



CLINICAL TRAINING IN PSYCHOANALYSIS

Part time study

Trainee Handbook

October 2022

Contents

1. The Site Training Course Information	
Introduction	4
Duration of training	4
The training group	4
The seminars	5
Clinical presentations	5
Personal therapy: Policy	6
Confidentiality of personal therapy	7
Support in the course of your training	7
Supervised work	8
Mental Health Familiarisation Placement	8
Progress through the training	9
Written work and/or oral alternative	10
Written work	10
Oral alternative	11
External Examiner	14
General Guidelines for written papers	14
Equality and Diversity	16
Tutorials	17
Dual roles	17
Graduation	18
Accreditation policy	19
Accreditation checklist	19
Application to train at the Site	20
The Training Committee	21
Trainee representatives	21
Review meetings	22
External readers	22
Fees	22
Breaks in training	23
Maternity leave	23
Performance review	23

Gross misconduct	24
Suspension or reduction of clinical work	24
Trainees' complaints and/or grievances	25
Leaving the training	25
Generic training outcomes	26
Training outcomes for the Site psychoanalytic training	27
2. APEL policy	31
3. Code of Practice for the training of the Site for Contemporary Psychoanalysis	34
4. Conflict of Interest Policy	35

Introduction

The Site for Contemporary Psychoanalysis offers a training that is unusual in the attention it pays to the historical, philosophical and political contexts of the development of psychoanalysis. We introduce trainees not only to the different traditions of psychoanalytic thought, but to the social and philosophical practices that generated and produced those traditions. We attend to and debate issues of race, gender, sexuality and social class as they bear on and inform our lives and on our clinical practice. Our teaching is broad, comparative and critical.

Trainees are encouraged to develop their own individual positions as psychoanalysts, with an ability to self-question and self-reflect in the clinical encounter being fundamental. We place particular emphasis in clinical work on the centrality of careful and deep listening, the importance of language in the therapeutic encounter and a mindfulness about the social context of mental distress.

The vitality of the Site project hinges on a resistance to any formal systematisation or institutionalisation. It is in this spirit that we are committed to a practice which is finely attuned to the uniqueness of the psychoanalytic relationship.

The Site has its own journal, *Sitegeist*, which is available free of charge to members and trainees. Trainees are encouraged to submit articles for publication.

Duration of training

The training consists of the following elements: personal therapy, theoretical and clinical seminars, written papers, supervised work with patients and the “Pass”, the successful navigation of which leads to membership of The Site.

Whilst it is not possible to predict how long an individual trainee will need to stay in the training in order to feel ready to graduate and present their case for membership by doing their “Pass”, as well as to fulfil the course requirements, it is agreed that this cannot be done in less than four years. All trainees are expected to graduate within eight years of beginning the training, although we recognise that in exceptional circumstances a trainee may need longer.

The Training Group

In contrast to many other trainings, we do not operate year groups. Trainees join an open group and remain in the group until they graduate. There are currently two training groups, which meet on Thursdays and Saturdays respectively, following the same programme of seminars.

The Site subscribes to Psychoanalytic Electronic Publishing (PEPweb), which includes the classic thinkers of psychoanalysis – Freud, Klein, Winnicott etc. This enables trainees to access much but not all reading material for the programme online for free.

The seminars

The seminars are designed to introduce trainees to psychoanalysis and other relevant texts. The aim is to enable trainees to situate themselves, in a thoughtful way, in the psychoanalytic field and its practice. The syllabus is not static; it is redesigned each year according to the needs of the training group as well as the particular current interests of seminar leaders, thus hoping to enhance the vitality and diversity of the teaching. Reading lists for each seminar will be provided with the programme.

Seminars take place across three terms, weekly on a Saturday morning at Highbury Counselling Centre and on a Thursday evening at the Guild of Psychotherapists.

Please note: it is The Site's strong expectation that trainees will attend in person when seminars are running in the above locations; remote attendance needs to be agreed in advance with your Tutor.

Each training session has two parts: first, a theoretical seminar incorporating clinical material, and, secondly, a clinical discussion in which trainees take it in turns to present clinical material to be discussed by the group. The large seminar group splits into smaller groups for clinical presentations.

Trainees are required to attend the seminars regularly, and are expected to have read to prepare for the theoretical seminars; they may be asked to write about/present texts in the course of a particular seminar.

Confidentiality is a presupposition of both theoretical seminars and clinical presentations.

Once a year, in addition to the weekly seminars, there is a non-residential training weekend and trainees typically prepare for this by working together in small groups on presentations for the weekend. In addition to the set seminars we expect trainees to attend Site (and other) talks, workshops, conferences and other events to further their psychoanalytic education.

Clinical presentations

Trainees are required to give clinical presentations each term – typically two presentations each. The clinical presentation of case material should suitably disguise the identity of the patient to protect their confidentiality. The presentations are usually in

written form and one each term is to be written and lodged with the trainee's tutor, who may wish to discuss it with them.

Personal therapy: policy

The Site does not hold an approved list of training psychotherapists; each applicant's psychotherapist will be considered on his/her own merit. Applicants, who must be in on-going psychotherapy at least twice a week will normally elect to remain with their existing psychotherapist. The term psychotherapist implies a variety of psychoanalytical practitioners including: Psychoanalyst, Psycho-analyst, Analyst, Lacanian Analyst, Jungian Analyst, Analytical Psychologist, Psychoanalytic Psychotherapist, Analytical Psychotherapist.

In any event the training committee will want to be clear on the following:

1. that the therapy is twice a week and in an appropriate modality (see 2.)
2. only those psychotherapists who are psychoanalytically trained to a high standard will be acceptable and should be eligible for full membership of the UKCP (CPJA Section), BPC or similar.
3. that the psychotherapist will have a substantial amount of experience, at least 5 years post-qualification.

An applicant will be advised to change their psychotherapist if the second condition is not satisfied. In the unlikely event that the third condition is not satisfied the training committee will carefully consider the effects of breaking an on-going analysis against the positive effects of finding a more experienced psychotherapist. The decision made by the training committee will be final and binding. No decision is to be considered as establishing future precedent.

Should the psychotherapist not be known to members of the training committee, the committee reserves the right to contact the psychotherapist in question to establish their qualifications, experience and the length of time the applicant has been in analysis with them.

4. Online training therapy/analysis. As a general rule online working is not accepted for the purpose of a training therapy.

The Site and the Training Committee will not interfere in a trainee's therapy once their therapist has been approved, although we may periodically request written confirmation from a therapist that a trainee remains in therapy at the appropriate frequency.

Confidentiality of personal therapy

The Site is quite a small organisation; trainees and members get to know each other over time. This is enlivening, but also requires that boundaries of confidentiality are respected by all of us, particularly in relation to your personal therapy. Your relationship with your personal psychotherapist remains between you and them and is a matter of strict confidentiality. If your personal psychotherapist is also involved in some way in the training, for instance is a member of the training committee or is teaching, this may feel complicated. The following rules are designed to protect the confidential therapeutic relationship.

