aspect of the program, including:</p> <p>(i.) the program's success in teaching students to achieve specific, mission-related learning objectives (such as</p>	<p>8-4. The program includes evaluations of students at designated points throughout the training cycle that support incremental professional development with meaningful feedback to students at each stage. The evaluations and outcomes must be documented.</p>	

<p>competencies, knowledge, skills, and abilities), and</p> <p>(ii.) other measures of student achievement, such as licensure passage rates, student retention and graduation rates, or other accomplishments.</p> <p>(b.) The institution provides for student input with regard to improvements of its educational objectives and procedures.</p> <p>(c.) The institution provides for student participation in self-studies and the site visits of the institution.</p>		
	<p>8-5. The program has policies and mechanisms in place to address situations in which a student does not meet program requirements and for terminating a student who fails to meet program requirements. These outcomes are reviewed by the administration and faculty for the purpose of program improvement by instituting curricular and programmatic changes.</p>	
	<p>8-6. The institution provides a means for comprehensive systematic self-evaluation of its requirements, curriculum, faculty, supervisors and other training personnel, standards,</p>	

	<p>policies, and procedures, to determine how well it is meeting its stated educational outcomes.</p>	
	<p>8-8. The institute monitors and records measures of student achievement, such as student retention, graduation rates, licensure and certification rates, and other accomplishments.</p>	
	<p>8-9. The institution provides for student input with regard to improvements of its educational program.</p>	
	<p>8-10. The institution provides for student participation in self-studies and the site visits of the institution.</p>	
<p>Standard Nine: Distance Education</p>		
<p><u>Current Standard:</u></p>	<p><u>Proposed 2023 Standard:</u></p>	<p><u>Comments:</u></p>
<p>9-1. ABAP recognizes that institutes may provide psychoanalytic training from a distance when geographically necessary. The institute is responsible for ensuring that psychoanalytic training meets ABAP standards wherever and however programs are offered.</p>	<p>9-1. ABAP recognizes that institutes may elect to provide distance psychoanalytic training. In that case, distance education must meet all ABAP standards for all three components of the psychoanalytic training: coursework, supervised clinical experience and personal analysis.</p>	
	<p>9-2. Distance education programs must be in compliance with local, state, and federal jurisdictions and relevant legal guidelines.</p>	<p>Added.</p>
	<p>9-3. The Institute ensures that</p>	<p>Added.</p>

	distance-learning students and in-person students receive the same quality training.	
	9-4. Faculty, supervisors and other training personnel are competent in distance learning pedagogical methods.	Added.
	9-5. Faculty, supervisors, and other training personnel have resources available to maintain quality distance education in the format(s) offered (e.g.: hybrid, synchronous/ a-synchronous, flex program learning).	Added.
	9-6. Distance training programs provide technology and IT support, including adequate training for personnel, for effective distance learning.	Added.
	9-7. The institution makes equivalent resources (e.g. library, registration, advisement) available to distance learners. The quality and quantity of the online resources is robust.	Added.
	9-8. The Institute has clear policies and guidelines concerning the virtual clinical experience: (a.) The guidelines designate what proportion of the clinical experience must take place virtually and in person. (b.) The guidelines delineate the	Added.

	<p>acceptable venues for virtual clinical experience—e.g., via telephone, video, or other technologies.</p> <p>(c.) The Institute assures that any virtual clinical experience adheres to HIPAA guidelines.</p> <p>(d.) The Institute assures that any virtual clinical experience adheres to local, State, and federal regulations for clinical practice.</p>	
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Standard Ten: Equity and Inclusion

<u>Proposed 2023 Standard:</u>	<u>Comments:</u>
<p>10-1. The institute employs policies and practices that reflect contemporary understanding of issues that impact diversity, equity, and inclusion within institute organization and governance as they impact students, faculty, and staff.</p>	<p>This is a new standard.</p>
<p>10-2. The institute critically evaluates historical biases related to diversity, equity, and inclusion in the field of psychoanalysis and within its institution.</p>	
<p>10-3. The institute actively incorporates feedback from students, faculty, and supervisors related to diversity, equity, and inclusion in its program evaluations.</p>	
<p>10-4. The institute incorporates issues of diversity, equity, and inclusion into its curriculum, practices, and institutional life.</p>	

Appendix A
ABAP PSYCHOANALYTIC COMPETENCIES
ABAP, Inc. (2017)

1. General Psychotherapeutic Competencies

- 1.a Operate within legal and ethical guidelines
- 1.b Navigate professional and interpersonal situations
- 1.c Be sensitive to and willing to engage with diverse identities of individuals and groups
- 1.d Understand the influence of socio- cultural influences on behavior, cognition and emotion
- 1.e Understand lifespan development
- 1.f Understand biological contributors to behavior, cognition, and emotion
- 1.g Understand emotional issues and psychopathology
- 1.h Understand various models of psychotherapy
- 1.i Undertake general assessment of relevant history and symptoms
- 1.j Make diagnostic formulations
- 1.k Identify appropriate interventions
- 1.l Respect the patient's perspective
- 1.m Navigate the emotional content of sessions, including shifts and endings
- 1.n Understand empirical research

2. Foundational Psychoanalytic Competencies

- 2.a Understand psychoanalytic models of development
- 2.b Understand psychoanalytic models of motivation
- 2.c Understanding psychoanalytic models of psychopathology
- 2.d Conceptualize psychoanalysis according to one or more theoretical orientations
- 2.e Understand various modes of therapeutic action

3. Psychoanalytic Assessment and Intervention Competencies

- 3.a Assess the suitability of a patient for a psychoanalytic approach
- 3.b Undertake a psychoanalytic assessment
- 3.c Derive a psychoanalytic diagnosis
- 3.d Establish and maintain a psychoanalytic frame
- 3.e Work with both a patient's internal and external realities
- 3.f Facilitate the exploration of unconscious experience
- 3.g Employ a range of psychoanalytic interventions
- 3.h Be aware of, process, and effectively engage the transference

- 3.i Be aware of, process, and effectively engage counter-transference
- 3.j Identify and respond to enactments within the psychoanalytic relationship
- 3.k Recognize and work with the patient's defenses and resistance
- 3.l Recognize psychoanalytic indicators of therapeutic change

4. Integrative Psychoanalytic Competencies

- 4.a Maintain an analytic attitude - a set of guiding stances and capacities that focus the analyst's attention and intention
- 4.b Maintain a consistent focus on core analytic aspects of treatment
- 4.c Create a comprehensive psychoanalytic case formulation
- 4.d Prioritize interventions recognizing various domains of patient experience
- 4.e Apply psychoanalytic models flexibly in response to the patient's individual context and conscious and unconscious needs
- 4.f Make use of the psychoanalytic relationship as a vehicle for change
- 4.g Make use of psychoanalytic supervision and consultation
- 4.h Evaluate and incorporate research on psychoanalysis and ancillary fields