

# 1 *Standards of Psychoanalytic Education*

2 **This document delineates model core standards by which institutes and programs**  
3 **seeking accreditation as a psychoanalytic education and training center will be**  
4 **evaluated.**

## 5 **Introduction**

---

6 Psychoanalysis is a specific form of individual psychotherapy that aims to bring unconscious  
7 mental elements and processes into awareness in order to expand an individual's self-  
8 understanding, enhance adaptation in multiple spheres of functioning, alleviate symptoms  
9 of mental disorder, and facilitate character change and emotional growth. Psychoanalytic  
10 work is characterized by depth and intensity which are achieved in the context of frequent  
11 treatment sessions over a long term.

12 It is expected that training institutes and programs seeking accreditation will ensure that  
13 candidates in training shall have a personal psychoanalytic experience of frequency, depth,  
14 intensity and duration adequate to provide a deep psychoanalytic experience and that their  
15 treatment of patients under supervision will have similar characteristics. The Accreditation  
16 Council for Psychoanalytic Education (ACPEinc) recognizes that as different psychoanalytic  
17 educational traditions have evolved there has been a parallel development of standards  
18 regarding how the provision of a deep psychoanalytic experience can best be accomplished.  
19 Those standards may be more specific or broader but may not be lower than or in conflict  
20 with the core standards delineated in this document.

## 21 **I. Selection of Candidates for Psychoanalytic Training**

---

22 Selection of candidates for psychoanalytic education and training involves eligibility and  
23 suitability. Institutes and programs will have in place a process by which to evaluate these  
24 characteristics.

25 Applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender,  
26 sexual orientation or physical disability. An anti-discrimination clause will be prominently  
27 displayed in official publications of the institute or program.

### 28 **A. Eligibility**

---

29 Eligibility refers to the requisite educational background and to the mastery of skills required  
30 before psychoanalytic education or training can be undertaken.

31 Institutes and programs shall have in place a mechanism for evaluating the eligibility of  
32 applicants for psychoanalytic education and training.

### 33 A. 1. Eligibility of Mental Health Care Professionals

---

34 In determining the eligibility of applicants who are mental health care professionals,  
35 institutes and programs shall consider

36 1. Graduate education. To be eligible to undertake psychoanalytic education, a candidate  
37 will possess a health care degree and postgraduate training or education adequate for  
38 licensure or certification for independent practice of a core mental health profession at the  
39 highest clinical level. Exceptions may be made on a case-by-case basis for individuals who  
40 are in the process of obtaining one of these degrees or who are in postgraduate training  
41 programs, with the requirement that they will have the appropriate degree and certification  
42 or licensure prior to graduation from the institute or program. Institutes and programs are  
43 responsible for verifying that such individuals participate in the necessary educational and  
44 clinical experiences prior to or during their candidacy and that they obtain the required  
45 degree, certification or licensure prior to their being approved for autonomous clinical  
46 practice. Institutes and programs will verify the credentials of all applicants and candidates,  
47 and document their verification.

48 2. The applicant will have the ability to diagnose mental disorders. S/he will be capable of  
49 making a differential diagnosis, biopsychosocial and psychodynamic formulations, and  
50 individual treatment plans. S/he will have basic awareness of psychopathology stemming  
51 from or exacerbated by physical disorders and appropriate treatments for such conditions,  
52 and will know when and how to use consultants in areas outside of his or her scope of  
53 practice.

54 3. The applicant will have had psychotherapy practice experience. S/he will have had close  
55 supervision of individual cases. It is preferable for him or her to have supervised experience  
56 with a broad spectrum of cases including patients who suffer from severe and persistent  
57 mental disorders. Some psychotherapy supervision by psychoanalysts is desirable.

58 4. It is desirable that applicants will have had didactic and/or practical experiences that  
59 provide a broad understanding of the cultural, economic, ethnic, religious, and racial  
60 backgrounds of the rich diversity of patients in the population.