1. Your personal therapist will not be in a position of organisational responsibility for you. They will not be your supervisor or tutor for the duration of your training.
2. If your psychotherapist is a member of the training committee, they will always absent themselves from any discussion of you by the committee, such as regular trainee reviews.
3. If your psychotherapist is facilitating clinical presentations, you will not be a member of that clinical group.
4. If your psychotherapist is teaching the training group, how you feel about that is a matter between you and your psychotherapist. You would be expected to attend the seminars in the usual way. However, in all arrangements the priority of the therapeutic process must be safeguarded.

Support in the course of your training

It may well be that your personal psychotherapy is your prime source of support during your training, together with your supervision.

There are also other forms of support available to you. All trainees have a personal tutor (see **Tutorials**), who is the main formal source of support and guidance for each trainee.

Each training group has a trainee representative, who conveys questions, issues and suggestions relating to the training to the Training Committee on your behalf, above and beyond those you discuss with your Tutor, who can also liaise with the Training Committee if you have questions, issues and suggestions. The Training Committee meets six times a year to discuss all matters relating to the training. The trainee representatives are invited to attend these meetings to relay trainees' questions, issues and suggestions and also take back to the training groups the Committee's response.

If your financial situation becomes such that you need support, there are two sources of help with paying training fees in the form of bursaries: The Site, and the UKCP. You will be notified of the UKCP annual call for applications for bursaries. If you want to apply for a Site bursary, please discuss this with your tutor.

Please see pages 16 and 35 for the Site's policies on Equality and Diversity and on Conflict of Interest.

Supervised work

Under weekly supervision, each trainee is expected to build up a varied practice and to gain as much relevant experience as possible. Out of this practice, two patients will have to be twice-weekly long-term (not less than 18 months) patients.

Over the course of their training, each trainee will have to work with two supervisors approved by the training committee. One of the two must be a member of the Site. Trainees will remain in face-to-face, one-to-one supervision for the duration of the training and must stay with each of their training supervisors for at least 18 months, in weekly supervision in all instances. Supervisors are expected to write a report on a trainee's work annually, or more frequently should the Training Committee deem it necessary.

Where there are problems of accessing suitable supervision, Zoom/skype/telephone supervision may be considered, with the agreement of the Training Committee. If you are in this situation please discuss with your Tutor at the earliest opportunity.

The frequency of sessions with patients taken to supervision will be decided by the trainee, patient and supervisor according to the needs of the patient and the approach practised. However, it is accepted that for the purpose of training, the two long-term patients will have to be seen at least twice weekly. Work with other patients forms the varied practice we expect.

You must ensure that you have Professional Indemnity Insurance in place from the outset of your training. You can access information about available insurance for trainees via the UKCP's Trainee Membership page: <https://www.psychotherapy.org.uk/join-us/trainee-membership/>

Mental Health Familiarisation Placement

Typically applicants for training who are not already clinicians will already have acquired work experience which is relevant to clinical practice. In the exceptional case of a trainee

being accepted to train before they have relevant work experience, before they begin supervised clinical work they will be asked to complete a Mental Health Familiarisation Placement.

This is a non-clinical placement in a hospital or community mental health setting such as a community mental health team or voluntary sector agency, that enables trainees to encounter a range of psychiatric presentations or forms of distress, encountering the families and communities of those affected and experiencing the work of mental health professionals from other disciplines.

The nature and length of the placement should be discussed by the trainee and their tutor, and by the trainee and the placement provider based on the learning needs and existing experience of the trainee. The placement may not be necessary for trainees with prior training or experience such as those qualified in clinical psychology, medicine or social work.

The full criteria for such placements are available for you to consult on the UKCP website's section on Standards of Education and Training (SETs): see the CPJA SETs, 4.3 <https://www.psychotherapy.org.uk/media/d1edfvya/cpja-standards-of-education-and-training-2018.pdf>

Progress through the training

When considering a trainee's journey through the training towards their Pass, the Training Committee makes use of the following sources of information:

1. Most importantly, the committee listens to the trainee's own evaluation of their progress as reported to their tutor in the tutorial each term.
2. Seminar leaders send a report to the training committee describing their impressions of the training group and the contributions of individual members.
3. Clinical group leaders similarly contribute their judgement of the contributions made by individual members in clinical groups, both in their personal clinical presentations and in the discussion of others' clinical material.
4. Trainees are also asked to lodge a written record or transcript of at least one clinical presentation each term with their tutor. This may form the basis of discussion in the tutorial and will provide an indication to the whole training committee of the development of a trainee's clinical and critical thinking and their practice.
5. Supervisor's reports are requested from the trainee's principle clinical supervisor, at least annually, usually towards the end of the summer term.
6. There are three pieces of written work or, the alternative, oral presentations, which are

formally assessed. We want trainees to take the time they need to move through the training. Therefore, while trainees typically write their first paper/make their first presentation at the end of their first year, think about the topic of their second paper/oral presentation over the course of the second year, and then move on to their third paper/oral presentation, the dissertation or extended case study, once the first-year essay/presentation has been completed, we prefer trainees to take the time they need to produce their papers/presentations and submit them when they feel ready. A trainee would not normally submit their next paper until the preceding one has been read and accepted.

7. Particularly in the second and third essays/oral presentations, trainees are expected to demonstrate the capacity to read and research independently within the psychoanalytic and related literature, independent of the prescribed reading on the training, and to demonstrate the relevance of the focus of their research for their clinical development and practice.

Once a trainee has submitted a piece of writing or given the equivalent oral presentation, they continue to progress through the training, even if the piece of writing requires further work. All three pieces of work need to have been satisfactorily completed before a trainee can consider doing their Pass.

Written work and/or oral presentations

This section presents our guidelines and expectations relating to the work you present which is subject to formal assessment, as from October 2022, and replaces previous guidelines and expectations.

Notes for trainees who joined before October 2022:

1. Those of you who joined the training before October 2022 may opt for the oral alternative to written work, if you have a compelling reason.
2. If you have not yet submitted your first-year essay, please follow the guidelines on content in the following section relating to the essay.
3. Please note, your essay (or oral alternative) will not be a formal hurdle to progression in the training.

Written work

First-year essay (3000 words max)

Before the end of the first year, each trainee must submit an essay which will be assessed

by all the members of the Training Committee. The essay should take the form of a self-assessment, reflecting on the trainee's experience of the training, of their clinical practice and supervision and of their personal psychotherapy/analysis, and on anything else they consider relevant to their training. Trainees are welcome to discuss their approach with their tutor if they wish.

The aim of this essay is to help the members of the Training Committee get to know the trainee, give both trainee and Training Committee a sense of how the trainee has settled into the training ethos, and to identify any areas where further support would be helpful. Formally, the essay must satisfy the Training Committee that it is appropriate for the trainee to continue training.

The essay must be submitted before the end of June in the trainee's first year of training.

Feedback on the essay will be communicated to the trainee by their Tutor.