### 61 A. 2. Eligibility of Individuals Who Are Not Mental Health Care Professionals

---

62 An institute or program may at its discretion admit individuals who are not independent  
63 mental health care professionals for psychoanalytic training in certain limited and defined  
64 circumstances. The institute or program shall have in place detailed written criteria of  
65 eligibility for limited and full clinical training that it shall apply to all such applicants. It  
66 shall also have in place a process for monitoring their clinical performance. Such criteria and  
67 the monitoring process must ensure that throughout the training process and at its  
68 conclusion those individuals who receive full clinical training will meet standards of  
69 competence in psychoanalysis equivalent to those met by core mental health professionals at

70 the same level of training. It is strongly recommended that some evaluators be  
71 psychoanalysts who are not affiliated with the institute or program.

## 72 **II. Suitability for Psychoanalytic Education and Training**

---

73 Suitability refers to the personal characteristics of the applicant that are deemed necessary  
74 for psychoanalytic education. The applicant will show evidence of integrity of character,  
75 maturity of personality, reasonable indication of capacity and motivation for self-reflection,  
76 psychological mindedness, clinical aptitude, and appropriate intellectual ability. Institutes  
77 programs will have in place procedures by which they will judge these attributes.  
78 Evaluation of these capacities will be carried out through interviews with members of the  
79 institute's or program's faculty. Institutes and programs may require additional studies and  
80 examinations for all applicants or for those about whom evaluators have specific questions.  
81 Applicants may proffer such studies or examinations in support of their application.  
82 An ethics violation disclaimer will be part of the admission procedure. If an applicant was  
83 found by a recognized professional or governmental body to have committed an ethical  
84 violation, the institute or program shall be responsible for reviewing the finding and  
85 documenting its conclusions and actions. If there is an ethics or malpractice case pending  
86 against an applicant the institute or program may defer its decision on the application until  
87 the case is resolved.

## 88 **III. Psychoanalysis of Candidates**

---

89 It is expected that institutes and programs will ensure that candidates in training have a  
90 personal psychoanalytic experience that is characterized by depth and intensity. The  
91 Accreditation Council for Psychoanalytic Education recognizes that different psychoanalytic  
92 training traditions have evolved concerning how the provision of a deep psychoanalytic  
93 experience can best be accomplished. It is expected that the institute or program's standards  
94 for the personal analysis of a candidate and those of patients treated by the candidate under  
95 supervision will be consistent with the institute or program's experience and understanding  
96 of the frequency and duration that will facilitate the candidate's optimal immersion in a  
97 psychoanalytic process.  
98 Institutes and programs seeking ACPEinc accreditation are required to assure that the  
99 psychoanalysis of candidates and of the patients treated by the candidate under supervision  
100 will be conducted at a frequency of three to five sessions per week, and in no instance in  
101 fewer than three sessions per week, on separate days, for a minimum of forty (40) weeks  
102 during a year and for a minimum of three hundred (300) hours. Modification: The method  
103 by which the psychoanalysis of candidates is conducted may be modified if the candidate  
104 lives and works at a considerable distance from the appropriate analyst. Modifications may  
105 include analysis conducted by secure telephone, video conference or other technical means.

106 All modifications must be reviewed by the institute or program and its decision shall be  
107 documented.

#### 108 **IV. Practice**

---

109 Institutes and programs shall have in place a procedure for informing prospective patients of  
110 the candidate's training status prior to the commencement of psychoanalysis and for obtaining  
111 their consent to be treated in this circumstance.

112 Candidates of accredited institutes and programs are not authorized to represent themselves  
113 as graduate psychoanalysts or to conduct psychoanalysis without supervision until such  
114 authorization is given by their institute or program.

115 Permission to undertake autonomous psychoanalytic treatment may be granted in the late  
116 stages of training. This authorization to represent oneself as a psychoanalyst may be  
117 rescinded by the institute or program if the candidate fails to remain in good standing.

118 Prospective candidates shall agree to inform their psychoanalytic patients if they withdraw  
119 from training or if their status is otherwise changed before graduation.

120 The institute or program shall have in place a mechanism to receive and act on complaints by  
121 patients of candidates.