Second paper (3,000 – 5,000 words)

The second paper is often submitted around the end of the second year of training, but trainees may want to take longer. This is a matter for discussion between each trainee and their tutor.

Third paper: Dissertation/extended case study (6,000 – 8,000 words)

The timing of the submission of the third paper, the dissertation or extended case study, is also a matter for discussion between the trainee and their tutor, although typically trainees work towards this paper as they move into the fourth year of their training.

The Training Committee does not wish to be restrictive about the style and content of an essay. However, we expect a trainee's paper to demonstrate their ability to link their developing perspectives on psychoanalytic theory and their own emerging clinical practice. In addition, trainees may also wish to make reference to the other aspects of their training, including their own personal analysis and/or clinical supervision to support their development as practitioners. Whilst we do not believe that a trainee's clinical competence is demonstrated by an ability to produce academic essays, we expect a trainee to produce a clear and sustained argument, supported by accurate and precise reference to both primary and secondary psychoanalytic texts, in a way that matches the scale and scope of the essay.

The second paper and the dissertation/extended case study are read by two members of the Training Committee, whose comments are relayed to the trainee by their tutor and discussed with them. Readers may also wish to have a conversation with the trainee focusing on aspects of an essay which in the reader's/readers' view warrant clarification, further discussion or review.

Oral alternative to written work

This section outlines the requirements and criteria relating to the oral alternative to written work. The oral alternative is designed for trainees for whom a reasonable adjustment needs to be made to the usual requirement of written work. Any trainee who anticipates the need for this alternative should discuss it in the first instance with their tutor; their tutor will then make their case, if appropriate, to the Training Committee, for its approval.

The requirements and criteria are designed as equivalent to those relating to written work.

There are three oral presentations. We want trainees to take the time they need to move through the training. Therefore, while trainees offer their first presentation at the end of their first year, think about the topic of their second presentation over the course of the second year, and then move on to their third presentation, which is equivalent to a dissertation or extended case study, once the first-year essay/presentation hurdle is passed, we prefer trainees to take the time they need to produce their presentations and offer them when they feel ready. A trainee would not normally offer their third presentation until the preceding one had been heard and accepted.

Particularly in the second and third oral presentations trainees are expected to demonstrate the capacity to read and research independently within the psychoanalytic and related literature, independent of the prescribed reading on the training, and to demonstrate the relevance of the focus of their research for their clinical development and practice.

Once a trainee has offered a presentation, they continue to progress through the training, even if the presentation requires further work. All three presentations need to have been satisfactorily completed before a trainee can consider doing their Pass.

First presentation (30 minutes max. length)

Before the end of the first year, each trainee makes a presentation to all the members of the Training Committee. The presentation should take the form of a self-assessment, reflecting on the trainee's experience of the training, of their clinical practice and supervision and of their personal psychotherapy/analysis and on anything else they consider relevant to their training. Trainees are welcome to discuss their approach with their tutor if they wish.

The aim of the presentation is to help the members of the Training Committee get to know the trainee, give both trainee and Training Committee a sense of how the trainee has settled into the training ethos, and to identify any areas where further support would be helpful. Formally, the presentation and its discussion must satisfy the Training

Committee that it is appropriate for the trainee to continue training.

The presentation must be made before the end of June in the trainee's first year of training.

Feedback on the presentation will be communicated to the trainee by their Tutor.

Second presentation (45 minutes max. length)

The second presentation is often submitted around the end of the second year of training, but trainees may want to take longer. This is a matter for discussion between each trainee and their tutor.

A title, brief outline and bibliography must be submitted to the two members of the Training Committee to whom the presentation is being made at least a week in advance of the date of the presentation.

Third presentation, equivalent to a dissertation or extended case study (60 minutes max. length)

The timing of the third presentation, which is equivalent to a dissertation or extended case study, is also a matter for discussion between the trainee and their tutor, although typically trainees work towards this presentation as they move into the fourth year of their training.

A title, brief outline and bibliography must be submitted to the two members of the Training Committee to whom the presentation is being made at least a week in advance of the date of the presentation.

The Training Committee does not wish to be restrictive about the style and content of a presentation. However, we expect a trainee's presentation to demonstrate their ability to link their developing perspectives on psychoanalytic theory and their own emerging clinical practice. In addition, trainees may also wish to make reference to the other aspects of their training, including their own personal analysis and/or clinical supervision to support their development as practitioners. Whilst we do not believe that a trainee's clinical competence is demonstrated by an ability to produce academic discourse, we expect a trainee to produce a clear and sustained argument, supported by accurate and precise reference to both primary and secondary psychoanalytic texts, in a way that matches the scale and scope of presentations of this kind.

The second presentation and the third (equivalent to a dissertation or extended case study) are made to two members of the Training Committee, who will discuss the presentation with the trainee. The members of the Training Committee to whom the work is presented may wish to focus on aspects of the presentation which in their view warrant clarification, further discussion or review. After the discussion they will write

their formal comments which will then be relayed to the trainee by their tutor and discussed with them.

The second and third presentations should be accompanied by a written bibliography; see the paragraph below (page 15) on the rationale for requiring full referencing.

The second and third presentations will be recorded, in order to ensure consistency and to enable external assessment or appeal, should the case arise.

External Examiner

In order to ensure consistency of assessment for all trainees, each year up no less than 10% of assessed essays are submitted to our external examiner all with the feedback given by the readers. The external examiner provides the Training Committee with comments on the reader's feedback, whether it addresses the criteria for the essays in the handbook, whether it is consistent and fair and whether in style and approach it is helpful to trainees.

The external examiner does not overturn decisions on whether an essay has "passed". Our current external examiner is Dr Anne Worthington.

The external examiner will also act as a third reader in the case of an appeal from a trainee against a reader's decision, or, in the case of an oral presentation, as a third listener should a trainee appeal the decision of one or both of the two appointed listeners.

General guidelines for written papers and oral presentations

In their papers/oral presentations trainees should be able to demonstrate an understanding of the following aspects of psychoanalytic theory and practice, which are intended as general guidelines that should inform the thinking about and presentation of these papers/oral presentations.

a) Trainees should be able to demonstrate:

- A developing knowledge of classical psychoanalytic theory and informed awareness of contemporary debate
- A capacity to research and read critically psychoanalytic theories informed by contemporary European philosophy (for example, phenomenology, post-structuralism and deconstruction)

- A capacity to address questions of subjectivity, language and experience, diversity and difference, and acknowledge the socio-cultural specificity of individual's experience with regard to, for example, gender, race and class
- A familiarity with psychoanalytic theories regarding both neurosis and psychosis
- A capacity to understand the notion of research in psychoanalysis: see <https://www.psychotherapy.org.uk/media/d1edfvya/cpja-standards-of-education-and-training-2018.pdf>, 4.1.4 for the current CPJA definition of its expectations of trainees in relation to research
- The capacity to read and research independently within the psychoanalytic and related literature, independent of the prescribed reading on the training, and to demonstrate in their writing the relevance of the focus of their research for their clinical development and practice

b) Trainees should also be able to demonstrate an ability to:

- Compare and contrast different models of individual development and knowledge of notions of psychopathology within the psychoanalytic field
- Apply theoretical understanding to work with patients
- Develop awareness of the socio-cultural context of psychoanalytic theory and practice
- Critically appraise different theories of development and psychic change / consider the validity of different explanatory theories in different analytical situations / show an understanding of different models of therapeutic change based on a range of therapeutic interventions
- Show an applied understanding of different explanatory theories in different analytical situations and different models of therapeutic change
- Understand how to monitor the therapeutic process, relate it to psychoanalytic theory and critically examine the position of the analyst
- Evaluate psychic change and therapeutic outcomes from a psychoanalytic perspective
- Develop, explain and defend an integrated and personalised understanding of the role of theory in practice

For further detail about the knowledge and understanding your essays should aim to demonstrate, please see Training Outcomes ... Level descriptors, Theory below (pp.18-21), and see also CPJA SETs, 4.1 Theory, 4.1.1 - 4.1.4, on the UKCP website (<https://www.psychotherapy.org.uk/media/d1edfvya/cpja-standards-of-education-and-training-2018.pdf>)

In both written papers it is expected that there should be appropriate and explicit referencing of texts and authors used, preferably using Harvard referencing. If you are unfamiliar with reference practices, you can find many online guides, such as <https://www.librarydevelopment.group.shef.ac.uk/referencing/harvard.html>, or <https://www.librarydevelopment.group.shef.ac.uk/referencing/harvard.html>

www.scribbr.co.uk/referencing/harvard-style/; for further information on referencing see Pears, R. and Shields, G., Cite them right: The essential referencing guide. 11th edition. London: Macmillan (2019).

The Site aims to uphold intellectual honesty and transparency. This means that due respect should be given to the originators of ideas, data and works being consulted. An absence of such demonstrable respect through, for instance, a lack of referencing, is unethical. Plagiarism should be avoided: work such as your essays/presentations necessarily builds on what has come before, and learning to appropriately use and cite others' work is part of the process of writing an essay/producing a presentation.

Any trainee who needs reasonable adjustments in relation to written work should discuss what arrangements are appropriate with their Tutor at the earliest opportunity.

Equality and Diversity

As the reference to reasonable adjustments in the previous section suggests, the Site recognises the adverse effects of exclusion and discrimination, and therefore upholds a policy of equal opportunities, in keeping with current Equality, Diversity and Inclusion legislation.

The organisation values diversity, and undertakes to foster and implement systems and practices to ensure equality of opportunities and inclusiveness in all areas of its activities, not least the training. To this end, where necessary, it may also challenge the nature of psychoanalytic theory, practice and institutions.

Equality and Diversity Policy

The Site promotes active engagement with individual and cultural differences and diversity. In line with the Equalities Act 2010, as a training and charitable organisation it seeks to provide a framework within which all its members, employees, and trainees can benefit from the virtues of diversity and a pluralistic spirit of openness to different psychoanalytic perspectives on the unconscious and to the richness of multi-cultural values, attitudes and racial difference. In accordance with UKCP policy, the Site is committed to addressing issues of prejudice and discrimination in relation to the mental wellbeing, political beliefs, gender identity, sexual preference or orientation, disability, marital or partnership status, race, nationality, ethnic origin, heritage or identity, religious or spiritual identity, age or socio-economic class of individuals or groups. In line with the Equalities Act 2010. The Site keeps its policies and procedures under review in order to ensure that the realities of discrimination, exclusion, oppression and alienation are addressed appropriately. The Site aims to celebrate respect for human equality and diversity in all aspects of clinical practice, training and teaching. It aims to prevent and

when necessary confront any psychotherapeutic practice that may result in the oppression or exclusion of any individual or group within the organisation.

Tutorials

Each trainee is assigned a tutor, a member of the Training Committee, who guides them through the training. The tutor liaises between the trainee and the Training Committee and meets the trainee once a term. The tutor is responsible for obtaining regular reports from supervisors, and for discussing with trainees their progress as communicated by leaders of seminars and clinical group leaders. Extra tutorials can be arranged if necessary.

Trainees are expected to arrange to meet with their tutor not less than once each term to discuss how their work is progressing, changes in the arrangements or circumstances of their training, or any difficulties they may be experiencing. It is also an opportunity to discuss the termly clinical paper, which will have been sent to the tutor after presentation. Trainees may also choose to discuss their essays with their tutor before submitting them, and it is usually with the tutor that reflection on readers' comments on the trainee's second and third essays takes place.

We regard this point of contact with the Training Committee as being extremely important, and trainees are encouraged to make the fullest use of the opportunity to discuss any aspects of the training. The tutor's knowledge of the trainee, and the way in which the trainee approaches the training programme, will play an important part in their continuing assessment.

Tutors may recommend, or the Training Committee may require, the trainee to undertake further tutorials with a member of the Training Committee. The need for this may arise, for example, where the trainee needs extra help in regard to the theoretical content of the course. Trainees are required to pay for any further tutorials beyond the one per term whose cost is included in the fees.

Dual roles

Because tutors must be members of the Training Committee, it is possible that occasionally a conflict of interest might arise between a person's role as a tutor and that person's role as a member of the Training Committee. Should this arise, the tutor's first

responsibility is to you as your tutor; their role remains to represent your views and interests to the Committee, and they will otherwise recuse themselves from whatever process is in train.

For issues relating more broadly to conflict of interest see the Site policy, page 35

Graduation

Trainees are assessed by the Training Committee each term and whenever the need arises. When all training requirements have been fulfilled to the Training Committee's satisfaction, a trainee may go for the "Pass". The Pass cannot be undertaken until the trainee has completed four years in the training.

Trainees are expected to continue to attend seminars and clinicals while working towards their Pass, except for the last half term before they present their paper. If they choose to stop attending during that last half term, they are still expected to pay full training fees.

The Pass is a rite of passage, enabling the trainee to pass from trainee status into membership of the Site. The trainee makes their case for such membership to a meeting of the Site members and trainees. A trainee may speak to the assembled company about their work in any way they wish and will be assessed both by their presentation and by their ability to hold their own in the discussion of what they have presented. The paper is usually about 45 minutes long and is followed by about 30 minutes of discussion. The company then vote as to whether the trainee has 'passed' into membership. A trainee may be asked to re-present their case if the assembled company feels that they are not ready to "pass".

The following is the four-step procedure leading up to the Pass:

1. The trainee convenes a meeting with the trainee group to consult about their desire to undertake the pass
2. Provided the group are endorsing, the trainee then approaches their tutor
3. The TC discuss the request and if it is agreed, a date is set for the Pass
4. The trainee writes their paper, whilst remaining in the training group. The paper does not come to the TC for 'authorisation', but the trainee is advised to consult about the paper before its public performance, the Pass. Tutors, supervisors, other Site members and fellow trainees are good resources when preparing for the Pass.

Graduation leads to full membership of the Site and to the right to register with UKCP.