#### 122 **V. Educational Philosophy**

---

123 Institutes and programs shall demonstrate an open, critical approach to the ever-changing  
124 corpus of psychoanalytic scholarship, practice and research. It is expected that the atmosphere  
125 of the institute or programs will be that of a community of scholars, respectful of the  
126 knowledge, experience and opinions of both faculty and candidates.

127 It is expected that each institute or program will enable its candidates to become  
128 knowledgeable about the major historical and contemporary points of view in  
129 psychoanalysis. Candidates and faculty shall be encouraged to seek new knowledge  
130 through scholarship and research.

131 It is expected that each institute or program or group of affiliated institutes will have a  
132 published mission statement, and that all programs within the organization will be  
133 consistent with that statement.

134 It is expected that each institute or program will engage in ongoing self-evaluation to assure  
135 that it is achieving the goals outlined in its mission statement. When a distance education  
136 program is in place, it must be included in the ongoing self-evaluation efforts that ensure  
137 that the institute or program is accomplishing its mission. Measures must be taken to ensure  
138 that the concept of a community of scholars is extended to include faculty at distant sites.

#### 139 **VI. Didactic Curriculum**

---

140 Each institute or program shall have an established committee or work group composed of  
141 representatives of the faculty and candidates that will plan and continuously review the  
142 curriculum and faculty teaching performance.

143 The core curriculum for all candidates will emphasize the key elements of the process of  
144 psychoanalysis which include (1) bringing unconscious mental elements into conscious  
145 awareness, (2) recognizing the importance of developmental, social, cultural, familial, and  
146 interpersonal influences in determining symptoms and personality, (3) working with  
147 transference and counter-transference phenomena and with specific techniques aimed at  
148 expanding the analyst's self-understanding, (4) facilitating the process of adaptation in  
149 multiple spheres of functioning, (5) alleviating symptoms of mental disorders, and (6)  
150 facilitating character change and emotional growth.

151 The didactic curriculum will contain integrated sequences covering the history of  
152 psychoanalysis, normative and pathological psychological development, psychoanalytic  
153 theory, and psychoanalytic technique from Sigmund Freud to the present.

154 All candidates, whether on the home site or participating in distance education, shall attend  
155 conferences and continuous case seminars that will be offered to broaden their clinical  
156 experience and further the integration of theoretical concepts with clinical practice.

157 The curriculum for all candidates shall include an introduction to conceptual and empirical  
158 research methods applicable to psychoanalysis and the findings of psychoanalytic research;  
159 and it is desirable for institutes to provide opportunities for candidates to engage in such  
160 research.

161 It is expected that candidates for adult psychoanalytic training will be exposed to the basic  
162 principles of child psychoanalysis.

163 The didactic curriculum shall be presented in no less than 350 hours during a period of three  
164 to five years.

165 *Child and Adolescent Psychoanalysis:* When a program for training in child and  
166 adolescent(C/A) psychoanalysis is in place, the didactic curriculum will cover (1) techniques  
167 of C/A analysis, to include case selection, working with parents and outside personnel and  
168 agencies impacting on the child or adolescent, the C/A psychoanalytic situation, specific  
169 techniques of C/A analysis; (2) psychoanalytic theories of development from infancy to young  
170 adulthood, including psychosexual development, ego and superego development; (3)  
171 psychopathology of children and adolescents from a psychodynamic perspective: disorders  
172 of emotional development, emerging dysfunctional personality patterns, anxiety and affective  
173 disorders, behavior disorders, disorders related to adaptation to trauma, disorders based on  
174 abnormal neuropsychology, learning disorders, and psychophysiologic disorders.

175 Institutes may integrate these topics into the general curriculum or offer them in specific C/A  
176 classes.

177 Institutes and programs shall ensure that the course content delivered through distance  
178 education is the same as that offered at the home site and is comparable in length. Courses  
179 that are offered through distance education that are not offered at the home site shall  
180 undergo the same approval and periodic review process as courses offered at the home site.