Accreditation Policy

Before going for The Pass and applying for membership of The Site, each trainee is expected to have successfully completed each component of the training as described in the handbook and to have met all the requirements of the UKCP/CPJA Standards of Education and Training for accreditation to the UKCP Register of Psychotherapists.

The Accreditation Checklist ensures that each requirement has been met. Completing the checklist is the responsibility of the trainee and should be presented to their tutor for counter-signing before requesting to go for The Pass. Trainees should be prepared to evidence that each element has been successfully completed.

Accreditation Checklist

1 Mental Health Familiarisation Placement

Date Completed:

2 First Year Essay/oral presentation

Approved by Training Committee:

3 Second Year Essay/oral presentation

Approved by both readers

4 Dissertation/oral presentation

Approved by both readers

5 Safeguarding training

Date Completed

6 First Long-Term Twice-Weekly Patient

Date Therapy Began

Date Terminated

7 Second Long-Term Twice Weekly Patient

Date Therapy Began

Date Terminated

8 First Weekly 1:1 Supervisor

Date Began

Date Terminated

9 Second Weekly 1:1 Supervisor

Date Began

Date Terminated

and a decision on the applicant's suitability is made by the Training Committee. In some circumstances a third interview may be necessary. Applicants can join the training group in October and January.

The Training Committee will give feedback on the outcome of interviews, should an applicant wish it.

Unsuccessful applicants may appeal the Training Committee's decision.

The Training Committee

The current members of the Training Committee are:

Keith Armitage, Barbara Cawdron (joint Chairs), Liz Guild, Eric Harper, Francesca Joseph, Peter Nevins, Andie Newman, Julie Walsh

The Training Committee is responsible for:

- ensuring that the training programme is in compliance with the requirements of The Site by-laws
- the selection and registration of all applicants to become trainees or trainees of the Site
- the teaching, training, assessment or approval as to suitability and competence of all persons who seek membership of the Site, following training with the Site

The full legal extent of the Training Committee's responsibilities and duties can be found in the Bye laws of the Site for Contemporary Psychoanalysis (Appendix B).

Trainee representatives

Two trainee representatives to the Council, one for each of the training groups, are elected by trainees. They serve for a year, and can serve for two consecutive years, with the approval of their training groups. They have a full role as members of the Council save where issues directly relating to training are concerned.

Trainee representatives also attend for part of the regular Training Committee meetings, to discuss training-related matters and feed back trainees' views.

Review meetings

The Training Committee meets with all trainees at the end of each year for a review session to discuss the year's programme and the forthcoming syllabus. Additionally, there is meeting at the end of each term to review the term's programme.

External readers

The Site maintains a list of independent, external persons for serving on the panel of essay readers. This panel can be used in three circumstances:

- where the internal readers could not reach agreement about a submitted piece of work.
- where a trainee contests the outcome of the written assessment of their work
- members of the panel are invited to all Passes

Fees

The current fee for the course is under review. The fee is payable in advance at the beginning of the term and is not refundable. The Training Committee expects trainees to make arrangements to ensure that there are no exceptions to this requirement. Any difficulties which the trainee does anticipate with payment of fees must be discussed immediately with their tutor. If a trainee falls behind in payment for more than two terms without a plan for payment, they may be suspended from the programme until a payment plan is agreed. They will be removed from the training if arrears continue for more than three terms without a plan for payment.

A limited number of small Site bursaries are available for those in need. Trainees may also apply for the UKCP annual bursaries.

The fee does not include individual psychotherapy or supervision. It includes one tutorial per term.

The Site reserves the right to increase fees annually, in line with the course running costs.

Please note: Reading material for seminars may well be available free on PEP (via the Site's subscription); seminar leaders may make scans or pdfs of reading material

available also; but trainees should be prepared to purchase some of the reading material required for seminars. Fees do not cover the cost of reading material.

Breaks in training

Circumstances may very occasionally arise where a trainee may wish to take a period of time off in the course of the training. This must be discussed first of all with their tutor. Where the Training Committee accepts this, a date will be set for the resumption of the training, and any particular requirements placed upon the trainee's return will be set out in writing. The trainee will be expected to continue to meet their tutor once a term and sustain both their therapy and supervised clinical work.

Trainees will be charged a third of the current termly fee per term during such breaks from training.

Maternity leave

We recognise that the circumstances of trainees taking maternity leave from the training fall into a different category from trainees needing a break for other reasons. For example, the trainee may well not be undertaking clinical work for an extended period after the baby's birth. It may or may not be appropriate for her to be seeing her therapist/analyst during this time. *However, it is essential that as soon as the trainee resumes clinical work, however small her caseload, she must also resume weekly supervision and twice weekly therapy/analysis.* We ask that the trainee keep her tutor informed as fully as possible of her provisional plans with regard, for example, to start and end dates of maternity leave. Clearly, these plans may well be subject to change, and the Training Committee will be flexible and sympathetic to this.

Trainees will be charged a third of the current termly fee per term during maternity leave.

Performance Review

We offer trainees the time to develop as psychoanalytic practitioners at their own pace and recognise that an analyst's formation varies and cannot be made to conform to schedules. Notwithstanding, the Training Committee will review each trainee's development will review each trainee's development once they have completed a full year of clinical practice, in order to consider and approve their suitability to continue training.

Occasionally, and at any point in their training, a trainee's performance can cause concern and we aim to support that trainee to remedy the issues identified.

When the Training Committee identifies an issue with a trainee's work, their tutor will raise this with them at the earliest opportunity. The tutor will explain the problems and how we aim to support the trainee and assess their development. Issues can include (but are not restricted to) inadequate written work; unsafe or inappropriate clinical work; difficulties maintaining the psychoanalytic frame or position; difficulties reflecting on one's own position within the psychoanalytic work; difficulties in maintaining positive relationships with other trainees, members or placement providers; failure to attend regularly at the teaching group. The trainee may be asked to undertake additional work during the performance review. This might include attendance at additional tutorials; additional written work such as process notes or clinical diaries; additional supervision or more regular supervision reports. In some circumstances a trainee may be asked to change clinical supervisor or choose a new supervisor from a shortlist prepared by the Training Committee. At the meeting with the tutor, the trainee will be told how long these measures will be in place for. At the end of that period, the trainee will meet with representatives of the Training Committee who will decide if the trainee's performance is now meeting the expected standard, or if the measures need to be extended for a further specified period.

If the trainee's issues cannot be remedied, the Training Committee will discuss whether their training should be terminated.

Should the Training Committee decide that a training should be terminated, the trainee has the right to appeal this decision to the Council.

Gross Misconduct

Gross misconduct by a trainee includes inappropriate or exploitative relationships with a patient; physical violence to a patient, colleague or peer; racist, sexist or homophobic language or conduct to a peer, colleague or patient; substantial plagiarism in written work. When the Training Committee is aware of an allegation of Gross Misconduct against a trainee, the trainee will be suspended pending a conduct hearing arranged by the Training Committee. The hearing will hear from those involved in the alleged incident(s) and decide if the trainee can continue or if their training is terminated.