181 **Measures of Program Length, Objectives and Credentials Offered:** Institutes and  
182 programs shall verify that the length of their educational programs is comparable to those  
183 found in similar programs.

#### 184 **Supervised Clinical Work**

---

185 Candidates will undertake the supervised psychoanalysis of two to three adult cases. It is  
186 expected that these analyses will be characterized by the same frequency and intensity as the  
187 analysis of candidates in that institute or program. (See Curriculum above). It is  
188 recommended that, whenever possible, candidates have experience treating patients from  
189 diverse populations in supervised psychoanalysis. An institute or program or a group of  
190 affiliated institutes may add requirements that candidates have experience treating patients  
191 from specific populations, e.g. men and women, in supervised psychoanalysis.  
192 It is desirable for an institute or program to have in place an elective program for supervision  
193 of graduate analysts, to allow them to improve their clinical skills.

194 **Supervisors:** All supervision will be conducted by supervisory psychoanalysts who have  
195 been formally recognized as such by the institute or program (see X). It is recommended  
196 that, when possible, candidates receive supervision from supervisors of different theoretical  
197 orientations and of both sexes. A candidate's personal psychoanalyst will not be his or her  
198 supervisor.

199 One or more cases will be supervised for at least two years, and one case for at least one year.  
200 Supervision will consist of a minimum 150 hours when the institute or program requires two  
201 cases and 200 hours when the institute or program requires three cases. It is expected that one  
202 case will be supervised through termination; this may occur before or after graduation.

203 It is generally expected that the candidate will be in psychoanalysis during a significant  
204 period of supervisory work. It is expected that the candidate will receive supervision during  
205 the major phases of psychoanalysis and demonstrate a capacity to establish, facilitate, and  
206 terminate an analysis, and to conceptualize the underlying process.

207 Institutes and programs offering a child/adolescent psychoanalytic program shall ensure that  
208 the candidates have supervised clinical experience with a child of pre-school, school age and  
209 adolescence who is seen at a frequency of 3-5 sessions per week for a minimum of 1 year.  
210 Work with parents work should be included as appropriate in each case.

211 **Child and adolescent analysis:** Where adult training is combined with child/ adolescent  
212 training, a minimum of 150 hours of supervision preferably with different supervisors and  
213 divided fairly equally among the three cases above is expected. If training is only for  
214 child/adolescent analysis, a minimum of 200 supervision hours is required. It is expected  
215 that at least one case is supervised through termination.

216 Candidates in remote sites are expected to participate in the same clinical experiences that  
217 are offered at the home site. Monitoring processes must be in place to ensure that the  
218 psychoanalyses conducted by candidates at remote sites meet the same frequency and  
219 intensity standards as those of candidates who participate on the home site. Supervisors of



220 these candidates' clinical experience must meet the same qualifications as those serving on  
221 the home site.

## 222 **VII. Evaluation of Candidates**

---

223 The institute or program will be responsible for evaluating the candidate's mastery of the  
224 educational experience at each successive phase of education and as a whole. It will have  
225 developed a set of competences that all candidates will be expected to achieve before  
226 advancing to the next stage of training.

227 A candidate progress committee or equivalent body will monitor the progression of each  
228 candidate. It shall have procedures in place for ongoing evaluation of the candidate's  
229 didactic and clinical work, and research when that is part of the curriculum, and it will  
230 specify the process to be used to evaluate competence. Coordination of reports of  
231 supervisors and observation of the candidate's presentation of psychoanalytic cases are  
232 essential elements in this process.

233 Institutes or programs may develop additional assessment methodologies.

234 Candidates enrolled in distance education programs shall be evaluated under the same policy  
235 as that for candidates at the home site. Institutes and programs must have evaluation  
236 procedures in place to ensure that distance education students master all required skills  
237 throughout their educational program.

238 The institute or program must have in place procedures to determine that graduates of  
239 distance education programs are as qualified to practice their skills as candidates who are  
240 graduated from the home site.