The trainee has the right to appeal the decision to the Council.

Suspension or Reduction of Clinical Work

All clinical work undertaken by a trainee is done so with the approval of the Training Committee. Very occasionally, to safeguard the wellbeing of a trainee or their patients, a trainee may be asked to suspend or reduce their clinical work for a specified period subject to review by the Training Committee. Failure to comply with this request may constitute grounds for termination of their training.

Trainee's complaints and /or grievances

Most frustrations, issues and complaints that arise relating to the training are addressed informally between a trainee and their tutor, or may be mediated by a trainee's tutor to the other person(s) involved. If an issue concerns a tutor or the behavior of the Training Committee as a body, a trainee may approach the Chair of Council to discuss the issue. Should any trainee wish formally to make a complaint or initiate a grievance procedure, they should know that their complaint or grievance will be treated with sensitivity, but that a formal complaint cannot be treated confidentially if it is to progress to a hearing and that the complaint/grievance and the names of the complainant will be shared with the respondent in line with our organizational policies. We aim to treat the complainant with respect and to support them throughout the process and to progress with their training. If the issue raises concerns about a member's or a trainee's clinical practice and risks to the public, the issues may also be disclosed to the appropriate public safeguarding bodies or the member's regulatory body and in this case may not be treated as confidential.

Leaving the Training

We want all trainees to progress through the training to their Pass smoothly and in a timely way. A trainee may wish to end their training without proceeding to the pass. A letter of resignation should be addressed to the Chairs of TC and their tutor. The trainee will be offered a confidential meeting with the Chair of Council to discuss their decision before it is accepted.

GENERIC TRAINING OUTCOMES FOR THE SITE FOR CONTEMPORARY PSYCHOANALYSIS

Level Descriptors: Site trainees are required to demonstrate:

1. Context of practice

An understanding of the characteristics of different professional settings and the capacity to understand variations in ways of working in different settings.

(Mode of assessment: supervisor's reports, tutor's reports, clinical presentations)

A clear grasp of central issues such as confidentiality and professional boundaries and the rights and needs of clients/patients within legal and ethical frameworks.

(Mode of assessment: supervisor's reports, tutor's reports, clinical presentations)

2. Responsibility

A capacity to function autonomously as an independent practitioner within the psychoanalytic field.

(Mode of assessment: the development of their individual private practice, through tutorial and supervisory reports)

An awareness of the duties and responsibilities of a practicing psychotherapist within legal and ethical codes.

(Mode of assessment: the development of their individual private practice through tutorial and supervisory reports)

An ability to use criticism constructively and to formulate balanced self-assessment.

(Mode of assessment: through clinical presentations, tutor's reports, supervisor's reports).

3. Ethical understanding

An appreciation of ethical concerns in the field of psychoanalysis.

(Mode of assessment: through clinical presentations, supervisor's and tutor's reports)

A knowledge and understanding of the Code of Ethics of the UKCP and CPJA and those of The Site and an ability to work reflectively within these codes.

(Mode of assessment: supervisor's reports, tutor's reports)

The capacity to function ethically in the context of their working relationships with patients, colleagues and peers.

(Mode of assessment: seminar leader's reports, supervisor's reports, tutor's reports)

Develop critical understanding of cultural, racial, socio-economic and gendered and heteronormative bias in the theory and culture of psychoanalysis and when it is necessary to challenge these biases. *(Mode of assessment: seminar leader's reports, tutor's reports, supervisor's reports)*

**TRAINING OUTCOMES FOR THE SITE PSYCHOANALYTIC TRAINING
(to be read alongside the Standards of Education and Training for the College of
Psychoanalysis and Jungian Analysis and the generic Standards of Education and
Training of the UKCP)**

THEORY

Level Descriptors - Knowledge base

1. Knowledge and understanding:

Site trainees should be able to demonstrate:

A developing knowledge of classical psychoanalytic theory and informed awareness of contemporary debate.*

(Mode of assessment: through seminar leader's reports, supervisor's reports and written papers)

A capacity to read critically psychoanalytic theories * informed by contemporary European philosophy* (for example phenomenology, post-structuralism and deconstruction).

(Mode of assessment: through seminar leader's reports, supervisor's reports and written papers)

A capacity to address questions of subjectivity, language and experience, diversity and difference within a framework of theorising and practice which acknowledges the socio cultural specificity of individual's experience with regard to, for example, gender, race and class and to think how dynamics of privilege, oppression and marginalization and assumption as they impact psychic and social development and impact on life experience.

(Mode of assessment: through seminar leader's, supervisor's and tutor's reports, clinical presentations and written papers)

A familiarity with psychoanalytic theories* regarding psychosis.

(Mode of assessment: through seminar leader, supervisor's and tutor's reports, clinical presentations and written papers)

The capacity to understand critically the notion of 'research' in psychoanalysis and how this functions.

(mode of assessment: through seminar leader, supervisor's and tutor's reports and written papers)

* Such as the Training Committee may think appropriate for the syllabus at any time.

2. Analysis: Site trainees should be able to demonstrate an ability to:

Compare and contrast different models of individual development and knowledge of notions of psychopathology within the psychoanalytic field.

(Mode of assessment: written papers)

Show an understanding of different models of therapeutic change based on a range of therapeutic interventions.

(Mode of assessment: clinical presentations and written papers)

Develop awareness of socio-cultural context of psychoanalytic theory and practice.

(Mode of assessment: clinical presentations and written papers)

3. Synthesis and Creativity

Apply theoretical understanding to work with patients.

(Mode of assessment: clinical presentations and written papers)

Develop hypothesis about psychoanalytic notions of psychopathology and of psychic change and how they affect the work with patients.

(Mode of assessment: clinical presentations and written papers)

Critically appraise different theories of development and psychic change.

(Mode of assessment: clinical presentations and written papers)

Develop, explain and defend an integrated and personal understanding of the role of theory.

(Mode of assessment: clinical presentations and written papers)

4. Evaluation

Understand how to monitor the therapeutic process, relate it to psychoanalytic theory and critically examine the position of the analyst.

(Mode of assessment: clinical presentations and written papers)

Consider the validity of different explanatory theories in different analytical situations.

(Mode of assessment: clinical presentations and written papers)

Evaluate psychic change and therapeutic outcomes from a psychoanalytic perspective.

(Mode of assessment: clinical presentations and written papers)

Level Descriptors: PERSON/CLINICAL SKILLS

Site trainees are expected to demonstrate the following abilities:

1. Therapeutic skills

Assess patients for suitability for psychoanalytic intervention.

(Mode of assessment: supervisor's reports, clinical presentations and written papers)

Be able to hear the ‘patient’s unconscious speak’ and to be able to make appropriate psychoanalytic interpretations.

(mode of assessment: supervisor’s reports, clinical presentations and written papers)

Work within notions of free associations, regression, transference, resistance and other psychoanalytic concepts appropriate to the theoretical stance, which informs the work.

(Mode of assessment: supervisor’s reports, clinical presentations and written papers)

Understand the importance of settings and other ‘technical’ arrangement which govern the work from time to time and in the context of the theoretical stance which informs the work.

(Mode of assessment: supervisor’s reports, clinical presentations and written papers)

2. Self appraisal

Through personal analysis/therapy explore and understand own psychic development and achieve a sufficient psychic flexibility required for psychoanalytic work.

(Mode of assessment: supervisor’s report)

3. Planning and Management of Learning and Practice

Use resources such as personal therapy and one to one supervision for learning and enhancement of practice.

(Mode of assessment: supervisor’s report)

Similarly, make effective use of clinical seminars.

(Mode of assessment: seminar leader’s reports, clinical presentations)

Make effective use of supervision, analysis and tutorial relationship and be able to discern their distinct functions.

(Mode of assessment: supervisor’s and tutor’s report)

4. Communication and presentation

Prepare and present case material for discussion and for supervision. Show understanding in seminar discussions of psychoanalytic concepts (as defined by the Training Committee and reflected in the syllabus from time to time) and to relate them to psychoanalytic work with patients. Be able to respond thoughtfully and psychoanalytically to presentations by other trainees.

(Mode of assessment: seminar leader’s reports, supervisor’s report, clinical presentations and tutor’s reports)

5. Interactive Professional Group Skills

Capacity to function professionally in peer groups and to develop working relationships with other mental health professionals.

(Mode of assessment: clinical presentation reports, tutors’ reports, supervisor’s reports,

seminar leader's reports)

Participate in conferences and study days when such are organized.

(Mode of assessment: tutor's report)

Appreciate the full range of therapeutic interventions and their part in the overall management of patients with severe mental health problems.

(Mode of assessment: supervisor's, tutor's report and clinical presentations)

Modes of assessment

As indicated in italics beneath each competence, this is primarily achieved through an examination of supervisor's reports, clinical and seminar leaders' reports, tutor's reports and written papers.

POLICY AND PROCEDURES ON APEL APPLICATION AND PROCESS

What is APEL?

The Accreditation of Prior and Experiential Learning, or **APEL**, is a process enabling potential trainees to gain formal recognition for the skills and knowledge they have gathered either through life/work experience or previous studies.

The Site for Contemporary Psychoanalysis recognises the importance of formalising its procedures around the intake of trainees who might qualify for such a scheme.

In order for the scheme to be credible, there must be a good match between the prior learning and experience of the applicant and the specified learning objectives and competences required for the completion of our Postgraduate Diploma in Psychoanalysis. This is so that internal consistency within the Postgraduate Diploma course can be maintained.

The Site training is conducted through one open group, which trainees join at three entry points in every academic year. The open rolling programme means that we do not have specific year groups, which has an implication for our APEL policy. Trainees applying for our training under our APEL scheme will not, therefore, be assessed for a particular year group, but will be assessed as to:

- a) their suitability for the training programme in general
- b) the number of years they would need to stay in the training in order to graduate through the 'Pass'

The Site expects all trainees accepted under our APEL policy to be in the training group for a minimum of two years, and will APEL no more than 50% of a training.

The number of APELled trainees will be a maximum of two at any time in the trainee group. This should prevent a cohort becoming suddenly oversubscribed, which could have adverse consequences on the learning of the group of trainees.

There will be a number of stages clearly explained in this policy, which will provide a structure for assessing the applicant.

1. Who is eligible for our APEL scheme?

Trainees of all ages who have undertaken a year or more of study on a Psychoanalytic training accredited by either the UKCP or the BPC. At this point in time the Site does not accept applicants under the APEL scheme who have completed a BACP course.

2. What are the steps in the APEL scheme

An applicant applying for our APEL scheme will need to demonstrate through a process of interview, and of gathering information in portfolio form, that s/he has the competence required to enter on to our Postgraduate course

There will be six steps to this process:

- 1. Candidate profiling**
- 2. Completion of an application form**
- 3. Submission of two pieces of work, one theoretical and one clinical**
- 4. Submission of details of clinical practice**
- 5. An interview with 2 members of the training committee**
- 6. Outcome**

1. Candidate profiling

Should the preliminary enquiry suggest that the APEL scheme is relevant, the prospective trainee and the Training Committee will embark on the APEL process. The first step may involve an initial exploratory interview, so that we can assess his/her needs and requirements and identify the potential match between any prior learning and our specific training.

2. Completion of an application form

The application form, listing prior academic qualifications, details of other courses, certificate or awards, including certificate of attendance at short courses, will need to be substantiated and references provided.

3. Submission of written work

There are three pieces of written work on the Site training. Normally, we would not require APEL candidates to submit a first-year paper. However, we would ask for a paper to be submitted, normally one previously submitted in the candidate's previous training, that demonstrated a standard of theoretical and clinical understanding to equate with those of Site trainees after two years on the training. If an applicant's paper is not of this standard, then we would extend their period of time in the training group to a minimum of three years. The Site will provide the candidate with the current guidelines for presentation of papers.

4. Submission of details of clinical practice

All APEL applicants will need to be in supervised clinical practice in order to be considered under this scheme. The applicant will provide details of their practice, including any clinical placements. We also request an account of a piece of clinical work prepared and submitted during a previous training course. The Site will also require supervisors' reports.

The degree of clinical experience will be a factor in how many years an applicant will spend in the training. For example: an applicant with a varied practice, including a twice weekly patient who they have been seeing for a minimum of six months, would be APEL'd for the 2-year maximum, all other factors being in place. However, an applicant who has yet to begin work with a twice-weekly patient would be APEL'd for 3 years minimum.

5. An interview with two members of the Training Committee

The applicant will have two separate interviews with Training Committee members. There is sometimes a need for there to be a third interview, if agreement cannot be reached about the applicant's suitability.

6. The outcome

The training committee will reach a decision about the applicant's suitability to join the training under our APEL policy. The decision will make clear the minimum number of years that the applicant will need to complete in order to be ready for graduation from the Training.

In the case where an application is unsuccessful, a report giving the reasons and recommendations will be dispatched to the applicant. If the applicant feels the decision needs to be challenged, s/he will need to appeal in writing to the Chair of the Training Committee.

An opportunity to debrief on the process will be offered to the applicant on completion of the scheme, to reflect on their experience.

CODE OF PRACTICE FOR THE TRAINING OF THE SITE FOR CONTEMPORARY PSYCHOANALYSIS

Paragraphs 1-9 below set out the Code of Practice for the Site Training and comprise the elements that are incorporated in the Site constitution, code of ethics, complaints procedures and training brochure to clarify the responsibilities of the organisation in relation to the trainees. These paragraphs shall be read in conjunction with the Site constitution, code of ethics, the training brochure and equal opportunities policy.