## 241 **VIII. Records**

---

242 Suitable records will be kept of the candidate's educational course and progress and  
243 appropriate provisions made to ensure necessary confidentiality. A permanent educational  
244 record consists of all admission, academic, and financial records, and information upon which  
245 a candidate's enrollment was based. A written policy must be developed providing for the  
246 confidentiality and release of student records. Records are to be maintained in conformity  
247 with applicable local, state and federal laws. If student records are maintained at a location  
248 apart from the home site, the records must be kept in a secure container and in a manner that  
249 meets local, state, and federal laws.

250 Institutes and programs will retain the records of all complaints by and about candidates and  
251 how they were adjudicated. Those must be made available for inspection by site visitors in a  
252 way that respects the confidentiality and privacy of the candidate.

## 253 **IX. Ethics**

254 It is expected that the ethical standards appropriate for psychoanalysts will be prominently  
255 and continuously emphasized in the educational program.

256

257 There shall be a course or seminar on psychoanalytic ethics for candidates. Institutes and  
258 programs will have in place a process for receiving and acting upon allegations of ethical  
259 violations by faculty and candidates.

## 260 **X. Faculty**

---

### 261 Organization of Faculty

---

262 The ACPEinc is aware that organizations address admissions, curriculum planning, faculty  
263 assignments, teaching performance, and candidate evaluation in different ways. Each  
264 institute or program shall have developed and implemented an organizational structure that  
265 provides clear lines of authority and responsibility for its functions.

### 266 Faculty Development

---

267 Each institute or program shall ensure that the offering of opportunities for participation and  
268 advancement in all aspects of institute work is based solely on merit. The process of  
269 appointing (or recognizing) analysts of candidates, and supervisors and of appointing and  
270 promoting teaching faculty thus will be based solely on merit. Institutes and programs shall  
271 not engage in discrimination based on an individual's professional affiliation or specific  
272 demographics during faculty development or appointment processes.

273 Institute and program leaders shall work cooperatively with recent graduates and junior  
274 faculty to assure that they are provided opportunities and support to prepare themselves for  
275 promotion to higher positions.

276 Institutes and programs shall have a mechanism in place to provide evaluation of and  
277 feedback for such experiences. In addition, seminars or study groups that provide instruction  
278 on teaching methods and further opportunities for peer review of ongoing clinical work (e.g.,  
279 through study groups) and other encouragement of scholarly and research activity are  
280 desirable.

281 Each institute or program shall develop and document procedures and criteria that it will  
282 use for the selection and retention of supervisory psychoanalysts and psychoanalysts of  
283 candidates.

284 The institute or program shall apply its criteria uniformly within each category to all who  
285 seek or are invited to be appointed to such positions. It shall have in place procedures for  
286 evaluating the performance of teaching faculty and supervisors.

### 287 Distance Education Faculty

---

288 Institutes and programs that engage in distance education shall have in place a program to  
289 orient the faculty to the educational methods and technology used to deliver the education  
290 program in which they will teach. All distance education faculty shall meet the academic



291 and experience requirements outlined for faculty that are teaching on the home site, and  
292 must be afforded the same rights and privileges as those offered to either part time or  
293 permanent faculty on the home site.  
294 All distance education faculty, whether based at the home site or at the distance education  
295 site, shall be evaluated to determine their effectiveness in teaching and communicating with  
296 students via distance learning technology.