1. All prospective trainees will be fully informed of the nature and requirements of the course including its philosophy, objectives, assessment criteria and requirements for satisfactory completion. The Site reserves the right not to give applicants the reasons for not accepting them to train.
2. All trainees, once accepted to train will be given details of the syllabus and all other relevant information including cost, via the training brochure, copies of the syllabus and meetings with the personal tutor. *No fundamental changes to the nature of the course will apply to existing trainees without their explicit agreement and prospective candidates will be informed of changes at the time of the interview.*
3. All trainees and members of the Training Committee, as well as other members of the organisation who may play a part in the training programme, are automatically covered by the Code of Ethics of The Site and are therefore obliged to treat one another in a professional/ethical manner as included in the Code.
4. The Code includes special provisions for the way in which complaints against trainees from patients or colleagues will be handled.
5. The Site will ensure that all teachers, tutors, supervisors and therapists of trainees are answerable to an appropriate Code of Ethical practice.
6. Each trainee will be assigned a personal tutor. The tutor's responsibilities are clearly set out in the training programme. In the event that a trainee wishes to make a formal complaint against a breach of the Code of Ethics, they will have to follow the procedure as clearly specified in the Code.
7. If a trainee has a grievance in the normal run of the training which does not amount to a breach of the Code they should:
 - (a) Bring it to the attention of the tutor who will endeavour to resolve it with the help of the Training Committee
 - (b) If the problem is in the trainee's relationship to the tutor, they will speak directly to the Chair of the Training Committee. If the Chair is the tutor, another member of the Training Committee may be approached.
 - (c) If the trainee feels that the Training Committee failed to act in accordance to its designated powers and responsibilities, they may make a formal complaint to the Council of The Site and an appeal to the CPJA.
8. The organisation and the Training Committee have a duty of confidentiality to the personal information about trainees and their patients and will only use the information in the accepted context of assessment meetings and other meetings instrumental to the

- training. Every effort will be made to ensure that trainees do the same in relation to clinical discussions, written reports and papers.
9. All complaint and appeal procedures are clearly set out in the Site Code of Ethics.

Conflict of Interest Policy

Contents

1. Introductions and Definitions
2. What is a Conflict of Interest?
3. What Issues does it raise
4. Defining a Conflict of Interest
5. Council, standing committees and sub-committees
6. What Does the Law Say About Conflicts of Interest?
7. Identifying a Conflict of Interest
8. Procedure during Council Meetings, Standing committee meetings, Committee meetings and sub-committee meetings
9. Review

1. Introduction and Definitions

1. No matter at what level of an organisation people work, there is always the possibility of a situation arising when a potential or perceived conflict of interest arises.
2. This Conflict of Interest Policy outlines in detail the procedure for declaration of interests. The Conflict of Interest Policy applies to Council member and members of all Standing committees and Subcommittees of the Site for Contemporary Psychoanalysis (the Site)
3. The aim of this policy is to set out the procedure for handling conflicts of interest within the Site, it defines:
 - What is a conflict of interest?

- The procedure for handling conflicts of interest within Council Standing committee and sub-committee meetings and through the provision of services provided through the Site

2. What is a Conflict of Interest?

A conflict of interest is any situation in which an individual's personal interest or that which they owe to another body, and those of the charity arise simultaneously or appear to clash.

3. What Issues does it raise?

We recognise that it is inevitable that conflicts of interest occur. The issue is not the integrity of the person concerned, but the management of any potential to profit from a person's position as member of Council or member of a standing committee or any sub-committees to be influenced by conflicting loyalties. Even the appearance of a conflict of interest can damage the charity's reputation, so conflicts need to be managed carefully.

4. Defining a Conflict of Interest

Almost all of us have personal or professional interests, such as a hobby, an investment in a business or a desire to help our friends and family members succeed in their own interests.

Sometimes we base our decisions on whether or not they will ultimately benefit from one or more of these interests.

5. Council, standing committees and sub-committees

Council members, standing committee members and members of sub-committees who are in a position to directly or indirectly influence the outcome of the Site's business must take extra steps to ensure that their private interests do not compete with their professional duties.

6. What Does the Law Say About Conflicts of Interest?

The law states that trustees may not receive any benefit from their charity in return for any service they provide to the charity unless they have express legal authority to do so. "Benefit" includes any property, goods or services which have a monetary value, as well as money. This legal authority will come either from a clause in the charity's governing document or, where there is no adequate clause in the governing document, from us or the Courts.

The rule that a trustee cannot receive any benefit from his or her charity without explicit authority is based on the principle that trustees should be in a position where their personal interests and their duty to the charity conflict, unless the possibility of personal benefit from which the conflict of interest arises is transparent. Transparency is achieved

by requiring explicit authorisation of the benefit, and by ensuring that any particular conflict of interest is properly and openly managed.

It is the potential, rather than the actual, benefit from which the conflict of interest arises which requires authority. In order to avoid a breach of trust and to ensure transparency, authority is required when there is a possibility of benefit. This will avoid accusations of impropriety, which could in turn have a damaging effect on the charity's reputation.

7. Identifying a Conflict of Interest

Conflicts of interest may come in a number of different forms:

- Direct financial gain or benefit to the trustee, such as:
- Payment to a trustee for services provided to the charity;
- The award of a contract to another organisation in which a trustee has an interest and from which a trustee will receive a financial benefit; or
- The employment of a trustee in a separate post within the charity, even when the trustee has resigned in order to take up the employment.
- Indirect financial gain, such as employment by the charity of a spouse or partner of a trustee, where their finances are interdependent;
- Non-financial gain, such as when a user of the charity's services is also a trustee. Trustees will need to be able to demonstrate that the arrangement is in the best interests of the charity and that the conflict of interest is transparently managed.
- Where supervisory, tutorial or psychoanalytic roles overlap

Trustees will need to consider such options as:

- Whether or not the benefit and conflict of interest will be ongoing or a one-off situation; and
- The procedures which the trustees have in place to ensure that conflicts of interests are managed transparently.

9. Procedure during Council Meetings, Standing committee meetings Committee Meetings and sub-committee meetings

9.1 At any meeting where the subject matter leads a participant to believe that there could be a conflict of interest, this interest must be declared at the earliest convenient point in the meeting. This relates to their personal circumstances or anyone that they are aware of at the meeting. In the case of the Site for example, the Chairperson requests Council members to declare their interests in items on the Council agenda as item 1 of every public Council meeting.

9.2 Declarations of interests must be clearly identified within the minutes of the meeting, including any need to withdraw and reasons for not doing so.

9.3 As a rule, those with pecuniary or clinical interests should withdraw from the meeting and those with non-pecuniary interests could be allowed to stay, depending upon the circumstances. The meeting needs to determine whether there could be a matter of bias (any unfair regard with favour, or disfavour) in the matter. Members allowed to stay in the meeting are not allowed to vote on the subject matter.

9.4 The Chair of the meeting must take a decision as to the need for the member of the meeting to withdraw or not from the proceedings. Where this may involve the Chair, the Deputy Chair will take the decision.

9.5 If the Chair of the meeting is the person to whom the declaration of interests relates, the Chair should vacate the seat and the meeting for that item. If there is no Deputy Chair present at the meeting, the meeting must first elect a Chair from within their number by a show of hands.

10. **Review** - this policy will be reviewed at least biannually.