## 297 **XI. Analysts of Candidates**

---

298 An institute or program or group of affiliated institutes will have the option of recognizing  
299 only its or their own members to serve as supervisors or as psychoanalysts of its candidates  
300 or of allowing candidates to work with psychoanalysts from other institutes and programs  
301 that are accredited by the Accreditation Council for Psychoanalytic Education.  
302 When an institute or program limits appointment of analysts of candidates to its own  
303 members, it will have in place criteria for appointment and a process by which individuals  
304 may attain this rank. The process of appointing or recognizing analysts of candidates shall  
305 be based solely on merit. The institute or program may not engage in discrimination based  
306 on an individual's professional affiliation or specific demographics during this process.  
307 It is expected that psychoanalysts of candidates will  
308 1. Be certified by their relevant board where that is available or demonstrate equivalent  
309 clinical expertise through a process independent of the institute or program.  
310 2. Have significant clinical experience in the practice of psychoanalysis. An institute or  
311 program – or group of affiliated institutes – may set specific criteria for evaluating clinical  
312 experience and in all instances it shall require five years of postgraduate practice of  
313 psychoanalysis.  
314 3. Have a demonstrated commitment to the profession of psychoanalysis. Each institute or  
315 program shall document the criteria by which it will judge such commitment.  
316 4. Maintain ethical standards.  
317 If an institute or program engages in distance education, opportunities must be developed to  
318 allow individuals to become analysts of candidates, at the distant site. If analysis of  
319 candidates is conducted via telecommunication technology, the institute or program shall  
320 have procedures in place to assure that analysts are skilled in the use of this technology.  
321 An institute or program shall have in place a process by which concerns about analysts of  
322 candidates are addressed.

## 323 **XII. Candidate Support Services:**

---

324 Each candidate shall be assigned a mentor to guide the individual through his or her  
325 educational program. Faculty members responsible for advising candidates shall be

326 knowledgeable of the curriculum, program requirements, and graduation requirements and  
327 be adequately prepared successfully to fulfill their responsibilities.  
328 If there are candidates enrolled in distance education programs, they must receive support  
329 services comparable to offered candidates at the home site. Their mentors shall have specific  
330 knowledge about the challenges of distance learning. They shall be given information on how  
331 to take advantage of library support services, and how to receive help if technical problems  
332 are encountered while operating the technology used to deliver the educational program.  
333 The institute or program shall have in place a mechanism for informing candidates of health  
334 care facilities that are available in the area.  
335 It is expected that the institute or program will have in place a mechanism to assist graduates  
336 to find employment or, in the case of graduates of a clinical program, to access referrals of  
337 patients for psychoanalysis and related therapies.  
338 Grievances by candidates: An institute or program shall have in place written student  
339 grievance procedures that describe what constitutes a legitimate grievance, offers a detailed  
340 explanation of how to file a grievance, and delineates the process by which grievances are  
341 adjudicated. It is desirable to have a discrete procedure for grievances in respect of analysts  
342 of candidates. Candidates must be made aware of the grievance process or processes at the  
343 time of enrollment.  
344

### 345 **XIII. Contingency Plan**

---

346 Institutes or programs shall have a contingency plan to assure that currently enrolled  
347 candidates will have an opportunity to complete their training should the institute, for any  
348 reason, cease to function.

### 349 **XIV. Finances and Administration:**

---

#### 350 **Finances:**

---

351 An institute or program shall have financial resources sufficient to allow it to deliver all  
352 educational programs offered. An institute or program must submit three years of audited  
353 financial statements that demonstrate financial stability as part of its application for  
354 accreditation by the ACPEinc. It must also provide budgets for the current and previous two  
355 years.  
356 The budgets must identify all sources of income and demonstrate that a surplus exists to  
357 cover expenses should an income deficit occur. Costs that must be identified include  
358 maintenance, support personnel, equipment replacement, training of personnel, and  
359 facilities, support of distance learning when applicable, and funds to support an orderly  
360 closing if the institute or program discontinues operations.

361 If a distance education program is in place, the institute or program must have financial  
362 means sufficient to support it. Resources required to operate the distance learning program  
363 must be identified in current and future budgets. The institute or program will need to  
364 demonstrate that sufficient financial resources have been allocated to cover all expenses  
365 related to distance education costs. Costs that must be identified include maintenance,  
366 support personnel, equipment replacement, training of personnel, and facilities, support of  
367 distance learning when applicable, and funds to support an orderly closing if the institute or  
368 program discontinues operations.  
369 Individuals responsible for administering the financial system at the institute or program  
370 must be qualified by education and experience to carry out their fiduciary responsibilities.

### 371 Administration:

---

372 Each institute or program shall identify an administrator who is qualified by education and  
373 experience to perform the functions associated with this position. There shall be sufficient  
374 administrative staff to support the needs of the faculty and students. The institute or  
375 program shall have a system of governance with clearly-defined authority, roles, and  
376 responsibilities for all administrative personnel. Further, policies must exist to ensure that  
377 faculty, staff and students will have their views taken into consideration before any decision  
378 is made that may affect them.

379 There must be an effective evaluative process in place for all administrative personnel.  
380 Institutes and programs must demonstrate that the evaluation process is applied fairly to all  
381 personnel.

382 It is expected that faculty staff, and administration are able to work collaboratively to deliver  
383 all educational programs offered at all sites. If a distance education program is in place, the  
384 institute or program must have an individual appointed to coordinate that program; and  
385 there must be adequate staff to meet all administrative requirements of that program.

## 386 XV. Facilities and Equipment

---

### 387 Physical Facilities

---

388 Institutes and programs shall have teaching facilities appropriate and adequate to deliver all  
389 the programs offered on and off the home site. These include classrooms and space to  
390 conduct clinical sessions and supervision. See Appendix A.

### 391 Equipment

---

392 The institute or programs shall provide equipment that is appropriate and sufficient to  
393 support all educational programs offered and to meet the learning needs of candidates at all  
394 sites. It shall have in place a process to assure that all equipment is maintained in good  
395 working order.

396 **Library**

---

397 Library facilities shall be staffed with individuals that have the appropriate education and  
398 experience to assist candidates and faculty. The library must contain relevant and current  
399 texts and periodicals, research journals, and standard works of reference to meet the needs of  
400 all candidates and faculty. If the institute or program does not maintain its own library, it  
401 must have agreements in place with a library or libraries containing all necessary texts,  
402 materials, and resource information to meet the needs of candidates and faculty.  
403 The institute or program must make library resources available to all its distance education  
404 candidates. This may be achieved either by a mechanism to provide all necessary texts,  
405 professional journals, periodicals, and research reference materials from the on-site library or  
406 by ensuring that that candidates have access to such materials at their geographic location.

407 **Academic Calendars, Catalogs, Publications, Grading, and Advertising**

---

408 Institutes and programs must publish – in print, or on CD and on a readily accessible web site  
409 – a catalog that includes an academic calendar. All students must receive a print or CD  
410 catalog at enrollment and be informed of key dates that may have an impact on them.  
411 Institutes shall have in place a process for informing candidates and faculty of changes to  
412 meeting dates and plans for make-up meetings as required to meet core standards. Catalogs  
413 must contain, at a minimum, accurate and current information on all academic programs  
414 offered; requirements for graduation; student evaluation policies; student grievance policies;  
415 and student support services that are available.  
416 All publications must be clearly written and provide information that accurately represents  
417 the institute or program.

418 **XVI SITE VISITS**

---

419 Institutes and programs will accept regular site visits for initial accreditation and re-  
420 accreditation that will be conducted by the ACPEinc to assure that they achieve and maintain  
421 core standards. Site visits will be conducted in a manner that (a) stimulates the institute's or  
422 program's self-study and self-scrutiny through a consultative, collegial process aimed at  
423 helping the institute or program achieve and maintain core standards and (b) provides  
424 consultation to enhance the educational programs of participating institutes and programs.  
425 There are to be no disruptions in candidates' analyses, courses or supervision as institutes  
426 and programs work toward achieving these accreditation requirements.  
427 Site visits by this agency may be coordinated with those of a component organization. Each  
428 group separately will report and implement its findings and recommendations.  
429  
430  
431

432 **Adoption History**

---

433 Ratified by

434 American Academy of Psychoanalysis, 07 December 2000

435 National Membership Committee on Psychoanalysis in Clinical Social Work, 12 January 2001

436 Division of Psychoanalysis, American Psychological Association, 27 January 2001

437 American Psychoanalytic Association, 03 May 2001

438 Adopted by Accreditation Council for Psychoanalytic Education, Inc. 19 October 2002

439 Amended by Board of Trustees, ACPEinc: 13 July 2004, 17 August 2004, 16 November 2010